



Eastern Ontario Catholic Curriculum Cooperative

Working Together for Catholic Education

Lessons for Literacy

Linking CASI to Classroom Strategies

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Lesson Plans for Literacy

Linking CASI to Classroom Strategies

Overview

“Lesson Plans for Literacy: Linking CASI to Classroom Strategies” provides strategies for teachers that link the scores and next steps in promoting literacy in the classroom. This project is a follow up to the project previously funded by the EOCCC, “Lesson Plans for Literacy: Linking PM Benchmarks to Classroom Strategies”.

Each lesson plan in this document follows the Gradual Release model and addresses one or more expectations from both the Reading Curriculum as outlined in the Ontario Ministry of Education Language Document, 2006 and the Catholic Graduate Expectations (CGE’s). For each lesson the most obvious CGE’s have been identified. Further expectations can be added based on the resources, materials and/or context in which the lesson is delivered.

Each lesson also provides suggestions for differentiated instruction. These expectations can be changed, modified or expanded based on the classroom circumstances.

Blackline masters, web and print resources have been identified or developed for many of the lessons. A complete appendix can be found at the end of the document.

Background and Rationale

The CASI (Grades 4-8) helps identify reader comprehension and fluency levels through age appropriate, field validated reading passages and has been designed to adhere to the achievement categories of the Ontario Curriculum. Teachers in many school boards are now required to complete the CASI assessment on students at set intervals during the year. This document aims to provide a variety of next steps to address students’ strengths and weaknesses.

Once teachers have identified students’ strengths and weaknesses, they can look for an appropriate lesson plan to help the students beyond their current level. It should be noted that the CASI should be used in

conjunction with other forms of assessment when determining appropriate strategies to use in the classroom.

Format of this resource:

- This resource has been broken down into four main sections representing categories of assessment; (Knowledge/Application, Thinking/Understanding, Communication, Application)
- Lesson plans may overlap with other categories of assessment, (e.g. a lesson plan may address Knowledge/Application as well as Communication)
- An attempt has been made to determine whether the lesson plan is appropriate for “significantly below target, below target, meeting minimum target, or exceeding target”, but lesson plans can be used for any or all groups
- Grade level curriculum expectations have been identified in each lesson plan, as have Catholic Graduate Expectations that are being addressed
- Lessons have been developed in accordance to the Gradual Release Model, and include activities for:
 - Teacher modeling
 - Shared practice
 - Guided practice
 - Independent practice
- Each lesson has included suggestions for differentiated instruction, which can be added to, modified, or expanded

Time

Within each lesson, time has been allotted to the components of the Gradual Release Model. These times are recommendations made by the writing team after consultation with the Ministry guidelines. It is not necessary to strictly adhere to these times. Depending on the grade, composure of the class and the time in the school year, the teacher may choose to use alternate amounts of time or may want to repeat a lesson that their class is struggling with. The schedule for balanced literacy should be flexible.

Knowledge and Understanding

Questions 1, 4, 5



Lesson Name	Cloning the Author	
Division	Junior	
Expectations	1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them	
Catholic Graduate Expectations	CGE 2b – An effective communicator reads, understands and uses written materials effectively.	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 1	
Materials/Resources	<ul style="list-style-type: none"> • A picture book • Writing utensils • Writer's notebook 	
Prior Learning	Elements of story, main idea, key words	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 - 15 min	<ul style="list-style-type: none"> • The teacher will read the picture book to the class. The book should be chosen for a reason specific to the teacher. This is to suggest that the book could be by a favourite author, a good example of how language is used to create a feeling, a mood etc... (A good example of a text would be "Brown Bear Brown Bear What Do You Hear?" "The Very Hungry Caterpillar", "The Bear Snores On") • The teacher will discuss with the children what they saw as key elements of the text. "<i>What made this text stand out for you?</i>" The teacher should share with the students why it stood out for them and why they selected it.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 - 25 min	<ul style="list-style-type: none"> • In collaboration with the students, the teacher would create a list of characteristics of the book that the author used to enhance the book; word choice; rhyme, similes, nonsense words, tone, voice, etc... • In collaboration with the students the teacher would try to create a short piece of writing that mimics the style of the picture book read earlier. The class would make use of all the characteristics they had listed to help them in developing their collaborative piece.
<i>Guided Practice:</i>	20-25 min	<ul style="list-style-type: none"> • Making use of the list generated by the class, students will work in pairs to create a short piece

Gradually giving the student more responsibility for using the strategy.		<p>of writing that mimics the text read earlier by the classroom teacher.</p> <ul style="list-style-type: none"> Students will have an opportunity to share their writing with the class.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 - 25 min	<ul style="list-style-type: none"> Students will be asked to create their own piece of writing that mimics the text read initially by the teacher. Students will be asked to share their pieces of writing with the class. Through these pieces of writing that students develop following a careful analysis of an author's style and choices, students begin to see/discuss/summarize these stories
Differentiation	Students could work on a class project having each student develop a page for a class book.	
Assessment	<ul style="list-style-type: none"> Work sample Teacher observation Anecdotal 	
Cross Curricular Connections		
Next Steps	Have students create a piece of writing by way of cloning their favourite author.	
Reflections	Through these pieces of writing that students develop following a careful analysis of an author's style and choices, students begin to see/discuss/summarize these stories.	

Lesson Name	Masking	
Division	Junior	
Expectations	<p>1.4 Demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea</p> <p>1.7 Analyze texts and explain how various elements in them contribute to meaning</p>	
Catholic Graduate Expectations	CGE 3c - A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 1	
Materials/Resources	<ul style="list-style-type: none"> Potential overhead Religion/Family Life text books 	
Prior Learning	Knowledge of type of writing being studied in class	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 -25 min	<ul style="list-style-type: none"> Teacher chooses a piece of text from the religion textbook that includes pictures, charts, images etc.... Explain to students that understanding what a text is about involves not just reading the words, but reviewing the images, charts and pictures. <p>Teacher Prompts: <i>"How different would reading this text be without the pictures or images? How do these images help us understand the story? Do you think we could summarize this story by only looking at the subtitles, images, pictures?"</i> Students "think, pair, share" their thoughts to these questions.</p>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	25 min	<ul style="list-style-type: none"> Teacher reviews the questions asked in the previous lesson. Teacher passes out a masked story. The teacher must do this in advance, either by photocopying a story from an anthology or religion text book and then masking the images etc. and re-photocopying. The pictures, subtitles, title, images of the publication are all masked. This can also be done on an overhead. Students are then asked to predict what the images, pictures; subtitles might be, based on the text. Students must be able to use evidence from the text to determine why they think a certain image might be in a certain place.
<i>Guided Practice:</i>	25 min	<ul style="list-style-type: none"> Teacher gives the students a reversed masked

Gradually giving the student more responsibility for using the strategy.		<p>template, where the text is masked and only the images etc... are showing.</p> <ul style="list-style-type: none"> • Students are asked to summarize the story based on these images etc... and must be able to explain his/her thinking. • Students exchange summaries with peers and peers have the right to edit or add ideas to his/her summary. • Teacher reveals the entire text and students review.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	30 min	<ul style="list-style-type: none"> • Students create a one page story/report (perhaps whatever type of writing the teacher is covering in class) on-demand - that includes images, text, charts, pictures etc... • The student masks his/her own text and has a peer summarize the writing.
Differentiation	Masking can be done with video, playing only the sound or turning the sound off, and/or playing short clips in the correct or different order, with time to predict what will happen next.	
Assessment	<ul style="list-style-type: none"> • Anecdotal notes • Teacher assessment and rubric • Peer assessment 	
Cross Curricular Connections	<ul style="list-style-type: none"> • Media literacy • The choice of material that is used can be geared to any subject matter. 	
Next Steps	Extend this activity into production by asking students to use the same ad and change elements (words, image, context, audience, and product) to provide a different message. Discuss the new message and how that meaning is created.	
Reflections		

Lesson Name	SWBS	
Division	Junior	
Expectations	1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details	
Catholic Graduate Expectations	CGE 2b – An effective communicator reads, understands and uses written materials effectively. CGE 5a – A collaborative contributor works effectively as an interdependent team member.	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 1	
Materials/Resources	<ul style="list-style-type: none"> • Common Fairy Tale • SWBS Template (BLM) • Whiteboard or chart paper • Markers 	
Prior Learning	Elements of a story	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 min	<ul style="list-style-type: none"> • Teacher will begin modeling the strategy by retelling a life event. • Teacher will write SWBS on the whiteboard or chart paper in a four column chart (see Blackline Master). • Teacher will read each of the four columns to the students explaining what each column means. • Teacher will record the proper information from the life event in each column: Somebody, Wanted, But, So <p>Teacher Prompt: <i>"Somebody is the name of the character in the event".</i> <i>"Wanted is the plot or motivation in the event".</i> <i>"But is the conflict or challenge in the event".</i> <i>"So is the outcome or resolution in the event".</i></p>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 min	<ul style="list-style-type: none"> • Teacher will read the common fairy tale to the students. • Teacher will write SWBS on the whiteboard or chart paper in a four column chart (see BlackLine Master) <p>Teacher Prompt: (Think/Pair/Share) <i>"Turn to your elbow partner and identify the Somebody from the tale."</i></p> <ul style="list-style-type: none"> • Share this information with the class. • Teacher will record this information in first column. <p>Teacher Prompt: <i>"Turn to your elbow partner and identify the Wanted."</i></p> <ul style="list-style-type: none"> • Share this information with the class.

		<ul style="list-style-type: none"> Teacher will record this information in the second column.” <p>Teacher Prompt: <i>“Turn to your elbow partner and identify the But. “</i> <ul style="list-style-type: none"> Share this information with the class. Teacher will record this information in the third column.” <p>Teacher Prompt: <i>“Turn to your elbow partner and identify the So.”</i> <ul style="list-style-type: none"> Share this information with the class. Teacher will record this information in the last column. </p></p>
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min	<ul style="list-style-type: none"> Each student will choose a partner and be invited to share a personal life event with his/her partner. Together the pairs will complete the BLM SWBS. Teacher will rotate among the groups provided assistance as necessary. Students will be invited to share their personal life events with the class.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	30 min	<ul style="list-style-type: none"> Students will read a narrative text provided by teacher. (i.e. a grade appropriate short story). Each student will independently complete the BLM SWBS.
Differentiation		<ul style="list-style-type: none"> Selected texts according to student's independent reading level Work in small group/partners for further support Extra time as needed Oral or prerecorded reading of story
Assessment		<ul style="list-style-type: none"> Teacher observation Anecdotal notes Work samples
Next Steps		Each student will write his/her own story and give it to a partner to complete BLM SWBS.
Reflections		



Somebody Wanted But So – Template

Somebody	Wanted	But	So

Lesson Name	Shrinking Notes	
Division	Junior	
Expectations	1.4 Demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea	
Catholic Graduate Expectations	CGE 2b –An effective communicator reads, understands and uses written materials effectively. CGE 2a – An effective communicator listens actively and critically to understand and learn in light of gospel values.	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 1	
Materials/Resources	<ul style="list-style-type: none"> • 4 different reading selections (nonfiction or fiction) • 3 different sized sticky notes or index cards for each student 	
Prior Learning	Characteristics of a biography	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<ul style="list-style-type: none"> • The teacher will read aloud a short biography of interest to the students or another text of their choice. The text should be on an overhead transparency for all students to see. • The teacher will inform the students that he/she is going to be highlighting details in the text that he/she feels is important as he/she read. • After reading, the teacher should go back and reflect with Think-Alouds about the details that have been highlighted and begin to eliminate some of the ones that are not as important <p>Teacher Talk: Explain to the students that summarizing means picking out essential details and important ideas or themes in an article, a piece of literature, or a speech, and then writing those ideas in their own words</p> <p>The teacher will ask the students where summarizing might be important.</p> <p>Student Talk: Students might mention that summarizing is a helpful skill to have when writing a report; that it is important when writing reports to state information and ideas in your own words, instead of copying chunks of someone else's text (plagiarizing, cheating).</p>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	30 min	<ul style="list-style-type: none"> • The teacher will share another short story or biography with the class. • The teacher will read the text to the class, pointing out a few important details as they read. • The students will read the story again, underlining or highlighting all of the important

		<p>points and details in the text.</p> <ul style="list-style-type: none"> • The teacher will have the students share some of the points that they have highlighted with a partner. • Each student should eliminate 1-2 points on their partner's page to help them come up with a more succinct summary. • The partners should then switch their pages with another set of partners. • Each student will again try and eliminate 1-2 points on the page that they are reviewing. • Continue this 1-2 more times until the students have had a chance to narrow their "important" points down to a manageable size. • As a class, come up with a summary statement.
<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	30 min	<ul style="list-style-type: none"> • The teacher will give each student a reading selection of their choice. • The teacher will guide the class to read the selection together. • The students will listen carefully, considering all of the details in the selection and think about the details that they think are most important or significant. • The teacher will hand out a 3"x 5" index card or sticky note to each student. • The students will read the selection again and fill their card with their notes • The teacher will then provide students with a sticky note or card of medium size. • The students should study the notes on their large card and eliminate some of the less important information. • The students should then fill up the medium sized card with notes from the large card that they think are most important (They should keep their size of writing the same as on the previous card) • The teacher will then provide the students with a small sticky note or index card. • The students should make careful judgments about the most important information to transfer from the medium sized card to the small card. • The teacher will point out to the students that they should have notes that express the most important facts or themes found in the reading selection.

<i>Independent Practice:</i> Students begin to use the strategy using real text.	25-30 min	<ul style="list-style-type: none"> • The students will choose a text that is of interest to them. • The students will be asked to make a story ladder by making a summary of the story and then delete the latter half of each sentence. • The students will then record the general intent of each sentence and end up with a more concise summary when completed.
Differentiation		<ul style="list-style-type: none"> • Provide larger cards or sticky notes for those students with very large penmanship. • Choose varying levels of text for the independent practice activity such that it is appropriate for each student.
Assessment		<ul style="list-style-type: none"> • Observation • Checklist • Rubric
Cross Curricular Connections		<ul style="list-style-type: none"> • Any subject matter based on the biography chosen.
Next Steps		The students can draw a storyboard for a fictional text that is read after they have completed their summary.
Reflections		

Lesson Name	Plot Summary	
Division	Junior	
Expectations	1.4 Demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea	
Catholic Graduate Expectations	<p>CGE 2b: An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 2c: An effective communicator presents information and ideas clearly and honestly and with sensitivity to others.</p> <p>CGE 5b: A self-directed, responsible, life long learner thinks critically about the meaning and purpose of work.</p> <p>CGE 5g: A collaborative contributor achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.</p>	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 1	
Materials/Resources	<ul style="list-style-type: none"> • Short storybook(s) or readers (fiction pieces) • Chart paper, overhead projector, chalk board, white board or SMART board • General classroom supplies (markers, chalk, pencils, erasers) • Plot Organizer BLM 	
Prior Learning	<p>Elements of a plot summary (introduction, body, conclusion)</p> <p>Knowledge of terms such as conflict, climax, rising and falling actions, etc.</p> <p>Some familiarity of what a summary entails.</p>	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	5 - 10 min	<ul style="list-style-type: none"> • Using a previously read story, the teacher will plot the summary on the chalkboard, whiteboard, SMART board, overhead projector or chart paper using the BLM <p>Teacher Prompt: “The purpose of using this model is to find all of the main ideas in the story and put them in order to write a complete plot summary. It's important to stick to facts and not to include too many details”.</p>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 - 20 min	<ul style="list-style-type: none"> • The teacher will read aloud a chosen short story from a reader or a storybook. • After reading, the teacher will ask the students to list the main events of the story beginning with the introduction, the conclusion, the climax, the rising action and then the falling action. These will be recorded on the board using the model in the BLM <p>Teacher Prompt: “Now that you have seen me complete a plot summary,</p>

		<p><i>let's try one together."</i></p> <p><i>"What information do we have at the beginning of the story?"</i></p> <p><i>"How does the story end?"</i></p> <p><i>"What is the most exciting part of the story; the part when the conflict is happening?"</i></p> <p><i>"What happens in between the beginning and the most exciting part?"</i></p> <p><i>"What happens in between the most exciting part and the end?"</i></p> <p><i>"Now we have a complete plot summary".</i></p>
<p>Guided Practice: Gradually giving the student more responsibility for using the strategy.</p>	10 -15 min	<ul style="list-style-type: none"> Students are given a set of photocopied pictures from a storybook. Using the pictures, students must put the story in order. This is important in determining the introduction, conclusion, climax, rising action and falling action. <p>Teacher Prompt: <i>"Sometimes we can tell what is happening in a story from the pictures. The pictures are usually about a main idea in the story. Take a look at the pictures in the package given to you and see if you can tell what is happening in the story. When you think you have it in the right order put up your hand".</i></p> <ul style="list-style-type: none"> Teachers should be circling the room offering hints and suggestions where needed. When a student has the pictures in the right order they are ready for independent practice.
<p>Independent Practice: Students begin to use the strategy using real text.</p>	5 -10 min	<ul style="list-style-type: none"> Using the pictures from the previous activity and the BLM provided, students will make a plot summary of the story thinking about the introduction (beginning), rising actions, climax and falling actions (middle) and conclusion (end).
Differentiation		<ul style="list-style-type: none"> Texts can be pre-chosen or students can have the option of choosing their own. Difficulty level of texts can vary. Quantity of pictures can vary. For struggling students, drawing the events from the story on the BLM instead of writing them.
Assessment		<ul style="list-style-type: none"> Teacher observation Peer assessment Anecdotal notes Work sample Other
Cross Curricular Connections		
Next Steps		Students choose their own story (newspaper article, legend, etc.) and complete the BLM accordingly. When finished, they can share their story with an elbow partner and compare plot summaries.
Reflections		

Plot Organizer

Name: _____ Grade: _____ Date: _____

Title: _____ Author: _____

Climax (high point, turning point):

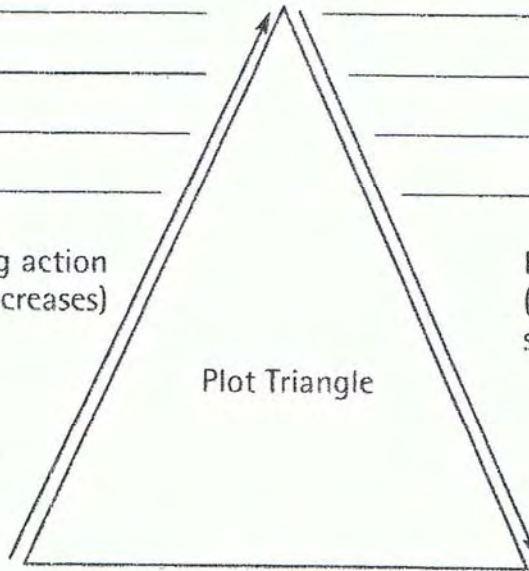
Conflict (problem):

Falling Action:

Rising action
(tension increases)

Falling action
(moves toward
solution)

Plot Triangle



Introduction (setting and characters):

Resolution:

Lesson Name	Graffiti Board	
Division	Junior	
Expectations	<p>1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details</p> <p>1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p>	
Catholic Graduate Expectations	<p>CGE 2b –An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 3c –A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.</p>	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 1	
Materials/Resources	<ul style="list-style-type: none"> • A picture book or short story • Large pieces of paper • markers 	
Prior Learning	Elements of story, main idea, key words	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 - 15 min	<ul style="list-style-type: none"> • The teacher will read the picture book or short story to the class. • The teacher would then talk with the students about how a graffiti board can be used to help make sense of a story. • The teacher would demonstrate for the students how do a graffiti board. This is done by simply writing, drawing, doodling, or sketching whatever comes to mind as someone is reading.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 - 25 min	<ul style="list-style-type: none"> • The teacher would select a student to read the text for a second time, out loud to the class. • As the text is being read the teacher would work with the other students to create a graffiti board. The reader would be asked to stop at times (this wouldn't normally be done) so that the teacher can take suggestions about what to add to the graffiti board.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 - 25 min	<ul style="list-style-type: none"> • Teacher would read a different text and ask the students to create a graffiti board working in groups of four or five. • Groups would have an opportunity to share their graffiti boards with the rest of the class.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 - 25 min	<ul style="list-style-type: none"> • Teacher would read another text and students would be given an opportunity to create their own graffiti boards. • Students would share their boards.

Differentiation	<ul style="list-style-type: none"> Differentiation could be achieved through different media. Students could be asked to use computer generated graffiti boards or perhaps develop one using paint 	
Assessment	<ul style="list-style-type: none"> Work samples Teacher observation Anecdotal notes 	
Cross Curricular Connections		
Next Steps	The teacher could have the students develop a template for a graphic organizer that mimics a graffiti board.	
Reflections		

Lesson Name	Sketch to Stretch	
Division	Junior	
Expectations	1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details. 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.	
Catholic Graduate Expectations	CGE 2a – An effective communicator listens actively and critically to understand and learn in light of gospel values. CGE 2b – An effective communicator reads, understands and uses written materials effectively.	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 1	
Materials/Resources	<ul style="list-style-type: none"> • A picture book • Large pieces of white paper • A variety of markers 	
Prior Learning	Elements of a story, main idea, key words	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 - 15 min	<ul style="list-style-type: none"> • The teacher will read the picture book to the class. Before doing so the students will be asked to think about what the meaning of the story is. They are encouraged to see how this is different from retelling the story or summarizing the story. They are encouraged to think about what meaning the author is trying to convey. • The teacher should provide an example of what they mean prior to reading the book. For example they might suggest that the meaning behind the story of Little Red Riding Hood is one of perseverance and determination. It could be a story about overcoming ones fears. Others might see it as a story of safety and precautionary measure.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 - 25 min	<ul style="list-style-type: none"> • Once the teacher has finished reading the picture, students will be put into small groups of three or four. • Groups will be asked to discuss what they think the meaning of the story is. • The teacher should circulate around the room to aid the children in the discussion about the meaning of the text.
<i>Guided Practice:</i> Gradually giving the	20 - 25 min	<ul style="list-style-type: none"> • Each group will be given a large piece of paper and several different markers.

student more responsibility for using the strategy.		<ul style="list-style-type: none"> The groups will be asked to work on a collaborative sketch (everyone must contribute to the sketch) that depicts the meaning of the book that they have agreed upon. In order to ensure that it is a sketch groups are not permitted to use words, letters, symbols or numbers to convey their meaning message.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	15 - 20 min	<ul style="list-style-type: none"> Once each group has completed their sketches, they are asked to share them with the class. They are asked to hold up their sketches for the class to see and make guesses about what they thought the meaning of the story was. The artists' group is not permitted to respond to any of the classes' suggestions until the teacher believes all suggestions have been made. At that time the artist group is asked to then share what they sketch and believed the meaning of the story to be.
Differentiation		<ul style="list-style-type: none"> Rather than in groups, students could complete a sketch independently.
Assessment		<ul style="list-style-type: none"> Work sample Teacher Observation Anecdotal
Cross Curricular Connections		
Next Steps		These sketches can be used to create an opportunity for further discussion around a story. They can be used as tools to help students better see how a story can be summarized through the use and identification of only the important parts.
Reflections		

Lesson Name	Radio Advertisements	
Division	Junior	
Expectations	<p>1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.</p> <p>1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 3c – A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.</p>	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 1	
Materials/Resources	<ul style="list-style-type: none"> • Audio recordings of radio advertisements • Transcripts from the radio advertisements • Sticky Notes 	
Prior Learning	Elements of story, main idea, key words	
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	10 - 15 min	<ul style="list-style-type: none"> • The teacher will play for the students a couple of audio recordings from radio advertisements. • The teacher will use the following focusing questions to guide the students' thinking around main idea and summarizing: <p>Teacher Prompt: "What is the main thing these radio ads are trying to do?" "To whom?" "How many points/arguments are they making to support their main idea?"</p> <ul style="list-style-type: none"> • For example if the radio ad is for an automobile company, have the students recognize that the foundation of the ad is to have customers buy their cars. The supporting material used to convey this message is how good/powerful/economic their cars are.
<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	20 - 25 min	<ul style="list-style-type: none"> • Using a transparency copy of a transcript from one of the radio ads, the teacher will play the audio version for the students as they read the transcript on the overhead. • Once the audio version has finished the teacher will work with the class to identify the main idea behind the advertisement. • Using overhead markers, the teacher will work with the class to identify supporting statements in the advertisement that are used to support the

		<ul style="list-style-type: none"> main idea. The teacher will list both the main idea and supporting statements on a large piece of chart paper.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 - 25 min	<ul style="list-style-type: none"> Students will be paired or work in small groups of three. The teacher will provide the pairs/groups with copies of different radio advertisements. Groups will be asked to identify the main idea and write it down on a piece of paper. Groups would then be asked to identify supporting statements for the main idea. Class would come together to share their findings and to discuss discrepancies in what the main idea and supporting statements were.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	15 - 20 min	<ul style="list-style-type: none"> Students would be given their own advertisement transcripts and asked to identify the main idea and supporting statements. Each student would be asked to write the main idea and supporting statements on sticky notes (one statement and idea per sticky note) Students would then be asked to get together in small groups
Differentiation		<ul style="list-style-type: none"> Teacher could provide, when necessary, audio versions of the advertisements for those students who would benefit from the use of this medium as well as the written component.
Assessment		<ul style="list-style-type: none"> Work sample Teacher observation Anecdotal notes
Cross Curricular Connections		
Next Steps		The teacher could ask students to write their own magazine articles for a brand new popular teen magazine. Some students might be asked to create advertisements and or artwork and posters for the magazine. Word choice in each of these cases will be imperative.
Reflections		

Lesson Name	30 – Second TV Spot	
Division	Junior/Intermediate	
Expectations	1.4 Demonstrates understanding of a variety of texts by summarizing important ideas and citing supporting details	
Catholic Graduate Expectations	CGE 2b - An effective communicator reads, understands and uses written materials effectively. CGE 5a – A collaborative contributor works effectively as an interdependent team member.	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 1	
Materials/Resources	<ul style="list-style-type: none"> • Chart Paper/Markers • Pre-taped news report clip • A Guide to Effective Literacy Instruction, Grade 4-6, Volume One • Video Camera • A variety of picture books or articles <p>This list has been taken from, <i>7 Keys to Comprehension</i>, Susan Zimmermann and Chryse Hutchins, p. 134. (ISBN 0-7615-1549-6)</p> <p><i>Koala Lou</i>, Mem Fox <i>Red Leaf, Yellow Leaf</i>, Lois Ehlert <i>While Horse Winter</i>, Tetsuya Honda <i>Monarch Butterfly</i>, Gail Gibbons <i>Three Brave Women</i>, C.L.G. Martin <i>El Chino</i>, Allen Say <i>And So They Build</i>, Bert Kitchen <i>Encounter</i>, Jane Yolen <i>Passage to Freedom</i>, Ken Mochizuki <i>Rachel's Journal</i>, Marissa Moss</p>	
Prior Learning	The concept and purpose of an interview.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	30 min	<ul style="list-style-type: none"> • Teacher shows a short interview that has been taken from either an entertainment show ex: <i>Entertainment Tonight</i> or a news report, preferably one that models serving others. • After watching the clip the teacher will ask some questions about how the news story was summarized. <p>Teacher Prompt: “What was the topic of this interview? What smaller details do you think were omitted? What kind of information did the interviewer choose to share? Why do you think he/she did not choose to talk about...? Is there a perspective missing from this interview? Did the interview capture the main topic?”</p>

		<ul style="list-style-type: none"> Teacher will emphasize the characteristics of finding the most important information by creating an “Anchor Chart” with the class. Please see a definition of “Anchor Chart” on p.117 of a “<i>A Guide to Effective Literacy Instruction Grade 4-6, Volume one, 2006</i>”
<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	25 min	<ul style="list-style-type: none"> Teacher will choose a picture book or an article from an anthology in the classroom. (Please see a list of suggested picture books that are effective at teaching determining important information in Appendix #1) Teacher will share read the text keeping the reading strategy of “summarizing” as a focus when asking prompting questions. When the story is finished, teachers can use the <i>Inside-Outside Circle</i> teaching strategy (p. 131 <i>A Guide to Effective Literacy Instruction, Grade 4-6</i>) as a method to extract the most important details from the story. <p>Teacher Prompt: Once the “Inside-Outside Circle” is set up the teacher will ask the following question: “<i>What were the three most important details in that story?</i>”</p> <ul style="list-style-type: none"> The students respond to their partner, the partner paraphrases and students rotate. When the “Inside-Outside Circle” is complete, teacher and students will write out the three most important details that would be highlighted in a TV clip from the chosen text. A short script would also be created as a group.
<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	30 min	<ul style="list-style-type: none"> Teacher will provide a variety of short text forms for students to choose in order to create an independent 30 second TV clip. Students will be placed in groups of 2-3 based on either interest or levels. When finished reading their text, students will be given time to “Think-Pair-Share” the most important details from the text. Students should write the details on large chart paper as a rough draft. Teacher will circulate around the room and prompting questions to encourage more reflection. <p>Teacher Prompt: “<i>Why is this an important detail? Are you capturing the perspective of the main character? Is there a perspective missing that you should point out in your final interview? etc...</i>”</p> <ul style="list-style-type: none"> Students should generate a script that will be used to create the actual TV Clip. Students are encouraged to add music or background scenes to help make the clip authentic.

<i>Independent Practice:</i> Students begin to use the strategy using real text.	1 hour	<ul style="list-style-type: none"> The teacher will remind students that this is a short TV clip and it is very important to only mention the most important details. As students are finishing their final scripts and practicing, the teacher calls one group at a time (in the most quiet area of the classroom) to record the 30 second TV clip of each group.
Differentiation	<ul style="list-style-type: none"> Book review Telephone interview with another student 	
Assessment	<ul style="list-style-type: none"> Teacher observation Checklist that reflects determining important information Peer Evaluation 	
Cross Curricular Connections	<ul style="list-style-type: none"> Media Literacy The choice of texts that are used can be geared to any subject matter 	
Next Steps	TV clips can be shown to other classes or played throughout a parent night.	
Reflections		

Lesson Name	Business Card	
Division	Junior/Intermediate	
Expectations	1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details	
Catholic Graduate Expectations	CGE 1i - A discerning believer formed in the catholic faith community integrates faith with life. CGE 2b – An effective communicator reads, understands and uses written materials effectively. CGE 5a – A self-directed, responsible, life long learner works effectively as an interdependent team member.	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 1	
Materials/ Resources	<ul style="list-style-type: none"> • Chart paper • Sample business cards or examples from websites • Biographies of influential people • Graphic organizer to determine information • Checklist • Overhead projector or SMART Board • Plain white, legal size paper 	
Prior Learning	Characteristics of a Biography Basic research skills Characteristics of a business card	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	30 min	<ul style="list-style-type: none"> • After some basic research, students will create a business card about someone who is or has been influential in the world, past or present. • Teacher will review the characteristics of how to determine important information by asking the students to reflect upon such a statement: "Readers decide what is important to remember and what is irrelevant to their overall understanding of a text." • <i>On overhead or SMART board, teacher will read the biography of the Holy Father Benedict XVI taken from the Vatican website.</i> http://www.vatican.va/holy_father/benedict_xvi/biography/documents/hf_ben-xvi_bio_20050419_short-biography_en.html • Following the reading, the teacher will model, using a graphic organizer (see BLM attached), how to extract the most important information from the biography. <p>Teacher Prompts: <i>"Why am I reading this text? Is this important or just interesting? Should I make a note of that detail? Is that information related to what I am researching?"</i></p>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	30 min	<ul style="list-style-type: none"> • As a class, reread the text and the graphic organizer. On one large chart paper, placed horizontally (or SMART board) the class will create a business card for Pope Benedict XVI. • Teacher will share real life examples of business cards

		<p>or some found on websites.</p> <ul style="list-style-type: none"> Students should determine that the purpose of a business card is to summarize the main characteristics of a person/business, so that future customers might contact them again. They often include a slogan or a key message, as well as an address, telephone numbers and e-mail address. Some business cards give information on both the back and front of the card. Often the overall design and colors of a business card give us a sense of who the person is. The class will create a checklist together to determine what type of information should be included in their business card. Teacher and students together will brainstorm ideas of what images, slogans and information to include on Pope Benedict XVI business card. They will create a large copy on the chart paper. Students will easily see that only the most important information can be included due to the size limitations of a business card.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min	<ul style="list-style-type: none"> Depending on what grade level, the teacher will have biographies available to students. (I.e. Grade 5, Prime Minister Biographies, grade 6/7, early explorer biographies.) In groups of two, students choose a biography. Using a graphic organizer (see attached BLM); students should determine the most important information needed in the biography in order to create a business card for this person. Teacher circulates ensuring students are choosing important information and not just interesting information. Students create a draft business card using plain white legal size paper. Students use class generated checklist to ensure that all relevant information is included.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min	<ul style="list-style-type: none"> Students review their draft copy and conference with the teacher for final approval. Students are given a small index type card and are to create a final version of the business card. Business cards are shared with the class.
Differentiation	<ul style="list-style-type: none"> Create a poster. Create a website 	
Assessment	<ul style="list-style-type: none"> Observation & Checklist 	
Cross Curricular Connections	<ul style="list-style-type: none"> Media Literacy The choice of the biography can be geared to social studies, history, geography or science 	
Next Steps	<p>Create a business card for your teacher, principal, mayor etc...</p> <p>Create their original business card on a computer program.</p>	
Reflections		

Person Chosen from a Biography:

Important Detail

Paragraph

Important Detail

Paragraph

Potential Slogan

Why did I choose this slogan?

Important Detail

Paragraph

Contact Information

Address:

Phone Number:

E-mail:

****You may have to invent this information.**

Potential Slogan

Why did I choose this slogan?

Potential Graphics/Images

Why did I choose this image?

Potential Graphics/Images

Why did I choose this image?

Lesson Name	GIST	
Division	Intermediate	
Expectations	1.4 Demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea	
Catholic Graduate Expectations	CGE 2b – An effective communicator reads, understands and uses written materials effectively CGE 5a – A collaborative contributor works effectively as an interdependent team member.	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 1	
Materials/Resources	<ul style="list-style-type: none"> GIST Template BLM attached Newspaper articles 	
Prior Learning	5 W's and H in newspaper articles	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<ul style="list-style-type: none"> The teacher will read aloud a high interest newspaper article (stories that have just been in the news are usually the most engaging) of their choice to the class. The teacher will then explain that he/she will be creating a summary for this article that conveys the “gist” of what was read. The teacher will place the GIST template on the overhead and begin to fill out the appropriate sections while the students observe.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	30 min	<ul style="list-style-type: none"> The teacher should ask the students what “gist” really means. <p>Student Talk: “It means to summarize the information”</p> <ul style="list-style-type: none"> The teacher should discuss with students why this is a useful strategy. <p>Teacher Prompt: “This will force you to discard irrelevant details and focus your reading on what is really important.”</p> <ul style="list-style-type: none"> The teacher should ask the students what the criteria is for a good summary. <p>Student Talk: “It should include only the important information.” “It should collapse some information into broader categories.”</p> <p>Teacher Prompt: “Use the existing topic sentences to help you come up with a topic sentence that describes</p>

		<p><i>each paragraph</i>".</p> <p>"Focus on conveying the information through key words and phrases. Don't be afraid to revise your summary."</p> <ul style="list-style-type: none"> The teacher will have the students read another article along with them, and using the overhead projector, together fill in the "5Ws and H"—who, what, where, when, why, and how—on the GIST Template.
<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	25 min	<ul style="list-style-type: none"> The teacher will have two different articles for the student to choose from. The students should work in partners and write their own summaries, or GISTs, from their chosen article. The teacher will have the students share with other groups to compare their GIST and allow time for peer assessment. The teacher should rotate around the room providing feedback and guidance as necessary.
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	25 min	<p>The students should find one article of their choice from a newspaper or magazine from home or school and prepare a 20 word GIST for their chosen text to share with the class.</p>
Differentiation		<ul style="list-style-type: none"> Different texts for varied reading levels and interests Allow for texts to be read aloud for struggling readers. Allow for oral responses for struggling writers.
Assessment		<ul style="list-style-type: none"> Observational notes Peer assessment Self assessment Checklist and/or rubric – teacher assessment
Cross Curricular Connections		
Next Steps		
Reflections		

BLM

“GIST” Template

Name: _____

Article Title: _____

Article Source: _____

1. Read the article.

2. Fill out the 5 W's and H.

Who:

What:

Where:

When:

Why:

How:

3. Write a 20-word GIST.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Lesson Name	5Ws 1H	
Division	Intermediate	
Expectations	1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 2c - An effective communicator presents information and ideas clearly and honestly and with sensitivity to others.</p> <p>CGE 5b – A collaborative contributor thinks critically about the meaning and purpose of work.</p> <p>CGE 5g – A collaborative contributor achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others.</p>	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 1	
Materials/Resources	<ul style="list-style-type: none"> • “Inside a News Story” BLM • Copies of a selected short story • Chalkboard and chalk, SMART board, whiteboard or chart paper with markers • Access to short stories or picture books (i.e. trip to the library, classroom reading library, etc.) • General classroom supplies (pencils, erasers, paper) • “Planning My One-Minute Book Talk” BLM • Book Report Pyramid BLM 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 -30 min	<ul style="list-style-type: none"> • The teacher will distribute a copy of “Inside a News Story” to all of the students. • The teacher will read the article, demonstrating how to answer the questions at the bottom of the page as he/she goes along. • The teacher will explain how the 5Ws (who, what, where, when, why) 1H (how) is the core of any well-written information piece of writing.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 -30 min	<ul style="list-style-type: none"> • The teacher will provide the students with a short story, which they will read together. • On the chalkboard, whiteboard, SMART board or on chart paper, the teacher will draw the skeleton model of 5Ws1H. • Students will brainstorm together in order to complete the skeleton model. <p>Teacher Prompt: “Who can tell me what the “who” is in the story?”</p> <ul style="list-style-type: none"> • After the skeleton model is complete, the teacher

		and students will develop a paragraph summarizing the events of the story based on the information in the skeleton model.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	40-60 min	<ul style="list-style-type: none"> Students will choose a picture book, article or short story, read it, and complete their own 5Ws1H skeleton model. Then, based on the information in the skeleton model, the students will complete a paragraph summarizing the events of the story. Once the paragraph and skeleton model are complete, the students will exchange paragraphs (but not skeleton models). Students will read one another's paragraph to see if they can come up with the same information that is on their friend's skeleton model. If so, the summary paragraph is well-written and concise. Otherwise, the student has to return to their seat and improve the original paragraph.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20-30 min	<ul style="list-style-type: none"> Students choose a novel that they have recently read. Students will complete the "Planning My One-Minute Book Talk" BLM and present to the class when completed.
Differentiation		<ul style="list-style-type: none"> Teacher can provide a template for a skeleton model for struggling students such as the "Book Report Pyramid" Amount of teacher assistance Teacher choosing the small groups for exchange of work in the Guided Practice activity Chunking tasks More time Re-teach, if necessary Pair students to enable them to support one another in completing tasks Difficulty of reading material Length of paragraph, word choice, etc.
Assessment		<ul style="list-style-type: none"> Peer assessment Self assessment Checklists Work sample Small group work Observation
Cross Curricular Connections		<ul style="list-style-type: none"> Any subject where the need to summarize the facts and/or ideas in a fiction or non-fiction text is required.
Next Steps		
Reflections		

INSIDE A NEWS STORY

Reporters usually organize a news story around the Five Ws (who, what, where, why and when) and H (how), to make sure that readers get all the facts. Read the news article below. It appeared in TIME FOR KIDS in 2003. Then complete the activity.

