
Read All About It

Language

Including:

At the Editor's Desk
Sections of the Newspaper
Headline News
What Do You Think?
What Are You Doing Tonight?
Let's Play Ball
Speakers Corner
The Funnies
Give Me Your Money
Let's Write a Newspaper

An Integrated Unit for Grade 3/4

Written by:

The Curriculum Review Team 2005

Length of Unit: approximately: 30 hours

July 2005

Read All About It

Language An Integrated Unit for Grade 3/4

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An Integrated Unit for Grade 3/4 **Written by:**

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Read All About It

Language An Integrated Unit for Grade 3/4

Unit Context

In this Language unit, students create and publish a newspaper that reflects and explains pioneer (Grade 3) and medieval (Grade 4) societies. This unit supplements and enhances the Grade 3 and 4 Social Studies program. Through language activities students become newspaper writers for a specific time period. Students adopt a holistic approach to learning about community life in medieval and pioneer societies by integrating learning from various subject areas and experiences.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

CGE 3e - Catholic Graduate Expectation - A Reflective and Creative Thinker: Adopts a holistic approach to life by integrating learning from various subject areas and experience.

CGE 3f - Catholic Graduate Expectation - A Reflective and Creative Thinker: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio- economic and ecological) for the development of a just and compassionate society.

CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.

CGE 5g - Catholic Graduate Expectation - A Collaborative Contributor: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

CGE 6e - Catholic Graduate Expectation - A Caring Family Member: Ministers to the family, school, parish, and wider community through service.

Unit Summary

Through reading, writing, and oral communication activities, students acquire an understanding of the various sections of a newspaper. By using the knowledge acquired while studying the newspaper, students model various forms of writing specific to each grade during classroom activities, e.g., letter writing, descriptive paragraphs, advertisements.

Through observations, students learn that newspapers communicate daily life events. Students identify the various sections of the newspaper and the purpose of each section. They look for examples of:

- different writing styles;
- various forms of communication;
- pictures, diagrams, and captions;
- layout styles, use of space, and page layouts;
- organization of information.

After students analyse each section, they become newspaper reporters for a pioneer or medieval newspaper. As students work through the subtasks, they acquire the skills and knowledge needed to complete the writing activities. In the culminating task, students select their best piece of writing to contribute to a Grade 3 or Grade 4 newspaper. Grade 3 students assemble a newspaper reflecting life during pioneer times, while Grade 4 students produce a newspaper that reflects life during the medieval period.

Culminating Task Assessment

Students plan, lay out, and publish newspapers for pioneer (Grade 3) and medieval societies (Grade 4) in the culminating task. Once the newspaper has been published, students share the final product with others at home and at school. Each student has time to reflect on how well he/she worked with others and contributed to the publication of the newspaper.

Read All About It

Language An Integrated Unit for Grade 3/4

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: presents information and ideas clearly and honestly and with sensitivity to others.

CGE 5d - finds meaning, dignity, fulfillment and vocation in work which contributes to the common good.

Links to Prior Knowledge

It is assumed that this unit is completed during the second or third school term. Students should have exposure to a variety of literary works and publications. Students should have previous experience with writing paragraphs and short stories.

Students should be aware of current events taking place in their local community and they are in the process of acquiring a basic understanding of pioneer (Grade 3) and medieval life (Grade 4).

Considerations

Notes to Teacher

This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgment in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

Units for combined grades provide examples of activities that could be used to meet the expectations for each grade. Teachers must examine the expectations listed for each subtask to determine the approach to the activities for each grade and how the instruction and assessment will be organized. Teachers may wish to develop additional activities specific to the expectations for each grade. Often the teacher must direct one grade to work on an appropriate assignment while the teacher focuses the other grade on different content.

The teacher will need to create an assessment tool for the culminating task. It is recommended that the Social Studies units, *Pioneers* and *Medieval Times* have been introduced to students and continue to be studied at the same time. Since this unit integrates several expectations for various subjects of The Ontario Curriculum, cross-referencing with activities in other subject areas is recommended.

Have students keep the pieces of writing that they produced in a folder or notebook. This helps students when

Read All About It

Language An Integrated Unit for Grade 3/4

they choose an article to publish and helps the teacher with evaluation.

This unit primarily focuses on writing and allows students to explore many forms of writing. To balance the language program, teachers might consider completing a novel study at this time. There are several simple novels available that deal with pioneer and medieval time periods. An appropriate Grade 3 novel is *Sarah Plain and Tall* and for the Grade 4's, *Castles in the Attic*. Additional suggestions are listed in Resources.

This unit has been designed to allow teachers to change the order of the subtasks.

Although the local newspaper is used in the unit, students should also have access to a variety of types of newspaper - national and cultural publications. Collect these before starting the unit.

Listed below are variety of activities that could be used to enhance this unit. They reflect different learning styles and abilities. Teachers should feel free to use these suggestions during any of the activities and/or subtasks throughout the unit. Students can:

- draw pictures to illustrate favourite pieces of writing;
- use or create storyboards during pre-planning activities;
- be given opportunities to share stories with a partner, a small group, or the entire class;
- use a tape recorder or other recording device to complete assigned activities;
- retell favourite pieces of writing in front of an audience;
- write a poem, song, or jingle about the topics being discussed;
- create a timeline to sequence historical events or original piece of writing;
- use a variety of visual organizers when planning or presenting information;
- reflect on activities completed during the unit and record responses in a journal;
- express thoughts, feelings, opinions, and emotions through story writing, poetry, or music;
- choose a piece of writing to present as a mime or short skit;
- create a commercial to advertise the upcoming newspaper or event;
- re-enact an event from medieval or pioneer society;
- interview someone who is a reporter or works at a newspaper;
- work with a partner or small group to market the completed newspaper;
- establish guidelines for working in groups;
- use music to create advertisement jingles;
- tour a local newspaper.

It is suggested that teachers read through the unit-wide blackline masters numbered U.1 to U.6, as they contain information for teacher background and tracking sheets for assessment purposes.

The writing tips on BLM U.6 can be presented in some of the following ways:

- Write each section on chart paper and post around the classroom.
- Make transparencies and present information on an overhead.
- Write information on the board and have students record points to remember.
- Make photocopies for students to keep as a reference.

Teachers are encouraged to use any additional materials or methods they have developed to change or add to these suggestions.

Students and teachers may find checklists (BLM U.5) helpful when revising, proofreading, editing, or conferencing. These checklists may be posted around the classroom or reproduced and glued into portfolios or notebooks.

Food Allergies

Teachers will need to take precautionary measures to ensure that students with food allergies are not placed

Read All About It**Language An Integrated Unit for Grade 3/4**

at risk. They should discuss this issue with students and follow safe practices outlined in school or board policy. It may be appropriate to use parent permission forms.

Surveys

Students must be instructed to accept “no comment” as a valid answer to any questionnaire or survey, and to respect that people may choose not to respond at all.

Disclosure

Teachers should be sensitive to the personal nature of the experience and support students in the event of disclosure of abuse and discussion of sensitive issues in the classroom context. Teachers must follow board policies and procedures in the event of student disclosure.

URLs

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Cancopy

Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor. Teachers are reminded that much of the material on the Internet is protected by copyright. Copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

Adaptations

Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

The activities in this unit are designed to be as open-ended as possible to allow for creativity and varied learning styles and abilities. Individual adaptations should be considered by the classroom teacher in each subtask.

1 At the Editor's Desk

The initial assessment is designed to discover what prior knowledge students have about newspapers today and community life during pioneer or medieval times. This subtask provides the teacher with information about students' ability to produce well-developed and organized paragraphs. Students look at various sections of the newspaper and identify different forms of writing. Students write a variety of articles to create a newspaper at the end of the unit. The newspaper focuses on articles written about events that took place during the pioneer and medieval periods.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE Overall - Catholic Graduate Expectation - An Effective Communicator: Who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

CGE Overall - Catholic Graduate Expectation - A Reflective and Creative Thinker: A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.

2 Sections of the Newspaper

This task is completed by both the Grade 3 and 4 students. Students are introduced to the different sections of the newspaper. Class participation and oral presentations allow students to demonstrate what they know about the sections of a newspaper and how the articles, pictures, and advertisements reflect the lives and interests of the people in the community.

Catholic Graduate Expectations

CGE 4f - Applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems

3 Headline News

Students focus on the articles found in the first section of the newspaper. These articles could reflect current events in and around the local community. They are written in a manner that captures the reader's attention and includes stories that are of interest to many readers. Using this knowledge as a starting point, students write an article that reflects the current events of the time period they are studying.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 7f - Catholic Graduate Expectation - : A Responsible Citizen: Respects and affirms the diversity and interdependence of the world's peoples and cultures.

4 What Do You Think?

Students explore the editorial page and the letters to the editor, in which the public responds to important issues on a personal level. Students write a letter to the editor, as if they were a citizen living in a pioneer or medieval community.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4a - Catholic Graduate Expectation - A Self-Directed, Responsible, Life Long Learner: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

CGE 4g - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

5 What Are You Doing Tonight?

Students analyse the entertainment section of the newspaper. As a group they discuss how people spend recreational time. Using personal experiences and acquired knowledge, students write an article describing a recreational event that may have taken place during pioneer or medieval times.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2e - Catholic Graduate Expectation - An Effective Communicator: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life

6 Let's Play Ball

After a brief discussion on the history of changes in sports, students research information about sporting events from pioneer or medieval times and write an article recapping the highlights of one of these sports.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4h - Catholic Graduate Expectation - A Self-Directed, Responsible, Life Long Learner: Participates in leisure and fitness activities for a balanced and healthy lifestyle.

7 Speakers Corner

Students reflect on the importance of the lifestyle section of the newspaper. These types of articles provide students with opportunities to write about issues that reflect everyday life. The purpose of this task is to help students develop persuasive writing skills to justify their opinion about various lifestyle activities.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4g - Catholic Graduate Expectation - A Self-Directed, Responsible, Life Long Learner: Examines and reflects on one's personal values, abilities and aspirations influencing life's choice and opportunities.

8 The Funnies

Students look at the lighter side of the newspaper to appreciate the importance of humour conveyed through illustrations and captions. Students create a comic strip.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

9 Give Me Your Money

Students study the value of advertising. They identify and describe the different types of advertisements in their surroundings. Students create an advertisement that encourages consumers to buy their product.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.

10 Let's Write a Newspaper

Students plan, lay out, and publish newspapers for pioneer (Grade 3) and medieval societies (Grade 4) in the culminating task. Once the newspaper has been published, students share the final product with others at home and at school. Each student has time to reflect on how well he/she worked with others and contributed to the publication of the newspaper.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: presents information and ideas clearly and honestly and with sensitivity to others.

CGE 5d - finds meaning, dignity, fulfillment and vocation in work which contributes to the common good.

Read All About It

Language An Integrated Unit for Grade 3/4

~ 150 mins

Description

The initial assessment is designed to discover what prior knowledge students have about newspapers today and community life during pioneer or medieval times. This subtask provides the teacher with information about students' ability to produce well-developed and organized paragraphs. Students look at various sections of the newspaper and identify different forms of writing. Students write a variety of articles to create a newspaper at the end of the unit. The newspaper focuses on articles written about events that took place during the pioneer and medieval periods.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE Overall - Catholic Graduate Expectation - An Effective Communicator: Who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

CGE Overall - Catholic Graduate Expectation - A Reflective and Creative Thinker: A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.

Expectations

- 3e1 A • communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event);
- 3e3 A • organize information into short paragraphs that contain a main idea and related details;
- 4e1 A • communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates);
- 4e3 A • organize and develop ideas using paragraphs (e.g., to tell a story);

Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually

Teaching / Learning Strategies

Discussion
Review

Assessment

Students' initial level of understanding about newspapers is assessed through observations during class discussion. Teachers are encouraged to use their own observation or anecdotal records. Samples of anecdotal and observational evaluation sheets are included in the Unit-Wide Resources. See also BLMs 3.1 and 3.2, Checklists for Expository Paragraphs.

Prior knowledge about community life during pioneer or medieval times is assessed during small group brainstorming discussions and teacher observations.

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record



Teaching / Learning

A sample KWL chart (BLM 1.1) has been included as a reference tool.

1.1 Getting Started - I Know

The teacher begins the lesson by holding up a local daily newspaper and asking students to describe it. Student responses are recorded in the first section of a class Know, Wonder, Learn (KWL) Chart. Through prompting and discussion, the teacher helps students define a *Newspaper*. The teacher helps students to use their background knowledge to understand that a newspaper is an important tool that assists people in learning more about their local community and the world around them. The teacher explains that over the next several weeks, the class will look at various sections of the newspaper and identify different forms of writing. Students understand that they will be given opportunities to write a variety of articles to create a newspaper at the end of the unit. As reflective and creative thinkers, students adopt a holistic approach to life by integrating learning from different subject areas and experiences. Articles should be written to reflect Catholic morals and ethics.

1.2 I Wonder

Students generate questions about what they would like to learn about publishing a newspaper, the role of the editor and writing newspaper articles. These questions are recorded under the 'Wonder' section of the KWL Chart.

1.3 On Our Way

To introduce the culminating activity, the teacher suggests that the newspaper may be more interesting if the articles were about events that took place during pioneer or medieval times. Students break into grade groups to brainstorm what types of community events took place during pioneer (Grade 3) or medieval times (Grade 4). Each group appoints a recorder who writes the ideas on a chart or the board. The ideas generated could be used as story starters during the unit, so these ideas should be easily accessible to the students.

The teacher displays the materials used and the student work created in the pioneer and medieval units.

Students need to be provided time to review materials and talk about their learnings from the units.

Teachers need to meet with each grade group to summarize learnings specific to the grade. Teachers may wish to make notations in their anecdotal records about:

- 1) Knowledge of the Newspaper, e.g., main sections; understanding that the newspaper is a form of communication; ability to recognize features of a newspaper, such as ads, comics, etc.
- 2) Knowledge of Pioneer or Medieval Societies.

Students in Grade 3 should be able to:

- compare and contrast life in a pioneer settlement with that in their own community;
- describe the lifestyles of male and female pioneers and the various roles of individuals in a pioneer settlement;
- use appropriate vocabulary.

Students in Grade 4 should be able to:

- compare a medieval community to their own community;
- describe the various roles of people in medieval society;
- use appropriate language.

1.4 My Opinion

The teacher and students talk about what newspaper editors do. The discussion should include how people make decisions in light of gospel values with an informed moral conscience. After the discussion, students write a paragraph explaining, "Why a Newspaper is Important." The teacher models how to write a paragraph, using jot notes as the

Read All About It

Language An Integrated Unit for Grade 3/4

~ 150 mins

beginning stage. The teacher, with student input, then completes a list of how to structure a good paragraph. Time is given to write a paragraph independently. An initial writing sample from each student is kept for future reference.

