

# BLACK LINE MASTERS

## Big Picture

### **BLMs in The Big Picture**

BLM BP.1#1: *Community and Diversity* Reading Circle Learning Centre

BLM BP.1#2: In the News Learning Centre

BLM BP.1#3: In the News Role Descriptions

BLM BP.1#4: Reflection Journal Learning Centre

BLM BP.1#5: My Learning Chart

BLM BP.1#6: Environmental Stewardship and Sustainability Learning Centre

BLM BP.1#7: *Community and Diversity* Word Splash

## **BLM BP.1#1: *Community and Diversity* Reading Circle Learning Centre**

### **Overview**

At this learning centre, you will

- choose a novel related to community and diversity and read the selected text during your group's Reading Circle
- write a diamante poem connecting your chosen novel to the idea of community and diversity

### **Resources**

- novel
- BLM OLE.4#3: Reading Circle Discussion Notes
- BLM OLE.4#5: Suggested Writing Topics for Reading Circle Response Log (Fiction)
- BLM OLE.4#7: Rubric for Peer/Group Assessment and Self-Assessment of Reading Circle Discussion
- International Reading Association (IRA) and National Council of Teachers of English (NCTE). "Diamante Poems." *Read-Write-Think*. <[www.readwritethink.org/materials/diamante/](http://www.readwritethink.org/materials/diamante/)>.

### **Tasks**

- Review the reading selections available and work with your group to choose your novel.
- Review the roles within the Reading Circle, as well as the rubric for Reading Circle discussion participation (see BLM OLE.4#7: Rubric for Peer/Group Assessment and Self-Assessment of Reading Circle Discussion).
- Work at your Reading Circle to read the selected novel and to discuss it. Complete the discussion notes and response logs.
- After reading the novel, discuss the relationship and connection between the text and the *Community and Diversity* unit.
- Use the *Read-Write-Think* website to find information about diamante poems, and then write a diamante poem about community and diversity.
- Post your poem in your Electronic Collection.

### **Suggestions for Collaboration**

- Use group consensus to choose the novel for your Reading Circle.
- Read the text during the Reading Circle session, and identify some sections to be read independently before the next meeting.
- Decide who will take on each role in your Reading Circle.

### **What to Do with the Results of This Learning Centre**

- Place all written work in your Personal Binder.
- Include your diamante poem in your Electronic Collection.

### **Assessment Criteria**

- The discussion notes and response logs are complete and show good understanding and thoughtful reflection.
- Self-assess your group work using BLM OLE.4#7: Rubric for Peer/Group Assessment and Self-Assessment of Reading Circle Discussion.
- The poem follows the diamante pattern and expresses a connection between community and diversity.

## **BLM BP.1#2: In the News Learning Centre**

### **Overview**

At this learning centre, you will find news articles on current events related to our Manitoba community to enrich your learning and to share with others.

### **Resources**

- newspapers
- BLM BP.1#3: In the News Role Descriptions
- BLM OLE.7#1: Speech Delivery Assessment Form
- BLM OLE.7#2: Self-Assessment of Active Listening

### **Tasks**

- Choose a news article that relates to our Manitoba community, which you will read and share with your group.
- Collaborate to decide which roles group members will take on. Review the tasks of each person.
- With your selected article, complete the tasks of your current role. In your work, be sure to name the headline of the news article, the reporter, and the newspaper, and identify the date.
- As a collaborative group, share and discuss your work to ensure all tasks are completed. Practise to prepare for the next Share the Learning or Speak Ye! Hear Ye! session.
- Complete BLM OLE.7#2: Self-Assessment of Active Listening.

### **Suggestion(s) for Collaboration**

- Ensure that group members take on different roles each time you are at this learning centre.

### **What to Do with the Results of This Learning Centre**

- Add news articles to the In the News display.
- Add new vocabulary and terms to the class Word Wall.
- Share your work at the next Share the Learning or Speak Ye! Hear Ye! session.
- Hand in BLM OLE.7#2: Self-Assessment of Active Listening to the teacher.

### **Assessment Criteria**

- To assess speaking skills, review BLM OLE.7#1: Speech Delivery Evaluation Form.
- Self-assess your listening skills using BLM OLE.7#2: Self-Assessment of Active Listening.