The **headline** lets the reader know what the story will be about.

A Golden Discovery

After 12 years of searching for buried treasure, sea explorers finally struck gold on November 6. The team of marine archaeologists found 80 loose gold coins. They also spotted at least two wooden crates that may prove to be packed with hundreds of coins.

The team from Odyssey Marine Exploration, a company that investigates shipwrecks, discovered the gold along with the remains of the *S.S. Republic*. The shipwreck lies deep below the surface of the Atlantic Ocean, about 100 miles off the border of Florida and Georgia.

The writer tells **what** the news is, **when** it happened and **who** or **what** is involved.

In this paragraph, the writer tells **where** this news is taking place.

The writer uses a **subhead** to help organize the story.

Full Steam Ahead

In 1865, the steamship left New York City for New Orleans, Louisiana. According to old newspaper reports, the ship carried 59 to 81 passengers. It held at least 20,000 gold coins. It is likely that bankers and other business people in the North had shipped the coins to New Orleans to help the southern city rebuild after the Civil War. When a violent hurricane struck, the *Republic* sank. Most of the passengers survived. The gold coins went down with the ship.

"It could be a very valuable find," says Laura Lionetti Barton, who is a spokesperson for Odyssey. Valuable, indeed! Experts say the coins could be worth more than \$120 million.

The writer shares interesting **facts** to keep the reader's interest. The facts help the reader understand the story.

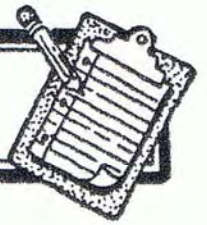
The writer includes a **quote** from someone who is involved in the story.

From TFK, November 21, 2003

1. Who or what is the story about? Circle the name of the person, place or thing in the article.
2. Underline two facts that give information about the *S.S. Republic*.
3. Underline twice the sentence that tells how the *S.S. Republic* sank.
4. Why do you think the author wrote this story? Why was it in TIME FOR KIDS? Explain your answer on the back of this page.



BOOK REPORT PYRAMID



Name _____

Start at the bottom of the pyramid and work your way up to the top.

How

Why

What

When

Where

Who

Author

Name of Book

Planning My One-Minute Book Talk

Name: _____ Grade: _____ Date: _____

Title: _____ Author: _____

Time* (in seconds)	Information
0 to 10	Catchy introduction: _____ _____ _____
11 to 21	Title, author, and genre: _____ _____ _____
22 to 45	What the text is about: _____ _____ _____ _____ _____ _____ _____ _____
46 to 60	Who should read this book and why: _____ _____ _____ _____ _____ _____ _____ _____

*The times listed are only suggestions.

Lesson Name	Text Form Jeopardy	
Division	Junior	
Expectations	<p>2.1 Explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal , graphic texts such as a brochure, and informational texts such as an encyclopaedia</p> <p>2.3 Identify a variety of text features and explain how they help readers understand texts</p>	
Catholic Graduate Expectations	CGE 5b – A collaborative contributor thinks critically about the meaning and purpose of work.	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 4	
Materials/Resources	<ul style="list-style-type: none"> Appendix number (p.8.28 and 8.29 of a <i>Guide to Effective Instruction in Reading Kindergarten to Grade 3, 2003</i>) 	
Prior Learning	Basic knowledge of Text Forms The Jeopardy Game	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	30 min	<ul style="list-style-type: none"> Teacher chooses a narrative picture book. While reading-aloud, the teacher thinks aloud the characteristics of a narrative. <p>Teacher Prompt: “All good narratives have some sort of main character. The setting changed somewhat near the end of the book. Most narratives clearly define the setting.”</p> <ul style="list-style-type: none"> Teacher and students create an “Anchor Chart” together giving the characteristics of a good narrative.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 min	<ul style="list-style-type: none"> Teacher explains to the class that each form/genre has their own particular set of characteristics. Teacher passes out p.8.28 and 8.29 of a <i>Guide to Effective Instruction in Reading Kindergarten to Grade 3</i>. Students are to review the characteristics of each genre. Students and teachers together will create two Jeopardy style questions. For example: Answer: “This text form progresses sequentially, has defined characters and may contain dialogue.” Question: “What is a narrative?” Answer: “This text form provides an organized, factual record of information and uses <i>precise language</i>.” Question: “What is a report?”

<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	30 min	<ul style="list-style-type: none"> • In groups of two and using p.8.28 and 8.29 as a guide, students are to create a Jeopardy style question for each form. • Teacher circulates to ensure students are using the proper format. • When the lesson is completed, the teacher collects all questions and organizes them into categories.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	30 min	<ul style="list-style-type: none"> • Using the questions that were generated as a class, the teacher can play a Jeopardy style game to assessment which students do know some basic text form characteristics. Please see sample game in Appendix #1 along with the following website: http://www.sonypictures.com/tv/shows/jeopardy/interstitial.php
Differentiation	<ul style="list-style-type: none"> • Students randomly pull characteristics out of a hat and place it under the appropriate text form. 	
Assessment	<ul style="list-style-type: none"> • Observation • Teacher conferencing. 	
Cross Curricular Connections	<ul style="list-style-type: none"> • Writing 	
Next Steps	During independent reading the teacher conferences with the student and asks specific questions on text forms.	
Reflections		

Lesson Name	Who is.....?	
Division	Junior	
Expectations	<p>1.7 Analyze texts and explain how various elements in them contribute to meaning</p> <p>2.1 Explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal , graphic texts such as a brochure, and informational texts such as an encyclopaedia</p> <p>2.3 Identify a variety of text features and explain how they help readers understand texts</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 4f – A self-directed, responsible, life long learner applies effective communication, decision-making, problem-solving, time and resource management skills.</p>	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 4	
Materials/Resources	<ul style="list-style-type: none"> • “Who is Melvin Bubble” picture book • A picture book biography ex: “Satchel Page” by Lesa Cline-Ransome. • Sheets of paper with people’s names and their accomplishments cut up • Short biographies available to the student (online or in book form) • Biography Graphic Organizer BLM 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<ul style="list-style-type: none"> • The teacher will read aloud the book, “Who is Melvin Bubble?” by Nick Bruel. • The teacher will point out what types of information are included in the descriptions of Melvin Bubble. “This is an example of a biography.” • Explain that the last few pages, are an example of an autobiography, when Melvin explains things about himself.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	30-35 min	<ul style="list-style-type: none"> • Read aloud a picture book biography such as, “Satchel Page” by Lesa Cline-Ransome. • The teacher and the students will make a list of other elements that are found within a biography after the book has been read.

		<ul style="list-style-type: none"> The teacher and the students will then place these as headings in a chart and insert the proper information under each heading from the text. <p>Student Talk: "A biography describes and discusses the life of a real person." "The Information is based on fact." "It develops an understanding of the people, place, times, and events in which the person lived."</p> <p>Teacher Prompt: "First person accounts are used when available." "Incidents, dialogue, and people are accurate and from a reliable source." "The person's life story is told with respect to other people and events of the time in which they lived." "Tells the story in a style and tone that the reader/listener can relate to the person and believe in their humanness."</p>
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min	<ul style="list-style-type: none"> The teacher will organize a game using famous people and what they did. The teacher will copy sheets of paper with the people's names and their accomplishments. They will cut them apart and put them into separate envelopes. They are to look up, using the encyclopedia, or internet, each person so they can match each to their accomplishment.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	25-30 min	<ul style="list-style-type: none"> The students will find a short biography (1-2 pages) on a famous person. There are several available online such as the following website: http://www.short-biographies.com/ After reading the biography, they should develop a graphic organizer that will help to organize the information found in the biography to display their understanding of the features found within a biography. A sample organizer is attached.
Differentiation		<ul style="list-style-type: none"> Give the BLM graphic organizer to struggling students. Watch a biography video for those visual learners.
Assessment		
Cross Curricular Connections		
Next Steps		The students could write their own biographies about a famous person or about somebody that they know.
Reflections		

Lesson Name	Characteristics of Narrative	
Division	Junior	
Expectations	<p>2.1 Explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal , graphic texts such as a brochure, and informational texts such as an encyclopaedia</p> <p>2.3 Identify a variety of text features and explain how they help readers understand texts</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 3c –A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.</p>	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 4	
Materials/Resources	<ul style="list-style-type: none"> • Comic Strips • Graphic Novels • Picture Books • Front page of the Newspaper 	
Prior Learning	Use of glossaries, tables of contents, indexes, maps to help readers	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 - 15 min	<ul style="list-style-type: none"> • The intent of this lesson is to help students start to think about the importance of text features. • The teacher will begin with the following focusing questions: “<i>What are the most important parts of a text? What if the text is a newspaper? A graphic novel? Picture book? Comic Strip? Map?</i>”
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 - 25 min	<ul style="list-style-type: none"> • The teacher will re-read the picture book aloud to the class. During this reading however the teacher will stop at random/or previously selected points to do a say something? To assist the students in focusing the say something around the characteristics of narrative, the teacher will ask the students to use the following question to guide their thinking. “<i>What helps you distinguish this piece of writing as a narrative rather than as a persuasive or expository piece?</i>” • As the students engage in the Say Something, the teacher will make note of their observations on a large piece of chart paper. In essence, the hope is that the teacher will be able to generate a list of characteristics that would help students identify a narrative text.
<i>Guided Practice:</i> Gradually giving the student more responsibility	20 - 25 min	<ul style="list-style-type: none"> • Students will be asked to work in pairs or small groups of three. • Each group will be given a picture book to work

for using the strategy.		<p>from. A class set will be needed so that each group is working from the same text.</p> <ul style="list-style-type: none"> • Students will be asked to find examples, as noted from the previous activity, of narrative in the text their group has been given. • The class will gather together to discuss their findings. The students should be looking for similarities and differences amongst their findings.
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	20 -30 min	<ul style="list-style-type: none"> • The teacher will provide students with copies of a narrative (short story). • Each child will be given a small stack of sticky notes. They will be asked to write down all the examples of narrative traits they discover in the text provided to them from the teacher. Each sticky note should contain only one example. The student should be sure to reference the page if the text is lengthy. • Once everyone has had a chance to read and analyze the text for narrative qualities, have the students break into small groups of five. The students are then asked to share their sticky notes with the group. Once everyone has shared have the students group them in a manner that they think appropriate. • Have the class come together to discuss their findings from working in the groups of five.
Differentiation		<ul style="list-style-type: none"> • The teacher could prep the students the day before and ask them to bring in their favourite picture books.
Assessment		<ul style="list-style-type: none"> • Work sample • Teacher Observation • Anecdotal notes
Cross Curricular Connections		
Next Steps		The teacher could work with the class to begin writing their own piece of narrative writing. Utilizing the key tenets of non-fiction writing, the class, in collaboration with the classroom teacher, would craft a piece of narrative writing that could be the start of something larger such as a series of picture books.
Reflections		

Lesson Name	Fabulous Folktales	
Division	Junior	
Expectations	<p>2.1 Explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal , graphic texts such as a brochure, and informational texts such as an encyclopaedia</p> <p>2.2 Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts</p> <p>2.3 Identify a variety of text features and explain how they help readers understand texts</p>	
Catholic Graduate Expectations	<p>CGE 2c – An effective communicator presents information and ideas clearly and honestly and with sensitivity to others</p> <p>CGE 5b – A collaborative contributor thinks critically about the meaning and purpose of work</p> <p>CGE 5e – A collaborative contributor respects the rights, responsibilities and contributions of self and others</p> <p>CGE 5g – A collaborative contributor achieves excellence, originality, and integrity in one" own work and supports these qualities in the work of others.</p>	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 4	
Materials/Resources	<ul style="list-style-type: none"> Homemade information cards or posters listing the characteristics of a folktale General classroom supplies (tape or magnetic clips, paper, pencils, erasers) Samples of various types of writing 	
Prior Learning	None	
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	5 -10 min	<ul style="list-style-type: none"> The teacher will relay the various characteristics of a folktale: uses the phrase "once upon a time" or another phrase that is similar focuses on the number three in the story ... number of characters, events, etc. has good and bad characters has a happy ending ... the good characters win over the bad characters uses repetition of phrases or responses involves common people and/or animals good characters have a <u>problem</u> to solve

		<ul style="list-style-type: none"> The teacher will display each characteristic on a previously prepared information card or poster.
Shared Practice: Providing an opportunity for the students to follow along and join in the reading.	15 - 20 min	<ul style="list-style-type: none"> The teacher will provide various examples of folktales representing a broad range of folktale writing (i.e. fables, legends, myths, fairytales, tall tales, etc.) which together with the students, they will read aloud. The teacher will ask the students to make text connections while they read.
Guided Practice: Gradually giving the student more responsibility for using the strategy.	15 - 20 min	<ul style="list-style-type: none"> The teacher will select samples of stories, which may or may not be folktales, and he/she will label them in a numerical order. The teacher or various students will read the selections one at a time. Using the information cards/posters, the students will decide whether or not the examples are indeed folktales. <p>Student Talk: <i>"I think sample #1 is a folktale because it starts with "once upon a time" and because the main character _____ has to solve a problem".</i></p>
Independent Practice: Students begin to use the strategy using real text.	30 - 40 min	<ul style="list-style-type: none"> The students are asked to research and find three different examples of a folktale to share with the class. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> The students must write their own folktale based on the information learned.
Differentiation		<ul style="list-style-type: none"> Length of folktale Specific examples of a type of folktale instead of three general examples Script writing for a play about a folktale instead of simply writing a folktale Giving specific topics for folktale writing Difficulty of sample folktales Number of sample folktales
Assessment		<ul style="list-style-type: none"> Observation Anecdotal notes Written sample Drama production Visual art sample
Cross Curricular Connections		<ul style="list-style-type: none"> Drama Visual Art
Next Steps		The collection of folktales could be assembled and placed as a resource in the classroom library. Students could write and possibly present a folktale. Students could act out a folktale in drama. Students could recreate a character or scene from a folktale in a visual arts lesson using art mediums.
Reflections		

Lesson Name	Story Elements	
Division	Junior	
Expectations	<p>2.1 Explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal , graphic texts such as a brochure, and informational texts such as an encyclopaedia</p> <p>2.3 Identify a variety of text features and explain how they help readers understand texts</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 3c – A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.</p>	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 4	
Materials/Resources	<ul style="list-style-type: none"> • Story Elements Bookmark BLM • 3 fictional texts of interest to the student 	
Prior Learning	Familiar with the elements of a story	
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	20 - 25 min	<ul style="list-style-type: none"> • The teacher will review the elements of fictional texts with students. <p>Teacher Prompt: <i>The elements of a fictional text are: Characters (Who is the story about?), Setting (Where and When does the story take place?), Problem (What is the wish or problem of the main character), Events (What happens in the story to move from the problem to how it is solved?), Solution (How does the problem get solved?)</i></p> <ul style="list-style-type: none"> • The teacher will read aloud a well known fairy tale or another story to the class. • The teacher will use Think-Alouds to point out the story elements during and after the reading of the text.
<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	30 - 35 min	<ul style="list-style-type: none"> • The teacher will read another fictional text to the class. • The teacher will hand out the “Story Elements Bookmark” to each student. • The teacher will model how to fill in the bookmark under “Characters” <p>Teacher Prompt: <i>“I think that _____ are the main characters because most of the story’s events center mostly on them. I’d better check back in the story to make sure I spell them correctly because I may need these notes later.”</i></p>

		<ul style="list-style-type: none"> The students will be asked to Think/Pair/Share to discuss what they think the setting is. The students will share their responses with the class and determine what needs to put on the bookmark. The teacher will continue this process for the other story elements.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	25 min	<ul style="list-style-type: none"> The teacher will provide a fictional text to a pair of students. Together, they will work on completing the “Story Elements Bookmark” for their story. Each pair will “retell” their story to the class using their bookmark notes.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	25 min	<ul style="list-style-type: none"> The students will be asked to identify the elements in a movie or television show. They should write a brief synopsis of the story and identify each story element.
Differentiation		<ul style="list-style-type: none"> Have a student only identify one or two elements in the story. Provide the student(s) with the problem and have them determine the events and solution. Choose varied levels of text.
Assessment		<ul style="list-style-type: none"> Observation and checklist Rubric Teacher assessment of bookmark
Cross Curricular Connections		
Next Steps		
Reflections		

<div><div>Story Elements Bookmark</div><div>Characters (Who?)</div><div></div><div></div></div>
<div>Setting (Where? When?)</div> <div></div> <div></div>
<div>Problem (What?)</div> <div></div> <div></div>
<div>Events (What Happens?)</div> <div></div> <div></div>
<div>Solution (How?)</div> <div></div> <div></div>

Lesson Name	Characteristics of Non-Fiction: Getting the Facts	
Division	Junior	
Expectations	<p>1.7 Analyze texts and explain how various elements in them contribute to meaning</p> <p>2.1 Explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal , graphic texts such as a brochure, and informational texts such as an encyclopaedia</p> <p>2.3 Identify a variety of text features and explain how they help readers understand texts</p>	
Catholic Graduate Expectations	<p>CGE 2b –An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 3c – A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.</p>	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 4	
Materials/Resources	<ul style="list-style-type: none"> • Newspaper articles • Advertisements • Websites such as NBC and CNN • Magazines • Transparency copy of a news article 	
Prior Learning	Elements of non-fiction writing	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 - 15 min	<ul style="list-style-type: none"> • The teacher will ask students what they know about non-fiction writing. <p>Teacher Prompt: “What are some key elements found in non-fiction writing?”</p> <ul style="list-style-type: none"> • Using a transparency copy of an article the teacher will identify key elements of a piece of non-fiction writing.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 - 25 min	<ul style="list-style-type: none"> • The teacher will make a transparency copy of a piece of non-fiction writing. • The teacher will lead the class through an analysis of a newspaper article, identifying the key elements of nonfiction. Once these elements have been identified in the article, the teacher will list the elements on a piece of chart paper.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 - 25 min	<ul style="list-style-type: none"> • Students will be asked to work in pairs or small groups of three. • Each group will be given a different piece of non-fiction writing such as a newspaper article, Sports Illustrated article, webpage from CNN or NBC, biography. • Groups/pairs will be asked to identify, using a

		<p>highlighter, all the elements of non-fiction found in their piece.</p> <ul style="list-style-type: none"> As a class, students will share their findings and discuss similarities and differences found amongst the various non-fiction pieces examined.
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	15 - 20 min	<ul style="list-style-type: none"> The teacher will provide students with photocopied versions of non-fiction pieces such as newspaper articles, Sports Illustrated articles, biographies, and web pages from reputable organizations such as CNN and NBC. The teacher will ask the students to complete an analysis of their piece of non-fiction identifying examples of the key traits that were identified and written on the chart paper. Meet as a class to discuss the analysis each student completed.
Differentiation		<ul style="list-style-type: none"> Teacher could ask the students to write a news report and present it through a drama.
Assessment		<ul style="list-style-type: none"> Work sample Teacher observation Anecdotal notes
Cross Curricular Connections		
Next Steps		<p>The teacher could work with the class to begin writing their own piece of non-fiction writing. Utilizing the key tenets of non-fiction writing, the class, in collaboration with the classroom teacher, would craft a piece of non-fiction writing that could be the start of something larger such as a book of biographies, a class newspaper, or a class magazine.</p>
Reflections		

BLM

Biography Graphic Organizer

Background

Young Life/Family

Name of Subject

**Education
and
Motivation**

Major Contributions

Conclusion

Lesson Name	What Makes It a Tale?	
Division	Junior	
Expectations	<p>2.1 Explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal , graphic texts such as a brochure, and informational texts such as an encyclopaedia</p> <p>2.3 Identify a variety of text features and explain how they help readers understand texts</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 3c – A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.</p>	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 4	
Materials/Resources	<ul style="list-style-type: none"> • Common fairytales or folktales • BLM “What Makes It a Tale?” 	
Prior Learning	<p>Concept of a hero/heroine</p> <p>Understand the term “genre”</p>	
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	15 min	<ul style="list-style-type: none"> • The teacher will read aloud a common folktale or fairy tale to the class. (ex: Cinderella) • Using think alouds, the teacher will focus on the elements in the story that are characteristic of this genre. <p>Teacher Prompt: ex: “Cinderella has many important elements of a fairy tale. There is a definite evil force- Cinderella’s wicked stepmother, who is always trying to stop Cinderella from being happy. There are also supernatural elements. These elements help me figure out what is important in the story and point me to the moral or theme.”</p> <p>Note: see http://inkspell.homestead.com/ftnotes.html for further elements of fairytales and folktales</p>
<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	20 min	<ul style="list-style-type: none"> • The teacher will ask the class to brainstorm other important elements in folk tales and fairy tales. (ex.: forces of evil, the magic numbers 3 and 7, supernatural elements, a moral to the story, etc.) • The teacher will read another common fairy tale or folk tale to the class and offer ideas and suggestions of where these elements appear in the story. • The teacher, with the assistance of the class will fill out the “What Makes it a Tale?” BLM graphic

		<i>organizer after the story has been read.</i>
Guided Practice: Gradually giving the student more responsibility for using the strategy.	25 min	<ul style="list-style-type: none"> The teacher will discuss further elements of folk and fairy tales. <p>Teacher Prompt. <i>“In folk tales and fairy tales, a task is an undertaking or mission that one of the main characters must complete. Tasks are a defining characteristic of folk and fairy tales. Often these tasks need to be completed in order for a problem to be solved.”</i></p> <ul style="list-style-type: none"> The teacher will choose another common fairy tale or folk tale and read it with the class. The teacher will ask the class to identify the hero or heroine in the story. As the text is read, the students will highlight the tasks that the hero or heroine must complete. Using Think/Pair/Share, the teacher will ask the students to discuss the problem(s) that forces the hero/heroine to perform the tasks and ask them to state anything that the character may learn.
Independent Practice: Students begin to use the strategy using real text.	20 - 25 min	<ul style="list-style-type: none"> The teacher will allow the students to choose their own fairy tale or folk tale to read. The students will outline or highlight with colour various parts in the story that are characteristic of a fairy tale. For example, they may highlight in pink all of the tasks that the hero or heroine complete. They may highlight in blue, examples of evil forces in the story. They may highlight in green, evidence of magic numbers in the text. They may highlight in yellow, any supernatural elements that are mentioned.
Differentiation		<ul style="list-style-type: none"> Read aloud for struggling readers during the independent practice activity Only search for one element versus all 3 or 4 characteristics.
Assessment		<ul style="list-style-type: none"> Observation Anecdotal notes Graphic organizers will dictate whether students are grasping the concept
Cross Curricular Connections		
Next Steps		
Reflections		

BLM

What Makes It a Tale?

Fairy or Folk Tale Element	Guiding Question	Evidence/Elements in Story
Forces of Evil	What evil works against the hero/heroine?	
Magic Numbers	What numbers are important in that tale? Why?	
Supernatural Elements	What are the supernatural elements in this tale? How do they help? How do they cause trouble?	
Moral to the Story	What lesson or moral does this tale teach?	

Lesson Name	Text Form Scramble	
Division	Junior/Intermediate	
Expectations	<p>2.1 Explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal , graphic texts such as a brochure, and informational texts such as an encyclopaedia</p> <p>2.3 Identify a variety of text features and explain how they help readers understand texts</p>	
Catholic Graduate Expectations	CGE 4b – A self-directed, responsible, life long learner demonstrates flexibility and adaptability.	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 4	
Materials/Resources	<ul style="list-style-type: none"> • Variety of text form samples such as: books, recipes, e-mails, etc... • Chart paper • Three bins/boxes 	
Prior Learning	Characteristics of a variety of text forms	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<ul style="list-style-type: none"> • Students will have a scramble race to determine the proper text forms of books. <p>Teacher Prompt: “We have been learning about a number of different text forms: Narrative (fiction or informational), recount (fiction or informational), procedures, exposition, explanation, reports, and electronic texts and functional.”</p> <ul style="list-style-type: none"> • The teacher will pass out p. 13 of <i>A Guide to Effective Literacy Instruction, Grade 4 to 6, Volume Five, Reading, 2008</i>. • As a class, they will review the different forms and as they are reviewed, the teacher will hold up a real example.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	25 min	<ul style="list-style-type: none"> • The teacher will have the eight text forms titled on chart paper and place them around the classroom. • The teacher will have a few samples of the form beside the chart paper. Using the “Graffiti” strategy (p.129, <i>Guide to Effective Literacy Instruction, Grades 4-6, Volume One, 2006</i>), the teacher will divide the class into eight groups, giving each member of the group the same colour, ensure each of the groups have a different coloured marker. • Have students review the samples and write

		<p>down similarities and common characteristics they notice. When the teacher signals, students move onto the next form and follow the same procedure.</p> <ul style="list-style-type: none"> • Students should bring their markers with them; they do not leave the markers behind. • Students are welcome to comment on other students' observations. • In the end, each chart paper will be a colourful page of characteristics of that particular text form.
<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	30 min	<ul style="list-style-type: none"> • In three to four different bins, the teacher places an equal amount of a variety of different text form samples within. • The teacher places the eight different tags (text forms) somewhere at a good eyes sight in front of each bin. (See Appendix for tags). • The class is divided into three or four groups and each group stands behind a bin. • When the teacher says "Go!", each team is to place the samples at the appropriate tag. • The first team to empty their bin, wins! Of course the samples have to be placed at the appropriate tags.
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	20 min	<ul style="list-style-type: none"> • While doing independent reading, the teacher conferences with the students about his/her personal book. • The teacher asks specific questions about the text form of the book he/she so happens to be reading.
Differentiation	<ul style="list-style-type: none"> • Treasure Hunt in the Library 	
Assessment	<ul style="list-style-type: none"> • Observation • Teacher conference 	
Cross Curricular Connections	<ul style="list-style-type: none"> • Depending on the samples chosen by the teacher, other subject area expectations may be covered. 	
Next Steps	Students help librarian or volunteers organize the library occasionally.	
Reflections		

Lesson Name	What's Special About Non-Fiction?	
Division	Intermediate	
Expectations	<p>2.1 Explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal , graphic texts such as a brochure, and informational texts such as an encyclopaedia</p> <p>2.3 Identify a variety of text features and explain how they help readers understand texts</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 3c – A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.</p>	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 4	
Materials/Resources	<ul style="list-style-type: none"> Classroom social studies or science textbook Example of fiction (e.g., storybook) Samples of non-fiction literature (books, menus, maps, magazines, etc.) 	
Prior Learning	What is non-fiction?	
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	10 - 15 min	<ul style="list-style-type: none"> The teacher will choose a non-fiction text that is of interest to the students (i.e.: magazine article) and read it aloud to the class. The teacher will use Think-Alouds as they read to point out some of the text features such as: headings, subheadings, diagrams, pictures, captions, a variety of text fonts, italics, etc. <p>Teacher Prompt: “The title tells me I’m going to read about” “Certain words are boldfaced — these are important, so I’ll try to remember them”. “There is a photograph and a diagram — I can use these to get a clear picture in my mind of what I’m reading.”</p>
<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	20 - 25 min	<ul style="list-style-type: none"> The teacher will ask the class to brainstorm the different examples of non-fiction texts that are all around them. <p>Student Talk: books about their favorite animals, lunch menus, maps, classroom magazines, websites, etc.</p> <ul style="list-style-type: none"> As a class, choose one of these non-fiction texts to look at and to study its text features. The teacher will draw a T-chart on the board with the headings: Text Feature and Purpose With student input, fill in the T-chart with the

		<p>different text features that are evident in the text and identify its purpose.</p> <p>Teacher Prompt: “These chapter titles and section headers preview information.”</p> <ul style="list-style-type: none"> Come up with a definition for “non-fiction” as a class. <p>Student Talk: “It gives information. It explains, informs, or persuades.”</p>
Guided Practice: Gradually giving the student more responsibility for using the strategy.	20 - 25 min	<p>The teacher will have students work in pairs and choose a non-fiction text (i.e.: a class textbook, website, brochure, etc.) to explore. The students will identify the unique text features of their selection. Their findings should be recorded in a similar T-chart that was used above.</p> <p>Student Talk: “I see maps, charts, diagrams and photographs. They are being used to illustrate or summarize the information”</p>
Independent Practice: Students begin to use the strategy using real text.	25 - 30 min	<ul style="list-style-type: none"> The teacher will give each student a non-fiction text to read independently. The student should skim and scan the text to get an idea of what the reading is about, using its unique text features to help inform them. (ex: graphs, headings, illustrations, etc.) The teacher will have the students make predictions using the “Pre-reading Organizer” BLM, about the text and have them state how or why they formed their ideas. <p>Student Talk: “The graph on the first page shows the population of our provinces, therefore this section must be about the provinces of Canada.”</p> <ul style="list-style-type: none"> Students will read the selection independently and check their predictions as they read. They should write 3-4 sentences that demonstrates their understanding of the article. The teacher will have them identify which text features helped them understand the text better.
Differentiation		<ul style="list-style-type: none"> Use texts of different reading levels for struggling readers. Read aloud the independent text to some students who are auditory learners or who are struggling readers.
Assessment		<ul style="list-style-type: none"> Observation Checklist Rubric
Cross Curricular Connections		<ul style="list-style-type: none"> Science Social Studies
Next Steps		
Reflections		

Lesson Name	Bionic Biographies	
Division	Intermediate	
Expectations	<p>1.7 Analyze texts and explain how various elements in them contribute to meaning</p> <p>2.1 Explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal , graphic texts such as a brochure, and informational texts such as an encyclopaedia</p> <p>2.3 Identify a variety of text features and explain how they help readers understand texts</p>	
Catholic Graduate Expectations	<p>CGE 2a – An effective communicator listens actively and critically to understand and learn in light of gospel values.</p> <p>CGE 2b – An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 2c – An effective communicator presents information and ideas clearly and honestly and with sensitivity to others.</p> <p>CGE 2e – An effective communicator uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.</p> <p>CGE 3c – A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.</p> <p>CGE 4f – A self-directed, responsible, life long learner applies effective communication, decision-making, problem-solving, time and resource management skills.</p> <p>CGE 5b – A collaborative contributor thinks critically about the meaning and purpose of work.</p> <p>CGE 5g – A collaborative contributor achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.</p>	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 4	
Materials/Resources	<ul style="list-style-type: none"> • SMART board or computer with projector • Access to the internet • Chalkboard, chalk, whiteboard or chart paper with markers • General classroom supplies (pencils and paper) • Mini tape recorder or video camera (optional) 	
Prior Learning	<p>Some knowledge of different forms of writing and their text and organizational features</p> <p>Knowledge of how to conduct an interview</p>	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	5 min	<ul style="list-style-type: none"> • The teacher will show a podcast of a biography (see http://kids.learnoutloud.com/Kids-Catalog/Biography) <p>Teacher Prompt: "Watch this video clip about _____. While you are watching, try to think about what makes this a biography</p>

		and not a _____ (previously learned piece of writing, i.e. personal narrative)".
Shared Practice: Providing an opportunity for the students to follow along and join in the reading.	10 min	<ul style="list-style-type: none"> Using a Venn Diagram, the teacher will encourage the students to participate in the discussion when comparing and contrasting the text and organizational features of biographies with another piece of previously learned writing.
Guided Practice: Gradually giving the student more responsibility for using the strategy.	30 - 40 min	<ul style="list-style-type: none"> Students will then compose approximately ten questions or more to ask their potential interviewee. The teacher will then pair up the students and have them interview each other while recording their answers. When finished, the students will compose the rough draft of their friend's biography.
Independent Practice: Students begin to use the strategy using real text.	30 - 40 min	<ul style="list-style-type: none"> Students will trade rough drafts in order to edit and revise, carefully checking for the text and organizational features mentioned in the shared practice section. When finished, students will review and potentially implement the comments and suggestions made. Students will write a good copy of the work to submit for evaluation.
Differentiation		<ul style="list-style-type: none"> Level of help given while composing the interview questions Number of questions to ask the interviewee Length of the biography Teacher revisions during the editing and revising process for struggling writers Different types of biographies may be used (see examples and ideas at www.edhelper.com)
Assessment		<ul style="list-style-type: none"> Participation Written sample Peer evaluation Self evaluation Checklist
Cross Curricular Connections		<ul style="list-style-type: none"> Drama History Technology (computers)
Next Steps		<p>Students could perform a monologue based on their friend's biography.</p> <p>Students could design a poster introducing their person.</p> <p>Students could design and construct a commercial, power-point presentation, or website about their person.</p>
Reflections		

Lesson Name	Can I Interview You?	
Division	Junior	
Expectations	<p>2.1 Explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal , graphic texts such as a brochure, and informational texts such as an encyclopaedia</p> <p>2.3 Identify a variety of text features and explain how they help readers understand texts</p>	
Catholic Graduate Expectations	<p>CGE 2a – An effective communicator listens actively and critically to understand and learn in the light of gospel values.</p> <p>CGE 2c – An effective communicator presents information and ideas clearly and honestly and with sensitivity to others.</p> <p>CGE 4a – A self-directed, responsible, life long learner demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.</p> <p>CGE 4f - A self-directed, responsible, life long learner applies effective communication, decision-making, problem-solving, time and resource management skills.</p> <p>CGE 5b – A collaborative contributor thinks critically about the meaning and purpose of work.</p> <p>CGE 5e – A collaborative contributor respects the rights, responsibilities and contributions of self and others.</p> <p>CGE 5f – A collaborative contributor exercises Christian leadership in the achievement of individual and group goals.</p> <p>CGE 5g – A collaborative contributor achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.</p>	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 4 and # 5	
Materials/Resources	<ul style="list-style-type: none"> • Two chairs • Access to an interview video clip (i.e. internet or other resource) as well as the capability to show it (i.e. computer and projector, SMART board, DVD/VCR) • Written interview scrip from the above-mentioned video clip • Copies of an interview in written form • BLM "Beat the Clock" 	
Prior Learning	N/A	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	5 -10 min	<ul style="list-style-type: none"> • The teacher will ask the class for their full attention in guessing what will unfold momentarily. Responses will be taken at the end. • The teacher will then ask for a volunteer from the classroom. • He/she will provide a chair for himself/herself and the student in front of the class.

		<ul style="list-style-type: none"> The teacher will begin to ask the student questions as if they were in an interview. At the end of the unrehearsed script, the teacher will thank the student and begin to discuss what just happened. <p>Teacher Prompt <i>"I would bet by now that you have figured out that I was conducting an interview and that _____ was my interviewee. How did you know this?"</i></p> <ul style="list-style-type: none"> The teacher will discuss the characteristics of an interview.
<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	15 -20 min	<ul style="list-style-type: none"> The teacher will show a video clip of an interview which he/she has provided in written form for the students. Throughout the interview the teacher will point out organizational features of an interview. <p>Teacher Prompt: <i>"Notice how the interviewer is asking questions and how the interviewee is answering them".</i></p> <ul style="list-style-type: none"> After the video clip is shown, the teacher and students will discuss how a live interview translates in written form and how the organizational features are represented. <p>Teacher Prompt: <i>"Do you see how in written form the questions are actually the subtitles?"</i> <i>"Do you see how the answers to the questions are written in a different colour of ink?"</i> <i>"Do you see how the questions are in bold type?"</i></p>
<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	15 -20 min	<ul style="list-style-type: none"> The teacher will explain the BLM, "Beat the Clock" and how he/she expects the students to complete it. The teacher will provide written copies of an interview and the BLM "Beat the Clock". Students will complete the BLM in the allotted predetermined time, using the given written interview. Answers are discussed at the end of the predetermined time.
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	30 - 40 min	<ul style="list-style-type: none"> Students will choose a person in the class to interview and then prepare a list of questions (approximately ten) that they could ask that person. When finished the students will check with the teacher for approval. If no questions have to be changed, the students will conduct their interview. Using the questions and answers from that oral interview, the students will write a written text in interview form using the organizational features of an interview.

Differentiation	<ul style="list-style-type: none"> • Students will choose an interviewer and interviewee • Teacher will help struggling students to compose their questions • The number of questions asked may vary. • Help can be provided while teacher is circulating and students are writing their written text. • There could be a rehearsed script instead of an unrehearsed script for the initial presentation. • The students could interview someone from the community instead of in the classroom.
Assessment	<ul style="list-style-type: none"> • Independent and group work • Written sample
Cross Curricular Connections	<ul style="list-style-type: none"> • Any subject area but particularly social studies, science
Next Steps	
Reflections	

Beat the Clock

Name: _____ Grade: _____ Date: _____

Title: _____ Author: _____

Find as many text features as you can in the text you have chosen. List each text feature, the page you found it on, and the reason why it is useful.