Adaptations

In addition to consulting the individual student's IEP, adaptations may include but are not limited to the following suggestions:

- assist those who need further explanations and/or guidance in contributing to brainstorming activities
- students who have difficulty printing should have an opportunity to use computer technology, where possible

Resources



BLM 1.1 KWL Chart

BLM_1.1_KWLChart.cwk



Know, Wonder, Learn (KWL) Chart



Daily local newspaper

Read All About It**Language** An Integrated Unit for Grade 3/4~ 150 mins

Notes to Teacher

This subtask integrates several subject areas and activities. Teachers may want to spend more than one day completing this subtask. Additional time may be required to review or introduce some of the concepts being assessed diagnostically during this initial subtask.

For tips on paragraph writing, see Unit-Wide Resources (BLM U.3). Many websites also contain practical suggestions and ideas for writing a paragraph.

To assist with collection and organization of writing samples and activities, students could keep their writing in folders or notebooks, as suggested in the Considerations section in the Unit Overview.

Teachers may want to use the rating scale provided in the Unit-Wide Resources (BLM U.2) throughout the unit. This tool will allow teachers to monitor the progress of individual students and plan accordingly.

As answers to the W column are discovered during the course of the unit, complete the L column in the KWL chart.

Teachers may wish to spend some time discussing the mechanics of newspaper publishing and the people involved. If possible, arrange a trip to a local newspaper for the class.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

Description

This task is completed by both the Grade 3 and 4 students. Students are introduced to the different sections of the newspaper. Class participation and oral presentations allow students to demonstrate what they know about the sections of a newspaper and how the articles, pictures, and advertisements reflect the lives and interests of the people in the community.

Catholic Graduate Expectations

CGE 4f - Applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

Expectations

- 3e31 • read independently, using a variety of reading strategies;
- 3e36 – identify and restate the main idea in a piece of writing, and cite supporting details;
- 3e42 – identify and describe different forms of writing (e.g., poems, stories, plays);
- 4e29 • read independently, using a variety of reading strategies;
- 4e49 – understand specialized terms in different subject areas (e.g., science, technology);
- 3e63 – contribute ideas appropriate to the topic in group discussion and listen to the ideas of others;
- 4e65 – present information to their peers in a focused and organized form on a topic of mutual interest;

Groupings

- Students Working In Pairs
- Students Working As A Whole Class
- Students Working Individually

Teaching / Learning Strategies

- Guided Exploration

Assessment

Students are observed while working in pairs for participation, sharing of opinions and ideas, and their ability to gather relevant information. Through oral questions and answers, the teacher is able to determine students' level of understanding. Teachers are encouraged to use a familiar anecdotal recording technique for assessing this subtask.

Assessment Strategies

- Observation

Assessment Recording Devices

- Anecdotal Record

Teaching / Learning

Read All About It

Language An Integrated Unit for Grade 3/4

~ 70 mins

2.1 Exploring the Newspaper

Students are divided into pairs (by grade) and given a section of the newspaper along with a piece of paper. The pairs examine their section, search for additional ideas about newspapers, and record their answers on paper. Challenge students to look for articles that reinforce the fundamental beliefs of the Catholic Church.

2.2 Presenting to the Class

Each pair presents their findings to the class clearly and honestly and with sensitivity to others. The teacher provides appropriate newspaper terminology. Additional information is added by the teacher after each presentation. Encourage speakers to try not to repeat any information already presented.

2.3

A discussion follows on what each section tells students about the community and the people in it. The teacher records and summarizes their responses.

The charts are referred to throughout the unit, and should be posted around the room or provided to each student.

Adaptations

In addition to consulting the individual student's IEP, adaptations may include but are not limited to the following suggestions:

- allow additional time, that has been pre-established with the student, to complete task
- employ verbal rehearsal and questioning strategies following instruction, in order to help the student focus on important information
- provide a folder or notebook to help organize work
- pair students to support each other when recording information

Resources



piece of paper and marker



chart paper and markers



local newspaper

Read All About It

Language An Integrated Unit for Grade 3/4

~ 70 mins

Notes to Teacher

Newspapers should be kept for reference throughout the unit. Students may bring in copies from home, if possible, or the newspapers can be contacted directly for donated newspapers.

As students explore the sections of the newspaper, the teacher encourages students to notice the following things through discussions with small groups and the whole class:

- layout of articles
- use and size of print
- types of articles
- pictures, diagrams and captions
- organization of information
- different styles of writing
- various forms of communication

The teacher monitors the articles students are viewing during this activity to assure that they are age-appropriate and reflect Catholic values.

Going Beyond:

Teachers could use the Bible to help students better understand that the newspaper is made up of several different and independent sections that come together to form a collection of "stories." In the Come and See, Year 4 Religious Education program, students have an opportunity to explore the books that make up the New and Old Testament. They learn to appreciate that the Bible is a collection of many books that tell the story of God's love for the world. Each book is unique and tells one part of the entire story. Like the newspaper, each section is designed to focus on a different part of our life and community. Students should refer to pages 22-24 in their religion books to see how the Bible is organized and for suggestions on how to find Bible passages.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

Read All About It

Language An Integrated Unit for Grade 3/4

Description

Students focus on the articles found in the first section of the newspaper. These articles could reflect current events in and around the local community. They are written in a manner that captures the reader's attention and includes stories that are of interest to many readers. Using this knowledge as a starting point, students write an article that reflects the current events of the time period they are studying.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 7f - Catholic Graduate Expectation - : A Responsible Citizen: Respects and affirms the diversity and interdependence of the world's peoples and cultures.

Expectations

- 3e1 A • communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event);
- 3e3 A • organize information into short paragraphs that contain a main idea and related details;
- 4e3 A • organize and develop ideas using paragraphs (e.g., to tell a story);
- 4e20 – introduce vocabulary from other subject areas into their writing;
- 4e24 A – use proper form for paragraphs (e.g., indentation, spacing, margins);
- 4z16 – use media works, oral presentations, written notes and descriptions, and drawings to communicate information about life in medieval society (e.g., the roles of men, women, and children; the problems of sanitation and health in towns and cities);
- 3e9 A • use and spell correctly the vocabulary appropriate for this grade level;
- 3e10 A • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
- 4e10 A • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
- 4e9 A • use and spell correctly the vocabulary appropriate for this grade level;

Groupings

- Students Working Individually
- Students Working As A Whole Class
- Students Working In Pairs

Teaching / Learning Strategies

Assessment

Assess students' edited copy for understanding of expository paragraphs.

See BLMs 3.1 and 3.2 for examples of possible checklists.

Assessment Strategies

- Portfolios
- Observation

Assessment Recording Devices

- Checklist

Teaching / Learning

Read All About It**Language An Integrated Unit for Grade 3/4**~ 165 mins

3.1 Headline Hunters

Prior to beginning this lesson, the teacher writes three or four headlines on a piece of paper, which can be taken from a newspaper or a special event happening in the school, e.g., Local Teacher Wins the Lottery, Penny Drive for the Red Cross, World 2002 Comes to Toronto. Subsequent to reading the headlines, students determine, through discussion, what the content of the articles might be. Through teacher prompting, students understand that headlines are one way that editors "capture" the reader's attention so that he/she will want to purchase the paper and read the articles.

3.2 Let's Take A Look

The teacher shows the class the front page of daily or Catholic newspapers to provide a visual example of how headlines are used. Students are encouraged to look for other techniques used to enhance the front page, e.g., pictures, font style or size, colour. Students are given time to examine headlines and articles in several newspapers.

3.3 The 'Meat and Potatoes'

The teacher discusses the content of the articles in the front section of the newspaper. As responsible citizens, students respect and affirm the diversity and interdependence of the world's peoples and cultures. It is important that students realize that the news stories are informative, based on fact, and deal with current events. When these points have been conveyed, the teacher chooses one headline from which a paragraph is written with the class (see BLM U.3 Tips for Writing Paragraphs).

3.4 Adding the 'Gravy'

Students are given time to explore the materials from the pioneer/medieval unit. With a partner from the same grade, students list possible events that would have been noteworthy in this society, for example, building a church or a barn, or knights coming home, or knights preparing to leave for battle. With their partner, students talk about and make jot notes about the sights, sounds, smells, and activities that might be part of this event.

Students are asked to find a new partner. Using their jot notes for reference, students describe orally the sights, sounds, smells, and activities observed in this event. The partners provide each other with additional ideas.

Students individually write a first draft of a noteworthy event in this society, using their jot notes and suggestions from their partners for reference.

Day 2**3.5 Check It Over**

Review the elements of paragraphs, and what to look for when revising and editing written work. Review Student Checklists for Writing (BLM U.5) and show examples for each item listed. Post the Checklists for News Article on the board or chart after the group discussion (BLMs 3.1, 3.2). Students self-edit their writing from the previous day. Students then complete the peer editing process with at least two other peers. Edited copies are rewritten and placed in student portfolios to be used later for newspaper submission (see BLM U.5 Student Checklists for Writing).

Adaptations

In addition to consulting the individual student's IEP, adaptations may include but are not limited to the following suggestions:

- students with special needs may need reference material at a different reading level

Read All About It

Language An Integrated Unit for Grade 3/4

~ 165 mins

Resources**BLM 3.1 Grade 3 Checklist for News Article** BLM_3.1_Gr.3_News_Article.cwk**BLM 3.2 Grade 4 Checklist for News Article** BLM_3.2_Gr.4_News_Article.cwk**Notes to Teacher**Going Beyond:

1. Teachers may have students use a timeline as an alternative to paragraph writing or as a pre-planning tool. Students may find it beneficial to use this visual prompt when organizing their thoughts and ideas. Teachers could suggest that students include pictures. Depending on the learning style or ability of individual students, teachers may use the timeline for evaluative purposes.

2. Teachers may want to integrate this subtask into their religion lesson by having students locate and predict the content of various scripture passages based on their titles, e.g., The First Disciples Called, The Law of the Temple, Jesus Walks on Water, Healing of the Deaf Mute.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

Description

Students explore the editorial page and the letters to the editor, in which the public responds to important issues on a personal level. Students write a letter to the editor, as if they were a citizen living in a pioneer or medieval community.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4a - Catholic Graduate Expectation - A Self-Directed, Responsible, Life Long Learner: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

CGE 4g - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

Expectations

- 3e1 A • communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event);
- 3e2 A • write materials that show a growing ability to express their points of view and to reflect on their own experiences (e.g., journal notes);
- 3e10 A • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
- 3e27 A – select and correctly use the format suited to their purpose for writing (e.g., letter, e-mail, chart);
- 4e1 A • communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates);
- 4e2 A • begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information);
- 4e10 A • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
- 4e24 A – use proper form for paragraphs (e.g., indentation, spacing, margins);
- 4z5 – describe aspects of daily life for men, women, and children in medieval societies (e.g., food, housing, clothing, health, religion, recreation, festivals, crafts, justice, roles);
- 3z14 – collect information and draw conclusions about human and environmental interactions during the early settlement period (e.g., settlers storing food for long winters, using plants for medicinal purposes, using waterways for transportation);

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Expressing Another Point Of View
Think / Pair / Share
Writing Process

Assessment

Students are assessed on the format of letter writing. See BLMs 4.2 and 4.3 Checklist for Writing a Letter to the Editor.

Assessment Strategies

Portfolios
Observation

Assessment Recording Devices

Checklist

Teaching / Learning**Day 1**4.1 Fact or Opinion

On the overhead or board, the teacher displays a statement that generates a discussion. This statement is based on personal opinion and not fact. After students read this statement, they are to turn to a person sitting nearby and discuss what they read. Teachers encourage students to examine and reflect their own personal values, abilities, and aspirations, and the teachings of the Catholic church, when choosing to agree or disagree with the statement. They should be prepared to provide supporting evidence for their decision. After a short period of time, the class regroups to have a discussion about the validity of the statement. At this time, the teacher introduces the terms *opinion* and *fact*. Before continuing this subtask, students should understand the meaning of these words and how they are used in language situations, e.g., debates, articles, stories, etc. Teachers can refer to the 'Going Beyond' section for additional Catholic connections.

4.2 Having a Say!

The teacher introduces the "Letters to the Editor" section of the newspaper. Students are given time to read several letters to the editor, some on the same topic and some on different topics. Students are challenged to think and make jot notes about what the writer of the letter is writing about and how the writer feels about the subject.

After ample time has been given to explore "Letters to the Editor," the teacher leads the class in a discussion e.g., states the feelings and opinions of the writer and provides important facts to support their opinions. This information is posted for future reference.

Day 24.3 Let's Write Together

The teacher guides students through the process of writing a formal letter. As a class, students practise writing a group letter to an editor, stating their opinion about a given topic. The teacher facilitates this process by modelling the proper format of a letter. The teacher places the example of a letter (BLM 4.1) on an overhead and with student input, through a problem solving approach, notes the parts of a letter. This letter should reflect the attitudes and values founded on Catholic social teaching.

The teacher posts a beginning list of possible ideas for writing opinion letters related to pioneer/medieval societies. These may include:

- castles need better lighting
- a knight's armour is too heavy and hard to walk in
- pioneer children are expected to work too hard
- pioneer children should have more toys

Students are invited to add to this list at this point and after the next activity.

4.4. On Our Own

Students are given ample time to explore the materials on pioneer/medieval life. In small groups, students from the same grade generate suggested topics for a letter to the editor.

Students then write their own letter to the editor, using a topic from the list. When writing their letters, students should present information and ideas with clarity, honesty, and sensitivity towards others. Provide students with a copy of BLM 4.1 for reference.

Day 34.5 Working as a Team

Students complete and review their letters. Students then revise and edit their own writing, referring to the criteria listed in

Read All About It**Language An Integrated Unit for Grade 3/4****~ 190 mins**

BLMs 4.2 and 4.3. Students work with at least two peers who suggest revisions to the letter, referring to the same criteria. Students then incorporate the suggestions into a revised draft of their "Letter to the Editor." They submit the final draft to the teacher for evaluation and then place it in the portfolio to be used for the culminating task.

