

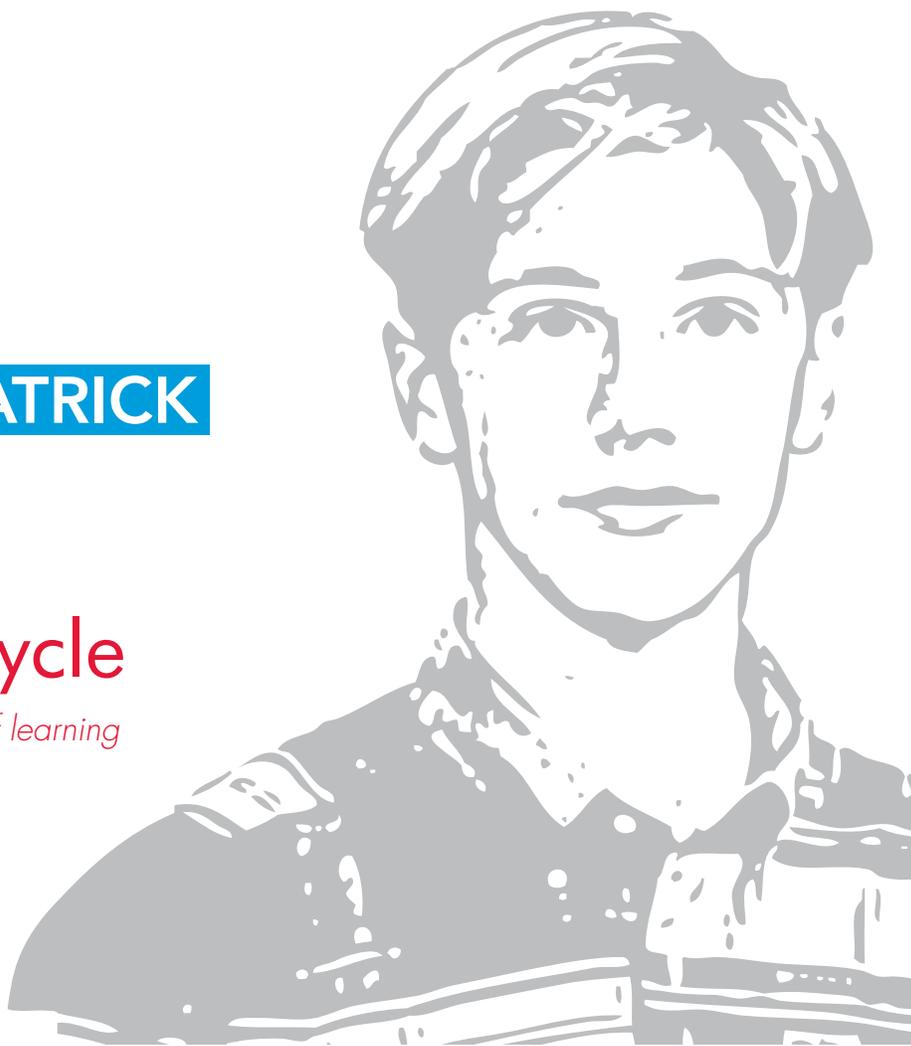


PARTICI-PATRICK

Grade 8 Curriculum Cycle

A six-week cross-curricular cycle of learning

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21
Patrick
4 life pour la vie



MASTER LIST OF EXPECTATIONS

Language Arts

Oral Communication

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations.

Reading

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

Writing

2.2 establish a distinctive voice in their writing appropriate to the subject and audience.

2.3 regularly use vivid and/or figurative language and innovative expressions in their writing.

Media Literacy

1.1 Explain how a variety of media texts address their intended purpose and audience.

1.2 Identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience.

2.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations.

3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.

Health & Physical Education

Living 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 various physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

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.

1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members.

1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.

Healthy Living

C1.2 identify situations that could lead to injury or death (*e.g., head injuries in contact sports, spinal cord injuries from falls or diving into unknown water, injuries in car accidents*) and describe behaviours that can help to reduce risk.

C2.2 demonstrate the ability to assess situations for potential dangers (*e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs; participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or artificial tanning that involve potential health risks*), and apply strategies for avoiding dangerous situations.

C3.2 analyse the impact of violent behaviours, including aggression, anger, swarming, dating violence, and gender-based or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence.

Session 1 – Baseline tasks

Expectations

Reading

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

Writing

2.2 establish a distinctive voice in their writing appropriate to the subject and audience.

2.3 regularly use vivid and/or figurative language and innovative expressions in their writing.

Learning Goal

- To determine what students know and understand about making inferences.
- To determine what students know and writing with voice.

Materials

- Projector
- I Pad
- Learning Support 1: Making Inferences Baseline Task (Generic)
- Learning Support 2: Making Inferences Baseline Task (Social Nibbler)
- Learning Support 3: Writing with Voice Baseline Task
- Learning Support 4: Making Inferences Success Criteria

Note to Teacher

a) There are two different baselines for Inferring included in this unit. One is generic task that can be used with a text of your liking. See Learning Support 1: Making Inferences Baseline Task (Generic). The other goes with a Public Service Announcement on Anti-Smoking, entitled “Social Nibbler”. The URL for this PSA is, <http://www.youtube.com/watch?v=R UWsqyYFLOk>. *****If you decide to use the PSA diagnostic, it is imperative that you stop the video at 22 seconds out of the 30. If not, the Anti-Smoking logo comes on the video and then the students can no longer infer.***** See Learning Support 2 : Making Inferences Baseline Task (Social Nibbler).

b) The success criteria for both Reading (Making Inferences) Writing and (Voice) are available in the Learning Supports. Please Note: these success criteria are connected specifically to the expectations but, at this point, they are for teacher information only. Early in the cycle you will be co-constructing success criteria with students.

BEFORE

Tell the students that they will be completing a baseline today on Making Inferences and Writing with Voice. Tell students that a baseline is a measure of what students know and therefore what needs to be taught in a cycle.

DURING

Administer the two baselines to the students in any order that you prefer.

AFTER

Ask the students to look over their baselines before they submit them to you.

Moderation

The teacher will moderate the baselines using the Success Criteria.

Session 2 – Reading Patrick’s Wish

Curriculum Expectations

Oral Communication

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations.

Health & Physical Education

Living Skills

1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.

Materials

- Book, Patrick’s Wish
- Marathon Ribbon (LS6)
- Running Shoe for each student (LS 7)
- Thumb tacks (1 for each student)
- Bulletin Board space
- Pencil crayons, markers etc.

Note to Teacher

Today you will be reading Patrick’s Wish to the class and will be introducing the cycle. There are two Learning Support documents for your bulletin board: a Marathon Ribbon and a Running shoe for each student. Enlarge the Marathon Ribbon so that it fills your bulletin board and photocopy and cut out a running shoe for each student.

Learning Goal

- To better understand what Patrick’s Wish is and why he had this wish.
- To make a connection with Patrick.
- To identify how making a wish can give hope.

BEFORE

Show the students the book, Patrick’s Wish and discuss with them how they have been lucky enough to hear this story every year. Ask them, “What is the significance is of hearing this story every year?” Record answers and discuss.

DURING

Read Aloud: Patrick’s Wish

Pause Points

Making an inference

Read to the end of page 1. Then ask the students: Patrick always invited Lyanne to hang out with him even though she is younger. What does this say about him?

Making an inference

Read to the end of page 7. Ask the students: Why do you think Patrick gave Lyanne a hug? Why do you think he did things like that?

Making a connection to Patrick and introducing the BIG IDEA of Perseverance

On page 13, read to the end of the 2nd paragraph and then ask the students: Even though Patrick knew there wasn’t a cure, he still persevered and made a wish for a cure for AIDS. Do you have a wish at all? It can be big or small.

Making a connection to the BIG IDEA of Perseverance

On page 19, read to the end of the 1st paragraph and then ask the students: How do you see perseverance in Patrick here?

Making a connection to Perseverance and making a connection to Lyanne

Read to the end of page 21 and ask the students: How did Lyanne show perseverance here? How can we support her?

AFTER

Put up the Marathon Ribbon on the bulletin board (see Learning Support 6: Marathon Ribbon) and as you are putting it up, have a discussion with the students about a goal that they would like to set for themselves over the next six weeks. The goal may take longer than the six weeks to achieve, but that is okay. Provide time for students to share their ideas. Have the students record their goals then pass out a copy of the running shoe to each student (Learning Support 7) and have them decorate it anyway they wish and write their names in the middle. When they are finished, they can come and place their running shoe at the start line of the Marathon Ribbon with a thumb tack. Tell the students that they can move their shoe during the six weeks if they feel as though they are getting closer to their goal.



Session 3 – Introducing the BIG IDEA Perseverance

Curriculum Expectations

Oral Communication

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations.

Reading

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

Health & Physical Education

Living Skills

1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.

Healthy Living

C1.2 identify situations that could lead to injury or death (*e.g., head injuries in contact sports, spinal cord injuries from falls or diving into unknown water, injuries in car accidents*) and describe behaviours that can help to reduce risk.

Learning Goal

- To develop a common understanding of the BIG IDEA of Perseverance
- To increase our awareness of HIV & AIDS.

Materials

- Learning Support 8: Concept map
- Learning Support 9: Concept map Perseverance
- Learning Support 10: Anticipation guide
- Learning Support 11: Anticipation guide answers
- PSA on Unicef website: “Unicef Public Service Announcement Urges Focus on HIV Prevention”
<https://www.youtube.com/watch?v=xBIBAK25x3U>
- Learning Support 12: HIV AIDS Information Sheet
- Laptop
- Projector

Note to Teacher

Today you will be starting off with a concept map on Perseverance with the students. You may want to copy the Learning Support 9 out onto chart paper so that the students can see it easier. You will want to photocopy the Anticipation Guide for your students and you will want to have your projector and laptop set-up for this class.

BEFORE

Turn & Talk

Ask students to talk with their elbow partners about what perseverance is and what it means. Give them about five minutes to do this. Circulate and listen quietly to what they are talking about.

DURING

Concept Map

Put the concept map up in a place where all of the students can see it. Learning Support 9 is a sample of a completed concept map.

Brainstorming

Ask the students to brainstorm with you what Perseverance means and anything that comes to their minds. List all responses.

Examples

Fill in the three sections with the students for examples of perseverance.

Non-Examples

Fill in the three sections with the students for non-examples of perseverance. A non-example is the opposite of an example. In the case of perseverance, a non-example would be “giving up”.

Definition

Create a definition of perseverance with the students based on everything you have discussed so far.

ANTICIPATION GUIDE

1st time reading and completing the Anticipation Guide

Distribute the anticipation guide (LS 9) to students and have them complete the left hand side of the guide.

Unicef PSA

Access the PSA that Unicef created on HIV & AIDS and show it to the students. Use the following website: <https://www.youtube.com/watch?v=xBIBAk25x3U> - show it to the students a few times.

Shared Reading

Pass out the HIV and AIDS information sheet to the students and do a shared reading with them. Encourage them to ask questions while you are reading.

Anticipation Guide

Have the students complete the right hand side of the anticipation guide after watching the PSA and doing a Shared Reading of the HIV and AIDS Information sheet.

AFTER

Large Group Discussion

Lead the students in a large group discussion after they have completed the Anticipation Guide and ask them where their answers changed or stayed the same after watching the PSA and participating in the shared reading. Ask them to share with you any new information that they have learned from this lesson.



Session 4 – Introducing the Novel, *The Rule of Three*

Expectations

Reading

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

Health & Physical Education

Living 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 various physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members.

Learning Goals

- The students will gain a better understanding of the characteristics of how people react in potentially stressful situations.
- The students will recall how to use implicit and explicit clues from a text to make inferences.

Materials

- Decks of cards for students in groups of 4 (i.e. 28 students means 7 decks of cards)
- Post its (1-2 per student)
- Chart paper with title: How I'm Feeling/Character Traits during a Challenge
- The novel, *The Rule of Three*
- Photocopy of pages 3-24 (1 set of this per 2 students – i.e. 28 students means 14 packages)
- Chart paper
- Markers

Note to Teacher

Please ensure that your school has a Cancopy license before photocopying.

Chapter Summary

Chapter 1

We are introduced to Adam and Todd in this chapter. Adam is helping Todd finish his essay that is due right after lunch when his laptop shuts down. Adam notices that all the computers and laptops no longer have power and that there are no lights on. The cell phones are not working either. The Vice-Principal asks everyone to come to the gym for an assembly using a bull-horn.

Chapter 2

The students are all leaving the school. Adam and Todd see Lori, who Adam has a crush on, leaving the school with her boyfriend Chad. Adam drives an older car, a '81 Omega, and his will start while many others will not. Todd and Adam realize that only the old cars will start and not the newer ones with computers. They offer Lori a ride home. While en route, they notice that the street lights aren't working and the road looks like a parking lot for cars.

Chapter 3

Adam picks up his brother and sister, Danny and Rachel, from school. They are twins and are in grade 4. All three of them are hoping that it will be a short power outage, but that they have the next day off from school. While they are driving home, they notice that people have abandoned their cars because they won't start and are walking down the centre of roads. Adam, Rachel and Danny then realize that their dad, a pilot, is still in Chicago. They then drop Lori off at her farm and Lori promises Rachel that she can come back sometime and ride the horses.

BEFORE

Tower of Cards Challenge

Put your students in groups of 4 and give each group a deck of cards. Tell the groups that their challenge is to build the tallest tower they can using only a deck of cards. Tell the students that they have 5 minutes to build their tower. Circulate and see how they are doing.

Feelings

Give each student a post-it after the challenge is over and have them write down how they are feeling after this challenge. (happy, frustrated, angry, successful etc.) ****Warning students will probably feel stressed, anxious, frustrated etc. and that's okay, that's the response we are looking for. We are wanting to see how students handle stressful situations where they have to work in groups. This is to help them prepare for the mentor text reading so that they can make connections with characters and their traits from the text).

Whole Group Discussion

After the students have filled in the post-its with their emotions, have a large group discussion about how they felt during this challenge and why. Ask them to tell you which character traits became apparent during this challenge. Record their answers either on chart paper or the board or smart board etc. with the title How I'm Feeling-Character Traits during a Challenge.

Predictions of *The Rule of Three* Whole Group

Hold up the novel, *The Rule of Three* and have the students make predictions of what they think the novel will be about based on the graphics on the front and back covers. What do they think "three" means? Why do they think that the "E's" are facing inwards towards each other? Why are there downed hydro lines and things on fire? What might this book be about?

Preparing for the Read Aloud

Tell students that you will be reading aloud the novel *Rule of Three* over the next few weeks. Tell students that you will use a think aloud strategy to draw out the success criteria for Making Inferences and Writing with Voice.

Tell students that your think aloud will switch back and forth between Making Inferences and Voice, but you will let them know. Tell students that the purpose of the think aloud is to model the success criteria. Their job will be to listen so that they can coconstruct the success criteria together.

DURING

Modelling Making Inferences

At the end of page 3, stop and say to the students, "I can infer that Todd does not have a problem with leaving school work assignments to the last minute because he is not panicked that his essay is due in 40 minutes. Proof " . . . it is only last minute in 39 minutes." The author doesn't explicitly tell me that Todd doesn't mind working under pressure, rather, I used clues from the text.

Read to the middle of page 5 and then stop and say, "I can infer that Todd is confident around girls and not afraid to promote himself in front of them. Proof: "he turned to the girl on his side "and said, "I must have entered your dream world at least once or twice?" Again, this is an example of using implicit clues because the author doesn't tell me directly.

Modelling a

Stop at the end of chapter 1, and say to students "Throughout the reading of *Rule of Three* I will connect back to Patrick. This is important to the cycle as Patrick and his perseverance in working toward 0 AIDS figures prominently as a main message. "I think Adam is like Patrick in that he doesn't judge anyone, he just wants to help people however he can. He helps his best friend Todd, even though Todd is late on his assignment.

Modelling how Word Choice & Voice Helps a Reader to Make an Inference

Read to the middle of page 12 and then stop after the sentence, “Keep your voice down,” I hissed. “I see her.” Because the author has chosen the word, “hissed” I am able to hear Adam’s voice that he is angry. This word choice leads to voice which leads me to make an inference as a reader that Adam does not want Lori to know that he likes her and that he is angry that Todd keeps trying to get her attention.

