Differentiating Writing Across the Curriculum:

Multiple Genres, Multiple Ways

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Overview

Differentiating Writing Across the Curriculum

Differentiating Writing Across the Curriculum is a project aiming to facilitate multi-genre writing across the curriculum through the use of various materials. The main goal of these materials is to help differentiate the writing process for learners by providing teachers and students with a variety of materials to support the writing process in the classroom.

The tools provided in *Differentiating Writing Across the Curriculum* have been developed to support teachers and students as they explore some of the genres that students will encounter as they use writing across the curriculum for a variety of purposes.

Materials Included

The Differentiating Writing Across the Curriculum (DWAC) materials were designed to encourage student-writing opportunities in a variety of subject areas and situations. The following pages provide an overview of the components that make up the materials and tools for both teachers and students.

Each genre contains multiple tools that can be used simultaneously or on their own, depending on the amount of support a student requires in her or his writing process.

Structure of the Materials

Differentiating Writing Across the Curriculum (DWAC) is organized into ten genres:

- Adventure
- Article
- Autobiography
- Comic
- Fantasy
- Letters
- Mystery
- Photo Essay
- Report
- Presentation

Each of the genre materials is organized in the same way: *materials for the teacher* and *materials for the students*.

Materials for the Teacher

For the teacher, there are several materials included to facilitate the teaching of the various genres:
- A resource guide including an introduction to explain the overall writing and differentiation theories drawn upon to develop the *Differentiating Writing Across the Curriculum* materials.
- A teacher description page that explains the *definition, purpose, structures and features* of each genre as well as ideas for mini-lessons.
- Many *activity ideas* on how to incorporate each genre in the various subject areas, with links made to the Québec Education Program (QEP).
- Reproducible revision tools for each genre.
- Reproducible graphic organizers for each genre.
- A bibliography of suggested books and Web sites related to the genres.

Materials for Students

Each genre is self-contained in its own colour-coded box and represented by a visual graphic related to the genre in order to help with organization and ease of use for students. Each box contains materials for students:

- A student description card that explains the purpose as well as the structures and the features of the specific genre.
- A group of question cards related to writing the specific genre.
- A definition card for the genre.
- Two student written samples of the genre.

Organization of the Materials

The materials are structured in the following order:

Teacher Description Pages

The teacher description pages were designed to provide pertinent information in assisting teachers in guiding students to write in a specific genre. At the top of each teacher page there is a description of the genre followed by the purpose this genre plays in our society. This is then followed by the particular structures (how it looks) and features (language used) common to the genre. There are ideas for mini-lesson, small lessons that will help the students to master features of the genre, and a section of activity ideas on how the genres may be used across all subject areas. These activity ideas are then linked to subject-specific competencies found in the QEP.

Revision Tools

There are two revision tools provided for each genre, a high structured tool and a low structured tool. The higher structured revision tool is for students who benefit from additional guidance. For instance, the higher structured tools identify writing criteria to focus students on specific features of the genre they are exploring. Whereas, the lower structured tools were designed for those students who require less support in revising their writing. As such, the lower structured tools guide students with questions to consider when revising their writing piece, but leave it to the student to identify the features requiring further development. The revision tools were designed to provide students with a means to have their work reviewed by a peer, the teacher, a parent, or to revise their own work. The intention of the revision tools is for the author of the writing piece to verify or consider feedback specific to the genre.

Graphic Organizers

Two student graphic organizers have been developed for each genre. (Please note, certain genres provide more than two graphic organizers.) These two organizers were designed such that one is a higher structured organizer and the other a lower structured organizer. Graphic organizers are intended to help students organize their thought processes as they explore a particular genre of writing.

Higher Structured Graphic Organizers

The higher structured organizers were developed for students who may require help, scaffolding, guidance, or who are novices in writing in a particular genre. These organizers break down the elements of a specific genre into smaller components in order to guide students in their thought processes as they organize their writing.

Lower Structured Graphic Organizers

The lower structured organizers were developed for those students who are beginning to understand the structures and features of the genre but still need a little scaffolding and support. These organizers provide a simple framework to guide the students through the various structures and features of the genre.

Student Description Card

The student description cards were designed to provide students with pertinent information regarding a genre, in simple student language. At the top of each description card, there is a description of the genre followed by the purpose this genre plays in our society. This is then followed by the particular structures (how it looks) and features (language used) common to each genre, along with tips on how to write the genre.

Question Cards

There is a set of metacognitive question cards designed for each genre. These cards were developed as a way for students to ask themselves questions about the structures and features of the genre. It is a way for students to question themselves as they begin the writing process. The questions are organized according to the structures of the genre (e.g. Beginning, Middle, End), but the content of each question guides students to consider the various language features as they write.

Definition Card

The definition card incorporates many of the words found on the graphic organizers, the student materials, as well as some words that are specific to the genre of writing. It is a starting point to build up a vocabulary that is related to each genre.

Student Writing Samples of Each Genre

Two student-written samples have been provided for each genre. These samples were designed to provide students with an opportunity to immerse themselves in the specific genre prior to or during the writing process. Each writing sample highlights the structures and features specific to the genre, whereby one sample models more of these elements and the second sample models a few of the key structures and features.

The Pedagogy Behind Differentiating Writing Across the Curriculum

What do we mean by genre?

It is important to recognize that genres make meaning; they are not simply a set of formal structures into which meanings are poured.
(J. R. Martin, cited in Devitt, 2004)

A genre is a category of oral or written literature, defined by style, content, and form. For example, letters, journals, personal narratives, pictures, poetry, drama, documents and storytelling are all examples of literary genres. We recognize genres as we go about our everyday lives. These are the texts people know and use to communicate with one another in the world and as such they reflect the cultural and social contexts in which they are used. In part it is culture that defines in what situations various genres are possible, likely and utilized.

Writing Process in the Classroom

"The classroom is seen as a community of writers and individual students behave like writers when engaged in the writing process." (QEP, p. 82)

Students need to understand that writing is a process that provides them with opportunities to talk, share, brainstorm and write for authentic purposes. Students move in and out of the writing process in a fluid recursive pattern of generating ideas, drafting, crafting the piece, revising, editing and at times publishing. Because we want students to see writing as a tool for thinking, as well as recording ideas and information, this process differs from an assembly line that follows sequential steps to a finished product (see Figure 1). In fact, much of what is written may never make it to the publishing stage. Students need to know that the drafting phase is valued as much as the final product. Like all aspects of language, writing is seen as an interactive social process and the sharing of texts is encouraged at all stages of the process, with peers and/or the teacher and parents, in order to improve the writing.

The *Differentiating Writing Across the Curriculum* tools were developed to help facilitate the writing process through the use of various literary genres. Students are encouraged to write on their own topics and for their own purposes, or students can be involved in a whole class exploration of a specific genre.

Deciding on purpose and genre for writing → Generating ideas, brainstorming and reading → Drafting, getting ideas down, organizing, crafting → Revising, clarifying, ideas to achieve your purpose → Editing focus on spelling, grammar, punctuation → Publishing Sharing writing with an audience in some way

Figure 1: A Writing Process

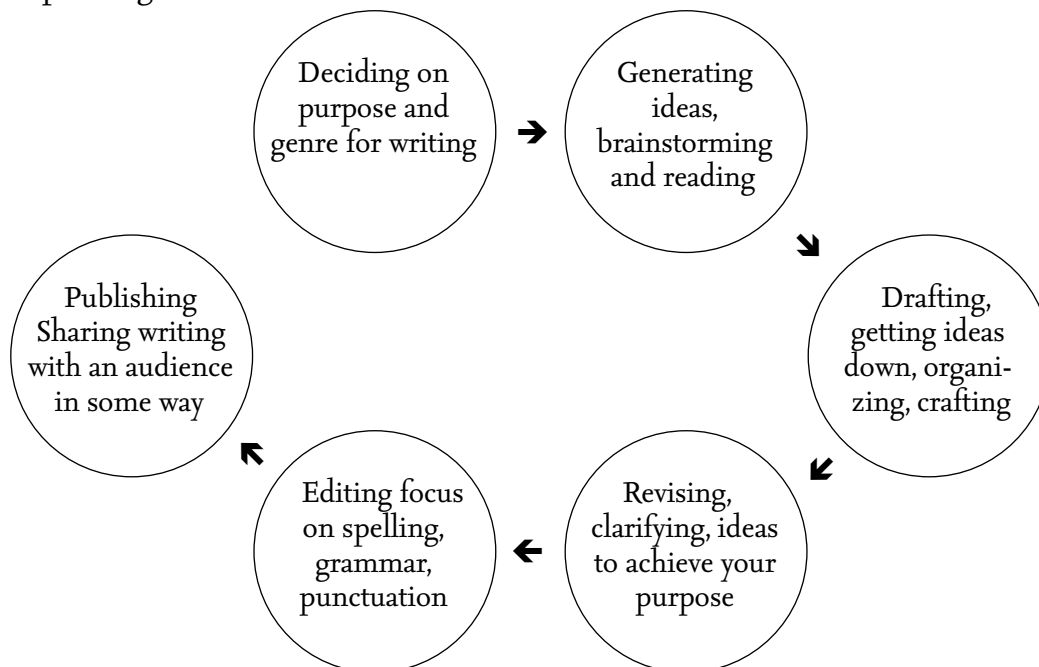## What are graphic organizers?

Graphic organizers are visual tools that help students organize their thought processes. They can become tools for the construction of knowledge as they make it easier for the mind to see and to create new understandings. As students become aware of the usefulness of graphic organizers as tools to assist their learning, they will become an important resource for them to

draw upon when placed in new learning situations. The process of creating, discussing and sharing the graphic organizer is a key element in learning. Once students have learned how the graphic organizers work, they should be encouraged to personalize and adapt them for their own purposes and learning needs. Some students will find that they are no longer useful or needed as they become more competent in writing specific genres.

How do graphic organizers support differentiation?

In *Differentiating Writing Across the Curriculum*, graphic organizers have been developed to help students identify, explore and eventually integrate common structures and features of texts into their own writing. As tools for differentiating instruction, they provide an avenue for teachers to scaffold the learning of various students.

The graphic organizers can also be used to help students discover the structures and features of other authors' texts before they are expected to use them to organize their own writing. Students who experience difficulties may need additional support and guidance as they begin to work with the graphic organizers to plan their own writing. In this way the graphic organizer can be used to help students organize their thinking before and during writing.

How do graphic organizers support evaluation?

Because graphic organizers make ideas visible, they provide opportunities for students to talk about and reflect on their thought processes (e.g. what and how they are thinking, with teachers and peers at different stages of the writing process). In this way, students become more aware of their own learning strategies and begin to recognize areas of strength and weakness in order to monitor their work, both key elements in the development and evaluation of competency. As well, the graphic organizers can provide important feedback to teachers that can be used to guide and differentiate teaching.

Differentiation

Differentiation involves a range of strategies used to respond to the needs of learners in today's classrooms. These learners have varying interests, understandings, prior knowledge and abilities. In order to meet all of their needs, it may be necessary to differentiate instruction at different points in the school day. In general, differentiation involves some form of adjustment to the content, process, product, context or evaluation of learning.

Differentiating Writing

"In differentiated classrooms, all students, including those who have difficulty with the written code, have the right to experience the richness of the ideas in texts and to participate as writers within a classroom reading-writing community." (QEP. p. 86)

Differentiating writing instruction is easier when we understand that writing is a developmental process and that within any classroom students will be at different stages in their

development at any given time. It is important that all students are seen as writers, but this is even more important for those students who struggle with writing. All students have stories to tell, experiences and interests to share, and can use writing as a powerful means of learning. Therefore students may be working at different steps in the writing process on any given day and they should be able to work at their own pace.

When we separate the act of writing from the mechanics of writing, spelling, punctuation, etc., all students can take an active part in the writing process. This is not to say that spelling and the conventions of English are being ignored, rather they are dealt with during the editing phase of the writing process.

Differentiating Writing Across the Curriculum provides various differentiation strategies, which will benefit all learners as they are engaged in writing for real purposes.

Differentiating Content

Differentiating the content means making modifications to *what* students are learning. This can be accomplished by having struggling learners write about something that is familiar to them when learning a new genre. In this way, they are not faced with learning new content or doing research at the same time as they are trying to integrate the structures and features of the genre into their writing. Having some choice over the content of their writing is particularly important for struggling writers.

Differentiating Process

Differentiating the process means making modifications in *the way* students will learn. Although all children are expected to use a writing process, authors differ in their writing processes. There are many ways to modify and adapt the process for those students who need extra support. Guiding students with tools to help them organize their thinking before and during writing is one way to differentiate the writing process. For example:

- Before expecting students to use the tools to organize their own writing,
  try modeling the process with the whole class or with small groups of students.
- Reading aloud and discussing texts with students is an effective way
  of building prior knowledge and criteria related to the genres.
- Providing students who have difficulty reading with additional opportunities
  to hear excellent books in the genre that they will be studying, before expecting them
  to write their own texts, is another way of differentiating the process.
- All students should know to focus on meaning during the revision process and
  not on conventions of writing (i.e. spelling, punctuation, etc.).

Differentiating Products of Learning

Differentiating the product of learning means making modifications in *how* students will demonstrate their learning. When the students' purpose for writing is to be published or presented to an audience, some students may need additional support to create their final product. This can be accomplished by encouraging students to create multimedia texts that contain

illustrations and photos as well as print text. Thus, also incorporating ICT (Information and Communication Technology) into the learning process. The computer is a useful tool for helping students with writing and publishing. Using various ways to demonstrate their learning will allow all students to have their thoughts and ideas heard through a final product they can be proud to share with a real audience of readers.

Differentiating Learning Contexts

Differentiating the contexts in which learning will take place means making modifications in *where and with whom* students will collaborate in the classroom. Sometimes students require changes in the physical space in order to feel more comfortable or focused when writing. Providing a supportive writing environment for all students may also require considering how students will work together. Sharing our writing puts all of us in a very vulnerable position and students need to be taught how to support each other. Differentiating *when, how* and *with whom* students are sharing and revising their work may be required especially for students who have difficulty either with the actual act of writing or with spelling and grammar.

Differentiating Evaluation

Differentiating student evaluation means providing various opportunities for authentic assessment and evaluation using a variety of methods. In authentic assessment there is a link between "the methods and tools used during the instruction and those being used during assessment" (Heide & Henderson, 2001, p. 178). This means that when products, process and content are differentiated in order to support various learners, then this same support needs to be made available in the assessment and evaluation process. One of the ways this can be done in writing across the curriculum is by looking at individual student growth and development over time.

Differentiating Writing Across the Curriculum and the QEP

"Language learning is central to every learning project, for language is a vital aspect of communication and represents a vehicle for learning used in all subjects... Since it provides access to knowledge, it is an essential tool for creating, analyzing, exercising critical judgment and describing or expressing ideas, perceptions and feelings. It is through language that we develop our view of the world since words, beyond codes and rules, convey the singular nature of thought." (QEP, p. 70)

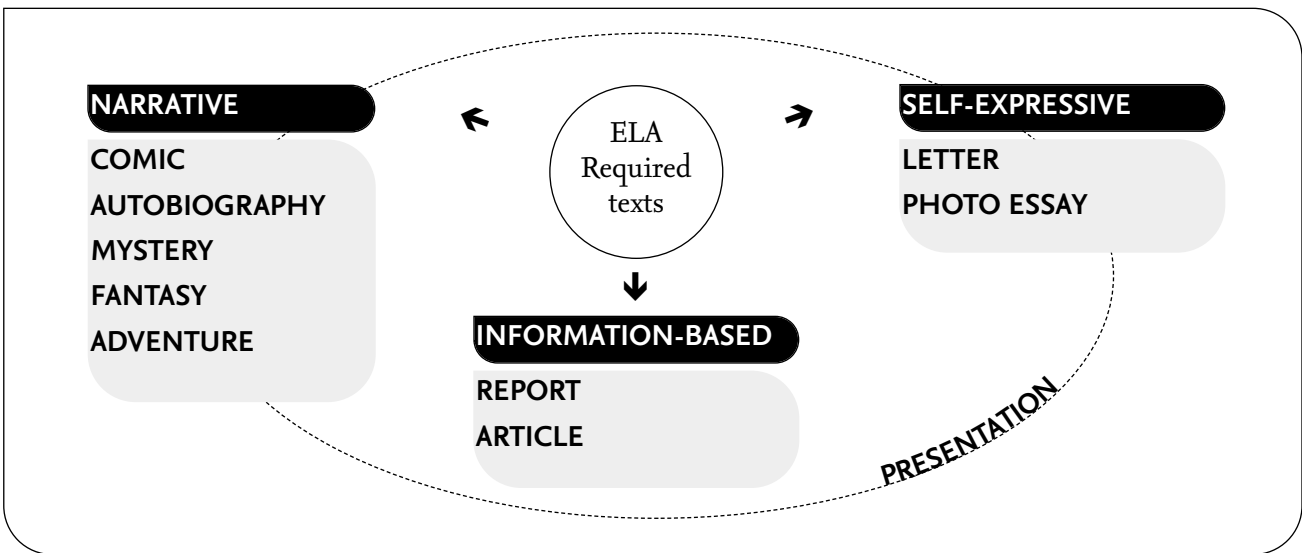The QEP promotes an interdisciplinary and cross-curricular approach to learning. This means that we need to move away from the view of subjects as isolated and independent entities, toward the use of learning situations that cut across subjects. Writing across the curriculum is one way to accomplish this goal. When writing across the curriculum, students learn to use writing as a tool for discovery and expression in all subjects.

Differentiating Writing Across the Curriculum and the ELA Program

The ELA program places a strong emphasis on the important connection between reading and writing a variety of texts, including print, visual and media texts, throughout the cycles. Based on knowledge of reading, viewing and listening to this rich variety of texts, students begin to identify and draw on familiar structures and features in their own writing to shape meaning in a particular way, for particular purposes and a familiar audience.

Providing students with purposeful writing opportunities outside of the Language Arts period can provide content and real contexts for writing and empower students to use writing in their lives both inside and outside the classroom. By writing across the curriculum, students will have opportunities to discover new purposes for writing. These new purposes will provide contexts in which to teach genres, since it is purpose that determines the genre. In this way, students will expand their repertoire of familiar texts and will have opportunities to explore how they are used in the world.

The genres that are included in the *Differentiating Writing Across the Curriculum* resource provide support for writing, and reading, a variety of narrative, self-expressive and information-based texts as required in the English Language Arts program in the QEP (see Figure 2).

NARRATIVE

COMIC
AUTOBIOGRAPHY
MYSTERY
FANTASY
ADVENTURE

ELA Required texts

SELF-EXPRESSIVE

LETTER
PHOTO ESSAY

INFORMATION-BASED

REPORT
ARTICLE

PRESENTATION

Figure 2: ELA Required Texts & the Differentiating Writing Across the Curriculum Genres

How do the three elements of the QEP fit with the Differentiating Writing Across the Curriculum materials?

Integrating the three elements of the QEP with writing across the curriculum allows students to become involved in authentic learning. Writing, in a real social context, becomes a way to get things done, to work through problems, to plan, to record, to explain, and to entertain rather than just a school-based activity to be completed.