Adaptations

In addition to consulting the individual student's IEP, adaptations may include but are not limited to the following suggestions:

- allow students to write the main points and expand on these points verbally
- provide a template of proper letter format for students to fill in
- allow students to use a computer for word processing, proofreading, editing (e.g., spell and grammar check)

Resources**BLM 4.1 Writing a Letter to the Editor**

BLM_4.1_WritingLetterEditor.cwk

**BLM 4.3 Grade 4 Checklist for Writing Letters to the Editor**

BLM_4.3_Gr4LetterChecklist.cwk

**BLM 4.2 Grade 3 Checklist for Writing Letters to the Editor**

BLM_4.2_Gr3LetterChecklist.cwk

Notes to TeacherGoing Beyond:

1. Teachers may want to give students the opportunity to read their "Letters to the Editor" to the class.
2. Students could be challenged to create a poem, rap, or dramatization reflecting their personal opinion about a topic.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

Description

Students analyse the entertainment section of the newspaper. As a group they discuss how people spend recreational time. Using personal experiences and acquired knowledge, students write an article describing a recreational event that may have taken place during pioneer or medieval times.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2e - Catholic Graduate Expectation - An Effective Communicator: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

Expectations

- 3e1 • communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event);
- 3z24 • use a variety of resources and tools to gather, process, and communicate geographic information about urban and rural communities;
- 4e3 A • organize and develop ideas using paragraphs (e.g., to tell a story);
- 4e24 A – use proper form for paragraphs (e.g., indentation, spacing, margins);
- 4z11 – formulate questions to guide research (e.g., What impact did Islamic culture have on European medieval societies? Why did castles have moats? Which medieval trade guilds have comparable apprenticeship programs today? What valuable items did Marco Polo bring back from Asia?);
- 3e63 A – contribute ideas appropriate to the topic in group discussion and listen to the ideas of others;
- 3e54 A • apply the rules for working with others;
- 4e55 A • express and respond to ideas and opinions concisely and clearly;
- 4e66 A – listen to others and stay on topic in group discussion;
- 4e64 A – use appropriate tone of voice and gestures in social and classroom activities;
- 3z33 – sort and classify information about communities to identify issues and solve problems;
- 4z17 – use appropriate vocabulary (e.g., peasant, page, clergy, squire, caliph, imam, merchant, trade guild, chivalry, manor, monastery, mosque, pilgrimage, Islam, Christianity, Judaism, Magna Carta, Crusades) to describe their inquiries and observations.

Groupings

- Students Working As A Whole Class
- Students Working In Small Groups
- Students Working Individually

Teaching / Learning Strategies

- Brainstorming
- Discussion
- Visual/graphic Organizers
- Writing Process

Assessment

Students' ability to work in a group is assessed by the teacher. Teachers may use the checklists (BLM 5.3 and BLM 5.4).

Students' descriptive paragraphs are evaluated.

Assessment Strategies

- Portfolios
- Observation

Assessment Recording Devices

- Anecdotal Record
- Checklist

Teaching / Learning

Day 1

5.1 Compare and Contrast

Students are asked what they do when they have free time. Leisure activities play an important part in people's lives. As caring citizens, students value and honour the important role that positive relationships play in a society. Through discussions, students identify some of the occasions when family members spend time together. Students compare and contrast ways that families spend their leisure hours, now and in the past. Students break into small grade groups and brainstorm ways that families spend leisure time in pioneer or medieval times. Information is recorded on a compare and contrast chart (see BLM 5.1 and 5.2 Compare and Contrast Charts).

Teachers must be sensitive to students who may have situations at home that are not reflective of the traditional family unit. Teachers must adjust their language and activities so that all students feel included at all times.

5.2 Leisure Guide

The teacher explains that the entertainment section of the newspaper includes articles related to what people or families do during their leisure time, e.g., book and movie reviews, special community events, information about entertainers, etc. Students should recognize that many of these articles are designed to entice the reader to take part in the activities, or relive the excitement of taking part in the activity.

Students explore the entertainment section, read some of the items, and share ideas. The teacher reviews and lists on the board the organization and structure of a descriptive paragraph. The teacher and class complete an example together (see BLM U.3).

5.3 Entertainment Tonight

The teacher explains to students that they will be writing a paragraph to describe one recreational activity common to pioneer or medieval societies. Students refer to the completed BLM 5.1 or 5.2. Students select and share ideas about the recreational activity with a partner.

Before students begin to write a first draft, the teacher refers to the posted list about the structure and organization of a descriptive paragraph. Individually, students write their first draft of a descriptive paragraph for the entertainment section, using the ideas generated in the partner sharing.

Day 2

5.4 Revising and Editing

Students review their descriptive paragraphs from the previous activity. The teacher spends time working with the Grade 3 students to model various types of sentence structure. These students are then challenged to find places where they used simple and compound sentences and varied their sentence structure to create a more interesting description of the event. The teacher works with Grade 4 students, teaching and reviewing the use of adjectives and adverbs. Students in Grade 4 are challenged to find places where they could add adjectives and adverbs to create a more vivid picture in their paragraphs.

Students peer edit with two other students, focusing on the same challenges listed above.

Students incorporate these suggestions and make revisions for a final draft that is submitted to the teacher for

Read All About It

Language An Integrated Unit for Grade 3/4

~ 145 mins

evaluation. The teacher uses the organization and structure characteristics developed in Activity 5.2 (in this subtask) as the evaluation criteria. Their final draft is placed in their portfolios to be used later for the newspaper.

Adaptations

In addition to consulting the individual student's IEP, adaptations may include but are not limited to the following suggestions:

- provide advance organizers to structure content, e.g., outlines, subtitles, paragraph frames

Resources



BLM 5.1 Grade 3 - Compare and Contrast Chart

BLM_5.1_Gr.3CompareContrast.cwk



BLM 5.2 Grade 4 - Compare and Contrast Chart

BLM_5.2_Gr 4CompareContrast.cwk



BLM 5.3 Grade 3 Checklist for Group Work

BLM_5.3_Gr.3GroupWorkCheck.cwk



BLM 5.4 Grade 4 Checklist for Group Work

BLM_5.4_Gr.4GroupWorkCheck.cwk

Notes to Teacher

Going Beyond:

1. Teachers should consider reviewing the lessons in the Living and Relationship theme in the Fully Alive program which looks at family relationships. Students should understand the importance of family as being a fundamental basis of Catholic faith. Jesus was born into a human family and experienced the joys and sorrows of daily family life.

2. Students could communicate their thoughts and feelings about their families during journal writing.

3. Students could design their own coat of arms depicting activities their families like to do during leisure time.

Teachers should be sensitive to the personal nature of the experience and the discussion of sensitive issues in the classroom context. Teachers need to follow board policies and procedures in the event of student disclosure of abuse.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

Read All About It

Language An Integrated Unit for Grade 3/4

~ 190 mins

Description

After a brief discussion on the history of changes in sports, students research information about sporting events from pioneer or medieval times and write an article recapping the highlights of one of these sports.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4h - Catholic Graduate Expectation - A Self-Directed, Responsible, Life Long Learner: Participates in leisure and fitness activities for a balanced and healthy lifestyle.

Expectations

- 3e1 A • communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event);
- 3e3 • organize information into short paragraphs that contain a main idea and related details;
- 3e23 A – choose words that are most appropriate for their purpose (e.g., to express a feeling);
- 3e7 A • revise and edit their work, using feedback from the teacher and their peers;
- 4e3 A • organize and develop ideas using paragraphs (e.g., to tell a story);
- 4e7 A • revise and edit their work, using feedback from the teacher and their peers;
- 4e22 A – choose words that are most effective for their purpose (e.g., to describe vividly);
- 3e22 A – introduce new words from their reading into their writing;
- 4e20 A – introduce vocabulary from other subject areas into their writing;
- 3e49 A – identify various conventions of formal texts and use them to find information (e.g., table of contents, chapter titles, headings, index, glossary, charts, graphs).
- 3z14 – collect information and draw conclusions about human and environmental interactions during the early settlement period (e.g., settlers storing food for long winters, using plants for medicinal purposes, using waterways for transportation);
- 3a49 – demonstrate the ability to concentrate while in role in drama and dance (e.g., during an improvisation; while performing a dance);
- 3a50 – recognize and choose appropriate elements of movement for dramatizing their responses to different stimuli or ideas (e.g., real-life situations, the scientific concept of magnetic force);
- 4a64 – demonstrate the ability to maintain concentration while in role (e.g., create tableaux in small groups, using different levels, a specific focus, facial

Groupings

- Students Working As A Whole Class
- Students Working In Small Groups
- Students Working Individually
- Students Working In Pairs

Teaching / Learning Strategies

- Discussion
- Improvisation
- Writing Process
- Research Process

Assessment

A checklist is used to assess students' ability to work in groups and with a partner when improvising, researching and editing (see BLM 6.1 Observation Checklist). This checklist is generic and could be used for both grades.

Assessment Strategies

- Observation
- Portfolios

Assessment Recording Devices

- Checklist
- Anecdotal Record

Read All About It**Language An Integrated Unit for Grade 3/4****~ 190 mins**

expressions, and symbols to convey meaning);

Teaching / Learning**Day 1****6.1 Warming Up**

As an introduction to this subtask, teachers could start with a prayer thanking God for the ability to participate in leisure and fitness activities in order to achieve a balanced and healthy lifestyle. The class discusses what sporting events are popular in the local community. After a list is generated and posted for reference, students begin the lesson with a drama activity. With a partner, students choose a sport and record on a strip of paper a way to dramatize their chosen sport without using any words. Students practise and present their sport to the class. The audience tries to determine what sport is being played.

6.2 Batter Up

The class discusses how sporting events have changed over the years because of technology, modifications to equipment, or the interest and values of the community (e.g., faster bikes, more advanced equipment, extreme sports). Students then gather information about a sporting event from long ago and present findings in a paragraph. Grade 3 students research sports from pioneer times and Grade 4 students research sports from medieval times.

6.3 First Base

Teachers assign students to a small grade group to complete the research. When working in groups, students should apply effective communication and time and resource management skills while gathering information. Students locate information about a sporting event from their time period and individually record the information on paper or in a notebook. This information is used when writing a sports story. Teachers should have a variety of print at different readability levels, and if available, Internet resources for students to use. If students use the Internet, teachers must ensure that students know and follow board and school policies related to Internet use.

Day 2**6.4 Second Base**

Teachers explain that in the sports section, reporters use details to recount what happened during a sporting event, presented in an interesting and realistic way. The characteristics of a narrative paragraph are reviewed with the class. Teachers post the characteristics of a narrative paragraph for reference. Students may require guidance to understand this form of writing. See BLM U.3 Tips for Writing Paragraphs. Students explore the sports section of a newspaper.

6.5. Third Base

Students in grade groupings share the information about sports in pioneer or medieval societies discovered during their research. Each student is asked to contribute the name and some details discovered. Appoint a group recorder and record this information on a cumulative chart. This chart will be used for reference during writing time.

Individually, students select one of the sports events about which to write a descriptive paragraph. The teacher uses a guided imagery strategy with students. The teacher asks students to visualize the sequence

Read All About It**Language An Integrated Unit for Grade 3/4****~ 190 mins**

of the activity, the location, the participants, etc.

Taking the role of an observer to the activity, students write a descriptive paragraph about the activity.

After students complete the first draft, students in Grade 3 are challenged to edit their work and add words that help to create a feeling of excitement. Grade 4 students are challenged to use verbs that help to describe the activity more vividly.

6.6 Home Plate

After students have completed a self-edit, they are to edit with at least two other peers. In the peer editing stage, students focus on spelling, punctuation and the challenge outlined in Activity 6.5.

Students incorporate the editing suggestions into a final draft which will be placed in their portfolio for the culminating task.

Adaptations

In addition to consulting the individual student's IEP, adaptations may include but are not limited to the following suggestions:

- use resources written at the appropriate readability level
- use point form in the paragraph

Resources**BLM 6.1 Observation Checklist**

BLM_6.1_ObserveGroupCheck.cwk

Read All About It**Language An Integrated Unit for Grade 3/4**

Notes to Teacher

Teachers should write the names of a variety of sports on small strips of paper before starting this activity.

During the mime of a sports activity, students are encouraged to use simple and clear actions. They should work as a group to convey the message without using words.

It is important that teachers have a variety of research materials available. Students may need writing prompts to help focus while researching, e.g., Who played the sport? What equipment was used? What are the rules of the game?

Going Beyond:

1. Teachers could integrate lessons from the Fully Alive program into this subtask. Students should recognize that people develop differently and have unique gifts and talents. The Bible refers to the body as being a temple and as responsible learners, students should value the importance of a healthy lifestyle.
2. Students, individually or in a small group, can create a cheer that could be chanted at a sporting event. The cheer could include words, drama or dance.
3. Students could share with the class any special athletic abilities or experiences they had, e.g., performing a dance, bringing in sports uniforms, pictures, or awards, etc.
4. Students can use magazines to make a collage of physical activities for display.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

Description

Students reflect on the importance of the lifestyle section of the newspaper. These types of articles provide students with opportunities to write about issues that reflect everyday life. The purpose of this task is to help students develop persuasive writing skills to justify their opinion about various lifestyle activities.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4g - Catholic Graduate Expectation - A Self-Directed, Responsible, Life Long Learner: Examines and reflects on one's personal values, abilities and aspirations influencing life's choice and opportunities.

Expectations

- 3e2 A • write materials that show a growing ability to express their points of view and to reflect on their own experiences (e.g., journal notes);
- 3e3 A • organize information into short paragraphs that contain a main idea and related details;
- 3e7 A • revise and edit their work, using feedback from the teacher and their peers;
- 4e24 A – use proper form for paragraphs (e.g., indentation, spacing, margins);
- 4e1 A • communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates);
- 4e2 A • begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information);
- 4e3 A • organize and develop ideas using paragraphs (e.g., to tell a story);
- 4e7 A • revise and edit their work, using feedback from the teacher and their peers;
- 4e64 – use appropriate tone of voice and gestures in social and classroom activities;
- 3e1 A • communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event);
- 3e23 A – choose words that are most appropriate for their purpose (e.g., to express a feeling);
- 3e12 – correctly use nouns, verbs, adjectives, and adverbs;
- 4e22 – choose words that are most effective for their purpose (e.g., to describe vividly);
- 4e15 – use connecting words (e.g., also, finally, after, but) correctly to link ideas in a paragraph;

Groupings

- Students Working In Small Groups
- Students Working As A Whole Class
- Students Working Individually
- Students Working In Pairs

Teaching / Learning Strategies

- Panel Discussion
- Discussion
- Writing Process

Assessment

Teachers may choose to write anecdotal comments or observations about student participation during the oral discussions.

A checklist has been provided for each grade to evaluate students' persuasive articles (see BLMs 7.1 and 7.2).

Assessment Strategies

- Portfolios
- Response Journal

Assessment Recording Devices

- Checklist
- Anecdotal Record

Teaching / Learning

Day 1

7.1

The teacher refers students to the chart, comparing today's lifestyle with that of pioneer (Grade 3)/medieval (Grade 4) times, developed in Subtask 5. Students work with a partner from the same grade, select one activity from the chart, and list reasons why they believe it is a good activity. They individually make jot notes about why this activity might be better than another activity and note the reasons to justify their decision.

Students find new partners and try to persuade each other of the positive aspects of the lifestyle activity they previously selected. Students use their jot notes for reference.

With student input, the teacher creates a list of strategies that were used to persuade the partner to agree. These strategies can be posted for reference.

Students find another new partner. The teacher instructs students to use one or more of the persuasive strategies previously discussed and listed with this partner to try to convince him/her of the positive aspects of the lifestyle previously selected.

Students provide feedback to each other on the effectiveness of the strategy(ies) used in the persuasive argument.

7.2 Yeah or Nay?

The teacher explains that when controversial issues arise, people come together to present their viewpoints so that each person has an opportunity to express his/her opinions. When discussing a controversial issue, decisions should be made in light of gospel values, with an informed moral conscience. It is important to present information and ideas clearly, honestly, and with sensitivity to others.

