

REMEMBER THE SQ3R
WE DID EARLIER?
MAKE YOUR PREDICTIONS FROM THE
TEXT FEATURES OF THE ARTICLE AND
WRITE ANY IMPORTANT WORDS AS YOU SKIM.
MAKE UP SOME QUICK QUESTIONS, AND WRITE
MORE AS YOU ANSWER THEM OR SEE
SOMETHING YOU THINK IS
IMPORTANT.

STRATEGIC INSTRUCTION NOTE MAKING

MUST BE ABOUT MAGIC.

LOOK AT THE COVER...
THERE'S A SNOWBOARDER.

I THINK THESE NOTES
WOULD FORM A
GOOD BASE FOR A REPORT--
MAYBE A POWERPOINT
PRESENTATION.
IF ANYONE SKETCHES, MAYBE
WE CAN SCAN IT IN?

WHERE DOES IT SAY THAT?

SEE, HERE IT SAYS
ONE OF THE WORST NEW SPORTS.


I LOVE SPORTS

SEE, IT'S ITALICIZED.

THE SQ3R WAS A GOOD INTRO
FOR NOTE MAKING. THE STUDENTS
ARE STARTING
TO MAKE STRIDES AS READERS.
SCOTT'S REALLY TRYING,
AND HE'S USING
A LOT MORE STRATEGIES
THAN WHEN HE
STARTED. WE'RE GOING
TO HAVE TO DO...

SOME WRITING EXPERIENCES TO HELP HIM USE
THESE STRATEGIES IN A CREATIVE WAY MIGHT
HELP. MAYBE A MINI-REVIEW/REPORT OF A
MAGAZINE ARTICLE? THAT WAY WHEN WE ARE
WORKING ON THEIR PORTFOLIOS, THEY'LL BE
ABLE TO MAKE SOME BACK-AND-FORTH
CONNECTIONS.


October



IT'S PORTFOLIO TIME AGAIN. WE'VE DONE TONS OF STUFF THAT THEY SHOULD ALL BE PROUD OF. I REALLY HAVE TO MAKE A CONCENTRATED EFFORT TO HELP THEM ORGANIZE THEIR MATERIAL. THIS IS A GOOD CHANCE TO CONFERENCE WITH THEM, MAKE SOME CONNECTIONS TO THE READING CONTINUUM. THEY'VE ALL REALLY GROWN AS READERS. I'LL PROBABLY HAVE TO CONFERENCE WITH SCOTT AND JAIME...I HAVE SOME OBSERVATIONS OF THEIR PROGRESS THAT MIGHT HELP THEM ORGANIZE THEIR WORK. STEPHANIE'S GOT HER NOSE DOWN IN HER WORK. HER FOCUS HAS REALLY IMPROVED FROM THE FIRST MONTH OF SCHOOL.



PORTFOLIO



I'M HAPPY MATT'S BEEN WORKING SO HARD ON HIS ELECTRONIC PORTFOLIO. HIS WRITING NEEDS TO GAIN SOME DEPTH, BUT HE CAN REALLY REPRESENT VISUALLY ALL HIS UNDERSTANDING, AND HE'LL DEFINITELY IMPRESS HIS PARENTS WITH HIS COMPUTER KNOWLEDGE.

YOU MIGHT WANT TO BREAK IT DOWN A BIT, RALPH. YOUR PARENTS DON'T WANT TO BE HERE ALL NIGHT.

PORTFOLIOS ARE REALLY COMING ALONG. IT'S THE PERFECT CHANCE TO REFLECT ON THE WORK WE'VE DONE SO FAR.

I SEE AND HEAR: EXCITED STUDENTS, ACTIVE STUDENTS, SOME CONFUSED WITH ORGANIZATION, STICKY NOTES, SOME ARE ANXIOUS THAT THEY AREN'T GOOD ENOUGH, SEE DIVERSITY OF INTERESTS. I MIGHT HAVE TO GET SOME FICTION INTO THE SPORTS BIO KIDS.

WONDER: GOAL SETTING—IS IT TIME TO REVIEW AND REVISE? SHOULD WE START ANOTHER INQUIRY? SHOULD WE DO MORE EXPOSITORY READING? MAYBE INCORPORATE IT WITH A WRITING PROJECT? WHAT ARE THEY DOING IN OTHER CLASSES? MAYBE WE COULD INTEGRATE INTO ANOTHER SUBJECT. I'LL HAVE TO TALK WITH MRS...



I HEAR: QUESTIONING, AND COMPARISON, **SEE:** REVIEW AND CONNECTIONS BEING MADE (MIGHT HAVE TO PROD A COUPLE OF THOSE ALONG - JAIME AND SCOTT).



