

Community and Diversity

A Grade 4 Interdisciplinary Early Years
Multimedia (IEYM) Unit for Teachers

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*A Grade 4
Interdisciplinary Early Years Multimedia (IEYM)
Unit for Teachers*

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This resource is available on the Manitoba Education, Citizenship and Youth website at
<www.edu.gov.mb.ca/k12/tech/imym/4/index.html>.

Teachers may copy all the blackline masters (BLMs) included in this unit for classroom use. Most BLMs can be downloaded from the Department's website.

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Introduction

THE INTERDISCIPLINARY MULTIMEDIA MODEL



Interdisciplinary Middle Years Multimedia Project

Manitoba Education, Citizenship and Youth established the Interdisciplinary Middle Years Multimedia (IMYM) Project in 1996 to develop and implement the IMYM model. The IMYM model demonstrates how the infusion of information and communication technologies (ICT) with promising instructional practices can add value to teaching, learning, and assessment. IMYM supports *Literacy with ICT Across the Curriculum*, a departmental initiative introduced in 2004, with learning resources such as

- interdisciplinary instructional units for each of the Middle Years grades (Grades 5, 6, 7, and 8)
- the Interdisciplinary Middle Years Multimedia Model website at www.edu.gov.mb.ca/k12/tech/imym/

The IMYM model also supports professional learning for educators through the IMYM listserv (see Subscribe to Receive Information Technology Updates on the IMYM website at www.edu.gov.mb.ca/k12/tech/imym/subscribe.html). This professional learning network is intended to support you, as educators and/or mentors, as you restructure your classrooms to demonstrate how ICT can be infused across the curriculum. The IMYM model was assessed internally using action research strategies, as well as externally by ProActive, a Canadian educational research company. It was piloted in nearly 100 rural and urban schools throughout Manitoba, and is currently being implemented voluntarily in schools and school divisions across the province.

Interdisciplinary Middle Years and Early Years Multimedia (IMYM / IEYM) Units

Although the interdisciplinary multimedia model was initially targeted for the Middle Years, an additional interdisciplinary unit has been created for the Early Years to support educators in developing student literacy with ICT. Thematic concept-based interdisciplinary units developed by teams of Manitoba educators will be available for Grades 4 to 8:

- [Grade 4: Community and Diversity](#)
- [Grade 5: Climate Change](#)
- [Grade 6: Inventions, Innovations, and Discoveries](#)
- [Grade 7: Balance and Harmony](#)
- [Grade 8: Systems and Interactions](#)

Foundation Skill Areas and Other Integratables

To prepare students to become citizens of the global community, the Department identified the following as foundation skill areas to be developed across the curriculum from Kindergarten to Grade 12 (Manitoba Education and Training, *A Foundation for Excellence 16*):

- literacy and communication
- problem solving
- human relations
- technology

Although students have always focused on developing literacy skills such as reading, writing, and numeracy, today's students must also develop multiple literacies that will allow them to respond to changing ideas, attitudes, and technologies as their communities and their world evolve.

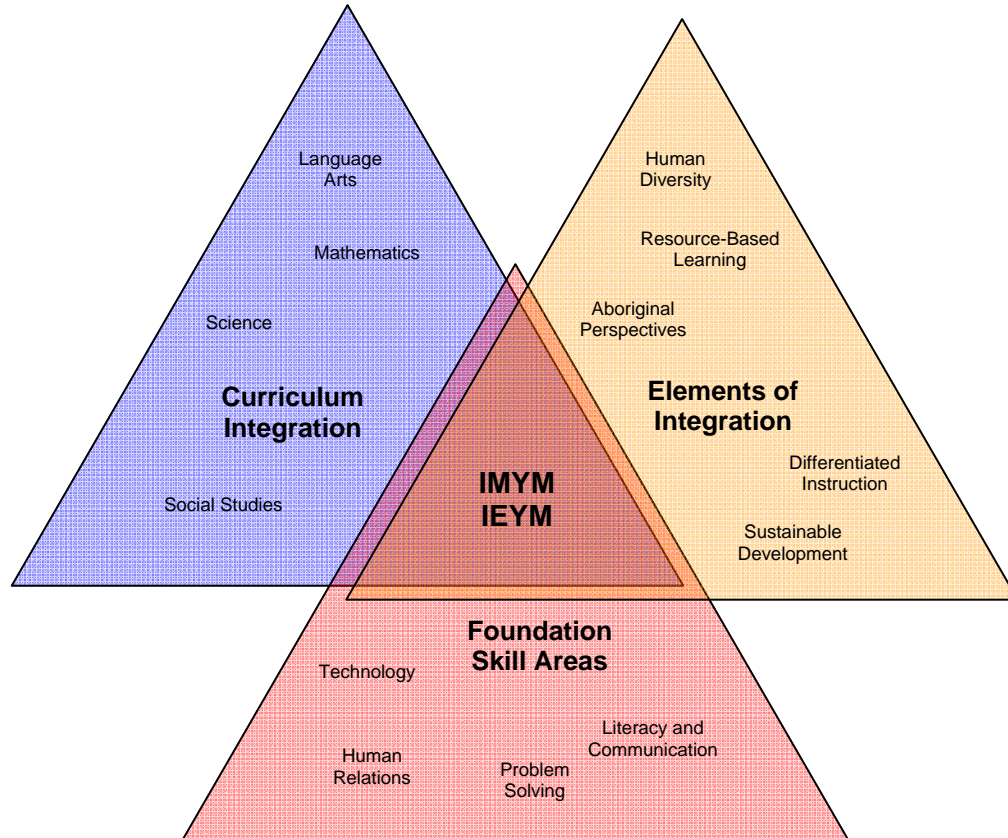
In 1998, with the publication of *Technology As a Foundation Skill Area: A Journey toward Information Technology Literacy*, the Department identified the following vision for the use of ICT in Manitoba schools:

The use of information technology will help enable all students to solve problems, improve their personal performance, and gain the critical and abstract thinking skills necessary to become lifelong learners and contributing members of their communities. (7)

In addition to integrating the foundation skill areas, all curriculum documents are to integrate the following elements, as specified in *A Foundation for Excellence* (16):

- curriculum integration
- resource-based learning
- differentiated instruction
- Aboriginal perspectives (this includes First Nations, Métis, and Inuit)
- human diversity
- sustainable development

As shown in the following illustration, the identified foundation skill areas and elements of integration were incorporated in the design and development of the interdisciplinary units, which draw connections among four subject areas: English language arts (ELA), mathematics, science, and social studies.



Literacy with ICT Across the Curriculum

Manitoba's *Literacy with ICT Across the Curriculum* initiative builds on the framework of *Technology As a Foundation Skill Area: A Journey toward Information Technology Literacy*. It incorporates promising practices from the current work of Kindergarten to Grade 8 classroom teachers, Manitoba schools and school divisions, Manitoba Education, Citizenship and Youth, and educational researchers.

In 2006, the Department released *A Continuum Model for Literacy with ICT Across the Curriculum: A Resource for Developing Computer Literacy* (hereafter referred to as *Literacy with ICT Across the Curriculum*). This document describes how students use ICT to enhance and extend their learning. Literate students make ethical and responsible choices when they use ICT to communicate their critical and creative thinking about textual, numerical, visual, and aural information as citizens of the global community. They develop this literacy through a process of inquiry across the curriculum as they

- plan and question
- gather and make sense
- produce to show understanding
- communicate
- reflect on their learning

Learning becomes more meaningful for students as they use the inquiry process to draw connections among four interdependent subject areas in each interdisciplinary unit. Each unit is centred on a real-world context where students use the inquiry process to acquire and apply their learning.

The Developmental Continuum for Literacy with ICT Across the Curriculum

Literacy with ICT Across the Curriculum: A Developmental Continuum (hereafter referred to as the *Developmental Continuum for Literacy with ICT*), released in 2006, paints a picture of how students develop their critical and creative thinking, in curricular contexts and through the responsible and ethical use of ICT. The educational principles that support the *Developmental Continuum for Literacy with ICT*, as well as detailed information on its structure, are available at www.edu.gov.mb.ca/k12/tech/lict/tell_me/.

The interdisciplinary model demonstrates how ICTs are infused with existing concepts across the curriculum rather than as a separate "curriculum." Since the focus is on what students can do, learners of any age are able to find themselves on the *Developmental Continuum for Literacy with ICT* and can use this vehicle to self-assess and set goals for their learning.

The *Developmental Continuum for Literacy with ICT* is one strategy used in the interdisciplinary units to assess for, as, and of learning. Within each of the interdisciplinary units, students create Electronic Collections and Electronic Portfolios, which you may use as part of authentic assessment. Students also share their Electronic Portfolios with their parents/guardians and peers as evidence of their learning.

Note

Keeping an Electronic Collection is an ongoing file-management process that can last the whole year. Creating an Electronic Portfolio occurs as an end process when students select electronic works completed in a given time period and organize and represent them in a form that features their accomplishments over that time.

The interdisciplinary model is an instructional model that supports literacy with ICT. As educators in Early Years and Middle Years classrooms, you can use the interdisciplinary model to integrate curricular concepts and incorporate promising teaching, learning, and assessment strategies to enhance student learning.

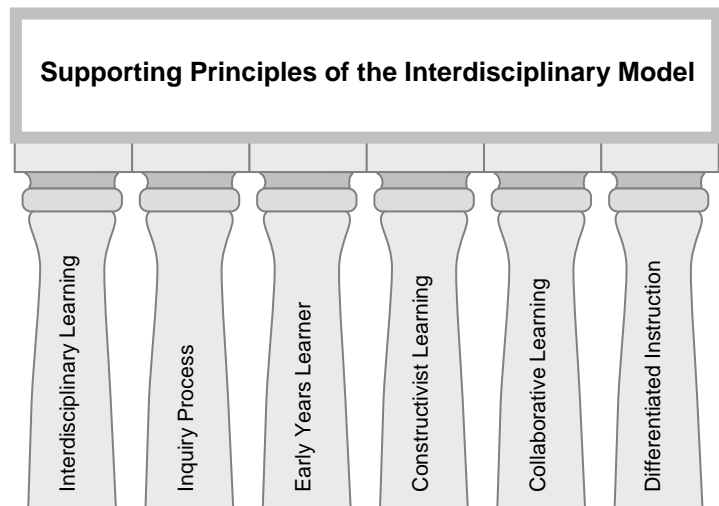
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SUPPORTING PRINCIPLES OF THE INTERDISCIPLINARY MODEL

The following concepts, processes, and methodologies are embedded in the interdisciplinary model and have become its supporting principles. As you implement the model in your classrooms and use the *Developmental Continuum for Literacy with ICT* to inform your teaching and learning practices, you may consider these supporting principles:

- interdisciplinary learning
- inquiry process
- Early Years learner
- constructivist learning
- collaborative learning
- differentiated instruction



Interdisciplinary Learning

Curricular Connections: Elements of Integration in the Classroom (Manitoba Education and Training) categorizes interdisciplinary learning as a “means to coordinate, blend, or bring together separate parts into a functioning, unified, and harmonious whole” (5). According to John D. McNeil, curricular integration assists students to identify the links, not only between ideas and processes within a single field, but also between ideas and processes, in separate fields, and in the world outside of school. An interdisciplinary approach “connects the interdependent knowledge and skills from more than one subject area to examine a central theme, issue, problem, topic, or experience. It is a holistic approach that stresses linkages” (*Curricular Connections* 6).

H. Lynn Erickson states:

Integration is a mental activity that relates new knowledge to prior knowledge and specific facts to deeper, transferable understandings. These connections are made by processing information through the organizing, conceptual schema in the brain. This integration of thinking should occur in discipline-based and interdisciplinary contexts to support deeper understanding and the transfer of knowledge. (*Integrated Curriculum, Overview*)

Effective interdisciplinary units include

- a conceptual theme that lends itself to study from several points of view
- two to five essential questions the teacher wants students to explore
- integrated learning experiences that deepen students’ understanding

Rather than studying ELA, mathematics, science, and social studies in isolation, the interdisciplinary model incorporates essential understandings and learning outcomes from the four curriculum areas into one conceptual “theme.”

Inquiry Process

Inquiry is a powerful methodology that engages students in pursuing personal, active, and authentic learning in depth. Students have opportunities to engage in inquiry through the following curricular perspectives:

- language arts as inquiry-based learning
- mathematics as problem solving in the context of data analysis
- science as scientific inquiry and the design process
- social studies as inquiry-based learning

These inquiry processes enable students to learn how to learn and to become self-directed learners. *Literacy with ICT Across the Curriculum* compares the curricular inquiry processes in a chart entitled Literacy with ICT and Inquiry Processes Across the Curriculum, which can be viewed at <www.edu.gov.mb.ca/k12/tech/licit/tell_me/inquiry_process.html>.

When using the inquiry process within the interdisciplinary model, students develop questions to guide their learning, research sources of information, synthesize new ideas, and share evidence of their understanding, all while reflecting on their learning.

Early Years Learner

The Implementation Overview of *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation* (Manitoba Education and Training) describes the Early Years learner as follows:

Students identified as Early Years students range from four to ten years of age. Kindergarten students and most students in Grade 1 are considered emergent literacy learners. Students in Grade 4 (and some in Grade 3) are moving into a transitional stage in which they are beginning to acquire many of the characteristics of the Middle Years learner. In order to meet the developmental needs of all students in Early Years classrooms, it is essential that teachers understand how children at these ages learn. (Overview–4)

For more information about the Early Years learner and learning environment, visit Manitoba's English Language Arts website at <www.edu.gov.mb.ca/k12/cur/ela/docs/earlyyears.html>.

Constructivist Learning

The basic premise of the constructivist learning model is that learners construct knowledge:

Constructivist learning theorist view learning as a highly interactive process, where students construct personal meaning from new information and ideas that are presented in socially supportive contexts. Learning depends on making connections between new information and previous experiences stored in long-term memory. To be meaningful, learning must be integrated with what is already known, and then applied in new situations. The complexity of understandings that students construct depends on the stage of cognitive development [they reach]. Conversely, as students mature, their understandings evolve and deepen as they move through stages of cognitive [and maturational] development.

Understanding is much more than remembering new information. For understanding to develop, knowledge must be internalized, transformed, and applied in new contexts. Students develop deeper understanding when they restructure and reorganize new information by deliberately applying a variety of reasoning skills. Over-riding these skills is critical thinking, which involves the use of specific criteria and evidence to make reasoned judgments. (*Literacy with ICT Across the Curriculum* 13)

As Audrey Gray reports, teachers have unique responsibilities within the constructivist classroom:

A constructivist teacher and a constructivist classroom exhibit a number of discernable qualities markedly different from a . . . direct instruction classroom. A constructivist teacher is able to flexibly and creatively incorporate ongoing experiences in the classroom into the negotiation and construction of lessons with small groups and individuals. The environment is democratic, the activities are interactive and student centered, and the students are empowered by a teacher who operates as a facilitator/consultant.

The constructivist approach to teaching and learning is central to the interdisciplinary model. When educators implement the model, their teaching changes from a transmissive model to a constructivist model, and they set up their classrooms using a student-centred approach to learning. The interdisciplinary model provides opportunities for students to collaborate, discuss, and share learning while they construct meaning. Your role as a classroom teacher shifts from disseminator of information to facilitator of active learning.

Collaborative Learning

Effective communication and collaboration are essential to becoming a successful learner. It is primarily through dialogue and through examining different perspectives that students become knowledgeable, strategic, self-determined, and empathetic. Involving students in real-world tasks and linking new information to prior knowledge requires effective communication and collaboration. Curriculum comes alive through dialogue and interaction. Collaborative learning affords students enormous advantages not available from direct instruction because a group—whether it be the whole class or a learning group within the class—can accomplish meaningful learning and solve problems.

The interdisciplinary model recognizes how collaborative learning has an impact on student learning. It incorporates the use of learning centres and various small-group tasks in each of the interdisciplinary units.

Differentiated Instruction

Throughout each interdisciplinary unit, learning experiences are designed to take into consideration any or all of the multiple intelligences, as identified by Howard Gardner:

- verbal/linguistic
- visual/spatial
- logical/mathematical
- bodily/kinesthetic
- musical/rhythmic
- interpersonal/social
- intrapersonal/introspective
- naturalist

Word processing, for example, requires a certain level of verbal/linguistic intelligence. Use of painting and drawing software often requires visual/spatial intelligence. Multimedia and web-based projects that incorporate text (verbal/linguistic intelligence), illustrations (visual/spatial), sounds (musical/rhythmic or verbal/linguistic), and video (bodily/kinesthetic) can be developed by and/or for individual students or groups of students. Students can also use multimedia and web page authoring software to create Electronic Collections and Electronic Portfolios. Students share their Electronic Portfolios with their parents/guardians and peers as evidence of their increasing competencies and for interpersonal and introspective opportunities.

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DEVELOPING AN INTERDISCIPLINARY UNIT FOR YOUR CLASSROOM

Current resources to assist in planning interdisciplinary units include the following blackline master (BLM) and PowerPoint presentation:

- BLM 9: The Four-Column Planner from *Independent Together: Supporting the Multilevel Learning Community* (Manitoba Education and Youth), available at www.edu.gov.mb.ca/k12/cur/multilevel/blm/blm_9.doc
- Part Three: Using the Four-Column Planner recommended in *Tutorial: How to Use the ELA Foundation for Implementation* (Manitoba Education, Citizenship and Youth), a PowerPoint presentation available at www.edu.gov.mb.ca/k12/cur/ela/ffi_slideshow2007.pps

The Four-Column Planner is a table used for planning interdisciplinary units. It is divided into four main columns: Curricular Connections, Curricular Outcomes, Instructional Learning, Teaching, and Assessment Strategies, and Learning Assessment Strategies. The table includes sections for Subject, Unit, and Learning Objectives, and is designed to help educators plan integrated units across different subjects.

The planning process is discussed in Chapter 6 of *Independent Together*. You can use these planning tools to develop new interdisciplinary units.

The original interdisciplinary units were based on a planning process described in the video *Planning Integrated Units: A Concept-Based Approach* (Association for Supervision and Curriculum Development), which is available from the Instructional Resources Unit (IRU) Library.

Write the Learning Experiences

Use essential questions (science) and/or enduring understandings (social studies) to help you organize modules of learning experiences. Once you target specific learning outcomes (see *Tutorial* link above), use the provincial *Foundation for Implementation* documents to select activating, acquiring, and applying strategies for each learning experience that will scaffold student learning and guide them through their inquiry. Consider creating learning tasks in a real-world context that connect and add to the cumulative/culminating performance task so that, at the end of the unit, the performance task is completed and students are ready to celebrate their learning. Use the assessment strategies suggested in the *Foundation for Implementation* documents (ELA, mathematics, and science—column three; social studies—Appendix A) as a guide in determining how you and your students will know when they achieve the desired results.

Further Reading

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ORGANIZATION OF THE INTERDISCIPLINARY UNITS

Unit Components



Each interdisciplinary unit is designed so that students work individually and collaborate in groups, assuming roles used within real-world contexts. Students present the results of their inquiry at a simulated group presentation. Each unit consists of three instructional components consisting of a variety of learning experiences.

Instructional Components of the Interdisciplinary Units	
Ongoing Learning Experiences (OLEs) OLEs are daily, weekly, and monthly learning experiences that begin in September and continue throughout the school year.	Information and Communication Technology (ICTs) Learning Experiences Students and educators use the ICT learning experiences if they need to familiarize themselves with specific skills and processes that will later be used within the interdisciplinary units. These learning experiences are focused around curricular topics and/or tasks relating to the units.
	Unit Modules The modules, beginning with The Big Picture, consist of learning experiences that scaffold the learning for students and prepare them to create their cumulative/culminating performance task.

Overview

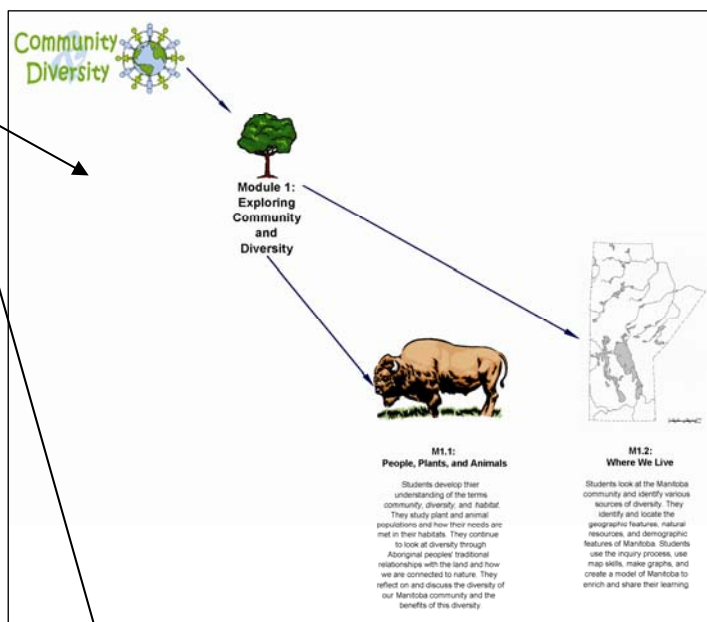
The overview for each unit links to each component overview and all the individual learning experiences and resources.

The modules are organized into learning experiences relating to the conceptual theme. This organization enables the scaffolding of student learning through each of the learning experiences.

 	
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Introduction	
Ongoing Learning Experiences (OLEs)	Information and Communication Technology (ICT) Learning Experiences
OLE.1: Personal Binder OLE.2: Daily Edit OLE.3: Daily Math and Problem Solving 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 OLE.10: Electronic Collection	ICT.1: Toolbox Binder ICT.2: Write This Down ICT.3: Riddle This ICT.4: Looks Like This ICT.5: Inspired ICT.6: Caught in Action ICT.7: Make Your Point ICT.8: Look for It: Learning to Search the Internet ICT.9: Chart This
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Bibliography	
Culminating Performance Task: <i>Canadian Youth Forum: Celebrating Community and Diversity</i>	

Each component of the interdisciplinary units (OLEs, ICTs, and modules) begins with a summary (in graphic and table format, as shown in the examples provided). This summary can guide you in developing your own schedule for the instruction and assessment of each learning experience. The table format provides an estimated timeframe and a brief explanation of the focus for each learning experience within that specific module.

The number of learning experiences in each unit may exceed the timeframe you allot for the unit; therefore, you may wish to be selective in choosing learning experiences, and reassess which specific learning outcomes will be targeted.



Module 1: Exploring Community and Diversity				
<p>In Module 1 of the <i>Community and Diversity</i> interdisciplinary unit, students develop their knowledge of habitats and communities and begin to explore what diversity is all about. Students familiarize themselves with various aspects of Aboriginal traditional knowledge and how it applies to our relationship with nature today. They identify the geographic features and natural resources across the regions of Manitoba.</p> <p>The two learning experiences (LEs) that make up Module 1 are described below.</p>				
LE Title	Estimated Time	LE Overview	Aboriginal Perspectives	Learning Centres
M1.1: People, Plants, and Animals	500 minutes	In this learning experience, students develop their understanding of the terms <i>community</i> , <i>diversity</i> , and <i>habitat</i> . They begin building a collaborative Electronic Dictionary. They study plant and animal populations, focusing on how their needs are met in their habitats and observing and gathering data on a plant or an animal population. Through oral presentations, students become aware of Aboriginal peoples' traditional relationships with the land and of how people are connected to nature. They reflect on and discuss how diverse our Manitoba community is and what benefits this diversity brings to our community.	Elder is invited as guest speaker. Students read, and share their learning about, Aboriginal stories and legends.	<ul style="list-style-type: none"> • BLM M1.1#1: Electronic Dictionary Learning Centre • BLM M1.1#3: Connecting with Nature Learning Centre • BLM M1.1#6: Animal Habitats Learning Centre • BLM M1.1#8: Plant Habitats Learning Centre
M1.2: Where We Live	420 minutes	Students look at where they live—their local and Manitoba community—and identify various sources of diversity. They identify the geographic features, natural resources, and demographic features of Manitoba, locating them on a map. They use the inquiry process, use map skills, and make graphs to enrich their learning. They use Photo Story and create a model of Manitoba to represent and share their learning.		<ul style="list-style-type: none"> • BLM M1.2#2: Where Am I? Learning Centre • BLM M1.2#4: Manitoba Map Search Learning Centre • BLM M1.2#5: Demographics Learning Centre

Organization of Learning Experiences

The learning experiences within each component of the interdisciplinary units follow a similar organization and contain the following headings and subheadings:

- Learning Experience (title and number)
- Time (suggested time allocation for the learning experience)
- Overview (of the learning experience)
- Specific Learning Outcomes and Literacy with ICT Continuum Descriptors
- Suggested Learning Resources (including learning centres, where applicable)
- Suggestions for Instruction
- Suggestions for Assessment
- Connection to Cumulative/Culminating Performance Task

A description of each component follows (along with an example).

Learning Experience Title and Number

The learning experiences within each of the OLEs, ICTs, and modules have a title and a number, which are referenced throughout the unit.

- The title appears at the top of the first page of each learning experience.
- The learning experiences are numbered sequentially within the OLEs, ICTs, and modules. The number of the learning experience appears on the top right-hand corner of the pages on which they begin.

Time

The time allocation suggested for each learning experience or part of a learning experience within the unit serves as a guide to the unit planning and learning experiences.

Overview

The overview gives a brief synopsis of a given learning experience, describing its purpose and summarizing student learning tasks.

Specific Learning Outcomes and Literacy with ICT Continuum Descriptors

Specific learning outcomes (SLOs) from Manitoba's *Curriculum Framework of Outcomes* documents are identified and form the basis for each learning experience, which builds on the conceptual theme for that specific unit component or module. The learning experiences identify SLOs from the following curriculum areas:

- English language arts
- mathematics
- science
- social studies
- Aboriginal languages and cultures

Community and Diversity: IEYM4 M1.1

People, Plants, and Animals M1.1

TIME
500 minutes

OVERVIEW
In this learning experience, students develop their understanding of the terms *community*, *diversity*, and *habitat*. They begin building a collaborative Electronic Dictionary. They study plant and animal populations, focusing on how their needs are met in their habitats and observing and gathering data on a plant or an animal population. Through oral presentations, students become aware of Aboriginal peoples' traditional relationships with the land and of how people are connected to nature. They reflect on and discuss how diverse our Manitoba community is and what benefits this diversity brings to our community.

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

- 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].
- 2.3.5 *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.

In addition, each learning experience targets a variety of descriptors from the Cognitive Domain of the *Developmental Continuum for Literacy with ICT*, under the following Big Ideas:

- Plan and Question
- Gather and Make Sense
- Produce to Show Understanding
- Communicate
- Reflect

The numbers and codes that accompany the SLOs and ICT continuum descriptors cited in each unit correspond to the reference systems explained in the respective documents.

	Knows-Comprehends-Remembers-Understands	Analyzes-Applying-Reflects	Synthesizes-Evaluates-Creates
Plan and Question	<p>P.1.1 Analyze how a text or media source is organized and how it affects meaning and purpose.</p> <p>P.1.2 Analyze how a text or media source is organized and how it affects meaning and purpose.</p>	<p>P.2.1 Analyze how a text or media source is organized and how it affects meaning and purpose.</p> <p>P.2.2 Analyze how a text or media source is organized and how it affects meaning and purpose.</p>	<p>P.3.1 Analyze how a text or media source is organized and how it affects meaning and purpose.</p> <p>P.3.2 Analyze how a text or media source is organized and how it affects meaning and purpose.</p>
Gather and Make Sense	<p>G.1.1 Analyze how a text or media source is organized and how it affects meaning and purpose.</p> <p>G.1.2 Analyze how a text or media source is organized and how it affects meaning and purpose.</p>	<p>G.2.1 Analyze how a text or media source is organized and how it affects meaning and purpose.</p> <p>G.2.2 Analyze how a text or media source is organized and how it affects meaning and purpose.</p>	<p>G.3.1 Analyze how a text or media source is organized and how it affects meaning and purpose.</p> <p>G.3.2 Analyze how a text or media source is organized and how it affects meaning and purpose.</p>
Produce to Show Understanding	<p>P.1.1 Analyze how a text or media source is organized and how it affects meaning and purpose.</p> <p>P.1.2 Analyze how a text or media source is organized and how it affects meaning and purpose.</p>	<p>P.2.1 Analyze how a text or media source is organized and how it affects meaning and purpose.</p> <p>P.2.2 Analyze how a text or media source is organized and how it affects meaning and purpose.</p>	<p>P.3.1 Analyze how a text or media source is organized and how it affects meaning and purpose.</p> <p>P.3.2 Analyze how a text or media source is organized and how it affects meaning and purpose.</p>

As you approach a module within the unit, think about the intent of each learning experience 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 learning experience?
- What SLOs will guide instruction, learning, and assessment through this learning experience?

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 *Developmental Continuum for Literacy with ICT* that reflect your students' learning needs at a particular 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 a Focused Observation Form (see BLM 5: Focused Observation Form in *Independent Together*, available online at www.edu.gov.mb.ca/k12/cur/multilevel/blm/).

Refer to Appendix B for a list of the SLOs from the respective curriculum documents and the descriptors from the *Developmental Continuum for Literacy with ICT* that students may achieve through the respective interdisciplinary units.

Suggested Learning Resources

The learning resources suggested for the learning experiences are listed under the following categories:

- **Software**
Software recommended for each learning experience is listed for planning purposes.
- **Internet**
For a regularly updated listing of websites related to each interdisciplinary unit, refer to the Interdisciplinary Middle Years Multimedia (IMYM) Links Database at www.edu.gov.mb.ca/k12/tech/imym/resources/links.html.
- **Print, Video, and Electronic Resources**
A wide range of print, video, and electronic resources are suggested within the learning experiences to encourage a resource-based approach to learning and to support student inquiry.

- **Blackline Masters (BLMs) and Teacher Blackline Masters (TBLMs)**
 - **BLMs:** Learning experiences include electronic BLMs intended for student use. You may choose to adapt them as required. References are also made to BLMs from other provincial curriculum and support documents.
 - **TBLMs:** Each unit offers instructional and assessment supports in the form of TBLMs. The TBLMs include guidelines for assignments, background information, and assessment forms.

The BLMs and TBLMs are numbered consecutively within each learning experience. For a comprehensive list of BLMs and TBLMs, refer to Appendix D.
- **Materials**
Resources that do not belong in the above categories are listed here. They include common classroom supplies, resources for experiments, charts, and so on.

Suggestions for Instruction

The instructional suggestions include the following components:

- **Preparation and Set-up:** Suggestions are provided to help you prepare for each learning experience.
- **Activating, Acquiring, and Applying Strategies:** The teaching and learning strategies suggested in each learning experience integrate two or more curricular areas, including the infusion of ICT. Strategies are arranged into the three steps of active learning, as described in *Success for All Learners* (Manitoba Education and Training, Chapter 6):
 - **Activating** strategies focus student learning, activate prior knowledge, and help students connect new learning to what they already know.
 - **Acquiring** strategies guide students through an active process of making meaning out of new information and integrating it with earlier understanding.
 - **Applying** strategies facilitate reflection and retention, helping students to make connections between new knowledge and prior knowledge and consider how their learning applies to new situations.

Some learning experiences include **learning centres**. Consider your teaching preferences, class size, classroom environment, and resources when opting to set up the learning centres. Some learning centres will be ongoing for the entire unit so students can create and refine sections of their cumulative/culminating performance task. In most circumstances a combination of whole-class interaction and rotation through learning centres will take place.

- **Variations/Extensions:** Some learning experiences suggest instructional strategies for challenging students further.

Suggestions for Assessment

Rethinking Classroom Assessment with Purpose in Mind (Manitoba Education, Citizenship and Youth) identifies three distinct, yet related, purposes of assessment:

- **Assessment for learning** is designed to give teachers information to modify and differentiate teaching and learning activities.
- **Assessment as learning** is a process of developing and supporting metacognition for students. It focuses on the role of the students as the critical connector between assessment and learning.
- **Assessment of learning** is summative and is used to confirm what students know and can do.

Suggestions for assessment for/as/of learning support individual and collaborative learning. The Big Picture or overview of a unit is a good place to see how the units are planned with the end in mind and provide students with opportunities to set goals, plan their learning, and give and receive reflective feedback.

It is recommended that you use the Focused Observation strategy throughout the unit. As described in *Independent Together* (3.3), quality classroom observation is dependent on

- achievable learners' goals
- targeted learning outcomes
- clear criteria
- a variety of authentic learning and teaching contexts
- insightful, systematic monitoring of what teachers see and hear

For additional information on classroom observation, refer to Chapter 3 of *Independent Together*. For a sample tool that could be used for classroom observation, see BLM 5: Focused Observation Form in *Independent Together*, available online at <www.edu.gov.mb.ca/k12/cur/multilevel/blm/>.

You are encouraged to make appropriate adjustments to the assessment strategies suggested in a unit based on individual students' learning needs, the targeted learning outcomes, the criteria set by you and your students, and school reporting criteria. For information on the process of constructing criteria, see BLM 2: Constructing Student-Generated Criteria for Quality Work in *Independent Together*, available online at <www.edu.gov.mb.ca/k12/cur/multilevel/blm/>. Criteria for assessing targeted learning outcomes can be found in the provincial *Foundation for Implementation* documents.

Connection to the Cumulative/Culminating Performance Task

Each learning experience within the modules includes a description of how completing that learning experience leads to the completion of the cumulative/culminating performance task of an interdisciplinary unit.

Appendices

The following appendices are included for each interdisciplinary unit:

- **Appendix A: Essential Understandings and Guiding Questions** lists the essential understandings emerging from each unit and the guiding questions suggested for inquiry that promote higher level thinking in students.
- **Appendix B: Curriculum Outcomes and Literacy with ICT Continuum Descriptors** lists the ELA, mathematics, science, social studies, and Aboriginal languages and cultures learning outcomes and the descriptors from the *Developmental Continuum for Literacy with ICT* that students may achieve through the learning experiences in each unit.
- **Appendix C: Index of Teaching, Learning, and Assessment Strategies** lists the teaching, learning, and assessment strategies used throughout the unit, some of which are referenced from several provincial curriculum and support documents.
- **Appendix D: Blackline Masters (BLMs) and Teacher Blackline Masters (TBLMs)** lists the BLMs and TBLMs included in the unit. They are listed in the order in which they first appear within the unit. Although the BLMs and TBLMs are specific to a learning experience, many can easily be adapted for use in other learning situations throughout the unit, as well as for other areas of study. Many BLMs from other curriculum and support documents are also referenced within the interdisciplinary unit.

Bibliography

The Bibliography cites the references used in developing an interdisciplinary unit, as well as additional suggested print, video, and electronic resources useful for educators and students.

Although the resources listed in the Bibliography have not been reviewed, you can access most of the titles in the holdings of the Instructional Resources Unit (IRU) Library (1181 Portage Ave., Winnipeg, MB) at <<http://library.edu.gov.mb.ca:4100/>>.

IMPLEMENTING THE INTERDISCIPLINARY MODEL IN THE CLASSROOM

Classroom Set-up

Reflect on the supporting principles of the interdisciplinary model and determine how you will set up your classroom to facilitate the implementation of the model. You may choose to implement the model throughout the school year as part of your literacy with ICT goals, or you may choose to experiment with an interdisciplinary unit during a four-to-six-week period of the school year. Regardless of which scenario you choose, it is suggested that you begin the school year by introducing the Ongoing Learning Experiences (OLEs) in September as part of your classroom routines. Also take time to consider the goals and outcomes of the interdisciplinary unit and use formative assessment strategies (such as Focused Observation, KWL, and the *Developmental Continuum for Literacy with ICT*) to determine whether any of the Information and Communication Technology (ICT) Learning Experiences are needed to prepare students to perform the tasks within the interdisciplinary unit.

You may choose to proceed with the modules of the interdisciplinary unit at any point during the school year; however, choosing a six-to-eight-week timeframe that is not interrupted by ongoing events or school breaks is ideal. January to March offers such an interval.

Set up the interdisciplinary classroom for learning centres as needed throughout the unit. In addition, set up computers in a flexible configuration to allow for maximum student access. The following list of suggested hardware and software provides an overview for setting up an interdisciplinary classroom.

Hardware	Software
<ul style="list-style-type: none"> • classroom computers with Internet access • multimedia presentation device (such as a large-screen television, data projector, or electronic whiteboard) • printer • digital camera • storage device 	Software suggested throughout the unit: <ul style="list-style-type: none"> • collaborative online tools for educational use • concept mapping • email • graphics creation • multimedia authoring • painting and drawing • photo editing • spreadsheet with database functions • web page authoring • word processing

The interdisciplinary units are designed with flexible groupings in mind. For a discussion of a variety of classroom set-ups for instruction in whole-class, small-group, or individual settings, and for suggested strategies that work well in each situation, refer to Chapter 5: Flexible Grouping in *Success for All Learners* (Manitoba Education and Training).

Before embarking on a particular unit, decide how your students will (or will not) be grouped. For example, will students sometimes work on their own, in expert groups, and/or in home groups? You may want to organize home groups for students to create the cumulative/culminating performance task together, but use expert groups for specific learning tasks. The expert groups can then report back to the home groups and share their learning (see OLE 5: Share the Learning).

You may choose to use the interdisciplinary model for a few weeks during the school year or as your teaching and learning style for the entire year. In any case, engaging your students in authentic learning situations and targeting learning outcomes across the curriculum will make your classroom an exciting and memorable place for your students—and for you!

Further Reading

2Learn.ca Education Society. “Elements of Collaborative Learning.” *Project Basics: Show Me How*. 1997–2008. <www.2learn.ca/projects/together/classroom.html>.

ETHICAL AND PERSONAL CONSIDERATIONS



















When you implement the interdisciplinary model, and as your students become literate with ICT, there is a need to be aware of many legal, ethical, and personal issues.

The Affective Domain descriptors in the *Developmental Continuum for Literacy with ICT* refer to Ethics and Responsibility and Social Implications related to using ICT.

The Affective Domain contains descriptors referring to feelings and attitudes toward the use of ICT. It consists of three stages across the horizontal axis of the continuum:

- The first stage involves developing an awareness of issues related to using ICT under conditions that require external control.
- The second stage involves developing, analyzing, and applying intrinsic beliefs about the issues related to using ICT.
- The third stage involves adhering to an internal value system that controls personal behaviour related to using ICT.

As well as incorporating the Affective Domain descriptors in your classroom planning, check with your school and school division policy regarding publishing student work on the Internet and sharing digital images to determine whether parental permission forms need to be collected from students.

AFFECTIVE DOMAIN			
	Knows Comprehends Becomes Aware	Analyzes Applies Believes	Synthesizes Evaluates Values
Ethics and Responsibility	E-1.1 respects ICT equipment and personal technology space of other ICT users 	E-2.1 applies school division's acceptable-use policy for ICT 	E-3.1 evaluates effects of personal ICT behaviour on others 
	E-1.2 recognizes guidelines for safety and security 	E-2.2 applies safety guidelines when communicating electronically 	E-3.2 weighs personal benefits and risks of using ICT 
	E-1.3 recognizes the need to acknowledge authorship of intellectual property 	E-2.3 explains consequences of unethical behaviour 	
	E-1.4 identifies possible health issues associated with using ICT 	E-2.4 applies guidelines for ethical and responsible use of ICT 	
Social Implications	S-1.1 identifies uses of ICT at home, at school, at work, and in the community 	S-2.1 analyzes current trends in ICT to predict effects of emerging technologies 	S-3.1 weighs society's right to information access against right to individual privacy 
	S-1.2 relates societal consequences of ethical and unethical use of ICT 	S-2.2 analyzes various ICT skill and competency requirements for personal career choices 	S-3.2 weighs benefits versus risks to society of creating new ICTs 
	S-1.3 chooses appropriate times and places to use wireless games and/or communication devices 	S-2.3 analyzes advantages and disadvantages of ICT use in society 	

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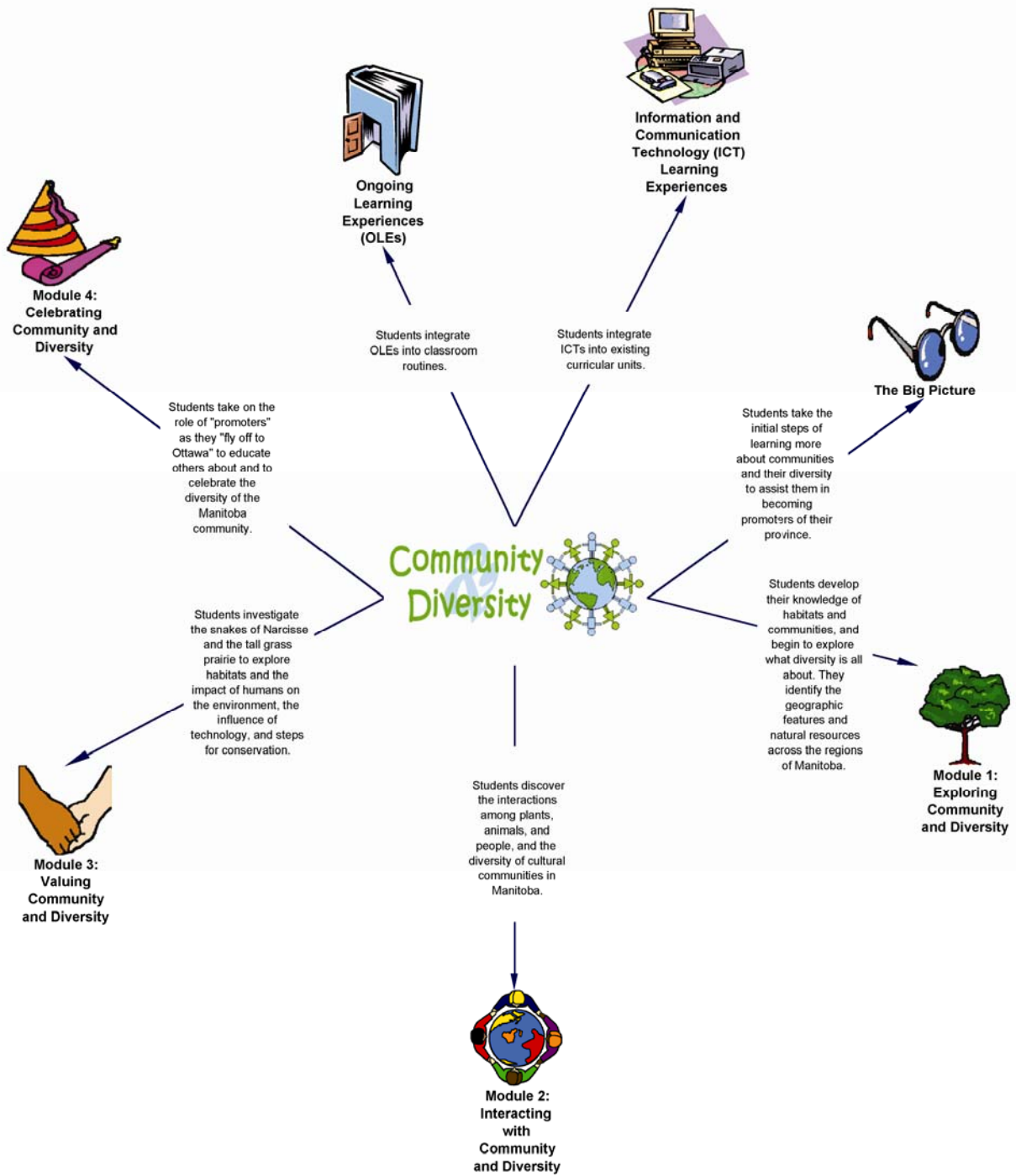
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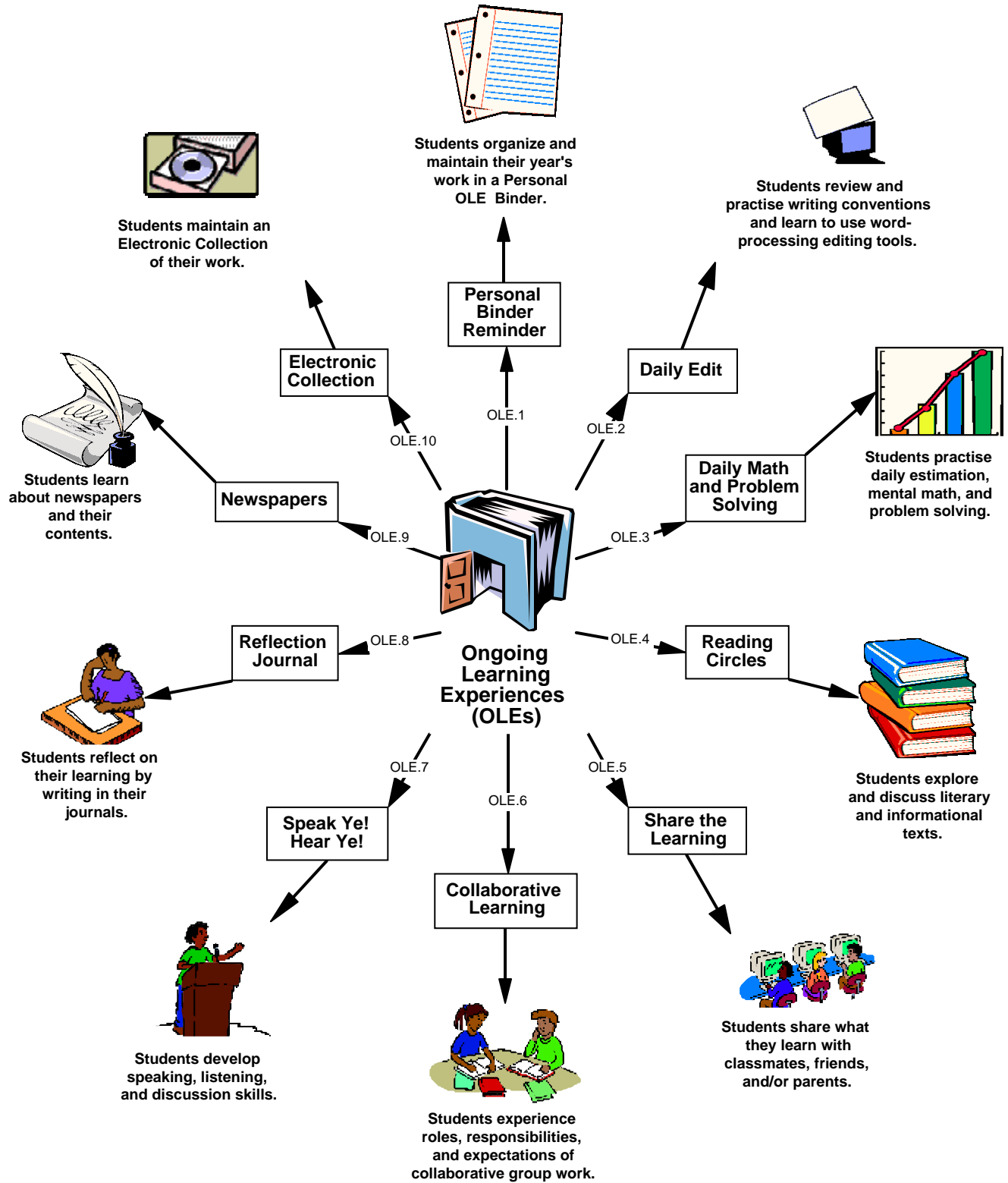
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Ongoing Learning Experiences (OLEs)

Summary

The 10 Ongoing Learning Experiences (OLEs) in the *Community and Diversity* interdisciplinary unit provide students with opportunities to collaborate, solve problems, and listen, speak, read, write, view, and represent in the context of the Grade 4 curriculum. The OLEs begin at the start of a school year, are ongoing throughout the unit, and continue throughout the year as needed.

The OLEs may take place

- daily (as in OLE.2: Daily Edit and OLE.3: Daily Math and Problem Solving)
- a few times per week (as in OLE.4: Reading Circles and OLE.10: Electronic Collection)
- once or twice a week or cycle (as in OLE.1: Personal Binder Reminder, OLE.5: Share the Learning, and OLE.7: Speak Ye! Hear Ye!)
- at any timeframe suitable to students' needs

Descriptions of the 10 OLEs follow.

OLE Title	Estimated Time	OLE Overview
OLE.1: Personal Binder Reminder	15 minutes, once or twice a cycle	<p>Students organize and maintain their year's Ongoing Learning Experiences (OLEs) work in a Personal OLE Binder. Binder checklists or tables of contents may be provided by the teacher or decided upon by the class. Students use Personal Binder Reminder time to update their binders and to confer with their peers or with the teacher about assignments or projects. Reflecting on what they are doing in a project and making plans to continue, or move to the next step, are important parts of the learning process for students.</p> <p>While the strategies suggested in this OLE relate specifically to maintenance of students' Personal OLE Binders, the strategies can also be used to maintain other binders or organizers.</p> <p>Note: Early in the year, students begin setting up a Personal OLE Binder. When they become skilled with this model, they set up a Toolbox Binder (see ICT.1: Toolbox Binder) using the same model. Then, when starting the <i>Community and Diversity</i> interdisciplinary unit, students can set up an electronic portfolio (see OLE.10: Electronic Collection) to organize their unit work following the paper model with which they are familiar.</p>

Continued

OLE Title	Estimated Time	OLE Overview
OLE.2: Daily Edit	10 minutes, daily	<p>Students review and practise basic spelling, punctuation, grammar, and capitalization skills every day in the context of their writing. They submit writing samples that are used for Daily Edits. The teacher identifies writing skills that need improvement and creates mini-lessons to address these needs.</p> <p>Teachers may wish to keep a list of words to reflect content-related vocabulary. Students create a Vocabulary Database for the class, where they record words they have misspelled in their writings and words they needed to look up through content area studies. Students use the Spelling and Grammar Checker and Thesaurus tools of the word processor.</p>
OLE.3: Daily Math and Problem Solving	15 minutes, daily	<p>Students practise daily estimation, mental math, and problem-solving skills without the use of computational aids. Discussion about strategies used in the computational process is an integral part of mental math, and students are encouraged to use the strategies with which they are most comfortable. They keep a record of their results using a spreadsheet.</p> <p>Students select a Problem of the Week from the Internet and work as a collaborative group to find a solution to the problem. They create a similar problem, post it on the class website, and give feedback to persons who write to them with a solution.</p> <p>Students record comments about their estimation, mental-math, and problem-solving experiences in their Math Journals.</p>
OLE.4: Reading Circles	30 minutes, once or twice weekly	<p>Reading Circles provide a structure for students to explore and appreciate a variety of literary and informational texts and to discuss with others the texts they are reading. Talking about their reading ensures that students are actively involved in the construction of meaning as they have opportunities to explore ideas, hear others' interpretations, and develop critical reading skills.</p> <p>Students participate in Reading Circle discussions using literary texts or teacher-selected texts relating to the current unit of study. Throughout the school year, students continue to participate in Reading Circle discussions of various formats. They also keep notes, such as Reading Circle Response Logs or journal entries, or give oral presentations about their texts.</p>

Continued

OLE Title	Estimated Time	OLE Overview
OLE.5: Share the Learning	30 minutes, once a cycle, or as required	<p>As students acquire knowledge and skills in curriculum-based learning experiences, Ongoing Learning Experiences (OLEs), or Information and Communication Technologies (ICT) Learning Experiences, they share their learning with their classmates, teachers, and/or parents once a week, or more often as appropriate. The sharing process</p> <ul style="list-style-type: none"> • aims to motivate and excite students as they share their unique learning discoveries • provides an opportunity for teachers to identify students who can become mentors to other students • allows students to practise oral-presentation skills in an informal setting <p>Share the Learning sessions may be student initiated or teacher directed. They may occur at a set time or at unique teachable moments throughout the day or week. Students keep a Share the Learning Journal and participate in a Share the Learning Centre. The journal helps students reflect on and recognize the progress of their learning (metacognition).</p> <p>Note: Share the Learning experiences may be used for diverse purposes, such as sharing newly acquired ICT tips and skills or sharing learning discoveries with key pals using email (see ICT.3: Riddle This). Learning may also be shared during weekly Speak Ye! Hear Ye! sessions (see OLE.7: Speak Ye! Hear Ye!).</p>
OLE.6: Collaborative Learning	10 minutes, daily	<p>Students experience collaborative group work and become familiar with the roles, responsibilities, and expectations of productive group members. They learn to identify differences between competition and cooperation. Students participate in setting ground rules for group work, which are used in collaborative learning situations throughout the year.</p> <p>Working collaboratively to solve problems is an important life skill for students to experience and master. The process of learning and working collaboratively improves the acquisition and retention of both content knowledge and skills. By mastering collaborative learning strategies, students learn how to work both independently and as part of a team. It is understood that collaborative learning strategies are not suited to every learning situation students encounter in the classroom and that teachers sometimes need to set the groundwork of a learning experience or unit using other instructional strategies such as explaining, modelling, and demonstrating.</p>

Continued

OLE Title	Estimated Time	OLE Overview
OLE.7: Speak Ye! Hear Ye!	50 minutes, once a cycle	Students develop speaking, listening, and discussion skills using various narrative and expository genres as they plan, prepare, and give a presentation on a given topic related to the current unit of study. Each student is involved in and assumes a different role at each Speak Ye! Hear Ye! session. Students plan the agenda and prepare for their roles through collaborative group work and learning centres, and then participate in the Speak Ye! Hear Ye! sessions.
OLE.8: Reflection Journal	20 minutes, every other day	Students take time to reflect on their learning in general, and in the <i>Community and Diversity</i> interdisciplinary unit in particular, by writing in their Reflection Journals. On a rotating basis, students are appointed to write and post reflections on the class website. Note: Start this OLE.8: Reflection Journal early in the school year, as the reflection or metacognition process is an essential part of learning.
OLE.9: Newspapers	50 minutes, weekly	Students learn about newspapers and their contents through learning activities designed to familiarize them with this medium. They discover what is newsworthy, how a newspaper is organized, and how they can benefit from reading newspapers.
OLE.10: Electronic Collection	10 minutes, daily	An Electronic Collection is a file-management system for collecting samples of electronic and/or scanned work for the purpose of content assessment (e.g., to represent work accomplished in a given project, to display work in an Electronic Portfolio, to save work samples reflecting learning from a semester or year for future reference). Students create and maintain an Electronic Collection of their work in the <i>Community and Diversity</i> interdisciplinary unit to assess their own learning and to reflect upon their strengths and learning styles. As the unit draws to an end, students may select samples of their work that illustrate growth and they may represent them in an Electronic Portfolio, in the form of web pages or in multimedia presentations. Note: Keeping an Electronic Collection is an ongoing file-management process that can last the whole year. Creating an Electronic Portfolio occurs as an end process when students select electronic works completed in a given time period and organize and represent them in a form that features their accomplishments over that time.

Personal Binder Reminder

OLE.1

TIME

15 minutes, once or twice a cycle

OVERVIEW

Students organize and maintain their year's Ongoing Learning Experiences (OLEs) work in a Personal OLE Binder. Binder checklists or tables of contents may be provided by the teacher or decided upon by the class. Students use Personal Binder Reminder time to update their binders and to confer with their peers or with the teacher about assignments or projects. Reflecting on what they are doing in a project and making plans to continue, or move to the next step, are important parts of the learning process for students.

While the strategies suggested in this OLE relate specifically to maintenance of students' Personal OLE Binders, the strategies can also be used to maintain other binders or organizers.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 1.2.3 *Combine Ideas*—Experiment with arranging ideas and information in a variety of ways to clarify understanding.
- 3.3.1 *Organize Information*—Organize information and ideas in logical sequences using a variety of strategies [such as clustering, webbing, charting from a model . . .].

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- graphics creation
- word processing

SUGGESTED LEARNING RESOURCES

Software

- word processing
- graphics

BLMs

- BLM OLE.1#1: Binder Reminder Learning Centre
- BLM OLE.1#2: Electronic OLE Binder Maintenance Learning Centre
- BLM OLE.1#3: Personal OLE Binder Checklist
- BLM OLE.1#4: Overview of Ongoing Learning Experiences (OLEs)

Materials

- binder
- loose-leaf paper
- dividers

SUGGESTIONS FOR INSTRUCTION

- **Note:** Set up a Master OLE Binder and a corresponding Master Electronic OLE Binder with a Read-Me file that can provide models for students to access and reference. Students create Personal OLE Binders to store their OLE materials, including the OLE table of contents, handouts, tip sheets or notes, and any other printed material they need to complete the OLEs. Students need to give some thought to the organization of this binder, as the OLEs cross over several subject areas.

Preparation and Set-up

- Prepare a Master OLE Binder to which students can refer as a model.
- Schedule time for binder maintenance based on students' needs and learning styles. Teachers who have used this strategy successfully suggest the following:
 - The last class of the week provides students with time to reflect on the week's work, to identify missing assignments, to set goals for the next week's conference with their teacher, or to catch up.
 - Two periods per six-day cycle allow students time to finish assignments and to maintain their Personal OLE Binders and, later, their Electronic OLE Binders and/or Portfolios.
- Make several copies of BLM OLE.1#3: Personal OLE Binder Checklist as a helpful organizer for students, especially those who require more structure.
- Make a copy of BLM OLE.1#4: Overview of Ongoing Learning Experiences (OLEs) for each student.

Activating Strategies

- During the days prior to the introduction of this OLE, model various organizational strategies in class, such as posting the daily or weekly schedule, distributing a monthly calendar of events, or using checklists for daily classroom tasks.
- When introducing this OLE, brainstorm with students for methods and tools they can use to organize their school work or their daily life. Students should mention organizational strategies used within the classroom (e.g., student agendas), as well as others their parents or sports club may be using. Discuss ways in which being organized can have a positive impact on students' learning and on their daily life.
- Students work as a whole class to analyze the structure of a reference book or informational text, noting features such as the table of contents, chapter headings, glossary, page numbers, and index. They use this information later as a model to design a structure for their own binders.

Acquiring Strategies

- Students create a section in their Personal Binder for each OLE to be introduced. They use BLM OLE.1#4: Overview of Ongoing Learning Experiences (OLEs) to understand the purpose for each section of the binder and BLM OLE.1#3: Personal OLE Binder Checklist to keep track of their progress in setting up the binder. Dividers may be created by hand or on the computer using graphics software (see ICT.4: Looks Like This). Each section may have a table of contents that lists the contents or entries for that section. The Master OLE Binder, maintained by the teacher, is available for students as a reference.

- Students confer with their teacher regarding daily and weekly assignments, noting criteria for success and assessment, effective collaborative strategies, and completion times or due dates.

Applying Strategies

- Students update their binders according to daily schedules, expectations for assignments, and due dates.
- Students work in pairs or small groups while organizing and completing assignments.
- Students use the table of contents from the Master OLE Binder, BLM OLE.1#3: Personal OLE Binder Checklist, or BLM OLE.1#1: Binder Reminder Learning Centre, as needed.
- Students keep their OLE work (notes, assignments, tests, and projects) organized on a daily and weekly basis over the course of the year.

Variations/Extensions

- Students make title pages using graphics software (see ICT.4: Looks Like This).

SUGGESTIONS FOR ASSESSMENT

- Confer with students on their ability to keep their work organized. Review BLM OLE.1#3: Personal OLE Binder Checklist. Write comments in the section provided for this feedback.

CONNECTION TO COMMUNITY AND DIVERSITY

- Students use their binder-maintenance skills to organize and maintain their electronic folders and files (see OLE.10: Electronic Collection).

BLM OLE.1#1: Binder Reminder Learning Centre

Overview

At this learning centre, you will work in a collaborative group to help each other with the organization and upkeep of your Personal OLE Binders.

Resources

- BLM OLE.1#3: Personal OLE Binder Checklist
- Master OLE Binder (set up and maintained by the teacher as a model)
- teacher's lists of due dates and expectations

Tasks

- Use the table of contents provided by the teacher to organize each Personal OLE Binder. Consult the Master OLE Binder set-up as a model, if needed.
- Help each other complete assignments as needed.
- Help each other update the binder according to the list of expectations and due dates given by the teacher.

Suggestions for Collaboration

- Use the expertise of each group member while organizing and enhancing the binders.
- Practise working as a member of a collaborative group.

What to Do with the Results of This Learning Centre

- Keep a record of questions for the teacher to address in a class discussion.
- Keep the BLM OLE.1#3: Personal OLE Binder Checklist at the front of the Personal OLE Binder for ease of access and for teacher assessment.

Assessment Criteria

- The Personal OLE Binder content is up to date and the information is easy to access.

BLM OLE.1#2: Electronic OLE Binder Maintenance Learning Centre

Overview

At this learning centre, you will work with your group to maintain and organize your Electronic OLE Binders or folders.

