



**PARTICI-PATRICK**

# Grade 4 Curriculum Unit



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**4!**  
**Patrick**  
4 life pour la vie



# PARTICI-PATRICK CURRICULUM CYCLE

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## GETTING STARTED

- Cycle of Learning** This cycle is intended to be taught in a six week cycle and will consist of all language and health expectations.
- Connecting to Patrick** In addition to the curriculum expectations, the cycle also connects to Partici-Patrick. For the Grade 4 student, this means that HIV and AIDS will be introduced, but the emphasis will be on managing bullying rather than the technical aspects of the disease which will be covered in later grades.
- Concepts** There are four overarching concepts being taught in this unit: making inferences (reading), writing with voice (writing), bullying (health), and powerpoint presentations (media literacy) as a media text. These four concepts relate directly to the Ontario Curriculum expectation.

## THE CURRICULUM

- Culminating Task** Students will produce a media text (powerpoint presentation) in a media form of their choice (IPad, computer, paper-pencil) that demonstrates way to incorporate healthy living and ways to identify and manage bullying they might encounter.
- Expectations**
- Oral Communication**  
**Making Inferences/Interpreting Texts (1.5)** Make inferences using stated and implied ideas in oral texts.
- Reading**  
**Making Inferences/Interpreting Texts (1.5)** Make inferences about texts using stated and implied ideas from the texts as evidence.
- Writing**  
**Voice (2.2)** Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement.
- Media**  
**Making Inferences/Interpreting Messages (1.2)** Use overt and implied messages to draw inferences and construct meaning in media texts.
- Producing Media Texts (3.4)** Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques.
- Healthy Living**  
**(C1.2)** Identify risks associated with communications technology, and describe precautions and strategies for using these technologies safely.
- (C1.3)** Describe various types of bullying and abuse, including bullying using technology, and identify appropriate ways of responding.

**Active Living (A1.1)** Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part.

**Active Living (A1.2)** Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities and lead-up games.

**Active Living (A2.1)** Daily physical activity (DPA) Participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day.

## **INSTRUCTIONAL APPROACHES**

### **Balanced Literacy**

Expectations from all subjects and strands will be taught throughout the cycle using a balance of instructional approaches including read aloud, shared reading, independent reading, interactive writing and independent writing. It is thought that guided reading and guided writing would be best captured by the classroom teacher based on specific learning needs of students.

### **Gradual Release of Responsibility**

The Grade 4 cycle will connect to the Grade 5 cycle as one year builds on the concepts of the year before and this continues in subsequent years. Specifically, the reading and writing expectations are aligned and build on one another from year to year. The selected health expectations focus on supporting mental health and again one grade builds on another. As you work through the read aloud etc., you will scaffold learning by first modeling specific strategies (making inferences, writing with voice) and then gradually release the responsibility by having students work in groups, partners, and finally independently. It is through the read aloud, for the most part, that the teacher and the students will identify and create the success criteria for each of the concepts in the cycle.

## **ASSESSMENT AND EVALUATION**

### **Baselines**

There is a baseline task for Reading: Making Inferences (LS 1A: Baseline Task: Making Inferences) as well as for Writing: Writing with Voice (LS 1F: Writing with Voice) included in this cycle. The baseline task uses the short film *The Dark Cloud*.

### **End tasks**

The end task for Reading: Making Inferences (LS 1 Baseline Task: Making Inferences) as well as for Writing: Writing with Voice (LS 7 Baseline Task: Writing with Voice) is the same task as the baseline. It is recommended that teachers implement the baselines as well as the end tasks as a minimum assessment piece. The results of implementing the baseline and end task will provide teachers with (a) the degree to which students' knowledge and understanding of the main expectations changed during the course of the cycle (b) a final grade for reporting purposes.

### **Data Wall**

The results of the moderated baseline and end tasks should be posted on a data wall so students can see the growth that takes place over the course of the six week cycle. Since the grades will be public, it would be best to use codes instead of student names. Each student will be informed of their own code, but not anyone else's. Please see LS 17 and 18 for examples of how to set up a data wall.

### **Success Criteria**

Please note that although the criteria used in this cycle is rooted in current research and Ministry documents, the teacher should feel free to amend as needed.

The success criteria for making inferences, writing with voice and managing bullying is developed during the read aloud. The success criteria for creating a media text (powerpoint) is developed through shared reading.

Making Inferences (from expectation Ontario Ministry of Education, 2010 *Language Arts*)

- Uses stated or implied clues from the text to make conclusions
- Conclusions are accurate
- Conclusions are relevant

Writing with Voice (from expectation Ontario Ministry of Education, 2010 *Language Arts*)

- Writing reflects a personal voice (supporting details)
- Expresses a specific attitude/emotion
- Uses concrete words (e.g. shriek) and images (e.g. shiver of excitement)
- Relevant and accurate

Creating a Media Text (powerpoint) (from Ontario Ministry of Education, 2006 *Language Arts*)

- Topic of powerpoint is easily identifiable
- Powerpoint is aligned with intended audience
- Uses conventions of a powerpoint
- Images and words support the message of the powerpoint
- The powerpoint promotes a skill that someone can use to be healthy

# Session 1

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## Learning Goal

The students will learn that bullying each other has lasting effects.

## Expectation

### Healthy Living

**C 1.3:** describe various types of bullying and abuse, including bullying using technology, and identify appropriate ways of responding.

### **BEFORE**

## Teacher Prompt

Ask the students if they have ever been hurt by words, and how they felt. Direct students to turn to a partner and share their experiences.

### **DURING**

## Materials

### “Have a Heart” activity.

2 cut outs of hearts (large –bristol board size) made from craft paper. These will be used to write on. One heart will be crumpled. Markers or other writing materials.

## Teacher Prompt

The teacher should begin by placing the 2 cut outs of the hearts on the board. The teacher should then ask the students for examples of hurtful words, phrases or action that make them feel bad about themselves. The teacher should write these examples on one of the hearts. After each item has been recorded on the heart the teacher crumples that part of the heart. The teacher should continue to write examples on the heart until the heart is entirely crumpled. After the heart figure has been crumpled the teacher should then try to smooth the heart. After demonstrating this the teacher should then ask “why can’t the heart be smooth again?” This discussion should be around how hurtful words can be and how the damage cannot be undone. The teacher should direct the conversation for the students to think about our words before using them. On the second heart the teacher should ask the students to give examples of positive words, phrases and actions. This heart will remain smooth. This will be a visual reminder about the differences words can make. The teacher should point out how different the hearts look. The teacher should point out that people who are bullied may not have outside scars, but are hurting on the inside, and that they carry those scars with them always.

The two hearts should remain posted in the classroom for the remainder of the unit. The teacher and class can continue to add examples from the texts to both hearts throughout the unit.

### **AFTER**

## Teacher Prompt

Over the next few weeks we are going to be learning about a boy named Patrick. He had many obstacles to overcome during his life and had his heart wrinkled by many people. We will be learning how Patrick was able to deal with these negative experiences and how he was able to still maintain his strength.

# Session 2

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**Learning Goal** To collect a baseline task assessment.

**Expectation** **Reading**  
**1.5:** make inferences about texts using stated and implied ideas from the texts as evidence.

**Materials**

- Computer
- Projector
- Film available at: <http://www.youtube.com/watch?v=gc9oS9REoDK>

## **BEFORE**

**Teacher Prompt** We will be watching a short film and then answering a question about the text in the film.

## **DURING**

### **Making Inferences Baseline Task**

This task will be used to gather information about your students' current ability to make inferences.

**Show the Pixar short film “Partly Cloudy”.** <http://www.youtube.com/watch?v=gc9oS9REoDK>

You may want to show your class this film 2 or 3 times before the students answer the question.

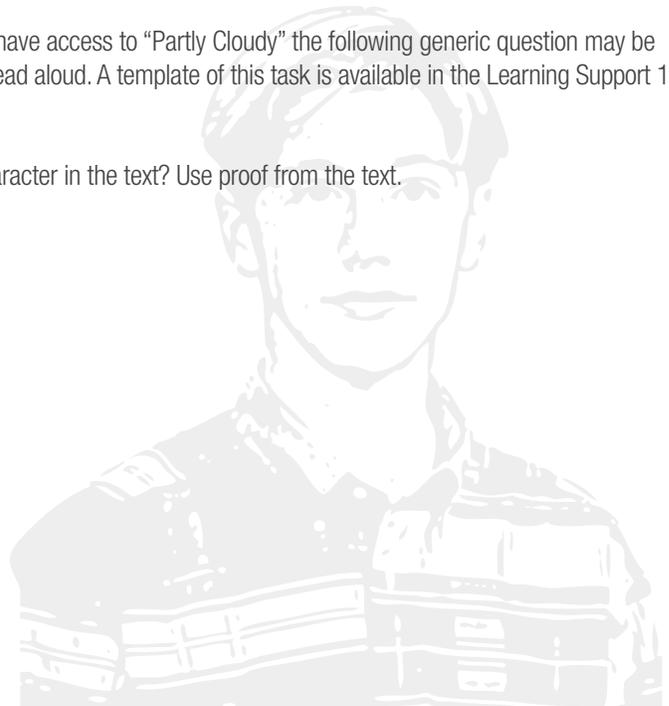
## **AFTER**

**Then have the students answer the following question:**

What can you infer (figure out) about the Dark Cloud? Use proof from the text.

In the event that the teacher does not have access to “Partly Cloudy” the following generic question may be posed after reading any picture book read aloud. A template of this task is available in the Learning Support 1 (LS 1).

**Generic Task** What can you infer about the main character in the text? Use proof from the text.



# Session 3

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## Learning Goal

Students will discuss and learn about how to make inferences.

## Expectations

### Reading

1.5 make inferences about texts using stated and implied ideas from the texts as evidence

### Oral Communication

1.5 make inferences using stated and implied ideas in oral texts

### Media

1.2 use overt and implied messages to draw inferences and construct meaning in media texts

## Materials

- Chart paper
- Markers
- Learning Support 2: Making Inferences Expectation, Learning Goal and Success Criteria
- Learning Support 4: Making Inferences for Slides

## BEFORE

Ask your students what they know about Making Inferences. Create a chart of the student's ideas to use after the power point presentation.

## DURING

**Show the Making Inferences powerpoint (on Patrick 4 Life website).**

**See Learning Support 4 (LS 4) making Inferences for Slides**

In this power point the students will learn how to make an inference by working through examples of how to make an inference. The students will also see the expectations that will be worked on during this unit. Together with your students you will need to come to a common understanding of what the expectations mean. This will be done throughout the power point presentation. There are teacher notes provided in the Power Point presentation that provide further instructions.