Contexts for writing across the curriculum may be drawn from one of the Broad Areas of Learning, depending on the interests and needs of your students.

The content for the writing, what the students will write about within this authentic context, is drawn from the Subject Areas. This provides opportunities for students to use writing to learn subject-specific content at the same time as they are learning how to write specific genres. Students learn to write genres more successfully through the use of relevant content materials and real-world contexts.

Finally it is important to remember, that the Cross-Curricular Competencies can only be developed within the context of the disciplines. When students are involved in writing for real purposes across the curriculum, they are in fact developing cross-curricular competencies. For example, students who are learning how to write a feature article in order to publish a classroom magazine on a discovery in the material world that has changed their lives (e.g. magnets, household products), are not only learning about science and about writing, they are also using information, developing creativity, using ICT, adopting effective work methods and cooperating with others. In this way, they are developing important cross-curricular competencies.

Using the Differentiating Writing Across the Curriculum (DWAC) Materials in Your Classroom

Using the DWAC Materials to Help Students Make the Reading/Writing Connection

The following section offers a possible framework for teaching students about specific genres so that they are able to use them effectively when writing across the curriculum. There is no one way to engage students in writing across the curriculum and teachers will decide how best to use the materials in their own teaching context. It is important to remember that teaching students these structures and features will make more sense to students if they are connected to the social purpose of the genre and the contexts, or situations, in which the genre is used. Therefore the best way to teach genre is to put students in a real social context where the genre will make sense to them.

Immersion Into Texts

"The student comes to understand that texts are social and cultural products by experimenting with familiar structures and features of different text types in own writing." (QEP, p. x 88)

Since reading and writing are so strongly interdependent, students develop an awareness of the structural as well as the textual and linguistic features of genres from the texts they read and hear. Therefore, immersion into a variety of quality texts for students, of the specific genre being explored, serves as scaffolding for their own writing.

Reading aloud to students, either whole texts or passages from texts, has been shown to be a powerful teaching strategy. It provides opportunities for all students, and especially those who struggle as readers, to be exposed to wonderful models of the genre. These models can come from a variety of sources and teachers can put together a collection of texts of a particular genre. Picture books are one excellent source of quality writing as they cross all genres and can be used effectively in every cycle.

Exploration of the Genre

As students hear texts read aloud to them and read on their own from other texts of the same genre, they can be encouraged to explore and talk about the discoveries they make about the genre, in pairs, small groups or whole class discussions. They can be asked to consider not only what these texts have in common, but also variations that make them unique, and to record their findings. In this way they are supported and guided by the teacher as they begin to construct and reconstruct their understandings of the common elements in the genre and how authors structure and craft texts of a similar genre. In this environment students become aware of structures, language and literary elements to use in their own writing

The graphic organizers that are included in Differentiating Writing Across the Curriculum can be used during this exploration of other authors' texts. Students can use the organizers to analyze and record the literary elements (e.g. characters, plot, resolution) of fictional genres or to discover the organizational structure and features of various information-based texts.

Guided Writing of the Genre

As students begin to write their own texts, the teacher explains to the students how to use the various tools and models their use. The teacher might decide to have the students use the question cards, description card or graphic organizers while working in small groups or in pairs to organize their thinking in order to create a class text in the specific genre being taught. The tools will help students break down their texts into manageable chunks. The students can practise using the revision tools with their peers, teacher and/or parents, and be taught how to give constructive and supportive feedback. The importance of this step is that students are explicitly taught how to use the tools for the specific genre being studied, and are guided through the process and receive feedback and support as they try them out in their own writing. In a differentiated classroom, some children may need extra support in the guided phase of the process.

Independent Writing of the Genre

Gradually teachers give over responsibility for writing a particular genre to the students. Students use the tools as needed in their own writing and begin to transfer what they have learned to new writing contexts. The power of the *Differentiating Writing Across the Curriculum* tools is that there are various tools students may select to use at any time during the writing process. As their repertoire of known genres grows, students will be empowered as writers who can make informed choices about what they will write and how they will write it, depending on their purpose and audience. As mentioned earlier in the introduction, at all stages of the process, the tools provided in the *Differentiating Writing Across the Curriculum* resource can be used with small groups or individual students to differentiate instruction.

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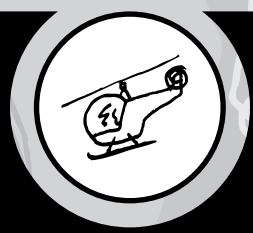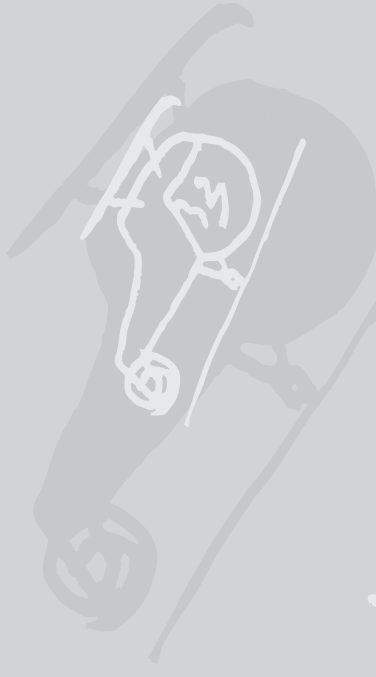
Adventure

Adventure

DESCRIPTION

Adventure stories are one of the oldest forms of literature. They evolved from myths about heroines and heroes faced with a challenge. Today, many modern adventures belong to a genre known as realistic fiction, in that the issues or problems seem true to life but have actually been invented by the writer. Typically, modern adventures pit an individual against nature, as in Gary Paulsen's *Hatchet*, against society and people, or against the heroine/hero her/himself (e.g. by conquering a fear). By the end of the story, the character has learned something more about her/himself that makes her/him stronger or more confident.

PURPOSE

Adventures are written first and foremost to entertain the reader. They typically involve a main character who is plunged by circumstance or accident into a hostile environment or challenging situation that sets her/him off on a quest. They can help the reader understand her/his own life in a new way.

MINI-LESSON IDEAS

- Creating a believable character.
- Using dialogue effectively.
- Adding the character's thoughts and feelings.
- Getting rid of excess words, paragraphs.
- Using third person point of view.
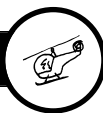
Adventure

STRUCTURES (How it looks)

TITLE	
AUTHOR	
FIRST CHAPTERS OR OPENING (if not chaptered)	• Setting, time frame laid out. When? Where? • Major problem or conflict is identified. What and why if relevant. • Main characters are laid out. Who? • Sets the mood (e.g. hooks the reader).
MIDDLE CHAPTERS OR BODY (if not chaptered)	• Series of events that are realistic and make sense. • Complications involve heroine/hero in situations, actions where s/he is challenged, frustrated or hindered in some way. • Actions of character to solve problem(s), leading to high point or climax. • Major problem or climax that leads to resolution.
LAST CHAPTER OR CLOSING (if not chaptered)	• Resolution of problem including what main character(s) have learned and/or how they have changed.

FEATURES (Language used)

- Characters are fictional but behave in realistic ways.
- Characterization to define identity (e.g. main character may be brave, independent or someone with tremendous potential who is still unaware of it).
- Elements of suspense that attempt to create anticipation, worry, fear, etc., on the part of the reader.
- Includes dialogue or monologue (e.g. character thinks out loud).
- Descriptions to accent challenges, fears, conflicts.
- Events and incidents in plotting of story concentrate on action.
- May use simple past tense, juxtaposition of past and present, flashback, etc.
- Can be written in first or third person (e.g. I, we, he, she, they).
- Linking words to do with time.

ACTIVITY IDEAS FOR WRITING ADVENTURES ACROSS THE CURRICULUM

These activities represent a sampling of ideas for using adventures with students. Adventure writing may stand on its own or become part of a larger learning situation. Adventure elements can be found in many literary genres as well as in most disciplines. Since the plot of the adventure typically involves the main character(s) in conflict with herself/himself, other people, nature, or society there are many opportunities for integration across the curriculum.

	ACTIVITIES	QEP LINKS
MATHEMATICS	• Write an adventure text that revolves around a mathematical concept. For example, in an adventure on "Number Island", your character could be faced with mathematical riddles to solve in order to make her/his way to safety. Make sure to include tricks and roadblocks for your character. • Create a maze with a partner. Have a classmate choose a character who must navigate the maze successfully by answering specific mathematical problems.	• Reason using mathematical concepts and processes • Apply appropriate problem solving strategies • Deduce elements of a problem • Verify solutions
SCIENCE AND TECHNOLOGY	• Write an adventure in which the main character is challenged by something in nature (e.g. predatory animals, forms of energy, a hostile environment). Use accurate scientific information to describe the setting and the conflict.	• Knowledge of material world, earth and space, and living things • Unifying concepts that make it possible to see connections between: energy, forces and motion, systems and interaction
SOCIAL SCIENCES Geography, History and Citizenship Education	• Write your adventure as historical fiction. The characters, setting and conflict must be realistic and accurate for the time and place. • Write an adventure in which the hero must fight against societies' rules (e.g. a girl who wants to play hockey on a boys' team) or issues of prejudice, racism and power.	• Organization of a social system • Integration of societies into ecosystems • Development of historical thinking • Understand and accept differences

Adventure

	ACTIVITIES	QEP LINKS
PERSONAL DEVELOPMENT Physical Education and Health & Moral Education Catholic Religious and Moral Instruction Protestant Moral and Religious Education	• Create an adventure in which the main character has to make a difficult moral or ethical decision. • Choose a particular sports team and write about their adventure at the Olympics. What issues may arise for the team members? Will they be faced with any challenges from the competitors? What cultural differences do they encounter? • Imagine you are a Bible character. Create an adventure story based on a particular theme (e.g. David and Goliath).	• Become familiar with the values needed for life in society • Construct a moral frame of reference for learning to resolve moral dilemmas • Become familiar with Bible stories
ARTS EDUCATION Drama Visual Arts Music Dance	• Dramatize one of the scenes in your own or a peer's adventure story. • Search the Internet for information and illustrations that show the setting of the adventure to make it realistic. • Choose a piece of music that represents the theme of your adventure story. How does the music impact your story?	• Performance techniques • Elements of drama • Styles of theatre • Stimuli for creation • Expression of personal feelings
ENGLISH LANGUAGE ARTS	• Brainstorm places that are familiar to you that could become the setting for a realistic adventure story (e.g. the attic, the basement of the school, the metro, the market place). Describe one or two of the places in detail. • Read a variety of adventure stories and develop a list of different characters and dilemmas. Choose your favourite character and create a new problem to be solved. Write several different endings and let your reader decide which one to follow.	• Adapt ideas and structures drawn from reading/ viewing in own texts • View self as a writer and writes daily for personally significant purposes and a real audience • Knowledge of structures and features

Name: _____
Date: _____

○Author ○Teacher ○Parent ○Peer
_____
(Name of editor)

Revising an   Adventure

One suggestion I have for the writer of this adventure to consider is:

_____
_____
_____

Criteria for writing an Adventure: ✔ | YES | SOME | NO

1. Was the title attention-grabbing? ○ ○ ○
2. Did the author use adjectives to describe the characters? ○ ○ ○
3. Did the author use adjectives to describe the setting or mood? ○ ○ ○
4. Did the author try to create a feeling in the story (e.g. suspense, worry or fear)? ○ ○ ○
5. Was there a main problem or challenge for the characters to overcome? ○ ○ ○
6. Did each problem or challenge lead to the next event in the story? ○ ○ ○
7. Did the climax of the story change the main character(s)? ○ ○ ○

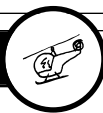©EERF, 2004 Learning Materials Centre

✄ -

Name: _____

Date: _____

○Author ○Teacher ○Parent ○Peer

_____

Revising an   Adventure

1. Were you able to picture the characters in your mind? Suggest some words to the author to add to the description.

   _____

2. Did the author give the main character any special qualities? Is she/he believable? Explain.

   _____

3. Do you think the main character dealt with the main problem in a believable way? Can you suggest other ways the main character can solve the problem?

   _____

   _____

4. One suggestion I have for the writer of this adventure to consider is:

   _____

   _____

Planning to Write an *Adventure*

Name: _____
Date: _____

What kind of adventure will you be writing? It is about: ✔

- Heroine/Hero versus society
(e.g. escaping an evil person) ⊙

- Heroine/Hero versus nature
(e.g. lost in a forest) ⊙

- Heroine/Hero versus Her/Himself
(e.g. conquering her/his fear of dogs) ⊙

Beginning

Describe your heroine/hero
(looks like, acts like)

Describe your setting (when and where)

Describe your heroine/hero's main problem or challenge.

Middle

First problem or challenge

Where:

When:

What:

Resolution:

Second problem or challenge

Where:

When:

What:

Resolution:

End

Resolution of main problem or challenge

What happens to the heroine/hero at the end of the adventure?
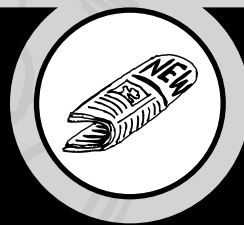
Planning to Write an *Adventure*

Name: _____

Date: _____

Beginning

- Who is your heroine/hero (looks, characteristics)?
- What is the main problem or challenge your heroine/hero will face?
- Where does the adventure take place?

Middle

- What is going to happen?
- Will there be problems or challenges for your heroine/hero to overcome?
- How will your heroine/hero get past the problems or challenges?

End

- What is the climax of your adventure?
- How will the heroine/hero resolve the main problem or challenge?
- What will happen to your heroine/hero at the end? Does she/he change?

Action →

Beginning Middle End

Article

DESCRIPTION

Newspaper articles are written to provide readers with information about an event or person that is current and up-to-date.

Feature articles are short, engaging texts about people, places and events that are of particular interest or importance to the writer. It is a factual text that also allows the writer to share with others her/his particular understanding or perspective on the topic through the integration of visuals, such as pictures and illustrations, with printed text. Often the layout of a feature article is across a two- page spread as seen in magazines such as *Sports Illustrated for Kids* or *Owl*.

PURPOSE

Articles are written to inform readers about the world around them. Writers take the position of experts who are sharing their unique perspective with their readers.

MINI-LESSON IDEAS

- Turning questions into leads.
- Using expository structures: cause and effect, question and answer, description, problem and solution, sequence.
- Combining short sentences into longer ones.
- Creating interesting layouts of text and visuals.
- Using natural language.
- Coming up with good questions.
- Using questions to outline.
- Using transition sentences to move smoothly from paragraph to paragraph.

Article

STRUCTURES (How it looks)

Newpaper Article

HEADLINE	Identifies content or significance of article, should be interesting and creative to catch the reader's attention.
BYLINE	Identifies author/reporter.
LEAD	Introductory sentence or paragraph. Answers key questions: who, what, where, when, why and how.
BODY	Factual information. • Provides more details about information given in the lead. • Organized either around facts of equal importance or from most important to least important.
SUMMARY	Restates the main message, may be cut if space is limited.

Feature Article

TITLE OR HEADLINE	Identifies content or significance of article.
LEAD	Presents the topic or big idea (i.e. what the writer wants the reader to understand about the topic).
BODY	Factual Information. • Includes facts that fit with the big idea. • Provides more details about the big idea. • Organized into sections that include such things as illustrations, pictures, text boxes and section headings as needed.
SUMMARY	Restates the big idea.

FEATURES (Language used)

- Headline is written in large bold font, is short and snappy.
- Lead hooks reader—maybe by using a question, description or quote.
- Uses factual information.
- Information is provided through different features: pictures, headings, charts, captions.
- Speakers and sources of information are identified.
- May use direct and/or indirect quotes.
- Topic sentences link information to ideas using connective words (i.e. therefore, so, because).
- Vivid descriptions.
- Strong language.
- Linking verbs (e.g. is, are, have).
- Could have rich variety of text feature (e.g. digital photographs, eye-catching border, different font sizes and styles).

ACTIVITY IDEAS FOR WRITING ARTICLES ACROSS THE CURRICULUM

These activities represent a sampling of ideas for writing articles with students across the curriculum. The suggested ideas can be used keeping in mind the writer's purpose and audience. Depending on the learning situation these information-based texts can be published in a number of formats such as, picture books, magazines, web pages, power point, visual displays for presentations and class newspapers.

	ACTIVITIES	QEP LINKS
MATHEMATICS	• Write articles comparing attitudes of boys and girls to math; ways to interest students in math; why math is useful in our daily lives. • Look at a variety of school activities associated with fundraising. Collect data using questions that illustrate amounts raised. Put together a pie chart that represents the amount of money brought in by each activity. Write an article that illustrates your research.	• Opportunity to understand the evolution, meaning and usefulness of mathematics • Share information • Use statistics

	ACTIVITIES	QEP LINKS
SCIENCE AND TECHNOLOGY	• Research a new scientific discovery. Find the answers to questions as to who invented/discovered it. How will this affect our society? Write your answers in the form of an article. • Follow an on-going class experiment. Record results and explain the importance of the experiment. • Write articles for a classroom display or presentation on an inquiry project that students are involved in. Include different visuals for recording and displaying information (e.g. diagrams, graphs, photographs).	• Identify problems • Assess approaches • Discuss strategies
SOCIAL SCIENCES Geography, History and Citizenship Education	• Think of someone who is influential in your life. Develop questions, conduct interviews and write a news article that chronicles that individual's experiences. • Write about geographical changes as a result of the weather. • Create a class newspaper about people, places and events from history. • Describe changes that have occurred in Quebec society between 1820 and 2005. • Write an article to persuade others on a position, such as the rights of Natives in their land claims based on historical facts. • Write a class anthology of articles based on the lives of one of the societies studied. Include comparisons to your own life. • Write a feature article that provides a personal perspective on an issue or event such as the difficulties new immigrants face starting school in Canada.	• Understand influence of individuals on society • Compare places and social phenomena here and elsewhere, from the past and the present • Situate a society and its territory in time and space

	ACTIVITIES	QEP LINKS
PERSONAL DEVELOPMENT Physical Education and Health & Moral Education Catholic Religious and Moral Instruction Protestant Moral and Religious Education	• Write an article that profiles the changes in our society. As we become more diversified are we also becoming more accepting of differences? • Research the Charter of Human Rights. Are all areas of the world protected by it? • Watch television shows. Raise questions in an article that reflect the views of the family . • Write articles about an issue related to school (e.g. lunches should be longer, bullying, competitive sports vs. cooperative sports).	• Engage in moral dialogue • Take an enlightened position on situations involving a moral issue • Make connections between individual and environment • Accept differences
ARTS EDUCATION Drama Visual Arts Music Dance	• Write a news article reviewing a presentation, movie or a piece of music. • Write an article about a controversial music group. Discuss their art critically and respectfully. • Take pictures of a dance and through an article explain how the movements tell a story.	• Express their own reality and vision of the world • Openness to the world of sensitivity, subjectivity and creativity • Active participation in artistic expression • Respect for the productions of others
ENGLISH LANGUAGE ARTS	• Write an article encouraging people to read a particular book or genre. • Write a response article to another article you have read. Be sure to explain your reactions and support your opinions. • Interview an author and write an article that describes the author's techniques.	• Construct a profile of self as a reader • Describe tastes and preferences

Name: _____

Date: _____

○ Author ○ Teacher ○ Parent ○ Peer

_____

(Name of editor)

Revising an   **Article**

One suggestion I have for the writer of this article to consider is:

_____

_____

_____

_____

Criteria for writing an Article: ✔

	YES	SOME	NO
1. The headline/title is interesting and attention grabbing.	○	○	○
2. The headline/title tells what the article is about.	○	○	○
3. The lead (first paragraph or sentence) introduces the topic who, what, where and when.	○	○	○
4. The body gives the reader information about why and how.	○	○	○
5. The conclusion provides a summary of the topic.	○	○	○
6. The picture and caption are interesting and help the reader to understand the article.	○	○	○

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- - - - - - ✂ -

Name: _____

Date: _____

○ Author ○ Teacher ○ Parent ○ Peer

_____

(Name of editor)

Revising an   **Article**

One suggestion I have for the writer of this article to consider is:

_____

_____

_____

_____

Criteria for writing an Article: ✔

	YES	SOME	NO
1. The headline/title is interesting and attention grabbing.	○	○	○
2. The headline/title tells what the article is about.	○	○	○
3. The lead (first paragraph or sentence) introduces the topic who, what, where and when.	○	○	○
4. The body gives the reader information about why and how.	○	○	○
5. The conclusion provides a summary of the topic.	○	○	○
6. The picture and caption are interesting and help the reader to understand the article.	○	○	○

Name: _____

Date: _____

○Author ○Teacher ○Parent ○Peer

_____
(Name of editor)

Revising an　Article

1. Was the headline/title attention grabbing? Why or why not?

_____

2. Did the author answer the key questions of who, what, where, when, why and how? Was anything missing or confusing?

_____

3. Was there a connection between the illustration/photo and the text? Can you suggest any changes?

_____

_____

4. One suggestion I have for the writer of this article:

_____

_____

Name: _____

Date: _____

○Author ○Teacher ○Parent ○Peer

_____
(Name of editor)

Revising an　Article

1. Was the headline/title attention grabbing? Why or why not?

_____

2. Did the author answer the key questions of who, what, where, when, why and how? Was anything missing or confusing?

_____

3. Was there a connection between the illustration/photo and the text? Can you suggest any changes?

_____

_____

4. One suggestion I have for the writer of this article:

_____

_____

Planning to Write an Article

Draw a picture of an event you read about, heard about, or saw yourself.