Modelling Making Inferences

Read to the middle of page 13 and then say, “I can infer that Adam doesn't want Lori to know that he has a thing for her. Proof: when Todd calls out to Lori to ask her a question, Adam quickly comes up with the question about how she did on the History test so that Todd cannot reveal that Adam likes her.”

Modelling Making Inferences

Read to the end of page 21 and then say to students, “Adam meets another car on the road. When speaking to the driver, he warns him to be careful. I can infer that Adam is worried about people trying to stop his car and take it as he says he had an uneasy feeling about the way people looked when he passed them. The last guy looked angry when they drove past him.”

AFTER

Turn and Talk

After you have finished reading chapters 1-3 to the class, have the students get into groups of 2 and have them start to discuss characteristics of Adam and Todd. Then have the students share a couple of ideas out loud as a whole class.

Using the Text to Find Stated and Implied Characteristics of Adam and Todd

Then, in those same groups of 2, give the students a photocopy of pages 3-24 from *The Rule of Three*, chart paper, and markers. In their groups of 2, have the students create a 4 section t-chart and on one side write Characteristics of Adam, then Proof/Evidence and on the other side write Characteristics of Todd, Proof/Evidence. Then have the students write 5-7 characteristics of each character. Have them use the photocopied text of pages 3-24 to help them find stated and implied clues of their characteristics and to write their evidence. When the students are finished, have them post their chart papers around the classroom and have the students do a gallery walk.

Characteristics of Adam Evidence Characteristics of Todd Evidence

Discussion

After the gallery walk, lead the students through a discussion about the characteristics that the students recorded.

Session 5 – Reading Chapter 4 & Introducing the Literature Circles *

Expectations

Oral Communication

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations.

Reading

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

Health & Physical Education

Living 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

C1.2 identify situations that could lead to injury or death (*e.g., head injuries in contact sports, spinal cord injuries from falls or diving into unknown water, injuries in car accidents*) and describe behaviours that can help to reduce risk.

C2.2 demonstrate the ability to assess situations for potential dangers.

Learning Goals

- To understand word choice is a strategy good authors use when writing with voice.
- To use implicit and explicit clues when making inferences.
- To identify personally harmful situations.

Success Criteria

Post Charts

- a) Success Criteria: Making Inferences
- b) Success Criteria: Writing with Voice

Tell Students: We are ready to start developing charts of success criteria for each of the main concepts in this cycle: Making Inferences, Writing with Voice and Personal Awareness. The 4th main concept: creating PSAs will be addressed in later sessions.

Ask Students: What strategy did I use in today's read aloud to make inferences? (explicit and implicit clue) Discuss what the word "explicit" means as it relates to Making Inferences and record on chart. Do the same for "implicit".

Ask Students: What do you know, based on today's read aloud, about things a good author uses to convey meaning (chooses good words or word choice). Record on second chart: Success Criteria: Writing with Voice.

Materials

- The novel, *The Rule of Three*
- Post its (1 post it per student)
- Somewhere to record students answers for what they do in case of a power outage
- Somewhere to record students answers for characteristics of people in crisis situations

Chapter Summary

Chapter 4

In this chapter we are introduced to Adam's neighbour, Herb. Herb realizes that Adam's car runs and he asks him to drive him to the Pool Store to buy chlorine tablets. Adam gladly takes him. On the way the two of them notice many, many cars parked all over the place and lots of people walking. When they get to the store, they have to be let in as the clerk has locked the door because there are so many people wandering in the parking lot. When Adam and Herb and the salesman are loading the chlorine tablets in the car, a group of men approach them and ask for the car and the gun the Herb has. Herb quickly manages to de-escalate the situation and they leave to return home.

BEFORE

Whole Class Discussion

Before you start your read-aloud of chapter 4, revisit with the students the characteristics that they found yesterday for Adam and Todd and revisit what stated and implied clues mean to them.

DURING

Read Aloud Chapter 4 to the students

Vocabulary

Read the first sentence on page 25 and then stop and ask the students what the word "maneuvered" means and ensure understanding.

Read to the end of page 26 and go back and discuss with the students what the word "embassies" means to ensure their understanding of it.

Modelling how Word Choice helps the reader

Read to the middle of the second paragraph on page 26 and then stop and say, "The author says, "you got the feeling that he was looking right inside of you." What kind of feeling do you get from that sentence? Why? How did the author's word choice create this feeling for you? How important is word choice when you are writing something? Why?"

Identifying Dangers and Reducing Risk Strategies

Read to the end of page 28 and then say to the students, "Pg. 27-28 – Herb mentions that this is bigger than a power outage, and that it could last a while. However, Herb is prepared in that he has a generator and an analog radio. What does your family do in order to prepare for a storm or a potential power outage?" record the students answers.

Sources of Stress and Coping Strategies

Read to the end of page 38 and say: "the three men come over to Herb and Adam and demand a ride from Adam and Herb. The men are panicked because their cars won't start and they are worried about their families. Herb manages to pinpoint their source of stress and suggests that they not let the power outage make them do something they'll regret. People react to stressful situations in different ways. In this case we see Herb remain calm and rationale. He recognizes the panic in the others and reminds them to stay calm. The three men however respond very differently to the power outage. In their panic, they become aggressive and demanding. This scenes in the story is a great example of how people respond differently to stressful situations. Do people often panic and say things they don't mean when they are stressed? Why do you think they do this? Lead the students through a discussion about this.

Modelling How Social Skills Can Help

Read to the end of page 39 and say to the students, "Herb feels that the six men felt more confident because they had a "mob mentality". What does he mean by this? How can you relate to this in your own life?" Let the discussion unfold from this.

AFTER

Potentially Harmful Situations

At the end of this chapter start to list items that can lead to potentially harmful situations with the class – have the students come up with the ideas. Below are some samples.

- *tornadoes, microburst, ice storms, thunder storms, floods, snowstorms, hurricanes, tsunamis, power outage, lockdowns, house/school/building fires, wild fires, forest fires, earthquakes*

Characteristics of People in Crisis Situations

Then ask the class to start to list characteristics of people who could be caught in these crisis/situation ethics that we listed above. Ask the students why they think people adopt these characteristics and lead a class discussion. Record their answers for characteristics of people in crisis situations for later use.

- *anger, confusion, scared, determined, calm, thorough, prepared, helpful, kind, supportive, giving, threatening, perseverance, driven, thriving, empathetic, selfish, judgemental, bully, mob like, unethical, organized*

Literature Circle Novels

When the discussion is all wrapped up, give each student a post-it and introduce each literature circle novel. Have the students write down their top three choices on their post-it note. Ensure that they put their names on the post-it. Collect their post-it notes when they are finished.

Session 6

Instructional Approach **Read Aloud**

Expectations

Language Arts

Oral Communication

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations.

Reading

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

Writing

2.2 establish a distinctive voice in their writing appropriate to the subject and audience.

2.3 regularly use vivid and/or figurative language and innovative expressions in their writing.

Health & Physical Education

Living Skills

1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.

Healthy Living

C1.2 identify situations that could lead to injury or death.

Learning Goals

- To continue to use implicit and explicit clues to make an inference about a character's characteristics.
- To make a connection between the BIG IDEA and the mentor text.
- To identify sources of stress and coping strategies.

Materials

- The novel, *The Rule of Three*
- Chart paper with title: Sources of Stress and Coping Strategies
- Photocopy of chapter 6 for every 2 students (i.e. 28 students = 14 copies)

Chapter Summary

Chapter 5

Adam wakes up at 2:30 in the morning and heads outside to see what is happening. He sees and smells Herb's cigar in the intersection. Herb is sitting there on a lawn chair helping whoever comes by. Adam and Herb see Mrs. Gomez who has had to walk home from work and is just getting home now. Adam offers a water bottle from the case that Herb has placed beside him for people who are walking by.

Chapter 6

We are introduced to Adam's mother in this chapter. She is the head of the police department in her area. Adam offers to drive her to work so she won't have to walk. Herb, is over for coffee, and he asks if he can come for the ride. Along the route, they pull up to the local supermarket where things are not going well. People need food, water etc., but cannot pay and the owner won't let them in because of this. Herb helps settle the crowd and devises a system to solve this problem.

BEFORE

Review of Yesterday

Review with the students the list of characteristics that they came up with to describe people who are in crisis situations. Ask them to listen for any of these characteristics in the characters in *The Rule of Three*.

DURING

Read Aloud Chapters 5 & 6

Sources of Stress and Coping Strategies & Modelling Making a Connection to Patrick

In the middle of page 46, stop just before Adam says, “And” and say to the students, “Herb offers bottled water to all of the people who have been walking home – some 30 to 40 miles. He does this as they will be tired, cranky and scared due to the situation. Herb knows the water will calm them down and give them reprieve. What kinds of things do you do when you feel stressed? What kinds of things stress you out? Record their ideas and keep for later so that they can be posted in the classroom. Remind them that Patrick felt stress by having HIV and not having a cure for it. In order to handle his stress, he walked and raised money. Can you see how this helped?”

Sources of Stress and Coping Strategies

Read to page 53 at the end of the 1st paragraph, and then say to the students, “Adam’s mom and Herb understand how important it is to carry on as normal despite the situation so that everyone can cope. They have coffee and bacon going thanks to the generator. What is something you would want to keep going so that you are able to cope with a bad situation such as theirs? Just ask them this question and wait for their responses. There is no need to record their responses.”

AFTER

Sources of Stress and Coping Strategies & Connection to Patrick using stated and implied clues

Read to the end of chapter 6 with the students. Then place them in groups of 2. Give each group a photocopy of chapter 6 and ask them the following question, “What kind of social skills/characteristics does Herb possess that allowed him to calm the crowd and settle the situation in the grocery store? Have the students re-read the chapter and find stated and implied clues that help them determine what kind of characteristics he has. Have them record their ideas on paper.”

Whole Group Discussion

Bring the class back together and ask them to share what they have written down for characteristics. Lead a small discussion around this. Then ask students if they think Patrick had the same kind of character traits as Herb to cope with a stressful situation? Lead them in a small discussion about the connections between Herb and Patrick if they see some.

Session 7

Instructional Approach **Read Aloud**

- Inferences, PSA (media) Oral
- Use implicit explicit clues...
 - Begin to identify characteristics of a PSA

Expectations

Language Arts

Oral Communication 1.5

Reading 1.5

Media Literacy 1.1

Media Literacy 2.2

Learning Goals

- To continue to use explicit and implicit clues to make an inference.
- To identify the characteristics of a Public Service Announcement (PSA).

Materials

- Chart Paper
- Markers
- Laptop
- Projector
- Students in Groups of 4
- The novel, *The Rule of Three*
- PSA - StandUp2Cancer: SU2C (Stand Up to Cancer) – youtube
<http://www.youtube.com/watch?v=rwC87ZKF1dQ>
- Commercial – Doritos Time Machine - 2014 Super Bowl Commercial
<https://www.youtube.com/watch?v=iM6LdcyinW8>
- Speakers for laptop

Chapter Summary

Chapter 7

After Herb and Adam drop off Adam's mom at the Police Station, they go back and check on the grocery store. Things seem to be in order. Even the clinic was operating by seeing patients in the front lobby. Everyone in that area was adopting the cash and/or IOU method.

Chapter 8

Patrolmen (police and civilian) have gathered in Adam's living room under Herb's direction. They were assembling to do night time patrol of the neighbourhood. They were driving anything that was motorized but not computerized. They just want to ensure that everyone is safe at night time.

BEFORE READING:

Review of Yesterday's Characteristics

Bring the students' attention back to the list of characteristics that they created yesterday describing Herb and how he handled stressful situations.

DURING READING:

Read Aloud chapters 7 & 8

Modelling Inferring

Stop on page 68 at the end of the third paragraph when Adam is done describing how the bakery sold its goods. Ask the students the following question to model inferring, “Adam talks about how the bakery sold its items at the cost of “day-olds” and how Adam thought that that showed class. What does this say about Adam? What kind of person is he? How do you know this? Elicit from students that implicit and explicit clues from the text were used to draw conclusions.

AFTER READING:

Introducing PSA’s Through Whole Group Discussion

Start by asking the students the following questions:

- What is a commercial?
- What is a Public Service Announcement?

Let the students think about this and give whatever answers they have. This will act as an informal diagnostic for you.

Showing a Commercial

Show the students Doritos Time Machine: 2014 Commercial available at: <https://www.youtube.com/watch?v=iM6LdcyinW8> - show the commercial twice so that the students can identify characteristics.

Showing a PSA

Show the students the PSA on StandUp2Cancer: <http://www.youtube.com/watch?v=rwC87ZKF1dQ> You may have to show it a couple of times so that the students can identify the message and all of the characteristics.

Small Group

- put the students into groups no larger than 4
- give each group a piece of chart paper and some markers
- ask them to answer the following questions:
 - Which example is a commercial and which one is a PSA? How do you know? Support your thinking.
 - Write a definition in your own words for a PSA.
- when students finish writing their definitions, post their chart paper around the room

Students will be following up with their learning in Session 8. They will need access to today's charts to do so.

Session 8 – Reading Chapters 9 - 11 & Characteristics of a PSA

Instructional Approach **Read Aloud**

Expectations

Language Arts

Oral Communication

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations.

Reading

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

Media Literacy

1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations.

2.2

Learning Goals

- To build a common understanding of the characteristics of a PSA.

Materials

- The novel, *The Rule of Three*
- Chart Paper
- Markers
- Laptop
- Projector
- Groups of 4
- Speakers
- PSA - Care Canada – Reach Out – CARE.ca – youtube - <http://www.youtube.com/watch?v=fVvQDEYa5S0>
- PSA - Glee Distracted Driving PSA: “On My Way - http://www.youtube.com/watch?v=mnw_7xl5klM

Chapter Summary

Chapter 9

Adam, Herb, Brett, Todd and Rachel head out to Lori’s farm. Herb wants to take a drive to check things out and see how things are going. On the way, they stop for gas and realize that there is a full tanker truck sitting in the parking lot of the gas station. The poor attendant watches over it so that everything is safe and not stolen.

Chapter 10

The crew arrive at Lori and the Peterson’s farm. The driveway is blocked by a hay wagon. Mr. Peterson greets the car with his gun pointed downwards, but relaxes when Adam says hello to him. Lori and Mrs. Peterson come out from their posts to say hello as well. Rachel and Lori and Brett go horseback riding. Herb and Adam help Mr. Peterson fix his lawnmower. Stan (Mr. Peterson) tells Herb how he has his own clean drinking water, and a generator to keep the farm going. Adam and Todd offer to spend the night and help mend and add on to fences to secure the perimeter.

Chapter 11

Herb leaves Adam his gun before he leaves for extra protection. Adam and Todd help mend the wire fences. Lori and Adam discuss Lori's boyfriend and Adam tells her why he does not like him. Lori asks Adam how long she is supposed to wait for the "right" guy to ask her out.

BEFORE

Marathon of Hope Ribbon

Invite the students to go over the Ribbon of Hope and move their shoes if they feel they have made some "steps" towards their goal. **Continue this process of moving the shoe around the Marathon of Hope Ribbon all throughout the unit as you see fit for the students.**

Review of Characteristics

Remind the students that we have been learning about inferring and have been doing this through the characteristics of both Adam and Herb. We have been using stated and implied clues to support our thoughts of the characters characteristics so far.

DURING

Modelling Making an Inference Through Read Aloud

Pgs. 77 – 78. Brett says that Adam's father is the pilot. Herb chimes in and says that Adam is as well. Why would Herb make that statement when he has never seen Adam fly? How can Herb be so confident in his statement? What can you infer about that? How are you able to make that inference?

Identifying Dangers and Being Prepared Read Aloud

Pg. 90 – What kinds of things do Stan, Lori and her mom have on their farm that allows them to be self-sufficient during this crisis? Could any of these ideas be helpful in a crisis kit?

AFTER

Watching Two PSA's

Put the following two PSA's on the projector for the students to watch:

PSA - Care Canada – Reach Out – CARE.ca – youtube - <http://www.youtube.com/watch?v=fVvQDEYa5S0>

PSA - Glee Distracted Driving PSA: "On My Way" - http://www.youtube.com/watch?v=mnw_7xI5kIM

Building a Common Understanding of a PSA Through Shared Reading

Small Groups

Students will go back to their definition of a PSA (from session 7) on their chart papers in their groups. Under this, have them watch the two PSA's and have them write/list all the characteristics of a PSA that they can identify that will support their definition.

