

Extra! Extra! Read All about It!

Mod.2.1

TIME

180 minutes

OVERVIEW

Students listen to or read stories about inventions that have affected their lives in one way or another. These stories trace the history of an invention from its inception to its current application. Students analyze one story and write a newspaper article publicizing the invention profiled in their story.

LEARNING OUTCOMES

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

English Language Arts

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

- 2.1.2 *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].
- 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...].
- 4.1.3 *Organize Ideas* — Adapt models from listening, reading, and viewing experiences to enhance own oral, written, and visual texts using organizational patterns [such as stanzas, chronological order, paragraphs...].
- 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.
- 4.2.4 *Enhance Artistry* — Choose language, sounds, and images [including transitional devices] to enhance meaning and emphasis.
- 4.2.5 *Enhance Presentation* — Prepare detailed and organized compositions, presentations, reports, and inquiry or research projects using templates or pre-established organizers.
- 5.2.1 *Cooperate with Others* — Assist group members to maintain focus and complete tasks; identify and solve group process issues.

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, in addition to those identified below:

- 6-KI-011 Describe daily life on a prairie homestead between 1890 and 1914.
Examples: survey system, role of women, challenges facing early settlers, education...
- 6-VL-010 Appreciate the efforts of people in early Canada to overcome environmental hardships.
- 6-KE-056 Relate stories of the Depression and describe its impact on Canada.
Examples: changes in agricultural practices, development of the social safety net, new political parties...
- 6-KE-057 Give examples of the impact of technological development on life in Canada from 1914 to 1945.
Examples: electricity, telecommunication, transportation, medicine, industrialization...
- 6-KE-058 Give examples of ways in which industry and technology have changed life in Canada since 1945.
Examples: urbanization, transportation, communication, education...
- 6-KE-059 Give examples of inventions and technologies created in Canada.
Examples: kayaks, snowmobiles, Canadarm, insulin, canola...
- 6-KL-026 Describe the influence of the natural environment on life in Canada.
- 6-KL-026A Describe the influence of the land on their First Nation, Inuit, or Métis identity.
Examples: values, beliefs, traditions, customs, art, clothing...
- 6-VC-004 Appreciate the benefits of living in Canada.
Examples: freedoms, education, health, safety...

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
- word processing

SUGGESTED LEARNING RESOURCES

Software

- word processing

Print

- Selected Bibliography (see Fiction)
- 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 Criteria for Assessing Original Text: Expository or Informational Text, Grade 6, 320.)

BLMs

- BLM Mod.2.1#1: 5Ws + H Guide
- BLM Mod.2.1#2: Five-Step Revising and Editing Checklist

SUGGESTIONS FOR INSTRUCTION

Preparation and Set-up

- Select print resources (or electronic ones that have been printed) that contain short stories or articles on inventions that affect students' lives (e.g., adhesive tape, ballpoint pen, pocket calculator).
- Review the information in OLE.9: Newspapers.
- Make an electronic version of BLM Mod.2.1#1: 5Ws + H Guide.

Activating Strategies

- Select an appropriate short story about an invention for students to listen to or read independently (see Fiction suggestions in Selected Bibliography).
- Review the 5Ws + H (Who? What? Where? When? Why? How?) of newspaper writing (see OLE.9: Newspapers).
- As a class, students identify and discuss the 5Ws + H of the invention story read in class. Use a computer and a projection system to show BLM Mod.2.1#1: 5Ws + H Guide and to fill in the categories as students agree on content.
- As a class, draft a feature newspaper article on the invention featured in the short story, using the completed BLM Mod.2.1#1: 5Ws + H Guide.

Acquiring Strategies

- Students select an invention short story for their own use and identify the 5Ws + H of their story, using BLM Mod.2.1#1: 5Ws + H Guide.
- Students refer to the Timeline of Discoveries chart developed in Mod.1.3b#1: Why Do We Invent? They consider the social conditions and historical events of the time to put the selected invention into perspective when writing their article.

