Ongoing Learning Experiences (OLEs)

Summary

The 10 Ongoing Learning Experiences (OLEs) in the *Inventions, Innovations, and Discoveries* interdisciplinary unit provide students with opportunities to collaborate, solve problems, and listen, speak, read, write, view, and represent in the context of the Grade 6 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 support the characteristics of Middle Years students and the strategies for Middle Years teachers identified in the "Implementation Overview: Grades 5 to 8—The Middle Years Learner" (see the English Language Arts section of the Department's website at: <http://www.edu.gov.mb.ca/metks4/curricul/k-s4curr/ela/middleyears.html>).

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	Students organize and maintain their year's Ongoing Learning Experiences (OLE) 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 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. **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 *Inventions, Innovations, and Discoveries* 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.

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OLE Title	Estimated Time	OLE Overview
OLE.2: **Daily Edit**	10 minutes, daily	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.
OLE.3: **Daily Math and Problem Solving**	15 minutes, daily	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.
OLE.4: **Reading Circles**	30 minutes, once or twice weekly	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.

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OLE Title	Estimated Time	OLE Overview
OLE.5: **Share the Learning**	30 minutes, once a cycle, or as required	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 • 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 reflect on and 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.2: Riddle This). Learning may also be shared during weekly Speak Ye! Hear Ye! sessions (see OLE.7: Speak Ye! Hear Ye!).
OLE.6: **Collaborative Learning**	10 minutes, daily	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.

(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 *Inventions, Innovations, and Discoveries* 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 *Inventions, Innovations, and Discoveries* interdisciplinary unit to assess their own learning and 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 (OLE) 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 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.

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 *Inventions, Innovations, and Discoveries* 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.

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* — Search for ways to reorganize ideas and information to extend understanding.
- 3.3.1 *Organize Information* — Organize information and ideas using a variety of strategies and techniques [such as comparing and contrasting, classifying and sorting according to subtopics, sequences, order of priority or importance...].

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

Print
- Appendix C: Index of Teaching and Learning Strategies and Tools

BLMs
- BLM OLE.1#1: Personal OLE Binder Maintenance 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, which can serve as 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 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 in pairs or small groups 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
- List daily schedules, expectations for assignments, and due dates. Students update their binders accordingly.
- 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: Personal OLE Binder Maintenance 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 **INVENTIONS, INNOVATIONS, AND DISCOVERIES**
- Students use their binder maintenance skills to organize and maintain their electronic folders and files (see OLE.10: Electronic Collection).

LEARNING CENTRE CONNECTION
- Students use BLM OLE.1#2: Electronic OLE Binder Maintenance Learning Centre for instructions on how to create a group Read-Me file explaining how each student will organize and maintain his or her electronic files.

BLM OLE.1#1: Personal OLE Binder Maintenance Learning Centre

Overview
At this learning centre, work in a collaborative group to help each other with the organization of Personal OLE Binders. While browsing through each other's binders, make changes as needed, ensuring that the content is up-to-date and information is easy to access.

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.

Collaborative Goal
- 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.

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

Overview
At this learning centre, work in a collaborative group to create a group Read-Me file detailing how the electronic files and folders of each group member will be organized. Help each other with the maintenance or organization of Electronic OLE Binders or folders, ensuring that the files and folders conform to the Read-Me file describing their content. While browsing through each folder, make changes as needed so that the folders are up-to-date, complete, and logically organized.

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

Task
- Use the table of contents provided by the teacher to create a Read-Me file describing the hierarchy of each folder.
- Confer with each other to update the group's Read-Me file according to the lists of due dates and expectations provided by the teacher.
- Help each other update personal electronic files and folders according to the Read-Me file.

Collaborative Goal
- Divide the learning centre time into equal portions, so that all members of the group will receive some maintenance time for their Electronic OLE Binder.
- Use the expertise of each group member while organizing and enhancing 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.
- Create and use a checklist for the Electronic OLE Binder based on BLM OLE.1#3: Personal OLE Binder Checklist. Keep it in the Personal OLE Binder for updates and teacher assessment.

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 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 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 maintain your year's OLE work in a Personal OLE Binder. Use Personal Binder Reminder time to update your binder and to confer with your peers or your teacher about assignments or projects. Reflecting on what you are doing in a project and making plans to continue, or move to the next step, are important parts of the learning process.
OLE.2: **Daily Edit**	Review and practise basic spelling, punctuation, grammar, and capitalization skills every day in the context of your writing. Submit writing samples to be used for the Daily Edits. Participate in creating a class Vocabulary Database, and add to it words you have misspelled in your writings and words you needed to look up through content area studies. 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 without the use of computational aids. Discuss strategies used in the computational process and identify strategies you are most comfortable with. Record your results using a spreadsheet. Select a Problem of the Week on the Internet and work in a collaborative group to find a solution to the problem. Create a similar problem, post it on the class website, and give feedback to those who write to your group with a solution. Record comments about your estimation, mental-math, and problem-solving experiences in your Math Journal.
OLE.4: **Reading Circles**	Reading Circles provide a structure to help you explore and appreciate a variety of literary and informational texts and to discuss with others the texts you are reading. Talking about your reading enables you to be actively involved in the construction of meaning as you have opportunities to explore ideas, hear others' interpretations, and develop critical reading skills. Throughout the school year, you continue to participate in Reading Circle discussions of various formats and keep notes, such as Reading Circle Logs or journal entries, or give oral presentations about your texts.
OLE.5: **Share the Learning**	As you gain knowledge and skills in curriculum-based or information and communication technology (ICT) learning experiences, 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**	Experience collaborative group work and become familiar with the roles, responsibilities, and expectations of being a productive group member. Learn to identify differences between competition and cooperation. Participate in setting ground rules for group work and use them in collaborative learning situations throughout the year.
OLE.7: **Speak Ye! Hear Ye!**	Develop speaking, listening, and discussion skills using various narrative and expository genres as you plan, prepare, and give a presentation on a topic related to a current unit of study. Each student participates in a different role at each Speak Ye! Hear Ye! session. You may plan the agenda and prepare for your roles through group work and learning centres, and then participate in Speak Ye! Hear Ye! sessions.
OLE.8: **Reflection Journal**	Take the time to reflect on your learning in general and in the *Inventions, Innovations, and Discoveries* interdisciplinary unit in particular by writing reflections in your Reflection Journal. You will be appointed on a rotating basis to write and post your reflections on the class website.
OLE.9: **Newspapers**	Learn about newspapers and their content through activities designed to familiarize you with this medium. 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 *Inventions, Innovations, and Discoveries* interdisciplinary unit in order to assess your own learning and to reflect upon your strengths and learning styles. As the unit draws to an end, select samples of your work that illustrate growth. Represent them in an Electronic Portfolio in the form of web pages or multimedia presentations.