Activity: Pass Your Paper

When all of the groups are finished, they will pass their chart paper to next group. The other group(s) will build/add on to each other's list of characteristics if they feel as though something is missing or should be included. If there is a characteristic that group(s) do not think belongs, they can place a question mark beside it or circle it. (Build a common understanding of the characteristics of a PSA).

Consolidation

When all of the groups have had a chance to look at each other's chart paper, have a large group discussion about the characteristics of a PSA. As well, come up with a definition for what a PSA is. Make sure to review with the students what the commonalities and differences are between a commercial and PSA through a t-chart. Record their ideas for the t-chart and the definition of a PSA on chart paper so that it can be used as an anchor chart in the classroom.

Definition of a Public Service Announcement

A PSA is a short video, radio announcement, or print campaign created by a non-profit organization to persuade an audience to take positive action or adopt a particular viewpoint for an institution, social issue, or cause.

Characteristics of a PSA

- Persuasive
- Makes you want change your behaviour/ thoughts/outlook/point of view
- Has a clear and realistic and simple message
- Supports a cause/social issue
- Raises awareness
- 30-60 seconds
- Accurate facts/examples supporting the issue
- Does not rely on rumors or unsupported opinions
- Non-profit organization
- Form of text being used (written or verbal)
- Supports a cause
- Engaging – Engages the audience with a variety of media, such as narration, text, interviews, photographs, dramatizations, music, background scenery
- Holds your interest
- Target audience

Characteristics of a Commercial

- Persuasive
- Has a clear and realistic and simple message
- Supports a product
- 30-60 seconds
- Facts/examples supporting the issue
- Can use rumors or unsupported opinions
- Supports a brand/company/service/product
- Form of text being used (written or verbal)
- Engaging – Engages the audience with a variety of media, such as narration, text, interviews, photographs, dramatizations, music, background scenery
- Holds your interest
- Target audience

Session 9 – Read Aloud & Characteristics of a PSA

Instructional Approach **Read Aloud**

Expectations

Language Arts

Oral Communication

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations.

Reading

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

Writing

2.2 establish a distinctive voice in their writing appropriate to the subject and audience.

2.3 regularly use vivid and/or figurative language and innovative expressions in their writing.

Media Literacy

1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations.

2.2

Health & Physical Education

Living 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 various physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

Healthy Living

C2.2 demonstrate the ability to assess situations for potential dangers.

Learning Goals

- To build a common understanding of the characteristics of a PSA by breaking one apart together.
- To find evidence to support the characteristics of a PSA.

Materials

- The novel, *The Rule of Three*
- Public Service Announcement Graphic Organizer
- Laptop
- Projector
- Speakers
- PSA: tobacco kills (from the truth) - http://www.youtube.com/watch?v=Y_56BQmY_e8
- Learning Support 13: A Graphic Organizer
- Learning Support 14: PSA Graphic Organizer Sample

Chapter Summary

Chapter 12

Todd and Adam are on nighttime patrol of the farm. Lori and her parents are inside sleeping while Adam and Todd keep watch. Suddenly Adam and Todd hear someone or maybe more walking down the lane. Todd gets Mr. Peterson. Todd, Adam and Mr. Peterson ask the men what they want. They say they want/ need some water. Adam manages to diffuse the situation by shaking hands with the leader of the men.

Mrs. Peterson comes up with a solution about the water crisis.

Chapter 13

Adam would like to get home before his mother wakes the next morning so he is still up after being up all night. He and Todd have some breakfast and then Mr. Peterson offers to bring the boys as far as the overpass by tractor. On their way to the overpass, the three of them notice a plane in the air. Adam is able to identify it as a Cessna plane. Seeing the plane gives Adam hope that his father may be able to fly home soon.

BEFORE

Whole Class
Discussion on
Ability to Stay
Calm in a Situation

Ask the students to list some potentially harmful situations that they could encounter. Record their ideas. Then ask them for solutions to those situations. Record those. Then ask the students what kind of character traits they may need to reach those solutions. Record their ideas. You will end up making a 3 column chart. Example:

Situation	Solution	Character Traits
-walking home from a friend's house and it is dark and really cold	-go back to friend's house and call your parents for a ride	-calm -honest

DURING

Identifying
Dangers and
Reducing Risks

Pg. 104 –Adam goes forward and introduces himself and gets personal with the men coming down the lane looking for water. This helps diffuse the potentially dangerous situation. Do you think this is a good strategy? Why? What would you have done? Why? Why is this so dangerous? What kind of character traits does Adam have that allow him to diffuse this situation?

Vocabulary

Pg. 108 – precariously – stop at this word and ask the students to explain to you what they think this word means based on contextual clues.

Pg. 109 – Cessna – ask the students if they have ever seen this type of plane? Feel free to pass around the cover of the book as there is one in the top right hand corner, or feel free to pull up an image of one on the internet for all the students to see and understand.

AFTER

Whole Group
Discussion

Adam is very excited to see the Cessna airplane as this gives him hope that his father may be able to get home from Chicago. What are some other pros that there is a Cessna in the air? Then ask the students, “What are some cons that there is a Cessna in the air? How could this be dangerous to Adam and his community?”

Characteristics
of a PSA

Whole Class

Show PSA entitled: tobacco kills (from the truth) - http://www.youtube.com/watch?v=Y_56BQmY_e8
****Warning, this PSA has a very clear and strong message. Some students may not like all aspects of it. However, it is very well done and is appropriate for this age level ****

-watch the PSA a few times

-ask the students to tell you some of the examples of the characteristics of PSA that they are able to identify with evidence from the PSA you just showed them.

Graphic Organizer

- Distribute a graphic organizer of your choice that highlights the characteristics of a PSA and complete it with students. Students may have to watch the PSA a few times
- have students find evidence that supports as many characteristics as possible. Record answers that students came up with as a class.

Session 10 – Reading Chapters 14 & 15 - Characteristics of a PSA in Groups of 2

Expectations

English

Oral Communication

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations.

Reading

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

Writing

2.2 establish a distinctive voice in their writing appropriate to the subject and audience.

2.3 regularly use vivid and/or figurative language and innovative expressions in their writing.

Media Literacy

1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations.

Learning Goals

To independently deconstruct a PSA.

Materials

- Learning Support 13: A Graphic Organizer (Completed by students in Session 9)
- Learning Support 15: List of Public Service Announcements
- Laptops
- The novel, *The Rule of Three*
- Chart paper
- Markers

Chapter Summary

Chapter 14

Adam and Todd say goodbye to Mr. Peterson and walk the rest of the way home carrying baseball bats as extra protection. As they arrive at Adam's house, they see the little fleet of patrol cars in Adam's driveway. The officers are briefing Adam's mom about the patrol last night and are saying the looting, fires etc., were worse than the night before. After everyone leaves, Herb tells Adam and his mom that he heard things on the short wave radio. Things are getting worse in the big cities. Herb suggests either protecting a smaller area or putting civilians on patrol as well to help compensate for the lesser amount of officers.

Chapter 15

Adam heads upstairs to get some sleep and hears Rachel crying. Adam and Danny try to console her. She is worried about her father. Adam tries to think like Herb and he distracts them by giving them a chore of going to get water. Adam and the twins head to the creek. Once there, Adam realizes that the creek is drying up a bit. Many people are using the water from it. Suddenly the three of them see a big fire from quite a distance away. Adam spends the rest of the day hanging out with the twins and trying to ease their fears.

BEFORE

Activating Their Knowledge of Good Resources

Remind students at the end of the last chapter, Adam and Todd saw a Cessna Plane in the air and this gave them hope. Say: We then debated the pros and cons of seeing this plane. For right now I would like you to do a “turn and talk” with your elbow partners about what would be some good examples of resources that you would like to have in this situation and why?

When students are finished, have a quick large group discussion to share their ideas and reasons why those resources would be good.

DURING

Read Aloud Chapters 14 & 15

Modelling making an Inference

Pg. 116 – Pause and say to the students, “Herb only ever offers suggestions to Kate, rather than tell her information strategies directly. Why do you think so? What can you infer about Herb from this action? Why?”

Modelling Word Choice How it Creates an Image in a Readers Mind

Pg. 118 – pause and re-read to the students, “*She tried to answer his question, but it sounded like a jumbled combination of sobs and mismatched syllables that I couldn’t understand.*” What images come to your mind when you read these words? What sounds come to mind when you read these words? Why is this word choice by the author so powerful?

AFTER

Independent Reading – PSA’s

Independent Reading

Whole Group

- Review the Learning Support that was completed in session 9.
- Tell the students that they will be working in groups of 2 to watch a PSA and fill in the same graphic organizer that was used last session. This way the students complete the same task as last session independently.
- Students may re-watch one of the PSA’s that you have already shown, or they may choose one from a list that you have provided to them
- Circulate while the students are working and see how they are doing
- This would be a good time to make some anecdotal notes of how students are doing for identifying the characteristics
- See Learning Support 15 for a list of possible PSAs to use.

Whole Group Discussion

- Have students share the PSA’s that they watched and all of the characteristics that they were able to find in PSA they watched as a whole class.

Session 11 – Reading Chapters 16 & 17 - Success Criteria for Inferring

Instructional Approach **Read Aloud**

Expectations

Language Arts

Oral Communication

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations.

Reading

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

Health & Physical Education

Healthy Living

C1.2 identify situations that could lead to injury or death (*e.g., head injuries in contact sports, spinal cord injuries from falls or diving into unknown water, injuries in car accidents*) and describe behaviours that can help to reduce risk.

Learning Goals

To develop success criteria for Inferring.

Materials

- The novel, *The Rule of Three*
- Chart paper
- Markers
- Ontario curriculum documents
- Learning Support 4: Making inferences Success Criteria

Chapter Summary

Chapter 16

Herb, Adam, Kate and the officers are discussing last night's patrol. During their discussion Herb suggests moving the tanker into their community to keep it safer and to have it as a resource. He credits Adam with having the idea. Then Kate and Herb agree it would be a good idea to take a census of who lives in the neighbourhood and what they do for a living so that they are ready and have all available work related resources if necessary. i.e. where the doctors, nurses, welders etc. live.

Chapter 17

Adam and his mom, Kate, are sitting together at the dining room table talking about Adam's Dad, hoping he is okay. Rachel and Danny are in bed. Herb joins them and brings in the results of the census of the neighbourhood. Kate starts to ask Herb what he used to do for the government. Herb deflects the question and just says he worked for Foreign Affairs. Suddenly the three of them hear gun fire. Adam drives the three of them to the location of the gun fire. The community was attacked. Two attackers died and one of the men from the community did as well. Kate sends Adam back home to look after Danny and Rachel who are still sleeping.

BEFORE

Reviewing our Partici Patrick Goals

Invite the students to go over to the bulletin board and move their shoes if they feel that they have made progress towards their goal.

Activate Their Knowledge of How to Keep a Community Working Together

Ask students what suggestions they would have to keep the community working together in case of an emergency? What kind of plans would they make so that they could access all of their resources?

DURING

Read Aloud Chapters 16 & 17

Modelling Voice

Pg. 128-129 Adam's voice is starting to sound like someone else's. Who? Why do you think this is happening? (Adam is starting to sound like Herb when he speaks).

Modelling Sources of Stress and Coping Strategies

Pg. 130 – Everyone is under stress and doing whatever it takes to help their families. Some people are really taking advantage of this. Are those people coping or are they doing something else? Is their form of coping appropriate? Why or why not?

Modelling Sources of Stress and Coping Strategies

Pg. 131 – Herb is about to suggest some ideas to prepare for more days like today's. Ask students what suggestions they make to keep the community safe? Record students ideas.
Then read what Herb has suggested and see if the students are close to his ideas

Modelling Making a Connection to Patrick

Pg. 133 – Did Patrick keep himself from feeling out of sorts by keeping everything as “normal” as possible and just live one day at a time rather than focusing on the negative?

Modelling Making an Inference

Pg. 141 – Herb touches the bulge over his gun and looks me straight in the eyes and says, “everybody has secrets.” “Was he threatening me or...I knew what he was saying.” What does Adam think he is saying? How do you know?

AFTER

Success Criteria for Making an Inference

Whole Class

- display the expectation for making an inference for grade 8 for the students...

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

- then tell the students that you will be creating Success Criteria for making an Inference as a class using the expectation
- ask them to tell you what kinds of things they have seen you model when you made an inference while reading The Rule of Three and while watching the various Public Service Announcements– see BLM 4 for additional support if you need it.
- record the answers that you and your class decide upon for success criteria

Session 12 – Reading Chapters 18 & 19 - Success Criteria for Voice

Expectations:

English

Oral Communication

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations.

Reading

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

Writing

2.2 establish a distinctive voice in their writing appropriate to the subject and audience.

2.3 regularly use vivid and/or figurative language and innovative expressions in their writing.

Learning Goals

To develop success criteria for Writing with Voice.

Materials

- The novel, *The Rule of Three*
- Chart paper
- Markers
- Ontario curriculum documents
- Learning Support 5: Writing with Voice Success Criteria

Chapter Summary

Chapter 18

Adam is at home looking after the twins while his mother and Herb deal with the shooting that happened at the gate. Adam is having a hard time sleeping so he goes to the kitchen. There he finds the census of all of the people of the community. Beside certain names, Adam sees the letter F, beside certain names, including his family. He concludes that Herb has selected certain community members to move out to the farm and leave the others behind.

Chapter 19

Adam wakes in the morning to noises. He gets his gun ready, but then realizes it is Herb and his mother sitting in the kitchen. He puts the gun away and joins them. Herb and Kate (Adam's mom) are debriefing about last night. Herb brings up the topic that the community may not be able to defend even more serious attacks. He suggests that they may have to abandon the neighbourhood and move to a location with more potential for water, food, livestock and defense. Herb asks Kate and Adam not to mention his idea to anyone else.

BEFORE

Activating Personal Knowledge

Ask the students that in thinking about the story Rule of Three, if they would stay in the community this whole time or would they look for another place to live? Why? Have students do a small group/table discussion about this first, then discuss as a whole class.

DURING

Read Aloud Chapters 18 & 19

Modelling Voice

Pg. 150 – “We still had lots of tea, but we’d run out of milk and, worse that we were running out of sugar. Black was one thing, but I needed sugar in my tea.” What does this say about Adam? How do you picture him? We already know what kind of friend he is, and that he is determined, but what side of him does this let us see?

Modelling Sources of Stress and Coping Strategies

Pg. 152-153 – Read to the middle of these pages and then say to the students, “Adam is hypothesizing that Herb has an F beside people who could move out to Peterson’s Farm. Adam is not feeling good about this because it seems as though Herb has only chosen certain people and the others would stay behind and could perish. Do you agree with Herb? Could this be the only way that some people could survive and preserver in this awful situation? Do you have any other ideas that could help instead?”

Modelling Voice

Pg. 155 – Herb says that he knows how hard it is when you have to take a life even when it is justified. What does this say about him? He admits that he has been in that position and that the first time is the hardest, although it never gets easy. Then he says how he meant what he said to Sergeant Evens. He believes it, actually that *he needs to believe it*. What does this say about Herb? How do we hear Herb’s voice here? What kind of characteristics are we seeing in Herb here? How do you know?

Modelling Making Inferences

Pg. 160 Herb says, “I’ve done it before,” Herb said, his voice not much more than a whisper. “I just hoped that I never would have to do it again.” He slowly got to his feet. He suddenly seemed old. *What does Adam mean by that? Why does Herb suddenly seem old? What kind of evidence can support our inference, stated or implied or both?* After students answer, check their answer with your success criteria to reinforce it.

Modelling Making Inferences

Pg. 161 – Adam says, “He was old, but nobody’s fool. I couldn’t help feeling he’d just put another chess move together with us watching, and not even knowing there was a game being played.” What is Adam referring to? What does he think Herb has done? What kind of inference can we make? Then check students’ answers against your success criteria.

AFTER

Creating Success Criteria for Voice as a Whole Class

Post the expectation for writing with voice and review with students.

2.2 establish a distinctive voice in their writing appropriate to the subject and audience.

