

What's in Store?

BP.1

TIME

200 minutes

OVERVIEW

Students activate their interest in *Community and Diversity* by viewing the PowerPoint presentation *Canadian Youth Forum: Celebrating Community and Diversity*. They become familiar with the structure of the Grade 4 interdisciplinary unit and the implementation of the culminating task. Students share their prior knowledge of the Manitoba community, are introduced to important vocabulary, and make predictions for the unit.

SPECIFIC LEARNING OUTCOMES AND LITERACY WITH ICT CONTINUUM DESCRIPTORS

Think about the intent of this learning experience (LE) and how you will facilitate instruction and assessment to meet your students' learning needs.

- What do your students need to know, be able to do, think, and feel at the end of this LE?
- What specific learning outcomes (SLOs) will guide instruction, learning, and assessment through this LE?

During instruction and assessment, students build understanding of interdisciplinary content through English language arts (ELA) and literacy with ICT. Therefore, target the SLOs in ELA and the descriptors in the Literacy with ICT Continuum that reflect your students' learning needs at this time of the year. Target two or three SLOs from each of the other subject areas for instruction and assessment. While additional SLOs will be uncovered and demonstrated, they may not be the focus of assessment. The targeted SLOs, descriptors, and criteria for observation can then be copied to the Focused Observation Form available online at www.edu.gov.mb.ca/k12/cur/multilevel/blm/blm_5.doc.

English Language Arts

- 1.1.1 *Express Ideas*—Describe and reflect upon personal observations and experiences to make predictions and reach tentative conclusions.
- 1.1.2 *Consider Others' Ideas*—Explore connections between a variety of insights, ideas, and responses.
- 2.1.1 *Prior Knowledge*—Make and record connections between personal experiences, prior knowledge, and a variety of texts.
- 2.2.1 *Experience Various Texts*—Experience texts from a variety of forms and genres [such as personal narratives, plays, adventure stories, mysteries . . .] and cultural traditions; share responses.
- 2.2.2 *Connect Self, Texts, and Culture*—Identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts [including texts about Canada or by Canadian writers].
- 2.2.3 *Appreciate the Artistry of Texts*—Identify mood evoked by oral, literary, and media texts.
- 2.3.2 *Techniques and Elements*—Explain connections between events and the roles of main characters in oral, literary, and media texts, and identify how these texts may influence people's behaviours.
- 2.3.3 *Vocabulary*—Expand knowledge of words and word relationships [including homonyms, antonyms, and synonyms] using a variety of sources [such as print and electronic dictionaries, thesauri, people . . .].

- 2.3.5 *Create Original Texts*—Create original texts [such as murals, scripts for short plays, descriptive stories, charts, poems . . .] to communicate and demonstrate understanding of forms and techniques.
- 3.2.1 *Identify Personal and Peer Knowledge*—Record, select, and share personal knowledge of a topic to focus inquiry or research.
- 3.2.4 *Access Information*—Use a variety of tools [including indices, maps, atlases, charts, glossaries, typographical features, card or electronic catalogues, and dictionaries] to access information and ideas; use visual and auditory cues to identify important information.
- 3.2.5 *Make Sense of Information*—Determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual and auditory cues.
- 4.4.3 *Attentive Listening and Viewing*—Demonstrate appropriate audience behaviours [such as listening to opposing opinions, disagreeing respectfully, expressing opinions . . .].
- 5.2.1 *Cooperate with Others*—Appreciate that everyone in a group has to work together to achieve cooperative and collaborative group tasks, and act accordingly.
- 5.2.2 *Work in Groups*—Take roles and share responsibilities as a group member.

Science

- 4-1-01 Use appropriate vocabulary related to their investigations of habitats and communities.
Include: habitat, physical adaptation, behavioural adaptation, traditional knowledge, technological development, population, community, food chain, food web, organism, producer, consumer, herbivore, omnivore, carnivore, predator, prey, scavenger, endangerment, extinction, conservation
- 4-1-15 Describe how their actions can help conserve plant and animal populations and their habitats.
Examples: clean up a local stream to improve fish and bird habitat . . .