Day 2

7.3 Persuasive Articles

The teacher provides students with the lifestyle section of the local newspaper. Students predict what the term *lifestyle* means. The teacher explains that this section deals with articles about topics that affect people's daily lives. Many articles are written in a persuasive manner. Students are given time to look through this section.

Students are asked to write a persuasive 'article' about the lifestyle activity presented during the oral persuasion activity (7.1). Students are encouraged to refer to their jot notes, the persuasion strategies from the list, and the feedback from their partners, when drafting their paragraph.

Day 3

7.4 Checking It Over

Students individually use a revising/editing strategy to improve the draft of their writing. Teachers can refer to BLM U.4 Teacher Tips for Editing, Revising, and Conferencing.

Students should be provided ample time to discuss the needed revisions and edits with at least two other students. With a partner, students work together to revise and edit the persuasion paragraphs. Students use the checklists provided (see BLM U.5 Student Checklists for Writing).

Read All About It**Language An Integrated Unit for Grade 3/4****~ 195 mins**

Students incorporate the suggestions for revision into a final draft and submit it to the teacher for evaluation. The criteria in BLM 7.1 and BLM 7.2 can be used.

Adaptations

In addition to consulting the individual student's IEP, adaptations may include but are not limited to the following suggestions:

- use direct instruction and modelling to encourage the use of a variety of pre-writing and organizational strategies (e.g., conferences, brainstorming, illustrating, tape recording, mapping, outlining, semantic webbing)
- provide advance organizers to structure content, e.g., outlines, subtitles, paragraph frames

Resources**BLM 7.1 Grade 3 Checklist for Persuasive Paragraph**

BLM_7.1_Gr3PursuParaCheck.cwk

**BLM 7.2 Grade 4 Checklist for Persuasive Paragraph**

BLM_7.2_Gr4PursuParaCheck.cwk

Notes to Teacher

The teacher may want to use this subtask to introduce a mini-unit on public speaking or debating. Public speaking is an important part of a language program. Students may be encouraged to write a speech and present it orally in front of the class. Teachers could consider having a formal debate about a controversial topic related to pioneer or medieval times.

Going Beyond:

1. Teachers may want to review with students the decision-making model introduced in the Grade 4 Health Program. This model teaches students how to make informed choices when faced with a problem. It is important that decisions are moral and ethical.
2. Students could produce a poster that reflects their views about an important issue. They should be encouraged to develop attitudes and values founded on Catholic social teaching and their opinions should promote social responsibility, human solidarity, and the common good.
3. Students could be given an opportunity to search for stories in the Bible where people put their trust in God and remain true to their faith, e.g., when Noah is asked to build the ark or when Abraham is asked to sacrifice his only son.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

Description

Students look at the lighter side of the newspaper to appreciate the importance of humour conveyed through illustrations and captions. Students create a comic strip.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2e - Catholic Graduate Expectation - An Effective Communicator: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

Expectations

- 3e27 A – select and correctly use the format suited to their purpose for writing (e.g., letter, e-mail, chart);
- 3e23 A – choose words that are most appropriate for their purpose (e.g., to express a feeling);
- 4e22 A – choose words that are most effective for their purpose (e.g., to describe vividly);
- 4e5 A • produce pieces of writing using a variety of specific forms (e.g., humorous story) and materials from other media (e.g., photo sequence) to enhance their writing;
- 4e6 A • produce media texts using writing and materials from other media (e.g., a cartoon);
- 3a33 A – solve artistic problems in their art works, using at least three of the elements of design specified for this grade (e.g., describe why they placed objects in the foreground, middle ground, or background);
- 4e54 A • communicate a main idea about a topic and describe a short sequence of events;
- 3e1 A • communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event);
- 4a42 A – solve artistic problems in their art work, using the elements of design specified for this grade (e.g., create a self-portrait and defend their colour choices);
- 3e56 A • create a variety of simple media works;
- 4e1 A • communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates);

Groupings

- Students Working As A Whole Class
- Students Working Individually

Teaching / Learning Strategies

- Brainstorming
- Demonstration
- Guided Writing

Assessment

The teacher makes anecdotal notes about the comic strips, work habits, and group participation.

Assessment Strategies

- Portfolios
- Observation

Assessment Recording Devices

- Anecdotal Record

Read All About It**Language An Integrated Unit for Grade 3/4**

Teaching / Learning**Day 1**8.1 The Funnies

Using an overhead, the teacher displays a comic strip relevant to the age group. The class discusses what makes the comic strip humorous and how it is different from other forms of writing. The teacher lists the important elements on a chart for future reference.

8.2 Make Me Laugh

Students examine comics and discuss their characteristics. Once students are familiar with the characteristics of a comic strip, the teacher informs them that they will be creating their own comic strip. The teacher and Grade 3 students brainstorm ideas which could be seen as humorous during pioneer times, such as something going wrong while trying to do daily chores. The teacher and Grade 4 students relate their brainstorm to medieval times.

8.3 Let's Walk Through It

The teacher presents a formal lesson on cartoon writing. (See BLM 8.1 Criteria for Writing Comics - Teacher Reference.) The teacher guides students through the process involved in creating comics. Through prompting, students determine how many frames are needed in the cartoon. It is suggested that no more than six frames should be used. The teacher encourages students to think about who is in the comic, what it is about, where it takes place, and when. The teacher records this information on a sample storyboard that is broken into the predetermined number of frames. Using simple sketches and text, the first and last frame should be completed. The remaining frames are completed in the same way. From this point, the teacher shows students how to incorporate the information and create a comic by modelling the process. This includes detailed pictures, dialogue, and written sound effects. The key criteria for writing comics is posted for reference.

Day 28.4 Create

Students examine the contents of their portfolios and reread their paragraphs about pioneer (Grade 3) or medieval life (Grade 4). Individually, students think about a story they could tell as a comic strip. List four to six events in this story. Number these events in sequence.

With a partner from the same grade, students describe the sequenced activities. The partner provides feedback using the posted criteria for writing comics.

After ample discussion time, students incorporate the ideas from the partner discussion and individually follow the steps on BLM 8.2 to complete the comic strip. It is important to remind students to be sensitive to the feelings of others when creating their cartoons. Their cartoons should show respect towards others and reflect Catholic moral teaching.

8.5 Editing

Students follow point #6 on BLM 8.2 to complete a self-edit of their comic strip. Students then peer edit with at least two other students.

Students incorporate the revising and editing suggestions and complete the final version of the comic strip. They put their completed comic strip in their portfolios to be used in the culminating task.

Adaptations

In addition to consulting the individual student's IEP, adaptations may include but are not limited to the following suggestions:

- create a comic strip with fewer frames, using stamping tools, or use a simple computer graphics program to create the comic strip.

Read All About ItLanguage An Integrated Unit for Grade 3/4

Resources**BLM 8.2 Student Tips for Creating Comic Strips**

BLM_8.2_StudentComicTips.cwk

**BLM 8.1 Criteria for Writing Comics (Teacher Reference)**

BLM_8.1_WritingComicCrit_T.cwk

Notes to Teacher

It is recommended that the comic strips be done in black and white rather than colour, as it may affect the image quality when reproduced for the newspaper.

Teachers should be cautious about using political cartoons with students of this age group.

Going Beyond:

1. Teachers may want to address how humour is portrayed in the media. Some forms of humour are often at the expense of an individual or group of people. We are called to respect and affirm the diversity and interdependence of the world's peoples and cultures. Students have access to a variety of information systems which allow them access to materials that are often not age-appropriate or may not reflect the moral teaching of their faith.
2. In small groups, students may want to create a short drama presentation based on a humorous story or funny event.
3. Students may want to create a comic strip about their favourite Bible story or parable.
4. Teachers may want to use the Bible to show how people are often misunderstood or judged unfairly by others because of their profession or appearance, e.g., the story of Zacchaeus the tax collector.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

Description

Students study the value of advertising. They identify and describe the different types of advertisements in their surroundings. Students create an advertisement that encourages consumers to buy their product.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.

Expectations

- 3e1 A • communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event);
- 3e9 • use and spell correctly the vocabulary appropriate for this grade level;
- 3e10 A • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
- 3e23 A – choose words that are most appropriate for their purpose (e.g., to express a feeling);
- 3e56 A • create a variety of simple media works;
- 3e55 A • view, read, and listen to media works that convey messages or information and talk about what they have learned;
- 3e64 A – identify basic elements of text (e.g., size of print) and basic techniques (e.g., different tones of voice in audio productions) that help convey the message in print and media materials;
- 4e1 A • communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates);
- 4e10 A • use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
- 4e59 • analyse media works;
- 4e58 • identify several types of media works and some techniques used in them;
- 4e69 – identify and describe the different types of advertising that they encounter in their surroundings (e.g., on billboards, T-shirts);
- 4e25 – label and use pictures and diagrams appropriately;
- 4e60 • create media works;

Groupings

- Students Working Individually
- Students Working As A Whole Class
- Students Working In Pairs

Teaching / Learning Strategies

- Discussion
- Think / Pair / Share

Assessment

Assessment Strategies

- Portfolios
- Observation

Assessment Recording Devices

- Anecdotal Record

Read All About It

Language An Integrated Unit for Grade 3/4

~ 155 mins

Teaching / Learning**Day 1**9.1 On the Look Out!

Students are given a variety of newspapers and are asked to look through them to view different types of ads. They are encouraged to notice the different types of print, the size of the ads, and the illustrations used to catch the reader's attention. Each student chooses one ad, and in a think/pair/share activity, tells why they have selected that particular ad. Teachers may give students an opportunity to share their favourite ad with the class.

Day 29.2 Why Should I Buy It?

As a class, discuss some common characteristics of an ad, e.g., people in advertisements are usually attractive, food always looks appetizing, children are 'cute', the product is visible, etc. There is usually an association between the product and a catchy slogan, and the facts about the product are given. List these characteristics on a chart for future reference (see BLM 9.2). Teachers help students understand that the power of ads can influence people to make purchases without considering factors such as health, e.g., cigarettes, alcohol, etc. Since some ads might exaggerate the effectiveness of the product or make implicit or explicit false promises, teachers should talk about the ethical issues associated with advertisements. Students find an advertisement in their magazine making an unrealistic claim or a false promise. They turn to a person sitting near them and discuss why they selected this ad. Teachers should then model the process for writing an advertisement, using BLM 9.2 to demonstrate the characteristics of an ad and spend time with each grade separately to emphasize teaching points specific to the grade.

Day 39.3 Choose this Product

Students review the resources available on pioneer or medieval societies and the content of their portfolios. Students think about three items that might have been used in the respective society. Students select one item for which they create an advertisement.

With a same-grade partner, students discuss and make sketches and jot notes about the chosen items discussed. Student partners plan: layout (title, size of print, text, colour), illustrations, and vocabulary, (words that appeal to the emotions).

Then students individually create an advertisement using the ideas generated in their partner discussions. When creating the advertisement, students refer to the Characteristics of Advertisements (BLM 9.2).

9.4 Editing

Students revise and edit for punctuation, capitalization and spelling. Students check that the graphics convey the message intended and that they are clear and concise.

After individual revising and editing, students peer revise and edit, using the same criteria. Students incorporate the suggestions from the peer editing into their revisions.

Students create a published copy to include in their portfolio for the culminating task.

Adaptations

In addition to consulting the individual student's IEP, adaptations may include but are not limited to the following suggestions:

- use a computer graphics program to create an advertisement

Read All About It

Language An Integrated Unit for Grade 3/4

~ 155 mins

Resources**BLM 9.1 Advertising (Teacher Reference)**

BLM_9.1_AdTechniques_T.cwk

**BLM 9.2 Characteristics of Advertisements**

BLM_9.2_AdvertisingTips.cwk

**Newspapers****Notes to Teacher**

Since the area of advertising is so complex and diverse, teachers may want to spend additional time in the initial stages of this subtask. Teachers discuss how individuals or groups of people are perceived in advertisement. Students should recognize that advertisements are another form of media presentation and often a character's behaviour would be perceived differently in real life.

Advertisements play an important role in all forms of media. They can bring out emotions, annoy their audience, as well as capture their attention. Advertisements are created to lure the consumer into buying or using a particular product or service. It is important to discuss with students the underlying messages that many ads present in relation to product performance, body image, or social acceptance (e.g., one type of soap is better than the next, this is the biggest sale of the year).

For reproducibility in the final newspaper, print ads should be in black and white.

Going Beyond:

1. Teachers may encourage individual or small groups of students to use a different form of media to produce an advertisement (e.g., a radio or television commercial or a web page on the computer).
2. In response journals, students should write about their feelings on the importance of honesty and integrity when creating advertisements.

Before beginning this subtask, teachers may want to refer to the information provided in BLM 9.1 Advertising Techniques. The teacher asks students to verbalize what an advertisement is and what different forms advertisements take.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

Description

Students plan, lay out, and publish newspapers for pioneer (Grade 3) and medieval societies (Grade 4) in the culminating task. Once the newspaper has been published, students share the final product with others at home and at school. Each student has time to reflect on how well he/she worked with others and contributed to the publication of the newspaper.

Catholic Graduate Expectations

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: reads, understands and uses written materials effectively

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: presents information and ideas clearly and honestly and with sensitivity to others.

CGE 5d - finds meaning, dignity, fulfillment and vocation in work which contributes to the common good.

Expectations

- 3e1 A • communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event);
- 3e26 A – use visual material to reinforce a message (e.g., a photograph of an object they are describing);
- 3e56 A • create a variety of simple media works;
- 3e64 A – identify basic elements of text (e.g., size of print) and basic techniques (e.g., different tones of voice in audio productions) that help convey the message in print and media materials;
- 4e6 A • produce media texts using writing and materials from other media (e.g., a cartoon);
- 4e7 A • revise and edit their work, using feedback from the teacher and their peers;
- 4e25 A – label and use pictures and diagrams appropriately;
- 4e65 A – present information to their peers in a focused and organized form on a topic of mutual interest;
- 4e67 A – use appropriate strategies to organize and carry out group projects (e.g., brainstorming, summarizing, reporting, giving and following instructions);
- 3e63 A – contribute ideas appropriate to the topic in group discussion and listen to the ideas of others;

Groupings

Students Working In Small Groups

Teaching / Learning Strategies

Assessment

Teachers need to create an assessment tool for the Grade 3 and Grade 4 culminating tasks. A student self-assessment is also completed.

Assessment focus is on how well students:

- select articles for each section;
- use space when creating page layouts;
- choose a variety of written materials, pictures and advertisements;
- include the necessary components of a newspaper;
- demonstrate creativity and organization;
- work together in a group, and solve problems independently.

Assessment Strategies

- Performance Task
- Self Assessment

Assessment Recording Devices

- Anecdotal Record

Teaching / Learning

Read All About It

Language An Integrated Unit for Grade 3/4

~ 320 mins

10.1 Congratulations!

Teachers congratulate students on being hired as editors for a local newspaper. As editors they must publish the next copy of the newspaper. Students create a name for their newspaper. As a grade group, they select a chief editor who will oversee the project. He/she reports to the teacher and, with assistance, makes the final decisions.