Caption: (one sentence describing the picture)

Headline: What is a catchy title that will grab the attention of the reader?
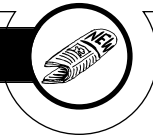
Lead: What are the main facts; who, what, when and where?

Body: How and why did it happen?

Summary: What is the main point of the article?

Name: _____ Date: _____

Planning to Write an Article

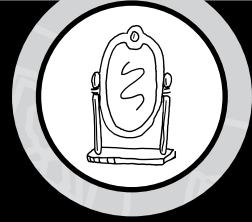## Headline

Lead

Image or Picture

Caption:

Body

Summary

Autobiography

DESCRIPTION

Autobiographies or memoirs are stories or recounts that students can tell about their own lives. They are written to retell events from the author's point of view, with the purpose of either informing or entertaining or both. Autobiographies do not necessarily include everything that has happened in a person's life but may be about a particular time or experience that is meaningful to the writer and may provide insights into the writer's feelings and reactions. Autobiographies often include interactions between the writer and the people who are significant in her/his life.

Autobiographies also provide students interesting opportunities to express themselves using various forms of communication. They can write their autobiography as a narrative or they can use various multimedia tools to tell their story. The students can create a website, a video, or even a collage to express their ideas and feelings and reactions.

PURPOSE

Autobiographies are written to hold memories, to keep the past alive, to work through personal problems or to better understand one's life. Although they are built around actual events or experiences, they are told from the point of view of the narrator and may or may not reflect how others experienced the same event or experience. Autobiographies use a narrative structure to tell what happened.

MINI-LESSON IDEAS

• Using vivid details to describe setting, people.

• Using first person point of view.

• Showing what someone is like through their actions and words rather than just telling us what someone is like.

• Finding interesting memories in journals, photos, diaries, letters.

• Using the senses to add details and interest.

STRUCTURES (How it looks)

TITLE

May give the reader an idea of who the autobiography is about.
It sometimes refers to author's experience(s).

BEGINNING

Setting/orientation
• Includes background information: sets scene and timeframe for the reader.
• Who was involved?
• Where did it happen?
• When did it happen?

MIDDLE

Events/retelling
• Includes important facts, thoughts or feelings.
• Chronological sequence of events, which might include a flashback style whereby the author weaves the past and present together.
• Personal comments.

END

Concluding statement (optional)
• Personal reflection, lasting impression, consequence or reevaluation.
• Shows the particular significance of the event(s) for the writer.

FEATURES (Language used)

• Names specific people, places and events that actually happened.
• Includes detailed descriptions that allow the reader to imagine events, people, feelings, etc.
• May be sequential or incorporate flashbacks.
• Is written in the first person: I
• Uses simple past tense.
• Uses linking words dealing with time (e.g. yesterday, when, before).
• May include some emotive and reflective language.
• May include photographs, illustrations and memorabilia.

ACTIVITY IDEAS FOR WRITING AUTOBIOGRAPHIES ACROSS THE CURRICULUM

These activities represent a sampling of ideas for using autobiographies with students. Studying and writing autobiographies may stand on their own as a lesson or become part of a larger learning situation. Autobiographies are written to hold memories, to keep the past alive, to work through personal problems or to better understand one's life. Although they are built around actual events or experiences they are told from the point of view of the narrator and may or may not reflect how others experienced the same event or experience. Autobiographies also provide students interesting opportunities to express themselves in many ways. They can incorporate other literary genres, like telling their experience as an adventure or a mystery, or they can utilize various multimedia tools to tell their story. The students can create a website, a video, or even a collage to express their ideas and feelings and reactions.

	ACTIVITIES	QEP LINKS
MATHEMATICS	• Compile a selection of relevant personal information related to a specific event. For example, how old were you when the events of September 11th, 2001 happened? Does your age affect how you view the events? • Describe yourself using mathematical measurements (e.g. height, weight, age). • Describe your experiences with mathematics. • By talking with a group of students, examine your mathematical history. What areas of math interest you? What areas do you excel in? What areas present the most problems for you?	• Communicate by using mathematical language • Make connections between math and everyday language • Discuss elements of a problem
SCIENCE AND TECHNOLOGY	• Include elements from your scientific experiences with earth and space, living things and the material world in order to add details to your autobiography. • How do you see yourself fitting into the world around you? Would you have the same opinions/feelings if you were a plant or animal? • Look at your daily habits. Do you listen to weather forecasts? Do you study the stars? How does the weather affect your mood?	• Look at a problem from different viewpoints • Interaction between humans and environment • Technologies related to the earth

	ACTIVITIES	QEP LINKS
SOCIAL SCIENCES Geography, History and Citizenship Education	• Retell your own memory of a significant event in the world, your city or your life that affected you in some way. • Compare and contrast your way of life today with that of a child in New France in 1645. • Create a timeline of your life. Be sure to include significant events (e.g. birthdays, special activities, etc.). Has your culture influenced your life? • Research your family history. Share your family history and what legacies have been left to you.	• Understand the world we live in • Relate to facts from life • Understand cultural diversity • Orient self in space and time
PERSONAL DEVELOPMENT Physical Education and Health & Moral Education Catholic Religious and Moral Instruction Protestant Moral and Religious Education	• Write an autobiography highlighting your talents, hobbies, sports interests etc. • Create a montage of pictures that illustrate aspects that make you unique. Include anything that represents your faith, personality and physical characteristics. • After listening to a Bible story, discuss how the ideas have impacted your views, opinions and experiences. Share with a partner a personal experience related to the story.	• Explain the impact of personal lifestyle habits on own health and well-being • Understand that differences are important • Understand different traditions
ARTS EDUCATION Drama Visual Arts Music Dance	• Using a variety of mediums (e.g. paint, pencils, fabric, etc) create a picture that represents who you are as a person. • Create a box that is filled with items that are important to you. Write a script that would show a dialogue between two archeologists who find your box. What evidence would be present? • Write a rap about some part of your life.	• Expression of own reality and vision of the world • Communication through artistic productions
ENGLISH LANGUAGE ARTS	• Read autobiographies of famous people. • Keep a writer's notebook to record memories of people, events and places in your life. Use some of these entries as starters for autobiographical stories. Choose one that is personally significant and ask yourself questions as to what this shows about you as a person.	• Adapt ideas and structures drawn from reading/viewing in own texts • View self as a writer and write daily for personally significant purposes and a real audience • Knowledge of structures and features

Revising an

AUTObIOGRaphy

One suggestion I have for the writer of this autobiography to consider is:

_____

_____

_____

_____

Criteria for writing an Autobiography: ✔

	YES	SOME	NO
1. Does the first paragraph introduce the author of the autobiography?	○	○	○
2. Did the author include background information to set the time and place of the autobiography?	○	○	○
3. Did you learn anything about the author's life in the paragraphs that followed?	○	○	○
4. Did the author express her/his thoughts, feelings or opinions?	○	○	○
5. Are there enough details to make the autobiography interesting?	○	○	○

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✂ -

Name:

Date:

○Author ○Teacher ○Parent ○Peer

(Name of editor)

Revising an

AUTObIOGRaphy

One suggestion I have for the writer of this autobiography to consider is:

_____

_____

_____

_____

Criteria for writing an Autobiography: ✔

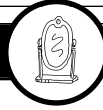|	YES	SOME	NO
1. Does the first paragraph introduce the author of the autobiography?	○	○	○
2. Did the author include background information to set the time and place of the autobiography?	○	○	○
3. Did you learn anything about the author's life in the paragraphs that followed?	○	○	○
4. Did the author express her/his thoughts, feelings or opinions?	○	○	○
5. Are there enough details to make the autobiography interesting?	○	○	○

AUTOBIOGRAPHY

Name: _____

Date: _____

○Author ○Teacher ○Parent ○Peer

_____

Revising an   AUTOBIOGRAPHY

1. Did the author include enough background information about herself/himself? Was there anything else you wanted to know?

   _____

2. Did the author include some interesting details and facts about the event that happened to her/him? Why or why not?

   _____

3. Did you learn anything about the person's life after reading the autobiography?

   _____

   _____

4. One suggestion I have for the writer of this autobiography to consider is:

   _____

   _____

✂ -

Planning to Write an **Autobiography**

I like

I am

Draw a picture of something that has happened to you (remember to put yourself in the picture).

How did this event make you feel? ✔
○ Happy
○ Angry
○ Scared
○ Excited

When did it happen?

Who was involved?

Where did it happen?

Reflection:

Planning to Write an AUTOBIOGRAPHY

Draw a picture of something that has happened to you.
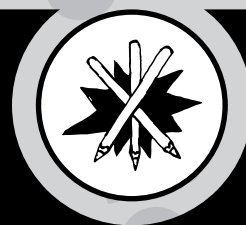(Remember to put yourself in the picture.)

When did it happen?

Where did it happen?

Who was involved?

How did this event make you feel? (Reflection)

Think of an interesting title you can use for your autobiography.

Comic

DESCRIPTION

Comics are drawings that make use of dialogue, captions and visual images to communicate a story or message to the reader. Comic strips, made up of a series of panels, sometimes have a narrative story structure with a point of view, setting, plot, and sometimes a summary; all of which are communicated mainly through illustrations with writing integrated with the drawing. Single panel comics also use dialogue, captions and visual images but their main purpose is to communicate a particular message or to make a specific point. The drawings can be cartoon-like or realistic. Comic strip artists draw on a variety of narrative genres for content such as humour, adventure, mystery and fantasy.

PURPOSE

Cartooning as a means of communication dates back to cave drawings in Paleolithic times. The comic strip is a uniquely American art form dating from the 1890s. Although humorous in nature, comic messages can focus on important social issues or dilemmas faced by the characters.

MINI-LESSON IDEAS

- Use of punctuation to express emotions.
- Importance of short sentences that make the message clear.
- Peer review to ensure the intended message is clearly indicated.
- Using a graphic organizer.
- Use of visuals on the page (e.g. size of text versus size of pictures).

Comic

STRUCTURES (How it looks)

TITLE AND CARTOONIST'S NAME	• Provides the name of the series or alludes to the characters or subject of the comic.
A SINGLE PANEL	• Gives a single message or a point of view about a topic or subject. • The captions and dialogue are important to help communicate the message. • Not like a story, more like a single idea. • A caption/punch line is usually at the bottom for a single panel comic.
A SERIES OF TWO OR MORE SEQUENCED PANELS	• Narrative structure. • Illustrations with dialogue at the top.

FEATURES (Language used)

- Pictures or drawings are used to tell the story.
- Each panel contains one action.
- A logical sequence of panels, although occasionally the author may present the final panel, or punch line, and then work the comic panels backwards to show what happened.
- Expression on characters' faces and their body language add meaning.
- Captions may be used, common for single panel comics.
- Words are integrated into the illustration.
- Generally dialogue or monologue is written in speech bubbles or thought bubbles to move the action along.
- Includes connections between panels through words and illustrations (e.g. characters wear same clothes in each panel, use particular sayings associated with the character).
- Different font sizes and styles are used to enhance meaning (e.g. whisper, shout!).
- Uses sound effects (e.g. Wham! Pow! Z-z-z-z-z-, etc.).
- Use of lines to indicate movement (e.g. speed lines).
- Use of shapes, symbols (e.g. loud words are often inside a star shape, light bulb overhead indicates an idea).
- Use of primary colours or black and white.
- Use of media techniques to add variety and interest (e.g. close-ups, long shots).
- Everyday language.

ACTIVITY IDEAS FOR CREATING COMICS ACROSS THE CURRICULUM

These activities represent a sampling of ideas for using comics with students. The comics may stand on their own or become part of a larger learning situation. Using comics across the curriculum not only provides students with an alternative way to show what they know about the subject-specific content being studied, but also provides another way to learn content. Because comic strip artists draw on a variety of narrative genres for content, (e.g. humour, adventure, mystery, fantasy) students can create a comic strip from a story they have already written. Final products can be made into visual presentations or become part of a classroom magazine or newspaper.

	ACTIVITIES	QEP LINKS
MATHEMATICS	• Brainstorm to develop a character who would be a hero in a comic strip (e.g. Captain Calculate). Discuss what kind of situations she/he might encounter. Each week formulate a different problem the reader must solve. • Create a large full page spread, similar to those in the Saturday newspaper, with a comic strip from each of the students. Use math to figure out how many strips can go on the paper, how many panels, amount of space between each strip for the layout. • If you decide to sell the comic page as a fundraiser, use math to figure out how much to charge and what your profit will be. Consider printing costs, advertising, etc.	• Use of mathematical skills to solve problems in real-world situations. • Develop elements of a problem • Use math vocabulary
SCIENCE AND TECHNOLOGY	• Create a comic strip that illustrates how to use the scientific method. Brainstorm a list of steps involved before beginning to illustrate. • Research a famous scientist. Identify her/his contribution and the problems solved. Create a comic strip that would represent the time of the discovery. • Create comic strips to show important scientific discoveries. • Create comic strips with main characters that both reflect and break stereotypes about scientists.	• Propose explanations • Communicate using scientific vocabulary • Identify problems

	ACTIVITIES	QEP LINKS
SOCIAL SCIENCES Geography, History and Citizenship Education	• Research the history of the comic strip in North America. Look for the ways they have changed over time. Consider how they depict the events happening in the world at the time they were written. Using a current event try to create your own comic strip that depicts the society of today. • Try and collect comic strips from different countries. Examine them to identify similarities and/or differences. Are there any specific cultural references in certain comic strips? • Find out about the myths and beliefs of early societies and create a superhero character set in that time and place.	• Understand the world we live in • Openness to world • Aware of change and diversity • Focus on relationships in societies • Identification of changes
PERSONAL DEVELOPMENT Physical Education and Health & Moral Education Catholic Religious and Moral Instruction Protestant Moral and Religious Education	• In small groups collaborate to create a character for an on-going comic strip that shows some of the issues students your age have to deal with (e.g. fad dieting, body image, cheating, stealing, bullying, parents). • Discuss a particular theme, such as the value of life. Read various Bible stories that illustrate this theme. Have students brainstorm links to the people and their values. Create a comic strip that represents a modern day version of the theme. • Create a comic strip that involves issues related to sports.	• Become familiar with the values needed for life in society • Foster sense of perspective and social responsibility • Develop a spirit of collaboration • Look for meaning in other areas
ENGLISH LANGUAGE ARTS	• Adapt one of your own stories into a comic strip. • Create a comic strip as a response to literature. • In small groups, draw a multi-panel comic to show the most important scenes from a chapter in a book you are listening to or reading. • Create a comic strip character and write a number of comic strips in which the same character appears. Decide on the kind of character you want to draw. Help your readers get to know your character over time through her/his actions and words.	• Read/write/view texts of popular culture • Discuss understandings with peers • Visual representation in order to clarify and extend understanding of a text • Use of visual texts to communicate • Use of prior experiences with familiar texts to understand how they are constructed

	ACTIVITIES	QEP LINKS
ARTS EDUCATION Drama Visual Arts Music Dance	• Take a walk through the woods. Examine textures, colours, sounds and smells. Imagine what takes place daily in the environment. Create a comic strip that represents a moment in time in the woods. Use a variety of materials and techniques. • Choose a comic strip from a newspaper and look at it with a critical eye. What colours are used? What techniques did the illustrator choose to help the message become clear? Create a list of elements that make a good comic strip. Use this to create a comic strip based on a topic of choice. • Use computer software to create a comic strip.	• Respect for the work of others • Participate in the artistic experience • Use of the environment as a source of stimuli

Comic

Name: _____

Date: _____

○Author ○Teacher ○Parent ○Peer

_____

Revising a Comic

One suggestion I have for the writer of this comic to consider is:

_____

_____

_____

Criteria for writing a Comic: ✔	YES	SOME	NO
1. The title describes the comic.	○	○	○
2. The comic tells a story or communicates a message through the illustrations.	○	○	○
3. Expressions on the characters' faces and their body language add meaning to the comic	○	○	○
4. The captions or speech bubbles match the illustrations.	○	○	○
5. The author uses special effects like Z-z-z-z-z, POW!, or font changes	○	○	○
6. Each panel contains one action.	○	○	○
7. The author tries to use some humor to highlight the message.	○	○	○

- -

Name: _____

Date: _____

Revising a Comic

1. Do you think the author used too many or too little panels to express her/his message? What panels should be added or deleted?

   _____

2. Are there any panels that are confusing or difficult to understand? Why?

   _____

3. Are there any things the author can change to make the comic clearer (e.g. add another panel, include more sound effects or a caption)?