Then as a class discuss what they have learned from the modelled pause points and develop success criteria for writing with voice. Learning Support 5: Writing with Voice Success Criteria can serve as a guide.

Success Criteria:

- Using a distinctive* voice established in your writing
- Writing is appropriate/relevant to the subject
- Writing is appropriate/relevant to the audience
- Word choice is supportive to the subject and audience

Session 13 – Reviewing Success Criteria

Expectations

Language Arts

Oral Communication

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations.

Reading

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

Health & Physical Education

Living 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 various physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

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.

1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.

Learning Goals

To review the success criteria for Making Inferences and Writing with Voice and and make revisions if necessary.

Materials

- The novel, *The Rule of Three*
- Anchor charts for Success Criteria for Inferring & Voice
- Chart paper
- Markers

Chapter Summary

Chapter 20

It is early morning and early May. Adam is out for a walk trying to clear his head. He is angry thinking about how Herb wants to take only some people out to the Peterson's Farm. While he is walking he notices

tices

that he does not have his gun. He starts to become scared. Herb's words of, "... you can't save everybody in the world." Then Adam starts to run quickly. He runs back to Herb's house. There he gathers his breath so he can share his idea calmly and coherently. Adam gets his mom and Herb into his kitchen and he pitches his idea to them to stay in the community and bring the Peterson's there.

Chapter 21

Herb and Adam are on their way to the Peterson's to run Adam's idea by them. Todd came with them too. Howie and Brett are already out at the farm to offer protection to them. Suddenly Herb, Adam and Todd come upon a check point. Herb suddenly gets out of the car to go and check on it. When they reach the driveway of the farm, they see a man lying on his stomach across the track. They get out of the car to investigate. The man is dead. Driving down the lane, they see another deceased person. They come up to a flipped over truck. Out from behind it comes Howie who is so happy to see them. Herb and Adam speak with the Peterson's and run their plan by them. The Peterson's agree to move to the community with them.

Chapter 22

The convey of tools, people and animals are all leaving the Peterson's and are heading to the community. Adam and Lori start to talk about their feelings for each other. Suddenly Adam slams on the brakes as the convey in front of him has come to a stop. People with weapons are holding the convey up. Herb and Adam go and speak to the men. Herb manages to get them out of the sticky situation, but when Adam gets back to his car, his hands are shaking badly!

BEFORE

Reviewing the Success Criteria for Inferring and Voice

Ask the students to look at the success criteria anchor charts for making inferences and Writing with Voice. Tell students that today while modelling inferring and voice, Students should reflect on the criteria and see if there are any criteria that need to be modified. Also ask students to use the success criteria while giving an answer.

DURING

Modelling Sources of Stress & Coping Strategies

Pg. 163-164 – Pause and say to the students, “Adam notices that people are still cutting their lawns etc., in an attempt to stay normal in a world that was no longer normal. Why would they do this? Why would this help them?”

Modelling Making Inferences

Pg. 173 Herb says, “I imagine the question is, are we simply trying to preserve life, or the way of life we claim we believe in?” What does Herb mean here? What can you infer? Use the success criteria to help you formulate your answer.

Modelling Voice

Pg. 174 – pause and say to the students, “Why does the phrase, “We have to be like a duck...Calm on the surface but paddling like crazy where nobody can see it” really capture Herb's voice. Why would he say this? What does this say about him?” Use your success criteria to help you.

Modelling Identifying Dangers and Reducing Risks

Pg. 186 – Herb tells Mr. Peterson that things are deteriorating quickly and that he and his family are not safe. Why? Why are they not safe? Why is their farm a target? How does Adam's idea of helping others in the community help convince Mr. Peterson to pack up and leave?

Making a Connection to Patrick

Pg. 186 – At the end of this page, stop and say, “Adam is thinking of the whole community and what would be best to help everyone, just like Patrick thought everyone who had HIV/Aids and what they needed for help. Patrick, like Adam, never just thought of himself.”

Group Work

Pause after this chapter, Chapter 22 and ask the students to brainstorm what sorts of things they think could and should come back from the Farm in order to help the community (i.e., seeds, canned food, tractor, tools, fencing, livestock, generator, other electrical technical things etc.) Make a t-chart of items and purpose for bringing it back.

Modelling Sources
of Stress and
Coping Strategies

Pg. 189 – Adam lists all of the items they are bringing back. Stop and compare the list you made after the last chapter and see how close they were to what was actually brought back.

AFTER

Turn and Talk About
Success Criteria

Have the students turn and talk and discuss how they feel about the co-constructed success criteria for making inferences and writing with voice. Have them discuss if they feel the criteria needs to be revised in any way. Have students share their thoughts, ideas, & opinions in a large group.

Session 14 – Read Aloud and Generating ideas for a PSA

Language Arts

Oral Communication

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations.

Reading

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

Writing

2.2 establish a distinctive voice in their writing appropriate to the subject and audience.

2.3 regularly use vivid and/or figurative language and innovative expressions in their writing.

Media Literacy

1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations.

3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.

Learning Goals

- We will use the characteristics of a PSA and potentially harmful situations into our brainstorming for a PSA of our own. We will use our knowledge and understanding of characteristics of PSAs and harmful situations to generate ideas for our own PSAs.

Materials

- The novel, *The Rule of Three*
- Anchor charts Success Criteria for Making Inferences and Writing with Voice
- Chart paper
- Markers
- Pictures of a Cessna and an Ultralight
- Computer
- Projector

Chapter Summary

Chapter 23

The Petersons have set up shop at Herbs house, along with their animals and much needed farm equipment. Adam begins to work on his airplane (Ultra Light) with the help of Lori. The airplane churns up concern for Adam in regards to the whereabouts and safety of his father. Adam takes an unscheduled flight with his Ultra Light airplane which he immediately deems a mistake, however the height gives Adam a clear view of what's happening on the ground surrounding his small community.

Chapter 24

Adam's mother is upset and relieved after Adam's flight, but has confidence enough in his skill that she asks him to take her for a fly by the other precinct station. Herb intervenes and suggests he go with Adam instead. After safety checks and the loading of flight gear, Adam and Herb take flight. They take note of other subdivisions barricades. As they approach the other police precinct station, what they discover is freighting. They return quickly to warn Adams mother, the Police Chief, of their findings.

Chapter 25

The decision to address the neighbourhood is made after Herb and Adam return from their flight. This comes after Herb and Adam's mother lead a caravan to remove the final items of the police station and

close it down. Over several days, Herb and the chief spoke with several people in the small community. They disclose their plan and have the committee sworn to secrecy. Herb identifies these people as “leaders” in the community because they represent all facets. Police, government, legal and the medical system.

BEFORE

Reviewing the Characteristics of a PSA

- Post the two success criteria anchor charts in the front of the classroom today and have students locate the Learning Supports completed in previous sessions.
- Have students share the characteristics of a PSA in the large group again and bring their attention back to the survival items that they listed previously.

DURING

Read Aloud Chapters 23, 24 & 25

Vocabulary

Pg. 205 Cessna, Pg. 206 Ultralight

- at the end of page 206, stop and look up on google what a Cessna and an Ultralight look like so that the students can see and understand what the two different airplanes look like.
- tell students this is another method to determine what an unknown word is when reading (Google US traditional dictionary)
- Ask what advantages Adam and his community have because Adam has an ultralight that works and that he is able to be a pilot for them?

Modelling Identifying Dangers and Reducing Risks

Pg. 214 -stop and say to the students, “Adam has now made two grave mistakes, what are they? (not having a proper landing strip in mind, not checking the amount of gas). What should he have done before he took off and why? Why should you always be prepared before you leave the house?”

Modelling Identifying Dangers and Reducing Risks

Pg. 220 – This time Adam follows a checklist to ensure his Ultralight is ready for flight. Why is this good to do beforehand? What did Herb do to prepare?

Modelling Making an Inference

Pg. 225 – Herb says, “Arson isn’t about gain. It’s about frustration, anger, power and control.” What does Herb mean by this? What can you infer?

Modelling Good Word Choice

Pg. 235 - “There was a collective wave of despairing sighs and groans that washed through the whole gym and flooded over the stage in the front.” What images come to mind when you listen to this? Why is this word choice so powerful? What has the author done by being so descriptive?

AFTER

Generating Ideas for our own PSA's

- Remind students of the learning that has taken place so far in the cycle: potential risky situations and the materials that they need
- Characteristics of PSA's
- How to make inferences and how to write with voice
- Tell students that as a class, they will be generating ideas for their own PSA's
- Create a web of ideas as a class and have students copy this web
- Have students highlight or circle three ideas that they like or generate three ideas of their own if they prefer
- Have students discuss with their table mates ideas that they like and why
- Tell them to be ready to share with you their three ideas for next session

Session 15 – Creating Success Criteria for a PSA

Expectations

Language Arts

Reading

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

Writing

2.2 establish a distinctive voice in their writing appropriate to the subject and audience.

2.3 regularly use vivid and/or figurative language and innovative expressions in their writing.

Media Literacy

1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations.

3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.

Health & Physical Education

Living 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 various physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

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.

1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members.

1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.

Healthy Living

C1.2 identify situations that could lead to injury or death (*e.g., head injuries in contact sports, spinal cord injuries from falls or diving into unknown water, injuries in car accidents*) and describe behaviours that can help to reduce risk.

C2.2 demonstrate the ability to assess situations for potential dangers (*e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs; participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or artificial tanning that involve potential health risks*), and apply strategies for avoiding dangerous situations.

C3.2 analyse the impact of violent behaviours, including aggression, anger, swarming, dating violence, and gender-based or racially based violence, on the person being targeted, the perpetrator, and

bystanders, and describe the role of support services in preventing violence.

Learning Goals

To use our knowledge and understanding of the success criteria for making inferences, writing with voice, characteristics of PSAs, harmful situations and decision making to develop success criteria for our own PSAs.

Materials

- The novel, *The Rule of Three*
- Anchor charts for Success Criteria for Inferring & Voice
- Characteristics of a Public Service Announcement
- Learning Support 16: Top 3 choices for a PSA
- Learning Support 17: Success Criteria for a PSA
- Website for Shared Reading:
<http://articles.mercola.com/sites/articles/archive/2001/03/10/cancer-high-voltage.aspx>
- Computer
- Projector

Chapter Summary

Chapter 26

The neighbourhood is being transformed into a self-contained community. Fields for crops are being developed, fortified fences with ledges for surveillance are being built and next steps for the communities' survival are being discussed. Herb is concerned that their efforts are going to attract a lot of attention... Moth to a flame.

BEFORE

Recording Students Ideas for their PSA's

- Have the students complete the template that lists their top three choices for their PSA's.
- There is a section where you and the student can sign off once you have quickly conferenced with each student and determined a top choice for them while they are filling the sheet in.
- Circulate and quickly conference with students ensuring that you sign off on the form as each student selects the topic for their PSA.

DURING

Read Aloud Chapter 26

Modelling Identifying Dangers and Reducing Risks

Pg. 244 – Mr. Peterson is tilling up the soil to start areas for farming under the High Voltage Power Lines. This is safe now, but will this be a good idea when the hydro lines are working? Why or why not?

AFTER

Shared Reading on the Dangers of Hydro Lines

At the end of this chapter, do a shared reading on the dangers of hydro lines and how they can cause cancer. Perhaps a topic for a PSA:

<http://articles.mercola.com/sites/articles/archive/2001/03/10/cancer-high-voltage.aspx>

Discuss feelings about Hydro Lines and what students think about the ideas brought forward in this article.

Review Characteristics of a PSA and Creating Success Criteria for a PSA

- Post the list of characteristics of a PSA as well as the Success Criteria for Inferring and Voice.
- Start to generate ideas for your Success Criteria for a PSA using Inferring(1.5), Voice (2.2 & 2.3), Identifying Risks and Reducing Dangers (1.1 & 1.2), and the Media Expectation (1.2 & 3.4)
- Use BLM 14 or create your own criteria for the PSA using the indicated expectations

Success Criteria Example

- Social issue/topic is clearly represented
- Educates/informs/persuades/raises awareness about my topic
- Has a clear, realistic message that target audience can understand
- Word choice is relevant and supportive to my PSA
- Voice is recognizable and appropriate to my PSA
- PSA is relevant to my target audience
- The mechanics (mood, setting, colour, music, pictures, time limit, audibility etc.) are relevant and support the PSA and
- Audience can infer if necessary due to strong mechanics of my PSA
- My media form (slide show, poster, song, power point) flows in a natural order
- Potential Dangers/ Risks & solutions are evident and supported in PSA
- Facts and Examples are relevant and supportive to the PSA
- Proper spelling, punctuation, grammar for our grade

Session 16 – Deconstructing PSA's

Instructional Approach Shared Reading

Expectations

Language Arts

Oral Communication

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations.

Reading

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

Writing

2.2 establish a distinctive voice in their writing appropriate to the subject and audience.

2.3 regularly use vivid and/or figurative language and innovative expressions in their writing.

Media Literacy

1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations.

3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.

Learning Goals

To understand the different media forms for PSA's.

Materials

- Words Hurt – Bullying PSA - <http://www.youtube.com/watch?v=1j6YA03hm4k>
- Brochure PSA, Finding a Vaccine for HIV: <http://www.urmc.rochester.edu/medialibraries/urmcmedia/medicine/infectious-disease/images/ads1.jpg>
- Poster PSA, Cyberbullying: <http://bdb3b8.medialib.glogster.com/thumbnails/f4083c2a33ff952b95245a817fa6578b687b67a5dc180e365b16d5020683b330/cyberbullying-psa-poster-source.jpg>
- Learning Support 18: Brainstorming Scenes for a PSA
- Anchor charts for Success Criteria for a PSA
- Template for Planning your own PSA?
- Computer
- Projector

BEFORE

Reviewing the Success Criteria for a PSA

Provide each student with a copy of the co-constructed success criteria for a PSA Review it with the class and confirm that everyone understands and is in agreement with the wording of the criteria. Allow for discussion if any is needed.

DURING

Shared Reading of a PSA

The point of this session is to illustrate that although PSAs have specific criteria relating to content; they may vary in form. Three kinds of PSAs will be presented: YouTube video, brochure, and poster. Students will have to identify what criteria make these three forms different so they can apply in their own PSA.

Modelling How to Apply Your Co-Constructed Success Criteria to a Video PSA

- View: Words Hurt – Bullying PSA - <http://www.youtube.com/watch?v=1j6YA03hm4k> as a group a couple of times with the co-constructed success criteria for a PSA at hand.
- Have students identify all the elements of the criteria in the PSA and discuss: Does the PSA represent all of the criteria we thought would be important. If so, what does this tell us about our criteria? If not what is missing? Does this PSA have elements that our criteria doesn't address? Do we need to amend our criteria?
- Discuss if the PSA, Words Hurt, is missing anything.

Modelling How to Apply Your Co-Constructed Success Criteria to a Brochure PSA

- Read/view the Brochure PSA, Finding a Vaccine for HIV: <http://www.urmc.rochester.edu/medialibraries/urmcmedia/medicine/infectious-disease/images/ads1.jpg>
- Find all the elements of your criteria in the PSA and discuss
- Discuss using the guiding questions used for the PSA, Finding a Vaccine for HIV.

Modelling How to Apply Your Co-Constructed Success Criteria to a Poster PSA

- Read/view the Poster PSA, Cyberbullying: <http://bdb3b8.medialib.glogster.com/thumbnails/f4083c2a33ff952b95245a817fa6578b687b67a5dc180e365b16d5020683b330/cyberbullying-psa-poster-source.jpg>. Have students try to find the elements of the criteria in the PSA and discuss using the guiding questions posed for the Words Hurt PSA.

AFTER

Brainstorming Different Forms of PSA's

- Brainstorm the different forms of PSA's that students would like to create. . . posters, videos, or brochures.
- Distribute the deconstructing a PSA template and have the students start to brainstorm ideas for their PSA. You may choose to use Learning Support 18: Brainstorming Scenes for a PSA.
- BLM 15 for planning the different scenes to help them to brainstorm

Session 17 – Read Aloud

Instructional Approach **Read Aloud**

Expectations

Language Arts

Oral Communication

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations.

Reading

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

Writing

2.2 establish a distinctive voice in their writing appropriate to the subject and audience.