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 subject-verb agreement, appropriate verb tense, and correct pronoun references.
- 4.3.2 *Spelling* — Know and apply spelling conventions using appropriate strategies [including structural analysis, syllabication, and visual memory] and spelling patterns when editing and proofreading; use a variety of resources to determine the spelling of common exceptions to conventional spelling patterns.
- 4.3.3 *Punctuation and Capitalization* — Know and apply capitalization and punctuation conventions in compound sentences, titles, headings, salutations, and addresses 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: <http://www.edu.gov.mb.ca/ks4/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 and Learning Strategies and Tools

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.9: 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.12: Chart This).

Activating Strategies
- Using the chalkboard, overhead projector, or a computer and projection unit, display a writing sample (selected from a textbook, an *Inventions, Innovations, and Discoveries* 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 **INVENTIONS, INNOVATIONS, AND DISCOVERIES**
- Writing samples generated during *Inventions, Innovations, and Discoveries* learning experiences can be used for Daily Edits.

TBLM OLE.2#1: Daily Edit Concept Chart

Concept	Reviewed in Mini-Lesson	Date Used in Daily Edit	Mastered	Comments (Note students who experience difficulties with concept/rule.)
Examples: • Punctuation: Use of commas • Capitalization rules				

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, or 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* — Explain personal viewpoints in clear and meaningful ways and revise previous understanding.

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:
- N-V.1.6 Estimate the solutions to calculations, and solve problems that involve addition and subtraction operations on decimals to thousandths.

- N-V.2.6 Estimate the solutions to calculations, and solve problems that involve multiplication and division operations on decimals to thousandths (for calculations involving 2-digit whole number multipliers and divisors, the use of appropriate technology is expected).

- N-V.5.6 Use a variety of methods to solve problems with multiple solutions.

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 processor
- web authoring

Internet
- IMYM Links Database: <http://www.edu.gov.mb.ca/ks4/tech/imym/resources/links.html>
- Do an Internet search using the terms "math problem solving" or "grade 6 math problem solving."

Print
- Appendix C: Index of Teaching and Learning Strategies and Tools
- Jones, Grant. *Problem-Solving: What to Do When You Don't Know What to Do*. Barrie, ON: Exclusive Educational Products, 1991.
- ---. *The World's Most Popular Puzzles and Problems: Grades 5 to 9*. Barrie, ON: Exclusive Educational Products, 1996.
- Lipke, Barbara. *Figures, Facts, and Fables: Telling Tales in Science and Math*. Portsmouth, NH: Heinemann, 1996.
- Manitoba Education and Training. *Grades 5 to 8 Mathematics: A Foundation for Implementation.* Winnipeg, MB: Manitoba Education and Training, 1997*.*

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

TBLM
- TBLM OLE.3#1: Mental Math and Estimation

SUGGESTIONS FOR INSTRUCTION

MENTAL MATHEMATICS
Mental mathematics is described in *Grades 5 to 8 Mathematics: A Foundation for Implementation* as "the computing of answers without paper or pencil or other computational aids. It is an important process in mathematics because skill at mental computation
- is a practical life skill
- can make other computations easier and quicker
- is essential in estimation
- can lead to a better understanding of place value, mathematical operations, and basic number properties" (Appendix, Teacher Information: Mental Math and Estimation)

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 *Inventions, Innovations, and Discoveries* interdisciplinary unit.

Preparation and Set-up
- Become familiar with the computational mental math, estimation, and thinking strategies discussed in *Grades 5 to 8 Mathematics: A Foundation for Implementation.*
- 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 such as "Who Has My Number?" as described in *Grades 5 to 8 Mathematics: A Foundation for Implementation* (Appendix, Teacher Information: List of Questions for "Who Has My Number?").
  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 computational estimation and thinking strategies discussed in *Grades 5 to 8 Mathematics: A Foundation for Implementation* (Appendix, Teacher Information).
- 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 6 Math Problem of the Week web page they create on their class website, and take responsibility for answering the emails they receive.

SUGGESTIONS FOR ASSESSMENT
- Note student improvement in accuracy and speed of estimation and mental calculations. Track students' scores on their daily mental math/estimation and problem solving using a spreadsheet. Graph the scores once a month.
- Read student's 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 INVENTIONS, INNOVATIONS, AND DISCOVERIES
- Students create problems using the survey results obtained in Mod.2.5: Tally-Ho, Mod.2.6: Customer Service Department, and Mod.3.5: Awareness of Electrical Energy Consumption of the *Inventions, Innovations, and Discoveries* 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
Students solve the selected math problem and submit answers in writing to the teacher, to their classmates, or by email to a selected Math Problem Solving website that allows for student input and participation.

Resources
- See the IMYM Links Database for suitable Math Problem Solving websites.

Task
- Access the selected problem from a Math Problem Solving website.
  AND/OR
  Check the class website for student-posted problems to solve or access email for problems sent by key pals.
- 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.

Collaborative Goal
- Group members decide who works at the keyboard and who records the problem and solution.

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.

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)**

TBLM OLE.3#1: Mental Math and Estimation

Discuss the following strategies with students, giving them a chance to share strategies that they use for mental math, estimation, and problem solving.

Compensation or Balancing Strategy
This strategy is based on the fact that it is easy to subtract a multiple of ten from another number.

Example:
- For 160 – 59, change 59 to 60, think 160 – 60 = 100, and then adjust or compensate by adding the 1 to make up for the extra 1 subtracted = 101.

Dropping and Reattaching of Common Zeros
This strategy is useful when computing with numbers sharing common trailing zeros.

Examples:
- For the subtraction equation 6000 – 300, temporarily drop the two common zeros and focus on the front-end digits: 60 – 3 = 57. Reattach the two zeros to get back the correct place value: 5700.
- For the division equation 600 ÷ 50, drop or cancel the common zero—this is the same as dividing both numbers by 10. Focus on the front-end digits: 60 ÷ 5 = 12.

Rounding
Change values to make them easier to compute. Several different rounding procedures can be used for a single question.

Example:
- 95 x 43 can be rounded to 90 x 40, 100 x 40, or 100 x 43.

Consider these common rules:
- If the last digit is 5 or greater, the number is rounded up.
- If the last digit is less than 5, the number is rounded down.

The way numbers are rounded often depends on custom and who is doing the rounding.

Examples:
- Your Mom's birthday may be next month, but when someone asks her age, she will seldom round up.
- When a grocery store sells 3 cans of food at $1.00, the price for 1 can is 33 1/3¢. That number should be rounded down, but stores almost always charge the customer 34¢.

Identifying Compatibles
This strategy is similar to rounding. The focus in this strategy is on searching for pairs of numbers that are easy to compute.

