







English 120 Resource Manual

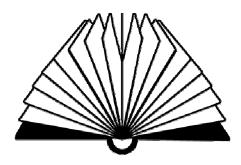
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English 120 Resource Manual

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Contact the NWT Literacy Council to get copies of the English 120 Resource Manual.



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Introduction

The NWT Literacy Council produced this English 120 resource manual for adult educators and adult learners. It provides information and activities to help adult educators teach English 120. The manual has instructor notes, learning activities and handouts for adult learners.

Use these ideas and activities to build an integrated approach to teaching English 120. Combine the activities in the Reading, Writing and Listening, Speaking and Viewing/Representing sections. Themes are a great way to integrate resources and activities. Some ideas for themes are:

- Health
- Environment
- Northern Life
- Our Community
- Northern Stories
- Elections
- Nutrition
- Everyday Life and Activities
- Social Issues housing, poverty, justice

Pre-requisites

English 110 or equivalent

How to Use this Manual

The resource manual follows the ALBE English 120 curriculum. The English 120 curriculum gives suggested instructional strategies for each outcome. This manual expands on these strategies and provides instructors with learning activities and handouts. Use these ideas to build a learning program that works for your learners.

We use the following symbols to show background information, learning activities and handouts.



Instructor notes give background information about the strategies.



Learning activities give instructors ideas to implement the strategy.



Handouts are pages you can copy for learners to use during the learning activities. Some activities have no handouts. Some have lots.

Learning Environment

An important element of literacy programming is developing a sense of community among learners and instructors. Creating a sense of belonging and a safe, respectful environment where learners can feel comfortable taking risks and can express themselves is at the heart of good practice. A good learning environment is supported when learners communicate well, respect each other and work towards common goals.

It is especially important that learners at the 130 level work together and feel comfortable in the classroom setting. Many learners at the 130 level have overcome a tremendous amount of fear and shame to come back to school.

There are many ways to create a safe and supportive learning environment. Here are just some of them:

Ownership

Give learners ownership over their own learning. Adult educators can include learners in many decisions in the classroom. For example, learners can help plan the time table, set group guidelines for everyone to follow, suggest guest speakers and make the classroom "homey" with plants or family photos. When the guidelines are clear, the learners are more open to cooperative learning. Learners have more buy in when they make decisions about their learning.

Icebreakers

Ice breakers are a great way to begin the first day of school. You can also use icebreakers to begin a meeting, introduce a topic or just take a break from learning. They help participants relax, and that makes them more receptive to listening and contributing. An ice breaker can also serve to build a team atmosphere and to generate enthusiasm. Ice breakers can be fun, amusing, humorous, thoughtful, surprising or just plain silly.

Icebreakers:

- Create a positive group atmosphere.
- Help people to relax.
- Break down social barriers.
- Energize and motivate learners.
- Help people to think outside the box.
- Help people to get to know one another.
- Introduce a topic.

There is a detailed list of icebreakers at the end of the manual.

Work Cooperatively

Cooperation means working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. Cooperative learning is a successful teaching strategy in which small teams, each with learners of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping team mates learn, creating an atmosphere of achievement. Learners work through the assignment until all group members successfully understand and complete it.

Research tells us that learners who work cooperatively tend to have higher academic test scores, higher self-esteem, more positive social skills and greater comprehension of the content and skills they are studying (Johnson, Johnson, Holubec, 1993; Slavin, 1991; Stahl VanSickle, 1992).

Learners new to cooperative learning may find it difficult to stay on task and focus on the assignment. Many adult learners have been taught in an independent, competitive atmosphere. It is sometimes hard to overcome these past learning experiences. Establish some agreements for groups that promote equal exchanges among members. For example:

- Contribute your ideas.
- Listen to others' ideas.
- Give everyone a chance to speak.
- Ask all team mates for help before asking the teacher.

• Use consensus to settle disputes.

Some activities that encourage cooperative learning include:

1. Jigsaw http://www.education-world.com/a curr/curr324.shtml

Jigsaw is a group structure that can be used across all content areas. Learners start with a home group. That group is responsible for learning about a certain topic the teacher gives them. Then the teacher separates learners into new groups – jigsaw groups – by assigning one member from each home group to a new group. In the jigsaw groups, learners share the information they learned with others in the group and complete some sort of project or product.

2. Snowballing

Learners are given a problem. They first work alone, then work in pairs and finally in foursomes (maximum). They compare, refine and revise their conclusions and recommendations during this process.

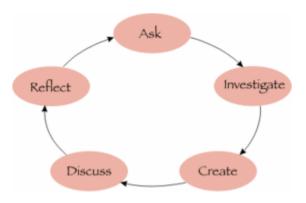
3. Buzz Groups <u>http://www.macrolink.bc.ca/e-</u> zines/capacity/ez_ca_vol3_issue4.html

A **buzz group** is a small group, consisting of three to six people who are given an assignment to complete in a short time period. Generally, each buzz group records their assignment then reports to the larger group. Directions to learners:

- Form small groups.
- Choose recorders.
- Complete the activity.
- Select one or more presenters.
- Report back to the larger group.
- Debrief the session.

4. Group Inquiries

Learner groups develop their own research question and hypothesis, investigate the answer, create a way to share the information, discuss the information with others and reflect on their project.



5. Think-Pair-Share

Think-Pair- Share involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

6. Planning an Event

Learners work together for a common goal. Ask learners what special thing they would like to do. They may want to do a week long trip out on the land. They may choose to go to Edmonton to check out local colleges. Planning for an event or activity is a great learning opportunity. There are many steps to take in organizing a trip. Some questions that you can start with:

- What will we need?
- How much will it cost?
- How can we fundraise?
- When will we go?
- What will we do about childcare?
- Who do we need to contact?

Celebrate

It is important to celebrate learning and other things in your classroom. Celebration builds community, trust and friendship – all the things you need for successful learning to take place. Some things you can celebrate are:

- Personal and group achievements
- Birthdays
- Holidays
- Seasons

Family Involvement

Many adult learners have children. Get their children involved at the learning centre. You can:

- Invite the Chief or an Elder to read or talk to children.
- Organize an after-school reading or homework club where learners can read to their children or help them with their homework.
- Hold family literacy nights for everyone in the community. Gather supplies: lots of children's books, puzzles, art and sewing supplies, games, milk/juice and healthy snacks. Learners may want to set up activity centres for the children.
- Have learners go to the school once or twice a week to read with their child or a reading buddy. Practice the books ahead of time so learners feel comfortable reading.
- Create a reading centre in your classroom for children in the community. Get some comfy couches, children's books and books on tape. Invite children to come after school to the reading centre. Ask learners to choose a day that they will stay and read stories to the children.

Play Games and Have Fun

People learn better when they are having fun. Think about a good learning experience you have had – it most likely involves laughter, games and cooperation. There is a list of fun games that complement literacy and language development at the end of the manual.

Group Projects

Get learners involved in a group or class project that will benefit the whole community. Here are some ideas:

- Plan Literacy Week or Family Literacy Day activities for the whole community.
- Plan an open house at the learning centre. Invite community members to come to the centre for tea and bannock.

- Set up a flea market in your classroom. Ask people to donate stuff that they don't want.
- Organize a storytelling event in your classroom. Invite Elders to come and tell stories. Invite community members to attend.

Warm-ups and Literacy Games

Warm-ups create a positive group atmosphere. They help people to relax and they break down social barriers. They can also energize and motivate people to think outside the box. You can use warm-ups to start a lesson or to give people a break from day.

The following warm-ups and games are broken into three categories:

- Get to Know One Another Activities
- General Warm-ups
- Literacy Games

Get to Know One Another Activities

Introduce Yourself

Break people into small groups and give each person a penny. Ask them to introduce themselves to the group and talk about what they were doing during the year on the coin.

What's in a Name

- Where did you get your name?
- Who were you named after?
- What was/is your nickname?
- What does your name mean?

The Toilet Paper Activity

This requires a roll of toilet paper and a group that is waiting for introductions. The group leader begins by announcing that, unfortunately, there is only one roll of toilet paper here, so in fairness to all we will share now. Then instructions are given to pass the roll around the table/room with each person to take what he/she thinks they will need. When everyone has some, the leader then apologizes to the group and says, "I'm sorry; I lied. There is actually lots available but this is a way we will determine how many facts are to be shared by you about yourself, with the group. ONE for each section of paper taken!" NOTE: Facts can be basic...age, birthday, favourite movie, etc. – and a concern for those who took A LOT of paper.

Two Truths and a Lie

This icebreaker works best if you don't know the people in your group at all – a first time introduction, though it can be used with people who only know each other a little. When you go to introduce yourself, give THREE facts that are interesting... two of which will be true, one will be a lie. The others will then decide as a group which one is a lie. Winners are those who fool the group!

"Do you know me?"

Each person is given a nametag and an index card. The name tag has the name of another person in the group on it. Everyone is told to circulate, meet, mix and mingle to gather information, insights or stories about the person on their tag from group members. The opening line "Do you know me?" is used to help generate clues and conversation. The index card is to be used to write down the information collected. At the end of a designated time – about 15 minutes, each participant introduces their "name tag" and its person to the group.

Ya really want to know?

Each participant is asked to give his/her middle name and tell how or why that particular name was chosen for them. The instructor should begin the process and if appropriate, do it with a little bit of humor to encourage others to share.

Non-Verbal Introduction

Break into pairs and interview each other, with the understanding that you'll get information to introduce each other to the whole group. Oh yes, one hitch. All communication must be non-verbal. You can let people draw pictures, but not write.

Warm-ups

Sock Toss

The group stands in a circle. The leader throws a sock to someone and calls her name. This person throws the sock to another and calls her name. This continues until the sock is back to the leader. She sends it around again, but begins to introduce additional socks, so there are lots of socks flying!

Exercise

Standing in a circle, one person begins a simple repetitive exercise (arm raises, knee bends, swinging leg, up on toes, toe touches, etc.) Group follows until someone else (anyone) decides to do a different exercise, then all follow this one until another is started.

Touch Something

Leader calls out "touch something...green/with a shoe/electrical/horizontal, etc." Everyone moves to touch that item on someone else, or somewhere in the room. Leader quickly calls next item. Leader can ask others to call out items.

I Love My Neighbor Who...

One person stands in the middle of a circle. Everyone else is seated in a circle on chairs. Person in the middle says, "I love my neighbor who…wears glasses." Everyone wearing glasses stands up and changes places with someone else who wears glasses. The person in the middle must try to sit down on one of the just emptied seats. The person left without a seat becomes the next person in the middle and uses something different to complete "I love my neighbor who…."

Zoom-Errk!

The group stands in a circle. The leader turns her head to one side and says "zoom" to the person next to them. That person turns her head in the same direction and says "zoom" to the next person. This continues until someone says "errrk!" This sends the "zoom" back around the group in the opposite direction until someone says "errk!" and the direction changes again.

Variation: In the hearing impaired version, people fold their arms across their chests. Instead of saying "zoom," they lift one arm up straight from the elbow. The direction is reversed when someone claps their hands.

Balloon Bounce

Each person blows up a balloon, puts it on their chair and bounces up and down until it bursts.

Bear, Man, Gun

Divide the group into 2 lines of people facing each other. There are three possible "characters" the group can assume.

Bear – growl with claws barred Man – a "he man" stance with grunt Gun – hunter with gun – bang

The leader calls "time" and each group decides which of the three they will represent. On a signal from the leader, the two groups face each other and assume their stance and sound. Like paper/rock/scissors:

- Man wins over gun
- Gun wins over bear
- Bear wins over man

Do Nothing

The group stands in a circle. The leader gives instructions to "watch the third person to your left" as they do nothing. Whatever slight motion that person makes, you also do, but exaggerate it. Group becomes very lively. Call a stop when things get lively and give yourselves a hand for "doing nothing" so actively!

Idiosyncrasies

This icebreaker is for introducing people within a group who already know each other but may not know those little things that are you but can be annoying to others. As you introduce yourselves around the room, decide if you will share one or two idiosyncrasies: For example: I don't do mornings well. I can listen and do two other things at the same time. If I'm quiet, leave me alone.

Logos

Each person is given a blank name tag. Explain to the group that corporations are recognized by a specific logo or symbol. (McDonald's arches, 3M, Apple Computer's Apple, etc.) They are given two minutes to draw their personal logo. This logo should reflect their personality, their interests, or any thing they would like other people to know about them. Then give the group time to mingle and see what each other's logo looks like. When it looks like the entire group has mixed, instruct everybody with a similar logo to form a small group. You may be surprised at how many similarities there are in your group.

Color Jacuzzi

The object of this small group exercise is to get the group to quickly meet the other members. The instructor calls out a color of the rainbow: for example RED:

- Red typically is the stop/turn-off color so each member of the group quickly tells what is the one thing (that they can disclose in public) that is really a turn off to them.
- Orange: is the motivation color what motivates them?
- Yellow: is the inspiration or creativity color what was the best idea they've had?
- Green: is the money color what do they plan for money, or what is the dumbest thing they ever did for money?
- Blue: is the sky's the limit color what is your favourite fantasy about your future?
- Indigo: is an odd, or different color what is the most daring thing they ever did?
- Purple: is the color of royalty if you were ruler of the universe for a day, what is the first thing you would do?

Strings

Select a group of tiny items that are related to children and parenting. Tie a string to each one and place it loosely in a large paper bag with the strings hanging out. Go around the group and have each person pick a string. After each

one has their "prize," start at the first person (she's had longest time to think) and ask each person to briefly state a significant thought that the item brings to mind. You will be astounded at the wonderful answers you get from people who usually do not talk – and answers you never thought of. You can leave one or two strings empty. The people who draw the blanks get to share anything they want or what the empty string signifies.

Hum Dingers

Each participant is given a small slip of paper with the name of a popular children's tune on it (for example, Mary Had a Little Lamb, Happy Birthday, We Wish You a Merry Xmas, etc.) Then ask participants to hide the slip and begin humming their tune. Because you have given 3-4 people the same tune to hum, they are to find their matching hummers. It is great fun!

The Magic Wand

You have just found a magic wand that allows you to change three home/parenting related activities. You can change anything you want. How would you change yourself, your partner, your children, etc.? Have them discuss why it is important to make the change. This activity helps them to learn about others' desires and frustrations.

Marooned

You are marooned on an island. What five (you can use a different number, such as seven, depending upon the size of each team) items would you have brought with you if you knew there was a chance that you might be stranded. They are only allowed five items per team, not per person. You can have them write their items on a flip chart and discuss and defend their choices with the whole group. This activity helps them to learn about other's values and problem solving styles and promotes teamwork.

Finish the Sentence

Go around the room and have each person complete one of these sentences (or something similar):

The best job I ever had was...

The worst project I ever worked on was... The riskiest thing I ever did was...

This is a good technique for moving on to a new topic or subject. For example, when starting a session and you want everyone to introduce themselves, you can have them complete "I am in this group because..."

You can also move on to a new subject by asking a leading question. For example if you are instructing time management, "The one time I felt most stressed because I did not have enough time was ..."

Toy Story

Using Lego, Tinker Toys, clay, log cabins, etc., have each person or small group build a model of the main concept that they have just been presented. After a given time period, have each person or team present their model to the group. They should describe how their model relates to their work or the subject being taught. Encourage creativity!

Ball Toss

This is a semi-review and wake-up exercise when covering material that requires heavy concentration. Have everyone stand up and form a resemblance of a circle. It does not have to be perfect, but they should all be facing in, looking at each other. Toss a nerf ball or bean bag to a person and have them tell what they thought the most important learning concept was. They then toss the ball to someone and that person explains what they thought was the most important concept. Continue the exercise until everyone has caught the ball at least once and explained an important concept of the material just covered.

Group Poem

A group poem grows as new lines/stanzas are added. In the following poem, the first line lists people who have been influential in each adult's life; the following lines list what each of these influential persons did. Learners in different classes or even those who are in tutoring situations can add their influential person and what that person did for them to the group poem.

Influences

Mrs. Hooper, Old Sam, Mom, Lill They all made us who we are; Making us sit still and listen, Showing us not to be afraid of hard work, Having faith that we could be somebody, Smiling even when times were bad; And now duty calls to us.

Penny Activity

Each person takes a penny and tells the group a story that happened that year. Great way to get people telling stories about their lives.

Questions

Have each person come up with answers to a question and have the rest of the group try and figure out the question. For example: Red (answer). What is your favourite colour? (question)

Sing a-long:

Row Row Your Boat (do it in rounds with your group)

Group Musical

- Each group gets a sound
- The conductor points to groups and they say their sound
- Boom! Bah! Hey!

Line Up

Have your group line up according to:

- Height
- Age
- Birthdays
- Favourite fruit (alphabetically)

To make it really fun – have everyone do this without talking.

Alphabet Search

- Get into groups.
- Try and find things in the room that begin with each letter of the alphabet.
- You have 10 minutes.
- The group that has the most letters represented wins.

Rhymes:

Teach an action rhyme to get people moving. This is a great warm up, and parents can use the rhymes at home.

Examples of rhymes: (more examples in 1-2-3 *Rhyme With Me* and *Mother Raven Nursery Rhymes*)

Here's a cup And here's a cup And here's a pot of tea Pour a cup And pour a cup And drink it up with me	Two little eyes to look around Two little ears to hear each sound, One little nose to smell what's sweet One little mouth that likes to eat.
These are Ashley's fingers These are Ashley's toes This is Ashley's bellybutton Round and round it goes	Here is a bunny With ears so funny And here is a hole in the ground At the first sound she hears, She pricks up her ears, And hops to the hole in the ground.

Paper Bag Skits

First split your group into teams consisting of three to six members. Give each team a paper bag filled with assorted objects. These can be almost anything, i.e. a wooden spoon, a screw, a bar of soap, a computer disk, etc... The object of the game is to present a skit using all of the props provided. The props may be used

as they would be in normal life, or they may be imaginatively employed. Give each group a topic to base their skit on. When all the skits have been planned and rehearsed they are performed for the amusement of all.

Human Machines

Each group acts out a machine with the sound effects (for example: telephone, fax, washing machine, dryer, blender, typewriter, stereo, airplane, etc.)

20 Questions with a Twist

Take out about 100 post-it notes and give one to each participant. Learners would get in a circle. Each learner writes a noun (person, place, or thing) on the card. Then they stick the post-it on the forehead of the person to their right, noun showing. Each person then gets a turn to ask the group a "yes/no" that will help them guess what it is. If they don't get it right, move on to the next person in the circle clockwise. You can give some sort of prize to the three people that took the least number of guesses to get it right.

Agree/Disagree

Write the words "agree," "disagree," "strongly agree" and "strongly disagree" on separate pieces of paper and post them on four different walls of the room. Then make a statement such as "our organization can change the world" and have everybody move to the part of the room that matches their opinion. Have the group discuss why they chose their response.

I've Got Your Number

This exercise requires people to approach and make requests of each other. As people arrive for class, each gets a number that they must wear in a conspicuous place on their clothes. Ahead of time, prepare lots on instructions on little slips of paper, such as borrow something from 1, introduce 2 to 7, have 6 get you a glass of water, find out 12's pet's name. Put all of the instructions in a box. Everyone takes a slip of paper with an instruction on it. When they have completed their instructions, they come back and get a new one. At the end of the time limit (five minutes or so), whoever has completed the most instructions wins. The prize could be something simple. The person with the least number of completed tasks could be required to shake everyone's hand. An extension would be for the instructor to have everyone line themselves up in order of the least to the most instructions completed. The instructor has everyone look at each person's location. Discuss together any general conclusions about differences in personality, leadership styles, playfulness, competitiveness and just plain luck (or even timeliness if the person with the least number of tasks was late for class!). Consider ways that these qualities might impact the development of networks, partnerships and friendships. Focus on the value of diversity.

I've Done Something You Haven't Done

Have each person introduce themselves and then state something they have done that they think no one else in the class has done. If someone else has also done it, the learner must state something else until he/she finds something that no one else has done.

Rainstorm

Have everyone sit in chairs in a circle and instruct them to mimic the actions of the person to their left. The instructor starts the action by snapping their fingers. Watch one person after the other begin to snap their fingers until the person to your left is doing it and then you begin (like a wave). Once the first action goes all the way around the circle, the action will change. The sequence is as follows:

- Snapping fingers
- Rubbing hands together
- Slapping knees
- Stomping feet while slapping knees
- Slapping knees
- Rubbing hands together
- Snapping fingers
- Resting hands on knees
- Holding hand of the person sitting next to you

Literacy Games

Bingo

- Ask participants to choose a theme, such as literacy, home, school, children, etc.
- Give each participant a Bingo Card (next page), or ask them to make their own.
- Ask participants to call out 16 words related to that theme, one word at a time for example, kitchen, garden, etc.
- Write each word on the board or a flipchart. At the same time, ask each participant to write the word in any of the boxes.
- Call out the words at random. The first participant to get a straight line and call out "Bingo!" is the winner.
- You can play this game using French or an Aboriginal language. Choose a topic like animals or the land, or another topic where people might be familiar with the words. You can call the game another name, if that is more appropriate for your community.



Let's play Bingo!

Bingo

Scrabble

- Divide participants into groups of 5.
- Each member of the group donates the first and last letter of their first and last names. For example, <u>Bill Smith</u> donates 'b', 'l', 's' and 'h'.
- Each group should have 20 letters.
- Together, the group writes down as many words as they can, using these letters.
- When the instructor calls "Time!", the groups must stop writing.
- Each group reads out their words. The one with the most words wins.

Alphabet Scavenger Hunt

- Divide participants into groups of 4 or 5.
- They must use all 26 letters of the alphabet for the scavenger hunt.
- In their groups, participants try to find something in the room that they can see that begins with each letter of the alphabet. They need only one thing for each letter.
- The first group to find things for all 26 letters reads out their words. If the words are all OK, this group is the winner. If any are not OK, the game continues until another group finishes.

Scattergories

- Divide the participants into groups of 4 or 5.
- Ask the participants to call out 10 different categories of objects—for example, river, food, car, girl's name, animal, country, etc. The more categories you have, the longer each game will be.
- Write the categories on the board or a flipchart paper.
- Ask one of the participants to choose a letter of the alphabet—for example, 'm'.





- When the instructor says "Go!", all the groups have to try to write down an example for each category beginning with that letter.
- You can do this in an Aboriginal language. Instead of using a particular letter, you may want to use only the category to make it easier. You decide!

For example:

River Food Cars Girl's name Animal Country Mackenzie mushrooms Mercedes Benz Mary marten Mexico



Crazy Word Chains

- Ask the participants to sit in a circle.
- Have them clap a slow rhythm.
- The first participant says any word to the time of the rhythm.
- The next participant must then say a word that begins with the last letter of the previous word.
- For example:
- APPL<u>E</u> . . . <u>E</u>LEPHAN<u>T</u> . . . <u>T</u>O<u>Y</u>. . . <u>Y</u>EL<u>L</u>. . . <u>L</u>OO<u>N</u> . . . <u>N</u>IGH<u>T</u>
- The game starts over when a participant misses a turn or says a wrong word.
- You can also play this game in French or an Aboriginal language.

Charades

- You need many short sentences or phrases written on strips of paper. For example:
 - He goes bowling every week.
 - She often orders pizza for supper.

• My father went to hunt ducks last weekend.

- Put the strips of paper in a box or bag.
- Divide participants into groups of 4 or 5.
- One participant from one team draws a sentence or phrase out of the bag. They then act out the charade (the sentence or phrase), while the rest of the team tries to guess what it is.
- The team gets one point if they guess the complete sentence within the time limit.
- Other teams must watch quietly until it is their team's turn.

Carousel

- Divide the participants into groups of 4 or 5.
- Give each group a piece of flipchart paper with a room of the house written on it—for example, kitchen. Also give each group a different coloured marker.
- Give the group a short length of time to write examples of print they might see in that room—for example, fridge magnets.
- At the end of the time period, the group exchanges their paper with another group, and continues writing things for their new room. They cannot write anything that is already written on their paper.
- At the end of the period, change papers again.
- Continue until all ideas are exhausted.
- Each group shares its last paper with all the groups.
 - You can play this game with a variety of topics. All you need is a topic that lends itself to a variety of situations.
 - You can also play this game using an Aboriginal language. For example, participants might have to write down things they would find in different parts of the house, or in the hospital, etc.



The person who guesses correctly gets to write the next fact on the board.

Baggage Claim

- Give each participant a baggage card. Have them "pack their bags" by writing five interesting facts about their lives on the bag. Try to have them use facts that other people may not know about them. This will make the game a little more difficult.
- Collect the cards.
- Participants now have to pretend they are getting off a flight and they are going to the baggage area to get their bag. Only they "accidentally" pick up someone else's bag. In other words, they get someone else's card.
- They then have to go around the room questioning the other participants until they find out whose bag they have.

What's the Question?

- Write one fact on the board. For example:
 - Yellow, or
 - o 5 years, or
 - MacDonald's
- Participants try to guess the question that matches each fact. For example:

Yellow:	What's your favourite colour? What colour is your car? What colour is your parka?
5 years:	How old is your child? How long have you been married? How long have you lived in Yellowknife?
MacDonald's:	What is your favourite food? Where do you work? Where are you going to have breakfast?





Lie Detector

- The instructor writes three statements on the board. Two are true and one is false. For example:
 - I have been teaching for ten years.
 - I have a pet dog named Monty.
 - I have lived in the NWT for five year.
- Participants ask **lie detector** questions to get more information to try to find out which statement is false.
- For example:

Teaching:	Where have you taught? How long did you teach in each place? What subject did you teach? What year did you start teaching?
Pet:	How old is Monty? What does he or she eat? Where do you keep him or her?
The US:	Where did you live in the NWT? Where are you originally from? When did you graduate from school?

- Participants vote on which statement is a lie.
- Then another person gets to be the instructor.
- You can also play this game in small groups of 3 or 4.

How, Why, When and Where

- One player thinks of the name of an object or thing.
- The other players must guess what that object is by asking one of these four questions:
 - How do you like it?
 - Why do you like it?
 - When do you like it?
 - Where do you like it?





- Each player can ask only one question per turn.
- When a player correctly guesses the word, it becomes their turn to think of an object or thing and be questioned.

Brainstorm Rummy

- Divide the participants into groups of 4 or 5.
- Give each group a piece of flipchart paper.
- Announce a general topic to the entire group, such as Animals, Holidays, Vegetables, Actors, etc.
- Give the groups one minute to brainstorm and write down as many examples of the topic as they can.
- When the time is up, all the teams must stop writing.
- On the board, write Team 1, Team 2, Team 3, etc.
- Ask each team to read out a word and write it under that team. Once a word has been written on the board, another team may not use it.
- Keep going, until all the teams run out of words.
- The team with the most words wins that round.
- You can obviously play this game in any language.

The Human Alphabet

- Prepare for the game by making two decks of alphabet cards. Use index cards or squares of paper and write out the letters of the alphabet, one letter on each card. Make a few extra vowels.
- Each team receives a deck of alphabet cards which they spread out, letters facing up, on a table or on the floor.
- Call out a word.
- Each team must spell out the word using the cards. Each team lines up so that the word is spelled correctly and can be read from left to right.
- The first team to correctly spell the word and display it in the correct order wins a point.





I Packed My Grandmother's Suitcase

- In a circle, the game begins with the first person saying, "I packed my grandmother's suitcase and in it I packed a _____." In the blank they say a word that starts with the letter A.
- The next person continues and says, "I packed my grandmother's suitcase and in it I packed a ______ *and they repeat the word used for the letter A,* and a ______." This player says a word that starts with the letter **B**.
- Continue playing until you reach the letter **Z**.
- The game becomes more difficult as you go along because you have to remember all of the words used for each letter of the alphabet!



List of Annotated Resources

Websites

<u>http://www.madison.k12.wi.us/tnl/langarts/pdf/sensory.PDF</u>

Good readers and writers create sensory images during and after reading. This site has ideas on how to use visualizing and verbalizing techniques.

• http://www.readwritethink.org/lesson_images/lesson112/manz.pdf

Try this site for a novel approach to previewing texts for learners of all levels. Using the acronym THIEVES, the author provides detailed strategies that successfully preview a wide range of expository material.

• <u>www.nwt.literacy.ca</u>

The Northern Edge is an online newspaper for adult learners. It covers stories about the north and celebrates our lives North of 60. The on-line newspapers also have learning activities.

The Northern Edge Study Guide, which accompanies the on-line newspaper stories, is also available at <u>www.nwt.literacy.ca</u>. Many activities in the Guide are useful for a multi-level setting where learners work together to achieve a learning objective.

• <u>http://www.teach.virginia.edu/go/readquest/strat/</u>

Graphic organizers for a wide variety of reading comprehension purposes.

• <u>http://owl.english.purdue.edu/handouts/esl/eslsubverb.html</u>

Subject/verb agreement visuals with strong, coloured graphics explain this skill with ease. Practice pages available for printout.

• <u>http://leapyearday.com/30Days.htm</u>

Use rhymes to learn spelling! See this website for 45 variations of the Thirty Days Has September poem

• <u>http://www.tesol.pdx.edu/learner.htm#Nicolas%20Clark</u>

Speaking/listening, writing, grammar, vocabulary, adult ESL games and learning resources. Use all or parts of the activities listed. Ideas are generated by learners online.

• <u>http://www.naaf.ca/rec2004.html</u>

Encourage pride in Aboriginal culture by developing a lesson on Aboriginal role models. These sites contain a list with descriptions of Canadians who have received the National Aboriginal Achievement Award (NAAA).

• <u>http://www.shadowpoetry.com/resources/wip/types.html</u>

Choose different types of poetry from the lists available on this site. To find that perfect rhyming word, click on the Rhyme Zone!

http://www.rhymezone.com/

Instructors and learners will find that perfect rhyming word – just type in the word and you will get the definition, synonym, rhyming words, similar sound, same consonants, words in context and much more! Check out the parts of speech interactive activities.

• http://www.Internet4classrooms.com/skills 5th lang.htm

Learners can log on to practice almost every Level 120 language arts skill.

• http://en.wikipedia.org/wiki/Mind mapping

Check out this site for multi-purpose applications: note taking, mnemonic devices, studying, problem solving, decision-making, generating ideas, etc.

• http://station05.qc.ca/csrs/bouscol/anglais/book_report/report2.ht_ml

Book reports: a well-rounded site that provides background information and definitions. Fiction and non-fiction questions are available which can be used for learner assignments.

- <u>http://knowgramming.com/metaphors/metaphor_chapters/examples.htm</u> Learners discover the metaphor concept quickly – just click on weather, fishing, cooking, weather funny metaphors, etc.
- <u>http://www.scs.sk.ca/edf/grassroots/aboriginal_lit_fiction.htm</u> Learner critiques of Aboriginal stories and poems.
- <u>http://www.favoritepoem.org/forteachers/lessonplans.html</u> Poetry lesson plans for all levels.
- <u>http://academic.cuesta.edu/acasupp/AS/508.HTM</u>

List of common roots, meanings, examples and definitions.

• <u>http://www.education.tas.gov.au/English/spellstrat.htm</u>

A comprehensive site with original spelling strategy ideas. Check out the 'chunking' approach for teaching prefixes and suffixes and a novel technique for teaching compound words.

• http://www.webenglishteacher.com/vocab2.html

Web English Teacher site focuses on vocabulary development. Interactive lessons, games, etc, for all grades. Appealing adult interactive activities.

• <u>http://www.community4me.com/barriers.html</u>

This site has a resource about barriers to communication.

• <u>http://propaganda.mrdonn.org/techniques.html#INTRO</u>

Propaganda: lesson plans, on line interactive exercises for learners.

• <u>http://www.eduplace.com/activity/ad.html</u>

Another theory related to how the eye is attracted to advertising images is discussed. Click on 'Create Your Own Website' at the top of this page to access an interactive website. Learners practice making their own ads using the skills learned in the Viewing/Representing section.

 <u>http://www.media-</u> <u>awareness.ca/english/resources/educational/lessons/elementary/advertising</u> <u>marketing/packaging_tricks.cfm</u>

Packaging Tricks: Have learners examine how advertisers sell food products. Hands-on lesson plans and practical extension activities for assignments at all levels.

• <u>http://www.lessonplansearch.com/Thematic Units/Poetry/</u>

Click on '30 days of poetry' for more ideas.

<u>http://www.shadowpoetry.com/resources/wip/types.html</u>

Types of poetry with examples.

• <u>http://www.lessonsfromtheland.ca/</u>

Idaa Trail. Lessons from the Land: A cultural Journey through the NWT. This is an interactive, multi-media website that will take you on a virtual journey of the NWT traditional Aboriginal trails. Click on the Teacher's Guide and download the Study Guide.

Even though the lessons are designed for 120 learners, there are many ideas that can be used in a multi-level classroom.

This site also contains another link to the Prince of Wales Northern Heritage Centre.

• http://www.learnnc.org/lessons/ScottErtl5232002212

An excellent lesson plan clearly defines facts and opinions. Learners discover that 99% of ads are opinions!

• <u>http://nwtlibraries.ece.gov.nt.ca/web2/tramp2.exe/log_in?setting_key=english</u>

Type in the name of a book, video or DVD and you will have access to all the public libraries in the NWT as well as Aurora College libraries.

• <u>http://www.eduplace.com/graphicorganizer/index.html</u>

Do you need a quick print-out of graphic organizers? A wide selection is available at this site.

• http://www.tracievaughnzimmer.com/teacher_resources.htm

Use the lesson plans at the site to teach learners poetic forms: Found Poems, Journal Poems, Magnetic Poetry and Dialogue Poems.

• http://pbskids.org/dontbuyit/teachersguide/createyourownad.html

Learners create their own ads on this interactive site. The visuals will give them practice before they create their own ad.

• <u>http://www.mediaawareness.ca/english/resources/educational/lessons/elemen</u> <u>tary/stereotyping/tv_stereotypes.cfm</u>

This lesson increases learner's awareness of television stereotypes. Discussion includes why stereotypes are used on TV and possible negative influence of stereotyping; writing, drawing and viewing activities are included.

• http://www.pwnhc.ca/databases/index.htm

This site contains a photograph database useful for learners to find out more about Aboriginal heritage and culture.

• <u>http://www.tnellen.com/cybereng/portrait.html</u>

Structured poems such as sentence starters "I am…". The learners simply complete the sentence repeatedly to form a poem. See website for 8 portrait poems.

• <u>http://www.nald.ca/clr/ttk/ttm/cover.htm</u>

Myrina Rutten-James. *English as a Second Language Tutor Training Kit*. This is a facilitator training manual that that gives trainees some basic tools for teaching ESL learners. Read more about culture based learning styles of Aboriginal people page on 67. Overheads are included.

Books

Adult Basic Education. Career/Life Work 120/130 & Career /College 130/140 Curriculum. Education, Culture and Employment, Northwest Territories. August 2001.

Career College curriculum guide focuses the 120 learner on self awareness, cultural awareness, communication, managing time and problem solving. etc. The learners make a career plan based on the skills they have learned. The career plan helps them to plan their future – further study or work related training. The appendix contains a work experience package.

Best Practices in Action. NWT Literacy Council. September 2004.

Best Practices in Action is a collection of teaching strategies that have been tried and found to be successful in the north. This manual is a guide containing practical ideas for literacy development as well as examples of best practices in action. *Best Practices in Action* focuses on the integration of learners and the community in which they live. Literacy is a shared experience between learners and their community.

Campbell, P. *Teaching Reading to Adults*. *A Balanced Approach*. Grass Roots Press. 2003.

This book focuses on hands-on practical strategies that can be used with learners. Based on a cueing system, Pat Campbell examines the learner's reading strategies. Learners who have difficulty reading follow 4 patterns: print-based, text-based, non-integrative and integrative. Once you target your learner's reading problem, this book focuses on strategies to deal with each pattern. View the two videos which accompanying this book: *Word Recognition Strategies* and *Comprehension Strategies*.

Campbell, P., & Brokop, F. *STAPLE Supplemental Training for Practitioners in Literacy Education. Volume 1&2*, Literacy Coordinators of Alberta. 1998.

Volume 1 introduces reading and writing assessment. The *Teaching Reading* and *Teaching Writing* modules are designed for learners who have some knowledge of reading and writing. Volume 2 focuses on learners who are at the beginning level of reading and writing. Adult educators can use the handbook and CD to supplement their existing program. Included are topics on learning styles and teaching English as a Second Language (ESL).

Family Tutoring: Families Learning to Read and Write Together. NWT Literacy Council. Yellowknife, NT.

This program offers a variety of reading and writing strategies that can be used for adult learners. There is a large section on Readers Theatre with a variety of scripts for the 110, 120 and 130 level.

Gould, Laurie. & Weiten, Jan. *Ideas, Activities and Exercises for Fundamental Level Englis.* Ministry of Education, Skills and Training. Province of British Columbia. 1997. ISBN 0-9682588-0-8.

This manual is a valuable tool for northern classrooms. It is designed for learners who are over 18, who speak English and need to work on basic literacy and numeracy skills. This manual combines the best of whole language, language experience and the writing process with grammar, spelling instruction and some phonics.

Mad Libs #2. Price, Stern, Sloan Publishers, Inc. Los Angeles, CA. 1959.

Mad Libs is a classic word game that helps teach parts of speech. Websites with examples are scarce. One potential site is <u>http://www.gepetosoftware.com/storymaker_features.htmi</u> It offers a free trial version. Google Mad Libs for a variety of inexpensive activity books for all ages. Moses, D. & Goldie, T. *An Anthology of Canadian Native Literature in English*. Oxford University Press. 2005.

A wide-ranging collection of Canadian Aboriginal writers: songs, poems, short stories, and essays. Each contributor's nation is identified so learners can recognize the unique aspects of many communities.

Redvers, Peter. *Mother Raven Nursery Rhymes*. Crosscurrent Communications. 1992.

Sawyer, Don. *Novels for Adult Learners: Activities Handbook for Instructors.* Centre for Curriculum, Transfer and Technology, Victoria, BC. 1999. ISBN 0-7718-9557-7.

This instructor's guide for five novels is an adult basic education fundamental level English resource. There are four categories of activities common to all novels: essay/discussion questions, research topics, vocabulary words and numerous activities. The emphasis is on a range of activities that turn the classroom into a place of interaction, reflection and critical inquiry.

Tarasoff, M. *Reading Instruction that Makes Sense*. Active Learning Institute Inc. Victoria, BC. 1993.

In-depth teaching/learning strategies focus on learners who have difficulty with print. Graphic organizers, maps and strategy sheets accompany the activities. Instructors learn how to teach questioning and inference skills, create flexible groupings as well as develop learners' reading fluency. Assessment and evaluation data are available.

The Northern Edge Study Guide. NWT Literacy Council. Northwest Territories. 2005.

The Northern Edge Study Guide accompanies the on-line newspaper stories available at <u>www.nwt.literacy.ca</u>. The newspaper stories are for adult learners. They cover stories about the north and celebrate people's lives North of 60. The on-line newspapers also have activities.

Many activities in the Guide are useful for a multi-level setting where learners work together to achieve a learning objective.

Writing for Results. Instructor Guide. NWT Literacy Council. 2006.

The Writing Process explained and planned – the work is done for you! Use the detailed activities, handouts, and examples to save time and enhance your curriculum objectives, e.g. a good source of advertising handouts for the Viewing section.

Videos

Still Killing Us Softly. National Film Board of Canada. 1987. How women are portrayed in advertisements. Video/DVD available at:

- Hay River Public Library Services
- Aurora College Yellowknife Campus
- Aurora College Thebacha Campus

The following two videos accompany Pat Campbell's book *Teaching Reading to Adults: A Balanced Approach.*

- *Teaching Reading to Adults: Word Recognition Strategies.* Grass Roots Press. This video identifies and demonstrates appropriate reading strategies designed to meet learners' specific needs.
- Teaching Reading to Adults: Comprehension Strategies Grass Roots Press.

This video identifies and demonstrates appropriate comprehension strategies designed to meet learners' specific needs.

Body Language: An Introduction to Non-Verbal Communication. (1994).

A cross -cultural examination of non-verbal communication, this video is available through Aurora College, Yellowknife Campus Library. <u>http://www.auroracollege.nt.ca/</u> *First Nations, The Circle Unbroken.* National Film Board of Canada. Available through Thebacha Campus Library (Aurora College, Fort Smith, NT) Video/DVD

A good resource for cultural beliefs and values, this video includes 13 programs about current issues, cultural identity and relations between first nations and Canada.

Reading

Many classrooms in the north are composed of learners who are at the 110, 120 and 130 level. Therefore, multi-level reading strategies are an integral part of the teaching process. Most of these activities are aimed at the 120 level however they can be adapted for the 110 and 130 levels. This section covers:

Reading Strategies

- Prereading
- Skim and scan
- Good readers
- Following directions

Word Analysis Skills

- Vocabulary development
- Word study
- Using the dictionary and thesaurus

Read to Comprehend and Respond

- QAR
- Using questions
- Understanding different kinds of text
- Story elements
- Figures of speech
- Oral reading

Please note that **reading for inquiry and research** is covered in the writing section.

Products for English 120 Reading

- 3 independently read novels
- 1 group novel
- 8-10 shorter reading passages (short stories, biographies, etc.)

Each section has a list of learning outcomes, instructor notes, learning activities and handouts.

Instructor notes give background information about the strategies.

Learning Activities provide detailed instructions on learning activities for each strategy.

Handouts are pages you can copy for learners to use for the learning activities. Some activities have no handouts. Some have lots.





Reading Strategies

This section covers:

- Prereading
 - o K-W-L
 - o DRTA
 - Making predictions
 - Vocabulary reviews
- Skim and Scan
 - o Skim
 - o Scan
 - o Previewing reading material
- Good Readers
 - o Think aloud
 - Active reading
- Following Directions
 - Reading directions
 - Writing directions

Learning outcomes:

- Set the purpose for reading
- Overview text using titles, covers, headings, illustrations, table of contents, glossaries
- Identify personal knowledge and experience related to the topic prior to reading to set the purpose for reading
- Make predictions
- Locate information quickly from a variety of sources
- Determine the usefulness of the information found
- Read, understand, and follow written directions
- Locate information quickly
- Use word analysis skills to extract meaning from written text

- Use comprehension strategies to monitor comprehension and understand texts
- Use accurate word meaning according to context
- Use context clues in surrounding words
- Read, understand, and follow written directions



Instructor Notes Prereading

Learners need to have a reason or purpose for reading. When learners have a purpose for reading a selection, they find that purpose not only directs their reading towards a goal, but helps to focus their attention. Purposes may come from instructor directed questions, questions from class discussions or brainstorming, or from the individual learner. Along with the question, it is a good idea to pose predictions of the outcome and problems which need to be solved. These may be generated by the learner or the instructor, but the instructor should use these to guide learners in the needed direction for the assigned selection.