Resources

- Master Electronic OLE Binder and Read-Me file (set up and maintained by the teacher as a model)
- Teacher's lists of due dates and expectations

Tasks

- Review the table of contents and Read-Me file describing the organization of each folder provided by the teacher.
- Update your work, files, and Personal OLE Binder according to the lists of due dates and expectations provided by the teacher.
- Use BLM OLE.1#3: Personal OLE Binder Checklist for monitoring the Electronic OLE Binder. Keep it in the Personal OLE Binder for updates and teacher assessment.

Suggestions for Collaboration

- Divide the learning centre time into equal portions, so that all members of the group will receive some time for maintaining their Electronic OLE Binder.
- Use the expertise of each group member while organizing personal Electronic Binders.

What to Do with the Results of This Learning Centre

- Keep a record of questions for the teacher to address in a class discussion.

Assessment Criteria

- The Electronic OLE Binder content is up to date and complete and the information is easy to access.

BLM OLE.1#3: Personal OLE Binder Checklist

Name _____

Add a check mark (✓) when you have updated each section.

	Date	Date	Date	Date
Table of Contents is up to date for				
• Personal Binder Reminder				
• Daily Edit				
• Daily Math and Problem Solving				
• Reading Circles				
• Share the Learning				
• Collaborative Learning				
• Reflection Journal				
• Speak Ye! Hear Ye!				
• Newspapers				
• Electronic Collection				
Pages are in order and numbered based on Table of Contents for				
• Personal Binder Reminder				
• Daily Edit				
• Daily Math and Problem Solving				
• Reading Circles				
• Share the Learning				
• Collaborative Learning				
• Reflection Journal				
• Speak Ye! Hear Ye!				
• Newspapers				
• Electronic Collection				
Teacher Comments				

BLM OLE.1#4: Overview of Ongoing Learning Experiences (OLEs)

OLE	Overview
OLE.1: Personal Binder Reminder	Organize and keep your OLE work in your Personal OLE Binder. Use Personal Binder Reminder time to update your binder and to check with your classmates and your teacher about assignments or projects.
OLE.2: Daily Edit	Review and practise basic spelling, punctuation, grammar, and capitalization skills in your daily writing. Participate in Daily Edits. Add words you have misspelled in your writings and new vocabulary to the class Vocabulary Database. Use the Spelling and Grammar Checker and the Thesaurus tools of the word processor.
OLE.3: Daily Math and Problem Solving	Practise daily estimation, mental-math, and problem-solving skills. Discuss the strategies you use, and record your results using a spreadsheet. Select a Problem of the Week and work in a collaborative group to find a solution to the problem. Record comments about your math and problem-solving experiences in your Math Journal.
OLE.4: Reading Circles	Reading Circles help you to explore and appreciate a variety of texts. Talking with others about your reading helps you to increase your understanding, develop reading skills, and hear others' ideas. Keep notes such as Reading Circle Logs or journal entries throughout the year.
OLE.5: Share the Learning	As you gain knowledge and skills, share your learning with classmates, friends, and/or parents once a week, or more often. Keep a Share the Learning Journal and participate in Share the Learning Centres.
OLE.6: Collaborative Learning	Work in collaborative groups to become familiar with the roles, responsibilities, and expectations of being an effective group member. You will learn the differences between competition and cooperation. The ground rules set for group work will be used throughout the year.
OLE.7: Speak Ye! Hear Ye!	Develop speaking, listening, and discussion skills as you plan, prepare, and give presentations on different topics. Each student takes a different role at each Speak Ye! Hear Ye! session. You will have a chance to prepare for your roles through group work and learning centres before you participate in Speak Ye! Hear Ye! sessions.
OLE.8: Reflection Journal	Take time to reflect on your learning in general and your learning in the <i>Community and Diversity</i> unit by writing reflections in your Reflection Journal. You will take turns posting your reflections on the class website.
OLE.9: Newspapers	Take part in activities that will help you learn about newspapers. Find out what is newsworthy, how a newspaper is organized, and why you can benefit from reading newspapers.
OLE.10: Electronic Collection	Create and maintain an Electronic Collection of your work in the <i>Community and Diversity</i> unit to assess your own learning and to reflect upon your strengths. Choose samples of your work that show how you have improved. Include them in your Electronic Portfolio.

Daily Edit

OLE.2

TIME

10 minutes, daily

OVERVIEW

Students review and practise basic spelling, punctuation, grammar, and capitalization skills every day in the context of their writing. They submit writing samples that are used for Daily Edits. The teacher identifies writing skills that need improvement and creates mini-lessons to address these needs.

Teachers may wish to keep a list of words to reflect content-related vocabulary. Students create a Vocabulary Database for the class, where they record words they have misspelled in their writings and words they needed to look up through content area studies. Students use the Spelling and Grammar Checker and Thesaurus tools of the word processor.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 4.3.1 *Grammar and Usage*—Edit for complete sentences and appropriate use of statements, questions, and exclamations.
- 4.3.2 *Spelling*—Know and apply spelling conventions using a variety of strategies [including phonics, structural analysis, syllabication, and visual memory] and resources [such as dictionaries, spell-check functions, classroom resources . . .] and spelling patterns when editing and proofreading.
- 4.3.3 *Punctuation and Capitalization*—Know and use conventions of basic capitalization and punctuation [including commas in series and quotation marks] when editing and proofreading.

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- spreadsheet analysis
- word processing

SUGGESTED LEARNING RESOURCES

Software

- word processor
- spreadsheet

Internet

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.

Print

- student work samples (used with their permission) from any unit of study in various formats, such as
 - samples on transparencies
 - samples from electronic files
 - assignments edited by a group before handing them in
- a variety of texts from print and electronic sources
- Appendix C: Index of Teaching, Learning, and Assessment Strategies

TBLMs

- TBLM OLE.2#1: Daily Edit Concept Chart
- TBLM OLE.2#2: Using the Spell-Checker

SUGGESTIONS FOR INSTRUCTION**Preparation and Set-up**

- Ask for writing sample submissions from students.
- On the class computers, set up bookmarks or favourites of links to writing and grammar websites found on the IMYM Links Database, or ask students to find other suitable websites (see ICT.8: Look for It: Learning to Search the Internet).
- Use TBLM OLE.2#1: Daily Edit Concept Chart to track the grammar and spelling concepts addressed during Daily Edits.
- Vary the Daily Edits from overall editing of texts to addressing specific grammar or mechanics rules within a text written for that purpose.
- Create a Vocabulary Database using spreadsheet software, where students can add vocabulary words that come up during Daily Edits (see ICT.9: Chart This).

Activating Strategies

- Using the chalkboard, overhead projector, or a computer and projection unit, display a writing sample (selected from a textbook, a *Community and Diversity* reading, or a student submission).
- Students read the sample and try to identify mistakes or omissions. They alternate doing this individually, in collaborative groups, or as a class.
OR
- Give the class a writing sample with mistakes highlighted or underlined and ask students to describe the rule being addressed.

Acquiring Strategies

- Discuss the grammar rule being addressed in a writing sample and include several “non-examples.”
- Review the sample with students and discuss the editing techniques used.
OR
- Review the rule students described, based on the highlighted sample they were given.
- Students add challenging words to the Vocabulary Database.
- Using a computer and a projection system, demonstrate the use of the Spelling and Grammar Checker and Thesaurus on the word-processing program used on the class computers (see TBLM OLE.2#2: Using the Spell-Checker).

Applying Strategies

- After a grammar rule has been reviewed, students are expected to apply it correctly to their daily writings. When they do apply a given rule correctly, note it as “Mastered” on TBLM OLE.2#1: Daily Edit Concept Chart. Note which students have difficulties with each rule.
- Students reflect on their writing difficulties in their journals (see OLE.8: Reflection Journal).

Variations/Extensions

- Students list words relevant to their current unit of study and write sentences using those words. They share and edit the sentences, applying the concepts learned.
- Students start the class with a five- to ten-minute silent freewriting session on a given topic, which serves as an activating strategy for the class period. These freewriting samples can also be used for Daily Edit samples.

SUGGESTIONS FOR ASSESSMENT

- Collect samples of individual edits to assess each student’s skills at applying concepts learned in Daily Edits.
- Provide each student with a print sample. Students edit the sample and write the rule they followed to make the changes. Note which students do not understand the concepts.
- Read students’ journals to identify student-specific areas of difficulty.
- Observe peer editing and conferencing sessions during the Daily Edits and other writing sessions.
- Observe students’ use of the Spell-Checker function of the word processor.

CONNECTION TO COMMUNITY AND DIVERSITY

- Writing samples generated during *Community and Diversity* learning experiences can be used for Daily Edits.

TBLM OLE.2#2: Using the Spell-Checker

Overview

The **Spell-Checker** tool is available with most word-processing software. It allows the user to verify proper spellings of words. Teachers need to model its appropriate use in order for students to use it efficiently and effectively.

Advantages

The Spell-Checker tool can support student learning because it

- identifies most spelling and typing errors
- identifies where a space between two words may have been omitted during typing by suggesting that the word is a spelling mistake
- offers a list of suggested spellings, one of which may be the correct one

Disadvantages

Students cannot rely exclusively on the Spell-Checker in editing spelling errors because it

- does not differentiate homonyms (e.g., by – buy, their – there – they're, too – to – two), and so does not identify incorrect spelling of homonyms
- may identify proper nouns as spelling mistakes (proper names of persons or places are not in the Spell-Checker dictionary, just as they are not usually found in a conventional dictionary). In such an instance, students should select “Skip” or “Ignore” in the dialog box.
- identifies words as mistakes if they are spelled using a language form different than the program default—for example, Canadian spelling (e.g., colour) in an American default (e.g., color). In this case, inquire whether a Canadian dictionary can be installed as the default dictionary on the word-processor application.
- may not offer any alternative spelling if the student-written word contains too many errors
- may not offer any alternative spelling if the error is at the beginning of the word

Considerations

To make the most appropriate use of the Spell-Checker, consider the following:

- Teach the use of the Spell-Checker in the context of editing during the writing process. Encourage students to proofread their writing for spelling mistakes before using the Spell-Checker.
- Dictionary skills are essential. When using the Spell-Checker, students may have to look up words to verify the computer's suggestions in order to select the appropriate word.
- The first word in the list provided by the Spell-Checker is not necessarily the appropriate choice.
- Students may be taught how to add a word to the Spell-Checker dictionary. Verify that the word to be added is spelled correctly.

Variations/Extensions

- Explain and show students how to use the following tools or functions of the word processor:
 - **Grammar Checker:** Use of this function of the word processor helps identify grammatical errors such run-on sentences, problems in subject-verb agreement, and other mistakes.
 - **Thesaurus:** This tool of the word processor (or an online Thesaurus) can be used to choose more descriptive words for written text.

Daily Math and Problem Solving

OLE.3

TIME

15 minutes, daily

OVERVIEW

Students practise daily estimation, mental math, and problem-solving skills without the use of computational aids. Discussion about strategies used in the computational process is an integral part of mental math, and students are encouraged to use the strategies with which they are most comfortable. They keep a record of their results using a spreadsheet.

Students select a Problem of the Week from the Internet and work as a collaborative group to find a solution to the problem. They create a similar problem, post it on the class website, and give feedback to persons who write to them with a solution.

Students record comments about their estimation, mental math, and problem-solving experiences in their Math Journals.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 1.2.2 *Explain Opinions*—Express new concepts and understanding in own words and explain their importance.

Mathematics

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

Number

- 4.N.3. Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3- and 4-digit numerals) by
 - using personal strategies for adding and subtracting
 - estimating sums and differences
 - solving problems involving addition and subtraction
 [C, CN, ME, PS, R]
- 4.N.5. Describe and apply mental mathematics strategies, such as
 - skip-counting from a known fact
 - using doubling or halving
 - using doubling and adding or subtracting one more group
 - using patterns in the 9s facts
 - using repeated doubling
 to develop recall of basic multiplication facts to 9 x 9 and related division facts.
 [C, CN, ME, PS, R]

Statistics and Probability

- 4.SP.2 Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.
[C, PS, R, V]

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- communicating electronically
- inquiry using electronic sources
- spreadsheet analysis
- web page authoring
- word processing

SUGGESTED LEARNING RESOURCES**Software**

- spreadsheet
- word processing
- web authoring

Internet

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.
- Do an Internet search using the terms “math problem solving” or “grade 4 math problem solving.”

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies
- Jones, Grant. *Problem-Solving: What to Do When You Don't Know What to Do*. Barrie, ON: Exclusive Educational Products, 1991.
- Lipke, Barbara. *Figures, Facts, and Fables: Telling Tales in Science and Math*. Portsmouth, NH: Heinemann, 1996.
- Manitoba Education, Citizenship and Youth. *Kindergarten to Grade 8 Mathematics: Manitoba Curriculum Framework of Outcomes*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2008. Available online at <www.edu.gov.mb.ca/k12/cur/math/framework_k-8/>.

BLMs

- BLM OLE.3#1 Problem-Solving Learning Centre
- BLM OLE.3#2: Problem-of-the-Week Chart

SUGGESTIONS FOR INSTRUCTION**MENTAL MATHEMATICS**

Mental mathematics is described in *Kindergarten to Grade 8 Mathematics: Manitoba Curriculum Framework of Outcomes* as one of the critical components that students encounter in mathematics.

The purpose of this OLE is to ensure that students have daily opportunities to practise math skills. Select mental math activities or skills related to the math strand currently being taught in the class or appropriate for the *Community and Diversity* interdisciplinary unit.

Preparation and Set-up

- Become familiar with the computational mental math, estimation, and thinking strategies discussed in *Kindergarten to Grade 8 Mathematics: Manitoba Curriculum Framework of Outcomes*.
- Decide on a daily format and prepare transparencies for overhead presentation or an electronic document for use with a computer and a projection system.
- Become familiar with creating a spreadsheet and using its graphing/charting function.
- Set up bookmarks or favourites of links to suitable mathematics websites found on the IMYM Links Database for students to access throughout the school year, or place the links on the class website.

Activating Strategies

- Explain that mental math usually requires non-traditional computational processes and review the principles of arithmetic. Discuss strategies that students use when they are estimating or using mental math.
- Conduct a mental math card game.
OR
- Using a transparency or an electronic document on a computer with a projection system, display a suitable mental math question. Student volunteers suggest some strategies they might use to answer the question.

Acquiring Strategies

- Post another similar mental math question for students to answer on their own.
- Invite students to demonstrate the method they used when solving the question of the day. Discuss the strategies that students demonstrate.

Applying Strategies

- Provide short daily mental math sessions during which students answer the posted questions and discuss, as a class or in collaborative groups, the computing and thinking strategies they use.
- Students record their daily results in a table in their Math Journals or on spreadsheet software and create a monthly graph of their results.
- Students keep a Math Journal of their own responses and observations of their progress in mental math and estimation based on the graphed results, comparing their monthly results as the school year progresses. Students should be able to explain why their average results change when attempting a new strategy.

PROBLEM SOLVING

Preparation and Set-up

- Become familiar with the mental math strategies discussed in *Kindergarten to Grade 8 Mathematics: Manitoba Curriculum Framework of Outcomes*.
- Access one of the Math Problem Solving websites listed on the IMYM Links Database and find a suitable math problem. It could be related to the current strand being taught in class. Place the link on the class website.

Activating Strategies

- Review problem-solving strategies related to the chosen problem of the week.
- Access a Math Problem Solving website for weekly problem-solving questions. Use these websites for classroom instruction or in a learning centre (see Connection to Learning Centre).

Acquiring Strategies

- In collaborative groups, students attempt to solve the problem of the week.
- Students discuss their proposed solution and record the problem-solving process they followed to achieve it.

Applying Strategies

- In collaborative groups, students write a similar problem and post it in the classroom or on the class website for the class to access and solve. They include a contact email address for replies.
- Other students in the class access the website, attempt to solve the problem, and email their answer and solution.

Variations/Extensions

- Students exchange problems with their key pals.
- Once a week, students take home a problem and involve their families in solving the problem.
- Students post problems on a Grade 4 Math Problem of the Week web page they create on their class website, and take responsibility for answering the email they receive.

SUGGESTIONS FOR ASSESSMENT

- Read students' Math Journals to determine whether they recognized any patterns in their daily mental math scores relating to the mental math/estimation and problem-solving strategies used. Confer with students on their achievements and answer their questions.

CONNECTION TO COMMUNITY AND DIVERSITY

- Students continue working with Daily Math and Problem Solving throughout the interdisciplinary unit.

CONNECTION TO LEARNING CENTRE

- Students solve the selected math problem of the week from a Math Problem Solving website and submit their answer by email.
- Use BLM OLE.3#1: Problem-Solving Learning Centre as a guide for students.
- Consider creating other learning centres focusing on approved problem-solving software.

BLM OLE.3#1: Problem-Solving Learning Centre

Overview

At this learning centre, you will work together with your group to solve the selected math problem.

Resources

- math problem solving website
- BLM OLE.3#2: Problem-of-the-Week Chart

Tasks

- Check the class website for the problems to solve.
- Discuss the selected problem with group members and record the solution.
- Use BLM OLE.3#2: Problem-of-the-Week Chart to record the group's answer and describe how the group solved the problem.

Suggestions for Collaboration

- Group members decide who works at the keyboard and who records the problem and solution. Ensure that all members take turns with each role.

What to Do with the Results of This Learning Centre

- File the BLM OLE.3#2: Problem-of-the-Week Chart in the Personal OLE Binder.

Assessment Criteria

- Group members stay on task and work together.
- The problem is completed correctly, and a description of the strategies used to solve the problem is provided.

BLM OLE.3#2: Problem-of-the-Week Chart

Name _____ Date _____

Group Members _____

Summary of the Problem	
Group's Answer	
Computational Strategies Used to Solve the Problem	Correct Answer (If Different from the Above)

Reading Circles

OLE.4

TIME

30 minutes, once or twice weekly

OVERVIEW

Reading Circles provide a structure for students to explore and appreciate a variety of literary and informational texts and to discuss with others the texts they are reading. Talking about their reading ensures that students are actively involved in the construction of meaning as they have opportunities to explore ideas, hear others' interpretations, and develop critical reading skills.

Students participate in Reading Circle discussions using literary texts or teacher-selected texts relating to the current unit of study. Throughout the school year, students continue to participate in Reading Circle discussions of various formats. They also keep notes, such as Reading Circle Response Logs or journal entries, or give oral presentations about their texts.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 1.2.2 *Explain Opinions*—Express new concepts and understanding in own words and explain their importance.
- 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].
- 2.3.1 *Forms and Genres*—Distinguish similarities and differences among various forms and genres of oral, literary, and media texts [such as folk tales, poetry, bone and soapstone sculptures, news and weather reports . . .].
- 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.
- 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

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- SLOs related to Scientific Inquiry or the Design Process in Cluster 0: Overall Skills and Attitudes.

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- concept mapping
- video production
- web page authoring
- word processing

SUGGESTED LEARNING RESOURCES

Software

- concept mapping
- word processor

Internet

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.
- Many websites provide lists of award-winning books, some with summaries, making appropriate selection of reading resources easier.

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies
- Miscellaneous literary and/or informational texts.
 - For appropriate suggested titles, see Bibliography.
 - For descriptions of English language arts learning resources approved for Grade 4, see The Governments of Manitoba, Saskatchewan, Alberta, British Columbia, Yukon Territory, and the Northwest Territories. *Kindergarten to Grade 10 English Language Arts Resources: Compilation of Annotated Bibliographies from 1997 to 2001*. Winnipeg, MB: Manitoba Education, Training and Youth, 2002. Available online at <www.edu.gov.mb.ca/k12/learnres/bibliographies.html>.
- Buss, Cathleen, and Lee Karnowski. *Reading and Writing Literary Genres*. Newark, DE: International Reading Association, 2000.
- Daniels, Harvery. *Literature Circles: Voice and Choice in the Student-Centered Classroom*. York, ME: Stenhouse, 1994.
- Hill, Bonnie Campbell, Nancy J. Johnson, and Katherine Schlick Noe, eds. *Literature Circles and Response*. Norwood, MA: Christopher-Gordon, 1995.
- Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. (See Strategies That Make a Difference: Active Listening, 8–11.)
- McMahon, Susan, and Taffy Raphaels, eds. *The Book Club Connection: Literacy Learning and Classroom Talk*. New York, NY: Teacher's College, 1997.
- Peterson, Ralph, and Maryann Eeds. *Grand Conversations: Literature Groups in Action*. Richmond Hill, ON: Scholastic, 1990.

BLMs

- BLM OLE.4#1: Reading Circle Learning Centre
- BLM OLE.4#2: Guess the Role
- BLM OLE.4#3: Reading Circle Discussion Notes
- BLM OLE.4#4: Reading Log
- BLM OLE.4#5: Suggested Writing Topics for Reading Circle Response Log (Fiction)

- BLM OLE.4#6: Reading Circle Response Log
- BLM OLE.4#7: Rubric for Peer/Group Assessment and Self-Assessment of Reading Circle Discussion
- BLM OLE.4#8: Retelling
- BLM OLE.4#9: Student Self-Assessment for Responding to Literature
- BLM OLE.4#10: Reading Strategies Self-Check
- BLM OLE.4#11: Group Work Assessment

TBLMs

- TBLM OLE.4#1: Roles of Group Members in Reading Circles
- TBLM OLE.4#2: Variations for Reading Circles
- TBLM OLE.4#3: Teacher Observation Checklist for Reading Circles
- TBLM OLE.4#4: Response Assessment Checklist
- TBLM OLE.4#5: Assessing Active Listening

Materials

- chart paper

SUGGESTIONS FOR INSTRUCTION

Preparation and Set-up

- Select a short story from an approved Grade 4 English Language Arts learning resource and choose two or three guiding questions from the accompanying teacher's guide.
- Obtain a class set of texts or small-group sets of several texts. Manitoba Education, Citizenship and Youth provides educational support services for students in Manitoba schools who are Blind or visually Impaired. For information, see the Department's *Services for the Blind/Visually Impaired* website at <www.edu.gov.mb.ca/k12/blind/>.
- Decide which Reading Circle variation will be used and which roles group members will play initially. Create a chart describing all roles and what behaviour and outcomes are expected at each Reading Circle session. See TBLM OLE.4#1: Roles of Group Members in Reading Circles and TBLM OLE.4#2: Variations for Reading Circles.
- Set up bookmarks or favourites of links to websites where students can find examples of book reviews (see IMYM Links Database), or place these links on the class website.

Activating Strategies

- Discuss formats or situations in which students may have shared their reading (e.g., reading with parents, reading to younger students) or when they may have experienced shared reading (e.g., Story Time, a teacher-librarian reading aloud, a televised reading program).
- Select a group of students to demonstrate a Reading Circle, using Scenario 1 of TBLM OLE.4#1: Roles of Group Members in Reading Circles. Give students an opportunity to rehearse for the demonstration.
- Using a Think-Pair-Share grouping, students discuss reasons for sharing ideas about a text and the possible benefits of having a regular sharing time.
- Review the 5Ws (What? Who? When? Where? Why?) questioning technique with students to prepare for class sharing.
- Within Peer/Partner Interview groupings (also known as Peer Conferencing), students practise questioning. Help students develop suitable questions, reminding them that open-ended questions lead to thoughtful and interesting answers.

Acquiring Strategies

- Have a group of students demonstrate a Reading Circle discussion while the other students sit in a circle around the “demo group.” Using BLM OLE.4#2: Guess the Role, the observers attempt to identify the roles held by each “demo group” participant.
- Discuss and agree upon appropriate sharing and listening behaviours. Inform students that they will be assessed on their practice of those behaviours or skills. Review active listening skills (see TBLM OLE.4#5: Assessing Active Listening).
- Distribute copies of BLM OLE.4#3: Reading Circle Discussion Notes. Model how students are to complete their discussion notes, pointing out appropriate kinds of questions.
- Select a new text (e.g., short story).
- Post guiding questions, as suggested in the teacher’s guide of an approved Grade 4 English Language Arts textbook. The questions may include a discussion on literary elements, character traits and development, informational text structure, personal reactions to the story, predictions on what will happen next, and so on.
- Students read the selected text from an approved Grade 4 English Language Arts textbook, and take notes, using BLM OLE.4#3: Reading Circle Discussion Notes.
- Discuss, as a class, what was successful in the Reading Circle demonstration and what could be done to improve the discussion. Ask students to identify roles played by members of the “demo group.” In a Think-Pair-Share grouping, students write a job description for each role identified.
- As a class, review the role descriptions, add to them as needed, and write them out on chart paper to be posted. Students receive a print copy for their Personal OLE Binder.
- With student input, develop a rubric for peer/group assessment and self-assessment of participation in Reading Circle discussion, using components outlined in BLM OLE.4#7: Rubric for Peer/Group Assessment and Self-Assessment of Reading Circle Discussion or any other components students suggest.

Applying Strategies

- When students are ready to start the Reading Circles, introduce them to the selected text with a brief “book talk.”
- Students begin a Reading Log using BLM OLE.4#4: Reading Log.
- Divide students into Reading Circle groups, which they will keep for the duration of reading the first text.
- Establish guidelines and procedures that students will follow as they read their text selections, discuss them in their Reading Circles, and write journal responses. For format suggestions, see TBLM OLE.4#2: Variations for Reading Circles.
- Assign each student a starting job in the Reading Circles. Eventually, each group member will experience every role. For role descriptions, see TBLM OLE.4#1: Roles of Group Members in Reading Circles.
- Students read the assigned text and prepare for their Reading Circle discussions. They continue to read, discuss, and share in Reading Circles. The number of discussions can vary, depending on the length of each text selection.
- Students select a writing topic from BLM OLE.4#5: Suggested Writing Topics for Reading Circle Response Log (Fiction) and prepare an entry for BLM OLE.4#6: Reading Circle Response Log. Encourage students to make links between their own lives and the lives of the individuals in the text. Students should also establish a connection between their reading and the current unit of study.
- Students present the text to other classmates at an OLE.5: Share the Learning or OLE.7: Speak Ye! Hear Ye! session. Individuals, partners, or small groups may
 - write a book review and submit it to a website that accepts student reviews
 - draw a comic strip to tell the story (this can be scanned into an electronic format)

- set up a web page of book reviews on the school website and post student reviews there
- dress as the main character in the text and do a book talk
- create and videotape a commercial to “sell” the book to others
- dramatize part of the book
- Browse through TBLM OLE.4#2: Variations for Reading Circles to determine how future Reading Circles may be set up.

Variations/Extensions

- TBLM OLE.4#2: Variations for Reading Circles provides several suggestions for varying the format of the Reading Circles.

SUGGESTIONS FOR ASSESSMENT

- Students self-assess their group work using BLM OLE.4#11: Group Work Assessment.
- Confer with students on their work and participation, using TBLM OLE.4#3: Teacher Observation Checklist for Reading Circles and/or TBLM OLE.4#4: Response Assessment Checklist.
- Assess students’ written responses to a text they have read, using BLM OLE.4#6: Reading Circle Response Log. Look for students’ ability to
 - demonstrate comprehension of the material
 - make predictions
 - express an opinion
 - relate the text to their own experiences
 - ask questions
 - use signal or transition words to make the text more interesting
- Assess students’ ability to retell the text orally or in writing using BLM OLE.4#8: Retelling.
- Students participate in self-assessment, using one of the following:
 - BLM OLE.4#9: Student Self-Assessment for Responding to Literature
 - BLM OLE.4#10: Reading Strategies Self-Check

CONNECTION TO COMMUNITY AND DIVERSITY

- Students read texts that are related to the *Community and Diversity* interdisciplinary unit.
- Oral presentations provide experience for the marketing component of the unit.

LEARNING CENTRE CONNECTION

- Students use BLM OLE.4#1: Reading Circle Learning Centre for learning centre instructions.
- Students access a website to look for book reviews of novels or to post their own reviews of texts.
- Students may post their reviews on the school website.

BLM OLE.4#1: Reading Circle Learning Centre

Overview

At this learning centre, you will access websites where reviews of texts are posted, and you will write and post your own book reviews.

Resources

- Internet
- BLM OLE.4#11: Group Work Assessment

Tasks

- Access a website, already bookmarked, for reviews of texts.
- Work with your group to identify the characteristics of a good book review.
- In your collaborative group, write a book review for the book you have read in your Reading Circle.
- The recorder of your group writes up the information and posts it on a book review website or on the book review page of the school website.

Suggestion(s) for Collaboration

- Each member of the group should be a recorder at one time or another.

What to Do with the Results of This Learning Centre

- Add your book review to the appropriate website.
- Publicize the school website and the student book review page on the website in the school newsletter.

Assessment Criteria

- Use BLM OLE.4#11: Group Work Assessment to rate your group work.
- The group's book review is included on a website.

BLM OLE.4#2: Guess the Role

Name _____ Date _____

In the column on the right, record the name of the student playing the role described in the middle column.

Role	Description	Student
Discussion Director	With the help of the teacher, develop a list of questions to help the group discuss the selected reading. Help the group talk about the big ideas in the reading and share their reactions without worrying about small details. Usually the best discussion questions come from personal thoughts, feelings, and concerns related to the reading. These can be noted during the reading or as a reflection after the reading.	
Summarizer	Prepare and present a brief summary of the day's reading in a short (one or two minute) statement. Be sure to cover the key points and/or the main highlights or ideas of the reading. If there are several main ideas or events to remember, number the key points.	
Literary Luminary (For Fictional Text)	Find a few special sections of the text that the group might like to hear read aloud. The idea is to help the group remember some sections of the reading that are interesting, powerful, funny, puzzling, important, and so on. Decide which passages are worth hearing, and then jot plans for how they should be shared. Read passages aloud, ask someone else to read them, or have the group read them silently. Discuss that section with the group.	
Information Interpreter (For Informational Text)	Find a few sections of the reading that <ul style="list-style-type: none"> • are especially relevant to the topic • explain the subject 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 real world. This means connecting the reading to <ul style="list-style-type: none"> • personal life • happenings at school or in the community • similar events at other times and places • other people or situations Possible connections may also be found between this reading and other writings on the same topic, or by the same author.	
Vocabulary Enricher	Be on the lookout for important words in the day's reading or for words that are puzzling or unfamiliar. While reading, jot down the words, and add their definition later. Point out to the group familiar words that stand out in the reading, 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 experienced from the reading. It can be a sketch, cartoon, comic, diagram, flow chart, or stick-figure scene, and may be labelled. Show the illustration to the others in the group without commenting on it. One at a time, group members speculate on the meaning of the illustration and connect it to their own ideas about the reading. After everyone has expressed his or her opinion, explain the drawing, describing how it came about or what it represents.	
Recorder	Take notes of what all group members say during a discussion of the text. Use notes to write a review of the text, including an opinion of why other students might want to read it. Post the review on a suitable website or on the class website.	

BLM OLE.4#3: Reading Circle Discussion Notes

Name _____ Date _____

Reading Circle Selection		
Title	Author	
Summary of Text	Read-Aloud Section	
	Page Numbers	
	Reason for Choice	
Discussion Questions and Notes		
New Vocabulary	Connections (To real world or to <i>Community and Diversity</i> unit)	Illustration

BLM OLE.4#5: Suggested Writing Topics for Reading Circle Response Log (Fiction)

Choose one or more of the following ideas and questions to assist you in responding to texts, using BLM OLE.4#6: Reading Circle Response Log.

1. What predictions can be made about the story using the cover of the book, the table of contents, and the illustrations?
2. Who wrote this story? When was it written? What purpose did the author have in writing this story?
3. Describe the setting of the story using words and pictures.
4. Describe the main character using words and pictures. Write a paragraph to compare this character to yourself.
5. What is the story about? What is the story's main conflict? Predict how it may be resolved.
6. What do you like about the story? Give the author suggestions for improvements.
7. Make a comic strip showing the main events in the story.
8. Write a different ending to the story.
9. Is this a feel happy, feel sad, feel angry, or feel . . . kind of story? Explain.
10. Choose a passage that appeals to as many senses as possible. Prepare to read this passage aloud in your Reading Circle group.
11. Think about this week's reading selection. Which events or people are most vivid? Make a sketch illustrating a vivid event or person.
12. Choose a character. List at least 10 adjectives that describe that person. Give a reason for the choice of adjectives.
13. A cinquain poem has five lines and a definite pattern, but it does not rhyme. Here is an example:
 - Line 1: 1 word Michael
 - Line 2: 2 words Gentle giant
 - Line 3: 3 words Helping many people
 - Line 4: 4 words His courage is unique
 - Line 5: 1 word Policeman
14. Select a character from the text. Write a cinquain poem about this character. Share it in your Reading Circle group.
15. Make a list of 10 new words you learned from the story. Beside each word, write a synonym and a sentence using the word correctly.
16. Write a friendly letter (minimum of 100 words) to the author of the story, giving personal ideas and opinions about the story. Put the letter in an envelope and send it to the publisher.
17. Make a travel brochure to advertise the setting of the story.
18. Does this story resemble real life? Explain in personal terms.
19. Write a reading response for the section of the story just completed. The response should consist of three paragraphs:
 - The first paragraph is a summary.
 - The second paragraph is a prediction of what will happen next.
 - The third paragraph is a comment about an issue or problem that is happening in the story.

BLM OLE.4#6: Reading Circle Response Log*

Name _____ Date _____

Title _____ Pages Read This Session _____

As Retold By _____

Sample Signal Words	Select one of the writing topics from BLM OLE.4#5: Suggested Writing Topics for Reading Circle Response Log (Fiction) Write your response below. Use at least three of the sample signal words on the left.
once one first then but when so after next soon as soon as afterwards later also suddenly however after that meanwhile at last finally	

* Source: Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-75.

BLM OLE.4#7: Rubric for Peer/Group Assessment and Self-Assessment of Reading Circle Discussion

Name _____ Date _____

Author _____

Text _____ Pages Discussed _____

Rating Scale 4 = _____ 3 = _____ 2 = _____ 1 = _____

Name(s):	Rating				Total
	4	3	2	1	
The student					
• is prepared					
• listens to others					
• contributes ideas					
• respects others					
• stays on topic					
• encourages others to share					
Comments					

BLM OLE.4#8: Retelling*

Name _____ Date _____

Title _____ Author _____

As Retold By _____

Sample Signal Words	Retelling
once one first then but when so after next soon as soon as afterwards later also suddenly however after that meanwhile at last finally	(Empty space for retelling)

* Source: Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-75.

BLM OLE.4#9: Student Self-Assessment for Responding to Literature*

Name _____ Date _____

Title Discussed _____ Author _____

Use the rating scale below to describe your experience in your Literature Study group. Write any comments that will help clarify your rating.

Rating Scale High _____ Low
 5 4 3 2 1

Response to Literature	Rating					Comments
	5	4	3	2	1	
• I was willing to express my interpretations of the literature.						
• I listened to and respected the comments and questions of others.						
• I used the comments of others to extend my understanding of the literature.						
• I asked questions and reviewed the selection to try to understand it better.						
• I cooperated with my peers to prepare a group interpretation of the selection.						
• I enjoyed the experience of responding with the group.						

* Source: Saskatchewan Education. *English Language Arts: A Curriculum Guide for the Elementary Level*. Regina, SK: Saskatchewan Education, 1992.162. Adapted with permission.

Reference

Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-88.

BLM OLE.4#10: Reading Strategies Self-Check*

Name _____ Date _____

Check the strategies you use to help you read.

Before I begin to read, I . . .	<input type="checkbox"/> read the title <input type="checkbox"/> read the back cover <input type="checkbox"/> look at the pictures <input type="checkbox"/> predict what the book will be about <input type="checkbox"/> check to see if it is too easy <input type="checkbox"/> check to see if it is too hard <input type="checkbox"/> ask friends if they have read it Some other things I do before I read a book are <input type="checkbox"/> _____
When I get stuck on a word, I . . .	<input type="checkbox"/> skip it and read on <input type="checkbox"/> reread <input type="checkbox"/> use another word that makes sense <input type="checkbox"/> try to sound it out <input type="checkbox"/> look it up in a dictionary and/or ask someone <input type="checkbox"/> reread Some other things I do when I get stuck on a word are <input type="checkbox"/> _____
When I do not understand, I . . .	<input type="checkbox"/> look back at what I have already read <input type="checkbox"/> reread <input type="checkbox"/> use what I already know about the story <input type="checkbox"/> look at the pictures <input type="checkbox"/> ask for help Some other things I do when I do not understand are <input type="checkbox"/> _____
After I finish a book, I . . . <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

* Source: *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-16.

BLM OLE.4#11: Group Work Assessment*

Name _____ Date _____

Group Members _____

Think about how your group performed. Read each of the following points and rate your cooperative group work by marking or colouring in the appropriate box.

Cooperative Group Work	Rating			
	Always	Sometimes	Rarely	Never
• We listened to each other's opinions and ideas.				
• We contributed our ideas and opinions.				
• We discussed our viewpoints and feelings.				
• We paraphrased each other's viewpoints and feelings.				
• We disagreed politely.				
• We were able to reach consensus.				
• We used our time effectively.				

What did you or members of your group do to create group harmony?

- _____
- _____
- _____
- _____
- _____

* Source: *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-37.

TBLM OLE.4#1: Roles of Group Members in Reading Circles

For the Reading Circle discussions, ensure that students are assigned particular roles with clear job descriptions. The roles should rotate weekly within the group so that all students experience all roles. Explain roles and job descriptions and give students time to practise the roles.

The following scenarios describe possible roles. Adapt the scenarios to suit the class size or needs. Print the selected scenarios and have students put a copy in their Personal OLE Binders.

Reading Circle Roles: Scenario 1	
Roles	Responsibilities
Group Leader	<ul style="list-style-type: none"> Briefly summarize the selected text at the beginning of the Reading Circle discussion. Encourage each group member to share the information or reaction she or he has prepared following the last discussion. Pose the guiding question or activity for the day's discussion, after having discussed it with the teacher. Summarize the agreed-upon reading and reactions to be completed for the next discussion.
Group Recorder	<ul style="list-style-type: none"> Record the discussion with the help of group members.
Group Member	<ul style="list-style-type: none"> Be prepared for the discussion. Be sure to support statements with evidence from the text. Listen attentively as other group members make their comments and add to the ideas presented. Respect the opinions of others and speak one at a time.

Reading Circle Roles: Scenario 2	
Discussion Director	<p>Develop, with the help of the teacher, a list of questions to guide the Reading Circle discussion about the selected text. Help group members to talk about the big ideas in the reading selection and to share their reactions without worrying about small details. Usually the best discussion questions come from personal thoughts, feelings, and concerns related to the reading, which can be noted during the reading or as a reflection after the reading.</p> <p>At first, use general questions such as the following:</p> <ul style="list-style-type: none"> What was going through your mind while you read? What questions did you have when you finished this section? Did anything in this section of the text surprise you? <p>During the Reading Circle discussion, direct the discussion about the day's reading. First, call on the Summarizer to give a brief summary of the reading. Then lead the discussion with prepared questions.</p>
Summarizer	<p>Prepare and present a brief summary of the day's reading in a short (one or two minute) statement that conveys the key points, the main highlights, and/or the essence of the assignment. If there are several main ideas or events to remember, number the key points.</p>

Continued

Reading Circle Roles: Scenario 2 (Continued)

Literary Luminary (For Fictional Text)	Identify a few special sections of the text that the group might like to hear read aloud. A passage may be selected for various reasons: it is important, surprising, funny, confusing, informative, controversial, well written, thought provoking, and so on. The idea is to help people remember some interesting, powerful, funny, puzzling, or important sections of the text. Decide which passages are worth hearing, and then jot plans for how they will be shared. Read passages aloud, ask someone else to read them, or have people read them silently, and then discuss that section with the group. Record the location of the reading passage, reason for the choice of reading passage, and the plan for reading, using BLM OLE.4#3: Reading Circle Discussion Notes.
Information Interpreter (For Informational Text)	Identify a few sections of the text that <ul style="list-style-type: none"> • are especially relevant to the topic • explain the subject concisely and clearly • shed new light on the issue • communicate information previously unavailable A passage may be chosen for various reasons: it is important, informative, clear, well written, controversial, thought provoking, and so on.
Connector	Find connections between the text and the real world. This means connecting the reading to <ul style="list-style-type: none"> • personal life • happenings at school or in the community • similar events at other times and places • other people or situations Identify possible connections between the text and other writings on the same topic, or by the same author. Because connections are personal, there are no right or wrong answers with this role.
Vocabulary Enricher	Be on the lookout for important words in the day's reading, or words that are puzzling or unfamiliar. Jot down the words while reading, and add their definition later. Look for familiar words that stand out in the reading (e.g., words that are repeated often, used in an unusual way, or key to the meaning of the text) and point them out to the group. Record the page number, word, definition, and plan for sharing, using BLM OLE.4#3: Reading Circle Discussion Notes.
Illustrator	Draw an illustration of something specifically discussed in or related to the text, or of a feeling experienced in reading the text. The illustration can be a sketch, cartoon, comic, diagram, flow chart, or stick-figure scene, and may be labelled. Show the illustration to others in the group without commenting on it. One at a time, group members speculate on the meaning of the illustration and connect it to their own ideas about the reading. After everyone has expressed his or her opinion, discuss the illustration, explaining how it came about or what it represents.
Recorder	Take notes of what all team members say about the text during the Reading Circle discussion. Synthesize the information, with the intention of writing a review of the text. Based on the ideas or facts presented during the discussion, write an opinion of why the text should be read. Post it on a suitable website (see IMYM Links Database) or on the book reviews page of the school or class website.

TBLM OLE.4#2: Variations for Reading Circles

Selecting the Text

- All students in the class read the same text.
- Each group reads a different text on the same theme. Texts can be of varied reading levels and related to the unit theme or concept.
- Each member of the group reads a different text of the same genre. Texts can be of various reading levels and related to the unit theme or concept.

Reading the Text Selection

- Students read the whole text selection before meeting in the Reading Circles.
- Students read an agreed-upon section of the text before meeting in the Reading Circles.
- Students read the text during the Reading Circle meeting, usually identifying some sections to be read independently the day before the next meeting.

Discussing the Text in Reading Circles

- At the beginning of each Reading Circle discussion, students record on a group chart (see BLM OLE.4#3: Reading Circles Discussion Notes) the page numbers of the text selection they are reading, and write a two- or three-sentence summary of what they have read to date.
- Assign a question for discussion at each Reading Circle, or construct questions specific to each title, as in a traditional novel study. The discussion can be videotaped or recorded by the group's recorder and edited by the group (OLE.2: Daily Edit).
- Give students a list of guiding questions to work through in sequence or according to the group's preference. The questions can be recorded by the group's recorder and edited by the group (OLE.2: Daily Edit).

Responding in Journals

- Assign questions for written response.
- Students write personal reactions to their reading, predict what will happen next, or comment on an issue raised in the text.
- Vary the responses at each session (e.g., vocabulary, setting, plot, character).

Comparing and Contrasting Texts

- Form new Reading Circles where each member of the group reads and shares a different text. This allows for sophisticated compare-and-contrast experiences, as well as critical thinking activities.

Posting a Book Review on the Internet

- See BLM OLE.4#1: Reading Circle Learning Centre.

TBLM OLE.4#3: Teacher Observation Checklist for Reading Circles

Date _____

Select a few items to focus on at each Reading Circle session or observe one Reading Circle group per session.

Observation Criteria	Student Names															
Reading Circle Discussion																
• expresses ideas and opinions about the text and the author's purpose																
• listens to others																
• contributes ideas																
• respects others																
• stays on topic																
• encourages others to share																
Reading Response																
• reads an appropriate number of pages of text each session																
• writes an appropriate response																
• shows understanding of text in response																
• writes using proper mechanics																
Comments																

This page is best printed landscape style on legal-size paper. More columns may be added as needed.

TBLM OLE.4#4: Response Assessment Checklist

Date _____

Select a few items to focus on for each retelling.

Response Observed	Student Names															
The student																
• states the main idea or theme of the story																
• describes the setting																
• describes the main character and supporting characters																
• states the goal or story problem																
• describes the plot																
• describes the resolution of a conflict, goal, or problem																
• expresses a personal reaction or opinion																
• relates ideas and opinions about the text																
• relates ideas and opinions about the author's purpose																
Comments																

This page is best printed landscape style on legal size paper. More columns may be added as needed.

TBLM OLE.4#5: Assessing Active Listening*

Check the observed behaviours.

Active Listening Skills and Strategies	Student Names													
The student														
<ul style="list-style-type: none"> • demonstrates attentiveness: <ul style="list-style-type: none"> — looks at the speaker — thinks about and tries to understand what the speaker is saying — controls personal activity level — encourages the presenter with non-verbal cues (e.g., nodding, smiling) 														
<ul style="list-style-type: none"> • shows appreciation for others' ideas 														
<ul style="list-style-type: none"> • recalls relevant information 														
<ul style="list-style-type: none"> • clarifies ideas 														
<ul style="list-style-type: none"> • provides feedback 														
<ul style="list-style-type: none"> • asks relevant questions 														

* Source: *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-54.

Share the Learning

OLE.5

TIME

30 minutes, once a cycle, or as required

OVERVIEW

As students gain knowledge and skills in curriculum-based learning experiences, ongoing learning experiences (OLEs), or information and communication technologies (ICT) learning experiences, they share their learning with their classmates, teachers, and/or parents once a week, or more often as appropriate. The sharing process

- aims to motivate and excite students as they share their unique learning discoveries
- provides an opportunity for teachers to identify students who can become mentors to other students
- allows students to practise oral presentation skills in an informal setting

Share the Learning sessions may be student initiated or teacher directed. They may occur at a set time or at unique teachable moments throughout the day or week. Students keep a Share the Learning Journal and participate in a Share the Learning Centre. The journal helps students to reflect on and to recognize the progress of their learning (metacognition).

Note: Share the Learning experiences may be used for diverse purposes, such as sharing newly acquired ICT tips and skills or sharing learning discoveries with key pals using email (see ICT.3: Riddle This). Learning may also be shared during weekly Speak Ye! Hear Ye! sessions (see OLE.7: Speak Ye! Hear Ye!).

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 4.2.1 *Appraise Own and Others' Work*—Share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations.
- 4.4.1 *Share Ideas and Information*—Prepare and share information on a topic using print and non-print aids to engage and inform a familiar audience.
- 4.4.2 *Effective Oral Communication*—Describe and explain information and ideas to a particular audience; select, use, and monitor appropriate volume, intonation, and non-verbal cues.
- 4.4.3 *Attentive Listening and Viewing*—Demonstrate appropriate audience behaviours [such as listening to opposing opinions, disagreeing respectfully, expressing opinions . . .].

Science

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- SLOs related to Scientific Inquiry or the Design Process in Cluster 0: Overall Skills and Attitudes.

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- communicating electronically
- concept mapping

SUGGESTED LEARNING RESOURCES**Software**

- as required

Internet

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies

BLMs

- BLM OLE.5#1: Share the Learning Centre
- BLM OLE.5#2: Share the Learning Journal
- BLM OLE.5#3: Oral Presentation Checklist
- BLM OLE.5#4: A Viewer's Discussion Guide for Narrative and Informational Films/Videos

TBLMs

- TBLM OLE.4#5: Assessing Active Listening
- TBLM OLE.5#1: Assessment Rubric for Oral Presentation

SUGGESTIONS FOR INSTRUCTION**Preparation and Set-up**

- Students write, email, or communicate orally with their caregivers to tell them that they will bring their Share the Learning Journals home once a week to share with them. Decide which day would be suitable, so that students can plan towards that goal.
- Send a separate letter to parents explaining Share the Learning experiences and making suggestions on how they can respond to their child's Share the Learning Journal.

Activating Strategies

- Discuss a topic, within a current unit of study, in which most students have a comfortable knowledge base. Point out that class discussions are enhanced when everyone is able to contribute some prior knowledge of the topic.
- Students make a list of topics or skills about which they have knowledge to share.
- Review oral presentation skills with students. Discuss the appropriate use of each skill. Even for informal presentations, students should be aware of basic oral presentation skills such as practising proper enunciation, adjusting level of voice, making eye contact (consider cultural appropriateness), and so on.
- Select several students to share some interesting facts about their unique topics or skills, while classmates provide feedback using BLM OLE.5#3: Oral Presentation Checklist.
- Remind students to keep their BLM OLE.5#2: Share the Learning Journal at their fingertips so that they can keep track of their learning discoveries every time they are introduced to a new topic in class, watch a video, or listen to a guest speaker.

Acquiring Strategies

- Use a situation, such as introducing new software, as an opportunity for students to share what they have learned.
 - Introduce students to concept-mapping software (see ICT.5: Inspired) or to graphics software, by asking which students have prior knowledge about or skills at using the software.
 - Students who have prior knowledge of the software share their impressions of its usefulness or demonstrate one technical tip.
 - Give all students some time to browse through the software and create a simple product for their current unit of study (or use the Acquiring Strategies in ICT.5: Inspired).
 - Discuss the different tools in the toolbar and give student volunteers an opportunity to explain the use of the tools and share other tips they may have discovered while browsing through the software.
- OR
- Watch a video supporting a current unit of study as a sharing experience. Use BLM OLE.5#4: A Viewer's Discussion Guide for Narrative and Informational Films/Videos to guide students' discussion and to focus their learning.

Applying Strategies

- As students' skills become evident, students can act as mentors or peer tutors.
- Students make journal entries using BLM OLE.5#2: Share the Learning Journal as they discover new learning. They use their journals to prepare for sharing sessions and take home their journals each week.
- Once a week, students may individually, in collaborative groups, or in pairs, share a significant learning discovery from the previous week. Alternatively, students may share a learning discovery with their key pals by writing an email. Use flexible groupings to encourage and facilitate sharing. Sharing sessions may include teacher-led conferences, paired sharing, email messages, and learning centre groups. Students prepare for a whole-class presentation using BLM OLE.5#3: Oral Presentation Checklist.

Variations/Extensions

- Students write an end-of-term reflection on their learning (metacognition). These responses can be shared during parent/teacher/student conferences and placed in students' electronic portfolios (see OLE.10: Electronic Collection).

SUGGESTIONS FOR ASSESSMENT

- Read students' Share the Learning Journals to learn what interests them, to assess their participation in the sharing process, to appraise the development of their skills and determine when they can be used in class, and to identify questions that need to be answered.
- Use TBLM OLE.4#5: Assessing Active Listening to monitor the listening behaviour of students during Share the Learning presentations.
- Use TBLM OLE.5#1: Assessment Rubric for Oral Presentation to assess students' oral presentation skills.

CONNECTION TO COMMUNITY AND DIVERSITY

- As students become more comfortable speaking in front of the class, they improve their speaking skills and gain ease in front of an audience. This will help them when they take part in the *Canadian Youth Forum: Celebrating Community and Diversity*, the culminating task in the *Community and Diversity* interdisciplinary unit.

LEARNING CENTRE CONNECTION

- A Share the Learning Centre can be set up at any time throughout the year to focus on skills that students need to develop or to share any learning acquired during curriculum-based conceptual study.
- Students use BLM OLE.5#1: Share the Learning Centre for learning centre instructions.

BLM OLE.5#1: Share the Learning Centre

Overview

At this learning centre, you will email your peers, parents, teachers, Elders, or key pals to share your learning.

Resources

- BLM OLE.5#2: Share the Learning Journal
- email

Tasks

- Think about a learning discovery (a piece of information or a newly developed skill) that you would like to write about and to share with someone.
- Share and discuss your ideas in your collaborative group. Make any changes to your plan that you think are necessary.
- Write a letter sharing your new learning. Edit your letter, and have a partner from your group edit it as well.
- Email your letter to your identified person.

Suggestion(s) for Collaboration

- Set up a group schedule and a timeframe to access the computer to send the email.

What to Do with the Results of This Learning Centre

- File email replies in the Personal OLE Binder or the Electronic OLE Binder along with the Share the Learning Journal entry that prompted it.

Assessment Criteria

- Letters reflect use of proper formatting and writing conventions.
- Letters include your assessment of your skills, understanding, and participation in group work, as well as questions you may still have.

BLM OLE.5#2: Share the Learning Journal

Name _____ Week of _____

Write down the most extraordinary thing or the best tip or skill you learned each day for five days. Select one learning discovery from the five you recorded and make notes to prepare for a Share the Learning presentation.

Date	Topic	Notes
		Question
		Question
		Question
		Question
		Question
Notes on what to present this week, and why.		

BLM OLE.5#3: Oral Presentation Checklist

Name _____ Date _____

Use this checklist to decide whether you are ready to share your presentation with the class or whether some points need your attention. When you have attended to the Needs Attention column, tell your teacher you are ready to give your oral presentation.

Presentation Components	Ready	Needs Attention
Content		
• Is my presentation organized?		
• Does it have a beginning, a middle, and an end?		
• Have I read the presentation to ensure that		
— all content is relevant to the topic?		
— no further editing is needed?		
• Have I made sure that the vocabulary is		
— specific to the topic?		
— used appropriately?		
• Have I planned something special to make my presentation creative and unique?		
• Have I prepared visuals (e.g., poster, photographs) that		
— enhance my presentation?		
— show what they are supposed to show?		
Delivery		
• Do I need		
— cue cards?		
— a pointer?		
— handouts?		
• Have I read my presentation, and reminded myself to		
— speak clearly and enunciate well?		
— use interesting tones of voice?		
— speak at a normal speed?		
— pause at appropriate places?		
— speak loud enough so all can hear?		
— be enthusiastic, show interest, and smile?		
— look at audience members?		

BLM OLE.5#4: A Viewer's Discussion Guide for Narrative and Informational Films/Videos*

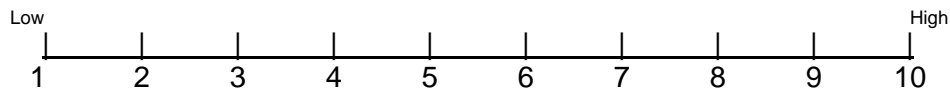
Name _____ Date _____

A Viewer's Discussion Guide for Narrative Films/Videos

The following general questions are suggested as a guide for discussing a film or video. The questions may be adapted to use with specific material.

Title _____

1. Who was (were) the main character(s) in the film/video?
2. When did the story happen?
3. Where did it take place?
4. What was the problem or goal?
5. How was the problem solved or the goal reached?
6. What was your favourite part? Why?
7. Would you recommend this film/video to others? Why? Why not?
8. How would you rate this film/video? Circle one number below.



Date

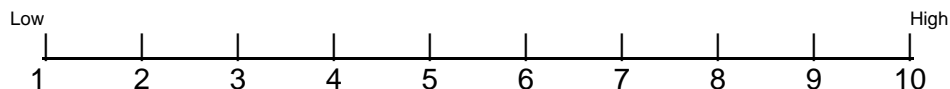
Parent's/Guardian's Signature

A Viewer's Discussion Guide for Informational Films/Videos

The following general questions are suggested as a guide for discussing a film or video. The questions may be adapted to use with specific material.

Title _____

1. What did you already know about the topic before you viewed the film/video selection?
2. What three interesting facts did you learn?
3. What was the most interesting fact? Why was it most interesting?
4. What would you still like to learn about the topic?
5. Would you recommend this film/video to others? Why? Why not?
6. How would you rate this film/video? Circle one number below.



Date

Parent's/Guardian's Signature

* Source: Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-73.

TBLM OLE.5#1: Assessment Rubric for Oral Presentation

Name _____

Observe each student over time to get a profile of the student’s oral presentation skills.

		Date	Date	Date	Date	Date
Content						
Organization	3. Is logically or creatively organized. 2. Is organized. 1. Demonstrates limited organization and structure.					
Preparation	3. Shows detailed preparation. 2. Shows evidence of preparation (cue cards/audiovisual equipment). 1. Shows minimal evidence of preparation.					
Material	3. Material is consistent with the topic. 2. Material, for the most part, is relevant to the topic. 1. Material is irrelevant to the topic or inappropriate.					
Language	3. Language is appropriate and interesting. 2. Language is appropriate. 1. Language is inappropriate.					
Creativity	3. Shows considerable creativity. 2. Shows some creativity. 1. Shows limited creativity.					
Visuals	3. Visuals are effective and add to the presentation. 2. Visuals are appropriate. 1. Visuals have limited effectiveness.					
Delivery						
Speech	3. All words are spoken clearly. 2. Many words are spoken clearly. 1. Many words are not spoken clearly.					
Volume	3. Volume is loud enough to be heard easily. 2. Volume is inconsistent. 1. Volume is too low.					
Interest	3. Displays enthusiasm for the topic. 2. Displays interest in the topic. 1. Exhibits minimal interest in the topic.					
Eye Contact*	3. Makes effective eye contact. 2. Makes some eye contact. 1. Makes no eye contact. (*Consider cultural appropriateness.)					

Collaborative Learning

OLE.6

TIME

10 minutes, daily

OVERVIEW

Students experience collaborative group work and become familiar with the roles, responsibilities, and expectations of productive group members. They learn to identify differences between competition and cooperation. Students participate in setting ground rules for group work, which are used in collaborative learning situations throughout the year.

Working collaboratively to solve problems is an important life skill for students to experience and master. The process of learning and working collaboratively improves the acquisition and retention of both content knowledge and skills. By mastering collaborative learning strategies, students learn how to work both independently and as part of a team. It is understood that collaborative learning strategies are not suited to every learning situation students encounter in the classroom and that teachers sometimes need to set the groundwork of a learning experience or unit using other instructional strategies such as explaining, modelling, and demonstrating.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 1.1.2 *Consider Others' Ideas*—Explore connections between a variety of insights, ideas, and responses.
- 5.1.1 *Compare Responses*—Describe relationships between own and others' ideas and experiences.
- 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.
- 5.2.4 *Evaluate Group Process*—Show appreciation and offer constructive feedback to peers and seek support from group members; evaluate own group participation and adjust behaviour accordingly.

Mathematics

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve.

Science

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- SLOs related to Scientific Inquiry or the Design Process in Cluster 0: Overall Skills and Attitudes.

Social Studies

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve.

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills

SUGGESTED LEARNING RESOURCES**Internet**

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies
- Abrami, Philip, et al. *Classroom Connections: Understanding and Using Cooperative Learning*. Toronto, ON: Harcourt, Brace, 1995.
- Clarke, Judy, Ron Wideman, and Susan Eadie. *Together We Learn: Cooperative Small Group Learning*. Scarborough, ON: Prentice-Hall Canada, 1990.
- Dockterman, David A. *Cooperative Learning and Technology*. Watertown, MA: Tom Snyder, 1998.
- Kagan, Spencer. *Cooperative Learning*. San Juan Capistrano, CA: Kagan Cooperative Learning, 1994.
- Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. (See Strategies That Make a Difference, 17–36.)
- ---. *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*. Winnipeg, MB: Manitoba Education and Training, 1996. (See Chapter 5: Flexible Grouping, 5.3–5.10.)

BLMs

- BLM OLE.6#1: Group Work Self-Reflection Log
- BLM OLE.6#2: Collaborative Group Work Reflection Log
- BLM OLE.6#3: Task Recording Sheet
- BLM OLE.6#4: Set Your Goal
- BLM OLE.6#5: We Reached Our Goal! Let's Review

TBLM

- TBLM OLE.6#1: Group-Participation Observation Checklist

Materials

- folder for each group
- chart paper, pads of paper, or pieces of scrap paper for recording ideas

SUGGESTIONS FOR INSTRUCTION**Preparation and Set-up**

- Become familiar with collaborative learning and teaching styles (see print resources listed in the Suggested Learning Resources).
- Visit and observe a classroom in which collaborative learning groups are set up.

- Create student groups after beginning-of-the-year tasks are completed and students' work habits and academic abilities become easier to appraise. Refer to print texts listed in the Suggested Learning Resources for ideas on forming collaborative groups.
Note: Select collaborative learning groups in such a way that each group is formed of students with a mixture of academic abilities and social skills.
- Encourage students to work collaboratively as they are mastering the social and group skills required for successful collaborative group processes.
- Gather problems from current studies in English language arts, mathematics, science, and/or social studies. These can be solved during the five- to ten-minute collaborative group tasks that form OLE.6: Collaborative Learning.
- Arrange the desks or tables in the classroom to form groups of four.

Activating Strategies

- On the first day of school, or when students are ready to begin collaborative learning, students select their own seats, in groups of four. Explain that there will be some movement for the next week or two. Direct students to change groups every two or three days to observe their interactions.
- Students brainstorm a list of groups or teams with which they are familiar in the school or classroom (e.g., basketball team, book club, patrols, choir, student council). Discuss the criteria for membership in some of the groups listed.
- Students discuss various roles that group or team members might play, based on their prior knowledge and experience.
- Make a chart of the roles discussed. Ensure that "recorder" is one of the roles on the list.
Note: The list of roles will be added to and referred to later as the various roles are described.
- Assign a recorder to each collaborative group. One method of random role assignment is to use criteria such as the following:
 - The person whose birthday is closest to today.
 - The person whose name starts with a letter closest to the letter "___."