   _____

   _____

4. One suggestion I have for the creator of this comic is:

   _____

   _____

Comic

Planning a
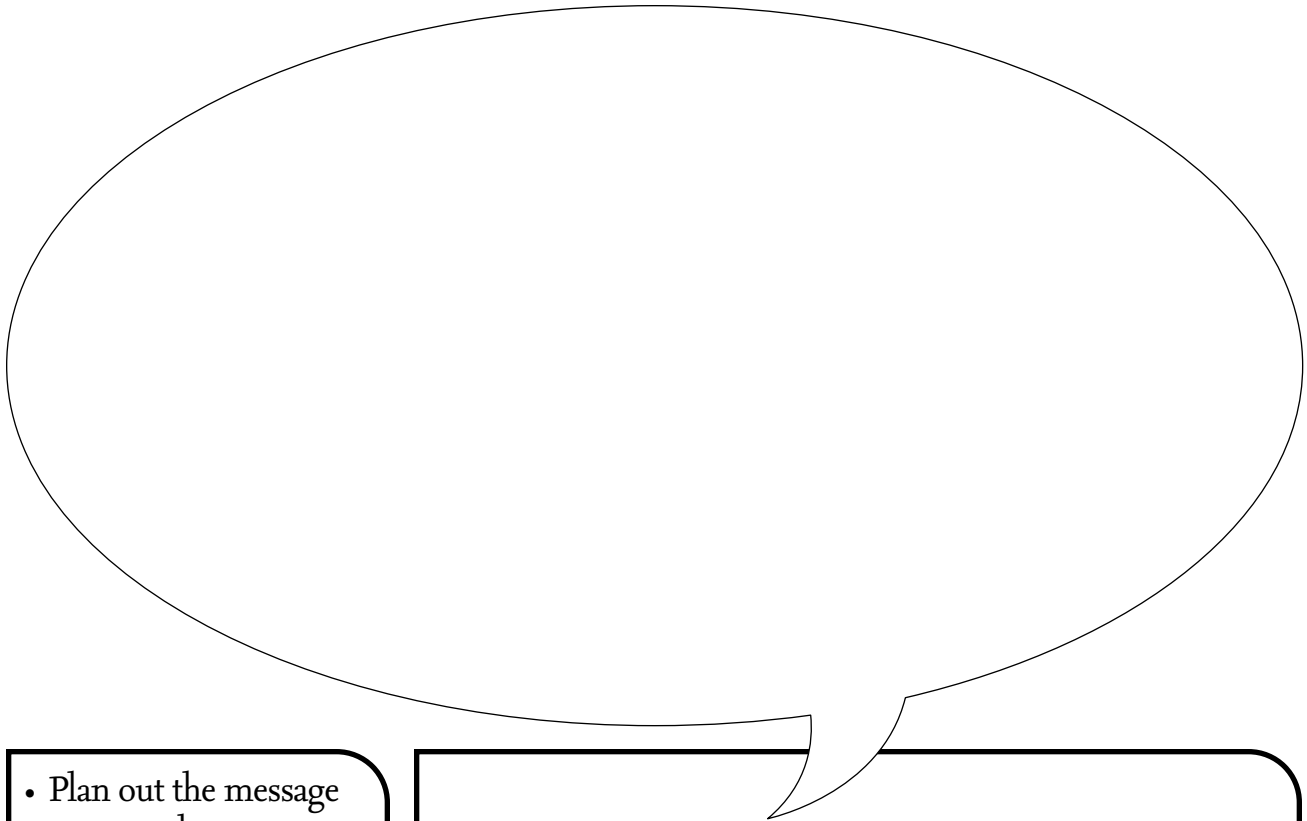
Comic

- Plan out the message or event that you want to communicate in your comic.

- Try drawing it out in the panel below.

What do your characters say (dialogue)?

What do your characters do (actions)?

What do your characters look like (illustrations)?
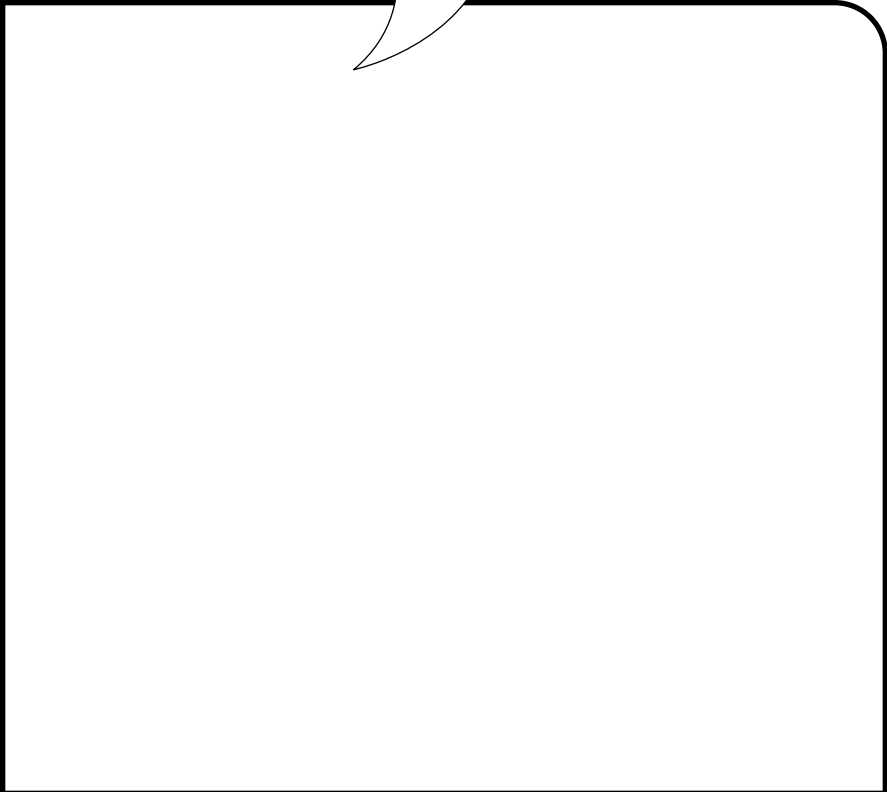
Caption:

Planning a **Comic**

Caption:

Comic

Planning a

Comic

Name: _____

Date: _____

1st Panel

2nd Panel

3rd Panel

Things to Think About

Write out the story or event that will take place in your comic.

Try it out! draft a comic strip.

What do your characters say (dialogue)?

What do your characters do (actions)?

What do your characters look like (illustrations)?

Comic

Planning a
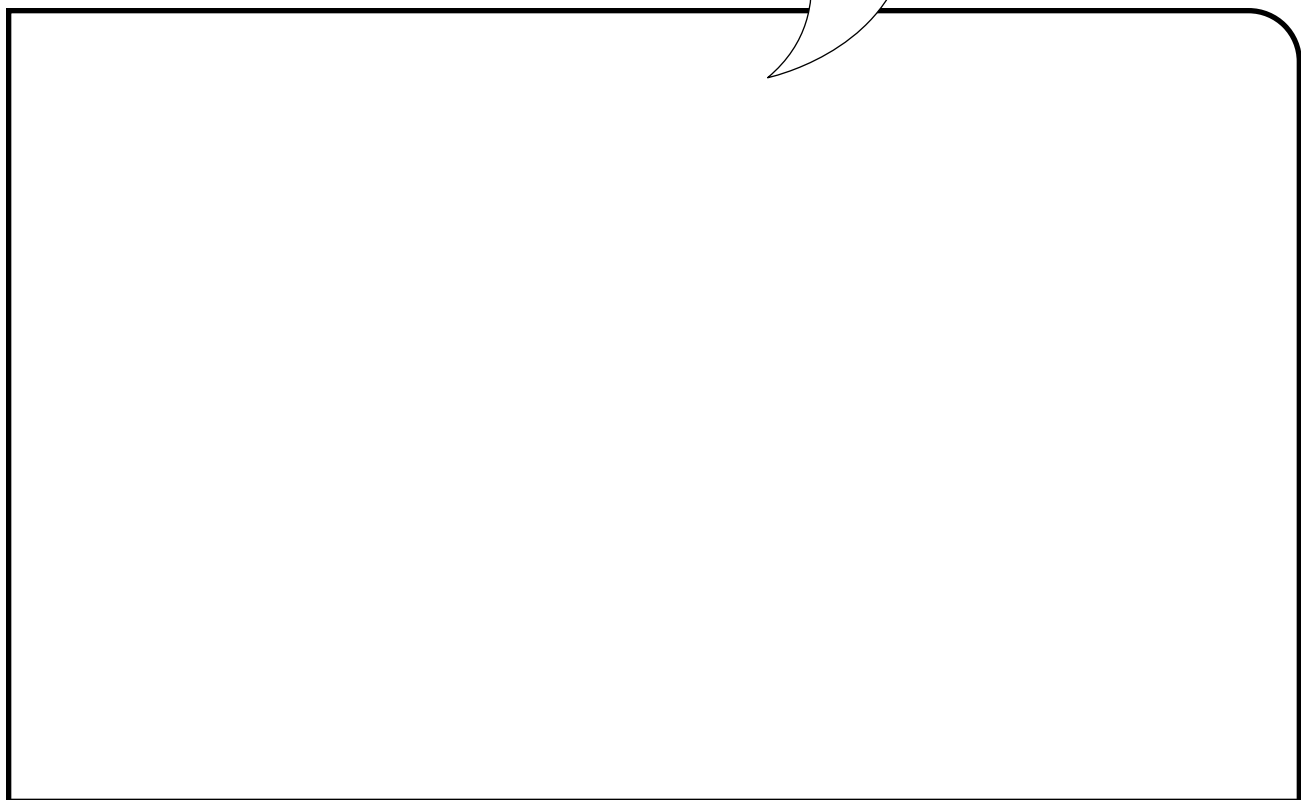
- Plan out the story or event that will take place in your comic.
- Try drawing it out in the panel below.

Name: _____

Date: _____

1st Panel

2nd Panel

3rd Panel

Name: _____

Date: _____

Comic

Planning a

- Plan out the story or event that will take place in your comic.
- Try drawing it out in the panel below.

1st Panel

2nd Panel

3rd Panel

4th Panel

FANTASY

DESCRIPTION

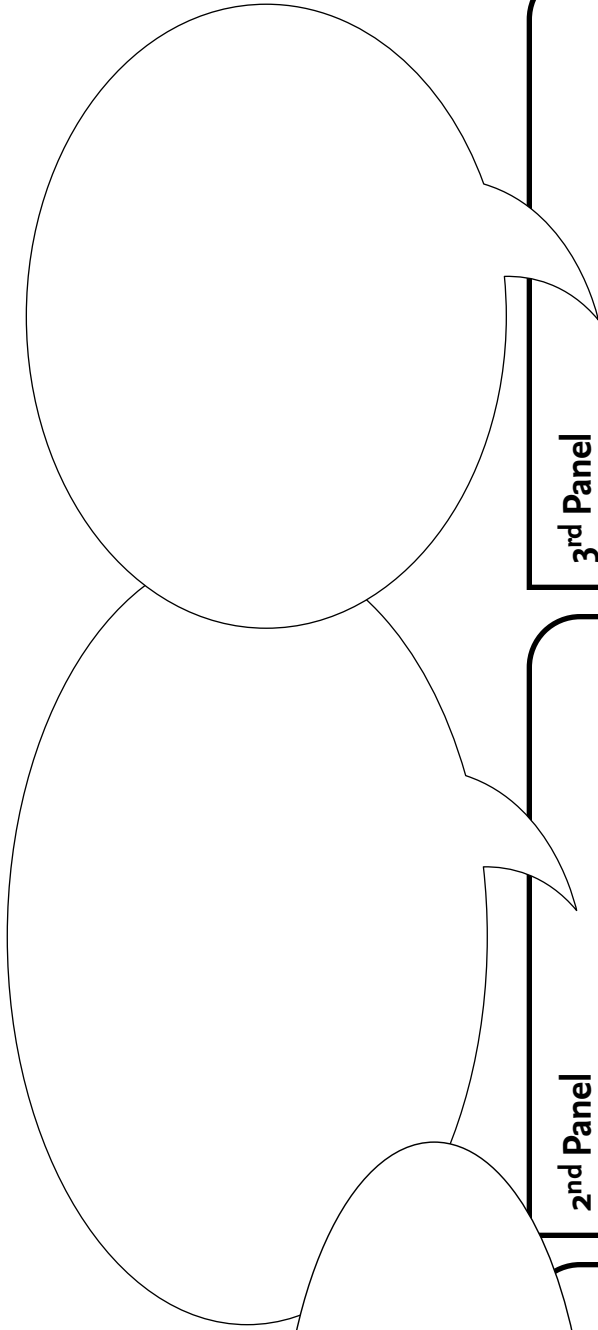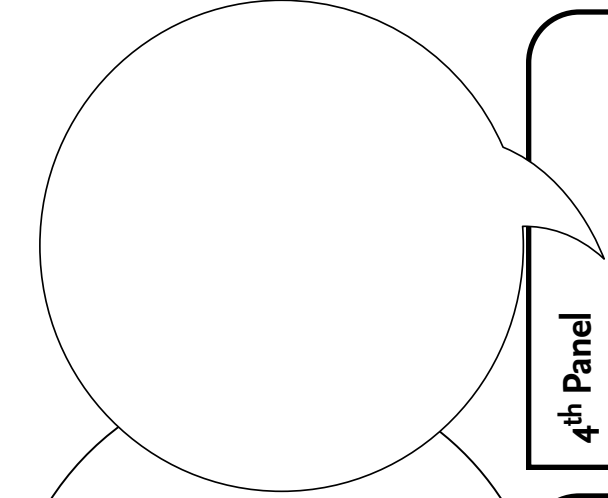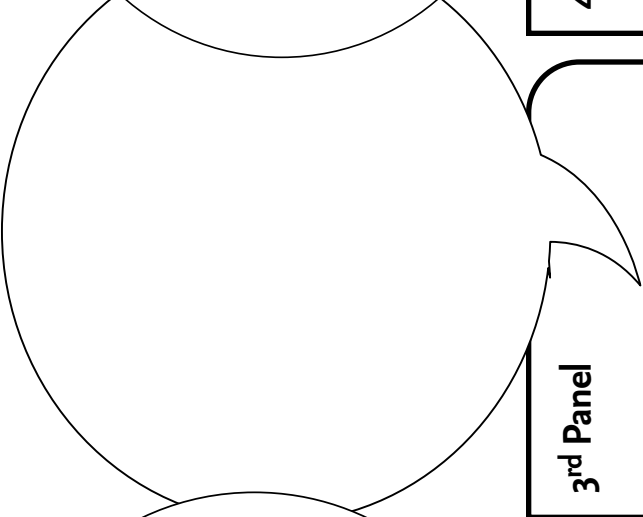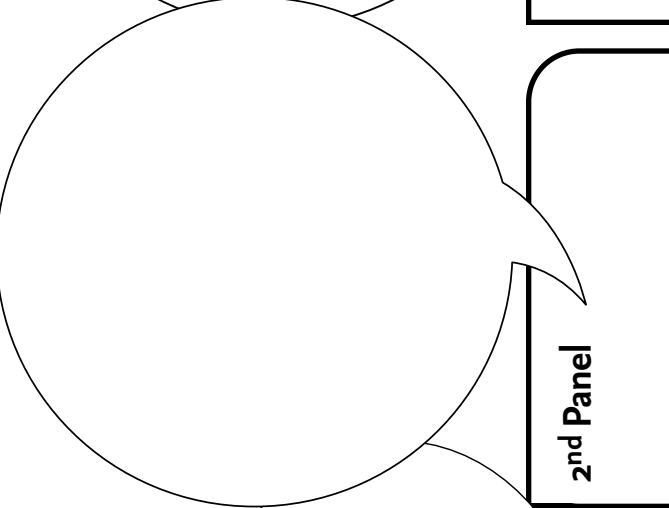Fantasy is a form of literature that is characterized by imaginary worlds, events and characters. These imaginary worlds may be set on earth or in a different universe. A familiar theme in fantasy literature is the conflict between good and evil. The fantasy world typically presents real-world issues or problems in an imagined world, as in J.R.R. Tolkien's *The Hobbit*. The central problem faced by the main character(s) is usually solved in an unusual, unordinary or magical way. One of the best-known animal fantasies is Kenneth Grahame's *The Wind in the Willows*.

PURPOSE

Fantasy is a genre that clearly invites the imagination to take flight. It is an opportunity for readers to travel beyond their own world in order to encounter strange and wonderful events and people who are dealing with remarkably human problems. Because it frees the imagination, fantasy literature can also help us to see modern problems in a very different light.

MINI-LESSON IDEAS

• Creating a strong sense of setting by providing details that make the fantasy world come alive.
• How to ask each other questions to make your main character come to life.
• Keeping a focus.
• Using a story map to help plan out the events.
• Using pictures as a brainstorming technique to help develop ideas for the story.

STRUCTURES (How it looks)

TITLE

AUTHOR

FIRST CHAPTERS OR OPENING (if not chaptered)	• Descriptions of imagined world, characterization of inhabitants, circumstances under which main character(s) arrive there, if relevant. • Issue, problem or focus of story hinted at (e.g. something evil is threatening the imagined world).
MIDDLE CHAPTERS OR BODY (if not chaptered)	• Series of events and/or incidents related to the focus of story building up to the climax. • Complications involving the heroine/hero in situations or actions where s/he is challenged, frustrated or hindered in some way. • Events and incidents in plotting of story concentrate on problem/issue and/or action, depending on focus of the fantasy. • Climax that leads up to the central problem.
LAST CHAPTER OR CLOSING (if not chaptered)	• Resolution of central problem including, for example, what the main character(s) have learned and how they have changed, a change in the status of the character(s), in the imagined society or world, moral of story (e.g. as in *Star Wars* where good triumphs over evil). • How the fantasy ends.

FEATURES (Language used)

• Characterization(s) to define identity (e.g. main character may be brave or curious or someone with tremendous potential who is yet unaware).

• Rich descriptions to accent challenges, fears, conflicts, imagined people/places/events.

• Elements of suspense that attempt to create anticipation, worry, fear, etc. on the part of the reader.

• Dialogue or monologue (e.g. character thinks out loud).

• Can be written in first or third person: I, we, he, she, they.

• Linking words to do with time or time frame in which, for example, the evil must be conquered.

• May use: present tense, juxtaposition of past and present, flashback, etc.

ACTIVITY IDEAS FOR WRITING FANTASIES ACROSS THE CURRICULUM

These activities represent a sampling of ideas for using fantasy with students. The fantasy genre may stand on its own or become part of a larger learning situation. Because it frees the imagination, fantasy literature can also help us to see modern problems in a very different light. Topics such as self-discovery, ethics and the environment are found in fantasy stories and provide opportunities to integrate other subject areas. As a genre fantasy has roots in history, religion, science and literature and each of these could become areas of inquiry and investigation.

