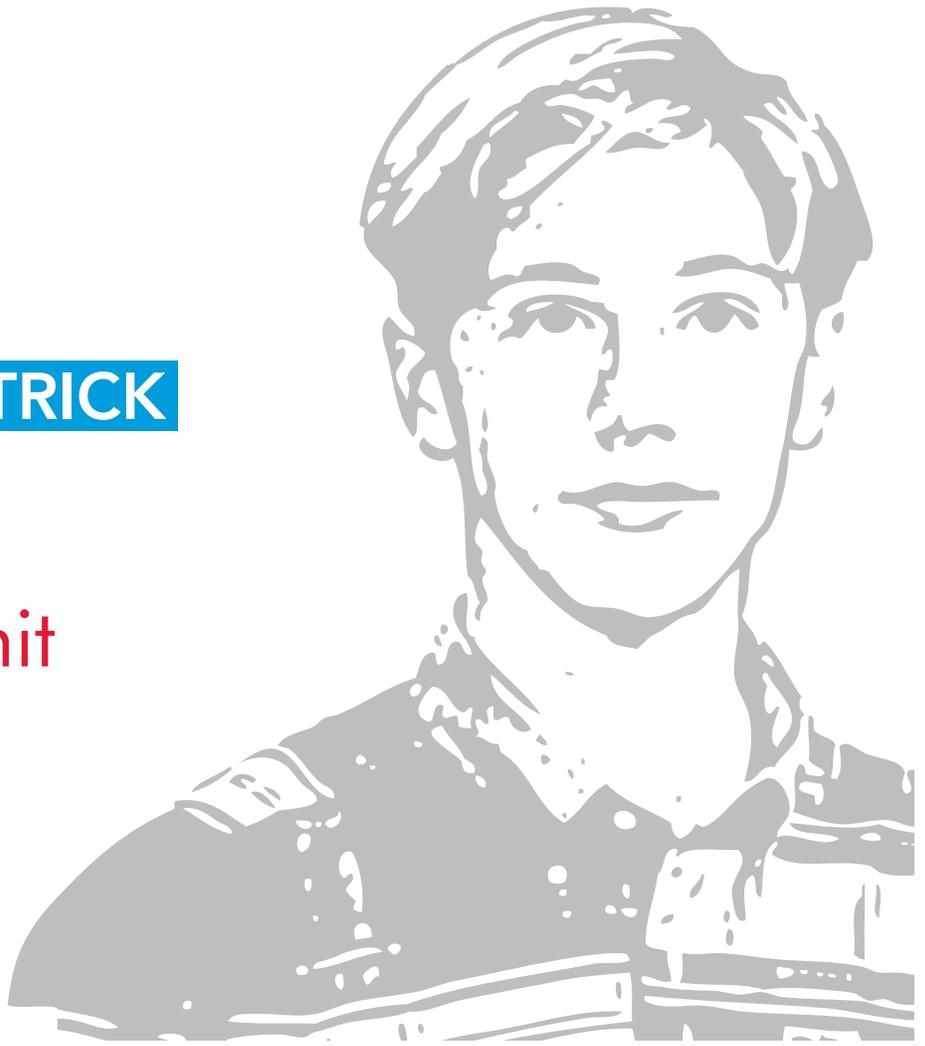




PARTICI-PATRICK

Grade 6 Curriculum Unit



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24
Patrick
4 life pour la vie

Reading Aloud		Shared Reading		Oral Communication	Media Literacy
Strategies	Materials	Title	Strategies	Materials	
1: Introducing the Theme					
*Activating prior knowledge *Inferring *Concept Map	*Patrick's Wish *Gr. 6 BLM 1: Concept Map *Chart Paper	Session 1: Introducing Patrick 4 Life	*Viewing *Brainstorming *Success criteria	*Data projector OR *Smartboard *Gr. 6 BLM 6: Websites	*Think-pair-share *Discuss with a small group *Large group discussion *Features of a website *Evaluating effectiveness *Making inferences
2: Introducing the Read Aloud Text					
*Parking Lot *Mapping *KWL *Inferring	*Safe as Houses *Map of Ontario *Gr. 6 BLM 2: KWL *Post-it notes	Session 2: Exploring YouTube	*Viewing *Brainstorming *Features of Text *Success criteria	*Data projector OR *Smartboard *Gr. 6 BLM 7: YouTube	*Think-Pair-Share *Features of YouTube *Evaluating effectiveness *Making inferences
3: Continue with the Read Aloud					
*Making decisions *Success criteria	*Safe as Houses *Gr. 6 BLM 3: Decision-Making Model	Session 3: Exploring YouTube	*Viewing *Brainstorming *Features of Text *Success criteria	*Data projector OR *Smartboard *Gr. 6 BLM 7: YouTube	*Large group discussion *Small group discussion *Features of YouTube *Evaluating effectiveness *Making inferences
4: Continue with the Read Aloud					
*Making Decisions *Brainstorm	*Safe as Houses	Session 4: Exploring YouTube	*Viewing *Brainstorming *Features of Text *Success criteria	*Data projector OR *Smartboard *Gr. 6 BLM 7: YouTube	*Large group discussion *Features of YouTube *Evaluating effectiveness *Making inferences

Reading Aloud		Shared Reading			Oral Communication	Media Literacy
Strategies	Materials	Title	Strategies	Materials		
5: Continue with the Read Aloud						
*Questioning *Questioning Matrix *5 Ws of Interviewing	*Safe as Houses *Gr.6 BLM 4: Questioning Matrix *Post-it notes	Session 5: Exploring YouTube	*Viewing *Brainstorming *Features of Text *Success criteria	*Data projector OR *Smartboard *Gr. 6 BLM 7: YouTube	*Large group discussion	*Features of YouTube *Evaluating effectiveness *Making inferences
6: Continue with the Read Aloud						
*Point of View/Voice *Success Criteria	*Safe as Houses *Jot note pad	Session 6: Exploring YouTube	*Viewing *Brainstorming *Features of Text *Success criteria	*Data projector OR *Smartboard *Gr. 6 BLM 7: YouTube	*Large group discussion	*Features of YouTube *Evaluating effectiveness *Making inferences
7: Continue with the Read Aloud						
*Making Decisions *Brainstorming Point of View	*Safe as Houses *Chart paper *Markers *Gr.6 BLM 5: Different Character, Different Perspective	Session 7: Luyongo: Living with HIV	*Viewing *Brainstorming *Features of Text *Success criteria	*Data projector OR *Smartboard *Gr. 6 BLM 7: YouTube	*Large group discussion	*Features of YouTube *Evaluating effectiveness *Making inferences
8: Continue with the Read Aloud						
*Writing with voice *Brainstorming *Modeling	*Safe a Houses *Chart paper *Markers	Session 8: Exploring Blogs	*Viewing *Brainstorming *Features of Text *Success criteria	*Data projector OR *Smartboard *Gr. 6 BLM 8 Blogs	*Large group discussion *Small group discussion	*Features of Blogs *Evaluating effectiveness *Making inferences

Reading Aloud		Shared Reading			Oral Communication	Media Literacy
Strategies	Materials	Title	Strategies	Materials		
9: Continue with the Read Aloud						
*Graffiti	*Safe as Houses *Chart paper *Markers	Session 9: Website Information Pages	*Viewing *Brainstorming *Features of Text *Success criteria	*Data projector OR *Smartboard *Gr. 6 BLM 9: Website Information Pages	*Large group discussion	*Features of Website Information Page *Evaluating effectiveness *Making inferences
10: Continue with the Read Aloud						
*Making Decisions *Four Corners	*Four signs (Strongly Agree, Agree, Strongly Disagree, Disagree)	Session 10: Digital News Article	*Viewing *Brainstorming *Features of Text *Success criteria	*Data projector OR *Smartboard *Gr. 6 BLM 10: Digital News Article	*Large group discussion *Small groups	*Features of a Digital News Article *Evaluating effectiveness *Making inferences
11: Continue with the Read Aloud						
*Sketch-to-Stretch	*Safe as Houses *Paper per student *Pencils	Session 11: Patrick 4 Life on Facebook	*Viewing *Brainstorming *Features of Text *Success criteria	*Data projector OR *Smartboard *Gr. 6 BLM 11: Facebook	*Large group discussion *Small group sharing	*Features of Facebook *Evaluating effectiveness *Making inferences
12: Culminating Task						

Master List of Expectations

Oral and Visual

- **Making Inferences/Interpreting Texts (1.5):** Interpret oral texts by using stated and implied ideas from the texts.
- **Extending Understanding (1.6):** Extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them.

Reading

- **Point of View (1.9):** Identify the point of view presented in texts; determine whether they can agree with the view, in whole or in part; and suggest some other possible perspectives.
- **Comprehension Strategies (1.3):** Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts.

Writing

- **Developing Ideas (1.2):** Generate ideas about a potential topic and identify those most appropriate for the purpose.
- **Form (2.1):** Write longer and more complex texts using a wide range of forms.
- **Voice (2.2):** Establish a distinctive voice in their writing appropriate to the subject and audience (e.g., use punctuation, dialogue, and vivid language to create a particular mood or tone).