Acquiring Strategies

- Give each collaborative group a simple problem from current English language arts, mathematics, science, or social studies work to solve, or a task to achieve, at the beginning of each day or within a given period of time. Discuss the answers of each group.
- Give each individual student a problem, with directions to solve it independently.
- Ask students to compare and contrast independent and collaborative problem-solving strategies. This metacognitive strategy helps students to think about their learning.
- After several days of working together to solve the problems, discuss which collaborative group strategies students find most useful. Make a chart of Collaborative Group Strategies That Work!
- Students use BLM OLE.6#1: Group Work Self-Reflection Log and/or BLM OLE.6#2: Collaborative Group Work Reflection Log to provide feedback about their group work.
- Using observations of group participation, noted in TBLM OLE.6#1: Group-Participation Observation Checklist, determine whether groups need to be rearranged. If so, identify how.

Applying Strategies

- Provide each collaborative group with a folder. Students discuss their group's strengths and the characteristics that contribute to making them a cohesive group. They decide on a group name and decorate a folder to symbolize their group's qualities. They use this folder to store tasks, assignments, and forms used for assessment or for setting group goals (such as BLM OLE.6#1: Group Work Self-Reflection Log, BLM OLE.6#2: Collaborative Group Work Reflection Log, BLM OLE.6#3: Task Recording Sheet, BLM OLE.6#4: Set Your Goal, or BLM OLE.6#5: We Reached Our Goal! Let's Review).
- Students work in collaborative groups throughout the year, as appropriate, to accomplish many tasks such as note making, searching Internet sites, solving problems, and peer coaching. Collaborative learning is also a key strategy in OLE.7: Speak Ye! Hear Ye!
- Students use BLM OLE.6#3: Task Recording Sheet to keep track of individual tasks and duties within their group.

SUGGESTIONS FOR ASSESSMENT

- Use TBLM OLE.6#1: Group-Participation Observation Checklist, BLM OLE.6#1: Group Work Self-Reflection Log, and BLM OLE.6#2: Collaborative Group Work Reflection Log to assess the performance and participation of students within each group. Use BLM OLE.6#3: Task Recording Sheet to provide feedback for students and parents when discussing student participation in groups.

CONNECTION TO COMMUNITY AND DIVERSITY

- Students use collaborative learning strategies throughout the *Community and Diversity* interdisciplinary unit.

LEARNING CENTRE CONNECTION

- While no specific learning centre is suggested for this OLE, collaborative group strategies are used at all learning centres where students work in groups. The BLM suggested for each learning centre within this unit includes a section called Suggestions for Collaboration.
- Collaborative learning is used as a strategy in OLE.7: Speak Ye! Hear Ye!

BLM OLE.6#1: Group Work Self-Reflection Log

Name _____ Date _____

Group Members _____

Rate your group participation using the following rating scale.

Group-Participation Criteria	3 Always	2 Sometimes	1 Rarely
• I shared my ideas and answers with my group.			
• I asked questions when I did not understand something.			
• I helped people to understand when they had problems.			
• I tried to make people feel good in the group.			
• I stayed on the assigned task.			
• I tried to find out why I did not agree with someone else.			

Write brief comments about yourself as a group member.

In my group, I am good at . . .
Next time I will try to be better at . . .
I feel my group was . . . (Use one word to describe your group.)

BLM OLE.6#2: Collaborative Group Work Reflection Log

Recorder _____ Date _____

Group Members _____

Think about how your group performed. Read each of the following points and rate your collaborative group work using the rating scale provided.

Collaborative Group Work	3 Always	2 Sometimes	1 Rarely
• We listened to each other's opinions and ideas.			
• We gave appropriate time to allow others to think before they answered.			
• We contributed our own ideas and opinions.			
• We disagreed politely.			
• We were able to reach consensus.			
• We performed our roles in the group.			
• We completed the assigned task within the given amount of time.			
• We used our time effectively.			

Write a comment about how you or members of your group achieved group harmony.

What do you think your group needs to do to improve group harmony and your ability to complete the assigned task?

BLM OLE.6#4: Set Your Goal*



Group Members _____ Date _____

Our group goal is to:
Steps we need to take to reach our goal: <ul style="list-style-type: none">••••
What help do we need to reach our goal? (Who or what?) <ul style="list-style-type: none">••••
We will try to reach our goal by the following date:
Did we make it? <input type="checkbox"/> Yes <input type="checkbox"/> No If not, why not? Try again!

* Source: Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-33.

BLM OLE.6#5: We Reached Our Goal! Let's Review*



Group Members _____ Date _____

Our group goal was to:
The steps we took to reach our goal were: <ul style="list-style-type: none">••••
When we achieved our goal, we felt: <ul style="list-style-type: none">••••
We found this out about our group: <ul style="list-style-type: none">••••
Signature of each group member: _____ _____

* Source: Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-34.

Speak Ye! Hear Ye!

OLE.7

TIME

50 minutes, once a cycle

OVERVIEW

Students develop speaking, listening, and discussion skills using various narrative and expository genres as they plan, prepare, and give a presentation on a given topic related to the current unit of study. Each student is involved in and assumes a different role at each Speak Ye! Hear Ye! session. Students plan the agenda and prepare for their roles through collaborative group work and learning centres, and then participate in the Speak Ye! Hear Ye! sessions.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 3.1.2 *Ask Questions*—Ask general and specific questions on topics using predetermined categories.
- 3.1.3 *Contribute to Group Inquiry*—Identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research.
- 3.1.4 *Create and Follow a Plan*—Select and use a plan for gathering information.
- 3.2.2 *Identify Sources*—Answer inquiry or research questions using a variety of information sources [such as classroom materials, school libraries, video programs, Dene/Inuit hunts . . .].
- 4.1.1 *Generate Ideas*—Focus a topic for oral, written, and visual texts using a variety of strategies [such as jotting point-form notes, mind mapping, developing story frames . . .].
- 4.1.2 *Choose Forms*—Choose from a variety of favourite forms and experiment with modelled forms [such as narrative and descriptive stories, plays, graphs . . .] for various audiences and purposes.
- 4.4.2 *Effective Oral Communication*—Describe and explain information and ideas to a particular audience; select, use, and monitor appropriate volume, intonation, and non-verbal cues.
- 4.4.3 *Attentive Listening and Viewing*—Demonstrate appropriate audience behaviours [such as listening to opposing opinions, disagreeing respectfully, expressing opinions . . .].

Science

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- SLOs related to Scientific Inquiry or the Design Process in Cluster 0: Overall Skills and Attitudes.

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- inquiry using electronic sources
- spreadsheet analysis

SUGGESTED LEARNING RESOURCES**Software**

- spreadsheet
- web page authoring
- multimedia presentation

Internet

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies
- Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. (See Strategies That Make a Difference, Active Listening 8–11.)

BLMs

- BLM OLE.5#3: Oral-Presentation Checklist
- BLM OLE.7#1: Speech Delivery Assessment Form
- BLM OLE.7#2: Self-Assessment of Active Listening
- BLM OLE.7#3: You Are the Pollster
- BLM OLE.7#4: Book Talk
- BLM OLE.7#5: Secretary's Report Form
- BLM OLE.7#6: Chairperson's Agenda

TBLMs

- TBLM OLE.4#5: Assessing Active Listening
- TBLM OLE.5#1: Assessment Rubric for Oral Presentation
- TBLM OLE.7#1: Speak Ye! Hear Ye! Roles
- TBLM OLE.7#2: Speak Ye! Hear Ye! Teacher Assessment
- TBLM OLE.7#3: Role-Selection Wheel
- TBLM OLE.7#4: Observation Checklist for Speaking and Listening Skills

SUGGESTIONS FOR INSTRUCTION**Preparation and Set-up**

- Review the possible student roles using TBLM OLE.7#1: Speak Ye! Hear Ye! Roles. Create new roles or combine roles to suit the needs and size of the class. Alternate between easier and more challenging roles, ensuring that students experience all roles, in addition to active listener, within the year (see TBLM OLE.7#3: Role-Selection Wheel).
- While preparing for a Speak Ye! Hear Ye! session, students can use some of the suggested BLMs included in this learning experience. Prepare BLMs for the roles that you and students select. Edit the BLMs according to roles, topics, schedules, and uses. Make copies for students.

- Visit another class experienced in Speak Ye! Hear Ye! sessions. Videotape a sample session, with permission, and show it to students.
- Invite a guest speaker (e.g., a representative from Toastmasters International) to model how meetings are run.
- Set up a class binder where all Speak Ye! Hear Ye! meeting reports will be filed.

Activating Strategies

- Students brainstorm situations where it is necessary to hold business meetings in which participants hold roles or positions, such as chairperson and secretary, and follow an agenda.
- Using a computer and a projection system, show Internet sites that discuss how business meetings are run, or invite an experienced guest speaker to address the topic.
- If available, view a video demonstrating a Speak Ye! Hear Ye! session that was conducted in another classroom or filmed in a previous year. Suggest a need for Meeting Rules and ask students to jot down on an Exit Slip two rules they would consider essential to run a meeting smoothly.
- Use TBLM OLE.7#1: Speak Ye! Hear Ye! Roles to explain the various roles identified for the class. There must always be a chairperson, an evaluator, and a secretary. All students have a role, even if that role is to be an active listener!

Acquiring Strategies

- Discuss and agree upon basic Meeting Rules. The class may choose rules such as these:
 - The speaker always stands.
 - No questions or interruptions are allowed during a presentation.
 - Address only the chairperson.
 - All students practise active listening skills.

Note: Many of these rules, such as listening to a guest speaker or working in collaborative groups, also apply to other class situations.
 - Discuss and agree upon strategies for handling situations that might arise, such as an unprepared speaker or an absent chairperson.
 - Set up a regular time for a Speak Ye! Hear Ye! session, such as on a given day and time of the school cycle.
 - Students select roles for the first meeting. Thereafter, roles rotate according to the list on the task chart or the selection wheel (see TBLM OLE.7#3: Role-Selection Wheel). Consider designating some roles for the first meeting.
 - Assign Speak Ye! Hear Ye! topics from content in the current unit of study in English language arts, mathematics, science, or social studies.
 - Chair the first meeting. After the meeting, suggest tips the chairperson can use to run the meeting smoothly.
- OR
- Ask students to note on an Exit Slip something the chairperson did or said that helped run the meeting smoothly. Record tips on a chart and add to it as opportunities arise.
 - Students discuss the meeting evaluator's comments so that they can recommend necessary changes to the agenda and/or to roles and put them in place for the next meeting.
- Note:** This will need to be done for the first few meetings.
- Remind students to check their roles for the next meeting. Remind them of the meeting date so they can be ready.
 - Set up some meeting preparation time during class. Ensure that students understand the roles they play. Be available to answer questions and clarify expectations.

Applying Strategies

- Prepare for the next meeting of Speak Ye! Hear Ye!
- Students prepare for presentations using BLM OLE.5#3: Oral Presentation Checklist.
- Hold Speak Ye! Hear Ye! meetings once a school cycle, or as appropriate.

SUGGESTIONS FOR ASSESSMENT

- Give brief anecdotal feedback for the first few Speak Ye! Hear Ye! meetings.
- Designate specific roles to be assessed on an ongoing basis. Since all students rotate through roles, each will eventually be assessed. TBLM OLE.7#4: Observation Checklist for Speaking and Listening Skills and TBLM OLE.5#1: Assessment Rubric for Oral Presentation are suitable checklists to use.
- Use TBLM OLE.4#5: Assessing Active Listening to monitor students' active listening skills.
- Read students' Exit Slips in which they suggest "two rules for meetings." List suggestions in a chart, share them with students, and provide feedback orally to the whole class on their suggestions and their participation in the process.
- Read students' Exit Slips on "tips to chair a meeting." List tips in a chart, share them with students, and provide feedback orally to the whole class on their suggestions and their participation in the process.
- Read students' completed BLM OLE.7#2: Self-Assessment of Active Listening forms and provide feedback in the allotted space.

CONNECTION TO COMMUNITY AND DIVERSITY

- Students presenting at Speak Ye! Hear Ye! sessions will have more confidence while marketing their inventions.

LEARNING CENTRE CONNECTION

- Speak Ye! Hear Ye! can be run as a learning centre in the classroom.

BLM OLE.7#1: Speech Delivery Assessment Form

Name of Student _____ Name of Evaluator _____

Topic of Speech _____ Date _____

Item	Rating Scale			Total
	3	2	1	
Enunciation	<ul style="list-style-type: none"> All words are spoken clearly. 	<ul style="list-style-type: none"> Most words are spoken clearly. 	<ul style="list-style-type: none"> Many words are not spoken clearly. 	
Voice	<ul style="list-style-type: none"> Uses effective modulation. 	<ul style="list-style-type: none"> Uses satisfactory modulation. 	<ul style="list-style-type: none"> Uses minimal modulation. 	
Rate of Speech	<ul style="list-style-type: none"> Rate of speech is well paced. 	<ul style="list-style-type: none"> Rate of speech is, at times, too fast. 	<ul style="list-style-type: none"> Rate of speech is too fast or too slow. 	
Volume of Speech	<ul style="list-style-type: none"> Volume is loud enough to be heard easily. 	<ul style="list-style-type: none"> Volume is inconsistent. 	<ul style="list-style-type: none"> Volume is too low. 	
Enthusiasm	<ul style="list-style-type: none"> Displays enthusiasm for the topic. 	<ul style="list-style-type: none"> Displays interest in the topic. 	<ul style="list-style-type: none"> Exhibits minimal interest in the topic. 	
Eye Contact (Consider cultural appropriateness.)	<ul style="list-style-type: none"> Makes effective eye contact. 	<ul style="list-style-type: none"> Makes some eye contact. 	<ul style="list-style-type: none"> Makes no eye contact. 	
Grand Total				

BLM OLE.7#2: Self-Assessment of Active Listening

Name _____ Date _____

Active Listening Behaviours	Yes	No
• I listened attentively.		
• I looked at the speaker all the time.		
• I showed interest by smiling or nodding.		
• I asked an appropriate question at question time.		
• I offered an appropriate comment.		
• I thought about the presentation and tried to understand it.		
• I took notes on what I did not understand.		
What I do not understand . . . 		
Teacher Comments 		

BLM OLE.7#3: You Are the Pollster

Decide on a survey question. Word your question clearly so that no further explanation is required once it is asked. A survey that simply asks for a favourite . . . is not suitable.

1. Survey Question

a. I chose this question because _____

b. I predict that the results of the survey will show that _____

because _____

2. Data Collection

Number of People Interviewed	Gender		Age Range	Grade Range
	Number of Females	Number of Males		

Explain how the terms “total population” and “sample population” are part of your survey.

3. Data Organization

Decide how you will organize and record the survey data. Will you tally the results, record data in a chart, or use some other organizer? Explain.

Continued

You Are the Pollster (Continued)**4. Graph**

- a. Decide what type of graph (e.g., pictograph or bar graph created by hand or by computer) would best represent the data.

Type of graph _____

Created by _____

- b. What is one disadvantage of the chosen method of representation?

5. Interpretations, Inferences, and Conclusions

- a. If the collected data is numerical, discuss

- the smallest and largest values _____
- the middle number _____
- the most frequent numbers _____
- any other patterns observed _____

- b. Was the data reasonable? Explain. _____

- c. Compare the results to the predictions. _____

- d. Make inferences about the results, draw a conclusion, and state an opinion on the final results.

At the Speak Ye! Hear Ye! session, be prepared to explain how the survey was conducted, display the graph, and explain the conclusion.

BLM OLE.7#4: Book Talk

Share a little about the selected book with the class. Make an exciting speech, attempting to convince classmates to rush out and read the book. Show the book during the book talk.

Suggested Format

1. The title of the book is _____
2. It was written by _____
3. The story takes place in _____
4. The main character in the book is _____
5. The book is a (mystery, fantasy, comedy, suspense, etc.) _____
6. I found the book (easy, medium, hard) to read. _____
7. Here is a paragraph from the book that is (interesting, my favourite, sad, etc.) _____
Pages: _____ (Record the page numbers and flag the page with a self-stick note.)
Read the paragraph to the class aloud.
8. I thought this book was very (funny, suspenseful, exciting, enjoyable, etc.) _____
9. Something interesting that occurred in the book was _____

10. Another thing that I really liked about this book was _____

BLM OLE.7#5: Secretary's Report Form

Name of Secretary _____ Date _____

Time Begun _____ Time Ended _____ Total Time _____

Review of Previous Minutes

- _____ chairperson, opened the meeting.
- _____ the previous secretary, read the minutes of the last meeting and adopted them as read.

Choose one of the following:

There were no corrections or omissions.

The following was added/corrected: _____

- _____ moved that the minutes be adopted as read/corrected.
- _____ seconded the motion. The motion was carried defeated

Agenda Items

- _____ shared an interesting animal fact about _____
- _____ introduced the speaker.
- _____ gave the keynote speech on the topic _____
- _____ assessed the speech.
- _____ told us about an interesting Internet site called _____ where you can get information on _____
- _____ gave a news report that included (check appropriate)
 - school news community news city news
 - provincial news national news world news
- _____ talked about (career) _____ after interviewing _____ by telephone. One interesting fact we learned was _____

Continued

Secretary's Report Form (Continued)

- _____ demonstrated _____
- _____ presented a commercial break, advertising _____
- _____ gave an impromptu speech on _____
- _____ told us about this environment tip _____

- _____ conducted a survey about _____
- _____ gave a biography of _____
- _____ spoke about an interesting book entitled _____
It sounded _____
- _____ reviewed the movie entitled _____
It sounded _____
- _____ presented poetry entitled _____
It was _____
- _____ entertained us with jokes.
- _____ shared a story.

Adjournment

- _____ chairperson, asked to adjourn the meeting.
- _____ moved for adjournment, and _____ seconded the motion.

The meeting was declared adjourned by chairperson _____

Time of adjournment _____

Date of next meeting _____

BLM OLE.7#6: Chairperson’s Agenda

Name of Chairperson _____ Date _____

Call to Order

I call this meeting to order. The time is _____

Review of Previous Minutes

I would like to ask the previous secretary, _____, to read the minutes from the last meeting.

Are there any errors or omissions?

Would someone move the minutes be adopted as read/corrected? Is there a seconder?

All in favour raise their right hand. Carried.

Agenda Items

I now call on _____ (Call the speakers in the order they are listed on the agenda.)

- Interesting Animal Fact _____
- Keynote Speaker Introducer _____
- Keynote Speaker _____
- Keynote Speech Evaluator _____
- Internet Site Reviewer _____
- News Reporter _____
- Interviewer _____
- Demonstrator _____
- Advertiser _____
- Impromptu Speaker _____
- Environment Tipster _____
- Pollster _____
- Biographer _____
- Book Talker _____
- Movie Critic _____
- Poetry Reader _____
- Joker _____
- Storyteller _____

Adjournment

This concludes our meeting.

Would someone move the meeting be adjourned? Is there a seconder?

I declare this meeting adjourned.

The date of our next meeting is _____

TBLM OLE.7#1: Speak Ye! Hear Ye! Roles

The content of each cell can be cut and pasted on a “Role Description” index card.

* Essential role.

Chairperson*

- fills in the agenda with names of speakers before the meeting (BLM OLE.7#6: Chairperson’s Agenda)
- keeps the meeting running smoothly
- introduces each speaker, other than the keynote speaker, when it is his or her turn to speak
- thanks the speakers
- makes a closing comment after each report

Secretary*

- prepares a report using information on the agenda (BLM OLE.7#5: Secretary’s Report Form)
- fills in the details of the Secretary’s Report Form during the meeting
- files the report in the Speak Ye! Hear Ye! binder at the end of the meeting
- prepares to read the report at the next Speak Ye! Hear Ye! session (see Previous Secretary role)

Previous Secretary

- rehearses ahead of time by reading BLM OLE.7#5: Secretary’s Report Form of the previous meeting
- presents the minutes of the previous meeting
- makes changes if necessary and asks for approval of the minutes

Guest Speaker Seeker

- identifies a suitable guest speaker from outside the school and invites this person to talk about a topic related to the unit of study
- writes a letter or email inviting the guest speaker
- tells the guest speaker how much time he or she has to speak
- knows the correct pronunciation of the speaker’s name
- asks the speaker for facts about his or her speech and some interesting biographical information for the introduction
- introduces and thanks the guest speaker

Keynote Speaker (Student)

- prepares, in advance, a one- to two-minute speech on any topic related to the unit of study, using BLM OLE.7#1: Speech Delivery Assessment Form
- rehearses the speech
- delivers the speech

Keynote Speaker Introducer

- asks the keynote speaker for facts about his or her speech and some biographical information for the introduction
- knows the topic on which the speaker will speak
- plans and delivers a short, entertaining introduction to the keynote speaker

Keynote Speech Evaluator

- prepares, using BLM OLE.7#1: Speech Delivery Assessment Form
- fills out the form
- gives an oral assessment, speaking personally to the speaker
- thanks the speaker, reflecting briefly on one thing learned during the presentation
- writes a thank you card to the speaker and presents the card after the presentation

Other

Continued

Speak Ye! Hear Ye! Roles (Continued)

Additional Suggested Roles

News Reporter

- prepares by researching interesting current news related to the current unit of study (see also OLE.5: Share the Learning and OLE.9: Newspapers)
- reports the news
- identifies the news location on a map

Pollster

- creates a survey question (or questionnaire)
- identifies a survey group and surveys the group
- interprets survey data
- presents data and interpretation of data using BLM OLE.7#3: You Are the Pollster

Book Talker

- prepares an oral report using BLM OLE.7#4: Book Talk as a guide
- writes the book title and the author's name on the board prior to the meeting
- presents the book talk

Poetry Reader

- chooses or writes a short poem (less than one minute) related to the current unit of study
- memorizes the poem
- recites the poem

Joker

- selects three appropriate jokes
- shares the jokes with the teacher
- rehearses telling the jokes
- tells the jokes, pausing for laughter

Timer

- becomes familiar with the time allotted for each speaker
- signals the speaker when 15 seconds is remaining
- records the length of each speech on a class list

Internet Site Reviewer

- selects one website of the week
- prepares a one-minute review of the website
- creates a link to the website on the class computers
- includes the website on the class website

Active Listener (three or more students)

- listens and observes during the Speak Ye! Hear Ye! session
- completes BLM OLE.7#2: Self-Assessment of Active Listening
- submits the completed form to the teacher who comments and gives it back to the student(s)

Meeting Set-up Organizer

- arranges the classroom furniture in a circle or another style that is conducive to discussions and presentations
- checks with the chairperson to see whether any items need copying or whether equipment needs to be set up
- ensures room is straightened up after the meeting

Movie Critic

- selects an appropriate movie that is either currently at the theatres or on video
- shares the selection with the teacher
- prepares a one-minute review of the movie
- presents the movie review

Continued

Speak Ye! Hear Ye! Roles (Continued)**Additional Suggested Roles (Continued)****Biographer**

- selects a famous person related to the current unit of study
- writes a brief biography of the person and finds related resources where interested students can get more information
- presents the biography

Demonstrator

- selects an item (real or fictional) related to the current unit of study, such as those used in M1.1: Plants, Animals, and People
- designs a demonstration that shows how the item works, explaining its purpose and its strengths
- supplies all materials needed for the demonstration
- cleans up after the demonstration

Telephone Interviewer

- selects a person whose job is (or whose interests are) related to the current unit of study
- writes interview questions
- telephones the interviewee, asking the set of questions
- writes a report that summarizes the telephone interview
- presents the report

Environment Tipster

- researches to find at least one environmental tip that students can readily use
- creates a poster to display the tip
- posts the tip on the class website or bulletin board

Advertiser

- selects an item (real or fictional) related to the current unit of study
- creates a commercial advertising the item's uses and strengths
- presents the commercial

Storyteller

- selects an interesting story or legend related to the current unit of study
- practises telling the story
- tells where he or she got the story and what nation or community it comes from
- tells the story, using a clear voice and an appropriate pace

Other**Other**

TBLM OLE.7#2: Speak Ye! Hear Ye! Teacher Assessment

Date of Meeting _____

Use the following rating scale to assess students' participation during their Speak Ye! Hear Ye! presentation.

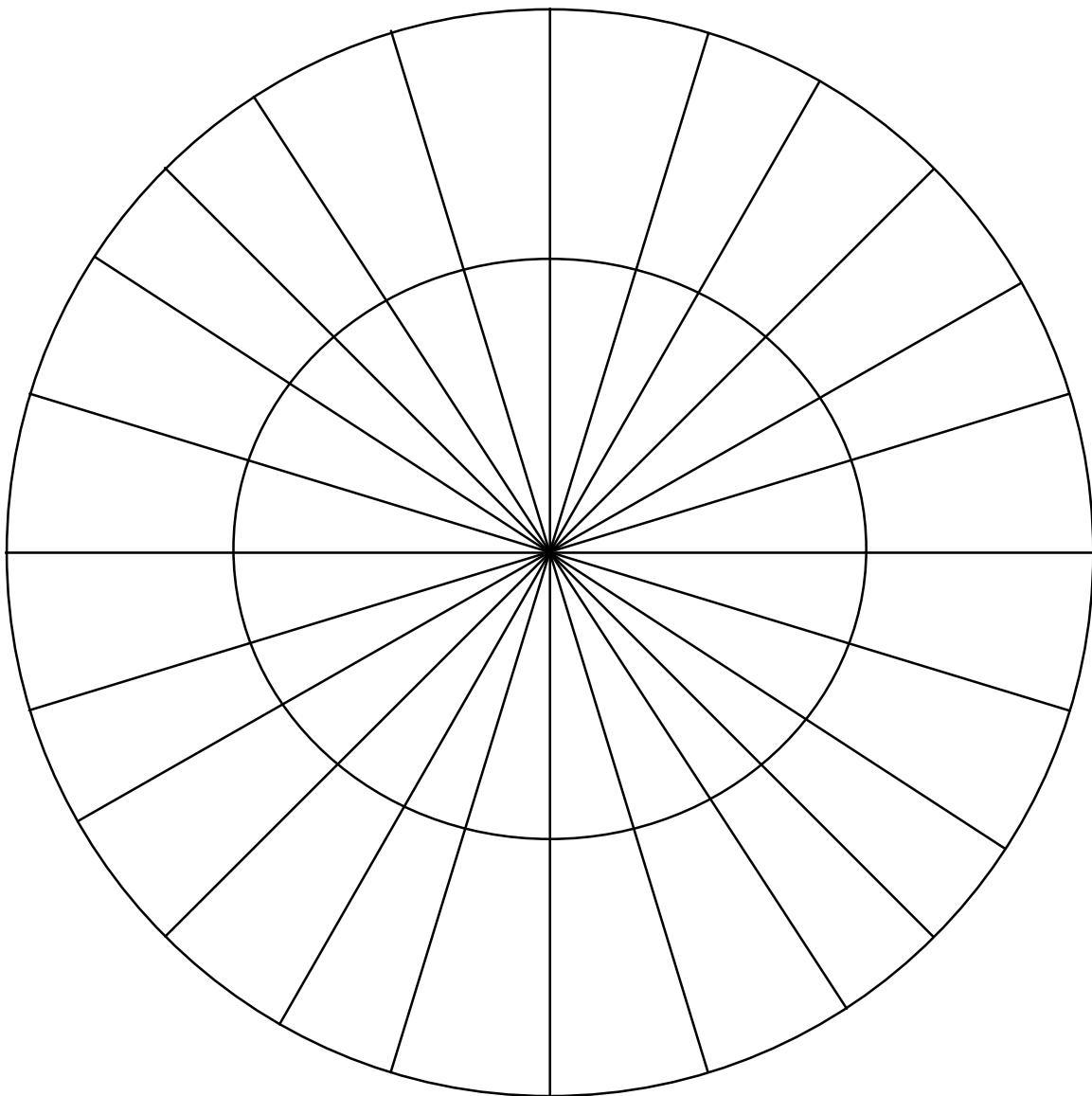
Rating Scale: 4 = Always 3 = Usually 2 = Sometimes 1 = Rarely

The Student	Student Names											
• was prepared with all necessary materials												
• presented all that was required												
• kept content on topic												
• kept content flowing smoothly												
• kept to the time limit (when one is set)												
• spoke clearly												

This BLM is best printed landscape style on legal-size paper. More columns may be added as needed.

TBLM OLE.7#3: Role-Selection Wheel

1. Make a circle, using heavy paper stock.
2. Make another circle, half the size of the first.
3. Pin the two circles together at the centre (the smaller one on top of the other), so that they can rotate.
4. Draw as many diameter lines as there are students in the class.
5. On the inside pie pieces, write the names of roles, alternating harder and easier roles.
6. On the outside pie pieces, write the names of students.
7. Students play the role identified in the pie piece beside their names.
8. Rotate the inside circle one pie piece over to determine which student will play which role at the next session.



TBLM OLE.7#4: Observation Checklist for Speaking and Listening Skills*

Form A: For Individual Student Over Time

Student Name	Date			
Student as Speaker				
• Uses voice appropriately.				
• Uses pauses effectively.				
• Uses sentences in oral communication.				
• Maintains topic.				
• Speaks fluently and talks for an appropriate length of time.				
• Uses gestures effectively.				
• Responds to the audience on request.				
Student as Audience				
• Listens attentively.				
• Asks questions or offers comments.				
• Takes turns during discussion.				

Continued

* Source: Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-95.

TBLM OLE.7#4: Observation Checklist for Speaking and Listening Skills *(Continued)**

Form B: For Class Use

Speaking and Listening Skills	Student Names											
Student as Speaker												
• uses voice appropriately												
• uses sentences in oral communication												
• maintains topic												
• speaks fluently and talks for an appropriate length of time												
• responds to audience on request												
Student as Audience												
• listens attentively												
• asks questions or offers comments												
• takes turns												

This BLM is best printed landscape style on legal-size paper. More columns may be added as needed.

* Source: *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-95.

Reflection Journal

OLE.8

TIME

20 minutes, every other day

OVERVIEW

Students take time to reflect on their learning in general, and in the *Community and Diversity* interdisciplinary unit in particular, by writing in their Reflection Journals. On a rotating basis, students are appointed to write and post reflections on the class website.

Note: Start this OLE.8: Reflection Journal early in the school year, as the reflection or metacognition process is an essential part of learning.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 1.2.2 *Explain Opinions*—Express new concepts and understanding in own words and explain their importance.
- 1.2.4 *Extend Understanding*—Reflect on ideas and experiences and ask questions to clarify and extend understanding.
- 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.

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- communicating electronically
- word processing

SUGGESTED LEARNING RESOURCES

Software

- email
- word processing
- web authoring

Internet

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies

BLMs

- BLM OLE.8#1: Reflection Journal Learning Centre
- BLM OLE.8#2: What Have I Learned?
- BLM OLE.8#3: Metacognitive Reflection
- BLM OLE.8#4: Goal Setting

SUGGESTIONS FOR INSTRUCTION**Activating Strategies**

- In the first few days of implementing this OLE, take time near the end of each day to review, as a whole class, the learning that happened during that day within the interdisciplinary unit or any other unit of study.
- Provide sentence starters or leads to help students focus on a specific topic or event if needed. BLM OLE.8#3: Metacognitive Reflection provides examples of starters.

Acquiring Strategies

- After a few days, students brainstorm, in collaborative groups, events of interest to them within the interdisciplinary unit or any other unit of study.
- Students record their brainstormed reflections.

Applying Strategies

- Individually, students make an entry in their Reflection Journals. This need not be more than a few sentences each time.
- Students use BLM OLE.8#2: What Have I Learned? to list new skills they acquired using information and communication technologies (ICTs). Each ICT requires a separate BLM. These BLMs are placed in a separate section of the students' Personal OLE Binders set up especially for this purpose.
- Students set goals for their learning, based on the content of journal entries, using BLM OLE.8#4: Goal Setting.
- Set up a Reflection Journal hyperlink on the class website, or in students' Electronic Collections/Portfolios, to host the journal entries that students post. Include a statement inviting responses and provide an email address.
- Students write a note or email to their parents informing them of their online Reflection Journal and inviting them to visit the class website and to give feedback.
- Each student works at a Reflection Journal Learning Centre to post his or her entry on the class website. Students rotate through the learning centre.
- If the online Reflection Journal entries elicit a response, students write a reply.

SUGGESTIONS FOR ASSESSMENT

- Read students' journal entries to note concerns arising or questions that might need to be addressed in class. Confer individually with students when needed, or on a rotating basis.

CONNECTION TO COMMUNITY AND DIVERSITY

- Students continue to add to their Reflection Journal throughout the *Community and Diversity* interdisciplinary unit.

LEARNING CENTRE CONNECTION

- Each student individually makes an entry at the Reflection Journal Learning Centre and posts it on the class website. All students in the class rotate at this learning centre.
- Occasionally, a student-teacher conference becomes an opportunity for a learning centre.

BLM OLE.8#1: Reflection Journal Learning Centre

Overview

At this learning centre, you will make a Reflection Journal entry, using word-processing software.

Resources

- email
- word-processing software

Tasks

- Review your thoughts, learning, and questions to prepare for your group's discussion.
- Share and discuss your ideas and questions with your collaborative group. Work together to answer questions.
- Write in your Reflection Journal using word-processing software.
- Name the file (first name, last initial, and date) and save it in your Reflection Journal folder.

Suggestion(s) for Collaboration

- Decide how to rotate at the learning centre, and share the time appropriately.

What to Do with the Results of This Learning Centre

- Email your journal entry to your teacher for editing. Make the necessary changes.
- Post your Reflection Journal entry in your Electronic Collection or on the class website.

Assessment Criteria

- The Reflection Journal entry is completed and posted in the Electronic Collection or on the class website.

BLM OLE.8#2: What Have I Learned?

Fill out this self-reflection BLM, keep it updated with new learning, and insert it in the appropriate section of the Personal OLE Binder. When you are ready, write appropriate uses of the chosen information and communication technology (ICT) skill in the last box below.

Name _____ Date _____

ICT skill I am reflecting upon _____

Skill	I think I'm good at . . .	I think I need some help with . . .
<i>Example:</i> Saving a file	Giving a file a meaningful name	Saving a file in the right folder

I think the following ways are good uses of (insert name of ICT skill): _____

BLM OLE.8#3: Metacognitive Reflection*

Name _____ Date _____

Activity _____

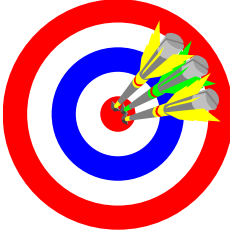
Please think about the work that you completed, and then finish the following sentence frames.

1. I am proud of _____
_____2. I would like to learn more about _____
_____3. I wish I had _____
_____4. Next time I will _____
_____5. I am puzzled about _____
_____6. I was interested to learn _____
_____7. My biggest challenge was _____
_____8. When I did not understand what I was reading, I _____
_____9. When I had difficulty writing my ideas, I _____
_____10. The most interesting or surprising thing that I learned was _____

* Source: *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-92.

BLM OLE.8#4: Goal Setting*

Name _____ Date _____

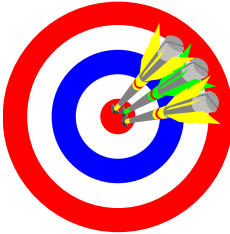
	My goal is to _____

	So I plan to _____

Signatures _____

Student	Parent/Guardian
Teacher	Date of Next Goal-Progress Check

Name _____ Date _____

	My goal is to _____

	So I plan to _____

Signatures _____

Student	Parent/Guardian
Teacher	Date of Next Goal-Progress Check

* Source: *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-93.

Newspapers

OLE.9

TIME

50 minutes, weekly

OVERVIEW

Students learn about newspapers and their contents through learning activities designed to familiarize them with this medium. They discover what is newsworthy, how a newspaper is organized, and how they can benefit from reading newspapers.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 1.2.2 *Explain Opinions*—Express new concepts and understanding in own words and explain their importance.
- 1.2.4 *Extend Understanding*—Reflect on ideas and experiences and ask questions to clarify and extend understanding.
- 2.1.2 *Comprehension Strategies*—Confirm or reject inferences, predictions, or conclusions based on textual information; check and confirm understanding by rereading.
- 2.3.1 *Forms and Genre*—Distinguish similarities and differences among various forms and genres of oral, literary, and media texts [such as folk tales, poetry, bone and soapstone sculptures, news and weather reports . . .].
- 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.
- 4.2.1 *Appraise Own and Others' Work*—Share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations.
- 4.2.2 *Revise Content*—Revise to create an interesting impression and check for sequence of ideas.

Science

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- SLOs related to Scientific Inquiry or the Design Process in Cluster 0: Overall Skills and Attitudes.

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- inquiry using electronic sources
- word processing

SUGGESTED LEARNING RESOURCES

Internet

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.
- Searching the Internet using the terms “newspaper in education” and “newspaper teaching units” will return numerous useful hits.

Print

- newspapers
- news magazines
- Appendix C: Index of Teaching, Learning, and Assessment Strategies

BLMs

- BLM OLE.6#1: Group Work Self-Reflection Log
- BLM OLE.9#1: Characteristics of Our Newspapers
- BLM OLE.9#2: Newspaper Learning Centre
- BLM OLE.9#3: 5Ws + H Chart

TBLMs

- TBLM OLE.6#1: Group-Participation Observation Checklist
- TBLM OLE.9#1: Suggested Activities to Familiarize Students with Newspapers
- TBLM OLE.9#2: Newsworthiness

SUGGESTIONS FOR INSTRUCTION

Preparation and Set-up

- Bring daily newspapers to class, or ask students to do so. Get two community/local newspapers or a local newspaper and a national newspaper to compare coverage of news items. Comparing one local newspaper with another will help students see how the same item can be reported in different ways.
Note: Some local newspapers have educational programs and will provide class copies at a minimal cost.
- Bring news magazines to the classroom, or ask students to do so.
- Periodically review newspapers to identify topics or issues that students are expected to find, and set aside or cut out those issues.
- Create a bulletin board on which unit-relevant articles can be displayed.
- Place Bookmarks or Favourites of online news websites on the class computers, or place them as links on the class website.

Activating Strategies

- In collaborative groups, students examine newspapers to identify common characteristics, such as headlines, bold print, columns, table of contents, sports section, classifieds, and so on. Students make a chart of the characteristics using BLM OLE.9#1: Characteristics of Our Newspapers.
- As a class, discuss how our world would be affected if we had no newspapers. Brainstorm the usefulness of newspapers (e.g., they provide local, national, and international news, advertising, notices of upcoming events, book and movie reviews, sports scores, and so on). How would we communicate the above if we did not have newspapers? Would we be as knowledgeable or informed?

- Ask: What is news? Students read news articles and look at photographs to determine why events they read about were chosen to become newsworthy. See TBLM OLE.9#2: Newsworthiness.
- Students compare similar articles in two different community/local newspapers to see how the same item can be reported in different ways.
OR
Students compare coverage of news items in a local newspaper and a national newspaper to see how local and national perspectives vary.
- Introduce students to online newspapers. Discuss the differences and similarities between print and online newspapers.
- Compare the same-day issue of a print newspaper and an online newspaper. Discuss the advantages and disadvantages of reading one over the other.

Acquiring Strategies

- Students record, on Exit Slips, two things they learned about newspapers and two questions they have about being a reporter.
- To practise asking questions and taking notes, pairs of students interview one another about a recent event in their lives. They use BLM OLE.9#3: 5Ws + H Chart.
- Students (“journalists”) write a one-paragraph article about the interview and give the paragraph to the interviewee, who then comments on the accuracy of the content. The journalist rewrites the paragraph to represent the event being described more accurately.
- In a class discussion, students share what has been the most difficult aspect of their journalistic experience and exchange tips on improving their performance.

Applying Strategies

- Invite a reporter or a journalism student to the classroom. Students ask the reporter the questions they have recorded on their Exit Slips and note the answers.
- Each student writes a paragraph “reporting on” the discussion with the reporter or journalism student.
- Volunteers read their paragraphs to the class. Students share their comments regarding similarities and differences between the texts.
- See TBLM OLE.9#1: Suggested Activities to Familiarize Students with Newspapers for suggestions of activities that can be carried out weekly to continue to familiarize students with newspapers.

Variations/Extensions

- Paragraphs composed by students can be read during a Speak Ye! Hear Ye! session (see OLE.7: Speak Ye! Hear Ye!).
- Students create their own online class newspaper.

SUGGESTIONS FOR ASSESSMENT

- Assess student participation, individually and within collaborative groups, when introducing each of the suggested Applying Strategies, using TBLM OLE.6#1: Group-Participation Observation Checklist.
- Students reflect upon their group participation using BLM OLE.6#1: Group Work Self-Reflection Log.

CONNECTION TO COMMUNITY AND DIVERSITY

- Students gain experience that will help them when they write an article, publish a class newspaper, and advertise the *Canadian Youth Forum: Celebrating Community and Diversity*, the culminating task in the *Community and Diversity* interdisciplinary unit.

LEARNING CENTRE CONNECTION

- All students take turns writing a paragraph at the Newspaper Learning Centre. Later, they work with a partner to discuss editing suggestions and make changes.

BLM OLE.9#1: Characteristics of Our Newspapers

Name _____ Date _____

Use the following chart to record characteristics that are common to many newspapers, adding rows as needed. Insert the name of any other community/local or online newspaper and/or news magazine in the columns. A class wall chart may be adapted to suit the needs of the class, using this chart as a model.

Characteristics	<i>Winnipeg Free Press</i>	<i>Winnipeg Sun</i>	<i>The Globe and Mail</i>	<i>National Post</i>	Community Newspaper	Online Newspaper
Several separate sections	Yes	No	Yes	Yes	Yes	Yes
Sports section						
Table of Contents						
Colour pictures						

BLM OLE.9#2: Newspaper Learning Centre

Overview

At this learning centre, you will write a paragraph for the class newspaper.

Resources

- word-processing software
- BLM OLE.9#3: 5Ws + H Chart

Tasks

- Use BLM OLE.9#3: 5Ws + H Chart to record notes from interviews.
- Using the notes on your chart, write a one-paragraph article for the class newspaper.
- In a peer conference, have a partner comment on your paragraph. Discuss editing suggestions. Make the necessary changes.

Suggestion(s) for Collaboration

- Decide how to rotate pairs for writing and editing at the computer.

What to Do with the Results of This Learning Centre

- Email your paragraph to your teacher to be included in the class newspaper.

Assessment Criteria

- The one-paragraph article is completed, edited, and submitted to your teacher.

BLM OLE.9#3: 5Ws + H Chart*

Name _____ Date _____

When?	Who?	What?	How?	Where?	Why?
<i>Example:</i> Last night, Wednesday	Mrs. Jones and her son	Mrs. Jones tripped on the step Her son helped her	Her heel fell in the crack He caught her as she was falling	At her home on the front steps	Because the step was broken

* Source: *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-67.

TBLM OLE.9#1: Suggested Activities to Familiarize Students with Newspapers

1. Compare news headlines on the same day in two local newspapers. Discuss the slant each newspaper has taken, and which one is more effective, more sensational, more respectful of the people involved, and more accurate.
2. Provide students with a newspaper headline and ask them to predict what the article might be about. Then provide them with the article. Was the headline accurate? What would have been a better one?
3. Have students
 - calculate the area covered by advertisements on a page or in a section of a newspaper. What is the equivalent in percentage?
 - calculate the number of pages devoted to chosen sections, such as Sports, World Events, Local Events, and Arts and Entertainment. What percentage of the whole newspaper is devoted to each section? How does this percentage range between local, national, and online newspapers?
4. Give students a newspaper article and ask them to highlight the 5Ws (When? Who? What? Where? Why?). Ask them to list the 5Ws in their favourite children's story, nursery rhyme, or fairy tale, and write a short news event article about it. (See BLM OLE.9#3: 5Ws + H Chart.)
5. Give students a newspaper article and ask them to record the 5Ws on a separate piece of paper. Students exchange the papers and write an article based on the 5Ws. Compare the articles written by the students with the original article. (See BLM OLE.9#3: 5Ws + H Chart.)
6. Have students use the Classified section of a newspaper to find materials or services that would assist them in getting past the following challenges:
 - a barbed wire fence
 - a hungry lion
 - a 6-metre deep moat filled with piranhas
 - a 15-metre vertical cliff
 - a locked steel door
7. Give each group an envelope filled with articles and ask students to categorize them and label each category. Groups report on the categories they identify. Are there common groupings?
8. Give each group an envelope with 10 articles, with the headlines cut off and placed in a separate envelope. Students match the headline with the article it describes. Students reflect on which details helped them to complete the match. Were they correct in their assumptions?
9. Have students examine and use newspaper vocabulary.
 - Students scan a newspaper to find an adjective for each letter of the alphabet. They write the sentence in which the adjective was found, and then write a new sentence with the same adjective.
 - Students find and highlight signal or transition words in a newspaper article.
 - Students find 10 words used in the newspaper with which they are not familiar. They record each word in their Vocabulary Database, along with a definition and an example of the word used in a sentence. (See OLE.2: Daily Edit.)
10. For one week, groups of students search for stories, photographs, display advertisements, and classifieds describing random acts of kindness. Students put their selections in a group scrapbook and make a presentation about the one that was most meaningful to them. The group can vote for the random act of kindness of the week. If students are writing a class or school newspaper, they report random acts of kindness in the school or local community.

For more ideas, search the Internet using the terms “newspaper in education” and “newspaper teaching units.”

TBLM OLE.9#2: Newsworthiness

Why are certain events selected to be in the news and others are not? Newspaper editors judge the newsworthiness of events and stories according to several factors. The most common ones are listed below:

- **Timeliness:** A story that just happened is more newsworthy than a story that happened last week.
- **Relevance:** A story that unfolds in a community will be more newsworthy to that community than a story from an outside community.
- **Significance:** The bigger an event is, or the larger the number of participants, the more newsworthy the event is considered to be. A hailstorm in a small town may be considered less important than a hailstorm in a large city where many houses and cars are damaged.
- **Impact:** The more people are affected by an event, the more important it is. A concert attended by 50 000 people is typically more newsworthy than a school concert.
- **Unusual:** A unique or unusual occurrence has a greater chance than a commonplace event of being newsworthy. A teacher's willingness to kiss a goat if his or her students read x number of books may be newsworthy, if this has not been done before.
- **Prominence:** The actions of someone important or well known are of interest to many people. A famous hockey player coming to the city to play in a special game or help with a fundraising event will likely be newsworthy.
- **Human Interest:** Stories of courage, honesty, caring, love, or daring are likely to be newsworthy.

Electronic Collection

OLE.10

TIME

10 minutes, daily

OVERVIEW

An Electronic Collection is a file-management system for collecting samples of electronic and/or scanned work for the purpose of content assessment (e.g., to represent work accomplished in a given project, to display work in an Electronic Portfolio, to save work samples reflecting learning from a semester or a year for future reference).

Students create and maintain an Electronic Collection of their work in the *Community and Diversity* interdisciplinary unit to assess their own learning and to reflect upon their strengths and learning styles. As the unit draws to an end, students may select samples of their work that illustrate growth and they may represent them in an Electronic Portfolio, in the form of web pages or in multimedia presentations.

Note: Keeping an Electronic Collection is an ongoing file-management process that can last the whole year. Creating an Electronic Portfolio occurs as an end process when students select electronic works completed in a given time period and organize and represent them in a form that features their accomplishments over that time.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 3.1.4 *Create and Follow a Plan*—Select and use a plan for gathering information.
- 3.3.1 *Organize Information*—Organize information and ideas in logical sequences using a variety of strategies [such as clustering, webbing, charting from a model . . .].

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- concept mapping
- graphics creation
- electronic publishing
- web page authoring
- word processing

SUGGESTED LEARNING RESOURCES

Software

- web page authoring
- concept mapping
- word processing

- graphics
- multimedia presentation

Internet

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.
- Searching the Internet using the terms “student electronic collection” will provide numerous useful hits.

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies

BLMs

- BLM OLE.8#3: Metacognitive Reflection
- BLM OLE.10#1a: Sample Concept Map—Web
- BLM OLE.10#1b: Sample Concept Map—Top-Down Tree
- BLM OLE.10#2: Sample Outline Based on Concept Map—Web
- BLM OLE.10#3: Electronic Collection Learning Centre
- BLM OLE.10#4: Electronic Collection Checklist
- BLM OLE.10#5: Creating an Electronic Portfolio
- BLM OLE.10#6: Electronic Portfolio Checklist
- BLM OLE.10#7: Electronic Portfolio: Peer Feedback

TBLMs

- TBLM OLE.10#1: Suggestions for Organizing and Displaying Electronic Collections
- TBLM OLE.10#2: Content and Structure of Electronic Collections

Materials

- folder for each group
- access to chart paper, pads of paper, or pieces of scrap paper for recording ideas

SUGGESTIONS FOR INSTRUCTION

MANAGING ELECTRONIC COLLECTION FILES

Preparation and Set-up

- Instruct students to print copies of their original electronic work (e.g., reports, writings, math graphs, letters, web pages, digital photographs, illustrations) for one school cycle. This becomes the basis from which students plan and organize their Electronic Collections. Copies are kept together in a file folder or in a legal size envelope with the student’s name on it.
- Review with students the structure and directories of the class server.

Activating Strategies

- Students discuss the need to and the advantages of organizing one’s work in a collection that can be accessed and examined easily, and that can be stored with minimal use of space. (Include a discussion of physical limitations of small desks and small classrooms, the portability of a CD-ROM, and universal accessibility of a website.)
- Students examine the samples they collected in one school cycle by sorting the contents of their envelopes.
- Students organize their samples, using concept-mapping software to create a structure with categories and subcategories (see ICT.5: Inspired). In collaborative groups or Think-Pair-Share groups, students discuss the organization criteria they used in their concept maps

and provide one another with feedback. They may make changes to their structure and categories based on the feedback received.

- Students post their printed concept maps around the class. During a Gallery Walk, they note the variety of map layouts and the categories and subcategories created.

Acquiring Strategies

- As a whole group, plan a class model of an Electronic Collection using a wall chart or concept-mapping software and projection system. Include categories for organizing students' information files based on students' collaborative group maps, as well as organizational tools such as a title page, a table of contents, an index, and any other page that would enhance the collection and make it user-friendly. (See TBLM OLE.10#2: Content and Structure of Electronic Collections.)
- Students access their saved organizational concept map, edit it based on the class model, represent it using the Outline View of their electronic concept map, and print it. Viewing the concept map and its outline side-by-side enables students to understand the relationship between them, as well as the relationship between categories and subcategories, and helps them to organize their Electronic Collection. The outline created with concept-mapping software becomes a table of contents for the Electronic Collection. Students print the updated outline periodically, and insert it in their Personal OLE Binder or another appropriate location for future reference. The latest print copy can be used to record additions and updates until the student has a turn at the Electronic Collection Learning Centre to update his or her electronic file.

Applying Strategies

- Students create an electronic folder and name it My Electronic Collection or any other suitable name, identical to the label chosen for the main idea on their concept map. The contents of this electronic folder will match the structure of the concept map, including the same labels. Students use BLM OLE.10#4: Electronic Collection Checklist to record dates of creation and updates of their Electronic Collection. Students save their electronic files in the appropriate folder and record the name and location of the file on their concept map.
- Students use BLM OLE.10#4: Electronic Collection Checklist to record the date every time they update their Electronic Collection.
- Students reflect on their learning and their work, as they add content to their Electronic Collection (see OLE.8: Reflection Journal). This is an ongoing process throughout the school year.

REPRESENTING AN ELECTRONIC PORTFOLIO

At the end of a unit of study, a semester, or the school year, students may wish to select samples representative of their work and represent them in an Electronic Portfolio, in the form of a multimedia presentation or on web pages.

Preparation and Set-up

- Decide on a format for representing the Electronic Portfolio (see ICT.7: Make Your Point) and determine the number of work samples to be included.
- Become familiar with the selected format. Create a model of the Electronic Portfolio that students are expected to produce. Web pages can be saved on the class website while students produce their own portfolios. Decide whether student work will be uploaded to the school website, choosing either the Internet or intranet, or whether it will be saved on CD-ROMs for their personal use. Consider school/division policy on this matter.

Activating Strategies

- Students discuss the reasons they would set up an Electronic Portfolio to represent their work (e.g., for display, to keep for a long time, to show future teachers, to refer to for future work).
- Students examine the contents of their Electronic Collection. In collaborative groups, they discuss their work and list samples that they think best represent a wide range of their achievements.
- As a class, decide what samples should be included.

Acquiring Strategies

- As a class, plan a class model of an Electronic Portfolio using a wall chart or concept-mapping software and projection system. Include categories based on students' collaborative group discussions, as well as organizational tools such as a title page, a table of contents, an index, and any other page that would enhance the Electronic Portfolio and make it user-friendly. The outline created with concept-mapping software becomes the table of contents for the multimedia presentation or web pages.

Applying Strategies

- Students identify their personal files to be included in the Electronic Portfolio. They note the location in the Electronic Collection directory for ease of access and retrieval.
- Students read BLM OLE.10#5: Creating an Electronic Portfolio to become familiar with the set-up and contents of an Electronic Portfolio.
- Students consider the appearance of the background and links in their Electronic Collection (see ICT.7: Make Your Point). In Think-Pair-Share groups, students discuss their choices with a partner and give one another suggestions.
- Students use BLM OLE.10#6: Electronic Portfolio Checklist to verify that their Electronic Portfolio is complete and ready to publish.

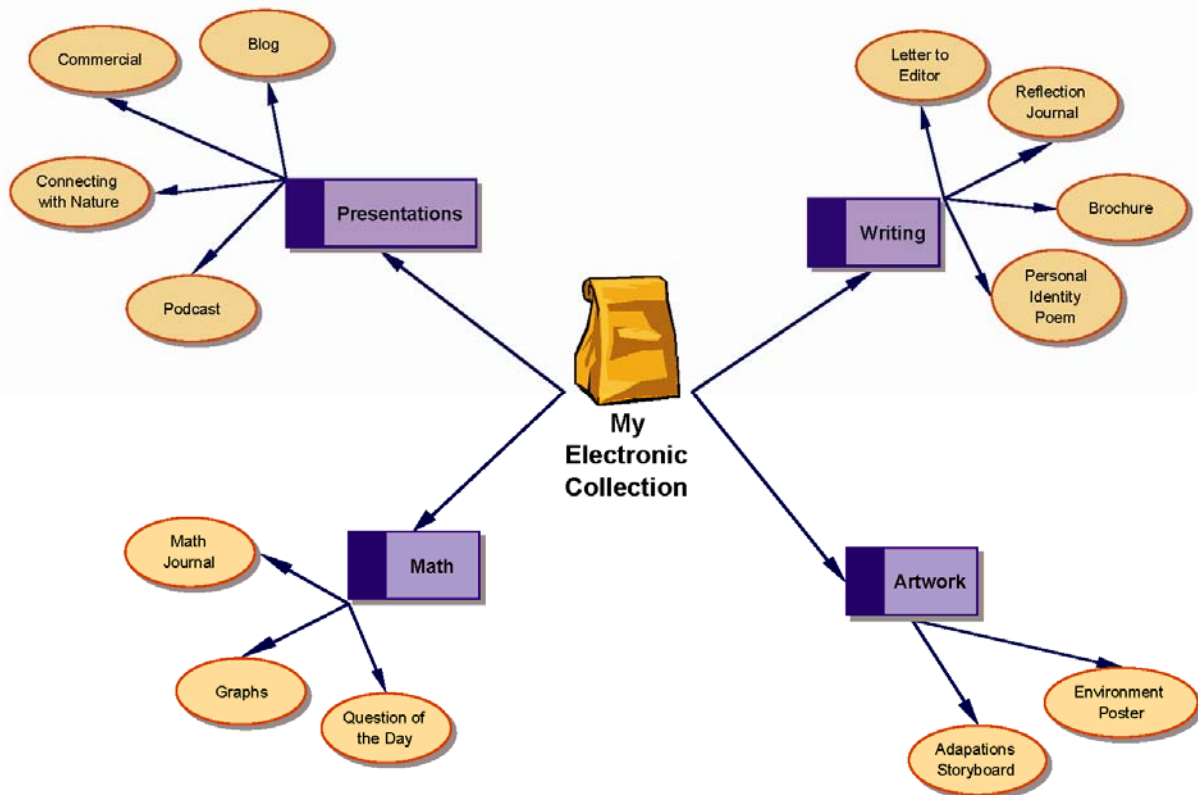
SUGGESTIONS FOR ASSESSMENT

- At regular intervals during the Electronic Portfolio creation process, a different team member visits the Electronic Portfolio and comments on a section using BLM OLE.10#7: Electronic Portfolio: Peer Feedback. The student whose Electronic Portfolio is being reviewed may need to take action or reply to the feedback received.
- The main focus for assessment should be on the content of the collection rather than on the way it was put together. Individual pieces of work in a student's Electronic Portfolio will already have been assessed when the collection was being assembled. It is possible to use the collection in terms of how well the student is organizing and managing the Electronic Portfolio.
- Review each student's reflection. (Ideally, confer with each student over the course of the following week.)
- Students take their reflections/journals home for comments from parents/guardians.
- Students use BLM OLE.8#3: Metacognitive Reflection to reflect upon their learning and their acquired skills.

CONNECTION TO COMMUNITY AND DIVERSITY

- Students use the folder structure they created to save all electronic files produced while working within the *Community and Diversity* interdisciplinary unit.

BLM OLE.10#1a: Sample Concept Map—Web

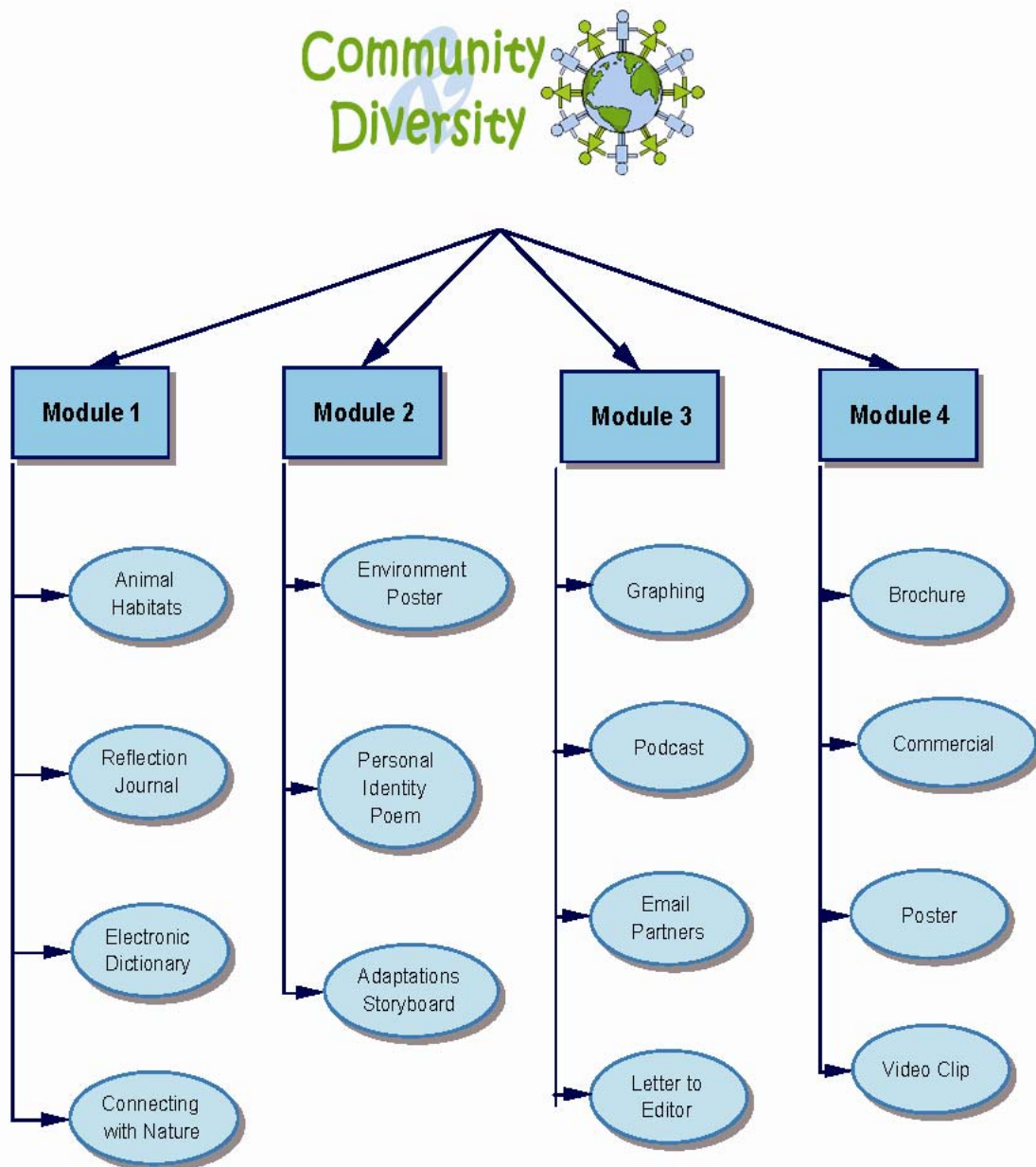


Example of a “Web” Arrangement Made with Concept-Mapping Software

The use of different symbols, colours, and shapes to represent each category and subcategory helps students visualize the relationship between the categories and subcategories and their order of importance.