Example:
- In the question 2270 ÷ 6, rounding the dividend to 2300 (the nearest hundred) or 2000 (the nearest thousand) does not help much. Rounding it to 2400 (a compatible number because it is divisible by 6) helps tremendously.

(continued)

Clustering
This strategy is useful when adding a group of numbers that cluster around a common value. To obtain an estimate, select a reasonable average for the group of numbers, and then multiply that average by the number of values in the group.

Example:

       $3.42
        2.21
        3.89
        2.97
        3.64
      +2.50

- In this example, the values cluster around $3. Since there are 6 of them, the estimate is 6 x $3 = $18.

Front-End Estimating
Identify the most significant digits in a question, perform the appropriate operation, and then determine the place value of the result. This process is most appropriate for addition, subtraction, and division, and has an advantage over rounding in that all the numbers operated on are visible in the original question.

Examples:

       4219   3168
       7512   449
      + 2446   + 2903

- In the first example, the total of the front-end digits is 13 (i.e., 4 + 7 + 2) and the place value is thousands. Therefore, a front-end estimate is 13 000.
- In the second example, the initial estimate using front-end digits is 5000. The adjacent place value could be examined and the initial estimate would be adjusted upward, resulting in an estimate of 6000.

Adjusting
This strategy is often applied to refine an original estimate that was obtained with another strategy. When using the front-end strategy, the estimates appear to be low after one looks at the leftover digits. On the examples shown for the front-end strategy, 1000 could be added to the estimated sums to obtain a more reasonable estimate. This results in estimates of 14 000 and 6400.

_____

Reference:
Manitoba Education and Training. *Grades 5 to 8 Mathematics: A Foundation for Implementation.* Winnipeg, MB: Manitoba Education and Training, 1997. (Appendix, Teacher Information: Mental Math and Estimation, n. pag.)

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* — Explain personal viewpoints in clear and meaningful ways and revise previous understanding.
- 2.1.1 *Prior Knowledge* — Seek connections between previous experiences, prior knowledge, and a variety of texts.
- 2.2.1 *Experience Various Texts* — Seek opportunities to experience texts from a variety of forms and genres [such as autobiographies, travelogues, comics…] and cultural traditions; share responses.
- 2.2.2 *Connect Self, Texts, and Culture* — Discuss own and others' understanding of various community and cultural traditions in various places and times as portrayed in oral, literary, and media texts [including texts about Canada or by Canadian writers].
- 2.3.1 *Forms and Genres* — Recognize key characteristics of various forms and genres of oral, literary, and media texts [such as novels, biographies, autobiographies, myths, poetry, drawings and prints…].
- 2.3.2 *Techniques and Elements* — Identify significant elements and techniques in oral, literary, and media texts, and examine how they interact to create effects.
- 5.2.1 *Cooperate with Others* — Assist group members to maintain focus and complete tasks; identify and solve group process issues.
- 5.2.2 *Work in Groups* — Select and assume roles to assist in the achievement of group goals; engage in ongoing feedback.

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: <http://www.edu.gov.mb.ca/ks4/tech/imym/resources/links.html>
- Many websites provide lists of award-winning books, some with summaries, making appropriate selection of reading resources easier. Search the Internet using the terms "award winning young adult books."

Print

- Appendix C: Index of Teaching and Learning Strategies and Tools
- Miscellaneous literary and/or informational texts.
  — For appropriate suggested titles, see Selected Bibliography.
  — For descriptions of English language arts learning resources approved for Grade 6, 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: <http://www.edu.gov.mb.ca/ks4/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. *Grades 5 to 8 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 Template 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: Before, During, and After Reading Strategies: Self-Reflection

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 6 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. The Department's Special Materials Services supports the education of students who are print handicapped. For information, see <http://www.edu.gov.mb.ca/ks4/blind/specmat/index.html>.
- 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, 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#2: Roles of Group Members in Reading Circles. Give students an opportunity to rehearse for the demonstration.
- Using a Think-Pair-Square 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 6 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 6 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 Template 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 participation by creating their own rubric using BLM OLE.4#7: Rubric Template for Peer/Group Assessment and Self-Assessment of Reading Circles Discussion. They identify and describe behaviours and levels of participation that constitute each level of achievement, with a 4 being the best.
- 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: Before, During, and After Reading Strategies: Self-Reflection

CONNECTION TO **INVENTIONS, INNOVATIONS, AND DISCOVERIES**
- Students read texts that are related to the *Inventions, Innovations, and Discoveries* 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
- This learning centre activity provides an opportunity to access websites where reviews of texts are posted, and to post students' reviews on such sites or on the school's own website.

Resources
- Internet
- ICT.9: Look for It: Learning to Search the Internet (Internet #1)

Task
- Access a website, already bookmarked, for reviews of texts.
- The recorder of each group writes up the information noted during the group's Reading Circle meetings and posts it on a book review website or the book review page of the school website.

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

What to Do with the Results of This Learning Centre
- Publicize the school website and the student book review page on the website in the school newsletter.

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, the main highlights, and/or the essence 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 • 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 • 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 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 (see IMYM Links Database) 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 *Inventions, Innovations, and Discoveries* unit)	**Illustration**

BLM OLE.4#4: Reading Log

Name _____

Date Started	Date Finished	Genre	Author	Title	Stars (Out of 5)

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.
accordingly afterwards also as a result as well as at the same time besides finally for instance for this reason furthermore immediately in brief in contrast in other words in short in spite of in summary indeed however likewise meanwhile on the contrary specifically that is therefore thus to recap yet	

Reference:
Manitoba Education and Training. *Grades 5 to 8 English Language Arts: A Foundation for Implementation.* Winnipeg, MB: Manitoba Education and Training, 1998. (For more Signal and Transition Words in Texts appropriate for Grade 6, refer to Grade 6, 338.)

BLM OLE.4#7: Rubric Template 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
accordingly afterwards also as a result as well as at the same time besides finally for instance for this reason furthermore immediately in brief in contrast in other words in short in spite of in summary indeed however likewise meanwhile on the contrary specifically that is therefore thus to recap yet	

Retelling: Adapted from *Grades 5 to 8 English Language Arts: A Foundation for Implementation* (Manitoba Education and Training 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.						

Student Self-Assessment for Responding to Literature: Adapted, by permission, from *English Language Arts: A Curriculum Guide for the Elementary Level*. Copyright © 1992 by Saskatchewan Education.

Reference:
Manitoba Education and Training. *Grades 5 to 8 English Language Arts: A Foundation for Implementation.* Winnipeg, MB: Manitoba Education and Training, 1998. (See BLM-88.)

BLM OLE.4#10: Before, During, and After Reading Strategies: Self-Reflection

Name _____   Date _____

Check the strategies that you used to help you read.