Oral and Visual

- **Purpose (2.1):** Identify a variety of purposes for speaking and explain how the purpose and intended audience influence the choice of form.
- **Clarity and Coherence (2.3):** Communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information (e.g., present an argument in favour of one point of view on an issue, with an opening statement, sequence of points with supporting evidence, and summary/conclusion).

Media Literacy

- **Purpose and Audience (1.1):** Explain how a variety of media texts address their intended purpose and audience.
- **Making Inferences/Interpreting Messages (1.2):** Interpret media texts, using overt and implied messages as evidence for their interpretations.
- **Responding to and Evaluating Texts (1.3):** Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts.
- **Form (2.1):** Describe in detail the main elements of some media forms.
- **Purpose and Audience (3.1):** Describe in specific detail the topic, purpose, and audience for media texts they plan to create, and identify challenges they may face in achieving their purpose.
- **Producing Media Texts (3.4):** Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques.

Health and Physical Education

Living Skills

- **Personal Skills (1.1):** Use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.
- **Personal Skills (1.2):** Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

Healthy Living

- **Personal Safety and Injury Prevention (2.3):** Apply personal skills and interpersonal skills (e.g., self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills) to promote positive interaction and avoid or manage conflict in social situations.
- **C3.2:** Recognize the responsibilities and risks associated with caring for themselves and others and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations [PS, IS].
- **A2.1 Daily physical activity (DPA):** Participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (*e.g., hiking, playing lead-up soccer, doing fitness circuits, doing aerobic routines, orienteering; walking to reduce heart rate after activity, holding stretches after running*).

Mentor Texts

Patrick's Wish

Karen Mitchell, Rebecca Upjohn, Second Story Press

Safe as Houses

Eric Walters, Doubleday Canada, January 6, 2009

Patrick 4 Life Website

www.P4L.ca

Luyongo: Living with HIV

<http://www.youtube.com/watch?v=GANLE0r7Vvw>

Blog

http://www.blogto.com/city/2006/09/patrick_4_life_runs_the_waterfront_marathon/

Hemophilia Information Page

<http://www.hemophilia.ca/en/our-stories/patrick4life--full-moon-wish/>

Digital News Articles

<http://www.kapuskasingtimes.com/2012/10/24/patrick-4-life-reaches-over-12-000-students>

<http://www.nugget.ca/2010/04/16/students-set-begin-partici-patrick-marathon>

<http://www.baytoday.ca/content/news/details.asp?c=25193>

<http://www.northbaynipissing.com/2012/04/area-students-launch-partici-patrick-2012/>

Patrick 4 Life Facebook page

<https://www.facebook.com/patrick4lifeorg>

Fairball from Uganda to Canada available at:

http://www.sportsnet.ca/baseball/2012/04/01/fair_ball_baseball_documentary_sportsnet/

Black Line Masters

Gr. 6 BLM 1: Introducing the Unit Concept Map

Gr. 6 BLM 2: Character Inferences

Gr. 6 BLM 3: Making Good Decisions and Solving Problems

Gr. 6 BLM 4: Questioning Matrix

Gr. 6 BLM 5: Different Character/Different Perspective

Gr. 6 BLM 6: Websites

Gr. 6 BLM 7: YouTube

Gr. 6 BLM 8: Blogs

Gr. 6 BLM 9: Website Information Page

Gr. 6 BLM 10: Digital News Article

Gr. 6 BLM 11: Facebook

Grade 6

Curriculum Unit Background

Culminating Task

Students will write and create a multi-media response that focuses on a current world event that demonstrates courage and teaches about making good decisions. Students will be given several options for their response including: Blog, movie, poster, powerpoint, digital news article, Facebook page, etc.

Subjects and Strands

Reading

- Read Aloud: Safe as Houses by Eric Walters
- Shared Reading: Patrick 4 Life digital resources

Writing

- Persuasive/opinion

Health

- Decision-making

Media

- Identifying features of media texts, evaluating effectiveness of media texts and creating a media text

Physical Education

- Daily Physical Activity

Rationale for the Grade 6 Unit

This unit is geared for a grade 6 audience. It assumes that students have participated in the Partici-Patrick curriculum for grades 4 and 5. In Grades 4 and 5, the curriculum has been rooted in specific Patrick-related documents and focused mostly on Patrick's life, dreams and the impact he had on society. In this unit, we will take this knowledge and understanding and use it to develop broader understandings about how we can use what we've learned from Patrick in other aspects of our learning particularly with respect to making good decisions. Additionally, we focus on a cluster of specific Language expectations and Healthy Living expectations so that teachers can use this unit as part of their day-to-day teaching.

This unit is rooted in the big idea of courage. It uses literature to allow students develop broad-based understandings of the importance of being able to make informed and effective decisions.

Balanced Literacy Instructional Approaches

Expectations from the above strands (language and health) are to be taught through the use of instructional approaches in a balanced literacy program.

As a result, this unit consists of a series of lessons using the read aloud approach and the shared reading approach. In the read aloud, students learn about the big idea of courage while learning to make good decisions. It is believed that empowering youth to make healthy and sound decisions is an excellent prevention strategy not only for HIV/AIDS but any health-related issues. The shared reading component is rooted in specific Patrick media resources. Students need to continue to see Patrick as a courageous man with a message and a model for us to follow. Using media resources allows us to do this and, at the same time, teaches students about the power of the media as an avenue for communicating messages. Students will need this information to complete the Culminating Task.

Unit Organization

There are 11 sessions connected specifically to the Read Aloud as well as 11 Sessions that connect specifically to Shared Reading. The culminating task follows as Session 12. It is important to note that each session might require more than one block of literacy instruction. The sessions are not specifically described in terms of duration in order to allow teachers to determine the length of time they would like to spend on each session.

The unit is also aligned with Physical Education: Active Living as students prepare for the Day of Champions at the same time this unit is to be implemented. There is a separate section connecting Active Living found after the Culminating Task.

Partici-Patrick Teaching Plan for Grade 6

Session 1 Introducing the Theme

Explain the Unit

*Explain to students that they will be starting a multi week focusing on content that relates specifically to Partici-Patrick. Tell students that you will be connecting the language arts, health, and physical education for the next several weeks using the themes of decision-making, courage, healthy living, and active living.

Tell students that the read aloud and shared reading activities will provide them with opportunities to learn about making healthy decisions and how courage is an important quality to have. Tell students that the read aloud will consist of a piece of Canadian Literature that describes how three young children were faced with a natural disaster that seemed to be an insurmountable challenge, but with courage was overcome. In shared reading, the focus will be on multi-media pieces of text that also relate specifically to Patrick and his message. Courage as a character trait and making good decisions are also important foci in the digital texts.

Introduce the Unit

Introduce the expectations that students will be working on in this unit. Emphasize that courage is the big idea, but inferencing and features of digital texts are the main language expectations we'll be working on.

Expectations

- **Making Inferences/Interpreting Texts (1.5):** Interpret oral texts by using stated and implied ideas from the texts.

Learning Goals

- We will create a chart of everything we know about Patrick and Partici-Patrick.
- We will add to our knowledge of Patrick.
- We will learn about two different kinds of inferences: explicit and implicit.

Materials

- Sticky notes in two colours
- Patrick's Wish
- Chart paper
- Gr. 6 BLM 1: Concept Map

Before Reading

Activate prior knowledge

*Provide ample time for students to share what they learned about Partici-Patrick in the past two years.

During Reading

In some cases students will not have had prior opportunity to learn about Patrick or Partici-Patrick. It will be important to begin the unit by reading: Patrick's Wish.

Inferencing

Give students several pieces of post-it notes in two different colours. Ask students to use one colour to record explicitly cited character traits and another colour for implicitly stated or inferred character traits. You might have to spend some time discussing how students draw conclusions based on explicit and implicit clues based on your knowledge of students' understanding of this comprehension strategy.

Post a chart paper divided into two sections: Implicit/Explicit.

Tell students: *While I am reading, I want you to think about the main character in this story. His name is Patrick and this is a true story based on his life. While I am reading I want you to listen for clues that tell you about the kind of person Patrick was. If the author tells you a specific character trait – then that would be an explicit clue – you didn't have to figure anything out by inferring because the author came right out and told you. For example, if the author said: Patrick was a strong-minded individual, then you know that Patrick was strong-minded because the author said so. For any explicit traits, record that trait on a yellow post-it note. Now, the author sometimes uses implicit clues, that is, the author doesn't come right out and tell you, but gives clues that require you to draw conclusions by making inferences. For example, if the author said that Patrick, despite many challenges, carried on with his*

goals, you could infer that Patrick was courageous. You would have to use the clue to draw conclusions. For any implicit clues where you have to make inferences, record the character trait on a blue post-it note.

Tell students that when the reading is done, they will be invited to place their post-it notes in the appropriate section of the chart.

Read Aloud: Patrick's Wish

After Reading

Allow students to place their post-it notes on the chart. Call on a variety of students to share their responses:

- Describe the character trait and whether it was explicit or implicit.
- What clues did the author give that allowed you to draw conclusions?

*Brainstorm Courage using the Concept Map (Gr. 6 BLM 1: Concept Map) to elicit examples and non-examples of courage from personal experience, other texts and the world.