See BLM OLE.10#2: Sample Outline Based on Concept Map—Web for the corresponding outline.

BLM OLE.10#1b: Sample Concept Map—Top-Down Tree



Example of a “Top-Down Tree” Arrangement Made with Concept-Mapping Software

The use of different symbols, colours, and shapes to represent each category and subcategory, combined with the top-down display, helps students visualize the relationships of categories and subcategories and the order of importance (from main category at the top to subcategories further down).

BLM OLE.10#2: Sample Outline Based on Concept Map—Web

My Electronic Collection

Writing

Letter to Editor
Reflection Journal
Brochure
Personal Identity Poem

Artwork

Environment Poster
Adaptations Storyboard

Mathematics

Question of the Day
Math Journal
Graphs

Presentations

Blog
Commercial
Connecting with Nature
Podcast

BLM OLE.10#3: Electronic Collection Learning Centre

Overview

At this learning centre you will work in collaborative groups to help each other update and enhance your Electronic Collection, and create an Electronic Portfolio of samples from your Electronic Collection.

Resources

- BLM OLE.10#4: Electronic Collection Checklist
- BLM OLE.10#5: Creating an Electronic Portfolio
- BLM OLE.10#6: Electronic Portfolio Checklist

Tasks

- Use your most recent printed concept map (from your Personal OLE Binder), to which you have been adding updates, to update your electronic concept map.
- Print this newly updated concept map and insert in your Personal OLE Binder.
- Ensure that all your files can be located in the folders that match the categories on your concept map.

Suggestions for Collaboration

- Divide the learning centre time into sections that enable all members of your group to receive time to update and enhance their Electronic Collection.
- Call on the expertise and feedback of each group member while organizing and enhancing your Electronic Collection.

What to Do with the Results of This Learning Centre

- Keep a record of your questions so that your teacher may address them in a class discussion.
- Keep BLM OLE.10#4: Electronic Collection Checklist in your Personal OLE Binder for future reference and teacher assessment.
- Start creating your Electronic Portfolio when your teacher instructs you to do so, based on the content and structure of your Electronic Collection.

Assessment Criteria

- The Electronic Collection is up to date, organized, and easily accessed.

BLM OLE.10#4: Electronic Collection Checklist

Name _____ Date _____

Title Page

The title page of your Electronic Collection should include

- the title of the Electronic Collection
- your name
- school year
- your teacher's name

Index

The index page should include

- the title (same as on title page)
- a paragraph explaining how the index works
- an alphabetical list of content, including a short description of each file
- a background
- date created and date last updated

Table of Contents

The table of contents should include

- the title (same as on title page)
- a paragraph explaining the purpose of the Electronic Collection
- a background
- date created and date last updated

Collection of Work Samples

The collection of work should include at least one sample from each of the following:

- writing
- reading report
- artwork
- mathematics or problem solving
- journal entry
- project

Each sample includes

- a title
- date created

Item	Date Created	Update	Update	Update	Update	Update	Update	Update	Update
Title Page									
Table of Contents									
Index									
Collection of Work Samples									
Teacher Comments									

Remember to record the date of each update. File this checklist in your Personal OLE Binder.

BLM OLE.10#5: Creating an Electronic Portfolio

Overview

You may create an Electronic Portfolio of samples of school work and projects you did throughout a unit, a semester, a year, or any other time frame. Regardless of whether you represent the Electronic Portfolio as a multimedia presentation or as web pages (see ICT.7: Make Your Point), it will include the following five basic components:

- **Title Page:** Choose a title that reflects the content or focus of the Electronic Portfolio.
- **Table of Contents:** Create a contents list based on the outline obtained from the concept map created to organize all the files included in the Electronic Portfolio.
- **Site Map:** Create a site map based on the concept map created to organize all the files included in the Electronic Portfolio.
- **Index:** Prepare an alphabetical list of files or keywords for subjects addressed within the Electronic Portfolio.
- **Collection of Work Samples:** Select representative work samples, including writing, artwork, mathematics, journal entries, and projects, in a variety of formats such as electronic, audio, or video.

Electronic Portfolio Contents	
Title Page	Include <ul style="list-style-type: none"> <input type="checkbox"/> an appropriate title reflecting the content of the Electronic Portfolio <input type="checkbox"/> your name <input type="checkbox"/> school year <input type="checkbox"/> your teacher's name
Table of Contents	<ul style="list-style-type: none"> <input type="checkbox"/> the title <input type="checkbox"/> hyperlinks to sample files, including a short description of each file <input type="checkbox"/> navigational tools at the bottom of the page allowing the user to access the home page, the site map, or the index <input type="checkbox"/> date completed
Site Map	<ul style="list-style-type: none"> <input type="checkbox"/> the title <input type="checkbox"/> a paragraph explaining how to use the site map <input type="checkbox"/> hyperlinks to sample files <input type="checkbox"/> navigational tools on the page allowing the user to access the home page, the table of contents, or the index <input type="checkbox"/> date completed
Index	<ul style="list-style-type: none"> <input type="checkbox"/> the title <input type="checkbox"/> a paragraph explaining how the index works <input type="checkbox"/> content listed in alphabetical order <input type="checkbox"/> hyperlinks to sample files <input type="checkbox"/> navigational tools on the page allowing the user to access the home page, the table of contents, or the site map <input type="checkbox"/> date completed
Collection of Work Samples	<ul style="list-style-type: none"> <input type="checkbox"/> a title for each sample (most samples already have a title and do not need another) <input type="checkbox"/> navigational tools on the page allowing the user to access the home page, the table of contents, the site map, or the index <input type="checkbox"/> date each sample was created and date it was included in the Electronic Portfolio

BLM OLE.10#6: Electronic Portfolio Checklist

Name _____

Write the date when a section is finished and show the checklist to your teacher for comments.

Electronic Portfolio Item	Date Completed	Teacher Comments
Title Page includes		
<input type="checkbox"/> an appropriate title		
<input type="checkbox"/> your name		
<input type="checkbox"/> school year		
<input type="checkbox"/> your teacher's name		
Table of Contents includes		
<input type="checkbox"/> the title		
<input type="checkbox"/> hyperlinks to sample files		
<input type="checkbox"/> navigational tools		
<input type="checkbox"/> date completed		
Site Map page includes		
<input type="checkbox"/> the title		
<input type="checkbox"/> an explanatory paragraph		
<input type="checkbox"/> hyperlinks to sample files		
<input type="checkbox"/> navigational tools		
<input type="checkbox"/> date completed		
Index page includes		
<input type="checkbox"/> the title		
<input type="checkbox"/> an explanatory paragraph		
<input type="checkbox"/> an alphabetical list of content		
<input type="checkbox"/> hyperlinks to sample files		
<input type="checkbox"/> navigational tools		
<input type="checkbox"/> date completed		
Collection of Work Samples includes at least one sample of		
<input type="checkbox"/> writing		
<input type="checkbox"/> reading report		
<input type="checkbox"/> artwork		
<input type="checkbox"/> mathematics or problem solving		
<input type="checkbox"/> journal entry		
<input type="checkbox"/> project		
<input type="checkbox"/> Other:		
•		
•		
•		
•		
•		

BLM OLE.10#7: Electronic Portfolio: Peer Feedback

Name _____

Date	Section
Comment	
Initials _____	
Action Taken/Reply	

Date	Section
Comment	
Initials _____	
Action Taken/Reply	

Date	Section
Comment	
Initials _____	
Action Taken/Reply	

Date	Section
Comment	
Initials _____	
Action Taken/Reply	

TBLM OLE.10#1: Suggestions for Organizing and Displaying Electronic Collections

The three most common means of organizing and displaying Electronic Collections are

- a folder directory
- a multimedia presentation
- a web page or website

In deciding which option is the most suitable for their needs, students consider the following:

1. Folder Directory

- A folder directory is by far the simplest choice, as students do not have to hyperlink any files or update links if the files are moved or deleted.
- It is the least time consuming option. (Once fields are saved, little or no other work needs to be done.)
- The directory is identical to the organizational concept map created at the time of the set-up.
- As the concept map is updated or edited, the folder directory can easily be updated or edited accordingly.
- When the folder is complete, the Electronic Portfolio can be burned onto a CD-ROM. Alternatively, students can represent the Electronic Portfolio using a multimedia presentation or a web page.

2. Multimedia Presentation (See ICT.7: Make Your Point)

- A multimedia presentation tends to be linear, although hyperlinks can be made between various parts of the electronic file in order to access slides in a different order.
- The multimedia presentation may be
 - saved online within a web page, although the result is not as smooth as a document created originally as a web page
 - burned onto a CD-ROM and become portable. (Yearly portfolios can be added to the CD-ROM if the session is not closed.)
 - viewed only if the application that created the presentation is available. (Newer versions of the application will usually open older files.)
- The content of slides is layered, including background, text, and illustrations.

3. Web Page

- A web page may be
 - multi-layered by using hyperlinks to connect all contents in any chosen order
 - saved online. Consider safety issues and school/division policies when posting student work online (i.e., save the file using a URL that is not hyperlinked from another page and that can only be accessed using its own address).
 - burned onto a CD-ROM and viewed off-line using any web browser when online access is difficult

No computer at home?

Record the Electronic Collection on videotape by running a cable from the computer video-out to the VCR video-in. Use a separate microphone to add the student's oral commentary.

For more information, see "Frequently Asked Questions (FAQs)," on the Department's IMYM website at <www.edu.gov.mb.ca/k12/tech/imym/faqs/imym-model.html>.

TBLM OLE.10#2: Content and Structure of Electronic Collections

Selecting Work Samples for the Electronic Collection

The potential for a huge, unmanageable collection exists if choices are not made from the start. Eventually, each category could become so large with contents that it would have to be subdivided, increasing the workload and forcing the student to spend more time in regrouping and backtracking on work previously done.

Consider whether students should be directed to

1. use only electronic documents and files
2. scan and use all work they create
3. scan or photograph only artwork or work that cannot be created electronically such as calligraphy or three-dimensional artwork (see ICT.6: Caught in Action)

In addition to encouraging students to select their favourite samples, advise the class that, for the purpose of the *Community and Diversity* interdisciplinary unit, each student should include similar sections, as outlined below:

1. Title Page

The title page should include the title of the Electronic Collection, such as *Community and Diversity* (or any suitable title chosen by the student), the student's name, the year, and the teacher's name. It might also include a picture or a video of the student. Look at the title page of several books for ideas on layout and contents. The title page can be used in a multimedia presentation. It can also become the home page of a website.

2. Table of Contents

This component shows the contents of the Electronic Collection at a glance. Look at the table of contents of several books as examples and review the outline created from the organization of work samples to create the final table of contents. A table of contents can easily be created using the Outline tool of concept-mapping software (see ICT.5: Inspired). When the outline is complete, students can select the diagram presentation for the outline. When the diagram is arranged in a "top down" or "right tree" format, a site map is created and can be kept as an additional element of the Electronic Collection (see BLM OLE.10#1b: Sample Concept Map—Top-Down Tree).

3. Index

This is a single alphabetical listing of all the files in the Electronic Collection. It could also include keyword entries (e.g., a file for Stewardship and Sustainability in the News could be listed under "Articles," a Photo Story file for Diversity of Manitoba could be listed under "Presentations"). An index can be time-consuming to produce, but useful when locating a file with a non-descriptive title.

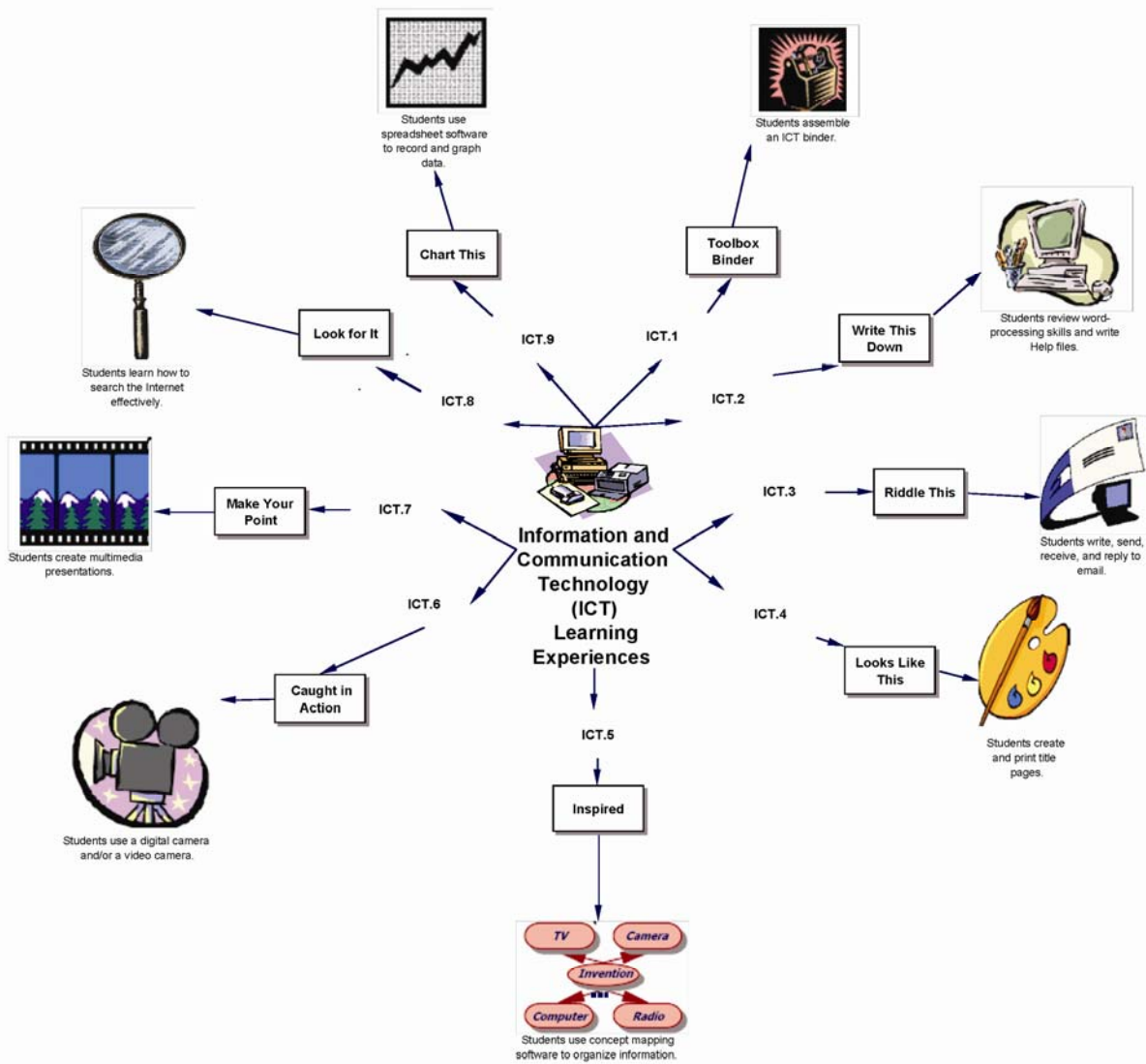
4. Suggested Contents

Contents of the Electronic Collection may include samples of

- writing (electronic or scanned)
- reading (recorded oral reading)
- artwork (computer generated or scanned)
- mathematics and/or problem solving (scanned)
- journal entries (word processed)
- other ICT projects (linked directly to these)

Students use BLM OLE.10#4: Electronic Collection Checklist to keep their Electronic Collection updated. At the end of the year, students can burn onto a CD-ROM the whole Electronic Collection or the Electronic Portfolio containing selections from the Electronic Collection.

For more information, see "Frequently Asked Questions (FAQs)," on the Department's IMYM website at www.edu.gov.mb.ca/k12/tech/imym/faqs/imym-model.html.



Information and Communication Technology (ICT) Learning Experiences

Summary

The Information and Communication Technology (ICT) Learning Experiences in this interdisciplinary unit introduce students to ICTs as they collaborate, solve problems, and listen, speak, read, write, view, and represent in the context of the Grade 4 curriculum in which they are currently working. These learning experiences (LEs) begin at the start of a school year and allow students to develop skills they will use throughout the unit, as well as the rest of the school year.

The order in which teachers introduce the nine ICTs in this section is flexible; however, since ICT.1: Toolbox Binder and ICT.2: Write This Down lay the groundwork for the rest of the section, they should be done first. Take the following into consideration when planning for the remaining ICTs:

- Assess the results of BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills to determine students' strengths, and start there. Using prior skills while making connections to new ICTs helps students as they acquire new skills.
- Evaluate curricular needs and use authentic opportunities that may arise daily to introduce an ICT. An offer to participate in an email exchange, for example, may be the incentive to teach ICT.3: Riddle This ahead of the planned schedule.
- Plan to introduce an ICT at a time when it can be practised often and regularly. Word processing should be used daily. Menus tend to be similar in most software, and once students are proficient at word processing, they will learn other ICTs faster and make useful connections about uses and functions.
- Introduce a new ICT only after students are familiar and comfortable with the ICT previously learned and have had several opportunities to practise it.
- Consider that some ICTs suggest that prior knowledge of a skill may be helpful in learning the new ICTs.
 - Conduct ICT.4: Looks Like This concurrently with ICT.1: Toolbox Binder.
 - Teach ICT.6: Caught in Action before students learn to insert photographs in ICT.7: Make Your Point.

How can information and communication technology-based learning outcomes be assessed in the classroom?

Performance-based assessments that require students to use information technology to gather, organize, analyze, and communicate information can be used to assess information technology-based learning outcomes. A combination of self-assessment and peer and teacher assessment can be used (Manitoba Education and Training, *Technology As a Foundation Skill 13*).

Descriptions of the nine ICT learning experiences follow.

Continued

ICT Title	Estimated Time	ICT Overview
ICT.1: Toolbox Binder	40 minutes	Students assemble a Toolbox Binder for their class. It contains all the information and communication technology (ICT) resources they need for ongoing support in their learning. Students apply the skills they acquired in OLE.1: Personal Binder Reminder to manage the Toolbox Binder. They also complete BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills to self-assess the level of their ICT skills.
ICT.2: Write This Down (Word Processing)	120 minutes	Students review word-processing skills they have previously acquired at school or at home, and become familiar with technical vocabulary and word-processing techniques they will use throughout the school year. Students learn to use the Help function of word-processing software and learn to write technical tips in a step-by-step manner similar to that of Help files.
ICT.3: Riddle This (Email)	240 minutes	Using anonymous email accounts, students are introduced to the email software application or web-based email used by the school, while participating in a riddle activity to learn about each other. Students practise creating and sending email messages, checking email, and reading and replying to messages.
ICT.4: Looks Like This (Graphics: Painting/Drawing)	90 minutes	Students use graphics program (such as painting or drawing software) to create and print title/cover pages for the class Toolbox Binder (see ICT.1: Toolbox Binder). Throughout the school year, students continue to create images and graphics to illustrate their work, as well as creating electronic illustrations they can insert in multimedia presentations and on web pages.
ICT.5: Inspired (Concept Mapping)	150 minutes	Students use concept-mapping software to create a title page for their Personal OLE Binder or to organize information for a personal biography or a biography of a key pal.
ICT.6: Caught in Action (Digital Camera/ Video)	90 minutes	Students use a digital camera and/or still shots from a digital video camera to take pictures of themselves and to create a poster.
ICT.7: Make Your Point (Multimedia)	150 minutes	Students create a short multimedia presentation about themselves, or they create a presentation about a research topic in any unit of study.

Continued

ICT Title	Estimated Time	ICT Overview
ICT.8: Look for It: Learning to Search the Internet	150 minutes	In this introductory Internet learning experience, students develop their understanding of the Internet, learn what they can expect to find on the World Wide Web, and learn how to search online effectively for pertinent, valid, and reliable information. Throughout the school year, they search and locate appropriate websites for their inquiries in science or social studies, as well as websites that support their investigations within this interdisciplinary unit. In the process of using primary and secondary sources, students develop information literacy skills.
ICT.9: Chart This (Spreadsheet)	90 minutes	Students use a spreadsheet to record and graph information about common characteristics, traits, and/or tastes of their classmates. This learning experience can be adapted to record and graph data from any current unit of study.

Toolbox Binder

ICT.1

TIME

40 minutes

OVERVIEW

Students collaborate to create a classroom Toolbox Binder that contains all the information and communication technology (ICT) resources they need for ongoing support in their learning. They also complete BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills to self-assess the level of their ICT skills.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 1.2.3 *Combine Ideas*—Experiment with arranging ideas and information in a variety of ways to clarify understanding.
- 3.1.4 *Create and Follow a Plan*—Select and use a plan for gathering information.
- 3.3.1 *Organize Information*—Organize information and ideas in logical sequences using a variety of strategies [such as clustering, webbing, charting from a model . . .].

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- concept mapping
- ethical use of technologies
- word processing

SUGGESTED LEARNING RESOURCES

Software

- word processing
- concept mapping
- spreadsheet

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies

BLMs

- BLM ICT.1#1: Overview of Information and Communication Technology (ICT) Learning Experiences
- BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills
- BLM ICT.1#3: How We Cooperated in Our Group Work

Materials

- three-ring binder
- dividers
- lined loose-leaf paper and white paper

SUGGESTIONS FOR INSTRUCTION

- **Note:**
 - The Toolbox Binder that students will assemble is similar to the Personal OLE Binder they have already set up (see OLE.1: Personal Binder Reminder); however, students collaborate to prepare only one Toolbox Binder for the classroom.
 - Teach this ICT at the same time as ICT.4: Looks Like This so that students can use graphics skills to enhance their Toolbox Binder.

Preparation and Set-up

- Assist students in completing BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills to assess the level of ICT skills of students in the classroom. This information will be helpful in planning which ICT learning experiences students will need to complete.

Activating Strategies

- Students complete BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills. This helps them to think about the ICT skills they already have and to set goals for improving those skills. It also helps them in their brainstorming of ICT categories.
- Students discuss the purpose of the Toolbox Binder and how they can refer to it for assistance as they use ICTs in class.
- Students brainstorm categories of ICT tools and support material to be included in the Toolbox Binder (e.g., email, spreadsheet, Internet). Add other categories that should be included. Give each group a copy of BLM ICT.1#1: Overview of Information and Communication Technology (ICT) Learning Experiences. Students read the BLM and ask pertinent questions.

Acquiring Strategies

- As a whole class, students identify various responsibilities for creating the Toolbox Binder. For example, students
 - jot down ideas for the titles of divider pages for each section (These pages will be created on the computer with graphics software in ICT.4: Looks Like This.)
 - create a table of contents (The list of contents can be created electronically using word-processing software or the Outline tool of concept-mapping software.)
 - assemble the binderStudents work in pairs or small groups (depending on the size of the class) to complete their tasks.

Applying Strategies

- Students update the Toolbox Binder throughout the school year as they discover pertinent information on ICTs or as they complete a related task.

Variation/Extension

- When students have completed ICT.9: Chart This, they may use spreadsheet software to create a list of topics included in each section of the Toolbox Binder. The spreadsheet will allow them to alphabetize their list, thus creating an index. This skill will be helpful when creating an Electronic Collection (see OLE.10: Electronic Collection).

SUGGESTIONS FOR ASSESSMENT

- Observe students' interactions in their collaborative groups.
- Students self-assess their work within the group, using BLM ICT.1#3: How We Cooperated in Our Group Work.

CONNECTION TO COMMUNITY AND DIVERSITY

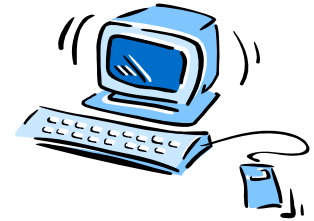
- Students use the Toolbox Binder as a reference tool throughout the *Community and Diversity* interdisciplinary unit and the whole school year.

BLM ICT.1#1: Overview of Information and Communication Technology (ICT) Learning Experiences

ICT Learning Experience	Overview
ICT.1: Toolbox Binder	Collaborate with your class to assemble a single Toolbox Binder that contains all the ICT resources you need for ongoing support in your learning.
ICT.2: Write This Down (Word Processing)	Review word-processing skills you have previously learned at school or at home, and become familiar with technical vocabulary and word-processing techniques you will use throughout the school year. Learn to use the Help function of word-processing software and learn to write technical tips in a step-by-step manner similar to that of Help files.
ICT.3: Riddle This (Email)	Using anonymous email accounts, learn to use the email software application or web-based email used by your school, while participating in a riddle activity to learn about each other.
ICT.4: Looks Like This (Graphics: Painting/Drawing)	Use a graphics program (such as painting or drawing software) to create and print title/cover pages for your class Toolbox Binder (see ICT.1: Toolbox Binder). Throughout the school year, continue to create images and graphics to illustrate your work. Also create electronic illustrations for insertion in multimedia presentations and on web pages.
ICT.5: Inspired (Concept Mapping)	Use concept-mapping software to create a title page for your Personal OLE Binder or to organize information for a personal biography or a biography of a key pal.
ICT.6: Caught in Action (Digital Camera/ Video)	Use a digital camera and/or still shots from a digital video camera to take a picture of yourself and to create a poster.
ICT.7: Make Your Point (Multimedia)	Create a short multimedia presentation about yourself or about a research topic in any unit of study.
ICT.8: Look for It: Learning to Search the Internet	In this introductory Internet learning experience, you learn what you can expect to find on the World Wide Web, and learn how to search online effectively for pertinent, valid, and reliable information. Throughout the school year, search and locate appropriate websites for your inquiries in science or social studies, as well as websites that support your investigations within this interdisciplinary unit.
ICT.9: Chart This (Spreadsheet)	Use a spreadsheet to record and graph information about common characteristics, traits, and/or tastes of your classmates.

BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills

Name _____ Date _____



Computer and Internet Access	Yes	No
• I have a computer at home.		
• I have Internet access on my computer.		

Self-Assessment of ICT Skills	
Circle the letter that best describes your skill level in each of the following ICT areas. If the level does not describe your skill exactly, then circle the one closest to it.	Write down one skill you are good at and can help others with.
1. Basic Computer Operation <ul style="list-style-type: none"> a. I do not use a computer. b. I use a computer to play games or to look up songs or movies on the Internet. c. I can set up my computer, load software, print, and use most of the operating system tools. I can run two programs at the same time. 	
2. File Management <ul style="list-style-type: none"> a. I do not save any files I create using the computer. b. I save files I have created but I cannot always find them. I do not know how to copy files to a CD-ROM. c. I have a filing system for organizing my files and can locate files quickly and reliably. I back up my files regularly. 	
3. Word Processing <ul style="list-style-type: none"> a. I do not use a word processor. b. I occasionally use a word processor for simple documents. I am not sure how to make the documents look attractive. c. I use a word processor to present projects. I can edit, spell-check, and change the format of a document. 	
4. Email <ul style="list-style-type: none"> a. I do not use electronic mail. b. I occasionally send email to family or key pals. c. I use email to request information and I check and use my email account regularly. 	
5. Graphics <ul style="list-style-type: none"> a. I do not use graphics in my word processing or presentations. b. I can open and create simple graphics with painting or drawing software or with the drawing tool of my word processor. c. I use both clip art and simple original graphics in my word-processed documents. I can use most drawing tools. 	

Continued

**BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills
(Continued)**

Self-Assessment of ICT Skills (Continued)	
<p>6. Concept Mapping</p> <ul style="list-style-type: none"> a. I have never created an electronic concept map. b. I have created an electronic concept map using various symbols and links. I can work with the Outline View of my concept map. c. I have used an electronic concept map to present ideas. I can “adopt” other concept maps into my own. I can insert Internet links into my concept map. 	
<p>7. Digital Camera or Video Camera</p> <ul style="list-style-type: none"> a. I have never used a digital camera or a digital video camera. b. I am able to connect a digital camera to a VCR and television to transfer a video clip. I can connect a digital camera to a computer and download digital images and video. c. I have used video-editing software to clip and sequence video. I am able to paste stills and capture video into multimedia presentations and/or web pages. 	
<p>8. Multimedia</p> <ul style="list-style-type: none"> a. I have not created my own multimedia presentation. b. I have created a simple multimedia presentation using text and graphics. c. I have authored multimedia presentations that include actions, animations, audio, and video. 	
<p>9. Web Browser Operation and Internet Research</p> <ul style="list-style-type: none"> a. I do not use the Internet. b. I can use the Internet to access songs, movie trailers, or information about a favourite celebrity. c. I can use the Internet to find information for research projects. 	
<p>10. Spreadsheet</p> <ul style="list-style-type: none"> a. I do not use a spreadsheet. b. I understand the use of a spreadsheet and can navigate within one. I can create a simple spreadsheet that adds a column of numbers. c. I have used a spreadsheet for several purposes, including simple database applications. I can add labels, formulas, and cell references, and can change column widths and text style. I can make a simple graph or chart. 	

BLM ICT.1#3: How We Cooperated in Our Group Work*

Name _____ Date _____

Group Members _____

Think about how your group performed. Read each of the following points and rate your cooperative group work by marking or colouring in the appropriate box.

In our group today:	Rating			
	Always	Sometimes	Rarely	Never
• We used our time wisely and helped each other stay on task.				
• We listened to each other.				
• We encouraged each other.				
• We contributed our ideas and opinions.				
• We helped all group members understand the task.				
• We shared the workload.				
• We helped each other focus on the work.				

One difficulty our group had was _____

To solve this difficulty we _____

* Source: *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-36.

Write This Down (Word Processing)

ICT.2

TIME

120 minutes

OVERVIEW

Students review word-processing skills they have previously acquired at school or at home, and become familiar with technical vocabulary and word-processing techniques they will use throughout the school year. Students learn to use the Help function of word-processing software.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 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, beading, masks . . .] to communicate and demonstrate understanding of forms and techniques.
- 4.2.1 *Appraise Own and Others' Work*—Share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations.
- 4.2.2 *Revise Content*—Revise to create an interesting impression and check for sequence of ideas.
- 4.3.1 *Grammar and Usage*—Edit for complete sentences and appropriate use of statements, questions, and exclamations.
- 4.3.2 *Spelling*—Know and apply spelling conventions using a variety of strategies [including phonics, structural analysis, syllabication, and visual memory] and resources [such as dictionaries, spell-check functions, classroom resources . . .] and spelling patterns when editing and proofreading.
- 4.3.3 *Punctuation and Capitalization*—Know and use conventions of basic capitalization and punctuation [including commas in series and quotation marks] when editing and proofreading.

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- ethical use of technologies
- word processing

SUGGESTED LEARNING RESOURCES**Software**

- word processing

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies

BLMs

- BLM OLE.5#2: Share the Learning Journal
- BLM OLE.8#2: What Have I Learned?
- BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills

TBLM

- TBLM ICT.2#1: Skill Know-How Checklist

Materials

- Read-Me files or online Help available for the software application
- chart paper

SUGGESTIONS FOR INSTRUCTION**Preparation and Set-up**

- Become familiar with the word-processing software available in the class. If the class computers are linked to the Intranet, determine how students will save their files throughout the school year.
- Become familiar with the Help function of the word-processing software.
- Review the database of students' ICT skills, as expressed on BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills, to identify possible student helpers for ICT.2: Write This Down.
- Customize TBLM ICT.2#1: Skill Know-How Checklist for this ICT to make ongoing observations of students' skills.
- **Note:** The purpose of this LE is to review word-processing skills that students have likely acquired in previous years at school, or at home on their own. Students need to become familiar with a common vocabulary and technical terms to facilitate their work at the computer and enable better communication within the class. It is also helpful when all students perform certain computer-related tasks in a similar manner.

Activating Strategies

- Students share how-to information with the class, such as how to use word-processing functions and tools (e.g., Tabs, Indents, Copy and Paste, Bullets). Students describe the skill using the class computer and projection system. Using TBLM ICT.2#1: Skill Know-How Checklist, take note of the students who are experts and those who are not familiar with the skill being reviewed.
- Students review appropriate vocabulary shared during the presentations, and make a list of technical terms on chart paper. They post the list in the classroom and add to it periodically. Students discuss how the use of appropriate terms is essential when looking up information about a program in Help files, in technical manuals, or on websites.

Acquiring Strategies

- Students view the Help file from the main menu, and comment on what they see. They should be able to
 - note the organizational structure such as a table of contents and an index, as in a book
 - note the use of precise and concise language
 - identify bulleted lists
- Students become acquainted with the Help function of the word-processing software by selecting one word-processing skill to use as a search term. They work in pairs or small groups to describe in their own words the step-by-step approach to using the Help function. Students identify technical terms used and add the terms to chart paper.
- Students who demonstrate a strong understanding of word-processing skills act as mentors for classmates who have no prior word-processing experience.

Applying Strategies

- Students work in pairs or small groups to compose a Help tip for the word-processing skill they searched. Student groups exchange tips with a partner group and try each other's tips by following the written directions. Students improve on their text, print it, and place it in the class Toolbox Binder.
- Students create journal entries using BLM OLE.5#2: Share the Learning Journal as they make learning discoveries. They use their journals to prepare for sharing sessions and bring home the journals each week.
- Students compose writing at the computer to take full advantage of features of a word processor, such as Cut, Copy, Paste, Delete, Tabs, and Indents. Students follow rotation schedules set up at the computer indicating the times when they are expected to produce a written product and times when they will do electronic daily edits to allow them to practise word-processing skills in a meaningful context.

SUGGESTIONS FOR ASSESSMENT

- Assess the applications of this ICT through performance assessment; that is, assess how well students can use the word processor in assigned tasks and in daily work.
- Students reflect on their learning related to this ICT as they update BLM OLE.8#2: What Have I Learned? during reflection time (see OLE.8: Reflection Journal). They list newly acquired skills.

CONNECTION TO COMMUNITY AND DIVERSITY

- Students use word-processing skills throughout the *Community and Diversity* interdisciplinary unit.

TBLM ICT.2#1: Skill Know-How Checklist

Key 4 = Expert 3 = Able 2 = Hesitant 1 = Doesn't Know	Student Name													
Word-Processing Skill														
• Create tabs														
• Copy and paste														
• Use bulleted lists														
•														
•														
•														
•														
•														
•														
•														
•														
•														
Comments														

This page is best printed landscape style on legal-size paper. More columns may be added as needed.

Riddle This (Email)

ICT.3

TIME

240 minutes

OVERVIEW

Using anonymous email accounts, students are introduced to the email software application or web-based email used by the school, while participating in a riddle activity to learn about each other. Students practise creating and sending email messages, checking email, and reading and replying to messages.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 3.1.2 *Ask Questions*—Ask general and specific questions on topics using predetermined categories.
- 3.2.5 *Make Sense of Information*—Determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual and auditory cues.
- 3.3.1 *Organize Information*—Organize information and ideas in logical sequences using a variety of strategies [such as clustering, webbing, charting from a model . . .].
- 4.2.1 *Appraise Own and Others' Work*—Share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations.
- 4.4.1 *Share Ideas and Information*—Prepare and share information on a topic using print and non-print aids to engage and inform a familiar audience.

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- communicating electronically
- ethical use of technologies

SUGGESTED LEARNING RESOURCES

Software

- email

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies

Internet

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.
- Searching the Internet using the terms “free email for students” will return useful hits.
 - Gaggle.Net (a safe environment for students and schools to use). <www.gaggle.net>.
- Subscribe to or search to find key pals around the world.
 - ePals (classroom exchange). <<http://www.epals.com>>.
 - Intercultural Email Classroom Connections (IECC). <<http://www.iecc.org>>.

BLMs

- BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills
- BLM ICT.3#1: Planning Identity Clues
- BLM OLE.5#2: Share the Learning Journal
- BLM OLE.8#2: What Have I Learned?

TBLM

- TBLM ICT.2#1: Skill Know-How Checklist

Materials

- Read-Me files or online help available for the software application

SUGGESTIONS FOR INSTRUCTION**Preparation and Set-up**

- Become familiar with the email software installed on the class computers, or with a web-based email provider such as Gaggle.Net (designed for student use), MSN Hotmail, or Yahoo! Mail.
- Ask a technical support person to set up anonymous email accounts.

Suggestion: Set up a student username that includes the following: school initials, room number, and teacher-assigned student number. For example, Sir John A. Macdonald Middle School, Room 13, Student 21 could be set up as “SJM13-21.” Keep a master list of student usernames.
- If no email software is available, free email accounts can be set up for students using web-based providers. To protect their privacy, students should use a code name, their student number, or an alias such as “SJM13-21.”
- Review the database of students’ ICT skills, as expressed on BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills, to identify possible student helpers for ICT.3: Riddle This.
- Customize TBLM ICT.2#1: Skill Know-How Checklist for this ICT to make ongoing observations of students’ skills.

Activating Strategies

- Students discuss their previous experiences with electronic mail. Students may not have had a personal experience but may have knowledge of email through parents or friends, or through the media.
- Students view a demonstration of how the email program works. They identify similarities with word processing and other programs they are already using.
- Students receive anonymous email usernames.
- Students brainstorm examples of effective clues for riddle messages.
- Students each make up a hard clue, a medium-hard clue, and an easy clue about themselves. They fill out BLM ICT.3#1: Planning Identity Clues and give a copy to the

teacher for safekeeping. (If a student is away at the time set for email exchange, the teacher could assume that student's identity based on BLM ICT.3#1: Planning Identity Clues.)

Acquiring Strategies

- Students receive the email address of an anonymous classmate, and record it on their copy of BLM ICT.3#1: Planning Identity Clues.
- Each student emails a hard clue to the anonymous classmate whose email is on the paper he or she was given. The students receiving the hard clue email must guess the identity of the sender.
- Receivers reply to their respective senders, specifying their guess as to who sent the clue.
- Senders reply in the affirmative if their identity was guessed correctly, or forward the medium-hard clue if the guess was incorrect. This exchange continues, with senders forwarding the easy clue if needed.
- When senders confirm their identity by responding with an email, they send a copy to the teacher. The teacher keeps a list as all students' identities are found.
- Senders use a signature with their last message confirming their identity. Teach students what a student-appropriate signature should contain. As a safety issue, students should use first name and initial of last name only, room number, and school name and address. (No information identifying an individual should be included.)

Applying Strategies

- Students participate in email exchanges with each other, their teacher, and students in other classes in their own school or elsewhere in the world.
- Students email an "expert" to obtain feedback about their work or to get specific information needed to complete an assignment on a topic they are currently studying in class.

Variations/Extensions

- Students write the biography of a classmate, collecting information by email.
- Using the email attachment feature, students send a personal text to a classmate for comments.
- Students create journal entries using BLM OLE.5#2: Share the Learning Journal as they make learning discoveries. They use their journals to prepare for sharing sessions and bring home their journals each week.

SUGGESTIONS FOR ASSESSMENT

- Check whether each student was able to guess the identity of his or her unknown classmate.
- Students reflect on their learning related to this ICT as they update BLM OLE.8#2: What Have I Learned? during reflection time (see OLE.8: Reflection Journal). They list newly acquired skills.
- Use TBLM ICT.2#1: Skill Know-How Checklist for this ICT to record ongoing observations of students' skills.

CONNECTION TO COMMUNITY AND DIVERSITY

- Students use email in the *Community and Diversity* interdisciplinary unit to research, share, and request information and feedback.

BLM ICT.3#1: Planning Identity Clues

Name _____ Date _____

Use the chart below to plan clues for the email exchange. List a clue in each box to help others identify you.

Person	Hard Clue	Medium-Hard Clue	Easy Clue
<p><i>Example:</i></p> <ul style="list-style-type: none"> Jack and the Beanstalk 	<ul style="list-style-type: none"> I am a thief. 	<ul style="list-style-type: none"> I am not afraid of heights or giants. 	<ul style="list-style-type: none"> I like to climb beanstalks.
<ul style="list-style-type: none"> Tim Smith 	<ul style="list-style-type: none"> My mom calls me "Honey" at home. 	<ul style="list-style-type: none"> I don't like hot dogs. 	<ul style="list-style-type: none"> I have red hair.
<ul style="list-style-type: none"> young bull moose <p>"How the People Hunted the Moose." —Métis-Cree story</p>	<ul style="list-style-type: none"> I think I can outrun the hunters. 	<ul style="list-style-type: none"> I got tired running away from the hunters. 	<ul style="list-style-type: none"> I was the first to reach for the pipe.

Looks Like This (Graphics: Painting/Drawing)**ICT.4****TIME**

90 minutes

OVERVIEW

Students use a graphics program (such as painting or drawing software) to create and print title/cover pages for their group's Toolbox Binder (see ICT.1: Toolbox Binder). Throughout the school year, students continue to create images and graphics to illustrate their work, as well as creating electronic illustrations they can insert in multimedia presentations and on web pages.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 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.
- 4.2.3 *Enhance Legibility*—Write legibly, with increasing speed, using a handwriting style that is consistent in alignment, shape, slant, and spacing; experiment with the use of templates, formatting, and familiar software when composing and revising.
- 4.2.5 *Enhance Presentation*—Prepare organized compositions and reports using sound effects and visuals [such as graphs, charts, diagrams . . .] that engage the audience.

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- educational software
- graphics creation

SUGGESTED LEARNING RESOURCES**Software**

- graphics
- painting or drawing

Internet

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies

BLMs

- BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills
- BLM ICT.4#1: Title/Cover Page Checklist
- BLM OLE.5#2: Share the Learning Journal
- BLM OLE.8#2: What Have I Learned?

TBLM

- TBLM ICT.2#1: Skill Know-How Checklist
- TBLM ICT.8#2: Acceptable Use of Copyrighted Electronic Resources

Materials

- variety of informational texts
- plastic sleeves for cover pages

SUGGESTIONS FOR INSTRUCTION

- **Note:**
 - Conduct ICT.4: Looks Like This concurrently with ICT.1: Toolbox Binder.
 - Students should use a graphics program (such as painting or drawing software) to create their own graphics, or confine themselves to using clip art that is part of their graphics program already installed on their computers. However, if students choose to use clip art from the Internet, they should use only websites that give explicit permission to copy images. Review with students TBLM ICT.8#2: Acceptable Use of Copyrighted Electronic Resources.

Preparation and Set-up

- Become familiar with the functions of the graphics program installed on the class computers.
- On the class computers, set up Bookmarks or Favourites of websites that give explicit permission to copy images, or place them as links on the class or school website.
- Create a sample illustration to use in demonstrating the graphics program.
- Review the database of students' ICT skills, as expressed on BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills, to identify possible student helpers for ICT.4: Looks Like This.
- Customize TBLM ICT.2#1: Skill Know-How Checklist for this ICT to make ongoing observations of students' skills.
- For a few days, set up the class computers as Graphics Learning Centres, where students can practise the skills they will acquire in this LE.

Activating Strategies

- In collaborative groups, students examine the covers of informational texts assembled for this interdisciplinary unit or other books used in a current unit of study. Students note
 - the proportion between size of print and size of illustration
 - the relationship between the illustration and the title (i.e., the illustration should be representative of the content)
 - the type of information provided on the title page or cover (i.e., title of book, name of author, illustration, publisher, year of publication)
- Using a computer and a projection system, demonstrate some of the features of the graphics program (such as painting or drawing software), pointing out similarities with other software with which students are familiar (e.g., selecting, formatting, cutting and pasting).

Acquiring Strategies

- In collaborative groups, students review the features of the graphics program previously introduced and practise using them by taking turns at the Graphics Learning Centres.
- As students discover how to use other features of the graphics program, invite them to use the class computer and projection system to share their learning with the class (see OLE.5: Share the Learning). Students can then practise at their learning centres.

Applying Strategies

- Using the ideas for title/cover pages they jotted down in ICT.1: Toolbox Binder, each collaborative group of students creates a computer-generated version of their design. The title/cover page should include
 - the title or name of a given section of the Toolbox Binder
 - the names of the collaborative group members
 - the date on which the section is created
 - a clip art image representative of the section (see TBLM ICT.8#2: Acceptable Use of Copyrighted Electronic Resources)
 - an original image made by the group in charge of the section using the graphics software

The reporting student uses BLM ICT.4#1: Title/Cover Page Checklist to ensure all required elements are present on the title/cover page, and hands it to the teacher. That title/cover page is printed and inserted in the Toolbox Binder.

- Students insert their cover pages in clear plastic sleeves. They post the pages around the classroom and go on a Gallery Walk.
- In a class discussion, students ask questions related to the text and graphics used for each title/cover page, such as how a certain effect was achieved. The group members in charge of the ICT.4: Looks Like This section of the Toolbox Binder take notes about the graphics software to include in the binder.

Variations/Extensions

- Students discuss the ongoing use of graphics to enhance multimedia presentations and web pages. They consider the benefits of self-generated images versus clip art images (e.g., artistic value, one-of-a-kind value, copyright permission—see TBLM ICT.8#2: Acceptable Use of Copyrighted Electronic Resources).
- Groups of students work collaboratively to create a group logo and motto.
- Students each design a bookmark, relating to a selected theme, which includes an appropriate illustration and a quote they found on the Internet (e.g., “Accident is the name of the greatest of all inventors” by Mark Twain). (See ICT.8: Look for It: Learning to Search the Internet.)
- Students create journal entries using BLM OLE.5#2: Share the Learning Journal as they make learning discoveries. They use their journals to prepare for sharing sessions and bring home the journals each week.

SUGGESTIONS FOR ASSESSMENT

- Look for students’ creative use of the painting or drawing tools, appropriate page set-up, presence of all required elements, scale and colour, and degree of imagination shown in the contents selection. Check each group’s BLM ICT.4#1: Title/Cover Page Checklist and provide written comments in the appropriate space.
- Students reflect on their learning related to this ICT as they update BLM OLE.8#2: What Have I Learned? during reflection time (see OLE.8: Reflection Journal). They list newly acquired skills.

- Use TBLM ICT.2#1: Skill Know-How Checklist for this ICT to record ongoing observations of students' skills.

CONNECTION TO COMMUNITY AND DIVERSITY

- Students create invitations, posters, logos, advertisements, pamphlets, and more throughout this interdisciplinary unit.

BLM ICT.4#1: Title/Cover Page Checklist

Names of Group Members _____

Section of Toolbox Binder _____ Date _____

Check whether all the elements listed below are present.

Title/Cover Page for Section of Toolbox Binder	Student ✓	Teacher ✓
Contents of the Title/Cover Page		
• title (name of the section of the Toolbox Binder)		
• names of group members		
• date created		
• clip art image representative of the section		
• original image made by team members in charge of the section (using graphics software)		
Required Elements		
• scale		
• colour		
• use of painting or drawing tools		
• page set-up		
Student Comments		
Teacher Comments		

Inspired (Concept Mapping)

ICT.5

TIME

150 minutes

OVERVIEW

Students use concept-mapping software to create a title page for their Personal OLE Binder or to organize information for a personal biography or a biography of a key pal.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 3.3.1 *Organize Information*—Organize information and ideas in logical sequences using a variety of strategies [such as clustering, webbing, charting from a model . . .].
- 3.3.2 *Record Information*—Make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically.
- 4.1.2 *Choose Forms*—Choose from a variety of favourite forms and experiment with modelled forms [such as narrative and descriptive stories, plays, graphs . . .] for various audiences and purposes.
- 4.1.3 *Organize Ideas*—Determine key ideas and organize appropriate supporting details in own oral, written, and visual texts.

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- communicating electronically
- concept mapping

SUGGESTED LEARNING RESOURCES

Software

- concept mapping

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies

BLMs

- BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills
- BLM ICT.5#1: Sample Title Page for Personal OLE Binder
- BLM ICT.5#2: Sample Biography Web
- BLM OLE.5#2: Share the Learning Journal
- BLM OLE.8#2: What Have I Learned?

TBLMs

- TBLM ICT.2#1: Skill Know-How Checklist
- TBLM ICT.5#1: Concept-Mapping Skills Checklist

SUGGESTIONS FOR INSTRUCTION**Preparation and Set-up**

- Become familiar with the concept-mapping software installed on the class computers.
- Create a sample concept map to show students when beginning the Activating Strategies (or use BLM ICT.5#1: Sample Title Page for Personal OLE Binder or BLM ICT.5#2: Sample Biography Web).
- Choose either of the following learning experiences (discussed below):
 - Title Page Concept Map
 - Biography Concept Map
- Review the database of students' ICT skills, as expressed on BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills, to identify possible student helpers for ICT.5: Inspired.
- Customize TBLM ICT.2#1: Skill Know-How Checklist for this ICT to make ongoing observations of students' skills.

TITLE PAGE CONCEPT MAP**Activating Strategies**

- Students discuss the need to organize information and to display it in a manner that makes sense. They brainstorm examples of organized information (e.g., lists, tables of contents, indexes, dictionaries, telephone directories, encyclopedias).
- Students examine title pages from various informational resources. They list common items found on all title pages. Students note the page set-up, such as the location of the name(s) of author(s) or editor(s), the title of the publication, and the publisher, and note the size of lettering for each item of information provided.
- Students view a sample concept map previously created (see Preparation and Set-up) on a computer and a projection system. To learn how the concept-mapping software works, students work as a class to remake the sample concept map step-by-step. Students point out similarities with word processing and other programs they are already using.

Acquiring Strategies

- In collaborative groups, students decide what their concept map should look like. They discuss possible images to represent each category in their concept map.
- Students agree on a rotation of roles in their collaborative group so that all group members have an opportunity to practise using the concept-mapping software.

Applying Strategies

- Students create their concept map. They print a copy for each group member, ensuring that the name on the page is customized for each member.

BIOGRAPHY CONCEPT MAP**Activating Strategies**

- Students discuss the need to organize information and to display it in a manner that makes sense. They brainstorm examples of organized information (e.g., lists, tables of contents, indexes, dictionaries, telephone directories, encyclopedias).
- Students examine tables of contents from biographies. They list recurring themes that could apply to the lives of students (e.g., childhood, school, activities).

- Students view a sample concept map previously created (see Preparation and Set-up) on a computer and a projection system. To learn how the concept-mapping software works, students work as a class to remake the sample concept map step-by-step. Students point out similarities with word processing and other programs they are already using.

Acquiring Strategies

- Students list important events in their lives. They identify two or three events that occur at different stages of life (e.g., infancy, pre-school, Early Years).
- Students think of at least three categories in which the events can be organized.
- Students brainstorm more events, if needed, so that each category contains at least three events.

Applying Strategies

- Students create a concept map using concept-mapping software, and organize their biographical information in previously created categories.
- Students export their biographical concept map and include it on the title page of their Electronic Collection (see OLE.10: Electronic Collection).

Variations/Extensions

- Students use biographical information noted from email exchanges with a classmate or a key pal (see ICT.3: Riddle This) to create a concept map. They continue their correspondence, seeking more information, as needed, to complete a concept map.
- Students use a digital camera (see ICT.6: Caught in Action) to take photographs of themselves and include these in their biographical concept map.
- Students create journal entries using BLM OLE.5#2: Share the Learning Journal as they make learning discoveries. They use their journals to prepare for sharing sessions and bring home their journals each week.

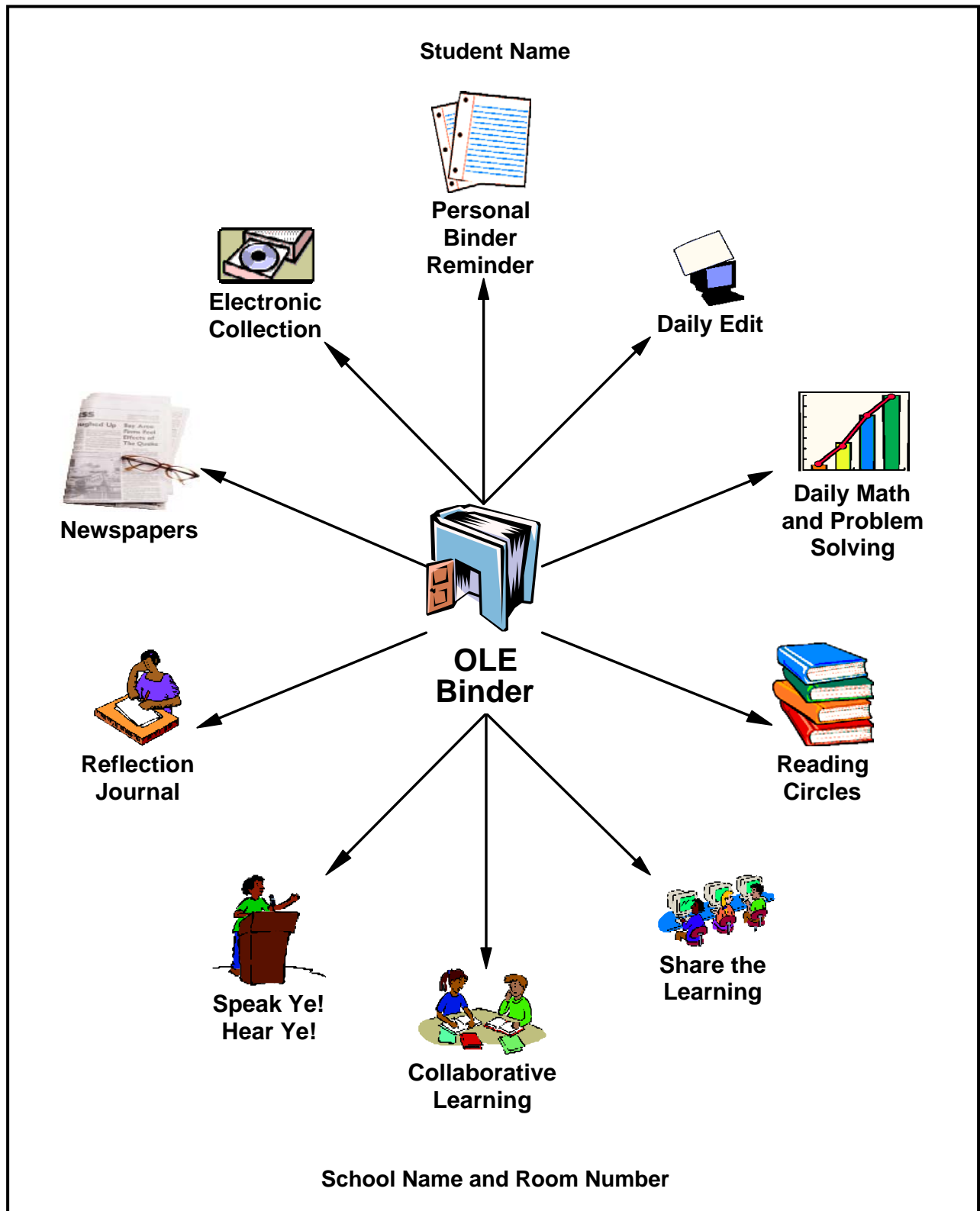
SUGGESTIONS FOR ASSESSMENT

- Assess the student-created concept maps using TBLM ICT.5#1: Concept-Mapping Skills Checklist.
- Students reflect on their learning related to this ICT as they update BLM OLE.8#2: What Have I Learned? during reflection time (see OLE.8: Reflection Journal). They list newly acquired skills.
- Use TBLM ICT.2#1: Skill Know-How Checklist for this ICT to record ongoing observations of students' skills.

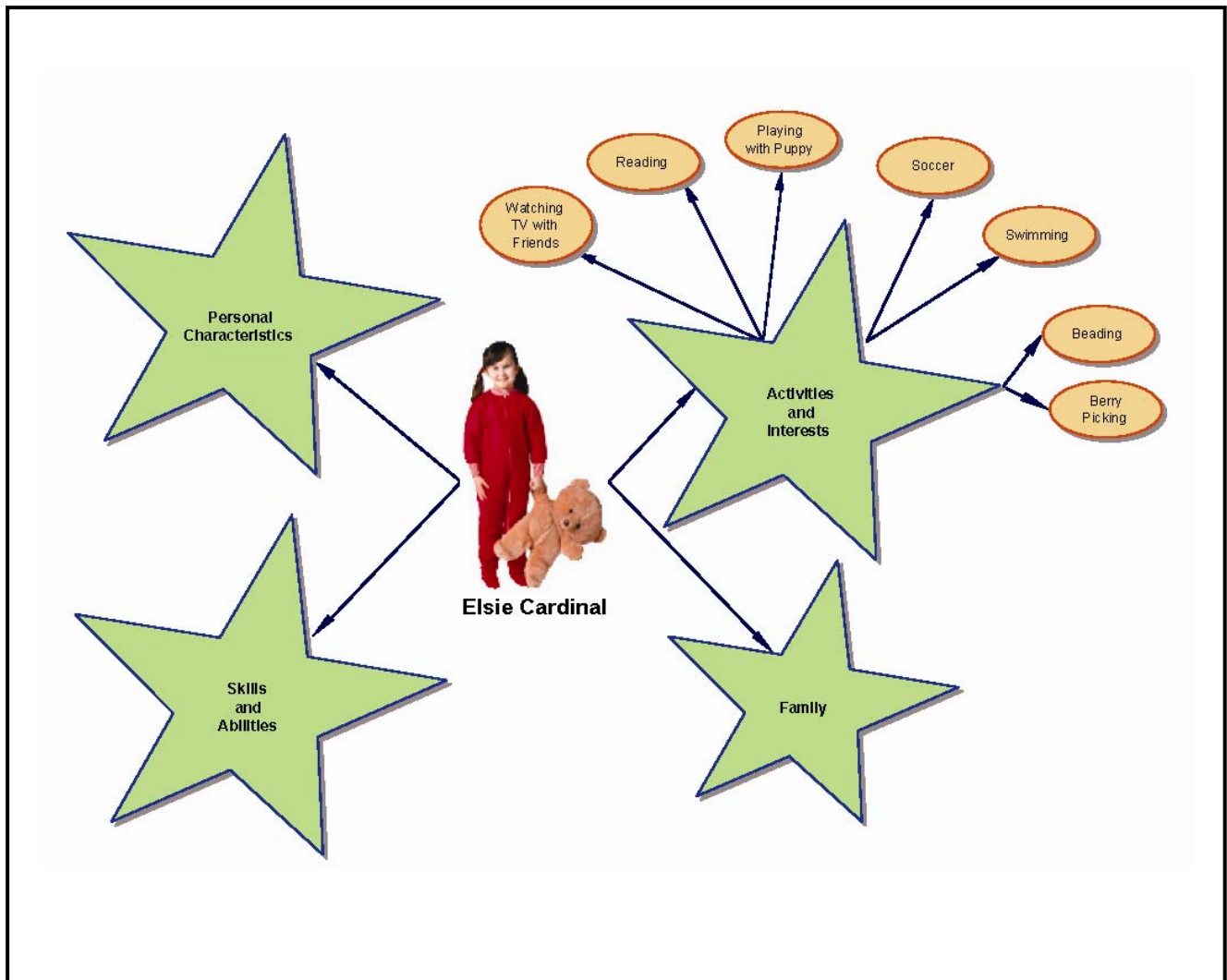
CONNECTION TO COMMUNITY AND DIVERSITY

- Concept mapping is used throughout the *Community and Diversity* interdisciplinary unit to organize ideas and record information.

BLM ICT.5#1: Sample Title Page for Personal OLE Binder



BLM ICT.5#2: Sample Biography Web



TBLM ICT.5#1: Concept-Mapping Skills Checklist

Rating Scale 4 = Always 3 = Usually 2 = Sometimes 1 = Rarely	Student Name														
Concept-Mapping Skill															
The concept map shows															
• appropriate use of categories															
• accurate hierarchy															
• correct categorization of information															
• representative use of symbols															
• accurate linkages, including direction															
• accurate labels															
•															
•															
Comments															

This page is best printed landscape style on legal-size paper. More columns may be added as needed.

Caught in Action (Digital Camera/Video)

ICT.6

TIME

90 minutes

OVERVIEW

Students use a digital camera and/or still shots from a digital video camera to take pictures of themselves and to create a poster that shares their skills and talents.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 4.2.3 *Enhance Legibility*—Write legibly, with increasing speed, using a handwriting style that is consistent in alignment, shape, slant, and spacing; experiment with the use of templates, formatting, and familiar software when composing and revising.
- 4.2.4 *Enhance Artistry*—Choose descriptive language and sentence patterns to clarify and enhance ideas.
- 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.

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- communicating electronically
- concept mapping

SUGGESTED LEARNING RESOURCES

Software

- image editing
- video editing
- photo editing
- graphics

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies

BLMs

- BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills
- BLM OLE.5#2: Share the Learning Journal
- BLM OLE.8#2: What Have I Learned?

TBLMs

- TBLM ICT.2#1: Skill Know-How Checklist
- TBLM ICT.6#1: Resizing Images Using Image Editor
- TBLM ICT.6#2: Introductory Digital Camera Skills: Observation Checklist

Materials

- chart paper
- digital camera
- digital video camera
- photo-quality printer paper

SUGGESTIONS FOR INSTRUCTION**Preparation and Set-up**

- Become familiar with the functions of the digital camera and/or digital video camera available in the school. During the class demonstration, connect the camera to the television and demonstrate some of the features while taking a picture of the class. Show how the pictures can be viewed using the “play” mode.
- Create a sample poster that students can use as a model.
- Review the database of students’ ICT skills, as expressed on BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills, to identify possible student helpers for ICT.6: Caught in Action.
- Customize TBLM ICT.2#1: Skill Know-How Checklist for this ICT to make ongoing observations of students’ skills.