When readers approach a new text, there are several strategies that are "automatic" for a skilled reader, but generally are not practiced by struggling readers. The skilled reader knows that different types of texts are organized in different ways. Having an understanding of the various structures provides a solid foundation for the reading experience. Helping learners to consciously develop simple strategies will give them some very important building blocks. Some of the strategies that can be used to set the stage for reading are:

1. K-W-L

K-W-L is an introductory strategy that provides a structure for recalling what learners know about a topic, noting what learners want to know, and finally listing what has been learned and is yet to be learned.

The **K-W-L** strategy allows learners to take inventory of what they already know and what they want to know. Learners can categorize information about the topic that they expect to use.

- **K** stands for **Know** What do I already **know** about this topic?
- W stands for Will or Want
 What do I think I will learn about this topic?
 What do I want to know about this topic?

• L stands for Learned What have I learned about this topic?

2. Directed Reading Thinking Activity (DRTA)

DRTA is useful for learners who have difficulty with inferences. **DRTA** is a prediction activity that helps learners identify what they already know about a topic and what might happen in the text. It helps learners to develop connections for understanding print.

3. Making predictions

Beginning readers may not be aware that predicting is a necessary step to understand reading material. They need to be told that thinking ahead is a strategy that good readers use. Emphasis needs to be placed on the validity of the prediction.

Learners may say:

- My prediction was not right. The character didn't do what I thought he or she would do.
- The event turned out differently than I thought it would.

Assure the learner that a right or wrong prediction happens to good readers also. It is the thinking ahead process that is important. The strategies mentioned in this section encourage learners to always make predictions.

4. Vocabulary Reviews

Review words in the story or text that learners may have difficulty with. Use each word in a sentence and ask learners to guess at the meaning and then look up the word in the dictionary. This helps learners when they read new material.



4 Handouts

Activity 1 – K-W-L

K-W-L is a 3-column chart that captures the before, during, and after components of reading a story or book. What do I **k**now already? What do I **w**ant to know? What have I learned? **K-W-L** activates prior knowledge and sets a purpose for reading.

Use one color to record prior knowledge and another color to record what information was added after reading. This activity is good for all levels. Handout 1 provides a blank form for **K-W-L**.

K stands for Know	W stands for Will or Want	L stands for Learned
What do I already	What do I think I will learn	What have I learned
know about this	about this topic?	about this topic?
topic?	What do I want to know about	
	this topic?	
	What do I already know about this	What do I already know about this topic?What do I think I will learn about this topic?What do I want to know about

How does it work?

- Draw 3 columns.
- Label Column 1 K, Column 2 W, Column 3 L.
- Learners fill in the **K** column before they read the story or book. They write down everything they already know about the topic.
- Learners fill in the W column before they read the story or book. They write down things they want to learn about the topic. This helps them have a purpose for reading and focuses their attention on key ideas.
- Learners read the book.

• Learners fill in the L column after they have read the story or book. They write down the new knowledge they gained. They can also check the information in the K column to see if it is correct.

Activity 2 – Directed Reading Thinking Activity (DRTA)

Learners make predictions about what is to be read. Refer to Handout 2 for a Prediction Guide.

To begin

- 1. Choose an interesting book and find a quiet, comfortable place to work.
- 2. Explain to your learner that this activity helps them read and better understand what they read.
- 3. Before the learner reads, put check marks in the story where you want the learner to stop reading and predict what may happen next.

Together

- 1. Look at the cover of the book and talk about what you see and predict what might happen in the book.
- 2. Read the first section of the book out loud. Discuss what you thought would happen.
- 3. Predict what will happen next based on what you have read so far.
- 4. Read the next section. Again discuss what you thought would happen.
- 5. Continue doing this for each part of the book or story.
- 6. When you finish the book, talk about what you liked or disliked about it and why.

Activity 3 – Checking Out the Framework

This activity provides learners with a guide to pre-view a book. Use the chart on Handout 3 as a guide for developing your own "Checking out the Framework" chart.

Activity 4 – Preview Text Guide

Prepare learners for reading a large document with the Preview Text Guide. Ask them to review the document, text book or story and fill in the questions on Handout 4. The guide will help learners get an overview of the document and how it is laid out.



Prereading Handout 1

K-W-L

Know	Want	Learned
What do I already know about this topic?	What do I want to know about this topic?	What have I learned about this topic?



Prediction Chart

Use the chart below to record your predictions before you read the story or book and what actually happened after you read the story.

Ch.	What I Predict Will Happen	What Actually Happened



Check out the Framework¹

Items to Check Out	Record Information and/or Reaction
Title: Any predictions, questions, clues, or connections?	
Author: Are you familiar with the author? Is the author still living? Do you know any interesting facts about the author?	
Art work on cover: Any clues or guesses? What are your predictions?	
Blurb on the back: Any interesting facts? Any descriptive words that catch your attention? What are your predictions?	
Table of contents : What chapter titles sound interesting?	

¹ **Source:** <u>http://www.greece.k12.ny.us/instruction/ela/6-</u> 12/Reading/Reading%20Strategies/checking%20out%20the%20framework.htm</u>



Previewing Text Guide

Title			
Number of pages			
Previewing Activity	Yes	No	
Table of Contents			
Chapters			
Pictures			
Headings			
Glossary			
Index			
Other			
What do you think this story, book or article is about?			
Do you know anything about this topic or story?			
Do you think you will like this story, book or article?			



There are different styles of reading for different situations. Web pages, novels, textbooks, manuals, magazines, newspapers, and mail are just a few of the things that people read every day. Effective and efficient readers learn to use many styles of reading for different purposes. Skimming, scanning, and critical reading are different styles of reading and information processing.

The technique you choose will depend on the purpose for reading. For example, you might be reading for enjoyment, information, or to complete a task. If you are exploring or reviewing, you might skim a document. If you're searching for information, you might scan for a particular word. You need to adjust your reading speed and technique depending on your purpose.

Many people consider skimming and scanning search techniques rather than reading strategies. However, when reading large volumes of information, they may be more practical than reading. For example, you might be searching for specific information, looking for clues, or reviewing information.²

Scanning is a technique for finding information quickly. When we read fast we scan not so much for content as for the general layout and organization. Most times we know what we are looking for, our eyes move quickly down the page and sometimes we use our finger as a guide.

This is useful for research. For example the learner may want to scan through columns of bird names to find **snowy owl**. When scanning, look for numbers, words in bold, words in a different font/size/color, or the key words such as first, next and finally.

Skimming text helps the learners get a quick glimpse of what the story or news item is about. Your reading speed is not as fast as scanning because you are looking for content. For example:

² Source: <u>http://42explore.com/skim.htm</u>

- The learner has found the bird he or she wants, but now has many pages to read to find out about habitat or feeding habits. He or she quickly scans the first sentence of each paragraph to find out the main idea.
- The learner may read the first and last paragraph of the article to find out if the information is going to be useful.
- Other organizers the learner needs to look at are the titles, subtitles, headings, illustrations, maps, graphs, dates, names and places.

Use skimming and scanning techniques to preview books, magazine articles, ads, stories, a TV guide, etc., before reading. Try this Internet site for successful previewing strategies for learners of all levels:

http://www.readwritethink.org/lesson_images/lesson112/manz.pdf³

³ Source: <u>http://www.readwritethink.org/lesson_images/lesson112/manz.pdf</u>



3 Handouts

Activity 1 – Introduce Skimming and Scanning

Tell learners we use skimming and scanning every day. We read faster depending on what information we are looking for. Write the definition of skimming and scanning on the board.

- **Skimming** is to quickly identify the main ideas of a text by running your eyes over all the text.
- **Scanning** is searching for key words or ideas.

Ask learners what they use skimming and scanning for. Write their responses on flip chart paper. Ask them to identify how they skim or scan a piece of text. What techniques do they use?

Read over the skimming and scanning techniques with learners on Handout 1 and ask them to try the activity on Handout 1. Give them one minute to answer the questions.

Activity 2 – Skimming and Scanning Technique

Tell learners that they are going to read some text quickly (skimming). You can use a newspaper article, telephone bill, letter etc. Put the piece of text on the overhead and ask learners to skim all the headings quickly. Give learners one minute to skim the text. Ask these questions:

• What is the story about? Did you try and read faster or did you use skimming techniques?

Show the text again and ask learners to scan the text by looking for key words and ideas. Ask them to look for the 5 Ws and How. Give learners a longer length of time to look for content. Ask these questions:

- What answers did you get? Are they accurate?
- Did you read faster when you scanned or when you skimmed? Why?
- Do you have trouble finding information in the phone book? Try skimming and scanning for information in the NWT phone book.

• Handouts 2 and 3 are activities that you can do with your learners.

Activity 3 – Preview Reading Material

Ask learners to preview various types of reading material. Ask them to identify different elements of a text like the table of contents, preface, glossary, bibliography and index, book jackets, etc. Some reading materials you can use are:

- Newspapers, magazines
- Science and Social Studies books
- Encyclopaedias
- Dictionaries, thesaurus
- Fiction, nonfiction books
- Learner workbooks
- Computer guides

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Skimming and Scanning

Handout 1

How to Skim and Scan⁴

Skimming Method #1

- Run your eyes down the middle of the text page.
- Zero in on the facts you need.

Skimming Method #2

- Skim from the top left-hand corner to the bottom right-hand corner of the page.
- Then skim from the top right-hand corner to the bottom left-hand corner.

Scanning

- Start at the beginning of the passage.
- Move your eyes quickly over the lines, looking for key words related to the information you want to find.
- Stop scanning and begin reading as soon as you find any of the key words you're looking for.

Now you try it!

- **Skim:** What is the main idea of the passage below?
- Scan: Find the word **complicated** in the short passage below. What does it mean?

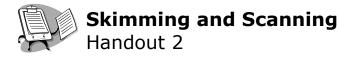
Sometimes too, stories told about one culture by someone from another way of life are misinterpreted. This is tragic. Once set down on paper, some stories are readily accepted as history, yet they may not be truthful.

⁴ **Source:** <u>http://www.phschool.com/science/biosurf/superread/unit4/4strategy1.html</u>

This story of the two old women is from a time long before the arrival of the Western culture, and has been handed down from generation to generation, from person to person, to my mother, and then to me. Although I am writing it, using a little of my own creative imagination, this is, in fact, the story I was told and the point of the story remains the way Mom meant for me to hear it.

This story told that there is no limit to one's ability – certainly not age – to accomplish in life what one must. Within each individual on this large and complicated world there lives an astounding potential of greatness. Yet it is rare that these hidden gifts are brought to life unless by the chance of fate.

Source: Two Old Women by Velma Wallis



Scanning

Scan this paragraph from "Creature Feature" in *Discover Dogs* (Volume 10, Issue 7, August 2000) to locate answers to the questions below. Do not read the whole thing – scan quickly.

Dogs see the world differently from humans. They see shades of blue, purple and yellow, like some colour blind people do. Dogs have more trouble picking out details and do not see colour as clearly. But watch out if something moves. A dog's eyes are designed to spot prey. A dog can catch even the slightest movement from the corner of its eye. And often in dimmer light than a human can.

- 1. What are dog's eyes designed to do?
- 2. What colours does a dog see?
- 3. Can a dog or a human pick out details more clearly?



Phonebook Activity

Skim and scan for the following information:

Emergency phone numbers in your community:

Police _____ Ambulance _____ Fire _____

Poison Control _____ Forest Fire _____

Directory at a glance

- 1. You need to find a number. Find the page at the beginning of the phonebook that tells you how to use the directory? _____
- 2. On what page would you find out how to make an overseas call? _____
- 3. You are having trouble with your phone. What number would you call?
- 4. Find the postal code for 38 Lakeshore Drive in Hay River _____
- 5. What is the telephone number for the Health Centre in Tuktoyaktuk?
- 6. You want to call your elderly auntie in Toronto. It is 11:00 pm your time. On what page can you find out how many hours ahead Toronto is?
 _____ Is this a good time to call her? _____

Government blue pages

Use the Keyword Headings:

- 1. What is the phone number for the school in Ft. Liard? ______
- 2. What is the phone number for the Band Office in Trout Lake?
- 3. Your grandmother is a senior who lives in Norman Wells. She needs help with her fuel costs in the winter. What number do you call for information? _____

Reverse Directory

- 1. Who has the phone number 873-3343? _____
- 2. In what community is this business? _____

Yellow Pages

Study the 'Quick Finder Index' and the 'Subject Index'.

1. What is the difference between these 2 references?

- 2. Under what subject heading would you find a listing for hairstylists?
- You need bingo equipment and supplies. Where is it listed in the subject index or the quick finder?
- 4. What is the name and phone number of a northern business that supplies bingo equipment?



A reading strategy is an intentional plan. Reading comprehension strategies are tools that learners use to help them understand what they read. Good readers use lots of strategies to help themselves make sense of the text. Good strategies include asking questions, visualizing, reading between the lines and then using all the information to come to a conclusion.

Reading strategies help make connections between the learners' background knowledge and their experiences. They also help learners to think about bigger issues beyond home, school and community.

Some learners recognize words easily and read fluently, but we can't assume that they understand what they read. Many strong readers struggle to comprehend what they read. A limited vocabulary or an unfamiliar topic can hinder comprehension. You can teach your learner skills to help with comprehension.

Think Aloud Strategy

By engaging poor readers in coached-practice in the think-aloud method, we are providing them with the opportunity and guidance they need to choose useful, appropriate strategies to enhance reading comprehension. We encourage them to think about why and when to use certain strategies, and provide them with the tools they need to successfully monitor their own comprehension. With enough modeling and coached-practice, learners will be on their way to becoming independent users of strategies.

Think Alouds are intended to help readers examine and develop reading behaviours and strategies. Studies have shown that poor readers are weak in 5 areas related to comprehension: making predictions, visualizing, linking with prior knowledge, monitoring, and self-correction.

How to do it?

Read a line or two from a selection, then stop to think out loud. Many learners have a difficult time paying attention when reading long passages of description.

Good Readers

4 Handouts

Activity 1 – What is a good reader?

Ask learners what we mean by the term *good reader*? List the responses on flip chart paper. Some of the things good readers do are:

- Look at the pictures for meaning.
- Reread words you do not know. Chunk it look for the part of the word you know.
- Look up the word if you can't figure it out.
- Skip the word and then go back to see if you can figure the word by the words around it.
- Sound out words.
- Ask for help.
- Think about the meaning of the story. Go back and read it again if you need to.

Give learners Handout 1 and read it together as a group.

Activity 2 – Model Good Reading

Model good reading skills to the learners by:

- Prereading
- Monitoring your reading
- Post reading

Pretend you do not know some words. Use the strategies that learners came up with and that are on the list to figure out the word. Model how a tutor would support a learner with their reading. People need to learn how to become good readers.

Activity 3 – Bookmarks

Learners need reminders of what to do when they read. Ask them to make a bookmark for themselves to remind them of good reading habits. They can also

make one for their children. Learners can use Handout 2 to make the bookmarks or they can create their own.

Activity 4 – Think Aloud

Model a **Think Aloud** for your learners with a piece of writing. (Learners should have a copy of this text in front of them.) Ask learners to keep a list of the different types of things you (the reader) are doing to help you better understand the text. When you're done, start a master list on a large piece of paper, writing down strategies learners share with you – using their words. Ask learners to pair up and do a **Think Aloud**. You can use the passage on Handout 3 or use other material. One learner reads the passage and then tells the other learner what they are thinking as they read. The second learner writes down what the reader is saying.

Activity 5 – Active Reading

Good readers are active readers. Ask learners to use the check list on Handout 4 to monitor their reading habits.



How to be a Good Reader



Prereading

- Look at the pictures, back cover, or table of contents and make predictions about the story or book.
- Think about what you already know about the subject.
- Ask questions in your mind like, "I wonder if this story is a mystery?" "I wonder if I will learn more about bears?"

During Reading

- Pay attention to the text.
- Ask questions in your mind about the content.
- Visualize the story in your mind.
- Read between the lines and beyond the lines. Think about how the information relates to your own life.
- Use strategies if you don't understand at first: skip ahead, reread, use the context, sound out the word.
- Realize that it's okay to ask for help.

After Reading

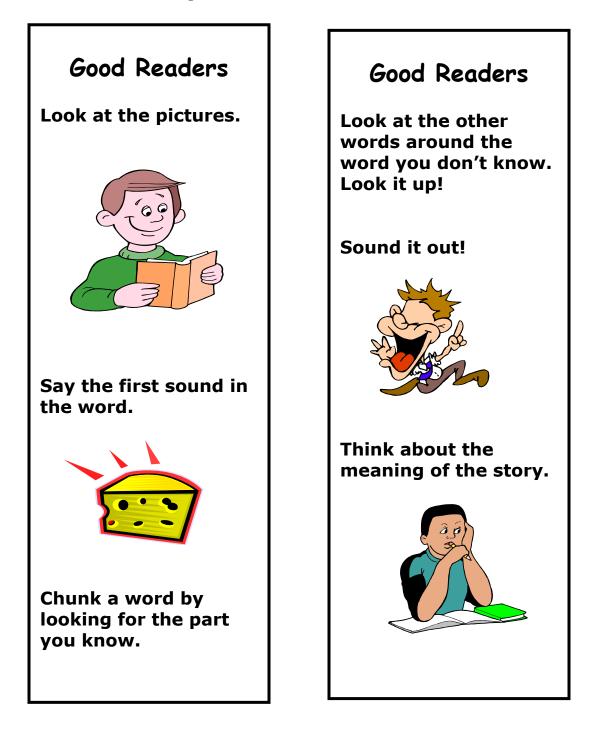
- Summarize the material.
- Find out more about the topic or look for more books by the same author.
- Ask the question "Did I understand? Can I use the information?"



Good Readers Handout 2

Good Reader Bookmarks

Paste both sides to a piece of cardboard for a double-sided bookmark.





Good Readers Handout 3

Think Aloud

The purpose of this exercise is to illustrate how good readers are "active readers." For this activity, you will need to work with a partner. Determine who will be the "reader", and who will be the "recorder." The reader reads the following passage silently. **The reader tells the recorder every thought that enters his or her mind as he or she reads**. The recorder jots these thoughts down on paper

Jump into the Lake by George Leach⁵

I grew up in the middle of the mountains on a lake and my dad told me that if you talk to the lake it will talk back to you. I must have been fourteen years old, "I'm like yeah, whatever". I don't know what that means, but for some reason I got up every single morning and I used to run. I would have tobacco and I would go to the lake and make an offering and say a prayer. So that is what I was taught, you know, growing up and stuff. Say a prayer and say whatever it is you want to say that morning, when you're praying for somebody else or if you need something, or if you are just giving thanks.

And then I would jump into the lake, it would be kind of like a cleansing ceremony for me and I don't know why, there is something about that lake that made me want to jump in. It was just a peaceful point in my life.

Every morning that was my favourite part of the day, waking up to the lake because the lake was deep and quiet – it was my moment with the Creator. To be connected with my surroundings, so I did that for about a year or a year and a half, every single morning. Even if it was -25 out. I still got up in the morning and did my thing and sure enough about six months later of doing that I was walking down the beach and I found a feather.

It was all wet, scraggly looking and I didn't think it was an eagle feather. I thought maybe it was a seagull or raven or something. So I brought it to my

⁵ **Source**: Aboriginal Cultures and Traditions Website - <u>http://cado.ayn.ca/george_story4.asp</u>

friend who was a pow-wow dancer and she started combing it out with her hands and it was this eagle feather and I was really excited. I went and showed it to my dad and said, "Look what I found in the lake." He said, "See George I told you, if you talk to the lake it will talk back to you."

Just that kind of stuff, it really had a major impact on my life and really gave me the strength to do what I do today. I try to get out there and follow my dreams or look and listen for my calling in life I guess.



Guidelines for Active Reading

After you read, look at the following guidelines. Did you practice any of these thinking skills? If so, put a check in the box. If you did not use some of the thinking skills, use this guideline for daily practice. Be an active reader who uses all these thinking skills.

	Reading 1	Reading 2	Reading 3
Did you have to think about blocking out background noise?			
Did you ask questions?			
Did you connect what you already know with the story?			
Did you find the main idea?			
Did you make inferences?			
Did you find out the meaning of words by reading the other words around it?			
Did you make predictions?			
Did you skim, scan and skip around to find meaning?			



Following directions is a practical skill that helps learners with step-by-step projects. We have to follow directions everyday.

"Assembly required." Those two words often determine whether you buy a specific product or it remains on the store shelf. While you may have tried to use your knowledge and experience to build projects, you've probably caught yourself saying, "When all else fails, read the directions."

New readers often become frustrated by following directions. Their ability to follow directions often affects their learning and performance in school. In addition, this "real world" skill will support them throughout their lives. Activities involving crafts, cooking, and building things are just a few of the meaningful ways that learners can learn to follow directions successfully.

Authentic tasks provide learners with opportunities to follow directions to create something real or complete a real task. Failing to follow the directions correctly on authentic tasks often yields a product that doesn't look, work, or taste right. This helps them understand the importance of following directions correctly.

Failing to follow directions is also a safety issue that involves the learner and their family. Some products we use everyday have symbols on the label that tell us they are harmful for our health. Learners need to be aware of the meaning of hazardous symbols and the importance of following the directions. Failing to follow directions can lead to serious injury or death.

Example 7 Contract Sector Contract Sector

5 Handouts

Activity 1 – Reading Package Directions

Purchase packages of food (muffin mix, cake mix, soup mix) and ask learners to read and carry out the directions. **Variation** – decide on one recipe that everyone would like to make. Ask learners to take home the recipe and ingredients and make it at home. Ask them to bring in the finished product the next day. Compare everyone's dish. Are they the same? What is different? Why are they different?

Activity 2 – Reading a Recipe

Ask each learner to choose a recipe, either online or in print that is appealing and nutritious. A good website is <u>http://allrecipes.com/</u>. Steer learners toward recipes that require ingredients commonly found in the kitchen and those that do not demand expensive or exotic materials and tools. Instruct them to print or copy their recipes so that they can make the recipe at home. If that is not possible make the recipes in class.

In a written composition, the learners evaluate the effectiveness of the recipe's instructions and its taste. Give learners Handout 1 to complete. Learners can share their recipes and ratings with others in the class

Activity 3 – Double the Recipe

Your class is inviting their children to the classroom for Reading Time. You will be serving healthy cookies and juice. The recipe for healthy cookies will feed about 10 people. You decide there will be about 20 people at the party. How many cookies will you need to feed 20 people? Handout 2 provides learners with a recipe for healthy cookies and instructions for doubling the recipe.

Activity 4 - Reading Directions on Hazardous Material

Collect home products that have an assortment of hazardous symbols on the label. Use an overhead to teach the symbols and their meaning from Handout 3.

Ask learners to read the directions and warnings on the product.

Discuss these questions

- Why should you read the directions before you use the product?
- What do you do to protect your eyes and skin?
- Why is vomiting not a good idea if you swallow some products?
- What must you do to protect children? How do you prevent accidents from happening?
- Which symbols need immediate medical attention? Why?
- Do you have phone numbers handy in case of emergency?
- Give the learners a copy of the *Hazardous Materials* Handout 4. The learners identify examples of hazardous products.
- Find a product at school or at home that has a hazardous symbol. Use the last blank row to identify the symbol and name the product.

Activity 5 - Where can we get help?

Brainstorm the people and places in your community and region that offer help in case of an emergency.

- Skim and scan the phonebook for important phone numbers.
- Fill out the blanks on the handout.
- Learners can cut out the notepad, take it home, and hang it on the fridge.
- Be creative! Make the list on the computer, print it on coloured paper, laminate it, and put a magnet on the back.

Activity 6 – Writing Directions

Ask learners to talk about something they are good at. They may be good at sewing, tanning, hunting or cooking. Ask them to describe how they make something. For example, fur mitts, bannock, sled etc. Ask your learners to make an instruction booklet on their skill. They can use Handout 5 to make a homemade book for their instructional booklet. They can use pictures to go with the instructions.

Following Directions Handout 1
Recipe Review
Title of Recipe: Author of Recipe:
Recipe Source: Rating (out of 5):
Would you recommend this recipe?
Describe how the food tasted.
Was the recipe clear and easy to follow? Why or why not?
What additional information should be given in the instructions?
What was the most complicated part of the recipe?
How nutritious is this recipe?
Does the recipe offer variations for special dietary needs? If yes what?



Double the Recipe



You are inviting your children to come to class for Reading Time. Healthy cookies and juice will be served. This recipe will serve about 10 people (2 cookies each). You need to make cookies for 20 people. You will need to double the recipe.

Healthy Cookies

2 cups brown sugar	$3\frac{1}{2}$ cups whole wheat flour
1 cup margarine	2 teaspoons baking soda
3 eggs	1 ½ tsp cream of tartar
2 cups unsweetened coconut	1 cup shelled sunflower seeds

Cream sugar, butter and eggs. Add coconut. Blend. Combine flour, baking soda, cream of tartar and add to the first mixture. Mix in the sunflower seeds. Let stand 1 hour in the fridge. Pinch off teaspoonfuls and flatten with a wet cloth over a flat-bottom jar or glass. Bake at 375 degrees – seven to eight minutes.

Double the recipe

brown sugar	whole wheat flour
margarine	baking soda
eggs	cream of tartar
unsweetened cocoanut	shelled sunflower seeds

Read the directions again. Do you need to make any changes to the directions too?



Hazardous Materials

Symbol	Meaning	Examples
	Flammable and combustible materials: can suddenly burst into flame	
	Corrosive materials: can seriously harm your eyes and burn your skin	
	Poisons: can cause immediate and severe harm; can be fatal	
()	Toxic: materials can cause other toxic effects	



Where can I get help?

Numb	ers to Ren	nember
Ambulance		
Poison Control		
Hospital		
Fire		
Kid's Help Line		
Health Centre		



Homemade Book

Bound Book

To make a simple bound book, similar to a hardcover book, all you need are a few supplies.

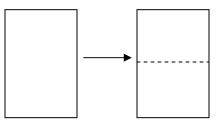
What you need:

- 8 pieces of 8 ½ X 11" paper
- Ruler
- Pen
- Sharp craft knife
- Adhesive shelf paper

- Packaging tape
- Button thread or other thick thread
- Large needle
- Rubber cement or glue
- Cardboard

Directions:

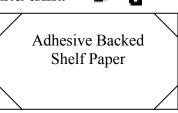
- Take 8 pieces of 8 ¹/₂" x 11" paper and fold the paper in half to form a 16-page booklet measuring 8 ¹/₂" x 5 ¹/₂".
- Thread your needle with about 24 inches of heavy thread.
- Begin at one end of the booklet's centre crease sew large stitches about 1 inch apart. Leave a 2-inch 'tail' hanging from the first needle hole. When you reach the end of the crease, turn the booklet over. Now sew back, bringing the needle through the same holes on the other side of the book. Tie the two ends of your thread together on the outside of your booklet when you finish stitching the pages together. Trim the ends.
- Cut two 6" x 9" rectangles from cardboard. A craft knife makes a neater cut than scissors.
- Lay the cut pieces side by side, leaving a half-inch space between them. Cover the centre gap with packaging tape this will attach the



cardboard pieces together. This is the spine of your book. Your book will not shut if you do not leave a space.

• Cut a piece of adhesive backed shelf paper 15 x 20 inches. Do not peel off the backing yet! Place your book cover in the centre of the shelf paper. Trim off a triangle at each corner. Mark a diagonal line about one half in sh from the corner of the manon and trime.

line about one half inch from the corner of the paper and trim. Peel off the backing from the shelf paper and place your book cover in the centre on the sticky side of the paper. Fold over the edges and your cover is done.



• The first and last pages of your booklet are the endpapers. Glue the first page flat against the cover. Rubber cement makes fewer wrinkles on your endpapers than regular glue, although regular glue will work fine.

Word Analysis Skills

Learners need to understand words and how they work in order to read. This section provides ideas and activities for developing vocabulary and using the dictionary and thesaurus.

This section covers:

- Vocabulary Development
 - Sight words
 - Word families
 - Words in context
- Word Study
 - o Prefixes
 - Suffixes
 - Compound words
 - Homonyms, synonyms, antonyms
 - o Syllables
- Dictionary and Thesaurus skills

Learning Outcomes:

- Develop sight vocabulary
- Use context clues in surrounding words and sentences
- Recognize homonyms, synonyms, antonyms
- Choose words for specificity and clarity; vary word choice to add interest to writing
- Use accurate word meaning according to context; recognize multiple meanings in language
- Arrange words alphabetically
- Develop the skills to use a dictionary, glossary, and thesaurus as tools for vocabulary development, pronunciation, meaning, and spelling confirmation
- Identify and explore personal strategies for learning and remembering new words

Instructor Notes Vocabulary Development

A strong vocabulary is a key factor in personal, academic and workplace success. Any kind of standarized test for entrance into college, university, or post secondary education has a vocabulary test. The more words a learner has at their command, the better their chances for achieving personal goals. Communication skills will be enhanced as well. Good communication skills are essential for healthy inter-personal relationships – at home or at work.

Vocabulary is also the basis of reading comprehension. Learners who not understand the words cannot make sense of the text. What strategies do readers use to figure out words? How do they remember words? How do they make sense of print? A beginning reader uses memory and picture clues. A successful reader combines sight words and word families; context and visual clues; phonics and structural analysis strategies to decode words. After the word is decoded, meaning must be assigned. Therefore, learners need to be exposed to many word attack strategies to improve their reading comprehension skills. This section will discuss the five strategies mentioned above as well as techniques for remembering vocabulary words.

In order for learners to improve their vocabulary skills, they need repeated exposure to experiences and contexts outside the classroom. For example: vacations, sports activities, belonging to a club, attending feasts and festivals, or family and workplace literacy programs. Any activity that involves interacting with others is an opportunity to increase vocabulary.

1. Sight Words

Fluent readers recognize sight words instantly. Would you believe that there are 100 words (including their variations) that make up about 50% of all the material we read? Learners must recognize these words immediately if they are to be good readers. Many of these words do not sound like they are spelled, so the learner cannot sound them out.

2. Word families

Word families are groups of words that have a common pattern such as the same combinations of letters and a similar sound. We sometimes refer to word families as 'chunks'. Often words that rhyme have common spelling patterns. These patterns can be learned quickly. For example if you know the word 'bad', you can make new words by changing the first letter – dad, fad, glad, had, etc. These chunks help learners decode longer words later.

Once learners are familiar with these 37 word families, they can use them to decode 500 words. (Wylie & Durell, 1970)⁶

-ack	-ame	-at	-ell,	-ight	-ink,	-op
-ain	-an	-ate,	-est,	-ill,	-ip,	-ore,
-ke	-ank	-au,	-ice,	-in,	-it,	-ot
-ale	-ap	-ay,	-ick,	-ine,	-ock,	-uck
-all	-ash	-eat,	-ide	-ing,	-oke,	-ug
						-ump
						-unk

3. Words in Context

The first method of assigning meaning to a word is to look at the other words in the sentence. The learner guesses at the meaning using hints from other sentences as well. The guess may be close if there are clues such as a synonym, or a definition, etc. On the other hand, the author may not have left any clues and there is no choice but to look it up in the dictionary.

⁶ Source: <u>http://www.loveandreilly.com.au/news/news9.pdf</u>



7 Handouts

Activity 1 – Sight Words

Can learners recognize the frequent words and their variations on the list on Handout 1? If so, they are able to read about 50% of all the material they read. Words are ranked in order of their frequency.⁷ Ask learners to review the list and write out the words that they are not familiar with on cue cards for practice.

Activity 2 – Word Bank

Ask learners to enter sight words into a word bank or journal. Each word should be listed with its meaning, pronunciation and an example of its use in a sentence. Create a word bank out of a recipe card holder and index cards. Keep the words in alphabetical order. Make a word journal out of an exercise book.

Activity 3 – Vocabulary Study

Conduct group vocabulary studies by having learners record unfamiliar words they would like to learn on flip chart paper or use words from a novel study or science unit. Use a variety of activities to learn and study these words:

- Use words in sentences.
- Look up words in the dictionary and put the words into syllables, parts of speech etc.
- Play word bingo (Handout 2).
- Use a vocabulary word map to help learners understand each word (Handout 3).
- Give a quiz each week.

⁷ **Source:** Campbell, P., & Brokop, <u>F. STAPLE Supplemental Training for Practitioners in Literacy Education</u>. Volume 1. Literacy Coordinators of Alberta. 1998.

Activity 4 – Word Families

Ask learners to pair up and work on Handout 4 together. They have to come up with as many words as they can for each common spelling pattern. Give the winner a prize!

Activity 5 – Context Clues

Select an authentic text passage with difficult words. The learners need to be able to see the passage. Model each of the three strategies to unknown words (keep reading, reread, break it apart). Give additional experience in the third strategy, which is breaking apart and decoding the words.

Step 1:

Begin reading the passage. When a difficult word is encountered, demonstrate the first procedure, which is omitting the word and reading on. Show how reading on can give clues about the word to enable the reader to recognize it.

Step 2:

Continue reading. When another difficult word is encountered, stop and think through what it might be from clues in that sentence and previous ones. Check your word attempt with the three tests:

- Does it make sense?
- Does it sound right?
- Does it look right?

Step 3:

Continue reading. This time, model how to take a difficult word apart. Break it into smaller words, root words, word chunks. Again, check your word attempt with the three tests.

Ask learners to make a bookmark or poster with the chart on Handout 5.

Activity 6 – Words in Context

There are many ways that a sentence tells you what a word means. Usually the words around a difficult word can give you a clue as to what it means.

For example: Polaris, the north star, is one of the best known stars.

Learners read sentences and check the one they think describes the word in bold on Handout 6.

Activity 7 – Word Analysis Chart

Refer to Handout 7 for the word analysis chart. Ask learners to:

- 1. Print the unknown word.
- 2. Split the word into parts if they can (compound words).
- 3. Add any prefixes or suffixes to the word if they can.
- 4. Write the root word.
- 5. Write the syllables on the 4^{th} line.
- 6. Rewrite the word.
- 7. Write a sentence for the word.



Most Frequently Used Words

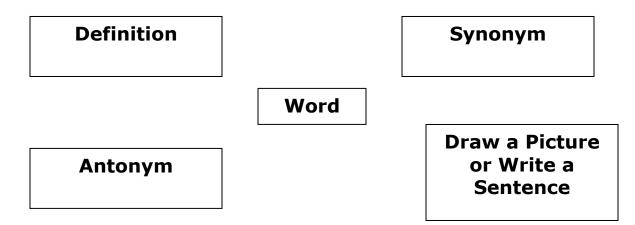
the	be	come	every	who	once	which
to	have	if	pretty	been	soon	fall
and	go	now	jump	may	made	carry
he	we	long	green	stop	run	small
а	am	no	four	off	gave	under
Ι	then	came	away	never	open	read
you	little	ask	old	seven	has	why
it	down	very	by	eight	find	own
of	do	an	their	cold	only	found
in	can	over	here	today	us	wash
was	could	yours	saw	fly	three	slow
said	when	its	call	myself	our	hot
his	did	ride	after	round	better	because
that	what	into	well	tell	hold	far
she	SO	just	think	much	buy	live
for	see	blue	ran	keep	funny	draw
on	not	red	let	give	warm	clean
they	were	from	help	work	ate	grow
but	get	good	make	first	full	best
had	them	any	going	try	those	upon
at	like	about	sleep	new	done	these
him	one	around	brown	must	use	sing
with	this	want	yellow	start	fast	together
up	my	don't	five	black	say	please
all	would	how	six	white	light	thank
look	me	know	walk	ten	pick	wish
is	will	right	two	does	hurt	many
her	yes	put	or	bring	pull	shall
there	big	too	before	goes	cut	laugh
some	went	got	eat	write	kind	
out	are	take	again	always	both	
as		where	play	drink	sit	



Vocabulary Study

Do these activities with your vocabulary words.

- 1. Look up each word in the dictionary and:
 - Write out the meaning.
 - Break it into syllables and accents.
 - Say what part of speech it is (verb, noun, adjective, etc).
- 2. Write each word in a sentence.
- 3. Make a vocabulary map like the one below for each word.



4. Write each word on a cue card and practice them for your spelling test.



Word Bingo

1	1

Decide on 16 words from your vocabulary lists and write them in the boxes randomly. Play bingo.



Vocabulary Development

Handout 4

Word Families

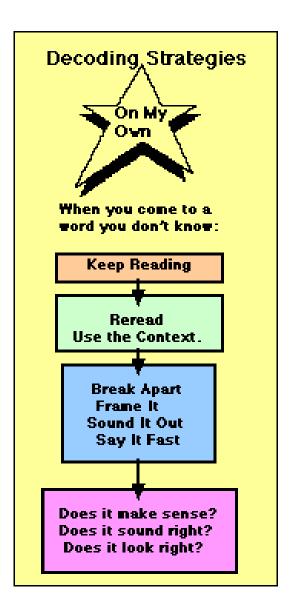
Work with a partner and brainstorm words for each spelling pattern.

fort	 	 	
sprout			
-F			
grouch			
8	 		
ground	 	 	
gibuilu	 	 	
prowl	 	 	
allow	 	 	
float			



Use Context Clues

Make a bookmark or poster with these decoding strategies.





Words in Context

There are many ways that a sentence tells you what a word means. Usually the words around a difficult word can give you a clue as to what it means.

For example: Polaris, the north star, is one of the best known stars.

Read the following sentences and check the word or phrase that you think describes the word in bold.

Activity 1

- 1. Hurricanes and tornadoes are **treacherous**. Only a very foolish person would go out during that kind of weather. What does **treacherous** probably mean?
 - O exciting
 - O dangerous
 - O delirious
 - O safe
- 2. Many ships have **vanished** during hurricanes. No survivors from the lost ships have ever been found. What does **vanished** probably mean?
 - O arrived
 - O departed
 - O returned
 - O disappeared
- 3. By **anticipating** the robber's next move, the police were able to arrive at the bank before the next robbery happened. Now the robber is in jail. What does **anticipating** probably mean?
 - O thinking ahead
 - O drawing, painting
 - O horrifying, amazing
 - O strange or unusual

- 4. I'm really hungry! That apple didn't **appease** my hunger. I want a sandwich now. What does **appease** probably mean?
 - O frustrate
 - O increase
 - O satisfy
 - O confuse
- 5. The **dispute** about marijuana in Canada will probably never be worked out. What is a **dispute**?
 - O theory, rule
 - O argument
 - O agreement
 - O a type of medicine
- 6. This virus has really **sapped** my energy. I get tired just walking across the room. I hope to get better soon because I need to return to work. What does **sap** probably mean?
 - O give, increase
 - O make slow
 - O take away, drain
 - O enhance
- 7. Some people think that discussing the dangers of cigarette smoking **obscures** the real issue. They believe the real issue is that smokers are discriminated against. What does **obscure** probably mean?
 - O shorten
 - O challenge
 - O make obvious
 - O hide, conceal
- 8. To free the boat, he **severed** the rope with his knife. What does the word **severed** mean?
 - O pull
 - O cut
 - O frayed

Activity 2

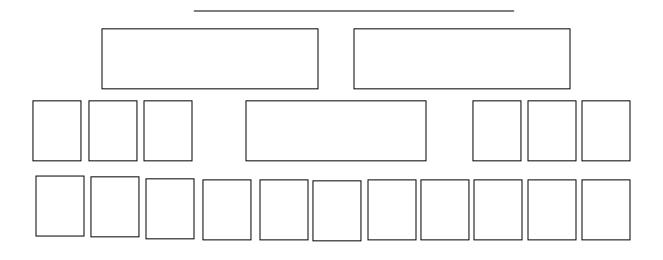
Finish these sentences to show you understand the meaning of the word.

1. A bat flew
2. Tom bought a new bat
3. Jack saved dollars.
4. The lifeguard saved
5. I ate a whole loaf of
6. My brother just loafs
7. My kid brother always wants to trail
8. I really enjoyed following the trail on
9. The judge sits in court
10. Mildred Hall School has a court in their
11.I fly to Edmonton for
12. The fly bit me on my
13. The fly on his pants was



Word Analysis Chart

- 1. Write it
- 2. Split it
- 3. Find the prefixes and suffixes
- 4. Break into syllables
- 5. Write it out again
- 6. Write a sentence using the word



Sentence



The study of words looks at the mechanics of language. At the 120 level learners review root words, prefixes and suffixes and learn other ways to analyze words. These kinds of activities are best integrated into other activities like a novel study or short story study. Instructors can use these ideas to develop their own work sheets or they can use the handouts as they are. We have included some background information on root words, prefixes, suffixes, compound words, homonyms, synonyms and antonyms, and syllables.

Instruction in word analysis helps learners who are unable to identify long words. When teaching word analysis, start with words the learner knows and use oral examples to introduce concepts.

- Dividing words into **syllables** is easier for experienced readers than for those who are having difficulty identifying words. However, breaking words into sound units can help a learner spell by letter-sound association and spelling patterns.
- Learning to analyze **root words** is a basis for other aspects of word analysis. Once learners can recognize some root words on sight, they can start to recognize these words with prefixes and suffixes.

Root words are helpful because:

- You can use a root word to help you with other spellings.
- If you recognise the root of a word when you are reading, it can help you to work out what the word is and what it means.
- **Compound words** include two or more root words. Finding the root words in compound words also provides an introduction to word analysis.
- **Prefixes** and **suffixes** are meaning units that can be added to the beginning or ending of a word to alter the meaning or function of the word.
- **Homonyms** are words that sound the same, are spelled differently and have different meanings. **Synonyms** are words that have nearly the same meaning. **Antonyms** are words that are opposite in meaning. Synonyms

and Antonyms are like members of a family. Some people in your family may not look like you, but you have the same interests. Words that do not look the same, but have the same meaning are synonyms.

Source: Most of the activities in this section have been adapted from *Ideas, Activities and Exercises for Fundamental Level English* compiled and revised by Laurie Gould and Jan Weiten, Basic Education Department, King Edward Campus, Vancouver Community College.



11 Handouts

Activity 1 – Syllables

Learners should already be familiar with syllables. Break down everyone's name in the class into syllables. See which name has the most syllables.

Explain to learners that there are two reasons to learn how to divide words into syllables. Spelling long words is much easier. And reading words is much easier if you break the word apart. Review the *Syllables Rule Sheet* on Handout 1 with learners and do the exercises together or in small groups.

Activity 2 – Root Words

Explain that longer words are sometimes made from root words. A root word is exactly like a plant's root, the part from which the rest grows. Review root words with learners. Give them Handout 2 for practice.

Activity 3- Compound Words

Compound words are made up of two small words that are root words. Use examples to review this concept. Give learners Handouts 3, 4 and 5 for practice and review. Ask learners to find compound words in their daily reading. Ask them to make a running list in their notebooks. See who can find the most during a week.

Activity 4 – Prefixes

Put this example on the board:

- I always try to pay my bills on time.
- Sometimes I prepay my phone bill.
- Last year I didn't work and many of my bills were unpaid.
- My sister paid them for me, so I want to repay her now.