2.3 regularly use vivid and/or figurative language and innovative expressions in their writing.

Media Literacy

1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations.

3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.

Health & Physical Education

Healthy Living

C3.2 analyse the impact of violent behaviours, including aggression, anger, swarming, dating violence, and gender-based or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence.

Learning Goals

- To understand how word choice can change a character's characteristics and actions and cause the reader to make new inferences.
- To use criteria to self assess my PSA

Materials

- The novel, *The Rule of Three*
- Chart paper
- Markers
- Photocopies of chapter 28 – 1 copy per 2 students
- Highlighters
- Learning Support 19: PSA Self Assessment

Chapter Summary

Chapter 27

The leaders committee meet to discuss progress and next steps. Concerns about food, fuel and security are of highest importance. The discussion to salvage stranded vehicles outside the walls is made and plans to accomplish the task are finalized.

Chapter 28

The car salvaging plan is put into action. Brett and Adam are leading one of the few teams selected to harvest the vehicles outside of the neighbourhood walls. Discussion about making a deer hunting trip down to the river occurs between Brett and Adam. A young family appears on the road during the salvaging mission who Adam believe could be an asset to the community. Without the support of Brett, Adam invites the family to come inside the walls for a meal and a conversation.

BEFORE

Asking Questions About Morals and Situations

- Ask the students what morals means to them? Why do we have morals? What morals are most important to them and why?
- Have a large group discussion.

DURING

Read Aloud Chapter 27

Modelling Making an Inference

Pg. 251 – why does Adam say, “For a second I wished I could be like them, not really understanding the big picture.” What does he mean by this?

Modelling Identifying Dangers/Reducing Risks

Pg. 252 – The neighbourhood has put the following into place...

- day care
- dentist office
- pharmacy
- hospital
- small operating theatre
- walk-in clinic
- eating dinner together in shifts in the gymnasium at the high school

Why is it important to be organized like this amidst the chaos? How does this reduce any potential risks? Why is it always good to be prepared and ready and organized?

Pause for a Debate/Large Group Discussion

Four Corners

At the end of this chapter, stop and have a Four Corners debate as to whether or not the students are with key ideas in the reading. Use the Four Corners strategy to get students moving and engaging with each other.

Post four possible responses (Strongly Agree, Agree, Disagree, Strongly Disagree) one in each of the four corners of the classroom. Post the first statement and allow students to move to the corner that best represents their thinking. Encourage students In each group to share their thoughts. One person from each group should share with the large group. Students, based on ideas presented, may change their mind and move to a different corner. They should be encouraged to do so. Repeat with the remaining statements as time permits.

Possible Statements:

The community has made a good decision to turn people away from the community. Should they let them in to live and stay?

Even though the community doesn't want to let people in, they are still respecting the property of others ie., their cars. Is the community changing all of their morals?

Discuss how perhaps one's thinking has to change depending on the situation. Do one's morals and values change depending on the situation? Is it okay to question and change things?

Read Aloud chapter 28

Modelling Word Choice

Pg. 264 "... he took his nightstick and smashed out the window on the pick-up truck. The glass shattered into a million little pieces, covering the whole bench seat of the truck." What images do you get in your head when you hear these sentences? What words help you make those images? Have the students tell you what words helped them and ask them why this is.

Pg. 265 "Throughout this whole situation I'd been entrusted with information that almost nobody else knew, information that made me feel older, weighed me down." How does Adam show perseverance here? Why? How does the author's word choice help us see Adam as someone who perseveres?

Modelling How a Character's Voice Can Change Throughout a Text Depending on the Word Choice

Pg. 266 Brett walked over to the next car – a nice Buick. He took his nightstick and swung it at the car, and the front right headlight burst into pieces. Brett says, "I have to admit I like the sound of shattering glass." What do these actions and this sentence say about Brett? Has his voice changed? If so how? How has the author's word choice helped us see a change in Brett?

Making a Connection to Patrick Fortin

Pg. 269 – When Adam invites the family to the neighbourhood dinner, how does he sound like Patrick here? (He is including everyone and is also looking out for the good for others no matter their background or situation. Everyone counts and is important and always deserves time, attention and help).

AFTER

Understanding the Importance of Word Choice for Voice and and Inferring and for our PSA'

- Provide each student with a copy of chapter 28. Read P.266 aloud and have students highlight words that bring image to mind or helps them understand the text.
- Ask students to highlight sentences and actions that show Brett's voice in another colour and do an oral comparison of what Brett's voice sounded like in the earlier part of the book versus this chapter. Make a t-chart on the board and record answers. Point out how the word choice can totally change a person's voice.
- Ask students to think of their own word choice in their PSA and if it conveys the message they want to convey.
- Have students look at their PSA's and highlight words that they feel are powerful and are relative in their PSA. Have students identify areas for improvement and make necessary revisions.
- *Distribute the Self-Assessment PSA Learning Support 19: PSA and model how students can start to provide evidence of a piece of criteria from their PSA once they have met that criteria – tell the students that they should be filling in this learning support daily as they meet a piece of criteria and have evidence for it – this will also allow you to provide ongoing feedback to the students so it is Assessment for and as learning.*

Session 18

Expectations

Language Arts

Oral Communication

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations.

Reading

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

Writing

2.2 establish a distinctive voice in their writing appropriate to the subject and audience.

2.3 regularly use vivid and/or figurative language and innovative expressions in their writing.

Media Literacy

1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations.

3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.

Health & Physical Education

Living 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 various physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

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.

1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members.

1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.

Learning Goals

To gain a better understanding of how the BIG IDEA of perseverance can help us cope and deal with stress and stressful situations.

Materials

- The novel, *The Rule of Three*

Chapter Summary

Chapter 29

Mike Smith's funeral takes place and Paul Robson and his family have been incited to stay with the community. Adam voices his distrust about Brett to Herb. The security of the small community meets its first test.

Chapter 30

Adam is awoken by the sound of the border walls security horn. The first real threat to the community is issued with gunfire. Herb and Brett make the decision to investigate the disturbance under the blanket of darkness. The truck that led the attack explodes, destroying the evidence of carnage in the truck. Howie is disturbed by the evening's events and feels responsible. Herb and the Chief encourage Howie to stay on as the head of the guards and ask him not to share the outcomes of the evenings events with anyone, including the committee.

Chapter 31

The small community continues to develop with the opening of a school, daycare and functioning doctor, dentist and vet offices. 90% of the community is surrounded by a protective wall. The development of "The New Neighbourhood" Newspaper takes place. Mr. Peterson voices his concern about 'quantitative' food production. In light of the situation that took place at the Burnham wall, Herb suggests new protocols for the use of firearms so to conserve ammunition and the need for violence. Sightings of people and vehicles passing the outer walls continues.

BEFORE

Discussing Personal Coping Strategies

- Ask the students what kinds of strategies they have for coping with something difficult? (Examples: studying, big assignments, fighting with friends, having low self-esteem, too much homework, peer-pressure etc). Lead a brief large group discussion on this topic.

DURING

Read Aloud Chapters 29, 30 & 31

Stress and Coping Strategies

Pg. 286 – Herb says that it is better to keep the incident of the three people being shot when they did not fire first is best. He says it will cause less stress. What do you think? Do you agree or disagree? Why?

Stress and Coping Strategies and Tying in BIG IDEA of Perseverance

Pg. 288-289 – Even when the odds are against them, the neighbourhood is preserving and doing their best to live a "normal" life that works for them. i.e. they have even started a small newspaper. How does this perseverance and attempt to lead a "normal" life help the people deal and cope with stress?

AFTER

Large Group Discussion

Ask the students to talk to their elbow partner and discuss how the BIG IDEA of perseverance is evident in their PSA? Where does someone or something have to cope with stress or stressful situations? How is this show in their PSA's? (this supports the first 5 pieces of suggested success criteria for PSA's). Then have the students share their answers as a large group

Students should review their PSA's in light of today's learning and the success criteria. Teachers should circulate and conference with students and ensure that students are using the success criteria.

Session 19 – Read Aloud, PSA's

Expectations

Language Arts

Oral Communication

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations.

Media Literacy

3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.

Health & Physical Education

Living 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 various physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

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.

1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members.

1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.

Healthy Living

C1.2 identify situations that could lead to injury or death (*e.g., head injuries in contact sports, spinal cord injuries from falls or diving into unknown water, injuries in car accidents*) and describe behaviours that can help to reduce risk.

C2.2 demonstrate the ability to assess situations for potential dangers (*e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs; participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or artificial tanning that involve potential health risks*), and apply strategies for avoiding dangerous situations.

C3.2 analyse the impact of violent behaviours, including aggression, anger, swarming, dating violence, and gender-based or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence.

Learning Goals

To be able to connect the BIG IDEA of perseverance to their own personal lives.

Materials

- The novel, *The Rule of Three*

Note to Teacher

It is up to your discretion, but I would recommend stopping reading at the end of paragraph 2 on page 321 after the word “night” and picking it back up on page 322 at the end of paragraph 2 on page 322 where it says, “Todd and Lori looked worried. I would leave the other section out as it talks about strip poker, and punching your friends when they get points etc. It may not be appropriate for your class, and it is not necessary for the story line. Leaving it out does not disrupt anything.

Chapter Summary

Chapter 32

Adam and Lori continue to get closer as the small community continues to develop further. The first security lights are installed along the Burnham wall. Adam and Lori make plans for their first flight together in the Ultra-Light.

Chapter 33

The community has started the construction of greenhouses so that long term growing solutions are not an issue when colder weather comes and outside growing season ends. Lori and Adam make their first flight and deliver the package Adam’s mother and Herb asked them to deliver to a nearby gated community. This will be the first intended outside contact with another organized group since the start of the power outage.

Chapter 34

Adam, Herb and a guard convoy go to the set meeting place to talk with representatives of the Olde Burnham gated community. An exchange of services is agreed upon and good faith statements are made. Herb’s cynicism about human nature is starting to recede. He blames his change of opinion on Adam. Adam is beginning to feel a little confined within the walls and continues to worry about the absence of his father.

BEFORE

Large Group Discussion

Ask the students to share times where they feel as though they have had to persevere. How were they able to? What strategies did they use?

AFTER

Work Period on PSA’s

- Allow the students to work on their PSA’s and ensure that they have their success criteria handy and that they are looking at the piece of criteria that you all discussed and debated today in class
- Circulate and offer feedback based on the co-constructed success criteria for your PSA’s

Session 20 – Read Aloud Using Voice in The PSA

Expectations

Language Arts

Oral Communication

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations.

Reading

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

Writing

2.2 establish a distinctive voice in their writing appropriate to the subject and audience.

2.3 regularly use vivid and/or figurative language and innovative expressions in their writing.

Media Literacy

3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.

Learning Goals

- Use success criteria for writing with voice to respond to a question based on the read aloud.
- Apply new learning about S.C Writing with voice to the PSA.

Materials

- The novel, *The Rule of Three*
- Learning Support 20: Writing with Voice Activity

Chapter Summary

Chapter 35

Adam and Herb take a trip in the Ultra-Light to their new allies in Olde Burnham. Herb brings up Adam's distrust of Brett and tries to reassure him that Brett can be controlled. The flight changes purpose when another plan is spotted and Adam and Herb decide to turn this flight into a recon mission. What they discover is startling as are the events that take place after they locate the plane as well as the people who own it.

BEFORE

Large Group Discussion

Ask the students, "Have you ever had to give a report to someone about something you saw? For example, something that happened in the school yard? An accident on the road? Someone accidentally got hurt while you were hanging out with friends? An accident in Phys. Ed. Class? What happened? How descriptive were you? Were you nervous? Why or why not?"

DURING

Read Aloud Chapter 35

Modelling Making an Inference

Pg. 324 – Adam is reflecting on the ways that their neighbourhood and Olde Burnham had been working together to support each other. Olde Burnham is sending mechanics, and Adam's neighbourhood providing doctors and dental visits. Herb even gave them long distance walkie talkies. Adam called them friends and Herb calls them allies. Why would Herb only call them allies and not friends?

Vocabulary

Pg. 333 – stall speed – going slower without stalling out or crashing out

-feel free to ask the students if anyone knows what stall speed means? If no one knows, ask them for strategies of how to determine these words/phrase. Ask the students if this word choice is relevant to the novel? If it is, why is it? Ask them to think about the word choice and scenes that they have in their PSA so far. Are all of them relevant and do they all support their PSA?

Pg. 335 – rogue - To cease to follow orders; to act on one's own, usually against expectation or instruction. To pursue one's own interests.

-model how to use contextual clues to determine the meaning of this word

Modelling Voice

Pg. 335 – Herb postulates that the people they see inside the fenced in area with the Cessna could be rogue army people. Why could this be very dangerous for their neighbourhood? What do you think could happen? What would you recommend to the committee when you got back Knowing what we know about Herb and Adam how do you think both of them will explain things to the committee? What kind of recommendations do you think they would make? Why do you think this?

AFTER

Independent Writing With Voice Activity

- Distribute Learning Support 20: Writing with Voice Activity to each student. Have students answer the question using the co-constructed success criteria for writing with voice to assess and improve their work.

Work Period on Their PSA's

- When the students are done the activity, have them work on their PSA's. Ask students to think about the word choice and scenes that they have in their PSA so far. Are all of them relevant and do they all support their PSA? Are they meeting that criteria like The Rule of Three does?
- Circulate and offer feedback based on the co-constructed success criteria

Session 21 – Read Aloud and PSA (Harmful Situation)

Expectations

Language Arts

Oral Communication

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations.

Reading

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

Writing

2.2 establish a distinctive voice in their writing appropriate to the subject and audience.

2.3 regularly use vivid and/or figurative language and innovative expressions in their writing.

Media Literacy

1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations.

3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.

Health & Physical Education

Living 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 various physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

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.

1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members.

1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.

Healthy Living

C1.2 identify situations that could lead to injury or death (*e.g., head injuries in contact sports, spinal cord injuries from falls or diving into unknown water, injuries in car accidents*) and describe behaviours that can help to reduce risk.

C2.2 demonstrate the ability to assess situations for potential dangers (*e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs; participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or artificial tanning that involve potential health risks*), and apply strategies for avoiding dangerous situations.

C3.2 analyse the impact of violent behaviours, including aggression, anger, swarming, dating violence, and gender-based or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence.

Learning Goals

- Identifying the solutions to potentially harmful situations in PSA's and determining if PSA's offer a solution.

Materials

- The novel, *The Rule of Three*
- Student created PSA's

Chapter Summary

Chapter 36

Adam makes some repairs to the Ultra-Light that were sustained after his and Herbs recon mission. As a result, Herb presses the committee to put more resources into fixing the defenses and doubling the efforts to reinforce the walls as well as any weak spots on the plane. Food restriction and rationing are about to come into effects so that the communities resources will last. The committee decides to not disclose any information about the newly discovered settlement and its weapon to the community.

Chapter 37

Adam is awoken by the sound of Olde Burnham undergoing an attack. Adam and Herb take flight to

survey

the damage and carnage before the two away teams move in. A sweep of the destroyed neighbourhood reveals the strength of the armed community as well as their savagery. A close sweep of the injured uncovers one of the hostils badly injured, but alive.

Chapter 38

The away team discovers thirty two survivors, two hundred dead, fifty un-accounted for and one severely injured hostile. Adam and Herbs are surprised on their return flight to the neighbourhood by a Cessna aircraft. Adam is now faced with his greatest flying challenge to date. He must out-maneuver the faster, larger aircraft which is carrying heavily armed men. His one advantage is not only his skill, but that he has Herb sitting beside him.

BEFORE

Large Group Coping with Stress

Ask the students if they have ever been in a stressful situation? What caused that stress, studying? Home alone? Peer pressure? After you made it through the situation, did you just want to go back to normal routine? If so, why? What sorts of things did you do? Call a friend? Eat? Text a friend? Talk to your family? Why?

DURING

Read Aloud Chapters 36, 37 & 38

Modelling Word Choice

Pg. 359 – Adam says, “I strained my mind, trying to think what to do. My head was practically charged with electricity. I wanted to run away, to hide, to land, but none of those options were possible.” What sentence really sticks out in your mind? How did the author’s word choice help you to make that image in your mind?