Activating Strategies

- Students complete a Think-Pair-Share strategy on the purpose and components of a poster. A recorder notes shared ideas on chart paper, or using concept mapping software.
- Students observe a demonstration on the function of the digital camera, including the
 - LCD panel (LCD—liquid crystal display)
 - “on” and “play” buttons
 - shutter button
 - location of the batteries
- Students listen to a photographer talk about lighting and composition.

Acquiring Strategies

- In collaborative groups, students brainstorm for positive qualities and characteristics that could be included in a poster. They discuss possible formats for their posters.
- Students use concept mapping software (see ICT.5: Inspired) to record their positive qualities and characteristics, as well as special skills and talents they wish to include on their posters. They use the computer and graphics software (see ICT.4: Looks Like This) to draft their posters.
- Students practise using the digital camera.
- Students watch a demonstration on how to download a picture, a still video frame (most digital video cameras have a function allowing the user to make a still photo), or a video clip to the computer.
- Students practise cropping, resizing, and exporting a **jpeg** of images for use in a multimedia presentation (see TBLM ICT.6#1: Resizing Images Using Image Editor and ICT.7: Make Your Point).
- Students leave their posters on the computer monitors for a Gallery Walk. They examine each other’s designs and make helpful suggestions.

Applying Strategies

- Each student creates his or her poster. Students import pictures of themselves into the appropriate location on the poster and resize it if needed. They print their poster and insert it into their Personal OLE Binder (see OLE.1: Personal Binder Reminder). Photo-quality printer paper is suitable for this purpose.

Variations/Extensions

- Students capture photographs and/or video clips of their learning in action. They edit and insert these images into multimedia presentations.
- Students film a school event and present it to the class during a session of OLE.7: Speak Ye! Hear Ye!
- Students write up and film a news report (see OLE.9: Newspapers).
- Students include a photograph of themselves on the title page of their Personal OLE Binder (see OLE.1: Personal Binder Reminder).
- Students include digital pictures and video clips in a multimedia presentation (see ICT.7: Make Your Point).
- Students create journal entries using BLM OLE.5#2: Share the Learning Journal as they make learning discoveries. They use their journals to prepare for sharing sessions and bring home their journals each week.

SUGGESTIONS FOR ASSESSMENT

- Students reflect on their learning related to this ICT as they update BLM OLE.8#2: What Have I Learned? during reflection time (see OLE.8: Reflection Journal). They list newly acquired skills.
- As students develop their digital camera skills, observe and note their progress, using TBLM ICT.6#2: Introductory Digital Camera Skills: Observation Checklist.

CONNECTION TO COMMUNITY AND DIVERSITY

- Students create posters and brochures including digital images, and record their work with pictures and video clips, throughout this interdisciplinary unit to share at the *Canadian Youth Forum: Celebrating Community and Diversity*.

TBLM ICT.6#1: Resizing Images Using Image Editor

Overview

- In this task you will resize a digital image and export it as a **jpeg**. The image will then be ready to use for a multimedia project.

Learning Resources and Materials Required

- image editing software
- digital images downloaded from the camera
- electronic folder in which to store the images

Steps to Follow

- Start the image editor.
- Go to File, and then to Open File. A dialog box will open.
- Locate the folder where the downloaded images are stored. Select the image you wish to resize.

Resize the Entire Image

- Go to Image, and then to Image Size. A dialog box will open.
- Under Document Size, set the size desired for the image height. The width will adjust in proportion to the height.
Note: Select the format for the image from the drop-down menu in the box next to the size boxes. This involves a choice of inches, centimetres, pixels, and so on.
- Do a Save As and rename the image, especially if you have edited it. Using the drop-down Format menu, select a format for the image. The best formats for use in multimedia presentations are **jpeg** and **gif**. The file extension will be added automatically.

Resize the Image by Cropping

- Click on the Cropping tool. It is the third tool down on the left in the toolbox. If you are unsure, slide the mouse over the tools to bring up their names.
- Click on the upper left of the area to be cropped, hold, and drag down and to the right until you have selected an area. The selected area can be moved by clicking in its centre and sliding it in the desired direction.
- Click Enter to view the selected area as a new window.
Note: A new window will replace the previous one. If you want to keep the original image, make a copy of it by doing a Save As of the image and work with that copy.
- Follow the directions above for saving the image in the appropriate format.

The resized image is ready for your multimedia presentation.

This document can be stored in the Toolbox Binder (see ICT.1: Toolbox Binder).

Make Your Point (Multimedia)

ICT.7

TIME

150 minutes

OVERVIEW

Students create a short multimedia presentation about themselves, or they create a presentation about a research topic in any unit of study.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 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.
- 4.2.3 *Enhance Legibility*—Write legibly, with increasing speed, using a handwriting style that is consistent in alignment, shape, slant, and spacing; experiment with the use of templates, formatting, and familiar software when composing and revising.
- 4.2.5 *Enhance Presentation*—Prepare organized compositions and reports using sound effects and visuals [such as graphs, charts, diagrams . . .] that engage the audience.

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- publishing electronically

SUGGESTED LEARNING RESOURCES

Software

- multimedia presentation

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies

BLMs

- BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills
- BLM ICT.7#1: Planning My Profile: Multimedia Presentation
- BLM ICT.7#2: Presentation Storyboard
- BLM OLE.5#2: Share the Learning Journal
- BLM OLE.8#2: What Have I Learned?

TBLMs

- TBLM ICT.2#1: Skill Know-How Checklist
- TBLM OLE.10#1: Suggestions for Organizing and Displaying Electronic Collections

SUGGESTIONS FOR INSTRUCTION**Preparation and Set-up**

- Become familiar with the functions of the multimedia-presentation software installed on the class computers.
OR
Access the multimedia presentation used to introduce the *Community and Diversity* interdisciplinary unit to the class. Review it to ensure familiarity and ease with all features that need to be demonstrated to students.
- Review the database of students' ICT skills, as expressed on BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills, to identify possible student helpers for ICT.7: Make Your Point.
- Customize TBLM ICT.2#1: Skill Know-How Checklist for this ICT to make ongoing observations of students' skills.

Activating Strategies

- Show the multimedia presentation that was used to introduce the *Community and Diversity* interdisciplinary unit to the class. Ask students to note features of the presentation that make it enjoyable to watch, and a useful tool for "marketing" the unit (e.g., background design, addition of clip art, animation of bulleted lists).
- In collaborative groups, students brainstorm some features of multimedia-presentation software they expect to use when creating a presentation.
- In a whole class discussion, groups share their ideas about what they want to learn. Demonstrate some of the main features students identify. Point out similarities with word-processing software and other programs students are already using.

Acquiring Strategies

- Over a few days, students work in collaborative groups to acquaint themselves with the multimedia-presentation software available on the class computers. Students reproduce the features they identified and that were demonstrated to them, and use transactional writing to compose Multimedia Tips, which they place in the Toolbox Binder.

Applying Strategies

- Students make a storyboard to prepare for their presentations, including content for each slide as well as features of the multimedia-presentation software that is available in the class. They use BLM ICT.7#2: Presentation Storyboard.
- Students prepare four-slide multimedia presentations about themselves or about a research topic in a unit of study. Students use BLM ICT.7#1: Planning My Profile: Multimedia Presentation to verify that their profile is complete.

Variations/Extensions

- Throughout the year, as they learn new ICT skills, students update their personal presentations by adding new slides and photographs (see ICT.6: Caught in Action).
- Students work in pairs with Early Years students (from lower grades) and create for them a multimedia presentation based on stories the younger students have written.

- Students create journal entries using BLM OLE.5#2: Share the Learning Journal as they make learning discoveries. They use their journals to prepare for sharing sessions and bring home their journals each week.

SUGGESTIONS FOR ASSESSMENT

- Students reflect on their learning related to this ICT as they update BLM OLE.8#2: What Have I Learned? during reflection time (see OLE.8: Reflection Journal). They list newly acquired skills.
- Assess the applications of this ICT in this interdisciplinary unit when students create a multimedia presentation as a framework for their Electronic Collection or Electronic Portfolio (see OLE.10: Electronic Collection).

CONNECTION TO COMMUNITY AND DIVERSITY

- Students run multimedia presentations created in the interdisciplinary unit at the *Canadian Youth Forum: Celebrating Community and Diversity*.

BLM ICT.7#1: Planning My Profile: Multimedia Presentation

Name _____ Date _____

Check the list below to ensure that the content for each slide is present.

Content of Multimedia Presentation	Present	
	Yes	No
Title of Slide		
• Name		
• Date		
Personal Information		
• Age		
• Birthday		
• Family Members		
• Pets		
• Other		
Tastes, Likes, Pastimes		
• Sports		
• Leisure Activity		
• Favourite		
• Other		

I look forward to . . .

BLM ICT.7#2: Presentation Storyboard

Name _____ Date _____

Instructions

- Using a pencil, write the required information where it will appear in each slide.
- On the lines below each slide, write notes about the background, colours, font, and style of text.
- Include animation actions (such as “enter from left”) on one of the lines.
- Sketch where clip art or a photograph might be inserted in each slide.

Storyboard

Look for It: Learning to Search the Internet

ICT.8

TIME

150 minutes

OVERVIEW

In this introductory Internet learning experience, students develop their understanding of the Internet, learn what they can expect to find on the World Wide Web, and learn how to search online effectively for pertinent, valid, and reliable information. Throughout the school year, they search and locate appropriate websites for their inquiries in science or social studies, as well as websites that support their investigations within this interdisciplinary unit. In the process of using primary and secondary sources, students develop information literacy skills.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 1.2.3 *Combine Ideas*—Experiment with arranging ideas and information in a variety of ways to clarify understanding.
- 3.2.2 *Identify Sources*—Answer inquiry or research questions using a variety of information sources [such as classroom materials, school libraries, video programs, Dene/Inuit hunts . . .].
- 3.2.3 *Assess Sources*—Assess the usefulness of information for inquiry or research using pre-established criteria.
- 3.3.2 *Record Information*—Make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically.
- 3.3.3 *Evaluate Information*—Examine collected information to identify categories or aspects of a topic that need more information.

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- ethical use of technologies
- inquiry using electronic sources
- spreadsheet analysis

SUGGESTED LEARNING RESOURCES

Software

- spreadsheet

Internet

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.
- Search the Internet using the terms “evaluating websites” for suggested criteria and rubrics.

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies

BLMs

- BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills
- BLM ICT.8#1: Internet FAQs for Students
- BLM ICT.8#2: Web Search Record
- BLM OLE.5#2: Share the Learning Journal
- BLM OLE.8#2: What Have I Learned?

TBLMs

- TBLM ICT.2#1: Skill Know-How Checklist
- TBLM ICT.8#1: “Internet 101” for Teachers
- TBLM ICT.8#2: Acceptable Use of Copyrighted Electronic Resources
- TBLM ICT.8#3: Sample URL Database

Materials

- three-ring binder
- dividers
- loose-leaf paper (white and lined)

SUGGESTIONS FOR INSTRUCTION**Preparation and Set-up**

- Pre-select websites for students to evaluate.
- Create a database template using spreadsheet software (see ICT.9: Chart This). This template will serve as a model for students as they set up a similar spreadsheet to record information about interesting and useful websites that support this interdisciplinary unit or any other unit of study.
- Review TBLM ICT.8#1: “Internet 101” for Teachers and become familiar with basic Internet facts and tips.
- Review BLM ICT.8#1: Internet FAQs for Students. To demonstrate the points made on the BLM, search the Internet to select and note specific examples related to the current unit of study.
- Look up a checklist that explains issues to consider related to website suitability and appropriateness. Search the Internet for specific websites, relevant to a current unit of study or to the *Community and Diversity* interdisciplinary unit, that demonstrate the characteristics of website suitability and appropriateness.
- Review the database of students’ ICT skills, as expressed on BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills, to identify possible student helpers for ICT.8: Look for It: Learning to Search the Internet.
- Customize TBLM ICT.2#1: Skill Know-How Checklist for this ICT to make ongoing observations of students’ skills.

LEARNING ABOUT INTERNET SEARCHING**Activating Strategies**

- Brainstorm about how students find information correctly and locate it on the shelves of the school or public library. Review the use of appropriate keywords for searching the library card catalogue or the online public access catalogue (OPAC).

- Compare ways of looking up information on the Internet and in a library and discuss similarities and differences.
- Students who have previous experience in using the Internet predict the results of a search on the topic currently being studied in class.
- Remind the class that while many students already use the Internet at home, everyone in the class needs to learn the same techniques and become familiar with the wording or the instructions that will be used in class. Remind them also that working on networked computers for multiple users requires different skills and attitudes than working on a stand-alone computer. Finally, emphasize that looking up information for a research project involves different skills than looking for information on a movie, a rock star, racing cars, and so on.
- Students brainstorm a list of search engines they have used (e.g., Yahoo!, Yahoo!igans!, Infoseek, Google, Dogpile, Ask Jeeves, AltaVista, Raging Search).
- Students use the search engine they contributed to the brainstormed list and take turns searching the topic being studied. Display each search list on the class computer and projection system. Record students' findings for each search engine on a class chart or table, noting the search term(s), its spelling, the number of hits obtained, the organization of hits (regrouped by search engines, rated in percentages, and so on).
- As a class, discuss the following questions:
 - Do the results obtained by each student match the original predictions?
 - How do the results compare for different search engines?
 Students discuss the possible reasons for the differences between their predictions and the actual results, and between the different search engines. They hypothesize which search engine is easier to use than others and more reliable in finding information to support their learning needs.

Acquiring Strategies

- Select a student-friendly basic search engine (such as Google) and demonstrate how best to use it. Place a link to this search engine on the class website.
Note: Using the same basic search engine for all Internet searches ensures that students become savvy users and that they can help one another.
- Give each student a copy of BLM ICT.8#1: Internet FAQs for Students. Using a computer and a projection system, guide students through the BLM, showing specific examples to explain a point, clarifying steps along the way, and answering their questions.

LOOKING UP AND CRITICALLY EVALUATING WEBSITES

Activating Strategies

- Review with students the issues to consider related to website suitability and appropriateness.
- Student brainstorm criteria they think are important in establishing the worthiness of a website for their use.

Acquiring Strategies

- Students use the brainstormed criteria to create a rubric for evaluating websites they will use during the school year while working on current units of study or on the *Community and Diversity* interdisciplinary unit.
- Give students a list of pre-selected websites to evaluate. In collaborative groups, students discuss and rate the value of each website based on the criteria identified on the rubric they created. They defend their website choices in a class discussion.

- After the class discussion, students review the rubric contents to determine whether the selected criteria accurately reflected their opinions of the websites they evaluated. They edit the rubric accordingly, and share with the class.

Applying Strategies

- In collaborative groups, students brainstorm a list of keywords to search for topics related to the *Community and Diversity* interdisciplinary unit or to any other current unit of study. They practise their search skills while identifying possible websites. In pairs, students search the Internet using the keywords on their brainstormed list.
- Students record their information using a spreadsheet-created template (see TBLM ICT.8#3: Sample URL Database), and briefly describe highlights of each website that will support the interdisciplinary unit or any other topic of study.

Variations/Extensions

- Students search the Internet to find references and help sites that will support their learning with the ICT tool for which they are responsible (see ICT.1: Toolbox Binder). They place a Bookmark or Favourite of the best website they find on the class computers and share it with the class at Share the Learning times (see OLE.5: Share the Learning).
- Students create journal entries using BLM OLE.5#2: Share the Learning Journal as they make learning discoveries. They use their journals to prepare for sharing sessions and bring home their journals each week.

SUGGESTIONS FOR ASSESSMENT

- Review the student-completed rubrics to assess students' understanding and application of the criteria for evaluating websites.
- Listen to the discussion of each collaborative group. Note misunderstandings and address them later in class discussion.
- Students reflect on their learning related to this ICT as they update BLM OLE.8#2: What Have I Learned? during reflection time (see OLE.8: Reflection Journal). They list newly acquired skills.
- Assess the applications of this ICT in this interdisciplinary unit as students become increasingly successful in identifying and evaluating websites.

CONNECTION TO COMMUNITY AND DIVERSITY

- The Internet is a resource that students need to learn to use effectively for the duration of the *Community and Diversity* interdisciplinary unit, as well as throughout the school year. This is a life skill that will be required of all students as knowledgeable consumers and citizens.

BLM ICT.8#1: Internet FAQs for Students

The following are frequently asked questions (FAQs) about the Internet.

Q: What is a website?

A: A website is a collection of web pages that have a common purpose. Examples of websites are those with information about schools, mammals, historical events, rock groups, countries, and so on. The collection of web pages are all linked together with hyperlinks.

Q: What is a web page?

A: Each page of a website is a web page. Web pages contain text and illustrations. Many also have hyperlinks to other relevant web pages.

Q: What is a home page?

A: The first page or main page of a website is called the home page. From that page, all the other pages of the website can be accessed through hyperlinked buttons or text.

Q: What might you see on a home page?

A: Some or all of the following may be found on a home page:

- A **navigation bar**, which allows users to go to various pages or sections of the website, may appear in a horizontal format at the top of the page or in a vertical format on the left.
- The **name of the website** can appear at the top of the page, at the bottom, or sometimes in the background.
- A **logo** representing the owner of the website may be featured. It may consist of the mascot for a school or a well-recognized symbol for a company or an organization.
- The home page will be **organized** in some way. It might have many separate parts, or the information might be found in box-like areas. Each part or area will probably have different functions and work independently from one another. If there is a text area, it will likely have a **scroll bar** on the right to allow users to keep reading text that extends beyond the monitor.
- A reliable home page will identify the **name of the author**, and possibly the credentials of the author.
- A reliable home page will have an **email address** to write to for more information or to ask permission to use materials listed on the page.
- Some **illustrations, designs, or photographs** are usually found on a home page. These should be considered copyrighted, even if no mention of this is made. Unless there is a statement explicitly stating that all illustrations, designs, and photographs can be used, and for what purpose, assume that they are copyright protected.
- The name of the **sponsor** of the page may be included, sometimes with information about the sponsor. Such a sponsor can be a commercial enterprise using the website to advertise its products.

Q: What is the best way to search for information on the Internet?

A: There are two main ways to find information online:

- **Do a keyword search** using a basic search engine (e.g., Google) or a metasearch engine (e.g., MetaCrawler). This is the fastest way to find information when looking for a specific topic. When doing a keyword search, the spelling has to be exact.
- **Use a subject guide**, also called a directory or gateway. It lets you click through categories of information that become more and more specific, and finally gives a small number of hits that may be accurate. This search can take longer than a keyword search and will not be rewarding if you do not know in what category something could be found, if you do not know what the names of the categories mean, or if you select the wrong category.

Continued

BLM ICT.8#1: Internet FAQs for Students (Continued)**Q: Are there other ways to find information on the Internet?**

A: Some search engines (e.g., Ask Jeeves) allow users to ask questions. These types of engines recognize keywords in a question and use those keywords to find information and return a list of websites that may be suitable.

Q: What is a hit?

A: When an engine searches through its huge databases for websites matching the search terms requested, it provides search results, listing all the websites found. The matches are called “hits,” and they are usually listed in groups of 10 on a web page. There is usually a short paragraph describing a website, which may help you to decide if it meets your needs. **Hits are not necessarily listed in order of importance or relevance.** Scan the first list of 10 hits before deciding which ones seem most promising.

Q: I found a hit with a perfect description for what I wanted, and when I went to it, it said “Error.” What does this mean?

A: Unfortunately, some promising websites can disappear. This problem is called “link rot,” which means that the website can no longer be accessed because the web pages have moved to a new location or have been removed from the Internet. Sometimes a website leaves a forwarding address (the new URL) that can be clicked on to access the page in its new location.

Q: How do you know when a web page is not finished loading?

A: Several clues can help you to determine when a web page is not finished loading:

- The icon for the web browser is flashing, oscillating, or moving.
- A text bar at the bottom of the screen is displaying messages indicating some action.
- The right scroll bar has not yet appeared.
- You can hear the computer working.

Q: What can you do when a web page is slow at downloading or appears to have stopped loading?

A: You can use the **Stop** button on the browser navigation bar. When you have limited time to use the Internet, make the best use of it by stopping slow sites and going to others. Use the **Back** button on the navigation bar to return to the search results page, and try the website later if you have time. If you must access the page, click the **Refresh** button on the navigation bar.

Q: Why are there advertisements on web pages?

A: Businesses or enterprises often sponsor a website. They pay the fees incurred in setting up the website, in paying salaries for the people who run the website, in maintaining the website, or in providing access to the website. In exchange for this financial support, websites will display their sponsors’ advertisements. Some websites are set up for the sole purpose of providing a place for posting personal websites. Such commercial providers also display advertisements.

Q: What should you do about advertisements that appear on screen when you access some web pages?

A: Some advertisements come up as a new small window on a screen. You should close that window. Others entice you by using animation such as flashing icons, invitations to “Click here!” or “Vote here,” or offers of free materials. Ignore these windows and close them when possible. Moving on to another part of the website can also remove those advertisements.

Continued

BLM ICT.8#1: Internet FAQs for Students (*Continued*)

Q: How can I find the same web page next time I use the Internet?

A: Make a Bookmark or Favourite by going to the main menu of the web browser, selecting that option, and scrolling down to “add.” Next time you use the browser, instead of typing that URL, return to the Bookmark or Favourite option and scroll down to the name of the website you are looking for. The browser will find it for you.

Note: Before you add a Bookmark or Favourite, ask the teacher if it is suitable to do so.

Q: I found a really helpful picture on a website that I would like to use in my project. How do I do that?

A: Right click (in Windows) or click and hold (in Macintosh) on the picture or illustration to bring down a menu that allows you to save the picture or copy and paste it directly into your electronic project. However, **remember that copyright issues relate to pictures, as well as to text.** (See TBLM ICT.8#2: Acceptable Use of Copyrighted Electronic Resources.)

Q: There is a helpful paragraph on a web page, but I don’t need the whole page. Can I copy it?

A: You can copy text by clicking in front of the portion you want, and then holding and dragging across to select all the text you want. The selected portion should be highlighted. Copy it and paste it into the word processor. The text may not be formatted well and you may have to format it yourself. However, **remember that copying text to put in a report is plagiarism, and that copyright issues relate to text, as well as to pictures.** (See TBLM ICT.8#2: Acceptable Use of Copyrighted Electronic Resources.)

Q: What are some common terms I should be familiar with?

A: There are many technical terms used for the Internet. Some of the common ones are listed and defined below:

- **Boolean:** terms (AND, OR, NOT) or symbols (+ - “ ” []) that are sometimes needed by search engines to refine a search and make it more specific.
- **browser:** software that lets a user access the World Wide Web (e.g., Mozilla Firefox, Microsoft Explorer, Safari).
- **HTML:** hypertext markup language. This is the common programming language used in making web pages.
- **http:** hypertext transfer protocol. These letters are always at the beginning of a web address or URL.
- **hyperlink:** an underlined word, phrase, or symbol that, when clicked on, takes the user to another location within a website or to another website.
- **search engine:** a tool that searches huge databases of websites to find sites matching the search terms a user enters in the search box.
- **URL:** uniform resource locator. This refers to a website address. It starts with <http:// >.
- **World Wide Web:** known as WWW, a network of Internet servers that can communicate with one another, using a language called “http protocol.” Although the terms WWW and Internet are often used interchangeably, they are technically not the same. Because not all Internet servers are connected to the WWW, this term should not be confused with the Internet, which is bigger and contains other ways of finding information and communicating, such as email.

BLM ICT.8#2: Web Search Record

Name _____ Date _____

Note: File this BLM in the section of your Personal OLE Binder reserved for Share the Learning.

1. What information were you looking for?

2. List the search terms you used.

3. What engine(s) did you use?

4. Comment on the search results:

a. Number of hits: _____

b. Were there too many hits or too few hits? _____

- If there were too many hits, what terms did you use to refine your search?

- If there were too few hits, what did you do to expand your search?

5. Did you find hits with appropriate information? Explain.

6. List two suitable hits you followed up that met criteria for valuable websites. Explain, in two sentences, why they were suitable.

	Website 1	Website 2
URL		
Name of Website		
Reasons for Choice		

TBLM ICT.8#1: “Internet 101” for Teachers

Browsers

A browser is software used to access and search the Internet. A few commonly used browsers are available on the Internet and can be downloaded and updated without cost, such as the following:

- Mozilla Firefox
- Microsoft Explorer
- Safari

Search Engines

A search engine is a tool used to search the Internet. It creates large and comprehensive databases of URLs (uniform resource locator) and textual keywords. A search engine allows the user to enter keywords to get a list of websites related to those words. Search engines can be organized into three categories:

- **Basic search engines:** These engines search huge databases of websites. They work quickly to provide an extensive list of websites that match the search criteria. Using different engines to do a search can yield different results because each engine may have access to different databases of websites. Various search engines may specialize (for example, Yahoo!igans! returns websites designed for students). Although the user can use each search engine in the same manner, one engine may return more hits than another. Keep in mind that more does not always mean better.
- **Metasearch engines:** A metasearch engine seeks information from several basic engines at the same time. It lists the hits according to each of the basic engines searched. This can result in hits repeated from one engine to the next, making it look as though more hits were found than there are in reality.
- **Gateways or directories (subject guides):** All sites found in directories have previously been screened and selected by a team of people, and regrouped in categories (e.g., arts, science, entertainment). The user needs to know in what category to look for the desired information. This is not always easy or evident.

Search Basics

- **Not all engines are equal:** A user-friendly engine to use with students is one that will find the requested information with the simplest query.
 - Such engines are usually designed to include Boolean operators implicitly when searching even though they are not used in the query. (For example, a user-friendly engine will understand that a query on “Mary Poppins” means a query on “Mary” and “Poppins” or “Mary Poppins” although the user did not include Booleans to refine the search.)
 - Google and Yahoo! are examples of such engines.
- **Start-up tips:** To increase the success rate of a search, follow these simple steps at the start of a search:
 - **Spelling:** Use correct spelling. Incorrect spelling will result in no hits or incorrect ones.
 - **Singular versus plural:** A choice of singular or plural can make a difference in the number of matches found.
 - **Capital letters:** When in doubt, use all lower case, even for the name of a person or place.
 - **Quotation marks:** Use quotation marks to group two or more words together (e.g., “red river” instead of Red River). This increases the chances of getting appropriate hits and more matches being found.

Continued

TBLM ICT.8#1: “Internet 101” for Teachers (*Continued*)

- **Too few or no hits:** Consider the following:
 - Is the search too narrow?
 - Are too many search terms used?
 - Check for spelling.
 - Check for singular versus plural of the words.
 - Brainstorm for synonyms of search terms for the subjects being sought.
- **Too many hits:** Consider the following:
 - Refine the search.
 - Narrow the search by adding other search terms (e.g., for “bears” use “grizzly bears”).
- **Boolean search operators:** These are terms or symbols that help refine a search. When combined with keywords, they form a search string.
 - AND, OR, NOT are examples of Boolean operators.
 - Symbols such as + - “ ” [] act as Boolean operators.
 - Not all engines use the same Boolean operators.
- **In-depth search:** Every search engine offers the option to do an in-depth search. The main page of the search engine has a button called “advanced search” or a similar term. This usually includes
 - indicating the engine-specific Booleans and explaining their appropriate use
 - making the search language-specific
 - allowing the user to restrict the search, such as “titles only,” or to limit the number of matches found

What’s in a Website Address?

A URL (uniform resource locator) is a system of symbols and abbreviations put together to form the Internet address of a website. The last set of digits of a URL can reveal something about the source of the website:

- **.com** identifies for-profit commercial websites (e.g., <<http://www.microsoft.com>> represents Microsoft; <<http://www.apple.com>> represents Apple).
- **.gov** identifies government websites. These letters are most often found followed by letters for the geographical location within a URL (e.g., <<http://www.gov.mb.ca>> represents the government of Manitoba).
- **.org** identifies non-profit organizations (e.g., <<http://www.pbs.org>> represents the Public Broadcasting System [PBS]).
- **.edu** identifies education websites, often universities.
- **~** identifies personal websites of individuals (e.g., </~Mary Jones> represents the personal website of Mary Jones). The ~ symbol is called a “tilde.” It is found on the top left section of most keyboards.
- **a two-letter code** at the end represents a country of origin (e.g., <.ca> is Canada, <.au> is Australia).

Continued

TBLM ICT.8#1: “Internet 101” for Teachers (*Continued*)

What Makes a Student-Friendly Website?

Before asking students to do an Internet search, preview a few websites that will be representative of the type you want them to find, or that can serve as exemplars of issues they should be aware of as they search the Internet.

In choosing suitable websites for students, determine the following:

- **Accessibility**
 - How quickly does the website open?
 - How many levels into the website do you have to click to find the page you need?
- **Accuracy**
 - Does the website list credentials for the author or organization?
 - Is the information objective or is it opinionated? Early Years students need help and much practice in learning to assess the objectivity of information they find on the Internet. (See discussion of Bogus Websites below.)
 - Is the subject well addressed, from all sides of an issue?
 - Recognize clues in the URL (e.g., <.edu> is likely more valid and reliable than </~Mary Jones>).
 - Does the website feature an “email us,” “contact,” or other link to the author for feedback?
- **Appropriateness**
 - Does the website come from a bibliography of student-appropriate resources?
 - Is the text written at a level that can easily be read? (Advise students to use the five-finger rule: Each time they encounter a word they cannot read or do not understand the meaning of, they lift a finger. If all five fingers of a hand are up before the end of the page, its content is likely too difficult.)
 - Look for clues in the title (e.g., Weather for elementary students).
 - Look for clues in the URL (e.g., <.edu> could be academic).
 - Is the website organized in a way that makes it easy to find information?
 - Is the information chunked by sub-topics or written in long paragraphs?
- **Appeal**
 - Do the design and layout features contribute to the effectiveness of the website? (Keep in mind that the most colourful website does not make it the most valuable. A drab website, however, may not encourage a student to keep searching for information.)

Strategies for Evaluating Information

Students will need much practice at assessing good and bad websites in order to become comfortable at identifying websites that will be useful to them.

Many websites provide rubrics for assessing websites. Search the Internet using the terms “evaluating websites” to uncover useful hits, such as those found on the IMYM Links Database.

Continued

TBLM ICT.8#1: “Internet 101” for Teachers *(Continued)*

Internet Issues

As students search the Internet, they need to be aware of issues such as the following:

- **Bogus Websites:** Remind students that information has to be analyzed and questioned to help identify unreliable websites. Bogus websites are deliberately created to provide inaccurate information. (Searching the Internet using the terms “bogus sites” should provide hundreds of hits.) Teachers can use bogus websites to
 - provide examples of why students should question what they read on the Internet
 - challenge students’ thinking and ability to decide whether or not websites offer reliable information
- **Copyright:** Web browsers make it easy to “borrow” text, clip art, diagrams, and illustrations with a simple click of the mouse. However, students need to be aware of issues surrounding the use of copyrighted materials and ways of dealing with those issues in a responsible, legal, and ethical manner. See TBLM ICT.8#2: Acceptable Use of Copyrighted Electronic Resources for suggestions on how to handle copyright-related issues. Keep in mind that Canadian copyright law is different than American copyright law.
- **Plagiarism:** Students need to be taught how to analyze and synthesize information in order to avoid downloading pages of text or copying paragraphs of information.
 - Teach students note-taking and paraphrasing skills to enable them to avoid plagiarizing. See the IMYM Links Database for suggestions on helping students with note-taking.
 - Explain the concept of plagiarism to students and show them examples. For suggestions on dealing with this issue, see the IMYM Links Database. Doing an Internet search with “plagiarism” as a keyword will also provide websites with helpful suggestions.

Glossary of Internet Terms

Searching the Internet using the search terms “glossary internet terms” will provide many useful hits with definitions of Internet terminology.

TBLM ICT.8#2: Acceptable Use of Copyrighted Electronic Resources

Overview

Students and teachers alike use information from a variety of print and electronic sources for a wide range of purposes. Everyone needs to be aware of issues surrounding the use of copyrighted materials and ways of dealing with those issues in a responsible, legal, and ethical manner.

Safety First

When publishing students' work on the school or class website, ensure permission has been obtained from a parent/guardian and that school/division directives or policy regarding electronic publishing are followed.

Tips to Consider

- Create your own original images (e.g., with painting software) or use your own digital photographs.
- There are many royalty-free image websites that will allow you to download and use images. When using these images, be sure to cite the sources appropriately.
- If you need to use information or images from electronic or print sources, locate the copyright information in the original sources (e.g., on a website, check for a copyright statement at the bottom of each page, on a contacts page, etc.; in a book, look for copyright information on the ISBN page, on acknowledgements or credits pages, etc.). Send a letter or an email requesting permission to use the copyrighted material.
- Record all sources of information and images in your bibliography. By keeping track of useful sources, you will also be able to find other information and images from these sources.

To Use or Not to Use

Many electronic and Internet resources state that the information or images they contain are copyrighted and/or list restrictions that apply to their use. For an example, see the 2Learn.ca Education Society website at <www.2learn.ca/mapset/copyright.html>.

Some websites may use the Creative Commons licence, which is a method of telling viewers how they can use the information on their website. For more information, see the Creative Commons website at <<http://creativecommons.org/about/licenses>>.

Requesting Copyright Permission

Reliable websites provide addresses for contacting their creator. To obtain written permission to use material from a website, locate and contact the creator or the owner of the website. State that the requested use is for non-profit educational purposes.

Refer to the 2Learn.ca Education Society website for suggestions on

- locating copyright information on a website (see "Copyright and Teaching—Digital Images and Copyright" at <www.2learn.ca/nkh/nkhcrimg.html>)
- writing a permission email/letter (see "Copyright and Teaching—Obtaining Permission" at <www.2learn.ca/nkh/nkhcrperm.html>)

Citing Resources

Many excellent online resources are available to assist in creating bibliographies. Check the IMYM Links Database at <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.

Continued

TBLM ICT.8#2: Acceptable Use of Copyrighted Electronic Resources (*Continued*)**Resources**

- 2Learn.ca Education Society. *'Net Know-How*. 1997–2008. <<http://www.2learn.ca/nkh/default.html>>. This educational website, based out of Alberta, provides guidance and information for students and educators about searching and researching on the Internet. It includes sections on copyright, plagiarism, safety, and cyberbullying.
- Creative Commons. "Choosing a License." *About*. <<http://creativecommons.org/about/licenses>>.
- Manitoba Education, Citizenship and Youth. "Canadian Copyright Information." *Instructional Resources*. <www.edu.gov.mb.ca/k12/iru/copyright/>. This website provides extensive information regarding Canadian copyright.
- ---. "Professional Learning for Teachers." *Literacy with ICT Across the Curriculum: A Developmental Continuum*. 2004. <www.edu.gov.mb.ca/k12/tech/lict/let_me_try/le_teachers.html>. This website offers professional learning experiences on a variety of topics, including copyright.
- Noel, Wanda, and Gerald Breau. *Copyright Matters! Some Key Questions and Answers for Teachers*. 2nd ed. Ottawa, ON: Council of Ministers of Education, Canada, Canadian School Boards Association, and Canadian Teachers' Federation, 2005. Available online at <www.cmec.ca/else/copyright/matters/CopyrightMatters.pdf>. This document explains the basics of copyright law and issues in Canada.

TBLM ICT.8#3: Sample URL Database

Note: This URL database is best created using a spreadsheet (see ICT.9: Chart This).

Preparation and Set-up

- Brainstorm a list of possible search terms.
- Ensure that all search terms are spelled accurately, and that the spelling is consistent throughout.
- The database can be sorted by subject. If more than one subject applies, make another identical entry with the other subject.
- Favourite websites can be listed on the class website, by subject, each with the title, URL, and a short review.

Title of Website	URL	Search Terms Used	Contact Person or Webmaster	Subject of Website	Added By	Highlights
Read-Write-Think	< http://www.readwritethink.org/materials/diamante/ >	diamante poems	Managing Editor Read-Write-Think International Reading Association 800 Barksdale Road P.O. Box 8139 Newark DE 19714-8139 < www.readwritethink.org/contact.html >	Language arts resources	Teacher	This websites provides teachers and students with access to language arts resources.

Chart This (Spreadsheet)

ICT.9

TIME

90 minutes

OVERVIEW

Students use a spreadsheet to record and graph information about common characteristics, traits, and/or tastes of their classmates. This learning experience can be adapted to record and graph data from any current unit of study.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 3.1.2 *Ask Questions*—Ask general and specific questions on topics using predetermined categories.
- 3.1.4 *Create and Follow a Plan*—Select and use a plan for gathering information.
- 3.3.2 *Record Information*—Make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically.
- 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.

Mathematics

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

Patterns and Relations (Patterns)

4.PR.1. Identify and describe patterns found in tables and charts, including a multiplication chart.

[C, CN, PS, V]

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- spreadsheet analysis

SUGGESTED LEARNING RESOURCES

Software

- spreadsheet

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies

BLMs

- BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills
- BLM OLE.5#2: Share the Learning Journal
- BLM OLE.8#2: What Have I Learned?

TBLMs

- TBLM ICT.2#1: Skill Know-How Checklist
- TBLM ICT.9#1: Questioning
- TBLM ICT.9#2: Steps for Developing a Survey
- TBLM OLE.2#1: Daily Edit Concept Chart

SUGGESTIONS FOR INSTRUCTION**Preparation and Set-up**

- Become familiar with the functions of the spreadsheet software installed on the class computers.
- Create a sample spreadsheet file and use it to demonstrate the software. As an example of an authentic use of a spreadsheet, make a spreadsheet of students' ICT skills, collected from BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills. Use codes or numbers rather than student names.
- Review the database of students' ICT skills, as expressed on BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills, to identify possible student helpers for ICT.9: Chart This.
- Customize TBLM ICT.2#1: Skill Know-How Checklist for this ICT to make ongoing observations of students' skills.

Activating Strategies

- Ask a few students to state their favourite food, subject, or activity.
- Students predict what will be the most popular food, subject, or activity.
- Survey all students in the class for their favourite food, subject, or activity.
- Discuss ways of recording the survey data and displaying the results.
- Using a computer and a projection system, demonstrate the characteristics of a spreadsheet (using the previously created spreadsheet file of students' ICT skills, or any other appropriate data). Point out similarities with word processing and other software students are already using.

Acquiring Strategies

- Create a new spreadsheet file. Enter the information gathered about favourite food, subject, or activity in the new spreadsheet file, modelling the use of the software to students.
- Students discuss what kind of graph will best display the spreadsheet data.
- Use the graphing function of the spreadsheet application to display the results visually and to show students how to use the graphing function.

Applying Strategies

- In collaborative groups (see OLE.10: Electronic Collection), students decide on a topic for a survey to conduct within the class about a characteristic (e.g., number of persons in family), trait (e.g., hair colour, height), or taste (e.g., favourite sport, TV show) of their classmates. They draft their survey questions (see TBLM ICT.9#1: Questioning and TBLM ICT.9#2: Steps for Developing a Survey).

- Students decide how the information will be recorded in the spreadsheet and how it will be graphed to represent the gathered data most effectively.
- Students conduct the survey and enter the data in the spreadsheet. They use their spreadsheet to graph and visualize the data, analyze the graphical representations of the data, and write conclusions based on the graphs obtained.

Variations/Extensions

- List other uses for a spreadsheet, such as recording marks, listing books read, making schedules, recording new vocabulary words, and creating a class dictionary. Discuss what makes a spreadsheet program more useful than a word processor for dealing with data. (For example, data can be sorted, edited, graphed, and represented.)
- Each student records his or her daily results from OLE.2: Daily Edit and OLE.3: Daily Math and Problem Solving using a spreadsheet. Students create a monthly graph of their results and interpret the graph for fluctuations.
- Students create journal entries using BLM OLE.5#2: Share the Learning Journal as they make learning discoveries. They use their journals to prepare for sharing sessions and bring home their journals each week.

SUGGESTIONS FOR ASSESSMENT

- Determine whether students are using the best graphing format to represent the data collected.
- Students reflect on their learning related to this ICT as they update BLM OLE.8#2: What Have I Learned? during reflection time (see OLE.8: Reflection Journal). They list newly acquired skills.
- Assess students' performance in using a spreadsheet when they create and analyze their survey.

CONNECTION TO COMMUNITY AND DIVERSITY

- Students use a spreadsheet to record and analyze information from data collected during the *Community and Diversity* interdisciplinary unit.

TBLM ICT.9#1: Questioning

Overview

Questioning is fundamental to learning. Effective questions not only trigger searches for meaning but also encourage elaborative thinking. Powerful questions have the capacity to transform students from information seekers to information users. In addition to answering questions, students should learn how to pose their own questions.

1. “Why,” “How,” and “Which” Questions

Jamie McKenzie and others identify three powerful questions:

- **“Why” questions** (e.g., “Why do things happen the way they do?”) require analytic and cause-effect thinking. “Why” questions lead to problem solving.
- **“How” questions** (e.g., “How could things be better?”) are asked in order to solve problems.
- **“Which” questions** (e.g., “Which is best?”) require decision making based on examining clearly stated criteria.

2. Guiding Questions

While different terms may be used to describe guiding questions, their purpose remains the same: to focus an inquiry.

Jamie McKenzie uses the term “essential” rather than “guiding” and offers this comment:

Essential questions reside at the top of Bloom’s Taxonomy (Bloom). They require students to EVALUATE (make a thoughtful choice between options, with the choice based upon clearly stated criteria), to SYNTHESIZE (invent a new or different version) or to ANALYZE (develop a thorough and complex understanding through skillful questioning). (“Using Essential Questions As the Basis for Student Investigations” <www.fno.org/sept96/questions.html>)

Guiding questions are prepared by the teacher and should meet specific criteria. Guiding questions should

- highlight the concepts to be learned (e.g., Learn about the characteristics of a legend.)
- be suitable for investigation (e.g., Students can investigate legends and other genres to discover the characteristics of each.)
- fulfill curricular outcomes (e.g., The English language arts curriculum outlines several specific learning outcomes that focus on understanding genre: 2.2.1, 2.3.1, 2.3.2, and 2.3.5)
- be understood by students (e.g., Questions must be stated simply so students understand what they are expected to learn.)

Continued

TBLM ICT.9#1: Questioning (Continued)

3. Inquiry Questions

Inquiry questions guide an inquiry. They are sometimes also called “foundation” questions or “subsidiary” questions.

Inquiry questions are developed by students, with teacher guidance. They should be broad questions that require elaborate and comprehensive answers.

Example:

- I wonder about _____.
- I want to know what, when, where, who, and why _____.
- Why does _____?
- How is _____ like _____?
- How is _____ different than _____?
- Which _____ is preferred, and why?
- Why not _____?
- What if _____?

4. Interview Questions

Interviewing is an important method of collecting information without requiring students to read, making it especially suitable for younger students.

To begin, ask the four W questions: Who? What? When? Where?

Next, proceed with interpretive questions such as

- Why did you _____?
- How did you _____?
- Which aspects of _____ are most important to you? Explain.
- What would you change, and why would you change it?

References

- Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. (See Questioning, Strategies That Make a Difference, 30–36.)
- . *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*. Winnipeg, MB: Manitoba Education and Training, 1996. (See Chapter 7: Questioning and Discussion Strategies, 7.3–7.9.)
- McKenzie, Jamie. “The Question Is the Answer: Creating Research Programs for An Age of Information.” *From Now On: The Educational Technology Journal* 7.2 (Oct. 1997). <<http://questioning.org/Q6/question.html>>.
- . “Questioning Articles.” *Questioning.org*. <<http://questioning.org/articles.html>>.
- . “A Questioning Toolkit.” *From Now On: The Educational Technology Journal* 7.3 (Nov./Dec. 1997). <www.fno.org/nov97/toolkit.html>.
- . “Using Essential Questions as the Basis for Student Investigations.” *From Now On: The Educational Technology Journal* 6.1 (Sept. 1996). <www.fno.org/sept96/questions.html>.
- McKenzie, Jamieson A., and Hilarie Bryce Davis. “Filling the Tool Box: Classroom Strategies to Engender Student Questioning.” *From Now On: The Educational Technology Journal* (1999). <<http://questioning.org/toolbox.html>>.

TBLM ICT.9#2: Steps for Developing a Survey

1. Include a brief explanation of what you are doing and why you need the information you will be collecting.

Example: I am planning to help my family be better stewards of the environment.

2. Include a clear explanation of the format of the questionnaire and how to answer it.

Example: There are _____ questions in this survey.

They are presented in (explain the format[s]) _____.

3. Ask few questions (four or five). Too many questions could cause respondents to become impatient and give incomplete answers.

4. Ask questions in the affirmative. Avoid the use of “not.”

Example: What activities do you like to do on holidays? (Avoid: “not like”)

5. Select an appropriate format for questions. Consider one or a combination of the following:

- Yes/No

Example: Do you turn your thermostat down at night? _____

- Multiple Choice

Example: What items do you currently recycle?

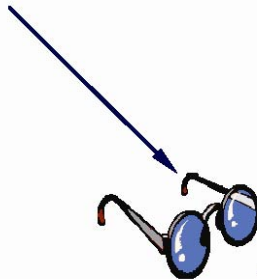
_____ cans _____ paper _____ don't recycle
_____ glass _____ plastic

- Open-Ended, Numeric

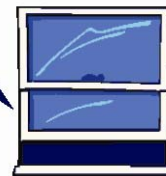
Example: How many minutes do you idle your vehicle before driving off? _____

6. List the questions in order from establishing the needs or preferences of respondents to building up to the purpose of the survey, which is how the needs can be fulfilled.

7. Test the questionnaire on a partner. Ask for feedback on whether the questions are clear or how they could be improved.



The Big Picture



**BP.1:
What's in Store?**

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 unit and with the culminating task. Students share their prior knowledge of the Manitoba community, are introduced to important vocabulary, and make predictions for the unit.

The Big Picture

Summary

The Big Picture provides students with an overview of *Community and Diversity*, the interdisciplinary Early Years multimedia (IEYM) unit for Grade 4. Students take the initial steps of learning more about communities and their diversity to assist them in becoming promoters of their province. They begin this unit with the end in mind, as they start to plan and prepare for the *Canadian Youth Forum: Celebrating Community and Diversity*, the culminating task of the unit.

A description of the learning experience (LE) that makes up The Big Picture (BP) follows.

LE Title	Estimated Time	LE Overview	Learning Centres
BP.1: What's in Store?	200 minutes	Students activate their interest in <i>Community and Diversity</i> by viewing the PowerPoint presentation <i>Canadian Youth Forum: Celebrating Community and Diversity</i> . 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.	<ul style="list-style-type: none"> • BLM BP.1#1: <i>Community and Diversity</i> Reading Circle Learning Centre • BLM BP.1#2: In the News Learning Centre • BLM BP.1#4: Reflection Journal Learning Centre <p>Note: These learning centres can be revisited throughout the <i>Community and Diversity</i> unit.</p> <ul style="list-style-type: none"> • BLM BP.1#6: Environmental Stewardship and Sustainability Learning Centre

Canadian Youth Forum: Celebrating Community and Diversity

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
culture
diversity
interdependency
demographic features
environment
extinction
community
conservation
population
sustainability
habitats
identity
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



**Module 1:
Exploring
Community
and
Diversity**



**M1.1:
People, Plants, and Animals**

Students develop their understanding of the terms *community*, *diversity*, and *habitat*. They study plant and animal populations and how their needs are met in their habitats. They continue to look at diversity through Aboriginal peoples' traditional relationships with the land and how we are connected to nature. They reflect on and discuss the diversity of our Manitoba community and the benefits of this diversity.



**M1.2:
Where We Live**

Students look at the Manitoba community and identify various sources of diversity. They identify and locate the geographic features, natural resources, and demographic features of Manitoba. Students use the inquiry process, use map skills, make graphs, and create a model of Manitoba to enrich and share their learning.

Module 1: Exploring Community and Diversity

In Module 1 of the *Community and Diversity* interdisciplinary unit, students develop their knowledge of habitats and communities and begin to explore what diversity is all about. Students familiarize themselves with various aspects of Aboriginal traditional knowledge and how it applies to our relationship with nature today. They identify the geographic features and natural resources across the regions of Manitoba.

The two learning experiences (LEs) that make up Module 1 are described below.

LE Title	Estimated Time	LE Overview	Aboriginal Perspectives	Learning Centres
M1.1: People, Plants, and Animals	500 minutes	In this learning experience, students develop their understanding of the terms <i>community, diversity, and habitat</i> . They begin building a collaborative Electronic Dictionary. They study plant and animal populations, focusing on how their needs are met in their habitats and observing and gathering data on a plant or an animal population. Through oral presentations, students become aware of Aboriginal peoples' traditional relationships with the land and of how people are connected to nature. They reflect on and discuss how diverse our Manitoba community is and what benefits this diversity brings to our community.	Elder is invited as guest speaker. Students read, and share their learning about, Aboriginal stories and legends.	<ul style="list-style-type: none"> • BLM M1.1#1: Electronic Dictionary Learning Centre • BLM M1.1#3: Connecting with Nature Learning Centre • BLM M1.1#6: Animal Habitats Learning Centre • BLM M1.1#8: Plant Habitats Learning Centre
M1.2: Where We Live	420 minutes	Students look at where they live—their local and Manitoba community—and identify various sources of diversity. They identify the geographic features, natural resources, and demographic features of Manitoba, locating them on a map. They use the inquiry process, use map skills, and make graphs to enrich their learning. They use Photo Story and create a model of Manitoba to represent and share their learning.		<ul style="list-style-type: none"> • BLM M1.2#2: Where Am I? Learning Centre • BLM M1.2#4: Manitoba Map Search Learning Centre • BLM M1.2#5: Demographics Learning Centre

People, Plants, and Animals

M1.1

TIME

500 minutes

OVERVIEW

In this learning experience, students develop their understanding of the terms *community*, *diversity*, and *habitat*. They begin building a collaborative Electronic Dictionary. They study plant and animal populations, focusing on how their needs are met in their habitats and observing and gathering data on a plant or an animal population. Through oral presentations, students become aware of Aboriginal peoples' traditional relationships with the land and of how people are connected to nature. They reflect on and discuss how diverse our Manitoba community is and what benefits this diversity brings to our community.

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

- 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].
- 2.3.5 *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.
- 3.1.2 *Ask Questions*—Ask general and specific questions on topics using predetermined categories.
- 3.1.3 *Contribute to Group Inquiry*—Identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research.
- 3.2.1 *Identify Personal and Peer Knowledge*—Record, select, and share personal knowledge of a topic to focus inquiry or research.
- 3.2.2 *Identify Sources*—Answer inquiry or research questions using a variety of information sources [such as classroom materials, school libraries, video programs, Dene/Inuit hunts . . .].

- 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.
- 3.3.2 *Record Information*—Make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically.
- 4.2.1 *Appraise Own and Others' Work*—Share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations.
- 4.2.5 *Enhance Presentation*—Prepare organized compositions and reports using sound effects and visuals [such as graphs, charts, diagrams . . .] that engage the audience.
- 4.4.1 *Share Ideas and Information*—Prepare and share information on a topic using print and non-print aids to engage and inform a familiar audience.
- 4.4.2 *Effective Oral Communication*—Describe and explain information and ideas to a particular audience; select, use, and monitor appropriate volume, intonation, and non-verbal cues.
- 4.4.3 *Attentive Listening and Viewing*—Demonstrate appropriate audience behaviours [such as listening to opposing opinions, disagreeing respectfully, expressing opinions . . .].
- 5.2.4 *Evaluate Group Process*—Show appreciation and offer constructive feedback to peers and seek support from group members; evaluate own group participation and adjust behaviour accordingly.

Mathematics

- 4.SP.1 Demonstrate an understanding of many-to-one correspondence.
[C, R, T, V]
- 4.SP.2 Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.
[C, PS, R, V]

Science

- 4-0-1A Ask questions that lead to investigations of living things, objects, and events in the local environment.
- 4-0-2A Access information using a variety of sources.
Examples: school libraries, videos, traditional knowledge, local hunters, CD-ROMs, Internet . . .
- 4-0-2B Review information to determine its usefulness to inquiry or research needs.
- 4-0-4F Assume roles, and share responsibilities as group members.
- 4-0-4G Communicate questions, ideas, and intentions, and listen effectively to others during classroom-learning experiences.
- 4-0-5C Record observations in a variety of ways.
Examples: point-form notes, sentences, labelled diagrams, charts . . .
- 4-0-6A Construct bar graphs and pictographs using many-to-one correspondence, and interpret these as well as graphs from other sources.
- 4-0-7A Draw a conclusion based on evidence gathered through research and observation.
- 4-0-7B Identify new questions that arise from what was learned.
- 4-0-8A Recognize that experimental results may vary slightly when carried out by different persons, or at different times or places; but that if the results of repeated experiments are very different, something must be wrong with the design of the experiment.

- 4-0-9B Demonstrate confidence in their ability to do science.
- 4-0-9C Report and record what is observed, not what they think they ought to observe, or what they believe the teacher expects.
- 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.
- 4-1-02 Recognize that each plant and animal depends on a specific habitat to meet its needs.
- 4-1-03 Identify the components of an animal habitat.
Include: food, water, living space, cover/shelter.
- 4-1-07 Investigate and describe a variety of local and regional habitats and their associated populations of plants and animals.
- 4-1-08 Predict and test to determine an appropriate method for measuring a plant population within a given habitat.
- 4-1-09 Recognize that plant and animal populations interact within a community.
- 4-1-17 Recognize and appreciate how traditional knowledge contributes to our understanding of plant and animal populations and interactions.

Social Studies

- 4-KL-020A Use traditional knowledge to describe and locate places in Manitoba.
- 4-KL-023 Identify issues related to environmental stewardship and sustainability in Manitoba.
- 4-KL-024 Give examples of Aboriginal peoples' traditional relationships with the land.
- 4-VL-006 Appreciate Manitoba's natural environment.
- 4-VL-006A Respect their spiritual connection to the natural environment (land, water, sky).
- 4-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.
- 4-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases . . .
- 4-S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps . . .
- 4-S-300 Formulate questions for research.
- 4-S-301 Consider advantages and disadvantages of solutions to a problem.
- 4-S-402 Support their ideas and opinions with information or observations.
- 4-S-403 Present information and ideas orally, visually, concretely, or electronically.

Aboriginal Languages and Cultures

3.3 Within the Community

3.3.1 Roles, Responsibilities, and Relationships

- 3.3.1: F-4 Describe how people in communities influence and depend on each other.

3.3.2 Daily Life and Sustenance

- 3.3.2: E-4 Suggest ways in which the local environment is or can be respected, maintained, and sustained (e.g., recycling, renovations, road repair, respect for private property).

3.4 Outside the Community

3.4.1 Living Things and Natural Resources and Phenomena

- 3.4.1: A-4 Describe ways in which living things depend on each other (e.g., animals help distribute pollen, food chains and food webs).
- 3.4.1: B-4 Classify living things in various ways (e.g., endangered, home/habitats, seasonal).
- 3.4.1: C-4 Give examples of the life processes and cycles of living things (e.g., migration, hibernation, changes in colour and covering) in the local area.
- 3.4.1: D-4 Classify natural resources in the community and local area in various ways (e.g., water/land-based, natural/processed state, living/non-living).
- 3.4.1: E-4 Outline natural or constructed processes that change a natural resource from one state to another (e.g., seed to flower, tree to paper).
- 3.4.1: F-4 Explain how people use living things and natural resources (e.g., water for drinking, cooking, and washing, animals for food, ceremonial items, and trapping, plants for gardens and medicines).

4.1 Specific Aboriginal Culture

4.1.2 Stories and Teachings

- 4.1.2: B-4 Explain the importance of oral tradition and Elders in Aboriginal cultures.
- 4.1.2: C-4 Identify the teachings found in traditional Aboriginal stories and legends.

4.2 Other Cultures: Connections and Influences

4.2.3 Our Environment

- 4.2.3: B-4 Describe the traditional Aboriginal perspective on natural resources (e.g., no ownership of natural resources, resources are to be shared).
- 4.2.3: C-4 Discuss how knowledge of plant and animal populations and interactions helped Aboriginal peoples to survive in the past.
- 4.2.3: D-4 Suggest ways to help conserve plant and animal populations and their habitats (e.g., clean up a local stream).
- 4.2.3: E-4 Identify how various Aboriginal cultures in Manitoba use Earth's materials (e.g., plant parts for food and medicine, clay for pots).

Literacy with ICT Continuum

Plan and Question

- P-1.1 recalls and/or records prior knowledge and asks topic-related questions

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 . . .
- G-1.2 identifies sources of information and provides bibliographic/reference data
examples: titles, authors, publication dates, URLs, standard bibliographic formats . . .
- G-1.3 records data or makes notes on gathered information and ideas using given categories and given ICT
examples: tables, graphic organizers, spreadsheets . . .
- G-1.4 collects primary data using electronic devices
examples: digital cameras, email, video cameras, digital audio recorders, digital microscopes, archived original artifacts, online surveys, Global Positioning System (GPS), probeware . . .

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 . . .
- Pr-2.2 revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences
examples: by creating and/or critically revising text, images, and/or sound to enhance electronic work; by revising audio/video clips or effects; by adjusting the pace and transitions in multimedia presentations; by adding animation to web pages . . .

Communicate

- C-1.1 displays and/or discusses electronic work
examples: text, images, sound, concept maps, multimedia presentations, email, tables, spreadsheets, graphs, video, animation, web pages, wikis, blogs . . .

Reflect

- R-2.1 invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn
example: explains selection of ICT . . .

SUGGESTED LEARNING RESOURCES**Software**

- spreadsheet
- word processing
- multimedia presentation
- painting or drawing
- digital photo
- concept mapping

Internet

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies
- Caduto, Michael J., and Joseph Bruchac. *Keepers of the Earth: Native Stories and Environmental Activities for Children*. Calgary, AB: Fifth House Publishers, 1997.
- ---. *Teacher's Guide to Keepers of the Earth: Native Stories and Environmental Activities for Children*. Saskatoon, SK: Fifth House Publishers, 1991.
- Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998.
- Manitoba Education and Youth. *Independent Together: Supporting the Multilevel Learning Community*. Winnipeg, MB: Manitoba Education and Youth, 2003.
(See BLM 2: Constructing Student-Generated Criteria for Quality Work, available online at <www.edu.gov.mb.ca/k12/cur/multilevel/blm/blm_2.doc>, and BLM 5: Focused Observation Form, available at <www.edu.gov.mb.ca/k12/cur/multilevel/blm/blm_5.doc>.)

BLMs

- BLM M1.1#1: Electronic Dictionary Learning Centre
- BLM M1.1#2: Words, Words, Words: Vocabulary Think Sheet
- BLM M1.1#3: Connecting with Nature Learning Centre
- BLM M1.1#4: Legend Web
- BLM M1.1#5: Concept Overview
- BLM M1.1#6: Animal Habitats Learning Centre
- BLM M1.1#7: How Animals Meet Their Needs: Habitat Comparison
- BLM M1.1#8: Plant Habitats Learning Centre
- BLM M1.1#9: Plant Population in a Given Habitat (Word and Excel Spreadsheet)
- BLM M1.1#10: KWL: Habitats
- BLM OLE.8#1: Reflection Journal Learning Centre

TBLMs

- TBLM M1.1#1: Traditional Teachings and Stories
- TBLM M1.1#2: Aboriginal Elders
- TBLM OLE.7#4: Observation Checklist for Speaking and Listening Skills

SUGGESTIONS FOR INSTRUCTION**Preparation and Set-up**

- Gather Aboriginal stories and legends, in print and online, for student use in BLM M1.1#3: Connecting with Nature Learning Centre.
- Bookmark URLs of appropriate websites (or add URLs to teacher/class web pages).
- Invite an Aboriginal Elder to speak to the class. Review the background information provided in TBLM M1.1#2: Aboriginal Elders.
- Organize field trips and tours (e.g., The Manitoba Museum, Fort Whyte Centre, Oak Hammock Marsh Interpretive Centre, Spruce Woods Provincial Park, local natural habitat).
- Review ICT.4: Looks Like This, ICT.6: Caught in Action, ICT.7: Make Your Point, ICT.8: Look for It: Learning to Search the Internet, and ICT.9: Chart This.
- Review OLE.6: Collaborative Learning, OLE.8: Reflection Journal, and OLE.10: Electronic Collection.
- Use BLM 2: Constructing Student-Generated Criteria for Quality Work from *Independent Together* to guide you in creating student-generated criteria for self-assessment and peer assessment. The process usually begins in activation with a question such as the following: "What does quality _____ look, sound, and feel like?"

