

BLACK LINE MASTERS

Module 1

BLMs in Module 1

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BLM M1.1#1: Electronic Dictionary Learning Centre

Overview

At this learning centre, you will create an Electronic Dictionary using the classroom Word Wall vocabulary.

Resources

- multimedia presentation software
- Word Wall vocabulary
- dictionary
- print and electronic resources
- BLM M1.1#2: Words, Words, Words: Vocabulary Think Sheet

Tasks

- Have each group member choose a different vocabulary term from the classroom Word Wall.
- Using a dictionary, print and electronic resources, and what you've learned in the *Community and Diversity* unit so far, compose a clear definition of your chosen term. Use BLM M1.1#2: Words, Words, Words: Vocabulary Think Sheet to record your ideas.
- As a group, review the class-created criteria for the Electronic Dictionary slide. Create a multimedia presentation slide that includes the word, a diagram or picture representing the word, and the word definition. Share and discuss your work with your group. Make any necessary changes.
- Insert your slide into the class multimedia presentation, and include your vocabulary word in the presentation index.

Suggestion(s) for Collaboration

- Work together as a group to edit and revise your work.

What to Do with the Results of This Learning Centre

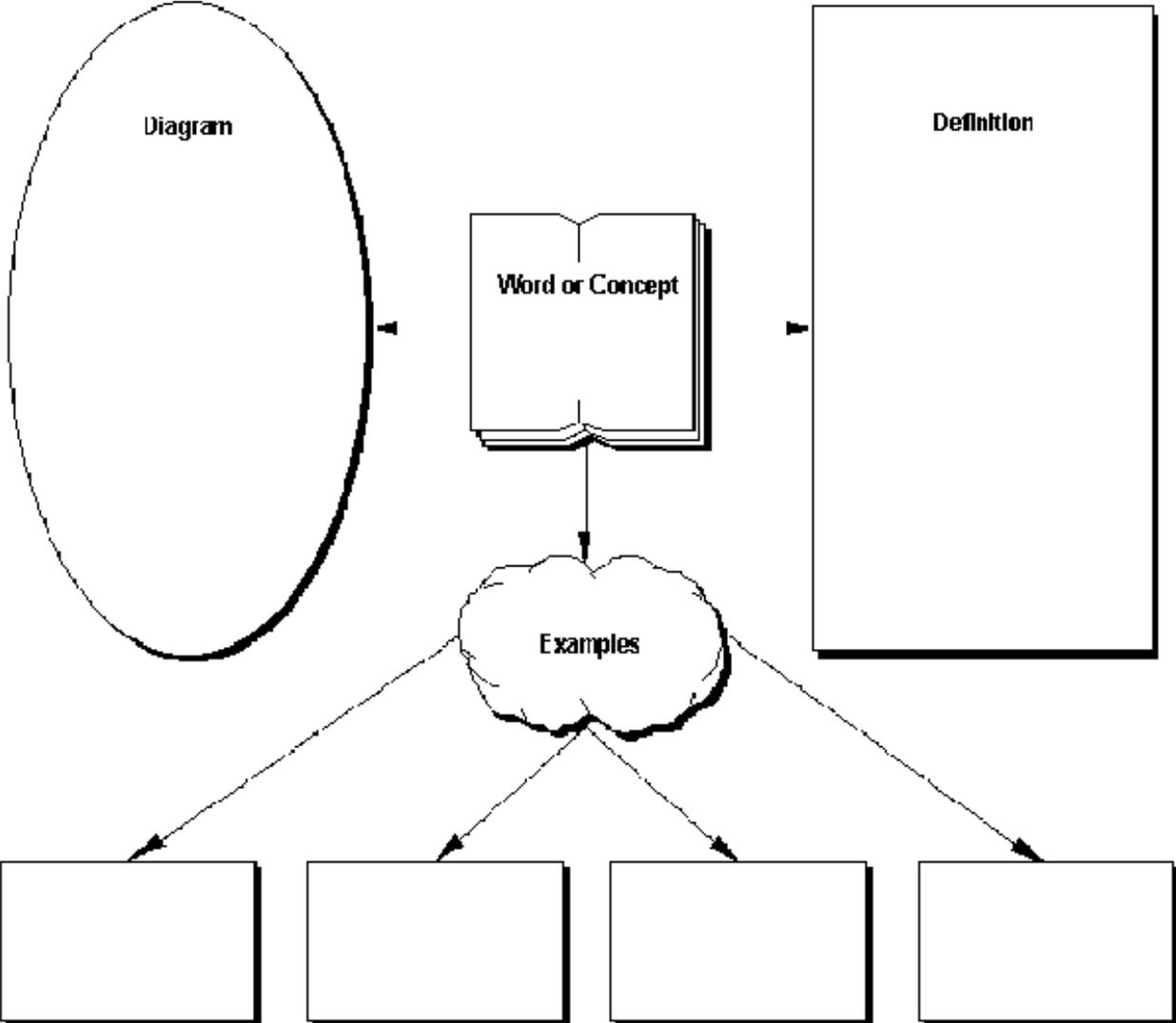
- Include your Electronic Dictionary slide in the class multimedia presentation.