Before I read, I…	• read the title • read the bold headings • predicted what the selection was about • thought about what I already know about the topic • asked myself questions about the topic • skimmed the selection • understood my task • set my goal for reading
As I read, I…	• looked for main ideas • took notes • drew diagrams and maps to help me remember the main ideas and important details • confirmed what I already knew about the topic • looked for answers to my questions • summarized the main ideas • stopped to question myself • used context clues to figure out words I did not know • reread sections that I did not understand
After I read, I…	• thought about what I had learned • summarized the main ideas • discussed ideas with a friend • looked for more information on the topic • sketched or wrote about the information
Think about which strategy helped you the most. How did that strategy help you? Explain.	

Before, During, and After Reading Strategies: Self-Reflection: Adapted from *Grades 5 to 8 English Language Arts: A Foundation for Implementation* (Manitoba Education and Training BLM-17).

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	• 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	• Record the discussion with the help of group members.
Group Member	• 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 opinion of others and speak one at a time.

Reading Circle Roles: Scenario 2	
Discussion Director	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. At first, use general questions such as the following: • 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? 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.
Summarizer	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.

(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 • 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 • 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 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																
• demonstrates attentiveness: — 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)																
• shows appreciation for others' ideas																
• recalls relevant information																
• clarifies ideas																
• provides feedback																
• asks relevant questions																

Assessing Active Listening Skills: Adapted from *Grades 5 to 8 English Language Arts: A Foundation for Implementation* (Manitoba Education and Training BLM-54).

Share the Learning OLE.5

TIME
30 minutes, once a cycle, or as required

OVERVIEW
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
- 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 reflect on and 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 at appropriate times during revision and use criteria to provide feedback for others and to revise and assess own work and presentations.
- 4.4.1 *Share Ideas and Information* — Share information on a topic with class members in a planned and focused group session using a variety of strategies [such as interactive dialogues, demonstrations, dramatizations, audio-visual and artistic representations…].
- 4.4.2 *Effective Oral Communication* — Use appropriate volume, phrasing, intonation, non-verbal cues [such as body language, facial expression...], and presentation space to enhance communication.
- 4.4.3 *Attentive Listening and Viewing* — Demonstrate critical listening and viewing skills and strategies [such as recognizing main idea and details, identifying inference...] and show respect for presenter(s) through appropriate audience behaviours [such as giving non-verbal encouragement, responding to emotional aspects of the presentation...].

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

Print
- Appendix C: Index of Teaching and Learning Strategies and Tools

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 or email their parents to tell them that they will be bringing 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 think they know more than most students in the class.
- 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.6: 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.6: Inspired).
- Discuss the different tools in the toolbar and give student volunteers an opportunity to explain their use 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 their 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 the students' oral presentation skills.

***CONNECTION TO* INVENTIONS, INNOVATIONS, AND DISCOVERIES**
- 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 create their promotional videos about their inventions.

- As students are called upon to help a peer with practical skills, they learn about the value of collaboration and group work. Many inventions are the result of teams of co-workers collaborating and sharing.

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 acquire 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
- Students email their peers, parents, teachers, elders, or key pals to share their learning.

Resources
- BLM OLE.5#2: Share the Learning Journal
- ICT.3: Riddle This (Email)

Task
- Decide on a learning discovery (a piece of information or a newly acquired skill) to write about and to share.

Collaborative Goal
- 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 Electronic OLE Binder along with the Share the Learning Journal entry that prompted it.

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
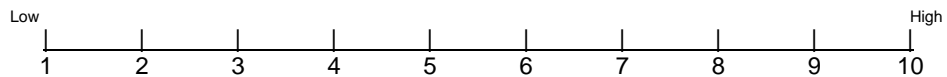## for Narrative and Informational Films/Videos

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.

Low   High
| | | | | | | | | |
1   2   3   4   5   6   7   8   9   10

_____   _____
          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.
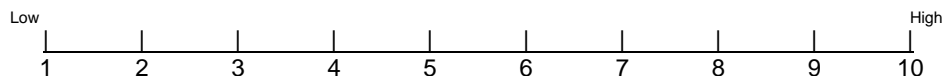
Low   High
| | | | | | | | | |
1   2   3   4   5   6   7   8   9   10

_____   _____
          Date   Parent's/Guardian's Signature

A Viewer's Discussion Guide for Narrative and Informational Films/Videos: Adapted from *Grades 5 to 8 English Language Arts: A Foundation for Implementation* (Manitoba Education and Training 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* — Select from others' ideas and observations to develop thinking and understanding.
- 5.1.1 *Compare Responses* — Compare personal ways of responding and thinking with those of others.
- 5.2.1 *Cooperate with Others* — Assist group members to maintain focus and complete tasks; identify and solve group process issues.
- 5.2.2 *Work in Groups* — Select and assume roles to assist in the achievement of group goals; engage in ongoing feedback.
- 5.2.4 *Evaluate Group Process* — Assess own contributions to group process, set personal goals for enhancing work with others, monitor group process using checklists, and set group goals.

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: <http://www.edu.gov.mb.ca/ks4/tech/imym/resources/links.html>

Print
- Appendix C: Index of Teaching and Learning Strategies and Tools
- 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. *Grades 5 to 8 English Language Arts: A Foundation for Implementation.* Winnipeg, MB: Manitoba Education and Training, 1998. (See pages 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, pages 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.
- Determine motivational "prizes" or "privileges" that can be used to 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 to 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 **INVENTIONS, INNOVATIONS, AND DISCOVERIES**
- Students use collaborative learning strategies throughout the *Inventions, Innovations, and Discoveries* 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 "Collaborative Goal."
- 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. Rate each item using the rating scale provided.

Collaborative Group Work	3 Always	2 Sometimes	1 Rarely
• We listened to each other's opinions and ideas.			
• 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#3: Task Recording Sheet

Name _____   Date _____

Group Members _____   _____

                             _____   _____

Task	Group Member Assigned to Task	Date Task to Be Completed	Task Done ✓

BLM OLE.6#4: Set Your Goal

Group Members _____ _____ Date _____

Our group goal is to:

Steps we need to take to reach our goal:
-
-
-
-

What help do we need to reach our goal? (Who or what?)
-
-
-
-

We will try to reach our goal by the following date:

Did we make it?

☐ Yes

☐ No

If not, why not?

Try again!

Set Your Goal: Adapted from *Grades 5 to 8 English Language Arts: A Foundation for Implementation* (Manitoba Education and Training 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: • • • •
When we achieved our goal, we felt: • • • •
We found this out about our group: • • • •
Signature of each group member: _____   _____ _____   _____

We Reached Our Goal! Let's Review: Adapted from *Grades 5 to 8 English Language Arts: A Foundation for Implementation* (Manitoba Education and Training BLM-34).