Text Feature	Page	Purpose

Lesson Name	Newspaper Scavenger Hunt	
Division	Intermediate	
Expectations	<p>2.1 Explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal , graphic texts such as a brochure, and informational texts such as an encyclopaedia</p> <p>2.3 Identify a variety of text features and explain how they help readers understand texts</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 2e – An effective communicator uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.</p> <p>CGE 3c – A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.</p> <p>CGE 4f – A self-directed, responsible, life long learner applies effective communication, decision-making, problem-solving, time and resource management skills.</p>	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 4 and #5	
Materials/Resources	<ul style="list-style-type: none"> • Copy(ies) of a newspaper • Scavenger Hunt List (15-20 questions) • General classroom supplies (pencils or pens) 	
Prior Learning	<p>Some knowledge of newspaper layouts</p> <p>Familiarity of scavenger hunt concept</p> <p>General knowledge of text features</p>	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	5 - 10 min	<ul style="list-style-type: none"> • The teacher will hold up a newspaper and review the name of the sections as well as point out text features such as size of print, labels and captions, headings and titles, etc. • The teacher will remind the students how these text features can enhance the comprehension of a text.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10 - 15 min	<ul style="list-style-type: none"> • The teacher will distribute copies of a newspaper and ask the students to point out various text features. <p>Teacher Prompt: <i>"Please find an article in the newspaper that displays italic or bold print", "On what page/which section can you see different sizes of print?" "Where can do you find the chart?"</i></p>
<i>Guided Practice:</i> Gradually giving the student more responsibility	20 min	<ul style="list-style-type: none"> • The teacher will review the concept of a scavenger hunt and then hand out the scavenger hunt list. • Students will complete the scavenger hunt list and

for using the strategy.		hand in when finished. (Sample questions could include: <i>"In which article can you find the use of a diagram?"</i> or <i>"What section houses the map?"</i> etc.).
Independent Practice: Students begin to use the strategy using real text.	30 - 40 min	<ul style="list-style-type: none"> With another form of text or another edition of the newspaper, students will create their own scavenger hunt (with answers) to exchange with a friend/ friends.
Differentiation		<ul style="list-style-type: none"> Reducing the number of questions or the level of difficulty of text features asked on the scavenger hunt list Working in groups instead of independently to find/prepare the items on the scavenger hunt list Extra time as needed
Assessment		<ul style="list-style-type: none"> Applied task Independent/Group work Journal entry
Cross Curricular Connections		<ul style="list-style-type: none"> This activity could be used with any nonfiction text (i.e. textbooks, handouts)
Next Steps		
Reflections		

Lesson Name	Big Fox	
Division	Intermediate	
Expectations	<p>1.7 Analyze texts and explain how various elements in them contribute to meaning</p> <p>2.1 Explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal , graphic texts such as a brochure, and informational texts such as an encyclopaedia</p> <p>2.3 Identify a variety of text features and explain how they help readers understand texts</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 4f – A self-directed, responsible, life long learner applies effective communication, decision-making, problem-solving, time and resource management skills.</p>	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 4 and #5	
Materials/Resources	<ul style="list-style-type: none"> • BIG FOX graphic organizer BLM • Copies of three nonfiction articles that include text features shown in BIG FOX • Highlighters • Class set of science, history or geography textbooks 	
Prior Learning	<p>What non-fiction means</p> <p>Knowledge of graphics in text</p> <p>Difference between fact and opinion</p> <p>The Main Idea</p>	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<ul style="list-style-type: none"> • The teacher will show a non-fiction article on the overhead and read it aloud to the students, commenting on the different text features that are present (ex: bold, italics, graphics, facts, opinions, main idea). • The teacher will place the Big Fox Graphic Organizer BLM transparency on the overhead. • The teacher will model how to complete this organizer.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20-25 min	<ul style="list-style-type: none"> • The teacher will distribute a copy of a new non-fiction article and a copy of the Big Fox Graphic Organizer BLM to each student. • The teacher will place the article on the overhead and read it aloud to the students. • The students will put up their hands every time they see one of the features listed on their organizer. • The teacher will pause as the students fill in the graphic organizer.

		<ul style="list-style-type: none"> The teacher will ask for input regarding the main idea and have the students fill in the final row in the organizer.
<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	30-40 min	<ul style="list-style-type: none"> The teacher will distribute a copy of a new non-fiction article. The students should create their own Big Fox graphic organizer and fill out the appropriate sections as they skim and scan. After they have read the article, the teacher will hand out highlighters to each student. The students will highlight any unknown words or phrases. The teachers will place students in groups of three to four mixed-ability students. The students will share their list of highlighted words with each other. If any student in the group does <u>not</u> have a word highlighted that the others do, that student provides the definition for the others to write down in the margin of their papers. Using a large-group discussion format, the teacher will ask each group which words <u>all</u> group members have highlighted. The teacher will write these words on the board. If no other group is able to provide a definition, the teacher provides the definition and writes it on the board. Students copy the definition on their papers.
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	30 min	<ul style="list-style-type: none"> The teacher will have the students turn to a section in their textbook (science, or history or geography) and have them take note in their notebooks of all the unique features in the text using the Big Fox template. The students will be asked to read this section of the text and put a sticky note on any section where they are confused or have a question. Have the students go home or to the library to research these confusing sections and/or words and complete a one page summary of what they have read.
Differentiation		<ul style="list-style-type: none"> Use highlighters for kinesthetic learners as they read the textbook. Reduce the quantity of text for struggling readers.
Assessment		<ul style="list-style-type: none"> Rubric to assess their one page summary Observational notes Peer and self assessment
Cross Curricular Connections		<ul style="list-style-type: none"> Science History Geography
Next Steps		
Reflections		

Lesson Name	Popular Teen Magazines	
Division	Junior	
Expectations	<p>2.1 Explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal , graphic texts such as a brochure, and informational texts such as an encyclopaedia</p> <p>2.3 Identify a variety of text features and explain how they help readers understand texts</p> <p>2.4 Identify various elements of style – including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures – and explain how they help communicate meaning.</p>	
Catholic Graduate Expectations	<p>CGE 2b –An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 3c – A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.</p>	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 5	
Materials/Resources	<ul style="list-style-type: none"> • Teen Magazines. • Overhead Projector • Transparency copies of pages from Teen Magazines 	
Prior Learning	Elements of story, word choice	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 – 15 min	<ul style="list-style-type: none"> • The teacher will present a variety of popular teen magazines to the students. • The teacher will use focusing questions: “<i>What messages do these magazines hope to convey?</i>” “<i>To whom are these messages intended for?</i>”
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 – 25 min	<ul style="list-style-type: none"> • The teacher will make transparency copies of pages from popular teen magazines and use these to work with the students through an analysis of word choice made by the authors. • Focusing Questions: “<i>What words jump out of the text right away as being specific to this text? Are there words in these texts that wouldn’t work properly in other texts? Are there certain words that if you took out and substituted for another that would change the overall feeling/meaning of the text?</i>” • The teacher will work with the students to highlight examples that they discuss as a group.
<i>Guided Practice:</i> Gradually giving the	20 – 25 min	<ul style="list-style-type: none"> • The teacher will provide students with photocopied versions of popular teen magazines.

student more responsibility for using the strategy.		<ul style="list-style-type: none"> • In pairs have the students examine the choice of words used in the various texts by different authors, having them highlight words that stand out as specific to that particular text. • The teacher will have the pairs try to find alternative words for the 'stand out' words and encourage them to discuss how this changes or does not change the text. • As a class discuss the various pieces of text examined by the different groups. Ask the students what they notice about the different texts and the word selection made by the authors. • Teacher will encourage the students to discuss how the texts changed or did not change when they substituted words.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	10 min.	<ul style="list-style-type: none"> • The teacher will ask the students to complete a word analysis of a popular teen magazine. Each student will be given an article from a popular teen magazine and asked to analyze the word choice by the author. • Meet as a class to discuss the analysis each student completed.
Differentiation		<ul style="list-style-type: none"> • Teacher could ask the students to do an analysis of other media. • The students could examine movie posters, political ads, business ads and posters such as Starbucks, NHL, NBA, etc...
Assessment		<ul style="list-style-type: none"> • Work samples • Teacher observation • Anecdotal reports
Cross Curricular Connections		
Next Steps		The teacher could ask students to write their own magazine articles for a brand new popular teen magazine. Some students might be asked to create advertisements and or artwork and posters for the magazine. Word choice in each of these cases will be imperative.
Reflections		

Lesson Name	Non-Fiction Text Features	
Division	Junior	
Expectations	<p>2.1 Explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal , graphic texts such as a brochure, and informational texts such as an encyclopaedia</p> <p>2.3 Identify a variety of text features and explain how they help readers understand texts</p>	
Catholic Graduate Expectations	<p>CGE 2a: An effective communicator listens actively and critically to understand and learn in light of gospel values.</p> <p>CGE 2b: An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 3c: A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.</p>	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 5	
Materials/Resources	<ul style="list-style-type: none"> • Grade-level textbook (i.e. science or social studies) • “Beat the Clock” BLM • General school supplies (pencils, erasers, etc.) 	
Prior Learning	<p>Knowledge of the difference between fiction and non-fiction texts</p> <p>General knowledge of some text features</p>	
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	15 - 20 min	<ul style="list-style-type: none"> • The teacher will open a grade-level textbook to the table of contents and demonstrate how he/she finds the topic of choice (choosing a lesson not previously viewed). • Next, teacher will turn to the page of the lesson and begin skimming and scanning the text for titles, subtitles, headings, subheadings, text boxes, photos, charts, maps, graphs, bold or italic print, underlined words or sentences, etc. <p>Teacher Prompt: “When you first open the textbook to your topic page, you will notice that some things “jump out” at you. These are the text features. Non-fiction text features can be...”</p> <ul style="list-style-type: none"> • The teacher will explain how the use of text features can improve text comprehension.
<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	15 - 20 min	<ul style="list-style-type: none"> • The teacher will repeat the lesson from above but this time the students will have their textbooks in front of them as they follow along and volunteer answers. <p>Student Talk: “The title tells me ...” or “A text feature that I see on page ____ of the textbook is the use of bold print for the words _____. I think that means that the text is about...”</p>

<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 - 30 min	<ul style="list-style-type: none"> • The teacher will pair the students according to ability. • Together, the students will search for text features in other informational texts (i.e. other textbooks, newspapers, encyclopedia, etc.). • They will try to find and record as many as possible giving reasons and examples as to what the text features might be telling them. • During this time the teacher will circulate observing, offering help and suggestions. • A large group discussion about the students' findings will ensue.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	10 - 20 min	<ul style="list-style-type: none"> • The teacher will explain the BLM "Beat the Clock" and how he/she expects the students to complete it. • The teacher will then ask the students to take out a textbook, to search the table of contents or index for the chosen lesson, and to turn to the page listed. • While the students are searching, the teacher will pass out copies of the BLM "Beat the Clock". • The students will complete the blackline master in the allotted predetermined time. • Answers are discussed at the end of the predetermined time. Suggestions are given for improvement.
Differentiation		<ul style="list-style-type: none"> • Length of time to complete the BLM • Difficulty of chosen lesson (pages in textbook) • Number of boxes to complete on the BLM • Target specific or general text features • Independent work or group work while completing the BLM • Conferencing instead of discussing answers to the BLM in a large group
Assessment		<ul style="list-style-type: none"> • Observation • Work sample • Conferencing • Group work
Cross Curricular Connections		<ul style="list-style-type: none"> • Any subject area with a non-fiction or information textbook
Next Steps		
Reflections		

Lesson Name	Text Rebuilding	
Division	Junior	
Expectations	<p>1.7 Analyze texts and explain how various elements in them contribute to meaning</p> <p>2.1 Explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal , graphic texts such as a brochure, and informational texts such as an encyclopaedia</p> <p>2.3 Identify a variety of text features and explain how they help readers understand texts</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 5a – A collaborative contributor works effectively as an interdependent team member.</p>	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 5	
Materials/Resources	<ul style="list-style-type: none"> Newspaper or magazine article of students' interest for read-aloud Articles cut up into sections 	
Prior Learning	Organization of a story	
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	10-15 min	<ul style="list-style-type: none"> The teacher will read out a newspaper or magazine article to the students. The teacher should use think-alouds to highlight the characteristics of the introduction, body and conclusion and point out what makes them effective. <p>Teacher Prompt: "An effective introduction has a good "hook" or catchy phrase that makes you want to keep reading." "The body of the text should consist of the "meat" of the topic with supporting evidence and facts." "The conclusion should sum up the main idea of the article and may offer ideas for further reflection."</p>
<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	20-25 min	<ul style="list-style-type: none"> The teacher will have an article that is divided into several sections and mixed up. The teacher will place them on the overhead or SMART Board and ask students to think which sections belong to the Introduction, Body and Conclusion. <p>Teacher Prompt: "What elements of each section help you identify where they belong?"</p>

		<p><i>“What transition words do you look for to be in the introduction, body or conclusion?”</i></p> <ul style="list-style-type: none"> • With the students’ assistance, the teacher will reassemble the article back together offering suggestions and prompts along the way.
<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	20 min	<ul style="list-style-type: none"> • The teacher will provide groups of 2-3 students with an article that is divided into several sections and mixed up. • The students will work in groups to put the text back together and offer justifications for their final product. • The teacher should circulate the room and provide feedback and prompts as necessary to assist students.
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	30-35 min	<ul style="list-style-type: none"> • Have students create their own article and cut them up into different sections. • They should switch with a partner and try to put their article back together based on the characteristics of an introduction, body and conclusion and provide justifications for their final product.
Differentiation		<ul style="list-style-type: none"> • Use different types of texts (ex: movie posters for struggling readers, a paragraph vs. longer article, etc.) • Increase or decrease the number of cut-up sections • Change the difficulty of the text • For struggling writers, provide them with a written text instead of them writing their own.
Assessment		<ul style="list-style-type: none"> • Teacher observation • Peer assessment • Checklist
Cross-Curricular Connections		<ul style="list-style-type: none"> • The choice of articles that are used can be geared to any subject matter.
Next Steps		
Reflections		

Lesson Name	Pop Out Words	
Division	Junior	
Expectations	2.4 Identify various elements of style – including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures – and explain how they help communicate meaning	
Catholic Graduate Expectations	CGE 2b – An effective communicator reads, understands and uses written materials effectively. CGE 3c – A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 5	
Materials/Resources	<ul style="list-style-type: none"> • Authentic texts: Picture books that make good use of a diverse vocabulary. • Overhead projector • Transparencies • Different coloured markers 	
Prior Learning	Elements of a story, word choice.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 -20 min	<ul style="list-style-type: none"> • The teacher will select a picture book that contains examples of high quality language and diverse word choice. • Prior to the teacher doing a first read a loud ask the students what they know about the book. • The teacher then does the first read a loud. This reading is for pleasure only. <p>Teacher Prompt: “What do you think this book will be about?”</p> <p>Student Talk: Student talk will be dependent on which book is selected.</p>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.		<ul style="list-style-type: none"> • Before reading the text the teacher will ask the students to think about which words resonate with them. • The teacher will re-read the selected text. • The teacher will discuss with the students which words stood out for them. • Using photocopied pages from the text (on transparency) the teacher will work with the students to highlight words that ‘POP’ out. • Engage students in a discussion about word choice. Why do you think the author chose to use “this word” over “that word”? What other words might they have used? <p>Teacher Prompt: “What did you notice about the use of words in this book from the first reading?”</p>

		Student Talk: <i>"I think that"</i>
Guided Practice: Gradually giving the student more responsibility for using the strategy.	20 - 25 min	<ul style="list-style-type: none"> The teacher will provide students with photocopied versions of texts. There should be a variety of texts including newspapers, magazine articles, picture books, novels, music etc... The text does not need to be a complete text but should be a good length in order to provide the students with an authentic sample. In pairs have the students examine the choice of words used in the various texts by the various authors, having them highlight words that 'POP OUT'. As a class discuss the various pieces of text examined by the different groups. Ask the students what they notice about the different texts and the word selection made by the authors. <p>Teacher Prompt: <i>"What do you notice about the language your author chose to use? Why do you think it is important that the author used these words over others? What might be some other options the author could have used?"</i></p>
Independent Practice: Students begin to use the strategy using real text.	10 min	<ul style="list-style-type: none"> The teacher will provide students with a copy of a text (same one for each student) and ask them to do a word analysis. Each student will work independently. Meet as a class to discuss the analysis each student completed.
Differentiation		<ul style="list-style-type: none"> The teacher could ask the students to do a word analysis of television commercials, news reports, awards ceremonies etc.... and discuss with them how word choice plays a role in capturing the viewer/reader's attention.
Assessment		<ul style="list-style-type: none"> Work sample Teacher observation Anecdotal notes
Cross Curricular Connections		
Next Steps		The students could begin to keep a word book where they write down unfamiliar words or words that they believe would serve to capture/hold a reader's attention.
Reflections		

Lesson Name	Parts of a Book Bookmark	
Division	Junior-Intermediate	
Expectations	<p>2.1 Explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal , graphic texts such as a brochure, and informational texts such as an encyclopaedia</p> <p>2.3 Identify a variety of text features and explain how they help readers understand texts</p>	
Catholic Graduate Expectations	CGE 2b – An effective communicator reads, understands and uses written material effectively.	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 5	
Materials/Resources	<ul style="list-style-type: none"> • Red, blue, yellow and green construction paper • Cut-up, colour coded paragraphs for each group of two students • Parts of a Book Treasure Hunt BLM #1 (attached) • Parts of a Book BLM #2 (attached) • Sample Bookmark Appendix #1 	
Prior Learning	Sentence structure Paragraph structure	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<ul style="list-style-type: none"> • The teacher chooses a textbook that all students have in the classroom (i.e. Math, Social Studies, Science etc...) • Using a pre-prepared Treasure Hunt BLM created by the teacher, students will find the different parts of the textbook. Please see BLM #1 as a sample. • For example, "I am on p.____ and I help the reader visualize the text." I am an illustration. Why am I useful in a book?
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	25 min	<ul style="list-style-type: none"> • As a class review the Treasure Hunt BLM. • The teacher then places the "Parts of a Book" BLM #2 on the overhead. This appendix comes from <i>Coaching for Comprehension</i>, Linda Armstrong, p.17. Complete it together. • Students are to choose one part of a book (i.e. Bibliography, Glossary, etc...) and research the definition. • On regular white paper, students are to design a draft bookmark that would have the title of his/her part of the book, along with an example and some images and colour for decoration.
<i>Guided Practice:</i>	30 min	<ul style="list-style-type: none"> • Using a computer program of the teacher or

Gradually giving the student more responsibility for using the strategy.		<p>student choice, students will generate a final version of his/her bookmark.</p> <ul style="list-style-type: none"> Students might want to create a few copies. The teacher will assist and laminate the final copy. Please see sample on Appendix #1.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	30 min	<ul style="list-style-type: none"> The teacher will arrange for a reading buddy visit with a primary class. Each junior/intermediate student will be paired up with a primary buddy. The junior/intermediate student will find a book within the primary classroom that has an example of his/her created bookmark. The older student will teach the primary student about why that part of the book is there and give the primary student the bookmark to keep.
Differentiation	<ul style="list-style-type: none"> SMART board Students do not have to create the bookmark on a computer program. 	
Assessment	<ul style="list-style-type: none"> Observation Peer assessment 	
Cross Curricular Connections	<ul style="list-style-type: none"> Writing 	
Next Steps	Students will exchange bookmarks with their peers and seek that part of the book in a textbook.	
Reflections		

Parts of a Book Treasure Hunt

Choose from the following words:

Acknowledgements, Copyright Page, Appendix, Index, Bibliography, Table of Contents, Illustration, Glossary

1. I am on page ____ . I give the legal information regarding my rights.
2. I am on page _____. I thank those who have helped create or inspired me.
3. I am on page _____. I assist the reader search for very specific information within my pages.
4. I am on page _____. I give credit to other books whom assisted in my creation.
5. I am on page _____. I assist the reader with comprehending terms.
6. I am on page _____. I organize my content so that the reader can find an exact topic.
7. I am on page _____. I help the reader visualize the text.
8. I am on page _____. I come after a chapter and I give additional information about the text.

Answers to Parts of a Book Treasure Hunt

1. Copyright Page
2. Acknowledgements
3. Index
4. Bibliography
5. Glossary
6. Table of Contents
7. Illustrations
8. Appendix

Parts of a Book

Directions: Read the choices in the first box. Write the correct choice on each line.

1. Which part of a book comes after the text and gives additional information?

2. Which part of a book comes before the text and shows how the book is organized?

3. Which part of a book comes after the text and lists subjects in alphabetical order?

4. Which part of a book comes after the text and lists books the author consulted?

5. Which part of the book comes before the text and gives credit to people who helped the author?

6. Which part of the book comes before the text and gives the copyright date?

Parts of a Book

Copyright Page
Acknowledgements

Index
Bibliography

Appendix

Table of Contents

Extra! Examine a history or science textbook. Find as many of these book parts as you can. Why does a book need both a Table of Contents and an Index?

Appendix #1

SAMPLE BOOKMARK

STUDENTS SHOULD BE ENCOURAGED TO ADD MORE IMAGES, COLOUR
AND DETAIL TO HIS/HER BOOKMARK.

Bibliography

I AM THE PART OF A
BOOK THAT COMES
AFTER THE TEXT AND
LISTS THE BOOKS THE
AUTHOR CONSULTED.



Lesson Name	Paragraph Features	
Division	Junior/Intermediate	
Expectations	<p>2.1 Explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal , graphic texts such as a brochure, and informational texts such as an encyclopaedia</p> <p>2.3 Identify a variety of text features and explain how they help readers understand texts</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator reads, understands and uses written material effectively.</p> <p>CGE 4a – A self-directed, responsible, life long learner demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.</p>	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 5	
Materials/Resources	<ul style="list-style-type: none"> • Sample model paragraph • Coloured construction paper 	
Prior Learning	How to use a computer software program such as Microsoft word, Corel or Microsoft Publisher	
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	25 min	<ul style="list-style-type: none"> • Teacher chooses a paragraph from any type of sample text and reads the sentences out of order aloud to the class. <p>Teacher Prompts: “What did not sound right in that paragraph?”</p> <ul style="list-style-type: none"> • Students “Think-Pair-Share” their responses. • The teacher now reads the paragraph in the appropriate order. • Ask students to reflect why this paragraph sounded much better using, “Think-Pair-Share” strategy
<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	25 min	<ul style="list-style-type: none"> • Using coloured paper to identify different sentences is a great way to help students who are having difficulty understanding paragraph structure. It helps them to see the elements that make up a paragraph. • The teacher discusses with the students the different parts of a model paragraph and creates a class paragraph, by putting sentences onto different coloured strips of construction paper. <p>Teacher Prompts: “We will write the topic sentence on a red strip of paper.”</p> <ul style="list-style-type: none"> • The first item discussed is on a blue strip of paper.

		<ul style="list-style-type: none"> • The teacher will write a detail for that item on a yellow strip of paper. • The teacher will write the next item discussed on another blue strip of paper and its detail on yellow paper. • The class will come up with a clincher sentence on a green strip of paper. • Please see Appendix #1 as an example. Original sample taken from <i>Text Structure: Teaching Patterns in Reading and Writing</i>, Dianne Dillabough, 2008
Guided Practice: Gradually giving the student more responsibility for using the strategy.	25 min	<ul style="list-style-type: none"> • Review the class paragraph. • The teacher has enough stripped paragraphs prepared for groups of two. The students should put the paragraph together. While circulating, the teacher can quickly see who understands the structure of the paragraph and who still requires assistance.
Independent Practice: Students begin to use the strategy using real text.	30 min	<ul style="list-style-type: none"> • Students now write their own model paragraphs on strips of paper. • They mix up the order of their paragraphs and exchanges with a peer who will try and place it back in the appropriate order.
Differentiation	<ul style="list-style-type: none"> • The use of a SMART board would provide assistance. 	
Assessment	<ul style="list-style-type: none"> • Observation and checklist • Peer assessment and checklist 	
Cross Curricular Connections	<ul style="list-style-type: none"> • Writing • Media Literacy • Depending on the type of textbook chosen, this lesson could link to variety of curriculum areas. 	
Next Steps	The structure part of a whole story/narrative.	
Reflections		

APPENDIX #1: Example for “Paragraph Features”

Lesson

*Note: Sample taken from Text Structures: Teaching Patterns in Reading and Writing
p. 32*

On a red strip of paper:

Did you know that many of the vegetables you eat are really roots?

On a blue strip of paper:

To begin with, there is the carrot.

On a yellow strip of paper:

The great taste of this root makes it a very popular snack.

On a blue strip of paper:

Another root is the radish.

On a yellow strip of paper:

Its vibrant colour brightens up any salad.

On a blue strip of paper:

In addition, there is the beet.

On a yellow strip of paper:

Beets are often made into pickles.

On a blue strip of paper:

Finally, there is the parsnip.

On a yellow strip of paper:

It looks similar to a carrot but is light yellow in colour.

On a green strip of paper:

Carrots, radishes, beets and parsnips are roots that are great to eat.

Lesson Name	A Picture is Worth a Thousand Words	
Division	Intermediate	
Expectations	<p>2.1 Explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal , graphic texts such as a brochure, and informational texts such as an encyclopaedia</p> <p>2.3 Identify a variety of text features and explain how they help readers understand texts</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 3c – A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.</p> <p>CGE4f – A self-directed, responsible, life long learner applies effective communication, decision-making, problem-solving, time and resource management skills.</p>	
Achievement Categories	Knowledge and Understanding	
Question Addressed	# 5	
Materials/Resources	<ul style="list-style-type: none"> • Picture books • A textbook with illustrations, charts, graphs, etc. • Computer access with projector or SMART board • Collection of digital photos, illustrations, charts, maps, and graphs. • “The CATS Technique” BLM • General classroom materials (pencils, erasers, etc.) 	
Prior Learning	No prior learning needed	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 -15 min	<ul style="list-style-type: none"> • The teacher will tell the students about the importance of illustrations, photos, charts, and graphs embedded in the text. <p>Teacher Prompt: <i>“Often photos and illustrations are included as more than just a break in the text. Sometimes these features are specifically placed in the reading to help us to better understand an important point. Now and then just reviewing the pictures, charts and graphs will give you a good idea about what the content will be about”.</i></p> <ul style="list-style-type: none"> • The teacher will demonstrate this strategy by picking up a picture book and giving his/her predictions about what he/she thinks the story will entail.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10 -15 min	<ul style="list-style-type: none"> • The teacher will then choose another picture book for demonstration, however, this time the students will give the predictions. <p>Student Talk: <i>“I think that the story is going to be about...because....”</i></p>

<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	10 -15 min based on number of images	<ul style="list-style-type: none"> The teacher will then show various images (photos, illustrations, graphs, charts, maps) via the computer. Students will have to make predictions about the supporting text based on the images. Predictions can be shared generally at the moment of viewing or they can be written down individually for future discussion.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	15 - 20 min	<ul style="list-style-type: none"> The teacher will explain that the pictures, although important, are not the only way to predict what the text might be about. <p>Teacher Prompt: <i>"There are other clues that can help us to determine the content of a text before reading it; for instance, looking at the covers of the book, or investigating the title or author. This is called the CATS Technique".</i></p> <ul style="list-style-type: none"> The teacher will distribute a picture book to each student along with a copy of the BLM "The CATS Technique". (He/She will describe the CATS Technique). <p>Teacher Prompt: <i>"The CATS Technique stands for Covers..."</i></p> <ul style="list-style-type: none"> Students will fill out the BLM "The CATS Technique".
Differentiation		<ul style="list-style-type: none"> Number of pictures displayed in the picture books Number or level of difficulty of images shown via the computer Writing down predictions instead of discussing them in a large group situation Using a non-fiction text from the beginning for advanced classes
Assessment		<ul style="list-style-type: none"> Observation Anecdotal notes Written sample (CATS Technique) Journal Writing (as an extension) Drama Productions; writing and performing plays (as an extension) Computer knowledge (finding images and making their own power point presentation (as an extension))
Cross Curricular Connections		<ul style="list-style-type: none"> Any subject area that includes the use of fiction or non-fiction text can be used.
Next Steps	The next step is applying the newly learned information to non-fiction text.	
Reflections		

The CATS Technique

Name: _____ Grade: _____ Date: _____

Title: _____ Author: _____

Covers: What do the front and back **covers** tell you about the book?

Author: What do you know about the **author** and other books he or she may have written?

Title: What does the **title** suggest the text may be about?

Skim: **Skim** the text. Notice any photos, charts, drawings, diagrams, and maps. What clues do they give you?

What is your prediction?

Thinking

Questions 2, 6, 8



Lesson Name	Determining Importance (Harvey&Goudvis)	
Division	Junior	
Expectations	<p>Gr. 4: 1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details</p> <p>Gr. 5: 1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details</p> <p>Gr. 6: 1.4 Demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details</p>	
Catholic Graduate Expectations	CGE 2b – An effective communicator reads, understands and uses written materials effectively.	
Achievement Categories	Thinking	
Question Addressed	# 2	
Materials/Resources	<ul style="list-style-type: none"> • Sticky notes. (3 per student) • The same selection of non-fiction for each student 	
Prior Learning	Elements of non-fiction.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	5 min	The teacher begins by reading aloud a brief paragraph or section of non-fiction text. The teacher models the strategy by placing a sticky note, marked with an asterisk, next to an important detail.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10 min	The teacher provides each student with 3 sticky notes and asks them to draw a big asterisk on each one. The teacher explains that the students - and the teacher - will place the sticky notes next to three different details in the text that they consider to be important. The teacher and students share in the reading of the article.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	10 min	Student Talk: The students and teacher share what each has determined to be important in the text. Students are asked to explain their decisions, citing evidence from the text.
<i>Independent Practice:</i> Students begin to use the strategy using real text.		Students practice this strategy with other examples of non-fiction.
Differentiation	<ul style="list-style-type: none"> • Peer or teacher reads to students. Encourage the students to paraphrase what has been read. 	

Assessment	<ul style="list-style-type: none"> • Anecdotal observations.
Cross Curricular Connections	<ul style="list-style-type: none"> • Science • Social Studies
Next Steps	Students can use the important details to formulate a main idea.
Reflections	

Lesson Name	Using Jokes to Determine the Main Idea	
Division	Junior	
Expectations	<p>Gr. 4 & Gr. 5: 1.4 - Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details</p> <p>Gr. 6: 1.4 - Demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details</p>	
Catholic Graduate Expectations	<p>CGE 3c – A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.</p> <p>CGE 5e – A collaborative contributor respects the rights, responsibilities and contributions of self and others.</p>	
Achievement Categories	Thinking	
Question Addressed	# 2	
Materials/Resources	<ul style="list-style-type: none"> • Jokes or joke books (some are included below) • Chart paper, board or overhead • Markers or chalk • Worksheets 	
Prior Learning	Some exposure to synthesizing & inferencing	
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	10 min	<p>The teacher asks students to share some of their favourite (appropriate) jokes. Teacher explains why the joke is funny (e.g., a pun, wordplay, etc.). Teacher explains that jokes are often a way for a person to share an idea or opinion informally. Teacher shares a joke-story with the class and models how to determine the main idea of the joke. Teacher records the main idea on the chart, board or overhead.</p> <p>Teacher Prompt: <i>“Jokes are often a way for people to share an idea or opinion.” “What is the author of this joke trying to tell me? I think he is trying to tell me ...” “This joke is trying to tell me ...”</i></p>
<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	10 min	<p>Teacher reads another joke-story to the class. Teacher asks students to question the author's purpose of writing the joke.</p> <p>Teacher Prompt: <i>“What idea or opinion is the author trying to share with us?” “What is the author of this joke trying to communicate to us?” “What is the main idea of the joke?”</i></p>

		Student Talk: <i>"The author is trying to suggest that ..."</i> <i>"The main idea of the joke is ..."</i>
Guided Practice: Gradually giving the student more responsibility for using the strategy.	10 min	Students work in partners to read and discuss 1 or more jokes. Students identify the main idea for each joke.
Independent Practice: Students begin to use the strategy using real text.	10 min	The teacher gives each student a worksheet that contains 1 or more jokes. Students record the joke's main idea (e.g., <i>what is the author trying to tell us?</i>) of each joke.
Differentiation	<ul style="list-style-type: none"> • Select jokes according to student's independent reading level and inferencing abilities • Work in small groups/partners for further support • Extra time as needed • Oral or prerecorded reading of the jokes 	
Assessment	<ul style="list-style-type: none"> • Teacher observation • Anecdotal notes • Work sample 	
Cross Curricular Connections	<ul style="list-style-type: none"> • Writing 	
Next Steps	Students discuss bias in the jokes and identify jokes as appropriate or inappropriate. Students could write a joke on a particular theme that is being studied in class.	
Reflections		

Lesson Name	Identifying Morals in Fairy Tales (Main Idea)	
Division	Junior	
Expectations (Reading)	<p>Gr. 4 and Gr. 5: 1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details</p> <p>Gr. 6: 1.4 Demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details</p>	
Catholic Graduate Expectations	<p>CGE 2a – An effective communicator listens actively and critically to understand and learn in light of gospel values.</p> <p>CGE 2c – An effective communicator presents information and ideas clearly and honestly and with sensitivity to others.</p>	
Achievement Categories	Thinking	
Question Addressed	# 2	
Materials/Resources	<ul style="list-style-type: none"> • Common fairy tales • Response sheet (optional) • Chalkboard, whiteboard, or chart paper • Chalk or markers 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 min	<p>The teacher will begin modeling the strategy by retelling a personal life event (fiction or non-fiction). The teacher will write “Moral” on the board or chart paper. The teacher will record the life lesson that he/she learned from the event.</p> <p>Teacher Prompt: “The moral of the story is the lesson the storyteller is trying to teach us. Every experience we have is an opportunity to learn.”</p>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10 min	<p>Teacher will facilitate a discussion about why fairy tales were written and read a common fairy tale to the students. Teacher will again write “Moral” on the board or chart paper and record student responses.</p> <p>Teacher Prompt: “What was the purpose of fairy tales? Why were they written?” “What is the moral of the fairy tale? What is the author trying to teach us?” The teacher will record student responses.</p>
<i>Guided Practice:</i> Gradually giving the student more responsibility	20 min	<p>Each student will choose a partner and be invited to share a personal life event with his/her partner and identify what he/she learned from the event. Teacher will rotate among the groups providing</p>

for using the strategy.		<p>assistance as necessary.</p> <p>Students will be invited to share their life events and what they learned from them with the class.</p> <p>Student Talk: <i>"The moral of my story is ..."</i> <i>"I learned ..."</i></p>
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min	<p>Students will read a narrative text provided by the teacher (ideally a fairy tale, etc. with a moral). Each student will independently identify the moral of the narrative.</p>
Differentiation	<ul style="list-style-type: none"> • Select texts according to student's independent reading level. • Work in small groups/partners for further support. • Provide extra time as needed. • Provide oral or prerecorded reading of story. • Arrange for scribing as needed. 	
Assessment	<ul style="list-style-type: none"> • Teacher observation • Anecdotal notes • Work sample 	
Cross Curricular Connections		
Next Steps	<p>Each student will write his/her own short story and give it to a partner (or share with the class) to identify the moral.</p> <p>Students will compare the presentation of modern fairy tales compared to the nursery rhymes by Brothers Grimm.</p> <p>Students will study the stories told by other cultures (e.g., Greek myths, Aboriginal myths) and identify the moral or teaching of the story.</p>	
Reflections		

Identifying Morals in Stories

Name _____

My partner's story was about ...

The lesson my partner learned was ...

Identifying Morals in Fairy Tales

Name _____

I read the fairy tale, _____

_____.

The lesson I learned from this fairy tale was ...