Assessment

Monitor student responses to the concept map. Encourage participation from all students. Use an anecdotal recording chart to note any relevant information.



Session 2

Read Aloud

Expectations

- **Making Inferences/Interpreting Texts (1.5):** Interpret oral texts by using stated and implied ideas from the texts.
- **Extending Understanding (1.6):** Extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them.

Learning Goals

- We will learn about the read aloud novel we will be sharing for the next few weeks.
- We will continue to develop our understanding about courage and how our upcoming work connects to Patrick and Partici-Patrick.
- We will learn about the features of a newspaper article.

Materials

- Safe as Houses by Eric Walters
- Parking Lot (see Before Reading for details)
- Sticky notes
- Map of Ontario
- Gr. 6 BLM 2: Character Inferences
- 3 copies of pages 1-12 Safe as Houses
- 3 copies of pages 13-24 Safe as Houses

Before Reading

*Show students the novel Safe as Houses by Eric Walters. Look at the front and back covers and discuss what you see. Ask, *What do you think the title means? What do you know about the author? What does the front image remind you of?*

Students should point out the following:

- Texture on the front cover
- Flowing lines
- Title sinks below the lines
- Subtitles are written in a wavy way
- Red Maple award

Based on all of this:

- *What do you think this story might be about?*
- *What questions do you have?*

Read the first sentence on the top of the back cover:

- *Does this connect to what we thought the story might be about?*
- *Do we need to alter/amend our prediction?*

Parking Lot

Introduce the Parking Lot Strategy. The Parking Lot consists of a sheet of chart paper divided into two columns: Questions/Comments. While the teacher is reading aloud, students use post it notes to record questions and comments. When the read aloud is finished for the day, the teacher invites students to put post its on the Parking Lot. The teacher can visit the Parking Lot at any time when there are a few extra minutes. The purpose of the Parking Lot is to allow students to have their questions and ideas respected, but not in a way that interferes with the flow of the reading. Post the Parking Lot somewhere prominently in the classroom and ensure that students have access to post it notes prior to beginning the read aloud.

Mapping

Ask students to listen for locations that are mentioned in the story. Students can keep a list as you read which will be added to a large class list. Tell students that you will be mapping locations on a map of Ontario and then the Toronto area in order to give visual meaning to the text. (This will be ongoing throughout the reading of the novel).

During Reading

Read Toronto Daily Star

This headline is found on an unnumbered page just before the story starts.

Show the page to the students (an Elmo would be the best tool to do this). Discuss by asking the following questions:

- What kind of text is this (newspaper headline)?
- How do you know (students will describe features of text)?
- What information is explicitly stated in the headline?
- What inferences can we draw based on the information in the headline?

- Why is the page unnumbered?
- What do you think the relevance is of this headline to the story we are about to read?

Read Aloud

Read Chapter 1, pages 1-24 to the class.

This introductory chapter is quite long and filled with excellent think-aloud sections and discussion starters. You may choose to read the chapter aloud in its entirety and read a second time with pauses for thinking aloud and discussions. Alternatively, you may choose to break the chapter into two sessions.

After Reading

Relate to the Courage Theme

Reread the following excerpt taken from page 8 of *Safe as Houses*.

Suzie slowed down as we got closer to the river. She was always nervous around the bridge. She didn't like crossing it. Today I wasn't so crazy about it myself, even though it was a big, solid, wood-and-metal construction with high railings on the sides, anchored at both ends in gigantic concrete pilings. It was safe and secure, and there was nothing to worry about, my brain knew that. I just wished my stomach didn't have so many questions.

Think Pair Share

Provide students with the following prompt and have them discuss with a partner.

Suzie and Lizzie are both afraid of crossing the bridge. Lizzie knows the bridge is secure, but it scares her today anyway. Have you ever been in a situation when you knew you shouldn't be, but were scared anyway? What did you/could you have done to show courage in the situation?

Inferring

Tell students that they will examine the first chapter to uncover character traits of Lizzie, David, and Suzie. They will need to identify whether the determination of a trait was done through explicit or implicit evidence from the text and record responses in the appropriate column of the chart (Gr. 6 BLM2: Character Inferences).

Divide students into 6 groups (2 for each character). Provide groups 1-3 with photocopy of p1-12 and groups 4-6 with a

photocopy of pages 13-24. Assign each group a character to focus on (groups 1 and 4 will do the same character with group 1 using pages 1-12 and group 4 using pages 13-24). Provide each group with the graphic organizer: Gr. 6 BLM 2: Character Inferences. Provide groups ample time to read and review the content of their reading selection and complete the organizer. This activity could take several sessions. Be sure to provide students with an opportunity to orally share their findings and a space to post their work for others to view.

Assessment

Review of the Character Inferences worksheet will give teachers a clearer understanding of what students already know about implicit and explicit inferences. You can use a checklist to keep track of those who seem to have a good preliminary understanding of the concepts, those who confuse the two, and those that have not developed an understanding of either.

Session 3

Continue with the Read Aloud

Expectations

- **Making Inferences/Interpreting Texts (1.5):** Interpret oral texts by using stated and implied ideas from the texts.

Learning Goals

- We will continue to develop an understanding of the three main characters and their traits.
- We will continue to develop an understanding of implicit and explicit clues used to make inferences.
- We will begin to develop an understanding of the decision-making process.

Materials

- Safe as Houses
- Chart paper and markers
- Gr. 6 BLM 3: Decision Making Model

Before Reading

- Review the three main characters and the traits that students identified by using stated and implied clues from the text.
- Tell students that each of the three main characters have to make decisions based on events that they had little or no control over. Lizzie and David carried most of the responsibility for the decision-making, but their decisions affected all three of them.
- Tell students that while you are reading, they should be thinking about the events that occur in the story that require any one or more of the characters to make decisions and to record the decisions that were made.

During Reading

*Read chapter 2, pages 25-33 to the class.

After Reading

Allow students to share their ideas about events that influence decisions and the decisions that the characters made. You may choose to do this in the large group or divide students into smaller groups. If you choose to use smaller groups, have each group identify one decision, perhaps the most difficult one, to share with the larger group afterwards.

Making Decisions

In the large group, tell students that today they will be developing a list of criteria that can be used to guide them in making good decisions.

Success Criteria

Ask students, *When Lizzie and David are required to make decisions, what steps do they follow?* It is not necessary at this time to have the steps listed in chronological order. The idea here is to simply record what things people do when making decisions. Refer to Gr. 6 BML 3: Decision-Making Model for a standard list of steps that you can use to guide your questions to ensure that all of the ideas are included. Once a list is generated, collectively determine most important steps and determine the proper order for making effective decisions. Remind students that the success criteria anchor chart is a working document and that they should be thinking about it when you continue to read *Safe as Houses* so that changes can be made along the way.

Session 4

Continue with the Read Aloud

Expectations

- **Making Inferences/Interpreting Texts (1.5):** Interpret oral texts by using stated and implied ideas from the texts.

Assessment

As a whole group task, you can make anecdotal notes regarding students use of the decision making model.

Learning Goals

- We will use our co-constructed success criteria to help us make good decisions.

Materials

- Success criteria: making decisions
- Safe as Houses
- Chart paper and markers

Before Reading

Tell students, *Last class we worked together to develop a list of success criteria that would be used to guide us in making good decisions. I have used that list to make a worksheet that you can keep for reference. Today, I want you to think about the decisions that are made in this chapter and later we will compare what steps the character used in making decisions and determine the effectiveness of the decision and whether or not anything else should have been considered when making the decision.*

During Reading

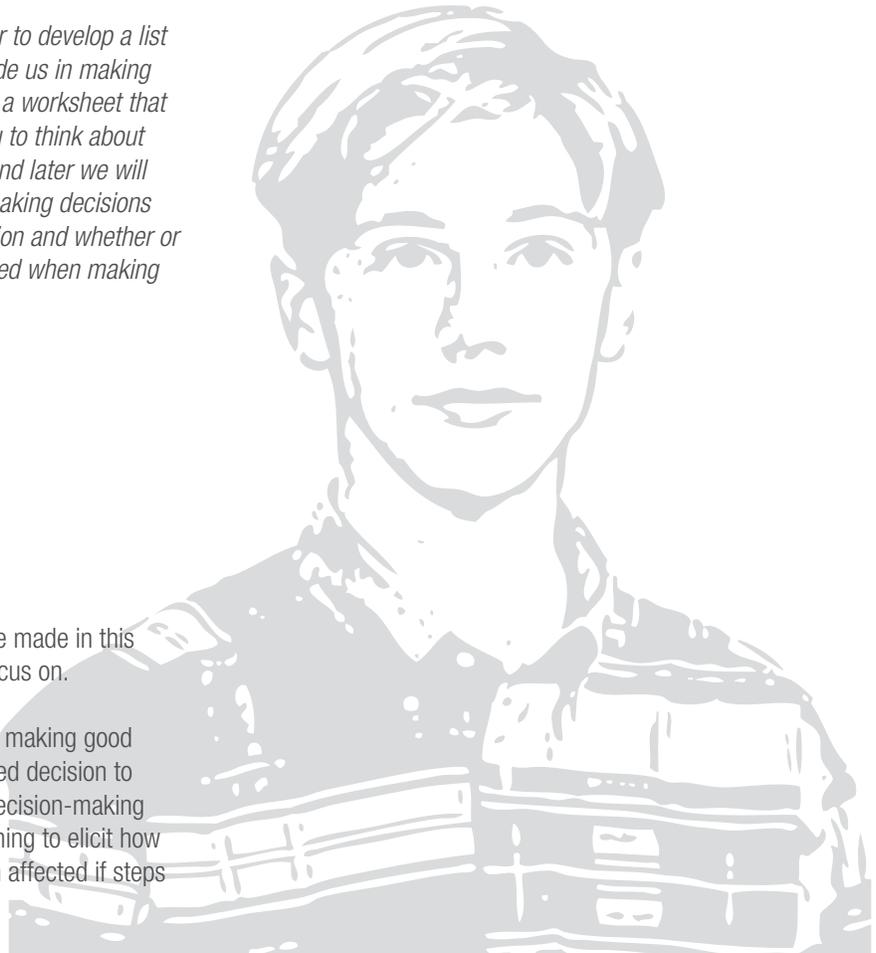
*Read chapter 3, pages 24-48 to the class.