Modelling Making Inferences

Pg. 364 – Adam says that he knows that even though he did not fire the weapon, the blood of those four people are on his hands too. Then he says, “And you know what? I don’t care. I just want to eat.” Why do think Adam just wants to eat? What can you infer?

AFTER

Students Peer Assessment of PSA’s to see if there is a solution in them – this way the students can make a better connection to Patrick Fortin, The Rule of Three, and the various PSA’s they have been watching

Tell students: *We have been working on PSA’s that are dealing with potentially harmful situations. We learned how Adam just wanted to go back to a normal routine to deal with all of the stress that he has been under. Ask the students to work with a peer and watch, review, look etc., at each other’s PSAs and see if there is a solution for the potential stress that can take place as a result of their subject of their PSA. For example...*

- Glee’s texting while driving PSA – they offer the solution to pull off of the road or refrain from texting while driving
- Stand up 2 Cancer PSA offers the solution to talk to doctors and ensure that check-ups are up to date
- Patrick Fortin had to deal with the stress of having HIV and so his solution was to walk to help fundraise to find a cure

Have groups review PSAs and identify the source of stress and the solution in the PSA. Ensure that it meets the target audience and is accurate.

Large Group Discussions

Provide students with an opportunity to share in the large group.

Session 22

Expectations

Language Arts

Oral Communication

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations.

Reading

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

Writing

2.2 establish a distinctive voice in their writing appropriate to the subject and audience.

2.3 regularly use vivid and/or figurative language and innovative expressions in their writing.

Media Literacy

1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations.

3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.

Learning Goals

- We will peer assess each other's PSA's to ensure we have met the criteria and set goals based on feedback.

Materials

- The novel, *The Rule of Three*
- Student generated PSA's
- Learning Support 21: PSA Peer Assessment

Chapter Summary

Chapter 39

Herb believes that Adam is the best bet at eliciting information from the prisoner. Rather than interrogating the survivor, Adam tells the prisoner that they have attacked and killed most if not all of the man's community. The prisoner is initially reluctant to believe him, but finally succumbs to the lie and negotiates his life for information about the heavily armed colony. In the end, they gain the man's co-operation and valuable intel about their new and deadly enemy.

Chapter 40

A committee meeting takes place to put to rest the rumors about what happened to Olde Burnham. Herb described the dire situation they are facing in regards to their heavily armed, well trained, merciless enemy. Herb is devising a plan to attack their enemy which will give them the element of surprise. He believes they have an advantage in this surprise attack because they have Adam.

Chapter 41

Attack plans are finalized and the Ultra-Light has been retro fitted with armor to make it safer against open fire. Adam and Lori share one final intimate moment before Adam has to leave and embark on his mission. Adam makes Lori promise to look after Rachel and Danny if anything happens to him and or his mother. Adam and Herb take off for the mission in darkness and use the time to talk about Herbs life and how he regrets so many things he has done under orders. Adam reminds him that without him, the small community would never have gotten this far. As they make their final approach, Adam reflects on what they are about to do...Stop the enemy or die trying.

BEFORE

Large Group Discussion About How They Handle Stress (Strategies etc.)

Ask the students what they do in order to handle a stressful situation? For example, what if they were really sick with a cold and had to miss a lot of school. Does that stress them out? What do they do to handle that stress? How do they handle the stress of a big test or assignment? What steps do they follow? Why do those sorts of things help? What do they think the Fortin's had to do to handle the stress of Patrick having a rare disease that not many people knew much about?

DURING

Read- Aloud Chapters 39, 40 & 41

Modelling Sources of Stress and Coping Strategies

Pg. 370 – Herb says, “. . . We have to replace rumour with fact, panic with a plan, fear with a direction.” Why would he say this? What will it do? How will it help the community to handle stress? Do you think this is what Patrick's parents, the Fortin's, had to do when Patrick told his friends about his HIV? Did they have to dispel a lot of rumours? Where they able to do this because they had taken the time to become so knowledgeable about the disease?

Identifying Dangers and Reducing Risks Strategies

Pg. 378 – Below is a list of things they added to Adam's plane to make it safer . . .

- Protective plating
- Extra equipment
- Weapons
- A luminous ball level

Can students brainstorm anything else they can think of to add? Why is it good that they were so prepared? What does this show about them?

AFTER

Peer Assessment of the PSA's

- Students will peer assess PSA's as another form of Assessment as Learning.
- Students get into pairs and use the co-constructed success criteria to assess each other's work. Students must identify any criteria that are not met. The teacher should circulate and provide support when needed.
- Provide evidence of the criteria that they see.

Session 23 – Read Aloud, PSA

Expectations

Language Arts

Oral Communication

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations.

Writing

2.3 regularly use vivid and/or figurative language and innovative expressions in their writing.

Learning Goals

- To understand how word choice can create suspense and add drama to propel “a problem” in a text.
- To revise our PSA's to ensure word choice encourages the reader to stay engaged.

Teacher Notes

Make sure to stop reading at the end of Chapter 43 so that students are left hanging and can therefore complete the activity in session 24.

Materials

- The novel, *The Rule of Three*
- 2-3 post its per student
- Chart paper
- Markers
- Laptop
- Projector
- website: www.wordle.net

Chapter Summary

Chapter 42

When the fight begins, it's clear the enemy is surprised. Herb directs Adam to get as low and level as he can so he can begin his assault from above. The ground team does their job leaving the final attack to come from Adam and Herb. Between Herbs bag of ammunition and Adams expert flying, the assault gains the response Herb was hoping for. The question now is, how long must they wait for a retaliation?

Chapter 43

The atmosphere after the attack around the neighbourhood was electric. The Ultra-Light occurred some damaged to its tail during the attack, but Adam is assured it could be repaired within the day. Herb is already strategizing the community's next move believing their best defence is a strong offence. In the midst of discussions about the previous day's events, an excited voice crackles on the radio; “They're on the move! They're on the move!”

BEFORE

Large Group Discussion

Ask the students what sorts of things T.V. shows, books, novels do to keep the viewer/reader hanging when they create a cliff hanger? Allow students to share their responses and have them give examples of where and when they have encountered this. Ask students why they think writers of T.V. shows, novels etc. do this?

Listening for Word Choice and Sentences

Tell students that the purpose for listening to the read aloud is to identify sentences and word choices that create suspense and promote “the problem” of the story, therefore intriguing the reader. Give students post-its and have them record sentences and or words that create suspense as the chapter is being read.

DURING

Read Aloud Chapters 42 & 43

Modelling How Authors Create Suspense Through Word Choice

Stop at the end of chapter 43 and say to the students, “In the midst of discussions about the previous day’s events, an excited voice crackles on the radio; “They’re on the move! They’re on the move!” - say to the students that this creates suspense in my mind because when the author says, “they’re on the move!” with an exclamation point, and then repeats this same sentence again with another exclamation point, I can sense the urgency in the person speaking. I, in turn, become more excited and want to know what happens next. Even though it is a short sentence, the word choice still builds suspense for me.

AFTER

Sharing of Ideas of Suspenseful Words

Have students share with their elbow partners the words and sentences that created suspense for them and why. Afterwards, provide opportunities for sharing as a whole class. www.wordle.net is a great website that would allow you to create a collection of the suspenseful words

Reviewing Their PSA for Suspense Created

Have the students review PSA’s and look for words, images, etc. that create suspense and keep the reader interested. This will support the success criteria for voice and word choice and the mechanics of the PSA.

Session 24 – Read Aloud

Expectations

Language Arts

Oral Communication

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations.

Learning Goals

Using our critical thinking skills to evaluate the novel, *The Rule of Three*.

Materials

- The novel, *The Rule of Three*

Chapter Summary

Chapter 44

The reports that the enemy has left their base is what gets the neighbourhood into action. Adam and Herb waste no time getting the newly repaired Ultra-Light into the air. Once the convoy is spotted Herb begins the process of bunching the vehicles together by dropping Molotov cocktails onto abandoned cars, slowing the front vehicles of the convoy down. The hope is to funnel them all towards the heavily booby-trapped

bridge in a close group. As the lead trucks crash through the first barricades, Herb takes fire, causing the front vehicle to explode. This explosion elicits a chain reaction, causing the bridges wired pillars to detonate and explode. Adam and Herb pull up before they are engulfed in the flame. Once they survey the destruction of the bridge and the hundreds of men, weapons and destroyed vehicles littering the bottom of the valley floor, Adam proclaims “they are safe” to which Herb responds, “At least for today.....”

BEFORE

Predicting

Have the students predict how the book will end.

DURING

Read Aloud Chapter 44

Making Inferences

Pg. 405 – when Herb says, “We are safe. At least for today.” What does he mean by this? What can you infer?

AFTER

Large Group Discussions

- Lead a large group discussion where the students discuss their predictions and if they were close to how the book ended

Large Group Discussions on the Students Thoughts and Feelings Towards the Book

- Invite the students to discuss with you their thoughts and feelings towards the novel and why

Session 25 – Presentations of the PSA's

Expectations:

English

Oral Communication

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations.

Reading

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations.

Writing

2.2 establish a distinctive voice in their writing appropriate to the subject and audience.

2.3 regularly use vivid and/or figurative language and innovative expressions in their writing.

Media Literacy

1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations.

3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.

Health & Physical Education

Living 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 various physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

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.

1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members.

1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.

Healthy Living

C1.2 identify situations that could lead to injury or death (*e.g., head injuries in contact sports, spinal cord injuries from falls or diving into unknown water, injuries in car accidents*) and describe behaviours that can help to reduce risk.

C2.2 demonstrate the ability to assess situations for potential dangers (*e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs; participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or artificial tanning that involve potential health risks*), and apply strategies for avoiding dangerous situations.

C3.2 analyse the impact of violent behaviours, including aggression, anger, swarming, dating violence, and gender-based or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence.

Learning Goals

To listen, understand and appreciate each other's Public Service Announcements.

Materials

- Student's PSA's
- Success criteria for the PSA's

DURING

Presentation of the PSA's

- Have the students present their PSA's however you see fit
- Evaluate the PSA's using the co-constructed success criteria

INDEPENDENT READING: LITERATURE CIRCLE

SESSION 1 INTRODUCING LITERATURE CIRCLES

Defining

Brainstorm what constitutes a Literature Circle. Be sure to bring out the following important points:

- Students will gather in small groups for discussion
- Each group member reads the same book
- Students get to choose their own books from a selection
- There are different roles to complete
- Each time you read, you complete a role
- Your group decides how much you have to read for each session
- Literature circles meet twice a week. Each group member has to do the reading and complete the role sheet. When groups meet, they have a conversation using role sheets for guidance.
- Readings and role sheets will be homework - only the discussion part will take place in class.

MODELING THE LITERATURE CIRCLE ROLE

Note to Teacher

Modeling of the role itself, how the role sheet is completed and how the role plays out in the discussion is integral to the success of literature circles. Each part of the process needs to be carefully introduced, demonstrated and students need to have time to practice with feedback. The more time and energy spent here, the better the discussions will be.

SESSION 1 HOW TO DEVELOP LOW AND HIGH ORDER QUESTIONS

BEFORE

Note to Teacher

It is essential that students have a solid understanding of the difference between low order and high order questions, how to develop them and what their purposes are. The Discussion Director is responsible for starting and maintaining the discussion. It is important to remind students what a discussion is versus going around in a circle and allowing everyone to speak. For our purposes, we want students to engage in the conversation in an authentic way and so going around in a circle doesn't usually encourage that. The use of higher order questions will facilitate this process. As a result, students will need to know what higher and lower order questions are and how to use the Questioning Matrix.

Questioning

We will use the Questioning Matrix (see LS 22 Questioning Matrix) because it is more concise and easier to teach – we don't want to spend a week teaching the different levels of questioning in preparation for this role although it might be a good idea to do so at another time. For a great resource regarding the levels of questioning and how to teach, go to www.eworkshop.ca, Literacy Modules, Active Learning – Lit. Circles, Videos.

Choose a text to share with the students. You might choose Patrick's Wish or Charlotte's Web or any other text that connects to the cycle. You will be reading the text in two segments. Distribute sticky notes to students. Tell students that the focus of the lesson will be on high order and low order questions.

DURING

Model Questioning

Read the first segment of the selection aloud to students. During the reading, stop periodically to think aloud. Your thinking should reveal the questions you are asking yourself as you read in an effort to make sense of the text. Record these questions on chart paper as you share them during your reading. Be sure to include blatant examples of both low order and high order questions.

Discussion

Ask students: what do you notice about the questions I've posed during the reading? The idea here is to bring out that some questions are easy to answer because they relate to facts and come straight from the text while others require the reader to think, make inferences and recognize that there might be more than one right answer.

Q-Matrix

Show students the Q-Matrix and describe how it works (see LS 22 Questioning Matrix). Be sure to remind students that there are exceptions to the rule and sometimes what appears to be a low order question will actually be a high order question and vice versa.

AFTER

Practice

Tell students that they will be thinking about low order and high order questions while listening to the read aloud. Tell students that they will be expected to write one low order question and one high order question each on separate sticky notes.

Read the second segment of the selection.

Allow students to share their questions by stating first what kind of question they think they've written and then reading the question aloud. Seek assistance from the rest of the class in determining accuracy. When all have agreed on the kind of question, have student place the sticky in the appropriate cell on the Questioning Chart. Repeat this process until the teacher believes that all students have a solid understanding of the difference between low and high order questions. In most cases, students will need to be able to work through this process a few times. As a result, it would be beneficial to work through the entire process two or three days in a row using different short texts.

SESSION 2 DISCUSSION DIRECTOR

BEFORE

Set the Stage

Tell students that we would usually meet in Literature Circle groups to discuss the assigned reading and our roles but that today we will learn about our first role. Tell students that they should be thinking about the role while reading today's selection. Tell students that our first role will be: Discussion Director (see LS 23 Discussion Director).

Distribute LS 23 Discussion Director to students.

DURING

Model the Role

Read through the description of Discussion Director as a large group. Talk about asking deep questions. Remind students that some questions are lower level while others are higher level. Lower level questions are good, but they don't require the reader to think or make connections. Higher level questions require you to think - make connections, infer etc.

Tell students that their role today is to think about questions that they might ask that will require others to think deep - to make connections and infer; questions that might not have one right answer, but a lot of right answers.

Provide a short text for students to read independently. Students will create a list of questions to ask when they are discussion directors.

This exercise is similar to yesterday's work with the Questioning Chart. It is important to start anew today and have students develop questions while reading independently and through the lens of a Discussion Director.

AFTER

Provide ample time for students to share their questions and encourage discussion about which questions would be good for stimulating a discussion and why and how other questions might not promote a dialogue.

SESSION 3 THE DISCUSSION

BEFORE

In this session, students will learn how the discussion part of the process works. In order to do this, students will develop a list of criteria for engaging in dialogue.

DURING

Brainstorming

Use the brainstorming strategy to review what behaviours work well in a dialogue and which do not. Create a T-Chart (see LS 24 Accountable Group Discussions) on the board and complete together. See LS 24 Accountable Group Discussions Example for ideas about what might be included in the chart.

AFTER

Emphasize to students that the most important thing to remember about Literature Circles is that the discussion evolves - it doesn't go around in a circle. Group members are allowed to make comments when they want as long as they don't interrupt others. The Discussion Director starts the ball rolling and keeps everyone on track. He/she asks questions when everyone has finished talking about a particular topic. The Discussion Director makes sure everyone is on task so if someone is not participating the Director can specifically ask someone to respond to a question.

Remind students that they are just learning the process, that it will take a little while to become experts, but that they will get there eventually.

Depending on students, the process of modeling how to complete the Discussion Director role sheet as well as the Discussion Director role in the discussion group may need to be repeated. Teachers should expect that to continue developing the skills and knowledge needed for being effective Discussion Directors for at least a week.

SESSION 4 THE POINT PERSON

BEFORE

Setting the Stage

The next role will be that of Point Person (LS 26 Point Person). Tell students that their task for this role will be to identify whose point of view is being represented in the reading. Tell them that they will also write about how the same event might have been told by one other character in the story.

DURING

Model

Demonstrate the process by reading aloud a few pages of text that includes strong characters and then thinking aloud about the character I will use to rewrite the selection. A good text to use is *Flipped* by Wendelin Van Draanen. Continue using think aloud to describe what the point of view of the other character would sound like. Write the same event from the other characters point of view on chart paper.