Once you decide on the targeted learning outcomes, refer to the suggestions for assessment (column three) in *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation* for suggested criteria to elicit from students.

Guide students to create a chart such as the following to assess their learning.

Criteria for Quality _____	Met	Not Yet

Activating Strategies

- Students work together to develop their understanding of the terms *community* and *diversity*. They use print and electronic resources to assist them in completing BLM M1.1#5: Concept Overview for each term.
- Students complete the Know and Want to Know sections of BLM M1.1#10: KWL: Habitats. They discuss habitats and how plants and animals depend on their habitats to meet their needs. They identify the components of an animal habitat.
- Using examples of data with large numbers, students discuss the rationale of using one-to-one or many-to-one correspondence, and demonstrate how to create pictographs and bar graphs involving many-to-one correspondence. Students construct a graph involving many-to-one correspondence using one of the sample sets of data.
- Students listen to a guest speaker (Aboriginal Elder) talk about using traditional knowledge to describe places in Manitoba and discuss examples of Aboriginal peoples' traditional relationships with the land. Students identify how this traditional knowledge is helpful today in appreciating and respecting Manitoba's natural environment. They also discuss how Aboriginal traditional knowledge supports the principles of stewardship and sustainability.

Acquiring Strategies

- Students view the Habitats and Communities program at The Manitoba Museum and/or students use print and electronic resources to complete BLM M1.1#10: KWL: Habitats. They record their learning and questions, for use at their next visit to the Reflection Journal Learning Centre (see BLM OLE.8#1: Reflection Journal Learning Centre).
- Students brainstorm a list of Manitoba plants and animals. They sort the list into populations associated with different habitats (e.g., the schoolyard, local park, prairie, desert, boreal forest, marsh, tundra, Canadian Shield). They then explore their school community to identify various habitats. They record the variety of plants and animals observed, including the numbers of each variety observed, the range of movement, and sources of water and food.
- On a field trip to the Fort Whyte Centre, Oak Hammock Marsh, Spruce Woods Provincial Park, or a local natural habitat, students observe, describe, and record (using tally sheets, sketching, and a digital camera) plant and animal populations found in this habitat. They take digital pictures of components of an animal habitat, or they sketch the components and then scan the sketches into their electronic work. Students include the images in a report, identifying and describing how the animal meets its needs for food, water, living space, and cover/shelter.

Applying Strategies

- Cooperative groups of students measure the length and width of an area in the schoolyard. Students measure three random, one-meter-square sampling areas. As a class, students identify three plant populations found in the schoolyard. Each group counts and records the population of the selected plant populations in each sampling area. Students enter their group results in BLM M1.1#9: Plant Population in a Given Habitat to calculate the plant population in the entire area, and compare their results with those of peers. Students discuss possible reasons for differences in group results. They construct pictographs/bar graphs after deciding which many-to-one correspondence and intervals to use.
- Students reflect on the learning experience, thinking about and discussing how diverse our Manitoba community is and what benefits this diversity brings to our community.

- Students participate in learning centres:
 - BLM M1.1#1: Electronic Dictionary Learning Centre
Students collaborate to create an Electronic Dictionary using the Word Wall vocabulary. They compose clear definitions of terms, and create a multimedia presentation slide that includes a word, a picture, and the definition. Student slides are compiled into one class presentation.
 - BLM M1.1#3: Connecting with Nature Learning Centre
Students read stories or legends (print and online) that show Aboriginal peoples' traditional relationships with the land and how we are connected to nature. They complete BLM M1.1#4: Legend Web to indicate their understanding of the story or legend. Working in collaborative groups, they select and prepare a presentation (in the form of a play, a puppet show, or oral storytelling) to share their learning.
 - BLM M1.1#6: Animal Habitats Learning Centre
Using print and electronic resources, students research the components of a specific animal's habitat. Using BLM M1.1#7: How Animals Meet Their Needs: Habitat Comparison, students record how different animals meet their needs for food, water, living space, and cover/shelter. They compare their findings with those of other group members and the class.
 - BLM M1.1#8: Plant Habitats Learning Centre
Students predict and list types of plants they would likely find in their school community, and arrange the list in order from highest to lowest predicted populations. Students discuss how they might assess the accuracy of their predictions without counting actual plants. Students illustrate the habitat of a plant using painting or drawing software. They use the line tool to join the image of the plant to the parts of the habitat that meet its needs, and use the text tool to label the components, including food, water, and light.

SUGGESTIONS FOR ASSESSMENT

- Use BLM M1.1#10: KWL: Habitats to assess student understanding and to guide instruction. Are students recording personal knowledge? Do they contribute to the group's inquiry? Are students using key words and phrases to record information? Have they used a variety of sources and cited them appropriately?
- Review students' spreadsheets (see BLM M1.1#9: Plant Population in a Given Habitat). Have students collected data accurately? Have students labelled bar graphs correctly?
- Observe students during speaking/listening tasks (e.g., guest speaker, field trip). Use TBLM OLE.7#4: Observation Checklist for Speaking and Listening Skills to record observations of students' use of voice and oral communication as speakers, and of their ability to listen attentively as audience members.
- Assess students' understanding of how animals and plants meet their needs, using products resulting from BLM M1.1#6: Animal Habitats Learning Centre and BLM M1.1#8: Plant Habitats Learning Centre.
- Assess students' understanding of concepts, and identify areas needing further instruction through students' Reflection Journal entries (see BLM OLE.8#1: Reflection Journal Learning Centre). Write responses to students in their Reflection Journals to clarify their questions, encourage higher level thinking, and engage them in further discussions.

CONNECTION TO CANADIAN YOUTH FORUM: CELEBRATING COMMUNITY AND DIVERSITY

- This learning experience activates student interest in community and diversity, and provides students with the necessary background knowledge that the *Community and Diversity* unit will build upon in preparation for the *Canadian Youth Forum*.

BLM M1.1#1: Electronic Dictionary Learning Centre

Overview

At this learning centre, you will create an Electronic Dictionary using the classroom Word Wall vocabulary.

Resources

- multimedia presentation software
- Word Wall vocabulary
- dictionary
- print and electronic resources
- BLM M1.1#2: Words, Words, Words: Vocabulary Think Sheet

Tasks

- Have each group member choose a different vocabulary term from the classroom Word Wall.
- Using a dictionary, print and electronic resources, and what you've learned in the *Community and Diversity* unit so far, compose a clear definition of your chosen term. Use BLM M1.1#2: Words, Words, Words: Vocabulary Think Sheet to record your ideas.
- As a group, review the class-created criteria for the Electronic Dictionary slide. Create a multimedia presentation slide that includes the word, a diagram or picture representing the word, and the word definition. Share and discuss your work with your group. Make any necessary changes.
- Insert your slide into the class multimedia presentation, and include your vocabulary word in the presentation index.

Suggestion(s) for Collaboration

- Work together as a group to edit and revise your work.

What to Do with the Results of This Learning Centre

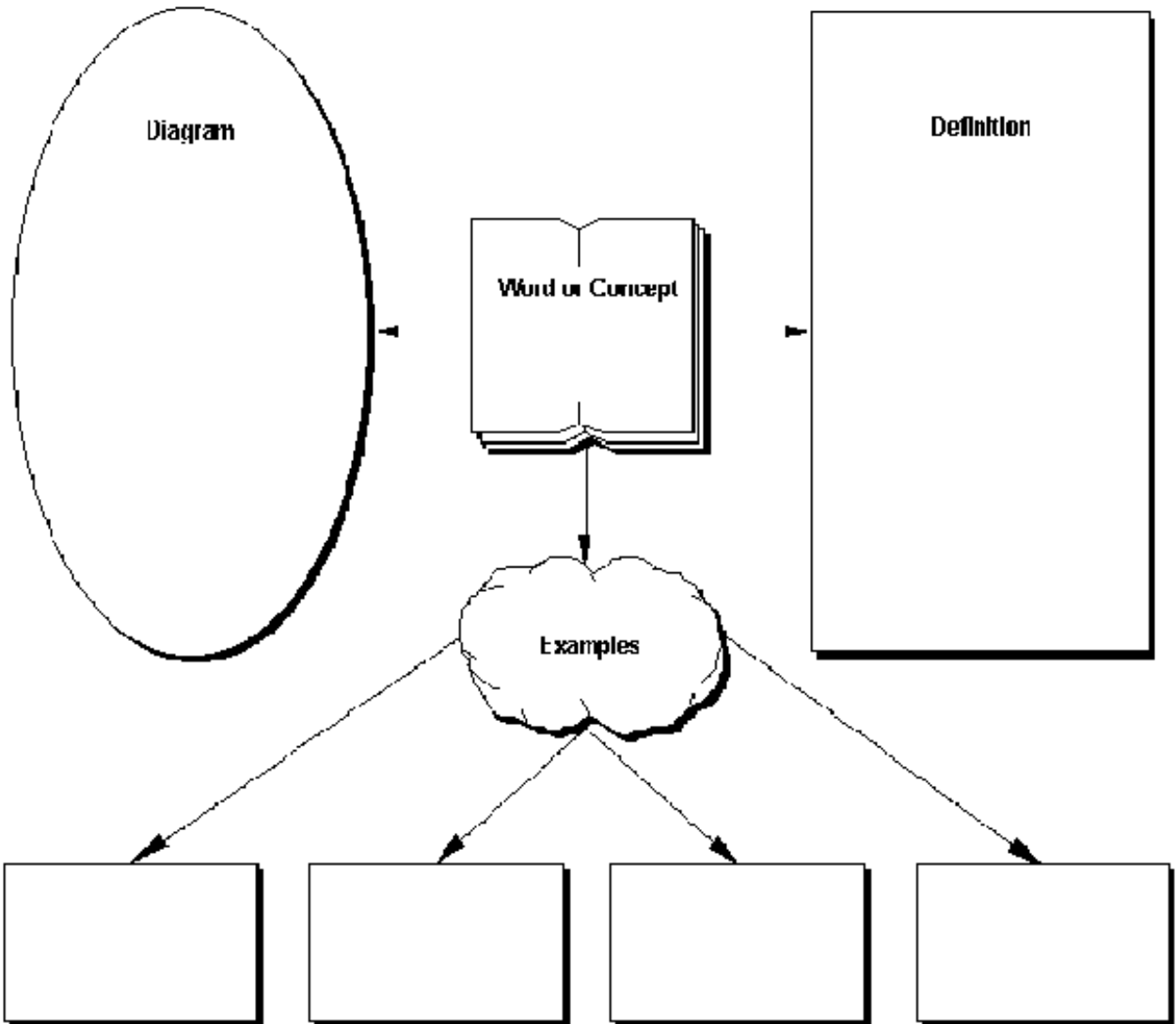
- Include your Electronic Dictionary slide in the class multimedia presentation.

Assessment Criteria

- The group's Electronic Dictionary slide has a clear definition of the chosen term and a diagram or picture that represents or depicts the term.
- The slide is animated in the correct order: word, picture, and definition.

BLM M1.1#2: Words, Words, Words: Vocabulary Think Sheet

Name _____ Date _____



BLM M1.1#3: Connecting with Nature Learning Centre

Overview

At this learning centre, you will read stories and legends that show Aboriginal peoples' traditional relationships with the land and how we are connected to nature. You will work with your group to select and prepare a presentation in which you share your learning about an Aboriginal story or legend.

Resources

- Aboriginal stories and legends (print and online)
- word-processing software
- BLM M1.1#4: Legend Web

Tasks

- Browse through the collection of Aboriginal stories and legends, in books and online.
- Check whether the information is authentic.
- Come to a consensus with your group to select one of the stories or legends that you will present. Remember that the story or legend you select must show traditional Aboriginal relationships with the land and how we are connected to nature.
- Use BLM M1.1#4: Legend Web to identify important parts of the story or legend.
- Decide on the format for your presentation. You may choose to prepare a presentation in the form of a play or a puppet show, or you may present the story or legend through oral storytelling. Use word-processing software to help you prepare your presentation.
- Collaborate with your group to prepare and practise your presentation.
- Select two or three criteria from your classroom brainstorming and create a chart to assess your learning.

Suggestion(s) for Collaboration

- Make sure the work is divided fairly among your group members.

What to Do with the Results of This Learning Centre

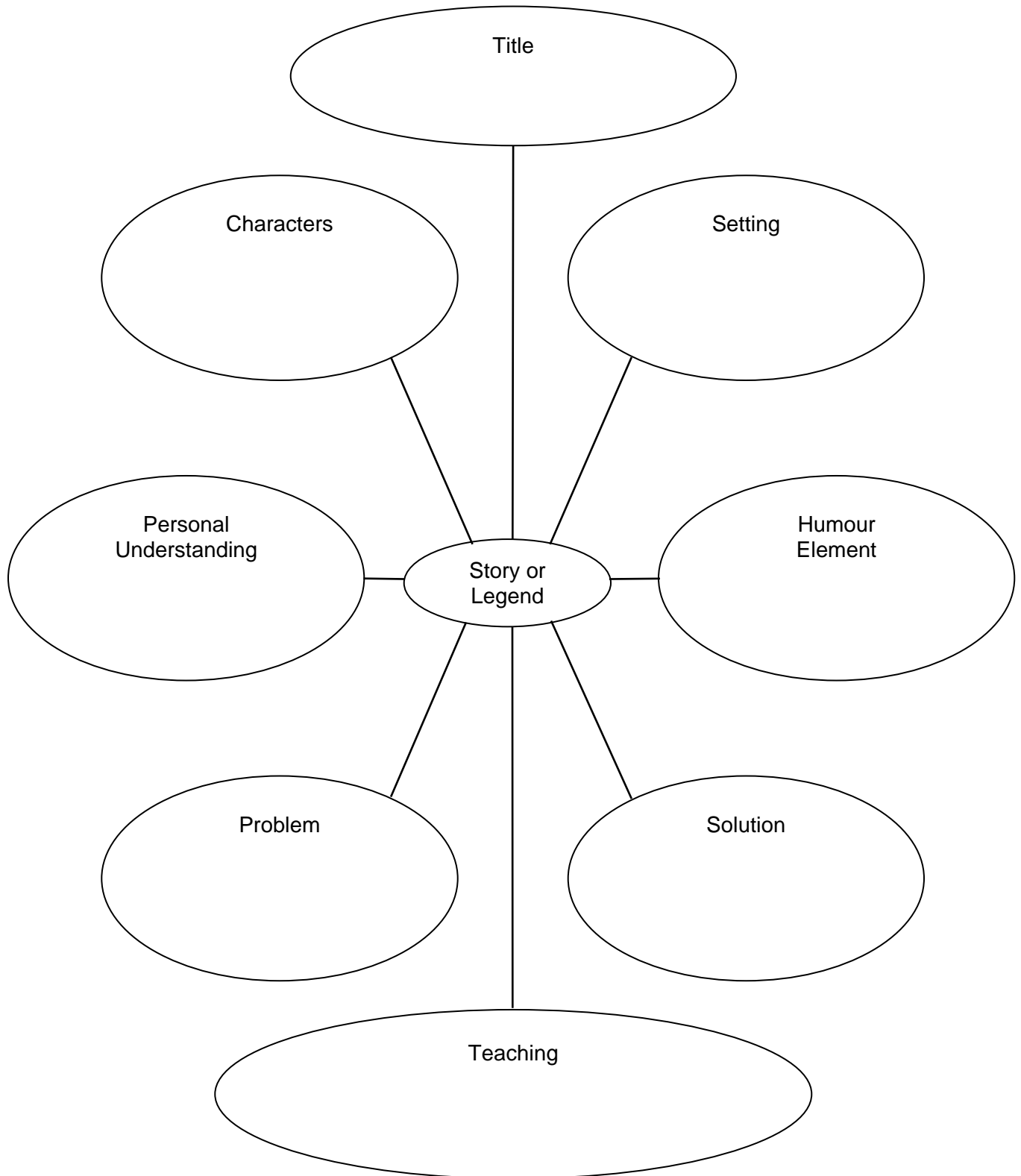
- Share your presentation with the class.

Assessment Criteria

- Your presentation meets the class criteria.
- When giving your presentation, you use your voice appropriately and speak fluently.
- When listening to presentations, you listen attentively.

BLM M1.1#4: Legend Web

Name _____ Date _____



BLM M1.1#5: Concept Overview*

Name _____ Date _____

Key word or concept.

Write an explanation or definition in your words. You will be paraphrasing.

Draw a figurative representation.

List facts (at least five).

Write down two questions about the concept.

Create an analogy.

* Source: Copyright © 1994 by Lynda Matchullis and Bette Mueller. Adapted with permission.

BLM M1.1#6: Animal Habitats Learning Centre

Overview

At this learning centre, you will use print and electronic resources to research the components of a specific animal's habitat. You will record how the animal meets its needs, and compare your findings with those of others in your group.

Resources

- print and electronic resources
- concept-mapping software
- BLM M1.1#7: How Animals Meet Their Needs: Habitat Comparison

Tasks

- Choose a Manitoba animal. Use print and electronic resources to research its habitat.
- Use concept-mapping software to record your findings.
- Share your concept map with your group. Work together to complete BLM M1.1#7: How Animals Meet Their Needs: Habitat Comparison.

Suggestion(s) for Collaboration

- Work together to select your animal habitat. Have each group member research a different one.

What to Do with the Results of This Learning Centre

- Include your concept map in your Electronic Collection.
- Post your group's completed BLM M1.1#7: How Animals Meet Their Needs: Habitat Comparison to share with the class.

Assessment Criteria

- Your concept map of the animal habitat has accurate information, recorded in key words. You have given a detailed description of the habitat and cited your sources.
- Your group has clearly compared animal habitats using BLM M1.1#7: How Animals Meet Their Needs: Habitat Comparison. The information you have recorded is accurate.

BLM M1.1#7: How Animals Meet Their Needs: Habitat Comparison

Name _____ Date _____

	Animal _____	Animal _____	Animal _____	Animal _____
Food				
Water				
Living Space				
Cover/ Shelter				

BLM M1.1#8: Plant Habitats Learning Centre

Overview

At this learning centre, you will discuss the types of plants found in your school community. You will use painting or drawing software to make a picture showing the habitat of a plant, including how the plant meets its needs.

Resources

- word-processing software
- painting or drawing software
- print or electronic resources

Tasks

- Predict and list the types of plants you could find in your school community. Share your list with your group.
- Work with your group to order the list from highest to lowest predicted populations.
- Discuss how you could test the accuracy of your predictions without counting actual plants. Write a paragraph sharing your group's thoughts.
- Illustrate the habitat of a plant using painting or drawing software. Use print or electronic resources to help ensure your information is accurate. Use the line tool and the text tool to label the habitat components, including food, water, and light.

Suggestion(s) for Collaboration

- Review the criteria for your picture. Share your work, and give feedback to your group members.

What to Do with the Results of This Learning Centre

- Include your graphic in your Electronic Collection.

Assessment Criteria

- Your plant habitat picture meets the class criteria.
- Your paragraph clearly explains how your plant population prediction could be tested. Your writing reflects correct spelling and appropriate use of capitals and punctuation.

BLM M1.1#9: Plant Population in a Given Habitat

Name _____ Date _____

Sampling Area	Plant Population 1	Plant Population 2	Plant Population 3
Sample 1 (1 sq. metre)			
Sample 2 (1 sq. metre)			
Sample 3 (1 sq. metre)			
Sample Average			

BLM M1.1#10: KWL: Habitats

Name _____ Date _____

Complete the following chart, using the **KWL*** strategy:**K—Know:** What do you already know about habitats?**W—Want to know:** What questions do you have about habitats?**L—Learned:** What have you learned about habitats?

Habitats		
<i>What do I already know about habitats?</i>	<i>What questions do I have about habitats?</i>	<i>What have I learned about habitats?</i>
Where I will look for information:	Resources I used:	

* **References**

- Ogle, D. "K-W-L: A Teaching Model That Develops Active Reading of Expository Text." *The Reading Teacher* 39 (1986): 564–70.
- . "K-W-L Group Instruction Strategy." In *Teaching Reading as Thinking*. Ed. A. S. Palincsar, D. S. Ogle, B. F. Jones, and E. G. Carr. Alexandria, VA: Association for Supervision and Curriculum Development, 1986.

TBLM M1.1#1: Traditional Teachings and Stories*

Aboriginal traditional teachings or stories are often called *legends*. These traditional stories are considered by many to be Teachings of Life and give guidance to all aspects of life among Aboriginal peoples.

Many of the teachings are wintertime stories which, out of *respect*, are told only during winter, from the first permanent snowfall until Mother Earth's blanket of snow is again lifted in the spring. Today, Aboriginal people ask that the laws concerning Aboriginal cultures be respected and that *no* wintertime teachings be given from spring through fall of the year. There are other teachings given during these months.

According to the traditional beliefs, many of the teachings, especially the wintertime stories, involve the first Teacher who was sent by the Creator to give the instructions of Life to all of creation in this hemisphere.

He is called Nanabush by the Ojibway, and Wesakejak by the Cree.

On the surface, each teaching has a primary moral that is easily grasped. For instance, Wesakejak is often greedy and doesn't want to share his food with anyone. Somehow he will be tricked and end up with nothing. These stories are about one of the original laws given to the Aboriginal people of this land—*sharing*. Because this behaviour was expected, many teachings were given about it. The Aboriginal teaching is comparable to similar teachings from other cultures, which teach people to love one another, to be kind, to share, and to respect each other. For example,

- Love your neighbour as yourself . . .
- Do unto others as you would have them do unto you . . .

In addition to this obvious teaching, there are other teachings that are more subtle. These teachings require the listeners to think and to reach an understanding on their own.

When the European people came in contact with these teachings, they mistakenly thought these teachings were stories old people tell children. Many of the stories were recorded at this stage and put into print. Others who published similar stories changed some aspects to suit their own purposes, often unaware that each component of a story had a purpose related to the level of understanding people at different stages of knowledge would possess. To change any of the components is to change the teachings intrinsically. As a result, many of the written accounts of the teachings narrated at a child's stage of understanding are not compatible with the richness of meaning passed on by recognized teachers in the oral tradition.

* Source of Adaptation: Manitoba Education and Training. *Native Studies: Early Years (K-4), A Teacher's Resource Book*. Winnipeg, MB: Manitoba Education and Training, 1995. 29-31.

TBLM M1.1#2: Aboriginal Elders

The Role of Elders

Elders are the archives of Aboriginal communities. They are the people who have knowledge of traditional ceremonies, medicines, stories, songs, history, genealogy, and life experiences. It is important to recognize that no single Elder has extensive knowledge in all these areas.

An Elder is “any person regarded or chosen by Aboriginal peoples to be the keeper and teacher of its oral tradition and knowledge. Elders, as individuals, are seen to have their own unique strengths and talents” (Manitoba Education, Citizenship and Youth, *Kindergarten to Grade 12 Aboriginal Languages and Cultures* 129). Elders are generally respected by their family and community as people who have gained wisdom through their life experiences and who are able to teach by example. The criteria for recognition as an Elder may vary from community to community. Elders may be men or women, and they may be of differing ages, although it is rare to find a young person who is considered an Elder (Saskatchewan Education 5).

Inviting Elders to the Classroom

Inviting Elders to the classroom is a means of being inclusive of authentic Aboriginal voices and perspectives. A number of considerations are involved in planning to invite an Elder into a school setting. The first is choosing an Elder who has the knowledge that is appropriate to the students’ learning needs. This means finding an Elder who is respected and acknowledged by the community. Once an Elder is chosen, it is important that the request be made of the Elder in a respectful and appropriate manner. The exact manner in which a request is made will vary; it would be a good idea for the school to contact a local Aboriginal organization to advise them about the correct protocol for making a request of an Elder within that particular community. Whether approaching a First Nations, Métis, or Inuit Elder, it is usually appropriate for the person making the request to go to the Elder directly. The request is usually made with a gift; the appropriate gift for a traditional First Nations Elder is often tobacco or sometimes cloth. Consideration should also be given to time and travel expenses the Elder will incur in coming to the school. While many Elders may decline, an honorarium could be offered in addition to the gift and reimbursement.

References

- Manitoba Education and Youth. *Integrating Aboriginal Perspectives into Curricula: A Resource for Curriculum Developers, Teachers, and Administrators*. Winnipeg, MB: Manitoba Education and Youth, 2003. 12.
- Manitoba Education, Citizenship and Youth. *Kindergarten to Grade 12 Aboriginal Languages and Cultures: Manitoba Curriculum Framework of Outcomes*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2007. 129.
- Saskatchewan Education. *Aboriginal Elders and Community Workers in Schools: A Guide for School Divisions and Their Partners*. Regina, SK: Saskatchewan Education, 2001. 5.

Additional information may be obtained from the following websites:

Assembly of Manitoba Chiefs. “Elders—General Information.” *Culture*.

<www.manitobachiefs.com/amc/culture/culture.html>.

Manitoba First Nations Education Resource Centre. *About*. <www.mfnerc.org/>.

Where We Live

M1.2

TIME

420 minutes

OVERVIEW

Students look at where they live—their local and Manitoba community—and identify various sources of diversity. They identify the geographic features, natural resources, and demographic features of Manitoba, locating them on a map. They use the inquiry process, use map skills, and make graphs to enrich their learning. They use Photo Story and create a model of Manitoba to represent and share their learning.

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

- 1.1.2 *Consider Others' Ideas*—Explore connections between a variety of insights, ideas, and responses.
- 1.2.4 *Extend Understanding*—Reflect on ideas and experiences and ask questions to clarify and extend understanding.
- 3.1.1 *Use Personal Knowledge*—Categorize personal knowledge of a topic to determine information needs.
- 3.1.2 *Ask Questions*—Ask general and specific questions on topics using predetermined categories.
- 3.1.3 *Contribute to Group Inquiry*—Identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research.
- 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.
- 3.3.2 *Record Information*—Make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically.
- 3.3.4 *Develop New Understanding*—Use gathered information and questions to review and add to knowledge; consider new questions regarding the inquiry or research process and content.

- 4.4.1 *Share Ideas and Information*—Prepare and share information on a topic using print and non-print aids to engage and inform a familiar audience.
- 5.1.3 *Appreciate Diversity*—Connect the insights of individuals in oral, literary, and media texts to personal experiences; discuss connections in representations of cultures in oral, literary, and media texts; discuss personal participation and responsibility in communities.

Mathematics

- 4.SP.1. Demonstrate an understanding of many-to-one correspondence.
[C, R, T, V]
- 4.SP.2. Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.
[C, PS, R, V]

Science

- 4-0-2A Access information using a variety of sources.
Examples: school libraries, videos, traditional knowledge, local hunters, CD-ROMs, Internet . . .
- 4-0-2B Review information to determine its usefulness to inquiry or to research needs.
- 4-0-5C Record observations in a variety of ways.
Examples: point-form notes, sentences, labelled diagrams, charts . . .
- 4-0-6A Construct bar graphs and pictographs using many-to-one correspondence, and interpret these as well as graphs from other sources.
- 4-0-7E Communicate results and conclusions in a variety of ways.
Examples: point-form lists, sentences, graphs, labelled diagrams, charts . . .
- 4-1-07 Investigate and describe a variety of local and regional habitats and their associated populations of plants and animals.

Social Studies

- 4-KL-020 Locate on a map and describe geographic features of Manitoba.
Examples: lakes and rivers, landforms, vegetation, forests, parks, cities and towns, First Nations communities . . .
- 4-KL-021 Locate on a map and identify major natural resources in Manitoba.
- 4-KL-022 Describe the main demographic features of Manitoba.
Include: population, population distribution, cultural communities.
- 4-KL-023 Identify issues related to environmental stewardship and sustainability in Manitoba.
- 4-KI-005 Identify cultural communities in Manitoba.
- 4-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.
- 4-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases . . .
- 4-S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps . . .
- 4-S-205 Construct maps that include a title, legend, compass rose, and grid.
- 4-S-206 Interpret maps that include a title, legend, compass rose, and grid.
- 4-S-207 Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.
- 4-S-302 Draw conclusions based on information and evidence.
- 4-S-400 Listen actively to others to understand their perspectives.
- 4-S-401 Use language that is respectful of human diversity.

Aboriginal Languages and Cultures

3.4 Outside the Community

3.4.1 Living Things and Natural Resources and Phenomena

- 3.4.1: B-4 Classify living things in various ways (e.g., endangered, home/habitats, seasonal).
- 3.4.1: D-4 Classify natural resources in the community and local area in various ways (e.g., water/land-based, natural/processed state, living/non-living).

3.4.2 Connections, Comparisons, and Influences

- 3.4.2: A-4 Identify and locate on a map the geographic/political features of Manitoba (e.g., lakes and rivers, parks, Aboriginal communities).
- 3.4.2: B-4 Identify the geographic regions in which Aboriginal cultural groups of Manitoba are located (e.g., some Ojibwe occupy areas of the Canadian Shield, the Prairie Region).

4.1 Specific Aboriginal Culture

4.1.1 History: Places, Events, and Changes

- 4.1.1: B-4 Outline on a map of Manitoba the traditional territories of Aboriginal cultural groups.
- 4.1.1: C-4 Compare the locations of traditional Aboriginal settlements and population centres with the current locations in Manitoba.

4.2 Other Cultures: Connections and Influences

4.2.1 Historical Connections and Influences

- 4.2.1: C-4 Identify connections (e.g., language, kinship, history) between own community and other Aboriginal communities in Manitoba and Canada.

4.2.3 Our Environment

- 4.2.3: A-4 Locate on a map and identify major natural resources in Canada.
- 4.2.3: F-4 Describe the influence of the natural environment on settlement patterns in Manitoba.

Literacy with ICT Continuum

Plan and Question

- P-1.1 recalls and/or records prior knowledge and asks topic-related questions
- P-2.2 adapts given electronic plans
examples: electronic storyboards, outlines, timelines, graphic organizers, science experiment reports . . .

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 . . .
- G-1.2 identifies sources of information and provides bibliographic/reference data
examples: titles, authors, publication dates, URLs, standard bibliographic formats . . .

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 . . .
- Pr-2.2 revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences
examples: by creating and/or critically revising text, images, and/or sound to enhance electronic work; by revising audio/video clips or effects; by adjusting the pace and transitions in multimedia presentations; by adding animation to web pages . . .

Communicate

- C-1.1 displays and/or discusses electronic work
examples: text, images, sound, concept maps, multimedia presentations, email, tables, spreadsheets, graphs, video, animation, web pages, wikis, blogs . . .
- C-2.1 discusses information, ideas, and/or electronic work using tools for electronic communication
examples: email, electronic whiteboards, web pages, threaded discussions, videoconferences, chats, instant messages, camera phones, wikis, blogs, podcasts, online whiteboards . . .

Reflect

- R-2.1 invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn
example: explains selection of ICT . . .

SUGGESTED LEARNING RESOURCES

Software

- Photo Story
- word processing
- painting or drawing
- concept mapping
- email

Internet

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.
- Statistics Canada. *2006 Community Profiles*.
<<http://www12.statcan.ca/english/census06/data/profiles/community/Index.cfm?Lang=E>>.

Print

- maps of Manitoba (political, physical, topographic)
- Appendix C: Index of Teaching, Learning, and Assessment Strategies
- Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. (See Strategies That Make a Difference—Jigsaw, 22.)
- ---. *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*. Winnipeg, MB: Manitoba Education and Training, 1996. (See Jigsaw, 5.9.)
- 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 M1.2#1: Manitoba Map
- BLM M1.2#2: Where Am I? Learning Centre
- BLM M1.2#3: Places around Me
- BLM M1.2#4: Manitoba Map Search Learning Centre
- BLM M1.2#5: Demographics Learning Centre

TBLM

- TBLM M1.2#1: Manitoba Populations (Sample Graphs)

SUGGESTIONS FOR INSTRUCTION**Preparation and Set-up**

- Bookmark URLs of appropriate websites (or add URLs to teacher/class web pages).
- Invite a guest speaker to talk to the class, sharing information on Manitoba's geographic features and natural resources, as well as on stewardship and sustainability in Manitoba.
- Prepare brainstorming charts with the following headings, for an activating strategy:
 - Geographic Features of Manitoba
 - Natural Resources of Manitoba
- Review the importance of copyright and the format to be used for citing sources used during inquiry.
- Review the spreadsheet product example provided in TBLM M1.2#1: Manitoba Populations (Sample Graphs) before students begin BLM M1.2#5: Demographics Learning Centre. TBLM M1.2#1: Manitoba Populations (Sample Graphs) could be shared with students to give further direction in the learning centre task.

Activating Strategies

- Students work in collaborative groups to brainstorm the geographic features (e.g., water forms, landforms, vegetation, communities) and natural resources (e.g., plants, animals, soil, minerals, energy sources, air, water) of Manitoba. Each group circulates from chart to chart, reading what has been listed so far, and then generating further ideas.
- Students listen to a guest speaker provide information on Manitoba's geographic features and natural resources, as well as on stewardship and sustainability in Manitoba.
- Students discuss elements of culture, and brainstorm cultural communities with which they are familiar. Ideas are recorded using concept-mapping software.

Acquiring Strategies

- Students use maps of Manitoba to add to their list of geographic features and natural resources. Using print and electronic resources, they use the Jigsaw strategy to research the geographic features, natural resources, and demographic features of Manitoba. They use BLM M1.2#1: Manitoba Map to show the locations of their selected topics, and include a legend.
- Students participate in learning centres:
 - BLM M1.2#2: Where Am I? Learning Centre
 - Students examine a map of Manitoba and identify
 - three places north of, south of, west of, and east of where they live
 - two places northeast of, northwest of, southeast of, and southwest of where they live
 - Using painting or drawing software, students create a map of a favourite region (e.g., a fishing lake, a park) showing at least six different spots on the map (e.g., lake: good fishing spot; park: play structure). Students select one of the spots as HOME. They create five

riddle clues that describe where the other spots are in relation to it (e.g., north and west of HOME). They share their maps and riddle clues with their collaborative groups.

Note: Students collaborate as a class to generate the criteria for their maps and direction clues.

- BLM M1.2#4: Manitoba Map Search Learning Centre
Students examine the alphanumeric coordinates of a map (e.g., map of Manitoba or Winnipeg) and identify the coordinates of five locations on the map. Students select a HOME location from the five, and write instructions for getting from HOME to a secret place on the map. The Manitoba Map Search instructions should involve signal words, a mixture of coordinates, and compass directions (e.g., go to J5, move northeast two rows). Students exchange instructions and follow them to find the secret place.
Note: Students collaborate as a class to generate the criteria for the Manitoba Map Search instructions.
- BLM M1.2#5: Demographics Learning Centre
Students use print and electronic resources to define the terms *population*, *population distribution*, and *cultural community*. They create mind maps to share their understanding. Using the Statistics Canada website, students gather data on the population and population density of 10 Manitoba communities. They use spreadsheet software to construct bar graphs involving many-to-one correspondence and interpret the data to draw conclusions.

Applying Strategies

- Students collaborate to create a Photo Story about the geographic features, natural resources, and demographic diversity of Manitoba. They take digital pictures of local features and include applicable pictures from home (e.g., vacations, tours, family). Students correspond with key pals to access digital pictures from across the province.
- Students use their learning from the Jigsaw strategy to create a model that shows the diversity of the Manitoba community. Using a variety of materials (e.g., modelling clay, papier mâché, symbols, figures), students show the natural resources and the physical and demographic features, including some of the animal and plant populations, of the province.
Note: This strategy could be approached with collaborative groups being responsible for different regions of Manitoba.

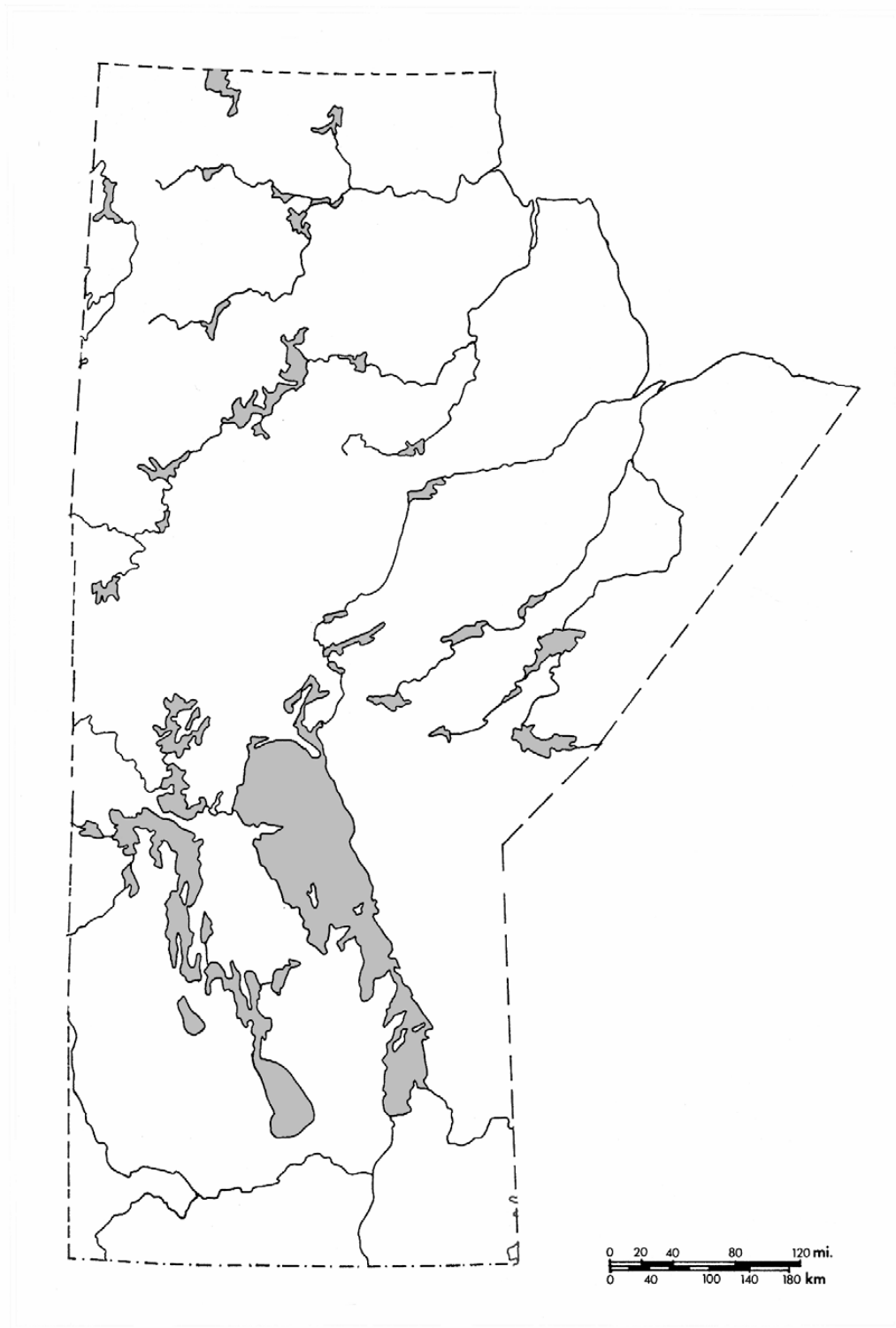
SUGGESTIONS FOR ASSESSMENT

- Observe students and maintain anecdotal records. Note how students are accessing and recording information during the inquiry process. Are students working effectively in collaborative groups? Can they locate geographic features and natural resources on a map?
- Assess students' understanding of compass directions and alphanumeric coordinates using BLM M1.2#3: Places around Me and riddle clues from BLM M1.2#2: Where Am I? Learning Centre.
- Review students' bar graphs to ensure they are correctly constructed.

CONNECTION TO CANADIAN YOUTH FORUM: CELEBRATING COMMUNITY AND DIVERSITY

- Students become aware of the diversity that makes up their Manitoba community. They use this knowledge to prepare for further learning in the following modules and for the culminating task of the *Canadian Youth Forum*.

BLM M1.2#1: Manitoba Map



BLM M1.2#2: Where Am I? Learning Centre

Overview

At this learning centre, you will look at a map of Manitoba and identify places in relation to where you live. You will create a map and make riddle clues for your group members to solve.

Resources

- map of Manitoba
- painting or drawing software
- word-processing software
- BLM M1.2#3: Places around Me

Tasks

- Study a map of Manitoba and
 - identify three places north of, south of, west of, and east of where you live
 - find two places northeast of, northwest of, southeast of, and southwest of where you liveRecord your findings on BLM M1.2#3: Places around Me. Share and discuss your work with your group.
- Using painting or drawing software, create a map of a favourite region (e.g., a lake, a park). Include at least six different spots on your map. Mark one of the spots as HOME.
- Make five riddle clues that give directions to the other five spots on your map using word processing.
- Share your maps and direction clues with your group members. Can they follow your directions to answer the clues? Make any necessary changes.

Suggestions for Collaboration

- Review the map criteria.
- Work together with group members to edit and revise your work.

What to Do with the Results of This Learning Centre

- Include your map and direction clues in your Electronic Collection.

Assessment Criteria

- Your five riddles give clear clues using direction words.
- Your map meets the class criteria.

BLM M1.2#3: Places around Me

Name _____ Date _____

I live in _____ Manitoba.

Think of different places that are located in various directions from where you live.

List three places that are located north of, south of, west of, and east of where you live. Use a map of Manitoba to help you.

North (N)	South (S)	East (E)	West (W)

List two places that are located northeast of, northwest of, southeast of, and southwest of where you live. Use a map of Manitoba to help you.

Northeast (NE)	Northwest (NW)	Southeast (SE)	Southwest (SW)

Compare your findings to those of your group members. How are they the same? How are they different? Explain.

BLM M1.2#4: Manitoba Map Search Learning Centre

Overview

At this learning centre, you will create instructions for a Manitoba Map Search for your classmates and key pals to solve.

Resources

- map of Manitoba
- word-processing software
- email

Tasks

- With your collaborative group, examine a map of Manitoba and the alphanumeric coordinates of the map.
- Select five places, and write down the coordinates for each.
- On your own, choose one of the five places to be HOME. Write instructions for getting from HOME to a secret place on the map. Instructions should involve signal words, a mixture of coordinates, and compass directions (e.g., go to J5, move northeast two rows).
- Exchange instructions with your group members and have them locate the secret places. Make any necessary changes.
- Email your Manitoba Map Search instructions to your key pals. Can they find the secret locations?

Suggestion(s) for Collaboration

- Help to make sure that the Manitoba Map Search instructions are clear and accurate.

What to Do with the Results of This Learning Centre

- Email your Manitoba Map Search instructions to your key pals.

Assessment Criteria

- Your Manitoba Map Search instructions are clear and accurate. You have used coordinates and compass directions in your instructions.

BLM M1.2#5: Demographics Learning Centre

Overview

At this learning centre, you will express your understanding of demographic terms using a mind map, and you will gather and graph data of 10 Manitoba communities using a spreadsheet.

Resources

- dictionary, books, the Internet
- paper, colours
- Statistics Canada. *2006 Community Profiles*.
<<http://www12.statcan.ca/english/census06/data/profiles/community/Index.cfm?Lang=E>>.
- spreadsheet software

Tasks

- Use print and electronic resources to define the terms *population*, *population distribution*, and *cultural community*. Create a mind map to share your group's understanding.
- Select 10 Manitoba towns or cities. Use the Statistics Canada website to gather data on the population and the population density of each place. Record your findings on a spreadsheet.
- Use your spreadsheet to construct a bar graph of the population of each town or city. Then create a bar graph of its population density.
- Discuss your conclusions as a group.

Suggestions for Collaboration

- Use the Think-Write-Share strategy to discuss your conclusions with your group.
 - **Think** on your own.
 - **Write** down your ideas.
 - **Share** with your group.

What to Do with the Results of This Learning Centre

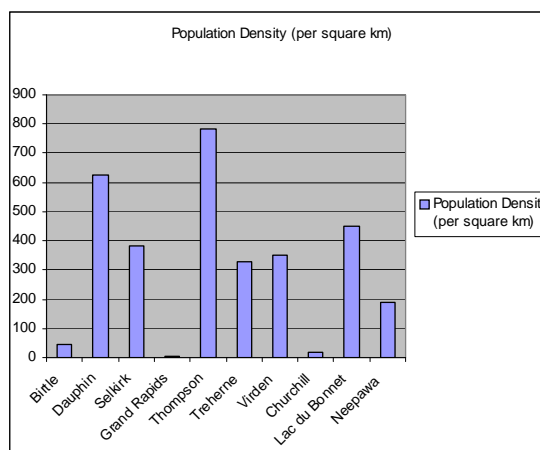
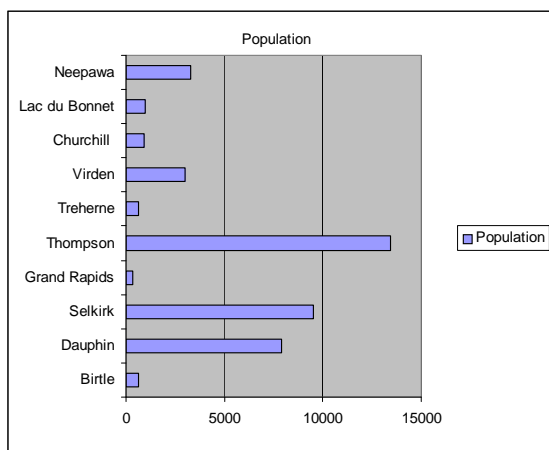
- Add the completed spreadsheet to your Electronic Collection.

Assessment Criteria

- Your mind map meets the class criteria.
- Your spreadsheet and bar graphs are correctly constructed. They provide appropriate labels and accurate data.

TBLM M1.2#1: Manitoba Populations* (Sample Graphs)

Manitoba Town/City	Population (in 2006)	Population Density (per square km)
Birtle	662	46.5
Dauphin	7 906	624.9
Selkirk	9 515	382.5
Grand Rapids	336	3.9
Thompson	13 446	482.8
Treherne	646	329.4
Virden	3 010	351.4
Churchill	923	17.1
Lac du Bonnet	1 009	448.9
Neepawa	3 298	187.7



* Source: Adapted from Statistics Canada. *2006 Community Profiles*. 2006 Census. Statistics Canada Catalogue no. 92-591-XWE. Ottawa. Released March 13, 2007. <<http://www12.statcan.ca/english/census06/data/profiles/community/Index.cfm?Lang=E>> (accessed June 23, 2008).

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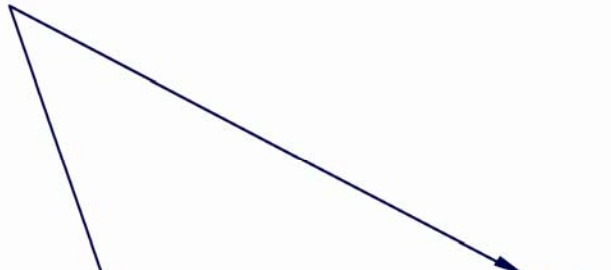


**Module 2:
Interacting with
Community and
Diversity**



**M2.1:
Adapting and Interacting**

Students explore the interactions among plants, animals, and people. They examine the concept of plant and animal adaptations. Students also conduct interviews to investigate environmental stewardship and sustainability within their homes, school, and community.



**M2.2:
Diverse Cultures**

Students experience the cultural diversity of Manitoba using the Jigsaw strategy to investigate cultural communities found in the province. They reflect on how their personal identity is influenced by their cultural community. Students continue to study current practices in stewardship and sustainability.

Module 2: Interacting with Community and Diversity

Module 2 of the Grade 4 *Community and Diversity* interdisciplinary unit takes students through learning experiences that focus on the interactions among plants, animals, and people. Students discover the vastness of cultural communities, including Aboriginal, francophone, and other cultural communities, in Manitoba. They identify how personal identity is influenced by cultural community. Students continue to focus on environmental stewardship and sustainability and on traditional cultural perspectives.

The two learning experiences (LEs) that make up Module 2 are described below.

LE Title	Estimated Time	LE Overview	Aboriginal Perspectives	Learning Centres
M2.1: Adapting and Interacting	500 minutes	Students explore the interactions among plants, animals, and people. They examine the concept of plant and animal adaptations, gathering information on a plant or an animal found in a habitat of the local area or in Manitoba. After identifying and explaining the structural and behavioural adaptations of a plant or an animal, students apply their learning to create a fictitious specimen that has the necessary adaptations to survive in the selected habitat. They conduct interviews to investigate environmental stewardship and sustainability within their homes, school, and community.	<ul style="list-style-type: none"> Students read stories of animal adaptations from traditional cultural perspectives. 	<ul style="list-style-type: none"> BLM M2.1#1: Traditional Knowledge of Adaptations Learning Centre BLM M2.1#2: Food Webs Learning Centre BLM M2.1#4: What Are We Already Doing? Learning Centre
M2.2: Diverse Cultures	420 minutes	Students experience the cultural diversity of Manitoba using the Jigsaw strategy to investigate cultural communities found in the province. They identify Aboriginal and/or francophone cultural communities in Manitoba, and create maps that indicate the locations of these communities. They reflect on how their personal identity is influenced by their cultural community. Students continue to study environmental stewardship and sustainability by gathering information on current practices at home and at school through interviews. They use the resulting information to create posters, which encourage further action from family members and the school community.	<ul style="list-style-type: none"> Students identify Aboriginal communities in Manitoba. Students use the Jigsaw strategy to investigate cultural communities, including Aboriginal communities, across Manitoba. 	<ul style="list-style-type: none"> BLM M2.2#1: At Home and at School Learning Centre BLM M2.2#3: Personal Identity Learning Centre

Adapting and Interacting

M2.1

TIME

500 minutes

OVERVIEW

Students explore the interactions among plants, animals, and people. They examine the concept of plant and animal adaptations, gathering information on a plant or an animal found in a habitat of the local area or in Manitoba. After identifying and explaining the structural and behavioural adaptations of a plant or an animal, students apply their learning to create a fictitious specimen that has the necessary adaptations to survive in the selected habitat. They conduct interviews to investigate environmental stewardship and sustainability within their homes, school, and community.

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

- 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].
- 2.3.3 *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 . . .].
- 3.1.2 *Ask Questions*—Ask general and specific questions on topics using predetermined categories.
- 3.1.3 *Contribute to Group Inquiry*—Identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research.
- 3.1.4 *Create and Follow a Plan*—Select and use a plan for gathering information.
- 3.2.1 *Identify Personal and Peer Knowledge*—Record, select, and share personal knowledge of a topic to focus inquiry or research.
- 3.3.1 *Organize Information*—Organize information and ideas in logical sequences using a variety of strategies [such as clustering, webbing, charting from a model . . .].
- 3.3.2 *Record Information*—Make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically.

- 3.3.3 *Evaluate Information*—Examine collected information to identify categories or aspects of a topic that need more information.
- 3.3.4 *Develop New Understanding*—Use gathered information and questions to review and add to knowledge; consider new questions regarding the inquiry or research process and content.
- 4.2.1 *Appraise Own and Others' Work*—Share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations.
- 4.4.1 *Share Ideas and Information*—Prepare and share information on a topic using print and non-print aids to engage and inform a familiar audience.
- 4.4.3 *Attentive Listening and Viewing*—Demonstrate appropriate audience behaviours [such as listening to opposing opinions, disagreeing respectfully, expressing opinions . . .].
- 5.1.2 *Relate Texts to Culture*—Explore cultural representations in oral, literary, and media texts from various communities.
- 5.1.3 *Appreciate Diversity*—Connect the insights of individuals in oral, literary, and media texts to personal experiences; discuss connections in representations of cultures in oral, literary, and media texts; discuss personal participation and responsibility in communities.
- 5.2.2 *Work in Groups*—Take roles and share responsibilities as a group member.
- 5.2.4 *Evaluate Group Process*—Show appreciation and offer constructive feedback to peers and seek support from group members; evaluate own group participation and adjust behaviour accordingly.

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.
- 4-1-04 Identify physical and behavioural adaptations of animals and plants, and infer how these adaptations help them to survive in a specific habitat.
Examples: ducks' webbed feet and waterproof feathers help them dive for food in the marsh . . .
- 4-1-05 Investigate alternate explanations of plant or animal adaptations based on traditional knowledge from a variety of cultures.
- 4-1-06 Investigate how technological developments often mirror physical adaptations.
Examples: fishnet—spider web, diving fins—webbed feet . . .
- 4-1-07 Investigate and describe a variety of local and regional habitats and their associated populations of plants and animals.
- 4-1-09 Recognize that plant and animal populations interact within a community.
- 4-1-10 Recognize that the food chain is a system in which some of the energy from the Sun is transferred eventually to animals.
- 4-1-11 Construct food chains and food webs, and classify organisms according to their roles.
Include: producer, consumer, herbivore, omnivore, carnivore, predator, prey, scavenger.

Social Studies

- 4-KL-023 Identify issues related to environmental stewardship and sustainability in Manitoba.
- 4-VL-006 Appreciate Manitoba's natural environment.
- 4-S-102 Interact fairly and respectfully with others.
- 4-S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps . . .
- 4-S-301 Consider advantages and disadvantages of solutions to a problem.
- 4-S-302 Draw conclusions based on information and evidence.
- 4-S-402 Support their ideas and opinions with information or observations.
- 4-S-403 Present information and ideas orally, visually, concretely, or electronically.

Aboriginal Languages and Cultures

3.1 Home

3.1.2 *Belongings and Physical Environment*

- 3.1.2: G-4 Identify household products that could be reduced, recycled, or reused.
- 3.1.2: H-4 Identify the use of energy-efficient practices (e.g., turn off lights when not in use, turn off tap water while brushing teeth, take short shower) in the home.

3.2 School

3.2.2 *Physical Environment*

- 3.2.2: C-4 Illustrate the connection of things in the physical environment to natural and human resources development (e.g., the wooden parts of tables are made from trees by people who work in manufacturing plants).
- 3.2.2: D-4 Plan and participate in a classroom project to take care of things in the physical environment (e.g., care for a flowering plant throughout its life cycle, tracking its growth and changes over time).

3.3 Within the Community

3.3.2 *Daily Life and Sustenance*

- 3.3.2: E-4 Suggest ways in which the local environment is or can be respected, maintained, and sustained (e.g., recycling, renovations, road repair, respect for private property).

3.4 Outside the Community

3.4.1 *Living Things and Natural Resources and Phenomena*

- 3.4.1: A-4 Describe ways in which living things depend on each other (e.g., animals help distribute pollen, food chains and food webs).
- 3.4.1: C-4 Give examples of the life processes and cycles of living things (e.g., migration, hibernation, changes in colour and covering) in the local area.

4.2 Other Cultures: Connections and Influences

4.2.3 *Our Environment*

- 4.2.3: B-4 Describe the traditional Aboriginal perspective on natural resources (e.g., no ownership of natural resources, resources are to be shared).
- 4.2.3: C-4 Discuss how knowledge of plant and animal populations and interactions helped Aboriginal peoples to survive in the past.
- 4.2.3: G-4 Give examples of traditional and contemporary teachings of Aboriginal cultures that illustrate respect for the land (e.g., planning an activity for Earth Day celebrations).

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 . . .
- G-1.2 identifies sources of information and provides bibliographic/reference data
examples: titles, authors, publication dates, URLs, standard bibliographic formats . . .
- G-1.3 records data or makes notes on gathered information and ideas using given categories and given ICT
examples: tables, graphic organizers, spreadsheets . . .

Produce to Show Understanding

- Pr-1.1 participates in establishing criteria for student-created electronic work
- 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 . . .
- Pr-2.2 revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences
examples: by creating and/or critically revising text, images, and/or sound to enhance electronic work; by revising audio/video clips or effects; by adjusting the pace and transitions in multimedia presentations; by adding animation to web pages . . .

Communicate

- C-1.1 displays and/or discusses electronic work
examples: text, images, sound, concept maps, multimedia presentations, email, tables, spreadsheets, graphs, video, animation, web pages, wikis, blogs . . .
- C-2.1 discusses information, ideas, and/or electronic work using tools for electronic communication
examples: email, electronic whiteboards, web pages, threaded discussions, videoconferences, chats, instant messages, camera phones, wikis, blogs, podcasts, online whiteboards . . .

Reflect

- R-2.1 invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn
example: explains selection of ICT . . .

SUGGESTED LEARNING RESOURCES

Software

- painting or drawing
- concept mapping
- multimedia presentation
- word processing

Internet

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies
- Bezner, Andy, and Ken De Smet. *Manitoba Birds*. Edmonton, AB: Lone Pine Publishing, 2000.
- Caduto, Michael J., and Joseph Bruchac. *Keepers of the Earth: Native Stories and Environmental Activities for Children*. Calgary, AB: Fifth House Publishers, 1997.
- ---. *Teacher's Guide to Keepers of the Earth: Native Stories and Environmental Activities for Children*. Saskatoon, SK: Fifth House Publishers, 1991.
- 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>.)
- *Science and Technology: Habitats*. Don Mills, ON: Addison-Wesley Longman Ltd., 2000.
- Senecal, Catherine. *Pelicans to Polar Bears: Watching Wildlife in Manitoba*. Winnipeg, MB: Heartland Publications, 1999.

BLMs

- BLM M2.1#1: Traditional Knowledge of Adaptations Learning Centre
- BLM M2.1#2: Food Webs Learning Centre
- BLM M2.1#3: Animals: What Do They Eat?
- BLM M2.1#4: What Are We Already Doing? Learning Centre

TBLMs

- TBLM M2.1#1: Group Processing Checklist—Form B
- TBLM M2.1#2: Sample Word Cycle

Materials

- digital camera

SUGGESTIONS FOR INSTRUCTION**Preparation and Set-up**

- Work with the class to develop student-generated criteria for the work students produce.
- Review school or school division policy on Internet publishing for students.
- Prepare a class blog. Assist students in posting entries.
- Set up an electronic version of BLM M2.1#3: Animals: What Do They Eat? if you want students to copy and paste during this sorting task.
- Review OLE.5: Share the Learning, OLE.6: Collaborative Learning, and OLE.10: Electronic Collection.
- Review ICT.1: Toolbox Binder, ICT.2: Write This Down, ICT.4: Looks Like This, ICT.5: Inspired, ICT.6: Caught in Action, ICT.7: Make Your Point, and ICT.8: Look for It.

Activating Strategies

- Using concept-mapping software, students brainstorm for various ways in which plants, animals, and people interact. Students work together to create a class collage depicting these interactions among plant, animal, and human communities.

- Students discuss vocabulary (e.g., herbivore, carnivore, omnivore, predator, prey, scavenger, producer, consumer) and how organisms interact and are classified in food chains or webs.

Acquiring Strategies

- Students select a plant or an animal that is found in a local habitat or in Manitoba. Working together, students develop questions for inquiry on the adaptations of plants and animals. They work individually, in pairs, or in small groups to gather information, and share their inquiry findings using a class chart to compare their results with those of the class.
- Students design a fictitious plant or animal that would survive in a selected environment, and draw the specimen using painting or drawing software. Students insert their image into an electronic presentation and describe the structural and/or behavioural adaptations of their creation.
- Students participate in learning centres:
 - BLM M2.1#1: Traditional Knowledge of Adaptations Learning Centre
After reading a story about a traditional cultural perspective on adaptations, students represent their learning by creating a storyboard by hand or electronically.
 - BLM M2.1#2: Food Webs Learning Centre
Students collaborate to sort and categorize animals according to what they eat, using BLM M2.1#3: Animals: What Do They Eat? They create a Venn diagram game to sort organisms from a local habitat into the categories of predator, prey, or both.

Applying Strategies

- Students participate in a learning centre:
 - BLM M2.1#4: What Are We Already Doing? Learning Centre
Students conduct interviews with family and school members to identify current practices that support environmental stewardship and sustainability. They create a blog to share the successes and encourage dialogue for further efforts.
- Students complete a Word Cycle to demonstrate their understanding of vocabulary (see TBLM M2.1#2: Sample Word Cycle).

SUGGESTIONS FOR ASSESSMENT

- Observe how students are involved in the inquiry process. Do they ask questions and contribute to the group inquiry? How do they record information? Can they draw conclusions?
- Assess students' ability to work in collaborative groups using TBLM M2.1#1: Group Processing Checklist—Form B.
- Check student understanding of vocabulary using TBLM M2.1#2: Sample Word Cycle. Can students explain the connections between terms?
- Use students' fictitious plant or animal design to assess their understanding of adaptations. Have they used new information or learning in their design? Are the adaptations suitable to the environment?
- Use Venn diagram games from BLM M2.1#2: Food Webs Learning Centre to assess student understanding of predator and prey.

CONNECTION TO CANADIAN YOUTH FORUM: CELEBRATING COMMUNITY AND DIVERSITY

- Students broaden their understandings of the interactions among and adaptations within communities. They will apply this learning, as well as their discoveries of local initiatives in stewardship and sustainable development, in the culminating task of the *Canadian Youth Forum*.