	ACTIVITIES	QEP LINKS
MATHEMATICS	• Describe your fantasy world in mathematical terms: distances, sizes and shapes. • Create a fantastical structure using geometric shapes. • Create a character that has been shrunk dramatically in size. Discuss how this character deals with the challenges of seeing the world through a different scale.	• Construct geometric relationships • Study attributes of geometric objects • Use math vocabulary
SCIENCE AND TECHNOLOGY	• Write about a science experiment that you have tried. Pretend that something goes wrong as a way to move your main character to the fantasy world. • Choose a particular scientific concept and write a fantasy story. For example, the story of the sun that refuses to shine because humans have polluted the earth. Have a main character work to convince the sun it must continue the job of shining.	• Become familiar with everyday language relating to science and technology • Identify problems
SOCIAL SCIENCES Geography, History and Citizenship Education	• Create a fantasy that is set in the past. • Draw a map of your fantasy world to help your readers envision the setting in your story. • Research the portrayal of dragons in Western fantasy and Eastern fantasy and incorporate them into your fantasy. • Discuss how the roles of women and girls have changed in fantasy fiction over time and create a female heroine for your story.	• Compare and explore places here and there, past and present • Compare places and social phenomena • Become aware of cultural phenomena, similarities and differences • Define roles of certain people within a society at different times and places

	ACTIVITIES	**QEP LINKS**
PERSONAL DEVELOPMENT Physical Education and Health & Moral Education Catholic Religious and Moral Instruction Protestant Moral and Religious Education	• Create a character who travels back to biblical times and who becomes an active participant in an event. What challenges does she/he face? Are the values of your character the same as the others in the story? • Research the role of religion and spirituality in fantasy fiction and add some elements to your own writing. • Discuss aspects of good and evil in fantasy fiction.	• Take an enlightened position on situations involving a moral issue • Explore stories from Catholic and Protestant traditions • Engage in moral dialogue using a variety of strategies
ARTS EDUCATION Drama Visual Arts Music Dance	• Create original works of art to illustrate your fantasy world. • Find examples of works of art that you think depict fantastical images of people and places. • Create a model of your fantasy world and its inhabitants and videotape a scene from your story.	• Create artistic works • Appreciate the works of others • Participate in the artistic experience
ENGLISH LANGUAGE ARTS	• Read fantasy fiction and notice how the authors craft their stories. • Watch a video that is a fantasy (e.g. *Harry Potter*) and use a graphic organizer to analyze its structures and features. Talk about how it is similar to or different from the book.	• Knowledge of texts: reading-writing connections • Describe some of the features of media texts aimed at children • Draw on prior experience with media texts to understand how they are constructed • Use of structures and features

FANTASY

Name: _____

Date: _____

○Author ○Teacher ○Parent ○Peer

_____
(Name of editor)

Revising a ▮ FANTASY

One suggestion I have for the writer of this fantasy is:

_____

_____

_____

Criteria for writing a Fantasy: ✔

	YES	SOME	NO
1. Was the title attention-grabbing?	○	○	○
2. Did the author use imaginative words to describe the characters?	○	○	○
3. Did the author use descriptive words to explain the setting?	○	○	○
4. Was there a main problem for the characters to overcome?	○	○	○
5. Did the main character change or learn something new by the end of the story?	○	○	○
6. Did the author try to create a feeling of suspense, worry or fear?	○	○	○
7. Did the author include magic or imaginary parts to the story?	○	○	○

FANTASY

- - - - - - - - - ✂ -

Revising a
FANTASY

1. Were you able to visualize the setting in your mind? Can you suggest some words to the author to add to the description?

_____

2. Did the author give the main character any special or magical qualities? Were the qualities described well?

_____

3. Did the author create a feeling of suspense, worry or fear? How did she/he do this?

_____

_____

4. One suggestion I have for the writer of this fantasy is:

_____

_____

FANTASY

Name: _____

Date: _____

○ Author ○ Teacher ○ Parent ○ Peer

(Name of editor)

Revising a
FANTASY

1. Were you able to visualize the setting in your mind? Can you suggest some words to the author to add to the description?

_____

2. Did the author give the main character any special or magical qualities? Were the qualities described well?

_____

3. Did the author create a feeling of suspense, worry or fear? How did she/he do this?

_____

_____

4. One suggestion I have for the writer of this fantasy is:

_____

_____

Planning to Write a

FANTASY

Name: _____

Date: _____

Characters:

Draw and use words to describe your main characters. What makes them special (e.g. magical powers, mind read supernatural strength)?

Character:

Character:

Setting:

What is the imaginary setting? Draw and colour the place where your story happens, use details. Write adjectives on the picture to further describe it.

Story: When will things happen?

Beginning

Where and how does the fantasy begin?

Middle

How will the characters use their magic or abilities to solve the problems they face?

End

How is the challenge/probelm solved?

Action ⟶

Beginning

Middle

End

73

Planning to Write a

FANTASY

Name:

Date:

Beginning

- In what kinds of magical or unreal places does the fantasy take place?
- Who are the good and evil characters? What makes them superhuman or magical?
- What is the main problem in the fantasy?

Middle

- What kind of phenomenon or supernatural events will happen?
- How will the characters use their magic and abilities to solve the problems they face?

End

- How will the characters solve the problem?
- What happens to the characters at the end of the fantasy?

Beginning

Action

Middle

End
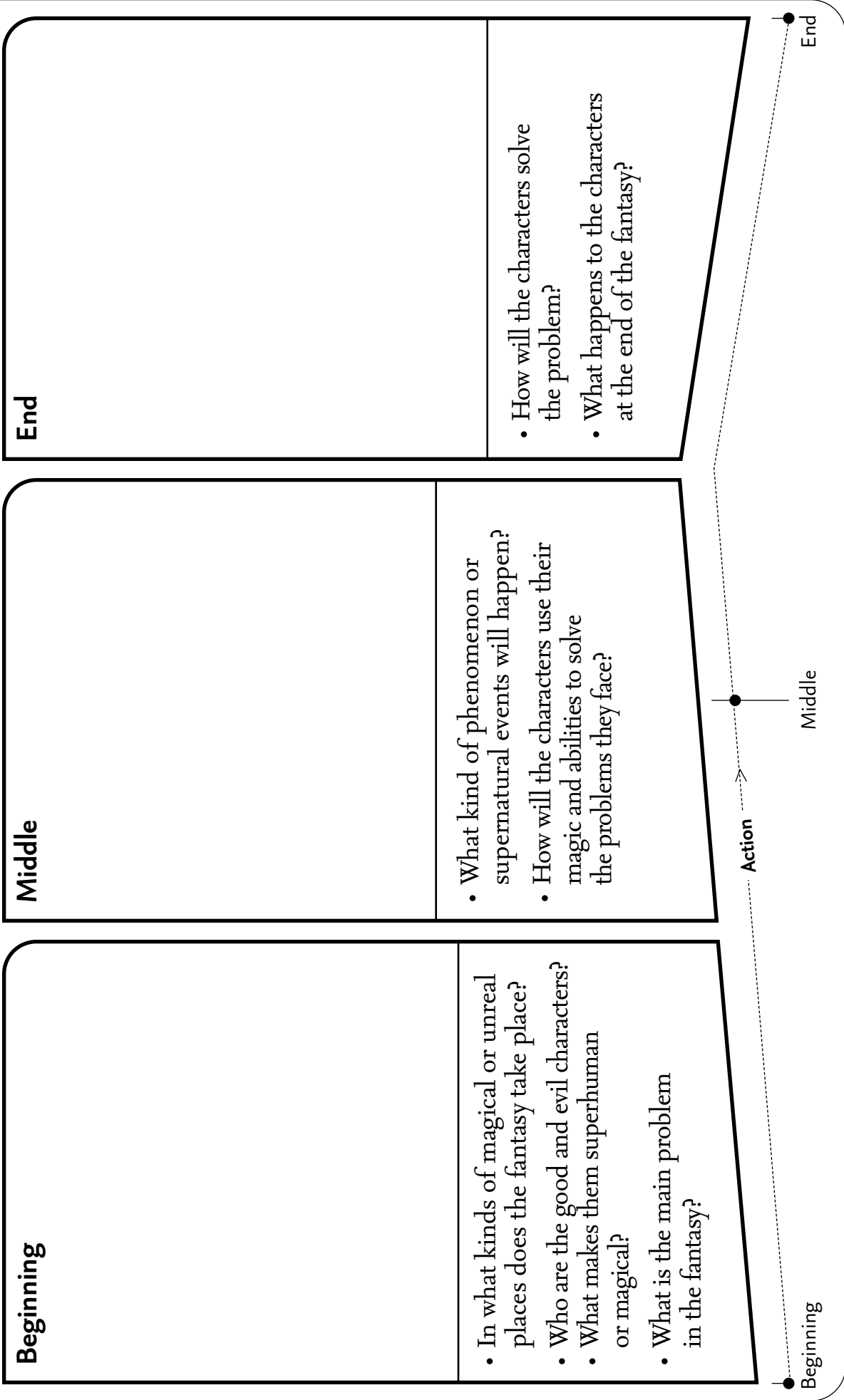
Letter

DESCRIPTION

Letters are written for many purposes. People usually write friendly letters to keep in touch with someone they know. Typically these letters are written to family members, like grandparents, or friends and pen pals. The tone of a friendly letter is informal, may involve recounts of important experiences and/or retelling of significant events. Since the audience is known to the writer, the content also involves feelings, emotions and the implicit understandings that people in relationships develop.

Students may also write letters that are more formal. Some contexts for writing may include: a fan letter to a sports heroine/hero or a child in the news who has done something special; a letter to a member of parliament to express concern about an issue; or a letter requesting information on a topic or subject in which the student is interested. The content of the letter will show some early understanding of the structures and features of factual writing in letter form, but will focus primarily on the interests and concerns of the student.

PURPOSE

The context/situation is defined by the desire of the writer to deepen and to build on an existing relationship, to express her/his opinion on a matter of personal importance, or to ask for information related to a project or inquiry on a topic of personal interest. With the evolution of e-mails, letter writing has become more popular than ever.

STRUCTURES (How it looks)

Friendly letter

HEADING	Only the date.
SALUTATION	Informal (e.g. Hi Grandma and Grandpa).
PARAGRAPHS (one or more)	Subjective and personal to the recipient.
CLOSING	Usually includes things like, *love and kisses* or *wish you were here*, followed by name or nickname of child.
SIGNATURE	Writer's name

Format letter

HEADING	Date and address of school if a response is expected.
SALUTATION	Presents the topic or big idea (i.e. what the writer wants the reader to understand about the topic).
PARAGRAPHS (one or more)	First paragraph states purpose for writing.
CLOSING	Yours truly or Sincerely.
SIGNATURE	Often signed and printed or typed below signature.

FEATURES (Language used)

Friendly letter:

• Informal tone and register, sounds like a conversation.

• Implicit recognition of features of the relationship between writer and audience.

• Use of recount, retelling.

• Highly subjective and personalized to the audience.

Formal letter:

• Attempt at formal tone.

• Use of some formal features (e.g. Dear Sir/Madam, Yours truly).

• Leave colon after the greeting.

• Attempt at organizing details of request so that the reader will understand.

• Polite tone.

• Short, gets to the point.

ACTIVITY IDEAS FOR WRITING LETTERS ACROSS THE CURRICULUM

These activities represent a sampling of ideas for using letters with students. The letters may stand on their own or become part of a larger learning situation. As well, letters might be incorporated into other genres. Also, students who have been studying the environment may choose to write an environmental organization for some information about its services.

	ACTIVITIES	QEP LINKS
MATHEMATICS	• Write a letter to a teacher or principal that includes the results of a survey on an issue of concern to you (e.g. 56% of cycle 2 students would like to have a basketball net in the schoolyard). • Write a letter to a company asking for help in sponsoring a school event. Explain what the event is, list the costs involved, and describe how the money raised will be used.	• Measurement • Statistics • Formulate questions for a survey • Collect, describe and organize data • Interpret data

	ACTIVITIES	QEP LINKS
SCIENCE AND TECHNOLOGY	• Using the internet or telephone book, locate the names of organizations who help endangered animals. Brainstorm a list of questions you would like answered and use this to focus on one important idea. Decide on a purpose for the letter, keeping the audience in mind. • Write a letter asking for permission to interview someone you know who is interested in science and technology, or works as a scientist. Write a letter of thanks after the interview. • Conduct a survey in the class to determine what your peers believe the biggest threat to the environment is. Review the results and ask the students to brainstorm solutions. Write a letter to a newspaper that identifies the concerns and includes some solutions.	• Explore problems in environment • Ask questions • Assess approaches • Communicate using scientific vocabulary
SOCIAL SCIENCES Geography, History and Citizenship Education	• Write a letter to your principal, or school committee on an issue of concern as a member of the school community (e.g. a need for more books in the library or more playground equipment). Ask questions among peers, collect information and decide how to present it. • Write a children's book in the voice of an early explorer telling about his experiences in the form of letters written home.	• Present points of view while respecting those of others • Collect data • Organize information • Communicate results
PERSONAL DEVELOPMENT Physical Education and Health & Moral Education Catholic Religious and Moral Instruction Protestant Moral and Religious Education	• Write a letter to the editor of your classroom newspaper about an issue of concern in the school (e.g. cheating, bullying). • Write letters of apology, thanks or invitations. • Write cards and postcards to celebrate special occasions. • Write a letter to a pen pal in another country that explains your customs and beliefs. Be sure to be respectful of the person who will be receiving the letter. • Write a letter to a classmate that shares your faith. Explain your religious beliefs.	• Recognize influences of people in groups • Understand rights of individuals • Understand how life in a group works

	ACTIVITIES	QEP LINKS
ARTS EDUCATION Drama Visual Arts Music Dance	• Write a letter or send an email to your favourite celebrity asking for a picture and information. • Examine a piece of artwork. Share the reaction with a partner. What did you like/dislike? Write a letter to the artist sharing your personal response to the piece.	• Appreciate artistic works • Express feelings • Respect the works of others
ENGLISH LANGUAGE ARTS	• Write an invitation to your principal to come and read a story to your class. • Write a friendly letter to a new student describing your school. • Keep a journal of letters written to yourself as a way to track events, record important feelings and thoughts. • After reading a book, write a letter to the author as a response. Ask questions, express thoughts and feelings.	• See writing as a positive activity through which s/he communicates ideas, experiences, feelings and information to others • Write self expressive texts as a way of making sense of her/his world • Write for different purposes and audiences

Name: _____

Date: _____

○Author ○Teacher ○Parent ○Peer

_____
(Name of editor)

Revising a   *Letter*

One suggestion I have for the writer of this letter to consider is:

_____

_____

_____

Criteria for writing a Letter: ✔

	YES	SOME	NO
1. Was it clear who the letter was for?	○	○	○
2. Did the letter communicate a message?	○	○	○
3. Was the letter well organized with an introduction, body and conclusion?	○	○	○
4. Did the introduction communicate the reason for the letter?	○	○	○
5. Did the conclusion summarize the information in the letter?	○	○	○
6. Was the closing good for this type of letter?	○	○	○
7. Did the author use some key words (e.g. Dear, Hello, Sincerely, Love)?	○	○	○

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- -

Letter

Revising a   *Letter*

1. Was this a friendly letter or formal letter? How did you know?

   _____

   _____

2. Do any sections (introduction, body or conclusion) need more information?
   Give some suggestions:

   _____

3. Was the closing good for this type of letter? Can you suggest another way to say goodbye?

   _____

   _____

4. One suggestion I have for the writer of this letter is:

   _____

   _____

Name: ....

Date: ....

○Author ○Teacher ○Parent ○Peer

....

(Name of editor)

Revising a   *Letter*

1. Was this a friendly letter or formal letter? How did you know?

   _____

   _____

2. Do any sections (introduction, body or conclusion) need more information?
   Give some suggestions:

   _____

3. Was the closing good for this type of letter? Can you suggest another way to say goodbye?

   _____

   _____

4. One suggestion I have for the writer of this letter is:

   _____

   _____

Name: _____   Date: _____

Planning to Write a *Letter*

Friendly Letter

↓ Write a salutation and the name of the person you are writing to.

↓ Write the date.

_____ ,

How will you begin your letter in a friendly way?

What story or information do you want to share?

What is good way to finish your letter? Would you like the other person to write back?

_____ ,   ← Write a Closing.

_____   ← Sign or write your name.

Planning to Write a

Friendly Letter

Letter

(↓) Date.

_____

(↓) Salutation and name of the person you are writing to.

_____ ,

_____
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_____
_____

_____ , (←) Closing.

_____ (←) Sign or write your name

Planning to Write a

Letter

Formal Letter

Name:

Adresse:

City: Province:

Postal Code:

← Write your name and address of your school

← Write the date.

_____ :

← Write a salutation and the name of the person you are writing to.

Why you are writing this letter?

What is the information or message you want to communicate?

Should you re-explain your message or ask for a reply?

_____ ,

← Write a Closing.

_____

← Sign your name.

_____

← Write your name.

Letter

Planning to Write a Formal Letter

Letter

_____ ← Your name and address of your school.

_____

_____

_____

_____ ← Date.

_____ : ← Salutation and name of the person you are writing to.

_____

_____

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_____

_____ , ← Closing.

_____ ← Sign your name.

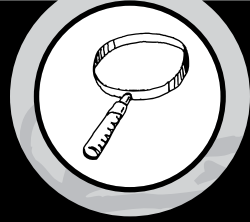_____ ← Write your name.

Letter

MYSTERY

DESCRIPTION

Mysteries are written to allow readers to solve problems along with the main character(s), to allow readers to experience suspense, horror, and adventure and to teach readers how to spot clues in a given problem area. The goal of a mystery is that the ending or resolution attempts to surprise the reader. Mysteries can be set in the past, in the present or in a future world. They can evolve around conventional crimes, scientific problems, mysterious people or historical events. The sequence of events may vary (e.g. the event may have already occurred and the story works towards finding the solution to the mystery).

PURPOSE

Mysteries are written first and foremost to entertain a reader by engaging and challenging the mind in a detection or problem-solving process. Their intricate plots, hidden and misleading clues make this a challenging genre to write. However, students enjoy trying to write their own mysteries.

MINI-LESSON IDEAS

• Using foreshadowing to create suspense.
• Slowing down the action to create suspense (e.g. making something that lasts a few seconds take a paragraph to tell).
• Adding false clues to surprise the readers.
• Using descriptive language.
• Teaching the importance of creating believable characters in the story.

MYSTERY

STRUCTURES (How it looks)

TITLE	
AUTHOR	
FIRST CHAPTERS OR OPENING (if not chaptered)	• Setting, time frame. • Introduction of the event, problem or mystery to be solved. • Main characters are identified (e.g. who, when, where and why, if relevant).
MIDDLE CHAPTERS OR BODY (if not chaptered)	• Series of events or actions by the characters that helps to solve the mystery. • Complications that involve the main characters in situations where they follow clues, confront possible suspects and eliminate false leads. • Plot is structured to play out the problem and the steps by resolving it through a series of clues or false clues that either guide the reader towards solving the mystery or attempt to mislead the reader (e.g. red herring).
LAST CHAPTER OR CLOSING (if not chaptered)	• Resolution of problem. • Mystery solved or at times, remains unsolved.

FEATURES (Language used)

- Elements of suspense, secrecy.
- Language that sets mood, atmosphere, anticipation, danger.
- Real life dialogue written in first or third person.
- Deductive reasoning on the part of the main character(s).
- Specialized vocabulary (i.e. suspect, clue, motive, evidence).
- There are typically good and evil characters.