## AFTER

Together with your class you will establish a success criteria for Making Inferences. Refer back to the chart that you created at the beginning of the session. Did your students have the right information? What new information did your students gather? The students should refer back to the expectations. Ask the students what they need to do to make an inference.

*\*Teacher note:* There is a sample Success Criteria for Making Inferences provided.

LS 2: Making Inferences Expectation, Learning Goal and Success Criteria provides the expectation, sample success criteria and sample learning goals.

# Session 4

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## Learning Goal

The students will learn about Patrick through the read aloud “Patrick’s Wish”.

## Expectation

### Oral Communication

1.5 make inferences using stated and implied ideas in oral texts

## Materials

- Book: Patrick’s Wish
- Learning Support 14: Character Traits
- Chart paper
- Markers

## BEFORE

The teacher should indicate that the students will be listening to a text about Patrick and his wish for the future. The teacher can make a reference back to session 1 and the discussion that he/she had with the students about Patrick.

In this session the class will be focusing on the character traits of Patrick. Discuss what a character trait is with the class so that the students have a common understanding of what it means. The teacher should give an example of a character from a text that the students are familiar with or an adult in the school. The teacher and students should work through the character traits and discuss how they know that the character trait applies to that person.

## DURING

In this session the class will be focusing on the character traits of Patrick. Read “Patrick’s Wish” to the class. The following is a list of Patrick’s character traits from the text. Each has been detailed with the page number and explanation. Your students may name a different character trait. The focus should be on providing proof for that characteristic. Ask the students to infer what the character traits of Patrick are. How do you know?

## Teachers

You may choose to stop after each page to discuss the character traits or hand out a graphic organizer for the students to keep track of their ideas.

### Suggested characteristics for Patrick:

- Disciplined, patient, scared, strong-willed (pg. 1 – Patrick had a wish and for a long time he kept it a secret.)
- Caring, Loving, Thoughtful (pg. 1 – he always played with his younger sister “I have tons of friends and you’re one too”)
- Tough, brave (pg. 3 & 4 – Sometimes he had to have a needle, he also smiled with a bruised eye in the pictures)
- Active (pg. 5 – would go skating, cross-country skiing, tobogganing, etc.)
- Adventurous, Fearless, Daring (pg. 5 – Nothing stopped him from doing what he wanted or trying something new.)
- Talented, Well-Rounded (pg. 5 – “He was good at everything.”)
- Musical (pg. 7 – there was lots of music in their house and he played the piano with his sister)
- Comical (pg. 7 – joked about the title of their masterpiece and made Lyanne laugh)

- Strong, Courageous (pg. 11 – He held his sister while she cried after she found out about his secret)
- Hopeful, Optimistic, Thoughtful, Compassionate (pg. 13 & 14 – He asks Lyanne to wish on the full moon with him and says “I’m not the only one with HIV”. They also participate in AIDS awareness walks.)
- Determined (pg. 15 – “Patrick kept on doing what he always did. He never let his secret stop him.)
- Brave, Courageous (pg. 17 – Patrick decided that he wanted to share his secret with the whole world, even though he knew some people were afraid of HIV and AIDS.)
- Independent, Focused (pg. 19 – “Patrick didn’t let what other people said or thought stop him.”)
- Leader, Brave, Forward-Thinker, Ambassador (pg. 19 – Talked to many students about the virus and how they could prevent themselves from it (instead of just hiding from people and dealing with the virus on his own))
- Honest (pg. 21 – “Patrick, who always told the truth”)
- Selfless, Compassionate, Thoughtful, Caring (pg. 21 – Asks his sister to keep his wish going so that “one day no more brothers or sisters or mothers or fathers or friends will get sick from this terrible disease.”)

## **AFTER**

### **What can you infer about Patrick’s characteristics after reading this text?**

A list of character traits has been provided for the students. LS 14 Character Traits

\*The teacher may need to read the text aloud more than once.



# Session 5

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## Learning Goal

- The students will be introduced to the read aloud text for this cycle “Shredderman: Secret Identity”.
- The students will make inferences to identify character traits of the main characters from the text “Shredderman: Secret Identity”.

## Expectation

### Oral Communication

1.5 make inferences using stated and implied ideas in oral texts.

## Materials

- Novel: Shredderman: Secret Identity
- Character charts (from last session)

## Summary of Chapter

Chapter 1 begins with the narrator painting a picture of the character Bubba Bixby, the class bully. It is later discovered that Bubba’s real name is Alvin Bixby. Other characters in the book, such as students, parents, and teachers seem to be familiar with Bubba’s unkind ways.

## BEFORE

The teacher should show the students the text “Shredderman: Secret Identity”. The teacher should then ask the students, What do you notice about the front cover of the text? What do you think the title means? What does it mean to have a secret identity? There are three characters identified on the front cover. Do you think that one of them is Shredderman? What do you think this text might be about?

Read the back cover of the text to the students. Teacher says to the students, *we now know that Nolan is the superhero. How do you think this superhero is going to change things for Bubba? What do you think might happen in this text?*

Show the four character charts to the students (Nolan, Bubba, Mr. Green and Shredderman) LS 3-6. Indicate to the students that they will be looking for the characteristics of each of these characters throughout the text. Remind students what a characteristic is, by referring back to session 4 when you discussed the characteristics of Patrick. Remind the students to use their character trait list when looking for the character traits of the main characters.

*\*Teacher note:* the character charts should remain posted throughout the unit and be used each time you do a read aloud. List of suggested characteristics and examples from the text are provided in LS 3.1-3.4

## DURING

### Read chapter 1

#### Pg. 1 Inference

Teacher: Ask the students what they think Nolan’s father meant by “My dad says a boy isn’t born bad – he grows into being bad”

#### Pg. 2 Vocabulary

Teacher: Check for understanding of the word “assertive”. Have students use context clues or a dictionary to determine the meaning.

#### Pg. 3 Inference

Teacher: Ask the students what they think Nolan’s father meant by “...I’ve got a lot more on the ball than Bubba does...”

**Pg. 4 Vocabulary**

*Teacher:* Check for understanding of the word “sly”. Have students use context clues or a dictionary to determine the meaning.

**Pg. 6 Vocabulary**

*Teacher:* Check for understanding of the word “putrid”. Have students use context clues or a dictionary to determine the meaning.

**Pg. 6 Connection to Patrick**

*Teacher:* Explain that like Patrick, Nolan had things in his life that weren’t fair and he had a choice to make...he can either ignore it and accept it, or do something about it. Right now, Nolan is choosing to accept it and do nothing...Patrick did that for a while as well and then decided to do something about it later. I wonder if Nolan is going to do something about it later?

**AFTER**

Have students provide characteristics for the character charts and proof from the story.



# Session 6

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**Learning Goal** Students will identify the various types of bullying.

**Expectation**

**Health**

**C 1.2** identify risks associated with communications technology, and describe precautions and strategies for using these technologies safely

**C 1.3** describe various types of bullying and abuse, including bullying using technology, and identify appropriate ways of responding

**Materials**

- Learning Support 13: Things Bullies Do
- Powerpoint B: Bullying
- Poster paper
- Drawing materials

**BEFORE**

Introduce the topic of bullying to your students. Ask your students for examples of types of bullying. Make a list on a chart paper of the types of bullying as the students give examples. If the student gives an example without identifying the type of bullying the teacher should indicate what type of bullying it is (eg. if a student says hitting, you can record that and tell them that it is an example of physical bullying). Throughout the text Shredderman have the students identify all the examples of bullying and keep a class list. A sample list with evidence from the text has been provided in LS 13. Things Bullies Do (text examples)

**DURING**

**Show the Bullying power point presentation about bullying. (Powerpoint B: Bullying)**

The teacher can follow the teacher notes that are embedded into the power point presentation. The power point is also available on the Patrick 4 Life website.

**AFTER**

After the students have seen the powerpoint presentation the teacher should ask the students if they learned about any new types of bullying? If so these should be added to the list that had been previously started. The teacher should ask the students what they learned about bullying. The chart about bullying should remain posted throughout the unit.

**Potential Activities**

The students could create a tableau about the different types of bullying. The teacher would randomly tell the groups what type of bullying they are to represent(they would do so without letting the other groups over hear) and then when the groups present their tableau, the rest of the students would attempt to guess the type of bullying being displayed.

Students could work in groups to create posters about the different types of bullying. These posters could then remain on display in the classroom throughout the unit or they could be placed throughout the school to educate other students about the various forms of bullying.

# Session 7

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## Learning Goal

The students will make inferences from a media text.

## Expectation

### Media

1.2 use overt and implied messages to draw inferences and construct meaning in media texts

## Materials

- Novel: Shredderman
- Film For the Birds available at: <http://youtube.com/watch?v=eqJg3YmLhJY>
- Chart paper
- Markers

## Summary of Chapter

In Chapter 2 the teacher Mr. Green is described as a Happy Hippie who some students like and others dislike. Mr. Green is known for having students complete difficult assignments. However, one day Mr. Green announces a project in which the students are able to choose their own topic for a newspaper page. The main character decides to complete his report about Bubba Bixby.

## BEFORE

### Read aloud “Shredderman: Secret Identity” chapter 2.

#### Pg. 8 Vocabulary

*Teacher:* Check for understanding of the word “ecosystems”. Have students use context clues or a dictionary to determine the meaning.

#### Pg. 8 Voice

*Teacher:* Draw attention to the “voice” used in Nolan’s statement “Give me twenty pages of triple-digit multiplication. Twenty! But don’t ask me to build pyramids or create the universe. I’m still working on tying my shoes so they don’t come undone in P.E.” Instead of simply stating that Nolan dislikes building projects, the author uses specific vocabulary and images to portray Nolan’s dislike of projects.

#### Pg. 12 Voice

*Teacher:* Draw attention to the “voice” used in Mr. Green’s statement “Some of you are thinkin’, Outtasight! Some of you are thinkin’, Aw, maaaaaan—but all of you will grow from the experience, so remember. . . . He picked up his guitar again, strummed through some familiar chords, and right on cue we all sang out, “Attitude is everything!” Mr. Green’s choice of words help the students to visualize the type of person that Mr. Green is, and how he has been described as a Happy Hippie.

#### Pg. 13 Vocabulary

*Teacher:* Check for understanding of the words “meditate” and “injustice”. Have students use context clues or a dictionary to determine the meaning.

#### Pg. 15 Connection to Patrick

*Teacher:* Have a discussion with the students around what prompted Nolan to start taking “action” against Bubba (the assignment from Mr. Green combined with him witnessing Bubba stealing the green sheet) and see if they can brainstorm potential reasons that Patrick may have had to “take action” and start sharing his story. Discuss what risks were associated with both Nolan’s and Patrick’s decisions.