BLM M2.1#1: Traditional Knowledge of Adaptations Learning Centre

Overview

At this learning centre, you will read stories about a traditional perspective on plant and/or animal adaptations to create a storyboard presentation.

Resources

- stories (in books or online)
- paper, colours
- painting or drawing software or multimedia presentation software

Tasks

- Come to a consensus in selecting a story about a traditional perspective on plant and/or animal adaptations that your group will read.
- After reading the selected story with your group, discuss the adaptations explained in the story. Share your perspective on the plant and/or animal adaptations with the group.
- Create a storyboard presentation, by hand or electronically.

Suggestion(s) for Collaboration

- Share the workload so that each group member is involved in the task.

What to Do with the Results of This Learning Centre

- Post the completed storyboard to be shared with the class.

Assessment Criteria

- Your storyboard meets the class criteria.
- You have presented the main ideas in a logical order.

BLM M2.1#2: Food Webs Learning Centre

Overview

At this learning centre, you will sort and categorize animals according to what they eat. You will create your own sorting game called Predator or Prey?

Resources

- magazines
- digital camera
- paper, colours
- BLM M2.1#3: Animals: What Do They Eat?

Tasks

- Using BLM M2.1#3: Animals: What Do They Eat?, sort the listed animals into the correct categories.
- Work together with your group to create a sorting game, using a Venn diagram, for other students to play. Your Predator or Prey? sorting game will need
 - a Venn diagram game board with clear instructions
 - animal cards—some predators, some prey, and some that are both (use digital pictures or pictures cut from magazines to represent different animals)

Suggestion(s) for Collaboration

- When reviewing the sorting task with your group, respectfully explain any differences.

What to Do with the Results of This Learning Centre

- Exchange games with another group so they can try your creation.

Assessment Criteria

- Your Predator or Prey? sorting game meets the class criteria.
- You have provided clear instructions for your game.
- Your game board and cards are complete and show predators and prey accurately.

BLM M2.1#3: Animals: What Do They Eat?

Name _____ Date _____

What Do These Animals Eat?			
Frog	Duck	Rabbit	Raccoon
Grasshopper	Coyote	Garter snake	Earthworm
Mouse	Moth	Bear	Hawk
Raven	Bacteria	Dragonfly	Caterpillar

Sort the animals listed above by cutting the names and then pasting them in the correct columns of the table below according to what the animals eat.

Herbivores Eat Plants	Omnivores Eat Plants and Meat	Carnivores Eat Meat	Decomposers Consume Dead or Decaying Material

BLM M2.1#4: What Are We Already Doing? Learning Centre

Overview

At this learning centre, you will prepare for and conduct an interview to identify what people are already doing to support environmental stewardship and sustainability. You will add your findings to the class blog.

Resources

- class blog site
- word-processing software

Tasks

- Decide as a group in which area you would like to conduct your interview: home or school.
- Develop a script that you will use to explain your purpose to the person you interview.
- Work together with your group to create a list of five to ten interview questions. These questions must focus on stewardship and sustainability: understanding, actions, and plans for the future.
- After all group members have completed the interviews, discuss your results. Share your discoveries and insights. Then have each person in your group write a summary.
- Share first drafts of the summaries with your group, and make any necessary changes.

Suggestions for Collaboration

- Come to a consensus on the interview area, script, and questions.
- Give constructive feedback on interview summaries.

What to Do with the Results of This Learning Centre

- Add summaries to the class blog.

Assessment Criteria

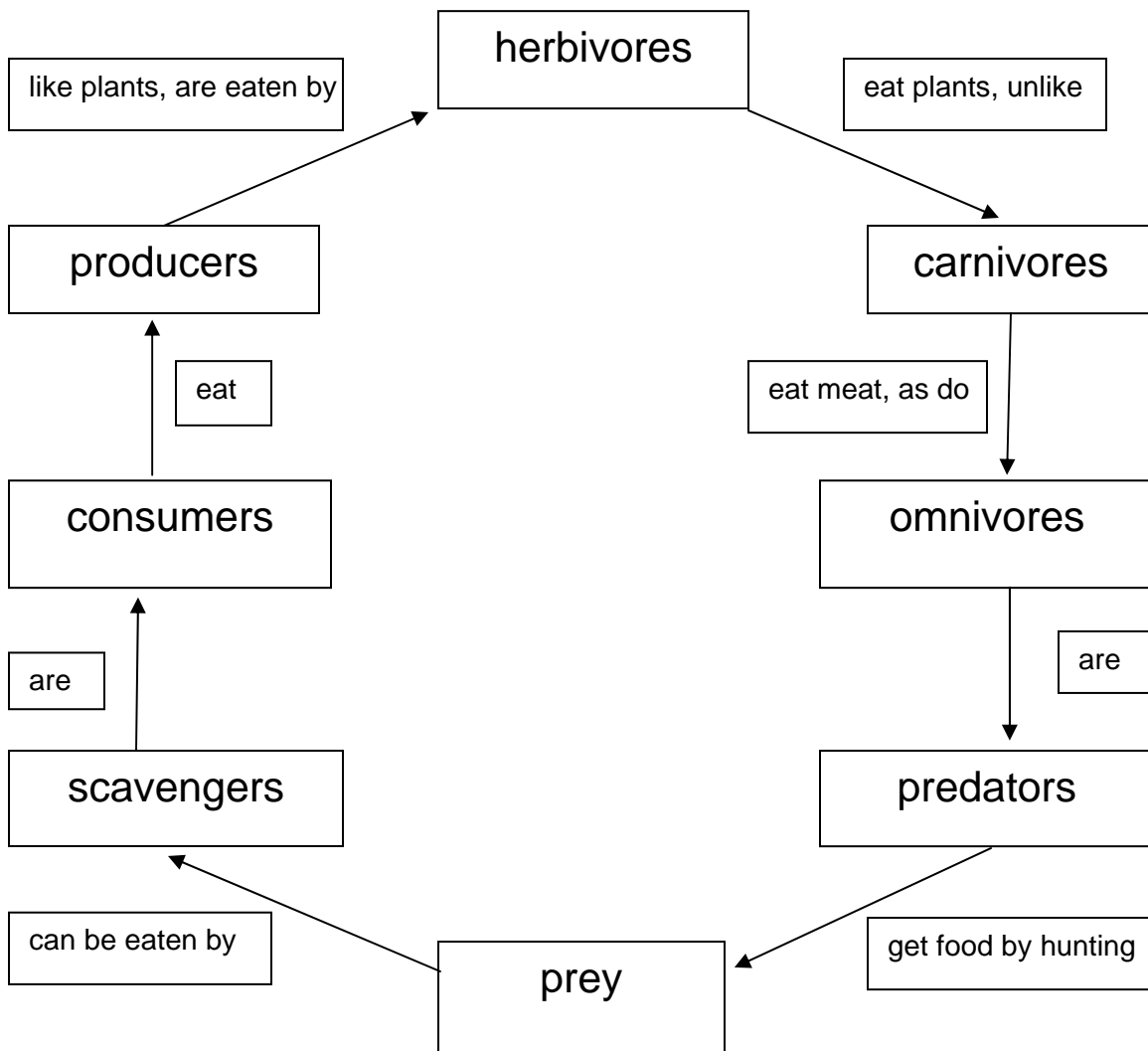
- The script for your interview explains the purpose.
- You have prepared specific questions for your interview.
- You have recorded your interview answers clearly.
- Your written summary is in paragraph format, and includes the important ideas from your interview.
- Your summary is edited by you and by at least one peer.

TBLM M2.1#2: Sample Word Cycle

Students can use word-processing or concept-mapping software to create a Word Cycle using the selected terms. Students arrange the words in an order so that each term relates or connects to the word that follows. They use joining words to show the connection.

Terms Used			
• herbivores	• omnivores	• prey	• producers
• carnivores	• predators	• scavengers	• consumers

Sample



Diverse Cultures

M2.2

TIME

420 minutes

OVERVIEW

Students experience the cultural diversity of Manitoba using the Jigsaw strategy to investigate cultural communities found in the province. They identify Aboriginal and/or francophone cultural communities in Manitoba, and create maps that indicate the locations of these communities. They reflect on how their personal identity is influenced by their cultural community. Students continue to study environmental stewardship and sustainability by gathering information on current practices at home and at school through interviews. They use the resulting information to create posters, which encourage further action from family members and the school community.

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

- 3.1.2 *Ask Questions*—Ask general and specific questions on topics using predetermined categories.
- 3.2.2 *Identify Sources*—Answer inquiry or research questions using a variety of information sources [such as classroom materials, school libraries, video programs, Dene/Inuit hunts . . .].
- 3.2.3 *Assess Sources*—Assess the usefulness of information for inquiry or research using pre-established criteria.
- 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.
- 3.3.4 *Develop New Understanding*—Use gathered information and questions to review and add to knowledge; consider new questions regarding the inquiry or research process and content.
- 4.4.1 *Share Ideas and Information*—Prepare and share information on a topic using print and non-print aids to engage and inform a familiar audience.

- 4.4.2 *Effective Oral Communication*—Describe and explain information and ideas to a particular audience; select, use, and monitor appropriate volume, intonation, and non-verbal cues.
- 4.4.3 *Attentive Listening and Viewing*—Demonstrate appropriate audience behaviours [such as listening to opposing opinions, disagreeing respectfully, expressing opinions . . .].
- 5.1.2 *Relate Texts to Culture*—Explore cultural representations in oral, literary, and media texts from various communities.
- 5.1.3 *Appreciate Diversity*—Connect the insights of individuals in oral, literary, and media texts to personal experiences; discuss connections in representations of cultures in oral, literary, and media texts; discuss personal participation and responsibility in communities.
- 5.2.2 *Work in Groups*—Take roles and share responsibilities as a group member.

Mathematics

- 4.SP.1 Demonstrate an understanding of many-to-one correspondence.
[C, R, T, V]
- 4.SP.2 Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.
[C, PS, R, V]

Social Studies

- 4-KI-005 Identify cultural communities in Manitoba.
- 4-KI-007 Identify Aboriginal communities, cultures, and languages in Manitoba.
Examples: Cree, Ojibway, Dakota, Michif, Oji-Cree, Dene . . .
- 4-KI-007A Identify connections between their community and other Aboriginal communities in Manitoba.
- 4-KI-008 Identify francophone communities in Manitoba.
- 4-KI-008F Identify connections between their local community and other francophone communities in Manitoba.
- 4-KI-009 Describe the influence of various factors on their identities.
Include: culture, community, place, region.
- 4-KI-009A Understand the teachings of Elders about their culture and identity.
- 4-KI-009F Describe the influence of their cultural heritage on their francophone identity.
- 4-KL-022 Describe the main demographic features of Manitoba.
Include: population, population distribution, cultural communities.
- 4-VI-003 Value ethnic and cultural diversity in Manitoba.
- 4-S-202 Use appropriate terms or expressions to describe periods of time.
Examples: decade, generation, century, when the Earth was new, in the time of our ancestors . . .
- 4-S-204 Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.
- 4-S-300 Formulate questions for research.
- 4-S-305 Observe and analyze material or visual evidence for research.
Examples: artifacts, photographs, works of art . . .
- 4-S-400 Listen actively to others to understand their perspectives.
- 4-S-403 Present information and ideas orally, visually, concretely, or electronically.

Aboriginal Languages and Cultures

3.3 Within the Community

3.3.1 Roles, Responsibilities, and Relationships

- 3.3.1: A-4 Give examples of individual characteristics (e.g., gender, family, nation, community, interests, gifts, preferred learning styles) that contribute to the development of personal identity, self-esteem, self-confidence, and a sense of belonging.
- 3.3.1: C-4 Demonstrate understanding that everyone is special, unique, and able to succeed (e.g., consider families, interests, gifts, dreams).
- 3.3.1: F-4 Describe how people in communities influence and depend on each other.

3.3.2 Daily Life and Sustenance

- 3.3.2: A-4 Describe current practices, events, celebrations, and traditions associated with own community (e.g., fishing, hunting, National Aboriginal Day).
- 3.3.2: E-4 Suggest ways in which the local environment is or can be respected, maintained, and sustained (e.g., recycling, renovations, road repair, respect for private property).

3.4 Outside the Community

3.4.1 Living Things and Natural Resources and Phenomena

- 3.4.1: F-4 Explain how people use living things and natural resources (e.g., water for drinking, cooking, and washing, animals for food, ceremonial items, and trapping, plants for gardens and medicines).
- 3.4.1: I-4 Identify and describe hobbies and jobs involving plants, animals, natural resources, and the land.

3.4.2 Connections, Comparisons, and Influences

- 3.4.2: E-4 Give examples of needs and concerns common to Aboriginal communities in Manitoba.

4.1 Specific Aboriginal Culture

4.1.1 History: Places, Events, and Changes

- 4.1.1: D-4 Demonstrate understanding that identity is connected to the history of the home community and culture.

4.1.2 Stories and Teachings

- 4.1.2: B-4 Explain the importance of oral tradition and Elders in Aboriginal cultures.
- 4.1.2: C-4 Identify the teachings found in traditional Aboriginal stories and legends.

4.2 Other Cultures: Connections and Influences

4.2.1 Historical Connections and Influences

- 4.2.1: A-4 Describe places of historic, cultural, or environmental significance in Manitoba (e.g., Lower Fort Garry, The Forks, Circle of Life Thunderbird House, provincial and national parks).

4.3 Cultural Diversity

4.3.1 Commonalities and Differences

- 4.3.1: B-4 Give examples of cultural practices followed by schoolmates and different groups in the community.

4.3.2 Intercultural Perspectives and Skills

- 4.3.2: A-4 Identify factors (e.g., culture and language, time and place, groups and communities, arts and media) that may influence own identity.
- 4.3.2: E-4 Demonstrate awareness that people have different perspectives and ways of doing things.

4.4 Linguistic Diversity

4.4.2 Valuing and Using Intercultural Knowledge

- 4.4.2: C-4 Discuss personal uses made of own knowledge of different languages and cultures.

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
- P-2.2 adapts given electronic plans
examples: electronic storyboards, outlines, timelines, graphic organizers, science experiment reports . . .

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 . . .
- G-1.2 identifies sources of information and provides bibliographic/reference data
examples: titles, authors, publication dates, URLs, standard bibliographic formats . . .
- G-1.3 records data or makes notes on gathered information and ideas using given categories and given ICT
examples: tables, graphic organizers, spreadsheets . . .
- G-1.4 collects primary data using electronic devices
examples: digital cameras, email, video cameras, digital audio recorders, digital microscopes, archived original artifacts, online surveys, Global Positioning System (GPS), probeware . . .
- G-1.5 questions whether information from media sources is real, useful, and/or distracting
examples: falsified digital images, banners, and/or pop-up advertisements . . .

Produce to Show Understanding

- Pr-1.1 participates in establishing criteria for student-created electronic work
- 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 . . .
- Pr-2.1 selects a suitable ICT application and/or device to create electronic work and explains the selection
- Pr-2.2 revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences
examples: by creating and/or critically revising text, images, and/or sound to enhance electronic work; by revising audio/video clips or effects; by adjusting the pace and transitions in multimedia presentations; by adding animation to web pages . . .

Communicate

- C-1.1 displays and/or discusses electronic work
examples: text, images, sound, concept maps, multimedia presentations, email, tables, spreadsheets, graphs, video, animation, web pages, wikis, blogs . . .

Reflect

- R-2.1 invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn
example: explains selection of ICT . . .

SUGGESTED LEARNING RESOURCES**Software**

- email
- web page authoring
- concept mapping
- word processing

Internet

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.
- Ecokids. *Games and Activities*. <www.ecokids.ca/pub/games_activities/topten.cfm>.

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies
- Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. (See Strategies That Make a Difference—Jigsaw, 22; Think-Pair-Share, 15–16.)
- ---. *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*. Winnipeg, MB: Manitoba Education and Training, 1996. (See Jigsaw, 5.9.)
- 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 M2.2#1: At Home and at School Learning Centre
- BLM M2.2#2: Stewardship and Sustainability Reflection
- BLM M2.2#3: Personal Identity Learning Centre
- BLM M2.2#4: Compare and Contrast Frame

TBLM

- TBLM OLE.7#4: Observation Checklist for Speaking and Listening Skills

SUGGESTIONS FOR INSTRUCTION**Preparation and Set-up**

- The *Community and Diversity* interdisciplinary unit includes content related to both francophone and Aboriginal communities. Make adjustments according to the needs of the school community.
- Establish or review criteria for assessing sources students use during inquiry.

- Arrange speaker(s) to present information on cultural communities found locally.
- Arrange email partners with a Grade 4 class in a Manitoban community, which represents a francophone, Aboriginal, or other cultural community.
- Review OLE.6: Collaborative Learning and OLE.7: Speak Ye! Hear Ye!
- Review ICT.2: Write This Down, ICT.3: Riddle This, ICT.4: Looks Like This, ICT.6: Caught in Action, ICT.7: Make Your Point, and ICT.8: Look for It: Learning to Search the Internet.

Activating Strategies

- Students participate in a Think-Pair-Share strategy to identify what culture is. They think about and discuss how their own culture influences their personal identity.
- Students listen to a speaker or a panel of speakers talk about local cultures and the ethnic diversity of Manitoba.

Acquiring Strategies

- Students use print and electronic resources to identify Aboriginal and/or francophone cultural communities in Manitoba. They create maps, including legends, that identify the location of these communities. Please be aware that Aboriginal communities also exist within cities.
- Students use the Jigsaw strategy to investigate cultural communities across Manitoba. They use print and electronic sources to gather information on various aspects (e.g., language, art, music, traditions, stories, food, celebrations) of selected cultural communities. They share their learning with the class, choosing an appropriate format (e.g., multimedia presentation, website, display, board game).
- Students correspond with email partners to ask questions and to share information regarding cultural communities in Manitoba.

Applying Strategies

- Students participate in learning centres:
 - BLM M2.2#1: At Home and at School Learning Centre
Students activate their prior knowledge using online environmental games. They reflect on their current stewardship and sustainability practices, and set goals for future change. Students conduct interviews to gather information on environmental stewardship and sustainability at home and at school, and write a summary of their findings. They create posters to recognize current efforts and to encourage further action.
 - BLM M2.2#3: Personal Identity Learning Centre
Students identify factors that influence their own personal identity. They create a personal timeline that shows important moments in their lives and in the history of their cultural community. Students write a poem or a story to share their reflection on their personal identity.
- Students select one of the cultural communities studied and compare it to the local community using BLM M2.2#4: Compare and Contrast Frame.

SUGGESTIONS FOR ASSESSMENT

- Observe student use of speaking and listening skills, recording information on TBLM OLE.7#4: Observation Checklist for Speaking and Listening Skills.
- Assess student understanding of cultural communities using BLM M2.2#4: Compare and Contrast Frame. Are students able to articulate new understanding? Can they clearly make comparisons? Are there gaps in understanding? Use the information to guide further instruction.
- Observe students during inquiry. Can they access and gather information? Are they able to share ideas and communicate effectively?

CONNECTION TO CANADIAN YOUTH FORUM: CELEBRATING COMMUNITY AND DIVERSITY

- Students extend their understanding of cultural communities in Manitoba. They share this learning and their appreciation of Manitoba's cultural diversity during the culminating task of the *Canadian Youth Forum*.

BLM M2.2#1: At Home and at School Learning Centre

Overview

At this learning centre, you will play environmental games online to help you think about ways to be a good steward of the earth. You will conduct interviews to gather information on current stewardship and sustainability practices.

Resources

- Ekokids. *Games and Activities*. <www.ecokids.ca/pub/games_activities/topten.cfm>.
- BLM M2.2#2: Stewardship and Sustainability Reflection
- paper, pencil, colours

Tasks

- Go to the Ekokids website. Try the games *The Great Garbage Caper* and *I Don't Want to Clean My Room!* As you play the online games, take note of ways to help take care of the environment.
- Complete BLM M2.2#2: Stewardship and Sustainability Reflection. Share your thoughts during your collaborative group discussion.
- Work with your group to create a list of interview questions to gather information on current practices in your home or at school that are helpful in taking care of and sustaining the environment. Each group member selects one to three people to interview either from home or from school.
- Share the information you collected from the interview with your group, and write a summary of your group findings.
- Create a poster that recognizes the efforts already being made in taking care of the environment and that encourages people at home or at school to take even further action.

Suggestion(s) for Collaboration

- When sharing ideas and information within your group, make sure everyone can be seen and heard. Attentive listening is important.

What to Do with the Results of This Learning Centre

- Display posters in an appropriate place at home or at school.

Assessment Criteria

- Your poster meets the class criteria.
- Your poster includes information collected in your interview, as well as the summary of your group findings.
- Your poster promotes taking care of the environment at home or at school.

BLM M2.2#2: Stewardship and Sustainability Reflection

Name _____ Date _____

After playing *The Great Garbage Caper* and *I Don't Want to Clean My Room!* on the Ecokids website, complete the chart below to help you think about yourself as a steward of the environment.

Stewardship and Sustainability
Ideas suggested in the games that I am already practising at school or at home include
Things I would like to start doing at school or at home include
The first change I plan to make is
I can involve my family or friends by

BLM M2.2#3: Personal Identity Learning Centre

Overview

At this learning centre, you will look at yourself, important moments in your life, and the history of your cultural community to find the factors that influence your personal identity. You will write a poem or a story to share your reflection on your personal identity.

Resources

- concept-mapping software
- print and electronic sources
- BLM 2.2#5: My Cultural Community
- word-processing software
- paper, pencil, colours

Tasks

1. Think about your own identity. Who are you as a person? Using concept-mapping software, make a concept map that tells about your personal identity.
2. Brainstorm a list of important moments and events in your life. After sharing your list with your group, make additions or changes, as necessary.
3. Use print and electronic sources to research the history of your cultural community. Record the information you gather, using BLM M2.2#5: My Cultural Community.
4. Discuss your brainstormed list of life moments and your cultural community research with your family. Are there other moments or events that should be included?
5. Create a timeline that shows the important moments and events in your life. Start at your birth and end with today. Include any important events of your cultural community that have occurred during this time span.
6. Reflect on what you have learned about your own personal identity. Add to your concept map any other information that is an important part of your personal identity. Use your timeline and the history of your cultural community to think about how the recorded factors have contributed to who you are. Write a story or a poem to share your personal identity.
7. Work with your group to edit and revise your poem or story.

Suggestions for Collaboration

- Give constructive feedback to your group members.
- Have at least two people help you in editing and revising your work.

What to Do with the Results of This Learning Centre

- Include your story or poem in your Electronic Collection.
- Post your timeline in the classroom display.

Assessment Criteria

- Your personal timeline meets the class criteria.
- Your cultural community research includes at least three resources. Sources are cited correctly.
- Your story or poem shares your personal identity and explains the factors (from your life and cultural community) that have helped to make you who you are.
- Your drafts clearly show editing and revisions. Your writing has been peer edited with at least two group members.

BLM M2.2#4: Compare and Contrast Frame*

Name _____ Date _____

Compare and contrast two terms, concepts, or events.

C O M P A R E	How are _____ and _____ alike?

C O N T R A S T	How are _____ and _____ different?

Write a statement to compare and contrast the two terms, concepts, or events.

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* Source: Copyright © 1994 by Lynda Matchullis and Bette Mueller. Adapted with permission.

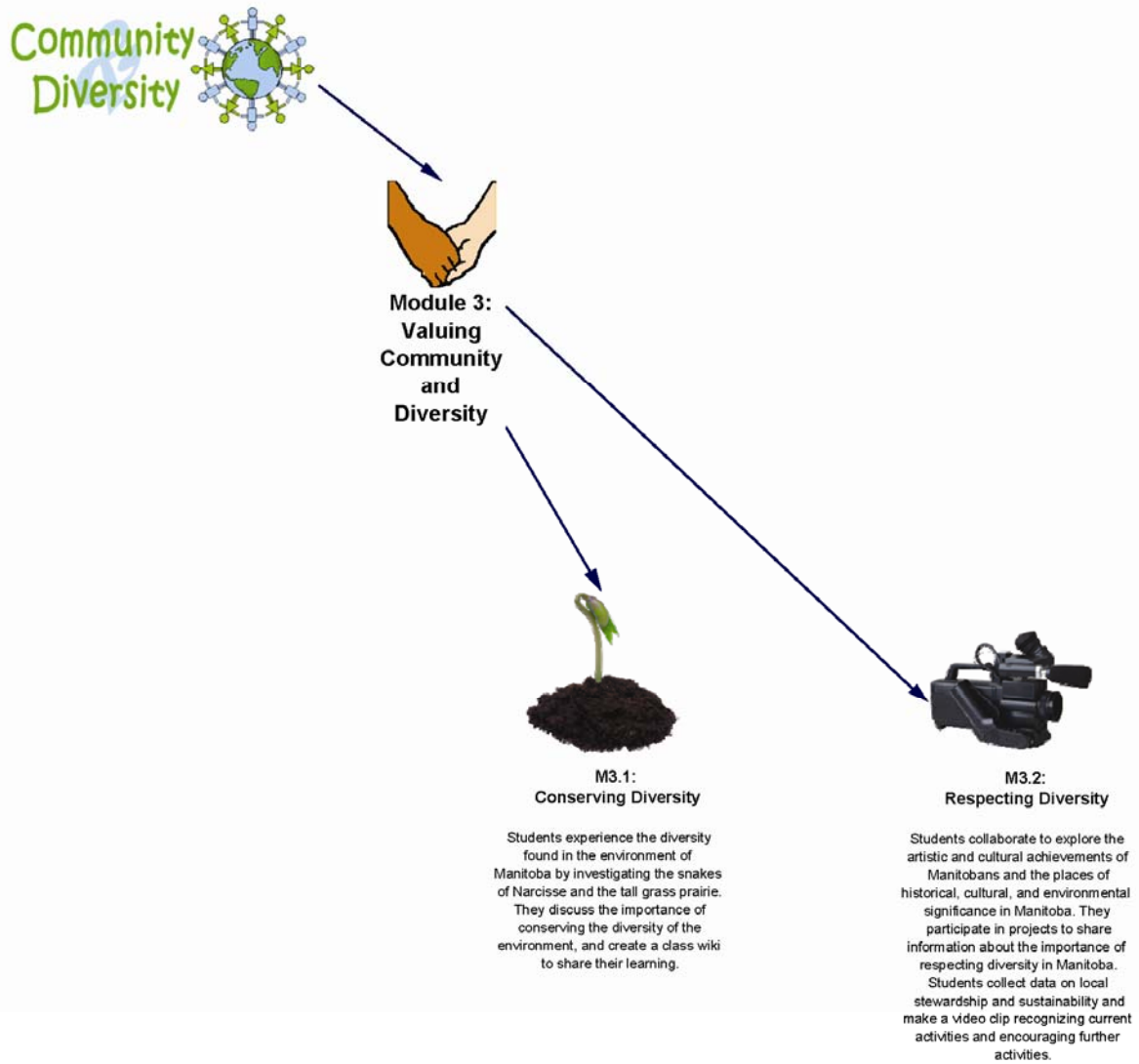
BLM M2.2#5: My Cultural Community

Name _____ Date _____

My cultural community is _____

Research some important moments in the history of your cultural community. Record your findings (important information, dates, and events) below.

Record the sources you used for your research.



Module 3: Valuing Community and Diversity

Module 3 of the *Community and Diversity* interdisciplinary unit focuses on the environmental and cultural diversity of Manitoba. Investigating the snakes of Narcisse and the tall grass prairie enables students to explore habitats and the impact of humans on the environment, the influence of technology, and steps for conservation. Students also collaborate to study the cultural communities of Manitoba, and how diversity is respected and celebrated.

The two learning experiences (LEs) that make up Module 3 are described below.

LE Title	Estimated Time	LE Overview	Aboriginal Perspectives	Learning Centres
M3.1: Conserving Diversity	720 minutes	Students experience the diversity found in the environment of Manitoba by investigating the snakes of Narcisse and the tall grass prairie. By viewing videos, taking actual or virtual field trips, and collaborating in the inquiry process, students develop an understanding of these Manitoba features and a realization of the importance of conserving the diversity of the environment. Students work together to create a class wiki to share their learning.		<ul style="list-style-type: none"> • BLM M3.1#1: Stewardship and Sustainability in Manitoba Learning Centre • BLM M3.1#4: Rebuilding the Prairie Learning Centre
M3.2: Respecting Diversity	720 minutes	Students collaborate to explore the artistic and cultural achievements of Manitobans and the places of historical, cultural, and environmental significance in Manitoba. They create oral presentations or podcasts, a class multimedia presentation, postcards, and murals to represent their learning and to share information about the importance of respecting the diversity found in Manitoba. Students survey the local community to find out what actions are being taken toward environmental stewardship and sustainability. After graphing the collected data, they make a video clip recognizing the current actions and encouraging further efforts.	<ul style="list-style-type: none"> • Students complete an inquiry on artistic and cultural achievements and on places of historical, cultural, or environmental significance in Manitoba, including Aboriginal topics. 	<ul style="list-style-type: none"> • BLM M3.2#1: Postcards from Manitoba Learning Centre • BLM M3.2#2: Manitoba Moments Learning Centre • BLM M3.2#3: Celebrating the Heart of Manitoba Learning Centre

Conserving Diversity

M3.1

TIME

720 minutes

OVERVIEW

Students experience the diversity found in the environment of Manitoba by investigating the snakes of Narcisse and the tall grass prairie. By viewing videos, taking actual or virtual field trips, and collaborating in the inquiry process, students develop an understanding of these Manitoba features and a realization of the importance of conserving the diversity of the environment. Students work together to create a class wiki to share their learning.

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

- 2.1.3 *Textual Cues*—Use textual cues [such as headings and subheadings, story elements, key ideas in exposition . . .] to construct and confirm meaning.
- 3.1.1 *Use Personal Knowledge*—Categorize personal knowledge of a topic to determine information needs.
- 3.1.2 *Ask Questions*—Ask general and specific questions on topics using predetermined categories.
- 3.1.3 *Contribute to Group Inquiry*—Identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research.
- 3.1.4 *Create and Follow a Plan*—Select and use a plan for gathering information.
- 3.2.2 *Identify Sources*—Answer inquiry or research questions using a variety of information sources [such as classroom materials, school libraries, video programs, Dene/Inuit hunts . . .].
- 3.2.3 *Assess Sources*—Assess the usefulness of information for inquiry or research using pre-established criteria.
- 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.
- 3.3.2 *Record Information*—Make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically.

- 3.3.3 *Evaluate Information*—Examine collected information to identify categories or aspects of a topic that need more information.
- 3.3.4 *Develop New Understanding*—Use gathered information and questions to review and add to knowledge; consider new questions regarding the inquiry or research process and content.
- 4.2.1 *Appraise Own and Others' Work*—Share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations.
- 4.2.2 *Revise Content*—Revise to create an interesting impression and check for sequence of ideas.
- 4.4.3 *Attentive Listening and Viewing*—Demonstrate appropriate audience behaviours [such as listening to opposing opinions, disagreeing respectfully, expressing opinions . . .].
- 5.1.3 *Appreciate Diversity*—Connect the insights of individuals in oral, literary, and media texts to personal experiences; discuss connections in representations of cultures in oral, literary, and media texts; discuss personal participation and responsibility in communities.
- 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

- 4-1-07 Investigate and describe a variety of local and regional habitats and their associated populations of plants and animals.
- 4-1-09 Recognize that plant and animal populations interact within a community.
- 4-1-13 Predict, based on their investigations, how the removal of a plant or animal population may affect the rest of the community.
Examples: if the wolves were removed from a community, the deer population may increase rapidly . . .
- 4-1-14 Investigate natural and human-caused changes to habitats, and identify resulting effects on plant and animal populations.
Include: endangerment, extinction.
- 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 . . .
- 4-1-16 Describe how specific technological developments have enabled humans to increase their knowledge about plant and animal populations.
Examples: radio collar tracking, time-lapse photography . . .

Social Studies

- 4-KL-023 Identify issues related to environmental stewardship and sustainability in Manitoba.
- 4-VL-006 Appreciate Manitoba's natural environment.
- 4-VL-006A Respect their spiritual connection to the natural environment (land, water, sky).
- 4-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.
- 4-S-103 Make decisions that reflect care, concern, and responsibility for the environment.
- 4-S-104 Negotiate constructively with others to build consensus.
- 4-S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps . . .

- 4-S-300 Formulate questions for research.
- 4-S-302 Draw conclusions based on information and evidence.
- 4-S-403 Present information and ideas orally, visually, concretely, or electronically.

Aboriginal Languages and Cultures

3.2 School

3.2.2 Physical Environment

- 3.2.2: B-4 Use student-generated criteria to classify things in the physical environment (e.g., rocks and minerals, trees and plants, materials and substances).
- 3.2.2: G-4 Explain how certain things in the physical environment protect or sustain people (e.g., fences help keep out intruders or show boundaries, the sun gives warmth and light).

3.3 Within the Community

3.3.2 Daily Life and Sustenance

- 3.3.2: E-4 Suggest ways in which the local environment is or can be respected, maintained, and sustained (e.g., recycling, renovations, road repair, respect for private property).

3.4 Outside the Community

3.4.1 Living Things and Natural Resources and Phenomena

- 3.4.1: A-4 Describe ways in which living things depend on each other (e.g., animals help distribute pollen, food chains and food webs).
- 3.4.1: H-4 Explain ways in which natural phenomena (e.g., blizzards, thunderstorms, floods) affect the activities of living things.

Literacy with ICT Continuum

Plan and Question

- 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 . . .
- G-1.2 identifies sources of information and provides bibliographic/reference data
examples: titles, authors, publication dates, URLs, standard bibliographic formats . . .
- G-1.3 records data or makes notes on gathered information and ideas using given categories and given ICT
examples: tables, graphic organizers, spreadsheets . . .
- G-1.5 questions whether information from media sources is real, useful, and/or distracting
examples: falsified digital images, banners, and/or pop-up advertisements . . .

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 . . .

- Pr-2.2 revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences
examples: by creating and/or critically revising text, images, and/or sound to enhance electronic work; by revising audio/video clips or effects; by adjusting the pace and transitions in multimedia presentations; by adding animation to web pages . . .

Communicate

- C-1.1 displays and/or discusses electronic work
examples: text, images, sound, concept maps, multimedia presentations, email, tables, spreadsheets, graphs, video, animation, web pages, wikis, blogs . . .
- C-2.1 discusses information, ideas, and/or electronic work using tools for electronic communication
examples: email, electronic whiteboards, web pages, threaded discussions, videoconferences, chats, instant messages, camera phones, wikis, blogs, podcasts, online whiteboards . . .

Reflect

- R-1.1 participates in guided conferences to think about using ICT to learn
examples: with peers, parents, teachers . . .

SUGGESTED LEARNING RESOURCES

Software

- word processing
- email
- web page authoring

Internet

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.
- Bell Museum of Natural History. "Build-a-Prairie." *On the Prairie*. <www.bellmuseum.org/distancelearning/prairie/build/>.
- Manitoba Conservation. *Wildlife and Ecosystem Protection*. <www.manitoba.ca/conservation/wildlife/>.

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies
- Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. (See Strategies That Make a Difference—Questioning, 30–36.)
- 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>.)
- Montgomery, Sy. *The Snake Scientist*. Boston, MA: Houghton Mifflin Co., 1999.

Videos

- *The Living Prairie: A Tour of Manitoba's Tall Grass Ecosystem*. By Gene Fortney. Videocassette. Manitoba Education, Citizenship and Youth, 2004. (IRU-#4306)
- *Time and Place: The Snakes of Narcisse*. Season 1. Disk 3. Dir. Robert J. Long. Prod. WestWind Pictures, Inc. Videodisk. National Film Board of Canada, 2004. This DVD is also available as a videocassette. (IRU-D-10406)

BLMs

- BLM M3.1#1: Stewardship and Sustainability in Manitoba Learning Centre
- BLM M3.1#2: Stewardship and Sustainability in Manitoba Inquiry Chart
- BLM M3.1#3: Stewardship and Sustainability in the News Planner
- BLM M3.1#4: Rebuilding the Prairie Learning Centre
- BLM M3.1#5: Conserving Diversity: Before and After Learning
- BLM M3.1#6: Group Work Reflection
- BLM OLE.4#11: Group Work Assessment

TBLM

- TBLM M2.1#1: Group Processing Checklist—Form B

SUGGESTIONS FOR INSTRUCTION**Preparation and Set-up**

- Arrange a field trip to view the snakes at the Narcisse Snake Dens. For information on the seasonal status,
 - visit the following website: Manitoba Conservation. *Wildlife and Ecosystem Protection*. <www.manitoba.ca/conservation/wildlife/>.
 - call the Manitoba Conservation and Water Stewardship automated information line at 945-6784 (in Winnipeg) or toll-free at 1-800-214-6497
- Arrange to have guest speakers talk to students about conserving habitats and wildlife in Manitoba.
- Arrange a field trip to the tall grass prairie preserve at The Living Prairie Museum Interpretive Centre
2795 Ness Avenue, Winnipeg MB
For information, call 204-832-0167.
- Review school or school division policy on Internet publishing for students.
- Preview videos to select sections for student viewing.
- Review OLE.5: Share the Learning, OLE.6: Collaborative Learning, and OLE.10: Electronic Collection.
- Review ICT.2: Write This Down, ICT.3: Riddle This, ICT.7: Make Your Point, and ICT.8: Look for It: Learning to Search the Internet.

Activating Strategies

- Students complete the *Before Learning* section of BLM M3.1#5: Conserving Diversity: Before and After Learning on the Narcisse Snake Dens and the tall grass prairie. They discuss their explanations with the class.
- Students listen to a presentation on conserving habitats and wildlife in Manitoba.

Acquiring Strategies

- Students take a field trip to the Narcisse Snake Dens and/or watch the video *Time and Place: The Snakes of Narcisse*.

- Students conduct an inquiry on the snakes of Narcisse. They discover conservation practices, the use of technology to learn more about the snake population, and the effects of human behaviour on the species.
- Students tour the Living Prairie Museum Interpretive Centre and/or watch the video *The Living Prairie: A Tour of Manitoba's Tall Grass Ecosystem*.
- Students conduct a group inquiry on the tall grass prairie of Manitoba. They identify the interconnected nature of the tall grass prairie, and learn about the importance of all the elements.
- Students participate in learning centres:
 - BLM M3.1#1: Stewardship and Sustainability in Manitoba Learning Centre
Students use the inquiry process to identify strategies that are important to environmental stewardship and sustainability in Manitoba, as well as to highlight steps that Manitobans are already taking. They share their learning by writing a letter to the editor of a newspaper.
 - BLM M3.1#4: Rebuilding the Prairie Learning Centre
Students use the “Build-a-Prairie” website to help re-establish the tall grass prairie. They jot notes to record new learning.

Applying Strategies

- Students collaborate to create a class wiki on conserving diversity in Manitoba's environment, including the tall grass prairie and the snakes of Narcisse. They come to a consensus on the format and content of the site. They identify tasks that must be completed and create a plan for sharing the workload.
- Students complete the *After Learning* section of BLM M3.1#5: Conserving Diversity: Before and After Learning.
- Students reflect on their group work using BLM M3.1#6: Group Work Reflection.

SUGGESTIONS FOR ASSESSMENT

- Review students' completed BLM M3.1#5: Conserving Diversity: Before and After Learning to assess their prior knowledge and their change in understanding after they completed the task.
- Observe students during the group process. Do they listen to others and contribute to the group? Use TBLM M2.1#1: Group Processing Checklist—Form B to record observations. Are students able to self-assess the group process using BLM M3.1#6: Group Work Reflection?
- Observe students during the writing process and during peer editing. Conduct writing conferences with students to assess the writing process and to guide instruction.
- Conduct guided conferences with student to have them think about using ICT to learn. Keep a record using the Literacy with ICT Continuum.

CONNECTION TO CANADIAN YOUTH FORUM: CELEBRATING COMMUNITY AND DIVERSITY

- Students experience the diversity of the environment, and learn about the responsibility they have to protect and conserve it. They apply their learning of Manitoba's diverse natural environment in their preparation for the *Canadian Youth Forum*.

BLM M3.1#1: Stewardship and Sustainability in Manitoba Learning Centre

Overview

At this learning centre, you will research to find strategies that are important to environmental stewardship and sustainability in Manitoba. You will share your learning by writing a letter to the editor of a newspaper.

Resources

- print and electronic sources
- email partners
- BLM M3.1#2: Stewardship and Sustainability in Manitoba Inquiry Chart
- BLM M3.1#3: Stewardship and Sustainability in the News Planner
- BLM OLE.4#11: Group Work Assessment

Tasks

- Use print and electronic sources to gather information on strategies for stewardship and sustainability in Manitoba. Use BLM M3.1#2: Stewardship and Sustainability in Manitoba Inquiry Chart to take note of what is already happening in this area across the province.
- Contact your email partners to identify what actions are being taken in their community.
- Choose the format you will use to share your learning, and complete BLM M3.1#3: Stewardship and Sustainability in the News Planner. Write your letter to the editor. Work with your group members to edit and revise your work.
- How did your group cooperate? Reflect on your group work and complete BLM OLE.4#11: Group Work Assessment.

Suggestions for Collaboration

- Decide how your group will share the responsibilities of researching.
- Remember to make constructive comments as you work together to edit and revise your work.

What to Do with the Results of This Learning Centre

- Submit your letter to the editor to local newspapers, with your teacher's help.

Assessment Criteria

- Your letter to the editor meets the class criteria.
- Reflect on your group work. Use BLM OLE.4#11: Group Work Assessment to assess your group work.
- You have recorded information on strategies that are important for stewardship and sustainability in Manitoba using key words and phrases. Sources are cited correctly.

BLM M3.1#2: Stewardship and Sustainability in Manitoba Inquiry Chart

Name _____ Date _____

Use this page to record information from your inquiry into strategies that are important to environmental stewardship and sustainability in Manitoba. Remember to use key words and phrases, and cite your sources.

Sources	What can Manitobans do to help take care of the environment?
	Email partner's information and ideas:
	What is already being done in Manitoba to practise environmental stewardship and sustainability?
Reflection	

BLM M3.1#3: Stewardship and Sustainability in the News Planner

Name _____ Date _____

Organize your thoughts and ideas for your letter to the editor or your news article on the following chart. Use your completed chart as a guide for your writing about strategies that are important to environmental stewardship and sustainability in Manitoba.

Main Idea	Key Words
Important Details (what the reader should know)	
Stewardship and Sustainability Facts (to support writing—include sources)	
Heading (to grab the reader's attention)	Closing (to remind the reader of the importance of the issue or to motivate the reader to take action)

BLM M3.1#4: Rebuilding the Prairie Learning Centre

Overview

At this learning centre, you will use the “Build-a-Prairie” website to learn how to help rebuild the tall grass prairie. You will jot notes of new information to be included in the class wiki.

Resources

- Bell Museum of Natural History. “Build-a-Prairie.” *On the Prairie*.
<www.bellmuseum.org/distancelearning/prairie/build/>.

Tasks

- Go to the “Build-a-Prairie” website. Follow the instructions there to help re-establish the tall grass prairie.
- Jot notes of any new information that you discover.
- Discuss with your group what you learned about the tall grass prairie—the plants and animals found there, and how to restore the tall grass prairie.

Suggestion(s) for Collaboration

- Work with a partner to share the reading and recording of information.

What to Do with the Results of This Learning Centre

- Share your jotted notes with your group. They will be used in creating the class wiki.

Assessment Criteria

- Jotted notes contain accurate information, recorded in key words and phrases.
- The notes have been edited for correct spelling.

BLM M3.1#5: Conserving Diversity: Before and After Learning

Name _____ Date _____

Topic Narcisse Snake Dens and Tall Grass Prairie

Read each statement below and comment on why you agree or disagree with the statement. Make your comments **before** and **after** you learn about the topic.

Statement	Before Learning	After Learning
Tall grass prairie can be found all across Manitoba.		
Once a habitat is damaged, there is nothing that can be done to help restore it.		
Fire is helpful in keeping tall grass prairie healthy.		
Technology has helped people to learn more about plant and animal populations.		
Taking away a species from a habitat doesn't really affect other species.		

BLM M3.1#6: Group Work Reflection*

Name _____ Date _____

1. Give two examples from your work that show that you and your group were on task.

2. If your group was off task, tell what happened. (If your group was always on task, skip this question and the next one.)

3. What did you or your group do to get back on task? Did it work?

4. How would you rate your group's work today?

↑	↑	↑	↑	↑
↓	↓	↓	↓	↓

**Great!
Right on
Task!**

**On Task
Most of
the Time**

**Off Task
Most of
the Time**

* Source: Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-40.

Respecting Diversity

M3.2

TIME

720 minutes

OVERVIEW

Students collaborate to explore the artistic and cultural achievements of Manitobans and the places of historical, cultural, and environmental significance in Manitoba. They create oral presentations or podcasts, a class multimedia presentation, postcards, and murals to represent their learning and to share information about the importance of respecting the diversity found in Manitoba. Students survey the local community to find out what actions are being taken toward environmental stewardship and sustainability. After graphing the collected data, they make a video clip recognizing the current actions and encouraging further efforts.

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

- 1.1.2 *Consider Others' Ideas*—Explore connections between a variety of insights, ideas, and responses.
- 1.2.1 *Develop Understanding*—Connect new information and experiences with prior knowledge to construct meaning in different contexts.
- 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.
- 3.1.3 *Contribute to Group Inquiry*—Identify relevant personal knowledge of a topic and possible categories of questions and purposes for group 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.
- 3.3.1 *Organize Information*—Organize information and ideas in logical sequences using a variety of strategies [such as clustering, webbing, charting from a model . . .].
- 4.2.4 *Enhance Artistry*—Choose descriptive language and sentence patterns to clarify and enhance ideas.
- 4.2.5 *Enhance Presentation*—Prepare organized compositions and reports using sound effects and visuals [such as graphs, charts, diagrams . . .] that engage the audience.

- 5.1.2 *Relate Texts to Culture*—Explore cultural representations in oral, literary, and media texts from various communities.
- 5.1.3 *Appreciate Diversity*—Connect the insights of individuals in oral, literary, and media texts to personal experiences; discuss connections in representations of cultures in oral, literary, and media texts; discuss personal participation and responsibility in communities.
- 5.1.4 *Celebrate Special Occasions*—Use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the classroom.

Mathematics

- 4.SP.1 Demonstrate an understanding of many-to-one correspondence.
[C, R, T, V]
- 4.SP.2 Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.
[C, PS, R, V]

Social Studies

- 4-VI-003 Value ethnic and cultural diversity in Manitoba.
- 4-VI-004 Value the artistic and cultural achievements of Manitobans.
- 4-KI-006 Give examples of diverse artistic and cultural achievements of Manitobans.
Include: Aboriginal and francophone cultural achievements.
- 4-KI-006A Give examples of Aboriginal artistic and cultural achievements and organizations in Manitoba.
- 4-KI-006F Give examples of francophone artistic and cultural achievements and organizations in Manitoba.
- 4-KL-025 Describe places of historic, cultural, or environmental significance in Manitoba.
Examples: Lower Fort Garry, the Forks, musée de Saint-Boniface, Thunderbird House, provincial/national parks . . .
- 4-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.
- 4-S-305 Observe and analyze material or visual evidence for research.
Examples: artifacts, photographs, works of art . . .
- 4-S-403 Present information and ideas orally, visually, concretely, or electronically.

Aboriginal Languages and Cultures

4.1 Specific Aboriginal Culture

4.1.2 Stories and Teachings

- 4.1.2: B-4 Explain the importance of oral tradition and Elders in Aboriginal cultures.
- 4.1.2: G-4 Discuss how various values, beliefs, and teachings (e.g., respect, fairness, generosity) are shown in Aboriginal cultures.

4.1.3 Contributions and Influences

- 4.1.3: G-4 Give examples of the achievements of Aboriginal role models and organizations in Manitoba.
- 4.1.3: H-4 Discuss Aboriginal contributions to the history of Manitoba (e.g., place names, art, parks, historic sites, symbols, stories, guidance to early settlers).

4.2 Other Cultures: Connections and Influences

4.2.1 Historical Connections and Influences

- 4.2.1: A-4 Describe places of historic, cultural, or environmental significance in Manitoba (e.g., Lower Fort Garry, The Forks, Circle of Life Thunderbird House, provincial and national parks).
- 4.2.1: B-4 Research and discuss stories of people and events (e.g., Louis Riel, Chief Peguis, Lord Selkirk, bison hunt) that have shaped Manitoba.

4.2.3 Our Environment

- 4.2.3: B-4 Describe the traditional Aboriginal perspective on natural resources (e.g., no ownership of natural resources, resources are to be shared).
- 4.2.3: C-4 Discuss how knowledge of plant and animal populations and interactions helped Aboriginal peoples to survive in the past.

4.3 Cultural Diversity

4.3.1 Commonalities and Differences

- 4.3.1: E-4 Compare cultural expressions (e.g., language, stories, art, music, dance, architecture, traditions, clothing) in several communities studied.

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
- P-2.2 adapts given electronic plans
examples: electronic storyboards, outlines, timelines, graphic organizers, science experiment reports . . .

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 . . .
- G-1.2 identifies sources of information and provides bibliographic/reference data
examples: titles, authors, publication dates, URLs, standard bibliographic formats . . .
- G-1.3 records data or makes notes on gathered information and ideas using given categories and given ICT
examples: tables, graphic organizers, spreadsheets . . .
- G-1.5 questions whether information from media sources is real, useful, and/or distracting
examples: falsified digital images, banners, and/or pop-up advertisements . . .

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 . . .

- Pr-2.2 revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences
examples: by creating and/or critically revising text, images, and/or sound to enhance electronic work; by revising audio/video clips or effects; by adjusting the pace and transitions in multimedia presentations; by adding animation to web pages . . .

Communicate

- C-1.1 displays and/or discusses electronic work
examples: text, images, sound, concept maps, multimedia presentations, email, tables, spreadsheets, graphs, video, animation, web pages, wikis, blogs . . .
- C-2.1 discusses information, ideas, and/or electronic work using tools for electronic communication
examples: email, electronic whiteboards, web pages, threaded discussions, videoconferences, chats, instant messages, camera phones, wikis, blogs, podcasts, online whiteboards . . .

Reflects

- R-1.1 participates in guided conferences to think about using ICT to learn
examples: with peers, parents, teachers . . .
- R-2.1 invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn
example: explains selection of ICT . . .

SUGGESTED LEARNING RESOURCES

Software

- spreadsheet
- email
- concept mapping
- word processing
- video
- multimedia presentation

Internet

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.

Print

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(See BLM 5: Focused Observation Form, available online at <www.edu.gov.mb.ca/k12/cur/multilevel/blm/blm_5.doc>.)
- Manitoba Education, Citizenship and Youth. *St. Laurent: A Métis Community: Saint-Laurent, une communauté métisse: Teacher's Guide*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006.
- Welsted, John, John Everitt, and Christoph Stadel. *The Geography of Manitoba: Its Land and Its People*. Winnipeg, MB: The University of Manitoba Press, 1996.

Videos

- *Duck Bay: Métis Culture, Métis Pride*. Videocassette. Winnipeg School Division, 1996. (IRU-#6627)
- *St. Laurent: A Métis Community*. Dir. Daniel Fortier. Videodisc. Manitoba Education, Citizenship and Youth, and Fortier Productions, 2006. (IRU-D-10399) (This DVD should be previewed before use to ensure suitability for younger students.)

BLMs

- BLM M3.2#1: Postcards from Manitoba Learning Centre
- BLM M3.2#2: Manitoba Moments Learning Centre
- BLM M3.2#3: Celebrating the Heart of Manitoba Learning Centre
- BLM M3.2#4: Celebrating the Heart of Manitoba Inquiry Chart
- BLM M3.2#5: Great Achievements and Places of Significance in Manitoba
- BLM OLE.5#3: Oral Presentation Checklist

TBLMs

- TBLM OLE.5#1: Assessment Rubric for Oral Presentation
- TBLM ICT.9#2: Steps for Developing a Survey

SUGGESTIONS FOR INSTRUCTION**Preparation and Set-up**

- Arrange for a guest speaker to discuss local artistic and cultural achievements.
- Arrange a field trip to a place of historical, cultural, or environmental significance in the local area.
- Review OLE.6: Collaborative Learning and OLE.10: Electronic Collection.
- Review ICT.2: Write This Down, ICT.3: Riddle This, ICT.5: Inspired, ICT.6: Caught in Action, ICT.7: Make Your Point, ICT.8: Look for It, and ICT.9: Chart This.

Activating Strategies

- In collaborative groups, students discuss what an achievement is and what makes a place or an event significant. They brainstorm for artistic and cultural achievements of Manitobans, as well as places of historical, cultural, or environmental significance found in Manitoba. Ideas are recorded using concept-mapping software.
- Students listen to a presentation on local artistic and cultural achievements.
- Students take a field trip to a local place of historical, cultural, or environmental significance.

Acquiring Strategies

- Using print and electronic sources, students complete an inquiry on artistic and cultural achievements of Manitobans, and on places of historical, cultural, or environmental significance in Manitoba. Each collaborative group selects a different topic for their research. In conducting their inquiry, students discover the diversity found in Manitoba and why it is important. Students use BLM M3.2#5: Great Achievements and Places of Significance in Manitoba to record their findings.
- Students create and conduct a survey to identify actions that local businesses and/or homes are currently taking to care for and to sustain the environment. They work together to survey the local community, and construct pictographs and bar graphs involving many-to-one correspondence to represent the survey data. They interpret the data and draw conclusions, identifying areas of strength, as well as areas for improvement.

Applying Strategies

- Students use the data gathered from the local community survey to build a plan of action for improving environmental stewardship and sustainability. They create a video clip that recognizes the efforts of the local community and encourages community members to join in making further gains.
- As a large group, students work together to create a class multimedia presentation on the artistic and cultural achievements of Manitobans, and the places of historical, cultural, or environmental significance in Manitoba. Each collaborative group creates one or two multimedia presentation slides on their selected topic. Students establish criteria for the slides so that they follow a similar format.
- Students participate in learning centres:
 - BLM M3.2#1: Postcards from Manitoba Learning Centre
Students work in their collaborative groups to create postcards representing artistic and cultural achievements of Manitobans, and places of historical, cultural, or environmental significance in Manitoba.
 - BLM M3.2#2: Manitoba Moments Learning Centre
Students use the information gathered during their inquiry on achievements and places of significance in Manitoba to create an oral presentation or a podcast. In a one- to two-minute speech, they provide information about some of the rich diversity found in Manitoba, and why it must be respected.
 - BLM M3.2#3: Celebrating the Heart of Manitoba Learning Centre
Students explore how Manitoba respects and celebrates its diversity. Students use print and electronic sources, along with email partners, to gather information on how Manitobans celebrate their achievements and cultural diversity (e.g., Folklorama, Festival du Voyageur, Trappers' Festival, Icelandic Festival). They collaborate to create a mural representing their learning.

SUGGESTIONS FOR ASSESSMENT

- Review pictographs and bar graphs to assess whether they are correctly constructed, showing many-to-one correspondence.
- Confer with students to determine whether they make appropriate inferences and draw valid conclusions about the data they collected.
- Observe students during the inquiry process, noting how they access and organize information. Do they use a variety of tools? Can they identify important information? Is it organized in a logical way?
- Listen to student presentations. Use TBLM OLE.5#1: Assessment Rubric for Oral Presentation to record observations.
- View student work (e.g., video clip, podcast, multimedia presentation slide, mural) throughout the learning experience. Do students engage the audience? Can they communicate their learning? Do they use descriptive language to enhance their ideas? Does their representation show an understanding of diversity?

CONNECTION TO CANADIAN YOUTH FORUM: CELEBRATING COMMUNITY AND DIVERSITY

- Students further their understanding of Manitoba's diversity. They learn that the achievements of Manitobans, the places of significance in Manitoba, and the cultural diversity within the province make Manitoba a unique and strong community and need to be respected. They apply this learning as they represent Manitoba at the *Canadian Youth Forum*.

BLM M3.2#1: Postcards from Manitoba Learning Centre

Overview

At this learning centre, you will create a series of postcards representing your selected achievement or place of significance in Manitoba.

Resources

- information gathered during inquiry
- paper, colours
- word-processing software

Tasks

- Review the information your group gathered during your inquiry on the achievements and places of significance in Manitoba.
- Work together to identify the highlights or main points of your inquiry.
- Each person in the group selects one of the main points and creates a postcard representing an achievement or a place of significance in Manitoba. The postcard should include pictures and a clear description of the selected achievement or place of significance.

Suggestion(s) for Collaboration

- Take turns on the computer to type your descriptions.

What to Do with the Results of This Learning Centre

- Postcards will be displayed at the *Canadian Youth Forum*, and then mailed to a friend.

Assessment Criteria

- Postcards meet the class criteria.

BLM M3.2#2: Manitoba Moments Learning Centre

Overview

At this learning centre, you will create a speech on respecting the diverse achievements of Manitobans and places of significance in Manitoba.

Resources

- information gathered during inquiry
- word-processing software
- concept-mapping software
- BLM OLE.5#3: Oral Presentation Checklist

Tasks

- Review the information gathered during your inquiry on the achievements and places of significance in Manitoba. Use word-processing and concept-mapping software to identify the key points of your topic and the importance of respecting the diversity of Manitoba.
- Share your concept maps with your group. Make additions or deletions, as necessary.
- Write a one- to two-minute speech on your topic. Use BLM OLE.5#3: Oral Presentation Checklist to help you prepare your Manitoba Moment speech.
- Share your Manitoba Moment speech with your collaborative group. Listen to their feedback, and make any necessary changes.

Suggestion(s) for Collaboration

- Give your group members constructive feedback on their presentations. Help each other complete BLM OLE.5#3: Oral Presentation Checklist.

What to Do with the Results of This Learning Centre

- Record your presentation in your Electronic Collection.
- Share your Manitoba Moment speech with the class, or record it to create a podcast.

Assessment Criteria

- Oral presentations meet the class criteria.

BLM M3.2#3: Celebrating the Heart of Manitoba Learning Centre

Overview

At this learning centre, you will discover how Manitobans respect and celebrate their diversity. You will create a mural to represent a celebration of diversity selected by your group.

Resources

- print and electronic sources
- email partner
- BLM M3.2#4: Celebrating the Heart of Manitoba Inquiry Chart
- paper, colours

Tasks

- Using print and electronic sources, work with your group to identify different ways in which Manitobans celebrate their diversity (e.g., festivals, group gatherings).
- Contact your email partner to see what celebrations of diversity take place in their area.
- Collaborate with your group to choose one celebration of diversity. Use print and electronic sources to complete BLM M3.2#4: Celebrating the Heart of Manitoba Inquiry Chart. Remember to cite all sources used.
- Create a mural to represent your celebration, and show how it respects diversity.

Suggestion(s) for Collaboration

- Decide how all group members will be involved in creating your mural. Everyone needs a task.

What to Do with the Results of This Learning Centre

- Murals will be displayed at the *Canadian Youth Forum*.

Assessment Criteria

- Murals meet the class criteria.

BLM M3.2#4: Celebrating the Heart of Manitoba Inquiry Chart

Name _____ Date _____

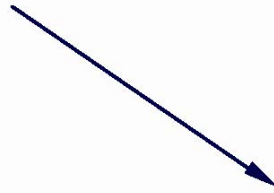
Celebration	
Who	What
When	Where
Why	Respects Diversity By
Interesting Facts	
Sources	

BLM M3.2#5: Great Achievements and Places of Significance in Manitoba

Name _____ Date _____

Guiding Questions	
Sources	Information
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

Reflection	



**Module 4:
Celebrating
Community
and
Diversity**



**M4.1:
A Celebration of Learning**

Students celebrate their learning by taking on the role of promoters at a simulated *Canadian Youth Forum*, educating others about the Manitoba community and the importance of its diversity. Students review and reflect on their learning in this unit. They discuss how they will apply their learning in their daily lives, and set personal goals for continuing to take action for environmental stewardship and sustainability.

Module 4: Celebrating Community and Diversity

Module 4 is the culmination of the Grade 4 *Community and Diversity* interdisciplinary unit. Students have learned that communities consist of diverse populations that interact and make adaptations. They recognize the rich diversity of communities. They have also developed a greater understanding of the importance and application of environmental stewardship and sustainability.

Students now take part in a simulated *Canadian Youth Forum: Celebrating Community and Diversity*. This culminating performance task provides students with the opportunity to assess and celebrate what they know, understand, and can do as a result of participating in the *Community and Diversity* interdisciplinary unit. The simulated real-world application allows students to take on the role of “promoters” as they “fly off to Ottawa” to educate others about the Manitoba community and its diversity. Students take time to reflect on and present what they have learned, and set personal goals for environmental stewardship and sustainability. Teachers and students work together to design the structure of the *Canadian Youth Forum* and the format of student presentations.

The learning experience (LE) that makes up Module 4 is described below.