After Reading

Brainstorm

Briefly brainstorm a list of decisions that were made in this chapter. Collectively select one decision to focus on.

Have students review the success criteria for making good decisions. Collectively deconstruct the selected decision to identify if and how each of the steps in the decision-making model were followed. Be sure to use questioning to elicit how the outcome of the decision might have been affected if steps were skipped.



Session 5

Continue with the Read Aloud

Expectations

- **Making Inferences/Interpreting Texts (1.5):** Interpret oral texts by using stated and ideas from the texts.

Learning Goals

- We will learn about different kinds of questions and how to ask good questions that will generate authentic dialogue.
- We will learn how to use a Questioning Matrix.

Materials

- Safe as Houses
- Sticky notes
- Questioning chart (on chart paper)
- Grade 6 BLM 4: Questioning Matrix

Before Reading

Tell students that today they will be learning about two different kinds of questions: literal questions and higher-order questions.

During Reading

Read chapters 4, pages 49- 61 to the class.

After Reading

Questioning

Today students will learn how to ask good questions. This activity is designed in preparation for the culminating task to support student choice of topic and to assist in using the decision-making model effectively.

Questioning Matrix

- Present students with the Questioning Matrix (see Gr. 6 BLM 4: Questioning Matrix). This matrix is used to provide students with opportunities to identify and develop literal and higher-order questions. (Note that this aligns well with the notion of inferencing using explicit and implicit details from a text). Review the matrix noting that the farther down

one goes on the vertical matrix coupled with using words toward the far right of the horizontal axis results in the beginning of the highest-order question one can ask. For example, using the word 'how' from the vertical axis and 'might' from the horizontal axis coupled together as 'how might' is the beginning of an open-ended question that will require higher-order thinking to answer. Students will have to use both explicit and implicit clues from the text along with their prior knowledge and personal experience in order to respond. Conversely, choosing a word at the top of vertical axis and the far left of the horizontal axis will result in a literal and lower-order question.

- Remind students that both kinds of questions are essential when deconstructing text of any kind.
- Provide each student with a few small sticky notes. Reread a passage of the text – a few pages of your choice or, if confident that students are familiar enough with the text allow them to use what they remember from previous readings. Have each student compose one lower- order question and record on a sticky note. Allow a couple of minutes for students to complete the task. Ask for volunteers to pose their questions to the class. The purpose of this is two-fold: first, to collectively determine whether or not the question is lower-order and second, to assess recall of facts from the text. This part of the process is important also because not all questions fit the pattern described. Sometimes, using combinations of words intended to create lower-order questions require higher-order thinking skills to respond to. A discussion around exceptions to the rule would be important at this point.
- As students share their questions, have them place in the cell that corresponds to the first two words of their question.
- Repeat the process, this time asking students to compose higher-order questions.
- Discuss with students the kinds of questions that interviewers might ask their interview subjects. Would they use only lower-order questions? Higher-order questions? You want students to draw the conclusion that a combination of both kinds of questions is useful when examining the different sources of information that are used to make decisions.

5 Ws of Interviews

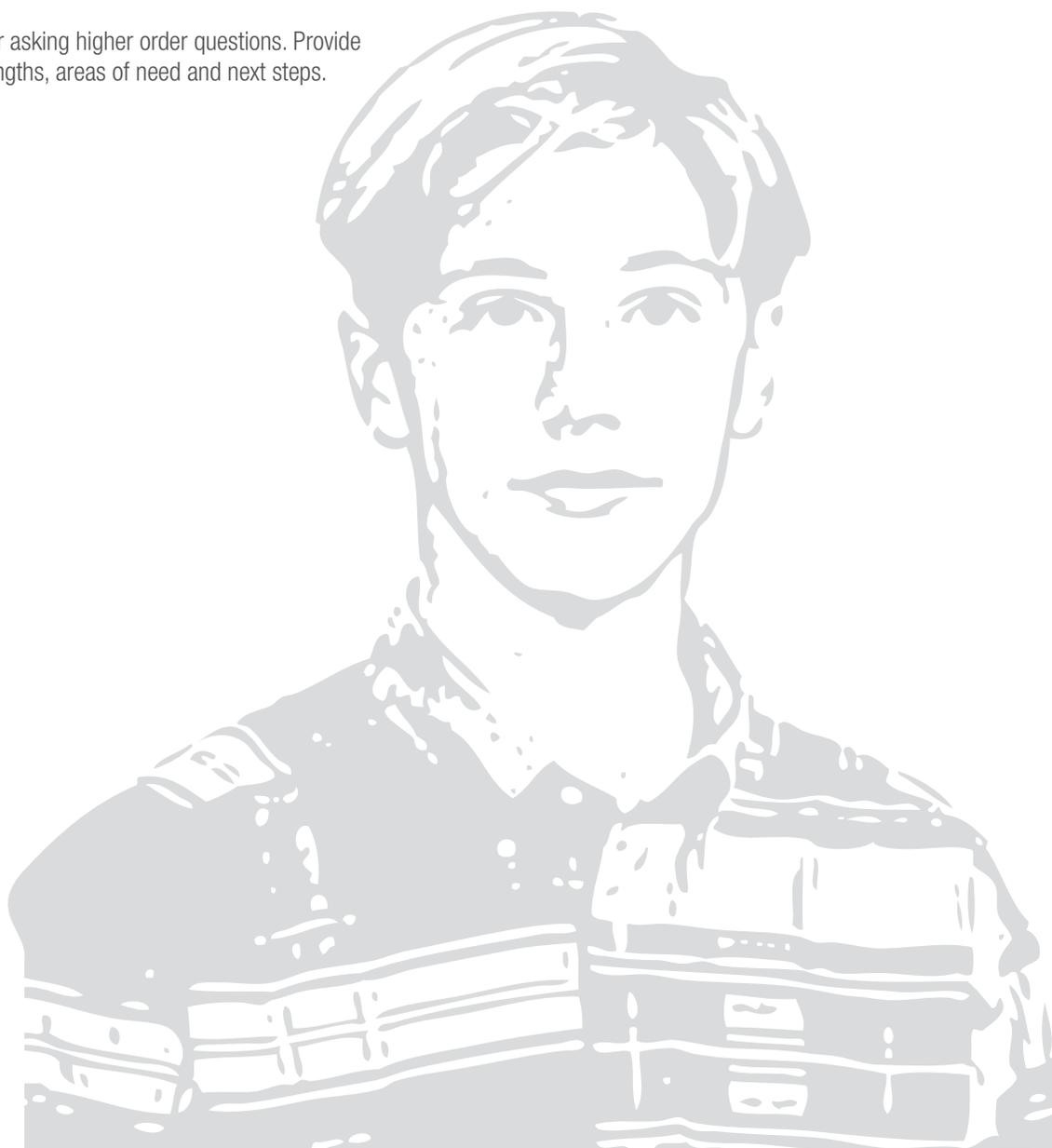
Review the 5 Ws with students (who, what, where, when, why) and underline on the questioning matrix's vertical axis. Tell students that interviewers usually ask questions that address each of the Ws.

Present students with the following task:

Using what you know about the questioning matrix and the 5 Ws, choose one character from the text and develop a list of questions that you would ask if you were a reporter.

Assessment

Use the criteria for asking higher order questions. Provide feedback on: strengths, areas of need and next steps.



Session 6

Continue with the Read Aloud

Expectations

- **Making Inferences/Interpreting Texts (1.5):** Interpret oral texts by using stated and implied ideas from the texts.
- **Point of View (1.9):** Identify the point of view presented in texts; determine whether they can agree with the view, in whole or in part; and suggest some other possible perspectives.

Learning Goals

- We will learn how different people perceive the same event in different ways.
- We will learn how perspective influences how a story gets told.

Materials

- Safe as Houses
- Chart paper and markers

Before Reading

Point of View/Voice

- Tell students, *Today we are going to examine how an event can be perceived differently by different characters and how one's perspective influences how a story is told. When reading we look for point of view or perspective, but when we write, we use voice to tell our point of view or perspective.*
- Tell students, *While I am reading today, I want you to choose a character and listen for the things the author does so that you know exactly what the character's point of view is.*

During Reading

Explain to students that they can consider the point of view of their character while listening to the read aloud. Students can jot notes as the read aloud takes place.