Tell learners that a prefix is a letter or letters added to the beginning of a word to change or modify the word's meaning. If you know the root word and the meaning of the prefixes then you will know a lot more words. Give learners Handout 6 and review the meaning for each prefix. Ask learners to do the practice handouts.

Activity 5 – Suffixes

There are a lot of rules to learn for suffixes. Handout 7 goes over one rule and gives examples and practice questions. Handout 8 is a Suffix Word Search. Review the handouts with learners and ask them to complete them.

Activity 6 – Homonyms

Homonyms are particularly tricky for learners. Learners need to know that many words sound the same but are spelled differently and have a different meaning. Knowing these words really helps with reading comprehension. Review Handout 9 with learners and ask them to do the practice sheets.

Activity 7 – Synonyms

Synonyms are words that have nearly the same meaning. On Handout 10 learners match the word that means the same as the given word.

Activity 8 – Antonyms

Antonyms are words that are opposite in meaning. Learners are given a word and must find the correct matching antonym on Handout 11.



Syllables

There are two reasons to learn how to divide words into syllables.

- 1. Spelling long words is much easier.
- 2. Reading long words is easier.

Read each rule. Then draw lines to div/ide the words in/to syl/la/bles.

1. Divide between a prefix and root. dis/like

unfair	unhappy	return	refill	impress
impure	insane	repay	retell	remind

2. Divide between two root words. home/work

bookcase	raincoat	dogteam	dogsled	woodstove
bathroom	schoolboard	today	snowboard	shoelace

3. Divide between a root and suffix. camp/ing

sleeping	lovely	stronger	hunting	fishing
asking	wanted	loaned	fasten	thoughtful

4. When two or more consonants come between two vowels, usually divide between the first two consonants. ap/ple

butter	empty	person	Elder	angry
enjoy	summer	winter	grissly	happen

5. When one consonant comes between two vowels, usually divide before the consonant. If it doesn't sound right divide after the consonant. If you are unsure, check your dictionary. Treat *ph*, *ch*, *sh* & *th* like single consonants. e/lated

music	potato	baby	travel	vowel
idea	equal	elephant	emigrant	emotional

6. When a word ends with a *le*, divide before the previouse consonant. ta/ble

cable	bible	apple	able	middle
single	handle	purple	title	terrible

7. If two vowels make one sound do not divide them. But if two vowels make two sounds, divide between the vowels. so/il beach

radio	diet	died	oil	foil
idea	reach	react	groan	bail

8. Put it all together. Break these words into syllables:

fierce	dinner	diner	money	monkey
many	team	construction	community	employment
enjoyment	sunny	beautiful	hunter	children
language	aboriginal	Yellowknife	Inuvik	celebration
northern	Chipewyan	mathematics	English	Dogrib
Slavey	introduce	Beaufort Delta	Sahtu	storytelling
grandmother	Northwest Territitories	television	family	hockey



Word Study Handout 2

Root Words

A root word is the small word found in a larger word. Find the root words for the following words.

For example: the root word of unlucky is luck

disagree	defrost
mistake	hunter
replaceable	repay
signature	distinction
painfully	disappeared
untruthful	illuminate
antismoking	preschool
subconscience	automobile
depart	trapping
exchange	mistake
illegal	irresponsible
subheading	subarctic
northern	forewarn



Compound Words

A compound word is made up of two small words that combine to make a new word.

For example: note + book = notebook

Match a small word in List 1 with a word in List 2 to to make a compound word. You can combine several words together for some of the words. See how many words you can come up with. Write the compound words on the lines provided. Compare with others in your class to see who came up with the most amount of words.

List 1	List 2	
head	team	
hand	stove	
bed	ground	
milk	day	
sand	sled	
dog	walk	
back	nail	
flash	shake	
news	brow	
cross	paper	
eye	light	
camp	witness	
finger	board	
snow	box	

Word Analysis Skills

day	time	
birth	fire	
ice	phone	

Think of some other compound words. See how many you can come up with.

Choose 5 words from the list on the previous page and write a sentence for each one.

1.	
2.	
3.	
4.	
5.	



Putting Words Together⁸

Read the word parts below. Find the meaning of each part in the Word Bank below. Then combine each part to make a real word. Write the word. Then write a definition of the word, using the Word Bank meanings. The first one is done for you. One of the words is tricky – when you combine the words you must leave a letter out.

⁸ Source: <u>http://www.education-world.com/a_lesson/lesson206.shtml</u>

Word Analysis Skills

	Word Bank	
7. tele	+ phone	=
6. dia	+ gram	=

auto (self) ology (study of) bio (life) onym (name) cycle (wheel or circle) phone (sound) dia (through or across) sphere (globe or ball) gram (something written or syn (same or similar) drawn) graph (something written or tele (far away) drawn) hemi (half) uni (one)

BONUS! How many more real words can you create using the Word Bank above? Write a definition for each word, using the clues from the meanings. Write those words below.

Word:		
Definition:	 	
Word:		
Definition:	 	
Word:		
Definition:		



Word Study Handout 5

breakfast

Compound Word Search

Look for the words below in the crossword puzzle. The words are down, across and diagonal. There will be 13 letters left over. Try and figure out the secret message. Hint: Number and type of words for compound words.

	· · · · · · ·	
-	snusmairp	
	bmtaobwor	
	daesngzai	
	hrsaelibo	
-	temerpart	
-	torebtsac	
	wrtheavyw	-
	isuaoslvx	
ioojea	uuvodonlj	djlte
fdqhhb	zsspcfdvg	wcurt ————
ensckh	tolceseeh	cleaa
qimcts	afkaerbfs	ipbww
froeda	mdnahrqid	poebh
althgi	lnoomfcso	wures
bemitt	hginzzvho	strre
gnimra	wesuohsew	fdyrr
arrowh	eadansprk	fonyf
vhomem	akeraifmc	foait
kaerby	adzrqysaa	xrtak
downwi	ndglkpinb	wsbhr
airport	cheesecloth	freshwater outdoors
armchair	courthouse	grasshopper outhouse
arrowhead	daybreak	handmade overcast
backwoods	downstream	heavyweight overdrive
baseball	downwind	homemaker pocketknife
blockbuster	fatherhood	housewarming rowboat
blueberry	firetrap	moonlight strawberry
bookmobile	fisherman	nighttime sunset
	<i>(</i> 1 1	0

fisherwoman



Common Prefixes

A prefix is a letter or letters added to the beginning of a word to change or modify the word's meaning.

Prefix	Meaning	Example
а	on or in; from; not	aboard, amoral
ab	away or from	abnormal, abduct
ad	to or toward	adverb, adjust, adhere
anti	against; not	antisocial, anticlimatic
auto	self	automobile, autobiography
be	by	because, below, between
com, con	with, together	compare, compress, concoct
de	from, away, down	depart, defrost, depress
dis	not, opposite of	dishonest, distrust
en	in	enjoy, encourage, enlist
ex	out of, from, former	export, exchange, exhusband
for, fore	in front of, before	forward, forewarn
in	into, on	inhale, indebted
in, il, im, ir	not, opposite of	incorrect, illegal, improper, irregular
mis	wrong	misuse, mistake
pre	before	prepaid, preschool
pro	in front of, for	project, propose
re	back, again	replace, refill, renew
sub	under	submarine, subconscious
un	not, opposite of	unsafe, untie

Prefixes - re

The prefix **re** can mean:

- again
- again, but in a new way
- back

Add **re** to the root word and write the meaning beside.

1. read	reread	read again
2. call	recall	call back
3. arrange	rearrange	arrange in a new way
4. write		
5. wire		
6. place		
7. fill		
8. pay		
9. do		
10. act		
11. design		
12. birth		
13. heat		
14. take		
15. print		
16. paint		

Prefixes – un

un can mean

- not
- reverse the action, do the opposite

Add **un** to the root word and write the meaning beside.

1.	lock	unlock	reverse the action
2.	fair	unfair	not fair
3.	equal		
4.	do		
5.	able		
6.	just		
7.	broken		
8.	expected		
9.	afraid		
10	. dress		
11	. certain		
12	. clean		
13	. comfortable		
14	.tie		
15	.even		
16	.button		
17	. fold		
18	. cover		
	.friendly		
	. healthy		

Prefixes – in

•

Im, il, ir are forms of the prefix in

• Use **im** before **b**, **m**, **p**

Use **il** before **l**

• Use **ir** before **r**

in can mean

- not or the opposite of
- into or in

Add **in**, **im**, **il** or **ir** to the root words

1. correct	17. press
2. direct	18.human
3. proper	19. rational
4. balance	20. patient
5. mortal	
6. legal	22.logical
7. legible	
8. regular	24. polite
9. resistible	25. replaceable
10. active	26. secure
11. religious	27. visible
12. possible	28.luminate
13. accurate	29.pure
14. radiate	30. consistent
15.efficient	31.appropriate
16. different	32. practical

Choose 3 words with prefixes and write a sentence for each word.

1.	
2	
3.	
··-	



Word Study Handout 7

Suffixes

The suffix rules are useful and reliable. They each have only a few exceptions. The rules will help you spell and read thousands of words correctly.

1. Final Consonant Rule – one syllable words

Double the final consonant when you add a suffix if

- The word ends in cvc (consonant vowel consonant) and
- The suffix begins with a vowel

For example:	get + ing =	getting
	drip + ing =	dripping
	send + ing =	sending (does not get doubled)

2. Final E Rule

- Drop the final **e** in a word if the suffix begins with a vowel
- Keep the **e** in a root word if the suffix begins with a consonant

For example:	state + ed =	stated
	hope + ing =	hoping
	hope + ful=	hopeful

3. Final Y Rule

• If a word ends in a consonant and y, change **y** to **i** and then add the suffix

For example:	family + es =	families
	empty + ed =	emptied

• If a word ends in a vowel and **y** do not change **y**

For example: stay + ed = stayed employ + ment = employment

• When you add **ing** do not change **y**

For example: buy + ing = buying

- **4. Final Consonant Suffix Rule –** Words with two or more syllables Double the final consonant when you add a suffix if:
 - The word ends in cvc (consonant vowel consonant) and the suffix begins with a vowel
 - The stress is on the final syllable of the root word

For example:	control + ed =	controlled
	paper + s	papers
	open + ed =	opened
	refer + ing	referring

Practice

Rule 1 – Final Consonant Rule

mop + ed =	 bat + ed =	
hem + ed =	 nod + ing =	
wet + ing =	 run + ing =	
cook + ing =	 get + ing =	
feel + ing =	 need + ed =	
back + ed =	 sing + ing =	
big + er =	 fast + er =	
salt + y =	 slop + y =	
dark + er =	 stick + y =	
nut + y =	 sound + s =	
walk + s =	 trip + s =	
big + est =	 quick + ly =	
ship + ment =	 plan + ed =	

Rule 2 – Final E Rule

Add **ing** to the root word. Follow the rule.

1. come	8. give						
2. have	9. name						
3. write	10. line						
4. like	11. leave						
5. time	12. move						
6. make	13. change						
7. love	14. side						
Add ed to the root word. Follow the rule	2.						
1. love	7. line						
2. move	8. live						
3. change	9. vote						
4. like	10. hire						
5. time	11. fire						
6. name	12. store						
Add er to the root word. Follow the rule							
1. love	6. white						
2. move	7. vote						
3. change	8. rule						
4. time	9. safe						
5. late	10. receiver						
Add y to the root word. Follow the rule.							
1. rose	6. nose						
2. fire	7. juice						

Word Analysis Skills

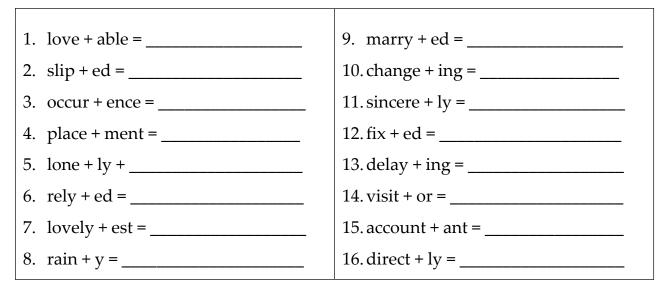
3. scare	8. smoke
4. noise	9. flake
5. taste	10. shake
Add s to the root word. Follow the rule.	
1. come	6. line
2. vote	7. live
3. write	8. time
4. change	9. leave
5. name	10. make
Add ly to the root word. Follow the rule	
1. love	like
2. nice	lone
3. late	safe
4. bare	wise
4. bare	
4. bare Rule 3 - Final Y Rule	
 bare Rule 3 - Final Y Rule Add the ending to each word. 	wise
 4. bare Rule 3 - Final Y Rule Add the ending to each word. 1. cry + er = 	wise 11. funny + er =
 4. bare Rule 3 - Final Y Rule Add the ending to each word. 1. cry + er = 2. employ + ing = 	wise 11. funny + er = 12. supply + es =
 4. bare Rule 3 - Final Y Rule Add the ending to each word. 1. cry + er = 2. employ + ing = 3. obey + ing = 	wise 11. funny + er = 12. supply + es = 13. silly + er =
 4. bare Rule 3 - Final Y Rule Add the ending to each word. 1. cry + er = 2. employ + ing = 3. obey + ing = 4. study + es = 	wise
 4. bare Rule 3 - Final Y Rule Add the ending to each word. 1. cry + er = 2. employ + ing = 3. obey + ing = 4. study + es = 5. spy + ed = 	wise 11. funny + er = 12. supply + es = 13. silly + er = 14. empty + ing 15. worry + ed =
 4. bare Rule 3 - Final Y Rule Add the ending to each word. 1. cry + er = 2. employ + ing = 3. obey + ing = 4. study + es = 5. spy + ed = 6. worry + er = 	<pre>wise</pre> 11. funny + er =< 12. supply + es =< 13. silly + er =< 14. empty + ing< 15. worry + ed =< 16. study + ing =
 4. bare Rule 3 - Final Y Rule Add the ending to each word. 1. cry + er = 2. employ + ing = 3. obey + ing = 3. obey + ing = 4. study + es = 5. spy + ed = 6. worry + er = 7. fly + ing = 	<pre>wise</pre> 11. funny + er =< 12. supply + es =< 13. silly + er =< 13. silly + er =< 14. empty + ing< 15. worry + ed =< 15. worry + ed =< 16. study + ing =< 17. hurry + ed =

Suffix Review

	Root Word	Suffix Added	Change in Root
1. painter	paint	er	no change
2. named	name	ed	drop final e
3. stopped			
4. tries			
5. being			
6. hurried			
7. stayed			
8. really			
9. passes			
10. running			
11. raining			
12. cleaner			
13. prettiest			
14. sunny			
15. places			
16. making			
17. likely			
18. runs			
19. madder			
20. cried			

More Suffix Review

Add the suffix to the word and rewrite each word.





Word Study Handout 8

Suffix Word Search

Add **ed** to the following words and find them in the wordsearch.

use shape repeat scare plan	rip flip differ draft jump				complete vote occur rain will			excel be submit st stop sl			race belong step slop stack			co lo h	ke ommit oan um each					
	s	d	е	С	0	m	m	i	t	t	е	d	w	d	q	q	1	d	d	d
	t	t	е	d	е	k	С	а	t	S	е	i	е	W	1	S	W	е	r	e
	е			-					-	-	1		-		-				1	t
	р		-	-		_			-		0								У	e
	р		-		-						a				i		С		С	1
			е								k									-
	d	р	q	h	Z	f	d	e	h	e	р	f	b	С	f	d	t	р	m	m
	d	r	1	r	С	g	W	0	b	р	m	u	а	а	е	j	x	1	е	0
	а		-								S	-						n		С
	0	q	n	b	У	С	е	d	f	h	r	i	р	р	е	d	1	ο	Z	S
	h	j	v	а	u	v	h	r	n	S	j	r	j	u	d	d	g	а	Z	r
	С	Z	е	r	0	m	v	g	а	h	q	1	е	u	С	u	ο	р	d	a
	r	n	r	Z	g	1	g	d	r	а	f	t	е	d	m	q	m	u	е	i
	i	е	i	u	е	g	Z	v	m	k	d	r	S	1	i	р	S	S	m	n
	d	d	р	d	n	W	Z	е	С	е	j	С	а	е	i	е	е	f	m	e
	1	С	q	е	t	q	Z	W	r	n	Z	С	е	С	S	У	е	d	u	d
	i	k	b	i	а	b	t	а	d	е	t	n	а	W	е	С	С	i	h	u
	k	t	Z	j	v	t	С	t	i	r	е	d	1	u	q	d	а	d	f	W
	е	е	m	j	W	S	е	w	ο	w	n	x	W	У	1	р	n	С	z	i
	d	j	0	u	0	g	р	d	t	S	S	d	е	1	1	е	С	x	е	0



Word Study Handout 9

Homonyms

Homonyms are words that:

- Sound the same.
- Are spelled differently or the same.
- Have different meanings.

For example:I made the bed.The maid made the bed

Try these!

- to too two
- to toward, in the direction of
- too also, more than enough
- two the number

Fill in the blanks with to, too or two.

- 1. Mary went _____ the Northern store.
- 2. Great Slave Lake is way _____ cold for swimming.
- 3. There are ______ Elders left in the community that can speak their language.
- 4. They are going _____ Great Bear Lake to go fishing.
- 5. It was snowing ______ hard _____ go out on the land.
- 6. I am pleased _____ meet you.
- 7. There are _____ reasons I came back to school.
- 8. The ______ go _____.
- 9. There are many things _____do at the cabin.
- 10. The suitcase is ______ heavy for me ______ carry.

there	their	they're
there their they're	be	place, a direction clongs to, a possessive pronoun contraction for "they are"

Fill in the blanks with there, their and they're.

1. _____ dogs are really good sleddogs.

- 2. I put the shovel over _____ by the window.
- 3. She told us that ______ coming to visit us at the camp.
- 4. Is ______ enough bannock for everyone?
- 5. She took care of ______ dogteam while they were away.
- 6. ______ here!
- 7. I think ______ going to buy a truck.
- 8. _____ are ten children in _____ family.
- 9. We went ______ yesterday.
- 10._____ very happy in _____ new house.

Fill in the blanks with the correct answer

1. Is this the	Is this the answer?				
2. They	for gold in Yellowknife.	mined	mind		
3. I was	for parking near a fire hydrant.	find	fined		
4. The buildings in Ye than I thought they	higher	hire			
5. They have	married for ten years.	bean	been		
6. I really like to	northern stories.	read	reed		
7. There are no the NWT.	in the northern part of	dear	deer		

8. I will late tonight.	be	bee
9. The two countries signed a treaty.	piece	peace
10. The on the Honda came off.	wheel	we'll
11. My son wants to his hair purple.	die	dye
12. Did the movie you?	bore	boar
13. The in Rwanda lasted many years.	war	wore
14. Please do itme.	for	four

Write a sentence for each word that was not used above.

1	 	 	
11.	 	 	

Word Analysis Skills

12	 	 	
13.	 	 	
14	 	 	



Word Study Handout 10

Synonyms

Synonyms are words that have nearly the same meaning.

For example:job, work, occupationend, conclusion, finish

Choose a word from List 2 and write it beside its synonym in List 1.

<u>List 1</u>	<u>List 2</u>
1. brave	glitter
2. joy	feeble
3. hurry	shade
4. shine	delight
5. colour	trembled
6. delay	shy
7. weak	racket
8. watchful	rush
9. enough	alert
10. timid	courageous
11. shook	postpone
12. noise	sufficient

In each row below, circle the synonym for the word at the beginning of the row. Then write a sentence for the synonym that you circled.

1. seldom	soon	often	never	rarely
2. gentle	sharp	mild	roughstrong	5



Antonyms

Antonyms are opposites. For example: happy and sad are antonyms.

Try and figure out the correct antonym for each word. Answers are on the next page. Some of them are tricky!

sad	wide
excited	above
weak	light
 thin	ordinary
sick	smooth
	shy
many	
shallow	begin

Word Analysis Skills

swell	silly
wet	liquid
pretty	light
 hard	save
closed	
sell	bright
fat	 large
 cold	

Check out this website for great antonym games and activities: <u>http://www.gamequarium.com/readquarium/antonyms.html</u>.

Answers

sad – happy	wide – narrow
excited – calm	above - below
weak – strong	light - heavy
thin – thick	ordinary – unusual
sick – healthy	smooth - rough
start – finish	shy – bold
many – few	clean – dirty or messy
shallow - deep	begin - end
swell - shrink	silly - serious
wet - dry	liquid - solid
pretty - ugly	light - dark
hard - soft	save - spend
closed - open	on - off
sell - buy	bright - dull
fat - thin	large - tiny
cold – warm	happy - miserable

You may have gotten different answers than these. Compare your answers with others in the class.



Did you know that October 16 is Dictionary Day, named in honour of the birthday of the famous wordsmith, Noah Webster. Recognize this special day by playing dictionary games and doing learning activities with your learners.

The dictionary is often regarded as the most important book that your learners have in the classroom. Just how well do your learners know the dictionary? Can they use it adequately? Is it just for spelling or does it contain a wealth of other information?

Why use a dictionary?

- To learn meanings of unfamiliar words
- To find correct spellings
- To find out how to correctly use a word as what part of speech
- To find the pronunciation for a word
- To find the derivation of a word (the origins of the word)
- To find the correct spellings of derivatives (root words with suffixes or other regular endings)

Words to Know

- **Guide words** are the two words listed at the top of each dictionary page that signal the words alphabetically listed on the page.
- **Entry words** are in boldface type that show the correct spelling and are sometimes divided to show syllables.
- **Pronunciation symbols** are the symbols used to show how to pronounce the word properly.
- The **definition** gives the meanings of the word. They are stated briefly and are numbered to separate each one.
- **Illustrative sentence or phrase** are sentences used to demonstrate how a word is used.
- Label is a descriptive word used to show how a word is used.

- **Slang** is a label used to tell the reader that the definition is for a non standard use of the entry word.
- **Idiom** is a phrase or saying in which a special use is made of a word.
- **Derivation** is the origin of the entry word it tells where the word comes from.
- **Abbreviations** or parts of speech identify each use of a word by its function in a sentence.

A **thesaurus** is a dictionary of synonyms; that is, words that have similar meanings (for example: **correct, accurate, exact**). Sometimes it gives you antonyms (words with opposite meanings) as well.

A thesaurus helps you:

- Find alternative words to express yourself more effectively and more interestly.
- Avoid repeating the same words monotonously.
- Avoid overused expressions.
- Recall the word that is on the tip of your tongue.

Learning Activities Using the Dictionary & Thesaurus

7 Handouts

Activity 1 – Guide Word Game⁹

Ask learners to describe the term *guide words* and give examples. Handout 1 provides learners with some practice using guide words.

For the guide word game organize learners into pairs. Give each group one dictionary and an instructor-made work sheet that has a list of words beginning with different letters of the alphabet. See Handout 2. Tell learners to look up each word on the list. Tell them they have 15 minutes to locate and write down the guide words that appear at the top of the page for each word and the page numbers the guide words fall on.

Activity 2 – Guide Word Sentences¹⁰

Review the meaning of the term *guide words* with learners. Give learners any word, such as *hot*. Tell learners to look up that word in their dictionaries and find the two guide words on that page. Ask learners to read the definition of each guide word. Then ask them to make up a sentence that includes both guide words. For example, if the guide words are *horseback* and *houseboat*, a sentence might read "They rode on horseback to the houseboat at the lake." Give learners a list of 10 to 20 words. Handout 3 has a list of words that you can use that are northern related. Ask learners to find the words in the dictionary and locate the guide words and write sentences that include both guide words. Encourage learners to be as creative as possible!

⁹ **Source:** <u>http://www.education-world.com/a_lesson/lesson206.shtml</u>

¹⁰ Source: <u>http://www.education-world.com/a_lesson/lesson206.shtml</u>

Activity 3 - Word up!¹¹

This game is for two or more players. Your objective in the following diversion is to conjecture the rather esoteric denotations that your associates deem the most veracious. It's quite blithesome, and may also improve your lexicon!

In other words, the object of this game is to guess the correct definition of a word that also has made-up definitions. It's a lot of fun and builds your vocabulary. To play, each player takes turns choosing a difficult word from the dictionary and writing it and its definition down on a card. The player then makes up two new definitions for the word. Then, the player reads the word and the three definitions. The other players have to guess the real definition of the word.

Activity 4 – Dictionary Practice

Review where syllable breaks, parts of speech, cross references, usage guides, and pronunciations are found on a dictionary page. Give learners examples of each. Handout 4 provides learners an opportunity to practice their dictionary skills. Learners use the dictionary page included in the handout to answer the questions.

Activity 5 – Thesaurus

A thesaurus is a dictionary of synonyms; that is, words that have similar meanings (for example: **correct, accurate, exact**). Learners use a thesaurus to find words to make the sentences more interesting on Handout 5. They read the sentences and find at least five synonyms for the bold word. Then they rewrite the sentence using one of these new words.

Activity 6 – Word of the Day

Each morning write an unusual word on the board. Ask learners to make a word map for the word. The word map includes:

- Learner's definition
- Definition from dictionary
- Synonyms
- Antonyms

¹¹ Source: <u>http://www.education-world.com/a_lesson/lesson206.shtml</u>

Handout 6 provides learners with an outline for the word map.

Activity 7 – Word Chart

Learners look words up in a dictionary and thesaurus and make a word chart of the word. Handout 7 provides the details needed to make a word chart.



Guide Words¹²

Guide words are words that are located at the top of each dictionary page. The first guide word is the first word on the page. The second guide word is the last word on the page. All other words on that page occur alphabetically between the two guide words. Choose words from the box and list them below the correct guide words.

mulberry mule	mouth movable	mounted mulch	mist mister	muffle mississippi
missionary	mistook	misspell	mug	move
mouse	mud puppy	mourn	misty	

mission – miter mountain – movement muddy - mullet

¹² <u>http://members.aol.com/lisajg5222/dictionary/dict2C.html</u>



Guide Words

Work with a partner and find the guide words for the following words. Remember that guide words are the two words listed at the top of each dictionary page that signal the words alphabetically listed on the page. You have 10 minutes to look up the words and write down each guide word.

1. northern		
2. stories	 -	
3. fascinating		
4. learner	 -	
5. newspaper	 -	
6. alcohol		
7. family	 -	
8. language		
9. Aboriginal		
10. community		
11.ice	 -	
12. hockey		
13. grizzly bear		
14.igloo	 _	
15. tepee		
16.land	 _	
17. study		
18. hunting		
19. fishing	-	
0	 -	



Using the Dictionary and Thesaurus Handout 3

Guideword Sentences

Use list from Handout 2 and choose 10 words. Use the two guidewords for each word in one sentence. **For example** – for guide words **hut** and **hotel** you could write a sentence like - *I would prefer to stay on a hut on the beach instead of a hotel in the city.*

1.	
2.	
3.	
.	
4.	
5.	
6.	
-	
7.	
-	
8.	
9.	
10.	



Using the Dictionary and Thesaurus Handout 4

Dictionary Practice¹³

Use the dictionary page to complete this work sheet. Read each question below. Write the answer on the lines under each question.

- 1. The main **entry words** on this dictionary page appear in bold type. The entry words jut out a bit out from the meanings of the words. The entry words are listed in ABC order on the page. How many main entry words do you count on this page?
- 2. On this dictionary page, the syllable breaks in the main entry words are shown with small dots. How many main entry words on this page have two syllables?

3. Which main entry word has four syllables?

4. Which main entry words have three syllables?

- 5. All the words on this page begin with the letter *c*. Do they begin with the hard sound of *c* that you hear in the letter *k* or the soft *c* sound that you hear in the letter *s*?
- 6. The entries on this dictionary page tell the part of speech, such as noun, verb, adjective, or adverb, for each definition of the word. Which words on the page can be used as *both* nouns and verbs?
- 7. Which word on the page can be used as *both* an adjective and an adverb?

 $^{^{13}}$ Source: © 2002 by Education World®. Education World grants users permission to reproduce this page for educational purposes.

- 8. Homonyms or homophones are words that sound alike but have different spellings. Two of the words on this page are homophones. Which two words on the page are the homophones?
- 9. Related words and word forms appear at the end of many definitions. For example, *coughing* and *coughed* are forms of the word *cough*. What are the word forms for the word *counteract*?
- 10. Sometimes definitions include sentences that provide examples of words used in context. Find each of the words below on this dictionary page. Copy a sentence from the page that shows each word used in context.
 - counsel (verb) _____
 - counter (adjective) ______
 - count (noun) ______

One word in each sentence below is written the way it sounds. Find each pronunciation on the dictionary page. Write the word correctly on the line next to or under each sentence.

1. Kud you please pass the salt? _____

2. I put the bread on the kitchen kountur.

3. Pete talked with the school kounsuhlur about his problem.

4. Julia's pet is a kotuhntail rabbit.

5. You will save \$2 on the shirt if you use the newspaper koopon.

6. Juan's class saw a koogur at the zoo. _____

Dictionary Page¹⁴

cottontail > coupon

cot-ton-tail (kot-uhn-tale) noun A rabbit with a short, fluffy, white tail.

couch (kouch) noun

 A long, soft piece of furniture that two or more people can sit on at the same time.
 noun, plural couches

couch potato (informal) Someone who spends most of his or her time watching television rather than being active.

cou-gar (koo-gur) *noun* A member of the cat family with a small head, long legs, and a strong body. Cougars lived in the mountains of North and South America, but are now mostly extinct; also called **mountain lions**, **panthers**, or **pumas**.

cough (kawf)

- 1. verb To make a sudden, harsh noise as you force air out of your lungs. D coughing, coughed D noun cough
- 2. noun An illness that makes you cough. could (kud) verb Past tense of can.
- could n't (kud-uhnt) contraction A short form of could not. Jesse couldn't write his report until he went to the library and did some research.
- coun-cil (koun-suhl) noun A group of people chosen to look after the interests of a town, a county, or an organization, as in the city council. Council sounds like counsel.

coun-sel (koun-suhl)

- 1. verb To listen to people's problems and give advice. My mom counseled me on how to study for the test. > counseling, counseled
- 2. noun Advice.
- Counsel sounds like council.

noun counseling coun-sel-or (koun-suh-lur) noun

1. Someone trained to help with problems or give advice. He felt better after seeing the school counselor.

2. A lawyer. count (kount) verb

1. To say numbers in order. > noun counting

2. To work out how many there are of something. I counted the planes as they took off.

- > noun count
- 3. To be worth something. In our family,
- everyone's opinion counts.
- If you can count on something or someone, you rely on that thing or person.
- 5. To think of as. We count ourselves lucky to
- have survived the earthquake.
- > verb counting, counted
- count-down (kount-down) noun A backward counting from a certain number down to zero, as at a missile launch.

Prefix

- The prefix counter- adds the following meaning
- to a root word:
- Against, as in counteract (act against someone or something).
- The opposite of, as in counterclockwise (the opposite of clockwise).

coun-ter (koun-tur)

- 1. noun A long, flat surface, as in a counter in a department store.
- 2. noun A small, flat, round playing piece used in some games or to do math.
- adjective Opposite. Your opinion is counter to mine.
 ■ adverb counter
- coun-ter-act (koun-tur-akt) verb To act against something so that it is less effective. You should do some exercise to counteract the effects of overeating. > counteracting, counteracted
- coun-ter-clock-wise (koun-tur-klok-wize) adverb In a direction opposite to the hands of a clock. I opened the top of the jar by turning it
- counterclockwise.
 > adjective counterclockwise
 counter-feit (koun-tur-fit) adjective Something
- that has been made to look like the real thing but is a fake, as in counterfeit money. counterfeit verb counterfeit

coun-ter-part (koun-tur-part) noun

- Someone or something that closely resembles another in some way.
- 2. One of two parts that complete each other. count-less (kount-liss) adjective So many that you
- cannot count them. We had countless arguments. coun-try (kuhn-tree) noun
- A part of the world with its own borders and government.
- Undeveloped land away from towns or cities.
 adjective country
- The people of a nation. He asked the country's forgiveness.

> noun, plural countries

- coun-try-side (kuhn-tree-side) noun Undeveloped land away from towns or cities.
- coun-ty (koun-tee) noun A division or part of a state with its own local government. > noun,

plural counties > adjective county

- cou-ple (kuhp-uhl) noun 1. Two of something.
- Two people paired together.

cou.pon (koo-pon) noun

- 1. A small piece of paper that gives you a
- discount on something.
- A small form that you fill out to get information about something.

¹⁴ Source: <u>http://www.education-world.com/a lesson/TM/WS lp206 dictionary.shtml</u>

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Thesaurus

A thesaurus is a dictionary of synonyms; that is, words that have similar meanings (for example: **correct**, **accurate**, **exact**). Use a thesaurus to find words to make these sentences more interesting. Read the sentences and find at least 5 synonyms for the bold word. Rewrite the sentence using one of these new words.

For example: I really **enjoy** going out on the land.

What are some more interesting words for enjoy?

- Adore, fancy, love, relish, rejoice, cherish, savour
- I really cherish going out on the land.
- 1. I **love** playing hockey on the rink by the houseboats.

2. Elders tell **wonderful** stories about traditions from the past.

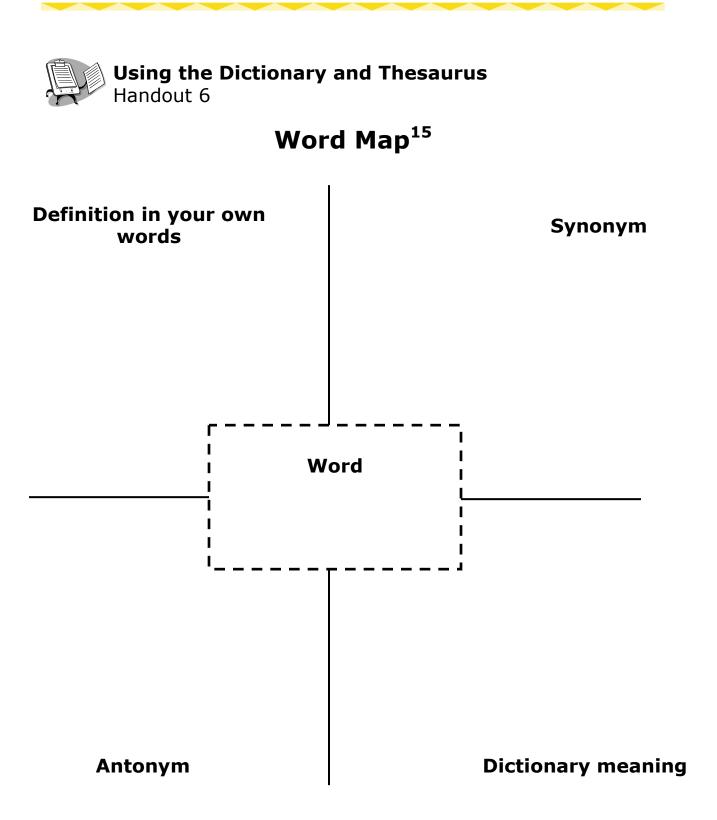
3. Each week we have a **fun** family literacy night for families in our community.

4. I learned a **great** deal when I lived on the land when I was younger.

5. My children look so **peaceful** when they sleep.

6. I am really **happy** that I returned to school to reach my goals.

7. My children are the most **important** thing in the world to me.

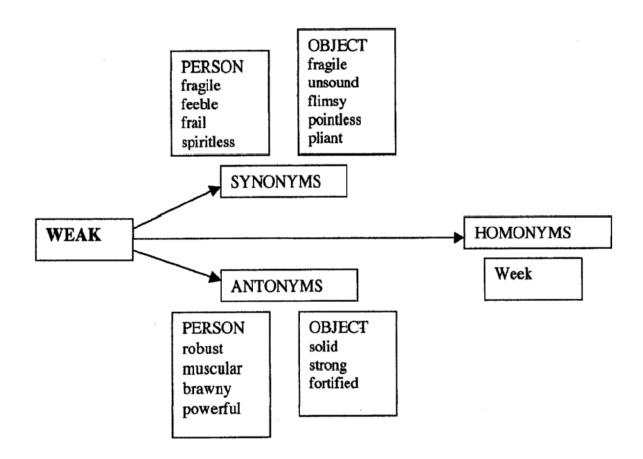


¹² Source: <u>http://www.teach.virginia.edu/go/readquest/pdf/wordmap_2.pdf</u> Raymond C. Jones



Word Chart ¹⁶

Use this chart to analyze vocabulary words. Look the words up in a dictionary and thesaurus and make a Word Chart for each vocabulary word.



¹⁶ Source: <u>http://academic.cuesta.edu/acasupp/AS/508.HTM</u>

Word Analysis Skills

Read to Comprehend and Respond

This section covers:

- Using Questions
 - o Q-A-R
- More Question Strategies
 - o ReQuest
 - Fact/opinion
- Read to Understand
 - Cloze procedure
 - Read, think, reread

• Understanding Different Kinds of Text

- Nonfiction vs. fiction
- Different writing styles and techniques
- Story Elements
 - Character, setting, plot, theme etc.
 - Author's view point
- Main Ideas and Supporting Details
 - Identifying the main idea and supporting details
- Figures of Speech
 - Simile, metaphor, personification
 - Sensory images
- Oral Reading
 - Model reading
 - Oral reading
 - o Readers Theatre

Learning outcomes:

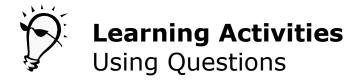
- Use the 5 Ws + How question words
- Recall sequence of events
- Use comprehension strategies to ask questions, make inferences, predictions and draw conclusions
- Identify writer's purpose
- Explain connections between prior knowledge and experiences and a variety of appropriate texts (fiction, nonfiction and functional...); share responses
- Distinguish between fiction and nonfiction reading material
- Distinguish similarities and differences and recognize key characteristics of various types of reading material such as newspaper articles, novels, autobiographies, biographies, myths, etc.
- Identify key elements of fiction including plot, characterization, and setting
- Identify writer's viewpoint
- Use methods of development and organization of written text (such as main idea, supporting details, and sequence, etc.) to construct and confirm meaning
- Identify mood, descriptive language, and common figures of speech in literary texts (simile, metaphor, personification)
- Use visualization to monitor comprehension and understand texts
- Explain connections between prior knowledge and experiences and a variety of appropriate texts (fiction, nonfiction and functional...)
- Share responses
- Have learners do character role-plays, sociograms, dramatizations, dialogues (all levels)
- Use oral responses to explain, confirm, construct and confirm the meaning of text



Using questions helps learners understand what they are reading.

The Q-A-R (Question-Answer-Relationship) strategy equips learners with skills needed to find the facts, make inferences and read beyond the lines. Q-A-R helps learners realize that the answers they seek are related to the type of question that is asked. It encourages them to be strategic about their search for answers based on an awareness of what different types of questions to look for. Even more important is understanding where the answer will come from. An easy way to explain this strategy is by breaking down the questions:

- 1. **Right There Questions**. The answer is in the text, and if we pointed at it, we'd say it's "right there!" Often, the answer will be in a single sentence or place in the text, and the words used to create the question are often also in that same place. This strategy refers to reading the lines.
- 2. **Think and Search Questions**. The answer is in the text, but you might have to look in several different sentences to find it. It is broken up or scattered or requires a grasp of multiple ideas across paragraphs or pages. This strategy also refers to reading the lines but is more difficult.
- 3. **Author and You Questions**. The answer is not in the text, but you still need information that the author has given you, combined with what you already know, in order to respond to this type of question. This strategy refers to reading between the lines.
- 4. **On My Own Questions**. The answer is not in the text, and in fact you don't even have to have read the text to be able to answer the question. This strategy refers to reading beyond the lines.



6 Handouts

Activity 1 – Q-A-R: Right There Questions

Ask learners to retell a story in their own words. Handout 1 is a good format for a retelling guide. Ask learners to list any important events of situations described in the text in the order they occurred. Handout 2 asks learners to list the important events in a story in point form. Ask who, what, where, when, how and why questions that can be answered from the text.

Activity 2 – Q-A-R: Think and Search 5 Ws and How

Think and search is still reading the lines but more difficult. The answer may be in several different paragraphs and the reader has to decide on what information is important.

The 5 Ws and How is a good place to start when teaching this strategy. Make up large cards with What, Who, When, Why, Where and How.

Ask learners to tell you a sentence. Write the sentence on the board or flip chart. **For example:** Kathy spilled coffee on her math test.

Say the sentence out loud and then ask these questions:

- Who is this sentence about?
- What is happening?
- Why is it happening?
- Where is it happening?
- When did it happen?
- How did it happen?

When a learner answers correctly ask them to hold the appropriate card. When all the questions are answered ask them to stand in order. Some of the questions won't have an answer from the sentence but learners may be able to make some inferences.

Activity 3 – Author and You: Inferences

The answer is not in the text, but you still need information that the author has given you, combined with what you already know, in order to respond to this type of question. The reader makes assumptions and inferences about the text.

Mary Tarasoff teaches learners inference concepts by guiding them through a variety of inference types¹⁷: To teach about inferences say these sentences to learners and ask them to figure out the answer.

- Location e.g. The waitress came as soon as we sat down.
- Time e.g. Mom woke me up for breakfast.
- Action e.g. With a bat in hand, the player approached the plate.
- Instrument e.g. With a loud buzzing noise, the tree was felled.
- Object e.g. The heavy ball fell silently to the ground exploding as it landed.
- Category e.g. The ketch and yawl were docked beside the yacht.
- Occupation or Pastime e.g. Her job was to sweep up the hair and put away the scissors.
- Cause/Effect e.g. After six days, water was reaching up to the rooftops.
- Problem/Solution e.g. It was late in the afternoon and the baby was crying.
- Feeling/Attitude e.g. As I ran across the finish line, my parents cheered.

Ask learners to make and identify inferences in their daily reading activities. Handout 3 is a practice sheet on making inferences. Learners read a short passage and answer questions. Handouts 4 and 5 are guides for learners to use when they read a passage. They write down the text clue and their conclusion or inference.

Activity 4 – On My Own: Journal Response

Learners summarize text by writing their response in their journal. After they hand in their journals the instructor responds with written questions.

Ask questions that will encourage learners to respond to the authors' ideas:
 "Do you agree or disagree with...?", "Do you think this really happened?",
 "Did you like the story?"

¹⁷ Source: Tarasoff, M. Reading Instruction that Makes Sense. Active Learning Institute Inc. Victoria, BC. 1993.

- Discuss the various reactions readers have to what they read: to agree or disagree; to evaluate the author's opinion; to relate the author's ideas to one's own experience.
- Ask questions that will prompt learners to personally relate to the text: "What do you think...?" "How do you feel...?"

Activity 5 – On My Own

Learners read the passage on Handout 6 and answer the questions. The questions are about their opinions and what they do in their lives to celebrate Mother's Day. You can have them answer the questions orally before they read the passage or after they read the passage.