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

Group Task _____

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

Student Names	Stays on Task	Listens to the Group's Ideas	Participates in Group Discussion	Encourages Group Members	Exhibits Positive Attitude

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* — Formulate relevant questions to focus information needs for an inquiry.
- 3.1.3 *Contribute to Group Inquiry* — Contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research.
- 3.1.4 *Create and Follow a Plan* — Create and follow a plan to collect and record information within a pre-established time frame.
- 3.2.2 *Identify Sources* — Answer inquiry and research questions using a variety of information sources [such as bulletin boards, art, music, skilled community people, CD-ROMs, Internet…].
- 4.1.1 *Generate Ideas* — Focus a topic for oral, written, and visual texts integrating ideas from experiences and a variety of other sources.
- 4.1.2 *Choose Forms* — Select specific forms [such as diaries, narratives, speeches, letters, poetry, mime...] that serve particular audiences and purposes.
- 4.4.2 *Effective Oral Communication* — Use appropriate volume, phrasing, intonation, non-verbal cues [such as body language, facial expression...], and presentation space to enhance communication.
- 4.4.3 *Attentive Listening and Viewing* — Demonstrate critical listening and viewing skills and strategies [such as recognizing main idea and details, identifying inference...] and show respect for presenter(s) through appropriate audience behaviours [such as giving non-verbal encouragement, responding to emotional aspects of the presentation...].

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: <http://www.edu.gov.mb.ca/ks4/tech/imym/resources/links.html>

Print
- Appendix C: Index of Teaching and Learning Strategies and Tools
- Manitoba Education and Training. *Grades 5 to 8 English Language Arts: A Foundation for Implementation.* Winnipeg, MB: Manitoba Education and Training, 1998. (See Active Listening, in Strategies That Make a Difference, 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. Some rules that the class may choose are:
  — 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 **INVENTIONS, INNOVATIONS, AND DISCOVERIES**
- 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	• All words are spoken clearly.	• Most words are spoken clearly.	• Many words are not spoken clearly.	
Voice	• Uses effective modulation.	• Uses satisfactory modulation.	• Uses minimal modulation.	
Rate of Speech	• Rate of speech is well paced.	• Rate of speech is, at times, too fast.	• Rate of speech is too fast or too slow.	
Volume of Speech	• Volume is loud enough to be heard easily.	• Volume is inconsistent.	• Volume is too low.	
Enthusiasm	• Displays enthusiasm for the topic.	• Displays interest in the topic.	• Exhibits minimal interest in the topic.	
Eye Contact (Consider cultural appropriateness.)	• Makes effective eye contact.	• Makes some eye contact.	• 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 (line graph, bar graph, line plot, created by hand or by computer) would best represent the data.

      Type of graph/plot _____

      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 range (the smallest and largest values) _____
- the mean (the arithmetic average)_____
- the median (the middle number) _____
- the mode (the most frequent number)_____
- any 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. It is a (mystery, fantasy, comedy, suspense, etc.) _____

4. I found the book (easy, medium, hard) to read. _____

5. Here is (an interesting, my favourite, a sad, etc.) paragraph from the book. Pages:_____
   (Record the page numbers and flag the page with a self-stick note.)

6. I thought this book was very (funny, suspenseful, exciting, enjoyable, etc.)._____

7. Something interesting that occurred in the story was _____

   _____

   _____

   _____

   _____

8. 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 a wacky animal fact about: _____

- _____ gave the keynote speech on the topic: _____

- _____ introduced the speaker.

- _____ assessed the speech.

- _____ told us about an interesting Internet site called _____
  where you can get information on _____

- _____ gave a news report which 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)*

- _____ discussed the answer to the riddle.

- _____ demonstrated _____

- _____ presented a commercial break, advertising _____

- _____ gave an impromptu speech on _____

- _____ presented last meeting's survey results and concluded that _____

  _____

- _____ conducted a survey about _____

- _____ told us about _____ birthday.

- _____ spoke about an interesting book entitled _____
  It sounded _____

- _____ reviewed the movie entitled _____
  It sounded _____

- _____ presented poetry entitled _____
  It was _____

- _____ entertained us with jokes.

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.)

- Key Note Speaker Introduction   _____
- Key Note Speaker   _____
- Key Note Speech Evaluation   _____
- News Reporter   _____
- Book Talker   _____
- Joker   _____
- Internet Site Reviewer   _____
- Pollster   _____
- Poetry Reader   _____
- Movie Critic   _____
- Biographer   _____
- Telephone Interviewer   _____
- Advertiser   _____
- Demonstrator   _____
- Environment Tipster   _____

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*	**Secretary***
• 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	• 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	**Guest Speaker Seeker**
• 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	• identifies a suitable guest speaker from outside the school and invites this person to talk about a topic related to the unit of study • 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)	**Keynote Speaker Introducer**
• 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	• 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	**Other**
• 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	

(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
- 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 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)

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 Mod.1.1: What on Earth?
- 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