Social Studies

- 4-KI-005 Identify cultural communities in Manitoba.
- 4-KL-023 Identify issues related to environmental stewardship and sustainability in Manitoba.
- 4-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.
- 4-S-102 Interact fairly and respectfully with others.
- 4-S-400 Listen actively to others to understand their perspectives.

Literacy with ICT Continuum

Plan and Question

- P-1.1 recalls and/or records prior knowledge and asks topic-related questions
- P-2.1 constructs “how and why” questions, predictions, hunches, educated guesses, and hypotheses and identifies information needs

Gather and Make Sense

- G-1.1 finds and collects information (text, images, data, audio, video) from given media sources
examples: within applications, CD-ROMs, the Internet, broadcast media, email . . .

Produce to Show Understanding

- Pr-1.1 participates in establishing criteria for student-created electronic work
- Pr-1.2 composes text, records sound, sketches images, graphs data, and/or creates video
- Pr-1.3 edits electronic work according to established criteria, conventions, and/or standards
examples: text, images, sound, concept maps, multimedia presentations, email, tables, spreadsheets, graphs, video, animation, web pages, wikis, blogs . . .

SUGGESTED LEARNING RESOURCES**Software**

- concept mapping
- word processing

Internet

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.
- International Reading Association (IRA) and National Council of Teachers of English (NCTE). "Diamante Poems." *Read-Write-Think*. <www.readwritethink.org/materials/diamante/>.

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies
- Manitoba Education and Youth. *Independent Together: Supporting the Multilevel Learning Community*. Winnipeg, MB: Manitoba Education and Youth, 2003.
(See BLM 5: Focused Observation Form, available online at <www.edu.gov.mb.ca/k12/cur/multilevel/blm/blm_5.doc>.)

BLMs

- 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 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
- BLM OLE.7#1: Speech Delivery Evaluation Form
- BLM OLE.7#2: Self-Assessment of Active Listening
- BLM OLE.8#3: Metacognitive Reflection

TBLMs

- TBLM BP.1#1: Diamante Poem
- TBLM OLE.4#3: Teacher Observation Checklist for Reading Circles

SUGGESTIONS FOR INSTRUCTION

Preparation and Set-up

- Review Internet sites on sustainable development for teacher reference.
- Register your school for ongoing environmental stewardship and sustainability activities (e.g., register as a Green School, join an EcoKids Club—see IMYM Links Database, using the key words *stewardship* and *sustainability* to search for current websites).
- Decide how the *Canadian Youth Forum: Celebrating Community and Diversity* will be set up in your school. Will you collaborate with other classrooms across the school division, province, or country? Will you have a face-to-face event to which you invite parents and community members, or will you host a virtual forum?
- Review or revise the *Canadian Youth Forum: Celebrating Community and Diversity* PowerPoint presentation to introduce the concept of an interdisciplinary unit to students, and discuss how the unit will progress throughout the modules and how students will celebrate their learning at the *Canadian Youth Forum*. See the notes section of the PowerPoint presentation for suggestions on how the presentation can be revised to fit your school or classroom situation.
- Revise BLM BP.1#7: *Community and Diversity* Word Splash to suit students' learning needs, where necessary.
- Refer to ICT.5: Inspired.
- Refer to OLE.4: Reading Circles, OLE.5: Share the Learning, OLE.6: Collaborative Learning, OLE.7: Speak Ye! Hear Ye!, OLE.8: Reflection Journal, OLE.9: Newspapers, and OLE.10: Electronic Collection.

Activating Strategies

- Students are introduced to this unit by viewing the *Canadian Youth Forum: Celebrating Community and Diversity* PowerPoint presentation and discussing the focus and components of the interdisciplinary unit.
- Students work collaboratively to record their prior knowledge of the Manitoba community using concept-mapping software and a digital projector or an electronic whiteboard.
Note: This task will be revisited at the end of the unit, when students will create an individual concept map and reflect on their learning.

Acquiring Strategies

- Students work individually to identify and highlight terms they know and understand, using BLM BP.1#7: *Community and Diversity* Word Splash. Once they have completed the Word Splash, students share and discuss the vocabulary with which they are familiar. Students then work collaboratively to develop a group prediction for the unit and share it with the class.
Note: BLM BP.1#7: *Community and Diversity* Word Splash can be used as an assessment for learning tool to indicate students' prior knowledge. Students can revisit the Word Splash, using different colours to highlight and identify words they know at various points throughout the unit. As a class, students can work together to maintain a Word Wall, sharing the terminology of the unit.