Right There: Retelling Guide

Use the questions as a guide to tell the order in which the events happened in a story.

ate	
ame	
itle	

Beginning

- What happened at the beginning of the story?
- Where did the story take place?
- Who (or what) is the main character?
- What is the problem?

Middle

- What happened next?
- What did the character(s) do?
- How did they feel?
- Did they try to solve the problem?

END

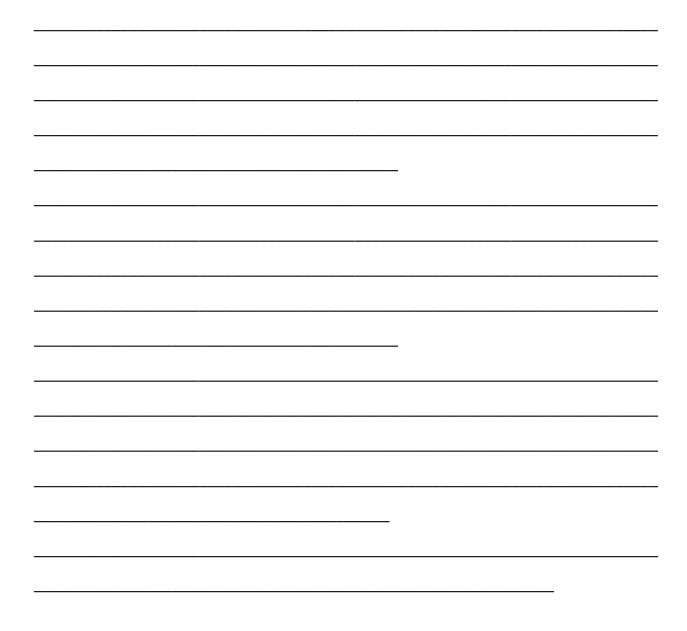
- How did they solve the problem?
- How did the story end?
- What is the author trying to tell you?



Right There: Sequencing

Put it all together.

Rewrite a familiar story in point form from beginning to end. Use words like then, next, after, and also.





Author and You: Reading Between the Lines

Read the following paragraphs and the answers. Underline the best conclusion:

1. Whooping cranes nest near Ft. Smith in Wood Buffalo National Park in the Northwest Territories. By the end of September, they are ready to fly to Texas in the United States. They are the tallest of all birds in North America.

The paragraph tells:

- a) One true idea
- b) Two true ideas
- c) Three true ideas
- 2. Female mosquitoes need blood to nourish their eggs. They bite animals, birds and humans to get blood. The female lays her eggs that hatch into larvae in still water. The larvae leave the water as adult mosquitoes a few weeks later.

You can tell that:

- a) Mosquito bites are itchy.
- b) Mosquitoes carry disease.
- c) Male mosquitoes do not bite people.

3. Beavers live in water. They work together to build their houses and to build dams. They chew the branches off trees. Then they gnaw the trunks of trees until they fall down. They drag the branches and trees into the water to make their homes and dams. Beavers are cooperative workers.

From this paragraph, you can tell that:

- a) Beavers must be good swimmers.
- b) Beavers feed on twigs and sticks.
- c) They use their forepaws to build their homes and dams.



Author and Me: Drawing Conclusions

Text clues	What I already know	My conclusion



Using Questions Handout 5

Author and Me: Inference

What I already know	Inference
	What I already know



On My Own

Read the following paragraph and answer the questions below.

Mother's Day¹⁸

A special day for the celebration of mothers can be traced to the times of ancient Greece when tribute was paid to Rhea, the mother of many of the Greek gods.

Early Christians also paid tribute to Mary, the mother of God, during Lent. This tribute evolved into "Mothering Sunday" in England. "Mothering Sunday" is a celebration of all mothers, and is observed on the fourth Sunday of Lent.

In North America, the idea of Mother's Day was first suggested in 1872 as a day for women and mothers to join in promoting peace.

Anna Jarvis of Crafton, Virginia created this special event as it is known today. Childless and single, Anna believed the most important thing in her life was to honour and cherish her mother. On the second Sunday of May, 1906, after the death of her mother, Anna decided to organize an activity to honour all mothers. She took 500 carnations to church and gave one to each mother in the parish. This is how the tradition of giving flowers on Mother's Day began.

Since then, Mother's Day has spread and is now celebrated around the world, though not always on the same day. For example, in Canada, the United States, Netherlands, Demark and Germany, the holiday is always celebrated on the second Sunday in May. In Britain, it is celebrated on the third Sunday in March while in Sweden, they wait for the temperature to warm up, so it is held at the end of May.

¹⁸ Source: <u>http://mothers-day.123holiday.net/</u>

1. How do you celebrate Mother's Day?

2. Do you have traditions that you do each year? What are they?

3. Do you think it is important to honour mothers around the world? Why or why not?

4. Do you think that Mother's Day should be everyday? Why or why not?

Instructor Notes More Question Strategies

ReQuest Strategy (Reciprocal Teaching)

ReQuest is a tool for teaching reading comprehension. Reciprocal teaching promotes four comprehension strategies: summarizing, questioning, clarifying, and predicting. The instructor models these four strategies with each small group, and then the learners assume the role of instructor. A half-hour is a typical allotment of time for a reciprocal teaching session.

Steps:

- 1. The instructor meets with a small group of learners. The learners and instructor read a segment of text from a book. The segment could be one or more paragraphs.
- 2. **Summarizing:** The instructor identifies important points in the passage and then summarizes these points. The learners decide whether it is an accurate summary.
- 3. **Questioning**: The instructor asks questions about the passage, and the learners respond. Other members of the group are invited to ask questions.
- 4. **Clarifying**: The instructor identifies parts of the passage that could cause confusion, and with the learners' assistance, clarifies these parts.
- 5. **Predicting:** (Optional) The instructor predicts what the next segment of text will be about, and the learners judge whether the prediction is accurate.
- 6. After the instructor has modelled the procedure with several segments of text, a learner assumes the instructor's role. The instructor provides feedback and coaches him or her through the strategies. The learners can take turns assuming the instructor's role.

Bloom's Taxonomy

Bloom's Taxonomy is an invaluable aid to structuring oral and written questions for learners. Questions that range from easy to more difficult help learners to develop critical thinking skills. Learners need to respond to questions at all levels of Bloom's Taxonomy with oral responses and then lead up to independently written answers.

Category	Questions to Use
Knowledge : recall data or information	What happens?How many?Where and when did the story take place?
Comprehension: understand the meaning of the text. Explain the story or the problem in one's own words.	 How would you compare with? Why do you think? What is the main idea? How would you summarize the story?
Application: solving problems by taking the knowledge learner already knows and using it in a different way.	 What examples can you find to show? How would you use? What facts would you select to show proof of? What questions would you ask?
Analysis: breaks material into different parts so each part can be examined. Facts and inferences are separated to help understand the material.	 Can you list the parts? What conclusions do you draw? What inferences can you make? Why do you think?

Synthesis: puts the parts back together again. As a result, a whole new meaning is created.	 Can you tell me a different ending to the story? How can you relate this to your life? I wonder what will happen next? If you were the author, how would you end the story?
Evaluation: make a judgment about the material or idea.	Do you agree with?What is your opinion?What choices would you have made?

More Comprehension Questions

You are helping your learner to:	If you ask:
Identify the main idea	What is a good title for this story?What is the author's main point?What is the main idea in this paragraph?
Sequence events	What did they do when?What steps did they take when?What happened after?
Notice and locate details	 Can you find the place where the author tells us? When did this happen? How much? How far?
Predict outcome and draw conclusions	 What do you think will happen when? What will they do next? How do you think this will affect? If you were writing the next chapter, what would you say happened to?

Evaluate content	 Does the author give much evidence to support her view? Do you think they were right to? What are the author's information sources? Do you think this could really happen?
Understand text organization	 What things does the author compare? What does the author say causes? Why does the author tell us the time before each event?

Fact or Opinion

Fact or opinion is another questioning strategy. Learners identify and learn how to evaluate the difference between what is an opinion and information based on fact.

Much of what you read in newspapers or magazines is a mix of factual information and the opinions of the author. Often the opinions are disguised as fact, to make the author's argument seem more believable. For example:

"Registration and control of firearms in Canada is **not supported by the Canadian public**, and <u>will not lead to a</u> <u>decrease in gun-related crime."</u>

The statement in bold is a **fact**. (Notice, though, that even **facts** can be misleading if not explained. What does **supported** mean? The implication is that most people don't support gun control, but the actual figures indicate about a 50-50 split.)

The underlined statement is an **opinion**. It is obviously a conclusion, since we don't know what is going to happen. There is nothing wrong with mixing opinions and fact together in an argument, of course ... it's done all the time. What *is* important is that the reader be able to distinguish the fact from the opinion, in order to make a sound judgment about the information they are receiving!



4 Handouts

Activity 1 – ReQuest Procedure

The ReQuest procedure focuses on questioning, summarizing, clarifying and predicting. Good readers use these techniques to understand what they are reading. Before they apply these techniques to their reading, they need to know how to identify them:¹⁹ Use the chart on Handout 1 to help learners organize their thoughts. Ask them to come up with questions about the text, summarize the material, clarify problems and predict what will happen next.

Activity 2 – Read to Understand – Group Work

Another way to teach this strategy is to put learners in groups of four²⁰. Use the cards in Handout 2 – summarizer, questioner, clarifier and predictor. Give each person one card. Ask them to read the passage on polar bears. Each person has a role:

Summarizer -	highlights the key ideas in the selection
Questioner –	asks questions about the selection
Clarifier -	asks about confusing parts
Predictor –	asks what will happen next or when the next
	event will be

Activity 3 – Facts or opinions

Teach fact and opinion concepts. Give clear examples. Ask learners to identify the differences between fact and opinion statements and give a reason to support their answer.

¹⁹ Source: <u>http://www.greece.k12.ny.us/instruction/ela/6-</u>

^{12/}Reading/Reading%20Strategies/reciprocal%20teaching.htm Brian Ladewig

²⁰ Source: <u>http://curry.edschool.virginia.edu/go/readquest/strat/rt.html</u> 2001

Facts:

- Information we can prove and confirm from an atlas, encyclopaedia, reference book, knowledgeable person, or other source.
- Information that is true. Something that actually happens.

Opinions:

• Information based on what people believe or think about a fact or belief. Opinions say that someone is happy or sad. If something is good or bad, that is an opinion.

Write these examples on the board. Ask learners to say if it is a fact or opinion and why.

Statements	Fact or Opinion	Why?
It's easy to say you're wrong.	opinion	Some may think it's hard.
Skidoos have replaced dog teams in the north.	fact	Information is on television documentaries and in reading material.
Joe Handley is a good leader.	opinion	Everyone may not believe this.
In 2006, Joe Handley was the premier of the Northwest Territories.	fact	Can be proved by reading and by listening to the media.

Handout 3 provides a list of fact and opinion statements. Learners must decide whether the statement is a fact or an opinion. Learners may have different opinions on the answers. Ask them to share their reasoning for why they chose **fact** or **opinion**.

Activity 4 – Fact or Opinion: Media

The media is a great place to start when looking at facts and opinions. Distribute Handout 4 and ask learners to read the article. Ask learners to write down the facts and opinions in the chart provided. Ask one learner to be the recorder for the facts and one learner for the opinions on the board. Work with the class to determine which facts are accurate and which are opinions.

Ask learners to select a column, letter, or editorial from the paper. Learners analyze the material they have chosen for facts and opinions.



More Question Strategies Handout 1

ReQuest Strategy

Ch.	Ask Questions	Summarize	Clarify	Predict



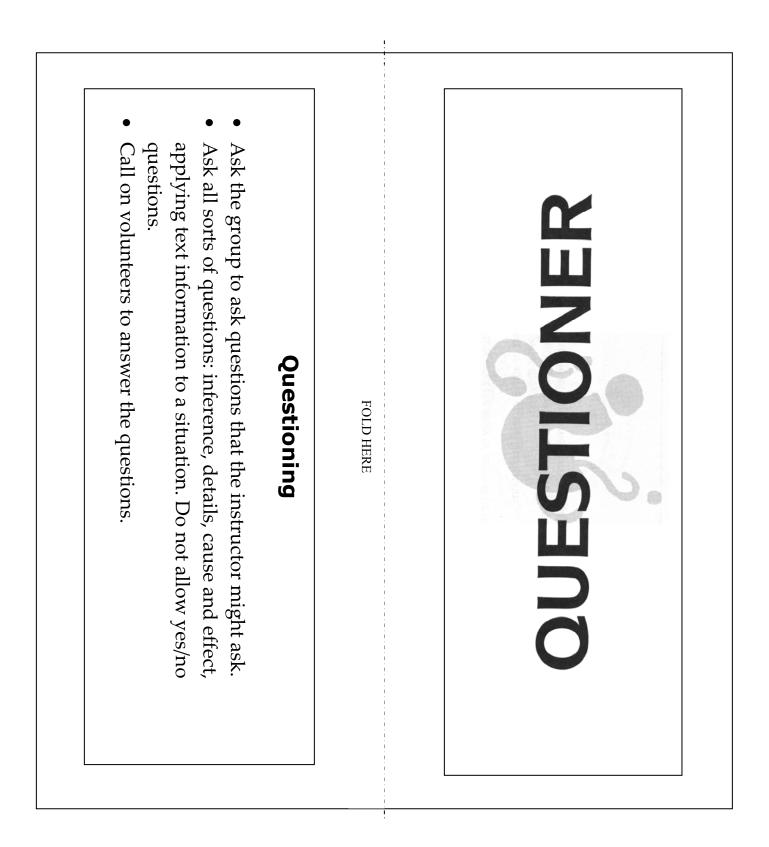
More Question Strategies Handout 2

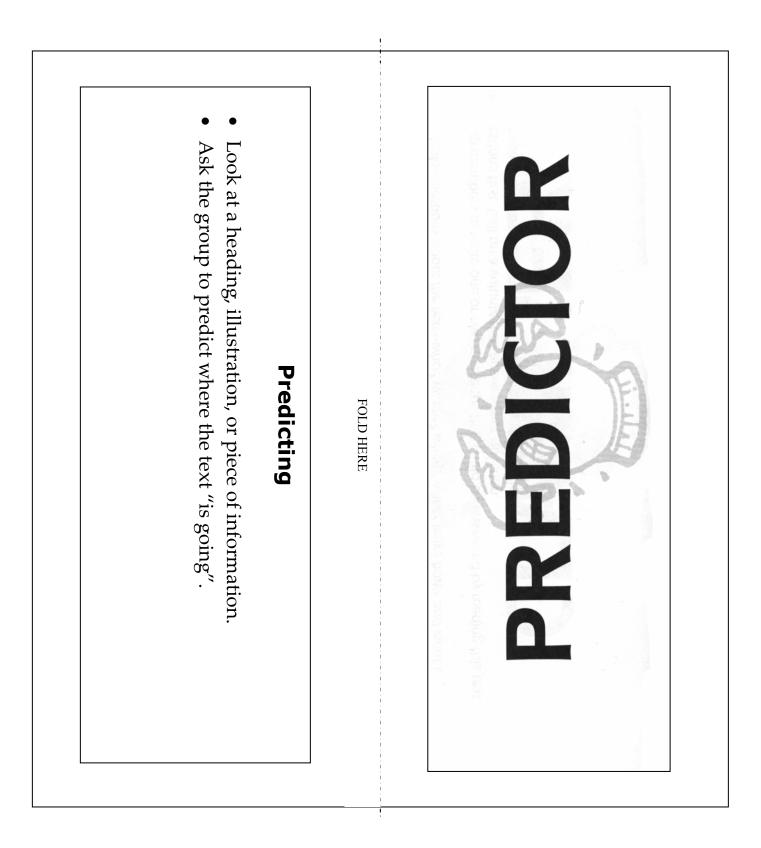
Reciprocal Teaching – Group Work

Read the passage below. Each person takes on a role for the reading.

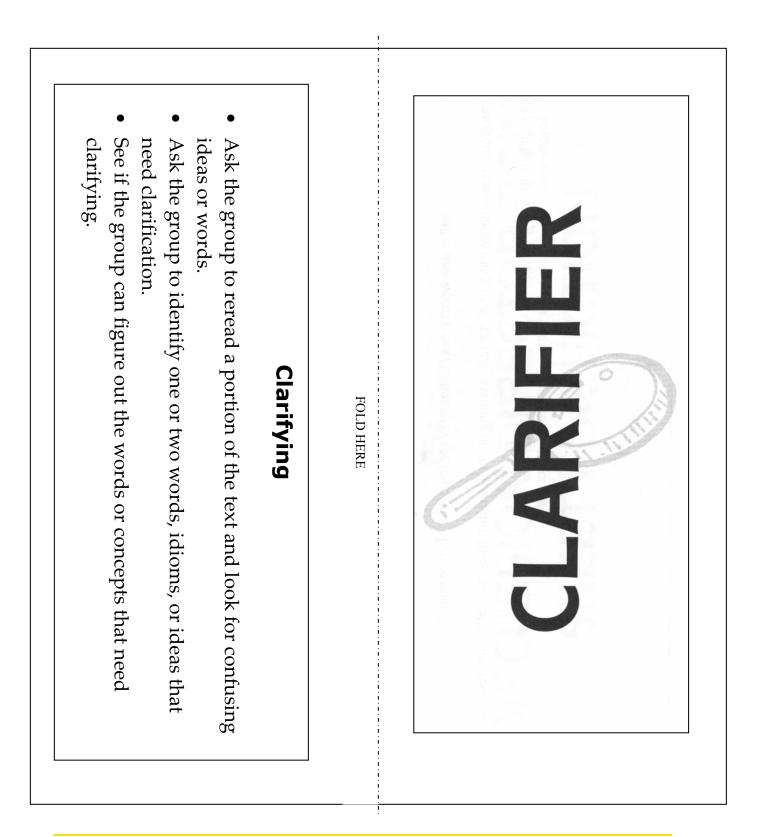
"Polar bears were internationally protected in 1976 under the International Agreement on the Conservation of Polar Bears. This agreement requires governments of all signing nations to manage the bears according to "sound conservation practices". In 1991, COSEWIC designated polar bears as vulnerable because of the fragility of the arctic ecosystem where they are found. Polar bear harvest is controlled by a strict quota system. It limits the harvest of bears to 98 per year in the NWT. Outfitted hunts for non-residents are included in the quota system. These hunts play an important role in the economy of the region. The average polar bear hunt costs \$15,000. About \$10,000 remains in the local community. In addition to quotas, the hunting of denning bears or females with cubs is prohibited. To ensure that mainly male bears are harvested, the hunting season opens after the majority of females have denned for the winter. This two-pronged approach of quotas and encouraging male harvests helps maintain a healthy polar bear population in the NWT."²¹

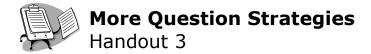
²¹ Source: GNWT Department of Environment and Natural Resources











What are the facts?

Facts and Opinions

A statement of **fact** expresses only what actually happened, or what could be proven by objective data. For example: Inuvik is in the Northwest Territories.

A statement of **opinion** expresses an *attitude* toward something – it makes a judgment, view, or conclusion, or gives an opinion that cannot be proven true or false. For example: Inuvik is the best place to live.

Read the following sentences. Decide if each is a **fact** or an **opinion**. Write **F** for fact and **O** for opinion in front of each. Be prepared to give reasons why you decided a statement was a fact or an opinion.

- 1) Our instructor took us out for pizza today.
- 2) ____ Ford cars last longer than other cars.
- 3) ____ It is 18 degrees Celsius today.
- 4) ____ The weather will probably be warmer tomorrow.
- 5) ____ My skidoo is a light blue metallic color.
- 6) _____ Blondes have more fun.
- 7) _____ A mushroom pizza tastes better than loaded pizza.
- 8) _____ More and more women are deciding to give birth to their children at home

- 9) _____ A hospital, after all, is not the best place for a baby to be born.
- 10) _____ Jamie Bastedo, author of many northern books, lives and works in Yellowknife.
- 11) _____ Jamie Bastedo is the best northern author in the NWT.
- 12) _____ The Giant Mine strike devastated many families.
- 13) ____ Elders are the holders of knowledge in the community.
- 14) ____ Legends are true accounts of the past.
- 15) _____ Alcohol is a big problem in many communities.
- 16) ____ Drinking any alcohol is not good.



More Question Strategies Handout 4

Facts and Opinions

Read the article below and separate the facts from the opinions and say why you think it is a fact or opinion.

- a) What are the facts?
- b) What are the opinions?
- c) How can you tell them apart?

Rescuing Inuit names from phonetic butchery²²

Open the pages of any Arctic book or journal and the tortured spellings of Inuit names leap out like bad captions in a foreign language movie. To an Inuk reader, coming across such names in print is like having to negotiate, with great care and caution, through patches of brittle, treacherous, unavoidable rough ice.

Qallunaat [White people] have never been very successful in accurately recording Inuit names. The resulting phenomenon has often been called phonetic butchery. It exists even today, but was dismally pronounced in the earliest contacts between Inuit and Qallunaat. That is, in the infrequent cases where Qallunaat even bothered to record Inuit as individuals with names.

On the second of three journeys to Baffin Island in 1577, Englishman Martin Frobisher kidnapped three Inuit – a man, a woman, and a child – and brought them back to England as "trophies." The man's name was recorded as "Kalicho." I've seen an exhibit at the British Museum in London, which displayed an illustration of this hapless fellow, with his name written as "Kalitsaq."

It's often said that history cannot be revised. Here we have a case of a name of an Inuk kidnap victim ineptly revised through an exercise of nothing more than wild guessing, more than 400 years after the fact. It would be sweet revenge for the kidnappings to have the accurate name of this man clarified for history. We

²² Source: <u>http://www.ammsa.com/windspeaker/articles/2006/wind-guest-03.html</u>

would need an Inuit Bureau for Names Accuracy (I.B.N.A.) to sort through piles of such cases.

Fact	Opinion	Why



This section covers:

- Cloze
- Two column note taking
- Read, rate, reread

Cloze Procedure

The cloze procedure deletes words from a passage or story. Learners must put the correct word into the blank as they read the passage.

We use cloze exercises to:

- Show us how learners decode information.
- Assess learners' vocabularies and knowledge of a subject.
- Encourage learners to read for meaning.
- Encourage learners to think about text and content.
- Learn about nouns, verbs, pronouns and other parts of speech.

You can find lots of example cloze exercises on the internet. Here are some good websites:

- <u>http://www.enchantedlearning.com/</u>
- <u>http://ozpk.tripod.com/cloze</u>
- <u>http://bogglesworldesl.com/cloze_activities.htm</u>

Two Column Note Taking

Two Column Notes are a terrific way to teach learners to create organized notes that can be used to help understand what they are reading. This type of note taking can be used both when reading textbooks and when taking notes from a lecture on any subject.

Read, Rate and Reread

The learners read a short selection three times and evaluate their understanding of the passage on each successive reading. They will further develop their skill at monitoring their own reading comprehension.



3 Handouts

Activity 1 - Cloze Procedure

Use the following techniques to prepare materials for cloze exercises:

- 1. Select a passage that is at the instructional level of your learner. You can use a language experience that you created with your learner.
- 2. Leave the first and last sentences of the passage, and the punctuation.
- 3. Take out every 5th word. Or take out nouns, verbs, or pronouns in the passage.
- 4. Make each blank the same, so the learner has no visual cues about the size of the word.
- 5. Put the words that you took out randomly at the top of the page.
- 6. Ask your learner to read the whole passage before they fill in the blanks.
- 7. Encourage your learner to use the words at the top of the page to fill each blank.
- 8. Ask your learner to reread the complete passage to see if it makes sense.²³

Handouts 1 and 2 provide examples of cloze activities.

Activity 2 – Cloze Builder

Ask learners to make their own cloze activity for other learners to try. Learners can use a story that they have written and use an Internet site to build a cloze activity. <u>http://www.edhelper.com/cloze.htm</u>,

http://www.edict.com.hk/ClozeMaker/jswiz/clozemaker.htm

²³ <u>http://olc.spsd.sk.ca/DE/PD/instr/strats/cloze/</u> - Saskatoon Public Schools, 2004

Activity 3 – Two Column Notes

Learners create **Two Column Notes** by folding each piece of notebook paper so the right edge is lined up with the left lined margin. This leaves a smaller side on the left and more room for notes and sketches on the right.

Key ideas are written on the left of the margin with explanations written on the right.

Hints for Two Column Notes

- Include the title and the date.
- List main ideas, topics, and key words on the left.
- List information and/or subtopics on the right.
- Indent subtopics and leave plenty of extra space.
- Use only words and phrases.
- Use abbreviations when appropriate.
- Make notes neat and complete.

Activity 4 - Read, Rate, Reread

Assign an article to read. Ask learners to rate their understanding of their reading on a scale of 1 to 10. Also, ask them to list any questions they have about their reading. Explain that questions may be about what happened, vocabulary, motivation, or anything else that seems unclear. They can use Handout 3 as a guide for this activity.

Direct learners to read the article and rate their understanding again. Have them indicate which earlier questions they can now answer.

Ask learners to work in groups of two or three to discuss any unanswered questions they have. Learners who answer the questions should indicate the portion of the text that led them to their answer. The groups should list any questions they are still unable to answer.

- 1. Ask learners to read the chapter for a third time and rate their understanding of the passage one last time.
- 2. Discuss any remaining questions with the entire class.



Read to Understand Handout 1

Example Cloze Exercise²⁴

Use the words below to fill in the blanks.

Atlanta	Nobel	
father	civil rights	student
laulei	civil rights	Tennessee
read	assassinated	
		born
boycott	January	
		African-Americans
college	ministers	

Martin Luther King, Jr., was a great man who worked for

racial equality and	in the USA. He		
was	on January 15, 1929, in Atlanta,		
Georgia. Both his	and grandfather		
were	His mother was a		
schoolteacher who taught him how to			
t	before he went to school. Young		
Martin was an excellent	in school.		
After graduating from _	and		

getting married, Dr. King became a minister and moved to

²⁴ Source: <u>http://www.enchantedlearning.com/history/us/MLK/cloze.shtml</u>

Alabama. During the 1950's, I	Dr. King became active in the
movement for civil rights. He	participated in the Montgomery,
Alabama, bus	and many other
peaceful demonstrations that p	rotested the unfair treatment of
H	e won the
Pe	ace Prize in 1964.
Dr. King was	on April 4, 1968,
in Memphis,	Commemorating the
life of a tremendously importa-	nt leader, we celebrate Martin
Luther King Day each year in	, the
month of his birth.	



Read to Understand Handout 2

Example Cloze Exercise

Synonyms:

A synonym is a word that has the same meaning or nearly the same meaning as another word. For example:

- Chase, hunt, stalk, follow, trail, and track
- Fear, dread, fright, terror, panic, and threat

Kenny Shay wrote this story in a newspaper article called *Voices from Fort Good Hope*. This story can be found on *The Northern Edge* (edition 2) at <u>www.nwt.literacy.ca.</u>

Holy Cow

Fill in each blank with a synonym for the word in brackets beside the space.

In that couple of seconds, there was some bargaining, like "Lord, please let

us land on the _____(good) ground with no logs or

_____(big) rocks and I'll be a _____(good) boy forever" and

"Lord, please help me stay in the sleigh until we _____(stop) moving,

then I'll go to church every Sunday even Saturdays, too."

When we finally landed all I could see was a _____(big) white

cloud of snow and we found ourselves on the river not far from the shore. We

quickly looked around and found nobody had fallen out. We

_____(looked) at that bank and could see where we became airborne and where we landed.



Read to Understand Handout 3

Read, Rate, Reread²⁵

	Understanding Rating (Scale 1-10)	Questions	Answers
1st Reading			
2nd Reading			
3rd Reading			

²⁵ Source: <u>http://www.allamericareads.org/lessonplan/during.htm</u>

Instructor Notes Understanding Different Kinds of Text

Style is a way of expressing ourselves. A painter may cover the canvas with bold colourful strokes with hints of detail. Another may use soft colours with lots of detail. Each style is different. In the same way, reading material we use everyday is written in a different style.

There are many different types of reading material. People read new things everyday. They read novels, biographies, autobiographies, fiction, nonfiction, newspaper articles, myths, legends etc. Each style is different.

Fiction pieces, a product of an author's imagination, have a particular style compared to a reporter who writes a newspaper item (nonfiction). Learners need to be aware of the characteristics of these styles so they can distinguish similarities and differences among different types of reading material.

Reading material is written in different styles. A reporter writes in a different style compared to an author who is writing a children's book.

Newspapers and/or news bulletins have several characteristics:

- Short paragraphs that inform the reader
- Answer the questions who, what, why, where, when and sometimes how in the first sentence or two
- Precise use of words; no jargon
- Non-judgmental language; try to present the information accurately
- Correct spelling, grammar and punctuation

Stories/Novels

Style is the language the author uses to tell the story. A story or novel that holds the reader in its grip to the last page has several characteristics:

- The first page or paragraph grabs the reader's attention
- Specific details make the story come to life
- Characters come to life because the author does not tell the action
- Correct spelling, grammar and punctuation
- Words that best describe the meaning give the reader a clear image

Learning Activities Understanding Different Kinds of Text

5 Handouts

Activity 1 - Fiction vs. Nonfiction.

Gather lots of different kinds of reading material, magazines, novels, autobiographies, biographies, stories, myths, encyclopaedias etc. Ask learners to get into groups of 2 or 3 and give them a selection of books. Ask them to identify the nonfiction from the fiction. Ask them to write down the criteria for fiction and nonfiction reading material. Ask each group to share their ideas with one another. Review Handouts 1 and 2.

Activity 2 – Identifying Fiction and Nonfiction

Ask learners to read each passage on Handout 3 and decide if it is fiction or nonfiction. Ask them to write down why they think it is fiction or nonfiction.

Ask learners if they think legends are fiction or nonfiction? Ask learners to take a position and have a debate about legends as fiction or nonfiction. Ask them to share some legends that they know.

Activity 3 – Compare and Contrast

Ask learners to fill in the Venn diagram on Handout 4 to identify commonalities and differences between fiction and nonfiction.

Activity 4 – Biography vs. Autobiography

Read the passages on Handout 5 to learners. Ask them to identify whether the passage is a biography or autobiography piece. Ask learners what the differences and similarities are. Use the Venn diagram on Handout 4 to show the differences and similarities.

Activity 5 – People Bags

Create **People Bags** by placing six-ten items that represent the person or person's life in a paper sack. Challenge other learners to analyze the contents and figure out the identity of the person. Learners could do this for themselves also.

Activity 6 – Fables, Fairy Tales and Legends

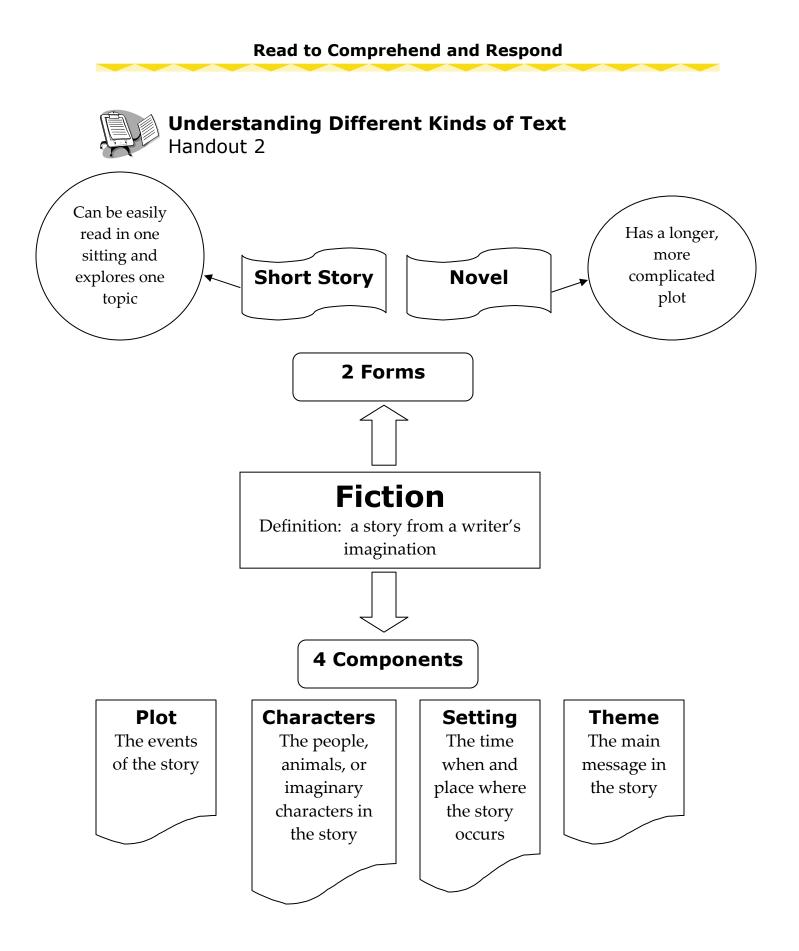
What are fables? What are fairy tales? Where do they come from? How are fables and legends similar? Are fables, fairy tales and legends fiction? Have a group discussion about these questions. Refer to <u>http://www.ivyjoy.com/fables/</u> for fables and fairy tales and to <u>http://www.northwest-art.com/</u> for First Nation legends.



Understanding Different Kinds of Text Handout 1

Nonfiction

Reading Material	Traits	Author's Purpose
Autobiography or Biography	 Written about a person's life or one main event Has a plot Can be read in one sitting or have many chapters 	To inform
Encyclopedia	 Information organized by topic Topics organized alphabetically The entries are short Used in research 	To inform
Essay	 Can be based on research or personal experience Can be read in one sitting Written in paragraph form, usually five or more 	To inform To persuade To entertain
Feature Story	Focuses on one topic or main ideaHas a plot	To inform To entertain
Interview	 Recorded word for word Can be read in one sitting May be written in bullet format or like a drama 	To inform To entertain
Newspaper Articles	 Short Can be read in one sitting Focuses on one topic or main idea 	To inform To persuade
Text book	 Information organized by topic Used for reference Organized chronologically by time or topic 	To inform





Understanding Different Kinds of Text Handout 3

Fiction or Nonfiction?

Read each selection carefully. Decide if the reading is fiction or nonfiction.

Example 1

Roads in the Wood Buffalo National Park are all-weather gravel and driving distances between points are long. Please drive carefully and ensure that you have enough gas (Hay River or Fort Smith). It is courteous to slow down when meeting oncoming traffic.

Is the reading fiction or nonfiction?

Why? _____

Example 2

I woke up with a start! It was still dark. Something was scratching on the side of the tent near my bed. I could see its shadow against the wall of the tent. Terrified, I looked over at my tent buddy. He was gone!

Example 3

Parents are their children's first and most important instructors. They have a great deal of influence on their child's attitudes towards literacy and learning. Children have a better chance of success in school and in their adult life if someone reads to them at home.

Is the reading fiction or nonfiction?

Why? _____

Example 4²⁶

There was a time many years ago when the earth was covered in darkness. An inky pitch blanketed the world marking it very difficult for anyone to hunt, fish or gather food. An old man lived along the banks of a stream with his daughter who may have been very beautiful or possibly quite homely. This didn't matter to the old man however because after all it was dark and who could tell. The reason why the world was dark had to do with the old man who had a box that contained a box that held many other boxes. In the very last box was all the light in the universe and this was a treasure he selfishly kept to himself.

The mischievious Raven existed at that time because he always had. He was none too happy about the state of the world for he blundered about in the dark bumping into everything.

Is the reading fiction or nonfiction?

Why? _____

Example 5

The bald eagle is a magnificent bird of prey that is native to North America. This majestic eagle is not really bald; white feathers cover its head. The derivation of the name "bald" is from an obsolete English word meaning white. The bald eagle lives near rivers and large lakes, as it catches most of its food in the water. Eagles are carnivores (meat-eaters) and hunt during the day (they are diurnal). They eat mostly fish. They also hunt and scavenge small mammals, snakes, and other birds.

Bald eagles have a long, downward-curving yellow bill, and large, keen eyes. These strong fliers have white feathers on their head, tail, and wing tips; the body has brown feathers. The feet have knife-like talons. Eagles have about 7,000 feathers.

Is the reading fiction or nonfiction?

Why?

²⁶ Source: <u>www.nothwest-art.com/NorthwestArt/WebPages/StoriesRavenStelastheLight.htm</u>

Example 6²⁷

The hare was once boasting of his speed before the other animals. "I have never yet been beaten," said he, "when I put forth my full speed. I challenge anyone here to race with me."

The tortoise said quietly, "I accept your challenge."

"That is a good joke," said the hare. "I could dance around you all the way."

"Keep your boasting until you've beaten me," answered the tortoise. "Shall we race?"

So a course was fixed and a start was made. The hare darted almost out of sight at once, but soon stopped and, to show his contempt for the tortoise, lay down to have a nap. The tortoise plodded on and plodded on, and when the hare awoke from his nap, he saw the tortoise nearing the finish line, and he could not catch up in time to save the race.

The message of the fable is – plodding wins the race.

Is the reading fiction or nonfiction? _____

Why? _____

Example 7

Once upon a time there lived an unhappy young girl. Unhappy she was, for her mother was dead, her father had married another woman, a widow with two daughters, and her stepmother didn't like her one little bit. All the nice things, kind thoughts and loving touches were for her own daughters. And not just the kind thoughts and love, but also dresses, shoes, shawls, delicious food, comfy beds, as well as every home comfort. But, for the poor unhappy girl, there was nothing at all.

Is the reading fiction or nonfiction? _____

Why? _____

²⁷ Source: <u>http://www.ivyjoy.com/fables/cinderella.html</u>



Understanding Different Kinds of Text Handout 4

Non – Fiction

Venn Diagram

Use the Venn Diagram to compare and contrast nonfiction and fiction reading material. Write all the differences in the outer circle and the similarities in the overlapping circle. Refer to Handouts 1 and 2 for details.

Fiction



Understanding Different Kinds of Text Handout 5

Biography or Autobiography?

Read each passage and decide if it is represents an autobiography or biography passage. List the differences and similarities after you read each selection.

Look up the definition for:

Autobiography - _____

Biography - _____

Passage	Auto- biography	Biography
How did I happen to become an explorer? It did not just happen, for my career has been a steady progress toward a definite goal since I was 15 years of age. Whatever I have accomplished in exploration has been the result of lifelong planning, painstaking preparation, and the hardest of conscientious work.		
In only seven years of performing, recording artist Susan Aglukark has emerged as a leading voice in Canadian music. Her unique blend of traditional Inuk folklore with contemporary pop sounds has captivated listeners from all walks of life. On her new release <i>Unsung Heroes</i> , Susan Aglukark once again shines the spotlight on history and heart of Inuit life with beautiful melodies and uplifting rhythms.		
Mr. Fontaine is Anishinabe from Sagkeeng First		

	1
Nation in Manitoba. He has dedicated most of his life to the advancement of First Nations people. From the beginning, as a First Nations	
Youth activist with the Canadian Indian Youth	
Council, Phil has been an advocate for First	
Nations rights. In 1973, he was elected Chief of	
his community for two consecutive terms. Upon	
completion of his mandate as Chief of Sagkeeng,	
Phil and his family moved to the Yukon territory	
to serve as the Regional Director General with	
the federal government. In 1980, Phil returned to	
Manitoba to complete his degree in Political	
Science at the University of Manitoba. Upon his	
graduation, he worked for the Southeast	
Resource Development Council as a Special	
Advisor to the Tribal Council, which was	
followed by his election to the position of	
Manitoba's Vice Chief for the Assembly of First	
Nations.	
My cot sat in a corner. It was separate from the	
others except for one, which was pretty close to	
me. It was a big room and had twenty or thirty	
boys who stayed there. Most of them were older	
than me. My job was to help sweep up the room	
every morning and every evening. I done it easy;	
but when I didn't sweep under the cots good	
enough, the lady made me do it over again.	
Which happened fairly regular.	

- 1. What are the similarities between autobiographies and biographies?
- 2. What are the differences between autobiographies and biographies?

Main Idea and Supporting Details

Understanding the **topic**, the **gist**, or the larger conceptual framework of a textbook chapter, an article, a paragraph, a sentence or a passage is a sophisticated reading task. Being able to draw conclusions, evaluate, and critically interpret articles or chapters is important for overall comprehension. Textbook chapters, articles, paragraphs, sentences, or passages all have topics, main ideas and supporting details.

The **topic** is the broad, general theme or message. It is what some call the subject. The **main idea** is the key concept being expressed. **Details**, major and minor, support the main idea by telling how, what, when, where, why, how much, or how many. Locating the topic, main idea, and supporting details helps you understand the point(s) the writer is attempting to express. Identifying the relationship between these will increase comprehension.

A paragraph is a group of sentences related to a particular topic, or central theme. Every paragraph has a key concept or main idea. The main idea is the most important piece of information the author wants you to know about the concept of that paragraph. An author organizes each paragraph's main idea and supporting details in support of the topic or central theme, and each paragraph supports the paragraph preceding it.

The sentence in which the main idea is stated is the **topic sentence** of that paragraph. The topic sentence announces the general theme (or portion of the theme) to be dealt with in the paragraph. Although the topic sentence may appear anywhere in the paragraph, it is usually first – and for a very good reason. This sentence provides the focus for the writer while writing and for the reader while reading. When you find the topic sentence, be sure to underline it so that it will stand out not only now, but also later when you review.

Learners demonstrate their understanding by summarizing a paragraph story or novel by describing the main idea and supporting details.



6 Handouts

Activity 1 – What's the Main Idea: What Am I?

Ask learners this question: What's the main idea in a paragraph? The first thing you should know is that in order to be called a paragraph, a paragraph needs to be about one topic. To find the topic ask yourself, "In general, who or what is this paragraph about?"

Play the game *What Am I*?

On the board list the supporting details below and ask learners to come up with the main topic or idea.

- I like eating these.
- They taste better with butter or sour cream.
- Sometimes we barbeque them.
- They are crispy on the outside and white and fluffy on the inside.

Ask learners to guess what it is. Write a paragraph using these details about a potato. Ask learners to figure out the main ideas or topics for the supporting details listed on Handout 1.

Activity 2 – Viewing Pictures

Put a picture that relates to the learners on an overhead. Ask who, what, where, when, why, how questions. What do you think is happening? What are they doing? What is the main idea? What is a good title for this picture? Inform learners that sometimes there is no information to answer a question. Give learners Handout 2 to try on their own.

Activity 3 – Identify the Main Idea

Give learners a variety of newspaper articles without the headings or use Handout 3. Ask them to identify the main topic and write a suitable heading.

Activity 4 – Identify the Supporting Details

Give learners a topic sentence like "Winter sports are the best." Ask them to come up with supporting details for a paragraph. Write a paragraph together something like the example:

Winter sports are the best! I go to the arena to play hockey on Tuesday and Thursday nights. There is ice skating on the nights when there are no hockey games. On the weekends, I go skidooing with my friends. Winter sports are so much fun!