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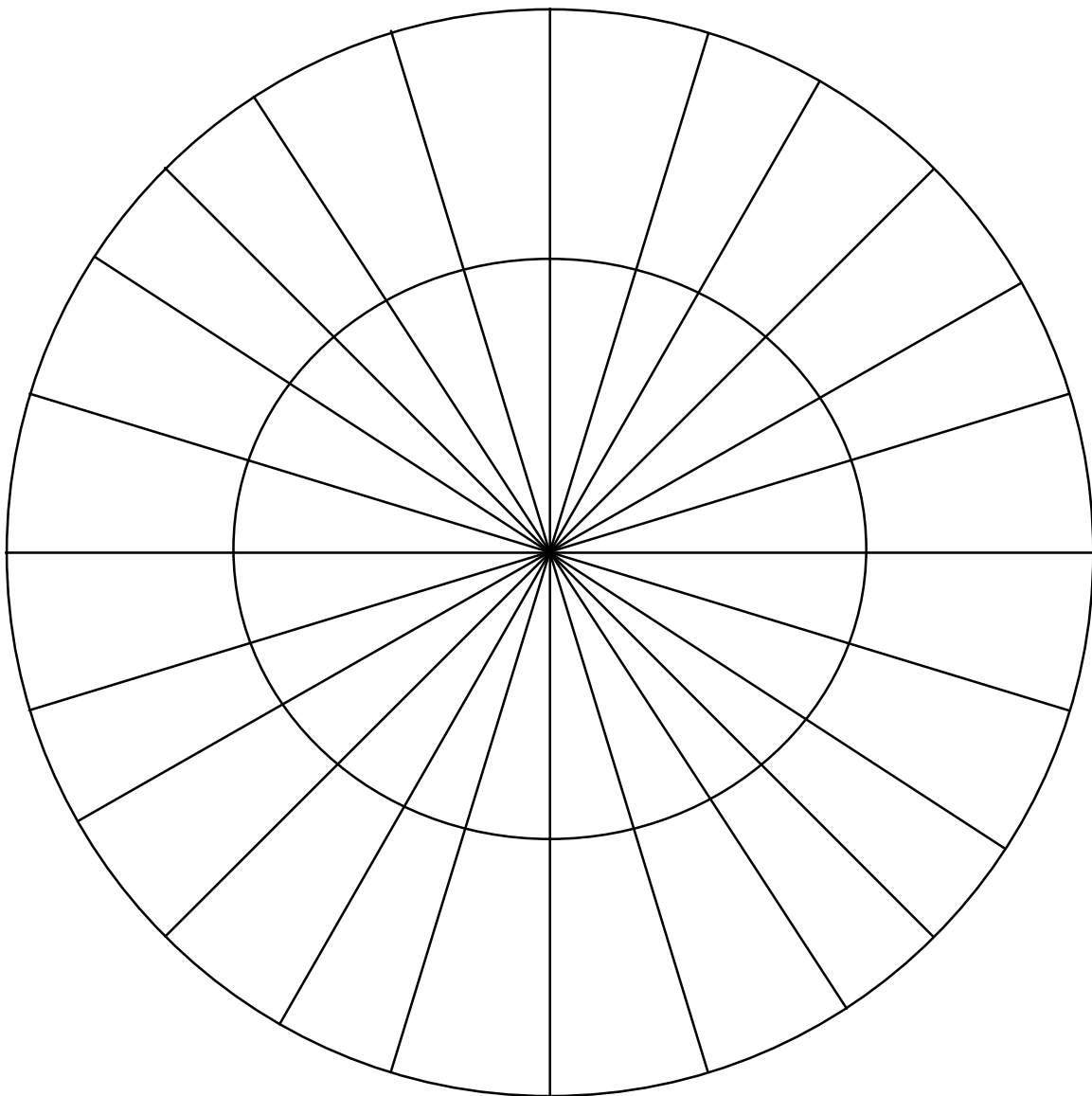
TBLM OLE.7#4: Observation Checklist for
Speaking and Listening Skills

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.

Observation Checklist for Speaking and Listening Skills: Adapted from *Grades 5 to 8 English Language Arts: A Foundation for Implementation* (Manitoba Education and Training 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 *Inventions, Innovations, and Discoveries* 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* — Explain personal viewpoints in clear and meaningful ways and revise previous understanding.
- 1.2.4 *Extend Understanding* — Appraise ideas for clarity and ask extending questions; select from others' experiences and ideas to extend ways of knowing the world.
- 2.3.5 *Create Original Texts* — Create original texts [such as letters, short stories, media broadcasts, plays, poems, video presentations, Readers Theatre…] 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
- web page authoring
- word processing

SUGGESTED LEARNING RESOURCES
Software
- email
- word processing
- web authoring

Print
- Appendix C: Index of Teaching and Learning Strategies and Tools

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.
- Use BLM OLE.8#4: Goal Setting occasionally to help students set goals for their learning, based on the content of journal entries.
- Set up or have a student set up a Reflection Journal hyperlink on the class website (see ICT.11: Make It: Creating an Effective Web Page) 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 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.
- Students whose online Reflection Journal entries elicit a response 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 INVENTIONS, INNOVATIONS, AND DISCOVERIES
- Students use their knowledge of posting information on a website during the *Inventions, Innovations, and Discoveries* 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, make a Reflection Journal entry, using word processing software.

Software Resources
- email
- word processing
- web authoring

Task
- After brainstorming with peers in a collaborative group or individually, write a few sentences of reflection at the computer, using the word processor.
- Name the file "my first name and last initial" ReflectionJournal.doc and save it in the Reflection Journal folder on the class website.
- Email the word-processed file as an attachment to the teacher for editing. (Text posted on the web must be grammatically correct and error free.)
- The next day, make the editing changes suggested by the teacher.
- Post the Reflection Journal entry on the class website.

Collaborative Goal
- Decide how to rotate at the learning centre.

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 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…
Example: 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 _____
   _____
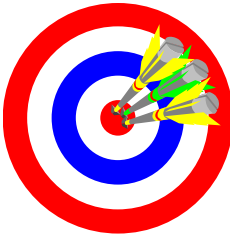
9. When I had difficulty writing my ideas, I _____
   _____

10. The most interesting or surprising thing that I learned was _____
    _____

Metacognitive Reflection: Reproduced from *Grades 5 to 8 English Language Arts: A Foundation for Implementation* (Manitoba Education and Training BLM-92).

BLM OLE.8#4: Goal Setting

Name _____   Date _____

My goal is to _____

_____

_____

So I plan to _____

_____

_____
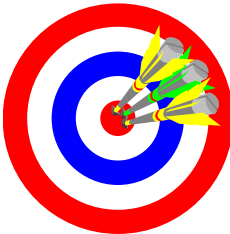
Signatures

| _____ | _____ |
| 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 |

_____

Goal Setting: Adapted from *Grades 5 to 8 English Language Arts: A Foundation for Implementation* (Manitoba Education and Training 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* — Explain personal viewpoints in clear and meaningful ways and revise previous understanding.
- 1.2.4 *Extend Understanding* — Appraise ideas for clarity and ask extending questions; select from others' experiences and ideas to extend ways of knowing the world.
- 2.1.2 *Comprehension Strategies* — Use comprehension strategies [such as asking questions, making notes, adjusting reading rate…] appropriate to the type of text and purpose [including summarizing, outlining, remembering ideas, and responding personally].
- 2.3.1 *Forms and Genres* — Recognize key characteristics of various forms and genres of oral, literary, and media texts [such as novels, biographies, autobiographies, myths, poetry, drawings and prints…].
- 2.3.2 *Techniques and Elements* — Identify significant elements and techniques in oral, literary, and media texts, and examine how they interact to create effects.
- 4.2.1 *Appraise Own and Others' Work* — Share own stories and creations at appropriate times during revision and use criteria to provide feedback for others and to revise and assess own work and presentations.
- 4.2.2 *Revise Content* — Revise to eliminate unnecessary information.

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: <http://www.edu.gov.mb.ca/ks4/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 and Learning Strategies and Tools

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 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 inventions, innovations, or discoveries 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 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 and 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 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 **INVENTIONS, INNOVATIONS AND DISCOVERIES**
- Students gain experience that will help them when they write an article about a discovery, publish a class newspaper, and advertise their inventions.
- In Mod.2.1: Extra! Extra! Read All about It! students write a short feature article on an invention.

- Students understand how to make their presentations and other work more newsworthy as they begin to appreciate newsworthiness.