Applying Strategies

- Students participate in learning centres.
 - BLM BP.1#1: *Community and Diversity* Reading Circle Learning Centre
Students work in collaborative groups to choose and read a novel related to community and diversity. They maintain a reading response log, and discuss their thinking with their Reading Circle. After reading and discussing the selected text, students write a diamante poem connecting the novel to the idea of community and diversity. This learning centre is continually revisited throughout the interdisciplinary unit.
 - BLM BP.1#2: In the News Learning Centre
Students find news articles on current events related to our Manitoba community and its diversity. They take on different roles to share the information they have found with the class. This learning centre is continually revisited throughout the interdisciplinary unit.
 - BLM BP.1#4: Reflection Journal Learning Centre
Students maintain a record of their thoughts, learning, and questions to prepare for their group discussion. After discussing their ideas in the collaborative group, they write in their Reflection Journal about their learning. This learning centre is continually revisited throughout the interdisciplinary unit.
 - BLM BP.1#6: Environmental Stewardship and Sustainability Learning Centre
Students explore how they currently care for the environment and record their ideas using concept-mapping software. They create a poster or a collage that demonstrates their understanding of the terms *stewardship* and *sustainability*. They discuss why being environmentally friendly is important, while learning about the terms *stewardship* and *sustainability*.

SUGGESTIONS FOR ASSESSMENT

- Observe students during group work and discussions. Maintain anecdotal records. Are students contributing to the group? Is their behaviour on task? Do they share ideas and speak respectfully to others? How do they collaborate with group members?
- Assess audience behaviour during student presentations (using BLM OLE.7#2: Self-Assessment of Active Listening). Note eye contact with the speaker (considering cultural appropriateness), interest in the presentation, and appropriate questions and comments.
- Review students' familiarity with vocabulary using BLM BP.1#7: *Community and Diversity* Word Splash. Observe student understanding of vocabulary during group discussions. Use information gathered to guide instruction and provide student support.
- Review students' posters or collages. Do students have a clear understanding of the terms *stewardship* and *sustainability*? Can they compare stewardship and sustainability?
- Assess students' ability to identify their strengths, areas of growth, and areas needing improvement through their Reflection Journal entries.

CONNECTION TO CANADIAN YOUTH FORUM: CELEBRATING COMMUNITY AND DIVERSITY

- Students are introduced to the culminating task for this interdisciplinary unit and to the RAFT (Role, Audience, Format, Topic) selections of the *Canadian Youth Forum* presentation.

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/>.

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

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#5: My Learning Chart

Name _____ Date _____

Use this chart to record your thoughts, ideas, questions, and learning during your work in the *Community and Diversity* unit. This chart will remind you of your thinking and support you as you write in your Reflection Journal.

Date	Task/ Learning Centre	Comments/Questions

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
diversity
interdependency
culture
environment
demographic features
conservation
extinction
community
sustainability
population
identity
habitats
natural resources
7
generations
collaborate

TBLM BP.1#1: Diamante Poem

A diamante poem is a seven-line poem. The text forms the shape of a diamond. It can be about one topic or about two opposite topics. An Internet search on “diamante poems” will provide many examples.

Examples of diamante poems and a format for student writing can be found at the following website:

International Reading Association (IRA) and National Council of Teachers of English (NCTE). “Diamante Poems.” *Read-Write-Think*. <www.readwritethink.org/materials/diamante/>.

Diamante Poem

Line 1: Noun or subject—one word

Line 2: Two adjectives that describe line 1

Line 3: Three words ending in “ing” that describe line 1

Line 4: Four nouns—the first two are connected with line 1; the last two are connected with line 7

Line 5: Three words ending in “ing” that describe line 7

Line 6: Two adjectives that describe line 7

Line 7: Noun synonym for the subject in line 1

Example

Community
Friendly, unique
Inviting, living, charming
People, places, individual, differences
Embracing, accepting, celebrating
Enlightened, caring
Diversity