## **DURING**

The teacher should indicate that we will be watching a short film titled “For the Birds”. In this short film the students need to make inferences about the smaller birds and the larger bird.

*\*teacher note:* your students may need to watch this clip more than one time.

Show the short pixar film “For the Birds” [www.youtube.com/watch?v=eqJg3YmLhJY](http://www.youtube.com/watch?v=eqJg3YmLhJY)

## **AFTER**

Ask the students to work in small groups to answer the following questions.

- What can you infer about the small birds?
- What can you infer about the large bird?

Remember to include the proof (stated and implied ideas) from the text. Students could then present their answers to the class.

*\*Teacher note:* remember after each read aloud session to add to the character chart if possible.

# Session 8

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## Learning Goal

The students will demonstrate what they already know about writing with voice.

## Expectation

### Writing

**2.2** establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement.

**2.3** use specific words and phrases to create an intended impression.

## Materials

- Novel: Shredderman
- Learning Support 7 Baseline Task for Writing with Voice
- Learning Support 17 Endtask

### **BEFORE**

Indicate to the students that they will be doing a task about emotions.

### **DURING**

Students will complete a baseline task for voice LS 7 Baseline Task Writing with Voice. To do this students will write a paragraph that portrays an emotion. Students can choose an emotion of their choice.

#### **Students complete the following task. (See Learning Support 17 for template)**

Write a paragraph that portrays an emotion, do not name the emotion. Use your “voice” to convince your audience.

### **AFTER**

Remind students to check their work before handing it in.

## Optional Activity

Your students read out their paragraphs about the emotion to see if the other students could solve what the emotion is.

# Session 9

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## Learning Goal

Students will be learning about writing with voice through a power point presentation

## Expectation

### Oral Communication

1.5 make inferences using stated and implied ideas in oral texts

## Materials

- Novel: Shredderman
- Powerpoint C: Writing with Voice
- Chart paper
- Markers
- Learning Support 8: voice – Expectations, Learning Goals, Success Criteria

## BEFORE

## Summary of Chapters

### Chapter 3

In this chapter, readers will discover that the main character, who is also the narrator is named Nolan. Nolan expresses his excitement for his project, and quickly begins to gather the material he will need in order to catch Bubba in his many acts of bullying. To do so Nolan sets up a camera in his back pack to catch Bubba in the act. Throughout his preparations Nolan hides his project topic from his parents, since he knew his dad, who is a local reporter would want to help.

### Chapter 4

In chapter 4 Nolan arrives at school determined to catch Bubba bullying his classmates on camera. Once the students are seated at their desks Mr. Green hands out the corrected math papers informing the students that they needed a 75% to move onto the next level. Nolan looks at his paper and discovers he obtained a level 42-e, 100%. Bubba's friends made fun of Nolan for getting such a mark and called him a nerd. However, Mr. Green had a different opinion as he wrote "Nolan, You shred, Man! Awesome!" on his paper.

### Read aloud "Shredderman: Secret Identity" chapters 3 & 4.

#### Pg. 16 Vocabulary

*Teacher:* Check for understanding of the words "longhand". Have students use context clues or a dictionary to determine the meaning.

#### Pg. 26 Vocabulary

*Teacher:* Check for understanding of the word "bussed". Have students use context clues or a dictionary to determine the meaning.

#### Pg. 27 Inference

*Teacher:* Ask the students what they think Nolan's mother meant by "Forget your hair, Nolan?" and then ask them what they think Nolan meant in his response "My hair has a life of its own."

### Chapter 4

#### Pg. 36 Inference

*Teacher:* Ask the students what they think Mr. Green meant by "Some of you . . . ought to be in high school."

#### Pg. 39 Inference

*Teacher:* Ask the students to infer the meaning of "shred" in Mr. Green's comment "Nolan – You shred, man!"

Indicate to the students that they will be learning about voice. Ask the students what voice in writing is? When do we hear it? Why do we need it? Ask the students if they can think of a time where they used voice in their writing. Prompt them with an example of your own.

### **DURING**

Show the powerpoint presentation about Writing with Voice to the students (See powerpoint C: Writing With Voice). This powerpoint is also available on the Patrick 4 Life website.

### **AFTER**

After going through the powerpoint presentation about voice together as a class create a success criteria about how to use voice in writing. This anchor chart should remain posted in the classroom for the duration of the unit.

The expectation, a sample success criteria and sample learning goals have been provided in LS 8 Voice: Expectations, Learning Goals, Success Criteria.

## Session 10

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<b>Learning Goal</b>	Students will learn how posting things online might cause people harm (cyber bullying) or help others (cyber superhero)
<b>Expectation</b>	<b>Health</b> <b>C 1.2</b> identify risks associated with communications technology, and describe precautions and strategies for using these technologies safely. <b>C 1.3</b> describe various types of bullying and abuse, and identify appropriate ways of responding
<b>Materials</b>	<ul style="list-style-type: none"><li>• Novel: Shredderman</li></ul>

### **BEFORE**

Refer to the previous session of the read aloud “Shredderman: Secret Identity”. Remind students about the character charts and that we will be looking for characteristics. Have a student do a retell of what had previously happened. Discuss any questions that the students might have about the text.

### **DURING**

<b>Summary of Chapter 5</b>	In this chapter the focus is on Nolan trying to capture Bubba in the act of bullying by photographing him. Nolan struggles with continuing to write this article about Bubba, as he is worried about the consequences of everyone knowing his identity. Nolan solves this problem by becoming Shredderman.
<b>Summary of Chapter 6</b>	In this chapter Nolan convinces his mother to share her credit card information so that launch his website. Nolan spends all weekend creating his website and he is ready to go for Monday morning.

## Read Chapters 5 & 6

### Chapter 5

#### Pg. 46 Vocabulary

*Teacher:* Check for understanding of the word “telekinetic”. Have students use context clues or a dictionary to determine the meaning.

#### Pg. 47 Inference

*Teacher:* Ask the students to infer the meaning of “shred” in Nolan’s statement “I could totally shred on Bubba!” How does this differ from Mr. Green’s usage of the word?

#### Pg. 49 Vocabulary

*Teacher:* Check for understanding of the word “domain”. Have students use context clues or a dictionary to determine the meaning.

#### Pg. 49 Connections to Health

*Teacher:* Have a discussion with the students surrounding the fact that at the end of the chapter, Nolan refers to himself as a “cyber-superhero”. Based on what your class has learned about Cyber-Bullying, ask them if they agree or disagree with Nolan’s statement about becoming a “cyber-superhero”.

### Chapter 6

#### Pg. 53 Inference

*Teacher:* Ask the students to infer how Nolan’s mother felt about his request to stay up late. Use the “clues” that the author provides by stating “Her eyes narrowed. Her hands punched both sides of her waist.” to infer how she felt.

#### Pg. 54 Vocabulary

*Teacher:* Check for understanding of the word “prevail”. Have students use context clues or a dictionary to determine the meaning.

#### Pg. 57 Vocabulary

*Teacher:* Check for understanding of the word “plague”. Have students use context clues or a dictionary to determine the meaning.

#### Pg. 58 Connections to Health

*Teacher:* Have a discussion with the students at the end of the chapter about all the examples of cyber-bullying that were presented (you can choose to jot down their answers on chart paper). Ask the students why they think Nolan doesn’t recognize the fact that what he is doing to Bubba is bullying. Why does Nolan think what he is doing is justified and okay?

## **AFTER**

Students can have a discussion/debate about whether Nolan was acting as a cyber superhero or a cyberbully. You could either have them choose a side to represent/argue or you could assign them a side and instruct them to find “proof” and “evidence” to back their argument.

# Session 11

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## Learning Goal

The students will learn about the different roles involved in bullying.

## Expectation

### Writing

**2.2:** establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement.

**2.3:** use specific words and phrases to create an intended impression

## Materials

- Novel: Shredderman
- Paper
- Writing materials

## BEFORE

Read aloud “Shredderman: Secret Identity” chapter 7.

## Chapter Summary

### Chapter 7

In this chapter Nolan focuses on capturing Bubba in other areas outside of the classroom. Nolan decides to video Bubba in the cafeteria flipping the trays of the younger students. Nolan also receives some physical bullying from Bubba in the bathroom.

### Pg. 60 Connections to Health

*Teacher:* Point out to the students that Nolan is now starting to “pick on” Bubba’s friends Kevin and Max. (by creating Alvin and the Dumbmunks). Discuss how bully’s often target more than one person and also tend to target people who are friends with their original “victim”.

## DURING

The class should engage in a discussion about the different roles in a bullying situation (see below).

### Bullying Roles

People in a bullying scenario may take on one of the following roles:

- A person who engages in bullying behaviour (the bully).
- A target who is subjected to the bullying behaviour (the victim).
- An assistant who assists the bullying behaviour and actively joins in.
- A supporter who encourages and gives silent approval to the bullying, by smiling, laughing or making comments.
- A silent bystander who sees or knows about someone being bullied but is passive and does nothing, this may be an adult bystander.
- A defender who supports the student who is being bullied by intervening, getting teacher support or comforting them.

## AFTER

## Writing Activity

The students should write a paragraph in response to what they could say to a bully. They should be focusing on writing a clear message to the bully that they no longer want to be a victim of bullying. The students should be focusing on word choice and a clear voice.

# Session 12

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**Learning goal** The students will learn the difference between stated and implied evidence/ideas.

**Expectation** **Oral Communication**  
1.5 make inferences using stated and implied ideas in oral texts

**Materials**

- Novel: Shredderman
- Chart paper
- Markers

## **BEFORE**

Refer to the previous session of the read aloud “Shredderman: Secret Identity”. Remind students about the character charts and that we will be looking for characteristics. Have a student do a retell of what had previously happened. Discuss any questions that the students might have about the text. Review the differences between stated and implied evidence as taught in the Session 3 powerpoint (Learning Support A: Making Inferences Powerpoint).

## **DURING**

**Read chapter 8 of “Shredderman: Secret Identity”**

**Summary of Chapter 8** In this chapter Nolan completes his website and launches it to live mode. Nolan’s mother wants to see the project, but Nolan indicates that he is not ready to share his assignment. Nolan is feeling some guilt about not letting his dad help with the assignment.

### **Pg. 69 Inference**

*Teacher:* Have the students infer why Nolan “sort of panicked” when shredderman.com went live. Do you think it is because inside he knew that it was wrong and that he was in fact bullying Bubba? (Also, when he asks himself “Was I Shredderman?” – was this because he knew it was wrong and he was surprised that he was capable of doing what he did?)

### **Pg. 72 Vocabulary**

*Teacher:* Check for understanding of the word “vengeful”. Have students use context clues or a dictionary to determine the meaning.