Assessment Criteria

- The group's Electronic Dictionary slide has a clear definition of the chosen term and a diagram or picture that represents or depicts the term.
- The slide is animated in the correct order: word, picture, and definition.

BLM M1.1#2: Words, Words, Words: Vocabulary Think Sheet

Name _____ Date _____



BLM M1.1#3: Connecting with Nature Learning Centre

Overview

At this learning centre, you will read stories and legends that show Aboriginal peoples' traditional relationships with the land and how we are connected to nature. You will work with your group to select and prepare a presentation in which you share your learning about an Aboriginal story or legend.

Resources

- Aboriginal stories and legends (print and online)
- word-processing software
- BLM M1.1#4: Legend Web

Tasks

- Browse through the collection of Aboriginal stories and legends, in books and online.
- Check whether the information is authentic.
- Come to a consensus with your group to select one of the stories or legends that you will present. Remember that the story or legend you select must show traditional Aboriginal relationships with the land and how we are connected to nature.
- Use BLM M1.1#4: Legend Web to identify important parts of the story or legend.
- Decide on the format for your presentation. You may choose to prepare a presentation in the form of a play or a puppet show, or you may present the story or legend through oral storytelling. Use word-processing software to help you prepare your presentation.
- Collaborate with your group to prepare and practise your presentation.
- Select two or three criteria from your classroom brainstorming and create a chart to assess your learning.

Suggestion(s) for Collaboration

- Make sure the work is divided fairly among your group members.

What to Do with the Results of This Learning Centre

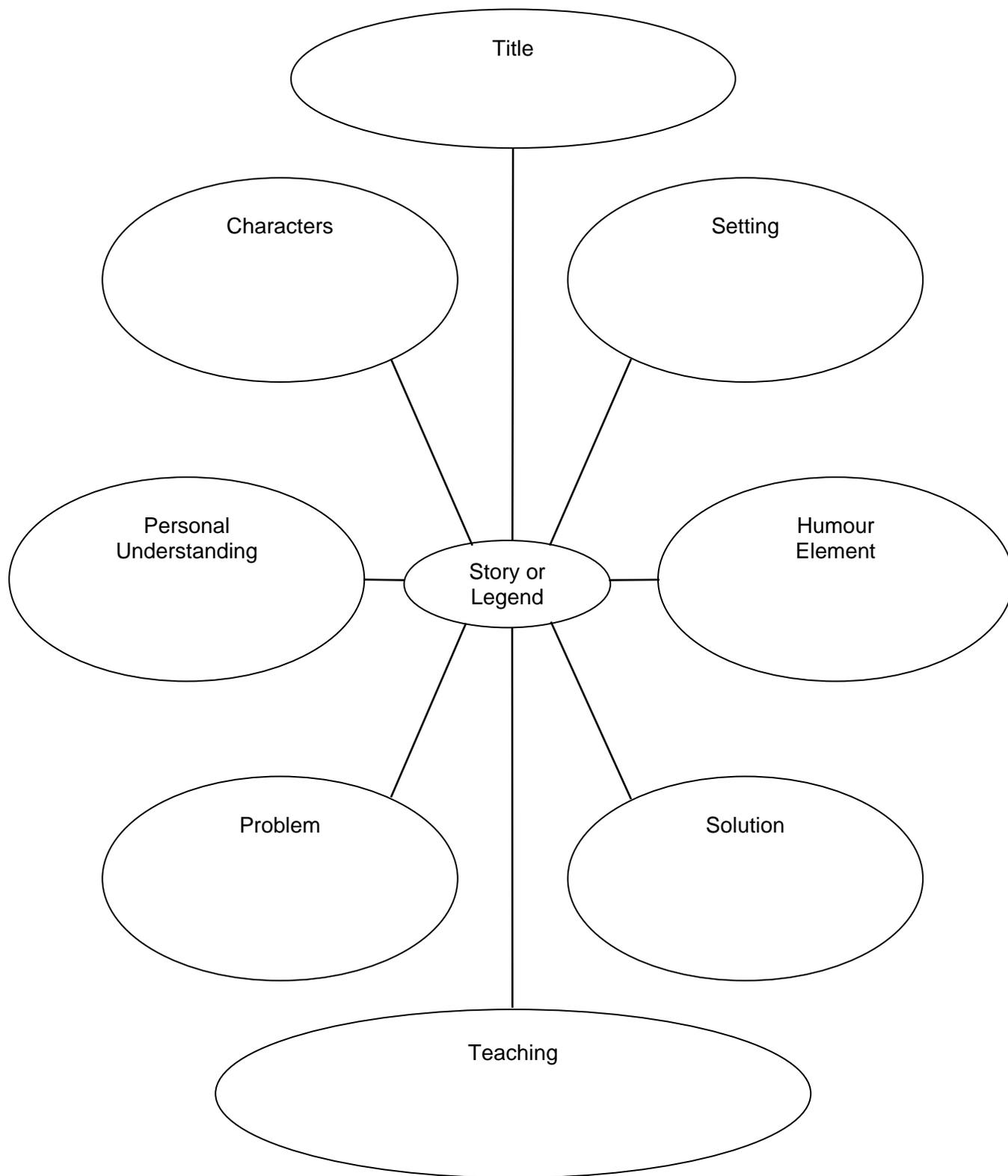
- Share your presentation with the class.