Applying Strategies

- Students write a newspaper article featuring their selected invention, using the 5Ws + H they previously filled out. Using word-processing software, they write and print the first draft (see ICT.2: Write This Down). Students edit their newspaper article with a partner, using BLM Mod.2.1#2: Five-Step Revising and Editing Checklist. They choose a snappy headline, write the final copy, and print it.
- A group of students compiles the articles in a class *Invention Convention* newsletter. Another group posts the articles on the class website. (See ICT.11: Make It: Creating an Effective Web Page.)

Variations/Extensions

- In collaborative groups, students select an invention article that a team member has written and dramatize it in a TV newscast. Videotape the presentation and show it at parent-teacher interviews or on open-house nights.

SUGGESTIONS FOR ASSESSMENT

- Assess students' use of BLM Mod.2.1#2: Five-Step Revising and Editing Checklist by comparing the first draft of their invention articles to the final copy.
- Confer with students to verify that they have addressed the 5Ws + H questions. Discuss the writing with students, using Criteria for Assessing Original Text: Expository or Informational Text (see Print resources suggested for this LE).

CONNECTION TO INVENTION CONVENTION

- Students use skills developed in this LE when they promote their invention through writing a feature article and/or videotaping a commercial advertisement for the Invention Convention.

BLM Mod.2.1#1: 5Ws + H Guide

Name _____ Date _____

Use the following guide to identify and write about essential components in the invention story. Jot down the information in note form.

Who was (were) the inventor(s)?

-
-

What was the invention? Name and describe its purpose and how it works.

-
-
-
-
-

Where was it invented? Be as specific as you can.

-
-
-
-
-

When was it invented? Over what period of time? (Was there more than one date?)

-
-
-
-
-

Why was it invented? What need was being met?

-
-
-
-
-

How was it invented? What steps led to the invention?

-
-
-
-
-

BLM Mod.2.1#2: Five-Step Revising and Editing Checklist

Name _____ Date _____

Criteria	Self	Partner	Teacher
1. Meaning			
Does my writing make sense and say what I think it says?			
2. Capitalization			
Did I use capital letters correctly?			
<ul style="list-style-type: none"> • for references to "I" 			
<ul style="list-style-type: none"> • in first words of sentences 			
<ul style="list-style-type: none"> • for names of people, pets, cities, towns, countries, streets 			
<ul style="list-style-type: none"> • for days, months, titles 			
3. Punctuation			
Did I check whether I used correct punctuation marks?			
<ul style="list-style-type: none"> • period (.) <ul style="list-style-type: none"> — at end of "telling" sentence (e.g., I like my cat.) — with abbreviations (e.g., Mon.) 			
<ul style="list-style-type: none"> • question mark (?) <ul style="list-style-type: none"> — at end of "question" sentence (e.g., Where did he go?) 			
<ul style="list-style-type: none"> • comma (,) <ul style="list-style-type: none"> — when listing things (e.g., I like peas, carrots, and corn.) — to separate speaker from spoken words (e.g., He said, "How are you?") 			
<ul style="list-style-type: none"> • apostrophe (') <ul style="list-style-type: none"> — to mark contractions (e.g., don't) — to note ownership/possessives (e.g., my sister's cat) 			
<ul style="list-style-type: none"> • quotation marks (" ") <ul style="list-style-type: none"> — around a speakers' words (e.g., She said, "Where is it?") 			
4. Spelling			
Did I check my spelling carefully?			
<ul style="list-style-type: none"> • Did I use my dictionary when I needed help? 			
<ul style="list-style-type: none"> • Did I underline the words that I need help with? 			
5. Handwriting			
Is my printing/handwriting neat and easy to read?			

Five-Step Revising and Editing Checklist: Adapted by permission of The Diagnostic Learning Centre, The Winnipeg School Division.

Reference:

Manitoba Education and Training, *Grades 5 to 8 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. Strategies That Make a Difference, 228.