Make a list of topics on the board with supporting details. Ask learners to choose one topic and write a paragraph with a topic sentence, supporting details and a closing sentence. Use Handout 4 as a guideline.

Activity 5 – Putting it all Together

Ask learners to put it all together and identify both the main idea, and supporting details. Ask them to complete Handout 5.

Activity 6 – Summarizing

Use these questions to helps learners summarize a paragraph, story or article.

- Based on the title, what do you think the article will be about?
- What do you think is the BIG IDEA of this article? Or this paragraph?
- What two words would you use to describe the **gist** of the paragraph or the piece of writing?
- Which details helped you picture . . .?
- Is there one sentence that describes the main idea for this topic?
- What was the focus of this reading selection?²⁸

²⁸ Source: <u>http://www.learner.org/jnorth/tm/ReadStrat10.html</u>

Activity 7 - Mind Maps

Mind maps are powerful tools for summarizing. Making a mind map is another way to organize ideas rather than making a list or jotting down ideas. It looks like a web; however, the lines that radiate from the circle do not relate to the other lines in the web²⁹. Ask learners to read the paragraph on Handout 6 and fill in the web.

²⁹ http://en.wikipedia.org/wiki/Mind_mapping



Main Idea and Supporting Details

Handout 1

What am I?

Try and figure out the topic or main idea for each list.

- I am a colour.
- Tomatoes and beets are this colour.
- Fire trucks are this colour.

What am I? _____

- This is part of my body.
- I use them a lot.
- They have nails.
- I use them to write.

What am I? _____

- It is a liquid.
- It is refreshing.
- It is good for you.
- We swim in it.

What am I? _____

- I run on electricity.
- I am cheaper now than before.
- People use me everyday at work.
- I have a screen.

What am 1? _____

Write 2 of your own and share with other classmates.



Main Idea and Supporting Details Handout 2

Viewing Pictures



Who is in the picture?
What are they doing?
Where do you think this picture was taken?
What do you think is happening?
What is the main idea?
What is a good title for this picture?



Main Idea and Supporting Details Handout 3

Identify the Main Idea

Identify the main idea for each newspaper article. Give each article an appropriate title.

Statistics Canada is reporting the NWT is experiencing a population drop again. Its latest numbers – based on tax records – indicate that the territories dropped by 500 persons last year, down to 42, 526 people. Most of them appear to have headed to Alberta one of the few Canadian jurisdictions showing a population increase. *From News North Monday, April 3, 2006*

Main idea _____

Title:

The Tlicho government has reached a financial agreement with the international diamond-giant DeBeers over its Snap Lake mine located in the barrenlands about 220 kilometres northeast of Yellowknife. The terms of the deal, which compensates the Tlicho for use of their traditional land, have not been released but Grand Chief George McKenzie called the settlement an important step for the 3500 beneficiaries. "It ensures that benefits from the third diamond mine in the Northwest Territories are enjoyed by those among our people who may not be able to participate directly in the mining economy," said McKenzie in a media release. *From News North Monday, April 3, 2006*

Main idea _____

Title:

I thought I heard it all on the crusade against cigarette smokers until my alarm clock radio startled me out of my slumber with the news announcer talking about the government's plans to ban smoking in all remaining public places. I bolted out of bed, put the coffee machine on and lit a cigarette to calm my nerves. Sure, it starts innocently enough with bus shelters but where will it end? Public places could also include sidewalks, roads, parks, campgrounds and beaches. Who will stop the insanity?

Inuvik Drum, Tuesday December 8, 2005

Main idea

Title:

Forty-three women from across the NWT applied for eight spots in a women-only introduction to carpentry course in Yellowknife at the Kimberlite Career and Technical Centre. Some women were willing to relocate from Fort McPherson and Aklavik to attend evening sessions of the five week course offered through the Status of Women Council of the NWT, said Eileen Marlowe, the council's project coordinator with the Women in Mining, Oil and Gas Program. "There was great interest," she said.

Yellowknifer Wednesday, November 30, 2005

Main idea

Title:



Main Idea and Supporting Details Handout 4

Paragraph Writing

Use the guidelines below to write a paragraph that has a topic sentence, supporting details and a closing sentence.

Topic Sentence:

Supporting Details

Sentence 1

Sentence 2

Sentence 3

Closing Sentence:



Main Idea & Supporting Details

Read each paragraph and underline the main idea and highlight the details.

My grandmother makes jam and tea with berries she picks herself. Saskatoon jam looks purple and it is so tasty. I drink rosehip tea in the winter to get rid of my cold. Lowbush cranberry jam is so good on my toast in the morning. Every time I eat the jam or drink the tea, I thank my grandmother for picking those berries.

Pets are often an important part of people's lives. Different types of animals can be pets, ranging from reptiles to horses. One of the most common pets is a dog. Dogs serve a variety of purposes for humankind. One way dogs serve humans is they are great just for companionship. Many an only child has bonded with his/her "Fido," thus having a willing and loyal friend to play with on a daily basis. Additionally, dogs have served humans as work animals, corralling sheep, conquering rats, and guarding the homestead. Finally, dogs are also used to serve the handicapped, for example, by leading the blind, alerting the hearing impaired, and alerting epileptics of impending seizures.

The rules of conduct during an examination are clear. No books, calculators or papers are allowed in the test room. Proctors will not allow anyone with such items to take the test. Anyone caught cheating will be asked to leave the room. His or her test sheet will be taken. The incident will be reported to the proper authority. At the end of the test period, all materials will be returned to the proctor. Failure to abide by these rules will result in a failing grade for this test.



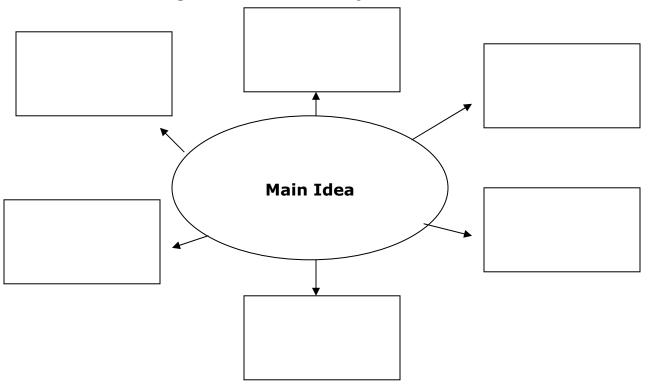
Main Idea and Supporting Details Handout 6

Webbing

Read the following article and fill in the web with the main idea and supporting details.

Heavy frost blamed for power outage³⁰

Old Town residents in Yellowknife were without power Sunday morning after a power line broke near Ragged Ass Road. The trouble started on the main power line about 6:00 am said a Northland Utilities worker. Residents told the power company about the problem, but it took the lineman time to find the break. It was not near the highway and it was hard to find in the dark. The line was fixed and the power came on about 9:00 am. Northland Utilities officials said the line came apart because of the weight of the frost on the line.



³⁰ **Source**: *Yellowknifer*, October, 2005



At the 120 level, learners study elements of fiction to better comprehend reading material. It is important that learners have a good understanding of all the things that make up a story or novel or short story. Authors who write fiction follow a pattern. They develop characterization, setting and plot, and theme to write a story that will keep the reader hooked until the last word. They also write the story from a certain point of view.

Characters:

There are two meanings for the word character:

- 1) The person in a work of fiction
- 2) The characteristics of a person

Short stories use few characters and novels usually have several main characters. Usually one or two characters are central to the story with all major events having some importance to them – they are called the **protagonists**. The opposer of the main character is called the **antagonist**.

In order for a story to seem real to the reader its characters must seem real. Characterization is the information the author gives the reader about the characters themselves. The author may reveal a character in several ways:

- His/her physical appearance
- What he/she says, thinks, feels and dreams
- What he/she does or does not do
- What others say about him/her and how others react to him/her

Plot:

The plot is how the author arranges events to develop his or her basic idea. It is the sequence of events in a story or play. The plot is a planned, logical series of events having a beginning, middle, and end. The short story usually has one plot so it can be read in one sitting. There are five essential parts of a plot:

• **Introduction** - The beginning of the story where the characters and the setting are revealed.

- **Rising Action** This is where the events in the story become complicated and the conflict in the story is revealed (events between the introduction and climax).
- **Climax** This is the highest point of interest and the turning point of the story. The reader wonders what will happen next; will the conflict be resolved or not?
- **Falling action** The events and complications begin to resolve themselves. The reader knows what has happened next and if the conflict was resolved or not (events between climax and conclusion).
- **Conclusion** This is the final outcome or untangling of events in the story.

Setting:

The time and location in which a story takes place is called the setting. For some stories the setting is very important, while for others it is not. There are several aspects of a story's setting to consider when examining how setting contributes to a story:

- **Place** geographical location. Where is the action of the story taking place?
- **Time** When is the story taking place? (historical period, time of day, year, etc.)
- Weather conditions Is it rainy, sunny, stormy, etc?
- **Social conditions** What is the daily life of the character like? Does the story contain local colour (writing that focuses on the speech, dress, mannerisms, customs, etc. of a particular place)?
- **Mood or atmosphere** What feeling is created at the beginning of the story? Is it bright and cheerful or dark and frightening?

Theme:

The theme in a piece of fiction is its controlling idea or its central insight. It is the author's underlying meaning or main idea that he is trying to convey. The theme may be the author's thoughts about a topic or view of human nature. Some simple examples of common themes from literature, TV, and film are:

- Things are not always as they appear to be
- Love is blind
- Believe in yourself
- People are afraid of change



7 Handouts

Activity 1 – Character Traits

Read a short story together. Ask learners to identify who the main character is. Write their name in the middle of a piece of flip chart paper. Ask learners to think of descriptive words to describe the main character. Use the three A's to study characterization – Appearance, Actions and Attitude. Give learners Handout 1 – Character Traits to refer to. Then ask learners to identify other characters in the short story. Write their names on the outer edges of the flip chart paper. Ask learners to describe these characters. Now draw a line between the main character and the other characters. On the line write what relationship they have to one another.

Activity 2 – Character Interview

Ask learners to pair up and choose a character in a short story or novel. One person takes on the role of the character and the other an interviewer. Ask them to come up with questions for the character, and answers. They can practice their interview and then perform it for the class.

Activity 3 – BIO Poem

Ask learners to select their favourite character and write a BIO Poem. Share it with the class. Use Handout 2 for a guide for the BIO Poem.

Activity 4 – Character Sketch Chart

Ask learners to make inferences about the main character. Go over Handout 3 with learners and fill it in together. Ask learners to fill in a similar chart for a character from a book they are reading.

Activity 5 – Plot

At the beginning of the story, the writer encourages the reader to read on by introducing the characters, the setting and the conflict or problems that are going to occur. The plot of a story is the events as they happen one after the other. A plot must have conflict, rising action, climax, falling action and a conclusion.

Read a story with learners and ask them to identify the sequence of events that shape the plot. Use Handout 4 as a guide.

Activity 6 - Setting

In a story, the setting is the place **where** and **when** the action or the event occurs. Setting also reveals the **mood** or atmosphere of the story. Use the questions on Handout 5 to discuss setting.

Activity 7 – What's the story about?

Ask learners "What exactly is this elusive thing called theme?" Tell them: "The theme of a fable is its moral. The theme of a parable is its teaching. The theme of a piece of fiction is its view about life and how people behave. In fiction, the theme is not intended to teach or preach. In fact, it is not presented directly at all. You extract it from the characters, action, and setting that make up the story. In other words, you must figure out the theme yourself."

Read the fable – *Just Enough* to learners on Handout 6. Ask them to identify the theme of the fable. Ask them if they know of other legends or stories from Elders or other community members that have themes. Make a list on the board. Ask an Elder to come to the class to tell stories about the past. Some good websites for legends and fables are: <u>http://www.northwest-art.com/</u> and <u>http://www.ivyjoy.com/fables/</u>.

Activity 8 – Who's telling the story?

Learners examine stories, books, magazine articles, legends, fables, etc. and decide who is telling the story. They can make a list of the different voices telling the story.

Activity 9 – Putting it all Together

Ask learners to read a story and fill out the Story Pyramid on Handout 7. Ask learners to make visual depictions of setting, characterization, plot and theme.

Activity 10 – Novel Mural

Learners work in groups and draw a mural with the characters, setting, plot and theme for a novel they are studying. Each group can work on one topic. When groups finish, put the murals together to show an overview of the novel. **Character Traits**

• Honest

• Light-hearted

Story Elements

Handout 1

- Leader
- Expert
- Brave
- Conceited
- Mischievous
- Demanding
- Thoughtful
- Keen
- Humble
- Friendly
- Short
- Adventurous
- Hard-working
- Timid
- Shy
- Bold
- Daring
- Dainty
- Tireless
- Energetic
- Cheerful
- Smart
- Impulsive
- Bossy
- Witty
- Fighter
- Helpful
- Kind

- Нарру
- Disagreeable
- Simple
- Fancy
- Plain
- Excited
- Studious
- Inventive
- Creative
- Thrilling
- Independent
- Intelligent
- Compassionate
- Gentle
- Proud
- Wild
- Messy
- Neat
- Joyful
- Strong
- Pitiful
- Cooperative
- Lovable
- Prim
- Proper
- Ambitious
- Able
- Quiet
- Curious
- Reserved

- Bright
- Courageous
- Serious
- Funny
- Humorous
- Sad
- Poor
- Rich
- Tall
- Dark
- Light
- Handsome
- Pretty
- Ugly
- Selfish
- Unselfish
- Self-confident
- Respectful
- Considerate
- Imaginative
- Busy
- Patriotic
- Fun-loving
- Popular
- Successful
- Responsible
- Lazy
- Dreamer
- Simple-minded
- Loyal



Story Elements Handout 2

BIO Poem

Select your favourite character and write a BIO Poem. For example:

Snow White

Beautiful, giving, loving, unhappy The Queen, her wicked stepmother The seven dwarfs Safe in the forest The love of a Prince Love to the seven dwarfs Goodness throughout the kingdom The forest

BIO Poem

First name _		
Four traits _		
Related to _		
Cares deeply for		
Who feels		
Who needs		
Who gives _		
Who would like	to see	
Resident of		



Story Elements Handout 3

Character Sketch Chart

Jane Goodall

Text Cues	Invisible Message
As a child, Jane hid in a henhouse for four hours to find out where an egg came from.	Jane was a curious child.
As a young woman, Jane went to Gombe, Africa to study the chimpanzees.	
Jane was the first scientist to name chimpanzees. Other scientists referred to chimps by numbers.	



Story Elements Handout 4

Plot

A plot is a causal sequence of events, the "why" for the things that happen in the story. The plot draws the reader into the characters' lives and helps the reader understand the choices that the characters make. The plot usually follows a certain pattern:

- **Introduction** The beginning of the story where the characters and the setting are revealed.
- **Rising Action** This is where the events in the story become complicated and the conflict in the story is revealed (events between the introduction and climax).
- **Climax** This is the highest point of interest and the turning point of the story. The reader wonders what will happen next; will the conflict be resolved or not?
- **Falling action** The events and complications begin to resolve themselves. The reader knows what has happened next and if the conflict was resolved or not (events between climax and conclusion).
- **Conclusion** This is the final outcome or untangling of events in the story.

Fill in the chart below with the events that reveal the plot. The events will happen in sequence in the story or novel.

	What happens?	Who is involved?
Introduction		
Rising Action		
Climax		
Falling Action		
Conclusion		



Story Elements Handout 5

Setting

Use these questions to explore the setting.

- 1. Where does the story take place?
 - Does this affect how the characters behave and what they do?
 - How does this affect what the characters wear or what they eat?
- 2. When does the story take place in the past, present or future?
 - How does this affect their behavior?
 - How long does the story last?
 - What clues tell you when the story takes place?
- 3. What is the mood?
 - Mood is the feeling or the impression the reader gets from a song, a painting or a story.
 - When writing a story, the author uses words, events or images to create mood.



Story Elements Handout 6

Just Enough³¹

There was once a tailor who was a very good tailor but so poor that though he wanted very much to make a good coat for himself, it took him years to save enough money to buy a fine piece of cloth to keep for his very own. But at last he managed it and he made himself a most excellent coat. He wore it all through the winter and it kept him warm for many years.

But at last his coat wore out. At least he thought it was worn out, but when he looked at it very carefully he saw that he had just enough good cloth left to make a jacket. So he cut and he snipped and he made a jacket. It was a very handsome jacket and he wore it nearly everyday and especially to church and weddings.

But at last his jacket wore out. At least he thought it was worn out, but when he looked at it very carefully he saw that he had just enough good cloth left to make a vest. So he cut and he sewed and he made a vest. In that vest he looked extremely dashing and he wore it while he worked and when he took his goods to the market and especially to dances.

But at last his vest wore out. At least he thought it was worn out, but when he looked at it very carefully he saw that he had just enough good cloth left to make a cap. So he cut and stitched and he made a cap. He wore that cap whenever the wind blew or the snow fell and his ears never got cold.

³¹ Source: <u>http://www.healingstory.org/treasure/just_enough/just_enough.html</u>

But at last his cap wore out. At least he thought it was worn out but when he looked at it very carefully he saw that he had just enough good cloth left to make a button. So he cut and snipped and he made a button. He sewed it to his suspenders and his pants never fell down even when he danced a jig.

But at last the button wore out. At least he thought it was worn out, but when he looked at it very carefully he saw that he had just enough left to make a story. So he did.



Putting it all Together – Story Pyramid³²

Main character's name

Two words describing the person

Three words describing the setting or place

Four words describing an important event

Five words describing the main idea

³²Source: <u>http://www.teach.virginia.edu/go/readquest/pdf/story_pyramid.pdf</u> Raymond Jones



Stories can make us sad, laugh, happy, scared, depressed, elated, and horrified. The author uses descriptive language, similes, metaphors, personification and sets a certain mood to get his or her message across. These things help a reader visualize the story. For example if the author wants to set the mood of a coming thunder storm, he or she can describe the brooding night sky, the wailing of the wind through the trees and the woman hurriedly shutting the windows with eyes full of apprehension.

Figures of Speech:

Simile – a comparison between two things (nouns) using specific words such as **like**, **as** or **than**. For example:

- As soft as silk
- As hard as a diamond
- More fun than a barrel of monkeys
- Her eyes sparkled like diamonds

Metaphor³³ – two nouns that are compared or contrasted with each other, but the words **like**, **as** or **than** are not used. For example:

- I am a rainbow
- Her eyes were sparkling diamonds
- You are my sunshine
- Frozen with fear

³³Source: <u>http://knowgramming.com/metaphors/metaphor_chapters/examples.htm</u>

Personification³⁴ – giving human qualities to animals or objects. For example:

- My life is a dream
- The bear reads my mind as I approach it with gun in hand
- Time stood still
- The rain kissed my cheek as it fell
- The volcano belched smoke and ash

³⁴ Source: <u>http://www.abcteach.com/Writing/personification.htm</u>



9 Handouts

Activity 1 – What mood are you in?

Give learners Handout 1 and ask them what kind of mood they are in. Ask them to choose one of the 'faces.' Tell them - just like we have different moods – so do books. Select a variety of visuals and written material to introduce learners to mood. Ask learners to decide what the mood is in each:

- Picture, painting, photo, television sitcom, movie, etc.
- Story, paragraph, video, poem, etc.

Activity 2 – Sensory Image

Read the poem *Our Drum* by Antoine Mountain on Handout 2. Ask learners to underline the descriptive words that make them picture the poem in their mind.

Activity 3 – What is a simile?

Learners review the definition of a simile and read over a list of similes on Handout 3. They work with a partner to come up with 10 similes. They use five of these similes and write sentences for them.

Activity 4 – Simile Poem

Learners identify the similes in the poem on Handout 4 and then write their own poem with similes on Handout 5.

Activity 5 – Metaphors

Ask learners to select a newspaper or a magazine article and highlight the metaphors that are used. Do not be surprised if learners find a lot.

Ask learners to try writing some metaphors. Handout 6 explains what a metaphor is and how they can write one.

Activity 6 – Simile or Metaphor

Ask learners to identify similes and metaphors in Handout 7.

Activity 7 – Personification³⁵:

Learners personify the sentences on Handout 8. They change the words in parentheses to words that would describe human actions.

Activity 8 – Personification Poem³⁶:

Learners match words and actions to make a personification poem on Handout 9.

Activity 9 – Novels, Stories and Poems

Ask learners to identify similes, metaphors and personification in novels, stories and poems. *The Cremation of Sam McGee* by Robert Service is a poem loaded with figures of speech, imagery, plot, similes, personification and metaphors.

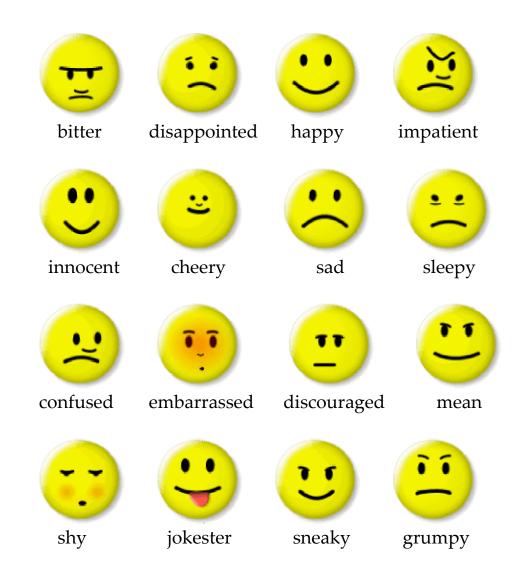
³⁵ Source: <u>http://volweb.utk.edu/Schools/bedford/harrisms/7lesson.htm</u>

³⁶ Source: <u>http://volweb.utk.edu/Schools/bedford/harrisms/7lesson.htm</u>



What mood are you in?

Look at the faces below and decide what mood you are in.





Sensory Image

Read the following poem and underline the words that help you create a picture in your mind. What mood does this poem leave you with?

Our Drum by Antoine Mountain

The sun is the drum That the Dene play Music in the ripples across the singing rivers

The wind is our hair That blows through tall trees

Where is our song But in the promise Of tomorrow Where is our heart But in Denendeh

> Our dance Is life itself



What is a Simile

A simile is the comparison of two things using the word **like** or **as**.

For example – as big as a bus.

Read the similes below and put a check mark besides the ones you have heard before. On the next page fill in the blanks to complete the simile and then make up your own. Use five of these similes in sentences.

As big as an elephant As black as coal As black as pitch As blind as a bat As hungry as a wolf As innocent as a lamb As large as life As light as a feather As light as air As likely as not As mad as a hornet As naked as a baby As neat as a pin As nutty as a fruitcake As brave as a lion As bright as a button As bright as day As busy as a beaver As busy as a bee As pure as the driven snow

As clear as a bell As clean as a whistle As clear as crystal As clear as mud As free as a bird As fresh as a daisy As gentle as a lamb As good as gold As happy as a clown As happy as a lark As hard as nails As high as a kite As hungry as a bear As old as the hills As plain as day As pleased as punch As quick as lightning As quick as silver As right as rain As pure as snow

As cold as ice As common as dirt As cool as a cucumber As crazy as a loon As cunning as a fox As cute as a button As dead as a doornail As deaf as a post As delicate as a flower As dense as a brick As dry as a bone As easy as A.B.C. As easy as pie As fat as a pig As fit as a fiddle As flat as a pancake As steady as a rock As poor as dirt As pretty as a picture As sick as a dog As wise as an owl

Finish these lines with similes.	
When I am tired, I am as	
When I am sad, I am like	
When I am annoyed, I am	than
When I am sleepy, I am like	·
Make up your own similes.	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Use five of the similes above and write a sentence for each.

1	 	 	
2	 	 	
3			
4	 	 	
5.			
· · ·			



Simile Poem

Read the following poem and underline the similes.

Willow and Ginkgo by Eve Merriam

The willow is like an etching, Fine-lined against the sky. The ginkgo is like a crude sketch, Hardly worthy to be signed. The willow's music is like a soprano, Delicate and thin. The ginkgo's tune is like a chorus With everyone joining in.

The willow is sleek as a velvet-nosed calf; The ginkgo is leathery as an old bull. The willow's branches are like silken thread; The ginkgo's like stubby rough wool.

The willow is like a nymph with streaming hair; Wherever it grows, there is green and gold and fair. The willow dips to the water, Protected and precious, like the king's favorite daughter.

The ginkgo forces its way through gray concrete; Like a city child, it grows up in the street. Thrust against the metal sky, Somehow it survives and even thrives. My eyes feast upon the willow, But my heart goes to the ginkgo.



Ginkgo, also known as ginkgo biloba, is an Asian tree that has no contemporary relatives. As such and because ginkgolike plants are wellrepresented in the fossil record, it is often referred to as a living fossil.



Write a Simile Poem

Think of a topic for your simile poem. The poem can be about you, a favourite season or activity, or friend. Write the topic on the line below. Then in each of the seven lines write one physical or character trait describing the topic (for example, long legs, curly hair, or blustering wind). With each trait compare it to something else.

For example: She has long legs like a spider.

Simile Poem Topic:

When you have completed all 7 lines – put your poem together!

-	
1	_like
2	_like
3	_like
4	_like
5	_like
6	_like
7	_like



Metaphors

Metaphors compare two items to one another except you do not use **like** or **as** in the comparison like a simile.

For example:	Cindy was such a mule. We couldn't get her to change her mind	
For example:	The dog was a pendulum running to and fro in yard.	

Now you try!

Noun	Comparison (Verb)	Noun
The house	was	his castle
The girl		
His brother		
The shoes		
The old woman		
Time		
Old age		

Make your own greeting card to a family member or friend using your own metaphor. Be sure to send it!



Simile or Metaphor³⁷

Decide whether each sentence contains a simile or a metaphor. Write the word simile if the sentence contains a simile. Write the word metaphor if the sentence contains a metaphor.

- 1. The baby was like an octopus, grabbing at all the cans on the grocery store shelves.
- 2. As the instructor entered the room she muttered under her breath, "This class is like a three-ring circus!" _____
- 3. The giant's steps were thunder as he ran toward Jack. _____
- 4. The pillow was a cloud when I put my head upon it after a long day.
- 5. I feel like a limp dishrag. _____
- 6. Those girls are like two peas in a pod. _____
- 7. The fluorescent light was the sun during our test. _____
- 8. No one invites Harold to parties because he's a wet blanket.
- 9. The bar of soap was a slippery eel during the dog's bath.
- 10. Ted was as nervous as a cat with a long tail in a room full of rocking chairs.

³⁷ **Source** – Adapted from <u>http://volweb.utk.edu/Schools/bedford/harrisms/1poe.htm</u>



Personification³⁸

Read the following examples of personification.

The ancient car groaned into third gear. The cloud scattered rain throughout the city. The tropical storm slept for two days.

The nonliving objects in the above sentences (car, cloud, storm) have been given human qualities (groaned, scattered, slept). Adding meaning to nonliving or nonhuman objects in this manner is called personification.

Personify the following sentences. Change the words in parentheses to words that would describe a human's actions:

- 1. My bedroom door (opened).
- 2. The puppy (barked) when I left for school.
- 3. The leaf (fell) from the tree.
- 4. The flashlight (went on).
- 5. Hair (is) on my head.
- 6. The CD player (made a noise).
- 7. The net (moves) when the basketball goes through.
- 8. The space shuttle (took off).
- 9. The little arrow (moves) across the computer screen.

³⁸ **Source:** <u>http://volweb.utk.edu/Schools/bedford/harrisms/7lesson.htm</u>

Write 5 sentences of your own that describe objects through personification.

1.	
2.	
З	
0.	
1	
4.	
_	
5.	



Personification Poem³⁹

Write a poem about nature. Choose a word from List A or a different word that names something in nature. Choose a word from List B or another word that names an action. Write this word next to the word from List A. For example: stone listens. Then expand your sentence: The stone listens carefully to wind that blows. Write at least five lines for your poem.

List A	List B	
sun	tells	
moon	shows	
stars	reminds	
sky	teaches	
sea	listens	
stone	remembers	
night	brings	
mountain	looks	
dawn	dances	
morning	dreams	
C C	guides	
	takes	

For example:

Night, it reminds me of yesterday. The sun listens to the messages of the clouds. Moon, look for me on the field. Sea, guide me to you. Dawn, bring me to the new day.

³⁹ **Source:** Adapted from <u>http://volweb.utk.edu/Schools/bedford/harrisms/7lesson.htm</u>



Instructor Notes Oral Reading

Young children learn the nuance of a language by listening to their parents read. In the same way, adults who listen to their instructor read aloud are learning new skills. The listeners learn how the voice goes up and down when reading. They also learn pronunciation and when to pause or come to a stop. Instructors can read a story that is above grade level and the learners still understand the main ideas. However, when the learners read aloud, the material must be at their instructional level. A good rule of thumb is when the learner is reading a passage of 50 words and they have:

- Less than 4 mistakes they are at the independent level
- 4 8 mistakes they are at the instructional level
- More than 8 mistakes they are at the frustration level.

In the old days, instructors would go down the row and ask learners to read. Some learners figured out what they were going to have to read and started practicing ahead of time, missing all the information being read. Often these readers would not understand what was read.

Give learners a chance to practice what they are going to read. Ask them to read it at home, practice it by reading aloud to their family or even tape record themselves. This gives them confidence to read aloud in front of their classmates.

There are many ways to encourage oral reading and comprehension. This section covers:

Paired Reading

This strategy helps learners hear the relationship between oral and written language. Paired reading is recommended for new readers. Research says that learners who use this strategy consistently show a remarkable improvement in their reading comprehension and word recognition.

Think Aloud

The **Think Aloud** procedure models for learners the thought processes that take place when difficult material is read. When using think alouds, instructors verbalize their thoughts while they are reading orally. Learners will understand comprehension strategies better because they can see how the mind can respond to thinking through trouble spots and constructing meaning from text.

Procedure

- 1. Use passages that contain unknown words, unclear sections, or contradictions.
- 2. The instructor reads aloud, stopping to verbalize the thinking that takes place when difficult or confusing material is encountered. The learners follow along silently and listen as the instructor thinks through the trouble spots.
- 3. Learners work with partners to practice think alouds by taking turns reading short, carefully prepared passages and sharing thoughts.
- 4. Learners practice independently.
- 5. Integrate practice with other lessons and provide demonstrations of how, why, and when to use think alouds.

Readers Theatre

Readers Theatre or RT is a form of theatre or drama that focuses on reading. RT adds fun and excitement to oral reading activities, and helps stimulate interest in reading and learning. RT helps learners improve their reading skills by providing a purpose for practising reading, and



helps them understand what they read. Generally two or more people read a story aloud and use their voices, facial expressions, and gestures to interpret the story. It's non-threatening, since readers have a script and get to practise lots before performing.

In Readers Theatre, learners read aloud from a script. Unlike traditional theatre, the emphasis is on oral expression of the part. Readers Theatre is 'theatre of the imagination'. It involves learners understanding their world, creating their own

scripts, reading aloud, performing with a purpose, and bringing enjoyment to themselves and the audiences.⁴⁰

Almost any story can be scripted for Readers Theatre, but some are easier and work better than others. In general, look for stories that are simple and lively, with lot of dialog or action, and with not too many scenes or characters.

⁴⁰ **Source:** Adapted from "Readers Theatre in Elementary Classroom" and "strategies for Reading: Readers Theatre in the Middle School" by Lois Walker.



No Handouts

Activity 1 – Paired Reading

Paired reading is a great activity for learners who are struggling with fluency. Paired reading is a procedure in which the instructor and the learner read together. The instructor sits beside the learner. As they read in unison, the instructor models by reading fluently and moving his/her finger under the words. The learner and instructor then read the same passage together with the learner moving his/her finger under the words. Practice the passage until the learner can read it fluently.

How does it work?

- You and your learner read at the same time.
- Practice paired reading for 10 to 15 minutes a day, 5 days a week, for at least 2 -3 months to be most effective.
- Use the same technique each time.

To begin

- Your learner chooses what he wants to read.
- Sit together in a quiet, comfortable spot.
- Hold the reading material so you can both see it.
- Talk a little about the book the front cover, what the book is about, the back of the book, the author. Become familiar with the book.

Reading together

- 1. Decide how to start. Create a signal to begin reading out loud together, such as a tap on the arm or 1, 2, 3 go.
- 2. Read at your learner's pace. If you are not reading together, stop and begin again.
- 3. Point to the words as you read them. Take turns doing this.
- 4. Create a signal the learner uses to show he or she wants to read alone.

- 5. Say things like 'good reading, or that was a difficult word' to encourage him or her.
- 6. Point to the word and say the word, if your learner takes longer than 4 seconds to figure out a word.
- 7. Ask your learner to repeat the word with you.
- 8. Start reading together until your learner wants to read on his or her own.⁴¹

Activity 2: Think Aloud

This activity is also in the section **Good Readers**. However in this version, learners read aloud. Model a **Think Aloud** for your learners with a piece of writing. Learners should have a copy of this text in front of them. Ask learners to keep a list of the different types of things you (the reader) are doing to help you better understand the text. When you're done, start a master list on a large piece of paper, writing down strategies learners share with you - using their words. Ask learners to pair up and do a **Think Aloud**. One learner reads the passage and then tells the other learner what they are thinking as they read. The second learner writes down what the reader is saying.

Activity 3 – Readers' Theatre

Choose a script that is appropriate for your learners. You can find scripts at these websites:

- <u>http://www.aaronshep.com/rt</u> This website has extensive information on Readers Theatre: what it is; tips for scripting and performing; free scripts and a list of resources.
- <u>http://scriptsforschools.com</u> On this site you can purchase scripts. However, there are also free scripts and tips for Readers Theatre.
- <u>http://www.readerstheatre.ecsd.net/collection.htm</u> This is a large collection of short scripts—many of them rhymes—for Kindergarten to Grade 3 learners.
- <u>http://bms.westport.k12.ct.us/mccormick/rt/RTHOME.htm</u>

⁴¹ Brailsfor, Anne. *Paired reading: positive reading practice: a training videotape with accompanying manual.* Edmonton: Northern Alberta Reading Specialists' Council

This site describes Readers Theatre, gives tips on how to adapt scripts, and provides scripts and a list of reference books.

- <u>http://www.lisablau.com/scriptomonth.html</u> This website provides a free script every month. It also has an archive of past scripts of the month.
- <u>http://www.surfcitydelux.com/readerstheater/index.html</u> This website has lots of great scripts for all ages
- <u>http://www.nwt.literacy.ca/famlit/howtokit/theatre/cover.htm</u>

The NWT Literacy Council developed a How to Kit on Readers Theatre. It has scripts, ideas and resources on Readers Theatre.

Procedure

- 1. Read the title of the script and its author together with the learners. Learners make predictions about the characters and the story.
- 2. Read the script to learners as they follow along.
- 3. Ask for feedback: Did this story remind you of another story? What about our predictions?
- 4. Divide the class into pairs. Assign a number of pages to be read and a time limit for paired reading. Learners should take turns reading every other entry in the script; this ensures that they will all have the same amount of material to read. Pairs can reread the pages again if they finish before the end of the assigned reading time.
- 5. While the learners are reading the script, circulate among them to offer assistance in the correct pronunciation of words, reading with feeling and emotion, and reading at an appropriate rate and volume.
- 6. Do a group read-around of the script or by assigning roles and having learners perform a segment of the script.
- 7. Once the learners become familiar with the script, they can begin working in groups of three or four, with each group member reading an assigned role or roles.

8. Assign parts and let the learners perform informally for their class or for other classes. A reader can read more than one part, especially if there are several smaller parts. Everyone should be given an equal opportunity to read as much of the text as possible, or learners with smaller parts may see themselves as poorer readers or may lose interest.

Writing

The Writing unit covers both word study and the process of writing. All the learning outcomes are listed at the beginning of each section. Most of the learning outcomes for English 120 are covered in this section. This section includes the following:

More Word Analysis

- Parts of speech
- Spelling

Sentence Structure

- Parts of a sentence
- Grammar
- Different kinds of sentences

Writing Skills

- Prewriting
- The writing process
- Paragraph writing

Write to Express Thoughts

- Journals
- Story writing
- Poetry
- Functional writing

Write for Inquiry or Research

- Book reports
- Research project

Products for English 120 Writing

- 3-5 pieces of functional writing
- 4-5 pieces of narrative, descriptive, expository writing
- Guided response journal
- 2 forms
- 1 research project (3 paragraphs)

Each section has a list of learning outcomes, instructor notes, learning activities and handouts.

Instructor notes give background information about the strategies.

Learning Activities provide detailed instructions on learning activities for each strategy.

Handouts are pages you can copy for learners to use for the learning activities. Instructors can modify handouts to suit the needs of their learners. Some activities have no handouts. Some have lots.





More Word Analysis

Word analysis us broken down into several different parts. The reading section covers vocabulary development, word study and dictionary skills.

This section covers:

- Parts of speech
 - Nouns, verbs, adjectives, adverbs, interjections and common conjunctions
- Spelling
 - Tips for spelling
 - Games and activities
 - o Homonyms

Learning Outcomes:

- Identify the functions of nouns, verbs, adjectives, interjections, and common conjunctions
- Identify and explore personal strategies for learning and remembering new words
- Use a variety of approaches to spell words correctly
- Use personal spelling strategies to spell words correctly



Understanding the parts of speech is an important part of writing and speaking. Eight parts of speech are included in this section along with some examples and definitions for each part of speech and practice sheets. This section is a small example of the activities that you can do to teach the parts of speech. Take these ideas and develop your own handouts and activities. Integrate this section with other sections to create a more holistic approach to learning.

It is important to remember that for many adult learners, English is a second language. Aboriginal learners who are fluent in their native tongue may have difficulty switching to English.² Some differences between North and South Slavey and English are:

- The adjective comes after the noun. For example: the dog brown.
- There is no gender such as he or she a male or female Slavey word is used.
- No articles such as **the** or **a** (these words can be confusing for an Aboriginal learner).
- There are four verb tenses.
- Helping words such **as have, has, is, had** are not used in North and South Slavey.
- These rules are generally true for Athabascan languages such as Chipewyan and Tlicho.

These explanations may give insight into why some learners experience confusion when learning to read and write English. Explaining the differences to the learners may also help them understand their confusion. Also, a clear explanation and repeated practice of adjectives, pronouns, articles, tense and verb phrases, etc., is very important for Aboriginal learners.

¹ **Source:** <u>http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/parts.htm</u>

² Source: Camsell, Doris. Telephone interview. February 22, 2006



20 Handouts

Activity 1 – Eight Parts of Speech

Parts of speech are the basic types of words that English has. Most grammar books say that there are eight parts of speech: **nouns**, **verbs**, **adjectives**, **adverbs**, **pronouns**, **conjunctions**, **prepositions/articles** and **interjections**. Often learners get confused with parts of speech. Give learners Handout 1 as a reference for parts of speech. Ask them to make up a poster of the definitions in their own words and example sentences for each one.

Activity 2 – What are nouns?

Nouns can be tricky because some of them are abstract ideas. Handouts 2, 3 and 4 describe nouns, common nouns, proper nouns and non-countable nouns. Each handout has a variety of activities to help learners identify the different kinds of nouns.

Activity 3 – Pronouns

Tell learners that we use pronouns in place of nouns because repeating the same thing in a story or sentence can get boring. Write the following example on the board.

- Mary went to the store and then Mary went home to make supper for Mary's family.
- Mary went to the store and then **she** went home to make supper for **her** family.

Ask learners to rewrite the sentences on Handout 5 using pronouns.

Activity 4 – Adjectives³

Mount pictures at the top of long sheets of paper and hang them around the room. Learners will be writing on them so make sure the surface is smooth, markers do not fade through the paper, and there is enough space for learners to stand in front of their picture without bothering the next group.

Divide learners into workable groups equal to the number of pictures being used. Select a learner to write and give him or her a marker. Be sure each group uses a different color. Ask all learners to contribute.

Learners make a list of words that describe what they see in the picture. These must be single words, not phrases, and they can only be used once. For example: The word **green** may be used to describe the grass and the trees in a picture, not **green grass** and **green trees**.

When time is up groups move to the next picture and continue the word list. The only catch is that they can't use the same words as the previous group. They must come up with original ones of their own. Continue the rotation until each group has had an opportunity to work on each picture.

When the lists are completed the instructor should read through the lists reviewing them with the learners. The following are suggestions on what to look for:

- Does the word describe the picture?
- Is the word listed only once? If not, the second listing is crossed out.
- Is each word found in the dictionary or did learners make it up?
- Discuss which group made the best and most contributions to the pictures the group who worked on a picture first or last.
- Which pictures were the easiest to describe?

The rest of the activity may be done in small groups or individually. Do one or all of the following.

- Write a poem about one of the pictures using as many of the adjectives as possible from the list.
- Write a story about one of the pictures making sure that none of the words on the list is used. Rewrite the story using appropriate adjectives from the list to see how much more interesting the story becomes.

³ Source: <u>http://yn.la.ca.us/cec/ceclang/ceclang.86.txt</u>

• Write a newspaper article about one of the pictures answering who, what, where, when, why and how. Use the adjective words listed.

Refer to Handout 6 for more activities on adjectives.

Activity 5 – Verb Charades

Introduce verbs by jumping up and down. Ask learners to identify what you are doing. Do another action word like running on the spot. Make a list of action words and put them in a hat or jar. For example: swimming, jogging, paddling, hunting, eating, looking, drinking, buying, waiting, etc. Ask learners to pick one out and then act it out. The person who guesses correctly gets to go next.

Activity 6 – Verbs in Sentences

Model how to find verbs in sentences. On flip chart paper, write sentences taken from learners' group novel study, reading or writing material. Then have learners identify the action words.

Next write several sentences on the board leaving a blank space where the verb belongs. Make verb cards and put them on the chalkboard beside the sentences. The verb cards will be both the past and present tenses of a verb. Learners will be asked to come to the chalkboard and place the correct form of the verb in the blank spaces of the sentences.

Study the verb cards. Discuss how past tense verbs end compared to present tense. Discuss what irregular verbs are and write some examples on the board. For practice with present, past and future verb tenses refer to Handouts 7, 8, 9, 10 and 11. Also, <u>http://www.quia.com/mc/61571.html</u> is a great website for verb tense games on-line.

Activity 7 – Subject/Verb Agreement

The verb in a sentence must agree with the subject. If a subject is plural, then the verb must be plural. If the subject is singular, the verb must be singular. Handouts 12 and 13 provide a good review of the subject-verb agreement and provide lots of examples and practice questions.

Review this website for practice sheets on the subject-verb agreement <u>http://owl.english.purdue.edu/handouts/esl/eslsubverb.html.</u>

Activity 8 – Adverbs

Write frequently used adverbs (always, usually, often, sometimes, seldom, rarely, never, suddenly, slowly, early) on slips of paper. On different coloured paper, write times – one time per paper (for example: 5 am, 10 am, noon, 6 pm, etc.). Learners pick one adverb slip and one time slip. Write this sentence on the board.