Lesson Name	Most Important, Least Important Information	
Division	Junior	
Expectations (Reading)	<p>Gr. 4 & Gr. 5: 1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details</p> <p>Gr. 6: 1.4 Demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator reads, understands and uses written materials effectively</p> <p>CGE 2c – An effective communicator presents information and ideas clearly and honestly and with sensitivity to others</p>	
Achievement Categories	Thinking	
Question Addressed	# 2	
Materials/Resources	<ul style="list-style-type: none"> • BLM Most Important, Least Important • Non-fiction text related to any topic or theme currently being studied • Chart paper, board, or overhead projector • Markers or chalk 	
Prior Learning		
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	<p>(Times depend on text size)</p> <p>10 min</p>	<p>Teacher reads a paragraph(s) from a selected non-fiction text (e.g., from science or social studies texts) to the students and models the use of the BLM Most Important, Least Important.</p> <p>Teacher records his/her responses on the chart, the board, or the overhead.</p> <p>Teacher Prompt: <i>“This information sounds like it’s important because ...”</i> <i>“This information doesn’t sound important because ...”</i> <i>“The main idea of this text is ...”</i></p>
<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	<p>15 min</p>	<p>Teacher questions the students on the sections of the BLM and which information goes into which section. Teacher explains that the text’s most important supporting details are recorded in the Most Important section, while the least important information is recorded in the Least Important section. The main idea of the text is recorded in the Key Message section.</p> <p>Teacher reads another paragraph(s) from the same text together with the students.</p> <p>Teacher facilitates a discussion about the text using the BLM and records student responses on the chart/board/overhead.</p> <p>Teacher Prompt: <i>“What are the important ideas in the text?”</i></p>

		<p><i>"In which section should we write them?"</i> <i>"Which information is not as important?"</i> <i>"Where should we record it?"</i> <i>"What is the main idea?"</i> <i>"What did you learn?"</i> <i>"Where should we record the main idea?"</i></p> <p>Student Talk: <i>"I think this information is important because ..."</i> <i>"I think this information is not as important because ..."</i> <i>"The main idea is ... because ..."</i></p>
<p>Guided Practice: Gradually giving the student more responsibility for using the strategy.</p>	15 min	<p>Students work in partners or small groups to read a paragraph(s) of the same text or related text and complete the BLM together. Partners and groups share their completed worksheets with other partners and groups to compare responses. Teacher will rotate among students, providing assistance and making observations.</p> <p>Student Talk: <i>"I think that this information is important because ..."</i> <i>"This information reminds me of ..."</i> <i>"I think the main idea is ..."</i></p>
<p>Independent Practice: Students begin to use the strategy using real text.</p>	15 min	<p>Students finish reading the selected text or related text independently. Students complete the BLM independently.</p>
Differentiation	<ul style="list-style-type: none"> • Work in small groups/partners for support • Texts rewritten with the same information but at a lower reading level • Extra time as needed • Oral or prerecorded reading of text 	
Assessment	<ul style="list-style-type: none"> • Teacher observation • Anecdotal notes • Work sample 	
Cross Curricular Connections		
Next Steps	<p>Students use the Most Important, Least Important chart with any non-fiction text they read. Students use this chart to help them sort important information and less important information (relevant and irrelevant information) when writing a research report.</p>	
Reflections		

Most Important/Least Important Chart

Name _____

Most Important Ideas & Information	Least Important Ideas & Information
Key Idea from this passage	

Lesson Name	Eye Witness Moment	
Division	Junior	
Expectations	<p>Gr. 4: 1.5 - Make inferences about texts using stated and implied ideas from the texts as evidence</p> <p>Gr. 5: 1.5 - Use stated and implied ideas in texts to make inferences and construct meaning</p> <p>Gr. 6: 1.5 - Develop interpretations about texts using stated and implied ideas to support their interpretations</p>	
Catholic Graduate Expectations	CGE4f – A self-directed, responsible, life long learner applies effective communication, decision-making, problem-solving, time and resource management skills.	
Achievement Categories	Thinking	
Question Addressed	# 2	
Materials/Resources	<ul style="list-style-type: none"> • Picture Book: <i>The Mysteries of Harris Burdick</i> by Chris Van Allsburg • <i>The Mysteries of Harris Burdick</i> Portfolio Pictures • Chart Paper • BLM <i>Who, What, When, Where, Why, How</i> • Other picture books by Chris Van Allsburg for extension activities 	
Prior Learning	<ul style="list-style-type: none"> • Students should understand the structure of a news interview. • Students should have experience using stated ideas as evidence in the interpretation of the text. 	
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	15 min.	<p>The teacher will introduce the book cover and ask the students what they notice/observe.</p> <p>The teacher will read the introduction to the book out loud. (This book tells of a fictional character who created the pictures without revealing the stories behind them, and how he then mysteriously disappeared.)</p> <p>Teacher Prompt: “What do you think may have happened to the illustrator of these pictures?”</p> <p>Teacher Prompt: “I am now going to show you one of the large portfolio pictures and I want you to think about what might be happening in the picture.” The teacher may choose to show the picture The House on Maple Street.</p> <p>The teacher will then demonstrate using a think-aloud, what he or she notices about the picture (i.e. what’s <i>right there</i>).</p>

		Student Talk: Students will then offer details about the picture and what they observe.
Shared Practice: Providing an opportunity for the students to follow along and join in the reading.	20 min.	<p>The teacher will invite the students to reflect upon a previous lesson whereby the class examined the stated intention of the author and how this information contributed to the interpretation of the text.</p> <p>Teacher Prompt: Pictures, facial expressions, and situations can also be interpreted by examining their characteristics to determine the implied meaning. Authors and illustrators use this as an effect to help portray the meaning of the story or event. The teacher will continue the discussion providing students with the opportunity to expand upon what they think the picture is describing.</p> <p>Teacher Prompt: “What do you think happened to make the house lift off?” “What does the illustrator want you to think?”</p> <p>Each student will turn to his/her elbow partner and share what he/she thinks happened to make the house lift off. The teacher will record student responses on chart paper.</p>
Guided Practice: Gradually giving the student more responsibility for using the strategy.	30 min.	The teacher will explain that reporters use characteristics of observation and good questioning to find out what happened in an event. Review questions such as Who, What, When, Where, Why and How. On chart paper, the teacher can lead the students through identifying the Who, What, When, Where, Why and How that corresponds to the picture <i>The House on Maple Street</i> .
Independent Practice: Students begin to use the strategy using real text.	30 min.	The teacher will ask the students to pick a partner and a role. One of the partners will take the role of the reporter and the other partner will take the role of the eye witness. Each pair will be assigned one of the portfolio pictures. Using the BLM, the reporter will ask the eye witness to answer questions pertaining to Who, What, When, Where, Why, How. Each pair will practice their parts and present to the larger group
Differentiation	<ul style="list-style-type: none"> • The teacher may choose to assign partners (mixed abilities) • Students who have difficulty writing may take the more verbal role of the eye witness 	
Assessment	<ul style="list-style-type: none"> • Teacher observation • Peer assessment 	
Cross Curricular Connections	<ul style="list-style-type: none"> • Writing • Art • Drama 	
Next Steps	<ul style="list-style-type: none"> • Students may be invited to write the script into a news report. • Students may dramatize the event. • The class may create a newspaper of all of the news reports. • Students may draw their own pictures to show their own interesting events. • Students may dramatize the event. 	
Reflections		

Eye Witness Moment

Title of Picture: _____

Name of Reporter: _____

Name of Eye Witness: _____

Who?	
What?	
When?	
Where?	
Why?	
How?	

Is there anything else you'd like to tell?

Lesson Name	FQR (Harvey&Goudvis)	
Division	Junior	
Expectations	Gr.4: 1.4 - Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details Gr.5: 1.4 - Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details Gr.6: 1.4 - Demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details	
Catholic Graduate Expectations	CGE 2b - An effective communicator reads, understands and uses written materials effectively. CGE 5a – A collaborative contributor works effectively as an interdependent team member.	
Achievement Categories	Thinking	
Question Addressed	# 2	
Materials/Resources	<ul style="list-style-type: none"> • Chart paper or whiteboard. • Markers. • Paper or student notebooks. • Nonfiction text or historical fiction. (enough copies for each student) 	
Prior Learning	Elements of non-fiction. Elements of historical fiction.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min.	The teacher begins by creating a three-column chart with the headings: Facts , Questions , and Response . The meaning of each column is explained. Teacher Prompt: <i>"In the Facts column, we will record important details from the text. In the Questions column, we will record questions we have about the information. In the Response column we will record our thinking and personal connections."</i> The teacher introduces the text and begins to read aloud. The teacher models the strategy by pausing after an important detail and recording it under Facts . The teacher thinks aloud a question and response for the other columns.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10 min.	The teacher continues to read the article (but does not finish the article), pausing to allow students to contribute ideas to the chart. Once the students have a grasp of the chart they are paired off and given copies of the article.
<i>Guided Practice:</i> Gradually giving the student more responsibility	15 min.	In pairs, the students finish reading the article and completing the chart.

for using the strategy.		Look for students who rush through the reading without recording facts or questions. The teacher may need to encourage them to stop after every paragraph or page to discuss the information and add any information to the chart. Students gather to share their personal responses with the class.
<i>Independent Practice:</i> Students begin to use the strategy using real text.		Students practice this strategy with other examples of non-fiction or historical fiction.
Differentiation	<ul style="list-style-type: none"> • Teacher or peers may read to students. • Students are encouraged to paraphrase what has been read. • Further guided practice of the strategy could be done. • Students may use coded sticky notes (question marks, exclamation points, asterisks) to place directly on the text. 	
Assessment	<ul style="list-style-type: none"> • Anecdotal observations • Student work 	
Cross Curricular Connections	<ul style="list-style-type: none"> • Science • Social studies 	
Next Steps	Students can use chart details to formulate a main idea.	
Reflections		

Lesson Name	Book Talks	
Division	Intermediate	
Expectations	<p>Gr. 7: 1.4 - Demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea (<i>e.g., key information in manuals, surveys, graphs, online and print encyclopedias, websites, tables and charts; theme and related ideas in magazine articles, dramatic monologues, television programs</i>)</p> <p>Gr. 8: 1.4 - Demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea (<i>e.g., theme or argument and supporting evidence in reviews, essays, plays, poems; key information and related data in public documents, online and print reference articles, manuals, surveys, graphs, tables and charts, websites, transcripts</i>)</p>	
Catholic Graduate Expectations	CGE 4f – A self-directed, responsible, life long learner applies effective communication, decision-making, problem-solving, time and resource management skills.	
Achievement Categories	Thinking	
Question Addressed	# 2	
Materials/Resources	<ul style="list-style-type: none"> • Books and/or novels • Magazine articles • Chart paper • Markers • BLM Book Activity • Sticky notes • Assessment Checklist 	
Prior Learning	<p>Knowledge of how to summarize text. Summarizing strategies such as highlighting, note making, notes in the margins, sticky notes, etc. Knowledge of main idea</p>	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 – 20 min	<ul style="list-style-type: none"> • The teacher reads a book/novel/ magazine article prior to this task. (If it is a magazine article the teacher may chose to read it in class). Then the teacher talks about the book. He/she will tell the students the title, the author and what it is about (describe important features like who, what, when, where, why and how) as well as what he/she liked about the book or article and what he/she did not like about it. Ask the students if they have any questions about the book/article. • The teacher explains to the class that what he/she just demonstrated was a book talk.
<i>Shared Practice:</i>	30 - 40	<ul style="list-style-type: none"> • Pick an article or a short story to read with the

Providing an opportunity for the students to follow along and join in the reading.	min	class. Give each student a copy and after the text has been read as a class, go through and highlight any information that the class feels is important to discuss during a book talk. After highlighting, put the information together into some logical order on chart paper for the class to see. (It may be helpful to have who, what, when, where, how on the chart paper and fill in beside it). Edit and revise as a class to get the best possible product. Once completed read the final copy to the students. Post this in the class as an anchor.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	30 min	<ul style="list-style-type: none"> Divide class up into groups of three or four students. Give each group their own short story or article to read over and make notes about. Give them the chart (who, what, when, where, how and why) to fill out. After completing this chart the students will then write it out and share with the class what they learned about the short story or article (i.e. key points, main idea).
<i>Independent Practice:</i> Students begin to use the strategy using real text.	(Reading at home and class. Write up 2X30 min	<ul style="list-style-type: none"> Individually students will select a novel of their choice to read and on which they will complete a book talk. Give the students the BLM as a guide to organize their ideas. Sticky notes may be helpful for students using a novel so they don't write in the novel itself. Once they have filled in the chart at the bottom of the page the students can write out the summary including the details from the chart in full sentences.
Differentiation		<ul style="list-style-type: none"> Students who have difficulty writing could use programs such as Co-writer or Write Out Loud. Students who have difficulty reading could use shorter text and software such as Kurzweil. (This requires the text to be scanned into the software or pulled from the internet.). Pair the students who need extra assistance.
Assessment		<ul style="list-style-type: none"> Checklist
Cross Curricular Connections		<ul style="list-style-type: none"> Could be used in all subject areas studied.
Next Steps		
Reflections		

Name: _____

Date: _____

Book Talks Checklist

	Yes	No
Is the title included?		
Is the author included?		
Is the “who” included?		
Is the “what” included?		
Is the “how” included?		
Is the “when” included?		
Is the “where” included?		
Is the “why?” included?		

Did student completely summarize the book/article/text?

Lesson Name	Rewriting the Ending to Determine the Main Idea	
Division	Intermediate	
Expectations (Reading)	<p>Gr. 7: 1.4 - Demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea</p> <p>Gr. 8:1.4 - Demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea</p> <p>Gr. 7: 1.6 - Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p>Gr. 8: 1.6 - Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them</p>	
Catholic Graduate Expectations	<p>CGE 3c – A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.</p> <p>CGE 5e – A self-directed, responsible, life long learner respects the rights, responsibilities and contributions of self and others.</p>	
Achievement Categories	Thinking	
Question Addressed	# 2	
Materials/Resources	<ul style="list-style-type: none"> • Selected texts • BLM • Chart paper, board or overhead • Markers or chalk 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 min	<p>The teacher models the activity by sharing a personal life event. Teacher identifies the main idea of the story (perhaps it is a lesson or moral). Teacher reflects on how the main idea of his/her original story might be changed with a different ending. Teacher retells the story with a slightly different ending and reflects on how the main idea changed.</p> <p>Teacher Prompt: “The main idea (lesson, moral, etc.) of my story is ...” “What if I change the ending? What if ...?”</p>
<i>Shared Practice:</i> Providing an opportunity for	20 min	Teacher reads a narrative related to any theme or unit already being studied.

the students to follow along and join in the reading.		<p>Teacher facilitates student discussion to complete the worksheet. Teacher records student responses on chart paper, board or overhead.</p> <p>Teacher Prompt: <i>"We'd like to rewrite the ending of the story. What could we change? How could we change it?"</i> <i>"If we rewrote the ending to include ..., how would the main idea be changed?"</i> <i>"What was the author's original purpose in writing the story? What did the author want us to know?"</i></p> <p>Student Talk: <i>"I would change the ..."</i> <i>"If we changed the ..., we could ..."</i> <i>"The main idea changed because ..."</i> <i>"The author wanted us to know that ..."</i></p>
<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	20 min	<p>Students work in pairs and share a personal life event. Each student completes the worksheet using the partner's story. Each student suggests several ways to change the ending of the partner's story. Together, the pairs select an alternative ending to each of their stories and record. Each student records how the main idea of the story changed with the new ending. Teacher provides assistance as necessary.</p> <p>Student Talk: <i>"I would change the ..."</i> <i>"If we changed the ..., we could ..."</i> <i>"The main idea changed because ..."</i></p>
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	20 min	<p>Teacher provides a narrative related to any theme or unit currently being studied. Students work independently to complete the worksheet.</p>
Differentiation	<ul style="list-style-type: none"> • Work in small groups/partners for support • Select texts according to student's reading level • Extra time as needed • Oral or prerecorded reading of text 	
Assessment	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal notes • Work sample 	
Cross Curricular Connections	<ul style="list-style-type: none"> • Writing 	
Next Steps		
Reflections		

Rewriting the Ending to Determine the Main Idea- Intermediate Lesson

Outline several ways to change the ending of the story. Consider character, setting, plot.

Select one of the alternative endings and write an alternative ending.

How has the main idea changed from the original text to the rewritten text? What was the author trying to share in the original text?

Lesson Name	It Says, I Say, and So	
Division	Intermediate	
Expectations (Reading)	<p>Gr. 7: 1.1 - Read a variety of increasingly complex or difficult texts from diverse cultures, including literary texts, graphic texts, and informational texts</p> <p>Gr. 8: 1.1 - Read a variety of increasingly complex or difficult texts from diverse cultures, including literary texts, graphic texts, and informational texts</p> <p>Gr. 7: 1.4 - Demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea</p> <p>Gr. 8: 1.4 - Demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 2c – An effective communicator presents information and ideas clearly and honestly and with sensitivity to others.</p>	
Achievement Categories	Thinking	
Question Addressed	# 2	
Materials/Resources	<ul style="list-style-type: none"> • BLM It Says, I Say, and So • Non-fiction text related to any topic or theme currently being studied • Chart paper, board, or overhead projector • Markers or chalk 	
Prior Learning	Making connections, questioning	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	(Times depend on text size) 10 min	<p>The teacher reads a paragraph(s) from a selected non-fiction text (e.g., from science, history or geography texts) to the students and models the use of the BLM It Says, I Say, and So. Teacher records his/her responses on the chart, the board, or the overhead.</p> <p>Teacher Prompt: <i>"This information sounds like it's important because ..."</i> <i>"This information reminds me of ..."</i> <i>"The main idea of this text is ..."</i> </p>
<i>Shared Practice:</i> Providing an opportunity for the students to follow	15 min	<p>Teacher questions the students on the sections of the BLM and which information goes into which section. Teacher explains that the text's supporting details are recorded in the It Says section, the reader's reactions</p>

along and join in the reading.		<p>(connections, questions, synthesizing previously learned material) are recorded in the I Say section, and finally the main idea of the text is recorded in the And So section. Teacher reads another paragraph(s) from the same text together with the students. Teacher facilitates a discussion about the text using the BLM and records student responses on the chart/board/overhead.</p> <p>Teacher Prompt: <i>"What are the important ideas in the text? In which section should we write them?"</i> <i>"What connections did you make to the text? In which section should we record our connections and ideas?"</i> <i>"What questions did you have while reading the text?"</i> <i>"Where should we write our questions?"</i> <i>"What is the main idea? What did you learn? Where should we record the main idea?"</i></p> <p>Student Talk: <i>"I think this information is important because ..."</i> <i>"The main idea is ... because ..."</i> <i>"This text reminds me of ..."</i> <i>"This text makes me wonder about ..."</i></p>
Guided Practice: Gradually giving the student more responsibility for using the strategy.	15 min	<p>Students work in partners or small groups to read a paragraph(s) of the same text or related text and complete the BLM together. Partners and groups share their completed worksheets with other partners and groups to compare responses. Teacher will rotate among students, providing assistance and making observations.</p> <p>Student Talk: <i>"I think that this information is important because ..."</i> <i>"This information reminds me of ..."</i> <i>"I think the main idea is ..."</i></p>
Independent Practice: Students begin to use the strategy using real text.	15 min	<p>Students finish reading the selected text or related text independently. Students complete the BLM independently.</p>
Differentiation	<ul style="list-style-type: none"> • Work in small groups/partners for support • Texts rewritten with the same information but at a lower reading level • Extra time as needed • Oral or prerecorded reading of text 	
Assessment	<ul style="list-style-type: none"> • Teacher observation • Anecdotal • Work sample 	
Cross Curricular Connections		
Next Steps		
Reflections		

It Says, I Say, And So ...

Name _____

The text says ...	So, I say ...
And so ...	

It Says, I Say, And So ...

Name _____

The text says ...

So I say ...

Lesson Name	Most to Least - Finding the Main Idea	
Division	Intermediate	
Expectations	<p>Gr. 7 1.7 Analyse a variety of texts, both simple and complex, and explain how the different elements in them contribute to meaning and influence the reader's reaction</p> <p>Gr. 8 1.7 Analyse a variety of texts, including complex or difficult texts, and explain how the various elements in them contribute to meaning and influence the reader's reaction</p>	
Catholic Graduate Expectations	CGE 5b – A collaborative contributor thinks critically about the meaning and purpose of work	
Achievement Categories	Thinking	
Question Addressed	# 2	
Materials/Resources	<ul style="list-style-type: none"> • Non-fiction texts such as Science, Geography or History • White Board • Two different colours of whiteboard markers • Two different colours of highlighters • Most to Least Blackline Master 	
Prior Learning	Students should be familiar with constructing T-Charts. Students will benefit from experience working with a variety of text forms and knowledge that texts are written for a certain purpose and audience.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 min	<p>The teacher will select a passage from a subject area text such as Science, History or Geography and record this passage on a whiteboard. The teacher will then read the text to the students demonstrating emphasis on certain parts of the passage.</p> <p>Teacher Prompt: “What is the purpose and intended audience of this passage?”</p> <p>“Did you notice that I read parts of the text louder in certain places?”</p> <p>Student Talk: “Your voice became louder at the end of paragraph. Your voice became louder when the information was more important.”</p>
<i>Shared Practice:</i> Providing an opportunity for the students to follow	20 min	The teacher will invite students to reread the text sentence by sentence. After each sentence, the teacher will lead students in a cooperative think aloud making judgements as to whether the sentence was most

along and join in the reading.		<p>important or least important to the meaning of the text. The teacher will circle the most important sentences in one colour and least important in another.</p> <p>Teacher Prompt: <i>"Where do you notice the most important sentences?"</i> <i>"Where do you notice the least important sentences?"</i></p> <p>Teacher will guide the students to make assumptions about the main idea or key idea in the passage. Teacher records their ideas on the whiteboard.</p>
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min	<p>Students are given a new photocopied non-fiction text. In pairs, students will read and discuss each sentence in the text. Students will discuss the purpose of the text and its intended audience. After discussion, students will highlight the most important sentences in one colour and the least important sentences in another. Each pair will record the main idea of the text.</p>
<i>Independent Practice:</i> Students begin to use the strategy using real text.		<p>Each student is given a text and a T-Chart (BLM provided). After independently reading the text, students will complete the information indicating the purpose and intended audience of the text. Students will then complete the T-Chart to indicate which sentences are most important and which sentences are least important. Students will record the main idea or key idea at the bottom of the T-Chart.</p>
Differentiation	<ul style="list-style-type: none"> • Alternative leveled text • Kurzweil 	
Assessment	<ul style="list-style-type: none"> • Observation • Checklist 	
Cross Curricular Connections	<ul style="list-style-type: none"> • Science • Geography • History 	
Next Steps	Students will be given a different text form and will complete the T-Chart.	
Reflections		

Most to Least-Finding the Main Idea BLM

Read the text assigned by the teacher and record below the intended purpose for reading. After reading each sentence, think about whether the sentence is most important or least important to the meaning. Record this information in the T-Chart. Complete the section at the bottom of the page indicating what you believe to be the main idea or key idea from the text.

Title of Text: _____

Purpose for Reading: _____

Most Important Ideas and Information	Least Important Ideas and Information

Main idea or key idea from the passage:

Lesson Name	Retells	
Division	Intermediate	
Expectations	<p>Gr. 7 1.5 Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations</p> <p>Gr. 8 1.5 Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations</p>	
Catholic Graduate Expectations	CGE 2b – An effective communicator reads, understands and uses written materials effectively.	
Achievement Categories	Thinking	
Question Addressed	# 2	
Materials/Resources	<ul style="list-style-type: none"> • A guide to Effective Literacy Instruction, Grades 4 to 6 Volume two • Photocopied/highlighted text • Smart board • BLM 	
Prior Learning	<p>Ability to summarize text.</p> <p>Summarizing strategies such as highlighting, note making, notes in the margins, sticky notes, etc.</p> <p>Understanding of the structure of paragraphs</p>	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<ul style="list-style-type: none"> • The teacher gives students a reading passage that is photocopied and already highlighted and has notes in the margin. The teacher explains what the passage is about in his/her own words. He/she describes what was done with the passage and how highlighting text and making notes in the margin are effective strategies to use.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 min	<ul style="list-style-type: none"> • Teacher Prompt: “If I read something and wanted to share the information in it without giving people the passage to read, what would I do?” • Student Talk: “Summarize, highlight important points, look for important information.” • As a class look at a piece text and demonstrate how to go about finding information in the text, highlighting and/or making notes in the margin,

		(If you have a SMART Board then you could display it on the screen and highlight as a class and make notes in the margin)
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	30 min	<ul style="list-style-type: none"> In groups have the students work on a piece of text. Read the text aloud once and then read it through and highlight any important information in the text. Then gather the important information into an organized paragraph and share with the rest of the class.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	30 min	<ul style="list-style-type: none"> The teacher selects a passage that the student is to read and is at the student's reading level. The teacher sets a purpose asking the student a question such as "What would you like to know from this passage?" Then the student reads independently. Once finished reading the student then retells the text to the teacher or a peer in his/her own words. The teacher will take notes of the responses and record them. Ask students specific questions about the text that they might not have included in their retell. Using the BLM provided, the teacher will record the element of the text that the student talks about as well as what connections are made. The teacher will add any comments about that specific element in the comment box. There is a spot on the BLM that the teacher can use to record any additional questions that the teacher may have. Student responses can also be recorded on the BLM.
Differentiation		<ul style="list-style-type: none"> Students with reading difficulties can use a computer program such as Kurzweil to read the passages to them. Students can use graphic organizers to help them organize information found in text (webs, fishbone, KWL charts, tables, etc). Students can be provided with leveled texts at their own reading level.
Assessment		<ul style="list-style-type: none"> Conferencing Peer and Teacher Evaluation
Cross Curricular Connections		<ul style="list-style-type: none"> Geography History Science
Next Steps		
Reflections		

Title: _____			
Student Name: _____			
Date: _____			
Text Elements (eg Narrative text – setting, plot, characters. Non- fiction text – pictures)	Student's Responses	Connections to Life Experiences, Other Texts, or Student's Knowledge of the World	Teacher's Comments
Additional questions to ask if the student requires encouragement to discuss the text			
Comments			

Lesson Name	Comic Strip Characters	
Division	Junior	
Expectations	<p>Gr. 4: 1.5 - Make inferences about texts using stated and implied ideas from the texts as evidence</p> <p>Gr. 5: 1.5 - Use stated and implied ideas in texts to make inferences and construct meaning</p> <p>Gr. 6: 1.5 - Develop interpretations about texts using stated and implied ideas to support their interpretations</p>	
Catholic Graduate Expectations	CGE 5g – A collaborative contributor achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others.	
Achievement Categories	Thinking	
Question Addressed	# 6	
Materials/Resources	<ul style="list-style-type: none"> • Comic Strips • Chart paper or SMARTboard • Whiteboard or Blackboard • Markers • BLM 	
Prior Learning		
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	20 min.	<p>The teacher tells the class that he or she doesn’t understand how to read comic strips.</p> <p>Teacher Prompt: “I know that you are better at reading comic strips than I. I am going to show you this comic strip and tell you what I see and what I think it means. I hope you will help me. Your job will be to tell me what you saw me doing as a reader after I’m done.”</p> <p>Teacher shows a comic strip such as <i>Peanuts</i> on the SMARTboard or chart paper. Teacher models his/her thinking, recording thoughts beside each panel in the comic.</p> <p>Teacher Prompt: “I’m noticing in the first panel that these two characters are outside. I see a tree, grass and the corner of a building.”</p> <p>Teacher continues talking aloud and recording his/her thoughts for each panel of the comic.</p>
<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	20 min.	<p>Teacher rereads his/her recorded notes and asks students to help explain what he/she was doing when reading. Teacher will record student thoughts.</p> <p>Teacher Prompt: “Can you help me to figure out what my thinking was when I read this comic strip? What did</p>

		<p><i>you notice I was doing?"</i></p> <p>Student Talk: "Stopping to think and rereading; asking a question about what could happen next; paying attention to details in the drawings; trying to see it in your mind; coming up with a guess."</p> <p>Teacher Prompt: "Maybe I do know more about reading comic strips than I originally thought."</p> <p>Teacher will tell students that what he/she was actually doing was inferring which is to make my own discovery without direct comment by the author.</p>
<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	30 min.	<p>Students in groups of 4 will receive a comic strip and some sticky notes. Students will write their thoughts and observations on the sticky notes.</p> <p>Students will then read their sticky notes out loud in the group, discussing conclusions about the meaning.</p> <p>Teacher will post the same comic strip on chart paper or show on the SMARTboard, asking students to share thoughts that were on the sticky notes. Teacher will record as many thoughts possible beside each panel. As a class, students will be invited to look for common thoughts and conclusions.</p>
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	30 min.	<p>Students will be given a new comic strip and the BLM I SEE...IT MEANS</p> <p>Teacher will instruct the students to complete everything that they notice or see about the comic strip in the I SEE column and everything they conclude in the second column (IT MEANS).</p> <p>Teacher Prompt: "Instead of using sticky notes, we are going to complete a worksheet that shows our thinking in a different manner."</p> <p>Answers will be shared as a large group.</p>
Differentiation	<ul style="list-style-type: none"> • Partner work • Opportunities to demonstrate learning through pictures 	
Assessment	<ul style="list-style-type: none"> • Peer assessment with a provided assessment tool • Teacher observation & checklist 	
Cross Curricular Connections	<ul style="list-style-type: none"> • Art • Writing • Media Literacy 	
Next Steps	Students will be given a comic strip without the last panel. Students will draw the conclusion or last panel.	
Reflections		

Comic Strip Characters

I See...	It Means...

Lesson Name	Getting Inside Your Head – An Open-Mind Portrait	
Division	Junior	
Expectations	<p>Gr. 4: 1.5 - Make inferences about texts using stated and implied ideas from the texts as evidence</p> <p>Gr. 5:1.5 - Use stated and implied ideas in texts to make inferences and construct meaning</p> <p>Gr. 6:1.5 - Develop interpretations about texts using stated and implied ideas to support their interpretations</p> <p>Gr. 4:1.8 - Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions</p> <p>Gr. 5:1.8 - Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views</p> <p>Gr. 6 -1.8 - Make judgements and draw conclusions about the ideas in texts and cite stated or implied evidence from the text to support their views</p>	
Catholic Graduate Expectations	<p>CGE 2c – An effective communicator presents information and ideas clearly and honestly and with sensitivity to others.</p> <p>CGE 4g – A self-directed, responsible, life-long learner examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities.</p>	
Achievement Categories	Thinking	
Question Addressed	# 6	
Materials/Resources	<ul style="list-style-type: none"> • Instructions for Open-Mind Portraits • Blank drawing paper, colouring materials (crayons, pencil crayons, markers) • Chart paper, board, overhead • Markers or chart 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	<p><i>Complete instructions for open-mind portraits are included at the bottom.</i></p> <p>The teacher shares a story about himself or herself, family member or friend. He/she models the strategy of an open-mind portrait on the board, chart paper or overhead. The teacher first draws a picture of the person within the story (head and neck). Then the teacher uses an outline of the person to pictorially represent what that person is like “on the inside”, visually showing the person and</p>

		<p>his/her thoughts. (e.g., water = love of the sea, heart = giving and caring)</p> <p>Teacher Prompt: <i>"I will draw a ... to show that ..."</i> <i>"I will write the word ... to represent ..."</i></p>
<p>Shared Practice: Providing an opportunity for the students to follow along and join in the reading.</p>	20 min	<p>The teacher reads a short narrative to the class. Teacher facilitates a discussion in which the class works together to complete an open-mind portrait of a character.</p> <p>Teacher Prompt: <i>"What physical characteristics does this character have?"</i> <i>"What are this character's likes and dislikes?"</i> <i>"What picture can we use to show the character's thoughts/dreams/ideas/likes/dislikes?"</i></p>
<p>Guided Practice: Gradually giving the student more responsibility for using the strategy.</p>	30 min	<p>Students work in partners to share a personal story about themselves. Students draw an open-mind portrait of their partner, and then share them with each other. Students can also share their work with the class.</p> <p>Student Talk: <i>"I am going to use a ... to show that you ..."</i> <i>"I will write the word ... to show that you ..."</i></p>
<p>Independent Practice: Students begin to use the strategy using real text.</p>	30 min	<p>Each student reads a narrative provided by the teacher and completes an open-mind portrait of the main character.</p>
Differentiation	<ul style="list-style-type: none"> • Work in small groups/partners for support. • Select texts according to the students reading level. • Provide extra time as needed. • Provide oral or prerecorded reading of text. 	
Assessment	<ul style="list-style-type: none"> • Teacher observation • Anecdotal notes • Work sample 	
Cross Curricular Connections	<ul style="list-style-type: none"> • Visual arts • Drama 	
Next Steps	<p>Students present their open-mind portraits to the class. Students provide a paragraph summarizing their ideas in the open-mind portrait. All portraits and paragraphs are placed on a bulletin board.</p> <p>Students complete an open-mind portrait for a novel they have read, and all the portraits are displayed to encourage peers to read that novel.</p>	
Reflections		

Lesson Name	Rating Characters	
Division	Junior	
Expectations	Gr.4 1.5 Make inferences about texts using stated and implied ideas from the texts as evidence Gr.5 1.5 Use stated and implied ideas in texts to make inferences and construct meaning Gr.6 1.5 Develop interpretations about texts using stated and implied ideas to support their interpretations	
Catholic Graduate Expectations	CGE4f – A self-directed, responsible, life long learner applies effective communication, decision-making, problem-solving, time and resource management skills	
Achievement Categories	Thinking	
Question Addressed	# 6	
Materials/Resources	<ul style="list-style-type: none"> • A story with strong character development • List of sample character traits (appendix) • Chart paper or whiteboard • Markers 	
Prior Learning	Elements of a story	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min.	The teacher draws a horizontal line (or scale) across the chart paper or whiteboard. The teacher writes "scared" at one end of the scale and "brave" at the other end. The teacher retells an event in which the teacher was either scared or brave and makes a mark on the scale to indicate the degree of bravery. The teacher labels the event above or below the mark. The teacher retells another event and marks it on the scale. The teacher explains why the two events were placed at different points on the scale.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 min.	The teacher creates a new rating scale and introduces the text. Teacher Prompt: <i>The teacher reads the text aloud, pausing at key events in the story when the character exhibits either character trait.</i> Student Talk: <i>The students suggest where the event should be placed on the scale, orally justifying their opinions, and record it on the scale.</i> The teacher reinforces that each event in the story

		contributes to the development of the character.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15 min.	<p>The students suggest other character traits that are exhibited by the character and the traits that would appear on the opposite ends of the scale. Small groups work together to either rate the same character with different character traits, or a different character and the same character traits.</p> <p>Student Talk: <i>Listen for students who can justify their opinions with evidence from the text.</i></p>
<i>Independent Practice:</i> Students begin to use the strategy using real text.		The students can create rating scales for other characters, choose different traits and rate familiar characters, or create personal rating scales and compare themselves to familiar characters.
Differentiation		<ul style="list-style-type: none"> Students can use a clothespin on a string and move the clothespin along the scale in response to different events in the story.
Assessment		<ul style="list-style-type: none"> Anecdotal observations Samples of student work
Cross Curricular Connections		
Next Steps		
Reflections		

Sample Character Traits

able	demanding	hopeless	restless
active	dependable	humorous	rich
adventurous	depressed	ignorant	rough
affectionate	determined	imaginative	rowdy
afraid	discouraged	impatient	rude
alert	dishonest	impolite	sad
ambitious	disrespectful	inconsiderate	safe
angry	doubtful	independent	satisfied
annoyed	dull	industrious	scared
anxious	dutiful	innocent	secretive
apologetic	eager	intelligent	selfish
arrogant	easygoing	jealous	serious
attentive	efficient	kindly	sharp
average	embarrassed	lazy	short
bad	encouraging	leader	shy
blue	energetic	lively	silly
bold	evil	lonely	skillful
bored	excited	loving	sly
bossy	expert	loyal	smart
brainy	fair	lucky	sneaky
brave	faithful	mature	sorry
bright	fearless	mean	spoiled
brilliant	fierce	messy	stingy
busy	foolish	miserable	strange
calm	fortunate	mysterious	strict
careful	foul	naughty	stubborn
careless	fresh	nervous	sweet
cautious	friendly	nice	talented
charming	frustrated	noisy	tall
cheerful	funny	obedient	thankful
childish	gentle	obnoxious	thoughtful
clever	giving	old	thoughtless
clumsy	glamorous	peaceful	tired
coarse	gloomy	picky	tolerant
concerned	good	pleasant	touchy
confident	graceful	polite	trusting
confused	grateful	poor	trustworthy
considerate	greedy	popular	unfriendly
cooperative	grouchy	positive	unhappy
courageous	grumpy	precise	upset
cowardly	guilty	proper	useful
cross	happy	proud	warm
cruel	harsh	quick	weak
curious	hateful	quiet	wicked
dangerous	healthy	rational	wise
daring	helpful	reliable	worried
dark	honest	religious	wrong
decisive	hopeful	responsible	young

Lesson Name	Character Grid (Fountas & Pinnell)	
Division	Junior	
Expectations	<p>Gr. 4 1.5 Make inferences about texts using stated and implied ideas from the texts as evidence</p> <p>Gr. 5 1.5 Use stated and implied ideas in texts to make inferences and construct meaning</p> <p>Gr. 6 1.5 Develop interpretations about texts using stated and implied ideas to support their interpretations</p>	
Catholic Graduate Expectations	CGE 3c – A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.	
Achievement Categories	Thinking	
Question Addressed	# 6	
Materials/Resources	<ul style="list-style-type: none"> • A story with strong character development • Student copies of character Grid (BLM) • Overhead transparency of Character Grid. 	
Prior Learning	Elements of a story Structure of a paragraph	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 min	<ul style="list-style-type: none"> • The teacher places the grid on the overhead. The teacher introduces the text and explains that as the story is read, the class will be listening for what the main character says or thinks, what the character looks like, what the character does and what other characters say or think about the main character. • Teacher Prompt: <i>The teacher begins to read the text and pauses after a sentence or phrase which can be included in the grid. The teacher thinks aloud about the proper placement for the words or phrase in the grid and records it on the overhead. The teacher continues to model the strategy until a few examples have been recorded on the grid.</i>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 min	<ul style="list-style-type: none"> • The teacher continues to read the text aloud, pausing for students to share ideas for the grid with an elbow partner. Individual students can take turns recording the ideas on the grid.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min (Day 2)	<ul style="list-style-type: none"> • The students are provided with individual copies of the grid. • Teacher Prompt: <i>The teacher re-reads the text</i>

		<p>allowing students to complete individual grids for a secondary character.</p> <ul style="list-style-type: none"> • Student Talk: Students can share responses with an elbow partner and with the class.
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	20 min	<ul style="list-style-type: none"> • Students can write a comparison paragraph or complete a Venn Diagram comparing two or more characters, using information in the grid.
Differentiation		<ul style="list-style-type: none"> • Scribe for students • Oral assessment.
Assessment		<ul style="list-style-type: none"> • Anecdotal observations • Samples of student work.
Cross Curricular Connections		
Next Steps		Students complete grids independently for another text.
Reflections		

Character Grid

Character:

Says/Thinks:	Looks:	Does:	Others Say/Think:
---------------------	---------------	--------------	--------------------------

Character:

Says/Thinks:	Looks:	Does:	Others Say/Think:
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Lesson Name	Found Poetry	
Division	Junior	
Expectations	<p>Gr. 4: 2.4 - Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning</p> <p>Gr. 5: 2.4 - Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning</p> <p>Gr. 6: 2.4 - Identify various elements of style - including voice, word choice, and the use of hyperbole, strong verbs, dialogue, and complex sentences - and explain how they help communicate meaning</p>	
Catholic Graduate Expectations	CGE 3e – A reflective and creative thinker adopts a holistic approach to life by integrating learning from various subject areas and experience.	
Achievement Categories	Thinking	
Question Addressed	# 6	
Materials/Resources	<ul style="list-style-type: none"> • A story with rich language and strong character development (eg. "<i>Freedom Summer</i>" by Deborah Wiles, "<i>The Story of Ruby Bridges</i>" by Robert Coles), or a biography, or informational text. • Chart paper or whiteboard • Markers • Sticky notes (2 colours) 	
Prior Learning	Elements of a story Elements of a biography Elements of non-fiction	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	<ul style="list-style-type: none"> • The teacher introduces the text and explains that as the story is read, the class will be listening for words and phrases that describe the main character, or words and phrases that describe the actions of the main character. On chart paper, the teacher creates two columns with the headings: words that describe the character, words that describe action. • Teacher Prompt: <i>The teacher begins to read the text and pauses after a sentence or phrase which contains language that either provides a description of the character, or the actions of the character. The teacher re-reads the descriptive phrase and records it on a sticky note which is</i>

		<i>placed in the appropriate column. The teacher returns to the text and continues to record descriptive words and phrases, using a different colour of sticky note for each column until there are a few examples under each column.</i>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 min	<ul style="list-style-type: none"> The teacher provides the students with sticky notes in the same two colours to represent the two columns on the chart. Teacher Prompt: "As I continue to read the text aloud, I want you to listen for words or phrases that describe the character or the character's actions. You will record these on your sticky notes using the same colours I used." The teacher will pause at the end of each page to allow students time to record and share their ideas with an elbow partner. The teacher can add the sticky notes to the chart once they have been shared with the class.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15 min	<ul style="list-style-type: none"> The students gather their own sticky notes and in small groups, select the words and phrases that provide the best description of the character and the actions of the character. Teacher Prompt: "Your groups are going to create found poems using the words and phrases you "found" in the text. You need to consider in what order the words and phrases should appear in the poem." Student Talk: Students should be able to explain the reasoning behind their choices.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	30 min	Students can independently create found poetry for other characters in the same text or for a character in another text.
Differentiation		<ul style="list-style-type: none"> Mixed ability groupings Provide student copies of the two-column chart and words and phrases for students to sort
Assessment		<ul style="list-style-type: none"> Anecdotal observations Samples of student work
Cross Curricular Connections		
Next Steps		Students can perform choral readings of their poems.
Reflections		

Lesson Name	Reading Response Journals	
Division	Intermediate	
Expectations	<p>Gr. 7: 1.5 - Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations</p> <p>Gr. 8: 1.5 - Develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations</p>	
Catholic Graduate Expectations	CGE 3e – A reflective and creative thinker adopts a holistic approach to life by integrating learning from various subject areas and experience.	
Achievement Categories	Thinking	
Question Addressed	# 6	
Materials/Resources	<ul style="list-style-type: none"> Poems 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<ul style="list-style-type: none"> Read a poem to the class. Teacher will do a Think Aloud. Teacher Prompt: Say to the students, “This poem reminds me of...” or “I like this poem because...” or “this poem makes me sad because...” or “this poem makes me think of...because...” Now the teacher will write his/her reasoning out on a piece of chart paper that it can be displayed in the classroom for all to see.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min	<ul style="list-style-type: none"> Teacher Prompt: “Now let’s look at this poem as a class and let’s figure out together if we like this poem or not.” Then the teacher will write out his/her reasoning on another chart paper, but this time with input from the students. Student Talk: Students should specify parts that they like or dislike and describe their thinking.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min	<ul style="list-style-type: none"> Teacher Prompt: “In pairs you will look at this poem and write your response to the poem on chart paper to share with the class”. Student Talk: “I like this poem because....” “This poem reminds me of...”