Read Chapter 5, pages 62-76 to the class.

After Reading

Writing with Voice

Begin developing a list of success criteria for writing with voice.

Assessment

The success criteria will become the criteria for the assessment tool. Monitor the ideas generated carefully to ensure that they reflect all of the points needed for students to be able to effectively write with voice.



Session 7

Continue with the Read Aloud

Expectations

- **Developing Ideas (1.2):** Generate ideas about a potential topic and identify those most appropriate for the purpose.
- **Making Inferences/Interpreting Texts (1.5):** Interpret oral texts by using stated and implied ideas from the texts.
- **Form (2.1):** Write longer and more complex texts using a wide range of forms.
- **Voice (2.2):** Establish a distinctive voice in their writing appropriate to the subject and audience (e.g., use punctuation, dialogue, and vivid language to create a particular mood or tone).

Learning Goals

- We will continue to build on our understanding of how good decisions are made.
- We will generate ideas for writing.
- We will learn how to write with voice.

Materials

- Safe as Houses
- Chart paper and markers
- Gr. 6 BLM 5: Different Character/Different Perspective

Before Reading

Today we are going to be considering how one event can influence different people in different ways. Depending on the character and his/her role, the reasons for making certain decisions and the actual decisions that are made might differ. We are going to use our knowledge of perspective and point of view to help us decide how different characters might respond to one situation.

During Reading

Read chapter 6, pages 77-93 to the class.

After Reading

The conversation about the rising water on pages 77-79 between Lizzie and David affects all of the characters in the story, but in different ways. In this activity, you will consider the conversation through a variety of lenses and reflect on how characters will be affected differently. When engaging in the activity, you will need to try to get into the shoes of the character, to consider what their life circumstances are and how they might influence their reactions to the perpetually rising water.

Brainstorming

Brainstorm a list of characters (David, Lizzie, Suzie, David's mom, David's dad, Lizzie's mom, Lizzie's dad) that have been affected in some way by the rising water. Put the name of one character on the top of a piece of chart paper and repeat for all characters. Post the charts in the classroom in easy-to-reach spaces. Divide the class into groups (the number of groups will depend on the number of characters generated in the brainstorm).

Point of View

Think about your character – try to get into the shoes of your character by considering what you know about the character including both explicit and implicit information in the text. Direct each group to select a chart and proceed to that area. Each group needs to respond to the following questions:

- How has your character been affected by the rising water?
- How will the rising water make your character feel?
- What decisions might you have to make because of the rising water?
- Provide students with a copy of Grade 6 BLM 5: Different Character/Different Perspective as a reference.

Sharing

Students should be given opportunities to share their responses.

Session 8

Continue with the Read Aloud

Expectations

- **Developing Ideas (1.2):** Generate ideas about a potential topic and identify those most appropriate for the purpose.
- **Form (2.1):** Write longer and more complex texts using a wide range of forms.
- **Voice (2.2):** Establish a distinctive voice in their writing appropriate to the subject and audience (e.g., use punctuation, dialogue, and vivid language to create a particular mood or tone).

Learning Goals

- We will learn how to view an event through the eyes of two different characters.
- We will generate ideas for writing.
- We will learn how to write with voice.

Materials

- Safe as Houses
- Success criteria for writing with voice
- Chart paper and markers

Before Reading

Tell students that today we are going to consider the perspective of an event as told using the voice of one character. Then we are going to identify a second character and describe the same event using the voice of the second character.

During Reading

Read Chapter 7, pages 94 - 106 to the class.

After Reading

Writing with Voice

Refer students back to the success criteria started two sessions ago. Ask students if there is anything they want to add or change. Remind students of last session's activity. Students will need to draw on the knowledge and

understanding of both activities in order to complete the following activity.

Modeling

Ask students to name one event in the story and identify whose point of view it represents. Brainstorm a list of other characters in the story who because of who they are, would tell the story using different details. Collectively rewrite the event from the second character's perspective accessing the success criteria for writing with voice to ensure accuracy.

Small Group Discussion

Divide students into small groups of 4.

Tell students that they can choose any event in the story thus far. They will need to do the following:

Task

- Locate a section of the text that could be told differently from another person's point of view. The idea is to find a section of the text (or maybe the whole reading) and then retell it from someone else's perspective. Students might choose to write from the point of view of another character in the story or maybe someone/something totally unrelated (but that everyone in the class would know about).

Students need to include information about:

- Text that was used (page and paragraph numbers)
- Current point of view (character's name)
- New point of view (character's name)

Assessment

Use the success criteria to guide comments regarding strengths, areas of need and next steps.

Session 9

Continue with the Read Aloud

Expectations

- **Making Inferences/Interpreting Texts (1.5):** Interpret oral texts by using stated and implied ideas from the texts.
- **Extending Understanding (1.6):** Extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them.

Learning Goals

- We will consolidate the examples of Courage we have encountered thus far in the unit.
- We will use a graffiti strategy to share and consolidate our ideas.
- We will continue to develop our inference-making skills.

Materials

- Safe as Houses
- Chart paper and markers

Before Reading

Discuss with students examples of courage that have emerged in this story thus far as well as situations in which a character had to make a decision. Tell students, *While I'm reading today, I want you to continue to listen for examples of courage and decision-making. We will be using these examples to help us with our follow-up activity.*

During Reading

Read Chapter 8 pages 107-120 to the class.

After Reading

Graffiti

- Graffiti is a collaborative learning strategy that can be used before or after a read aloud (or any other reading related instructional approach). Students will work in groups to generate and record ideas on chart paper.

- Post enough chart paper up in the classroom so that there is one per group. Discuss with students the examples of courage from 'before reading' discussion and from today's read aloud. Tell students that they can choose one example and write on the chart. They then brainstorm specific words that come to mind when thinking about this example. Students might choose to use images, icons, or symbols to represent their thinking as well. Students will use the graffiti strategy to deconstruct some of the examples of courage that have emerged in the text thus far. Specific reference might be focused on making good decisions or on the issues of survival or natural disasters.
- The groups will travel in rotation from chart to chart, writing responses to the topic and add to the comments previously written by other groups. Be sure to have groups use the same colour marker at each chart so that all students will be able to connect responses from one chart to the other based on colour.
- When finished, each group returns to the first chart that they worked on. The group reviews the text and ensures that each item can be easily explained. Groups are given a couple of minutes to report to the large group. While this is occurring, students think about and record three points (interest, wonder, concern, question) as an independent task.

Session 10

Continue with the Read Aloud

Expectations

- **Making Inferences/Interpreting Texts (1.5):** Interpret oral texts by using stated and implied ideas from the texts.
- **Extending Understanding (1.6):** Extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them.

Learning Goals

- We will use what we know about making decisions to react quickly to a situation.
- We will continue to develop our inference-making skills.

Materials

- Safe as Houses
- Labels: strongly agree, agree, strongly disagree, disagree

Before Reading

In this activity, students will use their knowledge and understanding about the decision-making process in order to make quick, yet effective decisions and be able to support their decision.

During Reading

Read chapter 9 pages 121-130 to the class.

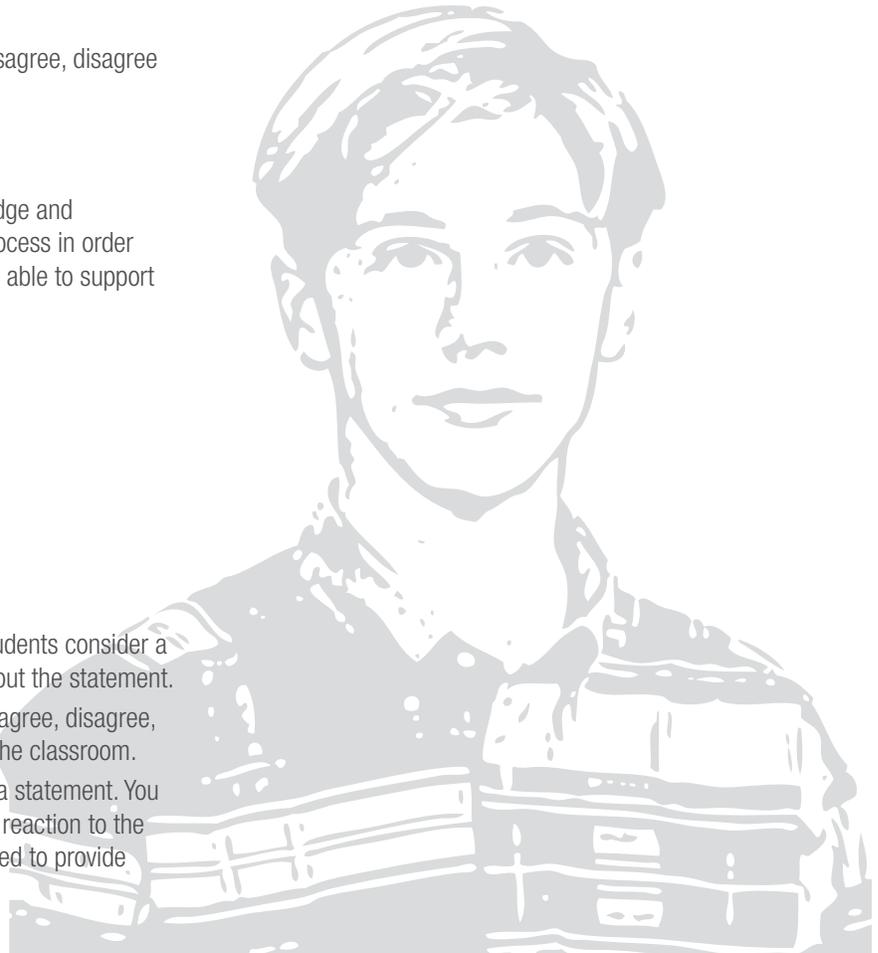
After Reading

Four Corners

- Use the Four Corners strategy to have students consider a statement and make a quick decision about the statement.
- Post the following terms: strongly agree, agree, disagree, strongly disagree, one in each corner of the classroom.
- Tell students that you are going to make a statement. You will then give them time to consider their reaction to the statement. Remind students to be prepared to provide

support for their statement. Point out the choices as indicated on the postcards in each corner of the room.