ACTIVITY IDEAS FOR WRITING MYSTERIES ACROSS THE CURRICULUM

These activities represent a sampling of ideas for using mysteries with students. Mystery writing may stand on its own or become part of a larger learning situation. Mysterious elements can be found in many literary genres as well as in most disciplines. A study of mysteries could become an inquiry that crosses subject disciplines.

	ACTIVITIES	QEP LINKS
MATHEMATICS	• Write about mathematical mysteries involving time and numbers. For example the number of stars in the sky, sand in the desert, infinity. • Write clues for a mystery story that involves mathematical concepts (e.g. measurement, time, distance, and geometric shapes). • Create your own I Spy book using mathematical shapes and numbers. • Write a mystery story that would explain a mathematical concept. For example, "Why does a square have four sides?"	• Arithmetic • Understanding numbers • Measurement • Geometry (e.g. space, solids, plane figures) • Statistics • Cultural references
SCIENCE AND TECHNOLOGY	• Have the students immerse themselves in the study of a particular scientific concept. Create a character who must find a solution to explain why something has happened. Leave clues in the form of maps, charts and/or pictures. • Write a mystery that involves a scientific discovery or technological invention. • Create a main character that is a scientist. Use terminology related to the work the scientist does (e.g. satellites, space station, binoculars).	• Develop a sense of curiosity about the world of science and technology • Formulate questions • Propose explanations • Communicate in scientific language • Use of visual tools

	ACTIVITIES	QEP LINKS
SOCIAL SCIENCES Geography, History and Citizenship Education	• Research mysteries of the past in the societies you are studying (e.g. myths, superstitions, legends). Pick one mystery related to the scientific world and try to explain the phenomena through the story. Be sure to use the evidence found to develop a thoughtful conclusion. • Write a mystery that involves a major change to a society. Be sure to address what factors may have influenced the change. Set your mystery in the time period you are studying.	• Cultural characteristics of a society (beliefs, religion, customs) • Situate society and its territories in space and time • Describe societal and territorial changes
PERSONAL DEVELOPMENT Physical Education and Health & Moral Education Catholic Religious and Moral Instruction Protestant Moral and Religious Education	• Research mysteries of the human body. • Read a variety of Bible stories. Keep track of mysterious elements in each story. Can they be explained? • Write a mystery that addresses aspects of cultural diversity. What difficulties would possibly arise in the story? How will they be solved?	• Make connections between lifestyle habits and their effects on health and well-being • Knowledge of stories from Catholic and Protestant traditions • Living in a diverse group
ARTS EDUCATION Drama Visual Arts Music Dance	• Discuss as a group what elements are mysterious to people. A closed door? A locked box? Use the list to help create a piece of artwork that has a mysterious element in it. • Select mysterious background music for storytelling your own or others' mysteries.	• Identification of connections between works or productions and what is felt. • Expression of feelings • Apply elements of language of drama, and performance techniques through participation in the artistic experience
ENGLISH LANGUAGE ARTS	• Read mystery stories and keep a record of some of the things you notice about the way they are written. • Create a personal dictionary of mysterious words and descriptions that you might use in your own writing. • Find out how authors create suspense and try it in your own writing. What elements do they use?	• Knowledge of texts— reading/writing connections • See self as a writer • Adapt structures and features of familiar texts to own writing

Revising a   MYSTERY

One suggestion I have for the writer of this mystery to consider is:

_____

_____

_____

_____

Criteria for writing a Mystery: ✔   **YES**   **SOME**   **NO**

1. Was the beginning of the story mysterious?   ○   ○   ○

2. Did the author describe the setting so that you could picture it?   ○   ○   ○

3. Does the author need to add some descriptive words
   to make the story scarier or more mysterious?   ○   ○   ○

4. Were there some clues for you to follow and solve?   ○   ○   ○

5. Did the author trick or mislead you?   ○   ○   ○

6. Did the ending surprise you?   ○   ○   ○

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✂ ───

Name:

Date:

○Author ○Teacher ○Parent ○Peer

(Name of editor)

Revising a   MYSTERY

One suggestion I have for the writer of this mystery to consider is:

_____

_____

_____

_____

Criteria for writing a Mystery: ✔   **YES**   **SOME**   **NO**

1. Was the beginning of the story mysterious?   ○   ○   ○

2. Did the author describe the setting so that you could picture it?   ○   ○   ○

3. Does the author need to add some descriptive words
   to make the story scarier or more mysterious?   ○   ○   ○

4. Were there some clues for you to follow and solve?   ○   ○   ○

5. Did the author trick or mislead you?   ○   ○   ○

6. Did the ending surprise you?   ○   ○   ○

MYSTERY

Revising a   MYSTERY

1. What kind of mood did the author develop in the story? Offer one suggestion on how to improve the mood of the story.

_____

_____

2. Did the author describe the characters well? Suggest other descriptive words the author could use:

   [ ]   [ ]   [ ]   [ ]

3. Where you able to figure out the solution? Was it too easy or too hard? Can you suggest some improvements?

4. Draw your favorite part of the mystery
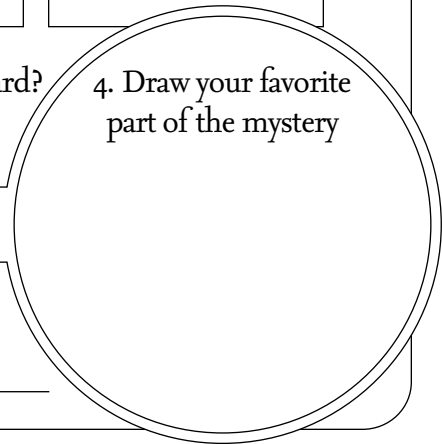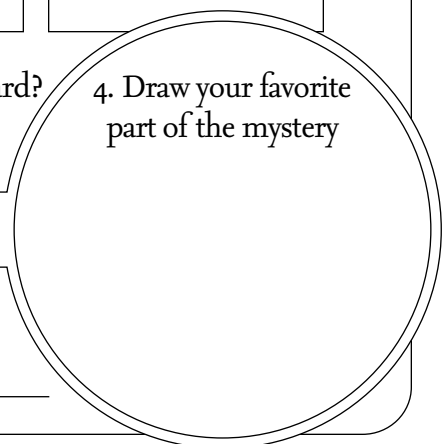
5. One suggestion I have for the author of this mystery is:

_____

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✂ -

MYSTERY

Planning to Write a

MYSTERY

What is the mystery? Is it about: ✔

a person? ○ a place? ○ a thing? ○

Where and when does the mystery take place?

Who are the main characters? Use words to describe them and draw their pictures.

Who:

Looks like:

Says things like:

Picture:

Who:

Looks like:

Says things like:

Picture:

What are the clues you will use to help the reader solve the mystery?

First ——→ Second ——→ Third

When?

Where?

What?

When?

Where?

What?

When?

Where?

What?

How is the mystery solved?

When?

Where?

What?

MYSTERY

Name: _____   Date: _____

Planning to Write a   MYSTERY
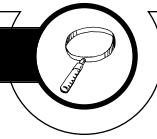
Main problem: What is the mystery?

Setting: Where and when does the mystery take place?

Characters:

Who are the main characters?		Who are the suspects?	
Detective (drawing)	(describe)	Name and drawing	Alibi
Villain (drawing)	(describe)	Name and drawing	Alibi

Clues: What are the clues you will use to help the reader solve the mystery?

First → Second → Third → Red Herring?
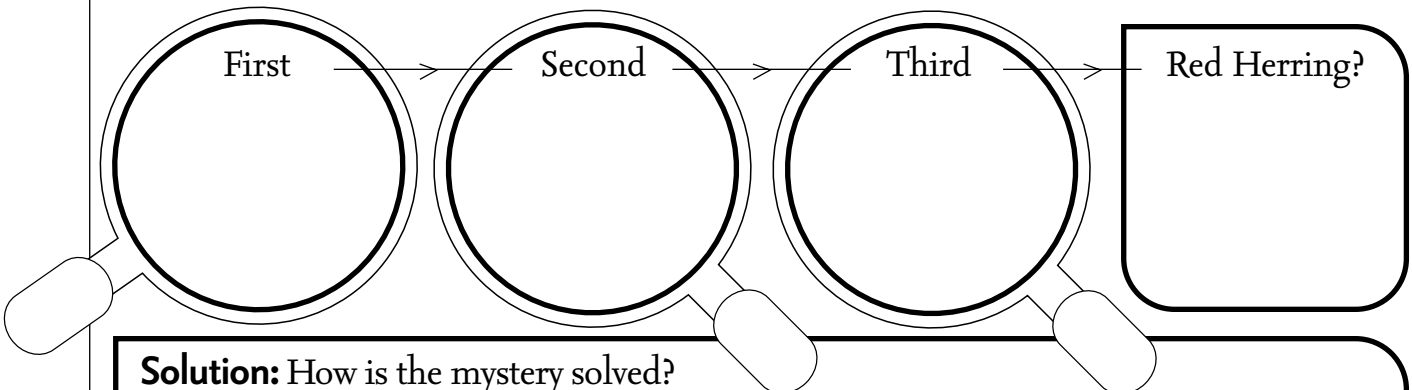
Solution: How is the mystery solved?
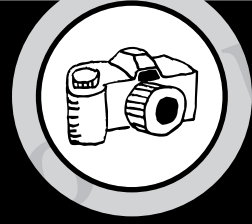
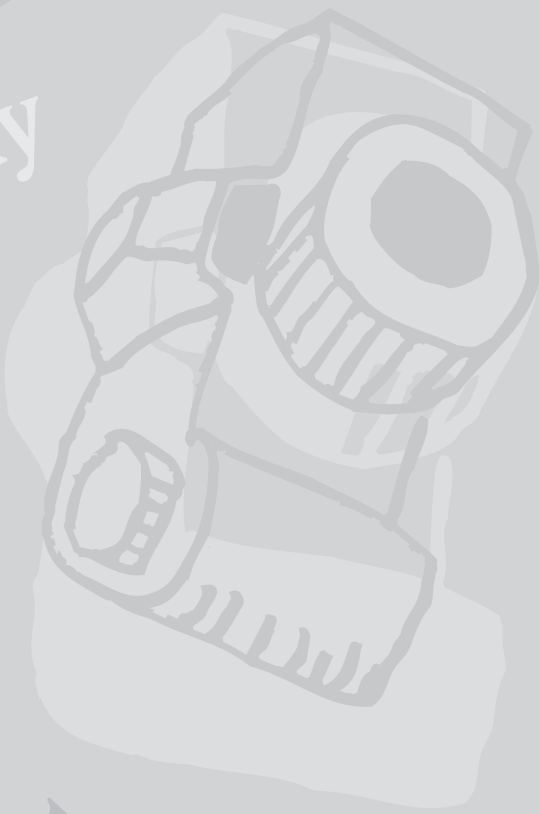# Photo Essay

DESCRIPTION

A photo essay is a visual text that can be defined as a group of images, photos, illustrations or pictures centered around a theme. Today, partly due to the easy accessibility of images through various technologies (e.g. digital cameras, the Internet, mass produced colour images in magazines and books), images play an integral part in modern communication. Because pictures are not read in the same way as print, in that they convey emotions and facts simultaneously, images provide a clear and powerful way to express ideas, feelings and points of view. The images are the visual words used to communicate the author's message to the reader. Some photo essays include captions of key words and phrases among the images. The text also has a visual impact through the use of different fonts, typefaces and colours. There is an aesthetic or creative component involved in the layout of the visual images and words depending on the author's purpose and audience. The photo essay can serve a self-expressive function, as when a student creates a photo essay about her/his favourite sports hero. It can also serve as a composition of photographs and writing that reconstructs an experience, an event, or a story known or experienced directly by the author.

PURPOSE

From the earliest times people have used images to communicate, to record personal histories, to capture the immediacy of an important event or experience. The purpose the author has in mind, together with the intended audience for a photo essay, will have a direct impact on how the photos and written text are organized. In other words, if the author's purpose is to persuade others to become involved in an issue, the decisions s/he makes in terms of layout and image selection would be different if s/he were creating a photo essay to hold a memory in place.

MINI-LESSON IDEAS

• Discussion on page design.
• Issues related to colours in pictures.
• Use of text with pictures.
• Size of pictures.
• Focus of a picture.

Photo Essay

STRUCTURES (How it looks)

TITLE
- Some photo essays may have titles.

AUTHOR(S)
- Creator(s) of the photo essay.

LAYOUT
- Depends on the purpose and focus of the photo essay.
- There is an integrated use of photographs and written text.
- Various fonts, font sizes, colours, headings and bullets can be used to help emphasize and organize the flow of the message.
- The position and size of the images sets priority and conveys importance.
- Images and text can be organized as a collage or in groups to emphasize connections.
- A combination of images (pictures, photos and drawings) may be utilized.

FEATURES (Language used)

- Follows the codes and conventions of photographs (e.g. use of colour, angles, close-ups or distance shots, etc.).
- Font size and styles may be varied.
- Headings are used as needed.
- Written text is used to add to the layout of the photos and may be laid out on the page in non-traditional ways (e.g. wrapping around the photo).
- Follows the codes and conventions of writing, depending on the genre (e.g. narrative photo essays conform to the features of storytelling, autobiography uses first person, biography uses third person).

Photo Essay

Photo Essay

ACTIVITY IDEAS FOR USING PHOTO ESSAYS ACROSS THE CURRICULUM

These activities represent a sampling of ideas for using photo essays with students. The purpose the author has in mind, together with the intended audience for a photo essay, will have a direct impact on how the photos and written text are used and organized. Photo essays can become part of a bulletin board display, a quilt, a presentation or a web site. Picture books may also be designed as a photo essay.

	ACTIVITIES	QEP LINKS
MATHEMATICS	• Create a photo essay to show mathematical concepts in the environment. For example, shapes, numbers and patterns. • Use math to determine the layout of your photo essay, the dimensions of the finished product. • Take a walk around the school with a group of students. Take digital photos of many different shapes, patterns, and/or use of numbers. Discuss why different shapes were used for some objects. • Brainstorm a list of mathematical operations. The goal would be to develop a photo essay that illustrates the concepts. Discuss how this could be displayed.	• Geometrical figures and spatial sense • Determine elements of a problem • Apply strategies • Reason using math concepts
SCIENCE AND TECHNOLOGY	• For the period of one month, take pictures of the moon. Through the essay, illustrate the different phases of the moon and attempt to explain why the changes occur. • Discuss how science has impacted our society. Through pictures, illustrate the positive and negative aspects of scientific advancement. • Use a digital camera and computer to create a photo essay. Learn how to crop pictures, edit, etc.	• Explore the world of science and technology • Examine different points of view • Earth and space • Propose explanations

Photo Essay

	ACTIVITIES	QEP LINKS
SOCIAL SCIENCES Geography, History and Citizenship Education	• Research French society of New France in 1645. Prepare a photo essay that represents the findings. • Create a photo essay to show the diversity in your school, community or country. Make it into a picture book to put in the library. • Create a photo essay in the form of an ABC book that illustrates life in an Iroquois village.	• Interpret changes in a society • Understand the effects of differences and similarities • Knowledge of a territory, historical buildings, cultural characteristics, economic, transportation, vegetation, signs, maps, reference points
PERSONAL DEVELOPMENT Physical Education and Health & Moral Education Catholic Religious and Moral Instruction Protestant Moral and Religious Education	• Create a photo essay about someone in your life you admire. Be sure to include pictures that illustrate your thoughts and feelings. • Create a photo essay that reflects religious diversity in your school community. • Create a photo essay that communicates a theme from Catholic or Protestant traditions. • Create a photo essay that is autobiographical, a self-portrait.	• Ethics-related aspects • Values • Respect • Fairness • Appreciation • Honesty • Dignity • Take an enlightened position on situations involving an issue • Express personal ideas and feelings • Understand an individual is unique
ARTS EDUCATION Drama Visual Arts Music Dance	• Use photos to create a work of art that reflects you. • Create a photo essay of your favourite musical singer or group. • Create a photo essay to show different textures or colours in the environment. • Research the use of colour to create moods and feelings. Make sure the use of colours in your photo essay reflects the audience and purpose.	• Participate in the steps of the creative process • Convey a personal view of reality; include elements that clarify the message for the intended viewers • Express feelings • Show respect for the productions of others • Explore the natural world

	ACTIVITIES	QEP LINKS
ENGLISH LANGUAGE ARTS	• Use photos in your writer's notebook. • Create a photo essay to show yourself as a reader or writer. What photos would be chosen? Is more explanation required? • Create a photo essay in response to literature.	• Represent her/his literacy in different media • Construct own view of the world through media • Construct texts of popular culture • Discuss and share opinions • Represent interests and tastes

Photo Essay

Name: ....
Date: ....

○Author ○Teacher ○Parent ○Peer
....
(Name of editor)

Revising a

Photo Essay

1. The illustrations were: ✔

   a) Attention-grabbing ○
   b) Confusing ○
   c) Informative ○

2. Is there a match between the pictures and the main message? ✔

   Yes ○   No ○

Suggestions for the author to make the message clearer:

3. What I liked best was:

_____

_____

_____

_____

4. I did not understand:

_____

_____

_____

_____

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- -

Photo Essay

Name: _____

Date: _____

○Author ○Teacher ○Parent ○Peer

_____

Revising a   Photo Essay

1. Were you able to understand the theme of the photo essay? Why or why not?

_____

2. Was there a match between the pictures and the written messages?
   How could it be made stronger?

_____

3. Did the author lay out the text and images in an organized and creative way to highlight the important information? Any suggestions for improvement?

_____

_____

4. One suggestion I have for the creator of this photo essay to consider is:

_____

_____

✂ -

Photo Essay

Planning to Write a Photo Essay

Use drawings or words to plan out what kind of pictures and/or photos you will find and use to illustrate your theme.

Message:

Message:

Theme:
Your main message

_____

_____

(Brainstorm words and ideas related to your theme below.)

Message:

Message:

Planning to Write a

Photo Essay

Theme:

Words related
to my theme:

What message do I want
to communicate with
these images?

Image 4

Image 3

Image 1

Image 2

Photo Essay
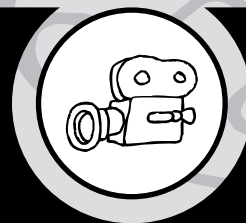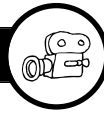
REPORT

DESCRIPTION

A report is a kind of factual writing whose main purpose or function is to present facts, to classify and to describe what things are like or the way they are, and then to explain it to an audience. A report describes general classes of things, people, or places, and then makes a number of general statements about them. Specific statements may be included if they are used to illustrate or provide evidence about a general point or statement. For example, a student who has a German shepherd and wants to share her/his knowledge with peers through a report will talk about the general class of German shepherds rather than her/his own pet, although s/he may draw on her/his personal knowledge from observing her/his own dog. Report writers give great attention to details and to the accuracy of their information, therefore it is very important that bibliographies are included to verify that the information was gathered from a credible source.

PURPOSE

Unlike narratives, whose main purpose is to entertain, the primary function of informational or factual texts (e.g. reports) in our culture is to explore the world around us and to store and communicate information. When people in our society write factual texts, they focus on how things get done and what things are like in the world.