What do you ______ do at _____? Ask learners to fill in the blanks with the adverb and time. For example: What do you **suddenly** do at **noon**? Then ask learners to answer the question.

Activity 9 – Adverb Charades⁴

Materials: 50 small pieces of paper. Give each learner two pieces of paper.

- Tell them to write one simple action (e.g. eating a banana, knitting, singing opera, etc.) on one piece of paper.
- Then tell them to write one adverb (e.g. angrily, badly, cautiously, etc.) on the other piece of paper. Put all the pieces of paper in two piles face down.
- Pair up learners. The first pair of learners comes to the front of the class.
- One draws a piece of paper from the action pile, the other from the adverb pile.
- Then both of them act out the action in the manner described by the adverb. The rest of the class guesses the adverb and action.

Handout 14 provides more practice on adverbs.

⁴ Source: <u>http://www.tesol.pdx.edu/learner.htm#Nicolas%20Clark</u>

Activity 10 – Diamante Poem

Diamante poems are diamond shaped poems with 7 lines. They are usually written to compare two vastly different things by analyzing both. To complete a diamante poem, you have to understand the three parts of speech – nouns, verbs, and adjectives.

The title has two topics that you want to compare. Instructions for and an example of a Diamante Poem are on Handout 15.

Activity 11 – Interjections

Interjections are words that express strong feeling or emotion. You usually follow an interjection with an exclamation mark.

For example: Great!, Yes!, Wait!, Hi!, Come!, Cool!

Handout 16 provides examples and activities on interjections.

Activity 12 – Joining Words (conjunctions)

As their name implies, conjunctions join together elements of thought: words, phrases, sentences, and paragraphs. Handout 17 provides information on conjunctions and some practice exercises for learners.

Activity 13 – Prepositions and Articles

Often new writers get confused with using prepositions and articles. Handouts 18 and 19 provide information and handouts on prepositions and articles.

Activity 14 – Mad Libs

Mad Libs are fun and can be used in a variety of ways. Learners must be able to identify nouns, plural nouns, adjectives, adverbs, verbs, numbers (2, 3, etc.), and exclamation words (interjections). The first page on Handout 20 has a list of words that learners fill in. Then they use these words for the story on the next two pages.



Eight Parts of Speech

Part of Speech	Definition	Examples
Noun	A noun is a name of a person, place , thing or idea. Common nouns refer to any person, place, thing or idea.	girl, religion, house, sadness, school, city
	Proper nouns refer to particular people, places, things or ideas. The first letter of a proper noun is always capitalized.	Mary, Aklavik, Northwest Territories, Centre Square Mall, Great Slave Lake Einstein's Theory of Relativity
Pronoun	Pronouns can take the place of nouns.	her, she, he, they, it
Verb	A verb shows action or connects things in a sentence. It says what is happening in a sentence. A verb also tells us the time of the action or state of being.	I am a learner. (present state of being) She was sick yesterday. (past state of being) The package will arrive next week on the plane. (future action)

Adjective	An adjective tells something about a noun. It can describe size, colour, number, age and many other qualities. This is called modifying. An adjective is also called a modifier.	The strong wind blew across the dark and ominous lake.
Adverb	An adverb usually tells about the action (verb) in a sentence. It can tell how, why, when, where something happened. An adverb can also intensify an	The Elder worked hard. (how?) They worked yesterday . (when?) This bannock is
	adjective or another adverb.	incredibly delicious. (describes delicious) Please speak more clearly. (describes clearly)
Interjection	An interjection is a word that expresses strong feeling or emotion	Great!, Yes!, Wait!, Hi!, Come!, Cool!, Wow!
Conjunction	A conjunction joins together words, phrases and sentences.	and, but, or, nor, for, so, yet
Preposition	A preposition usually comes before a noun, pronoun or noun phrase. It joins the noun to some other part of the sentence.	on, in, by, with, under, through, at



What are Nouns?

A **noun** is a name of a **person**, **place**, **thing** or **idea**. Categorize the following nouns into people, places, things and ideas.

chief	valley	town	river	dancer
Mary	region	South Slave	Gwich'in	nomads
caribou	food	fire	arrangement	burden
advice	summer	reaction	article	work
information	secret	traffic	Yellowknife	honesty
winter	starvation	highway	husky	Canada
Great Bear Lake	janitor	scenery	politician	fisherwomen

People	Places	Things	Ideas



Common and Proper Nouns

A common noun is any thing, person, place or idea (man, truck, honesty). A proper noun is a specific thing, person, place or idea (Mary, Hay River, New Democratic Party).

Fill in the chart with common nouns and proper nouns. Remember that proper nouns begin with a capital letter.

Common Noun	Proper Noun
woman	Mary
city	
street	
mall	
	Canada
holiday	
	January
	Gwich'in
province	
	Northern Store
lake	
school	

Proper Nouns

Always capitalize proper nouns.

- People: Mary, John, Antoine
- Religions: Christian, Sikh, Jewish
- Nationalities: First Nations, Aboriginal, American, Spanish
- Languages: Cree, Chipewyan, Inuktitut
- Titles of books, films, plays, etc: Tracking Triple Seven, Said the Raven
- Groups: Girl Guides, Hunters and Trappers Association, Elders
- Titles: Premier Handley, Prime Minister Martin
- Cities, provinces, countries: Fort Smith, Alberta, Canada
- Lakes, mountains, parks: Watta Lake, Fred Henne Park
- Bridges, streets, roads, highways: Franklin Road, MacKenzie Highway
- Month, days of week: Monday, December
- Special days: Christmas, Hanukkah, Aboriginal Day
- Initials and abbreviations: YWCA, NWT, Ms. M. Smith

Correct the following sentences by **capitalizing** all the **proper nouns**.

- 1. We went out on great slave lake on Sunday.
- 2. We sometimes go camping at cameron falls, just outside of yellowknife.
- 3. At christmas, we always go to our camp on great bear lake.
- 4. I heard that pat and sam got a new ford truck.
- 5. Many learners can speak both english and another aboriginal language.
- 6. premier handley had a meeting yesterday to talk about aboriginal language decline in the northwest territories.
- 7. The city of yellowknife is very multi-cultural; many people speak different languages and come from different places like china, the philippines and africa.



Non-countable Nouns

Nouns can be **countable** or **non-countable**. Countable nouns are things we can count—more than one. For example: job – jobs person – people

Non-countable nouns cannot be counted. Often there is no plural form for these words. For example: milk, advice, work, news. We often use a countable phrase in front of non-countable nouns, such as cups of _____; packets of _____; kinds of _____.

For example: 2 cups of tea; 2 tubes of toothpaste

Some non-countable nouns are also countable when they are used as categories.

For example: Gas: I'm going to get gas for my truck.

Gasses: People worry that greenhouse gases will affect the climate.

Here are some **non-countable nouns**.

advice	furniture	news	traffic
behaviour	information	permission	trouble
water	education	luggage	salt
weather	clothing	milk	scenery
rice	work	furniture	money
air	intelligence	jewellery	rain

Can you think of other **non-countable nouns**?

More Word Analysis

Write a sentence for 5 of the **non-countable nouns**.

1.	
2.	
3.	
4.	
5.	

Here are some words that can be used as **non-countable nouns** and also as **countable nouns**.

fruit	cereal	soap	wine	beer
gas	cheese	bread	sugar	food

For example:

- I ate two different kinds of cereal this morning.
- The cereals are in aisle 18.
- I drank lots of wine last night.
- I really like Italian wines.

Write two sentences showing the word used as a **non-countable noun** and as a **countable noun**.



Pronouns

We use **pronouns** in place of **nouns** because repeating the same thing in a story or sentence can get boring.

For example:Mary went to the store and then Mary went home to make
supper for Mary's family.Mary went to the store and then she went home to make
supper for her family.

Some common pronouns are: I, she, her, him, he, it, you, we, they, their

Change the following sentences to make them easier to read.

1. Joe went fishing yesterday and Joe caught whitefish, trout and pickerel.

2. Mary called Mary's son as soon as Mary got home.

3. John thinks math is difficult, but John likes studying math.

4. Kate and Sally are going to the mall because Kate and Sally need to buy a present for Kate and Sally's mom.



Adjectives⁵

An **adjective** modifies a noun or a pronoun by describing, identifying, or quantifying words. An **adjective** usually precedes the noun or the pronoun which it modifies.

In the following examples, the **highlighted** words are adjectives:

The **small** boat foundered on the **dark** lake.

The **gold** mines are **dark** and **dank**.

The back room was filled with **large**, **yellow** rain boots.

Each sentence below contains one or more adjectives. Read each sentence carefully and **underline** the **adjectives.** The first two sentences have been done for you.

- 1. I'm going to recycle these **<u>empty plastic</u>** bottles.
- 2. <u>**Pretty yellow**</u> birds fly North in the spring time.
- 3. Mary gazed in the cracked mirror and said "I am going to have bad luck for seven years."
- 4. There is nothing like a good book on a comfortable couch.
- 5. The Elder told amazing stories about the old days.
- 6. The anxious crowd waited for the spring concert to start.
- 7. We went to see a really scary movie that had huge beasts and gigantic monsters in it.
- 8. My oldest sister just had the cutest, most wonderful baby last night.
- 9. I sent my youngest son to his messy, dirty room to clean it up.

⁵ **Source:** *Ideas, Activities and Exercises for Fundamental Level English* compiled and revised by Laurie Gould and Jane Weiten, Vancouver Community College, 1997

10. The northern lights last night were dancing in the sky and were bright orange and green.

For each of the following nouns, list **four adjectives**.

1.	moon	
2.	northern	lights
3.	tent	
4.	lake	
5.	Elder	
6.	dog	
7.	baby	
8.	school	
9.	cake	
10). legend	

Adjectives help to make what we write more interesting to our readers. They help bring our words to life. **Rewrite** the sentences with **adjectives** to make them more interesting.

1. The waitress reached for the dishes.

2. The man went fishing.

3. The Elder told a story.

4. Last night I watched a movie.

5. My landlord came by my apartment yesterday.

Some adjectives are used too much. Words such as **good**, **bad** and **nice** don't mean much anymore. **Rewrite** the following sentences by replacing these **overused adjectives** with vivid ones.

1. The movie was bad. _____

2. John is a nice person. _____

- 3. Karen is a good learner.
- 4. We ate a good meal at the nice restaurant.
- 5. The bad little boy got in trouble.



Verbs⁶

The verb is perhaps the most important part of the sentence. A **verb** or **compound verb** expresses actions, events, or states of being. A compound verb has helping words like **is**, **are**, **am**, **were**, **will**, **has**, **should**, **can**, **would**, **have**, etc.

When blackflies **bite** me they take a chunk of skin. Verb In early April, John **will travel** out on the land. Compound verb

Practice

Find the word that is not an **action verb**:

1.	ran, and, jump, sing	
2.	hum, walk, in, lock	
3.	row, of, steer, shoot	
4.	carry, stand, frown, can	
5.	out, came, change, smile	
6.	laughed, cried, being, brushed	
7.	combed, am, rode, ate	
8.	slept, fell, listened, be	
9.	was, moaned, screamed, gasped	
10	.plays, wanted, were, leap	

⁶ **Source:** *Ideas, Activities and Exercises for Fundamental Level English* compiled and revised by Laurie Gould and Jane Weiten, Vancouver Community College, 1997

Underline the verbs in the following sentences:

- 1. The grizzly bear attacked me.
- 2. I ran away from the grizzly bear.
- 3. I swam across the river and hid in the bush.
- 4. The dog actually ate my homework.
- 5. I shop on Saturday for groceries.
- 6. My skidoo uses too much gas.
- 7. My daughter always kisses me before she goes to school.
- 8. I clean the house every Saturday morning.

Underline the main verb and put a circle around the helping verb:

I am not sure I (will) <u>travel</u> on my own again.

- 1. I am going to Edmonton next week.
- 2. The instructors will teach math and English next year.
- 3. They will meet at the Centre Square Mall at 2:00 pm.
- 4. The dog has been barking for 3 hours non-stop.
- 5. I was looking for the book for a long time. I finally found it under the bed.
- 6. He is going hunting tomorrow.
- 7. You are going hunting tomorrow.
- 8. I am going hunting tomorrow.



Verb Tense: Present

Present means something that is happening now.

There are only two basic forms for the simple present tense; one ends with **s** and the other doesn't. Here are the rules, using the example verb **sing**:

SUBJECT	EXAMPLE	SUBJECT	EXAMPLE
Ι	I sing	You	You sing
He	He sings	She	She sings
it	It sings	We	We sing
They	They sing		

With most verbs, the third person singular form is created simply by adding **s**. However, with some verbs, you need to add **es** or change the ending a little. For example: He **passes**, she **dozes**, she **wishes**, he **watches**

Fill in the blanks with the proper **present tense verb**.

She ______ four languages.

 a. speak
 b. speaks

 Mary is an instructor. She ______ North Slavey.

 a. teach
 b. teaches

 When the kettle ______, will you make some tea?

 a. boil
 b. boils

4.	I always the window at night because it is cold. a. close b. closes
5.	Those shoes too much. a. cost b. costs
6.	The food in our community is expensive. It a lot to live here. a. cost b. costs
7.	His job is great because he a lot of people. a. meet b. meets
8.	My watch is broken and it to be fixed again. a. need b. needs
9.	I to watch movies. a. love b. loves
10	When I am in Yellowknife I to the movie theatre at least once. a. go b. goes
11	. I never tea in the morning, only coffee. a. drink b. drinks
12	. We both to the local radio station during the day. a. listen b. listens

- 13. The Northern Store ______ at 9:00 in the morning.
 - a. open
 - b. opens
- 14. The post office ______ at 5:30 pm.
 - a. close
 - b. closes
- 15. John ______ two children and three grandchildren.
 - a. has
 - b. have
- 16. When the phone _____, please answer it.
 - a. ring
 - b. rings



Parts of Speech Handout 9 Verb Tense: Past

Past means something that happened

- Before this moment
- A minute ago
- An hour ago
- Last night
- Last week, etc.

Although many verbs in English form their past tense with **ed**, some do not. These are called **irregular verbs**, and they include some of the most basic verbs in English – **was**, **were**, **had**, **did**.

Other irregular verbs fall into three main categories

cut – cut
hit – hit
cost – cost
get – got
sit – sat
drink – drank
aatala aassalat
catch – caught
bring – brought
teach – taught

- 1. **Underline** all the **past tense verbs** in the story below.
- 2. Circle the irregular past tense verbs.

When I Was a Little Girl

When I was a little girl my dad and I went on a camping trip. One day he came to me and said, "I decided it would be fun if you and I go camping." A few days later we packed up the car and set out on the trip. We needed gas, so my dad stopped at the first gas station he saw and pumped gas into the gas tank until it was full. After driving for two hours we arrived at the campsite. We pitched the tent first and then we unpacked the rest of our camping gear. After we had all the gear placed where it belonged we explored the camping area. We discovered a stream nearby; dad said the stream would be good for fishing. We hurried back to our campsite and gathered our fishing gear. When we returned to the stream we settled and began to fish. We baited our hooks and threw in the lines. We snagged five fish in the first hour and then we headed back to our tent. Once we arrived back at the tent it was time to build a fire. I gathered up firewood and my dad started the fire. We cooked our fish on the open fire and when they were done we gobbled them up hungrily. Soon night had fallen and it was time for sleep. As I snuggled into my sleeping bag I anticipated what the rest of our camping trip would be like.



Verb Tense: Future

Future tense expresses an action or situation that will occur in the future. This tense is formed by using **will/shall** with the **simple form** of the verb.

The speaker of the House will finish his term in June, 2006.

The future tense can also be expressed by using **am**, **is**, or **are** with **going to**.

The surgeon <u>is going to perform</u> the operation in Yellowknife.

We can also use the **present tense** form **with an adverb** or adverbial phrase to show future time.

The prime minister <u>speaks</u> tomorrow. (Tomorrow is a future time adverb.)

Underline the verbs that tell what happened in the **future**.

- 1. I (come, came, will come) to see you tomorrow.
- 2. We (went, go, will go) to the lake.
- 3. Who (will begin, began, begun) reading first?
- 4. If I sit on my glasses, they (broke, will break, break). Then I won't be able to (read, will read) any more.
- 5. My son and I (drum, will drum) for the opening ceremonies.



Simple Present and Past Tense Word Search

Search for the matching pair of words of present tense and simple past tense verbs in the first person singular. Words are down, across and diagonal. Find the hidden message with the letters that are left over.

For example if the word given is **skated** – the matching present tense is **skate**.

verbbtensesdmha surwroteeojaaw r s m i l e t w d o e d k t t b b nuvtohtaesoces smrlhngleuohbt α b jjbhwoluqrtej h ookexeuqaxisxq 1 exmnimhfgocdxht pqtdsnowihtzwt d rftppecabstvbpm wardruqphdtbtar buaedxteivnz r a Z lynnkdvlajaypsu gcepkziprluhqxa eouxhdddnkdnsco heard saw go looked write smell take

blewlookedsmellwritebroughtmatchsmiledtakecatchrunthinkreaddodrewthinktake

What is the hidden message? _____

eat



Subject/Verb Agreement

The **verb** in a sentence must agree with the **subject**. If a subject is plural, then the verb must be plural. If the subject is singular, the verb must be singular.

For example:	He eats bread every morning.		
	He – singular subject	eats – singular verb	
	They eat breakfast every	v morning.	
	They – plural subject	eat – plural verb	

Collective Nouns are nouns that name a group of persons or things. A collective noun is usually considered to be singular in number

For example	team	herd	jury	staff	city	crowd	class
	The team was late in arriving.						
	The class is hard to deal with.						

Non-countable nouns are things we cannot count. They always take singular verbs.

For examplenews measles milk bread mumps waterMilk is my favourite drink.The news from home has been alarming.

Sums of money, when used as a subject, take on a singular verb.

For example: Fifteen dollars is a lot to pay for a hamburger.



Subject/Verb Agreement

Underline the correct **verb** in each sentence.

For example: Paul and Linda (eat, eats) at home everyday.

- 1. Measles (is, are) usually a childhood disease.
- 2. The water in Great Slave Lake (is, are) really clean.
- 3. The lakes in the NWT (is, are) really clean.
- 4. Nine hundred dollars (was, were) a lot to pay for rent for a small bachelor apartment.
- 5. The crowd at the arena (has, have) been very quiet.
- 6. The fans (doesn't don't) want to stay until the end of the game.
- 7. The class (is, are) trying hard to make money for a year end trip.
- 8. All the learners (is, are) making an effort to contribute to the fundraising activities.
- 9. All of her luggage (was, were) lost on the flight from Edmonton.
- 10. Their luggage (was, were) lost on the flight from Edmonton.
- 11. The men (has, have) driven for ten hours already.
- 12. The couple (likes, like) to go dancing on Friday night.
- 13. The Elders' Committee (meets, meet) every Tuesday afternoon.
- 14. The women (is, are) going to sewing tonight.

Use the following collective nouns and non-countable nouns as subjects in a sentence. **team mob travel wine group trouble behaviour**

1	 	 	
2	 	 	
3			
4	 		
5			
6		 	
7	 	 	



Adverbs⁷

Most **adverbs** tell you how, where, or when something is done. In other words, they describe the **manner**, **place**, or **time** of an action. Many adverbs end with the suffix **ly**. Most of these are created by adding **ly** to the end of an adjective, like this:

For example: slow- slowly hopeless – hopelessly

Find the **adjective** in the first sentence and fill the gap with the **adverb**.

- 1. Joanne is happy. She smiles <u>happily</u>.
- 2. The boy is loud. He shouts <u>loudly</u>.

3. Her English is fluent. She speaks English ______

4. Our mum was angry. She spoke to us _____

5. My neighbour is a careless driver. He drives ______

- 6. The painter is awful. He paints ______
- 7. Jim is a wonderful piano player. He plays the piano ______
- 8. This girl is very quiet. She often sneaks out of the house _____

Rewrite the sentences and put the **adverbs** in correctly. The first two are done for you.

- 1. We were in Yellowknife. (last week). <u>We were in Yellowknife last week.</u>
- 2. He walks his dog. (rarely) \rightarrow <u>He rarely walks his dog.</u>
- 3. She waited. (patiently) \rightarrow ______

⁷ **Source:** <u>http://www.ego4u.com/en/cram-up/grammar/adjectives-adverbs</u>

More Word Analysis

4.	My father goes fishing. (always) \rightarrow
5.	Your bedroom is. (upstairs) \rightarrow
6.	We don't go skiing. (in summer) \rightarrow
7.	Cats can hear. (well) \rightarrow
8.	I saw him. (there) \rightarrow
9.	The girl speaks English. (fluently) \rightarrow
10	. I have seen that film. (never) / (before) \rightarrow



Diamante Poem

Diamante poems are diamond shaped poems with 7 lines. They are usually written to compare two vastly different things by analyzing both. To complete a diamante poem, you have to understand three parts of speech – nouns, verbs, and adjectives.

The title has two topics that you want to compare.

Line 1	one noun A
Line 2	two adjectives A
Line 3	three verbs ending in 'ing' A
Line 4	two adjectives for A and two adjectives for B
Line 5	three verbs ending in 'ing' B
Line 6	two adjectives B
Line 7	one noun B

For example:

Teenager – Adult

Teenager

Rowdy, loud Fooling, joking, playing Immature, young, old, sophisticated Working, writing, talking Serious, mature Adult Now it is your turn.

Title:			



Interjections⁸

Choose the correct answer for the following questions.

- 1. An interjection is ____.
 - a. an exclamation which shows thoughts or feeling.
 - b. a meaningless string of sounds.
 - c. the same as an adjective.
- 2. Which of the following interjections is NOT an expression of surprise or wonder?
 - a. Gee!
 - b. Gosh!
 - c. Boo!
- 3. You are vegetarian and you are offered a dish of raw meat. What do you think?
 - a. Ugh!
 - b. Hurrah!
 - c. Yippee!
- 4. Somebody has just stepped on your toe. Which interjection would best fit the situation?
 - a. Yoo-hoo!
 - b. Ouch!
 - c. Eh!
- 5. You are most likely to hear or use the interjection 'Boo......'
 - a. at a theatrical performance.
 - b. while listening to a political speech.
 - c. on both of the above mentioned occasions.

⁸ Source: <u>http://a4esl.org/q/h/9807/mn-interjections.html</u>

- 6. _____, Mary! Come here! I want to talk to you.
 - a. Oops
 - b. Mmm
 - c. Hey
- 7. Your children are making a lot of noise and you want to hear the news on the radio. How do you urge silence?
 - a. Shh!
 - b. Tut-tut.
 - c. Ow!
- 8. Which of the following interjections is NOT used when cheering for a team?
 - a. Rah!
 - b. Yay!
 - c. Yikes!
- 9. ____! The carrot soup is out of this world!
 - a. Mmm
 - b. Yuk
 - c. Uh



Conjunctions⁹

You can use a conjunction to link words, phrases, and clauses, as in the following example:

I ate the pizza **and** the pasta. Call the movers **when** you are ready.

Make the two sentences into one using the conjunction given.¹⁰

1. because The Campbell's were having a party. Their daughter was getting engaged.

2. **SO**

The police issued a warning on the radio. A dangerous man had escaped from the local jail.

3. however

Marie was worried about the convict. Her husband was only worried about the car.

 ⁹ Source: <u>http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/coconj.htm</u>
 ¹⁰ Source: <u>http://web2.uvcs.uvic.ca/elc/studyzone/410/reading/exercises/deathqz.htm</u>

4. **so**

George went to find help. The car broke down.

5. **because**

Marie could not walk in the cold. Her clothes were not suitable.

6. **so that**

No one could see her. Marie hid under a blanket.

7. when

Marie heard a strange sound outside. She became very frightened.

8. as

The loud music continued all night. Marie could not sleep.

9. use a conjunction

Several policemen leapt out. One of them rushed towards the car.

10. **use a conjunction**

The policeman told Marie not to look back. She could not help it.



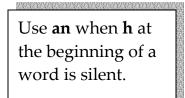
Articles¹¹

An **article** is a kind of adjective which is always used with, and gives some information about, a noun. There are only two articles **a** and **the**, but they are used very often and are important for using English accurately.

The word **a** (which becomes **an** when the next word begins with a vowel - a, e, i, o, u) is called the **indefinite article** because the noun it goes with is indefinite or general. The meaning of the article **a** is similar to the number one. It is possible to say I have a book or I have one book.

The word **the** is known as the **definite article** and indicates a specific thing. The difference between *I* sat on *a* chair and *I* sat on *the* chair is that the second sentence refers to a particular, specific chair, not just any chair.

Use **an** before words that begin with a vowel sound. **For example** an egg an igloo Use **a** before words that begin with a consonant sound. **For example**: a nap a dog



Write **an** or **a** before each word or words

apple	polar bear	wallet
boy	caribou	orange
car	community	old car
dog team	holistic approach	hour
Elder	dancer	hotel
hole	eagle	diamond mine
telephone	muskrat	politician
pen	truck	cold day

¹¹ Source: *Ideas, Activities and Exercises for Fundamental Level English* compiled and revised by Laurie Gould and Jane Weiten, Vancouver Community College, 1997

a / an or the

We use **a** or **an** when the reader doesn't know which thing or person we are writing about. Once it is clear who or what we are referring to, we use **the**.

For example:	I saw a man talking to a woman outside my house. The	
	man was wearing a leather jacket, and the woman was	
	dressed in satin.	

Mary and her daughter watched **a** movie last night. They both enjoyed **the** movie very much.

We also use **the** when it is understood by the reader (or listener) which thing or person we are referring to, even if it is not stated.

For example:	Turn on the light, please.
	Could you shut the door?

Fill in the blanks with **a** / **an** or **the**.

- 1. Would you buy me _____ chocolate bar when you go to the store?
- 2. _____ brown house on the corner is for sale.
- 3. Mary bought _____ new bike at _____ store in our community.
- 4. I try to eat _____ piece of fruit every morning.
- 5. Please turn out all _____ lights and check _____ oven before you leave.
- 6. _____ last place I put my keys was on my desk.
- 7. When you are finished washing _____ dishes, let's go for _____ walk.
- 8. I packed _____ tent, _____ sleeping bags and _____ pocket knife.
- 9. I plan on going to _____ party on Friday night. It is supposed to be _____ best party ever.
- 10. I went to _____ birthday party last night.



Parts of Speech Handout 19

Prepositions¹²

A **preposition** links nouns, pronouns and phrases to other words in a sentence It shows relationships among other words in the sentence. The relationships include direction, place, time, cause, manner and amount.

For example:	She went to the store. to is a preposition which shows direction
	He came by bus. by is a preposition which shows manner
	They will be here at three o'clock. at is a preposition which shows time
	It is under the table, under is a preposition which shows place.

The most common prepositions are

about	above	across	after
against	along	among	around
at	before	behind	below
beneath	beyond	but	by
despite	down	during	except
for	from	in	inside
into	like	near	of
off	on	onto	out
outside	over	past	since
through	throughout	till	too
toward	under	until	up
upon	with	within	and

¹² Source: Ideas, Activities and Exercises for Fundamental Level English compiled and revised by Laurie Gould and Jane Weiten, Vancouver Community College, 1997

Practice using Prepositions

Choose the correct answer.

1. He made his escape by jumping ______ a winder and jumping ______ a waiting car.

over / into

- between / into
- 🗌 out of / between
- □ out of / into
- To get to the biology department, you have to go ______ those stairs and then _____ the corridor to the end.
 - ____ over / into
 - 」 between / along
 - □ out of / down
 - up / along
- 3. I saw something about it ______ television
 -] in
 -] on
 - 🗌 at
 - └ through

4.	I couldn't get in the door so I had to climb a window.
	L through / into
	between / into
	out of / between
	□ through/ through
5.	She took the key her pocket and put it the lock.
	out of / in
	over / in
	□ out of / through
	from / through
6.	He drove me without stopping and drove off
	the centre of town.
	from / into
	towards / over
	along / up
	D past / towards
7.	I took the old card the computer and put the new one.
	□ out of / in
	out of / through
	from / under
	to / out

8. I went him and asked him the best way to get	town.
\Box by / into	
over to / to	
up to / out of	
toward / to	
9. It's unlucky to walk a ladder in my culture. I always watchem.	alk
over / around	
under / along	
under / around	
around / through	
10. Sally left school the age of 17 and went to work restaurant.	a
in / next to	
at/ at	
\Box on / for	
around / through	

At, On, In

Use at with a specific tin	ne on the clock.		
For example:	Our class starts at 9: 00 am.		
	I'll meet you at noon for lunch.		
Use on with a day of the	e week or the date.		
For example:	There are no classes on Good Frida		
	Her birthday is on May 5 th .		
Use in with a month, ye	ar or season.		
For example:	Her birthday is in May.		

For example: Her birthday is in May. She was born in 1967. She was born in the spring.

Fill in the blanks with **at**, **in** or **on**.

- 1. She was born _____ December.
- 2. She was born _____ December 5th, 1973.
- 3. They met _____ the summer.
- 4. I have an appointment _____ the health centre next week.
- 5. The hockey game finished ______ 11:00 pm ______ Saturday night.
- 6. They were married _____ Saturday _____ two o'clock _____ July 26th, 2003.
- 7. He left school _____ 1983. He came back to school _____ 1998 to finish his high school.
- 8. We saw him _____ Thursday _____ the store _____ the hardware department.
- 9. We have plans to go traveling ______ the summer to Yellowknife _____ our boat.
- 10. The school bus comes _____ ten minutes to eight.



Parts of Speech Handout 20

Mad Libs

Mad Libs are stories with the words left out. Fill in the blanks below with the part of speech that is asked for. Be creative!

Adjective
Name of a man
Noun
Noun
Name of a woman
Adjective
Noun
Plural noun
Plural noun
Adverb
Noun
Name of a pet
Noun
Noun
Name of a celebrity
Plural noun
Adjective
Adjective
Noun

Now take the answers above and fill in the blanks in the story in the order that they appear. Read the story aloud when you are finished. The story will most likely be very silly and funny.

A Page from a Man's Diary¹³

A page from the	diary of	
Adjective	I	name of man
Dear Diary: While I was shoppin		this
morning, I saw my secret	. Her name is	and
		name of woman
she was wearing a	_ dress with a plunging	noun
I offered to carry her		er up to
my apartment to see my plural noun		said she
had to get home and put a	in the oven fo	r dinner. If I could

¹³ Source: Mad Libs #2. Price, Stern, Sloan Publishers, Inc. Los Angeles, CA. 1959

only hold her in my arms and say, "	
	a pet's name
my" I would turn over	a new I would noun
break my engagement to	_ and stop chasing plural noun
and devote all my time to making her _	But it will never adjective
happen. She is too for a	man like me.



Spelling can be an overwhelming task for some learners. As a result, some learners don't or won't pick up a dictionary to find the correct spelling of a word. Several strategies can be used to assist learners to enjoy the challenge of learning how to spell. Daily quick quizzes at the beginning of class, weekly spelling activities and tests help learners internalize vocabulary words. Extract spelling words from a variety of sources: writing samples, stories, novels, etc. Model the correct spelling of a word when you respond to a learner's journal entry.

Instructors can help their learners become good spellers by:

- Encouraging them to look closely at words and talking to them about words.
- Encouraging them to try new words (they won't do this if you're always criticizing their spelling).
- Playing word games with them, such as: Hangman, Boggle, or Scrabble.
- Encouraging effective memorizing strategies.
- Encouraging spare time reading.
- Respecting good mistakes: those which use letter patterns which do make the right sound, even though they are not right for that particular word. So, for **purpose**:
 - "purpus" would be a good guess like "focus"
 - "prupose" would be a less good guess



10 Handouts

Activity 1 – Tips on Spelling

Review Handout 1 with learners. It is easier to say and spell words by breaking them into chunks:¹⁴

- Break the word into parts called word families or syllables.
- Say the parts loudly or softly (accent).
- Find short words inside the long words.
- Add beginnings (prefixes) and endings (suffixes) to a word.
- Put two words together to make a compound word.
- Some words sound alike, but have different spellings and meanings. See Word Meanings file.

Activity 2 – Basic Spelling Rules

Handout 2 provides learners with basic spelling rules to follow.

Activity 3 – 25 Most Common Misspelled Words

Learners at the 120 level often misspell these words:

a lot	were	really
too	everything	usually
it's	finally	beautiful
because	our	college
that's	probably	they
their	they're	through
there	until	where
you're	different	we're
favourite		

Use these words and play concentration or spelling bingo. A bingo card is included on Handout 3.

¹⁴ Source: <u>http://www.education.tas.gov.au/English/spellstrat.htm</u>

Activity 4 – Word of the Day

Each day put a word on the board. Ask learners to fill in the word map on Handout 4 for each new word.

Activity 5 – Building Words

Ask learners to make word cards for the prefixes, suffixes and base words below. Use three colours to differentiate the word parts. Ask them to make as many words as they can for each base card using the prefixes and suffixes. You can use this activity with your weekly spelling words.

Prefix	xes	Suffixes			
re	in	ion	able		
dis	un	ive	ance		

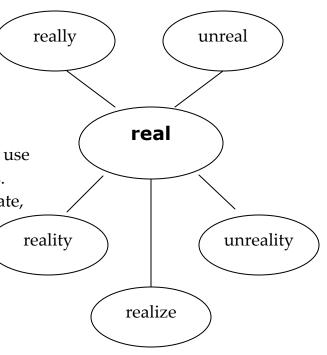


Base Words

act	appear
create	direct
cover	corrective
forget	

Activity 6 – Word Web

Ask learners to work individually or in pairs and use words from their spelling list to build word webs. Some examples of words that you can use are relate, place, occupy, real, kind, amaze, lead. Handout 5 has blank word webs that can be used for spelling words.



Activity 7 – Spelling Game

Good spellers recognize common spelling patterns. This game helps learners predict how to spell because they know they have a limited number of options.

For example: if they hear an **o** sound as in hope, they know the spelling options are **oa**, **oe**, or **o**. The game is like Hangman except that people have to guess the letters.

- Write the first letter of the word.
- Put down dashes to represent the other letters.
- Allow ten guesses for the next letter. If there is no correct guess, put the letter in and go on to the next one.
- Continue until you complete the whole word.
- It helps to write the letters of the alphabet on the board or paper.

For example: T ____ ___ ___

Activity 8 – Introduce Word Association Game:

You can play many variations to this game. Get everyone in a circle. The instructor says a word and the next person says a word related to that word and so on. You can also do this with word patterns or rhyming words: follow, hollow, swallow, low, toe, foe, sew. Write the words on the board as learners say them and then study the words after.

Example of Word Association:

Arctic Winter Games, hockey, puck, hit, punch, drink, coke and so on....

Activity 9 – Word Processing and Spelling

A red wiggly line under a word indicates a spelling error and a green wiggly line under a word or phrase indicates a grammar problem. However, Spell Check doesn't always catch words that are spelled differently. For example: try residents/residence

The **residence** came to the town meeting because they were upset about their water pollution.

Did a 'place to live' come to the town meeting? Residence is spelled incorrectly, but no green line appears. Spell Check doesn't know if you are referring to 'people' or ' a place to live'. Always check your work to be sure the homonyms are spelled correctly.

Activity 10 – Introduction to Homonyms¹⁵

Tell the following joke:

A Shetland Pony walked into a McDonald's and waited in line to place his order. When his turn finally came, he said (in a soft, raspy voice), "I'll have a Hamburger Happy Meal with a Coke, please." The woman behind the counter frowned and replied, "Sir, you'll have to speak up. I can't hear you." The pony looked at her and repeated (in the same soft, raspy voice), "I'll have a Hamburger Happy Meal with a Coke, please." The woman frowned again and looked rather aggravated. She said sharply, "Sir, I still can't hear you. There are lots of people waiting in line. You'll have to speak up or leave the restaurant." The pony smiled understandingly and replied (in the same soft, raspy voice), "I'm sorry. You've got to excuse me. I'm just a little hoarse."

Ask learners why this story is funny. Then ask if anyone knows what we call two words that sound the same but have different meanings. After your discussion, define the word **homonym**, write it on the board, and explain that the word homophone (write it on the board as well) is generally used interchangeably with homonym. Ask learners for examples of homonyms/homophomes. Write at least five on the board, noting that some are spelled the same and some are not.

Place learners in groups of three or four. Explain to the groups that they are to use a dictionary or the Internet to create a list of *at least* 25 pairs or sets of homonyms. They then must define each word and use it correctly in a sentence. Once the lists, definitions, and sentences are complete, each group will write a paragraph correctly using at least six of the words from their list. Suggest to the learners that they should attempt to make the paragraphs funny by using the

¹⁵ Source: <u>http://www.cloudnet.com/~edrbsass/justalittlehorse.htm</u>

homonyms to create sentences with double meanings (such as in the little horse joke).

Ask learners to make an extensive homonym list using the different homonyms that each group came up with. Learners can add to their lists when they come across new homonyms.

Activity 11 – Homonym Work Sheets

Handouts 6, 7, 8, 9 and 10 are a good review of basic homonyms that learners get mixed up with.



Spelling Tips

- 1. Make flashcards to study and review.
- 2. Write your words in your personal dictionary.
- 3. Use your spelling words to write sentences.
- 4. Make a word search. Try this website out: <u>http://puzzlemaker.school.discovery.com/WordSearchSetupForm.html</u>
- 5. Write the words in ABC order.
- 6. Cut your spelling words out of a magazine or newspaper.
- 7. Draw pictures of your spelling words.
- 8. Play a game of Hangman using spelling words.
- 9. For a real challenge, use the letters of the spelling words to make sentences. For example: "storm" Susan tasted only red marshmallows.
- 10. Cut a picture from a newspaper or a magazine and use spelling words to write a story about a picture.
- 11. Look at a spelling word, **say** it out loud, **cover** it up, remember how the word is spelled and **write** it out. **Check** your answers.
- 12. Break the word into syllables or chunks.
- 13. Look at the root word.
- 14. Move your lips, whisper or talk out loud to yourself. For auditory learners this really helps.
- 15. Check for spelling errors by reading written material from end to start and right side to left.
- 16. Use Mnemonics to remember things. Mnemonics are devices that help people remember things. Mnemonics are easier to remember if you use, humour, imagination and your senses. For example: rhythm - rhythm helps your two hips move.



Basic Spelling Rules

Have you ever seen this word? Ghoti

Here are some clues to figure it out:

- Pronounce the gh as in tough, the o as in women and the ti as in nation.
- Blend these sounds and you get fish.
- This joke was made by George Bernard Shaw to prove a point English spelling is confusing.

Knowing some basic rules of English spelling can eliminate many common errors even though there are usually exceptions.

1. i before e rule

Put **i** before **e** Except after **c** Or when it sounds like **a** As in **neighbor** or **neigh**

Or

i before **e** that's such a relief Except after **c** – **i** hops over **e** So don't let this rule leave you deceived.

Exceptions

Neither leisured foreigner Seized the weird height

2. Adding endings

Double the final consonant when:

- The word is on syllable or stressed on the last syllable
- The word has a single final consonant preceded by a single vowel

• The suffix begins with a vowel

For example:	fat + er	fatter
	Control + able	controllable
	Enter + ing	entering

3. Final E Rule

If the suffix or verb ending begins with a vowel, drop the final **e**. For example: amuse + ing = amusing creative + ity = creativity If the suffix or verb ending begins with a consonant, keep the final **e**. For example: measure + ment = measurement definite + ly = definitely

4. Words Ending in Y

If the word has a consonant before the **y**, change the **y** to **i** For example: **mercy** + **less** = **merciless**

If the word has a vowel before the **y**, keep the **y**. For example: **employ** + **ed** = **employed**

5. Plural Nouns

Words that end in **ss**, **sh**, **ch** or **x** add **es**.

Example: **switch = switches**

Words that have a consonant before a final **y**, change the **y** to **i** before adding **es**. Example: **summary = summaries**

Most nouns ending in **f** or **fe** add **s**. However, some change the **f** to **v** and add **s** or **es**. **There is no rule to follow here.** Belief = beliefs, half = halves

6. Prefixes

The spelling of a word does not change when you add a prefix to it even when the first letter of the word and the last letter of the prefix are the same.

7. Irregular Plurals

Irregular plurals just need to be memorized.

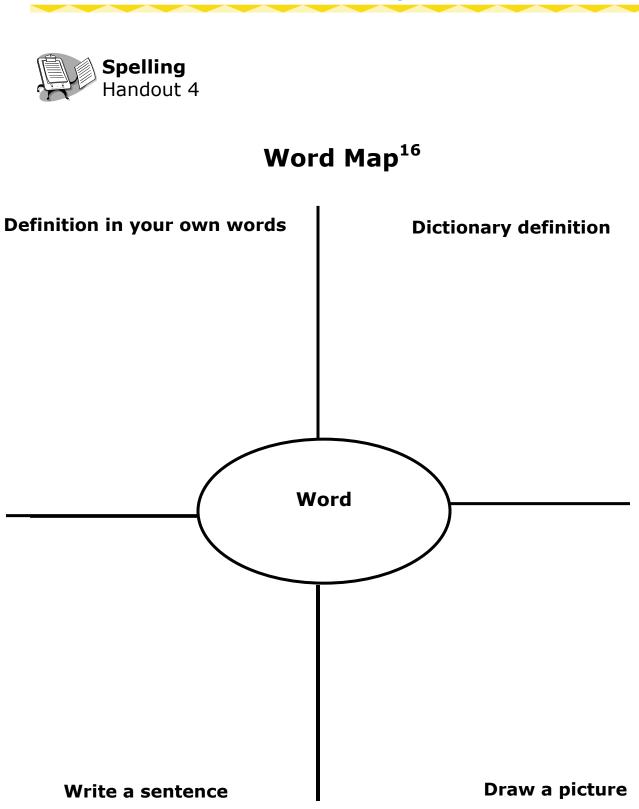
Child - children Goose - geese Man - men Ox - oxen Woman - women Foot - feet Louse - lice Mouse -mice Tooth - teeth

8. "When two vowels go walking, the first one does the talking."

This means that when there are two vowels in a row, the first usually has a long sound and the second is silent. That's why it's **team**, not **taem**; **coat**, not **caot**; and **wait**, not **wiat**. Remembering this rule will help you to put vowels in the right order.