10.2

Students review the paragraphs, advertisement, and comic strip in their portfolios. Students should reflect on their learnings throughout the unit as they look at each piece of work in their portfolio. Each student contributes one piece of work for the Grade 3 or Grade 4 newspaper respectively.

Students must decide on the layout and sequencing of the articles, ads, and comic strips. Students plan the titles, illustrations, text placement, and number of columns in their newspaper. Students may either write or type the pages of their newspaper, using materials from their portfolios.

Student newspapers must include:

- comic strip
- advertisement
- sports paragraph
- persuasive article
- opinion letter to the editor
- narrative paragraph
- headline
- columns
- graphics

10.3 Final Touches

Students add final touches on the graphics, comics, and advertisements they have included in their newspaper. Using the self- and peer edit sequence, students decide if there are any changes to be made to the layout. They check for correct spelling, capitalization, and punctuation and then do one final check for meaning, clarity, and general appearance.

10.4 Self-Assessment

Part of an editor's job is to reflect on the successes or problems that were encountered during the process of publishing the newspaper. Individually, students assess their own performances. See BLM 10.1 Self-Assessment for suggestions.

Adaptations

In addition to consulting the individual student's IEP, adaptations may include but are not limited to the following suggestions:

- provide written outlines for assignments
- allow additional time, that has been pre-established with the student, to complete tasks
- use computer software to create a newspaper

Resources

Read All About It

Language An Integrated Unit for Grade 3/4

~ 320 mins



BLM 10. 1 Self-Assessment

BLM_10.1_Self-Assessment.cwk

Notes to Teacher

Teachers need to create an assessment tool for the culminating task for Grade 3 and Grade 4.

Using Computers For Publication

There are many writing and publishing programs available to schools. Graphics can be imported or scanned into the templates provided in some software programs. Teachers may choose to attach the graphics, cartoons or advertisements after a hard copy has been printed.

Working from a Hard Copy

Teachers may create their own electronic templates from scratch. Students can write directly onto these templates, and graphics, cartoons, and advertisements can be attached manually.

Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



Appendices

Read All About It

Language

Resource List:
Blackline Masters:
Rubrics:
Unit Expectation List and Expectation Summary:
Unit Analysis:

Read All About It

Language An Integrated Unit for Grade 3/4



Blackline Master / File

- | | | | |
|---|--------------|--|-------------|
| <input type="checkbox"/> BLM 1.1 KWL Chart | ST 1 | <input type="checkbox"/> BLM 7.1 Grade 3 Checklist for Persuasive Paragraph | ST 7 |
| BLM_1.1_KWLChart.cwk | | BLM_7.1_Gr3PursuParaCheck.cwk | |
| This is a sample of a Know Wonder Learn (KWL) chart that can be used in the introductory part of the first subtask. | | You will find a separate assessment checklist for each grade level in this file. | |
| <input type="checkbox"/> BLM 10. 1 Self-Assessment | ST 10 | <input type="checkbox"/> BLM 7.2 Grade 4 Checklist for Persuasive Paragraph | ST 7 |
| BLM_10.1_Self-Assessment.cwk | | BLM_7.2_Gr4PursuParaCheck.cwk | |
| This is a self-assessment that may be completed by students at the end of the unit and used for evaluation purposes. | | You will find a separate assessment checklist for each grade level in this file. | |
| <input type="checkbox"/> BLM 3.1 Grade 3 Checklist for News Article | ST 3 | <input type="checkbox"/> BLM 8.1 Criteria for Writing Comics (Teacher Reference) | ST 8 |
| BLM_3.1_Gr.3_News_Article.cwk | | BLM_8.1_WritingComicCrit_T.cwk | |
| You will find a separate assessment checklist for each grade level in this file. | | Teachers may find the information included helpful when introducing cartooning to the class. | |
| <input type="checkbox"/> BLM 3.2 Grade 4 Checklist for News Article | ST 3 | <input type="checkbox"/> BLM 8.2 Student Tips for Creating Comic Strips | ST 8 |
| BLM_3.2_Gr.4_News_Article.cwk | | BLM_8.2_StudentComicTips.cwk | |
| | | Tips for students have been included to help them write comic strips. | |
| <input type="checkbox"/> BLM 4.1 Writing a Letter to the Editor | ST 4 | <input type="checkbox"/> BLM 9.1 Advertising (Teacher Reference) | ST 9 |
| BLM_4.1_WritingLetterEditor.cwk | | BLM_9.1_AdTechniques_T.cwk | |
| This BLM will give teachers tips when writing a Letter to the Editor. | | Teachers can find a description of three main types of advertising used. | |
| <input type="checkbox"/> BLM 4.2 Grade 3 Checklist for Writing Letters to the Editor | ST 4 | <input type="checkbox"/> BLM 9.2 Characteristics of Advertisements | ST 9 |
| BLM_4.2_Gr3LetterChecklist.cwk | | BLM_9.2_AdvertisingTips.cwk | |
| Teacher will find a checklist for each grade that may be used when evaluating 'Letters to the Editor.' | | Students can use this BLM to help create an advertisement. | |
| <input type="checkbox"/> BLM 4.3 Grade 4 Checklist for Writing Letters to the Editor | ST 4 | <input type="checkbox"/> BLM U.1 Sample of Anecdotal Records for Class | Unit |
| BLM_4.3_Gr4LetterChecklist.cwk | | BLM_U.1_SampleAnecRecord.cwk | |
| Teacher will find a checklist for each grade that may be used when evaluating 'Letters to the Editor.' | | Samples of two anecdotal and observational forms to be used during the unit. | |
| <input type="checkbox"/> BLM 5.1 Grade 3 - Compare and Contrast Chart | ST 5 | <input type="checkbox"/> BLM U.2 Anecdotal or Observational Record | Unit |
| BLM_5.1_Gr.3CompareContrast.cwk | | BLM_U.2_AnecObserveRecord.cwk | |
| This BLM will help the students compare and contrast leisure activities of pioneers and present day communities. | | <input type="checkbox"/> BLM U.3 Tips for Writing Paragraphs | Unit |
| <input type="checkbox"/> BLM 5.2 Grade 4 - Compare and Contrast Chart | ST 5 | BLM_U.3_TipsParaWriting.cwk | |
| BLM_5.2_Gr 4CompareContrast.cwk | | Teachers will find tips that will help them when introducing the four main types of paragraphs. | |
| This BLM will help the students compare and contrast leisure activities of medieval and present day communities. | | <input type="checkbox"/> BLM U.4 Teacher Tips for Editing, Revising, and Conferencing | Unit |
| <input type="checkbox"/> BLM 5.3 Grade 3 Checklist for Group Work | ST 5 | BLM_U.4_TeacherTips.cwk | |
| BLM_5.3_Gr.3GroupWorkCheck.cwk | | These tips can be used when students are working through the writing process. | |
| This rating scale will help assess each student's group work skills. | | <input type="checkbox"/> BLM U.5 Student Checklists for Writing | Unit |
| <input type="checkbox"/> BLM 5.4 Grade 4 Checklist for Group Work | ST 5 | BLM_U.5_StudentWritingCheck.cwk | |
| BLM_5.4_Gr.4GroupWorkCheck.cwk | | These are a series of checklist that students can use as they revise, edit or proofread their writing. | |
| This rating scale will help assess each student's group work skills. | | <input type="checkbox"/> BLM U.6 Student Planning Tips | Unit |
| <input type="checkbox"/> BLM 6.1 Observation Checklist | ST 6 | BLM_U.6_StudentPlanningTips.cwk | |
| BLM_6.1_ObserveGroupCheck.cwk | | The following are tips teachers can share with students to help when planning paragraphs. | |
| This checklist maybe used with either grade and gives teachers an opportunity to evaluate students learning in a variety of group activities. | | | |

Read All About It

Language An Integrated Unit for Grade 3/4



Licensed Software

- Adventure Canada** Unit
- ClarisWorks 5.0 (English)** Unit
- Explore Canada** Unit
- Letter-perfect 2.1.2** Unit
- Microsoft Publisher V2.1 (English)** Unit
- Pioneers** Unit
- Writing Challenge** Unit



Print

- 35 Rubrics and Checklist to Assess Reading and Writing** Unit
Adel Fiderer
0 590 13102-8
A teacher resource book available through Scholastic Canada
- 75 Creative Ways to Publish Student's Writing** Unit
Cherlyn Sunflower
0590-49270-5

Teacher resource book for classroom writing
- Across the Wide and Lonesome Prairie: The Oregon Trail- Diary of Hattie Campbell** Unit
Kistina Gregory
True story of a young girl's journey during pioneer times
- Discovering Canadian Pioneers** Unit
J. Bradley Cruyton
0195413253

Reference book on Canadian pioneers
- Discovering Castle Days** Unit
J. Bradley Cruyton
0195413253
Reference book on Medieval Times
- Farmer Boy** Unit
Laura Ingalls Wilder
0-590-32787-9
This is a novel about a young woman's life during pioneer times
- Favourite Medieval Tales** Unit
Mary Pope Osborne and Troy Howell
0-590-49848-7
A teacher resource book available through Scholastic Canada
- Horrible Histories - The Measly Middle Ages** Unit
Terry Dearey, Martin Brown
0-590-49848-7
A book about event during the Middle Ages
- House Calls - True Story of a Pioneer Doctor** Unit
Ainslie Manson and Mary Jane Gerber
0-88899-446X
True story of a rural family doctor.
- How to Write a Paragraph Gr. 1-3** Unit
Published by Teacher Created Materials
589781
A teacher resource available through Scholastic Canada
- How to Write a Paragraph Gr. 3-6** Unit
Published by Teacher Created Materials
677354
A teacher resource book available through Scholastic Canada
- Kids in Middle Ages** Unit
Wroble
0-8239-5120-0
Teacher resource book about life during the medieval times
- Kids in Pioneer Times** Unit
Wroble
0 8328 41197
Teacher resource book about life during the pioneer times
- Knight's Handbook, The: How to Become a Champion in Shining Armour** Unit
Christopher Gravett
0-590-24970-3
A resource book that discusses life and times during the middle ages
- Life on a Pioneer Homestead** Unit
Sally Issacs
1 57572 313 1
Teacher resource book about early pioneer society
- Little House in the Big Woods** Unit
Laura Ingalls Wilder
0590 488171
A novel about pioneer life
- Little House on the Prairie** Unit
Laura Ingalls Wilder
0590 48818X
A novel about pioneer life
- Making Portfolio Assessment Easy** Unit
Mary Sullivan
0-590-2404-4
A teacher resource book available through Scholastic Canada
- Narrative Writing** Unit
Tara McCarthy
Mini-lessons, strategies and activities for teaching narrative writing

Read All About It

Language An Integrated Unit for Grade 3/4

- | | | | |
|--|-------------|--|-------------|
| <input type="checkbox"/> Newspaper Reporters
Published by Fearon Teacher Aids

986313
Teacher resource book available through Scholastic Canada | Unit | <input type="checkbox"/> Sarah Plain and Tall - Literature Guide
Patricia MacLachlan
Teacher resource and literature guide from Scholastic Canada | Unit |
| <input type="checkbox"/> Newspapers Gr. 3-6
Published by Fearon Teacher Aids
675126
Teacher resource book available through Scholastic Canada | Unit | <input type="checkbox"/> Spotlights - The Middle Ages
Grant
0-7500-2429-1
Teacher resource book about life in the middle ages | Unit |
| <input type="checkbox"/> On the Bank of Plum Creek
Laura Ingalls Wilder
0590 48815-5
A novel about pioneer life | Unit | <input type="checkbox"/> Stephen Biesty's Cross-Section Castle
Richard Platt, Stephen Biesty
Teacher resource book about Medieval Society | Unit |
| <input type="checkbox"/> One Day in the Prairie
George Jean Craighead
Story set during the pioneer times. | Unit | <input type="checkbox"/> Storm at Batoche
Maxine Trottier
A Canadian picture book set in pioneer times. | Unit |
| <input type="checkbox"/> Paragraph Writing
Published by Evan O Moor Publications
A teacher resource available through Scholastic Canada | Unit | <input type="checkbox"/> Teaching Writing - A Workshop Approach
Adele Fiderer
059049202-0
Teacher resource book for teaching writing | Unit |
| <input type="checkbox"/> Persuasive Writing
Tara McCarthy
Mini-lessons, strategies and activities for persuasive writing | Unit | <input type="checkbox"/> Teaching Writing Series: Descriptive Writing
Tary McCarthy
0-590 20932-8
A teacher resource book available through Scholastic Canada | Unit |
| <input type="checkbox"/> Persuasive Writing
Tara McCarthy
0-590-20934-5
A teacher resource book available through Scholastic Canada | Unit | <input type="checkbox"/> Teaching Writing Series: Expository Writing
Tara McCarthy
0-590 10385-3

A teacher resource book available through Scholastic Canada | Unit |
| <input type="checkbox"/> Portfolio Assessment - Getting Started
Allan A. DeFina
A teacher resource book available through Scholastic Canada | Unit | <input type="checkbox"/> Teaching Writing Series: Narrative Writing
Tara McCarthy
0-590 20937-X
A teacher resource book available through Scholastic Canada | Unit |
| <input type="checkbox"/> Portfolios in the Classroom - a Teacher Source book
J. Clemmons, L.Laase, D. Cooper, N. Areglaado, M. Dill
A teacher resource book available through Scholastic Canada | Unit | <input type="checkbox"/> The Author's Profile
Teri Beaver
1571 10059-8 | Unit |
| <input type="checkbox"/> Prairie Farmer Source Book
Marilynn Reynolds
This is a Canadian picture book about a pioneer farmer | Unit | <input type="checkbox"/> The Castle in the Attic
Elizabeth Winthrop
0-440-4091-1
A novel about a young boy and his magical castle. | Unit |
| <input type="checkbox"/> Publish Farmer Sourcecer
Margorie Wein Belshaw
1557 34209-1
Teacher resource book | Unit | <input type="checkbox"/> The Door in the Wall
Marguerite de Angeli
0-590-40968-9
A novel set in Scotland during the middle ages. | Unit |
| <input type="checkbox"/> Sarah, Plain and Tall
Patricia MacLachlan
0-06-440205-3

A novel about a young girl growing up during pioneer times. | Unit | <input type="checkbox"/> The House That Max Built
John Green
0-7736-7339-3

A novel about King Arthur and his knights. | Unit |

Read All About It

Language An Integrated Unit for Grade 3/4

 The Lion, the Witch and the Wardrobe

C. S. Lewis
0-590-40595-0

This is the first novel the the Chronicles of Narnia series.

 The Long Winter

Laura Ingalls Wilder
0590 488198

A novel about pioneer life

 The Middle Ages - History Opens Windows

Jane Suter
1 57572 591-6

Teacher resource book about the Middle Ages

 **The Ontario Curriculum Writing Exemplars
Grades 1 to 6**

Ministry of Education and Training

Teachers will find writing samples for each grade and performance level. This document will help teachers when evaluating students' work.