		<i>"This poem makes me think of...."</i>
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min	<ul style="list-style-type: none"> Teacher Prompt: <i>"I am now going to read you a poem called _____. I want you to listen closely and then in your journals I want you to respond to the poem. Think about what this poem reminds you of, how it makes you feel, if you like it or not."</i>
Differentiation		<ul style="list-style-type: none"> For the independent practice an oral explanation from the student may be used instead of a written response, or perhaps a drawing or visualization of what the poem brings to mind.
Assessment		<ul style="list-style-type: none"> Teacher assessment and rubric
Cross Curricular Connections		
Next Steps		
Reflections		

Name: _____

Date: _____

Reading Response Rubric

Revised from Comprehensive Literacy Resource for Grades 3-6

Criteria	Level 1	Level 2	Level 3	Level 4
Infers meaning	Demonstrates a limited ability to make and support simple inferences	Demonstrates some ability to make and support simple inferences	Demonstrates a general ability to make and support simple inferences	Demonstrates a strong ability to make and support simple inferences
Interprets and analyzes information from the text	Demonstrates a limited ability to interpret and analyze simple ideas and includes little or no supporting detail	Demonstrates some ability to interpret and analyze simple ideas and includes little or no supporting detail	Demonstrates a general ability to interpret and analyze simple ideas and includes little or no supporting detail	Demonstrates a strong ability to interpret and analyze simple ideas and includes little or no supporting detail
Demonstrates an ability to explain, support and apply what has been read	Demonstrates a limited ability to explain, support and apply ideas and information	Demonstrates some ability to explain, support and apply ideas and information	Demonstrates a general ability to explain, support and apply ideas and information	Demonstrates a strong ability to explain, support and apply ideas and information
Demonstrates an ability to make connections among text, personal experiences, and life situations	Makes a few simple connections among text, personal experiences, and life situations	Makes some straightforward connections among texts, personal experiences, and life situations	Makes connections of some complexity among text, personal experiences, and life situations	Makes complex and logical connections among text, personal experiences and life situations

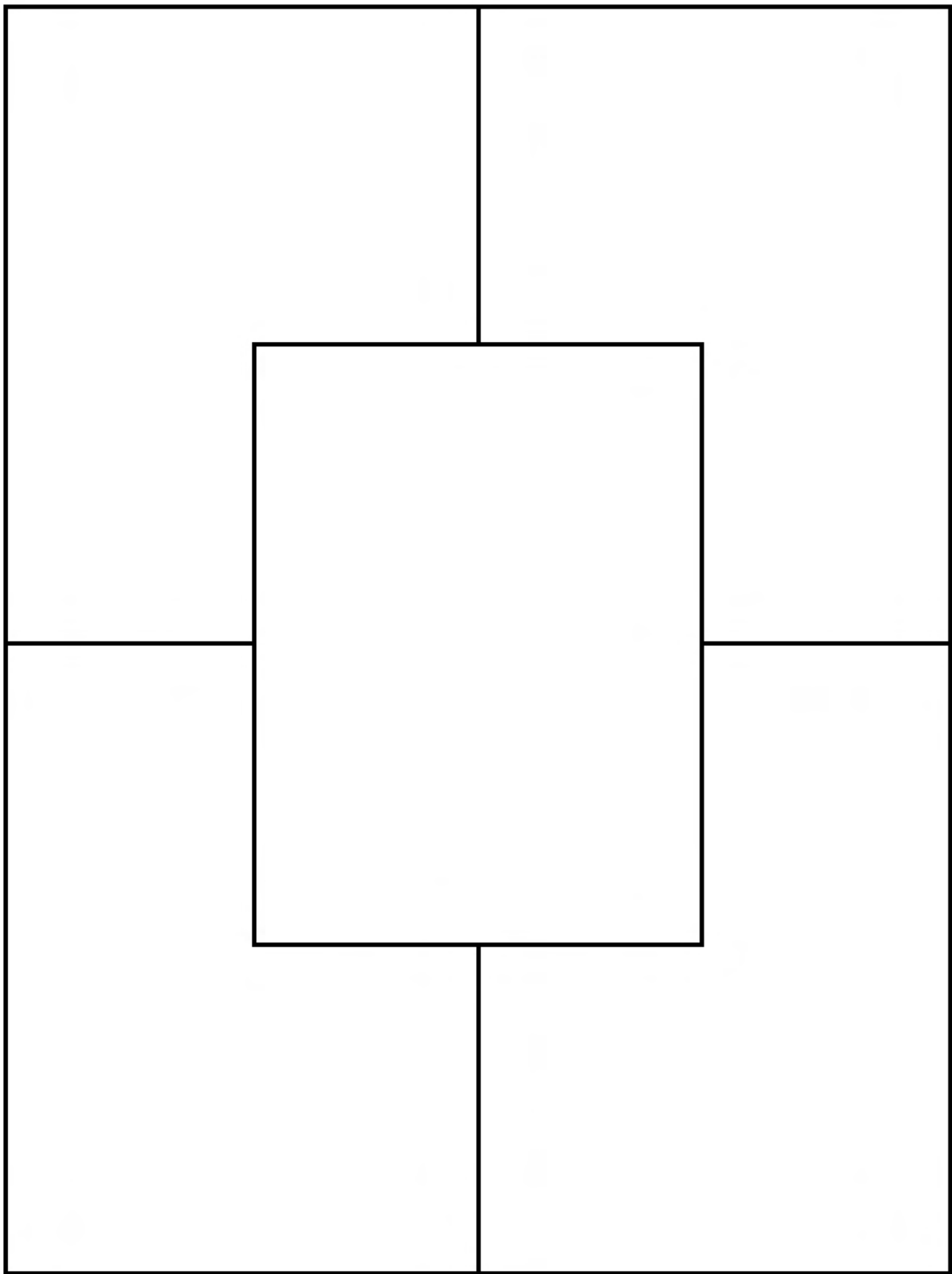
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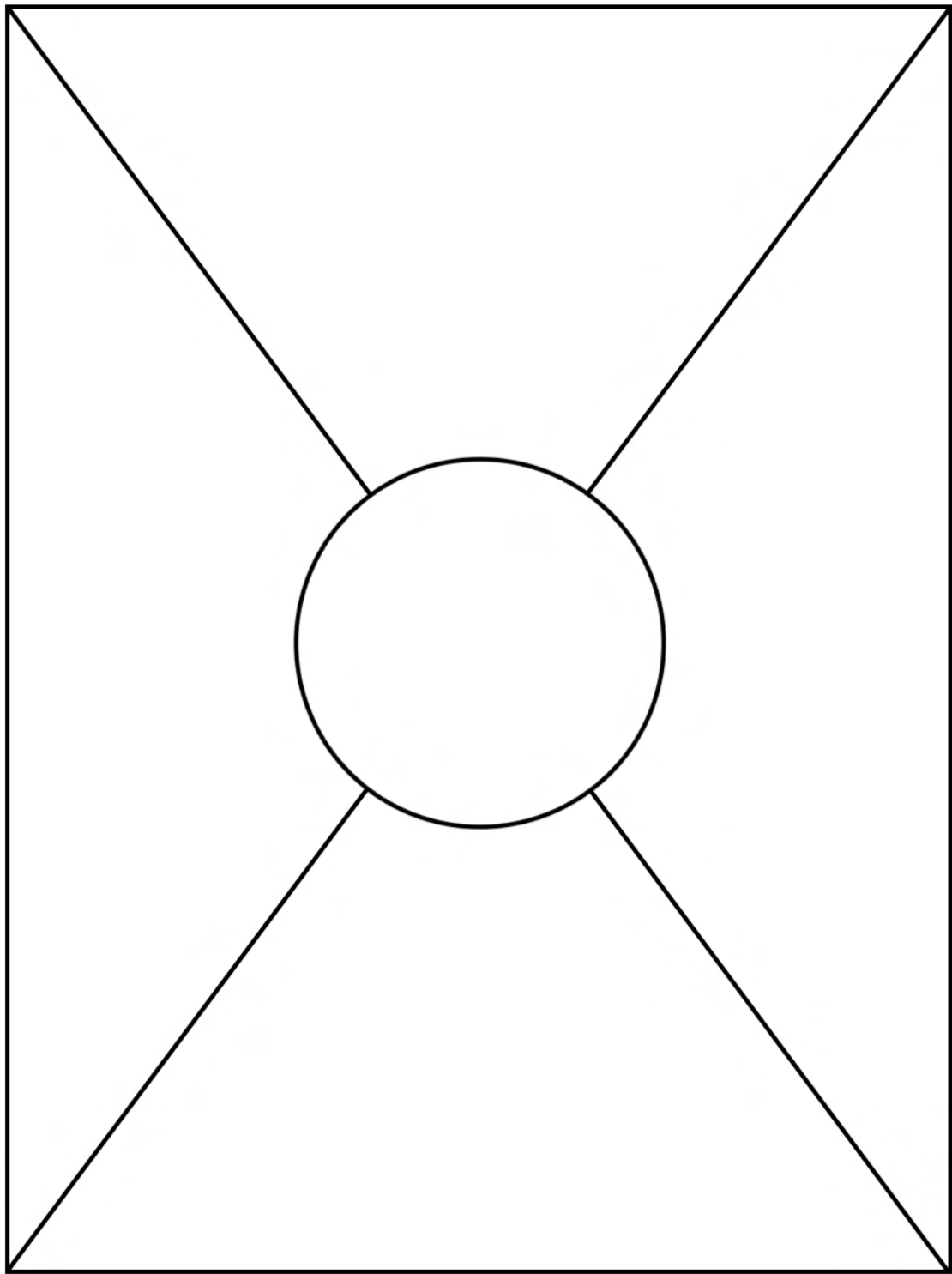
Lesson Name	Reader's Theatre	
Division	Intermediate	
Expectations	<p>Gr. 7: 2.1 - Analyze a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a novel, graphic texts such as a photo essay and informational texts such as a manual</p> <p>Gr. 8: 2.1 - Analyze a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a memoir, graphic texts such as a map, and informational texts such as a magazine article</p>	
Catholic Graduate Expectations	<p>CGE 5a – A collaborative contributor works effectively as an interdependent team member.</p> <p>CGE 5g – A collaborative contributor achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.</p>	
Achievement Categories	Thinking	
Question Addressed	# 6	
Materials/Resources	<ul style="list-style-type: none"> Ontario Curriculum Grades 1-8 Language 2006 Reader's Theatre Scripts 	
Prior Learning	How to use tone, volume, speed and pitch as vocal effects. Know the term characteristics.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<p>The teacher will begin by asking students if they have seen a live performance of a play. Discuss what characteristics of the live performance students have observed, drawing attention to the roles of the characters, scripts that they followed etc. Lead students to think about how the characters begin to prepare for such a performance. Introduce the term Reader's Theatre and compare the characteristics of Reader's Theatre to the performance that the students discussed above.</p> <p><i>Reader's theatre is according to the Ministry of Education Language Arts curriculum documents, "an instructional activity in which students: adopt the roles of different characters and of a narrator to read a text, or develop scripts based on familiar texts, practice their parts, and then present their rehearsed reading to others."</i></p> <p>Tell the students to think of it as a radio show where there are no actions or visuals, all meaning is simply conveyed by vocal effects.</p>

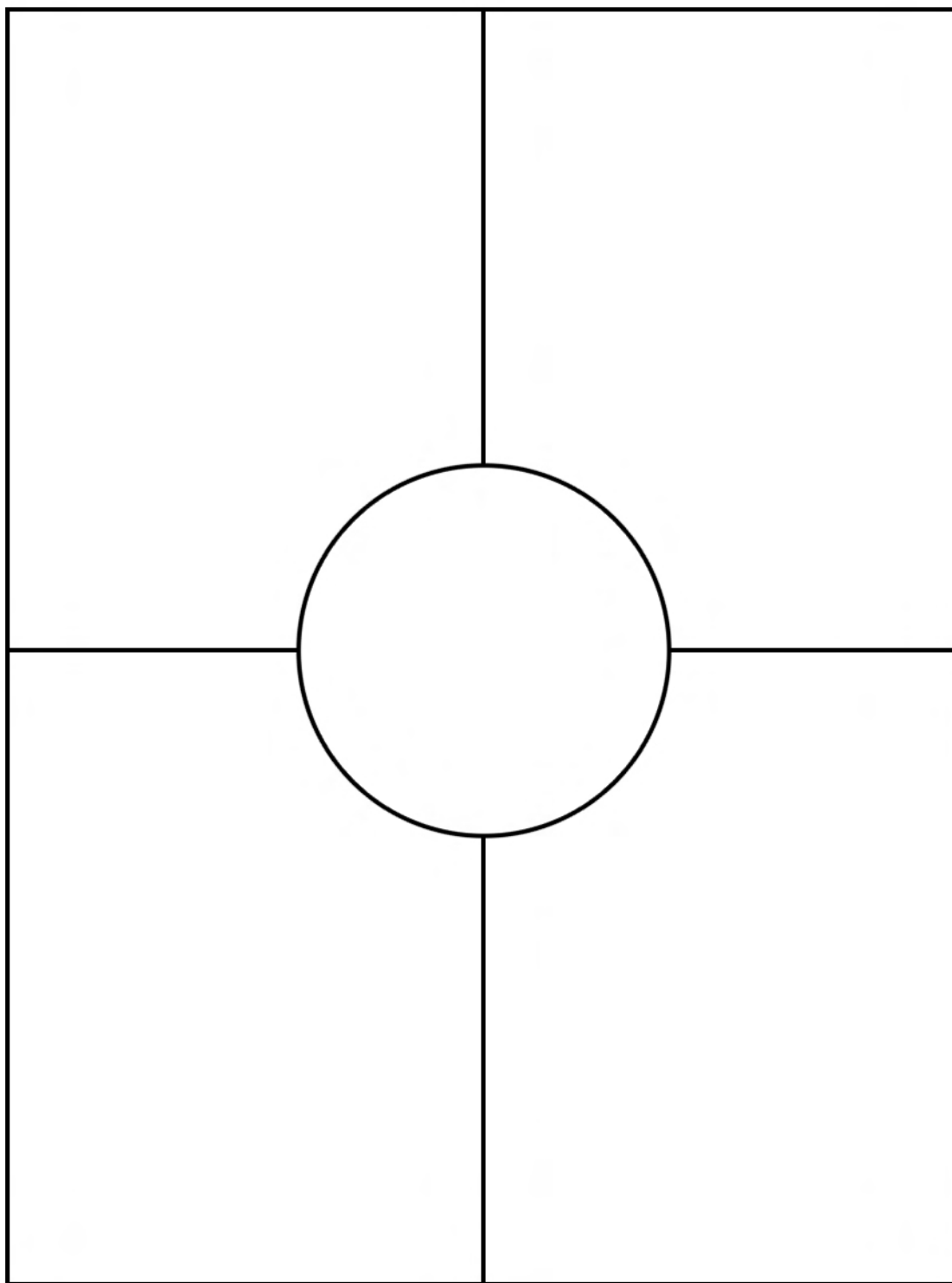
		<p>The teacher will model this strategy by playing either a recording or reading an excerpt. (<i>War of the Worlds</i>)</p> <p>Make a list of characteristics of reader's theatre based on the definition and the modeling done by the teacher.</p>
Shared Practice: Providing an opportunity for the students to follow along and join in the reading.	15 min	Hand out to the class a script for them to follow. Ask for a few student volunteers to help the teacher perform the script. Ask the rest of the class to explain how the reading of the script contributes to the meaning of the text and what it is trying to convey i.e. the characteristics of reader's theatre.
Guided Practice: Gradually giving the student more responsibility for using the strategy.	20 min	Divide the students into groups and provide each group with the same script. Each student will be given a part within the group. Each group after practicing will present the script and the class will see how each group interpreted the piece. (<i>i.e. different voices, volume, pitch, pace</i>)
Independent Practice: Students begin to use the strategy using real text.	4 x 20min	Divide the students into groups and provide the students with a topic (i.e. Food fight in the cafeteria, snowed in at school, aliens landing on earth, etc.). Students will devise a script and perform for the class conveying the meaning of the script. The students will have time to write and practice this script prior to performing it in the class.
Differentiation		<ul style="list-style-type: none"> For students with reading difficulties they may be given smaller parts or be the sound effects person, so that they are able to still participate but do not have to worry about others judging them based on their reading abilities.
Assessment		<ul style="list-style-type: none"> Teacher assessment and rubric
Cross Curricular Connections		<ul style="list-style-type: none"> Drama Oral Communication
Next Steps		The teacher will give each group of four a particular text (i.e. graphical text). In small groups, students will analyze the characteristics of the text and present these characteristics to the class. Students will defend why they believe that their particular text has certain characteristics.
Reflections		

Lesson Name	Pleased to Meet You – Drawing Conclusions About Character Using the Placemat Strategy	
Division	Intermediate	
Expectations	<p>Gr. 7: 1.1 - Read a variety of increasingly complex or difficult texts from diverse cultures, including literary texts, graphic texts, and informational texts</p> <p>Gr. 8: 1.1 - Read a variety of increasingly complex or difficult texts from diverse cultures, including literary texts, graphic texts, and informational texts</p> <p>Gr. 7: 1.5 - Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the text to support their interpretations</p> <p>Gr. 8: 1.5 - Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the text to support their interpretations</p>	
Catholic Graduate Expectations	CGE 3c – A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.	
Achievement Categories	Thinking	
Question Addressed	# 6	
Materials/Resources	<ul style="list-style-type: none"> • Several different short stories with strong characters • BLM Pleased to Meet You placemat worksheet • Chart paper, board or overhead projector • Markers or chalk 	
Prior Learning	Previous lessons on drawing conclusions using stated information from the text	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min.	<ul style="list-style-type: none"> • Teacher will model the strategy by reading a short story or the opening chapters of a selected novel (e.g., “Mrs. Gorf” in <i>Sideways Stories by Wayside School</i> by Louis Sachar). • Using chart paper, board or overhead projector, teacher will read each section of the placemat and explain what each section means. • Teacher will record the proper information from the story in each section. <p>Teacher Prompt: <i>“What do others say about this person?”</i> <i>“What does this person do?”</i> <i>“What does this person say?”</i> <i>“What are this person’s inner thoughts?”</i></p>
<i>Shared Practice:</i>	15 min	<ul style="list-style-type: none"> • Teacher will read another short story or continue

Providing an opportunity for the students to follow along and join in the reading.		<p>with a couple more chapters of the novel (e.g., “Mrs. Jewls” in <u>Sideways Stories by Wayside School</u> by Louis Sachar).</p> <ul style="list-style-type: none"> Teacher will facilitate a discussion, allowing students to complete another placemat or, in the case of a novel, add to the original placemat. <p>Teacher Prompt: <i>“What do others say about this person?”</i> <i>“What does this person do?”</i> <i>“What does this person say?”</i> <i>“What are this person’s inner thoughts?”</i></p>
Guided Practice: Gradually giving the student more responsibility for using the strategy.	30 min	<ul style="list-style-type: none"> Students will work in partners or small groups to read another short story or the next chapter in the novel. Students will complete another placemat or, in the case of a novel, add to the original placemat. Teacher assists as needed. <p>Student Talk: <i>“The character said ...”</i> <i>“This other character said ...”</i> <i>“The character was thinking about ...”</i> <i>“The character actions show ...”</i></p>
Independent Practice: Students begin to use the strategy using real text.	30 min	Each student reads a short narrative and completes a placemat worksheet.
Differentiation		<ul style="list-style-type: none"> Select narratives according to student's independent reading level. Work in small groups/partners for further support. Extra time as needed Oral or prerecorded reading of the narrative
Assessment		<ul style="list-style-type: none"> Teacher observation Anecdotal notes Work sample
Cross Curricular Connections		
Next Steps		<p>Students can write a story that includes the main character, using their conclusions about that character.</p> <p>Students can complete a placemat for different characters within the same story.</p> <p>Students transfer their knowledge by using this strategy for other assignments.</p>
Reflections		







Lesson Name	Drawing Conclusions: I Read/I Think/Therefore	
Division	Intermediate	
Expectations	<p>Gr. 7: 1.5 - Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the text to support their interpretations</p> <p>Gr. 8: 1.5 - Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the text to support their interpretations</p>	
Catholic Graduate Expectations	CGE 5b – A collaborative contributor thinks critically about the meaning and purpose of work.	
Achievement Categories	Thinking	
Question Addressed	# 6	
Materials/Resources	<ul style="list-style-type: none"> • BLM • Non-fiction text • Whiteboard; Blackboard; SMARTboard • Markers 	
Prior Learning	Experience with drawing conclusions	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 min	<p>The teacher models thinking strategy, demonstrating how to draw a conclusion based on gathered information.</p> <p>Teacher Prompt: “I was told by the principal that recess will be cancelled later today, but I didn’t have time to ask why. So, some of the reasons that I think it may be cancelled are... “ “Why do you think recess may be cancelled”?</p> <p>Teacher completes the chart: Information: Recess is cancelled... I Think: ... Therefore: ...</p>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 min	<p>The teacher will introduce a non-fiction paragraph from Science/History/Geography and invite students to orally read the paragraph together.</p> <p>The teacher will re-read first sentence stating that the text says... Teacher will record beside the first sentence (and each subsequent sentence) what the text says and what he or she thinks about the text.</p> <p>Teacher Prompt: The text says... I think...</p> <p>After the entire text has been read, the teacher will invite students to draw a conclusion about the paragraph. Therefore...</p>

<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	30 min	<p>The teacher will provide students with a similar paragraph from the same subject area. In pairs, students will take turns reading each sentence and discussing what the sentence says and what the thinking is.</p> <p>In pairs, students will generate a conclusion to the paragraph.</p>
<i>Independent Practice:</i> Students begin to use the strategy using real text.	30 min	<p>The teacher will give students a different paragraph to read. Students will independently complete the BLM <i>I Read, I Think, Therefore</i></p>
Differentiation	<ul style="list-style-type: none"> • Taped text • Kurzweil • Partner scribes 	
Assessment	<ul style="list-style-type: none"> • Teacher observation • Sample of student work 	
Cross Curricular Connections	<ul style="list-style-type: none"> • Science • History • Geography 	
Next Steps	Students will share their conclusions with the whole class.	
Reflections		

Drawing Conclusions

I Read	I Think

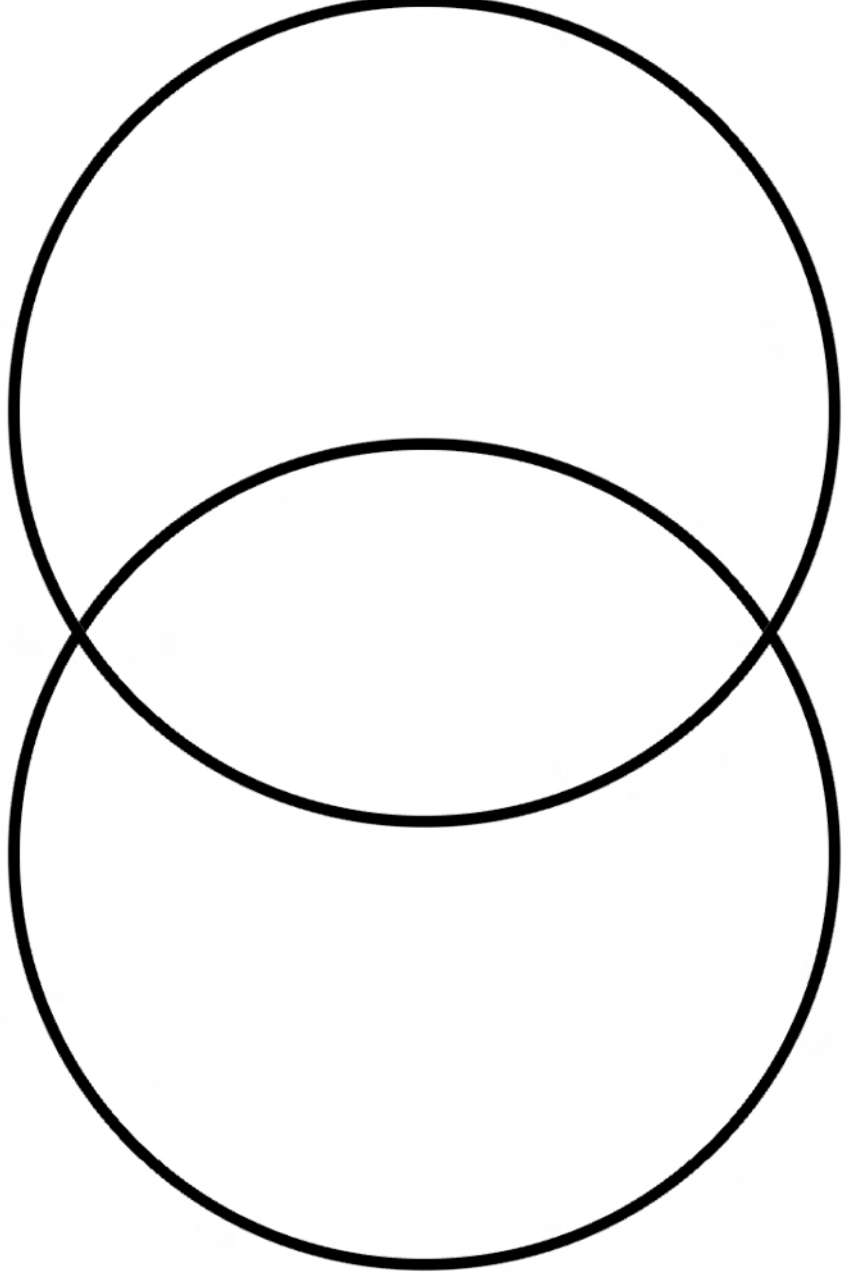
Therefore

Lesson Name	Character Sketches	
Division	Intermediate	
Expectations	<p>Gr. 7 1.7 - Analyze a variety of texts, both simple and complex, and explain how the different elements in them contribute to meaning and influence the reader's reaction</p> <p>Gr. 8 1.7 - Analyze a variety of texts, including complex or difficult texts, and explain how the various elements in them contribute to meaning and influence the reader's reaction</p>	
Catholic Graduate Expectations	CGE 5a – A collaborative contributor works effectively as an interdependent team member.	
Achievement Categories	Thinking	
Question Addressed	# 6	
Materials/Resources	<ul style="list-style-type: none"> • Little Red Riding Hood • Fairy tale books • Markers • Chart paper • Venn Diagram BLM 	
Prior Learning	Students show know how to identify character traits.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<ul style="list-style-type: none"> • Read the story <i>Little Red Riding Hood</i> to the class. Draw an outline of a girl on chart paper and place on the board for all the students to see. Colour in any physical characteristics of <i>Little Red Riding Hood</i> (i.e. her red cap). Then add words around the drawing on different characteristics (not physical) about <i>Little Red Riding Hood</i>.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min	<ul style="list-style-type: none"> • Teacher Prompt: "Now as a class let's determine the characteristics of the wolf in the story <i>Little Red Riding Hood</i>." • On an outline of a wolf on chart paper place words around that describe the wolf. You can colour in any physical characteristics. • Student Talk: They should give answers like <i>sneaky, fast, smart, etc.</i>
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	30 min	<ul style="list-style-type: none"> • Divided in groups the students should get another fairy tale to read. They will be asked to complete a character sketch on the main character in the tale. It should be noted that students need to find more than just physical

		characteristics.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min	<ul style="list-style-type: none"> Students will compare and contrast the main character in the fairy tale from their group work with that of <i>Little Red Riding Hood</i>. (Students in Group A move to Group B etc.)
Differentiation		<ul style="list-style-type: none"> The independent practice could be done in pairs for students having trouble identifying characteristics. There could be a scribe for students who have trouble writing.
Assessment		<ul style="list-style-type: none"> Peer assessment of character sketches Teacher assessment
Cross Curricular Connections		<ul style="list-style-type: none"> Visual arts
Next Steps		Students may read the picture book to a primary classroom or primary students.
Reflections		

Name: _____

Little Red Riding Hood vs. _____



Lesson Name	How Would You Feel? Word Sorts	
Division	Junior	
Expectations (Reading)	<p>Gr. 4 & 5: 1.6 - Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p>Gr. 6: 1.6 - Extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p>Gr. 4: 1.8 - Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions</p> <p>Gr. 5: 1.8 - Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views</p> <p>Gr. 6: 1.8 - Make judgements and draw conclusions about the ideas in texts and cite stated or implied evidence from the text to support their views</p>	
Catholic Graduate Expectations	<p>CGE 3c – An effective communicator thinks reflectively and creatively to evaluate situations and solve problems.</p> <p>CGE 4g – A self-directed, responsible, life long learner examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.</p>	
Achievement Categories	Thinking	
Question Addressed	# 8	
Materials/Resources	<ul style="list-style-type: none"> • Copies of the word sort BLM • Chart paper, board, overhead • Markers or chalk 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	<p>The teacher models a word sort by first sharing how his/her day is going (e.g., running late, missing breakfast, busy photocopier, meeting, etc).</p> <p>Teacher uses the words in the word sort to show the students the words that best describe his/her mood at the present. (Use the board, chart paper or overhead.)</p> <p>Teacher may wish to categorize the words to show how his/her mood changed up to this point in the day.</p>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	25 min	<p>Teacher reads a narrative, stopping just after the beginning, just after the middle, and then at the end (or anytime there is a shift in the character's mood).</p> <p>After each pause, teacher facilitates student discussion and allows students to determine the character's mood at the point using the word sort words.</p>

		<p>Students can record their choices on the chart paper, board or overhead.</p> <p>At the end, students discuss how the character's mood changed over the course of the story.</p> <p>Extension: students can word sort for other characters in the story.</p> <p>Teacher Prompt: <i>"Describe how the character feels right now. Why?"</i> <i>"What words would you use to describe the character's mood at this point?"</i> <i>"Are there any words that we need to add to our word sort?"</i></p> <p>Student Talk: <i>"I think the character is ... because ..."</i> <i>"I would feel ... so I think the character probably would, too."</i></p>
<p>Guided Practice: Gradually giving the student more responsibility for using the strategy.</p>	20 min	<p>Students work with a partner and share their day up until this point in the day.</p> <p>Students select several words to describe how they think their partner would feel at different points in the day.</p> <p>Students share their words sorts with each other, and discuss the accuracy of the partner's choices.</p> <p>Student Talk: <i>"I think you would feel ..."</i> <i>"Once, <this> happened to me and I felt ... so I think you would, too."</i></p>
<p>Independent Practice: Students begin to use the strategy using real text.</p>	25 min	<p>Students are given a narrative provided by the teacher. Students independently complete a word sort for how one of the characters feels at the beginning, middle and end of the narrative.</p> <p>Students share with each other how they felt the character changed through the story.</p>
Differentiation	<ul style="list-style-type: none"> • Work in small groups/partners for support • Select texts according to student's reading level • Extra time as needed • Oral or prerecorded reading of text 	
Assessment	<ul style="list-style-type: none"> • Teacher observation • Anecdotal notes • Work sample 	
Cross Curricular Connections	<ul style="list-style-type: none"> • Drama 	
Next Steps	<p>Students use the word sort words to help express their feelings during conflict or change.</p> <p>Students can act out characters experiencing each feeling.</p>	
Reflections		

Word Sort – Feelings, Moods, Characteristics

Angry	Likable
Anguished	Logical
Bossy	Loyal
Caring	Methodical
Comforting	Modest
Contemplative	Motivated
Content	Open-minded
Creative	Optimistic
Empathetic	Practical
Energetic	Purposeful
Enthusiastic	Prudent
Envious	Realistic
Fair	Resourceful
Firm	Responsible
Flexible	Self-confident
Forgiving	Self-deluded
Frank	Sensible
Friendly	Serious
Generous	Sincere
Gentle	Sociable
Giving	Spontaneous
Good-natured	Strong-willed
Gregarious	Stubborn
Healthy	Sympathetic
Helpful	Tenacious
Honest	Thorough
Hopeful	Trustworthy
Humble	Untrustworthy
Humorous	Wary
Imaginative	Witty
Individualistic	Wretched
Independent	
Industrious	
Inventive	
Jealous	
Jovial	
Kind	

Lesson Name	Q-Chart	
Division	Junior	
Expectations	<p>Gr. 4: 1.9 - Identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives</p> <p>Gr. 5: 1.9 - Identify the point of view presented in texts, ask questions to identify missing or possible alternative points of view, and suggest some possible alternative perspectives</p> <p>Gr. 6: 1.9 - Identify the point of view presented texts; determine whether they can agree with the view, in whole or in part; and suggest some other possible perspectives</p>	
Catholic Graduate Expectations	CGE 5b – A collaborative contributor thinks critically about the meaning and purpose of work.	
Achievement Categories	Thinking	
Question Addressed	# 8	
Materials/Resources	<ul style="list-style-type: none"> • A biography or a narrative that focuses on one character's point of view • Q-Chart template (BLM) on an overhead transparency • Chart paper and markers • Student copies of Q-Chart. 	
Prior Learning	Elements of a story, elements of a biography.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	<p>The teacher will begin by introducing the Q-chart on an overhead transparency. The teacher will explain how a question is created by choosing a word from the first column and a word from the top row. The teacher will model the strategy by sharing the cover of the text, thinking aloud two questions about the text, and recording them on the Q-Chart.</p> <p>Teacher Prompt: <i>Teacher will begin to read the text, think aloud another question, and record this on the Q-Chart.</i></p>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 min	<p>The teacher will continue to read the text, pausing to allow students to record their questions on the overhead Q-Chart.</p> <p>Teacher Prompt: <i>"Some of these questions can be answered by completing further research, or by re-reading the text. Which questions on our Q-Chart can be answered by researching the topic or by re-reading the text?"</i></p> <p>Student Talk: <i>Students should suggest the questions that are in the top, left-hand corner of the Q-Chart.</i></p>

<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15 min	<p>The teacher explains that in order to answer the "deeper thinking" questions on the Q-Chart (questions on the right-hand side of the Q-Chart), we need to read between the lines or make inferences.</p> <p>Teacher Prompt: The teacher forms small groups of students and assigns each group a "deeper thinking" question from the Q-chart and chart paper and markers to record their responses. The groups are to respond to the questions using their own ideas and evidence from the text.</p> <p>Student Talk: Students should be using evidence to support their thinking. Students will share their ideas with the class.</p>
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min.	<p>The teacher provides students with individual copies of the Q-Chart.</p> <p>Teacher Prompt: Students will be instructed to create questions as if they are interviewing a character from the text (or the subject of the biography). Pairs of students will rehearse answers to the questions and present their interviews to the class.</p> <p>Student Talk: Look for students who create questions in the right-hand side of the Q-Chart.</p>
Differentiation	<ul style="list-style-type: none"> • Mixed ability groupings • Extra time and support for rehearsing interview • Scribe questions and responses 	
Assessment	<ul style="list-style-type: none"> • Anecdotal observations • Q-Chart rubric. 	
Cross Curricular Connections		
Next Steps	Students can conduct further research on the topic of the text.	
Reflections		