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 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	*Winnipeg Free Press*	*Winnipeg Sun*	*The Globe and Mail*	*National Post*	Local Newspaper	Online Newspaper
Several separate sections	Yes	No	Yes	Yes	Yes	Yes
Sports section						
Table of Contents						
Colour pictures						

Last updated April 1, 2005

BLM OLE.9#2: Newspaper Learning Centre

Overview
At this learning centre, use word processing software to write a paragraph about a news event for which you have taken notes, using BLM OLE.9#3: 5Ws + H Chart.

Software Resources
- word processing

Task
- Use BLM OLE.9#3: 5Ws + H Chart to record notes from interviews.
- Using the notes taken with BLM OLE.9#3: 5Ws + H 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 changes.

Collaborative Goal
- Each team decides how to rotate pairs for writing and editing at the computer.

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

Name _____   Date _____

When?	Who?	What?	How?	Where?	Why?
Example: 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

5Ws + H Chart: Adapted from *Grades 5 to 8 English Language Arts: A Foundation for Implementation* (Manitoba Education and Training 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 them 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. Someone's willingness to kiss a goat if his 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 year for future reference).

Students create and maintain an Electronic Collection of their work in the *Inventions, Innovations, and Discoveries* interdisciplinary unit to assess their own learning and 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* — Create and follow a plan to collect and record information within a pre-established time frame.
- 3.3.1 *Organize Information* — Organize information and ideas using a variety of strategies and techniques [such as comparing and contrasting, classifying and sorting according to subtopics, sequences, order of priority or importance...].

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: <http://www.edu.gov.mb.ca/ks4/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 and Learning Strategies and Tools

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 diskette or CD-ROM, and universal accessibility of a website.)
- Students examine the samples they collected in one school cycle by sorting the contents of their envelope.
- Students organize their samples, using concept-mapping software to create a structure with categories and sub-categories (see ICT.6: 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 categories and sub-categories 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 sub-categories, 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 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.8: Make Your Point or ICT.11: Make It: Creating an Effective Web Page) 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 in 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 feel 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 (see ICT.8: Make Your Point and/or ICT.11: Make It: Creating an Effective Web Page). 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 Collection: 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 **INVENTIONS, INNOVATIONS, AND DISCOVERIES**
- Students use the folder structure they created to save all electronic files produced while working within the *Inventions, Innovations, and Discoveries* interdisciplinary unit.
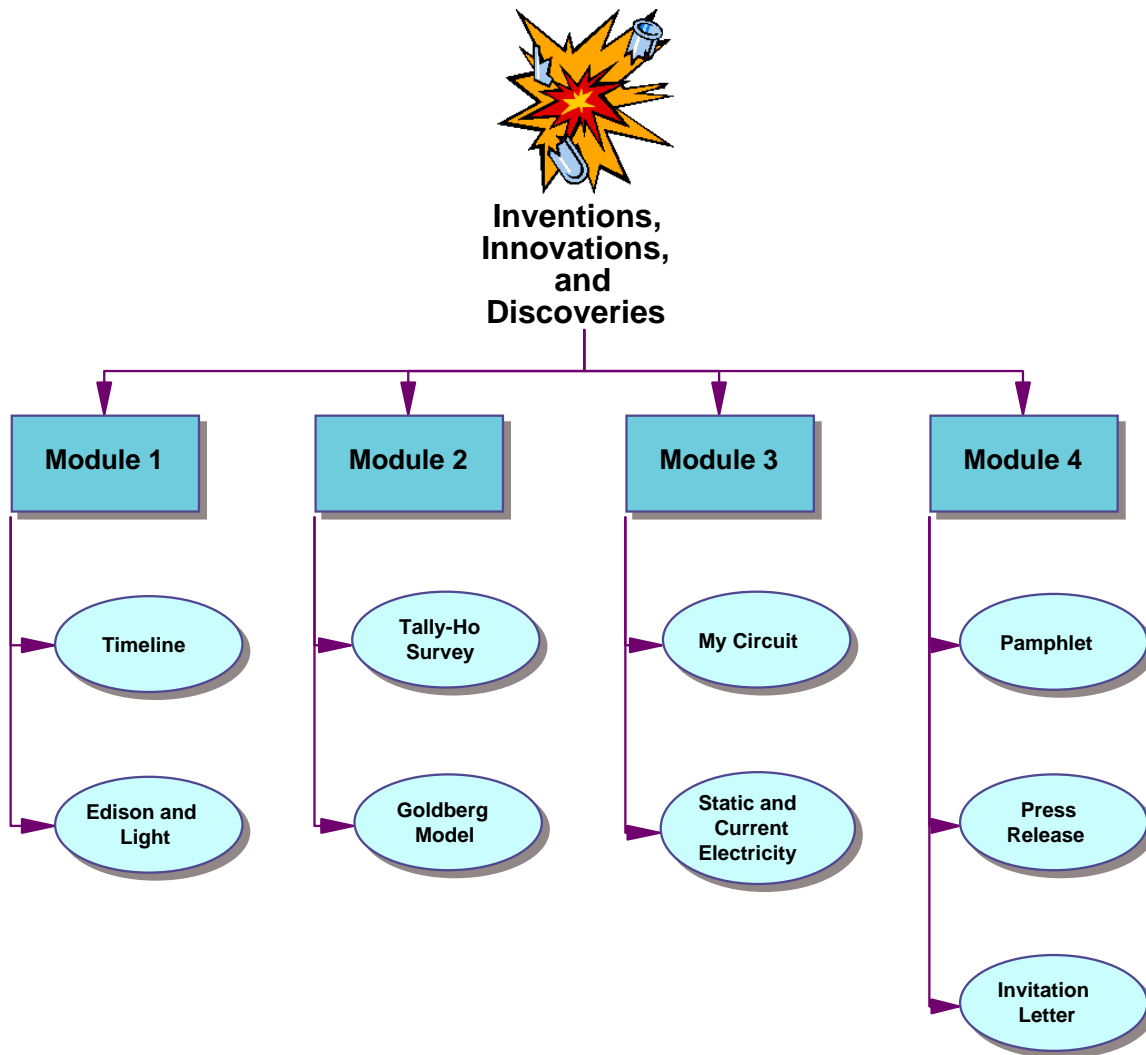
BLM OLE.10#1a: Sample Concept Map—Web
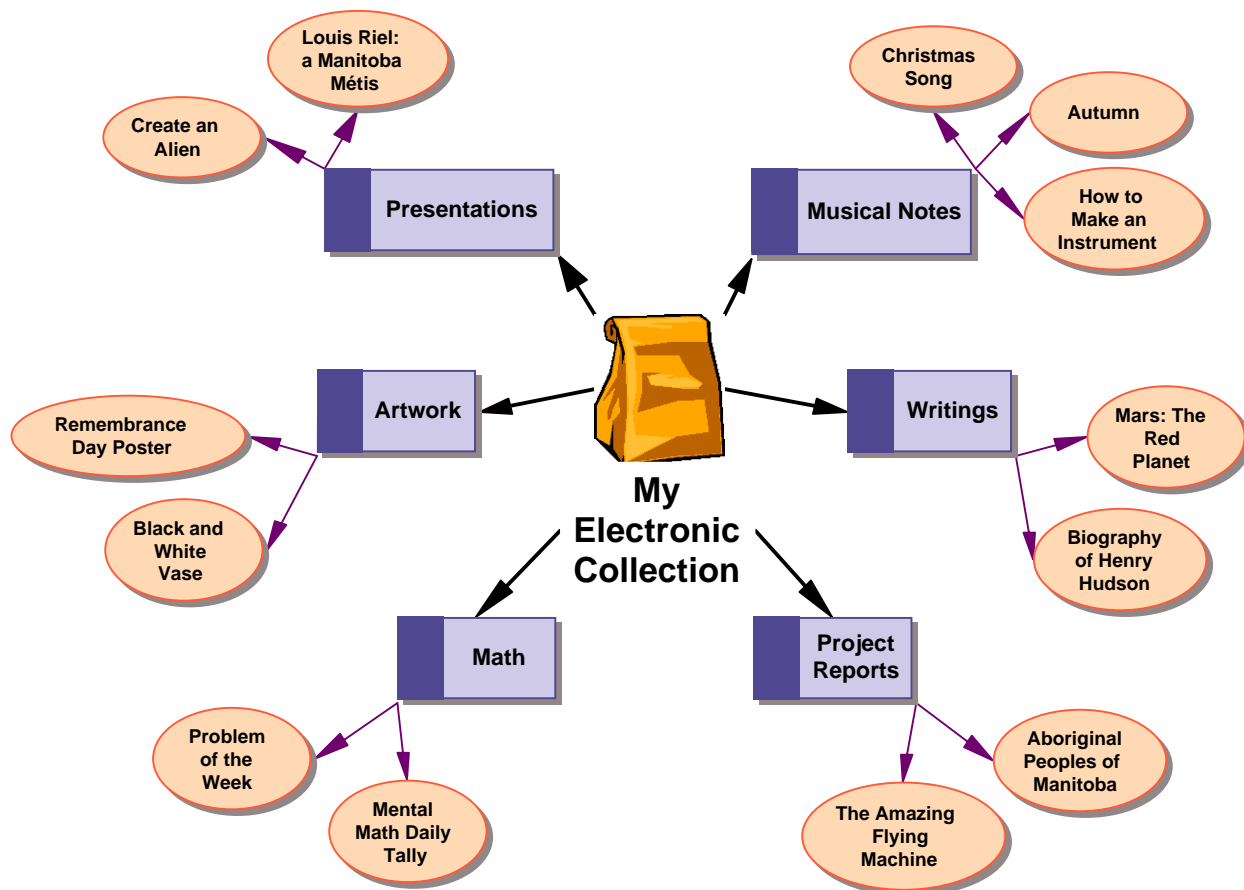
Example of a "Web" Arrangement Made with Concept-Mapping Software