 The Whipping Boy

Sid Fleischman
0-8167-1038-4

A novel about a young boy who is punished for the misbehavior of the royal prince.

 Using The Newspaper in the Writing Process

Raymond Harris
1557 34479-S

Teacher resource for teaching writing to students

 Write on Track

Dave Kemper, Ruth Nathan, Patrick Sebranek
ISBN 0-17-606608-X

This is a suggested handbook for Young Writers, Thinkers and Learners. There are a number of books on the market that deal with young writers. Teachers may use any other resources available.

Unit



Media

 English Grammar - Part 1

Classroom Video (CRV)

This movie provides an introduction to the fundamentals of writing and grammar.

 The Clear Writer's Hit Squad

Kinetic Video Inc. (KTC)

Dewey 372.6

This film provides a 10-point guide to better writing.

 **You Can Write Anything: Package 01 Bk0138
(61409)**

TV Ontario (TVO)

Dewey 372.6

The series centres around the an aspiring writer who assists neighbourhood children to appreciate good writing and improve their writing skills.

Unit



Website

 A Guide to Paragraph Writing

http://www.engineering.uiowa.edu/~ctc/docs/guides/CT_C_paragraph_writing.doc

Simple and clear information about paragraphs.

 Exhibits Collection -- The Middle Ages

<http://www.learner.org/exhibits/middleages/>

This site touches on all areas of medieval life in detail.

 Handy Guide to Writing Five Paragraphs

Handy Guide to Writing Five Paragraphs

Easy and practical ideas for writing.

 I Want To Know About: History

http://discover.lpl.london.on.ca/kids/i_want_to_know_about/template.php?category_uid=137

Information about pioneer life available online from the London Public Library.

 Library Picks

<http://www.peel.edu.on.ca/larkspur/Classes/library/>

A web site that has links to pioneer and medieval societies.

 Life in the Middle Ages

<http://www.kyrene.k12.az.us/schools/brisas/sunda/mahome.htm>

This is a site created for students by students.

 medieval

<http://jeffco.k12.co.us/middle/deercreek/subjects/mutli-media/acadpro/katijosh/midieval.html> - 3k

This is a website the touches on many aspects of medieval life.

 Middle Ages

<http://www.byu.edu/ipt/projects/middleages/>

This site details many areas of medieval life.

Read All About It

Language An Integrated Unit for Grade 3/4

Paragraph Writing Rubric Generator
http://teachers.teach-nology.com/web_tools/rubrics/paragraph/
 A website to help teachers create and evaluate student work using rubrics.

Unit



Material

Pioneers
<http://www.eagle.ca/~matink/themes/Pioneers/pioneers.html>
 This site provides information about early pioneers in Ontario and North America.

Unit

chart paper and markers **ST 2**

Daily local newspaper **ST 1**
 per class
 This is to be used in opening activity.

Pioneers
<http://www.hpedsb.on.ca/madtwp/RealPioneers.htm>
 This site lists a number of links to sites that meet the expectations of the Grade 3 Ontario Curriculum.

Unit

Know, Wonder, Learn (KWL) Chart **ST 1**
 per class
 Teachers may use professionally prepared or their own KWL charts.

The Five Paragraph Essay Wizard- Persuasive Essay and Prompts
<http://www.geocities.com/SoHo/Atrium/1437/howto.html>
 This site discusses the different types of writing and gives helpful suggestions.

Unit

Local Daily Newspapers **Unit 1**
 per group
 Daily newspapers should be made available for the duration of the unit.

ThinkQuest Library of Entries
<http://tjjunior.thinkquest.org/4051/titlepg.htm>
 This site was created by a group of students. Information is presented in the form of a game.

Unit

local newspaper **ST 2**
 per pair
 In addition to having copies of daily newspapers, teachers may want to have a copy of the Catholic New Times and/or Catholic Registrar as part of a newspaper collection.

Writing Effective Paragraphs
<http://www.richmond.edu/~writing/wweb/paragrph.html>
 This site provides tips and examples of how to write an effective paragraph

Unit

piece of paper and marker **ST 2**
 per pair

Writing Tips: Paragraph Builder - Writing DEN
http://www2.actden.com/Writ_Den/Tips/paragrap/write.htm

Unit

This site outlines how to write paragraphs and provides examples of different forms of writing.

Read All About It

Language An Integrated Unit for Grade 3/4



Equipment / Manipulative

Newspapers

ST 9

per pair

Try to gather a variety of magazines that are written for different audiences.

Tips for Writing Paragraphs

(Teacher Reference)

A paragraph is a group of sentences which deal with one topic. These sentences help the reader get a clear idea of the subject you are writing about.

The Basic Parts of a Paragraph

A paragraph consists of three basic parts: the **topic sentence**, the **body** or middle part, and the **closing sentence**:

1. **The topic sentence** introduces what the paragraph is about - it introduces the subject. It also helps the reader focus on what is being discussed. The topic sentence should catch the reader's attention.
2. **The body** of the paragraph explains or describes in detail the subject. Ideas should be sequenced and well developed. Points should be listed before beginning to write.
3. **The closing sentence** summarizes the paragraph and leaves the reader with a final thought to consider.

Example: The Importance of Newspapers

Topic Sentence	Newspaper stands are found in every country around the world.
Body	A newspaper is an important tool for communicating world and local information to many people. It has something of interest for all ages. By reading the newspaper, people gain knowledge about their community and world issues.
Closing Sentence	Newspapers come in many languages. It is hard to imagine what the world would be like without a newspaper.

There are four types of paragraphs: **expository**, **descriptive**, **narrative**, and **persuasive**. Each type of paragraph is used for a different purpose.

Writing an Expository Paragraph

An **expository** paragraph gives information or explains something in detail. It should include facts that help the reader understand the topic that is being discussed.

Steps for writing an expository paragraph:

1. The writer should choose a topic.
2. An interesting topic sentence is written at the beginning of the paragraph.
3. The body of the paragraph provides examples and explanations about the subject.
4. Finally, the paragraph ends with a closing idea that supports the topic sentence.

Example: Owning a Dog

Owning a dog can be a lot of work. First, you need to take care of the dog's needs. If it is hungry, you need to feed it. If it is thirsty, you need to give it water to drink. Second, a dog needs exercise even if it is cold or raining. Third, a dog always wants your attention, so you need to be willing to spend time with it each day. Dogs like to be under your feet all of the time. But then again, dogs are great company. So even though they are a lot of work, they really are "Man's Best Friend!"

Writing a Descriptive Paragraph

A **descriptive** paragraph describes a person, place, thing, or event. When writing a descriptive paragraph, the writer should select words that encourage the reader to use his/her sense of smell, sight, sound, taste, or touch to better understand the topic.

Steps for writing a descriptive paragraph:

1. Choose a place, person, object, or event to describe.
2. Write a topic sentence that introduces the subject of the paragraph.
3. The body of the paragraph contains descriptive words that provide the reader with details about the subject. These words should appeal to the reader's sense of smell, sound, or sight.
4. The writer saves the most important details for the end of the paragraph. This final thought will act as the closing statement.

Example: Wonderland

Wonderland is one of my favourite places to visit in the summer. When I walk through the front entrance, I see a huge mountain in the background. Music is playing, people are talking, and children are laughing. Everywhere I look there is something to see. Every colour of the rainbow seems to be around. As I walk along, I smell the food from the outdoor vendors. The smell of hamburgers, fries, cotton candy, pizza, and popcorn makes my mouth water. The best thing, though, is the feel of the wind on my face as I speed through the air on the rides. Wonderland is soooo much fun!

Writing a Narrative Paragraph

A **narrative** paragraph tells a story. This is the type of paragraph most students have had practice writing in class. Details are added to make the story more interesting or realistic.

Steps for writing a narrative paragraph:

1. Choose a topic with which the writer is familiar and/or feels comfortable writing about.
2. Write a sentence to introduce the topic.
3. The body should include interesting details about the topic.
4. The closing sentences should summarize what the paragraph was about.

Writing a Persuasive Paragraph

A **persuasive** paragraph allows the writer to write an opinion about something. The writer tries to persuade the reader to support and agree with a given point of view.

Steps for writing a persuasive paragraph:

1. Choose a topic that can be written to express an opinion.
2. The opening sentence should introduce the topic and state the writer's opinion.
3. The body of the paragraph should give reasons why the writer feels a certain way.
4. The closing sentence should summarize the writer's viewpoint and opinion.

Example: Should Schools Recycle Juice Boxes?

Every day around the country hundreds of empty juice boxes are thrown into the garbage. Some Canadian communities have established recycling programs where consumers can return empty juice boxes for money. There should be a recycling program like this in every community. This type of incentive program is very valuable for the environment and the consumer. Think of how much money could be raised in public schools every year from money generated by a program such as this one. In addition to having extra funds, schools would cut down on the amount of garbage thrown out each day. Recycling juice boxes is an environmentally friendly idea.

Note to Teacher: Teachers are encouraged to use these tips in a variety of ways. Suggested uses include:

1. Write each section on chart paper and post them around the classroom.
2. Make transparencies and present information on an overhead.
3. Write information on the board and have students record examples for reference.
4. Make photocopies and pass them out to students to keep as a reference tool.

There are books available for teachers about student writing. See the list of resources for some of these titles.

Teacher Tips for Editing, Revising, and Conferencing

These are some tips that can help teachers and students understand the process involved when self- and peer revising, editing, and conferencing. This stage in the writing process begins after the first draft is completed.

Revising

A Making the first draft better

1. Reading over the first draft

Students are encouraged to read their first draft several times. Teachers could also suggest reading the draft out loud at least once. Students should look for parts that may need work and parts that were well written.

2. Reading over the draft with a friend

Students should share their writing with a friend. Their friend can tell them which parts they liked and make suggestions for consideration.

B Making Changes - Revising

1. Look at the three main parts of the text. Students should ask themselves if they have a good beginning, middle, and end.

Beginning: Students should consider if the beginning introduces or identifies the subject in an interesting way.

Middle: Students look at the middle section to see if it explains, describes, and is related to the subject.

Ending: The ending should summarize or conclude the piece of writing. It should be written in an interesting way.

2. Students should check for details. They should review their work to determine adequate use of descriptive words and details. The words that are used should appeal to the reader's senses and help them to create a mental image. Remind students that they are trying to "show" rather than just "tell" what is in the story.

Teachers should note that during this stage of the writing process, students are focusing on the 'meaning' of the story.

Editing and Proofreading

Editing and proofreading are done after students have revised their rough draft. At this stage, students ensure that their writing is clear and correct.

During this final stage, students focus on the mechanics and conventions of writing—spelling, punctuation, and capitalization. Students concentrate on finding grammatical and structural errors. They should look at individual words, sentences, or phrases to ensure that they have correct punctuation, spelling, and capitalization. Students may ask peers, parents/guardians, or teachers to help them when proofreading.

Conferencing with a Partner

Students can work with a partner (peer, parent/guardian, or teacher) to discuss ways in which they can make the story better. During the conference, students talk about the best parts of the story. They consider some new or additional ideas, look for mistakes, and fix problems.

Role of the Writer:

- The writer should have his/her writing sample ready to share. Conferencing can be done at different stages of the writing process.
- Writers should provide the listener with a brief summary of the piece of writing to help focus his/her attention.
- The writer reads the writing sample aloud.
- The writer listens to what the partner has to say without making judgments or negative comments. Writers may not always agree with all of the comments being made, but should consider everything that is being said.

Role of the Listener:

- Listeners should be attentive when the writer is speaking.
- They can jot down simple ideas and comments to be addressed during the discussion.
- They begin the discussion with a positive comment, e.g., share with the writer their favourite part of the writing.
- They can ask questions about areas that are not clear or are difficult to understand.
- When making comments, listeners should be sensitive and offer helpful suggestions, as opposed to criticizing the writing.

Conferencing can be done during each stage of the writing process. Some suggested ways of having students with a partner are:

1. Prewriting: During this stage, conferencing can assist students in choosing a topic or thinking of resources to gather information.
2. First Draft: As first drafts are being written, conferencing allows students to discuss the strengths of the writing and sections that are unclear or out of order.
3. Revising: Partners can help each other decide if the beginning of the writing is interesting, the middle is related to the topic, and the ending is clear. They can discuss and make suggestions about vocabulary used.
4. Editing and Proofreading: Students help each other identify any sentence errors, check that correct words have been used, and change any spelling or punctuation errors.

Student Checklists for Writing

Revising Checklist

Is additional information needed?

Yes No

- Do I have an interesting beginning?
- Do I have all the important information and details?
- Do I have to write an ending or make it better?

Does information have to be left out?

Yes No

- Have I stayed on topic?
- Have I repeated myself or included details that are not related?

Do I have to move any sections?

Yes No

- Are my sentences in the best order?
- Do any details, ideas, or information seem out of place or have to be moved?

Do I need to change or rewrite any parts?

Yes No

- Are all my ideas presented clearly?
- Have I included descriptive words and added details?

Sentences

Yes No

- Did I write complete sentences that are clear and easy to understand?
- Are my sentences different lengths?
- Do my sentences begin with a variety of words?

Words

Yes No

- Did I choose interesting words and do they add details to my writing?
- Did I choose the correct words for my writing?

Editing and Proofreading Checklist

Punctuation

Yes No

- Does each sentence end with some form of punctuation?
- Did I use commas and apostrophes appropriately?
- Did I use quotation marks in the right places?

Capitalization

Yes No

- Do all sentences begin with a capital letter?
- Did I use capitals for proper names of people, places, or things?

Spelling

Yes No

- Did I spell my words correctly?
- Did I use a dictionary and thesaurus to check spelling and choose new words?

Student Planning Tips

1. To help you get started, jot down answers to these four key points.

Subject: What person, place, thing, or event are you going to write about?

Purpose: What is the purpose of the writing, e.g., is something being explained or described, etc.?

Form: What form of writing is appropriate, e.g., a letter, a paragraph, a story, etc.?

Audience: Who are you writing this for? Who is going to read this piece of writing?

2. Now prepare to write a first draft. Here are some ways to organize ideas and plan the writing.

- Gather information from books, newspapers, movies, or the Internet.

- Talk to people about the topic. This could help you to come up with new ideas.

- Make a list about everything you know about the topic.

- If you are writing a narrative, ask yourself the following questions: Who are the main characters?

What are they doing or what is going to happen? What is the setting? When does it take place?

Why do things happen the way they do?

- Use story maps or collection charts to help organize your thoughts.

3. Next, plan how to start writing the piece. The beginning is very important because it tells what the writing is about in an interesting way. Consider beginning with an interesting fact, quote, or thought-provoking question.

4. Once the beginning is completed, continue writing. Try to get as many ideas down as possible. There will be time later to make changes and revise and edit your work. When stuck for new ideas, read over what is written, look back to the four key points in #1, or refer to any previously completed lists, charts or story maps.