Spelling Bingo

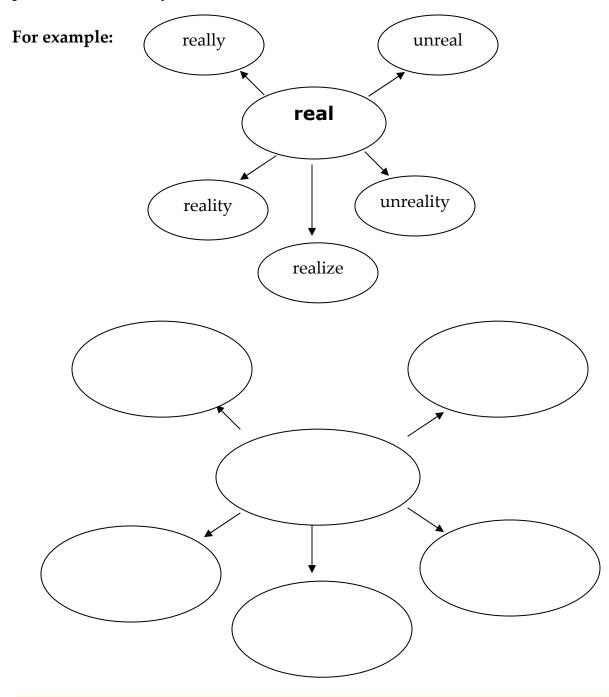


¹⁶Source: <u>http://www.teach.virginia.edu/go/readquest/pdf/wordmap_2.pdf</u> Raymond C. Jones



Word Webs

Make a word web for each of your spelling words. For each word think of any prefixes or suffixes you can add to the word.





Their, There & They're

there:	a place	I live over there.			
	used with are	There are two boats.			
their:	possessive form of	of they Their boats are red.			
they're:	means they are	They're going home.			

Fill in the blanks with the right word - their, there, or they're.

- 1. _____ looking for _____ lost boat.
- 2. _____ are two houses for sale in our community.
- 3. _____ planning on going boating to Yellowknife.
- 4. What did you see over _____?
- 5. They went to visit ______ grandfather in the hospital.
- 6. _____ late for school every day.
- 7. ______ was a whole carton of milk in the fridge this morning.
- 8. _____ going to _____ neighbor's house for supper.
- 9. I really liked it ______, but I found that I couldn't understand ______ language at all.
- 10._____ dogs are tied up over _____.
- 11._____ a really nice couple and I think they live over _____
- 12. _____ house was broken into on the weekend.



Two, To & Too

two: a number I have two brothers.

to: She went to school early.

too: also I am going too.

More than is needed I ate too much.

Fill in the blanks with the right word **- two, to** or **too.**

- 1. I like ______ fish in the summer and winter.
- 2. We were ______ scared ______ swim in Great Slave Lake.
- 3. I want _____ play hockey.
- 4. Do you want _____ play ____?
- 5. I have ______ dogs _____ pull me when I go skiing.
- 6. She walks ______ the Northern Store everyday.
- 7. It is ______ cold _____ go outside.
- 8. I want ______ go swimming ______.
- 9. _____ bad you can't come ______ the _____ games on Saturday.
- 10. I wish that I had ______ million dollars ______ give away _____ friends and family.
- 11. I went ______ Bingo last night and only bought ______ cards.
- 12. I went ______ a feast on the weekend and ate ______ bowls of caribou stew. I was ______ stuffed!



More Homonyms!

Underline the **homonyms** in each sentence. The first two are done for you.

- 1. The wind <u>blew</u> my <u>blue</u> shirt into the pool.
- 2. Cheryl <u>rode</u> along as we <u>rowed</u> the boat from the island to the lakeside <u>road</u>.
- 3. I've never seen such a beautiful scene.
- 4. We want a site for our home that will be out of sight.
- 5. The seam in the tent doesn't seem to hold back the rain.
- 6. Due to the dry weather, we do not see any dew on the grass.
- 7. I knew they had a new gnu at the zoo.
- 8. Some people know that you add to find the sum.
- 9. They're hanging their coats over there.
- 10. I ate the eight cakes that were on my plate.
- 11. How many ways can I tell him that he weighs too much?
- 12. They banned the rock band from playing at the concert.
- 13. She only won one ticket to the show.
- 14. We must raze the old building before the sun's rays can raise the temperature.
- 15. We'll find a tropical isle where I'll walk down the aisle with my bride.



dye

fare

haul

heel

Homonyms Word Search

Find the matching homonym pair. Words are down, across and diagonal.

	е	n	f	е	r	е	u	n	w	i	S	h	t	h	h	0	f	m	h	1
	r	a	ο	u	t	i	S	ο	n	е	t	n	а	е	d	е	r	е	d	a
	е	ο	f	р	У	S	а	r	0	m	а	S	t	1	е	r	а	е	b	р
	h	r	k	a	h	n	а	t	а	р	i	0	b	t	1	1	а	v	d	i
	d		v							-								h	t	С
	r	e	q	е	u	s	t	е	q	w	h	r	а	z	t	1	а	е	w	n
	v	i	s	m	h	s			-	С			r	е	u	е	е	е	f	i
	w	n	а	s	d	е					-		j					s	С	r
	1	ο	w	f	е	_				0		0	f		w		b	u	r	p
	a	S	n	x	v	u							w					i		e
	e		t															u	d	m
	r	n			h		-			t			1					a	r	a
	_		a	-							—		t						n	i
	c		w	_	r								p		-				z	n
	z	m	n	0	0	s	-						m						e	h
	w		1										s	-				n	r	1
	t		p		-								n					h	- k	- i
	z		-	-								-	e				-	n	k	r
	s		n						-	_										
	d		z	-			-		-		-	_		-					-	-
1													-							
heir eight				hear horse			mane			-	ane				nrough Sw					
bare	flour fowl			oui				meat knight			principle read				veight					
blue			for	1			nev				knight knows			role				vaist		
brake			fir				not				w				sa					here
berry			gro	wn			no				ра					ene				veak
serial			gue				les	sen			ра				su	ın			ro	ote
deer			har	е			loa	n			ра	ws			st	are				

peek

peace

stake

tail

maid

male



More Practice with Homonyms

Use each word below in a short sentence.

1.	to
	two
	too
	there
	their
	they're
	threw
	through
	wear
	where
	.right
	.write
	its
	.it's
	.fair
	.fare

Circle the correct **homonym** in the sentences below.

- 1. We had lunch over at (there / their / they're) house today.
- 2. The sail boat was just (to / two / too) slow to catch up with the motor boat.
- 3. The water truck drove (through, threw) town each Monday to fill up water tanks.
- 4. There are sometimes no (right / write) or wrong answers to questions.
- 5. I (no / know) what you want, and the answer is (no / know).
- 6. (There / Their / They're) grandmother lived over (there / their / they're).
- It is much (to / too / two) early (to, too, two) know if she won (to / too / two) medals at the winter games.
- 8. The (to / too / two) of them had (to / too / two) much to drink and went (to too / two) bed.
- 9. It's not sensible (to / too / two) drink (to / too / two) much.
- 10. (There / Their / They're) not thinking about (there / their / they're) future plans yet.

List more **homonyms** below:

Word Analysis

Sentence Structure

Learners will not become better writers simply by learning to name the different types of sentences, but they will develop a more sophisticated understanding of how language works.

At the 120 level, learners may still write parts of sentences or fragments. They may also write short sentences that could be combined to make compound or complex sentences. In this section, learners are expected to combine sentence parts, use correct grammar skills, and write different kinds of sentences.

This section covers:

- Parts of a Sentence
 - Word order
 - Subject and predicate
 - Fragments
 - Run-on sentences
- Grammar
 - End punctuation
 - Capital letters
 - o Commas
 - Quotation marks
 - Apostrophes and possessives
- Different kinds of sentences
 - Four kinds of sentences
 - Simple sentences
 - Compound sentences
 - Complex sentences

Learning outcomes:

- Identify subjects and verbs as main parts of a complete sentence
- Use correct sentence structure in simple, and compound sentences
- Use correct grammar and verb tense

- Experiment with different sentence patterns
- Use correct grammar in sentences including basic subject-verb agreement, pronoun references, tense and number consistency
- Identify possessive forms
- Know and use basic punctuation conventions including end punctuation, commas in a series, commas in dates, and addresses, compound sentences
- Use basic capitalization including headings, titles, salutations, addresses
- Identify and use different kinds of sentences (assertive, exclamatory, interrogative and imperative)
- Experiment with a variety of sentence patterns such as compound subjects and verbs, placement of modifying words, phrase and clauses (sentence combining) and verb tenses



Good writing begins with good sentence structure. A sentence is a group of words that has:

- Order
- A subject and predicate
- A capital lettter at the beginning and a . ! or ? at the end
- A complete thought or idea

This section will cover word order, subject and predicate, fragments and run on setences.

Word Order

A sentence is a group of words that make sense. Learners need to be able to look at a group of words and rearrange them into a sentence that makes sense.

Subject and Predicate

The subject is the person, place, or thing that acts, is acted on, or is described in the sentence. The predicate is the action or description that occurs in the sentence.

Fragments¹⁷

A sentence fragment is an incomplete sentence, usually found next to a sentence that it actually belongs in. Some fragments are incomplete because they lack either a subject or a verb, or both. Some fragments, however, are dependent clauses - they have a subject and a verb, so they look like complete sentences, but they don't express a complete thought that can stand alone. The first kind is easier to spot than the second, which can look like complete sentences if you are reading quickly or distractedly.

¹⁷ Source: <u>http://www.unc.edu/depts/wcweb/handouts/fragments.html</u>

Run-on Sentences

A **run-on sentence** consists of two or more main clauses that are run together without proper punctuation. Sometimes even sentences that are technically correct are easier to read if they are made into shorter sentences. We often speak in run-on sentences, but we make pauses and change our tone so people can understand us. But when we write, no one can hear us, so sometimes we must break our sentences into shorter units so that they do not sound run-on.



8 Handouts

Activity 1 – Sentence Completion

To introduce this topic, put these incomplete sentences on the board. Ask learners to pick one of the sentences and complete it verbally.

- If I were not here today, I would be______.
- If I could change my name, it would be to ______
 because
- If I were an animal I'd be ______
- I came here today because ______

Activity 2 – What is a sentence?

On the board compose a sentence with learners. Ask each learner to contribute one word to the sentence. A learner says one word, the next learner says another, etc., until a sentence is formed. At that point, the next learner says, **stop**. Write the sentence on the board as they say it. Look at the sentence together and decide if it makes sense, and is a complete sentence. Give learners Handout 1 and review it together. Write other examples of sentences on the board.

Activity 3 – Word Order

Make up cue cards with lots of different words. Ask learners to make complete sentences with the cue cards. Ask them to read their sentences aloud. Deconstruct the sentences to make sure they make sense and are a complete thought. Ask them to fill out Handout 2.

Activity 4 – Subject and Predicate

A sentence has two main parts - a subject and predicate. The subject is the part that tells who or what the sentence is about. The predicate is the part that says something about the subject. Write some sentences on the board and ask learners to pick out the subject and predicate. Review Handout 3 together and then ask learners to complete it.

Activity 5 – Fragment or Sentence

A sentence is a complete thought. A fragment is a part of a sentence that does not express a complete thought. Learners read each group of words on Handout 4 and decide if it is a sentence or fragment. If it is a fragment, they add words to make it a sentence.

Activity 6 – Headlines

Often newspaper headlines are fragments – they catch the attention of the reader. Ask learners to go through the *News North* or the *Yellowknifer* and pick out 10 headlines. Ask them to fill in the chart on Handout 5. They need to decide if the headline is a complete sentence or not. If it is not, they make it into a sentence.

Activity 7 – Complete Sentences

Ask learners to read the paragraph on Handout 6. Ask them to figure out where each sentence begins and ends. Ask them to put in periods and capital letters to mark the end and beginning of a sentence.

Activity 8 – Run-on Sentences

Run-on sentences are a common writing problem. A run-on sentence has two or more complete thoughts put in one sentence so that the ideas 'run' together. The ideas in a run-on sentence need to a have break between them. Put a run-on sentence on the board. Ask learners to break the sentence into two sentences. Then ask them to use a conjunction to separate the ideas. Ask them to complete Handouts 7 and 8 for practice.

Activity 9 – Daily Editing

Each day write one sentence on the board. The sentence should have a variety of errors in it (spelling, grammar, fragment, run-on sentence). Ask learners to edit the sentence.



Parts of a Sentence

Handout 1

The Sentence

A sentence is a word or group of words that has:

- Order
- A subject and predicate
- A capital letter at the beginning and . ! or ? at the end
- A complete thought or idea

1. A sentence is a group of words in an order that makes sense.

Went snowmobiling yesterday I	<i>This group of words doesn't make sense.</i> <i>It is not a sentence.</i>
I went snowmobiling yesterday. Yesterday, I went snowmobiling.	<i>Each group of words makes sense. These are sentences.</i>

She <u>left</u>.

2. A sentence has two main parts, a subject and a predicate.

subject	predicate	subject	predicate
J	1	J	1

Their daughter works at the school.

The Elder	not a sentence – doesn't have a predicate
Told stories	not a sentence – doesn't have a subject
The Elder told stories.	a sentence – has a subject and a predicate.

3. A sentence begins with a capital letter and ends with a period(.), a question mark (?) or an exclamation mark (!)

4. A sentence expresses a complete thought or idea.

- The baby cried. Complete thought
- She is strong. complete thought
- Told stories Incomplete thought
- The Elder Incomplete thought What is the Elder doing?

Who is telling stories?



Word Order

A sentence is a group of words in order that makes sense.

Put a \checkmark beside sentences. Put \checkmark if words are in the wrong order. Rewrite words to make a sentence.

1. Mary likes to ride on a snowmobile. \Box

2. She coming is to our cabin. \Box

3. He walked up slowly the mountain. \Box

4. The big two men got in to the monster truck. \Box

Rearrange these groups of words to make a sentence. Words that tell about **place** usually come before words or phrases about **time**. However, sometimes the **time** words can come first. Remember to use a capital and period.

For example: We went to the swimming pool on Saturday. On Saturday, we went to the swimming pool.

1.	to school	they walk the chi	ildren every	morning
2.	the storm will 1	reach on S	unday	Paulatuk

Sentence Structure

3. he takes his dogs	in the spring	out on the land
4. at eight o'clock	for the party	my husband and I left

Put these words in the **right order** to make a sentence that answers the questions.

1.	Where is	the soap?
	in	bathroom
	the	the
	soap	is

2. When did Mary and John move to Yellowknife?

John m	loved
Yellowknife to)
Mary ye	ear
last a	nd

3. How tall is the tallest building in Yellowknife?

tallest	the
is	13
stories	high
building	in
Yellowknife	



Subject and Predicate

A sentence has two parts.

Subject	Predicate
Someone	does something
Rick Hanson	went around the world.
My brother	lives in Ottawa.
She	will call you later.
<i>Someone</i> George Tuccaroo The old man They	<i>Is something</i> is a funny guy. is an excellent hunter. are my friends.
<i>Something</i> The bird Yellowknife It	<i>does or is something</i> will fly away. is the largest city in the NWT. snowed all night.

Fill in the **missing subject** to make a sentence about the NWT.

- 1. ______is my favourite community.
- 2. _____ likes to play hockey.
- 3. ______ is the largest lake in the NWT.
- 4. _____ hunt caribou in the spring.
- 5. ______ is the warmest place in the NWT.
- 6. ______ is a great river to canoe.

Fill in the **missing predicate** to make a sentence about the NWT.

1.	Inuvik
2.	Short trees
3.	The snow and wind
4.	Blizzards
5.	Great Slave Lake
6.	Some people

More Practice

Underline the **subject** with one line and the **predicate** with two lines.

- 1. The dog barked non-stop for an hour.
- 2. Mary ate her dinner slowly.
- 3. We watched *Survivor* on TV.
- 4. Many people crowded into the community hall.
- 5. Everyone enjoyed the feast for Aboriginal Day.
- 6. The road construction on Highway 1 caused delays.
- 7. The speaker waited until the room was quiet.
- 8. We finish class at 3:30 pm.
- 9. The quad ran out of gas.
- 10. The temperature in the NWT is very cold in January.



Fragments

A sentence expresses a complete thought or idea. Incomplete thoughts are called fragments. There are three ways to identify a fragment.

- 1. Read the sentence out loud. Does it sound right?
- 2. Check for a subject and predicate.
- 3. If there is a subject and a predicate ask: Does the sentence express a complete thought?

Read the groups of words below. Put a \checkmark beside the sentences. Rewrite the fragments to make a sentence.

1. That dog is barking. \Box

- 2. Is running away. \Box
- 3. She has a new job. \Box
- 4. On the counter. \Box

5. Will be sunny tomorrow. \Box

6. Washing the dishes. \Box

7. The man on the street. \Box

Read the groups of words below. Find the fragment. Rewrite the fragment below and connect it to one of the sentences. In most cases you can correct a fragment by joining it to the sentence that comes after it or the sentence that comes before it.

- 1. When I get home from school. I'll call you. My class is over at eight o'clock.
- 2. John went to the dentist. After she examined his teeth. The dentist said he had 2 cavities that needed to be filled.
- 3. On Sunday we went to the cabin. On Great Bear Lake. The cabin is 50 km from town.
- 4. She used to spend a lot of money on clothes for her children. After she learned how to sew. She made all of their clothes.
- 5. As soon as I finish cleaning up this place. I am going to watch *CSI*. It's my favourite TV show.
- 6. I haven't seen him. Since I left Fort Providence five years ago. He was always friendly.



Headlines

Look through the *News North* or the *Yellowknifer* for 10 headlines. Write the headlines in the chart below. Is it a sentence or a fragment? If it is a fragment – rewrite it as a sentence.

Headline	Is the headline a complete sentence?	If not rewrite the fragment to a sentence
Muskox tag draw	No	There will be a Muskox tag draw on May 15.



Complete Sentences

The paragraph below does not have any punctuation or capital letters to make the beginning and end of sentences. Put in the punctuation and capital letters. Be careful of the conjunctions: since, before, while, whenever and after. When you are finished, read the paragraph over carefully to check for complete sentences.

My life has been very different since I moved to Yellowknife from Tulita before I came to the capital city, I had never lived in a big city now, I love living in a big city in the winter I can go to the movie theatre, play organized sports or go shopping at Wal-Mart while, in the summer I can still go out fishing and enjoy time outdoors after I arrived in Yellowknife I was worried that I would be lonely but I have made lots of friends whenever I feel lonely for my family, I call them up or email them I have come to really like Yellowknife and plan on staying here for awhile

Write a short paragraph. Use one of these sentences as your topic sentence. Include some of the conjunctions words.

- My life has been very different, since
- Life has changed since I got married.
- After my children were born, my life
- I have learned a lot since
- I have changed a great deal since



Run-on Sentences

What is a sentence?

- A sentence has a subject and predicate.
- A sentence expresses a complete thought or idea.

Sometimes a writer strings sentences together by mistake. For example: Anna goes for a walk every Sunday morning she likes to read in the afternoon.

Put a \checkmark beside the sentences. Put an \times beside run-on sentences.

- 1. Janet went shopping with her mother Lloyd drove the kids to school. \Box
- 2. Janet went shopping with her mother. \Box
- 3. On Saturday I do the laundry on Sunday I visit with friends and family. \Box
- 4. Sam and Doris work at the post office. \Box
- 5. Where is the nurse I need to see her. \Box
- 6. Two young men, wearing hoodies, broke into my truck last week. \Box
- 7. I like my job I would like to be paid more. \Box
- 8. My mother calls me every morning before work. \Box
- 9. Our community has changed in many ways. \Box
- 10. Our community has 200 people it is located on the shores of Great Slave Lake.

Run-on sentences are a common writing problem. A run-on sentence has two or more complete thoughts in one sentence. The ideas in a run-on sentence need to have a break between them.

- **For example:** We had better leave early in the morning the traffic might slow us down.
- A. Separate the sentence into two sentences.

We had better leave early in the morning. The traffic might slow us down.

B. Use a conjunction or semi-colon to separate the ideas

We had better leave early in the morning because the traffic might slow us down.

We had better leave early in the morning; the traffic might slow us down.

Correct these run-on sentences. Use both ways to separate the ideas.

- 1. Sara wants to go for a drive this afternoon Betty wants to visit her cousins.

В. _____

4.	Someone needs to fix the snowmobile it is not running properly.
A.	
	There were enough chairs for the Elders the rest had to sit on the floor.
A.	
	We worked on the ice road for six hours we got in the truck and drove to town.
A.	
	The little boy fell off the swing the babysitter picked him up.
A.	
B.	
8.	I will pick up the children from school you can start making supper.
A.	
B.	
9.	Susan wrote a letter to her brother in Tsiigehtchic he sent her a birthday card.
A.	
B.	



More Practice – Run-on Sentences

Rewrite the run-on sentences and put in punctuation and conjunctions.

1. I remember when I was six years old my father took me to Yellowknife that's where I had my first chance to go to McDonald's I had a hamburger, french fries and a soda I like it there now every time I go to Yellowknife I go to McDonald's.

2. The policeman burst through the door she knocked down the thief and grabbed his gun he struggled to get up she twisted his arm behind his back then she handcuffed him and read him his rights.

3. The new community store opened on Friday the first day of business was really busy Saturday and Sunday were even busier than Friday by Monday the store owner was exhausted he felt great but tired he knew that he would have to hire more people to help at the store on Tuesday he put up advertisements around town several people applied for the positions. When people use too many conjunctions such as **and** or **but** to join sentences, the sentence can be confusing. Read over the paragraph below and then rewrite it using fewer conjunctions and putting in punctuation that is needed.

Last spring I went out on the land and I had a awesome time because all my cousins and my sister and three of my brothers came too but my brother Joe couldn't come because he lives in Fort Smith and it's so expensive to fly but we still had a good time anyway and we had lots of delicious northern food like caribou, dried fish and muskox until we were so full that we had to lie down on the ground but some people played traditional games to help their full bellies and others just sat around and talked and listened to stories from the Elders but I didn't do any of that I just went for a long walk and enjoyed the sun on my face and thought about how lucky I am to have such a great family and to be out on the land.



The word **grammar** has many meanings. For some people, grammar specifies the **correct** way to speak or write. For others, the word refers to the **inflections** (the word endings) common in many languages. For still others, the grammar is about how humans organize ideas into words. The word **grammar** means all of those things. But, for us, the word means something quite specific: grammar describes how we choose and arrange our words.

Yet grammar is more than passively learning ideas about the organization of words in a language. Grammar is also an activity; it is something we do.

Correct grammar is the key to good written communication. Subjects and verbs that do not agree and pronouns that do not refer to the intended person or thing result in a confused reader.

Awkward sentences may be fragmented or have incorrect tense or missing commas which will lead the reader to wrong assumptions. Some learners often use apostrophes with words that are plural. Capitalization defines the importance of the noun. Use the capital consistently. For example: Elders, Metis, and Aboriginal.

In this section we will cover:

- End punctuation
- Capital letters
- Commas
- Quotation Marks
- Apostrophes and posessives



11 Handouts

Activity 1 – Capital Letters and End Punctuation - Poster

Ask learners to make up a poster with the capital letters and end punctuation rules. Give learners Handout 1 to refer to. Ask them to use their own examples for each rule.

Activity 2 – Capital Letters and Punctuation Practice

Capital letters and end punctuation should be a review for 120 learners. However, some learners struggle with these concepts. Dictate a paragraph to learners and ask them to put in capital letters and punctuation. Give learners a copy of the paragraph. Variation – ask learners to write a paragraph and then rewrite it without punctuation. Ask them to exchange their paragraphs with other learners. Handout 2 has extra practice for learners who need practice.

Activity 3 – When to use a comma?

Review Handout 3 with learners. Give examples for each rule. Commas are difficult for learners and they need as much practice as possible. Handout 4 provides learners with practice using commas.

Activity 4 – Quotation Marks

Review Handout 5 with learners. Show them examples on the board. Ask learners to work in pairs and write messages back and forth to one anther. Learners then add quotation marks and explainers. For example "How are you doing?" asked Mark. Leslie replied, "I'm OK. How are you?"

Activity 5 – Quotation Marks Practice

Give learners Handouts 6 and 7 to practice using quotation marks. Handout 6 provides learners with a story that they have to put quotation marks in. Learners write a conversation between two or three people in Handout 7. The conversation can be from their life or they can make it up.

Activity 6 – Apostrophes & Possessives

When do we use an apostrophe? Often learners get confused about apostrophes and possessive forms. This handy cheat sheet on Handout 8 will help learners learn the basic rules. Handouts 9 and 10 provides practice in using the possessive form for singular and plural nouns.

Activity 7 – Putting it All Together

Review the skills learned in this section. Write sentences on flip chart paper and ask learners what corrections need to be made. Prompt learners with questions to help them identify the error. Do this every morning as a warm-up activity.

Example sentences:

- jack caught the biggest fish I ever saw
- Dr Smiths address is 200 Taylor road, Yellowknife, nt
- The dene and the metis look after their elders.
- That's not the way its done

Handout 11 asks learners to correct sentences by checking for capital letters, apostrophes, possessives, commas, end punctuation and quotation marks.

For daily edits on different subject go to <u>http://www.education-</u> world.com/a lesson/archives/edit.shtml.



Capital Letters and End Punctuation

Use these rules to make a poster about capital letters and end punctuation. Make your own examples for each rule.

Periods

- A period is used at the end of a statement.
 For example: It is raining. The lake is cold. I am going hunting.
- A Period is used at the end of an imperative sentence that makes a request. **For example:** Always shut off the computer when you're finished.
- A period is used after most initials and most abbreviations.
 For example: Premier J. Handley

P.O. Box 100

Question Marks

Use a question mark at the end of a question.
 For example: When are you going camping?

Exclamation Mark

• Use an exclamation mark after a statement that has strong feeling or emphasis.

For example: Oh no! What a terrible accident!

Capitalization¹⁸

You should always capitalize:

- The first word in a sentence When it rains, it seems to pour.
- The pronoun I At the game I shouted at the players.
- Proper nouns Mary, Deline, Northwest Territories
- Proper adjectives English, French, Slavey
- Titles that show rank or position Captain James, Dr. Smith, Chief Jimmy Bruneau
- A person's title when it is used in place of the person's name Congratulations, Prime Minister.
- Family members when the words stand alone in a sentence without a
 possessive pronoun or when they are followed by a person's name I told
 my Uncle Stan to watch Grandpa at home.
- Days of the week and months of the year Sunday, February
- The first word in the greeting of a friendly letter Dear Larry, Dear Friends
- The first word in a closing letter Sincerely, Best wishes
- All the words in the greeting of a business letter My Fellow Learners
- The first, last, and all the main words in the title of a: book, movie, song, play or musical, magazine, newspaper, television show
- School subjects when they are names of languages or specific courses Spanish, Math 130
- Geographical locations when they refer to specific areas on a map North, South, North Arm, East Arm, Middle East
- National and local holidays Christmas, Labour Day

¹⁸ **Source:** Checking Your Grammar by Marvin Terban



Capital Letter and End Punctuation Practice

- 1. dr. tripp is my instructor
- 2. aurora college in yellowknife has many programs
- 3. the japanese love to come to the north to see the northern lights or aurora borealis
- 4. I need help My house is on fire
- 5. the calgary flames lost in the final game against tampa bay
- 6. do you watch the hockey playoff
- 7. does nurse smith give out medication at the health centre
- 8. what day is halloween this year
- 9. i am going to the east arm this summer for a camping trip
- 10. cigarette smoking causes cancer, don't start smoking
- 11. the layer talked to judge jones about the trial date
- 12. i really liked the book, april raintree by Beatrice culleton mosionier
- 13. what an awesome dress
- 14. what a beautiful sunset over great slave lake
- 15. why is the general so happy
- 16. do I turn left at the corner of taylor and franklin
- 17. wow you look great
- 18. what's the man's name, I think I met him at centre square mall
- 19. mackenzie mountain range is a beautiful place.
- 20. is susan's birthday in january or february



When do I use a comma?

- Use commas to separate items in a list He went to Norman Wells, Inuvik, Fort McPherson and Aklavik.
- Use commas in numbers, dates and addresses
 There were 22, 5000 people watching the hockey game in Edmonton. He was born on Monday, November 21, 1994 in Yellowknife.
- Use commas in the salutation of a personal letter and the closing of all letters

Dear Mary, Sincerely, Yours truly,

• Use commas to set off words that interrupt or aren't necessary to the meaning.

By the way, I saw your sister yesterday. Yes, you are right.

• Use commas when you address someone.

Brandon, please close the door.

I think, Janet, that you have done a wonderful job.

• Use commas with appositives (a word, phrase or clause that means the same thing as or further explains another noun).

My nurse, Sue Frost, lives around the corner.

My instructor, Mrs. Smith, is really nice.

• Use a comma before these conjunctions when they join complete sentences (for, and, not, but, or, yet, so).

I'd like to go, but I don't have time. Jill made some sandwiches, and Bob made a salad.

• Use a comma when a dependent clause comes at the beginning of a sentence.

Because he had to work late, he couldn't come for a cook-out.



Comma Practice

Keep Handout 3 handy when you do this practice page. Refer to Handout 3 if you don't know where the comma goes. Put commas in where they belong.

- 1. When do you leave Tina?
- 2. Okay I'm ready to go now.
- 3. By the way we are still waiting for you.
- 4. Mrs. Smith I want you to know that I am very sorry for your loss.
- 5. Give me a call when you get this message Helen.
- 6. Children often need to have a snack after school because they are hungry.
- 7. When the game had finished everyone went home.
- 8. The stores will be closed on Christmas Day because it is a holiday.
- 9. Before the movie started I got popcorn from the concession stand.
- 10. We studied reading writing and math.
- 11. Bob Ted Carol and Alice played cards on Saturday night.
- 12. She works on Friday night all day Saturday and Sunday morning.
- 13. To make a cake, Ken needed to buy flour eggs butter and baking powder.
- 14. June 21 is Aboriginal Day so all government offices will be closed.
- 15. He had to learn how to use a computer or he would not get the job.
- 16. Jack walked around the community and he stopped at the school for a visit.
- 17. He was hungry and tired but happy to be home.
- 18. After they ate dinner they all went for a visit to friends.
- 19. I would like some bacon eggs hash brown potatoes and sausages for breakfast.
- 20. Remember Donna you are too sick to travel on the land.



Quotation Marks

Study the examples below. Notice how quotation marks are used.

- "You have just started that book," I said, "and you're already on the last page!"
- "That's how I always read mystery stories," she replied.
- "Why?" I asked with interest

Things to remember

1. **Explainers** tell the reader who is speaking. They show that direct speech is being quoted. Explainers are usually set off with commas.

The little girl said, "Dad isn't home right now." "Dad," said the little girl, "isn't home right now."

2. Commas are unnecessary if the sentence in the quotation marks ends with a ? or !.

"I had an awesome time at the school concert!" exclaimed Billie. "What grades were performing at the concert?" asked his father.

3. Use only one set of quotation marks if a speaker says several sentences in a row and they are not divided.

The reporter declared, "The voters do not seem interested in this election. The major parties have not focused on any important issues. Nobody has talked about literacy or employment problems in our country."

4. Begin a new paragraph each time the speaker changes, even if the speaker says only a few words.

"I can't come to the meeting with you," she said. "Why not?" I asked.

"Because I promised my children I would take them to see a movie," she explained. "I don't want to let them down."



Quotation Mark Practice

Punctuate the following conversation with quotation marks, commas, and end punctuation where needed.

What's new with you Carol asked Not much Sam replied Did you finish your project inquired Carol Yes, I finished it last night said Sam How many pages was it asked Carol

It was five pages long bragged Sam

Wow five pages said Carol Did you like writing it asked Carole smiling

Sometimes I find it hard to get started answered Sam

Me too but I found lots of information at the new community library. Isn't it a terrific place asked Carol.

Yes, it is. I need to go there this evening to return some books and take some new ones out for my children declared Sam. Do you want to come? I could pick you up on my way.

Sure replied Carol enthusiastically I need to look up some information on exercise and health for our science project. What time are you going to come by?

Sam thought for a minute and then asked Is seven o'clock all right

That's perfect Carol replied. Do you mind if I bring my children with me to look for books.

No, that's a great idea. I will bring my kids too and they can play together while we do some research answered Sam



Grammar Handout 7

Writing Task

Write a conversation between two or three people.

You can write about:

- A telephone conversation that you had recently.
- A conversation with your children.
- A conversation that you heard between two other people.
- An imaginary conversation between any two people, animals or objects.



Apostrophes

Use apostrophes

• To shorten two words like *I am* or *I will*

I am sorry that she is coming after you have left. I'm sorry that she's coming after you've left.

• In possessive nouns (a possessive noun tells who or what owns something)

Joan's cousin found Mary's ulu in Joe's boat. Yellowknife's weather is much colder than Hay River's weather.

• In possessive plural nouns

Both my **girls'** hair is brown with natural blond highlights. The senior **boys'** basketball team made the playoffs.

• When you refer to the plural of letters and words

There are four **s's**, four **i's**, and two **p's** in Mississippi. You have too many **very's** in your essay.



Grammar Handout 9

Possessives¹⁹

Rewrite the following phrases in possessive form then make a sentence out of the phrase.

For example: the car of my sister – my sister's car The garage charged \$500 to fix my sister's car.

1. the daughters of Lisa 2. the toys of the baby _____ 3. the fishing boat of Johnnie 4. the attitude of my boss _____ _____ 5. the economy of the NWT _____ 6. the history of Aboriginal people _____ 7. the feet of the hiker 8. the stories of Elders _____

¹⁹ **Source:** *Ideas, Activities and Exercises for Fundamental Level English* compiled and revised by Laurie Gould and Jane Weiten, Vancouver Community College, 1997



Grammar Handout 10

Plural and Singular Possessives²⁰

Remember:

- A singular noun shows possession by adding an apostrophe and s.
 For example: The man's fishing hat blew off in the boat.
- A singular noun ending in s shows possession by just adding an apostrophe.

For example: Doris' family lives in Colville Lake.

• A plural noun not ending in **s** shows possession by adding an **apostrophe** and **s**.

For example: The children's bookstore is upstairs in the Panda II Mall.

• A plural word ending in s shows possession by just adding an apostrophe. **For example:** The **girls'** uniforms are brown.

Add either 's or just an ' to the following to show possession.

- 1. Joe thought that the man ____ hat looked weird.
- 2. Mary bought her pants in the ladies _____ department at Wal Mart.
- 3. Both of the boys ____ bikes were stolen.
- 4. Chris____ bike was stolen too.
- 5. The boy_____ father was really angry with him for losing his bike.
- 6. The women_____ sewing circle meets every Tuesday at 7:00 pm at the community centre.
- 7. I had to wait outside the nurse_____ office for 20 minutes.
- 8. Many concerned citizens showed up at the rally to save the city _____ green space.

²⁰ **Source:** *Ideas, Activities and Exercises for Fundamental Level English* compiled and revised by Laurie Gould and Jane Weiten, Vancouver Community College, 1997

- 9. The whole class went to Karen_____ house for snacks after their field trip.
- 10. The television show investigated First Nations _____ issues in Canada.
- 11. Parents wrote letters to MLAs to protest the government____ cutbacks in family literacy funding.
- 12. The Northwest Territories _____ lakes are clear, clean and blue.
- 13. Yellowknife_____ weather is much colder than Fort Liard _____.
- 14. All of the Elder_____stories were interesting.
- 15. The learners _____ interviews were really thought provoking and captured the true essence of community life.
- 16. The Elders_____group meets every Wednesday afternoon.
- 17. My father_____ wish is that I complete my grade 12 and go onto university.
- 18. Paulatuk _____ winters are extremely cold and stormy.
- 19. Lisa baby was born January 1.
- 20. The boy_____ truck was bright red with black racing stripes.

Write 3 sentences using the possessive form. Use both singular and plural forms.

1. _____

- 2. _____
- 3. _____



Grammar Handout 11

Putting it all Together

Correct the following sentences. Check for capital letters, apostrophes, possessives, commas, end punctuation and quotation marks.

- 1. The person on the telephone said I'd like to speak to the lady of the house
- 2. Lori said that she is going to tulita next week.
- 3. My daughters bike was stolen yesterday but an rcmp officer found it today.
- 4. Stop it Anne or we'll be late said her mother.
- 5. Before you go to a restaurant it is smart to phone and make a reservation.
- 6. Yellowknife is the capital of the nwt and has the largest population.

Make up 5 sentences that need to be corrected. Ask your classmates to correct them.

1.	 	
2.		
3.		
4.		
5.		



This section covers:

- 4 kinds of sentences
- Simple sentences
- Compound sentences
- Complex sentences

Learners at the 120 level identify the different types of sentences and the correct end punctuation for each. They are expected to write complete sentences in all subject areas.

A variety of sentence patterns are introduced, phrases/clauses explained and joining words taught. Simple sentences are combined to make compound or complex sentences. Cause and effect sentences are reversed and correct punctuation is applied. In adddition, different kinds of sentences that show tense in the English language are reinforced.

Simple Sentences

The most basic type of sentence is the **simple sentence** that contains only one clause. A clause is a group of related words containing a subject and a verb. Every complete sentence contains two parts: a subject and a predicate. The subject is what or whom the sentence is about, while the predicate tells something about the subject. Here are some examples of simple sentences with one clause:

- The ice **melts** quickly.
- The ice on the river **melts** quickly under the warm March sun.
- Lying exposed without its blanket of snow, the ice on the river **melts** quickly under the warm March sun.

As you can see, a simple sentence can be quite long. You cannot tell a simple sentence from a compound or complex sentence simply by its length.

Compound Sentences

A compound sentence consists of two or more independent clauses or simple sentences joined by co-ordinating conjunctions such as **and**, **but**, and **or**'

Simple

Canada is a rich country.

Simple

Still, it has many poor people.

Compound

Canada is a rich country, but still it has many poor people.

Compound sentences are very natural for English speakers. Small children learn to use them early on to connect their ideas and to avoid pausing and allowing an adult to interrupt. A child might talk like this:

"Today at school Mr. Moore brought in his pet rabbit, and he showed it to the class, and I got to pet it, and Kate held it, and we coloured pictures of it, and it ate part of my carrot at lunch, and..."

The Complex Sentences

A complex sentence contains one independent clause and at least one dependent clause. Unlike a compound sentence, a complex sentence contains clauses that are not equal. A complex sentence makes clear which ideas are most important. Consider the following examples:

Simple

My friend invited me to a party. I do not want to go.

Compound

My friend invited me to a party, but I do not want to go.

Complex

Although my friend invited me to a party, I do not want to go.



8 Handouts

Activity 1 – 4 Kinds of Sentences

Teach the four kinds of sentences with end punctuation. Ask learners to make a display poster using coloured felt pens and illustrations. Handout 1 provides learners with an overview of the four different kinds of sentences – declarative, interrogative, exclamatory, and imperative. Handout 2 provides learners with an opportunity to practice writing different kinds of sentences. Learners are asked to write a three sentence paragraph about a topic. They must use the specific kind of sentence asked, in order, for each topic.

Activity 2 – Simple Sentences

The most basic type of sentence is the **simple sentence** that contains only one clause. Handout 3 provides a definition for a simple sentence and examples. Learners also must identify whether a group of words is a simple sentence or a fragment.

Activity 3 – Compound Sentences

Teach co-ordinating conjunctions as FANBOYS (for, and, nor, but, or, yet, so). Two simple sentences can be joined by using one of the FANBOYS. Using this mnemonic will help learners remember these important words.

Learners combine sentences to make one sentence using conjunctions. They also write five compound sentences using joining words or FANBOYS in Handout 4. Handout 5 provides a paragraph that needs to be rewritten by combining sentences. Ask learners to share their paragraphs with groups. Ask them to discuss why they chose to combine the sentences they did.

Activity 4 – Complex Sentences

Learners use subordinate conjunctions to combine sentences to make complex sentences. Handout 6 provides learners with a definition of a complex sentences, examples and practice writing activities.

Activity 5 – Because

Because is a conjunction. It joins two clauses to make a complex sentence. Because means for the reason. Learners use the word because and complete the complex sentences on Handout 7.

Activity 6 – Sentence Combining – Complex and Compound

Write the sentences below on the board. Read them to learners. Ask them to combine the four sentences into one sentence.

For example:	Jack bought a skidoo.
	Katie bought a skidoo.
	Jack rode it to school.
	Katie rode it to school.
	Jack and Katie bought skidoos and they rode them to school.

Give them Handout 8. Read the sentences with learners and ask them to rewrite them into one sentence. Next read the paragraph with learners. Ask them to combine sentences and then rewrite the paragraph. Ask them to share their paragraphs with the rest of the class.



Different Kinds of Sentences Handout 1

4 Kinds of Sentences²¹

Make a poster that describes the 4 kinds of sentences. Use your own examples for each one.

1. A **statement** sentence ends in a period.

For example: Jonas went to the Arctic Winter Games this year.

2. A **question** sentence ends in a question mark.

For example:Where did Jonas go?Why do things always happen to me?

3. An **exclamatory** sentence expresses surprise, wonder, or strong feeling. It ends with an exclamation mark.

For example:	Welcome to our community!
	My dog had eight pups!

4. A **command** or request sentence ends with a period.

For example: Come for coffee and tell me about your trip. Open your test booklets now.

²¹ **Source:** *Ideas, Activities and Exercises for Fundamental Level English* compiled and revised by Laurie Gould and Jane Weiten, Vancouver Community College, 1997



Different Kinds of Sentences Handout 2

Writing Different Sentences

Write a three sentence paragraph for the following. Use the specific kind of sentence asked in order for each topic.

1. About a hockey game (exclamatory, statement, command)

2. About a winter storm (question, exclamatory, statement)

3. About your community (request, statement, exclamatory)



Different Kinds of Sentences Handout 3

Simple Sentences

The most basic type of sentence is the **simple sentence**, which contains only one clause. A simple sentence can be as short as one word. **Run!**

Usually, however, the sentence has a subject as well as a predicate and both the subject and the predicate may have modifiers. All of the following are simple sentences, because each contains only one clause:

- Melt!
- Ice **melts**.
- The ice **melts** quickly.
- The ice on the river **melts** quickly under the warm March sun.
- Lying exposed without its blanket of snow, the ice on the river **melts** quickly under the warm March sun.

As you can see, a simple sentence can be quite long - it is a mistake to think that you can tell a simple sentence from a compound sentence or a complex sentence simply by its length. Do the following words express a complete idea (simple sentence), or are they incomplete (not simple sentences)?

Sentence	Simple or Incomple	ete
A barometer measures air pressure.	Simple 🗌 Incomple	te 🗌
Because of the rising temperatures.	Simple 🗌 Incomple	te 🗌
Consumption rates rise significantly every year.	Simple Incomple	te 🗌
And weight as well.	Simple 🗌 Incomple	te 🗌
Will be assumed.	Simple 🗌 Incomple	te 🗌
Global warming is harming our environment.	Simple 🗌 Incomple	te 🗌
Because the environment is getting warmer.	Simple 🗌 Incomple	te 🗌
Water is one or our safest energy sources.	Simple 🗌 Incomple	te 🗌
But solar power works.	Simple 🗌 Incomple	te 🗌
Because we don't know.	Simple 🗌 Incomple	te 🗌
Elders know.	Simple 🗌 Incomple	te 🗌
Elders know about the environment.	Simple 🗌 Incomple	te 🗌



Different Kinds of Sentences Handout 4

The Compound Sentence

A **compound sentence** consists of two or more independent clauses (or simple sentences) joined by the **FANBOYS** (for, and, nor, but, or, yet, so).