Lesson Name	Character Point of View	
Division	Junior	
Expectations	<p>Gr. 4: 1.9 - Identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives</p> <p>Gr. 5: 1.9 - Identify the point of view presented in texts, ask questions to identify missing or possible alternative points of view, and suggest some possible alternative perspectives</p> <p>Gr. 6: 1.9 - Identify the point of view presented texts; determine whether they can agree with the view, in whole or in part; and suggest some other possible perspectives</p>	
Catholic Graduate Expectations	CGE 3b – A reflective and creative thinker creates, adapts, evaluates new ideas in light of the common good.	
Achievement Categories	Thinking	
Question Addressed	# 8	
Materials/Resources	<ul style="list-style-type: none"> • Whiteboard or chart paper • Markers • Sticky notes • A story with strong character development (e.g. <i>The Composition</i> by Antonio Skarmeta and Alfonso Ruano, <i>Oliver Button is a Sissy</i> by Tomie dePaola, <i>The Smoky Night</i> by Eve Bunting) • A photocopy or an overhead transparency of an illustration from the text showing more than one character 	
Prior Learning	Elements of a story	
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	10 min	<p>The teacher will begin by showing the cover of the text and thinking aloud predictions of the text's main point of view. The teacher will read the first page of the text and confirm or modify the predictions by thinking aloud. On chart paper, the teacher will record the evidence used to confirm the predictions. This is the beginning of an anchor chart for determining point of view.</p> <p>The teacher reads the text aloud, pausing at the first key event in the story.</p> <p>Teacher Prompt: <i>"I am going to write on a sticky note what the main character might be thinking and place it on the page of the text."</i> <i>The teacher will think aloud and record any new indicators of point of view on the anchor chart.</i></p>

<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 min	<p>The teacher will read the text to the students, pausing at another key event in the story.</p> <p>Teacher Prompt: (Think/Pair/Share) <i>"Turn to your elbow partner and share what the main character might be thinking at this point in the story."</i> Share the ideas with the class and provide some of the students with sticky notes to record their ideas and place them in the text. Students will identify any new indicators of point of view and record on the anchor chart. Teacher will continue this process at other key events in the story.</p>
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15 min	<p>Provide small groups of students with an illustration from the text that shows different characters at a key point in the story.</p> <p>Teacher Prompt: <i>"Are there other points of view that are missing from the text?" In groups the students identify the other points of view and add sticky notes with ideas about what the other characters may be thinking at this point of the story.</i></p> <p>Student Talk: <i>The teacher can listen for students to provide evidence from the illustration or text to support their opinions.</i></p>
<i>Independent Practice:</i> Students begin to use the strategy using real text.	15 min	Using the illustration from the group activity, students will write a journal entry from the point of view of another character in the story.
Differentiation	<ul style="list-style-type: none"> • Provide sentence starters for journal entry. 	
Assessment	<ul style="list-style-type: none"> • Anecdotal observations • Samples of student work (sticky notes and journal entry) 	
Cross Curricular Connections		
Next Steps	Students can role-play an event in the text.	
Reflections		

Lesson Name	Reader Opinions	
Division	Junior	
Expectations	<p>Gr.4: 1.8 - Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions</p> <p>Gr.5: 1.8 - Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views</p> <p>Gr.6: 1.8 - Make judgements and draw conclusions about ideas and in texts and cite stated or implied evidence from the text to support their views</p>	
Catholic Graduate Expectations	CGE 2c - An effective communicator presents information and ideas clearly and honestly and with sensitivity to others.	
Achievement Categories	Thinking	
Question Addressed	# 8	
Materials/Resources	<ul style="list-style-type: none"> • Overhead transparency of a Before and After Reading Grid (see example BLM) • Student copies of a Before and After Reading Grid • A narrative or an opinion piece. 	
Prior Learning	Familiar with the format of an oral debate.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	5 min.	Prior to the lesson, the teacher will have pre-selected and/or created various opinion statements based on the text to be read. These can be included in a graphic organizer such as a Before and After Reading Grid, on chart paper, or on a whiteboard. Without introducing the text, the teacher will begin modeling the strategy by reading the first statement, thinking aloud an opinion, and recording it on the grid in the "Before Reading Column."
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 min.	<p>The teacher will provide a grid for each student.</p> <p>The teacher will read each statement and pause to allow each student to record their opinions on the grids.</p> <p>Students can share with an elbow partner and then share with the class.</p> <p>The teacher and students share in the reading of the text.</p>
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15 min.	<p>The teacher re-reads the first statement and provides time for students to record an opinion in the "After Reading" column of the grid.</p> <p>Students may orally defend why they changed their</p>

		opinions or kept their opinions the same. Students complete the "After Reading Column" of the grid and may share their opinions with a partner or small group.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min.	The teacher chooses one of the statements and divides the class into groups in preparation for debate. The teacher may choose to have students defend the opinion which is opposite to their own. Students prepare to defend their assigned opinions and conduct a debate.
Differentiation	<ul style="list-style-type: none"> Mixed ability groupings. 	
Assessment	<ul style="list-style-type: none"> Anecdotal observations Graphic organizer Rubric (created by the class) for oral debate 	
Cross Curricular Connections		
Next Steps	Students may write a paragraph defending their opinions or comparing their opinions to the author's opinion.	
Reflections		

Lesson Name	Character Diary	
Division	Intermediate	
Expectations	<p>Gr. 7: 1.5 - Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations</p> <p>Gr. 8: 1.5 - Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations</p>	
Catholic Graduate Expectations	CGE 3c – A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.	
Achievement Categories	Thinking	
Question Addressed	# 8	
Materials/Resources	<ul style="list-style-type: none"> • Story of Cinderella or another grade appropriate text that may lend itself to the examination of different points of view • Chart paper • Markers 	
Prior Learning	How to write a diary entry	
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	30 min	<ul style="list-style-type: none"> • Read the story of Cinderella to students. • Teacher Prompt: “I wonder what it’s like to be Cinderella in the story?” “I wonder what she thinks about when her step-mother won’t let her go to the ball and her step-sisters get to go? Does anyone know what a diary is? I’m going to write a diary entry as if I were Cinderella and how I would feel if I was left home to clean.” • The teacher will demonstrate the use of stated and implied meanings in the text. • On chart paper write a journal entry talking about how she has to stay at home and do all the work while the rest of her family gets to go to the ball and have fun.
<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	20mins	<ul style="list-style-type: none"> • Teacher Prompt: “Let’s pick a different character in the story and write from their perspective on what is going on. Does anyone have any suggestions? Let’s pick one of the ugly step-sisters and talk about how she is feeling when Cinderella gets the prince.” • On chart paper with the help of your students write out a diary entry for the ugly step-sister who finds out that Cinderella is marrying the Prince.

<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min	<ul style="list-style-type: none"> Teacher Prompt: “Now in partners on a piece of chart paper I want you to write a journal entry for the Prince when he met Cinderella at the ball and she had to leave at midnight with no explanation.”
<i>Independent Practice:</i> Students begin to use the strategy using real text.	30 min	<ul style="list-style-type: none"> Teacher Prompt: “On your own write a diary entry for Cinderella’s step-mother after her step-daughter gets married to the Prince. This should be a page in length double spaced, using plenty of good descriptive words.” “Remember to include both stated and implied messages from the text to support your interpretations.”
Differentiation	<ul style="list-style-type: none"> Co-writer or another computer program for students who have difficulty writing. Partner work for students who have difficulty generating ideas on their own. 	
Assessment	<ul style="list-style-type: none"> Teacher assessment and rubric 	
Cross Curricular Connections	<ul style="list-style-type: none"> History Writing Drama 	
Next Steps		
Reflections		

Name: _____

Character Diary Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Makes inferences	Demonstrates a limited ability to make and support simple inferences	Demonstrates some ability to make and support simple inferences	Demonstrates a consistent ability to make and support inferences	Demonstrates a strong ability to make and support inferences
Demonstrates an ability to make connections among text, personal experiences, and life situations	Makes a few simple connections among text, personal experiences, and life situations	Makes some straightforward connections among texts, personal experiences, and life situations	Makes connections of some complexity among text, personal experiences, and life situations	Makes complex and logical connections among text, personal experiences and life situations

Comments:

Lesson Name	4 Corners Perspectives	
Division	Intermediate	
Expectations	1.9 Identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives	
Catholic Graduate Expectations	CGE 2a – An effective communicator listens actively and critically to understand and learn in light of gospel values. CGE 3d – A reflective and creative thinker makes decisions in light of gospel values with an informed moral conscience.	
Achievement Categories	Thinking	
Question Addressed	# 8	
Materials/Resources	<ul style="list-style-type: none"> • Texts which compare perspectives (i.e. <i>Christopher Columbus</i> by Peter and Connie Roop and <i>Encounter</i> by Jane Yolen or one text that can be viewed from different view points) • Blackboard or Whiteboard • Markers • BLM 4 Corners Perspectives 	
Prior Learning	Exposure to a wide variety of texts to show author's perspective	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	<p>Teacher will write a statement such as "Schools should be closed on snow days".</p> <p>Using a two-column chart on the blackboard or whiteboard, the teacher will place a tally mark under the column agree or disagree indicating his or her opinion. Teacher will invite the students to give his or her opinion and each answer will receive a tally mark under agree or disagree.</p> <p>Teacher will lead the discussion asking if the results of the survey were surprising.</p> <p>Teacher Prompt: "How many agreed and how many disagreed?" "How might this survey look different if it was completed by only parents and/or school administrators?"</p>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	30 min	<p>Teacher will lead students in a discussion of what they think a person's perspective is?</p> <p>Teacher will read aloud texts which show varying perspectives such as <i>Christopher Columbus</i> and <i>Encounter</i>. <i>Christopher Columbus</i> recounts the life and times of Columbus while <i>Encounter</i> describes Columbus's journey from the perspective of a young Taino boy who met Columbus.</p> <p>Teacher will ask students to take the perspective of one</p>

		of the characters: Columbus, the young Taino boy, the sailor or Queen Isabella. Students will offer oral explanations as to why he or she chose a particular character to represent his/her perspective.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	30 min	After reading excerpts from both texts, the teacher will ask students to refer to the BLM 4 Corners Perspectives. This BLM presents four different perspectives: Perspective One-(i.e. Columbus' Perspective); Perspective Two- (i.e.The Young Taino Boy's Perspective); Perspective Three-(i.e. The Sailor's Perspective) and Perspective Four-(i.e. Queen Isabella's Perspective). Students are asked to move to a corner of the room. Each participant in the small group will generate ideas which will form the perspective of the particular character.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	30 min	Students will be asked to find someone in the class who has taken a different perspective. Each student will share and defend the perspective of his/her character. The teacher may ask students to move about the room four times so that each student has the opportunity to hear from every character's perspective.
Differentiation	<ul style="list-style-type: none"> • Mixed ability groupings • Partners as scribes 	
Assessment	<ul style="list-style-type: none"> • Anecdotal observation • Peer assessment 	
Cross Curricular Connections	<ul style="list-style-type: none"> • Writing • Oral Language 	
Next Steps	The class will have an opportunity to discuss the different perspectives presented as well as the reasons for bias. Students may dramatize their perspectives.	
Reflections		

4 Corners Perspective BLM

Perspective One	Perspective Two
Perspective Three	Perspective Four

Lesson Name	Questioning the Text and Author (Perspective)	
Division	Intermediate	
Expectations (Reading)	<p>Gr. 7:1.6 - Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p>Gr. 8: 1.6 - Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them</p> <p>1.9 - Identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives</p>	
Catholic Graduate Expectations	CGE 3c – A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.	
Achievement Categories	Thinking	
Question Addressed	# 8	
Materials/Resources	<ul style="list-style-type: none"> Two texts that tell the same story but from different perspectives (e.g., <i>The Three Little Pigs</i> and <i>The Three Little Pigs</i> as told by A. Wolf) Several known texts (e.g., fairy tales) Chart paper, board or overhead Markers or chalk 	
Prior Learning	Questioning	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<p>The teacher will read two stories – one that is common and one that tells the same story but from a different perspective (e.g., <i>The Three Little Pigs</i> by A. Wolf or <i>A Wolf Who Cried Boy</i>). The teacher will demonstrate the use of the worksheet on the board, chart paper or overhead.</p> <p>Teacher Prompt: <i>“Who is the focus of the first story? Whose “side” of the story is told? Whose “side” or perspective is missing? Who is the focus of the second story? Whose “side” of the story is told? How is the second story different from the first?”</i></p>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min	<p>The teacher will read another common story (e.g., a fairy tale) and allow students to determine whose perspective or opinion is missing or untold.</p> <p>Teacher will record student responses on the board, chart paper or overhead.</p>

		Teacher Prompt: <i>"Who is the focus of this story? Whose "side" of the story is told? Whose "side" or perspective is missing? How might the story be different if it was told from a different perspective?"</i>
Guided Practice: Gradually giving the student more responsibility for using the strategy.	20 min	Students will work in pairs to read another short story (e.g., fairy tale). Students will complete the worksheet together. Students will share their responses either with the class or with another partner group. Teacher will circulate and assist as needed. Student Talk: <i>"The story is told from the perspective of ..."</i> <i>"We could tell the story from the perspective of ..."</i>
Independent Practice: Students begin to use the strategy using real text.	20 min	Students will read another story independently and complete a worksheet.
Differentiation	<ul style="list-style-type: none"> • Work in small groups/partners for support • Select texts according to student's reading level • Extra time as needed • Oral or prerecorded reading of text • Different worksheets 	
Assessment	<ul style="list-style-type: none"> • Teacher Observation • Anecdotal notes • Work samples 	
Cross Curricular Connections		
Next Steps	Students rewrite a story from another perspective. Students study newspaper articles, magazine articles, and other media for bias.	
Reflections		

Questioning the Text and the Author (Simple)

After reading ask yourself the following questions:

Which character is the main focus in this story?

Whose “side” or perspective is missing? Whose voice is unheard?

How might the story be different if it was told from a different perspective?

Could you rewrite the story from yet another perspective, a third perspective?

Questioning the Text and the Author (Advanced)

After Reading ...

Ask yourself the following questions.

Who is the focus of the text/picture/situation? Who is missing?

Whose voices are represented? Whose voices are marginalized, discounted or unheard?

What are the intentions of the author? What does the author want the reader to think?

What would an alternative text/picture/situation say?

How can the reader use this information to promote equity?

Lesson Name	Writing Alternative Text for a Deeper Understanding	
Division	Intermediate	
Expectations (Reading)	1.9 - Identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives	
Catholic Graduate Expectations	CGE 2c – An effective communicator presents information and ideas clearly and honestly and with sensitivity to others. CGE 3c – A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.	
Achievement Categories	Thinking	
Question Addressed	# 8	
Materials/Resources	<ul style="list-style-type: none"> • Selected texts • Worksheet • Chart paper, board or overhead • Markers or chalk 	
Prior Learning	Perspective	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 min	<ul style="list-style-type: none"> • Teacher models the activity by sharing a personal life event that involves another “character” (a person, an animal, or even an object). The event could include a conflict of some sort. • Teacher questions his/her story as being biased and told only from his/her perspective or side. • Teacher works through the worksheet on chart paper, the board or overhead. • Teacher thinks aloud about what other perspectives should be considered. • Teacher retells the story from the perspective of another person, an animal or an object. • Teacher reflects on how the main idea of his/her original story changed in the retelling. <p>Teacher Prompt: <i>“My story is biased. I have only shared my side or my perspective. I need to consider another side, another perspective. How might the story be told from this other perspective? After considering the other perspective, how did I change the main idea of my story?”</i></p>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min	<p>Teacher reads a selected text. Teacher facilitates student discussion to complete the worksheet.</p> <p>Teacher Prompt: <i>“Whose voice do we hear in the story?”</i></p>

		<p><i>"Whose voice do we not hear in the story?"</i> <i>What would happen if we switched gender/setting/etc.?"</i></p> <p>Student Talk: <i>"I think the story is told from ... point of view."</i> <i>"What about ...'s point of view"?"</i> <i>"If we changed gender/setting/etc., the story would change because ..."</i></p>
<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	15 min	<ul style="list-style-type: none"> • The students share a personal life event with a partner. • Each student completes a worksheet using the partner's story. • Together the pair discusses how to change the story by selecting one thing at a time to switch. • Students discuss how their story changes as different elements are changed. • Students determine the main idea of the original story and how it changed with the switch. <p>Student Talk: <i>"I think we should change ..."</i> <i>"The story will change because ..."</i> <i>"The main idea of the change by ..."</i></p>
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	15 min	<p>The teacher provides each student with a selected text. Each student completes a worksheet independently.</p>
Differentiation		<ul style="list-style-type: none"> • Work in small groups/partners for support. • Select the texts according to student's reading level. • Provide extra time as needed. • Provide oral or prerecorded reading of text.
Assessment		<ul style="list-style-type: none"> • Teacher Observation • Anecdotal notes • Work samples
Cross Curricular Connections		<ul style="list-style-type: none"> • Writing • Media
Next Steps		<p>Completing a rewrite of any of the stories using one type of switch. Purposefully changing an element to show bias, and rewriting</p>
Reflections		

For further information, see Critical Literacy, pages 47-49 and 62-65.

Alternative Perspective (simple)

Whose perspective is shared in the story?

What other perspectives might there be?

What story might an alternative text tell? Consider the following options ...

- Gender switch
- Theme switch
- Body-style switch
- Clothes switch
- Ethnic/race switch
- Emotion switch
- Relationship/organization switch
- Setting switch
- Language switch

Briefly outline an alternative story using one of the above switches.

What was the author's purpose in writing this text?

Alternative Perspective (advanced)

Who or what is in the text?

Who or what is missing from the text?

What is marginalized?

What does the author want you to think?

What story might an alternative text tell? Consider the following ...

- Gender switch
- Theme switch
- Body-style switch
- Clothes switch
- Ethnic/race switch
- Emotion switch
- Relationship/organization switch
- Setting switch
- Language switch

Briefly outline an alternative story using one of the above switches.

How did the main idea of the original story change in your rewrite?

What was the author's purpose in writing this text? What was the author's main idea?

How can information from the text be used to promote justice?

Lesson Name	Fractured Fairy Tales	
Division	Intermediate	
Expectations	<p>Gr. 7: 1.7 - Analyze a variety of texts, both simple and complex, and explain how the different elements in them contribute to meaning and influence the reader's reaction</p> <p>Gr. 8: 1.7 - Analyze a variety of texts, including complex or difficult texts, and explain how the various elements in them contribute to meaning and influence the reader's reaction</p>	
Catholic Graduate Expectations	CGE 3b – A reflective and creative thinker creates, adapts, evaluates new ideas in light of the common good.	
Achievement Categories	Thinking	
Question Addressed	# 8	
Materials/Resources	<ul style="list-style-type: none"> • Chart paper • Markers • Story of the Three Little Pigs • The True Story of the Three Little Pigs 	
Prior Learning	Characteristics of fairy tales	
Gradual Release Model	Time	Activity
Teacher Modeling: Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<p>Teacher Prompt: “I have two stories to read to you. The first one I’m sure you know very well it’s, <i>The Story of the Three Little Pigs</i>.”</p> <ul style="list-style-type: none"> • Read the story. • Talk about the characteristics of this type of text. Discuss the perspective of the pigs.
Shared Practice: Providing an opportunity for the students to follow along and join in the reading.	20 min	<p>Teacher Prompt: “Wouldn’t it be neat if we had a different person’s perspective in this story? I have another story to read to you now and it’s called <i>The True Story of the Three Little Pigs</i>.”</p> <ul style="list-style-type: none"> • Read the story. Create a Venn diagram. Ask the students to tell you what is similar and what is different about the stories. <p>Student Talk: One is from the wolf’s perspective, different reasoning, wolf is not the bad guy.</p>
Guided Practice: Gradually giving the student more responsibility for using the strategy.	15 min	<p>Teacher Prompt: “Now in groups I want you to decide how the different perspectives of the same story change your idea of the book (just like different versions of an event may change depended upon who is reporting on the story).”</p>

		Student Talk: “You get to see things through the eyes of the wolf.”
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min	Teacher Prompt: “Now I want you to think of your favourite fairy tale and consider from whose perspective it is written. Now think of what the story would be like from a different person’s perspective. Pick a different character in the same fairy tale and consider what the story would be like if it was told by that character instead of the one that is telling the story. You will write a response in your reading response journal to state what the story would be like if it was told from a different perspective.”
Differentiation	<ul style="list-style-type: none"> • Partner work • Co-writer or Write Out Loud • Oral response 	
Assessment	<ul style="list-style-type: none"> • Teacher assessment and rubric 	
Cross Curricular Connections		
Next Steps	Teacher can give students a scenario (or an event from a newspaper). Students will report the story from the perspective of one of the people mentioned in the article.	
Reflections		

Name: _____

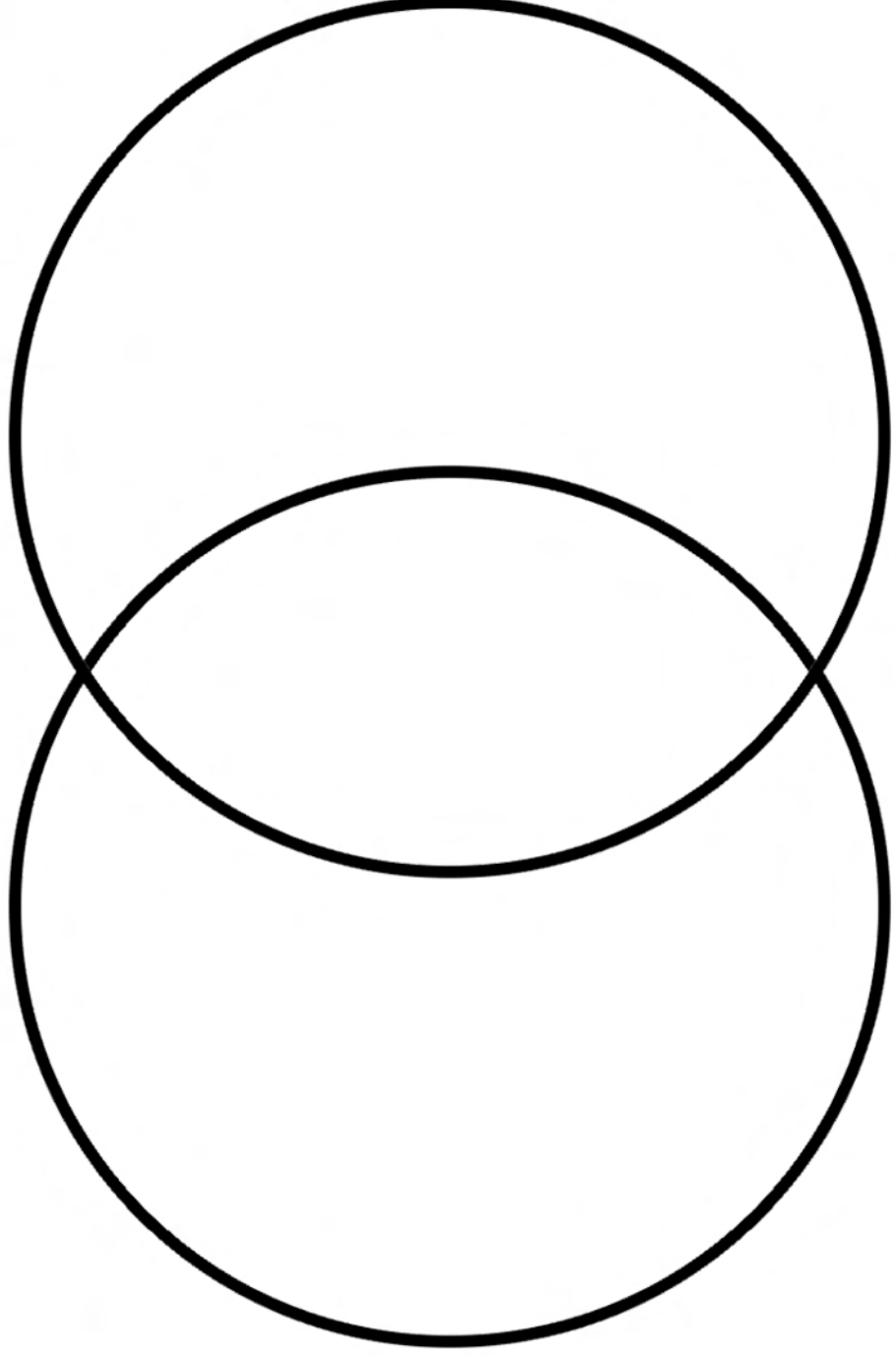
Fractured Fairytale Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Describes how perspective contributes to the meaning and influence of the reader's reaction	Describes in limited ways how perspective contributes to the meaning and influence of the reader's reaction	Somewhat describes how perspective contributes to the meaning and influence of the reader's reaction	Effectively describes how perspective contributes to the meaning and influence of the reader's reaction	Thoroughly describes how perspective contributes to the meaning and influence of the reader's reaction

Comments:

Name: _____

The Three Little Pigs The True Story of the Three Little Pigs



Lesson Name	Role-Playing	
Division	Intermediate	
Expectations	<p>Gr. 7: 1.5 - Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations</p> <p>Gr. 8: 1.5 - Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations</p>	
Catholic Graduate Expectations	CGE 3b – A reflective and creative thinker creates, adapts, evaluates new ideas in light of the common good.	
Achievement Categories	Thinking	
Question Addressed	# 8	
Materials/Resources	<ul style="list-style-type: none"> • Novels • Movie Clips to accompany novel • Assessment Checklist 	
Prior Learning	Role play techniques Experience with the concept of inferencing	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	30 min	<ul style="list-style-type: none"> • Read an excerpt from a book that matches a movie clip. (i.e. <i>Ella Enchanted</i>, <i>Harry Potter</i>, <i>The Lion</i>, <i>The Witch and the Wardrobe</i>, <i>The Outsiders</i>, etc) <p>Teacher Talk: “It is often hard to visualize what you are reading and sometimes it is better to see things to help you understand them.”</p> <ul style="list-style-type: none"> • Show students a clip from the excerpt that you have read. <p>Teacher Talk: “How does seeing the movie help you better understand the book?”</p>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 min	<ul style="list-style-type: none"> • Read an excerpt from another book and ask for student volunteers to help bring this piece to life by role-playing the scene while you read it again to the class.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	2 x 30 min	<ul style="list-style-type: none"> • Divide class into groups and give each group an excerpt to act out. (a paragraph from a novel, Bible stories, etc.) Give the students time to read over and plan how they want to present it to the rest of the class. The students will need to

		<p>practice what they are doing prior to presenting it to the class.</p> <ul style="list-style-type: none"> The first 30 min. class could be used for reading the text and planning who will be responsible for which part. The second 30 min. class would be used as a practice session and then each group would perform.
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	4 x 30 min	<ul style="list-style-type: none"> Create new groups. Give each group a topic for which they will create a role-play. (i.e. Peer Pressure, Smoking, Bullying, Exploring of New France, Settling of the West, etc). The students will need to plan how they will structure the role-play and practice it. The four 30 min. classes will need to be used for the planning of what they will do; the writing of the script; practicing and performing.
Differentiation		<ul style="list-style-type: none"> Allow for parts that don't require speaking for students who have difficulties with oral expression
Assessment		<ul style="list-style-type: none"> Teacher or peer assessment with checklist
Cross Curricular Connections		<ul style="list-style-type: none"> Religion & Family Life Drama History Health Media Literacy
Next Steps		
Reflections		

Group: _____

Topic: _____

Role Playing Checklist

Criteria	Yes	No
Did the student understand the meaning of the text?		
Did the student portray his/her own interpretation of the meaning through role play?		
Were roles played in a convincing manner?		
Was the role play well organized and prepared?		
Did the role play hold the interest of the audience?		
Was there good volume, pace and pitch?		

Comments:

Communication

Question 3



Lesson Name	Past, Present and Future	
Division	Junior	
Expectations	<p>Gr. 4: W 3.5 – Use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of:...verbs in the simple present, past and future tenses</p> <p>Gr. 5: W 2.7 – Make revisions to improve the content clarity and interest of their written work ...</p> <p>Gr. 6: R 2.4 – Identify various elements of style including ...strong verbs ...</p> <p>Gr. 6: W 3.5 – Use parts of speech correctly to communicate their meaning clearly, with a focus on the use of:...present, past and future verb tenses</p>	
Catholic Graduate Expectations	CGE 2b – An effective communicator reads, understands and uses written materials effectively.	
Achievement Categories	Communication	
Question Addressed	# 3	
Materials/Resources	<ul style="list-style-type: none"> • Props • post-its • chart paper 	
Prior Learning	The students will have had some previous work on the past, present and future tenses.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	<p>The teacher assumes the role of a character connected to a program area – Dr. Suzuki, an environmentalist, a politician, story writer etc.. He/she might come into class using a prop or costume.</p> <p>Divide the class into 3 groups – the past, present and future and creates a 3 column chart for each of the above and post it on the board.</p> <p>The teacher provides a question and in role answers for each column.</p> <p>Examine the tenses used.</p>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min	<p>In small groups, the students generate a question for each column using sticky notes</p> <p>The students post their questions in the proper column.</p> <p>The teacher and students examine the questions and pose possible responses. Examine the tenses used.</p>
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15 min	<p>In pairs, the students each select a person to be their character. They create questions for their partner's character and the partner provides a written answer. The students review one another's work for proper use of verb tenses.</p>
<i>Independent Practice:</i> Students begin to use the strategy using real text.	10 min	<p>Independently the students think of a person in their family who made or makes a difference and prepares a past, present and future tense question to ask him/her.</p> <p>That evening the students pose their questions and</p>

		record the answers. The work is shared with their partner the next day and the tenses examined.
Differentiation		
Assessment	<ul style="list-style-type: none"> • Observation, assessment of pieces of writing before and after the revision. 	
Cross Curricular Connections	<ul style="list-style-type: none"> • Copies of paragraphs which demonstrate the use of commas and apostrophes can be pulled from a variety of program areas. 	
Next Steps	Post the review of punctuation, specifically commas and apostrophes, as one of the look fors when editing their work.	
Reflections		

Lesson Name	Pictures in Our Minds	
Division	Junior	
Expectations	<p>Gr. 4: R 2.4 – Identify various elements of style including ...descriptive adjectives and adverbs, ... and explain how they help communicate meaning</p> <p>Gr. 4: W 3.5 - Use parts of speech appropriately to communicate their meaning clearly with a focus on the use of: ... adjectives and adverbs; ...</p> <p>Gr. 5: R 2.4 - Identify various elements of style including..., descriptive adjectives and adverbs, ... and explain how they help communicate meaning</p> <p>Gr. 5: W 3.5 – Use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: ...adverbs modifying verbs; comparative adverbs</p> <p>Gr. 6: R 2.4 – Identify various elements of style- including ...strong verbs</p> <p>Gr. 6: W 3.5 – Use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: ...adverb phrases</p>	
Catholic Graduate Expectations	<p>CGE 2b - An effective communicator reads, understands and uses materials effectively.</p> <p>CGE 5a - A collaborative contributor works effectively as an interdependent team member.</p>	
Achievement Categories	Communication	
Question Addressed	# 3	
Materials/Resources	<ul style="list-style-type: none"> • Pictures • Reading selections 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	Use a number of pictures of people in action; example an athlete running. Start with a simple sentence such as the athlete is running. Discuss how the word running does not capture the message. Brainstorm other more appropriate verbs and adverbs. Then select a familiar piece of fiction to read aloud. As you read describe to the students the images in your mind. Place emphasis on the action words (verbs) and adverbs that describe them. When finished make a list of the action words and the adverbs that correspond that the students recall.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 min	Share a highly descriptive reading selection appropriate for students' listening vocabulary level. Ask the students to close their eyes as you read the passage. Ask them to think about what is being read and create pictures in their mind. After reading the selection, the students can share <i>their</i> images. Emphasize that everyone's visualizations will

		differ. Concentrate on the actions and the words used to describe them.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min	Use a different selection from the same or another text. Remove the verbs and adverbs from the section and have the students in pairs discuss words that they would add. Ask them to draw their own illustrations of this section.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	15 min	Provide the students with a selection that they edit in order to create a picture in the reader's mind. This is done by replacing and adding words – nouns, adjectives, verbs and adverbs. Remind them to visualize the selection in their mind.
Differentiation		<ul style="list-style-type: none"> • Give them concrete ideas and connect to prior knowledge. In other words, turn on the thought processes and you will prime students to do the same when they read. • Remind them to think about what characters smell, taste, feel, hear, and think.
Assessment		<ul style="list-style-type: none"> • Teacher assessment of student work.
Cross Curricular Connections		<ul style="list-style-type: none"> • Use art images in order to generate examples of verbs and adverbs.
Next Steps		
Reflections		

Lesson Name	Artsy Adjectives Come Alive	
Division	Junior	
Expectations	<p>4.1 - Identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers, or in a reader's notebook, how they can use these and other strategies to improve as readers</p> <p>3.5 - Use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of <u>adjectives</u></p>	
Catholic Graduate Expectations	<p>CGE 2b - An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 2c- An effective communicator presents information and ideas clearly and honestly and with sensitivity to others.</p> <p>CGE 5g - A collaborative contributor achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.</p>	
Achievement Categories	Communication	
Question Addressed	# 3	
Materials/Resources	<ul style="list-style-type: none"> • A short text with rich, descriptive adjectives • A class set of readers • Large sheets of white paper 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	<ul style="list-style-type: none"> • Prior to reading the text, activate the students' prior knowledge by asking what they know about the text's key concept(s). Read to the class the selected text. Ask if they can picture what they've read. Now read the text without the adjectives. Notice the difference? • Explain that really good adjectives help a reader imagine what is being described. To create really rich descriptions, we need to use specific adjectives. Adjectives are describing words. Plain adjectives like "good" and "nice" do not always say what we mean. Effective adjectives help the reader "draw a picture" in their mind. • Isolate a few of the adjectives from the text. If we were to draw the word to resemble what it describes, what would it look like? Perhaps the word "mysterious" would have a dark, wavy look to it. The word "scorching" might have flames all around it. The word "cool" may be spelled as if it were made out of chunks of blue ice.
<i>Shared Practice:</i>	15 min	<ul style="list-style-type: none"> • Generate several simple sentences and have

Providing an opportunity for the students to follow along and join in the reading.		<p>students help add adjectives.</p> <ul style="list-style-type: none"> • Example, The firefighter ran into the house. The frightened firefighter ran into the blazing house. • Have students suggest how you could 'draw' these adjectives. Then have them try a short sketch themselves and share it with one another.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	10 -15 min	<ul style="list-style-type: none"> • In pairs, have the students will use grade-appropriate readers to find a text and search for sentences with rich, "drawable" adjectives to share with the class. Give them sticky notes to mark their favourite adjectives and sentences. Generate a list of these adjectives.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min	<ul style="list-style-type: none"> • On blank paper, the students will "draw" their favourite adjective. Below their drawing they will use the word in 3 different sentences. Encourage complex sentence structures. Review their sentences.
Differentiation		<ul style="list-style-type: none"> • The teacher may provide extra time as needed. • Select a text according to student's independent reading level.
Assessment		<ul style="list-style-type: none"> • Teacher observation • Collect the work and evaluate for the complexity of sentences and word usage.
Cross Curricular Connections		<ul style="list-style-type: none"> • In art appreciation the students can try to apply their artsy adjectives in descriptions of the artists' work.
Next Steps		<p>The students will write a reflection on this activity, focusing on the following prompts.</p> <p>How do adjectives help the reader? How does this activity help you choose adjectives? Name some artsy adjectives that they could have used.</p>
Reflections		

Lesson Name	I Met a Bully	
Division	Junior	
Expectations	3.2 - Reading with fluency, using different types of cues 3.4 - Punctuation (quotation marks in dialogue)	
Catholic Graduate Expectations	CGE 2b - An effective communicator reads, understands and uses written materials effectively. CGE 4a – As self-directed, responsible, life long learner demonstrates a confident and positive sense of self and respect for the dignity and welfare of others. CGE 5e – A collaborative contributor respects the rights, responsibilities and contributions of self and others.	
Achievement Categories	Communication: Use of Conventions	
Question Addressed	# 3	
Materials/Resources	<ul style="list-style-type: none"> I Met a Bully on the Hill: from Scene Three (attached) Chart paper and markers or SMART Board for teacher modeling 	
Prior Learning	Awareness of quotation marks to indicate direct speech	
Gradual Release Model	Time	Activity
Teacher Modeling: Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	<ul style="list-style-type: none"> Teacher introduces the scene with discussion about encountering a bully. Provide copies for groups of students. Teacher demonstrates how to use quotation marks to indicate exact words, as well as the need to begin a new paragraph for each different speaker. Teacher rewrites first three parts (Raymond, J.J., and Raymond) as a narrative with dialogue. <p>Teacher Prompt: “Can you think of a time when you have been involved in a bullying situation?”</p> <p>Student Talk: Think, Pair, Share situations that they may recall.</p>
Shared Practice: Providing an opportunity for the students to follow along and join in the reading.	10 min	<ul style="list-style-type: none"> Teacher rewrites the next four parts of the scene (J.J., Raymond, J.J., Raymond), asking for student input regarding the placement of quotation marks and other punctuation, as well as when to indent new paragraphs. <p>Teacher Prompt: “J.J. is going to respond to Raymond. What should we do to show that he’s a new speaker?”</p> <p>Student Talk: “Go to the next line and indent to start a new paragraph.”</p>

Guided Practice: Gradually giving the student more responsibility for using the strategy.	15 min	<ul style="list-style-type: none"> Students rewrite remaining six parts (J.J., Raymond, etc.) as teacher circulates to guide their responses. A small group may complete the teacher's model version on chart paper or SMART Board. <p>Teacher Prompt: "Now I'd like you to practice writing dialogue by finishing the next six parts. Would anyone like to finish on the copy that we've been working on?"</p>
Independent Practice: Students begin to use the strategy using real text.		<ul style="list-style-type: none"> When students have completed the original scene, they will be encouraged to add their own ending. <p>Teacher Prompt: "How would you like to see this scene played out? If you were J.J., what could you do to avoid this problem in the future? Share your ideas with an elbow partner, and then add a few more paragraphs to your dialogue to show what happens in your version."</p> <p>Student Talk: "If I were J.J., I would have said..."</p>
Differentiation		<ul style="list-style-type: none"> Students to work with a partner for final piece Extra time as needed
Assessment		<ul style="list-style-type: none"> Observation, with anecdotal records Collection of student versions for formative assessment
Cross Curricular Connections		<ul style="list-style-type: none"> Bullying awareness, bystander responsibility
Next Steps		<p>Students share their own endings of this event with partner or small group.</p> <p>Dramatize the original scene, using an alternate ending from one of the students' versions.</p> <p>Discussion of the important role a bystander often plays in bullying situations, and then have students include in their rewrite a bystander who helps to resolve the situation.</p>
Reflections		

I Met a Bully on the Hill: *from* Scene Three

by Martha Brooks and Maureen Hunter

RAYMOND: Moooo! (*Moves in on her beaming broadly.*) Well, look who's here. Little Miss Cow-girl. With her cute little bow. (*Fingers it.*)

J.J.: Stop it. (*J.J. moves to leave. Raymond blocks her.*)
Let me past.