- Have students decide whether they strongly agree, agree, disagree, or strongly disagree with the following statement:
- David, Lizzie, and Suzie should have done something to help the Van Dykes.
- Give students some time to consider their reactions and move to the appropriate corner. In those groupings, students should discuss the reasons supporting their decision. Allow five or ten minutes for the discussion. Allow one representative from each corner to share the findings of the group. After all arguments are made, students should be allowed to move to a different corner if the presentation of the findings gave them evidence to change their minds.



Session 11

Continue with the Read Aloud

Expectations

- **Making Inferences/Interpreting Texts (1.5):** Interpret oral texts by using stated and implied ideas from the texts.

Learning Goals

- We will use visualization and illustration as a means of expressing our understanding of the text.
- We will continue to develop our inference-making skills.

Materials

- Safe as Houses
- Drawing paper and pencils

Before Reading

In this activity, students will be given an opportunity to use a visualization strategy and related illustration strategy to represent their understanding of a selected event in the reading. Students will need to make inferences in order to make meaning when engaging with one another's visual representations.

During Reading

Read chapter 10, pages 131-142 to the class.

After Reading

Sketch-to-Stretch

- Students will be asked to sketch to allow for nonverbal responses to the text and to provide a platform for discussion of the text. In this strategy students visualize a passage of text and interpret it their own way through drawing.
- Begin by introducing the Sketch-to-Stretch strategy by modeling the process for students. Make quick sketch (realistic or symbolic) of something related to the text that you found interesting or important. Remind students that you will be limiting the amount of time allowed for the activity so that students don't spend too much time

focusing on the 'art' aspect. It is important to remind students that they can create a literal representation of the text, but they can also make graphs or other symbolic representations. Depending on your class, students will often default to drawing pictures so it would be helpful for you to model the sketching of a graph, chart or other symbolic representation.

- Allow students time to Sketch-to-Stretch based on today's reading. Afterwards, divide students into small groups of 3-5. Once in their groups, members show their sketches to other. Each student invites others to respond to their sketches. Possible guiding questions are as follows: "What do you think my sketch represents?" "What part of the story does my sketch relate to?" After others give their responses, the illustrator should connect their sketch to the part of the text that it represents.

Shared Reading

As described earlier, the Shared Reading component of this unit focuses on a variety of media texts specifically related to HIV/AIDS and reflects the Fortin's wishes to ensure that educating children about HIV/AIDS should minimize fear of the disease, teach about prevention, and empower youth to know and understand that they can make a difference. The shared reading texts connect mostly to Patrick 4 Life media resources, but include other web-based resources as well. The shared reading component is necessary for the culminating task as it teaches students about the different ways in which the media, particularly the Internet, can be used to communicate a message.

Session 1

Introduction to Patrick 4 Life Website

Introduce Patrick 4 Life

Using a SmartBoard/Data Projector, bring students to the Patrick 4 Life website. Collectively generate a list of the various features of the website (tabs, links, icons etc). Look at the content of the site.

Expectations

- **Purpose and Audience (1.1):** Explain how a variety of media texts address their intended purpose and audience.
- **Making Inferences/Interpreting Messages (1.2):** Interpret media texts, using overt and implied messages as evidence for their interpretations.
- **Responding to and Evaluating Texts (1.3):** Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts.
- **Form (2.1):** Describe in detail the main elements of some media forms.

Learning Goals

- We are going to learn more about Patrick and the Patrick 4 Life organization.
- We are going to learn about the features of a website.

Materials

- Laptop and data projector or Smartboard
- Gr. 6 BLM 6: Websites

Before Viewing

Tell students: *Today we are going to explore the Patrick 4 Life website. We are going to be learning about Patrick Fortin and*

the organization that currently works to keep his message alive. We are also going to be examining the features of a website so that we will know what to include if we decide to create a website for our culminating task.

During Viewing

Using a data projector or SmartBoard, go to:
www.P4L.ca

Scroll around the website and generate a discussion about who Patrick was, what the Patrick 4 Life organization is and does, as well as what things (features) make a website. Create a three-column chart to record students' ideas.

Large Group Discussion

Some questions you might consider asking include:

- What do you like about this website?
- What would you change?
- What features do you notice that make up the website?
- What features must a good website have?

After Viewing

Distribute Gr. 6 BLM 6: Websites and have students record information generated during this session. You might want to consider having someone type the information into a word document and then print for students. Alternatively, you might consider distributing the BLM at the During Viewing segment so students can record information as it is generated.

Assessment

Using a checklist, record task completion as well as any areas where students require further reinforcement.

Session 2-6

Exploring YouTube Videos

Duration

You can use any or all of these videos in your Shared Reading experiences. You will need to spend at least three sessions on this part of the learning.

Expectations

- **Purpose and Audience (1.1):** Explain how a variety of media texts address their intended purpose and audience.
- **Making Inferences/Interpreting Messages (1.2):** Interpret media texts, using overt and implied messages as evidence for their interpretations.
- **Responding to and Evaluating Texts (1.3):** Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts.
- **Form (2.1):** Describe in detail the main elements of some media forms.

Learning Goals

The learning goals for each lesson will be:

- To learn about the use of YouTube as a means of spreading a message.
- To learn about the courageousness of Patrick and the importance of Patrick4Life.

The expectations, learning goals, before and after segments, and assessment of the lessons remain the same – the only difference is the YouTube video.

Materials

- Laptop and data projector or Smartboard
- Gr. 6 BLM 7: YouTube

Before Viewing

Tell students: *There are many digital formats authors can use to communicate messages. To begin our exploration we will look at a variety of YouTube videos that use different techniques and strategies to enhance a message. After we view each of the videos we are going to create and then add*

to a chart of success criteria that identifies the features of a digital video so that if you decide to create a YouTube video for our culminating task, you will know what to include.

During Viewing

Viewing YouTube

Choose a YouTube video from the list below.

After Viewing

Features of Text

Discuss the features of the video.

- What strategies were used to make the message clear?
- What techniques enhanced the quality of the video?
- Was there anything that could have been added to make the video more appealing?
- Was there anything in the video that interfered with meaning making? (students would want to make sure that their own videos considered this).

While the discussion is in progress, the teacher will need to assist students in making connections between answers to the above questions and the success criteria needed for creating effective YouTube videos.

Distribute BLM and have students copy the success criteria with a brief explanation for the importance/purpose of each criteria.

Assessment

Review the Gr. 6 BLM 7: YouTube Videos to ensure that students know what the features of YouTube videos are as well as an understanding of the purpose of each of those features.

YouTube Videos

Go to: P4L.ca

Scroll down to the bottom right side of the page where the YouTube links are found. Click on the link: Find us at YouTube. Here you will find a list of YouTube videos, any of which will be suitable for your grade 6 students. Below is a list of the videos with a brief description. The videos are listed in a certain order that makes sense for this unit.

An Introduction to Patrick 4 Life

Be sure to preview this video. The content is excellent for describing who Patrick was and why we should educate our children about HIV/AIDS. There are some images that might alarm students.

Patrick's Dream

In this video, Christine Fortin describes her work with Patrick 4 Life organization as 'easy' work. She talks about how Patrick's attitude of acceptance and courage has shaped the way in which she spreads the message.

Patrick 4 Life 3cars

In this video, Christine Fortin talks about Patrick's acceptance of his illness, his optimism, and courage.

Patrick 4 Life 1.wmv Nipissing MPP Monique Smith

Discusses the launch of Patrick's Dream and the strength and importance of the Patrick 4 Life program in the community.

Patrick 4 Life 2.wmv with Minister of Education, Leona Dombrowsky

In this video, the Minister talks about the launch of Patrick's Dream, and the Patrick 4 Life program as a movement.
****Consider stopping the video at 1.45 as the Minister talks about the issue of sex education in the curriculum which does not connect in any important way to this unit.

Patrick 4 Life 3.wmv Rebecca Upjohn

Ms. Upjohn connects to the Fortin's as a parent. She describes how she is inspired by Patrick's story. In her message, she reminds us that we cannot assume that children know enough about HIV/AIDS to prevent it and therefore education is important.