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

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

My Electronic Collection

Writings
Biography of Henry Hudson
Mars: The Red Planet

Artwork
Remembrance Day Poster
Black and White Vase

Mathematics
Problem of the Week
Mental Math Daily Tally

Musical Notes
Christmas Song
How to Make an Instrument
Autumn

Project Reports
The Amazing Flying Machine
Aboriginal Peoples of Manitoba

Presentations
Louis Riel: A Manitoba Métis
Create an Alien

BLM OLE.10#3: Electronic Collection Learning Centre

Overview

At this learning centre,
- work in collaborative groups to help each other update and enhance your Electronic Collection
- 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

Task
- 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 correspond to the categories on your concept map.

Collaborative Goal
- 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.

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

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 last updated

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 last updated

Collection
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									
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.8: Make Your Point or ICT.11: Make It: Creating an Effective Web Page), 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** ❑ an appropriate title reflecting the content of the Electronic Portfolio ❑ your name ❑ school year ❑ your teacher's name
Table of Contents	❑ the title ❑ hyperlinks to sample files, including a short description of each file ❑ navigational tools at the bottom of the page allowing the user to access the home page, the site map, or the index ❑ date completed
Site Map	❑ the title ❑ a paragraph explaining how to use the site map ❑ hyperlinks to sample files ❑ navigational tools on the page allowing the user to access the home page, the table of contents, or the index ❑ date completed
Index	❑ the title ❑ a paragraph explaining how the index works ❑ content listed in alphabetical order ❑ hyperlinks to sample files ❑ navigational tools on the page allowing the user to access the home page, the table of contents, or the site map ❑ date completed
Collection of Work Samples	❑ a title for each sample (most samples already have a title and do not need another) ❑ navigational tools on the page allowing the user to access the home page, the table of contents, the site map, or the index ❑ 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		
❑ an appropriate title		
❑ your name		
❑ school year		
❑ your teacher's name		
Table of Contents includes		
❑ the title		
❑ hyperlinks to sample files		
❑ navigational tools		
❑ date completed		
Site Map page includes		
❑ the title		
❑ an explanatory paragraph		
❑ hyperlinks to sample files		
❑ navigational tools		
❑ date completed		
Index page includes		
❑ the title		
❑ an explanatory paragraph		
❑ an alphabetical list of content		
❑ hyperlinks to sample files		
❑ navigational tools		
❑ date completed		
Collection of Work Samples includes at least one sample of		
❑ writing		
❑ reading report		
❑ artwork		
❑ mathematics or problem solving		
❑ journal entry		
❑ project		
❑ 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
1. a folder directory
2. a multimedia presentation
3. 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 (it will likely contain too much data for a floppy disk). Alternatively, students can represent the Electronic Portfolio using a multimedia presentation or a web page.

2. Multimedia Presentation (See ICT.8: 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 (See ICT.11: Make It: Creating an Effective 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, Electronic Portfolios FAQs on the Department's IMYM website at: <http://www.edu.gov.mb.ca/ks4/tech/imym/faqs/portfolios.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.7: Caught in Action)

In addition to encouraging students to select their favourite samples, advise the class that, for the purpose of the *Inventions, Innovations, and Discoveries* 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 *Inventions, Innovations, and Discoveries* (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 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.6: 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 Thomas Edison could be listed under "Biography," a Tally-Ho file as "Survey"). An index can be time-consuming to produce but useful when locating a file with a non-descriptive title such as "Tally-Ho."

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, Electronic Portfolios FAQs on the Department's IMYM website at: <http://www.edu.gov.mb.ca/ks4/tech/imym/faqs/portfolios.html>.