Assessment Criteria

- Your presentation meets the class criteria.
- When giving your presentation, you use your voice appropriately and speak fluently.
- When listening to presentations, you listen attentively.

BLM M1.1#4: Legend Web

Name _____ Date _____



BLM M1.1#5: Concept Overview*

Name _____ Date _____

Key word or concept.

Write an explanation or definition in your words. You will be paraphrasing.

Draw a figurative representation.

List facts (at least five).

Write down two questions about the concept.

Create an analogy.

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BLM M1.1#6: Animal Habitats Learning Centre

Overview

At this learning centre, you will use print and electronic resources to research the components of a specific animal's habitat. You will record how the animal meets its needs, and compare your findings with those of others in your group.

Resources

- print and electronic resources
- concept-mapping software
- BLM M1.1#7: How Animals Meet Their Needs: Habitat Comparison

Tasks

- Choose a Manitoba animal. Use print and electronic resources to research its habitat.
- Use concept-mapping software to record your findings.
- Share your concept map with your group. Work together to complete BLM M1.1#7: How Animals Meet Their Needs: Habitat Comparison.

Suggestion(s) for Collaboration

- Work together to select your animal habitat. Have each group member research a different one.

What to Do with the Results of This Learning Centre

- Include your concept map in your Electronic Collection.
- Post your group's completed BLM M1.1#7: How Animals Meet Their Needs: Habitat Comparison to share with the class.

Assessment Criteria

- Your concept map of the animal habitat has accurate information, recorded in key words. You have given a detailed description of the habitat and cited your sources.
- Your group has clearly compared animal habitats using BLM M1.1#7: How Animals Meet Their Needs: Habitat Comparison. The information you have recorded is accurate.

BLM M1.1#7: How Animals Meet Their Needs: Habitat Comparison

Name _____ Date _____

	Animal _____	Animal _____	Animal _____	Animal _____
Food				
Water				
Living Space				
Cover/ Shelter				

BLM M1.1#8: Plant Habitats Learning Centre

Overview

At this learning centre, you will discuss the types of plants found in your school community. You will use painting or drawing software to make a picture showing the habitat of a plant, including how the plant meets its needs.

Resources

- word-processing software
- painting or drawing software
- print or electronic resources

Tasks

- Predict and list the types of plants you could find in your school community. Share your list with your group.
- Work with your group to order the list from highest to lowest predicted populations.
- Discuss how you could test the accuracy of your predictions without counting actual plants. Write a paragraph sharing your group's thoughts.
- Illustrate the habitat of a plant using painting or drawing software. Use print or electronic resources to help ensure your information is accurate. Use the line tool and the text tool to label the habitat components, including food, water, and light.

Suggestion(s) for Collaboration

- Review the criteria for your picture. Share your work, and give feedback to your group members.

What to Do with the Results of This Learning Centre

- Include your graphic in your Electronic Collection.

Assessment Criteria

- Your plant habitat picture meets the class criteria.
- Your paragraph clearly explains how your plant population prediction could be tested. Your writing reflects correct spelling and appropriate use of capitals and punctuation.