### **Pg. 72 Inference**

*Teacher:* Point out to the students that Nolan uses his mother’s words and actions (“Oh”, she said. And when I looked up, she was smiling) to infer that she thinks that Nolan “was doing something to surprise them”.

## **AFTER**

Complete a Venn diagram about Nolan and Shredderman. Remind them that traits that apply to both Nolan and Shredderman would go in the middle section of the diagram.

# Session 13

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## Learning goal

Students will learn what elements are required for a successful powerpoint presentation.

## Expectation

### Media

3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques.

## Materials

- Novel: Shredderman
- Learning Support A: Bullying Powerpoint
- Learning Support D: Bullying non-example
- Learning Support 9: Conventions of a Successful Powerpoint Checklist

## BEFORE

Indicate to the students that today they will be looking for elements/features of a successful power point. In order to do this, they will be reviewing the power point on Bullying (example) and another version of that same power point (a non-example). Tell the students that they will be discussing what makes a successful power point presentation and making a list of elements that should be included in a successful power point. Indicate that they will do so after they have looked at both examples.

## DURING

First, review the original powerpoint on Bullying (see Learning Support A: Bullying Powerpoint). Next, play the “non-example” (titled Bullying Powerpoint Learning Support D: Bullying non-example) version of the powerpoint and instruct the students to look for the elements/features of the power point that made one version better than the other (ask them what “problems” they noticed with the non-example and what elements of the original powerpoint made it easier to follow and more enjoyable to view). Start a list on chart paper and continue to add to it as the students indicate the elements/features that they feel make the original powerpoint more effective (sample answers may include: font size, titles, background, pictures, transitions, animations, etc.). Refer to the teacher notes in the powerpoint to help with the list.

## AFTER

Review the list of elements/features of a power point that helped make the power point more effective and more enjoyable to watch. Next, use these features to create a “Conventions of a Successful PowerPoint Checklist” with the class (a sample has been provided for you in LS 9). The students will use this checklist to help them create their own power point presentations at the end of the unit.

*Teacher note:* a sample of the Conventions of a Successful PowerPoint Checklist has been provided for you in LS 9. Both powerpoints are available on the Patrick 4 Life website.

# Session 14

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## Learning Goal

The students will discuss and make inferences.

## Expectation

### Reading

1.5 make inferences about texts using stated and implied ideas from the texts as evidence

### Oral Communication

1.5 make inferences using stated and implied ideas in oral texts

## Materials

- Novel: Shredderman
- Text Garden of Abdul Gasazi available at:  
<https://www.youtube.com/watch?v=QvRGRYI3oFA&list=PLJrTavrCShFRDzq547e-hSf0Y1H5W-WsZ>

## BEFORE

## Summary of Chapter 9

### Read chapter 9 from “Shredderman: Secret Identity”.

In this chapter Nolan solves the problem about how he will inform his classmates about the website. Nolan is also becoming more assertive as he stands up for himself when two boys call him names and make fun of the way he is walking.

### Pg. 82 Connections to Health

*Teacher:* Point out to the students that Nolan responds appropriately to being bullied by Eddie and Matt. He introduces himself and politely asks them to stop calling him “nerd” and defends the way he walks to them.

### Pg. 84 Inference

*Teacher:* Have the students infer what Nolan meant by “Or at least, Shredderman could.” Does he think that he is stronger as Shredderman? Does he have more confidence?

Do a quick review with students about making inferences. What is an inference? How do we make an inference? Where can we find inferences? Refer students to the success criteria that was created in class during session three.

## DURING

The students will be engaged in a shared reading activity. The students will read the text “The Garden of Abdul Gasazi” on a youtube video.

<https://www.youtube.com/watch?v=QvRGRYI3oFA&list=PLJrTavrCShFRDzq547e-hSf0Y1H5W-WdZ>

- Why do you think the author writes that Fritz “barked with laughter” as he ran away from Alan?
- What do you think Alan is thinking or feeling?
- When Alan tells Gasazi about his problem, stop before he answers. What do you Gasazi will say? What information from the book supports your answer?

## AFTER

- What do you think really happened to Fritz?
- What text clues were provided throughout the text?
- What background knowledge do you have about dogs that might help you arrive at a conclusion?

# Session 15

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**Learning Goal** The students will be engaged in a discussion about the different ways to handle a bullying situation.

**Expectation** **Health**  
**C 1.3:** describe various types of bullying and abuse, including bullying using technology, and identify appropriate ways of responding.

**Oral Communication**

**1.5:** make inferences using stated and implied ideas in oral texts.

**Materials**

- Novel: Shredderman

## BEFORE

Refer to the previous session of the read aloud “Shredderman: Secret Identity”. Remind students about the character charts and that we will be looking for characteristics. Have a student do a retell of what had previously happened. Discuss any questions that the students might have about the text.

## DURING

### Read chapters 10-11

**Summary of Chapter 10** In this chapter Nolan thinks of himself as Shredderman, and distributes the flyers from the rooftop of the school. Nolan is becoming very brave about his actions.

**Summary of Chapter 11** In this chapter Nolan gets the word out about his website. He manages to do this anonymously. Nolan feels like he is fitting in with the other students. By the end of the recess all of the students and teachers know about the website.

### Pg. 97 Connections to Health

*Teacher:* Point out that Nolan reacts inappropriately to being bullied by Freddy. He decides to retaliate this time and shove him back and call Freddy “Pee-boy”. This is the first time that Nolan has bullied back as Nolan (instead of as Shredderman). After he pushes Freddy, he realizes that wasn’t the proper reaction and reacts in a more appropriate way (by taking a step back and saying “You’re Freddy, I’m Nolan. Got it?”)

### Pg. 100 Vocabulary

*Teacher:* Check for understanding of the word “censoring”. Have students use context clues or a dictionary to determine the meaning.

## AFTER

Discuss appropriate and inappropriate reactions to bullying from both a victim and witness’ perspective.

### **As a Victim**

Appropriate reactions:

- Stand up for yourself verbally (tell the bully to stop)
- Ask for help (ask a friend and/or tell adults about the problem)
- Walk away
- Even though it is difficult, show respect and treat the person who is bullying you the way you would like to be treated

Inappropriate reactions:

- Name-calling
- Getting into a physical fight

### **As a Witness to Bullying**

Appropriate reactions:

- Offer to help
- Invite the victim to hang out with you and your friends (people who bully often target people who spend a lot of time alone)
- Tell the victim that it is okay to ask for help and encourage them to talk to an adult about the situation
- Stand up for the victim by telling the bully that what they are doing isn't okay

Inappropriate reactions:

- Don't try to solve the problem by bullying back
- Don't become part of the problem by agreeing with the bully (or laughing along with the bully)
- Ignoring the problem and doing nothing

# Session 16

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**Learning Goal** The students will learn how to use a thesaurus to change overused words.

**Expectation** **Writing**  
**2.3:** use specific words and phrases to create an intended impression

**Materials**

- Novel: Shredderman
- Learning Support 14: Character Traits
- Computer lab

## **BEFORE**

**Review Character Traits** Teachers can refer to the list that was provided as well as the character traits of the main characters that is being developed during the read aloud sessions. This list is available in LS 14: Character Traits.

## **DURING**

**Writing Activity** Students will work on character traits that are often over utilized. They will choose two characteristics that are opposite of each other, for example happy and sad. The students will develop a list of synonyms using tools such as thesaurus.com. The students will then develop the list of words into a presentation to display the words using wordle.com.

## **AFTER**

Students can share their Wordle creations.

### **Examples of overused words**

- Happy
- Sad
- Good
- Bad
- Nice
- Pretty
- Funny
- Little
- Big
- Quiet
- Loud
- Mean
- Old
- Young
- Strong
- Weak
- Mad

# Session 17

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## Learning Goal

The students will practice writing with voice.

## Expectation

### Writing

**2.2:** establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement.

**2.3:** use specific words and phrases to create an intended impression.

## Materials

- Novel: Shredderman
- Computer lab

### **BEFORE**

Refer to the previous session of the read aloud “Shredderman: Secret Identity”. Remind students about the character charts and that we will be looking for characteristics. Have a student do a retell of what had previously happened. Discuss any questions that the students might have about the text.

### **DURING**

#### Read chapter 12

## Summary of Chapter 12

In this chapter Nolan’s classmates visit the Shredderman website. Nolan receives numerous emails from the excited students at his school. Everyone is curious about Shredderman including Bubba.

### **AFTER**

Students will work on writing with voice. Students will pretend to be a character from the text “Shredderman: Secret Identity”. They will write an email to Shredderman without stating who they are. Their word choice and voice should help depict the character that they have chosen to represent. The students will either choose to applaud Shredderman’s behaviour or be against him. Students can then try to guess who might be writing to Shredderman. The teacher can then create a bulletin board to mimic Shredderman’s website.

# Session 18

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## Learning Goal

The students will be making inferences about the short film “RED”.

## Expectation

### Media

**1.2:** use overt and implied messages to draw inferences and construct meaning in media texts.

## Materials

- Novel: Shredderman
- Anchor chart from session 3
- Film Red available at: <https://youtube.com/watch?v=jL9CSuKfeoM>

## BEFORE

Indicate to your students that they will be watching a short film, and they will have to make an inference about what the film is about. Have students summarize how to make an inference. Refer back to the anchor chart that was created during session 3.

## DURING

Students will watch the following short film on bullying entitled “RED” and then make the following inferences: <https://www.youtube.com/watch?v=jL9CSuKfeoM>

## AFTER

- Provide students with LS 10 and have them complete it.
- How is the boy feeling at the beginning of the film? Use clues from the film to support your answer.
- Why did the basketball player die his hair red? Used clues from the film to support your answer.
- How did the boy feel at the end of the film? Use clues from the film to support your answer.
- Discuss the answers as a class.

# Session 19

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**Learning Goal** The students will be discussing how some situations will enable a bully, and the different strategies that can be used to effectively deal with a bully.

**Expectation** **Health**  
**C 1.3:** describe various types of bullying and abuse, including bullying using technology, and identify appropriate ways of responding.

**Materials**

- Novel: Shredderman
- Chart paper
- Markers

## **BEFORE**

Refer to the previous session of the read aloud “Shredderman: Secret Identity”. Remind students about the character charts and that we will be looking for characteristics. Have a student do a retell of what had previously happened. Discuss any questions that the students might have about the text.

## **DURING**

**Read chapters 13 & 14**

**Summary of Chapter 13** In this chapter Nolan enjoys listening to the other students discuss Shredderman. Bubba is held accountable for his actions.

**Summary of Chapter 14** In this chapter Mr. Green confronts Nolan about being Shredderman. Mr. Green promises to keep his secret safe and even offers to become a sidekick.