AFTER

Provide students with a reading selection or conduct a shared reading. Review the Point Person role. Allow students to work in small groups to take on the role of point person. Groups can share their perspectives, but before they do, Model how the discussion should evolve. The point person begins by reading the passage from the text. The Point Person then tells what characters point of view is being represented and reads the rewrite. The Point Person invites others to respond to his/her work.

Repeat this process until all students are familiar with and understand the expectations.

SESSION 5 CONNECTOR

BEFORE

Note to Teacher

The next role will be that of Connector (LS 27 Connector). Tell students that their task will be to make connections: text to text, world, and self-based on the reading.

DURING

Model

Model the process by reading aloud and then thinking aloud about what the reading reminds you of. Write the connections on chart paper and identify the kind of connection made. Students will be fairly familiar with this process so they should be able to do this independently.

Review with students the process of the connector role during the discussion group. Model by telling the students that the connector has to set the context by telling the rest of the group what part of the text was used as the basis for the connection. Continue to model by reading a selection from which a connection was made, then tell the students the connection. Ask students if they want to add anything. Continue to model several connections allowing responses from the group each time.

SESSION 6 SUMMARIZER

BEFORE

Set the Stage

Tell students that the next role will be Summarizer (LS 28 Summarizer). Read the summarizer's role collectively (as found on LS 28). Most students will have some understanding of what it means to summarize text, but explicit teaching will have to take place.

DURING

Model

Read the selection through once together. Repeat reading through the selection again, this time highlighting the important information. Do this on the overhead so that all students can see. Now, choose four or five of the most important events and record. Using these four or five points, write a paragraph that summarizes the reading.

Read another short selection from the text. Repeat the process and summarize as a large group.

Read another short selection from the text. Repeat the process and summarize in small groups (this may not be necessary – teachers will have to use their professional judgement).

Introduce how the role is to be implemented in discussion groups. The summarizer is the first group in a Literature Circle discussion to begin speaking. The summary becomes the foundation, making sure that all students understand the text. The summarizer reads his/her summary to the group. The group then offers input about events that were missed and events that should not be included. The group must come to a final agreement and the summarizer must make any necessary changes.

Read another short selection from the text. Repeat the process and summarize independently. Also provide time for a discussion group. This time ask for a few volunteers to come together to model the process.

SESSION 7 CONSOLIDATING THE ROLES IN A DISCUSSION GROUP

Implement a group structure to the reading and begin the independent completion of roles and discussion groups.

BEFORE

Log Sheet

Introduce students to the Log Sheet (LS 25 LOG SHEET) and provide a model of how it should be completed.

DURING

Divide the class into groups of 4. Ask students to get into their groups and assign their reading for next class as well as their roles. Have them complete the log sheet. Gather as a large group to ensure that students understand the process and have their log sheets completed correctly. Remind groups that they should provide assistance to each other as well.

Another important reminder: Tell students that groups will not be functional if one of them fails to complete the reading and/or the role sheet. Not only will students waste your own time, they will be wasting everyone's time. Therefore, completing these tasks as assigned are essential for everyone's learning.

Provide time in class for students to complete their reading and role sheet. Allow time at the end of the session for students to share their feelings, questions, comments etc.

Day 2 Classroom Practice

On a subsequent day, ask for a group to volunteer to conduct the discussion group as a model. It would be helpful to review the process with the group beforehand. Ask students who should be the first to start the discussion (Summarizer). Lead the group through the process. Follow with the remaining roles with teacher acting as a guide for the process.

Remaining groups should proceed with discussion groups. As the time closes, remind students to complete their log sheets for next session.

Book Talk



LEARNING SUPPORTS

1.	Making Inferences Baseline Task (Generic).....	Session 1
2.	Making Inferences (Social Nibbler) Baseline Task.....	Session 1
3.	Writing with Voice Baseline Task.....	Session 1
4.	Making Inferences Success Criteria.....	Session 11
5.	Writing with Voice Success Criteria.....	Session 12
6.	Marathon Ribbon.....	Session 2
7.	Running Shoe.....	Session 2
8.	Concept Map Template.....	Session 3
9.	Concept Map Perseverance.....	Session 3
10.	Anticipation Guide.....	Session 3
11.	Anticipation Guide Answers.....	Session 3
12.	HIV and AIDs Information Sheet.....	Session 3
13.	PSA Graphic Organizer.....	Session 9
14.	PSA Graphic Organizer Sample.....	Session 9
15.	List of Public Service Announcements.....	Session 10
16.	Top 3 choices for PSA.....	Session 15
17.	Success Criteria for PSA.....	Session 15
18.	Brainstorming Scenes for a PSA.....	Session 16
19.	PSA Self Assessment.....	Session 17
20.	Writing with Voice Activity.....	Session 20
21.	PSA Peer Assessment.....	Session 22
22.	Questioning Matrix.....	Session 1
23.	Discussion Director.....	Session 2 Independent Reading
24.	Accountable Group Discussion Template.....	Session 3 Independent Reading
25.	Log Sheet.....	Literature Circle Session 1-7
26.	Point Person.....	Session 4 Independent Reading
27.	Connector.....	Session 5 Independent Reading

LEARNING SUPPORT 4: MAKING INFERENCES SUCCESS CRITERIA

Session 11

Expectation

Reading

Develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations (Language: Reading 1.5).

Success Criteria

- Develop an accurate* interpretation of grade level text
- Explicitly explain your interpretation
- Use stated evidence to support your interpretation
- Use implied evidence to support your interpretation

* you will need to have a conversation with your students about what an “accurate” interpretation means

*Please note that the above criteria came directly out of the reading expectation. You may choose to change the language used to reflect students’ interpretation or understanding of the expectation.

LEARNING SUPPORT 5: WRITING WITH VOICE SUCCESS CRITERIA

Session 12

Expectation

- Establish a distinctive* voice in their writing appropriate to the subject and audience.

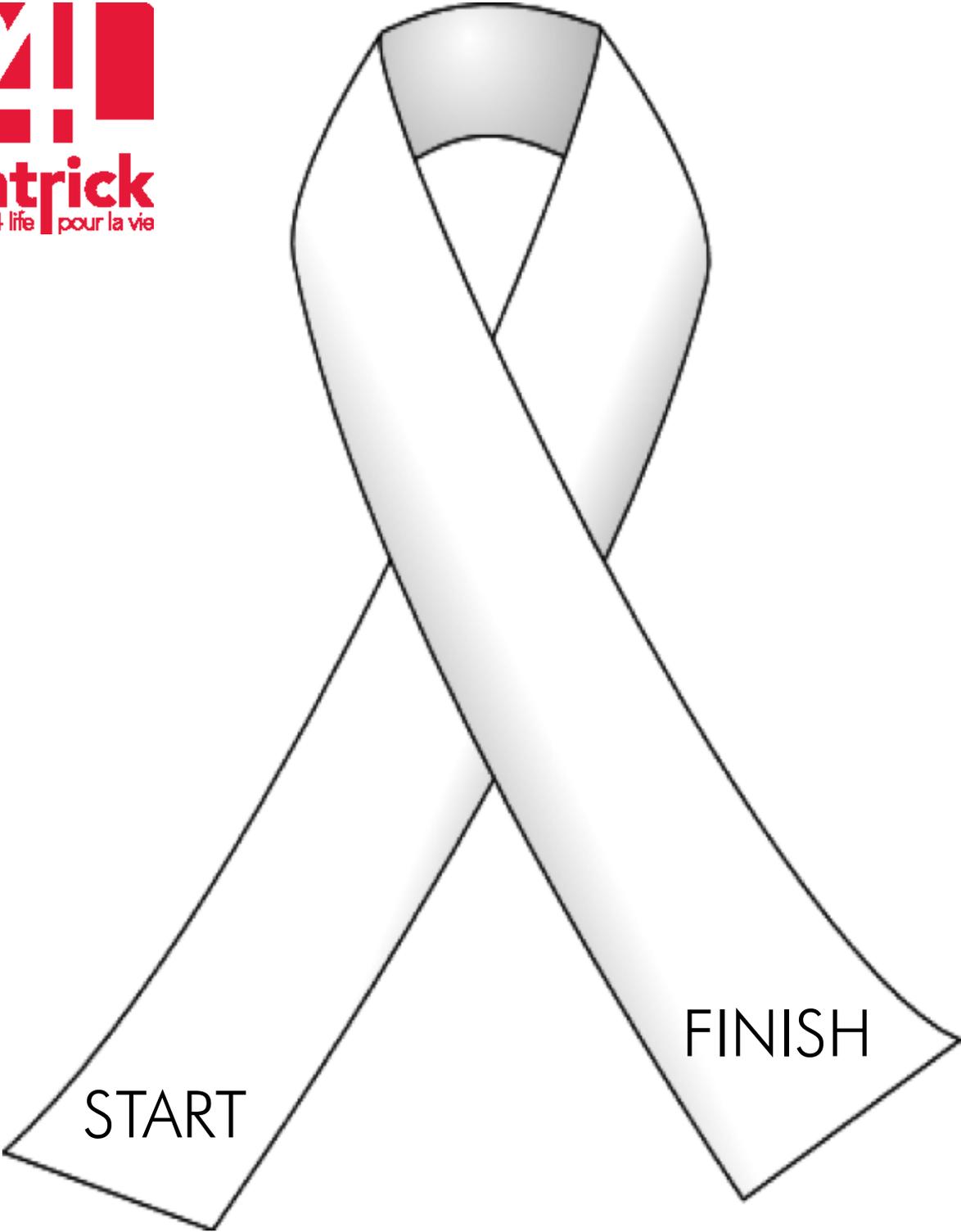
Success Criteria

- Using a distinctive* voice established in your writing
- Writing is appropriate/relevant to the subject
- Writing is appropriate/relevant to the audience
- Word choice is supportive to the subject and audience

* **Teacher Note:** It is important to have a conversation with the students discussing what the term distinctive voice refers to. (clear word choice, tone, sentence structure etc.)

LEARNING SUPPORT 6: MARATHON RIBBON

Session 2



LEARNING SUPPORT 7: RUNNING SHOE

Session 2



LEARNING SUPPORT 8: CONCEPT MAP TEMPLATE

Session 3

TEXT TO TEXT	BRAINSTORM	TEXT TO TEXT
TEXT TO SELF		TEXT TO SELF
TEXT TO WORLD	CRITERIA/DEFINITION	TEXT TO WORLD

LEARNING SUPPORT 9: CONCEPT MAP PERSEVERANCE

Session 3

TEXT TO TEXT	BRAINSTORM	TEXT TO TEXT
<ul style="list-style-type: none"> • Forest Gump • Rocky I, II, III, IV, & V • Bode Merrell • Unlocking Doors (Eva Olsen) • Firegirl • Diary of Anne Frank • Hiding Edith • Titanic 	<ul style="list-style-type: none"> • Never give up • Work hard/hard worker • Never say never • Keep trying • Don't stop • Will power (pushing yourself through something because your mind is determined) • Courage • Respect • Be positive • Responsibility • With great power comes great responsibility • Move on from something that may be holding you back • Physical, mental & emotional strength • Self-esteem • Not to be afraid • Honesty • Own up to your mistakes 	<ul style="list-style-type: none"> • Jeff in Firegirl • A in Pretty Little Liars • Parents in Chu Ju House • The Governor (The Walking Dead) • The Purge
TEXT TO SELF	<ul style="list-style-type: none"> • Teacher's Mom • Students's Grandpa • Student after he overcame his fear of heights • Student's cousin after his daughter was killed 	TEXT TO SELF
<ul style="list-style-type: none"> • Teacher's Mom • Students's Grandpa • Student after he overcame his fear of heights • Student's cousin after his daughter was killed 		<ul style="list-style-type: none"> • People who continue to gossip
TEXT TO WORLD	CRITERIA/DEFINITION	TEXT TO WORLD
<ul style="list-style-type: none"> • Martin Luther King • MADD Canada • Paul Malcolm • Jackie Robinson • Rosa Parks • Harriet Tubman • Terry Fox • Patrick (Participatrack) • Ameila Earheart • Torstein Horgmo • Women voting in Canada only early 1900's • Eric Lamaze 	<ul style="list-style-type: none"> • To overcome your greatest fears and/or problems and to follow your own path • to overcome something that can hold you back if you let it 	<ul style="list-style-type: none"> • Amanda Todd • Bullies • Hitler • Robbers

LEARNING SUPPORT 10: ANTICIPATION GUIDE

Session 3

NAME _____ DATE _____

ANTICIPATION GUIDE

- This anticipation guide is designed to help you activate your prior knowledge and experiences and to stimulate discussion.
- This is not a test.
- Patrick Fortin contracted HIV and AIDS and sadly passed away as a result. The Anticipation Guide will deepen understanding of HIV and AIDS and how the disease affects people around the world.

BEFORE VIEWING & READING	STATEMENTS	AFTER VIEWING & READING
1. Agree/Disagree	You can catch HIV and AIDS by standing close to an infected person	Agree/Disagree
2. Agree/Disagree	Every day about 1000 children contract HIV	Agree/Disagree
3. Agree/Disagree	Testing mothers and babies for HIV can help get to 0 AIDS	Agree/Disagree
4. Agree/Disagree	You can contract HIV and AIDS from sharing dishes with someone who has it	Agree/Disagree
5. Agree/Disagree	The HIV and AIDS virus is carried in the blood stream and cannot live outside the body for long	Agree/Disagree
6. Agree/Disagree	HIV AIDS is more prevalent in animals than in humans	Agree/Disagree
7. Agree/Disagree	It is really easy to get HIV from blood that has been donated as there are no tests to ensure that the blood is safe	Agree/Disagree
8. Agree/Disagree	People who have HIV and AIDS need care and help because they are sick. You cannot become infected with HIV AIDS from caring for someone who has it	Agree/Disagree

LEARNING SUPPORT 1 1: ANTICIPATION GUIDE ANSWERS

Session 3

NAME _____

DATE _____

ANTICIPATION GUIDE

- This anticipation guide is designed to help you activate your prior knowledge and experiences and to stimulate discussion.
- This is not a test.
- Patrick Fortin contracted HIV and AIDS and sadly passed away as a result. The Anticipation Guide will deepen understanding of HIV and AIDS and how the disease affects people around the world.

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2. Agree/Disagree	Every day about 1000 children contract HIV	Agree /Disagree
3. Agree/Disagree	Testing mothers and babies for HIV can help get to 0 AIDS	Agree /Disagree
4. Agree/Disagree	You can contract HIV and AIDS from sharing dishes with someone who has it	Agree/ Disagree
5. Agree/Disagree	The HIV and AIDS virus is carried in the blood stream and cannot live outside the body for long	Agree /Disagree
6. Agree/Disagree	HIV and AIDS is more prevalent in animals than in humans	Agree/ Disagree
7. Agree/Disagree	It is really easy to get HIV from blood that has been donated as there are no tests to ensure that the blood is safe	Agree/ Disagree
8. Agree/Disagree	People who have HIV and AIDS need care and help because they are sick. You cannot become infected with HIV AIDS from caring for someone who has it	Agree /Disagree

*ANSWERS IN **BLUE**

LEARNING SUPPORT 12: HIV AND AIDS INFORMATION SHEET

Session 3

HIV Stands for Human Immunodeficiency Virus. The H stands for human because it only affects humans. The I stands for Immunodeficiency because it attacks the immune system making it more difficult to fight infection. The V stands for Virus because it is a germ. The germ attacks the cells in the body that fight infection.

You cannot get HIV by shaking someone's hand or touching them. You cannot get it by going to school with someone who has it. You cannot get HIV and AIDS playing, living, or working with someone who has it. You cannot get it from a sneeze, a cough, or sharing dishes or snacks. You cannot get it from sharing a toilet seat, a doorknob, a swimming pool, a bug bite, or a pet. You cannot catch it from napping with someone who has it or from a hug, kiss or from their clothes. You cannot get HIV from giving blood or from getting needles at the doctor's office. You should be careful to share toothbrushes and razors though as there could be blood on them. As well, if you find a needle on the playground or elsewhere you should NOT touch it. You should report it to an adult.

AIDS stand for Acquired Immunodeficiency Syndrome.

A-Acquired (something you get).

I-Immunodeficiency (attacks the immune system making it more difficult to fight infection).