MINI-LESSON IDEAS

• Making factual information come alive through the choice of verbs.
• Using authentic details.
• Generating questions to find interesting topics.
• Writing captions to help readers understand the meanings of illustrations.
• Selecting fascinating facts.
• Using comparisons to make ideas easier to understand.

REPORT

STRUCTURES (How it looks)

TITLE	• Identifies what is being described.
OPENING	• General statement or general classification of subject (e.g. professional basketball players make a lot of money).
BODY/DESCRIPTION	• Facts on subject drawn from print and non-print sources including personal knowledge, interviews, Internet, books. • Grouped in sets through paragraphs and/or subheadings. • Information is arranged in a logical pattern depending on topic and purpose and may include one or a combination of expository structures; cause/effect, sequential, compare/contrast, problem/solution, ideas/details, and description.
CONCLUSION	• Summarizing comments.

FEATURES (Language used)

• Expressed in own voice, not copied.
• Descriptive statements are factual not imaginary.
• Opinions must be backed up with facts.
• Specific statements are only used to illustrate or provide evidence for a general point.
• Descriptive verbs and action words (e.g. run, erupt, bloom).
• Descriptive attributes (e.g. colour, size, shape, texture, etc.).
• Linking verbs (e.g. is, are, belong to).
• Simple present tense (e.g. are, exist, grow).
• Use transition words and phrases (e.g. first, next, finally, because, since, as a result).
• May contain specialized vocabulary in relation to the topic.
• Use common features of informational texts (e.g. various fonts, graphic aids, organizational aids and illustrations).
• Sources are cited.
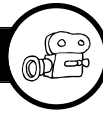
REPORT

ACTIVITY IDEAS FOR WRITING REPORTS ACROSS THE CURRICULUM

These activities represent a sampling of ideas for using reports with students. The primary function of informational or factual texts in our culture is to explore the world around us and to store and communicate information. When people in our society write factual texts they focus on how things get done and what things are like in the world. This makes them well-suited for writing across the curriculum because the content for these texts comes from subject specific disciplines, therefore reports may stand on their own or become part of a larger learning situation. Depending on the learning situation these information-based texts can be published in a number of formats such as, picture books, magazines, web pages, visual displays for presentations and class newspapers.

	ACTIVITIES	QEP LINKS
MATHEMATICS	• Report on the origin of our number system. • Report on use of geometric shapes used in architecture of your school. • Report on the longest, shortest, widest, tallest, smallest, fastest natural or man made structures you can discover. Make a classroom book of world records. • Assign groups of students to explore different areas of the school and take digital pictures. They are required to organize them and describe how to present their learning to the class. • Classroom Fundraising—students are to discuss the costs versus profit, determine selling prices, calculate money earned. At the end, they must prepare a report that details the fundraising used.	• Geometric figures and spatial sense • Measurement • Arithmetic • Assess elements of a problem • Use math vocabulary • Make connections between math and real life situations
SCIENCE AND TECHNOLOGY	• After studying ecosystems, the students can formulate questions related to the topic. They can discuss possible answers and assign a group member to locate the answers. • Write a report describing the ecosystem in which you live. • Write a report on a science topic of personal interest. Develop questions you think might need answers and research these in order to find the information that is missing. Include a variety of pictures, graphs and issues related to your topic.	• Properties and characteristics of matter on earth • Strategies for recording, using and interpreting information

	ACTIVITIES	QEP LINKS
SOCIAL SCIENCES Geography, History and Citizenship Education	• Write a report on the way of life of a society in the past (e.g. Inca, Iroquois, Algonquin, early Quebec). • Write a report that characterizes the similarities or differences between two societies. • Examine pictures of a location at different time intervals. Identify similarities and differences. Discuss what causes may have led to the changes and report on your findings. • Use a map to locate places that are personally significant. Report on why they are significant. • Write a report that describes the role, tools and/or techniques used by people working in the social sciences such as geographers, historians and ethnographers.	• To situate a society and its territory in space and time • Understand the organization of a society • Interpret changes to a society • Indicate similarities and differences in geographic and historical contexts of societies
PERSONAL DEVELOPMENT Physical Education and Health & Moral Education Catholic Religious and Moral Instruction Protestant Moral and Religious Education	• Write a report on a sport or physical activity of interest to you. • Take a position on ethics-related behaviour in sports and report on it. • Write a report on an issue of concern regarding relationships with peers and family. • Choose a sport or physical activity of interest to you. Discuss the issues related to the sport and report on the connection between sport and community. • Have students discuss why there are rules in sports. Discuss who implements the rules. Research different news stories about this topic and report on how the rules are respected or enforced.	• Strategies, rules, behaviour when interacting with others in different physical activity settings • Cultural references • Clarify own definition of values on basis of personal experience • Illustrate respect for peers
ARTS EDUCATION Drama Visual Arts Music Dance	• Have students pick a piece of work from an artist they like. In a group have them share their work and discuss the reasons they chose it. Have the students do research on the artist and report this to the group. • Develop questions for a survey that represents music tastes. Distribute the survey and compile the results and prepare a report on them.	• Represent her/his feelings • Participate in artistic experience

	ACTIVITIES	QEP LINKS
ENGLISH LANGUAGE ARTS	• Choose a topic that is of interest to the students. Make a web that illustrates what they know and develop questions to answer. Discuss what resources need to be used to locate information. • Using a news article on a world issue, have students locate the facts that answer the five questions who, what, when, where and why. In small groups have them discuss how the story impacts their lives.	• Use of prior knowledge • Discuss and compare opinions • Make connections with real world

Name: _____

Date: _____

Revising a   REPORT
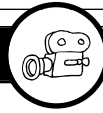
One suggestion I have for the writer of this report to consider is:

_____

_____

_____

_____

_____

Criteria for writing a Report: ✔   YES   SOME   NO

1. Does the title explain what the report is about?   ○   ○   ○
2. Does the introduction explain the purpose of the report?   ○   ○   ○
3. Does the author provide details and facts in an organized way?   ○   ○   ○
4. Does the author back up her/his point of view or opinion with facts?   ○   ○   ○
5. Did the author include illustrations, charts or diagrams etc.,
   to help in understanding the topic?   ○   ○   ○

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- - - - - - - - - - - - - - - - ✂ -

REPORT

Name: ....

Date: ....

○Author ○Teacher ○Parent ○Peer

....
(Name of editor)

Revising a ▮ REPORT

1. Was the report well organized and easy to understand? Where was it most confusing?

   _____

   _____

2. Do any sections need to be made clearer:

   _____

   _____

3. Does the author express her/his opinion and provide supporting facts on the topic? If not should she/he?

   _____

   _____

4. One suggestion I have for the writer of this report to consider is:

   _____

Name: ....

Date: ....

○Author ○Teacher ○Parent ○Peer

....
(Name of editor)

Revising a ▮ REPORT
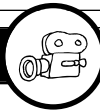
1. Was the report well organized and easy to understand? Where was it most confusing?

   _____

   _____

2. Does the author make use of paragraphs and/or headings? Where would they be useful?

   _____

   _____

3. Does the author express her/his opinion and provide supporting facts on the topic? If not should she/he?

   _____

   _____

4. One suggestion I have for the writer of this report to consider is:

   _____

REPORT

Planning a

REPORT

1. Opening: Topic

What is the topic you want to investigate?

➜

2. Body (Investigation):

What questions do you have about the topic?

←

⬇

Where will you find the information to answer the questions?

➜

What did you find out? (Factual information)

←

⬇

3. Conclusion

⬇
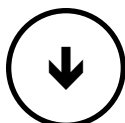
What will you summarize for your audience about the topic? What did you learn?

➜

Name: _____   Date: _____

Planning a   **REPORT**

Opening: Topic

What is the topic you want to investigate?

Body: Investigation

What questions do you have about the topic?	Where will you find the information to answer the question?	What did you find out? (Factual Information)

Conclusion

What will you tell your audience about the topic? What did you learn?

REPORT

PRESENTATION

PRESENTATION

DESCRIPTION

The oral presentation concentrates on communicating something that matters to the speaker to a familiar audience of her/his peers in an organized and engaging fashion. The presentation is delivered using a language register that is typical of young students engaged in reporting, sharing information, or telling a story (i.e. it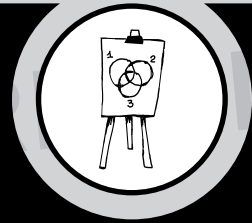 is natural and does not sound like writing). The presentation may include support materials that provide additional information or details for the listeners, such as: charts, diagrams, drawings, posters, costumes, suitable props, or a slide show. Although not usually considered a written genre, presentations are often prepared in writing prior to sharing with others.

PURPOSE

When students are involved in learning situations that require them to take an active role in their learning, they are using language in all its forms to make sense and meaning of their new information. The purpose of the presentation can be to entertain, as in storytelling; to inform, as in presenting the results of an inquiry; to explain; or to persuade. Many of the inquiries and explorations that are central to the learning situations that students are engaged in lend themselves to a final presentation as a way to share their knowledge. Presentations can be made individually or in small groups. Presentations can take on a wide range of forms such as newspapers, original writing, and magazines; multimedia slideshows, websites, videos and computer simulations. The form of the presentation will be influenced to some degree by subject-specific expectations. For example, when students are presenting the results of a science experiment they will use the tools and techniques used by scientists. However, they should be encouraged to draw on all subject area learning to make the presentation interesting to their audience.

MINI-LESSON IDEAS

• Body language (e.g. What does the presenter do with his/her hands?).
• Vocal techniques.
• Taking key word notes for a presentation guide.
• Use of any visuals to add to the message of the presentation.
• Different techniques to answer questions that are posed by the audience.

STRUCTURES (How it looks)

INTRODUCTION	• Introduction of the presenter. • Introduction and overview of the topic, subject or story.
MIDDLE	• Communicates the evidence and facts in an organized and logical way depending on the purpose of the presentation, such as: categorization of points of interest, information to expand the topic, answering the questions of who, what, when, where, why and how.
CONCLUSION	• Summarize the most important facts. • Interaction with audience, asking audience for questions (optional).

FEATURES (Language used)

• Informal language register unlike reading a speech.

• Accurate information or opinions with supporting evidence.

• Use of examples and interesting details that expand topic and ideas.

• Smooth transitions from story element to story element, from introduction of topic to point(s) of interest.

• Descriptive language, if relevant.

• Vocabulary related to topic, if relevant.

• Nonverbal cues to communicate meaning (e.g. gestures).

• Tone adjusted for audience and group.

• Use of visuals, media, technology.

• Use of notes, as needed.

ACTIVITY IDEAS FOR PREPARING PRESENTATIONS ACROSS THE CURRICULUM

These activities represent a sampling of ideas for using presentations with students. The presentations may stand on their own or become part of a larger learning situation. As well, presentations might be incorporated into other genres, for example, students who have been studying various painters during art education may choose to present one artist's works to the class.

	ACTIVITIES	**QEP LINKS**
MATHEMATICS	• If appropriate, use charts, graphs, results of surveys, as visuals for your presentation in another subject area. • Give an oral presentation as a member of a small group to share how you went about solving a mathematical problem. • Present a situational problem for classmates to solve.	• Communicate by using mathematical language • Use math in everyday life • Communicate at different stages of learning process • Presenting possible solutions • Justify solutions
SCIENCE AND TECHNOLOGY	• Give a presentation about an inquiry you conducted on an interesting topic related to science and technology. Discuss why you chose it. What were your results? Include how this inquiry relates to your life. • Look at a news article that claims to have made a scientific breakthrough. Research the topic thoroughly and present both sides. Encourage classmates to make an informed decision on the article's validity. • When appropriate use techniques/tools such as diagrams, labels, cross-section drawings to add visual support to your presentation.	• Presents description of a problem from a scientific or technological point of view • Development of relevant explanations or realistic solutions • Justification of explanations or solutions • Explore problems by gathering information, planning work, collecting data.

	ACTIVITIES	QEP LINKS
SOCIAL SCIENCES Geography, History and Citizenship Education	• Use techniques/tools from the social science discipline, such as a time line, family tree, or map, to add visual support to presentations in another subject area. • Give a presentation to share your learning about a society in a particular time and place that you are studying. Consider using art, role play, simulations, stories, or music to make it come alive.	• Understanding of aspects that affect changes to a territory and the people • Understand the organization of a society in its territory • Use of visual tools related to the Social Sciences
PERSONAL DEVELOPMENT Physical Education and Health & Moral Education Catholic Religious and Moral Instruction Protestant Moral and Religious Education	• In small groups, plan and present an ad campaign to introduce a product you have produced that will make a difference in people's lives. Could include radio ads, print ads, TV commercials. • In the form of a role-play, present a story from the Catholic or Protestant traditions. • Present the rules of a game. Use demonstrations, charts, pictures, etc. to help make them clear. Discuss the importance of following rules and the impact this may have on the enjoyment of an activity.	• Use critical judgment as a way to understand their environment with a view to guiding actions • Communicate values • Develop a healthy lifestyle • Discuss fair play
ARTS EDUCATION Drama Visual Arts Music Dance	• Consider using music, dance or drama in your presentation. • Present works of art as they are presented in the real world (e.g. vernissage, recital or performance). • Use knowledge about visual texts to create interesting visuals for other presentations (e.g. masks, models for presentation about early society).	• Share her/his creative experience • Finalize a production • Use personal ideas inspired by the stimulus for creation

	ACTIVITIES	QEP LINKS
ENGLISH LANGUAGE ARTS	• Select a picture book, short story or poetry and prepare to retell it orally. Think about props and ways to make your voice sound interesting such as pacing, voice and volume. • Prepare a multimedia presentation. • Select a particular story and present it to a small group. Share your feelings, both positive and negative.	• Use talk to communicate information, experiences and point of view • Use mixed media • Follow an appropriate, prescribed procedure to locate, organize and present information on a familiar topic • Reflect on self as a reader • Respond in a critical manner

Revising a

PRESENTATION

One suggestion I have for the presenter to consider is:

_____

_____

Criteria for writing a Presentation: ✔

	YES	SOME	NO
1. Did the presenter introduce herself/himself at the start of the presentation?	○	○	○
2. Did the presenter introduce the topic and give a brief overview at the beginning of the presentation?	○	○	○
3. Did the presenter give information or evidence about the topic?	○	○	○
4. Did the presenter use vocabulary words specific to the topic?	○	○	○
5. Did the presenter use examples or interesting details?	○	○	○
6. Did the presenter use charts, pictures or other objects to make the information being presented clearer?	○	○	○
7. Did the presenter summarize the key points at the end of the presentation?	○	○	○

✂ -

Name:

Date:

○Author ○Teacher ○Parent ○Peer

(Name of editor)

Revising a

PRESENTATION

One suggestion I have for the presenter to consider is:

_____

_____

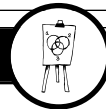**Criteria for writing a Presentation:** ✔

	YES	SOME	NO
1. Did the presenter introduce herself/himself at the start of the presentation?	○	○	○
2. Did the presenter introduce the topic and give a brief overview at the beginning of the presentation?	○	○	○
3. Did the presenter give information or evidence about the topic?	○	○	○
4. Did the presenter use vocabulary words specific to the topic?	○	○	○
5. Did the presenter use examples or interesting details?	○	○	○
6. Did the presenter use charts, pictures or other objects to make the information being presented clearer?	○	○	○
7. Did the presenter summarize the key points at the end of the presentation?	○	○	○

PRESENTATION

Name: _____
Date: _____

○Author ○Teacher ○Parent ○Peer
_____

Revising a

PRESENTATION

1. Did the audience seem interested in the presentation? Could anything be changed to make it more interesting?

   _____
   _____

2. Was the information clear and easy to understand? How could the presenter make it easier to understand?

   _____

3. Did the presenter summarize the key points and give an opinion about the topic at the end? Was it clear?

   _____
   _____

4. One suggestion I have for the presenter to consider is:

   _____

- -

PRESENTATION

Planning a

Name: _____

Date: _____

1
- Write your information in the following three sections.
- Remember to use only a few words, in point form, which may help you remember important points while you are presenting.

2 | Introduction

Give your audience an overview of what you are presenting (your topic). Draw a picture to remind yourself of what you want to say.

- _____
- _____
- _____

3 | Middle

Evidence, facts and opinions (who, what, when, where, why, how).

- _____
- _____
- _____
- _____
- _____

4 | Conclusion

Summarize one or two things about your topic. Give your opinion.

The most important things I want the audience to remember are:

- _____
- _____
- Ask your audience for questions.
- Thank your audience.

Planning a

PRESENTATION
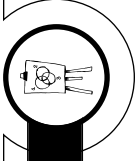
Name: _____

Date: _____

1
- Write your information in the following three sections.
- Remember to use only a few words, in point form, which may help you remember important points while you are presenting.

2 **Introduction**
Overview of what you will present

3 **Middle**
Evidence, facts and opinions

4 **Conclusion**
Summary, a final opinion

Genres Resources

Adventure Stories

Books

The Southernmost Cat
By John Cech
Publisher: Simon & Shuster Books for Young Readers, 1996
ISBN: 0689805101
A cat, you can imagine, certainly sees plenty of excitement in nine lives, and the Southernmost Cat is no exception. He's battled bulls, sharks, rhinoceroses, and hurricanes, and now, he is ready for some quiet fishing.

Meanwhile
By Jules Feiffer
Publisher: Harpercollins Publishers, 1997
ISBN: 006251563
Raymond is reading the comics; Raymond's Mother is calling him; she wants him to come NOW! Raymond notices that in comic book stories, when ever the word MEANWHILE... appears the scene shifts somewhere else.

The Iron Ring
By Lloyd Alexander
Publisher: Dutton Children's Books, 1997
ISBN: 0525455973
An epic of high adventure and deep humanity set in mythic India, this novel by Newbery medalist Lloyd Alexander offers a feast of many flavors—moving experiences, childlike humor, dark tragedy, anguish at promises broken and joy at promises kept.

Myrna Never Sleeps
By Beth Peterson
Publisher: Atheneum Books for Young Readers, 1995
ISBN: 0689318936
Putting out a forest fire, saving kidnapped cats, finding lost treasure, and rescuing survivors of a storm keep a young girl from going to sleep.

Wallpaper from Space
By Daniel Pinkwater
Publisher: Atheneum Books for Young Readers, 1996
ISBN: 0689807643
Steve hadn't liked it when his mom had started changing everything at home. She had gotten rid of his table and chair, and hadn't even asked him if he wanted his bathroom stool. But the new spaceship wallpaper in Steve's room was...well, "fantastic." When Steve went to bed that night, he found out just how fantastic it was.

Internet Resources
How to write an adventure story
http://www.charlestown.manchester.sch.uk/Subjects/adventure.htm
This site uses questions for the students' to ask themselves when writing adventure stories.

Articles

Books and Magazines
World Magazine
Publisher: National Geographic Society

Sports Illustrated for Kids
Publisher: Time Warner Inc.

Zoobooks
Publisher: Wildlife Education Ltd.

Eyewitness Books Series
By Dorothy Kindersley

Internet Resources
News Writing with Scholastic Editors
http://teacher.scholastic.com/writewit/news/index.htm
This site sponsored by Scholastics provides teacher tips and guides for writing the news.