### **Pg. 116 Vocabulary**

*Teacher:* Check for understanding of the word “enable”. Have students use context clues or a dictionary to determine the meaning. Discuss how this word connects to bullying.

### **Pg. 116 Connections to Health**

*Teacher:* Discuss how Mr. Green addresses the issue of the students calling Alvin “Bubba” and how he tells them that this just enables him to continue bullying others and helps him build his desired image. Mr. Green also recommends that the students all call him by his real name, Alvin, which is an effective strategy for dealing with bullies.

## **AFTER**

**Health Activity** Have the students begin with a partner or small group discussion about ways that people enable a bully (i.e. laughing, joining in, agreeing with the bully, etc.) and ways that they can effectively deal with a bully. As a class create 2 charts to be used as reminders for the students.

# Session 20

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## Learning Goal

The students will see how to successfully create a powerpoint presentation.

## Expectation

### Media

**3.4:** produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions

## Materials

- Novel: Shredderman
- Powerpoint checklist from Session 13
- Chart paper
- Markers
- Video September Ends from Patrick 4 Life website
- Learning Support E: Step by Step Guide (also on P4L website)

## BEFORE

Indicate to the students that they will be creating a powerpoint presentation about Patrick. Remind the students about the successful powerpoint checklist that they had previously created in session 13 (about the elements of a successful powerpoint presentation). The class and teacher should create a list of facts that they already know about Patrick. If the class does not have enough information the teacher may direct the students to complete some research prior to completing the powerpoint together.

Show video “September Ends” from Patrick 4 Life website.

## DURING

The teacher will take this time to model how to make a successful powerpoint presentation using information about Patrick. The teacher will demonstrate the step by step process of creating a powerpoint. The teacher should demonstrate planning a powerpoint presentation (the teacher may choose to create a graphic organizer). The teacher should then model making a complete power point presentation.

*\*Teacher note:* A power point presentation that provides a step by step guide for creating a successful power point entitled *How to Make a powerpoint* is available on Learning Support: Step by Step Guide Powerpoint and also on the Patrick 4 Life website.

## AFTER

The teacher should review with the students the successful elements of the power point presentation that was created.

# Session 21

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## Learning Goal

Students will learn about being an “upstander”.

## Expectation

### Writing

**2.2:** establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement.

**2.3:** use specific words and phrases to create an intended impression.

## Materials

- Novel: Shredderman
- Video Be an Upstander available at: <https://www.youtube.com/watch?v=eegQCyQOCpg>
- Paper
- Writing supplies
- Computer
- Projector

## BEFORE

Refer to the previous session of the read aloud “Shredderman: Secret Identity”. Remind students about the character charts and that we will be looking for characteristics. Have a student do a retell of what had previously happened. Discuss any questions that the students might have about the text.

## DURING

**Read chapters 15 & 16**

### Summary of Chapter 15

Nolan sees Bubba and his family interacting and realizes that Bubba bullies because his dad is a bully and it is what Bubba knows. Nolan changes his mind about his project and decides to complete his assignment about his dad.

### Summary of Chapter 16

In this chapter Bubba returns to school unchanged, but the rest of the class has changed and won't allow his bullying ways.

### Chapter 16

#### Pg. 137 Connections to Health

*Teacher:* Discuss how working together to stand up to Bubba (the bully) helped the students at school. If everyone decides that bullying is not okay and don't stand for it, it takes away power from the bully.

## AFTER

**Show students the YouTube video “Be an Upstander”:** <https://www.youtube.com/watch?v=eegQCyQOCpg>

Have a discussion about the different roles people play in a bullying situation. Students could demonstrate their learning about bullying by role playing different situations demonstrating being an “Upstander”.

## Superhero Writing Activity

Superheroes don't need to leap tall buildings to be a hero.

- What would a superhero want to say about bullying?
- How could a superhero use their voice/actions to convince others to stick up to bullies?

# Session 22

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## Learning Goal

The students will write greeting cards that portray a specific mood

## Expectation

### Writing

**2.2** establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement

**2.3** use specific words and phrases to create an intended impression

## Materials

- Cardstock
- Markers, crayons

## BEFORE

Together as a class brainstorm all of the different types of greeting cards that can be purchased or made. Discuss the characteristics of the cards. How do you know the purpose of the greeting card? What is the intended emotion of the card? How do the card creators evoke those emotions? Discuss with the class a few of the different emotions and characteristics, for example: Sentimental (serious, from the heart), humorous (makes you laugh)

## DURING

The students will create cards for an occasion of their choice. You may choose to have the students work in partners or small groups for this activity. The students should be focusing on writing with voice and word choice.

## AFTER

The students can share their cards with their class and discuss how the word choices that they made help to convince the audience of their chosen sentiment.

*\*teacher note:* This is an optional writing activity. It can be used if your students need to further develop their word choice and voice in their written work.



# Session 23

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**Learning Goal** Students will practice making inferences using pictures.

**Expectation** **Reading**  
**1.5:** make inferences about texts using stated and implied ideas from the texts as evidence.

**Materials**

- Learning Support 16: Making Inferences Organizer
- Learning Support F: Making Inferences with Pictures Powerpoint.

## **BEFORE**

Ask students how do we make inferences? Students should refer to the anchor chart posted in the classroom.

## **DURING**

Students will be looking at a series of pictures. The students will then need to infer about what is happening in each picture.

Students should use the provided graphic organizer to make inferences. (Learning Support 16: Making Inferences Organizer)

*\*teacher note:* these pictures are available on a powerpoint presentation called Learning Support F: Making Inferences with Pictures Powerpoint. The powerpoint presentation is also available on the P4L website.

## **AFTER**

The teacher should discuss the inferences that the students made about each picture. Have a number of students answer for each picture. Students should be able provide proof for each picture by describing their background knowledge and their proof from the text.

# Session 24 - Culminating Task

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## Learning Goal

The students will create a powerpoint presentation about one type of bullying.

## Expectation

### Media

**3.4:** produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques.

### Health

**C 1.3:** describe various types of bullying and abuse, including bullying using technology, and identify appropriate ways of responding

## Materials

- Anchor chart from session 6
- Learning Support 11: Health Expectation, Learning Goal, Success Criteria
- Learning Support 12: Media and Oral Communication Expectation, Learning Goal, Success Criteria

## Note to Teacher

All that is left pther than the culminating task are the end tasks.

### **BEFORE**

Indicate to the students that they will be creating their powerpoint presentations about bullying awareness. Refer back to the chart (from session 6) created about different types of bullying. Students should pick one type of bullying to focus on for their powerpoint presentations. At this time the teacher may ask the students to do some research about the type of bullying that they want to create awareness about.

*\*teacher note:* The teacher may ask that the students complete this research for homework and then come prepared for class.

*\*teacher note:* you may want the students to work independently, in pairs or small groups to create the power point presentation.

### **DURING**

The teacher will refer to the success criteria about the powerpoint presentation previously created. See example included in the unit package.

The students will take this time to plan their own powerpoint presentation.

*\*teacher note:* The teacher may choose to provide a graphic organizer for the students.

### **AFTER**

The teacher will then discuss with the students any concerns or questions that they might have about their plan.

*\*teacher note:* this will take multiple classes to complete the assignment.

LS 11: Health Expectation, learning goal and success criteria

LS 12: Media and Oral Communication Expectation, learning goal and success criteria

# Session 25

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## Learning Goal

Students will complete a writing end task.

## Expectation

### Writing

**1.5:** identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers.

**2.2:** establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement.

**2.3:** use specific words and phrases to create an intended impression.

### **BEFORE**

Have students recall the task that they completed about emotions at the beginning of the unit.

### **DURING**

## Voice End Task

Your students will complete the following task.

Write a paragraph that portrays an emotion, do not name the emotion. Use your voice to convince your audience.

### **AFTER**

Remind students to check their work before handing it in.

*\*teacher note:* Explain to the students that they can choose to use the same emotion or a different emotion than they had previously completed. The task should demonstrate an improvement in word choice and voice.



# Session 26

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**Learning Goal** Students will complete a reading end task.

**Expectation** **Reading**  
1.5: make inferences about texts using stated and implied ideas from the texts as evidence.

**Materials**

- Video available at: <https://www.youtube.com/watch?v=gc9oS9REoDk>
- Learning Support 15: Inferring End Task

## **BEFORE**

**Teacher Prompt** We will be watching a short film and then answering a question about the stork from the Dark Cloud in the film.

## **DURING**

### **Making Inferences End Task**

This task will be used to gather information about your students ability to make inferences.

**Show the Pixar short film “Partly Cloudy”.** <http://www.youtube.com/watch?v=gc9oS9REoDk>  
You may want to show your class this film 2 or 3 times before the students answer the question.

## **AFTER**

### **Then have the students answer the following question:**

What can you infer about the Stork that is assigned to the Dark Cloud? Use proof from the text. A template of this task is available in the black line masters Learning Support 15: Inferring End Task.

# Session 27

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**Learning Goal** Students will complete a writing end task.

**Expectation** **Writing**  
2.2: establish a personal voice  
2.3: use specific words and phrases

**Materials**

- Learning Support 17: End Task Writing with Voice

## **BEFORE**

Indicate to the students that will be completing a final writing task much like the one completed at the beginning of the cycle.

## **DURING**

Students will complete an end task for voice (Learning Support 17: End Task Writing With Voice). To do this, students will write a paragraph that portrays an emotion. Students can choose an emotion of their choice.

Students complete the following task (see Learning Support 17 for template). Write a paragraph that portrays an emotion, but do not name the emotion use “Voice” to convince your audience.

## **AFTER**

**Optional** Students can read their emotion paragraphs aloud while the audience tries to figure out what emotion is being portrayed.

# INDEPENDENT READING: LITERATURE CIRCLES

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## GETTING READY

### Text Selections

The text choices for literature circles are all rooted in the expectations for this cycle as well as topics and ideas that are typically of interest to the Grade4 learner.

### Preparation

You will need to choose several text selections for your students based on their differentiated needs. Once you have selected 10 or 12 different options, you will need to familiarize yourself with each. It is important that you are well-versed with each of the texts.



## SESSION 1 INTRODUCING LITERATURE CIRCLES

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### Defining

Brainstorm what constitutes a Literature Circle. Be sure to bring out the following important points:

- Students will gather in small groups for discussion
- Each group member reads the same book
- Students get to choose their own books from a selection
- There are different roles to complete
- Each time you read, you complete a role
- Your group decides how much you have to read for each session
- Literature circles meet twice a week. Each group member has to do the reading and complete the role sheet. When groups meet, they have a conversation using role sheets for guidance.
- Readings and role sheets will be homework - only the discussion part will take place in class.