Patrick's Dream 2

A teacher describes the value and importance of Patrick 4 Life and Participi-Patrick.

Patrick's Dream 3

A teenager describes how Patrick 4 Life has a simple message that is easily achievable.

Patrick's Dream 4

This video connects the HIV/AIDS issue to the Aboriginal population.

Patrick 4 Life

Describes the book Patrick's Wish and how it got started. Briefly describes HIV/AIDS education including risks and prevention.

After Viewing

Distribute Gr. 6 BLM 7: YouTube and have students copy the success criteria with a brief explanation for the importance/purpose of each criteria.

Assessment

Review the BLM to ensure that students know what the features of YouTube videos are as well as an understanding of the purpose of each of those features.



Session 7

Luyongo: Living with HIV

Expectations

- **Purpose and Audience (1.1):** Explain how a variety of media texts address their intended purpose and audience.
- **Making Inferences/Interpreting Messages (1.2):** Interpret media texts, using overt and implied messages as evidence for their interpretations.
- **Responding to and Evaluating Texts (1.3):** Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts.
- **Form (2.1):** Describe in detail the main elements of some media forms.

- Whose voice is represented in this text?
- Are there any other voices that you would like to hear?

After Viewing

Distribute Gr. 6 BLM 7: YouTube and have students copy the success criteria with a brief explanation for the importance/purpose of each criteria.

Assessment

Review the BLM to ensure that students know what the features of YouTube videos are as well as an understanding of the purpose of each of those features.

Learning Goals

- We will continue to learn about YouTube as a digital way to communicate a message.

Materials

- Laptop and data projector or Smartboard
- Gr. 6 BLM 6: Websites

Before Viewing

Tell students that they will be viewing another YouTube video, this time from the perspective of a young boy who is living with HIV.

During Viewing

Show students the following YouTube video.

<http://www.youtube.com/watch?v=GANLE0r7Vvw>

After Viewing

Discuss the following questions with the students:

- What kind of text is this?
- How do you know? (features).
- What made this text effective/informative?
- What strategies might have been used to improve the quality of the text?



Session 8

Exploring Blogs

Expectations

- **Purpose and Audience (1.1):** Explain how a variety of media texts address their intended purpose and audience.
- **Making Inferences/Interpreting Messages (1.2):** Interpret media texts, using overt and implied messages as evidence for their interpretations.
- **Responding to and Evaluating Texts (1.3):** Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts.
- **Form (2.1):** Describe in detail the main elements of some media forms.

Learning Goals

- We will learn about blogs as a digital way to communicate a message.

Materials

- Laptop and data projector or Smartboard
- Gr. 6 BLM 8: Blogs

Before Viewing

Remind students: *There are many digital formats authors can use to communicate messages. So far we've seen a lot of YouTube videos that have used a variety of techniques and strategies to enhance a message. Today, we are going to look at another digital text: Blogs.*

During Viewing

Go to: http://www.blogto.com/city/2006/09/patrick_4_life_runs_the_waterfront_marathon/

Scroll through the blog site and identify all features of a blog. Record on chart paper and keep handy as an anchor chart with success criteria for creating a blog.

After Viewing

Distribute Gr. 6 BLM 8: Blogs and have students copy the success criteria with a brief explanation for the importance/purpose of each criteria.

Assessment

Review the BLM to ensure that students know what the features of Blogs are as well as an understanding of the purpose of each of those features.

Session 9

Website Information Page

Expectations

- **Purpose and Audience (1.1):** Explain how a variety of media texts address their intended purpose and audience.
- **Making Inferences/Interpreting Messages (1.2):** Interpret media texts, using overt and implied messages as evidence for their interpretations.
- **Responding to and Evaluating Texts (1.3):** Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts.
- **Form (2.1):** Describe in detail the main elements of some media forms.

Learning Goals

- We will learn about Information Pages as a digital way to communicate a message.

Materials

- Laptop and data projector or Smartboard
- Gr. 6 BLM 9: Website Information Pages

Before Viewing

Tell students: *We are exploring the many digital formats authors can use to communicate messages. So far we've seen a lot of YouTube videos and a Blog that used a variety of techniques and strategies to enhance a message. Today, we are going to look at another digital text: Information Pages.*

During Viewing

Go to: <http://www.hemophilia.ca/en/our-stories/patrick4life--full-moon-wish/>

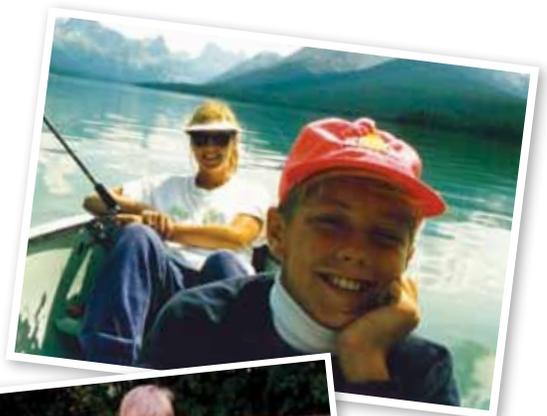
Scroll through the site and identify all features of an Information Page. Record on chart paper and keep handy as an anchor chart with success criteria for creating an Information Page.

After Viewing

Distribute Gr. 6 BLM 9: Website Information Pages and have students copy the success criteria with a brief explanation for the importance/purpose of each criteria.

Assessment

Review the BLM to ensure that students know what the features of Information Pages are as well as an understanding of the purpose of each of those features.



Session 10

Digital News Article

Expectations

- **Purpose and Audience (1.1):** Explain how a variety of media texts address their intended purpose and audience.
- **Making Inferences/Interpreting Messages (1.2):** Interpret media texts, using overt and implied messages as evidence for their interpretations.
- **Responding to and Evaluating Texts (1.3):** Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts.
- **Form (2.1):** Describe in detail the main elements of some media forms.

Learning Goals

- We will learn about News Articles as a digital way to communicate a message.

Materials

- Laptop and data projector or Smartboard
- Gr. 6 BLM 10: Digital News Article

Before Viewing

Tell students: *As we continue to explore the many digital formats authors can use to communicate messages, we see how certain formats use particular features. As we continue to explore these different formats, you should be starting to think about the one that makes most sense to you as you will need to choose a format to communicate a message in the Culminating Task. Today, we are going to look at a Digital News Article.*

During Viewing

Go to any one or all of the following:

<http://www.kapuskasingtimes.com/2012/10/24/patrick-4-life-reaches-over-12-000-students>

<http://www.nugget.ca/2010/04/16/students-set-begin-partici-patrick-marathon>

<http://www.baytoday.ca/content/news/details.asp?c=25193>

<http://www.northbaynipissing.com/2012/04/area-students-launch-partici-patrick-2012/>

Scroll through the site and identify all features of a Digital News Article. Record on chart paper and keep handy as an anchor chart with success criteria for creating a News Article.

After Viewing

Distribute Gr. 6 BLM 10: Digital News Articles and have students copy the success criteria with a brief explanation for the importance/purpose of each criteria.

Assessment

Review the BLM to ensure that students know what the features of Digital News Articles are as well as an understanding of the purpose of each of those features.

Session 11

Patrick 4 life on Facebook

Expectations

- **Purpose and Audience (1.1):** Explain how a variety of media texts address their intended purpose and audience.
- **Making Inferences/Interpreting Messages (1.2):** Interpret media texts, using overt and implied messages as evidence for their interpretations.
- **Responding to and Evaluating Texts (1.3):** Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts.
- **Form (2.1):** Describe in detail the main elements of some media forms.

Learning Goals

- We will learn about Facebook as a digital way to communicate a message.

Materials

- Laptop and data projector or Smartboard
- Gr. 6 BLM 11: Facebook Page

Before Viewing

Tell students: Facebook is one of the most frequently used methods of sharing information digitally. Many of you have your own Facebook pages. Today, we are going to look at the Patrick4Life Facebook page to see what the messages are and what strategies are used to effectively communicate a message.

During Viewing

Go to: <https://www.facebook.com/patrick4lifeorg>

Scroll through the site and identify all features of a Facebook page. Record on chart paper and keep handy as an anchor chart with success criteria for creating a Facebook Page.

After Viewing

Distribute Gr. 6 BLM 11: Facebook and have students copy the success criteria with a brief explanation for the importance/purpose of each criteria.

Assessment

Review the BLM to ensure that students know what the features of Facebook pages are as well as an understanding of the purpose of each of those features.

Session 12

Culminating Task

Connecting to the theme

Tell students that there have been many issues of courage that have emerged in the story so far. In many of these cases, courage emerged through selfless acts on the part of others who were attempting to help those in need. Allow students to identify a couple of examples and record on the board. Tell students that being critically literate means more than just acknowledging the existence of people in need – that developing a plan of action in an effort to make a difference is important.

Scaffolding

Tell students: *Through the research we did in this unit, and the discussions we've had about courage and courageous people we have identified many examples in the world around us where courage and making good decisions about how to act in difficult situations saved peoples' lives. Now we are going to brainstorm a list of those events to work from in our final activity.*

Have students brainstorm a list of world events where courage and good decision-making skills were demonstrated.