Grade 3 Checklist for News Article

Student Names											
Criterion											
Headline catches reader's attention.											
Paragraphs answer questions Who, What, When, Why, and How.											
Focuses on facts rather than opinion.											
Information is well organized and relevant to topic.											
Uses vocabulary appropriate to topic.											
Uses capitals, periods appropriately.											
Uses subject-verb agreement.											
Uses a variety of sources to check spelling of unfamiliar words.											

General Comments/Teacher Notes: _____

Grade 4 Checklist for News Article

Student Names											
Criterion											
Headline catches reader's attention.											
Paragraph answers questions Who, What, When, Why, and How.											
Focuses on facts rather than opinion.											
Information is well organized and relevant to the topic.											
Uses connecting words correctly to link ideas between paragraphs.											
Introduces vocabulary from other subject areas.											
Uses verb tense correctly and appropriately.											
Uses punctuation accurately.											
Uses a dictionary, thesaurus or spellcheck to confirm spelling.											

General Comments/Teacher Notes: _____

Writing a Letter to the Editor

Format for writing a “Letter to the Editor”

Sender’s Address

Date

Editor’s Name

Newspaper

Address

Dear Editor:

- The first paragraph focuses on conveying your feeling and opinions to the reader.
- Paragraph two states important facts about your feelings and opinions.
- The final paragraph asks for some type of change to take place.

Yours truly,

Name

Title

Example of a “Letter to the Editor”

Sender’s Address

January 23, 1854

Mr. Brown

The Local Newspaper

Somewhere In Ontario

Dear Mr. Brown:

I am a teacher who is writing to you because I feel that women in my profession should be allowed to get married. I feel that married life will only enhance my abilities in the classroom.

Generally, people who are married are happier. Therefore, if I am happier in my personal life, I will be able to bring this happiness to my students. Teachers are also known to be very well organized. I feel that I could combine a good balance between my personal life and my professional life.

If any other teacher or reader feels the way that I do, please contact the Board of Education. Change is important.

Yours truly,

Miss Organized

Teacher

Grade 3 Checklist for Writing Letters to the Editor

Student Names											
Criterion											
Letter follows correct form as outlined.											
First paragraph states the feeling and opinion of the writer.											
Second paragraph gives important facts.											
Final paragraph suggests action to be taken.											
Information is well organized and relevant to topic.											
New words from readings are incorporated into writing.											
Subject-verb agreement is used.											
Punctuation is used correctly.											
A variety of resources are used to check spelling of unfamiliar words.											

General Comments/Teacher Notes: _____

Grade 4 Checklist for Writing Letters to the Editor

Student Names															
Criterion															
Letter follows correct form as outlined.															
First paragraph states the feeling and opinion of the writer.															
Second paragraph gives important facts.															
Final paragraph suggests action to be taken.															
Information is well organized and relevant to topic.															
Punctuation is used correctly.															
Connecting words are used correctly to link ideas in a paragraph.															
Verb tenses are correct and appropriate.															
A dictionary, thesaurus or spell check is used to confirm spelling.															

General Comments/Teacher Notes: _____

Grade 3 - Compare and Contrast Chart

Name: _____

List activities that families might do for enjoyment in leisure time today.
Then list activities that would have been done in leisure time during pioneer times.

Present Day	Pioneer Times

What are some similarities that you noticed? _____

What are some differences that you noticed? _____

What pioneer activity would you like to take part in? _____

Why? _____

Grade 4 - Compare and Contrast Chart

Name: _____

List activities that families might do for enjoyment in leisure time today.
Then list activities that would have been done in leisure time during medieval times.

Present Day	Medieval Times

What are some similarities that you noticed? _____

What are some differences that you noticed? _____

What medieval activity would you like to take part in? _____

Why? _____

Observation Checklist

Student Name: _____ Date: _____

During mime activities student;

- | | |
|---|-------------------------|
| _____ works cooperatively | _____ remains on task |
| _____ uses gestures and actions
to act out a sport effectively | _____ solves problems |
| _____ actively participates | _____ listens to others |

General Comments:

During research activities student;

- | | |
|---|--|
| _____ reads independently | _____ reads to locate information |
| _____ uses a variety of reading
strategies | _____ identifies and restates the
main idea of a piece of writing |
| _____ records relevant information | _____ cites supporting details |

General Comments:

When peer editing student;

- | | |
|--|---|
| _____ shows understanding of the
writing process | _____ offers positive feedback |
| _____ edits for meaning, grammar,
spelling, and punctuation | _____ uses feedback from peers and
teacher |
| _____ works cooperatively | _____ brings story to final draft |

General Comments:

Grade 3 Checklist for Persuasive Paragraph

Student Names														
Criterion														
Topic sentence states writer's opinion and introduces topic.														
Body of paragraph gives reasons for writer's opinion.														
Closing idea summarizes writer's viewpoint and opinion.														
Writer expresses personal experiences.														
Information is well organized and relevant to the topic.														
Words that are most appropriate for their purpose are chosen.														
Use of nouns, verbs, adjectives and adverbs are correct.														
Work is revised and edited with feedback from teacher/peers.														

General Comments/Teacher Notes: _____

Grade 4 Checklist for Persuasive Paragraph

Student Names											
Criterion											
Topic sentence states writer's opinion and introduces topic.											
Body of paragraph gives reasons for writer's opinion.											
Closing idea summarizes writer's viewpoint and opinion.											
Writer expresses personal experiences.											
Information is well organized and relevant to topic.											
Words that are most effective for their purpose are chosen.											
Connecting words are used correctly to link ideas in a paragraph.											
Work is revised and edited with feedback from teacher/peers.											

General Comments/Teacher Notes: _____

Criteria for Writing Comics

(Teacher Reference)

Getting Started

Students decide:

- what kind of comic they want to create;
- who the story is being written for;
- who will be the main character;
- where the story will take place;
- what will happen.

Students may want to use a form of graphic organizer to record this information.

The First Draft

The first stage is to create a storyboard. The storyboard should be at least six frames in length. The frames may go either across or straight up and down.

Students sketch what is going to happen in each frame and write a simple explanation for each. The sketching should be done in pencil as there will probably be a number of changes. A suggested format is as follows;

- Frames 1 and 2: Introduce characters and setting.
- Frames 3 and 4: Introduce the problem.
- Frames 5 and 6: The problem is resolved.

Next, students decide on how the illustrations are going to be presented. It is important to draw close-up shots as well as shots from a distance. Examine comic strips to see the variety of perspectives that are used.

During the next stage, students think about adding details. They consider things like what types of facial expressions or sound effects are required. Students should try to incorporate symbols into their comics, e.g., hearts to represent love or light bulbs to show a new idea.

Students decide on what words are going to be used. Students should know how to use both speech and thought bubbles. Rather than using a speech in each frame, students may want to write sentences at the bottom of each frame.

Revise and Edit

Once the storyboard is finished, it is time to revise and edit. This can be done with a partner or alone. Work is proofread for spelling, punctuation, and grammar.

Creating the Comic

Once revisions are completed the comic can be created. Pictures are completed with detail and text is neatly transcribed into each frame.

Review Tips for Students

Is there a main character?

Does the story have a beginning, middle and an end?

Are my pictures drawn from different perspectives?

Have sound words, facial expressions or symbols been used to convey meaning?

Were speech bubbles used properly?

Are my pictures detailed?

Are my pictures large enough and clearly drawn?

Tips for Creating Comic Strips

To make a great comic strip follow these steps:

1. Think about the story you want to tell. Think about who you want to tell it to.
2. Divide your paper into at least six parts or frames to create a storyboard.

1. Introduction	2.	3. Problem
4.	5. Solution	6. Conclusion

3. Decide how you want to show each frame, e. g., from a distance, close-up.
4. Add details to your illustrations.
 - a) Draw the main character or characters.
 - b) Create characters' faces to show emotion and give them personality. Four features of a face that often show emotions are eyes, eyebrows, eyelids and mouth.
 - c) Think about the scenery. Background details help create an atmosphere.
 - d) Decide if you want to add sound effects (SPLAT!!!!) or symbols (a heart to represent love).
5. Add your text. Text can be in captions at the bottom of the frame or in speech and thought bubbles to show characters talking aloud or thoughts.
6. Check your work for meaning, spelling, grammar, and punctuation. You may want to get a friend to help you make revisions and edit.

Advertising (Teacher Reference)

Advertisements are everywhere. On a daily basis we are exposed to a variety of advertising techniques. When advertisers are creating an ad they are trying to: a) promote or sell a product, b) present a viewpoint concerning an issue, c) inform the reader of an event or service. Some features and characteristics of each type of advertising technique are presented below.

a) Promoting a Product

Advertisers create logos and jingles to promote a product. Students should be aware that this is a very powerful selling technique. Logos are a visual link to a specific product. When a person sees this logo they associate it with a certain company or product. Clothing companies use this technique frequently to provide them with free advertising. Jingles are an auditory link to a certain product. Upon hearing a certain jingle, people often visualize the product.

Creating Illusions

Advertisers often create illusions to promote a product. They rely heavily on human emotions and/or experiences. Often everyday items perform unrealistic tasks, such as cats asking for a particular brand of food, or a piece of paper towel washing a whole floor. The advertiser is trying to sell a product which will supposedly enhance our lifestyle and/or change our image.

b) Convincing the Reader

Advertisers may also use advertising to promote a particular point of view, to sway public opinion concerning an issue, or change a person's behaviour. Many of these ads take a stand with which most readers will agree, e.g., not drinking and driving or fire safety. Some of these ads may be used to promote one individual's or one group's viewpoint as in political ads or public health messages. These types of ads are geared to reaching a specific audience, and readers must keep in mind which source or organization is promoting this ad.

c) Informing the Reader

Advertising also informs the public about upcoming events such as sales, grand openings, or new products by providing facts.

Advertising (Teacher Reference)

Advertisements have one main purpose (to sell a product or a service) and it is important that the consumer remains aware of this.

Teachers may want to initiate discussion about the following points:

- what logos convey about the product;
- what first impressions logos create;
- where logos are seen;
- what some familiar logos or jingles are;
- the source of an ad;
- what audience is trying to be reached;
- what the position or viewpoint of the ad is;
- what kind of opinion or action they are trying to get from the public;
- what type of attention-grabbing or persuasive words were used;
- how an ad affects emotions;
- if the events really could take place;
- what the ad promises;
- the advertising technique's effectiveness;
- the characteristics of their favourite ad.

Characteristics of Advertisements

Advertisements may:

- have a title;
- use phrases that look like complete sentences;
- have a theme;
- rely heavily on visuals;
- appeal to emotions instead of intellect;
- include jingles or logos;
- be designed for a particular audience;
- represent a particular viewpoint or opinion.

Self-Assessment

Name: _____

Thinking About My Learning

Complete the sentences.

1. Two facts I learned in this unit are _____

2. I was good at _____

3. Choose one piece of writing you are proud of. Give at least two good reasons for choosing this piece.

Title of piece: _____

Reasons for selecting it:

4. Choose one piece of writing you found difficult to complete. Give some reasons why you found it difficult to complete.

Title of piece: _____

I found this difficult because _____

5. I would like to know more about _____

6. I would like to get better at _____

Which of the following things could help you improve your learning?

_____ reread my work

_____ work with a partner

_____ add more detail

_____ take more time to illustrate my work

_____ think about what I have written - does it make sense? look right? sound right?

_____ ask for help

_____ listen to what others have to say about my work

_____ work cooperatively in a group

_____ other _____

7. If you really were a newspaper editor, for which section would you want to write?

Explain. _____

8. Write a brief summary of what you learned.

Read All About It

Language An Integrated Unit for Grade 3/4

Selected **Assessed**

English Language---Writing

<input type="checkbox"/> 3e1	• communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for a community newspaper advertising an upcoming school event);	1	8
<input type="checkbox"/> 3e2	• write materials that show a growing ability to express their points of view and to reflect on their own experiences (e.g., journal notes);		2
<input type="checkbox"/> 3e3	• organize information into short paragraphs that contain a main idea and related details;	1	3
<input type="checkbox"/> 3e7	• revise and edit their work, using feedback from the teacher and their peers;		2
<input type="checkbox"/> 3e9	• use and spell correctly the vocabulary appropriate for this grade level;	1	1
<input type="checkbox"/> 3e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).		3
<input type="checkbox"/> 3e12	– correctly use nouns, verbs, adjectives, and adverbs;	1	
<input type="checkbox"/> 3e22	– introduce new words from their reading into their writing;		1
<input type="checkbox"/> 3e23	– choose words that are most appropriate for their purpose (e.g., to express a feeling);		4
<input type="checkbox"/> 3e26	– use visual material to reinforce a message (e.g., a photograph of an object they are describing);		1
<input type="checkbox"/> 3e27	– select and correctly use the format suited to their purpose for writing (e.g., letter, e-mail, chart);		2

English Language---Reading

<input type="checkbox"/> 3e31	• read independently, using a variety of reading strategies;	1	
<input type="checkbox"/> 3e36	– identify and restate the main idea in a piece of writing, and cite supporting details;	1	
<input type="checkbox"/> 3e42	– identify and describe different forms of writing (e.g., poems, stories, plays);	1	
<input type="checkbox"/> 3e49	– identify various conventions of formal texts and use them to find information (e.g., table of contents, chapter titles, headings, index, glossary, charts, graphs).		1

English Language---Oral and Visual Communication

<input type="checkbox"/> 3e54	• apply the rules for working with others;		1
<input type="checkbox"/> 3e55	• view, read, and listen to media works that convey messages or information and talk about what they have learned;		1
<input type="checkbox"/> 3e56	• create a variety of simple media works;		3
<input type="checkbox"/> 3e63	– contribute ideas appropriate to the topic in group discussion and listen to the ideas of others;	1	2
<input type="checkbox"/> 3e64	– identify basic elements of text (e.g., size of print) and basic techniques (e.g., different tones of voice in audio productions) that help convey the message in print and media materials;		2

The Arts---Visual Arts

<input type="checkbox"/> 3a33	– solve artistic problems in their art works, using at least three of the elements of design specified for this grade (e.g., describe why they placed objects in the foreground, middle ground, or background);		1
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The Arts---Drama & Dance

<input type="checkbox"/> 3a49	– demonstrate the ability to concentrate while in role in drama and dance (e.g., during an improvisation; while performing a dance);	1	
<input type="checkbox"/> 3a50	– recognize and choose appropriate elements of movement for dramatizing their responses to different stimuli or ideas (e.g., real-life situations, the scientific concept of magnetic force);	1	

Social Studies---HC: Early Settlements in Upper Canada

<input type="checkbox"/> 3z14	– collect information and draw conclusions about human and environmental interactions during the early settlement period (e.g., settlers storing food for long winters, using plants for medicinal purposes, using waterways for transportation);	2	
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Social Studies---CWC: Urban and Rural Communities