RAYMOND: Hey, I'd like to. Honest. But what can I do? You're on my hill.

J.J.: It's not your hill.

RAYMOND: J.J., J.J., J.J. What am I going to do with you? You can't seem to get things through your head. Maybe that's because you're from the country. So I'm going to ask you one more time. (*Leans into her.*) Whose hill is this?

J.J.: Nobody's.

RAYMOND: It's my hill. Isn't it?

J.J.: I guess so.

RAYMOND: I can't hear you.

J.J.: (*louder*) It's your hill.

RAYMOND: Very good.

J.J.: I told you. I have to use it.

RAYMOND: You have to use it. Well now, that creates a little problem. See — nobody uses my hill. Hmmmmmm. I got it! I'll charge you rent.

Lesson Name	His, her...huh? What's a Pronoun?	
Division	Junior	
Expectations	3.5 Use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of <u>pronouns</u>	
Catholic Graduate Expectations	CGE 2b – An effective communicator reads, understands and uses written materials effectively.	
Achievement Categories	Communication	
Question Addressed	# 3	
Materials/Resources	<ul style="list-style-type: none"> • 2 short fictional texts, copied on acetate and photocopied for each student • Overhead projector • Marker 	
Prior Learning		
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	15 min	<ul style="list-style-type: none"> • Review the definitions of a noun and a pronoun: • A noun names people, places, animals, or things • A pronoun is a word that takes the place of a noun. <p>Emphasize that by using pronouns, we can talk about someone or something without repeating the noun over and over. Pronouns make sentences easier to read and understand.</p> <p>Example, "<i>Benedict XVI became Pope when Benedict XVI was 78 years old. Benedict XVI's birthplace was Bavaria, Germany.</i>"</p> <p><i>"Mary brought Mary's book to Janet's house so Mary and Janet could read it together."</i></p> <ul style="list-style-type: none"> • Replace the noun with pronouns. <p><i>"Benedict XVI became Pope when he was 78 years old. His birthplace was Bavaria, Germany."</i></p> <p><i>"Mary brought her book to Janet's house so they could read it together."</i></p>
<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	15 - 20 min	<ul style="list-style-type: none"> • On the board, write 3-4 sentences using pronouns. Ask the students to help underline the pronouns and identify the nouns they stand for. The word a pronoun stands in for is called the "antecedent". <p>Example, "<i>Mark rode <u>his</u> bike to the store.</i>" <i>his - Mark (antecedent)</i></p>

		<p><i>"When the sisters arrived home, they ate dinner."</i> <i>they - sisters (antecedent)</i></p> <ul style="list-style-type: none">Be sure to give examples of a variety of pronouns. Here is a list of common pronouns. <table><tr><td>Singular</td><td>Plural</td></tr><tr><td>I, me, my</td><td>we, us</td></tr><tr><td>you, your</td><td>you, you</td></tr><tr><td>he, him, his</td><td></td></tr><tr><td>she, her, hers</td><td>they, them, theirs</td></tr></table>	Singular	Plural	I, me, my	we, us	you, your	you, you	he, him, his		she, her, hers	they, them, theirs
Singular	Plural											
I, me, my	we, us											
you, your	you, you											
he, him, his												
she, her, hers	they, them, theirs											
<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	15 min	<ul style="list-style-type: none">Introduce the text sheet. Explain that, in pairs, the students will find and underline the pronouns in the text. Below the text, the students will list the pronouns and write the noun it stands for (the antecedent).Rotate among the groups and provide assistance as necessary.Take up the responses as a class.										
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	Following session	<ul style="list-style-type: none">Each student will repeat the exercise independently using the second text. They can also write their own sentences and list the pronouns and antecedents.										
Differentiation	<ul style="list-style-type: none">Select texts according to student's independent reading level.Work in small groups/ partners for support.Provide extra time as needed.											
Assessment	<ul style="list-style-type: none">Teacher observationWork handed in for correction, checking for accuracy											
Cross Curricular Connections	<ul style="list-style-type: none">Use newspaper articles for a Media Literacy connection.For a music connection, have students listen to songs and have them check off the pronouns they hear from a list of pronouns.											
Next Steps	In their writing journals, have the students explain how pronouns <i>help</i> readers make sense of the text.											
Reflections												

Lesson Name	Arnie the Doughnut	
Division	Junior	
Expectations	3.2 - Reading with fluency, using different types of cues, including: punctuation 3.4 - Use punctuation appropriately to communicate intended meaning	
Catholic Graduate Expectations	CGE 2b – An effective communicator reads, understands and uses written materials effectively. CGE 2d – An effective communicator writes and speaks fluently in one or both of Canada’s official languages. CGE 3c – A reflective and creative thinker thinks reflectively and creatively to evaluate situations and solve problems.	
Achievement Categories	Communication	
Question Addressed	#3	
Materials/Resources	<ul style="list-style-type: none"> • <i>Arnie the Doughnut</i> by Laurie Keller 	
Prior Learning	Understanding that quotation marks are used to indicate direct speech	
Gradual Release Model	Time	Activity
Teacher Modeling: Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<ul style="list-style-type: none"> • The teacher prepares to read <i>Arnie the Doughnut</i>, telling the students that the author has used both speech bubbles and quotation marks to indicate the words that characters are speaking. • Teacher Prompt: “As I read this story, pay attention to which words are narrating or telling the story and which are the exact words that characters are speaking. Notice that some of the characters’ words are in quotation marks and some are in speech bubbles.”
Shared Practice: Providing an opportunity for the students to follow along and join in the reading.	10 min	<ul style="list-style-type: none"> • Following the read aloud, return to the page where Mr. Bing is just about to eat Arnie, so Arnie shouts, “What are you doing?” Point out that the author used a new paragraph each time a different person started to speak. Have three students read the page, one reading Arnie’s parts, one reading Mr. Bing’s words, and one narrating. • Teacher Prompt: “Follow along as these three students read this page again. Notice that a new

		<i>paragraph starts each time the speaker changes.”</i>
Guided Practice: Gradually giving the student more responsibility for using the strategy.	15 min	<ul style="list-style-type: none"> Using the page which begins: “Things Mr. Bing Can Do with Me Instead of Eating Me”, explain to students that they will rewrite the short comments between Arnie and Mr. Bing so that they resemble the dialogue one would find in a novel or longer story. Teacher will circulate to monitor student progress and assist where necessary. Teacher Prompt: “Now it’s your turn to write some of the dialogue between Arnie and Mr. Bing as Arnie makes suggestions. Remember to start a new, indented paragraph each time a different person speaks.”
Independent Practice: Students begin to use the strategy using real text.	20 min	<ul style="list-style-type: none"> After the guided practice, students will repeat the process using the next page in the story (which begins: “Things I Can Do with Arnie Instead of Eating Him”). Teacher will collect student work to formatively assess their use of quotation marks and indentations while writing dialogue. Teacher Prompt: “This time you’ll write the dialogue between Arnie and Mr. Bing as Mr. Bing shares his ideas of what Arnie could be used for. You’ll be working independently and I’ll check your finished product to see if you’ve used quotation marks to show exact words and if you started a new paragraph each time a different person speaks.”
Differentiation	<ul style="list-style-type: none"> Extra time can be provided as needed. The teacher may arrange for oral reading of text. 	
Assessment	<ul style="list-style-type: none"> Teacher observation A rubric to evaluate skills in providing textual support to written responses 	
Cross Curricular Connections	<ul style="list-style-type: none"> Visual Arts Drama Oral communication 	
Next Steps	Students could illustrate Arnie in one of their suggested roles; dramatize some of Mr. Bing’s suggestions for Arnie; students work in pairs to read the dialogue aloud.	
Reflections		

Lesson Name	The Art of the Interview	
Division	Junior/Intermediate	
Expectations	<p>Gr. 4: W 3.5 - Use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: ...verbs in the simple present, past and future tenses...</p> <p>Gr. 6: W 3.5 - Use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: ...present, past and future verb tenses</p> <p>Gr. 7: W 3.5 - Use parts of speech correctly to communicate their meaning clearly with a focus on the use of: ... present, past and future verb tenses; present and past participles</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator reads, understands and uses written materials effectively</p> <p>CGE 2d – An effective communicator writes and speaks fluently one or both of Canada's official languages</p> <p>CGE 5e – A collaborative contributor respects the rights, responsibilities and contributions of self and others.</p>	
Achievement Categories	Communication and Application	
Question Addressed	# 3	
Materials/Resources	<ul style="list-style-type: none"> • Chart paper • Props 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<p>Using a character from their readings or social studies/history the teacher conducts an interview. The interview will focus on three areas; what happened in the past, what is happening now and plans for the future. The teacher will be the interviewer. The student being interviewed will receive advance notice and practice. The teacher will post the questions that he/she will ask and then conducts the interview.</p> <p>The teacher draws the students' attention to the tense of the questions for the three different areas (past, present and future tenses). He/she also refers to three tenses used in the students' responses.</p>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	30 min	In small groups the students decide on two different roles. They then prepare questions and possible responses. They decide on a fair way to determine who will be the interviewer and who will be the one being interviewed. They present their interview. The rest of the class listens for the correct use of the verb tenses.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min	In pairs, the students decide on their roles – interviewer or the person being interviewed. The interviewer writes down some of the questions that he/she will ask. The one being interviewed writes down some the answers to be provided. Provide time for them to rehearse. Have the

		students present to some other members of the class. The other class members listen for the tense being used.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min	Independently, the students think of two possible roles. They write at least two questions and responses for the past, present and future. (Gr. 7 students will incorporate the present and past participle.) The teacher circulates and reviews the questions and responses. It is to be submitted for assessment.
Differentiation	<ul style="list-style-type: none"> Students could work in pairs with one student doing only the questions and the other only the responses. 	
Assessment	<ul style="list-style-type: none"> Teacher observations and checklist 	
Cross Curricular Connections	<ul style="list-style-type: none"> Social studies or history characters, or characters from reading or literature classes could be used. 	
Next Steps	Review of their own compositions for use of tenses	
Reflections		

Lesson Name	Revising and Editing for Effective Punctuation (commas and apostrophes)	
Division	Intermediate	
Expectations	<p>W 2.7 Make revisions to improve the content, clarity and interest of their written work, using a variety of strategies</p> <p>W 3.4 Use punctuation appropriately to communicate their intended meaning in more complex writing forms, including forms specific to different subjects across the curriculum, with a focus on ...</p>	
Catholic Graduate Expectations	CGE 2 – An effective communicator reads, understands and uses written materials effectively.	
Achievement Categories	Communication	
Question Addressed	# 3	
Materials/Resources	<ul style="list-style-type: none"> • Paragraphs from other subject areas • Student writing samples 	
Prior Learning	The students have just completed a piece of writing.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	The teacher reviews the use of punctuation specifically commas (gr. 7) to indicate intonation, pauses or gestures and (gr. 8) to separate introductory phrases from the main part of a sentence and to separate words, phrases and clauses in a series and in addition the use of apostrophes in writing. Then, he/she uses 2 paragraphs that have used commas and apostrophes to convey understanding. He/she removes the punctuation and asks the students to read it silently to think about where the punctuation should be inserted.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min	In groups the students suggest locations for the punctuation providing their reasons. Ask the students to read aloud the paragraphs in order to determine their suggestions.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15 min	Provide another paragraph with the commas and apostrophes removed. In pairs, the students read the paragraph to one another. After using think/pair/share the students propose and discuss the location of the punctuation. Then their thoughts are shared with the class.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	15 min	Using a copy of their own creative writing the students edit their work looking specifically the correct usage of commas and apostrophes. After it has been edited it is submitted to the teacher.
Differentiation	<ul style="list-style-type: none"> • The types of paragraphs used will vary with the needs of the students. 	

	<ul style="list-style-type: none"> • Additional practice as a whole class, small groups and pairs may be required.
Assessment	<ul style="list-style-type: none"> • Observation and checklist, assessment of pieces of writing before and after the revision.
Cross Curricular Connections	<ul style="list-style-type: none"> • Copies of paragraphs which demonstrate the use of commas and apostrophes can be pulled from a variety of program areas.
Next Steps	Post the review of punctuation, specifically commas and apostrophes, as one of the look fors when editing their work.
Reflections	

Lesson Name	Using Adjectives for a Character Study	
Division	Intermediate	
Expectations	<p>1.4 - Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details</p> <p>3.5 - Use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of <u>adjectives</u></p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 5a- A collaborative contributor works effectively as an interdependent team member.</p> <p>CGE 5e- A collaborative contributor respects the rights, responsibilities and contributions of self and others.</p>	
Achievement Categories	Communication	
Question Addressed	# 3	
Materials/Resources	<ul style="list-style-type: none"> • Reproducible biography or character-oriented short story • Cards with adjectives, some of which describe the main character and some that do not • Chart paper • Marker • Thesauruses 	
Prior Learning	Students will have previous experience using a text to support written answers and have thesaurus and dictionary skills.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<ul style="list-style-type: none"> • Before reading the text, activate the students' prior knowledge by asking what they know either about the person featured in the biography or a key concept of the short story. Read the text selection with the class, focusing on the main character's traits (personality, attitudes, and physical features). Tell the students that describing characters accurately requires the use of well-chosen adjectives. Review the definition of an adjective. Reveal one of the adjective cards and write down the word followed by a question mark. Thinking aloud, "<i>Does it accurately describe the character?</i>" Write out the response supported by information in the text and the page number.
<i>Shared Practice:</i> Providing an opportunity	10 min	<ul style="list-style-type: none"> • Reveal the next card and have the students discuss and find the pertinent textual evidence.

for the students to follow along and join in the reading.		The teacher writes out the response.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min	<ul style="list-style-type: none"> Divide the class into groups of 3 or 4. Assign one student as the writer. Reveal a new card. Give the students 10 min. to discuss the adjective and find and write the textual evidence. If time remains, try another card. Have the group present their ideas to the class. Allow some time for debate.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	15 min	<ul style="list-style-type: none"> Individual Challenge! Find 3 more adjectives that have not been used yet to describe the character. Encourage the use of a thesaurus and a dictionary. Emphasize the importance of supporting ideas using the text.
Differentiation	<ul style="list-style-type: none"> Extra time can be provided as needed. The teacher may arrange for oral reading of text. 	
Assessment	<ul style="list-style-type: none"> Teacher observation A rubric to evaluate skills in providing textual support to written responses 	
Cross Curricular Connections	<ul style="list-style-type: none"> Apply the activity to other characters in history and other program areas. 	
Next Steps	Reinforce periodically by repeating the activity with other texts and program areas.	
Reflections		

Lesson Name	A Look at Content, Process and Craft	
Division	Intermediate	
Expectations	<p>Gr. 4: 3.4 – Use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: the apostrophe to indicate possession</p> <p>Gr. 5: 3.4 - Use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: a comma before and or but in compound sentences to join principal clauses...and the placement of commas ...</p> <p>Gr. 6: 3.4 - Use punctuation appropriately to help communicate their intended meaning in longer and more complex sentences, with a focus on the use of: commas to separate words in a list or after an introductory word or phrase ...</p>	
Catholic Graduate Expectations	CGE 2b – An effective communicator reads, understands and uses written materials effectively.	
Achievement Categories	Communication	
Question Addressed	# 3	
Materials/Resources	<ul style="list-style-type: none"> • Content, Process and Craft chart • non-fiction pieces of writing • overhead transparency • newspaper articles 	
Prior Learning	The use of commas and apostrophes appropriate to grade level. In previous lessons they have discussed the first 2 columns of a content, process, style chart. This lesson will focus on the style aspect with particular emphasis on the use of commas and apostrophes.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	Review the use of commas and apostrophes. Read aloud a piece of non-fiction containing commas and apostrophes to illustrate the above skills. Read it again but this time the students raise their hands when they think they hear a spot where a comma or apostrophe would be used. Using a print copy on an overhead insert the commas and apostrophes. Then together using a content/process/style chart, discuss the content (facts), process (thinking) and the style (writing).
<i>Shared Practice:</i> Providing an opportunity for the students to follow	10 min	In small groups the students read a second selection of non-fiction first silently and then aloud to the group. They discuss the use of punctuation and its impact on the

along and join in the reading.		reader and listener. Together as a group they complete a content/process/style chart.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15 min	In pairs the students read a newspaper article provided by the teacher. (These articles could have cross-curricular connections.) They then complete their content/process/style chart. Remind them to give consideration to the use of punctuation.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min	Independently they write their own newspaper article based on a cross-curricular or current topic incorporating the use of commas and apostrophes. They read each others articles and provide feedback using the content/process/craft chart.
Differentiation		<ul style="list-style-type: none"> The samples used by the teacher will need to match the level of the students. A variety of non-fiction texts and articles from magazines will help meet the individual class needs.
Assessment		<ul style="list-style-type: none"> Samples - Newspaper articles and charts could be submitted to the teacher for assessment. Observation & checklist
Cross Curricular Connections		<ul style="list-style-type: none"> The subject matter for the newspaper articles could connect with the science, language or social studies material being studied.
Next Steps		<p>The strategy of the content/process/craft chart could be used in subsequent lessons focusing on other skills.</p> <p>The use of commas and apostrophes will be reviewed on an on-going basis as part of the editing and revision process.</p>
Reflections		

Content, Process and Craft Chart

[illegible]

Harvey, S. & Goudvis, A. *Strategies That Work*. Pembroke Pub.,2000.

Lesson Name	Martin's Big Words	
Division	Intermediate	
Expectations	R 3.2 Reading with fluency, using different types of cues W 3.4 Use punctuation appropriately	
Catholic Graduate Expectations	CGE 2b – An effective communicator reads, understands and uses written materials effectively. CGE 7g – A responsible citizen respects and understands the history, cultural heritage and pluralism of today's contemporary society.	
Achievement Categories	Communication	
Question Addressed	# 3	
Materials/Resources	<ul style="list-style-type: none"> <i>Martin's Big Words: The Life of Dr. Martin Luther King Jr.</i> by Doreen Rappaport 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	The teacher provides brief background information about segregation in the United States in the past before introducing the book: <i>Martin's Big Words: The Life of Dr. Martin Luther King Jr.</i> Teacher prompts students to distinguish between the narrative and the exact words. Teacher Prompt: "As you listen to this story, try to determine when the narrator is giving us information and when we are hearing the exact words that were spoken by Martin Luther King when he was alive."
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10 min	The teacher rereads a page which includes narration and a quotation in order to remind students how the quotation marks are used to indicate exact words. Teacher asks questions to check for understanding by the students. Teacher Prompt: "Looking at this page, how do you know which words were spoken by Martin Luther King? What did the author do to tell us when exact words are being quoted?" Student Talk: "There are quotation marks to show us."
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	10 min	The students work in pairs to select a different page from the book (or from another reading selection) which includes narration and quotations. They read the selection orally, with one student reading the narrative and the other reading the words in quotation marks. Teacher Prompt: "Be sure to find a page where there is approximately the same amount of narrative as quotations."

<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	<p>15 min</p>	<p>Following the work with a partner, students will explore a variety of available reading materials in order to find examples where quotation marks are used to indicate direct speech. They will practice reading a selection, while emphasizing the quotes. The teacher will conference with individual or small groups of students in order to hear their examples.</p> <p>Teacher Prompt: “Try to find at least five examples which include quotations and narrative. Choose one to practice reading aloud in order to share it with the group.”</p>
Differentiation	<ul style="list-style-type: none"> • Books at various levels will allow all students to find suitable selections. • Students could work with a partner for the final piece. • Provide extra time as needed. 	
Assessment	<ul style="list-style-type: none"> • Questioning to check for understanding • Running records to determine reading fluency • Observation, with anecdotal records 	
Cross Curricular Connections	<ul style="list-style-type: none"> • Black History Month • Anti-Racism 	
Next Steps	<p>The students share their reading selections orally and through dramatization.</p> <p>Discuss the important role Martin Luther King Jr. played in desegregation.</p>	
Reflections		

Lesson Name	Pronouns in the Papers	
Division	Intermediate	
Expectations	3.5 Use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of <u>pronouns</u>	
Catholic Graduate Expectations	CGE 2b – An effective communicator reads, understands and uses written materials effectively. CGE 5e - A collaborative contributor respects the rights, responsibilities and contributions of self and others.	
Achievement Categories	Communication	
Question Addressed	# 3	
Materials/Resources	<ul style="list-style-type: none"> • 2 photocopied newspaper articles (short) for the class • Chart paper • Marker 	
Prior Learning	Students should have an understanding of nouns.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	<ul style="list-style-type: none"> • Review the definitions of a noun, a pronoun. Explain that a pronoun is a word that is substituted for a noun. We use pronouns to avoid repeating a noun over and over so that sentences are easier to read and understand. • Example, "Mr. Jones drops his children off at school. He picks them up at 3:30." Ask, what does "he" replace? What pronoun replaced "children"? Highlight the pronouns. • Tell the students that they will learn about three kinds of pronoun cases: subject pronouns, object pronouns, and possessive pronouns. On chart paper, create a chart with the following headings and information. • Subject Pronouns: (the doer of the action) <i>I, you, she, he, it, we, they</i> are used as a subject. <i>He</i> is an athlete. <i>It</i> was <i>she</i> who said that. <p>Object Pronouns: (the receiver of the action) <i>me, you, him, her, them, us, it</i> are used as an direct or indirect object. He baked <i>her</i> a pie. I can hardly see <i>it</i>. They are going with <i>us</i>.</p> <p>Possessive Pronouns: (shows ownership) <i>mine, yours, his, hers, theirs, ours, its</i> take the place of possessive nouns. "If this isn't <i>ours</i>, it must be <i>theirs</i>." "<i>Yours</i> is much better than <i>mine</i>."</p> <ul style="list-style-type: none"> • Generate several sentences and identify the

		pronouns as subject, object, or possessive pronouns.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min	<ul style="list-style-type: none"> In their notebooks, direct the students to generate a sentence using a subject pronoun. To check for understanding, have several students read out their sentences. Then have them write a sentence with an object pronoun, and so on. They can refer to the chart made earlier. Challenge the students to generate sentences with more than one kind of pronoun.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15 min	<ul style="list-style-type: none"> Distribute the photocopied news articles to pairs of students. Have the students read and circle pronouns in the first article. Below the article, they will list the pronoun and its case. Example, <i>She sang - subjective</i> <i>Joe played with them - objective</i> Circulate around the classroom and provide assistance where required.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	Following session	<ul style="list-style-type: none"> The students repeat this activity independently using the second news article.
Differentiation	<ul style="list-style-type: none"> Select texts according to student's independent reading level. Work in small groups/ partners for support. Provide extra time as needed. 	
Assessment	<ul style="list-style-type: none"> Teacher observation The work can be handed in for correction. 	
Cross Curricular Connections	<ul style="list-style-type: none"> For a music connection, have students listen to a song and check off the pronouns they hear from a list of pronouns. 	
Next Steps		
Reflections		

Lesson Name	What Were the Three Questions?	
Division	Intermediate	
Expectations	3.2 - Reading with fluency, using different types of cues, including: punctuation 3.4 - Use punctuation appropriately to communicate intended meaning	
Catholic Graduate Expectations	CGE 2b - An effective communicator reads, understands and uses written materials effectively. CGE 2d - An effective communicator writes and speaks fluently in one or both of Canada's official languages. CGE 4g - Examines and reflects on one's personal values, abilities, and aspirations influencing life's choices and opportunities.	
Achievement Categories	Communication	
Question Addressed	#3	
Materials/Resources	<ul style="list-style-type: none"> • "The Three Questions: Based on a story by Leo Tolstoy" by Jon Muth • Chart paper • Blackboard, or SMART Board 	
Prior Learning	Students will possess an understanding that quotation marks are used to indicate direct speech and an awareness that questions marks need to be included in the quotation marks.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	Teacher prepares to read the story, telling students that a young boy, Nikolai, is looking for answers to three important questions. Students are to listen for the three important questions and the various answers that are provided by the boy's friends. Teacher Prompt: "Whenever Nikolai asks a question, notice that the author places the question mark inside the quotation marks."
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min	Teacher and students will work together to write the dialogue that would take place if Nikolai and Sonya (the heron) were the only characters. Dialogue will be written on char paper, blackboard, or SMART Board for all to see. Teacher Prompt: "Let's go through the story once again, this time writing the dialogue that would take place between Nikolai and his friend, Sonya the heron." "We'll begin with Nicolai's first question, "When is the best time to do things?"
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min	Students work in small groups to write the dialogue that would take place between Nikolai and another friend, Gogol the monkey. Teacher circulates through the groups to conference and guide where necessary. Some samples may be shared with the class to reinforce proper dialogue writing.

		Teacher Prompt: “Are you remembering to indent each time a different character speaks?”
<i>Independent Practice:</i> Students begin to use the strategy using real text.	15 min	<p>Students work independently to write the dialogue that would occur between Nikolai and his friend Pushkin, the dog. Students compare their work with that of a peer to see if they've used the same punctuation and indentation. Discuss and make changes as necessary. Teacher collects final products for assessment.</p> <p>Student Talk: “Why did you start a new paragraph here when Nikolai is still speaking?”</p>
Differentiation		
Assessment	<ul style="list-style-type: none"> Evaluate final products for proper use of quotation marks, question marks, and indentation. 	
Cross Curricular Connections	<ul style="list-style-type: none"> Visual Arts – art appreciation Dramatic Arts – dramatize Nikolai rescuing panda 	
Next Steps	Visual Arts: Students use watercolours to recreate one of the scenes from the book.	
Reflections		

Application

Question 7



Lesson Name	Reading Response Groups	
Division	Junior	
Expectations	<p>1.3 - Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts</p> <p>1.4 - Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details</p> <p>4.1 - Identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers, or in a reader's notebook, how they can use these and other strategies to improve as readers</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 2c- An effective communicator presents information and ideas clearly and honestly and with sensitivity to others.</p> <p>CGE 5a- A collaborative contributor works effectively as an interdependent team member.</p>	
Achievement Categories	Application	
Question Addressed	# 7	
Materials/Resources	<ul style="list-style-type: none"> • Newspaper article or other text • 3 or more questions, written by the teacher, based on the three focuses listed below. Ensure each group has a different set of questions • Chart paper for groups • Markers 	
Prior Learning	Students will have had experience working in groups.	
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	20 min	<ul style="list-style-type: none"> • In the Reading Response Groups strategy, small groups used to encourage discussion, offer opinion, and share ideas about a text. The students are given questions based on three specific focuses: • Background knowledge ("What do you already know about...") • Ideas derived from the text ("What was the significance of...") • Ideas that go beyond the text ("What is your opinion of...") • Tell the students that, after their reading today, they will focus on the three focuses listed above. By doing so, they will gain a wider understanding of the text.

		<p>Outline the three areas and the question prompts.</p> <p>As a class, read the selected text.</p> <p>Select and discuss 1 or 2 of the selected questions. Record the question and model the responses by writing them on a chart.</p> <p>Tell the students that they will work in groups in order to read and respond to the rest of the questions.</p> <p>Review procedures for working in groups and assign jobs (leader, recorder, participant).</p> <p>Create groups with four or five students in each group.</p>
<p><i>Shared Practice:</i></p> <p>Providing an opportunity for the students to follow along and join in the reading.</p>	10 min	<ul style="list-style-type: none"> Allow the groups to begin their discussions and write their responses on the chart paper. Closely monitor the groups, looking for constructive conversation and clear written responses. Look to see if students are using their background knowledge, ideas from the text, or personal opinions to answer the questions. <p>After 10 min, have the groups share one or two of their questions and responses.</p>
<p><i>Guided Practice:</i></p> <p>Gradually giving the student more responsibility for using the strategy.</p>	15 min	<ul style="list-style-type: none"> Return to the small group forum and have the students complete their questions. Conference with individual groups. <p>When complete, have them share the rest of their reading responses with the class.</p>
<p><i>Independent Practice:</i></p> <p>Students begin to use the strategy using real text.</p>	Following session	<ul style="list-style-type: none"> In the following session, have the students work independently using a different text with a variety of Reading Response questions.
Differentiation	<ul style="list-style-type: none"> Smaller groupings with a strong leader Select a text at the student's independent reading level 	
Assessment	<ul style="list-style-type: none"> Evaluate the written work to determine level of comprehension Student-teacher conference 	
Cross Curricular Connections	<ul style="list-style-type: none"> Use texts related to units in Science, Religion, or Health. 	
Next Steps	In their writing journals, have the students write a reflection on the benefits of responding to readings as a group.	
Reflections		

Lesson Name	Making Text Connections	
Division	Junior	
Expectations	4.1 Identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers, or in a reader's notebook, how they can use these and other strategies to improve as readers	
Catholic Graduate Expectations	CGE 2b – An effective communicator reads, understands and uses written materials effectively. CGE 3e – A reflective and creative thinker adopts a holistic approach to life by integrating learning from various subject areas and experience.	
Achievement Categories	Application	
Question Addressed	# 7	
Materials/Resources	<ul style="list-style-type: none"> • 2 text selections (news articles or fiction) • Chart paper • Marker • Sticky notes 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	<ul style="list-style-type: none"> • Good readers expansion comprehension and learning by relating what they read to their own experiences, to prior readings, and to the world around them. This approach encourages the students to actively engage in their reading. • On chart paper, draw a table with the headings, "Text-to-Self", "Text-to-Text", and "Text-to-World". Tell the students that they will listen to you read a story and that, while reading, you will be making connections to experiences in your own life (TTS), to books you've read (TTT), and to places, people, or events in the world (TTW). The following prompts should be written out and visible to the students during the activity: <p>Text-to-Self <i>What does this remind me of from my life?</i> <i>What is this similar to/ different from in my life?</i></p> <p>Text-to-Text <i>What does this remind me of in another book I've read?</i> <i>How is this similar to/ different from other books I've read?</i></p>

		<p>Text-to-World <i>What does this remind me of in the real world? How is this similar to/ different from things that happen in the real world?</i></p> <ul style="list-style-type: none"> • Begin reading the story. Explain your thinking out loud. Jot the idea on a sticky note and place it in the appropriate section of the table.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min	<ul style="list-style-type: none"> • Ask, “As I was reading, did <u>you</u> make any connections?” Allow time for discussion. Jot down the responses on the sticky notes yourself or have the students do it. Place the notes on the chart.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min	<ul style="list-style-type: none"> • Create a new Text Connections chart. Give the students several sticky notes and pair up the class. Have the students read the second text and have them share, then, write, their text connections. Monitor the pairs for constructive ideas and communication. Have the pairs share their connections aloud. Discuss their ideas with the class. They then add their notes to the chart.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	Following session	<ul style="list-style-type: none"> • In the following session(s), have the students read a teacher-selected text independently and fill in a Text Connection chart. Then they explain their ideas in the notebooks.
Differentiation	<ul style="list-style-type: none"> • Select a text appropriate to the students' independent reading level. • Pair students with a strong peer. 	
Assessment	<ul style="list-style-type: none"> • Collect the individually-completed Text Connection charts and evaluate the range of ideas/connections in all the areas. • During independent reading time, conference with the student and ask them to make the three text connections to their reading. 	
Cross Curricular Connections	<ul style="list-style-type: none"> • Use texts related to your science, religion, or health units. 	
Next Steps		
Reflections		

Lesson Name	The Concept Web - Activating Prior Knowledge	
Division	Junior	
Expectations	<p>4.1 - Identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers, or in a reader's notebook, how they can use these and other strategies to improve as readers</p> <p>4.2 - Explain, in conversations with peers and/or the teacher or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 3e- A reflective and creative thinker adopts a holistic approach to life by integrating learning from various subject areas and experience.</p>	
Achievement Categories	Application	
Question Addressed	# 7	
Materials/Resources	<ul style="list-style-type: none"> • Two non-fiction texts or two topic-specific fiction (e.g., "Hockey") text • Chart papers • Markers 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	<ul style="list-style-type: none"> • The concept web strategy encourages students to connect their prior knowledge to information found in the text. The students will see how their concept understanding expands after the reading. Later, the students explain orally and in writing the connections they have made. • Determine the major concept of the first text (e.g., "Hockey"). Write the word in the centre of the chart paper. If it is a book, display and discuss the cover in order to elicit further ideas. • Identify and list ideas related to the main concept (e.g. sport, skating, fans, history). Draw connecting lines from the main concept to the new ideas. Have students orally explain the relationships between the connected ideas.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	20 min	<ul style="list-style-type: none"> • Read the first text with the class and add any new ideas. Have students discuss the relationships between ideas.

<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15 - 20 min	<ul style="list-style-type: none"> Share the main concept of the second text with the class. Select small groups, distribute the text, chart paper, and markers. The groups will generate their own concept web and begin reading the text. The groups will add any new ideas during and after reading. As a group, they will then explain (in writing) how their ideas are connected to the main concept. While they work, look to see if group members are conferencing constructively and linking their ideas back to the text.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	Following Session	<ul style="list-style-type: none"> Assign or have students select a text on a particular topic. Allow them to generate their own concept web. Once complete, have them explain their connections in writing.
Differentiation	<ul style="list-style-type: none"> Pair up the student with a stronger peer. Select texts leveled appropriately for the student. Allow for scribing or oral responses. 	
Assessment	<ul style="list-style-type: none"> Observe the students during group work. Conduct student-teacher conferences. Collect individual work samples to ensure the students have made explicit connections between the main concept and their own ideas. 	
Cross Curricular Connections	<ul style="list-style-type: none"> Use texts related to your science, religion, or health units. At the beginning of the unit, create a concept web and then, throughout the unit, keep adding to it. You may wish to have students write out their connections along the way <i>or</i> at the end. 	
Next Steps		
Reflections		

Lesson Name	Using Fact and Ideas	
Division	Junior	
Expectations	<p>Gr. 4 & 5: R 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience and insights to other familiar texts and to the world around them</p> <p>Gr. 6: R 1.6 – Extend understanding to texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p>	
Catholic Graduate Expectations	<p>CGE 2b - An effective communicator reads, understands and uses written material effectively.</p> <p>CGE 3b - A reflective and creative thinker creates, adapts, evaluates new ideas in light of the common good.</p>	
Achievement Categories	Application	
Question Addressed	# 7	
Materials/Resources	<ul style="list-style-type: none"> • A set of novels that are biographical and inspirational • Chart paper 	
Prior Learning		
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	15 min	<ul style="list-style-type: none"> • Discuss the features of a biography. • Using a previously read story the teacher lists the qualities of the main character that made him/her a role model.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	30 min (time will vary)	<ul style="list-style-type: none"> • Read aloud over a period of time part of a biography to the students. • This biography should feature characters who could be role models for the students. • Brainstorm qualities that make one of the characters a good role model. • In groups. The students participate in shared reading of another segment of the book and using a two column chart, list additional qualities and their own ideas to explain what makes the character a good role model.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	40 min	<ul style="list-style-type: none"> • In pairs the students take turns reading more of the biography and list the qualities of one of the other characters that make him/her a good role model. • When finished these are shared with the whole class and a composite chart is created. • Together list ideas from the class that are their own supporting the idea that the character is a good role model.