BLM M1.1#9: Plant Population in a Given Habitat

Name _____ Date _____

Sampling Area	Plant Population 1	Plant Population 2	Plant Population 3
Sample 1 (1 sq. metre)			
Sample 2 (1 sq. metre)			
Sample 3 (1 sq. metre)			
Sample Average			

BLM M1.1#10: KWL: Habitats

Name _____ Date _____

Complete the following chart, using the **KWL*** strategy:

K—Know: What do you already know about habitats?

W—Want to know: What questions do you have about habitats?

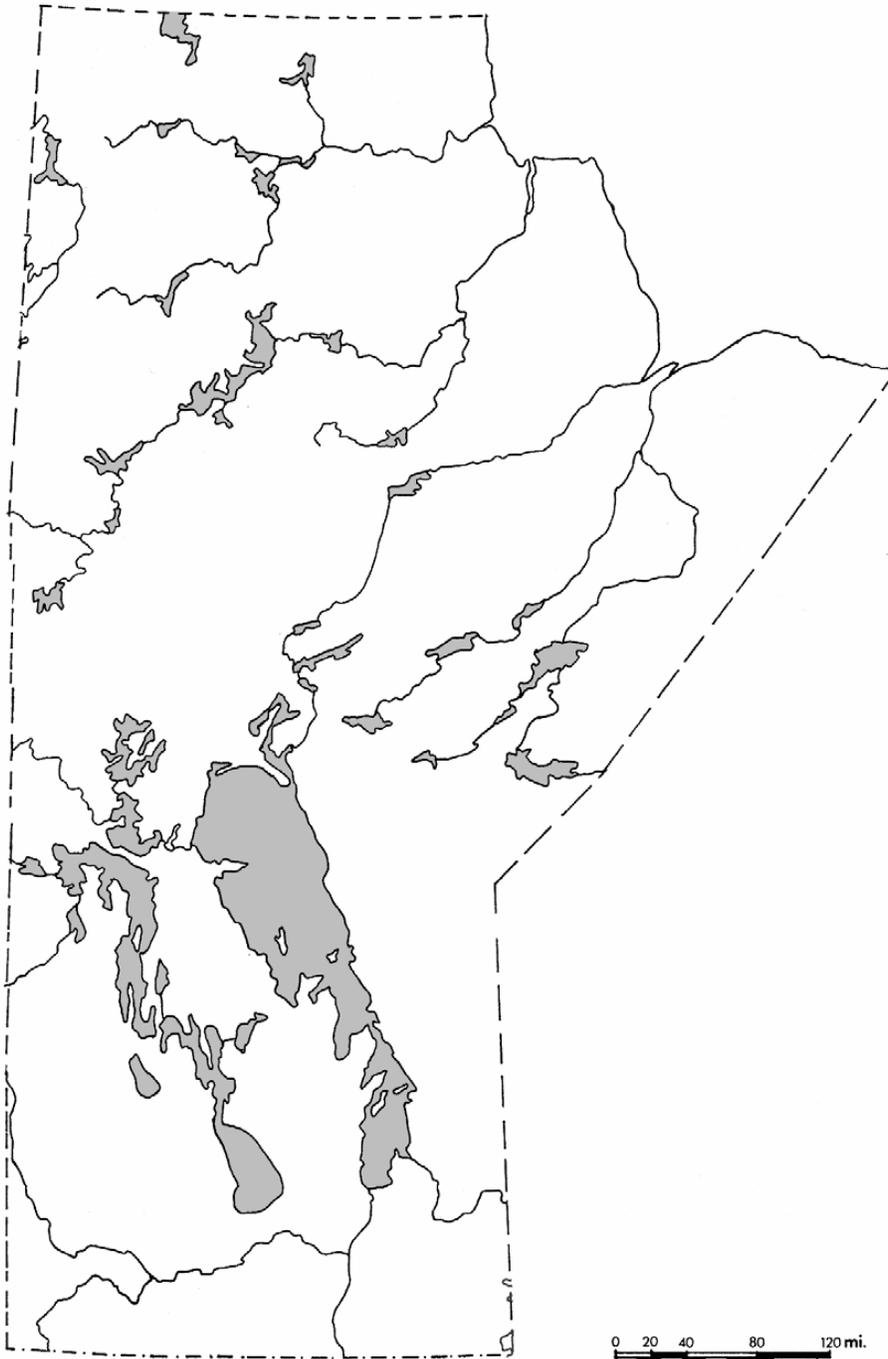
L—Learned: What have you learned about habitats?