D- Deficiency (a lack or shortage)

S-Syndrome (a group of illnesses)

HIV and AIDS is carried in the blood. The virus cannot live outside the human body for long.

You cannot tell if people have HIV/AIDS just by looking at them.

In North America and many other countries today, it is nearly impossible to become infected with HIV from donated blood. These days, before it is given to anyone, donated blood is tested to make sure it doesn't carry HIV. Sadly, Patrick was getting his blood donations before there was a test for HIV.

People with HIV and AIDS are like you and me. When they get sick they need care and help from family and friends the way the rest of us do. You cannot become infected with HIV and AIDS from caring for someone who has it.

In the last few years, researchers have discovered drugs that have stopped HIV from becoming AIDS in some people. Medical scientists are still working hard to find a cure. At the moment there is no vaccine. There is still no cure. But you can prevent it from happening to you. HIV is 100% preventable.

LEARNING SUPPORT 13: PSA GRAPHIC ORGANIZER

Session 9

(What/Why?) Social Issue	(For Whom?) Target Audience	(What?) Purpose	Strategy (How?) Techniques	(Support) Evidence
What is the issue that is being addressed?	Who is the target audience?	What is the purpose (educate/inform or persuade) of the PSA?	What techniques does the sponsor use to engage the target audience? Sound Colour	What implied (implicit) facts or examples are included to support the main message of the PSA?
How do you know?	How do you know?	How do you know?	Setting	What stated (explicit) facts or examples are included to support the main message of the PSA?
Why is this important to think about?		What is the main message of the PSA?	How will these techniques help create the mood?	How is the audience expected to respond to the message of the PSA?

LEARNING SUPPORT 14: PSA GRAPHIC ORGANIZER SAMPLE

Session 9

(What/Why?) Social Issue	(For Whom?) Target Audience	(What?) Purpose	Strategy (How?) Techniques	(Support) Evidence
<p>What is the issue that is being addressed?</p> <p><i>Stop smoking</i></p>	<p>Who is the target audience?</p> <p><i>-people who smoke -19 years of age and older because that is who is allowed to buy cigarettes -warning maybe 10 and up so that they don't start or can convince someone they know to stop</i></p>	<p>What is the purpose (educate/inform or persuade) of the PSA?</p> <p><i>-we think it is to educate and inform</i></p>	<p>What techniques does the sponsor use to engage the target audience?</p> <p>Sound <i>-bodies falling -horror film music gets louder until people die -stop light swinging sound only -helicopter and car sounds(horns)</i></p>	<p>What implied (implicit) facts or examples are included to support the main message of the PSA?</p> <p>See <i>-a group of people -people dying -tobacco company -helicopter -numbers -the guy with the sign</i></p>
<p>How do you know?</p> <p><i>-the sign held up at the end shows us stats on negative effects of smoking -standing outside a tobacco building -their shirts show what number they are to represent how many die each day from smoking</i></p>	<p>How do you know?</p> <p><i>- the actors in the PSA represent those ages as well</i></p>	<p>How do you know?</p> <p><i>-the man standing in the crowd was holding a sign that said 1200 people die a day – a fact was included -the actors all simulated dying -had an aerial shot to see how many people are in the shot -the sad faces gave me a negative feeling -the numbers on the shirts -they are outside a tobacco company building</i></p>	<p>Colour <i>-the white t-shirts compared to black outdoor background -glass tobacco building</i></p> <p>Setting <i>-no traffic -downtown NYC -tall buildings -daytime Sunny -outside tobacco building -warm weather</i></p>	<p>Hear <i>-horror music -car horns -people scream -bodies hitting the ground -helicopter -light swinging on its own at the end -people marching -some talking</i></p>
<p>Why is this important to think about?</p> <p><i>Because smoking kills each day -that's too many people to die from this -to help us be ready for our future</i></p>		<p>What is the main message of the PSA?</p> <p><i>-the main message of the PSA to make everyone aware how deadly tobacco is and that together we can stop it</i></p>	<p>How will these techniques help create the mood?</p> <p><i>-left the audience feeling: scared, sad, horrified, shocked, intimidated</i></p>	<p>How is the audience expected to respond to the message of the PSA?</p> <p><i>-want the audience to be horrified and shocked so that we take action and understand the seriousness of the situation</i></p>

LEARNING SUPPORT 15: LIST OF PUBLIC SERVICE ANNOUNCEMENTS

Session 10

Examples

- American Red Cross With People Dancing Video | RaffertyWeiss Media - <https://www.youtube.com/watch?v=8zfFYGTua2k>
- Care Canada – Reach Out – CARE.ca – youtube - <http://www.youtube.com/watch?v=fVvQDEYa5S0>
- Glee Distracted Driving PSA: “On My Way - http://www.youtube.com/watch?v=mnw_7xl5kIM
- PSA: tobacco kills (from the truth) - http://www.youtube.com/watch?v=Y_56BQmY_e8
- “Social Farter” PSA by Canadian Health Ministry - <http://www.youtube.com/watch?v=Fs7KYIsQuvE>
- Social Nibbler - <http://www.youtube.com/watch?v=RUIWsqyYFLOk>
- SU2C (Stand Up to Cancer) – youtube - <http://www.youtube.com/watch?v=rwC87ZKF1dQ>
- SU2C (Stand Up to Cancer) – youtube - <http://www.youtube.com/watch?v=7kOfYLDijy8>
- WildAid PSA - Richard Branson - Swimming with Whale Sharks - <http://www.youtube.com/watch?v=5xVaPZbDyvM>
- Doritos Commercial: <https://www.youtube.com/watch?v=iM6LdcyinW8>

LEARNING SUPPORT 16: TOP 3 CHOICES FOR PSA

Session 15

NAME _____ DATE _____

<i>My Choices...</i>	<i>My reasons for choosing this topic...(can be point form)</i>
1.	
2.	
3.	

Student's initials _____ Teacher's initials _____

NAME _____ DATE _____

<i>My Choices...</i>	<i>My reasons for choosing this topic...(can be point form)</i>
1.	
2.	
3.	

Student's initials _____ Teacher's initials _____

LEARNING SUPPORT 17: SUCCESS CRITERIA FOR A PSA

Session 15

Expectation

Reading

1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations

Writing

2.2 establish a distinctive voice in their writing appropriate to the subject and audience,

2.3 regularly use vivid and/or figurative language and innovative expressions in their writing

Media Literacy

1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations

3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques

Health & Physical Education

Living 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 various physical activities, develop movement competence, and acquire knowledge and skills related to healthy living

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

*Please note that the following success criteria is generated from expectations. This list of criteria is a guideline and can be modified in response to student need.

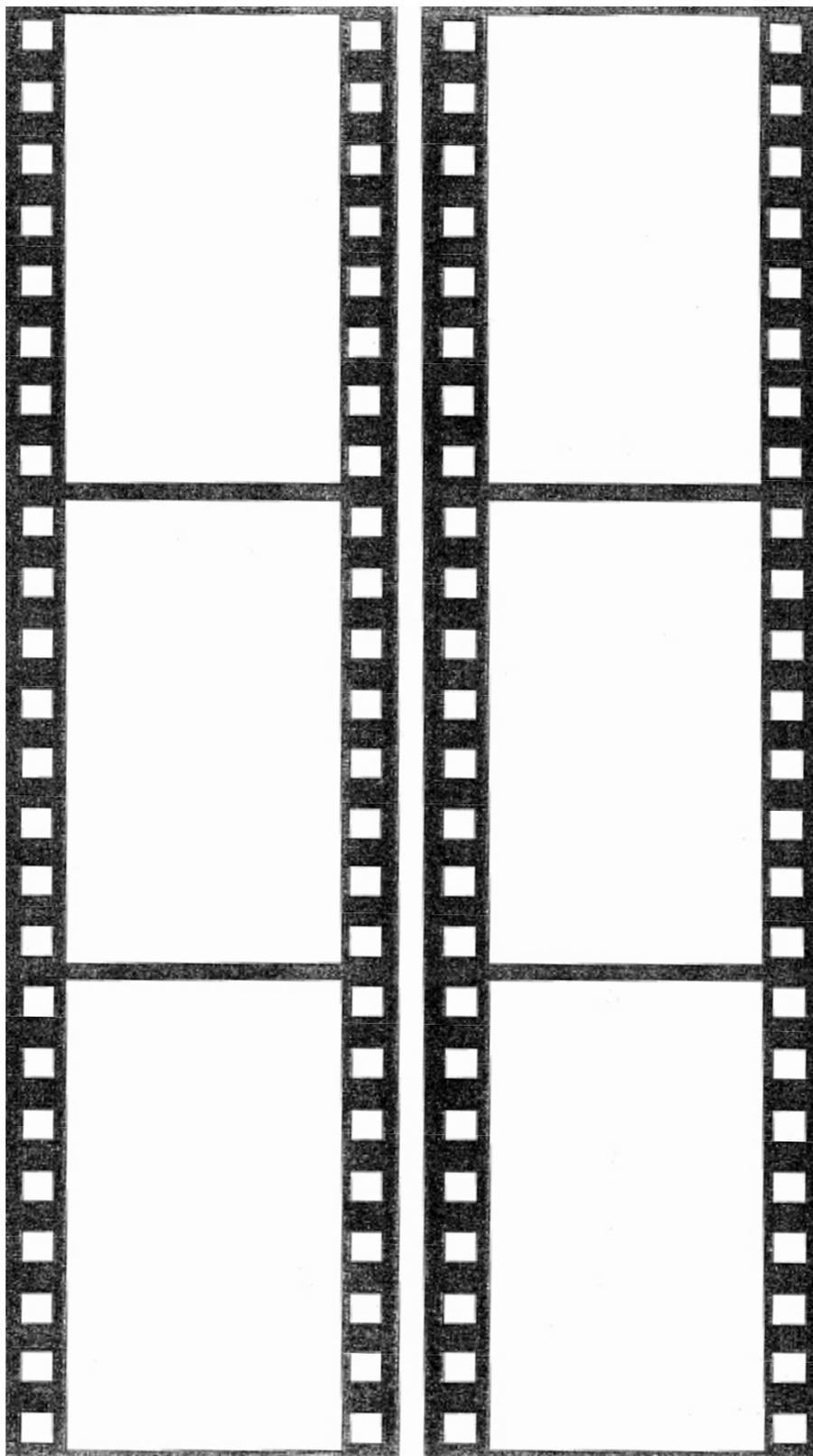
Success Criteria

- Social issue/topic is clearly represented
- Educates/informs/persuades/raises awareness about my topic
- Has a clear, realistic message that target audience can understand
- Word choice is relevant and supportive to my PSA
- Voice is recognizable and appropriate to my PSA
- PSA is relevant to my target audience
- The mechanics (mood, setting, colour, music, pictures, time limit, audibility etc.) are relevant and support the PSA
- Audience can infer if necessary due to strong mechanics of my PSA
- My media form (slide show, poster, song, power point) flows in a natural order
- Potential Dangers/ Risks & solutions are evident and supported in PSA
- Facts and Examples are relevant and supportive to the PSA
- Proper spelling, punctuation, grammar for our grade

LEARNING SUPPORT 18: BRAINSTORMING SCENES FOR A PSA

Session 16

NAME _____ DATE _____



LEARNING SUPPORT 19: PSA SELF ASSESSMENT

Session 17

NAME _____ DATE _____

CRITERIA	WRITE EVIDENCE BELOW	TEACHER
<ul style="list-style-type: none">• Social issue/topic is clearly represented• PSA Educates/informs/persuades/raises awareness about my topic• PSA has a clear, realistic message that target audience can understand• Word choice is relevant and supportive to my PSA• Voice is recognizable and appropriate to my PSA• PSA is relevant to my target audience• The mechanics (mood, setting, colour, music, pictures, time limit, audibility etc.) are relevant and support the PSA and• Audience can infer if necessary due to strong mechanics of my PSA• My media form (slide show, poster, song, power point) flows in a natural order• Potential Dangers/ Risks & solutions are evident and supported in PSA• Facts and Examples are relevant and supportive to the PSA• Proper spelling, punctuation, grammar for our grade		

My next steps are:

LEARNING SUPPORT 21: PSA PEER ASSESSMENT

Session 22

NAME _____ DATE _____

CRITERIA	WRITE EVIDENCE BELOW	TEACHER
<ul style="list-style-type: none">• Social issue/topic is clearly represented• PSA Educates/informs/persuades/raises awareness about my topic• PSA has a clear, realistic message that target audience can understand• Word choice is relevant and supportive to my PSA• Voice is recognizable and appropriate to my PSA• PSA is relevant to my target audience• The mechanics (mood, setting, colour, music, pictures, time limit, audibility etc.) are relevant and support the PSA and• Audience can infer if necessary due to strong mechanics of my PSA• My media form (slide show, poster, song, power point) flows in a natural order• Potential Dangers/ Risks & solutions are evident and supported in PSA• Facts and Examples are relevant and supportive to the PSA• Proper spelling, punctuation, grammar for our grade		

Your next steps are:

LEARNING SUPPORT 22: QUESTIONING MATRIX

Session 1 Independent Reading

	IS	DID	CAN	WOULD	WILL	MIGHT
WHO						
WHAT						
WHERE						
WHY						
WHEN						
HOW						

- 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.

LEARNING SUPPORT 24: ACCOUNTABLE GROUP DISCUSSIONS EXAMPLE

Session 2 Independent Reading

WHAT TO DO	WHAT TO AVOID
<ul style="list-style-type: none">• Eye contact• Lean in close• Sit close• Pay attention• Listen• Ask further questions• Allow everyone their opinion	<ul style="list-style-type: none">• Going around in a circle• Interrupting• Make judgements

LEARNING SUPPORT 23: DISCUSSION DIRECTOR

Session 2 Independent Reading

Your job is to develop a list of questions that:

- your group might want to discuss about the assigned reading
- will help you direct the discussion and keep it flowing

Don't worry about the small details; your task is to help people talk over the "big ideas" in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings and concerns as you read, which you can list below, during or after your reading.

Remember to use the Questioning Chart to help you to develop high-order questions that require your group members to go beyond answering with a simple yes or no.

A.

B.

C.

D.

E.

DISCUSSION DIRECTOR: DISCUSSION GROUP

- You are considered to be the leader of the group.
- Unless there is a Summarizer Role, you will start the discussion.
- Use your role sheet to guide your questioning.
- Don't be afraid to make up new questions as you go along. If something comes out of the discussion that you hadn't planned, go ahead and ask questions about the new topic if the group is interested.
- Don't let group members answer one after the other in roundtable format. The idea is to get a discussion going where students have a natural conversation.

LEARNING SUPPORT 24: ACCOUNTABLE GROUP DISCUSSIONS TEMPLATE

Session 3 Independant Reading

WHAT TO DO	WHAT TO AVOID

LEARNING SUPPORT 26: POINT PERSON

Session 3 Independent Reading

Your job is to locate a section of the text that you think you 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. You 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 your group would know about).

Text that I used (page and paragraph numbers)

Current point of view (character's name)

New point of view (character's name)

Write the new point of view here:

POINT PERSON: DISCUSSION GROUP

1. Read aloud the section of the story that you used as the basis for your work. Allow group members to ask any questions or make comments about the reading to make sure that they understand what you read.
2. Describe the new character you will be telling the story from.
3. Read the section of the story from the new perspective.
4. Ask group members to help you improve your work.

LEARNING SUPPORT 27: CONNECTOR

Session 5 Independent Reading

Your job is to:

Find connections between the book you are reading and the outside world. This means connecting what you read with your own life, to what happens at school or in the community, to similar events at other times and places, or to other people or problems.

Some things you might want to consider include:

- What did the reading remind you of?
- Have you ever experienced something like this yourself?
- Have you ever read about something like this in another book?
- Have you ever seen something like this on a television show or in a movie?

Describe the part in the book, and then explain your connection.

1.

2.

3.

CONNECTOR: DISCUSSION GROUP

- Set the context by telling students what part of the text you used as the basis for your connection. You might want to read the selection or tell about it.
- Read or tell your group about the connection you made
- Group members to respond
- You will have to go through this process at least three times to describe all three of your connections separately
- Allow other group members a chance to relate their own connections to the book, and allow others to respond to them.



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ZERO AIDS / ZÉRO SIDA

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