### MODELING THE LITERATURE CIRCLE ROLE

### Note to Teacher

Modeling of the role itself, how the role sheet is completed and how the role plays out in the discussion is integral to the success of literature circles. Each part of the process needs to be carefully introduced, demonstrated and students need to have time to practice with feedback. The more time and energy spent here, the better the discussions will be.

## SESSION 2 DEVELOPING LOW AND HIGH ORDER QUESTIONS

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### MODELING THE LITERATURE CIRCLE ROLE

### Note to Teacher

It is essential that students have a solid understanding of the difference between low order and high order questions, how to develop them and what their purposes are. The Discussion Director is responsible for starting and maintaining the discussion. It is important to remind students what a discussion is versus going around in a circle and allowing everyone to speak. For our purposes, we want students to engage in the conversation in an authentic way and so going around in a circle doesn't usually encourage that. The use of higher order questions will facilitate this process. As a result, students will need to know what higher and lower order questions are and how to use the Questioning Matrix (Learning Support 18: Questioning Matrix).

### Questioning

We will use the Questioning Matrix (see Learning Support 18) because it is more concise and easier to teach – we don't want to spend a week teaching the different levels of questioning in preparation for this role although it might be a good idea to do so at another time. For a great resource regarding the levels of questioning and how to teach, go to [www.eworkshop.ca](http://www.eworkshop.ca), Literacy Modules, Active Learning – Lit. Circles, Videos.

### Model Questioning

#### DURING

Read the first segment of the selection aloud to students. During the reading, stop periodically to think aloud. Your thinking should reveal the questions you are asking yourself as you read in an effort to make sense of the text. Record these questions on chart paper as you share them during your reading. Be sure to include blatant examples of both low order and high order questions.

## Discussion

Ask students: what do you notice about the questions I've posed during the reading? The idea here is to bring out that some questions are easy to answer because they relate to facts and come straight from the text while others require the reader to think, make inferences and recognize that there might be more than one right answer.

## Q-Matrix

Show students the Q-Matrix and describe how it works (see Learning Support 18: Questioning Matrix). Be sure to remind students that there are exceptions to the rule and sometimes what appears to be a low order question will actually be a high order question and vice versa.

## **AFTER**

## Practice

Tell students that they will be thinking about low order and high order questions while listening to the read aloud. Tell students that they will be expected to write one low order question and one high order question each on separate sticky notes.

Read the second segment of the selection.

Allow students to share their questions by stating first what kind of question they think they've written and then reading the question aloud. Seek assistance from the rest of the class in determining accuracy. When all have agreed on the kind of question, have student place the sticky in the appropriate cell on the Questioning Chart. Repeat this process until the teacher believes that all students have a solid understanding of the difference between low and high order questions. In most cases, students will need to be able to work through this process a few times. As a result, it would be beneficial to work through the entire process two or three days in a row using different short texts.

## SESSION 3 DISCUSSION DIRECTOR

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### **BEFORE**

#### **Set the Stage**

Tell students that we would usually meet in Literature Circle groups to discuss the assigned reading and our roles but that today we will learn about our first role. Tell students that they should be thinking about the role while reading today's selection. Tell students that our first role will be: Discussion Director (see Learning Support 19: Discussion Director).

Distribute Learning Support 19: Discussion Director to students.

### **DURING**

#### **Model the Role**

Read through the description of Discussion Director as a large group. Talk about asking deep questions. Remind students that some questions are lower level while others are higher level. Lower level questions are good, but they don't require the reader to think or make connections. Higher level questions require you to think - make connections, infer etc.

Tell students that their role today is to think about questions that they might ask that will require others to think deep - to make connections and infer; questions that might not have one right answer, but a lot of right answers.

Provide a short text for students to read independently. Students will create a list of questions to ask when they are discussion directors.

This exercise is similar to yesterday's work with the Questioning Chart. It is important to start anew today and have students develop questions while reading independently and through the lens of a Discussion Director.

### **AFTER**

Provide ample time for students to share their questions and encourage discussion about which questions would be good for stimulating a discussion and why and how other questions might not promote a dialogue.

## SESSION 4 THE DISCUSSION

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### **BEFORE**

In this session, students will learn how the discussion part of the process works. In order to do this, students will develop a list of criteria for engaging in dialogue.

### **DURING**

#### **Brainstorming**

Use the brainstorming strategy to review what behaviours work well in a dialogue and which do not. Create a T-Chart (see Learning Support 20: Accountable Group Discussions) on the board and complete together. See Learning Support 21: Accountable Group Discussions Example for ideas about what might be included in the chart.

### **AFTER**

Emphasize to students that the most important thing to remember about Literature Circles is that the discussion evolves - it doesn't go around in a circle. Group members are allowed to make comments when they want as long as they don't interrupt others. The Discussion Director starts the ball rolling and keeps everyone on track. He/she asks questions when everyone has finished talking about a particular topic. The Discussion Director makes sure everyone is on task so if someone is not participating the Director can specifically ask someone to respond to a question.

Remind students that they are just learning the process that it will take a little while to become experts, but that they will get there eventually.

Depending on students, the process of modeling how to complete the Discussion Director role sheet as well as the Discussion Director role in the discussion group may need to be repeated. Teachers should expect that to continue developing the skills and knowledge needed for being effective Discussion

## SESSION 5 THE POINT PERSON

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### **BEFORE**

#### Setting the Stage

The next role will be that of Point Person (Learning Support 23: Point Person). Tell students that their task for this role will be to identify whose point of view is being represented in the reading. Tell them that they will also write about how the same event might have been told by one other character in the story.

### **DURING**

#### Model

Demonstrate the process by reading aloud a few pages of text that includes strong characters and then thinking aloud about the character I will use to rewrite the selection. A good text to use is *Flipped* by Wendelin Van draanen. Continue using think aloud to describe what the point of view of the other character would sound like. Write the same event from the other characters point of view on chart paper.

### **AFTER**

Provide students with a reading selection or conduct a shared reading. Review the Point Person role. Allow students to work in small groups to take on the role of point person. Groups can share their perspectives, but before they do, Model how the discussion should evolve. The point person begins by reading the passage from the text. The Point Person then tells what characters point of view is being represented and reads the rewrite. The Point Person invites others to respond to his/her work.

Repeat this process until all students are familiar with and understand the expectations.

## SESSION 6 CONNECTOR

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### BEFORE

#### Note to Teacher

The next role will be that of Connector (Learning Support 24: Connector). Tell students that their task will be to make connections: text to text, world, and self-based on the reading.

### DURING

#### Model

Model the process by reading aloud and then thinking aloud about what the reading reminds you of. Write the connections on chart paper and identify the kind of connection made. Students will be fairly familiar with this process so they should be able to do this independently.

Review with students the process of the connector role during the discussion group. Model by telling the students that the connector has to set the context by telling the rest of the group what part of the text was used as the basis for the connection. Continue to model by reading a selection from which a connection was made, then tell the students the connection. Ask students if they want to add anything. Continue to model several connections allowing responses from the group each time.

## SESSION 7 INFERENCE-MAKER

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### BEFORE

#### Set the Stage

Tell students that the next role will be Inference-Maker. Read the inference-maker's role collectively (as found on Learning Support 25: Inference-Maker). Students will have a concrete understanding of what it means to make an inference based on learning via Read Aloud and Shared Reading, but a quick reference to the success criteria will set the stage.

### DURING

#### Model

Read the selection through once together. Repeat reading through the selection again, this time reviewing inferences using both stated and implied ideas from the text. Do this on the overhead so that all students can see.

Read another short selection from the text. Repeat the process and ask students to provide an inference.

## SESSION 8 CONSOLIDATING THE ROLES IN A DISCUSSION GROUP

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Implement a group structure to the reading and begin the independent completion of roles and discussion groups.

### **BEFORE**

#### **Log Sheet**

Introduce students to the Log Sheet (Learning Support 26: LOG SHEET) and provide a model of how it should be completed.

### **DURING**

#### **Model**

Divide the class into groups of 4. Ask students to get into their groups and assign their reading for next class as well as their roles. Have them complete the log sheet. Gather as a large group to ensure that students understand the process and have their log sheets completed correctly. Remind groups that they should provide assistance to each other as well.

Another important reminder: Tell students that groups will not be functional if one of them fails to complete the reading and/or the role sheet. Not only will students waste your own time, they will be wasting everyone's time. Therefore, completing these tasks as assigned are essential for everyone's learning.

Provide time in class for students to complete their reading and role sheet. Allow time at the end of the session for students to share their feelings, questions, comments etc.

#### **Day 2 Classroom Practice**

On a subsequent day, ask for a group to volunteer to conduct the discussion group as a model. It would be helpful to review the process with the group beforehand. Ask students who should be the first to start the discussion (Summarizer). Lead the group through the process. Follow with the remaining roles with teacher acting as a guide for the process.

Remaining groups should proceed with discussion groups. As the time closes, remind students to complete their log sheets for next session.



**LEARNING SUPPORT 2 MAKING INFERENCES  
(EXPECTATIONS, LEARNING GOAL AND SUCCESS CRITERIA) Session 3**

**MAKING INFERENCES/INTERPRETING TEXTS**

1.5 make inferences about texts using stated and implied ideas from the texts as evidence

**Learning Goals for Making Inferences**

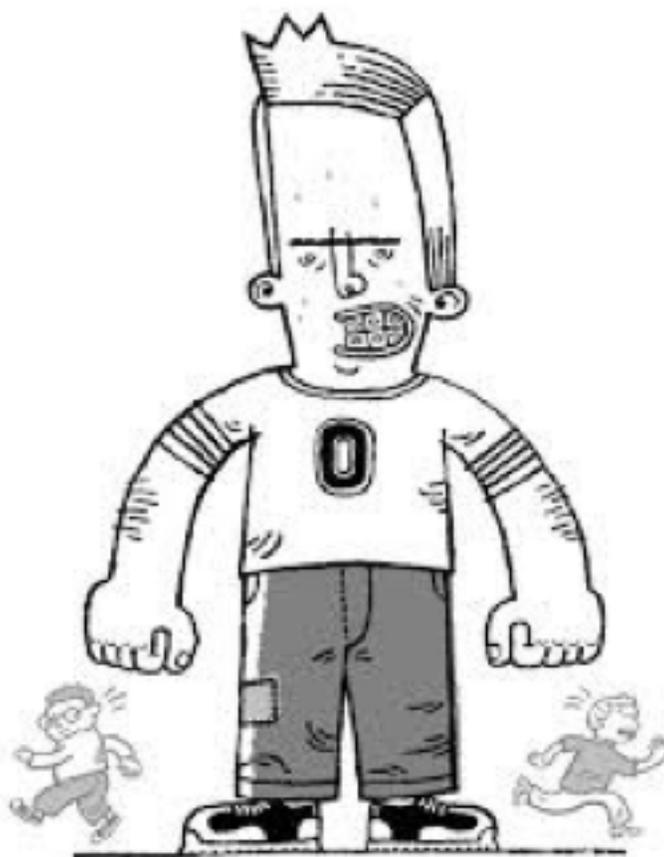
*Students will:*

- learn what an inference is
- learn how to make an inference when they read
- learn the difference between stated and implied evidence/ideas
- learn how to back up their inferences with stated and implied evidence from the text (provide support)