Large Group

Choose one of the issues from the board and work through the process collectively so students have an example of what is expected. Modeling the process for students or completing the process interactively is a necessary support of future student success.

Students will search for a current issue or event occurring in the world that will require courage in order to assist or respond. An example might include the collapse of the mall in Elliot Lake and the fact that the mall owners will not pay for the mall to be stabilized so that owners can recover inventory, cash from tills or important documents. It will be important at this time to collectively develop a short list of criteria that their chosen event will need to include. For example, identifying Hurricane Sandy as an event requiring a response of courage and good decisions is not enough. Students will need to identify an associated issue that will require a decision to be made.

Students will be expected to do the following:

- Describe the event and the associated issue.
- Use the decision-making model to determine how they would respond if they were responsible.

- Describe how courage would assist them in making a good decision.
- Determine a strategy for presenting their ideas. Students might choose to create any one of the digital texts explored in the Shared Reading lessons.

Assessment

Once the assignment is shared with the students, the group should collectively decide how the assignment will be evaluated by developing a checklist, rubric, or other tool.

The teacher will need to spend adequate time at the beginning of the process to ensure that student topics are rigorous and appropriate. The teacher will need to determine the timelines – how much class time will be dedicated to working on the assignment and how much home time will be required.

Presentation

Students will be expected to present their findings to the large group and you may choose to evaluate this piece. Knowledge of appropriate presentation skills will provide the support and knowledge students will need to complete the culminating activity. Collectively co-construct success criteria for making effective presentations. Criteria might include: making eye contact, no fidgeting, using visual aids, speaking clearly, speaking at an appropriate pace, knowledge of material and so on. The success criteria would translate literally into the criteria to be evaluated.

Allow groups to sign up for a presentation slot and to share their findings with their peers.

Independent Work

Students will work through the process modeled above and independently to complete the culminating task.

Physical Education - Connecting to Partici-Patrick

Daily Physical Activity is a significant portion of the Partici-Patrick curriculum and culminates with the Day of Champions. The Physical Education component of your teaching should align with Partici-Patrick. In other words, while you are teaching the multi week unit described above, you should implement the Partici-Patrick Physical Education Component. It is suggested that you do so by starting with the FAIRBALL activity described below and then implementing the program as found at: www.P4L.ca

Expectations

- **A2.1 Daily physical activity (DPA):** participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day.

Before Viewing

In this session, students view another digital text as a means of introducing the physical education component of the unit. Remind students that they have learned about courage by using implicit and explicit clues in a text to make inferences. Remind them about making decisions and the use of voice to convey perspective. Tell students that today, they will continue to make inferences in order to understand how:

- the influence of certain decisions and,
 - the big idea of Courage
- influenced opportunities for children around the world.

During Viewing

Media Connection

Watch the video clip entitled: Fairball from Uganda to Canada available at: http://www.sportsnet.ca/baseball/2012/04/01/fair_ball_baseball_documentary_sportsnet/

After Viewing

After viewing the video engage students in a discussion about some of the topics that connect to this unit particularly:

- Courage: examples and non-examples as presented in the clip
- Making decisions: talk about how the decisions made by one person (group) can significantly influence the lives of another person(group).

Think-Pair-Share

Ask students to engage in Think-Pair-Share to discuss team sports that they may have participated in or that they may like to participate in. Afterwards, draw the large group together and help students to make connections to Partici-Patrick and daily physical activity and healthy, active living.

Tell students the Partici-Patrick program is ten weeks in duration and that everyday they will be exercising for 20 minutes. Students will log the time spent and the type of exercise. At the end of the ten weeks, students will attend the Day of Champions where they will play games, participate in a rally and run 2.2 km. This run is significant because it, along with the daily physical exercise is considered equal to a marathon.

Go to: www.P4L.ca for further information about Partici-Patrick including printable weekly Journals, parent letters, and connections to other relevant information.



Gr. 6 BLM 1: Introducing the Unit Concept Map

Concept Map		
Examples from Experience (text-self)	Big Idea	Non Examples from Personal Experiences
Examples from Texts (text-text)	Brainstorm	Non Examples form Texts
Examples in the World (text-world)	Definition	Non Examples in the World

Gr. 6 BLM 2: Character Inferences

Character	Explicit Clue	Implicit Clue

Gr. 6 BLM 3:

Making Good Decisions and Solving Problems

Providing students with a model for problem-solving and/or decision-making will provide them with the support they need to make informed and effective decisions.

The model suggested below identifies and describes five steps that need to be explicitly taught (using a variety of strategies) to students.

Identify the Problem

Sometimes a problem has more than one component each requiring some thought and perhaps a decision or two. It is important at this first stage to clearly identify all potential aspects of a problem, or mini-problems within a larger problem.

Brainstorm Possibilities

There is often more than one solution to a problem and more than one way to tackle it. Since this is a brainstorming exercise, we are just listing possibilities—there are no value judgments placed on them (in other words, we aren't thinking about whether one idea is better than the other). The more possibilities you have listed, the more options. This isn't always a good thing – too many choices can bog down the decision-making process. Make sure then, that all possibilities are relevant and make sense.

Assess Possibilities

Go back over each brainstormed idea and go through the process of determining whether or not implementation of the idea is possible for you. Once you have weeded out the impossibilities you can think about a rank-order of the leftover choices.

Respond

Based on your rank order options, develop an action plan that you can implement. Remember, some decisions require more than one action so be sure to include plans for each aspect of your problem and related decision.

Evaluate

You will have to decide whether or not your decision was an effective one. You will also need to decide whether or not changes need to be made to the plan. Sometimes a plan needs to be revised and you will need to go back to the brainstorming session to choose alternate possibilities. You will need to reevaluate until your goal is reached.

Gr. 6 BLM 4: Questioning Matrix

This chart is intended to be used as a guide for learning about lower level and higher order questions. Students use one word from each of the matrices to begin a question. The farther to the left and higher on the chart, the lower the level of the question. For example *Who Is* the main character is a low level question with only one response. However, the farther to the right and the lower on the chart, the higher order the question will be. For example *How Might* the main character feel about the event? is higher order and open ended.

- In order to form a question, you first select one word from the left hand side of the Q chart (Who, What, Where, Why, When, How).
- Select a word from the upper column (is, did, can, would, will, might) to form the question.
- Move across and down the chart following the 2 prompts to locate the square where the question will be recorded.

	is	did	can	would	will	might
Who						
What						
Where						
Why						
When						
How						

Gr. 6 BLM 6: Websites

Today we generated a list of features of Websites. Our list is not exhaustive, that means we can add to it or change things as we, collectively, decide to. The list we developed is now our success criteria and we can use it to help us with our work and we can also use it to assess our work. In the chart below, list the items (criteria) in the left column. The middle column will be used when assessing your progress in using the criteria in your work. The right column can be used for teacher feedback.

Criteria	Self Assessment	Teacher Feedback

Gr. 6 BLM 7: YouTube

Today we generated a list of features of YouTube. Our list is not exhaustive, that means we can add to it or change things as we, collectively, decide to. The list we developed is now our success criteria and we can use it to help us with our work and we can also use it to assess our work. In the chart below, list the items (criteria) in the left column. The middle column will be used when assessing your progress in using the criteria in your work. The right column can be used for teacher feedback.

Criteria	Self Assessment	Teacher Feedback

Gr. 6 BLM 8: Blogs

Today we generated a list of features of Blogs. Our list is not exhaustive, that means we can add to it or change things as we, collectively, decide to. The list we developed is now our success criteria and we can use it to help us with our work and we can also use it to assess our work. In the chart below, list the items (criteria) in the left column. The middle column will be used when assessing your progress in using the criteria in your work. The right column can be used for teacher feedback.

Criteria	Self Assessment	Teacher Feedback

Gr. 6 BLM 9: Website Information Page

Today we generated a list of features of Website Information Pages. Our list is not exhaustive, that means we can add to it or change things as we, collectively, decide to. The list we developed is now our success criteria and we can use it to help us with our work and we can also use it to assess our work. In the chart below, list the items (criteria) in the left column. The middle column will be used when assessing your progress in using the criteria in your work. The right column can be used for teacher feedback.

Criteria	Self Assessment	Teacher Feedback

Gr. 6 BLM 10: Digital News Article

Today we generated a list of features of Digital News Articles. Our list is not exhaustive, that means we can add to it or change things as we, collectively, decide to. The list we developed is now our success criteria and we can use it to help us with our work and we can also use it to assess our work. In the chart below, list the items (criteria) in the left column. The middle column will be used when assessing your progress in using the criteria in your work. The right column can be used for teacher feedback.

Criteria	Self Assessment	Teacher Feedback

Gr. 6 BLM 11: Facebook

Today we generated a list of features of Facebook. Our list is not exhaustive, that means we can add to it or change things as we, collectively, decide to. The list we developed is now our success criteria and we can use it to help us with our work and we can also use it to assess our work. In the chart below, list the items (criteria) in the left column. The middle column will be used when assessing your progress in using the criteria in your work. The right column can be used for teacher feedback.

Criteria	Self Assessment	Teacher Feedback



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