NOVEMBER



NOW THAT WE'VE PUT THE MAJORITY OF OUR PORTFOLIOS TOGETHER, CAN YOU SEE WHERE YOU'VE DEVELOPED SOME STRENGTHS? WHERE DO YOU THINK YOU STILL HAVE TO IMPROVE? HAVE YOU BEEN PICKING THE SAME TYPES OF BOOKS OR ARTICLES? WOULD YOU LIKE TO TRY SOMETHING ELSE? WHAT IS YOUR FAVOURITE STRATEGY FOR READING? TRY TO MAKE SOME NOTES, OR A Y-CHART, AND THEN MAKE UP A FEW NEW GOALS TO WORK ON.

PRESCRIBED LEARNING OUTCOMES

General Outcome 1
Students will listen, speak, read, write, view, and represent to explore thoughts, feelings, and experiences.

1.2 Clarify and Extend
1.2.2 Explain Opinions
► **Articulate, represent, and explain personal viewpoints clearly.**

Connections to Consider:

2.2 Respond to Texts
4.4 Present and Share
5.1 Develop and Celebrate Community
5.2 Encourage, Support, and Work Together

SUGGESTIONS FOR INSTRUCTION

Students begin to understand their environment and the issues involved in their daily world by examining their personal understandings and developing their own viewpoints. Essential to this process are skills for presenting personal viewpoints, reading, writing, and listening. Critical listening, viewing, and reading skills provide students with additional information and ideas which when evaluated, cause them to revise personal viewpoints. Models of critical literacy for students and encourage students to seek others' feedback and viewpoints in extending their own thinking.

Teaching and Learning Strategies

- **Modeling**
Expose students to various viewpoints — including those of their teachers, others, and contemporary leaders — to provide them with many experiences on which to base personal viewpoints. Discussing personal viewing experiences, reading aloud various viewpoints, and expressing personal responses to them as they listen, read, or view. Encourage students to engage in debates and discussions to help them recognize the value of critical literacy in a democratic society.
- **Cross-Curricular Connections**
Discuss the role of debating various viewpoints in public forums in Greek democracies.
- **Mini-Controversies**
With student input, choose a familiar topic that presents a controversy or specific point of view. Do you prefer rock music or country music? "Should some offenders who commit violent crimes be moved to adult court?" "Should prison for groups, children's access to the Internet?" are some examples. In groups, students debate which side they will choose and then prepare at least three supporting arguments. After they have agreed on their topic, using pictures and drawings, students represent arguments on their topic. Using pictures and drawings, students share their representations with the class.
- Group spokesperson strategy.
- Group shows their own viewpoints.

SUGGESTIONS FOR ASSESSMENT

(1.2.2) Assess students' skills in explaining personal viewpoints in classroom learning experiences during the school year. Over time, students should demonstrate progress in their ability to express viewpoints and support opinions, and should show evidence of flexibility and willingness to change when new evidence warrants new thinking.

Focus for Assessment

- explain viewpoints clearly and convincingly?
- use a variety of media to explain viewpoints?
- integrate information and revise personal understandings?

Observation

- observations should include a focus on students' ability to state opinions clearly and with supporting evidence.
- listen to alternative viewpoints and respond to critical aspects of the argument.
- flexibly consider new information and revise viewpoints when evidence suggests the need to do so.

(See Strategies chapter, p. 264.)

Conferences

- In conferences, students demonstrate their ability to represent, and explain personal viewpoints, and to respond to critical aspects of the argument.
- Use conferences to clarify viewpoints.

Teacher Resources

Buchl, Doug. *Classroom Strategies for Interactive Learning*. 1995.

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Gillett, J.W., and M. Kita. "Work, Kids, and Categories." *The Reading Teacher* 32 (1979): 536-42.

Glazer, S.M., and C.S. Bowen. *Participatory Learning in the Classroom*. 1993.

Hughes, S. *The Webbing Way: Integrating the Curriculum through Writing*. 1994.

Hynish, Susan. *Making Connections: Language and Learning in the Classroom*. 1994.

Mason, J.M., D. Bewell, and M.E. Vega. *Responses to Literature: Grades K-8*. 1991.

Rosenthal, Regie. *literacy at the Core: Critical Thinking and Other Reading, Writing and Other Teaching Dilemmas*. 1996.

JAN 07
THESE GOAL-SETTING SESSIONS WILL MAKE IT EASIER TO WRITE MY REPORTS. I'VE GOT ENOUGH STUDENT OBSERVATIONS THAT IT WON'T BE HARD TO HIGHLIGHT A GOOD SOLID REPORT THAT WILL BE ABLE TO CREATE AREAS FOR GROWTH, STRENGTHS, PROGRESS OF EACH STUDENT, AND STRATEGIES TO FOCUS ON NEXT TERM. SIDE NOTE: BUT IT MIGHT BE TIME TO MIX UP THE SEATING AND DO A FEW MORE WHOLE CLASS INQUIRIES.

REFER TO GRADES 5 TO 8 ENGLISH LANGUAGE ARTS: A FOUNDATION FOR IMPLEMENTATION, PAGES 44 TO 47.

...I SHOULD GO BACK TO THE OUTCOMES TO REVIEW AND REFLECT ON THE YEAR SO FAR.