**Success Criteria for Making Inferences**

- student can make inferences from texts that they have read
- student can list the obvious (stated) ideas to make an inference
- student can list the hidden/indirect (implied) ideas from the text

# Bubba



## LEARNING SUPPORT 3.1 SUGGESTED CHARACTERISTICS FOR BUBBA Session 5

### SUGGESTED CHARACTERISTICS FOR BUBBA:

- *Aggressive and confrontational* (pg. 1 – “full of teeth and ready to bite”)
- *Physically aggressive* (pg. 1 – “Bubba Bixby’s got rocky knuckles”) (pg. 65 – grabs Nolan scares him, and slugs him in the stomach)
- *Explosive, gets angry and physical quickly* (pg. 1 – “Teachers were always telling him to use words instead of fists.”)
- *Mean* (pg. 5 – He gives everyone offensive names) (pg. 65 – seems to enjoy scaring others)
- *Influential* (pg. 6 – Sometimes the teachers used his nicknames for others)
- *Sneaky/sly* (pg. 4 – has Nolan’s magic-rub eraser in his desk) (pg. 14 – he stole Miriam’s green sheet)
- *Trouble-Maker* (pg. 40 – Miriam’s hair was cut and the turtle was drawn on)
- *Intimidating* (Bossy/Demanding) (pg. 65 – told Nolan to do his project for him)
- *Angry* (pg. 101 – yells at others when they ask him about the website)
- *Unhappy* (victim) (has a rough home life/abused pg. 132 – his dad yells at him and hits him)
- *Thief* (pg. 4 – has Nolan’s magic-rub eraser in his desk) (pg. 5 – he takes stuff from everybody. Even his friends, Kevin and Max. Actually, I think he steals from them the most) (pg. 14 – he stole Miriam’s green sheet)
- *Bully* (pg. 5 – He gives everyone offensive names) (pg. 65 – seems to enjoy scaring others) (pg. 40 – cut Miriam’s hair, drew on Turtle shell, took Ian & Danielle’s green sheets) (pg. 137 – Even when he came back to school he was meaner than ever. He called us names. He shoved. He yelled.)
- *Manipulative* (pg. 61 – talks about how he can get his mom to do his homework for him)
- *Threatening* (pg. 109 – Threatens Shredderman online “You’re gonna be sorry you were ever born!”)

## LEARNING SUPPORT 3.2 SUGGESTED CHARACTERISTICS FOR MR GREEN Session 5

### SUGGESTED CHARACTERISTICS FOR MR. GREEN:

- *Creative* (pg. 7 – One side of the classroom is set up like the desert. The other is like a jungle.)
- *Relaxed* (pg. 7 – he wears jeans and sandals to school)
- *Easy-Going, Laid-Back, Approachable* (pg. 9 – “you’re gonna dig this one, Nolan.”)
- *Strict* (pg. 10 – “I will not give you replacements if you lose yours.”)
- *Musical* (pg. 12 – he picked up his guitar again...)

## LEARNING SUPPORT 3.3 SUGGESTED CHARACTERISTICS FOR NOLAN Session 5

### SUGGESTED CHARACTERISTICS FOR NOLAN:

- *Intimidated/scared/non-confrontational* (pg. 6 – “I’m half Bubba’s size...still alive)
- *Artistically Un-creative/Unimaginative* (pg. 8 – “My igloo looked...Big Bang”)
- *Sarcastic* (pg. 8 – “Give me ten pages of triple-digit multiplication...I’m still working on tying my shoes so they don’t come undone in P.E.”)
- *Technologically Savvy* (pg. 13 – “I’d be able to work on the computer for hours...”)
- *Enthusiastic* (pg. 16 – “Mom you’ll never guess what!”)
- *Creative* (pg. 78 – making confetti)
- *Problem Solver/Planner* (pg. 18 – he put together the backpack to hide the camera)
- *Sneaky* (pg. 22 – snuck out a pin and needle and hid what he was doing from his mom)
- *Proud* (pg. 27 – excited his spy-pack really worked)
- *Frustrated/Lonely* (pg. 33 – “How come a bully like Bubba had friends and I didn’t?”)
- *Introvert* (pg. 35 – kept his anger inside)
- *Independent* (pg. 41 – all week he avoided others to accomplish his task)
- *Respectful* (pg. 53 – listens to mom when she says to turn off computer and he apologizes)
- *Vindictive* (pg. 57 – laughed every time he clicked on Bubba’s butt \*or is this Shredderman?)
- *Intimidated* (pg. 64 – “I didn’t want him to hear me shaking)
- *Conflicted* (pg. 69 – his face was hot and he asked himself if he was Shredderman)
- *Caring/Loving/Thoughtful* (pg. 72 – didn’t want to hurt his dad’s feelings)
- *Resourceful* (pg. 78 – making and using confetti)
- *Smart* (pg. 83/84 – was able to use the direction of the wind to determine where to throw confetti from)
- *Follower* (pg. 113 – “One of these days I’d like to call the rules”)

## LEARNING SUPPORT 3.4 SUGGESTED CHARACTERISTICS FOR SHREDDERMAN Session 5

### SUGGESTED CHARACTERISTICS FOR SHREDDERMAN:

- *Funny/Witty* (pg. 56 – writes jokes about Bubba)
- *Mean* (pg. 57 – posted pictures of Bubba’s butt)
- *Sneaky* (pg. 60 – followed Bubba around and spied on him)
- *Vindictive* (pg. 57 – laughed every time he clicked on Bubba’s butt) (pg. 66 – Bubba Bixby was going to be sorry he’d ever laid a hand on Shredderman)
- *Creative* (pg. 67 – re-wrote words to Baa Baa Black Sheep)
- *Brave* (pg. 84 – “or at least Shredderman could”) (pg. 85 – time for Shredderman to climb a roof)
- *Tough* (pg. 93 – rolled to the ground and shook it off)
- *Physical* (pg. 97 – shoved Freddy back \*was he acting as Shredderman or Nolan then?)
- *Confident* (pg. 98 – told Freddy to stop calling him nerd \*was he acting as Shredderman or Nolan then?)

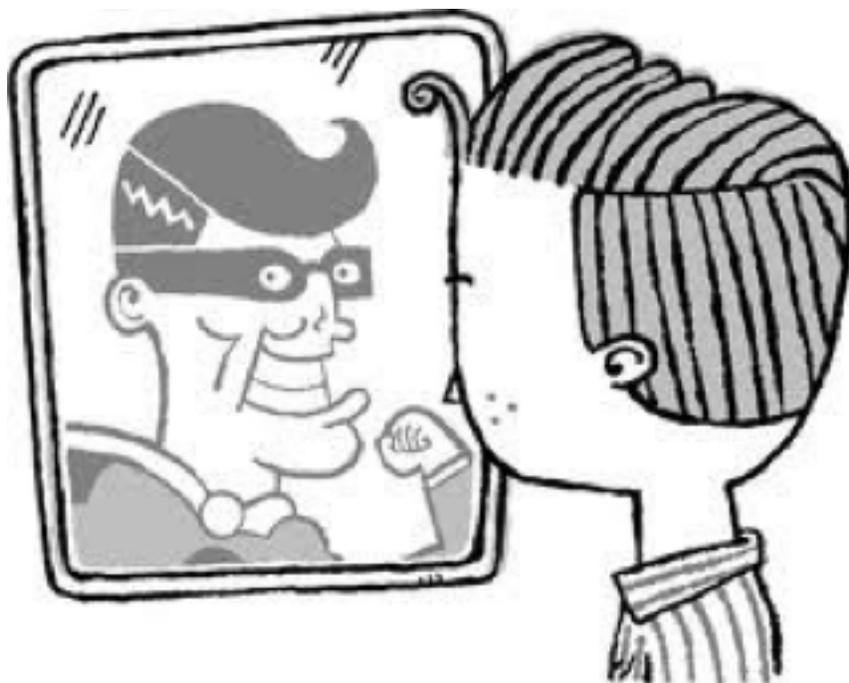
# Nolan



# Mr. Green



# Shredderman





## **LEARNING SUPPORT 8 VOICE : EXPECTATIONS LEARNING GOAL AND SUCCESS CRITERIA**

### Session 9

**2.2** establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement (e.g., use simple irony to poke fun at themselves: “Lucky me. I got to do the dishes.”)

**2.3** use specific words and phrases to create an intended impression (e.g., comparative adjectives such as faster; words that create specific effects through sound, as in alliteration for emphasis: rotten rain)

#### **Learning Goals for VOICE/Word Choice**

*Students will:*

- learn what voice is in writing
- learn what stylistic elements are
- learn how to use voice to convey a specific mood or feeling
- learn what an impression is
- learn how to use specific words/phrases to create an impression of their choice

#### **Success Criteria for VOICE**

- student demonstrates a personal voice in their writing
- student is able to convey/create a specific mood by using voice in their writing
- student uses specific words and phrases to create a specific feeling or mood

## Conventions of a Successful PowerPoint Checklist (SAMPLE)

- My font size isn't too big or too small (it's easy to read).
- The pictures I used match my information and topic and add detail to my presentation (they are related and not too distracting).
- I have used titles to help the viewer know what my slide is about.
- I have used bullets and/or separated my facts and information in my slides with spaces (instead of bunching them all together).
- I used animations and transitions appropriately (such that they aren't too distracting and deter the viewer from the main message of my presentation).
- Any bulleted information that I have included in my slide are presented in order.
- I do not have too much text on a page.
- My background helps make my presentation more visually appealing.
- My slides are in a logical order and flow nicely (and don't confuse the viewer!)
- I made sure my spelling was correct on all my slides.

NOTES:

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**LEARNING SUPPORT 10 : RESPONSE TO THE FILM "RED"** Session 18

Remember to include proof from the text.

HOW IS THE BOY FEELING AT THE BEGINNING OF THE FILM?

WHY DID THE BASKETBALL PLAYER DYE HIS HAIR RED?

HOW DID THE BOY FEEL AT THE END OF THE FILM?