<i>Independent Practice:</i> Students begin to use the strategy using real text.	30 min	<ul style="list-style-type: none"> Using a short story based on a real life character the students read the selection and independently respond to the question. <i>"Using the information from the biography and your own ideas explain why ____ could be considered a role model for them."</i> The teacher provides them with the criteria that he/she will be looking for.
Differentiation		<ul style="list-style-type: none"> The degree of difficulty of reading material can be adjusted. Additional pair work can be done in order to provide assistance.
Assessment		<ul style="list-style-type: none"> Teacher assessment of their independent practice using a checklist or rubric with the criteria that was provided to the students.
Cross Curricular Connections		<ul style="list-style-type: none"> Science History
Next Steps		The students could read a non-fiction selection and to obtain information and to add their own ideas.
Reflections		

Lesson Name	The Obvious and Not So Obvious	
Division	Junior/Intermediate	
Expectations	<p>Gr. 4: 1.5 - Make inferences about texts using stated and implied ideas from the texts as evidence</p> <p>Gr. 5: 1.5 - Using stated and implied ideas in texts to make inferences and construct meaning</p> <p>Gr. 6: 1.5 - Develop interpretations about texts using stated and implied ideas to support their interpretations</p> <p>Gr. 7 & Gr. 8: 1.5 - Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator reads, understands and uses written materials effectively</p> <p>CGE 2c – An effective communicator presents information and ideas clearly and honestly and with sensitivity to others.</p> <p>CGE 5a – An effective contributor works effectively as an interdependent team member.</p>	
Achievement Categories	Application	
Question Addressed	# 7	
Materials/Resources	<ul style="list-style-type: none"> • Chart paper • 2 Minute Mysteries 	
Prior Learning		
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	30 min	<ul style="list-style-type: none"> • The teacher and the students prepare to be detectives. A detective notices the obvious but also sees the hidden. <p>Teacher Prompt: “Today we are going to assume the role of detectives during our reading. The teacher asks the students to listen closely to a two minute mystery. Mysteries have the obvious facts and those that are to some extent hidden. The students listen to the mystery. The teacher then asks for suggestions for who did it or how it happened.”</p> <ul style="list-style-type: none"> • On a 4 column chart title the columns: On the lines, Among the Lines, Between the Lines and Beyond the Lines. • On the Lines - The teacher explains that On the Lines means that the answer is found in the words of the sentence. <p>Teacher Prompt: “Is there any information on the lines that proves that ____ did it?”</p> <ul style="list-style-type: none"> • Among the Lines - The teacher then explains what it means to read among the lines (Information is provided by more than one sentence or paragraph. <p>Teacher Prompt: “Is there information among the lines that proves did it.”</p>

		<ul style="list-style-type: none"> • Between the Lines - The teacher then explains the meaning of between the lines. Between the lines means that the reader makes an inference. Teacher Prompt: "What might...? How might...?" • Beyond the Lines - The teacher then explains the meaning of beyond the lines (the answer(s) is not in the text at all but comes from the student's background information). Teacher Prompt: "How might you...? What if ...?"
Shared Practice: Providing an opportunity for the students to follow along and join in the reading.	30 min	<ul style="list-style-type: none"> • In small groups the students take turns reading aloud. • They are then provided with a four column chart titled: On the Lines, Among the Lines, Between the Lines and Beyond the Lines. Include sample questions for each column for them to answer. • They decide who or what they think happened and then record their proof and ideas in the columns of the chart.
Guided Practice: Gradually giving the student more responsibility for using the strategy.	15 min (per group)	<ul style="list-style-type: none"> • Then they read the story to the class and for a few moments the groups discuss the story in terms of the four columns – <i>Is there proof in a particular sentence of the story? Is there proof in a number of sentences or paragraphs? What might...? What if...?</i> • The group listens to the feedback of the other groups and then presents their thoughts using their chart. • Then they are provided with the answer to the mystery.
Independent Practice: Students begin to use the strategy using real text.	20 min	<ul style="list-style-type: none"> • Using another mystery the students attempt to solve it themselves. They must record the information that supports their theory on the chart provided.
Differentiation		<ul style="list-style-type: none"> • The difficulty of the reading passage can vary.
Assessment		<ul style="list-style-type: none"> • The teacher conducts an interview with the group or individual student so that the thinking can be explained. • Peer assessment (Gr. 7 & 8)
Cross Curricular Connections		<ul style="list-style-type: none"> • Oral and visual communication • Writing
Next Steps		The students apply the strategy to other short stories.
Reflections		

Lesson Name	Modelled, Shared, Guided and Independent Writing	
Division	Intermediate	
Expectations	W 2.7 - Make revisions to improve the content, clarity and interest of their written work, using a variety of strategies W 3.4 - Use punctuation appropriately to communicate their intended meaning in more complex writing forms, including forms specific to different subjects across the curriculum, with a focus on ...	
Catholic Graduate Expectations	CGE 2b – An effective communicator reads, understands and uses written materials effectively.	
Achievement Categories	Application	
Question Addressed	# 7	
Materials/Resources	<ul style="list-style-type: none"> • Reading selections from their literature program that have very memorable characters • Chart paper 	
Prior Learning	Specific lesson(s) on the use of commas and apostrophes	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	20 min	Using reading material from the literature component of their program the teacher models the development of a character sketch ensuring that commas and apostrophes will be used as specified in the grade specific expectation. The teacher will elicit student ideas and uses the think aloud strategy to demonstrate the questions that a good writer asks him or herself when applying commas and apostrophes and including the reasons for including them.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min	As a class read a number of pre-selected paragraphs that provide character detail from their literature text. Together, a list of qualities is generated along with proof from the text. Incorporate the use of commas and apostrophes as the brain storming occurs and ideas are recorded. Example: Martin's honesty was evident when - -----.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15 min	Students are provided with another reading selection that has very strong characters. In pairs they read the selection and list the character's qualities along with supporting proof on chart paper. As a class they share their findings.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	20 min	Using the same reading selection the students independently examine another character, his/her qualities and proof, and create a character sketch. They proof their writing before submitting it.
Differentiation	<ul style="list-style-type: none"> • The selection of reading material can be personalized for the students. 	

	<ul style="list-style-type: none"> • Additional practice in pairs could be provided or the students could move directly from shared to independent practice.
Assessment	<ul style="list-style-type: none"> • Observation and checklist • Teacher assessment of pieces of writing.
Cross Curricular Connections	<ul style="list-style-type: none"> • Copies of paragraphs which demonstrate the use of commas and apostrophes can be pulled from a variety of program areas; for example, history.
Next Steps	Post the review of punctuation, specifically commas and apostrophes, as one of the “look fors” when editing their work.
Reflections	

Lesson Name	The Three Questions	
Division	Intermediate	
Expectations	1.6 - Extend understanding of texts... by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 4g – A self-directed, responsible, life long learner examines and reflects on one's personal values, abilities, and aspirations influencing life's choices and opportunities.</p> <p>CGE 6a – A caring family member relates to family members in a loving, compassionate and respectful manner.</p>	
Achievement Categories	Application	
Question Addressed	# 7	
Materials/Resources	<ul style="list-style-type: none"> • “The Three Questions: Based on a story by Leo Tolstoy” by Jon Muth 	
Prior Learning	Possess an awareness of the reading strategy making connections between text and self.	
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	20 min	<ul style="list-style-type: none"> • Teacher prepares to read the story, telling students that a young boy, Nikolai, is looking for answers to three important questions. Students are encouraged to listen carefully and to think about the answers they would give to these three important questions. <p>Teacher Prompt: “As I read this story, think about the three questions that Nikolai asks and listen for the various answers he receives from his animal friends. Try to think about what you would tell him if Nikolai were to ask you his questions.”</p>
<p><i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.</p>	10 min	<ul style="list-style-type: none"> • Following the story, the teacher will model a personal connection by sharing something that relates the story to his or her own life, and then ask students to do the same. <p>Teacher Prompt: “ When Owl says that the most important person is always the one you are with, I think about spending time with my children. Though I am sometimes busy and rushed for time, I need to remember that our time together is special and precious. Does anyone have another example that you're willing to</p>

		<p><i>share with the class?”</i></p> <p>Student Talk: <i>“The most important time is now because...”</i></p>
<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	10 min	<ul style="list-style-type: none"> Students are encouraged to make as many connections to their own lives as possible and will share them with a person near to them. Partners will jot down notes to help each other recall the various connections they shared. <p>Teacher Prompt: <i>“Turn to your elbow partner and share your connections with him or her. Please take jot notes about the connections your partner makes while he or she is sharing them with you.”</i></p>
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	15 min	<ul style="list-style-type: none"> Students use their partner's notes to write a reflection in their journals about the connections they were able to make to the story. They'll use owl's responses from the text as well as their own ideas to do so. <p>Teacher Prompt: <i>“In your journals, write a reflection about this story and describe some of the connections you were able to make to Nikolai or to another character in the story.”</i></p> <p>Student Talk: <i>“I agreed with the turtle when he said...”</i></p>
Differentiation		<ul style="list-style-type: none"> Student responses could be recorded or scribed, rather than written.
Assessment		<ul style="list-style-type: none"> Teacher reads student reflections in their journals, responding in formative ways.
Cross Curricular Connections		<ul style="list-style-type: none"> Science: biodiversity of living things
Next Steps		<p>Visual Arts: Students use watercolours to recreate one of the scenes from the book.</p> <p>Writing: Students write a letter or e-mail to Nikolai, providing their own unique answers to his questions.</p>
Reflections		

Lesson Name	Peace Pledge	
Division	Intermediate	
Expectations	1.6 - Extend understanding of texts... by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 5c – A collaborative contributor develops one's God-given potential and makes a meaningful contribution to society.</p> <p>CGE 7j – A responsible citizen contributes to the common good.</p>	
Achievement Categories	Application	
Question Addressed	# 7	
Materials/Resources	<ul style="list-style-type: none"> Copies of Peace Pledge (attached) for students and/or large copy on display 	
Prior Learning	Awareness of reading strategy: Making connections between text and self; Problem-solving model (Understand the problem, Make a plan, Carry out the plan, Look back & Communicate)	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	5 min	<p>Teacher introduces the Peace Pledge and reads it aloud to the class, inviting students to make personal connections where possible. Teacher can model a connection to one portion of the pledge, such as: Seek and nurture peace within myself.</p> <p>Teacher: “One of the ways that I try to nurture peace within myself is my early morning walking routine. I use that time to myself for thinking and reflecting about ...”</p>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min	<p>The class shares the reading of the Peace Pledge as a large group or in a format where any reader can jump in to read a line. Teacher directs students' attention to the line: Practice peaceful solutions to problems, then uses student input and suggestions to apply the problem solving model to a situation that has recently arisen in their class or school.</p>
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	10 min	<p>Students reread the Peace Pledge independently and then use a think/pair/share strategy to reflect on their connections to the pledge, explain their thoughts with a partner, and then share some with the class.</p> <p>Teacher Prompt: “While we were reading, what connections did you make to the different sections of the pledge? Please reread this Peace Pledge, take a moment to think about your connections, and then turn to</p>

		<i>your elbow partner to tell him or her one of the ways you connected to this pledge. I hope some of you will share your connections with the class, as well."</i>
<i>Independent Practice:</i> Students begin to use the strategy using real text.	5 min	Students respond in their journals by copying one or two of the lines they find most meaningful and writing about their personal connections. Teacher collects journals and responds to each one
Differentiation	<ul style="list-style-type: none"> Students could attach the Peace Pledge to their journal and use a highlighter to indicate which lines they connected with. 	
Assessment	<ul style="list-style-type: none"> While responding to journals, the teacher determines which students are having difficulty making or expressing their connections. Follow up in guided reading groups. 	
Cross Curricular Connections	<ul style="list-style-type: none"> Class community building 	
Next Steps	Write a peace pledge for the classroom, incorporating class rules and expectations.	
Reflections		

The Peaceful School

MODELS THAT WORK

PEACE PLEDGE *

I will create Peace in my world today.

Peace begins with me each day as I learn to

- Seek and nurture peace within myself
- Respect the worth of all people and all life
- Accept people as they are, without judging or labeling
- Find common ground with those who seem different
- Practice peaceful solutions to problems
- Support peaceful actions by all people, including leaders
- Work for fairness and justice in my community
- Become an instrument of peace right where I am

World Peace is built one person at a time.

The Peace Pledge is part of the Peace Pledge Project. Peace Links,
North Carolina, PO Box 2592, Asheville, NC 28802.

"SCHOOL DAYS ARE SUPPOSED TO BE THE HAPPIEST OF OUR LIVES. SADLY, THAT IS FREQUENTLY NOT THE CASE. THIS IS A BOOK FOR PRACTITIONERS AND FOR THOSE WHO BELIEVE THAT CHILDREN SHOULD BE ABLE TO LEARN AT SCHOOL IN AN ENVIRONMENT THAT TEACHES TOLERANCE AND UNDERSTANDING."

- General John de Chastelain (ret'd),
former Chief of Canadian Defence Staff

Lesson Name	Good Question! Using the Question-Answer Relationship (QAR) Strategy	
Division	Intermediate	
Expectations	<p>1.4 - Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details</p> <p>4.1 - Identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers, or in a reader's notebook, how they can use these and other strategies to improve as readers</p>	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 5e- A collaborative contributor respects the rights, responsibilities and contributions of self and others.</p>	
Achievement Categories	Application	
Question Addressed	# 7	
Materials/Resources	<ul style="list-style-type: none"> • 2 short non-fiction texts reproduced for each student with prepared questions from all four QAR categories (see below) • Chart paper • Marker 	
Prior Learning		
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	15 min.	<p>The QAR strategy reinforces comprehension by helping students organize questions they have while reading. Some of the answers will be found in the text and some will require further investigation. There are four kinds of questions. The first two are "In the Book QARs":</p> <p>"Right There" - Answers are factual and found in the text. Example: <i>Where does chocolate come from?</i></p> <p>"Think and Search" - Answers are derived from different facts in the text. Example: <i>"In what ways are cacao beans used?"</i></p> <p>The last two are "In My Head QARs":</p> <p>"Author and You" - Answers require textual information AND background knowledge. Example: <i>"Could I grow a cacao tree where I live?"</i></p> <p>"On My Own" - Answers are not in the text and require further investigation. Example: <i>"Does chocolate have health benefits?"</i></p> <p>Prepare a QAR chart with headings for the four categories.</p>

		Introduce the chart to the students and review the meanings of each of the categories. Give examples of questions for each category. Read the first prepared text and then identify some QARs.
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	10 min.	Continuing with the first text, encourage students to help find QARs and categorize them correctly. You can choose to have the students write their questions on sticky notes to be used on a larger QAR chart. Discuss responses for each QAR.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	15-20 min.	Students copy a blank QAR chart in their notebooks. In pairs or small groups, have them read the second selection and work to determine QARs and write them on their charts. Monitor the groups and provide assistance as needed. As a class, discuss group decisions and share responses.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	Following session	In the following session, allow students to use other texts to chart QARs. Have them give written responses to their questions. They may also select one of the "On My Own" questions to do further research in the library or at home.
Differentiation	<ul style="list-style-type: none"> • Provide a pre-drawn chart. • Allow oral responses. • Provide extra time as required. • Establish a buddy system. 	
Assessment	<ul style="list-style-type: none"> • Collect the QARs after they have been completed independently and check for the accurate categorization of questions and clear responses. 	
Cross Curricular Connections	<ul style="list-style-type: none"> • Use texts related to your science, religion, or health units. 	
Next Steps	In their writing journals, have the students write a reflection on why it is important to ask questions during reading.	
Reflections		

Question Creation Chart (Q-Chart)

	Is	Did	Can	Would	Will	Might
Who						
What						
Where						
When						
How						
Why						

Directions: Create a question using one word from the left hand column and one word from the top row. The farther down and to the right you go, the more complex and high-level the questions.

Lesson Name	Egghead	
Division	Intermediate	
Expectations	1.6 - Extend understanding of texts... by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 2c – An effective communicator presents information and ideas clearly and honestly and with sensitivity to others.</p> <p>CGE 4g – A self-directed, responsible life long learner examines and reflects on one's personal values, abilities, and aspirations influencing life's choices and opportunities.</p>	
Achievement Categories	Application	
Question Addressed	# 7	
Materials/Resources	<ul style="list-style-type: none"> • Egghead: A novel by Caroline Pignat • Venn diagram model on chart or SMART Board 	
Prior Learning	Awareness of reading strategies: making connections between text and self & accessing prior knowledge; use of Venn diagram to compare and contrast ideas; background information about the novel: Egghead	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 min	<ul style="list-style-type: none"> • Teacher and students read the poem The First Day which begins the novel (pg. 9). Teacher asks, what is being described in the poem and encourages students to use their prior knowledge to understand what is being shared in the poem. <p>Teacher Prompt: “One of the characters is writing about his first day at school, but it sounds like he is talking about something else. Who has an idea of what is being described in this poem?”</p> <p>Student Talk: “It sounds like a bug because of the part about antennae waving.”</p>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min	<ul style="list-style-type: none"> • Teacher and students work together to create a Venn diagram which compares the ant with a new kid in school. Students are encouraged to activate their prior knowledge about ants and insects, as well as any feelings they can recall when they were once ‘a new kid’.

		<p>Teacher Prompt: “The character is actually talking about an ant, as he has an ant farm that he cares deeply about, but he’s also talking about his own first day at a new school. Let’s use the ideas in the poem and our own ideas to compare an ant with a new kid in school. What labels should be used on our diagram before we begin?”</p> <p>Student Talk: “Ant for one circle, New Kid for the other, Both for middle.”</p>
<p><i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.</p>	15 min	<ul style="list-style-type: none"> Students are directed to read the poem The Rope (pp. 19-20) and think about how they can compare climbing the rope in gym with an idea of their own (i.e. School). They may work with a partner in order to share and clarify their ideas and connections.
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	20 min	<ul style="list-style-type: none"> Students who are ready will create, label, and fill in their Venn diagram with the words from the poem and their own ideas. Teacher collects finished products to formatively assess students’ ability to make personal connections, as well as their understanding of Venn diagrams. <p>Teacher Prompt: “Be sure to include information from this poem, as well as your own ideas and connections in the diagram. “</p>
Differentiation		<ul style="list-style-type: none"> Students could share their information orally, with a strong peer helping to create and complete the diagram.
Assessment		<ul style="list-style-type: none"> Use anecdotal records during the guided portion. Use checklists to assess whether students made connections while completing their Venn diagrams.
Cross Curricular Connections		<ul style="list-style-type: none"> Science - Interested students could research ants and ant farming.
Next Steps		The next step could be the shared reading of novel.
Reflections		

Lesson Name	Bully for You	
Division	Intermediate	
Expectations	1.6 - Extend understanding of texts... by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them	
Catholic Graduate Expectations	<p>CGE 2b – An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 2c – An effective communicator presents information and ideas clearly and honestly and with sensitivity to others.</p> <p>CGE 4a – A self-directed, responsible, life long learner demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.</p>	
Achievement Categories	Application	
Question Addressed	# 7	
Materials/Resources	<ul style="list-style-type: none"> • Poems by Larry Swartz (attached) • Venn diagram model on chart or SMART Board 	
Prior Learning	Awareness of reading strategy: Making connections between text and self; use of Venn diagram to compare and contrast ideas; understanding that poems need to look and sound different than other forms of writing.	
Gradual Release Model	Time	Activity
<i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.	10 min	<p>The teacher will read the poem entitled <i>Mosquito</i> (on second page of attached poems), and ask the students to think about how a mosquito is like a bully. Teacher will label a Venn diagram to compare mosquitoes to bullies, then begin placing some of the adjectives in the correct section, i.e. tiny on mosquito side, mean in centre for both, etc.</p> <p>Teacher Prompt: “I’m placing the words that apply to mosquitoes and bullies in the centre of our diagram.”</p>
<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min	<p>Teacher will continue to place the adjectives and verbs from the Mosquito poem into the Venn diagram, using student input throughout the task.</p> <p>Teacher Prompt: “Tell me another word that can go into our diagram. I want to know what part of speech it is, and why you feel it should go in a particular part of our diagram.”</p> <p>Student Talk: “I would put the word buzz, which is a verb, on the mosquito side, because bullies don’t actually buzz.”</p>
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	25 min	<p>The teacher provides students with the poem entitled: <i>Bully</i> (on first page of attached poems) and asks them to write or illustrate some part of it that allowed them to make a connection. They may choose to design and fill a graphic organizer like the Venn diagram, create a drawing or sketch, or write a reflective journal. Their response will be shared in small groups as soon as</p>

		<p>they've finished the task. Teacher circulates as students work and models formative feedback during the group sharing.</p> <p>Teacher Prompt: "As you read and reread this poem, think of a connection that you can make. It may be text to text, text to self, or text to world. Be prepared to share your response with a small group."</p>
<p><i>Independent Practice:</i> Students begin to use the strategy using real text.</p>	20 min	<p>Following the small group sharing, students are asked to write their own poem on the topic of bullying. They may also choose to add an illustration.</p> <p>Teacher Prompt: "Continue to make connections between bullying and your life. Have you ever been a victim of bullying? Perhaps you've stood by and watched someone being bullied. Share your ideas in the form of a poem."</p>
Differentiation	<ul style="list-style-type: none"> For the independent practice, students could be asked to draw or sketch their ideas prior to writing the poem. 	
Assessment	<ul style="list-style-type: none"> Teacher conferences with students about their poems. Anecdotal records are used to track whether students can make connections readily. 	
Cross Curricular Connections	<ul style="list-style-type: none"> Bullying Awareness Poetry 	
Next Steps	<p>Write a letter or e-mail to Larry Swartz about his poems. Illustrate or dramatize finished poems.</p>	
Reflections		

Some Bully Poems collected by Larry Swartz

<p>The Bully</p> <p>His head was a helmet His muscles sprung steel Each finger was An electric eel He was merciless As the bloody tower I was eight years old And I was in his power.</p> <p><i>-Adrian Mitchell</i></p>	<p>Bully</p> <p>John said Jack was a GEEK, Jack said Jim was a FREAK, Jim said Jay was WEAK, Jay said I was MEEK, But I am not a bully So I did not SPEAK.</p> <p><i>-Larry Swartz</i></p>	<p>Once upon a time</p> <p>He once was a bully. Now he is not. I stared him down. He needed to be taught.</p> <p>I no longer could take it. He needed to be taught. I once was his victim. Now I am not.</p> <p><i>-Anon, age 11</i></p>
<p>Alone</p> <p>The feeling of being left out – Not liked by anyone Where your throat is dry And your lips feel like rough bark of the tree, Your rough lips stick together And won't open Just like an old door stuck In the doorway. Where your eyes, like the wall of a weir Won't open because If they do The walls will burst And the water will rush out.</p> <p><i>-Sue Kitchen</i></p>	<p>The New Kid on the Block</p> <p>There's a new kid on the block, and boy, that kid is tough, that new kid punches hard, that new kid plays real rough, that new kid's big and strong, with muscles everywhere, that new kid tweaked my arm, that new kid pulled my hair.</p> <p>That new kid likes to fight; and picks on all the guys, that new kid scares me some, (that new kid's twice my size), that new kid stomped my toes, that new kid swiped my ball, that new kid's really bad, I don't care for her at all.</p> <p><i>-Jack Prelutsky</i></p>	<p>What Girls Do</p> <p>A shake of the head, a roll of the eyes The rumors the lies They no longer play on your pride But rip you up inside This is what girls do This is what they say It is like this every day The mothers reply But that is a lie Walking in the hall Talking in it all All alone no on home Kids shouting, kids staring All this torture I'm bearing No one caring.</p> <p><i>-Age 12 (from Odd Girl Speaks Out by Rachel Simmons)</i></p>
<p>It's Hard to Fit In</p> <p>It's hard to fit in with these girls. I see them whispering together in the hall and then when I walk by, they stop, like they're all perfect and something's wrong with me. My name is Shawna Laird, but Natalie says "Ton o' Lard." Huge joke. I know they all laugh at me behind my back – too tall, too fat, - whatever. And no one better be the friend of anyone who's not like them. They act like they're all following some rule written somewhere I don't know about: if you're nice to Shawna, that's the end of sleeping over, going to the pool. <i>Be like us, and if you aren't – Keep Out.</i></p> <p><i>-Helen Frost from Spinning Through the Universe</i></p>	<p>Truth</p> <p>Sticks and stones may break my bones, but words can also hurt me. Stones and sticks break only skin, while words are ghosts that haunt me.</p> <p>Slant and curved the word-swords fall to pierce and stick inside me. Bats and bricks may ache through bones, but words can mortify me.</p> <p>Pain from words has left its scar on mind and heard that's tender. Cuts and bruises now have healed; it's words that I remember.</p> <p><i>-Barry Wade</i></p>	<p>Tough Kid</p> <p>"Hey you, c'mere," Says the kid down the street. I hear his big mean feet. "Hey you, c'mere," His voice is tough, And his pushes are rough, "Hey you, c'mere, Whatsa matter witcha, You sposta do what I tell ya to do. I'll beatch ya if ya don't!" I turn to him With my sweetest grin, And say, "Hey you, guess what? I <u>won't</u>."</p> <p><i>-Elizabeth Swados</i></p>

<p>Call Me This and Call Me That</p> <p>Sticks and stones and bones and names and hurt and me and dirty rat</p> <p>-Larry Swartz</p>	<p>Don't Tell Me</p> <p>Please don't tell me I should hug, Don't tell me I should care. Don't tell me just how grand I'd feel If I just learned to share. Don't say, "It's all right to cry," "Be kind," "Be fair," "Be true". Just let me see you do it, Then I just might do it too.</p> <p>-Shel Silverstein from <i>Where The Sidewalk Ends</i> (35th Anniversary Edition)</p>	<p>Shame</p> <p>There's a girl at school we teased her today; made jokes, called her names. My friends all laughed, called it harmless fun, said it was just a game.</p> <p>Now I'm at home feeling horrid inside, long gone that thoughtless grin. How will I face her tomorrow at school? I wish I hadn't joined in.</p> <p>-Tracey Blance</p>
<p>Out In The Hall</p> <p>Out in the hall with Eddie, him on one side, me on the other, I get as mad as a hissing cat. the place on my cheek where his spitball hit me burns like a blister.</p> <p>After a while, we look at each other. He grins, I start to laugh. My cheek burns again, but different. Like someone kissed it and ran away. Quick, without looking back.</p> <p>-Helen Frost from <i>Spinning Through the Universe</i></p>	<p>Blubber Lips</p> <p>"Blubber Lips, Blubber Lips, here comes Blubber Lips." We taunted Blubber Lips home from school each day. his lips like pillows of flesh stuck out from the unmade bed of his face. We danced around him, sang our song as he steadily walked silent. "Blubber lips, Blubber Lips," every day, until he punched me in the mouth and gave me blubber lips and I learned his real name.</p> <p>-Jim Daniels</p>	<p>Bully For You</p> <p>You wouldn't know it by looking at him. You wouldn't know it by his clothes. But inside he knows you laughed at him. He's the victim that nobody knows.</p> <p>You wouldn't know it by looking at him. You wouldn't know it by his clothes. but inside he knows how he made you feel. He's the bully that everybody knows.</p> <p>-Larry Swartz</p>
<p>Anger</p> <p>I was so horrid. I was bad. Nobody guessed what thoughts I had;</p> <p>Nobody heard the words I said, stiff and furious in bed.</p> <p>Hatred boiled under my skin... Why did I ever let it in?</p> <p>Come the morning, it had gone. Clean, I was, as a salt-licked stone.</p> <p>Forgiveness touched me like a sea, and washed the anger out of me.</p> <p>-Jean Kenward</p>	<p>Mosquito</p> <p>He's tiny. He's mean. He's cruel. He fights.</p> <p>The mosquito Buzzes, The mosquito Bites.</p> <p>He torments. He swarms. He teases. He taunts.</p> <p>The mosquito Buzzes. The mosquito Haunts.</p> <p>You're bigger than him. You blood is what feeds. Beware of the bully – You're the victim he needs.</p> <p>-Larry Swartz</p>	<p>No Saving Seats</p> <p>No saving seats, Neecy No saving a seat in the cafeteria for Rica No stretching your leg across the bench Or fanning out your elbows on the table Yelling out to everyone: You can't sit here! 'Cause now you and Rica are best friends When you were best friends with me yesterday</p> <p>And no switching lunches No changing your corn dog For her pizza 'Cause you should know what you want Beforehand Before you get to the cafeteria lady</p> <p>And no whispering in each other's ears or giggling 'Cause you talkin' with your mouth full And making people around you feel bad Real bad.</p> <p>- Karen English from <i>Speak to Me (And I Will Listen Between the Lines)</i></p>

Lesson Name	Is That a Fact? Fact Versus Opinion	
Division	Intermediate	
Expectations	<p>1.5 - Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations</p> <p>4.2 - Explain, in conversations with peers and/or the teacher or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read</p>	
Catholic Graduate Expectations	<p>CGE 2b - An effective communicator reads, understands and uses written materials effectively.</p> <p>CGE 5a - A collaborative contributor works effectively as an interdependent team member.</p>	
Achievement Categories	Application	
Question Addressed	# 7	
Materials/Resources	<ul style="list-style-type: none"> • An argument-based text at the appropriate grade-level • Sheets of white paper • Markers • Dictionary • A student work sheet with various statements of fact and opinion. Leave space under each statement for a written response 	
Prior Learning		
Gradual Release Model	Time	Activity
<p><i>Teacher Modeling:</i> Showing the students how the strategy is used demonstrating when and why it is effective.</p>	15 - 20 min	<ul style="list-style-type: none"> • Being able to distinguish between fact and opinion is an important skill in reading comprehension. It allows the reader to determine the value of the information presented and to separate opinions that may look like fact. • On the board, draw a t-chart with the words "Fact" and "Opinion". Ask the class, "<i>What is a fact?</i>" and "<i>What is an opinion?</i>" Allow some time for discussion. • On sheets of paper, generate 3 facts and 3 opinions. Ex. "My bicycle is red and yellow." "We ate the best ice cream sundae in the world". Use each example to help determine a definition for "fact" and "opinion". Use a dictionary if needed. Place the sentence on the correct side of the t-chart. • Tell the students that they will be reading a variety of sentences and determining if they are fact or opinion.

<i>Shared Practice:</i> Providing an opportunity for the students to follow along and join in the reading.	15 min	<ul style="list-style-type: none"> • Distribute the worksheet. • Select a statement to discuss. Once discussed, write out a short explanation for it being a fact or opinion. Have the students read the next statement and write out their explanation. The students can then read their responses aloud.
<i>Guided Practice:</i> Gradually giving the student more responsibility for using the strategy.	20 min	<ul style="list-style-type: none"> • In groups of 2 or 3, have the students complete the worksheet. • Circulate among the groups to provide assistance where required. • When complete, have a whole-group discussion about the responses.
<i>Independent Practice:</i> Students begin to use the strategy using real text.	Following session	<ul style="list-style-type: none"> • Distribute the argument-based text and have the students work independently to highlight facts and opinions in the text. In their journals, they will write an explanation for 3 facts and 3 opinions.
Differentiation	<ul style="list-style-type: none"> • Allow extra time for completion of the written component. • Allow for oral responses. 	
Assessment	<ul style="list-style-type: none"> • Conduct student-teacher conferencing to ensure understanding. • Collect individual work to check for clear understanding and complete responses. 	
Cross Curricular Connections	<ul style="list-style-type: none"> • In religion, science and social studies use biographical texts or newspaper articles to apply the concepts of fact and opinion. 	
Next Steps	Have the students write a reflection on the question, Why is it important to know the difference between fact and opinion?	
Reflections		

Appendices

i. Knowledge and Understanding

Achievement Category Knowledge/ Understanding	Name of Lesson	Specific Strategy/Skill	Pg.	Div.	Ques .	Level 1 Significantly at Risk	Level 2 Below Target	Level 3 Meeting Minimum Target	Level 4 Exceedin g Target
KU	Cloning the Author	Summarizing	8	Jr.	1	X	X	X	X
KU	Masking	Summarizing	10	Jr.	1	X	X	X	X
KU	SWBS	Summarizing	12	Jr.	1	X	X	X	X
KU	Shrinking Notes	Summarizing	15	Jr.	1	X	X	X	X
KU	Plot Summary	Summarizing	18	Jr.	1	X	X	X	X
KU	Graffiti Board	Summarizing	21	Jr.	1	X	X	X	X
KU	Sketch to Stretch	Summarizing, Making Connections	23	Jr.	1	X	X	X	X
KU	Radio Advertisements	Summarizing	25	Jr.	1	X	X	X	X
KU	30 Second TV Spot	Summarizing	27	Jr./Int.	1	X	X	X	X
KU	Business Card	Summarizing	30	Jr./Int.	1	X	X	X	X
KU	GIST	Summarizing	33	Int.	1	X	X	X	X
KU	5Ws1H	Summarizing	36	Int.	1	X	X	X	X
KU	Text Form Jeopardy	Text Features and Text Forms	41	Jr.	4	X	X	X	X
KU	Who is ...?	Text Features and Text Forms	43	Jr.	4	X	X	X	X
KU	Characteristics of Narrative	Identifying Features of Narrative	45	Jr.	4	X	X	X	X
KU	Fabulous Folktales	Identifying Features of Folktales	47	Jr.	4	X	X	X	X
KU	Story Elements	Identifying Features of a Fictional Text	49	Jr.	4	X	X	X	X
KU	Characteristics of Non-Fiction	Identifying Features of Non- fiction	52	Jr.	4	X	X	X	X
KU	What Makes It a Tale?	Text Forms & Text Features	55	Jr.	4	X	X	X	X
KU	Text Form Scramble	Text Forms & Text Features	58	Jr./Int.	4	X	X	X	X
KU	What's Special About Non- Fiction?	Text Forms & Text Features	60	Int.	4	X	X	X	X
KU	Bionic Biographies	Identifying Features of a Biography	62	Int.	4	X	X	X	X
KU	Can I Interview	Identifying	64	Jr.	4, 5	X	X	X	X

	You?	Features of an Interview							
KU	Newspaper Scavenger Hunt	Identifying Text Features and Organizational Features of Non-Fiction Writing	68	Int.	4, 5	X	X	X	X
KU	Big Fox	Identifying the Purpose and Features of Non-fiction Text	70	Int.	4, 5	X	X	X	X
KU	Popular Teen Magazines	Demonstrate knowledge of how text features help readers	72	Jr.	5	X	X	X	X
KU	Non-Fiction Text Features	Identifying non-fiction text features in informational texts	74	Jr.	5	X	X	X	X
KU	Text Rebuilding	Organization of Text (Intro., Body, and Conclusion)	76	Jr.	5	X	X	X	X
KU	POP Out Words	Demonstrate knowledge of how text features help readers	78	Jr.	5	X	X	X	X
KU	Parts of a Book Bookmark	Variety of Text features	80	Jr./Int.	5	X	X	X	X
KU	Paragraph Features	Organization of Text (of a paragraph)	86	Jr./Int.	5	X	X	X	X
KU	A Picture is Worth a Thousand Words	Using illustrations, photos, charts, maps, graphs to predict and better understand text	89	Int.	5	X	X	X	X

ii. Thinking

Achievement Category Knowledge/ Understanding	Name of Lesson	Specific Strategy/Skill	Pg.	Div.	Ques.	Level 1 Significantly at Risk	Level 2 Below Target	Level 3 Meeting Minimum Target	Level 4 Exceeding Target
T	Determining Importance	Interpret & Analyze	93	Jr.	2	X	X	X	X
T	Using Jokes to identify the Main Idea	Main Idea	95	Jr.	2	X	X	X	X
T	Identifying Morals in Fairy Tales	Main Idea	97	Jr.	2	X	X	X	X
T	Most Important, Least Important Information	Main Idea	100	Jr.	2	X	X	X	X
T	Eye Witness Moment	Infer Meaning	103	Jr.	2	X	X	X	
T	FQR	Interpret & Analyze	106	Jr.	2	X	X	X	X
T	Book Talks	Main Idea	108	Int.	2	X	X	X	X
T	Rewriting the Ending	Main Idea	111	Int.	2	X	X	X	X
T	It Says, I Say and So	Main Idea	114	Int.	2	X	X	X	X
T	Most to Least: Finding the Main Idea	Main idea	118	Int.	2	X	X	X	X
T	Retells	Main Idea, Infer Meaning	121	Int.	2	X	X	X	X
T	Comic Strip Characters	Infer Meaning	124	Jr.	6	X	X	X	X
T	Getting Inside Your Head	Inference	127	Jr.	6	X	X	X	X
T	Rating Characters	Infer Meaning	129	Jr.	6	X	X	X	X
T	Character Grid	Infer Meaning	132	Jr.	6	X	X	X	X
T	Found Poetry	Interpret & Analyze	135	Jr.	6	X	X	X	X
T	Reading Response Journals	Inference, Interpreting Text	137	Int.	6	X	X	X	X
T	Reader's Theatre	Analyzing Text Forms	140	Int.	6	X	X	X	X
T	Pleased to Meet You	Describing Character	142	Int.	6	X	X	X	X
T	Drawing Conclusions	Interpret & Analyze	147	Int.	6	X	X	X	X
T	Character Sketches	Text Meaning	150	Int.	6	X	X	X	X
T	How Would You Feel?	Inference	153	Jr.	8	X	X	X	X
T	Q-Chart	Infer Meaning	156	Jr.	8	X	X	X	X
T	Character Point of View	Infer Meaning	158	Jr.	8	X	X	X	X
T	Reader Opinions	Interpret &	160	Jr.	8	X	X	X	X

		Analyze							
T	Character Diary	Inference. Interpreting Text	162	Int.	8	X	X	X	X
T	Four Corners Perspectives	Point of View	165	Int.	8	X	X	X	X
T	Questioning the Text & Author	Inference	168	Int.	8	X	X	X	X
T	Writing Alternative Text	Point of View	172	Int.	8	X	X	X	X
T	Fractured Fairy Tales	Interpret & Analyze	176	Int.	8	X	X	X	X
T	Role Playing	Inference	180	Int.	8	X	X	X	X

iii. Communication

Achievement Category	Name of Lesson	Specific Strategy/Skill	Pg.	Div.	Ques.	Level 1 Significant-ly at Risk	Level 2 Below Target	Level 3 Meeting Minimum Target	Level 4 Exceeding Target
C	Past, Present and Future	Parts of Speech - Verbs, Elements of Style	184	Jr.	3	X	X	X	X
C	Pictures in Our Minds	Elements of Style, Parts of Speech – Adjectives & Adverbs	186	Jr.	3	X	X	X	X
C	Artsy Adjectives Come Alive	Reading Strategies and Parts of Speech - Adjectives	188	Jr.	3	X	X	X	X
C	I Met a Bully	Quotation Marks/ Dialogue	190	Jr.	3		X	X	X
C	His, her...huh? What's a Pronoun?	Parts of Speech - Pronouns	193	Jr.	3	X	X	X	
C	Arnie the Doughnut	Quotation Marks/ Dialogue	195	Jr.	3		X	X	X
C	The Art of the Interview	Parts of Speech - Verbs	197	Jr./Int	3	X	X	X	X
C	Revising & Editing for Effective Punctuation	Revising, Punctuation – Commas & Apostrophes	199	Int.	3	X	X	X	X
C	Using Adjectives for a Character Study	Summarizing, Parts of Speech	201	Int.	3	X	X	X	X
C	A Look at Content, Process and Craft	Punctuation - Commas	204	Int.	3	X	X	X	X
C	Martin's Big Words	Reading cues, Punctuation	206	Int.	3		X	X	
C	Pronouns in the Papers	Parts of Speech - Pronouns	208	Int.	3	X	X	X	X
C	What were the Three Questions?	Quotation Marks/ Dialogue	210	Int.	3		X	X	

iv. Application

Achievement Category	Name of Lesson	Specific Strategy/Skill	Pg.	Div.	Ques.	Level 1 Significantly at Risk	Level 2 Below Target	Level 3 Meeting Minimum Target	Level 4 Exceeding Target
A	Reading Response Groups	Before, During and After Reading Strategies	213	Jr.	7	X	X	X	X
A	Making Text Connections	Before, During and After Reading Strategies	215	Jr.	7	X	X	X	X
A	The Concept Web	Before, During and After Reading Strategies	217	Jr.	7	X	X	X	X
A	Using Fact & Ideas	Connecting, Comparing & Contrasting	219	Jr.	7	X	X	X	X
A	The Obvious and Not So Obvious	Inferences, Stated and Implied ideas, Interpretations	221	Jr. & Int.	7	X	X	X	X
A	Modelled, Shared, Guided & Independent Writing	Revising & Punctuation	223	Int.	7	X	X	X	X
A	The Three Questions	Connecting Ideas	225	Int.	7		X	X	X
A	Peace Pledge	Connecting Ideas	227	Int.	7		X	X	X
A	Good Question!	QAR Strategy	230	Int.	7	X	X	X	X
A	Egghead	Connecting Ideas	233	Int.	7			X	X
A	Bully for You	Connecting Ideas	235	Int.	7		X	X	X
A	Is That Fact? Fact Vs. Opinion	Interpretation	239	Int.	7	X	X	X	X

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