<input type="checkbox"/> 3z24	• use a variety of resources and tools to gather, process, and communicate geographic information about urban and rural communities;	1	
<input type="checkbox"/> 3z33	– sort and classify information about communities to identify issues and solve problems;	1	

English Language---Writing

<input type="checkbox"/> 4e1	• communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates);		5
<input type="checkbox"/> 4e2	• begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information);		2
<input type="checkbox"/> 4e3	• organize and develop ideas using paragraphs (e.g., to tell a story);		5

Read All About It

Language An Integrated Unit for Grade 3/4

		Selected	Assessed
<input type="checkbox"/> 4e5	• produce pieces of writing using a variety of specific forms (e.g., humorous story) and materials from other media (e.g., photo sequence) to enhance their writing;		1
<input type="checkbox"/> 4e6	• produce media texts using writing and materials from other media (e.g., a cartoon);		2
<input type="checkbox"/> 4e7	• revise and edit their work, using feedback from the teacher and their peers;		3
<input type="checkbox"/> 4e9	• use and spell correctly the vocabulary appropriate for this grade level;		1
<input type="checkbox"/> 4e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).		3
<input type="checkbox"/> 4e15	– use connecting words (e.g., also, finally, after, but) correctly to link ideas in a paragraph;	1	
<input type="checkbox"/> 4e20	– introduce vocabulary from other subject areas into their writing;	1	1
<input type="checkbox"/> 4e22	– choose words that are most effective for their purpose (e.g., to describe vividly);	1	2
<input type="checkbox"/> 4e24	– use proper form for paragraphs (e.g., indentation, spacing, margins);		4
<input type="checkbox"/> 4e25	– label and use pictures and diagrams appropriately;	1	1

English Language---Reading

<input type="checkbox"/> 4e29	• read independently, using a variety of reading strategies;	1	
<input type="checkbox"/> 4e49	– understand specialized terms in different subject areas (e.g., science, technology);	1	

English Language---Oral and Visual Communication

<input type="checkbox"/> 4e54	• communicate a main idea about a topic and describe a short sequence of events;		1
<input type="checkbox"/> 4e55	• express and respond to ideas and opinions concisely and clearly;		1
<input type="checkbox"/> 4e58	• identify several types of media works and some techniques used in them;	1	
<input type="checkbox"/> 4e59	• analyse media works;	1	
<input type="checkbox"/> 4e60	• create media works;	1	
<input type="checkbox"/> 4e64	– use appropriate tone of voice and gestures in social and classroom activities;	1	1
<input type="checkbox"/> 4e65	– present information to their peers in a focused and organized form on a topic of mutual interest;	1	1
<input type="checkbox"/> 4e66	– listen to others and stay on topic in group discussion;		1
<input type="checkbox"/> 4e67	– use appropriate strategies to organize and carry out group projects (e.g., brainstorming, summarizing, reporting, giving and following instructions);		1
<input type="checkbox"/> 4e69	– identify and describe the different types of advertising that they encounter in their surroundings (e.g., on billboards, T-shirts);	1	

The Arts---Visual Arts

<input type="checkbox"/> 4a42	– solve artistic problems in their art work, using the elements of design specified for this grade (e.g., create a self-portrait and defend their colour choices);		1
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The Arts---Drama & Dance

<input type="checkbox"/> 4a64	– demonstrate the ability to maintain concentration while in role (e.g., create tableaux in small groups, using different levels, a specific focus, facial expressions, and symbols to convey meaning);		
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Social Studies---HC: Medieval Times

<input type="checkbox"/> 4z5	– describe aspects of daily life for men, women, and children in medieval societies (e.g., food, housing, clothing, health, religion, recreation, festivals, crafts, justice, roles);	1	
<input type="checkbox"/> 4z11	– formulate questions to guide research (e.g., What impact did Islamic culture have on European medieval societies? Why did castles have moats? Which medieval trade guilds have comparable apprenticeship programs today? What valuable items did Marco Polo bring back from Asia?);	1	
<input type="checkbox"/> 4z16	– use media works, oral presentations, written notes and descriptions, and drawings to communicate information about life in medieval society (e.g., the roles of men, women, and children; the problems of sanitation and health in towns and cities);		
<input type="checkbox"/> 4z17	– use appropriate vocabulary (e.g., peasant, page, clergy, squire, caliph, imam, merchant, trade guild, chivalry, manor, monastery, mosque, pilgrimage, Islam, Christianity, Judaism, Magna Carta, Crusades) to describe their inquiries and observations.	1	

Expectation Summary

Selected **Assessed**

Read All About It

Language An Integrated Unit for Grade 3/4

English Language

3e1	1	8	3e2	2	3e3	1	3	3e4	3e5	3e6	3e7	2	3e8	3e9	1	1	3e10	3
3e11			3e12	1	3e13			3e14	3e15	3e16	3e17		3e18	3e19			3e20	
3e21			3e22	1	3e23		4	3e24	3e25	3e26	1	3e27	2	3e28	3e29		3e30	
3e31	1		3e32		3e33			3e34	3e35	3e36	1	3e37		3e38	3e39		3e40	
3e41			3e42	1	3e43			3e44	3e45	3e46		3e47		3e48	3e49	1	3e50	
3e51			3e52		3e53			3e54	1	3e55	1	3e56	3	3e57	3e58	3e59	3e60	
3e61			3e62		3e63	1	2	3e64	2	3e65		3e66						

Mathematics

3m1	3m2	3m3	3m4	3m5	3m6	3m7	3m8	3m9	3m10
3m11	3m12	3m13	3m14	3m15	3m16	3m17	3m18	3m19	3m20
3m21	3m22	3m23	3m24	3m25	3m26	3m27	3m28	3m29	3m30
3m31	3m32	3m33	3m34	3m35	3m36	3m37	3m38	3m39	3m40
3m41	3m42	3m43	3m44	3m45	3m46	3m47	3m48	3m49	3m50
3m51	3m52	3m53	3m54	3m55	3m56	3m57	3m58	3m59	3m60
3m61	3m62	3m63	3m64	3m65	3m66	3m67	3m68	3m69	3m70
3m71	3m72	3m73	3m74	3m75	3m76	3m77	3m78	3m79	3m80
3m81	3m82	3m83	3m84	3m85					

Science and Technology

3s1	3s2	3s3	3s4	3s5	3s6	3s7	3s8	3s9	3s10
3s11	3s12	3s13	3s14	3s15	3s16	3s17	3s18	3s19	3s20
3s21	3s22	3s23	3s24	3s25	3s26	3s27	3s28	3s29	3s30
3s31	3s32	3s33	3s34	3s35	3s36	3s37	3s38	3s39	3s40
3s41	3s42	3s43	3s44	3s45	3s46	3s47	3s48	3s49	3s50
3s51	3s52	3s53	3s54	3s55	3s56	3s57	3s58	3s59	3s60
3s61	3s62	3s63	3s64	3s65	3s66	3s67	3s68	3s69	3s70
3s71	3s72	3s73	3s74	3s75	3s76	3s77	3s78	3s79	3s80
3s81	3s82	3s83	3s84	3s85	3s86	3s87	3s88	3s89	3s90
3s91	3s92	3s93	3s94	3s95	3s96	3s97	3s98	3s99	3s100
3s101	3s102	3s103	3s104	3s105	3s106	3s107	3s108	3s109	3s110
3s111	3s112	3s113	3s114						

Social Studies

3z1	3z2	3z3	3z4	3z5	3z6	3z7	3z8	3z9	3z10
3z11	3z12	3z13	3z14	2	3z15	3z16	3z17	3z18	3z19
3z21	3z22	3z23	3z24	1	3z25	3z26	3z27	3z28	3z29
3z31	3z32	3z33	1	3z34	3z35	3z36	3z37	3z38	3z39
3z41	3z42	3z43							3z40

Health and Physical Education

3p1	3p2	3p3	3p4	3p5	3p6	3p7	3p8	3p9	3p10
3p11	3p12	3p13	3p14	3p15	3p16	3p17	3p18	3p19	3p20
3p21	3p22	3p23	3p24	3p25	3p26	3p27	3p28	3p29	3p30
3p31	3p32	3p33	3p34	3p35	3p36	3p37	3p38	3p39	

The Arts

3a1	3a2	3a3	3a4	3a5	3a6	3a7	3a8	3a9	3a10
3a11	3a12	3a13	3a14	3a15	3a16	3a17	3a18	3a19	3a20
3a21	3a22	3a23	3a24	3a25	3a26	3a27	3a28	3a29	3a30
3a31	3a32	3a33	1	3a34	3a35	3a36	3a37	3a38	3a39
3a41	3a42	3a43	3a44	3a45	3a46	3a47	3a48	3a49	1
3a51	3a52	3a53	3a54	3a55	3a56	3a57	3a58	3a59	3a60
3a61	3a62								

Expectation Summary

Selected **Assessed**

Read All About It

Language An Integrated Unit for Grade 3/4

English Language

4e1	5	4e2	2	4e3	5	4e4	4e5	1	4e6	2	4e7	3	4e8	4e9	1	4e10	3
4e11		4e12		4e13		4e14	4e15	1	4e16		4e17		4e18	4e19		4e20	1
4e21		4e22	1	2	4e23	4e24	4	4e25	1	1	4e26		4e27	4e28	4e29	1	4e30
4e31		4e32			4e33	4e34		4e35			4e36		4e37	4e38	4e39		4e40
4e41		4e42			4e43	4e44		4e45			4e46		4e47	4e48	4e49	1	4e50
4e51		4e52			4e53	4e54		1	4e55	1	4e56		4e57	4e58	1	4e59	1
4e61		4e62			4e63	4e64	1	1	4e65	1	1	4e66	1	4e67	1	4e68	1

Core French

4f1	4f2	4f3	4f4	4f5	4f6	4f7	4f8	4f9	4f10
4f11	4f12	4f13	4f14	4f15	4f16	4f17	4f18	4f19	4f20

Mathematics

4m1	4m2	4m3	4m4	4m5	4m6	4m7	4m8	4m9	4m10
4m11	4m12	4m21	4m13	4m14	4m15	4m16	4m17	4m18	4m19
4m20	4m22	4m23	4m24	4m25	4m26	4m27	4m28	4m29	4m30
4m31	4m32	4m33	4m34	4m35	4m36	4m37	4m38	4m39	4m40
4m41	4m42	4m43	4m44	4m45	4m46	4m47	4m48	4m49	4m50
4m51	4m52	4m53	4m54	4m55	4m56	4m57	4m58	4m59	4m60
4m61	4m62	4m63	4m64	4m65	4m66	4m67	4m68	4m69	4m70
4m71	4m72	4m73	4m74	4m75	4m76	4m77	4m78	4m79	4m80
4m81	4m82	4m83	4m84	4m85	4m86	4m87	4m88	4m89	4m90
4m91	4m92	4m93	4m94	4m95					

Science and Technology

4s1	4s2	4s3	4s4	4s5	4s6	4s7	4s8	4s9	4s10
4s11	4s12	4s13	4s14	4s15	4s16	4s17	4s18	4s19	4s20
4s21	4s22	4s23	4s24	4s25	4s26	4s27	4s28	4s29	4s30
4s31	4s32	4s33	4s34	4s35	4s36	4s37	4s38	4s39	4s40
4s41	4s42	4s43	4s44	4s45	4s46	4s47	4s48	4s49	4s50
4s51	4s52	4s53	4s54	4s55	4s56	4s57	4s58	4s59	4s60
4s61	4s62	4s63	4s64	4s65	4s66	4s67	4s68	4s69	4s70
4s71	4s72	4s73	4s74	4s75	4s76	4s77	4s78	4s79	4s80
4s81	4s82	4s83	4s84	4s85	4s86	4s87	4s88	4s89	4s90
4s91	4s92	4s93	4s94	4s95	4s96	4s97	4s98	4s99	4s100
4s101	4s102	4s103	4s104	4s105	4s106	4s107	4s108	4s109	4s110
4s111	4s112	4s113	4s114	4s115	4s116	4s117	4s118	4s119	4s120
4s121	4s122	4s123							

Social Studies

4z1	4z2	4z3	4z4	4z5	1	4z6	4z7	4z8	4z9	4z10
4z11	1	4z12	4z13	4z14	4z15	4z16	1	4z17	1	4z18
4z21		4z22	4z23	4z24	4z25	4z26	4z27	4z28	4z29	4z30
4z31		4z32	4z33	4z34	4z35	4z36	4z37	4z38	4z39	4z40
4z41		4z42	4z43	4z44	4z45	4z46	4z47	4z48	4z49	4z50
4z51										

Health and Physical Education

4p1	4p2	4p3	4p4	4p5	4p6	4p7	4p8	4p9	4p10
4p11	4p12	4p13	4p14	4p15	4p16	4p17	4p18	4p19	4p20
4p21	4p22	4p23	4p24	4p25	4p26	4p27	4p28	4p29	4p30
4p31	4p32	4p33	4p34	4p35	4p36				

The Arts

4a1	4a2	4a3	4a4	4a5	4a6	4a7	4a8	4a9	4a10
4a11	4a12	4a13	4a14	4a15	4a16	4a17	4a18	4a19	4a20
4a21	4a22	4a23	4a24	4a25	4a26	4a27	4a28	4a29	4a30
4a31	4a32	4a33	4a34	4a35	4a36	4a37	4a38	4a39	4a40
4a41	4a42	1	4a43	4a44	4a45	4a46	4a47	4a48	4a49
4a51	4a52		4a53	4a54	4a55	4a56	4a57	4a58	4a59
4a61	4a62		4a63	4a64	1	4a65	4a66	4a67	4a68
							4a68	4a69	4a70

Read All About It
Language An Integrated Unit for Grade 3/4

Analysis Of Unit Components

- 10 Subtasks
- 106 Expectations
- 106 Resources
- 81 Strategies & Groupings

- Unique Expectations --
- 45 Language Expectations
- 5 Arts Expectations
- 7 Social Studies Expectations

Resource Types

- 0 Rubrics
- 24 Blackline Masters
- 7 Licensed Software
- 50 Print Resources
- 3 Media Resources
- 15 Websites
- 6 Material Resources
- 1 Equipment / Manipulatives
- 0 Sample Graphics
- 0 Other Resources
- 0 Parent / Community
- 0 Companion Bookmarks

Groupings

- 9 Students Working As A Whole Class
- 5 Students Working In Pairs
- 5 Students Working In Small Groups
- 9 Students Working Individually

Assessment Recording Devices

- 8 Anecdotal Record
- 5 Checklist

Teaching / Learning Strategies

- 2 Brainstorming
- 1 Demonstration
- 5 Discussion
- 1 Expressing Another Point Of View
- 1 Guided Exploration
- 1 Guided Writing
- 1 Improvisation
- 1 Panel Discussion
- 1 Research Process
- 1 Review
- 2 Think / Pair / Share
- 1 Visual/graphic Organizers
- 4 Writing Process

Assessment Strategies

- 8 Observation
- 1 Performance Task
- 7 Portfolios
- 1 Response Journal
- 1 Self Assessment