OWL Magazine
http:// www.owlkids.com
This site is an accompaniment to the OWL magazine with many extra stories and feature articles.

Ranger Rick
http:// www.nwf.org
This is the National Wildlife Federation website which has many different feature articles for young readers.

Autobiography

Books

Oh, Brother!
By Ken Stark
Publisher: G. P. Putnams Sons, 2003
ISBN: 0399237666
Grade 1-5-A fictionalized account of the author's childhood in the 1950s in rural northeastern Illinois with his older brother, Phil, and his mother. This is an excellent book for adults to share with youngsters and may lead into a discussion of what things were like when they were growing up.

Flora and Tiger
By Eric Carle
Publisher: G. P. Putnams Sons, 1997
ISBN: 0399232036
Grade 4+ Carle shares a bit of himself in this collection of vignettes. In his words, "The stories...from various places and times...have three things in common: animals or insects, friends or relatives, and me." Nineteen short stories, each no more than three pages and sparsely illustrated by the author, allow readers glimpses into the artist's life. These stories are gentle wanderings through his life rather than an autobiography in linear form.

To the Top!: Climbing the World's Highest Mountain
By Sydelle Kramer
Publisher: Random House Books for Young Readers, 1993
ISBN: 0679838856
Here is the gripping story of Hillary and Norgay's perilous ascent of Mount Everest as they battled snow and ice slides, whipping winds, and the grim knowledge that 19 others had died in the same attempt. This is just the book to hook adventure-lovers on biographies.

Black Beauty
By Anna Sewell
Publisher: Yearling, 2000
ISBN: 0440416450
Black Beauty tells the story of the horse's own long and varied life, from a well-born colt in a pleasant meadow to an elegant carriage horse for a gentleman to a painfully overworked cab horse. Children can easily make the leap from horse-human relationships to human-human relationships, and begin to understand how their own consideration of others may be a benefit to all.

The Autobiography of Willie O'Ree: Hockey's Black Pioneer
By Willie O'Ree
Publisher: Sagebrush Education Resources, 2000
ISBN: 0613224515
Although geared towards young adults, I think that everyone who is a hockey fan can benefit from reading this book. It is an inspirational story of someone who despite daily facing unjust restrictions and attitudes, persisted in pursuing a career in the game that he loved most: hockey.

Comics

Books

Huckleberry Finn
By Mark Twain
Publisher: Acclaim Books, 1997
ISBN: Not available
The classic tale retold in this illustrated comic book, with detailed study notes and essays on the author, background, theme, characters and significance of the work.

The Call of the Wild
By Jack London
Publisher: Acclaim Books, 1997
ISBN: Not available
The classic tale retold in this illustrated comic book, with detailed study notes and essays on the author, background, theme, characters and significance of the work.

Dexter's Laboratory #1
By Genndy Tartakovshy
Publisher: DC Comics, 2002
ISBN: Not available
Pépé Le Pew goes a-courtin'; the Three Bears get Daffy Duck as a houseguest; and Bugs Bunny takes Elmer Fudd on a bang-up museum tour!

Magical Pokemon Journey, Part 5, Number 1, Vol. 5
By Yumi Tsukirino
Publisher: Viz Communications, Inc., 2002
ISBN: 156931783
Hazel and her Pokemon are taking a walk near the sunflowers one day when they meet a brash, violent Oddish. Then, Arbok asks Wigglytuff out on a unique date, a run around an obstacle course!

What Do Authors Do?
By Eileen Christelow
Publisher: Clarion Books, 1995
ISBN: 0395866219
This information packed picture book captures such elusive elements as the creative impulse, as well as details of more practical matters like the editorial process.

Internet Resources
The Comic Creator
http://www.readwritethink.org/materials/comic/index.html
This site allows kids to create their own comics.

Fantasy
Books
Mrs. Frisby and the Rats of NIMH
By Robert C. O'Brien
Publisher: Alladin Paperbacks, 1975
ISBN: 0689710682
It's a story about mice and rats-but they're very human little things.

Summer Reading Is Killing Me
By Jon Sciezka
Publisher: Penguin Putman Books for Young Readers, 2000
ISBN: 0141308206
At the beginning of summer vacation Joe, Sam, and Fred find themselves trapped inside their summer reading list, involved in a battle between good and evil characters from well-known children's books.

Harry Potter Box Set (1-4)
By J. K. Rowling
Publisher: Arthur A. Levine, 2001
ISBN: 0439249546
Fabulous box set containing Harry Potter and the Sorcerer's Stone, Harry Potter and the Chamber of Secrets, Harry Potter and the Prisoner of Azkaban and Harry Potter and the Goblet of Fire!

The Lion, the Witch and the Wardrobe.
By: Lewis, C.S. (1950)
Publisher: New York: Harper Trophy

The thief of always.
By: Barker, C. (1992).
Publisher: New York: HarperPrism

A Wrinkle in Time.
By: L'Engle, M. (1962).
Publisher: New York: Farrar, Straus, Et Giroux

A Wind in the Door.
By: L'Engle, M. (1974).
Publisher: New York: Yearling

Letters
Books
The Jolly Postman
By Janet and Allan Ahlbreg,
Publisher: Little, Brown and Co Publishers, Canada, 1986
ISBN: 0316020362
A happy postman delivers letters to fairytale characters. Great introduction to letter writing.

Dear Peter Rabbit
By Alma F. Ada
Publisher: Simon and Schuster Children's Trade Paperbacks, 1997
ISBN: 689812892
One of the Three Little Pigs is hosting a housewarming and some very famous friends have been invited, including Peter Rabbit, who has a cold and can't attend. What's worse, the festivities could be ruined by the Big Bad Wolf who's loose in the forest and creating havoc for everyone! All is conveyed through letters exchanged among these beloved characters. Full color(Chapters Review)

Yours Truly, Goldilocks
By Alma F. Ada
Publisher: Aladdin Paperback, 2001
ISBN: 0689844522
Everyone who's anyone will be at the Three Little Pigs' housewarming party. Goldilocks and Little Red Riding Hood have already marked it on their calendars. Unfortunately, so have the wolves -- those who've caused the Pigs to build their brick house in the first place

Dear Annie
By Judith Caseley
Publisher: William Morrow and Company, 1994
ISBN: 0688135757
Presents a series of postcards and letters Annie sends to or receives from her loving grandfather from the time she is born.

Messages in the Mailbox: How to Write a Letter
Publisher: Holiday House Publishers, 1991
ISBN: 0823408892
Discusses the various types of letters and who you can send them to.

Postcards Talk
By Linda Granfield
Publisher: Pembroke Publishers Limited, 1998
ISBN: 1551380331
As you explore the fascinating history of the postcard, you will learn wonderful ways to use old postcards and make original new ones.

Mysteries

Books
Mary Moon Is Missing (Adventures of Minnie and Max)
By Patricia Giff
Publisher: Puffin Reprint Edition, 2000
ISBN: 0141308230
In this follow up to Kidnap at the Catfish Card by Patricia Gift (Viking, 1998), Minnie is back with her cat Max and her friend Cash. The three are bored and looking for a mystery to solve. Soon one literally falls at their feet when a carrier pigeon interrupts their lazy day at the beach by dropping a capsule into the nearby water. Upon inspecting the capsule, they discover a note inside: "Help! Desperate! Mary Moon is missing. Prize pigeon."

Angela's Top-Secret Computer Club
By Holly Keller
Publisher: Greenwillow, 1998
ISBN: 0688155715
Angela and her friends in the Top Secret Computer Club use their knowledge of computers and email to discover who is causing all the problems with the school's computer.

Coffin on a Case
By Eve Bunting

Publisher: Harper Trophy Reprint Edition, 1993
ISBN: 0064404617
Twelve-year-old Henry Coffin, the son of a private investigator, helps a high school girl in her dangerous attempt to find her kidnapped mother.

A Mammoth Mix-Up, A Brian and Pea Brain Mystery
By Elizabeth Levy
Publisher: Hapercollins Juvenile Books, 1995
ISBN: 0060248157
Brian and his younger sister Penny become involved in a mystery at the science museum where they are working on a woolly mammoth display for a science fair.

From the mixed-up files of Mrs. Basil E. Frankweiler.
BY: Konigsburg, E.L.,
Publisher: New York: Macmillan 1967

The Mysteries of Harris Burdick.
By: Van Allsburg, C. (1984).
Publisher: Boston: Houghton Mifflin

The Wretched Stone.
By: Van Allsburg, C. (1991).
Publisher: Boston: Houghton Mifflin

Internet Resources
42 Explore: The topic- mystery
http://42explore.com/mystery.htm.
An interesting site with information about writing mysteries. Also includes many links to other mystery sites, some story starters, Webquests and activities.

Mysterynet.com
http://mysterynet.com
This website contains online mysteries as well as lots of information about mysteries and mystery writing. This site contains information for mystery lovers of all ages.

Photo Essay

Books
Come Back, Salmons
By: Cone, M. and Illus. by S. Wheelwright.
Publisher: Boston: Houghton Mifflin, 1992
ISBN: 0590223526

Internet Resources

www.pics4learning.com
Website that can provide students with photos.

Presentation

Books
Speak Up! Speak Out
by Bob and Barbara Greenwood
Publisher: Pembroke Publishers Limited, 1995
ISBN: 1551380307

Internet Resources
Speaking and Listening
http://www.adline.co.uk/samples/study/speaking/index.html
This site lists some do's and don't for giving a presentation

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Recommended Resources For Teachers

Adventure
Adventure story starters
http://www.teachercreated.com/pdfs/lessons/020222pl.pdf
This site has a collection of six different story starters. It also includes and example of a peer review and teacher assessment document for adventure stories.

Articles
News: Reporting and Writing
By Alfred Lorenz and John H. Vivian
Publisher: Allyn & Bacon, 1995
ISBN:0205139752
Lorenz and Vivian fully integrate coverage of writing for newspaper, radio, television, and public relations. It is not intended for children but intended for beginning writing and reporting courses in departments of journalism or mass communication. It can be useful as a teacher reference.

Writing the News: A Guide for Print Journalists
By Walter Fox
Publisher: Iowa State University Press, 2001
ISBN:0813822483
Writing the News provides beginning journalists with a clear and concise introduction to writing news articles.

Suggestions for Writing News Articles for Nonprofit Newsletters
http://saulcarliner.home.att.net/leadership/tipswriting.htm
This site provides tips for writing a news article.

Newswriting.com
http://www.newswriting.com
This site provides a variety of tools to help write articles.

Autobiography
Autobiographies for Children
http://www.lemontlibrary.org/childrens/autobiographies.asp
This site contains a listing of autobiographies for children along with a short description of each.

Autobiographies for Kids
http://www.wtcpl.lib.oh.us/Children/autobiographies.htm
This site simply lists different titles.

Autobiographies: Children's Authors & Illustrators
http://www.suffolk.lib.ny.us/youth/bibauthillus.html
This site is an alphabetical listing of a variety of autobiographies.

Comic
The Comic Warehouse
www.c-warehouse.com/classic.html
This site provides a list of classic stories that are illustrated in comic book form.

Arts and Science Libraries: Comic Books: Internet Resources
http://ublib.buffalo.edu/libraries/asl/guides/comics.html
This site is a good resource for all kinds of comic book information to be found on the internet.

Fantasy
Using Graphic Organizers to Generate Genre Definitions
For Fables, Fairy Tales, Folktales, Legends, Myths, and/or Tall Tales
http://www.education-world.com/a_lesson/02/lp279-01.shtml

Letters

Letter Writing Unit
http://volweb.utk.edu/Schools/bedford/harrisms/letter-write.htm
This letter writing unit challenges students to write friendly and business letters.

Presentation

Steps to Giving an Effective Speech
http://www.ag.iastate.edu/aginfo/speech.html
This site lists steps to giving an effective presentation

General Writing Resources for Teachers

4 Blocks Literacy Framework, Graphic Organizers, by Pat Cunningham and Dottie Hall
http://www.k111.k12.il.us/lafayette/fourblocks/graphic_organizers.htm
Provides a compilation of various graphic organizers and how to use them.

All Write
By Dave Kemper & Verne Meyer & Patrick Sebranek
Publisher: Great Source Education Group, a Houghton Mifflin Company, 1998
ISBN: 0669459801

Forms and Features of Text: A Resource for Intentional Teaching
http://www.spokaneschools.org/ElementaryLiteracy/Writing/features.pdf
This PDF document is designed for use by K-12 teachers and created by the Office of Superintendent of Public Instruction (OSPI) in the State of Washington. It is authored in response to teachers' questions about the attributes and characteristics of various forms of writing.

Graphic Organizers, by Tracey Hall & Nicole Strangman
http://www.cast.org/ncac/graphicorganizers3015.cfm
This site presents a definition of graphic organizers, a sampling of different types and their applications, a discussion of the research evidence for their effectiveness, useful Web resources, and a list of referenced research articles.

I See What You Mean: Children at Work with Visual Information
By Steve Moline
Publisher: Pembroke Publishers Limited, 1995
ISBN: 155138065X

Narrative Writing: Mini-Lessons-Strategies-Activities
By Tara McCarthy
Publisher: Scholastic Professional Books, 1998
ISBN: 059020937X

Nonfiction Craft Lessons: Teaching Informational Writing K-8
By JoAnn Portalupi & Ralph Fletcher
Publisher: Stenhouse Publishers, 2001
ISBN: 1571103295

Teaching Genre
By Tara McCarthy
Publisher: Scholastic Professional Books, 1996
ISBN: 0590603450

Text Forms: Narrative and Expository
http://www.spokaneschools.org/ElementaryLiteracy/Writing/forms.pdf
This PDF document is an update on writing using the text forms defined by the Office of Superintendent of Public Instruction (OSPI) in the State of Washington. It explores different forms of writing focusing on the narratives and expository forms.

The Big Book of Reproducible Graphic Organizers
By Jennifer Jacobson and Dottie Raymer
Publisher: Scholastic Professional Books, 1999
ISBN: 0590378848

Write Source 2000
By Dave Kemper & Verne Meyer & Patrick Sebranek
Publisher: Great Source Education Group, a Houghton Mifflin Company, 1995
ISBN: 0669386251

Writers Express
By Patrick Sebranek & Ruth Nathan & Dave Kemper
Publisher: Great Source Education Group, a Houghton Mifflin Company, 1998
ISBN: 0176074589

Writers INC
By Patrick Sebranek & Ruth Nathan & Dave Kemper
Publisher: Great Source Education Group, a Houghton Mifflin Company, 1996
ISBN: 0669388130

Research

Internet Resources

How Do You Know They Understand the Text?
http://www.ciera.org/library/presos/2001/
2001MRACIERA/01mrapar.pdf
By Dr. Paris S. at the University of Michigan/CIERA. It discusses issues related to reading comprehension.

Literacy Matters: Text Types
www.literacymatters.com/texttypes.html
Discusses the purpose, structure and features of four different text types.

Quebec Education Program
http://www.meq.gouv.qc.ca/DGFJ/dp/
programme_de_formation/primaire/pdf/
educprg2001/educprg2001.pdf
Ministere de L'Eduacation. (2001). The Quebec Education Program. (Government of Quebec Publication). Montreal, Quebec: Canada.

SGPS: Text Types
www.sthgrafton-p.schools.nsw.edu.au/ttype.html
Discusses the purpose, structure and features of ten different text types.

Text Types
http://www.lmpc.edu.au/resources/Science/
research_projects/text_types/text_types.pdf
Discusses structures and features of various text types for science writing. Includes models describing the various text types.

Text Types: Class pages
http://139.130.85.206/classpages/jcocciol/text.htm
Discusses the purpose, structure and features of nine different text types.

The Structures and Features of Important Types of Non-fiction Texts
www.stockportmbc.gov.uk/docs/literacy/6nonfiction.htm
Discusses the structures and language features of six kinds of non-fiction text types.

Writing Frames and Text Types
http://www.horringercourtmiddle.suffolk.sch.uk/
pdf/other_guidance/writing_frames.pdf
Discusses the use of writing frames when writing with various text types.

Scaffolding Children's Writing in a Range of Genres
http://www.arp.sprnet.org/default/District/Departments/
Scaffolding%20Children's%20Writing%20in%20a%20R
ange%20of%20Genres.htm
Discusses the use of scaffolding in writing.

Articles

Bradely, D., & Pottle, P.R. (2001). Supporting Emergent Writers Through On-The-Spot Conferencing and Publishing. Young Children, 56 (3), 20-27.

Buss, Kathleen & Karnowski, Lee (2002). Reading and Writing: Nonfiction genres. Newark, Delaware: IRA
"This is a very practical book that helps bring the teaching of nonfiction genres into the classroom. Suggestions are given that will help you explore with your students what nonfiction writing looks like and how different genres are structured for particular purposes."

Buss, Kathleen & Karnowski, Lee (2000). Reading and writing: Literary genres. Newark, Delaware: IRA.

Creech, N. & Bhavnagri, N. (2002). Teaching Elements of Story Through Drama to First-Graders: Child Development Frameworks. Childhood Education, 78 (4), 219-224.

Cudd, E.T., & Roberts, L.L. (1993-4). A Scaffolding Technique to Develop Sentence and Vocabulary. Reading Teacher, 47 (4), 346-349.

Fountas, Irene C. & Pinnell, Gay Su (2001). Guiding readers and writers Grades 3-6: Teaching comprehension, genre, and content literacy. Portsmouth, NH: Heinemann.
"Fountas and Pinnell devote one chapter to teaching genre through an exploration of fiction and nonfiction texts. There is also an extensive appendix of graphic organizers."

Harvey, Stephanie (1998). Nonfiction matters: Reading, writing, and research in grades 3-8. Markham, Ontario: Pembroke Publishers
"This is one of the best books for teachers on how to help students explore nonfiction in ways that will fuel their curiosity. It is full of rich, practical ideas."

Koechlin, Carol & Zwaan, Sandi (1997). Information PowerPack. Markham, Ontario: Pembroke.

Koechlin, Carol & Zwaan, Sandi (1997). Teaching tools: For the information age. Markham, Ontario: Pembroke
"These two books offer strategies and activities for building information literacy which can be integrated into existing curriculum."

Martin, J. R. (1985, 1996). Factual writing: exploring and challenging social reality. Victoria, Australia: Deakin University Press
"Martin's book is more theoretical than some of the others but offers a wealth of information about what he calls "factual writing." He gives a very clear description of the various genres that could be considered factual."

Oken-Wright, P. (1998). Transition to Writing: Drawing as a Scaffold for Emergent Writers. Young Children, 53 (2), 76-81.

Poindexter C.C., & Oliver I.R. (1998-9). Navigating the writing process: Strategies for Younger Children. The Reading Teacher, 52 (4), 420-423.

Stead, Tony (2001). Is that a fact?: Teaching nonfiction writing K-3. Portland, Maine: Stenhouse.
"This is an excellent book for helping students begin to write nonfiction genres. Although it is earmarked for K-3, the ideas can be adapted to higher grades."

Wollman-Bonilla, J.E., & Werchadlo, B. (1999). Teacher and Peer Roles in Scaffolding First Graders' Response to Literature. The Reading Teacher, 52 (6), 598-607.