## LEARNING SUPPORT 1 1 HEALTH EXPECTATION LEARNING GOAL AND SUCCESS CRITERIA

### Session 24

#### PERSONAL SAFETY AND INJURY PREVENTION

**C1.2** identify risks associated with communications technology (e.g., Internet and cell phone use, including participation in gaming and online communities and the use of text messaging), and describe precautions and strategies for using these technologies safely [IS]

**C1.3** describe various types of bullying and abuse (e.g., social, physical, verbal), including bullying using technology (e.g., via e-mail, text messaging, chat rooms, websites), and identify appropriate ways of responding [IS]

#### Health Learning Goals- Technology to Communicate:

*Students will:*

- learn what a risk is
- learn different types of ways to communicate with technology
- learn what risks are associated from communicating with technology
- learn what precautions are
- learn what precautions and strategies will help them communicate safely with technology

#### Health Learning Goals- Technology to Communicate:

*Students will:*

- learn about the various types of bullying and abuse
- learn about the various roles associated with bullying
- learn how to respond appropriately to bullying situations

#### Health Success Criteria – Technology to Communicate

- student can identify risks of using technology to communicate
- student can describe precautions (ways to avoid) the risks of using technology to communicate
- student can identify different ways (strategies) to use technology safely to communicate

#### Health Success Criteria – Different Types of Bullying

- student can describe different types of bullying and abuse (including those in technology)
- student can identify appropriate ways of responding to the different types of bullying

## LEARNING SUPPORT 1.2 MEDIA AND ORAL EXPECTATIONS LEARNING GOAL AND SUCCESS CRITERIA Session 24

### MAKING INFERENCES/INTERPRETING MESSAGES

**1.2** use overt and implied messages to draw inferences and construct meaning in media texts (e.g., overt message on packaging for a video game: In this adventure game, characters take big risks and perform amazing deeds; implied message: If you buy this game, you can share in the excitement and be more like the daring characters).

#### Learning Goals for Media - Making Inferences

*Students will:*

- learn what an inference is
- learn how to make an inference when they view media texts
- learn the difference between overt and implied messages
- learn how to back up their inferences with overt and implied evidence from the media text (provide support)

#### Success Criteria For Media - Making Inferences

- student can make inferences from media texts
- student can list the obvious (overt) and hidden/indirect (implied) messages they used to make their inference

### PRODUCING MEDIA TEXTS

**3.4** produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g.,

### CONVENTIONS AND TECHNIQUES

**3.3** identify conventions and techniques appropriate to the form chosen for a media text they plan to create (e.g., a board game related to a unit of study from a curriculum subject area could include a list of game rules; a board showing the game name, movement path, obstacles, and finish line; and visual details that will appeal to the intended audience).

*Teacher prompt:* "What are the essential components of this form? Have you included them all?"

#### Success Criteria For Media – Producing Media Texts

- student can identify all the necessary components (conventions and techniques) for creating a power point presentation
- student demonstrates the use of all the necessary components of a power point
- student's power point is appropriate for the audience

### ORAL EXPECTATIONS

#### Making Inferences/Interpreting Texts

**1.5** make inferences using stated and implied ideas in oral texts (e.g., listen "between the lines" to detect bias in an oral text).

#### Learning Goals for Oral - Making Inferences

*Students will:*

- learn what an inference is
- learn how to make an inference from texts that are read to them
- learn the difference between stated and implied ideas
- learn how to back up their inferences with stated and implied evidence from text (provide support)

#### Success Criteria For Oral Communication

- student can make inferences from oral texts
- student can list the obvious (stated) and hidden/indirect (implied) messages they used to make their inference

## **LEARNING SUPPORT 13 THINGS BULLIES DO TEXT EXAMPLES** Session 6

### **THINGS BULLIES DO**

#### **Chapter 1**

- shout at people (pg. 1)
- lying, cheating, stealing (pg. 4)
- flipping over tray, hogging the ball, cutting in line, shoving people (pg. 3)
- name-calling (pg. 5)

#### **Chapter 4**

- laughing at others (pg. 35)
- cut other people's hair (pg. 36)

#### **Chapter 5**

- destruction of property (drawing on turtle's shell) (pg. 40)
- dumping trash can (pg. 41)
- \*doing/saying jokes about other people, putting pictures of them on the internet (this is what Nolan does as Shredderman, who is a bully himself)

#### **Chapter 7**

- throwing food (pg. 59)
- say mean things to others (pg. 61)
- grabbing people, holding people against their will , make others feel scared, threaten people, get people to do their work for them (pg. 65)
- punch people (pg. 65)

#### **Chapter 13**

- build an "image" for themselves (pg. 116)

## LEARNING SUPPORT 14 LIST OF CHARACTER TRAITS Session 16

active	dreamer	lucky
adventurous	eager	mean
afraid	embarrassed	messy
ambitious	encouraging	mischievous
angry	entertaining	mysterious
annoyed	enthusiastic	nasty
argumentative	excited	neat
artistic	fair	nice
astonished	fearless	noisy
athletic	foolish	open
awesome	friendly	obedient
babyish	fun-loving	obnoxious
beautiful	funny	pretty
bewildered	gentle	proud
bold	generous	quiet
bored	giving	respectful
bossy	glamorous	sad
brave	glum	selfish
brilliant	grateful	serious
calm	greedy	shy
careful	grouchy	sloppy
cheerful	happy	smart
clever	helpful	studious
clumsy	honest	successful
concerned	hopeful	tall
confident	hostile	trustworthy
confused	humble	thoughtful
considerate	imaginative	unselfish
courageous	impatient	warm
crafty	impulsive	wild
creative	independent	witty
curious	intelligent	wonderful
dangerous	inventive	
daring	jealous	
dependable	lazy	
dishonest	leader	
disrespectful	lonely	



**LEARNING SUPPORT 16 : MAKING INFERENCES ORGANIZER** Session 23

Name: \_\_\_\_\_

Date: \_\_\_\_\_

TEXT CLUES	BACKGROUND KNOWLEDGE	INFERENCE

**LEARNING SUPPORT 17 END TASK : WRITING WITH VOICE** Session 27

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Write a paragraph that portrays an emotion. you should try not to name the emotion directly in your paragraph. Use what you know about writing with voice to help you...

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## LEARNING SUPPORT 18 QUESTIONING MATRIX

	IS	DID	CAN	WOULD	WILL	MIGHT
WHO						
WHAT						
WHERE						
WHY						
WHEN						
HOW						

- In order to form a question, you first select one word from the left hand side of the Q chart (Who, What, Where, Why, When, How).
- Select a word from the upper column (is, did, can, would, will, might) to form the question.
- Move across and down the chart following the 2 prompts to locate the square where the question will be recorded.

## LEARNING SUPPORT 19 DISCUSSION DIRECTOR

### DISCUSSION DIRECTOR

Your job is to develop a list of questions that:

- your group might want to discuss about the assigned reading
- will help you direct the discussion and keep it flowing

Don't worry about the small details; your task is to help people talk over the "big ideas" in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings and concerns as you read, which you can list below, during or after your reading.

Remember to use the Questioning Chart to help you to develop high-order questions that require your group members to go beyond answering with a simple yes or no.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

### DISCUSSION DIRECTOR: DISCUSSION GROUP

- You are considered to be the leader of the group.
- Unless there is a Summarizer Role, you will start the discussion.
- Use your role sheet to guide your questioning.
- Don't be afraid to make up new questions as you go along. If something comes out of the discussion that you hadn't planned, go ahead and ask questions about the new topic if the group is interested.
- Don't let group members answer one after the other in roundtable format. The idea is to get a discussion going where students have a natural conversation.

**LEARNING SUPPORT 20 ACCOUNTABLE GROUP DISCUSSIONS**

WHAT TO DO	WHAT TO AVOID

## LEARNING SUPPORT 21 ACCOUNTABLE GROUP DISCUSSIONS EXAMPLE

WHAT TO DO	WHAT TO AVOID
<ul style="list-style-type: none"><li>• Eye contact</li><li>• Lean in close</li><li>• Sit close</li><li>• Pay attention</li><li>• Listen</li><li>• Ask further questions</li><li>• Allow everyone their opinion</li></ul>	<ul style="list-style-type: none"><li>• Going around in a circle</li><li>• Interrupting</li><li>• Make judgements</li></ul>

## LEARNING SUPPORT 23 POINT PERSON

### POINT PERSON

Your job is to locate a section of the text that you think you could be told differently from another person's point of view. The idea is to find a section of the text (or maybe the whole reading) and then retell it from someone else's perspective. You might choose to write from the point of view of another character in the story or maybe someone/something totally unrelated (but that everyone in your group would know about).

Text that I used (page and paragraph numbers)

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Current point of view (character's name)

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New point of view (character's name)

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**Write the new point of view here:**

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### POINT PERSON: DISCUSSION GROUP

1. Read aloud the section of the story that you used as the basis for your work. Allow group members to ask any questions or make comments about the reading to make sure that they understand what you read.
2. Describe the new character you will be telling the story from.
3. Read the section of the story from the new perspective.
4. Ask group members to help you improve your work.

## LEARNING SUPPORT 24 CONNECTOR

### CONNECTOR

Your job is to:

Find connections between the book you are reading and the outside world. This means connecting what you read with your own life, to what happens at school or in the community, to similar events at other times and places, or to other people or problems.

Some things you might want to consider include:

- What did the reading remind you of?
- Have you ever experienced something like this yourself?
- Have you ever read about something like this in another book?
- Have you ever seen something like this on a television show or in a movie?

**Describe the part in the book, and then explain your connection.**

1.

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2.

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3.

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### CONNECTOR: DISCUSSION GROUP

- Set the context by telling students what part of the text you used as the basis for your connection. You might want to read the selection or tell about it.
- Read or tell your group about the connection you made
- Group members to respond
- You will have to go through this process at least three times to describe all three of your connections separately
- Allow other group members a chance to relate their own connections to the book, and allow others to respond to them.

## LEARNING SUPPORT 25 INFERENCE MAKER

### INFERENCE-MAKER

Your job is to identify places in the selection where you were required to make inferences. In other words, you have to identify parts of the text where the other doesn't tell you everything – you have to “read between the lines” in order to understand the text.

#### You must do the following:

1. Identify the part of the text that you are referring to.
2. State your inference.
3. Give reasons to support your inference.

#### Use the space below to record your work:

1. The part of the text that I made an inference about is:

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2. My inference is:

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3. The reasons why I've made this inference are:

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### INFERENCE MAKER: DISCUSSION GROUP

- You can share your inferences when the discussion director asks you to.
- Your job is to get the group talking about the inferences you describe and what information you used to make those inferences.
- Some questions you might ask include:
  - Did you make any of the same inferences?
  - Did you make any other inferences?





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