### BLM BP.1#3: In the News Role Descriptions

Use the roles described below to guide your work in BLM BP.1#2: In the News Learning Centre. You may have had these roles before in your Reading Circles or during Speak Ye! Hear Ye! sessions.

| Roles                          | Descriptions  |
|--------------------------------|---|
| <b>Information Interpreter</b> | Find a few sections of the news article that <ul style="list-style-type: none"> <li>• are especially relevant to <i>Community and Diversity</i></li> <li>• explain the information very concisely and clearly</li> <li>• shed new light on the issue</li> <li>• communicate information previously unavailable</li> <li>• are controversial or thought-provoking</li> </ul>   |
| <b>Connector</b>               | Find connections between the reading and the outside world. This means connecting the reading to <ul style="list-style-type: none"> <li>• personal life</li> <li>• happenings at school or in the community</li> <li>• similar events from other times and places</li> <li>• other people or situations</li> </ul> <p>Possible connections may also be found between this reading and other text related to <i>Community and Diversity</i>.</p>   |
| <b>Vocabulary Enricher</b>     | Find important words in today's reading. <ul style="list-style-type: none"> <li>• Identify words that are puzzling or unfamiliar.</li> <li>• Jot down the words, adding their definition later.</li> <li>• Point out familiar words that stand out (such as words that are repeated often, that are used in an unusual way, or that are key to the meaning of the text).</li> </ul>   |
| <b>Illustrator</b>             | Draw an illustration of something specifically discussed in the reading or related to it, or of a feeling you experienced from the reading. <ul style="list-style-type: none"> <li>• Your illustration can be a sketch, cartoon, comic, diagram, flow chart, or stick figure scene, and it may be labelled.</li> <li>• Show the illustration to the others in the group without commenting on it.</li> <li>• Group members speculate on the meaning of the illustration, and connect it to their own ideas about the reading.</li> <li>• Explain the illustration, describing how it came about or what it represents.</li> </ul> |
| <b>Pollster</b>                | Prepare and conduct a survey related to the news article. <ul style="list-style-type: none"> <li>• Create a survey question.</li> <li>• Identify and survey an identified group.</li> <li>• Interpret the survey findings.</li> <li>• Present the survey data and interpretation of the data using BLM OLE.7#3: You Are the Pollster.</li> </ul>  |
| <b>Poetry Reader</b>           | Present poetry related to the news article. <ul style="list-style-type: none"> <li>• Choose or write a short poem.</li> <li>• Memorize/recite the poem.</li> </ul>  |

## **BLM BP.1#4: Reflection Journal Learning Centre**

### **Overview**

At this learning centre, you will reflect on your learning and maintain your Reflection Journal.

### **Resources**

- word processor or Reflection Journal
- BLM BP.1#5: My Learning Chart
- BLM OLE.8#3: Metacognitive Reflection

### **Tasks**

- To prepare for your group's discussion, review your thoughts, ideas, questions, and learning related to this unit, as recorded on BLM BP.1#5: My Learning Chart.
- Share and discuss your ideas and questions with your group. Work together during your discussion to share answers to group members' questions.
- Write in your Reflection Journal about your learning in your recent work in the *Community and Diversity* unit. Use thoughts and ideas from your individual and group work, as well as from your discussion. You may want to use BLM OLE.8#3: Metacognitive Reflection to help guide your writing.

### **Suggestions for Collaboration**

- Sit in a circle so that all group members can be seen and heard during your discussion.
- Remember, only one speaker speaks at a time.

### **What to Do with the Results of This Learning Centre**

- Include your Reflection Journal entry in your Electronic Collection.

### **Assessment Criteria**

- Reflection Journal entries are complete and include ideas from BLM BP.1#5: My Learning Chart and BLM OLE.8#3: Metacognitive Reflection.



## **BLM BP.1#6: Environmental Stewardship and Sustainability Learning Centre**

### **Overview**

At this learning centre, you will explore how we care for the environment and why it is important, while learning the meaning of the terms *stewardship* and *sustainability*.

### **Resources**

- concept-mapping software
- print and electronic sources

### **Tasks**

- Create a concept map, individually or with a partner, that shows ways we are friendly to the environment at home, at school, in our local community, and in Manitoba. Discuss and list the criteria for what a quality concept map needs.
- Share your concept map with the members of your group. Discuss why taking care of the environment is important. Have a recorder write down your group's ideas.
- Using print and electronic sources, find what the terms *stewardship* and *sustainability* mean.
- Create a poster or a collage that demonstrates your understanding of the terms *stewardship* and *sustainability*. Discuss the criteria for what a quality poster or collage looks like.

### **Suggestions for Collaboration**

- Provide each group member with a list of the concept map criteria.
- Remember, one speaker speaks at a time when sharing ideas in your group. Sit in a circle so that everyone can be seen and heard.

### **What to Do with the Results of This Learning Centre**

- Include your concept map in your Electronic Collection.
- You may add further ideas to your concept map as you learn more about stewardship and sustainability in Manitoba.

### **Assessment Criteria**

- Share your poster or collage with the class and reflect on the meaning of the terms *stewardship* and *sustainability*. Which poster or collage best shows understanding of the terms?

BLM BP.1#7: *Community and Diversity* Word Splash

balance  
Web of life  
geographic features  
Stewardship  
achievements  
landforms  
adaptations  
culture  
diversity  
interdependency  
demographic features  
environment  
extinction  
community  
conservation  
population  
sustainability  
habitats  
identity  
natural resources  
7  
generations  
collaborate