LE Title	Estimated Time	LE Overview
M4.1: A Celebration of Learning	360 minutes	This learning experience is the culmination of the Grade 4 <i>Community and Diversity</i> interdisciplinary unit. Students celebrate their learning by taking on the role of promoters at a <i>Canadian Youth Forum</i> , educating others about the Manitoba community and the importance of its diversity. Students review and reflect on their learning in this unit. They discuss how they will apply their learning in their daily lives, and set personal goals for continuing to take action for environmental stewardship and sustainability.

A Celebration of Learning

M4.1

TIME

360 minutes

OVERVIEW

This learning experience is the culmination of the Grade 4 *Community and Diversity* interdisciplinary unit. Students celebrate their learning by taking on the role of promoters at a *Canadian Youth Forum*, educating others about the Manitoba community and the importance of its diversity. Students review and reflect on their learning in this unit. They discuss how they will apply their learning in their daily lives, and set personal goals for continuing to take action for environmental stewardship and sustainability.

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

- 1.1.5 *Set Goals*—Identify areas of personal accomplishment and set goals to enhance language learning and use.
- 1.2.1 *Develop Understanding*—Connect new information and experiences with prior knowledge to construct meaning in different contexts.
- 1.2.2 *Explain Opinions*—Express new concepts and understanding in own words and explain their importance.
- 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.
- 4.1.3 *Organize Ideas*—Determine key ideas and organize appropriate supporting details in own oral, written, and visual texts.
- 4.2.1 *Appraise Own and Others' Work*—Share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations.
- 4.2.4 *Enhance Artistry*—Choose descriptive language and sentence patterns to clarify and enhance ideas.
- 4.2.5 *Enhance Presentation*—Prepare organized compositions and reports using sound effects and visuals [such as graphs, charts, diagrams . . .] that engage the audience.
- 4.4.1 *Share Ideas and Information*—Prepare and share information on a topic using print and non-print aids to engage and inform a familiar audience.

- 4.4.2 *Effective Oral Communication*—Describe and explain information and ideas to a particular audience; select, use, and monitor appropriate volume, intonation, and non-verbal cues.
- 5.1.3 *Appreciate Diversity*—Connect the insights of individuals in oral, literary, and media texts to personal experiences; discuss connections in representations of cultures in oral, literary, and media texts; discuss personal participation and responsibility in communities.
- 5.1.4 *Celebrate Special Occasions*—Use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the classroom.
- 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.
- 5.2.4 *Evaluate Group Process*—Show appreciation and offer constructive feedback to peers and seek support from group members; evaluate own group participation and adjust behaviour accordingly.

Science

- 4-0-4F Assume roles, and share responsibilities as group members.
- 4-0-4G Communicate questions, ideas, and intentions, and listen effectively to others during classroom-learning experiences.
- 4-0-7A Draw a conclusion based on evidence gathered through research and observation.
- 4-0-7D Construct meaning in different contexts by connecting new experiences and information to prior experiences and knowledge.

Social Studies

- 4-KL-023 Identify issues related to environmental stewardship and sustainability in Manitoba.
- 4-VI-003 Value ethnic and cultural diversity in Manitoba.
- 4-VI-004 Value the artistic and cultural achievements of Manitobans.
- 4-VL-006 Appreciate Manitoba's natural environment.
- 4-VL-006A Respect their spiritual connection to the natural environment (land, water, sky).
- 4-VG-010 Appreciate Manitoba's interdependence with the world.
- 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-103 Make decisions that reflect care, concern, and responsibility for the environment.
- 4-S-104 Negotiate constructively with others to build consensus.
- 4-S-203 Select and use appropriate tools and technologies to accomplish tasks.
- 4-S-302 Draw conclusions based on information and evidence.
- 4-S-303 Evaluate personal assumptions based on new information and ideas.
- 4-S-402 Support their ideas and opinions with information or observations.
- 4-S-403 Present information and ideas orally, visually, concretely, or electronically.

Aboriginal Languages and Cultures

3.2 School

3.2.3 Mental and Physical Fitness

- 3.2.3: B-4 Outline the steps in the decision-making/problem-solving process (e.g., define issue, explore alternatives, consider health knowledge and values, identify possible solutions, decide on action, evaluate results).
- 3.2.3: C-4 List factors that affect personal motivation and achievement of goals.
- 3.2.3: D-4 Give examples of positive communication skills and behaviours for getting along with others.

3.3 Within the Community

3.3.1 Roles, Responsibilities, and Relationships

- 3.3.1: C-4 Demonstrate understanding that everyone is special, unique, and able to succeed (e.g., consider families, interests, gifts, dreams).
- 3.3.1: D-4 Discuss the importance of listening, conversing, and interacting respectfully with others in the community.

3.3.2 Daily Life and Sustenance

- 3.3.2: E-4 Suggest ways in which the local environment is or can be respected, maintained, and sustained (e.g., recycling, renovations, road repair, respect for private property).

4.1 Specific Aboriginal Culture

4.1.3 Contributions and Influences

- 4.1.3: H-4 Discuss Aboriginal contributions to the history of Manitoba (e.g., place names, art, parks, historic sites, symbols, stories, guidance to early settlers).

4.2 Other Cultures: Connections and Influences

4.2.1 Historical Connections and Influences

- 4.2.1: A-4 Describe places of historic, cultural, or environmental significance in Manitoba (e.g., Lower Fort Garry, The Forks, Circle of Life Thunderbird House, provincial and national parks).

4.3 Cultural Diversity

4.3.2 Intercultural Perspectives and Skills

- 4.3.2: D-4 Suggest reasons for participating in cultural activities in the community.
- 4.3.2: E-4 Demonstrate awareness that people have different perspectives and ways of doing things.

Literacy with ICT Continuum

Plan and Question

- P-1.1 recalls and/or records prior knowledge and asks topic-related questions
- P-2.2 adapts given electronic plans
examples: electronic storyboards, outlines, timelines, graphic organizers, science experiment reports . . .

Gather and Make Sense

- G-2.3 categorizes information using the ICT suitable for the purpose
examples: tables, graphic organizers, spreadsheets, outlines, prioritized email, geographic information system layers . . .

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 . . .
- Pr-2.1 selects a suitable ICT application and/or device to create electronic work and explains the selection

- Pr-2.2 revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences
examples: by creating and/or critically revising text, images, and/or sound to enhance electronic work; by revising audio/video clips or effects; by adjusting the pace and transitions in multimedia presentations; by adding animation to web pages . . .

Communicate

- C-1.1 displays and/or discusses electronic work
examples: text, images, sound, concept maps, multimedia presentations, email, tables, spreadsheets, graphs, video, animation, web pages, wikis, blogs . . .
- C-2.1 discusses information, ideas, and/or electronic work using tools for electronic communication
examples: email, electronic whiteboards, web pages, threaded discussions, videoconferences, chats, instant messages, camera phones, wikis, blogs, podcasts, online whiteboards . . .

Reflect

- R-2.1 invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn
example: explains selection of ICT . . .

SUGGESTED LEARNING RESOURCES

Software

- concept mapping
- graphics (or painting or drawing)
- email
- word processor

Internet

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies
- Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. (See Strategies That Make a Difference—Y-Charts; BLM–59: Y-Chart.)
- 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 M4.1#1: *Canadian Youth Forum* RAFT
- BLM M4.1#2: *Community and Diversity* Exit Slip
- BLM M4.1#3: *Community and Diversity* Unit Self-Assessment

TBLM

- TBLM M4.1#1: Group Processing Checklist—Form A

SUGGESTIONS FOR INSTRUCTION

Preparation and Set-up

- Decide on a format for the *Canadian Youth Forum* with which you are most comfortable. For example, the celebration of learning could be organized as a forum with invited guests, such as other Grade 4 students, local leaders, government officials, and parents, where students share their presentations and listen to speakers.
- Collect video examples of what a forum looks, sounds, and feels like.
- Assist students in gathering completed learning tasks from the unit to display and share at the *Canadian Youth Forum*.
- Ensure you have permission for use of digital images and video clips of student work.
- Refer to OLE.5: Share the Learning, OLE.7: Speak Ye! Hear Ye!, OLE.8: Reflection Journal, OLE.9: Newspapers, and OLE.10: Electronic Collection.
- Refer to ICT.2: Write This Down, ICT.3: Riddle This, ICT.4: Looks Like This, ICT.5: Inspired, ICT.6: Caught in Action, and ICT.7 Make Your Point.

Activating Strategies

- Students view video examples of a forum. They complete a Y-Chart of what they can see, hear, and feel, identifying and discussing the components of a forum.
- Students collaborate to establish criteria for the RAFT (Role, Audience, Format, Topic) assignment (see BLM M4.1#1: *Canadian Youth Forum* RAFT). Discuss and review final criteria to ensure all students understand how presentations will be completed.

Acquiring Strategies

- Students complete their selected RAFT assignment in preparation for the *Canadian Youth Forum*, using BLM M4.1#1: *Canadian Youth Forum* RAFT.
- Students share their RAFT assignments, giving constructive feedback to others based on the student-generated criteria. They prepare displays of their unit work for the *Canadian Youth Forum*. They review and practise presentations prior to sharing them with others.

Applying Strategies

- Students participate in celebrating community and diversity at the *Canadian Youth Forum*.
- Students record their involvement in the *Canadian Youth Forum* with digital pictures and video clips.
- Students use concept-mapping software to record what they now know about community and diversity in the Manitoba community after participating in the *Community and Diversity* unit. Students link their concept maps to their Electronic Collections.
- Students complete BLM M4.1#2: *Community and Diversity* Exit Slip to compare the concept map they created in this learning experience to the concept map they created in BP.1: What's in Store? (see BLM BP.1#6: Environmental Stewardship and Sustainability Learning Centre). Students share reflections on their learning and experiences from the unit, as well as from the *Canadian Youth Forum*. They then set personal goals for continuing to take action for environmental stewardship and sustainability.

Note: This goal setting could also be done as a class, identifying stewardship and sustainability actions students could take throughout the year.

- Students use graphics software (or painting or drawing software) to create thank you notes for, or send thank you email to, guest speakers, local dignitaries, and others involved in the *Canadian Youth Forum*.
- Students review and finalize their Electronic Collection.

- Students complete a self-assessment of the thematic unit using BLM M4.1#3: *Community and Diversity* Unit Self-Assessment.

SUGGESTIONS FOR ASSESSMENT

- Observe students during the collaborative process and during the *Canadian Youth Forum*. How do they use their time? Do they help one another? Do they contribute their ideas? Use TBLM M4.1#1: Group Processing Checklist—Form A to record observations.
- Assess students' reflections of their learning using BLM M4.1#2: *Community and Diversity* Exit Slip and BLM M4.1#3: *Community and Diversity* Unit Self-Assessment. Can they express new understandings? Do they make connections? Can they identify their own responsibility in a community?
- Confer with students during the RAFT assignment of the *Canadian Youth Forum*. Does their work engage the audience? Can they assess their group work and give feedback to others? Do they share information with an audience and communicate effectively? Do they honour their accomplishments?

CONNECTION TO CULMINATING PERFORMANCE TASK: CANADIAN YOUTH FORUM: CELEBRATING COMMUNITY AND DIVERSITY

- Students promote their Manitoba community and share their learning as they take part in the *Canadian Youth Forum*.

BLM M4.1#1: Canadian Youth Forum RAFT

Name _____ Date _____

You will take on the role of a Manitoba delegate for the *Canadian Youth Forum* as you promote your provincial community. Check the audience, the format, and the topic that you will choose for your culminating task.

R Role	A Audience	F Format	T Topic
✓ Manitoba delegate	<input type="checkbox"/> Grade 4 students from across Canada <input type="checkbox"/> Government leaders <input type="checkbox"/> Canadian parents <input type="checkbox"/> Immigrants new to Canada	<input type="checkbox"/> Brochure <input type="checkbox"/> Podcast — Commercial — Speech <input type="checkbox"/> Poster <input type="checkbox"/> Video clip — Song or poem — Dance <input type="checkbox"/> Multimedia presentation or website	<input type="checkbox"/> How is our community diverse? <input type="checkbox"/> How is our community enriched by diversity? <input type="checkbox"/> How can we care for and sustain our environment and our community?

BLM M4.1#2: Community and Diversity Exit Slip

Name _____ Date _____

<p>Looking at the concept map I/we made at a learning centre* at the beginning of this unit, and the individual concept map I made after participating in this unit, I notice that . . .</p>	
<p>I'm most proud of . . .</p>	<p>I think diversity in our community is . . .</p>
<p>I still wonder . . .</p>	<p>My goals for continued environmental stewardship and sustainability are . . .</p>

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

BLM M4.1#3: Community and Diversity Unit Self-Assessment*

Name _____ Date _____

Date Started _____ Date Completed _____

Rating: 3 – A Lot 2 – Somewhat 1 – Not at All

Rate yourself in the following areas, using the rating scale provided.

1. I enjoyed the following:

- | | |
|--|---|
| <input type="checkbox"/> a. brainstorming | <input type="checkbox"/> g. group research |
| <input type="checkbox"/> b. learning new words | <input type="checkbox"/> h. oral presentations |
| <input type="checkbox"/> c. reading stories | <input type="checkbox"/> i. using technology |
| <input type="checkbox"/> d. discussing books | <input type="checkbox"/> j. consensus building |
| <input type="checkbox"/> e. creative writing | <input type="checkbox"/> k. being a good citizen |
| <input type="checkbox"/> f. watching and creating videos | <input type="checkbox"/> l. being a good steward of the earth |

2. I feel I learned more about the following:

- | | |
|--|---|
| <input type="checkbox"/> a. brainstorming | <input type="checkbox"/> g. group research |
| <input type="checkbox"/> b. learning new words | <input type="checkbox"/> h. oral presentations |
| <input type="checkbox"/> c. reading stories | <input type="checkbox"/> i. using technology |
| <input type="checkbox"/> d. discussing books | <input type="checkbox"/> j. consensus building |
| <input type="checkbox"/> e. creative writing | <input type="checkbox"/> k. being a good citizen |
| <input type="checkbox"/> f. watching and creating videos | <input type="checkbox"/> l. being a good steward of the earth |

3. Three useful things I learned or practised in this theme study were:

4. I think my best work was:

5. I would like to improve:

6. In the next thematic unit, I plan to:

7. How would you rate your work in this unit? (circle one)

Satisfactory Good Very Good Excellent

Explain the rating you gave yourself.

* Source: Manitoba Education and Training. *Grades 5 to 8 Mathematics: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1997. Adapted from Grade 5–281.

Appendices

Appendix A: Essential Understandings and Guiding Questions

Appendix B: Curriculum Outcomes and Literacy with ICT Continuum Descriptors

Appendix C: Index of Teaching, Learning, and Assessment Strategies

Appendix D: Blackline Masters (BLMs) and Teacher Blackline Masters (TBLMs)

Appendix A: Essential Understandings and Guiding Questions

Appendix A lists the essential understandings emerging from this concept-based *Community and Diversity* interdisciplinary unit, and the guiding questions suggested for inquiry that promote higher level thinking in students.

Major Concepts

- English Language Arts: Communication
- Mathematics: Change
- Science: Improvement
- Social Studies: Human Needs

Essential Understandings

- Communities consist of diverse populations.
- Populations within a community interact and adapt.
- People are responsible for protecting and sustaining our environment.
- People must value and celebrate the rich diversity of the community.

Guiding Questions

- What is community?
- Who are members of a community?
- What are the physical and natural environment, people, and places that make up the Manitoba community?
- Why are adaptations necessary within a community?
- How do populations interact within a community?
- How does diversity enrich community?
- What cultural communities can be found in the Manitoba community?
- How does identity and culture influence community?
- How is our personal identity influenced within a community?
- How do artistic and cultural achievements contribute to the community?
- How can our Manitoba community connect with the global community?
- How can we use traditional knowledge and technology to care for and sustain our community and our environment?

References

Information about planning integrated units can be found in the following resources:

Erickson, H. Lynn, and Association for Supervision and Curriculum Development. *Planning Integrated Units: A Concept-Based Approach: Facilitator's Guide*. Videocassette and Facilitator's Guide. Alexandria, VA: Association for Supervision and Curriculum Development, 1997.

Manitoba Education and Youth. "Chapter 6: Integrated Learning through Inquiry: A Guided Planning Model." *Independent Together: Supporting the Multilevel Learning Community*. Winnipeg, MB: Manitoba Education and Youth, 2003. Available online at <www.edu.gov.mb.ca/k12/cur/multilevel/>.

Manitoba Education, Citizenship and Youth. *Tutorial: How to Use the ELA Foundation for Implementation*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2007. PowerPoint presentation available at <www.edu.gov.mb.ca/k12/cur/ela/ffi_slideshow2007.pps>.

Appendix B: Curriculum Outcomes and Literacy with ICT Continuum Descriptors

Appendix B lists specific learning outcomes (SLOs)* from the core subject areas that Grade 4 students may achieve through the learning experiences in the *Community and Diversity* interdisciplinary unit:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Aboriginal Languages and Cultures

It also lists descriptors that students may achieve from the Cognitive Domain of the *Developmental Continuum for Literacy with ICT*, under the following Big Ideas:

- Plan and Question
- Gather and Make Sense
- Produce to Show Understanding
- Communicate
- Reflect

The Grade 4 subject-specific learning outcomes and literacy with ICT continuum descriptors cited in *Community and Diversity* are identified in the following documents:

Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 3 Standards*. Winnipeg, MB: Manitoba Education and Training, 1996.

---. *Kindergarten to Grade 4 Science: Manitoba Curriculum Framework of Outcomes*. Winnipeg, MB: Manitoba Education and Training, 1999. Available online at [<www.edu.gov.mb.ca/k12/cur/science/outcomes/k-4/>](http://www.edu.gov.mb.ca/k12/cur/science/outcomes/k-4/).

Manitoba Education and Youth. *Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes*. Winnipeg, MB: Manitoba Education and Youth, 2003. Available online at [<www.edu.gov.mb.ca/k12/cur/socstud/framework/>](http://www.edu.gov.mb.ca/k12/cur/socstud/framework/).

Manitoba Education, Citizenship and Youth. *A Continuum Model for Literacy with ICT across the Curriculum: A Resource for Developing Computer Literacy*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006. Available online at [<www.edu.gov.mb.ca/k12/tech/licit/resources/handbook/>](http://www.edu.gov.mb.ca/k12/tech/licit/resources/handbook/).

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The numbers and codes that accompany the SLOs and ICT continuum descriptors cited in the unit correspond to the reference systems explained in the respective documents.

* **Note:** The Grade 4 student learning outcomes identified with an asterisk (*) on the following pages relate to Manitoba's education for sustainable development (ESD) priorities in a minimum of two factor areas. For a link to the "ESD Correlation Charts of Student Learning Outcomes," please see Manitoba's Education for Sustainable Development website at [<www.edu.gov.mb.ca/k12/esd/correlations/>](http://www.edu.gov.mb.ca/k12/esd/correlations/).

English Language Arts (Grade 4)

GLO 1: Explore thoughts, ideas, feelings, and experiences.

- 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.
- 1.1.3 *Experiment with Language and Form*—Explore a variety of forms of expression for particular personal purposes.
- 1.1.4 *Express Preferences*—Collect and explain preferences for particular forms of oral, literary, and media texts.
- 1.1.5 *Set Goals*—Identify areas of personal accomplishment and set goals to enhance language learning and use.
- 1.2.1 *Develop Understanding*—Connect new information and experiences with prior knowledge to construct meaning in different contexts.
- 1.2.2 *Explain Opinions*—Express new concepts and understanding in own words and explain their importance.
- 1.2.3 *Combine Ideas*—Experiment with arranging ideas and information in a variety of ways to clarify understanding.
- 1.2.4 *Extend Understanding*—Reflect on ideas and experiences and ask questions to clarify and extend understanding.

GLO 2: Comprehend and respond personally and critically to oral, literary, and media texts.

- 2.1.1 *Prior Knowledge*—Make and record connections between personal experiences, prior knowledge, and a variety of texts.
- 2.1.2 *Comprehension Strategies*—Confirm or reject inferences, predictions, or conclusions based on textual information; check and confirm understanding by rereading.
- 2.1.3 *Textual Cues*—Use textual cues [such as headings and subheadings, story elements, key ideas in exposition . . .] to construct and confirm meaning.
- 2.1.4 *Cueing Systems*—Use syntactic, semantic, and graphophonic cueing systems [including word order; context clues; structural analysis to identify roots, prefixes, suffixes, compound words, contractions, and singular and plural words] to construct and confirm meaning; use a junior dictionary to determine word meaning in context.
- 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.
- 2.3.1 *Forms and Genre*—Distinguish similarities and differences among various forms and genres of oral, literary, and media texts [such as folk tales, poetry, bone and soapstone sculptures, news and weather reports . . .].
- 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 . . .].

- 2.3.4 *Experiment with Language*—Recognize how words and word combinations [such as word play, repetition, rhyme . . .] influence or convey meaning; identify ways in which exaggeration is used to convey humour.
- 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.

GLO 3: Manage ideas and information.

- 3.1.1 *Use Personal Knowledge*—Categorize personal knowledge of a topic to determine information needs.
- 3.1.2 *Ask Questions*—Ask general and specific questions on topics using predetermined categories.
- 3.1.3 *Contribute to Group Inquiry*—Identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research.
- 3.1.4 *Create and Follow a Plan*—Select and use a plan for gathering information.
- 3.2.1 *Identify Personal and Peer Knowledge*—Record, select, and share personal knowledge of a topic to focus inquiry or research.
- 3.2.2 *Identify Sources*—Answer inquiry or research questions using a variety of information sources [such as classroom materials, school libraries, video programs, Dene/Inuit hunts . . .].
- 3.2.3 *Assess Sources*—Assess the usefulness of information for inquiry or research using pre-established criteria.
- 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.
- 3.3.1 *Organize Information*—Organize information and ideas in logical sequences using a variety of strategies [such as clustering, webbing, charting from a model . . .].
- 3.3.2 *Record Information*—Make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically.
- 3.3.3 *Evaluate Information*—Examine collected information to identify categories or aspects of a topic that need more information.
- 3.3.4 *Develop New Understanding*—Use gathered information and questions to review and add to knowledge; consider new questions regarding the inquiry or research process and content.

GLO 4: Enhance the clarity and artistry of communication.

- 4.1.1 *Generate Ideas*—Focus a topic for oral, written, and visual texts using a variety of strategies [such as jotting point-form notes, mind mapping, developing story frames . . .].
- 4.1.2 *Choose Forms*—Choose from a variety of favourite forms and experiment with modelled forms [such as narrative and descriptive stories, plays, graphs . . .] for various audiences and purposes.
- 4.1.3 *Organize Ideas*—Determine key ideas and organize appropriate supporting details in own oral, written, and visual texts.
- 4.2.1 *Appraise Own and Others' Work*—Share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations.

- 4.2.2 *Revise Content*—Revise to create an interesting impression and check for sequence of ideas.
- 4.2.3 *Enhance Legibility*—Write legibly, with increasing speed, using a handwriting style that is consistent in alignment, shape, slant, and spacing; experiment with the use of templates, formatting, and familiar software when composing and revising.
- 4.2.4 *Enhance Artistry*—Choose descriptive language and sentence patterns to clarify and enhance ideas.
- 4.2.5 *Enhance Presentation*—Prepare organized compositions and reports using sound effects and visuals [such as graphs, charts, diagrams . . .] that engage the audience.
- 4.3.1 *Grammar and Usage*—Edit for complete sentences and appropriate use of statements, questions, and exclamations.
- 4.3.2 *Spelling*—Know and apply spelling conventions using a variety of strategies [including phonics, structural analysis, syllabication, and visual memory] and resources [such as dictionaries, spell-check functions, classroom resources . . .] and spelling patterns when editing and proofreading.
- 4.3.3 *Punctuation and Capitalization*—Know and use conventions of basic capitalization and punctuation [including commas in series and quotation marks] when editing and proofreading.
- 4.4.1 *Share Ideas and Information*—Prepare and share information on a topic using print and non-print aids to engage and inform a familiar audience.
- 4.4.2 *Effective Oral Communication*—Describe and explain information and ideas to a particular audience; select, use, and monitor appropriate volume, intonation, and non-verbal cues.
- 4.4.3 *Attentive Listening and Viewing*—Demonstrate appropriate audience behaviours [such as listening to opposing opinions, disagreeing respectfully, expressing opinions . . .].

GLO 5: Celebrate and build community.

- 5.1.1 *Compare Responses*—Describe relationships between own and others' ideas and experiences.
- 5.1.2 *Relate Texts to Culture*—Explore cultural representations in oral, literary, and media texts from various communities.
- 5.1.3 *Appreciate Diversity*—Connect the insights of individuals in oral, literary, and media texts to personal experiences; discuss connections in representations of cultures in oral, literary, and media texts; discuss personal participation and responsibility in communities.
- 5.1.4 *Celebrate Special Occasions*—Use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the classroom.
- 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.
- 5.2.3 *Use Language to Show Respect*—Appreciate variations in language use in a variety of contexts in immediate communities.
- 5.2.4 *Evaluate Group Process*—Show appreciation and offer constructive feedback to peers and seek support from group members; evaluate own group participation and adjust behaviour accordingly.

Mathematics (Grade 4)

Number (N)

- 4.N.3. Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3- and 4-digit numerals) by
- using personal strategies for adding and subtracting
 - estimating sums and differences
 - solving problems involving addition and subtraction
- [C, CN, ME, PS, R]
- 4.N.5. Describe and apply mental mathematics strategies, such as
- skip-counting from a known fact
 - using doubling or halving
 - using doubling and adding or subtracting one more group
 - using patterns in the 9s facts
 - using repeated doubling
- to develop recall of basic multiplication facts to 9 x 9 and related division facts.
[C, CN, ME, PS, R]

Patterns and Relations (Patterns) (PR)

- 4.PR.1. Identify and describe patterns found in tables and charts, including a multiplication chart.
[C, CN, PS, V]

Statistics and Probability (Data Analysis) (SP)

- 4.SP.1 Demonstrate an understanding of many-to-one correspondence.
[C, R, T, V]
- 4.SP.2 Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.
[C, PS, R, V]

Science (Grade 4)

Cluster 0: Overall Skills and Attitudes

- 4-0-1A Ask questions that lead to investigations of living things, objects, and events in the local environment.
- 4-0-1B Make and justify predictions based on observed patterns, collected data, or data provided from other sources.
- 4-0-1C Identify practical problems to solve in the local environment.
- 4-0-2A Access information using a variety of sources.
Examples: school libraries, videos, traditional knowledge, local hunters, CD-ROMs, Internet . . .
- 4-0-2B Review information to determine its usefulness to inquiry or to research needs.
- 4-0-3A Brainstorm, in small groups, one or more methods of finding the answer to a given question, and reach consensus on which method to implement.
- 4-0-3B Identify, in small groups, variables that have an impact on an investigation.
- 4-0-3C Create, in small groups, a plan to answer a given question.
- 4-0-3D Brainstorm possible solutions to a practical problem, and identify and justify which solution to implement.
- 4-0-3E Create a written plan to solve a problem or meet a need.
Include: identify steps to follow, prepare a labelled diagram.
- 4-0-3F Develop criteria to evaluate an object, device, or system based on its function, aesthetics, and other considerations such as materials, and cost.
- 4-0-4A Carry out a plan, and describe the purpose of the steps followed.
- 4-0-4B Construct an object, device, or system to solve a problem or meet a need.
- 4-0-4C Test an object, device, or system with respect to pre-determined criteria.
- 4-0-4D Identify and make improvements to an object, device, or system, and explain the rationale for the changes.
- 4-0-4E Identify problems as they arise, and work with others to find solutions.
- 4-0-4F Assume roles, and share responsibilities as group members.
- 4-0-4G Communicate questions, ideas and intentions, and listen effectively to others during classroom-learning experiences.
- 4-0-4H Use tools and apparatus in a manner that ensures personal safety and the safety of others.
- 4-0-5A Select and use tools to observe, measure, and construct.
Examples: tuning fork, prism, binoculars, measuring tape . . .
- 4-0-5B Estimate and measure mass/weight, length, volume, area, and temperature using standard units.
- 4-0-5C Record observations in a variety of ways.
Examples: point-form notes, sentences, labelled diagrams, charts . . .
- 4-0-6A Construct bar graphs and pictographs using many-to-one correspondence, and interpret these as well as graphs from other sources.
- 4-0-6B Identify and suggest explanations for patterns and discrepancies in data.
- 4-0-6C Choose and identify relevant attributes for use in a classification system, and create a chart or diagram that shows the method of classifying.
- 4-0-6D Sort and classify according to an established classification system.
- 4-0-6E Evaluate, with guidance, the methods used to answer a question or solve a problem.
- 4-0-7A Draw a conclusion based on evidence gathered through research and observation.
- 4-0-7B Identify new questions that arise from what was learned.
- 4-0-7B Propose a solution to the initial problem.
- 4-0-7C Identify new problems that arise.

- 4-0-7D Construct meaning in different contexts by connecting new experiences and information to prior experiences and knowledge.
- 4-0-7E Communicate results and conclusions in a variety of ways.
Examples: point-form lists, sentences, graphs, labelled diagrams, charts . . .
- 4-0-8A Recognize that experimental results may vary slightly when carried out by different persons, or at different times or places; but that if the results of repeated experiments are very different, something must be wrong with the design of the experiment.
- 4-0-8B Recognize that scientists must support their explanations using evidence and scientific knowledge.
- 4-0-8C Recognize that designing a solution to a simple problem may have considerations, such as cost, materials, time, and space.
- 4-0-9A Respect alternative views of the world.
- 4-0-9B Demonstrate confidence in their ability to do science.
- 4-0-9C Report and record what is observed, not what they think they ought to observe, or what they believe the teacher expects.

Cluster 1: Habitats and Communities

- 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.
- 4-1-02 Recognize that each plant and animal depends on a specific habitat to meet its needs.
- 4-1-03 Identify the components of an animal habitat.
Include: food, water, living space, cover/shelter.
- 4-1-04 Identify physical and behavioural adaptations of animals and plants, and infer how these adaptations help them to survive in a specific habitat.
Examples: ducks' webbed feet and waterproof feathers help them dive for food in the marsh . . .
- 4-1-05 Investigate alternate explanations of plant or animal adaptations based on traditional knowledge from a variety of cultures.
- 4-1-06 Investigate how technological developments often mirror physical adaptations.
Examples: fishnet—spider web, diving fins—webbed feet . . .
- 4-1-07 Investigate and describe a variety of local and regional habitats and their associated populations of plants and animals.
- 4-1-08 Predict and test to determine an appropriate method for measuring a plant population within a given habitat.
- 4-1-09 Recognize that plant and animal populations interact within a community.
- 4-1-10 Recognize that the food chain is a system in which some of the energy from the Sun is transferred eventually to animals.
- 4-1-11 Construct food chains and food webs, and classify organisms according to their roles. Include: producer, consumer, herbivore, omnivore, carnivore, predator, prey, scavenger.
- 4-1-12 Use the design process to construct a model of a local or regional habitat and its associated populations of plants and animals.
- *4-1-13 Predict, based on their investigations, how the removal of a plant or animal population may affect the rest of the community.
Examples: if the wolves were removed from a community, the deer population may increase rapidly . . .

- *4-1-14 Investigate natural and human-caused changes to habitats, and identify resulting effects on plant and animal populations.
Include: endangerment, extinction.
- *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 . . .
- 4-1-16 Describe how specific technological developments have enabled humans to increase their knowledge about plant and animal populations.
Examples: radio collar tracking, time-lapse photography . . .
- *4-1-17 Recognize and appreciate how traditional knowledge contributes to our understanding of plant and animal populations and interactions.

Social Studies (Grade 4)

Cluster 3: Living in Manitoba

- 4-KI-005 Identify cultural communities in Manitoba.
- 4-KI-006 Give examples of diverse artistic and cultural achievements of Manitobans.
Include: Aboriginal and francophone cultural achievements.
- 4-KI-006A Give examples of Aboriginal artistic and cultural achievements and organizations in Manitoba.
- 4-KI-006F Give examples of francophone artistic and cultural achievements and organizations in Manitoba.
- 4-KI-007 Identify Aboriginal communities, cultures, and languages in Manitoba.
Examples: Cree, Ojibway, Dakota, Michif, Oji-Cree, Dene . . .
- 4-KI-007A Identify connections between their community and other Aboriginal communities in Manitoba.
- 4-KI-008 Identify francophone communities in Manitoba.
- 4-KI-008F Identify connections between their local community and other francophone communities in Manitoba.
- 4-KI-009 Describe the influence of various factors on their identities.
Include: culture, community, place, region.
- 4-KI-009A Understand the teachings of Elders about their culture and identity.
- 4-KI-009F Describe the influence of their cultural heritage on their francophone identity.
- 4-KL-020 Locate on a map and describe geographic features of Manitoba.
Examples: lakes and rivers, landforms, vegetation, forests, parks, cities and towns, First Nations communities . . .
- 4-KL-020A Use traditional knowledge to describe and locate places in Manitoba.
- 4-KL-021 Locate on a map and identify major natural resources in Manitoba.
- 4-KL-022 Describe the main demographic features of Manitoba.
Include: population, population distribution, cultural communities.
- *4-KL-023 Identify issues related to environmental stewardship and sustainability in Manitoba.
- *4-KL-024 Give examples of Aboriginal peoples' traditional relationships with the land.
- *4-KL-025 Describe places of historic, cultural, or environmental significance in Manitoba.
Examples: Lower Fort Garry, the Forks, musée de Saint-Boniface, Thunderbird House, provincial/national parks . . .
- 4-VI-003 Value ethnic and cultural diversity in Manitoba.
- 4-VI-004 Value the artistic and cultural achievements of Manitobans.
- *4-VL-006 Appreciate Manitoba's natural environment.
- *4-VL-006A Respect their spiritual connection to the natural environment (land, water, sky).

Active Democratic Citizenship

- 4-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.
- 4-S-101 Resolve conflicts peacefully and fairly.
- 4-S-102 Interact fairly and respectfully with others.
- *4-S-103 Make decisions that reflect care, concern, and responsibility for the environment.
- 4-S-104 Negotiate constructively with others to build consensus.

Managing Information and Ideas

- 4-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases . . .
- 4-S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps . . .

- 4-S-202 Use appropriate terms or expressions to describe periods of time.
Examples: decade, generation, century, when the Earth was new, in the time of our ancestors . . .
- 4-S-203 Select and use appropriate tools and technologies to accomplish tasks.
- 4-S-204 Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.
- 4-S-205 Construct maps that include a title, legend, compass rose, and grid.
- 4-S-206 Interpret maps that include a title, legend, compass rose, and grid.
- 4-S-207 Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.
- 4-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.
Examples: sun, moon, or stars, inuksuit, Global Positioning Systems (GPS) . . .

Critical and Creative Thinking

- 4-S-300 Formulate questions for research.
- 4-S-301 Consider advantages and disadvantages of solutions to a problem.
- 4-S-302 Draw conclusions based on information and evidence.
- 4-S-303 Evaluate personal assumptions based on new information and ideas.
- 4-S-304 Distinguish fact from opinion.
- 4-S-305 Observe and analyze material or visual evidence for research.
Examples: artifacts, photographs, works of art . . .

Communication

- 4-S-400 Listen actively to others to understand their perspectives.
- 4-S-401 Use language that is respectful of human diversity.
- 4-S-402 Support their ideas and opinions with information or observations.
- 4-S-403 Present information and ideas orally, visually, concretely, or electronically.

Aboriginal Languages and Cultures (Grade 4)

3.1 Home

3.1.2 *Belongings and Physical Environment*

- 3.1.2: G-4 Identify household products that could be reduced, recycled, or reused.
- 3.1.2: H-4 Identify the use of energy-efficient practices (e.g., turn off lights when not in use, turn off tap water while brushing teeth, take short shower) in the home.

3.2 School

3.2.2 *Physical Environment*

- 3.2.2: B-4 Use student-generated criteria to classify things in the physical environment (e.g., rocks and minerals, trees and plants, materials and substances).
- 3.2.2: C-4 Illustrate the connection of things in the physical environment to natural and human resources development (e.g., the wooden parts of tables are made from trees by people who work in manufacturing plants).
- 3.2.2: D-4 Plan and participate in a classroom project to take care of things in the physical environment (e.g., care for a flowering plant throughout its life cycle, tracking its growth and changes over time).
- *3.2.2: G-4 Explain how certain things in the physical environment protect or sustain people (e.g., fences help keep out intruders or show boundaries, the sun gives warmth and light).

3.2.3 *Mental and Physical Fitness*

- 3.2.3: B-4 Outline the steps in the decision-making/problem-solving process (e.g., define issue, explore alternatives, consider health knowledge and values, identify possible solutions, decide on action, evaluate results).
- 3.2.3: C-4 List factors that affect personal motivation and achievement of goals.
- 3.2.3: D-4 Give examples of positive communication skills and behaviours for getting along with others.

3.3 Within the Community

3.3.1 *Roles, Responsibilities, and Relationships*

- 3.3.1: A-4 Give examples of individual characteristics (e.g., gender, family, nation, community, interests, gifts, preferred learning styles) that contribute to the development of personal identity, self-esteem, self-confidence, and a sense of belonging.
- 3.3.1: C-4 Demonstrate understanding that everyone is special, unique, and able to succeed (e.g., consider families, interests, gifts, dreams).
- 3.3.1: D-4 Discuss the importance of listening, conversing, and interacting respectfully with others in the community.
- *3.3.1: F-4 Describe how people in communities influence and depend on each other.

3.3.2 *Daily Life and Sustenance*

- 3.3.2: A-4 Describe current practices, events, celebrations, and traditions associated with own community (e.g., fishing, hunting, National Aboriginal Day).
- *3.3.2: E-4 Suggest ways in which the local environment is or can be respected, maintained, and sustained (e.g., recycling, renovations, road repair, respect for private property).

3.4 Outside the Community

3.4.1 Living Things and Natural Resources and Phenomena

- 3.4.1: A-4 Describe ways in which living things depend on each other (e.g., animals help distribute pollen, food chains and food webs).
- 3.4.1: B-4 Classify living things in various ways (e.g., endangered, home/habitats, seasonal).
- 3.4.1: C-4 Give examples of the life processes and cycles of living things (e.g., migration, hibernation, changes in colour and covering) in the local area.
- 3.4.1: D-4 Classify natural resources in the community and local area in various ways (e.g., water/land-based, natural/processed state, living/non-living).
- 3.4.1: E-4 Outline natural or constructed processes that change a natural resource from one state to another (e.g., seed to flower, tree to paper).
- *3.4.1: F-4 Explain how people use living things and natural resources (e.g., water for drinking, cooking, and washing, animals for food, ceremonial items, and trapping, plants for gardens and medicines).
- *3.4.1: H-4 Explain ways in which natural phenomena (e.g., blizzards, thunderstorms, floods) affect the activities of living things.
- 3.4.1: I-4 Identify and describe hobbies and jobs involving plants, animals, natural resources, and the land.

3.4.2 Connections, Comparisons, and Influences

- 3.4.2: A-4 Identify and locate on a map the geographic/political features of Manitoba (e.g., lakes and rivers, parks, Aboriginal communities).
- 3.4.2: B-4 Identify the geographic regions in which Aboriginal cultural groups of Manitoba are located (e.g., some Ojibwe occupy areas of the Canadian Shield, the Prairie Region).
- *3.4.2: E-4 Give examples of needs and concerns common to Aboriginal communities in Manitoba.

4.1 Specific Aboriginal Culture

4.1.1 History: Places, Events, and Changes

- 4.1.1: B-4 Outline on a map of Manitoba the traditional territories of Aboriginal cultural groups.
- 4.1.1: C-4 Compare the locations of traditional Aboriginal settlements and population centres with the current locations in Manitoba.
- 4.1.1: D-4 Demonstrate understanding that identity is connected to the history of the home community and culture.

4.1.2 Stories and Teachings

- 4.1.2: B-4 Explain the importance of oral tradition and Elders in Aboriginal cultures.
- 4.1.2: C-4 Identify the teachings found in traditional Aboriginal stories and legends.
- 4.1.2: G-4 Discuss how various values, beliefs, and teachings (e.g., respect, fairness, generosity) are shown in Aboriginal cultures.

4.1.3 Contributions and Influences

- 4.1.3: G-4 Give examples of the achievements of Aboriginal role models and organizations in Manitoba.
- *4.1.3: H-4 Discuss Aboriginal contributions to the history of Manitoba (e.g., place names, art, parks, historic sites, symbols, stories, guidance to early settlers).

4.2 Other Cultures: Connections and Influences

4.2.1 Historical Connections and Influences

- *4.2.1: A-4 Describe places of historic, cultural, or environmental significance in Manitoba (e.g., Lower Fort Garry, The Forks, Circle of Life Thunderbird House, provincial and national parks).
- 4.2.1: B-4 Research and discuss stories of people and events (e.g., Louis Riel, Chief Peguis, Lord Selkirk, bison hunt) that have shaped Manitoba.
- 4.2.1: C-4 Identify connections (e.g., language, kinship, history) between own community and other Aboriginal communities in Manitoba and Canada.

4.2.3 Our Environment

- 4.2.3: A-4 Locate on a map and identify major natural resources in Canada.
- *4.2.3: B-4 Describe the traditional Aboriginal perspective on natural resources (e.g., no ownership of natural resources, resources are to be shared).
- *4.2.3: C-4 Discuss how knowledge of plant and animal populations and interactions helped Aboriginal peoples to survive in the past.
- 4.2.3: D-4 Suggest ways to help conserve plant and animal populations and their habitats (e.g., clean up a local stream).
- 4.2.3: E-4 Identify how various Aboriginal cultures in Manitoba use Earth's materials (e.g., plant parts for food and medicine, clay for pots).
- *4.2.3: F-4 Describe the influence of the natural environment on settlement patterns in Manitoba.
- 4.2.3: G-4 Give examples of traditional and contemporary teachings of Aboriginal cultures that illustrate respect for the land (e.g., planning an activity for Earth Day celebrations).

4.3 Cultural Diversity

4.3.1 Commonalities and Differences

- 4.3.1: B-4 Give examples of cultural practices followed by schoolmates and different groups in the community.
- 4.3.1: E-4 Compare cultural expressions (e.g., language, stories, art, music, dance, architecture, traditions, clothing) in several communities studied.

4.3.2 Intercultural Perspectives and Skills

- 4.3.2: A-4 Identify factors (e.g., culture and language, time and place, groups and communities, arts and media) that may influence own identity.
- 4.3.2: D-4 Suggest reasons for participating in cultural activities in the community.
- 4.3.2: E-4 Demonstrate awareness that people have different perspectives and ways of doing things.

4.4 Linguistic Diversity

4.4.2 Valuing and Using Intercultural Knowledge

- 4.4.2: C-4 Discuss personal uses made of own knowledge of different languages and cultures.

Literacy with ICT Continuum Descriptors (Descriptors of the Cognitive Domain)

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
- P-2.2 adapts given electronic plans
examples: electronic storyboards, outlines, timelines, graphic organizers, science experiment reports . . .

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 . . .
- G-1.2 identifies sources of information and provides bibliographic/reference data
examples: titles, authors, publication dates, URLs, standard bibliographic formats . . .
- G-1.3 records data or makes notes on gathered information and ideas using given categories and given ICT
examples: tables, graphic organizers, spreadsheets . . .
- G-1.4 collects primary data using electronic devices
examples: digital cameras, email, video cameras, digital audio recorders, digital microscopes, archived original artifacts, online surveys, Global Positioning System (GPS), probeware . . .
- G-1.5 questions whether information from media sources is real, useful, and/or distracting
examples: falsified digital images, banners, and/or pop-up advertisements . . .
- G-2.3 categorizes information using the ICT suitable for the purpose
examples: tables, graphic organizers, spreadsheets, outlines, prioritized email, geographic information system layers . . .

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 . . .
- Pr-2.1 selects a suitable ICT application and/or device to create electronic work and explains the selection
- Pr-2.2 revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences
examples: by creating and/or critically revising text, images, and/or sound to enhance electronic work; by revising audio/video clips or effects; by adjusting the pace and transitions in multimedia presentations; by adding animation to web pages . . .

Communicate

- C-1.1 displays and/or discusses electronic work
examples: text, images, sound, concept maps, multimedia presentations, email, tables, spreadsheets, graphs, video, animation, web pages, wikis, blogs . . .
- C-2.1 discusses information, ideas, and/or electronic work using tools for electronic communication
examples: email, electronic whiteboards, web pages, threaded discussions, videoconferences, chats, instant messages, camera phones, wikis, blogs, podcasts, online whiteboards . . .

Reflect

- R-1.1 participates in guided conferences to think about using ICT to learn
examples: with peers, parents, teachers . . .
- R-2.1 invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn
example: explains selection of ICT . . .

Appendix C: Index of Teaching, Learning, and Assessment Strategies

The following chart lists instructional and assessment strategies suitable for Grade 4 students. Some of these are referred to in the *Community and Diversity* interdisciplinary unit.

The strategies and tools can be found in the following Manitoba publications:

- Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. (See English Language Arts Strategies That Make a Difference—Abbreviated as ELA Strategies.)
- ---. *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*. Winnipeg, MB: Manitoba Education and Training, 1996. (Abbreviated as Success.)

Teaching and Learning Strategies	Reference	
	ELA Strategies	Success
Active Listening	p. 8	p. 6.10
Admit Slips		p. 6.60
Analogy Graphic Organizer	p. 61	
Anticipation Guides	p. 142	p. 6.25; p. 6.98 (BLM)
Author/Illustrator Study	p. 221	
Before, During, and After Reading (BDA)	p. 146; BLM-17; BLM-74	
Big Six	p. 76	
Book Talks	p. 149	
Brainstorming	p. 12	
Charting the Patterns (Narrative and Expository Graphic Organizers)		pp. 6.41–6.44
Comparison and Contrast Frame		p. 6.51; p. 6.103 (BLM)
Concept Frame		p. 6.66; p. 6.111 (BLM)
Concept Organizers	p. 50	p. 6.65
Concept Overview		pp. 6.67–6.69; p. 6.112 (BLM)
Concept Relationship Frame		p. 6.53; p. 6.104 (BLM)
Co-op Co-op	p. 21	p. 5.8
Corners	p. 22	
Cueing Bookmark		p. 7.8
Dialectical Journals	p. 97	
Directed Listening-Thinking Activity (DLTA)	p. 122	
Directed Reading-Thinking Activity (DRTA)	p. 120	p. 6.48
Discussion		p. 7.3; p. 7.4
Drama	p. 42	
Editing		p. 6.81
Exit Slips		p. 6.60
Explanation Planner (Frame)		p. 6.62; p. 6.109 (BLM)
Expository Text Frames	p. 58	p. 6.62
Fact-Based and Issue-Based Article Analysis	p. 71	p. 6.70; p. 6.71; p. 6.72; p. 6.114 (BLM); p. 6.115 (BLM)
Field Trips (Excursions)		pp. 9.4–9.8; p. 9.5

Continued

Teaching and Learning Strategies	Reference	
	ELA Strategies	Success
Five-Step Strategy for Revising and Editing	p. 226	
Focused Free-Write		p. 6.30
Framed Paragraphs	p. 65	
Frayer Plus Concept Builder		p. 6.66; p. 6.113 (BLM)
Gallery Walk	p. 202	p. 6.80
Graphic Organizers		pp. 6.41–6.44
HASTE		p. 6.11
Herringbone/Fishbone	p. 63; p. 116	
IDEAL Problem-Solving Frame		p. 6.53; p. 6.105 (BLM)
Information Frame		p. 6.51
Inquiry Chart (I-Chart)	p. 83	
I-Search	p. 87	
Jigsaw	p. 22	p. 5.9
Journals	p. 94	
Knowledge Chart		p. 6.22; p. 6.23; p. 6.95 (BLM)
KWL/KWL Plus	p. 89; BLM–65; BLM–66	p. 6.20; p. 6.94 (BLM)
Lab Frame (Lab Report Outline)		p. 6.53; p. 6.106 (BLM)
LAPS Frames (Do Your LAPS Think Sheet)		p. 6.54; p. 6.108 (BLM)
Learning Log	p. 110	p. 6.56
Lesson Frame		p. 6.19; p. 6.93 (BLM)
LINK (List-Inquire-Note-Know)	p. 14	p. 6.27
Listen-Draw-Pair-Share		p. 6.22; p. 6.97 (BLM)
Listen-Sketch-Draft/Draw	p. 205	
Listen-Think-Pair-Share (Three-Minute Pause)		p. 6.13
Literature Circles	p. 125	
Logs	p. 110	
Mapping	p. 116	
Metacognitive Reflection	p. 293	
Mind Maps (Webs, Clusters)		p. 6.14; p. 6.24; p. 6.49; p. 6.83
Mini-Discussion		p. 7.4
Mnemonics		p. 6.86
Narrative Text Frames	p. 53	
Numbered-Heads Together		p. 7.4
Paragraph Frame		p. 6.62; p. 6.64; p. 6.110 (BLM)
Peer Conferencing (Peer Interview, Partner Interview)	p. 156	
Personal Journals	p. 94	
Point of View (Reading from/Expressing Another Point of View)		pp. 6.73–6.76; p. 6.116 (BLM)
Portfolios (Assessment)		pp. 11.10–11.15
Process Notes	p. 116	p. 6.58
Question Circle	p. 35	

Continued

Teaching and Learning Strategies	Reference	
	ELA Strategies	Success
Questioning	p. 30	
RAFT (Role, Audience, Format, Topic)		pp. 6.77–6.79
Read on and Reread (and Reading Cue Card)	p. 193; BLM–83	
Readers Theatre	p. 42	
Reading Logs	p. 111	
Reading Workshop	p. 128	
Reciprocal Reading	p. 164	p. 6.46
Reciprocal Teaching	p. 166	p. 6.47
ReQuest (Reciprocal Questioning)	p. 167	p. 6.47
Retelling	p. 169; BLM–75	
Seven Teachings Activity		p. 4.18; p. 4.19
Seven-Step Knowledge Chart		p. 6.22; p. 6.96 (BLM)
Slim Jims	p. 116	
Sort and Predict	p. 214	p. 6.33; p. 6.35; p. 6.100 (BLM)
SQ3R	p. 179	p. 6.85
Staged Interviews		p. 6.76
Story Maps	p. 53; BLM–61, BLM–62, BLM–63	
Story Vine/Story Braid	p. 212	
Storyboards	p. 211	
Structured Notes	p. 117	
Talking Chips	p. 29	
Talking Circle/Talking Stick	p. 29	p. 7.5
T-Chart	p. 26; BLM–58	
Think-Aloud	p. 181; p. 288	
Think-Pair-Share/Think-Pair-Square	p. 15	
Three-Point Approach	p. 215	p. 6.36; p. 6.101(BLM)
Two Column Notes		p. 6.83
Venn Diagram	p. 64	
Word Cycle	p. 216	pp. 6.31–6.32; p. 6.99 (BLM)
Word Map	p. 216	
Word Splash (Picture Splash)		p. 6.28
Writer’s Notebook	p. 240	
Writer’s Workshop (Revision Record)	p. 241; BLM–84	
Writing Frames	p. 65	
Y-Charts	p. 28; BLM–59	

Appendix D: Blackline Masters (BLMs) and Teacher Blackline Masters (TBLMs)

In Appendix D, the Blackline Masters (BLMs) and Teacher Blackline Masters (TBLMs) are listed in the order in which they appear in this interdisciplinary unit. Each BLM or TBLM is listed only once, in the section where it first appears.

BLMs in Ongoing Learning Experiences (OLEs)

BLM OLE.1#1: Binder Reminder Learning Centre
 BLM OLE.1#2: Electronic OLE Binder Maintenance Learning Centre
 BLM OLE.1#3: Personal OLE Binder Checklist
 BLM OLE.1#4: Overview of Ongoing Learning Experiences (OLEs)
 BLM OLE.3#1: Problem-Solving Learning Centre
 BLM OLE.3#2: Problem-of-the-Week Chart
 BLM OLE.4#1: Reading Circle Learning Centre
 BLM OLE.4#2: Guess the Role
 BLM OLE.4#3: Reading Circle Discussion Notes
 BLM OLE.4#4: Reading Log
 BLM OLE.4#5: Suggested Writing Topics for Reading Circle Response Log (Fiction)
 BLM OLE.4#6: Reading Circle Response Log
 BLM OLE.4#7: Rubric for Peer/Group Assessment and Self-Assessment of Reading Circle Discussion
 BLM OLE.4#8: Retelling
 BLM OLE.4#9: Student Self-Assessment for Responding to Literature
 BLM OLE.4#10: Reading Strategies Self-Check
 BLM OLE.4#11: Group Work Assessment
 BLM OLE.5#1: Share the Learning Centre
 BLM OLE.5#2: Share the Learning Journal
 BLM OLE.5#3: Oral Presentation Checklist
 BLM OLE.5#4: A Viewer's Discussion Guide for Narrative and Informational Films/Videos
 BLM OLE.6#1: Group Work Self-Reflection Log
 BLM OLE.6#2: Collaborative Group Work Reflection Log
 BLM OLE.6#3: Task Recording Sheet
 BLM OLE.6#4: Set Your Goal
 BLM OLE.6#5: We Reached Our Goal! Let's Review
 BLM OLE.7#1: Speech Delivery Assessment Form
 BLM OLE.7#2: Self-Assessment of Active Listening
 BLM OLE.7#3: You Are the Pollster
 BLM OLE.7#4: Book Talk
 BLM OLE.7#5: Secretary's Report Form
 BLM OLE.7#6: Chairperson's Agenda
 BLM OLE.8#1: Reflection Journal Learning Centre
 BLM OLE.8#2: What Have I Learned?
 BLM OLE.8#3: Metacognitive Reflection
 BLM OLE.8#4: Goal Setting
 BLM OLE.9#1: Characteristics of Our Newspapers
 BLM OLE.9#2: Newspaper Learning Centre
 BLM OLE.9#3: 5Ws + H Chart

BLM OLE.10#1a: Sample Concept Map—Web
 BLM OLE.10#1b: Sample Concept Map—Top-Down Tree
 BLM OLE.10#2: Sample Outline Based on Concept Map—Web
 BLM OLE.10#3: Electronic Collection Learning Centre
 BLM OLE.10#4: Electronic Collection Checklist
 BLM OLE.10#5: Creating an Electronic Portfolio
 BLM OLE.10#6: Electronic Portfolio Checklist
 BLM OLE.10#7: Electronic Portfolio: Peer Feedback

BLMs in Information and Communication Technology (ICT) Learning Experiences

BLM ICT.1#1: Overview of Information and Communication Technology (ICT) Learning Experiences
 BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills
 BLM ICT.1#3: How We Cooperated in Our Group Work
 BLM ICT.3#1: Planning Identity Clues
 BLM ICT.4#1: Title/Cover Page Checklist
 BLM ICT.5#1: Sample Title Page for Personal OLE Binder
 BLM ICT.5#2: Sample Biography Web
 BLM ICT.7#1: Planning My Profile: Multimedia Presentation
 BLM ICT.7#2: Presentation Storyboard
 BLM ICT.8#1: Internet FAQs for Students
 BLM ICT.8#2: Web Search Record

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

BLMs in Module 1

BLM M1.1#1: Electronic Dictionary Learning Centre
 BLM M1.1#2: Words, Words, Words: Vocabulary Think Sheet
 BLM M1.1#3: Connecting with Nature Learning Centre
 BLM M1.1#4: Legend Web
 BLM M1.1#5: Concept Overview
 BLM M1.1#6: Animal Habitats Learning Centre
 BLM M1.1#7: How Animals Meet Their Needs: Habitat Comparison
 BLM M1.1#8: Plant Habitats Learning Centre
 BLM M1.1#9: Plant Population in a Given Habitat
 BLM M1.1#10: KWL: Habitats
 BLM M1.2#1: Manitoba Map
 BLM M1.2#2: Where Am I? Learning Centre
 BLM M1.2#3: Places around Me
 BLM M1.2#4: Manitoba Map Search Learning Centre
 BLM M1.2#5: Demographics Learning Centre

BLMs in Module 2

BLM M2.1#1: Traditional Knowledge of Adaptations Learning Centre
 BLM M2.1#2: Food Webs Learning Centre
 BLM M2.1#3: Animals: What Do They Eat?
 BLM M2.1#4: What Are We Already Doing? Learning Centre
 BLM M2.2#1: At Home and at School Learning Centre
 BLM M2.2#2: Stewardship and Sustainability Reflection
 BLM M2.2#3: Personal Identity Learning Centre
 BLM M2.2#4: Compare and Contrast Frame
 BLM M2.2#5: My Cultural Community

BLMs in Module 3

BLM M3.1#1: Stewardship and Sustainability in Manitoba Learning Centre
 BLM M3.1#2: Stewardship and Sustainability in Manitoba Inquiry Chart
 BLM M3.1#3: Stewardship and Sustainability in the News Planner
 BLM M3.1#4: Rebuilding the Prairie Learning Centre
 BLM M3.1#5: Conserving Diversity: Before and After Learning
 BLM M3.1#6: Group Work Reflection
 BLM M3.2#1: Postcards from Manitoba Learning Centre
 BLM M3.2#2: Manitoba Moments Learning Centre
 BLM M3.2#3: Celebrating the Heart of Manitoba Learning Centre
 BLM M3.2#4: Celebrating the Heart of Manitoba Inquiry Chart
 BLM M3.2#5: Great Achievements and Places of Significance in Manitoba

BLMs in Module 4

BLM M4.1#1: *Canadian Youth Forum* RAFT
 BLM M4.1#2: *Community and Diversity* Exit Slip
 BLM M4.1#3: *Community and Diversity* Unit Self-Assessment

TBLMs in Ongoing Learning Experiences (OLEs)

TBLM OLE.2#1: Daily Edit Concept Chart
 TBLM OLE.2#2: Using the Spell-Checker
 TBLM OLE.4#1: Roles of Group Members in Reading Circles
 TBLM OLE.4#2: Variations for Reading Circles
 TBLM OLE.4#3: Teacher Observation Checklist for Reading Circles
 TBLM OLE.4#4: Response Assessment Checklist
 TBLM OLE.4#5: Assessing Active Listening
 TBLM OLE.5#1: Assessment Rubric for Oral Presentation
 TBLM OLE.6#1: Group-Participation Observation Checklist
 TBLM OLE.7#1: Speak Ye! Hear Ye! Roles
 TBLM OLE.7#2: Speak Ye! Hear Ye! Teacher Assessment
 TBLM OLE.7#3: Role-Selection Wheel
 TBLM OLE.7#4: Observation Checklist for Speaking and Listening Skills
 TBLM OLE.9#1: Suggested Activities to Familiarize Students with Newspapers
 TBLM OLE.9#2: Newsworthiness
 TBLM OLE.10#1: Suggestions for Organizing and Displaying Electronic Collections
 TBLM OLE.10#2: Content and Structure of Electronic Collections

TBLMs in Information and Communication Technology (ICT) Learning Experiences

TBLM ICT.2#1: Skill Know-How Checklist

TBLM ICT.5#1: Concept-Mapping Skills Checklist

TBLM ICT.6#1: Resizing Images Using Image Editor

TBLM ICT.6#2: Introductory Digital Camera Skills: Observation Checklist

TBLM ICT.8#1: “Internet 101” for Teachers

TBLM ICT.8#2: Acceptable Use of Copyrighted Electronic Resources

TBLM ICT.8#3: Sample URL Database

TBLM ICT.9#1: Questioning

TBLM ICT.9#2: Steps for Developing a Survey

TBLMs in The Big Picture

TBLM BP.1#1: Diamante Poem

TBLMs in Module 1

TBLM M1.1#1: Traditional Teachings and Stories

TBLM M1.1#2: Aboriginal Elders

TBLM M1.2#1: Manitoba Populations (Sample Graphs)

TBLMs in Module 2

TBLM M2.1#1: Group Processing Checklist—Form B

TBLM M2.1#2: Sample Word Cycle

TBLMs in Module 4

TBLM M4.1#1: Group Processing Checklist—Form A

Bibliography

Fiction

Informational Resources

Professional Resources

Departmental Resources

Bibliography

The Bibliography cites the references used in developing the Grade 4 *Community and Diversity* interdisciplinary unit, as well as additional print, video, and electronic resources for educators and students.

Although the resources listed in the Bibliography have not been reviewed, you can access most of the titles in the holdings of the Instructional Resources Unit (IRU) Library (1181 Portage Ave., Winnipeg, MB) at <<http://library.edu.gov.mb.ca:4100/>>.

FICTION

To find titles appropriate for Reading Circles related to this interdisciplinary unit, consider works about plant and animal habitats, cultural communities, environmental stewardship and sustainability, or Manitoba. Some titles are listed below.

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Videos

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To find titles appropriate to support the teaching of the *Community and Diversity* interdisciplinary unit, consider the following subjects: cooperative learning, collaborative learning, constructivism, computers in education, and Reading Circles.

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