Habitats		
<i>What do I already know about habitats?</i>	<i>What questions do I have about habitats?</i>	<i>What have I learned about habitats?</i>
Where I will look for information:	Resources I used:	

* **References**

Ogle, D. "K-W-L: A Teaching Model That Develops Active Reading of Expository Text." *The Reading Teacher* 39 (1986): 564–70.
---. "K-W-L Group Instruction Strategy." In *Teaching Reading as Thinking*. Ed. A. S. Palincsar, D. S. Ogle, B. F. Jones, and E. G. Carr. Alexandria, VA: Association for Supervision and Curriculum Development, 1986.

BLM M1.2#1: Manitoba Map



BLM M1.2#2: Where Am I? Learning Centre

Overview

At this learning centre, you will look at a map of Manitoba and identify places in relation to where you live. You will create a map and make riddle clues for your group members to solve.

Resources

- map of Manitoba
- painting or drawing software
- word-processing software
- BLM M1.2#3: Places around Me

Tasks

- Study a map of Manitoba and
 - identify three places north of, south of, west of, and east of where you live
 - find two places northeast of, northwest of, southeast of, and southwest of where you liveRecord your findings on BLM M1.2#3: Places around Me. Share and discuss your work with your group.
- Using painting or drawing software, create a map of a favourite region (e.g., a lake, a park). Include at least six different spots on your map. Mark one of the spots as HOME.
- Make five riddle clues that give directions to the other five spots on your map using word processing.
- Share your maps and direction clues with your group members. Can they follow your directions to answer the clues? Make any necessary changes.

Suggestions for Collaboration

- Review the map criteria.
- Work together with group members to edit and revise your work.

What to Do with the Results of This Learning Centre

- Include your map and direction clues in your Electronic Collection.

Assessment Criteria

- Your five riddles give clear clues using direction words.
- Your map meets the class criteria.

BLM M1.2#3: Places around Me

Name _____ Date _____

I live in _____ Manitoba.

Think of different places that are located in various directions from where you live.

List three places that are located north of, south of, west of, and east of where you live. Use a map of Manitoba to help you.

North (N)	South (S)	East (E)	West (W)

List two places that are located northeast of, northwest of, southeast of, and southwest of where you live. Use a map of Manitoba to help you.

Northeast (NE)	Northwest (NW)	Southeast (SE)	Southwest (SW)

Compare your findings to those of your group members. How are they the same? How are they different? Explain.

BLM M1.2#4: Manitoba Map Search Learning Centre

Overview

At this learning centre, you will create instructions for a Manitoba Map Search for your classmates and key pals to solve.

Resources

- map of Manitoba
- word-processing software
- email

Tasks

- With your collaborative group, examine a map of Manitoba and the alphanumeric coordinates of the map.
- Select five places, and write down the coordinates for each.
- On your own, choose one of the five places to be HOME. Write instructions for getting from HOME to a secret place on the map. Instructions should involve signal words, a mixture of coordinates, and compass directions (e.g., go to J5, move northeast two rows).
- Exchange instructions with your group members and have them locate the secret places. Make any necessary changes.
- Email your Manitoba Map Search instructions to your key pals. Can they find the secret locations?

Suggestion(s) for Collaboration

- Help to make sure that the Manitoba Map Search instructions are clear and accurate.

What to Do with the Results of This Learning Centre

- Email your Manitoba Map Search instructions to your key pals.

Assessment Criteria

- Your Manitoba Map Search instructions are clear and accurate. You have used coordinates and compass directions in your instructions.

BLM M1.2#5: Demographics Learning Centre

Overview

At this learning centre, you will express your understanding of demographic terms using a mind map, and you will gather and graph data of 10 Manitoba communities using a spreadsheet.

Resources

- dictionary, books, the Internet
- paper, colours
- Statistics Canada. *2006 Community Profiles*.
<<http://www12.statcan.ca/english/census06/data/profiles/community/Index.cfm?Lang=E>>.
- spreadsheet software

Tasks

- Use print and electronic resources to define the terms *population*, *population distribution*, and *cultural community*. Create a mind map to share your group's understanding.
- Select 10 Manitoba towns or cities. Use the Statistics Canada website to gather data on the population and the population density of each place. Record your findings on a spreadsheet.
- Use your spreadsheet to construct a bar graph of the population of each town or city. Then create a bar graph of its population density.
- Discuss your conclusions as a group.

Suggestions for Collaboration

- Use the Think-Write-Share strategy to discuss your conclusions with your group.
 - **Think** on your own.
 - **Write** down your ideas.
 - **Share** with your group.

What to Do with the Results of This Learning Centre

- Add the completed spreadsheet to your Electronic Collection.

Assessment Criteria

- Your mind map meets the class criteria.
- Your spreadsheet and bar graphs are correctly constructed. They provide appropriate labels and accurate data.