Simple

Canada is a rich country.

Simple

Still, it has many poor people.

Compound

Canada is a rich country, **but** still it has many poor people.

A compound sentence is most effective when you use it to create a sense of balance or contrast between two (or more) equally important pieces of information:

Montréal has better clubs, but Toronto has better cinemas.

Use the FANBOYS to join the two sentences.

1. Jim shoveled the driveway. Sue shoveled the steps.

2. I was very tired last night. I went to bed early.

3. The sun is shining. It is still cold.

4. John had no money. Janet lent him ten dollars.

5. We have to leave in 5 minutes. I will be late for my class.

Sentence Structure

Write five compound sentences using the FANBOYS.

1.	
2.	
3.	
5.	
So	is a joining word. It joins two clauses to make a compound sentence. So join

So is a joining word. It joins two clauses to make a compound sentence. **So** joins a cause and effect. For example: She shaved her head, so I didn't recognize her.

cause effect
Complete the following sentences by giving a reason.
1. The refrigerator was empty, so ______

2. The snowmobile wouldn't start, so _____

3. The cabin was cold, so ______

4. It started to snow, so ______

5. I went back to school, so _____

6. She broke her foot, so _____



Different Kinds of Sentences Handout 5

Compound Sentences

Combine some of the short sentences in the paragraph below to make compound sentences. When you are finished, ask yourself these questions:

- Did I use the FANBOYS?
- Did I use the correct punctuation?

The learners enjoy writing. Some learners find it easy. Other learners find it difficult. Ms. Rae is their instructor. Ms. Rae is a good instructor. Ms. Rae is patient. She teaches them to write a rough draft. She teaches them to proofread. She teaches them to edit. These skills are difficult. These skills require concentration. These skills require hard work. The work can be hard. The learners like learning to write well.



Different Kinds of Sentences Handout 6

The Complex Sentence

A **complex sentence** contains one independent clause and at least one dependent clause. Unlike a compound sentence, however, a complex sentence contains clauses which are **not** equal. Consider the following examples:

Simple

My friend invited me to a party. I do not want to go.

Compound

My friend invited me to a party, but I do not want to go.

Complex

Although my friend invited me to a party, I do not want to go.

In the first example, there are two separate simple sentences. The second example joins them together into a single sentence with the coordinating conjunction **but**, but both parts could still stand as independent sentences -- they are entirely equal, and the reader cannot tell which is more important. In the third example, however, the sentence has changed quite a bit: the first clause, **Although my friend invited me to a party**, has become incomplete, or a dependent clause.

A complex sentence is very different from a simple sentence or a compound sentence because it makes clear which ideas are most important.

Notice how each **subordinate conjunction** changes the meaning of the sentence.

- Pat made supper **before** Chris cleaned the apartment.
- Pat made supper while Chris cleaned the apartment.
- Pat made supper **as** Chris cleaned the apartment.
- Pat made supper **whenever** Chris cleaned the apartment.
- Pate made supper **everytime** Chris cleaned the apartment.
- Pat made supper **because** Chris cleaned the apartment.
- Pat made supper **since** Chris cleaned the apartment.
- Pat made supper when Chris cleaned the apartment.

Combine each pair of sentences into one **complex** sentence with a subordinate conjunction.

before	while	as	whenever	everytime
because	since	so that	when	if
as long as	until	unless	although	even if

1. I ate a big lunch. I went for a long walk.

2. Mike played with the children. Mary took the dog for a walk.

3. It was a beautiful, sunny afternoon. They decided to go for a boat ride.

4. He turned off the television. The movie was very exciting.

5. He turned off the television. The movie was boring.

6. We want to be on time. We must leave right now.

7. Come live with me in Yellowknife next year. I'll help you find a job.

8. Tom and Sally ate supper. They listened to music on the stereo.

Write a **complex** sentence for each of these subordinate conjunctions.

before	if	until
because	after	while

1.	
2.	
3	
5.	
4.	
5.	
6.	



Different Kinds of Sentences Handout 7

Because

Because is a subordinate conjunction. It joins two clauses to make a complex sentence. **Because** means for the reason. Notice how it is used in these examples.

Sam stayed home because he felt sick. The picnic was cancelled because it was too cold.

Complete the following sentences by giving a reason.



Different Kinds of Sentences Handout 8

Sentence Combining – Complex and Compound

Use what you have learned about combining sentences with conjunctions to join each group of sentences into one sentence.

- She drives a car.
- She drives from Frame Lake to downtown.
- She drives to work everyday.
- She drives a car to work from Frame Lake to downtown everyday.

Combine these sentences into one sentence.

- Mike delivers pizza.
 He delivers them in the evening.
 He delivers them in Yellowknife.
- She plays soccer.
 She plays soccer every weekend.
 She plays soccer in the Hay River indoor league.
- 3. Lou has a gun. The gun is under his bed. It is in a box.

He uses it for hunting. It is in his house. Read the paragraph below. Decide which sentences to combine. Combine the sentences and rewrite the paragraph.

The woman wore a T-shirt and shorts. The shirt was white. The shorts were cotton. The shorts were blue. The shorts were comfortable. She was young. The woman's dog was with her. She was taking it for a walk. The dog was black. The dog was little. The dog had a collar. The collar was new. It was bright red. The collar was leather. The woman stopped. The woman threw a stick. It was for the dog. The dog ran after the stick. The dog ran into the water. Then the woman rested on the sand. The dog rested on the sand. They watched the sunset. The sunset was brilliant. It was red and golden.

Sentence Structure

Writing Skills

Learning to write is a developmental process. A process approach to writing helps learners to write as professional authors do, choosing their own topics and genres, and writing from their own experiences or observations. A writing process approach requires that instructors give learners greater responsibility for, and ownership of, their own learning. Learners make decisions about genre and choice of topics, and collaborate as they write.

Learners need time to learn this process. Even though this process requires learners to independently produce a written piece, they also need to work cooperatively with peers to generate ideas and ask questions in order to improve their skills.

This section covers:

- Prewriting
 - Brainstorming, clustering
 - Freewriting
 - o RAFTS
 - The journalists' questions
- Writing Process Guidelines
 - Planning/organizing
 - Drafting
 - Sharing and revising
 - Peer and instructor conferences

• Paragraph Writing

- Topic sentence, supporting sentences and closing sentence
- Transition words
- Descriptive writing
- Narrative writing
- Expository writing

Learning outcomes:

- Participate in group and individual activities to generate ideas for writing
- Prepare a plan prior to writing first draft
- Draft for the purpose of shaping and organizing
- With attention to audience and purpose, examine draft individually and with others for clarity, thought, and development
- Use conference responses to revise content and write second draft
- Edit for grammar, spelling, and mechanics
- Prepare final copy which meets format requirements
- Proofread final copy
- Throughout the writing process, give courteous and constructive feedback while conferencing
- Where possible, use word processing to compose, revise, and format
- Organize information and ideas using a variety of strategies and techniques such as webbing, comparing/contrasting, classifying and sorting to construct and confirm meaning
- Write simple descriptive, narrative, and expository paragraphs with main ideas and related details
- Write narratives with a beginning, middle and end
- List main ideas from a short passage
- Search for ideas and information from various viewpoints to assist own understanding
- Produce a final copy of a writing assignment on demand



Prewriting strategies use writing to generate and clarify ideas. While many writers have traditionally created outlines before beginning writing, there are other possible prewriting activities. Five useful strategies are brainstorming, clustering, freewriting, RAFT, and asking the six journalists' questions.

Prewriting prompts or activities planned by the instructor can serve as writing scaffolds for inexperienced writers who have difficulty accessing their own feelings, ideas, experiences, and knowledge. Instructor-planned prewriting activities give learners a place to start and make them aware of places from which to get ideas in the future. Learners who have a place to start will be more motivated to continue developing their ideas and their own writing voices.²²

Brainstorming

Brainstorming, also called listing, is a process of generating a lot of information within a short time by building on the association of previous terms you have mentioned.

Clustering

Clustering is also called mind mapping or idea mapping. It is a strategy which allows you to explore the relationships between ideas. You will be able to distinguish how the ideas fit together, especially where there is an abundance of ideas. Clustering your ideas lets you see them visually in a different way, so that you can more readily understand possible directions your paper may take.

Freewriting

Freewriting is a process of generating a lot of information by writing non-stop. It allows you to focus on a specific topic, but forces you to write so quickly that you are unable to edit any of your ideas.

²² Source: <u>http://www.sasked.gov.sk.ca/docs/mla/write.html</u>

RAFTS

RAFTS is a prewriting activity that helps learners focus on what they will write. It provides a structure to help them make decisions about purpose, form, audience and tone.

- **R** stands for role. What role will you take on when you write?
- A stands for audience. What audience are you writing for?
- F stands for format. What format will you use?
- **T** stands for topic. What will your main topic be?
- **S** stands for strong verb. What strong verb describes how you feel about the topic?

The Journalists' Questions

Journalists traditionally ask six questions when they are writing assignments, 5 Ws and 1 H: **Who?, What?, Where?, When?, Why?, How?** You can use these questions to explore the topic you are writing about for an assignment. A key to using the journalists' questions is to make them flexible enough to account for the specific details of your topic.

The journalists' questions are a powerful way to develop a great deal of information about a topic very quickly. Learning to ask the appropriate questions about a topic takes practice, however. At times during a writing assignment, you may wish to go back and ask the journalists' questions again to clarify important points that may be getting lost in your planning and drafting.



7 Handouts

Activity 1 – Why Write?

Discuss with learners the different kinds of writing that will be expected of them.

• Functional (note to instructor, filling out forms, letters, advertisements, etc.), narrative, descriptive, expository, journals, and a research report.

Ask them to look at Handout 1 and guess and match the description to each kind of writing. Ask learners what the purpose of each writing is and who the audience is.

Handout 2 lists a variety of audiences and purposes and learners write down what kind of writing fits for each one. There may be more than one answer per list item.

Activity 2 – Brainstorming

- **Brainstorm:** As a group choose a topic and jot down all the possible terms that emerge from the general topic you are thinking about. All class members can generate ideas, with one learner acting as scribe. Don't worry about editing or throwing out what might not be a good idea. Simply write down a lot of possibilities.
- **Group:** Put the items that you have listed into groups that make sense.
- **Label:** Give each group a label. Now you have a topic with possible points of development.
- Write sentences: Write a sentence about each label. Now you have a beginning sentence for each group of terms.

Activity 3 – Clustering

- Put the subject in the centre of a page. Circle or underline it.
- As you think of other ideas, link the new ideas to the central circle with lines.

- As you think of ideas that relate to the new ideas, add to those in the same way.
- The result will look like a web on your page. Locate clusters of interest to you, and use the terms you attached to the key ideas as departure points for your paper.
- Use Handout 3 as a guideline for clustering.

Activity 4 – Freewriting

Ask learners to freewrite on a general topic for 5-10 minutes non-stop. Tell learners to keep on writing even if nothing specific comes to mind. Generating ideas is what is important, not the grammar or the spelling.

After learners have finished freewriting, ask them to read over what they have written and highlight the most prominent and interesting ideas. Learners can use these ideas for their writing. Refer to Handout 4 for a list of ideas for freewriting. Get learners to do this many times before they actually start writing their draft.

Activity 5 - RAFTS²³

The **RAFTS Technique** helps learners understand their role as a writer, the audience they will address, the varied formats for writing, and the expected content. It is an acronym:

- **R** stands for role. What role will you take on when you write?
- A stands for audience. What audience are you writing for?
- **F** stands for format. What format will you use?
- **T** stands for topic. What will your main topic be?
- **S** stands for strong verb. What strong verb describes how you feel about the topic?

Almost all RAFTS writing assignments are written from a viewpoint different from the learner's, to another audience rather than the instructor, and in a form different from the ordinary theme. The purpose of RAFTS is to give learners a fresh way to think about approaching their writing. It occupies a nice middle ground between standard, dry essays and free-for-all creative writing.

²³ Source: <u>http://olc.spsd.sk.ca/DE/PD/instr/strats/raft/</u>, 2004, Saskatoon Public School Division

Step one: Explain to the learners how all writers have to consider various aspects before every writing assignment including role, audience, format, and topic. Tell them that they are going to structure their writing around these elements. Review Handout 5 together.

Step two: Display a completed RAFTS example on the overhead, and discuss the key elements as a class.

Step three: Then, demonstrate, model, and "think aloud" another sample RAFTS exercise with the aid of the class. Brainstorm additional topic ideas, and write down the suggestions listing roles, audiences, formats, and strong verbs associated with each topic.

Step four: Assign learners to small groups and have them "put their heads together" to write about a chosen topic with one RAFTS assignment between them.

Step five: Circulate among the groups to provide assistance as needed. Then ask the groups to share their completed assignments with the class.

Step six: After learners become more proficient in developing this style of writing, have them generate RAFTS assignments of their own based on current topics studied in class.

Below is a chart with a few examples in each of the categories; it is meant only as a sampling to spark new ideas and possibilities for building RAFTS:

Role	Audience	Format	Торіс	Strong Verb
writer character scientist adventurer inventor juror judge	self government parents fictional character(s) committee jury	journal brochure/booklet interview video song lyric cartoon game	issue relevant to period topic of personal interest or concern for the role or audience topic related to	furious ecstatic frantic annoyed interested

Activity 6 – Journalists' Questions

Who, What, When, Where, Why and **How** can be used to generate information about a topic. This is a great way to begin a writing assignment. Review the questions guide with learners on Handout 6 before they start to write.

Activity 7 – Generating Ideas for Writing

Ask learners to draw a rough sketch/map of their community or a neighborhood where they once lived or live now. Ask them to draw the map, label particular objects where things happened. For example: here's where I first fell off my bike...here's the house where my best friend lived...here's the rock I fell off and broke my arm. Ask learners to show the map to the class and explain your map; describe the neighborhood and what went on. Ask them to pick a story from their map that they would like to write about. Handout 7 is an example that you can show learners.

Activity 8 – Prewriting Activity 1²⁴

- Give each learner any book or magazine to use. The instructor should have a selection also, in order to model the process.
- Ask learners to open their book or magazine at any page and choose a word at random--the first word that jumps off the page at them and record this as Word #1; close the book. Continue this until each learner has four words recorded.
- Learners then focus for about one minute on each word separately, and list all their thoughts, ideas and associations that the word generates.
- Learners then begin to make connections among the four words and their lists of personal associations by writing phrases, sentences, and ideas that demonstrate a relationship among the words.
- Learners now have had a writing warm-up and may continue developing the ideas generated or bank these ideas for another day's writing.

²⁴ Source: <u>http://www.sasked.gov.sk.ca/docs/mla/write.html</u>

Activity 9 – Prewriting Activity 2²⁵

Ask learners to bring pictures of people, or your can supply them (photographs or pictures clipped from magazines). Each picture should show several people in sufficient detail to reveal size, facial expression, dress, and other facets of character. Ask learners to examine their pictures closely, and explain that they will need to use their imagination for the activity. Some questions the instructor might ask are:

- Who is the main character in the picture?
- What is an appropriate name for this character?
- How old is this character?
- What emotions is this character showing in the picture? Describe the evidence that you have for this (e.g., facial expression, gestures).
- What kind of work might the character do for a living? Give reasons to support your decision.
- What might the person be thinking or saying? What makes you imagine this?
- What other characteristics are revealed by the character's dress and stance?
- What might have happened before the picture was taken? What might happen next?
- How are the other characters in the picture related to the main character? What evidence makes you think so?
- What is the attitude of the main character to the other characters? What is the attitude of the other characters to the main character? What are some possible reasons for these attitudes?
- What might it be like to be the main character or one of the other characters?
- Instruct learners to record ideas briefly, using phrases and words rather than sentences.

²⁵ Source: <u>http://www.sasked.gov.sk.ca/docs/mla/write.html</u>

• Learners then may take the opportunity to develop their ideas further, or save their notes and ideas for use at a later date.

Activity 10 – More Ideas for Prewriting²⁶

- Brainstorm about people and places. Write down or tell a partner the names of people you want to describe, then quickly and briefly describe each one. Name several places you have visited and list descriptive words for each place.
- Take turns telling about an interesting person, thing, incident, or object. Encourage the listeners to ask questions and add ideas. Record possible writing topics or ideas as they arise during the discussion.
- Study paintings, photographs, drawings, or sculpture in magazines or art books. It may even be useful to take a trip to a local museum or art gallery. Jot down notes and questions about the artwork, the artist and the subject, and any topic ideas that come to mind during the observation. It may help to talk over your information and ideas with a partner or small group. Explain to a partner the stories in the art works.
- Listen to music you like best or a variety of new and unfamiliar music. Listen to tape recordings or to the radio, closing your eyes and letting the music paint pictures in your mind. Record these images as you listen, or turn off the music and quickly record your ideas. It may be helpful to tell the story you have imagined to a partner or group.
- List such things as the activities that interest you, the sports you play, the clubs that you belong to, and the community and world issues that you know about from the media.
- Read the stories and captions in the newspaper that catch your interest. Jot down ideas for writing a newspaper article or ideas that can be developed into other kinds of writing.

²⁶ Source: <u>http://www.sasked.gov.sk.ca/docs/mla/write.html</u>



Different Kinds of Writing

Match the definition with the correct piece of writing

Something that you write in everyday. Your personal thoughts and ideas.	Functional Writing
Uses lots of adjectives and paints a vivid picture in your mind.	Research Report
Writing that you have to do in your daily life, like filling out forms, writing a note or grocery list.	Journal
Meant to inform the reader about something. It can	Expository Writing
 Tell what happened when Write a report on Explain how to Describe how to Explain how to 	
Must research information and tell about a specific topic.	Narrative Writing
Tells a story, has a plot, characters, setting and theme.	Descriptive Writing



Why Write?

What kind of writing would fit for each statement? Use the information about the different kinds of writing on Handout 1 to answer the questions. There may be more than one answer.

Audience

- A boss or supervisor
- A communications expert
- The general public
- Family members, friends, strangers
- Older and younger people
- People with disabilities and able-bodied people
- Women and men
- People from different cultures
- People with different literacy skills

Purpose

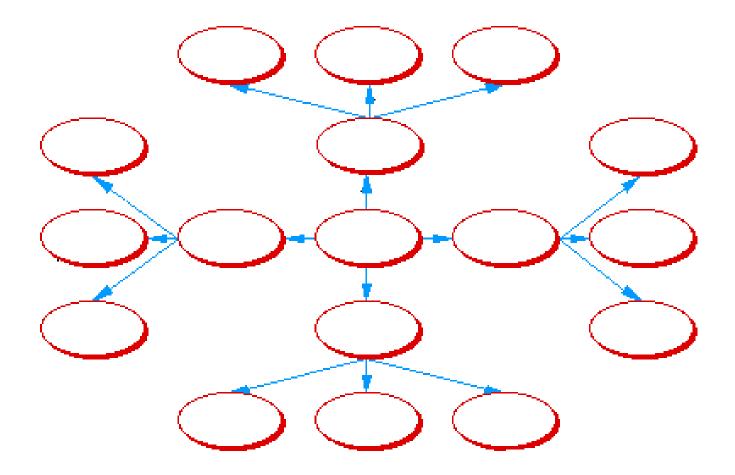
- Enable the audience to do something after they read the document
- Prevent or achieve something
- Change the audience's behavior
- Give the audience information
- Gather information about the audience
- Gather information from the audience about other things
- Respond or understand something
- Tell a story
- Persuade people to do something or think a certain way
- Give direction
- Explain how to do something

functional writing



Clustering

Clustering is a nonlinear activity that generates ideas, images and feelings around a stimulus word. Start with a topic in the centre. Think about words that describe the topic. Then think about more words that describe those words. Use the map below as a guideline to constructing your own cluster map.





Freewriting Ideas

- I like being a parent because ...
- I find parenting hard because ...
- The night my son/daughter was born ...
- My first pregnancy was
- I am very good at ...
- The world would be a better place if everyone ...
- I like being with people who ...
- One thing that I could teach someone else is ...
- One thing that I would like to really learn about ...
- A person I learn a lot from is ...
- If I were not here today ...
- My first camping trip ...
- The most exciting thing that ever happened to me was ...
- The scariest thing that ever happened to me was...
- The perfect parent would be ...
- A story an Elder told me once was ...
- I enjoy going out on the land because ...
- My mother taught me how to ...
- The thing I enjoy most is ...
- The thing I enjoy least is ...
- If I won a million dollars I would ...
- If I could do anything it would be ...
- If I could be an animal it would be ...
- If I were not here tonight or today I would be ...







- I enjoy this session because...
- I would like to work on ...
- Some changes I am going to make are ...
- The things that I do well are ...
- If I could go anywhere it would be...



RAFTS

Role	You may take on the role of yourself or you may take on the role of something inanimate, something that doesn't have lifelike qualities.
Audience	The audience you are writing for can vary. You not only write for yourself but also for your instructor, your friends, family, a newspaper or magazine, an e-zine, an editorial the limits are endless.
Format	Experiment with a variety of formats. Telegrams, wanted ads, reports, essays, paragraphs, posters, letters, etc.
Topic	Topics need to relate to the role and audience selected.
S trong Verb	A strong verb helps when selecting vocabulary and setting the tone of the writing. Are you furious? Irritated? Ecstatic? Don't just tell your audience - show it.



Journalists' Questions

Use these questions to generate ideas for your writing.

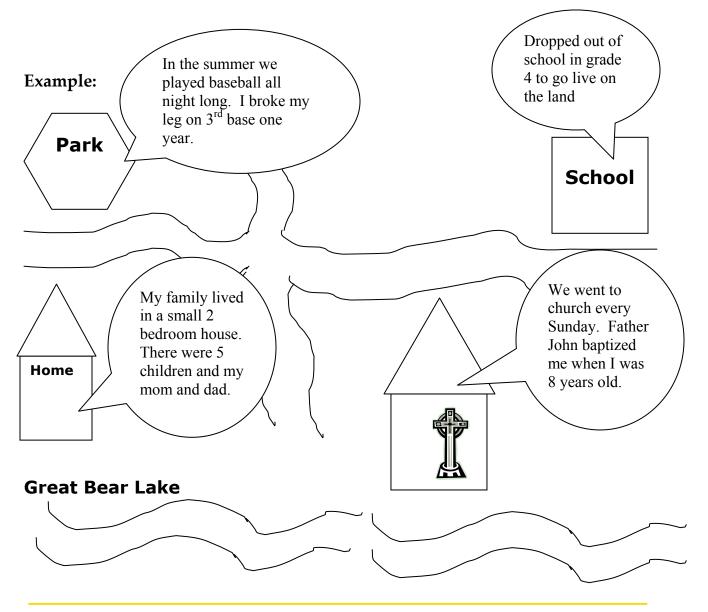
- Who? Who are the participants? Who is affected? Who are the primary actors? Who are the secondary actors?
- What? What is the topic? What is the significance of the topic? What is the basic problem? What are the issues?
- Where? Where does the activity take place? Where does the problem or issue have its source? At what place is the cause or effect of the problem most visible?
- When? When is the issue most apparent (past, present, future)? When did the issue or problem develop? What historical forces helped shape the problem or issue and at what point in time will the problem or issue culminate in a crisis? When is action needed to address the issue or problem?
- Why? Why did the issue or problem arise? Why is your topic an issue or problem at all? Why did the issue or problem develop in the way that it did?
- **How?** How is the issue or problem significant? How can it be addressed? How does it affect the participants? How can the issue or problem be resolved?



Generating Ideas for Writing

Draw a rough sketch/map of your community or a neighborhood where you once lived or live now and label particular places where things happened. For example: *here's where I first fell off my bike...here's the house where my best friend lived...here's the rock I fell off and broke my arm.*

Show your map to others in the class and explain your map; describe the neighborhood and what went on. Pick a story from your map to write about.





To write, learners need to generate, organize, and communicate ideas. Often learners would rather not plan before writing. These learners would prefer to "jump in" and just start writing. For some learners, it is important that they go slowly and take time to think about what they want to say before writing. In general, learners should be taught that writing is not an emergency event and that the processes of planning, thinking, and organizing are just as important as the final product.

Learners' ability to generate and organize their ideas can impact the richness of their final piece of writing. In order to generate and organize ideas well, learners must be able to get started and concentrate on the task and monitor the quality of their work. Depending on the type of writing task, learners also may need to be able to present their perspective and think creatively to come up with new ideas. For example, learners may need to decide what to write about, develop a topic, research a topic, produce original thoughts, elaborate on ideas, use prior knowledge, think critically, and apply new and learned concepts. All of these skills can help a learner with generating and organizing their ideas when writing.

Here is a simple guideline to follow when helping learners with writing:

- 1. **Begin** with a topic the learners are interested in.
- 2. **Talk** over what they want to write. Help the learner write ideas or words they may need.
- 3. **Write** a rough draft. Explain to the learners that all writers use a rough draft.
- 4. **Encourage** learners to proofread their work. Underline words they are not sure of. This is a good time to practice dictionary skills.
- 5. **Read** over the piece of writing together. A piece of writing can always be changed, or you can add more information.

Writing Folders

Writing folders are a great way for learners to organize their work and for instructors to evaluate learners' writing. Folders with a three fold layout provide space for rough drafts, brainstorming pages and the final copy.

Provide learners with a skills checklist to check off before handing in their folders. Ask them to submit all written work for each assignment – that includes brainstorming and messy pages! Give marks for each step of the process.

Stage 1 Novice Writer (unskilled, unaware, instructor- dependent writer)	 Has little, if any, individual style Has little awareness of writing process Has undeveloped skills and techniques Seeks approval from instructor Is reluctant to revise any writing Believes good writing comes easily
Stage 2 Transitional Writer (transitional, self-involved, self- delineating writer)	 Needs support and coaching in order to develop Learns from modelled behaviours Is developing a degree of comfort with the craft Is anxious to stand alone, yet is uncomfortable with peer collaboration Is developing an awareness of personal needs, interests, and preoccupations
Stage 3 Willing Writer (peer-involved, willing writer)	 Is able to collaborate well with others Requires external feedback to shape progress Is able to profit from constructive criticism

Developmental Stages of Writing: From Dependence to Independence

	 Is developing objectivity concerning work Enjoys practising craft Is developing a sensitivity to audience
Stage 4 Independent Writer (independent, autonomous writer)	 Makes highly objective self-assessments Has developed a sophisticated personal style Has developed a writer's voice Takes risks, and experiments Is self-motivating and self-aware as a writer Is a craftsperson

Writing Conferences

A writing conference is a conversation about writing - the author's ideas, structures, successes, and difficulties. Conferences, in pairs or small groups, may or may not include the instructor. Writing conferences can take place at any time during the writing process. They may last only a few seconds as writers check on a certain writing concept or concern, or conferences may be extended conversations, several minutes in length.

To encourage effective writing conferences, the instructor should establish an environment in which learners feel it is safe to take risks and where classroom procedures for conferencing are agreed upon by instructor and learners.

Purposes of writing conferences include:

- To encourage writers to reflect, examine, and evaluate their own writing to "re-see" it.
- To assist writers in improving the quality of their work.
- To engage learners in talking in order to learn from themselves and others.

It is important that learners recognize that conferencing about others' writing does not mean that they are expected to fix it. Only the writer has the right and responsibility to make revisions and clarify meaning. Questions are often the most helpful feedback, as they lead writers to reflect upon their meaning and craft.

Instructor-Learner Conferences

While learners are writing, the instructor circulates throughout the classroom, conducting informal conferences. During such a conference, the instructor spends only a few moments with each learner, asking questions or building needed scaffolds so that learners can continue their writing. At other times the instructor holds longer extended conferences, usually with one learner at a time. The instructor may set a schedule for learners or allow learners to sign up for extended conferences. It is helpful to have learners state (e.g., on their Writing Conference Revision Checklist or verbally) at least two purposes for the extended conference so that the instructor will be able to focus on these, thus assisting learners with self-identified concerns and with making the conference relevant. As well, effective questions can help the writer and lead to improved written work. Questions such as the following can help writers to reflect upon their work:

- What is the part that you like best?
- Does it say what you want it to say?
- What do you mean by...?
- Where/when does your story take place?
- Are you satisfied with the beginning/ending? Why or why not?
- Does this sentence/word/phrase make sense to you?
- What reaction do you want your reader to have?
- How do you see your ideas being rearranged or changed? Why?

Peer Conferences

Instructors can assist learners by providing expectations for peer conferencing sessions. It can be useful to involve learners in setting some of the expectations. This section provides peer conference guidelines.



9 Handouts

Activity 1 – Writing Process Guidelines

Review Handout 1 together and discuss the writing process. Tell learners that you are going to go through the process together as a group and then they will have a chance to write about something they are interested in.

Activity 2 – Planning and Organizing

After learners have generated some ideas, they must decide what they will say about their chosen topic. When learners develop an initial plan for their writing they must consider the purpose, audience, point of view, and format. These elements have implications for both the planning and the drafting of the written product.

To develop an initial plan for drafting:

Using such structures as outlines, story frames, maps, diagrams, charts, and concept webs, learners organize the information they have generated during prewriting. Refer to Handouts 2, 3 and 4 to review examples of categorizing ideas, an outline, and mind map.

Activity 3 – Draft

Tell learners to use the information on their graphic organizer to start their writing. Tell them to:

- Not worry about spelling and punctuation.
- Think about the audience and purpose.
- Write the main idea in the first sentence of the paragraph.
- Write sentences that relate to the topic.
- Write a concluding sentence.

Handout 5 provides learners with information on purpose, audience, point of view, information needed and format.

The next section provides detailed information and activities on paragraph writing.

Activity 4 – Share and Revise

Learners are not always willing to share their writing. Conferencing is a skill that needs to be modeled and reinforced often. Talk about the purpose for revising. Reinforce that 'messiness' (crossing out, underlining, writing between the lines, numbering to reorganize, cutting and pasting) is okay and shows thinking.

Model conferencing to learners first and then ask them to do it with a partner. Handouts 6 and 7 provide guidelines to conferencing and a checklist.

Activity 5 – Edit

Peer editing is a great way for learners to practice their editing skills and sometimes it is hard to notice your own mistakes. Handout 8 provides a checklist for editing and Handout 9 provides tips for editing.

Activity 6 – Prepare for Final Copy and Print

Ask learners to rewrite their piece with the correct punctuation and grammar. Ask them to type their good copy on a word processor.



The Writing Process

Handout 1

Writing Process Guidelines

The writing process guide describes eight basic steps:

- Plan Think about what you want to write. Read. Talk to others. Brainstorm. Collect your ideas. Make a topic list. Choose a topic.
 Organize Make an outline, a mind map, or a web. What ideas go together? What order makes sense?
- **3) Draft** Write your thoughts down. Don't worry too much about spelling or punctuation. Take your time. Read over what you've written to help you write more. Talk to someone if you get stuck.
- **4) Share** Read your writing out loud to someone. Ask for feedback: 'How does this part sound?' or, 'Which sounds better, this or this?' Talk to other learners about grammar, spelling, etc. Take notes about any feedback you get. Give constructive feedback to others.
- **5) Revise** Does the story make sense? Do the parts fit together? Are the transition words clear? Move parts of the text around. Add words or sentences. Take words out of sentences. Try different words.
- **6) Edit** Check grammar, spelling and punctuation.
- 7) **Prepare final copy** Proofread and make changes.
- 8) Print Use a word processor to make a final hard copy.Where possible, use a word processor to compose, revise, and publish.

TOWER - Writing Process

The TOWER writing process describes 5 steps.

Think	Choose your topic. Brainstorm points and/or gather information about your topic. Jot down any ideas and information that might be useful. Do this in note form or use a web.
Organize	Read over your notes or web. Decide if you have included enough details. Decide if you need to leave anything out.
Write	Write your first draft. Don't spend too much time on spelling or punctuation at this stage. Double space so that it is easier to make corrections.
Edit	Make corrections in a different colour. Read your writing. Does it say what you want? Did you leave anything out? Is there any unnecessary information? Read your writing out loud to someone else or let someone else read your writing. If you have a lot of changes to make, write a second draft. Check for spelling, run on sentences, sentence fragments, grammar and punctuation.
Rewrite	Rewrite in pen or type. Include a title, your name and date. Read it over carefully. Share your writing with others.

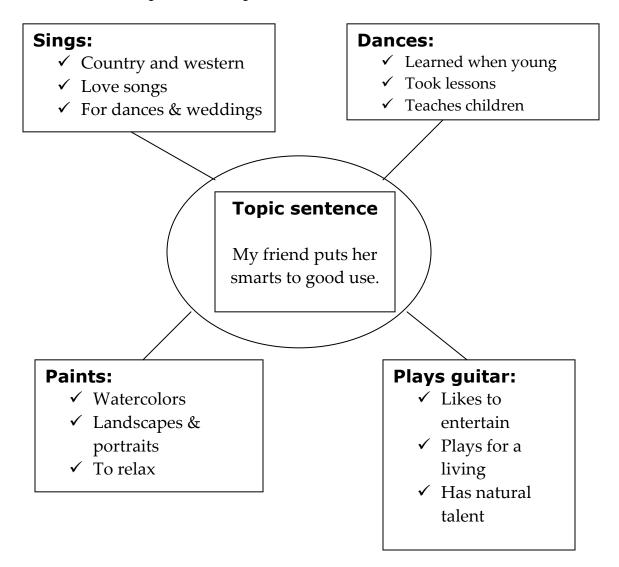


The Writing Process Handout 2

Categorizing Ideas

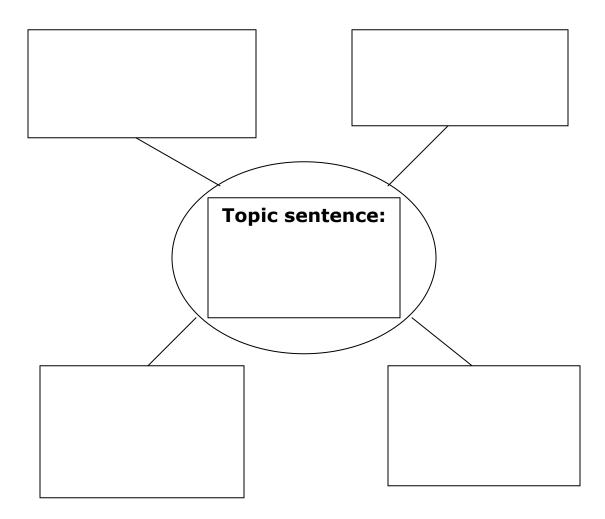
The learners decided to write about someone who has lots of smarts. This person sings, dances, paints pictures, and plays guitar.

Look at this sample web/ map.



Now you try! Brainstorm for a topic sentence. Put it in the circle.

- In the squares, write your ideas about a person you admire. You may want to write about an animal you like.
- Write what your person or thing can do. Then write some ideas how and why they do it.
- Then write a sentence about each.





The Writing Process Handout 3

Outline

Making an outline is a good way to plan for your writing. Follow these steps.

- 1. Write your topic.
- 2. Write your outline, using key questions for your main idea. For example: What traditional medicines did First Nations people use? What did they use them for?
- 3. Use the Roman numerals for main ideas.
- 4. Use the capital letters for supporting details.

For example:

Topi	ic:	
I.		
	A	
	В	
	C	
II.		
	В	
	С.	
III		
	A.	
	в	
	U	

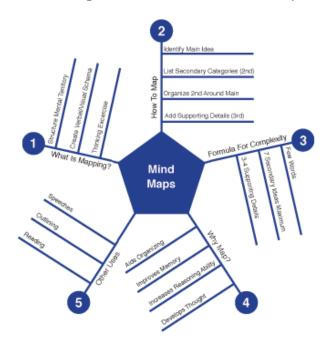


The Writing Process

Handout 4

How to Mind Map²⁷

- Use just key words, and/or wherever possible images.
- Start from the centre of the page and work out.
- Make the centre a clear and strong visual image that depicts the general theme of the map.
- Create sub-centres for sub-themes.
- Put key words **on** lines. This reinforces structure of notes.
- Print rather than write in script.
- Use color to depict themes, associations and to make things stand out.
- Use arrows, icons or other visual aids to show links between different elements.
- Don't get stuck in one area. If you dry up in one area, go to another branch.
- Put ideas down as they occur, wherever they fit. Don't judge or hold back.
- Break boundaries. If you run out of space, don't start a new sheet; paste more paper onto the map. (Break the 8x11 mentality.)



²⁷ Source: <u>http://www.peterussell.com/MindMaps/HowTo.html</u>



The Writing Process

Handout 5

Planning²⁸

When planning your writing you need to consider the purpose and your audience and how you will gather information and the format.

Purpose

Ask yourself "What is my purpose for writing this piece?" Some purposes for writing are:

- To express personal feelings or viewpoints
- To imagine "What if ...?"
- To narrate
- To entertain and/or amuse
- To describe
- To inform or explain
- To persuade or convince
- To request
- To inquire or question
- To explore and experiment with ideas and formats
- To clarify thinking

Audience

Ask yourself "Who is my intended audience?" Some possible audiences are:

- Familiar, known audiences: self, friends, peers, family, instructors
- Extended, known audiences: community, learner body, local media
- Extended, unknown audiences: wider range of media and other publications

²⁸ Source: <u>http://www.sasked.gov.sk.ca/docs/mla/write.html</u>

Information Needed

You need to decide what information you need and how you will get it. Some ways of getting information:

- Conduct interviews
- Go on field trips to gather information
- Brainstorm and construct a list of questions
- Library and Internet research

Format

Use audience and purpose to determine format. You will have the opportunity to write in a variety of narrative, descriptive, expository, and poetic formats such as:

 advertisement article advice column autobiography/ biography ballad comic strip letter of complaint/request/ inquiry 	 campaign speech diary/journal readers theatre/role play/monologue book review report/essay fable/fairy tale greeting card game rules directions 	 horoscope interview obituary/eulogy news article/editorial poem/song anecdote/personal experience story sports column short story research paper
--	---	--



Writing Process Handout 6

Peer Conference Guidelines

Step One – Sharing

The author decides how his or her work will be shared. Will it be:

- Read silently by the conference partner(s)?
- Read aloud by the writer?
- Read aloud by the conference partner(s)?
- A combination of the above?

Step Two – Focus of Conference

The writer identifies what aspects of the written work will be the focus of the conference (e.g., the beginning paragraph, figurative language).

Step Three – Response

The conference partner states at least:

- One thing he/she considers that the writer has done well.
- One thing he/she especially likes.
- One suggestion which addresses the focus of the conference as identified by the writer.

Step Four – Changes

The writer retains the right to the written work and is responsible for making the final decision about any changes.



The Writing Process Handout 7

Writing Conference Checklist

Author: Title:	. .	
Self Reflection		
I read this piece: once twice	several times	aloud to myself
One change I decided to make is		
I think this makes sense because		
The part I like best is		
Peer Conference		
Conference partner name:		
Something you did well in this piec	ce is	
I especially like		
Something I suggest you consider i	S	
Do you need an extended instruct	or conference? Yes	No
If yes, state at least two specific thir	ngs you would like	to discuss:
1		
2		



The Writing Process Handout 8

Editing/Proofreading Checklist

Editor (circle one) Self Peer Writing Group Instructor

Item	Comment
CapitalizationIs the first word of each sentence capitalized?Are all proper nouns capitalized?	
 Overall Appearance Is the handwriting legible? Is the word processing format consistent? 	

Writing Skills

Punctuation	
 Is end punctuation (.?!) correct? Is the internal punctuation (,;:) correct? Are apostrophes, hyphens and 	
dashes correct? Are quotation marks used correctly	
 Spelling Does it look right? Does it sound right? Did you use a dictionary or ask a peer or instructor for help? 	



The Writing Process

Handout 9

Tips to a Successful Proofreading Conference

- **Sentences:** Do they end with full-stop punctuation? Is there noun-verb agreement? Are they varied in length and complexity? Are they interesting?
- **Paragraphs:** Is there a new paragraph for each new idea or for each new speaker? Are all new paragraphs clearly identified? Does one paragraph lead logically into the next paragraph?
- **Standard Usage and Grammar:** Read the piece aloud to yourself or a peer. Does the language sound correct? Check a language text or talk to a peer if you are uncertain.
- **Spelling:** When proofreading a piece, if a word looks misspelled, try to spell the word in different ways: sound it out, check the dictionary, or ask a peer. Then record the word on your Personal Spelling List for future reference.
- **Punctuation:** Read the piece aloud to decide if the punctuation creates pauses and stops that sound right. Check another piece of literature or a language text to determine appropriate punctuation.
- **Capitalization:** Check for capital letters at the beginnings of sentences and for proper nouns.

Be honest and fair when conferencing!

Remember, it is your job to help your partner become a better writer.



A good paragraph is when every sentence contributes to the paragraph by explaining, exemplifying, or expanding the topic sentence. In order to determine whether a paragraph is well developed or not, ask yourself: *What main point am I trying to convey here*? (topic sentence) and then *Does every sentence clearly relate to this idea*?

There are several ways in which you can build good, clear paragraphs. This section will discuss the most common types of paragraph structure: development by detail, and process. Learners need to know how to write descriptive, narrative and expository paragraphs. Transition words, main ideas, supporting details and concluding sentences are introduced. Graphic organizers help the learner sort out information.

Learners need lots of practice writing paragraphs at the 120 level. Instructors will need to expand on this section with other activities to give learners the practice they need to become good paragraph writers.



16 Handouts

Activity 1 – What is a paragraph?

When you meet someone downtown you may have a conversation as follows:

My dad is sick. He had to go to the health centre. He has diabetes and he does not look after himself. He doesn't eat well and he is having trouble with his feet. I hope the nurse can help him.

What is the conversation about? What is every sentence about? Every sentence is about the person's sick father. The **sick father** is the topic.

A paragraph is a group of sentences that have the same topic. Review the definitions on Handout 1 together and ask learners to read the paragraphs on the handout and decide if they are paragraphs or not.

Activity 2 – Paragraph Check list

Give learners Handout 2 and review the checklist together. Tell them that they will be writing many paragraphs and that they should use this checklist as a guide to paragraph writing. The paragraph checklist should be handed in with learners' writing.

Activity 3 – Topic Sentences

The topic sentence tells what the entire paragraph is about. The topic is the main idea of the whole paragraph. To introduce the main idea and topic sentence show learners several photographs and ask them to decide what the main idea is and write a topic sentence. Ask them to share their topic sentences for each photo. For more practice with topic sentences and main ideas ask learners to complete Handout 3. They highlight the topic sentence in each paragraph and write down what the main idea is for the paragraph.

You can also cut out news items from the newspaper. Remove the headings. Place the headings in random order in one column and the items without headings in another column. Ask learners to match the title to the correct article.

Activity 4 – Supporting Details

Learners use a list of facts about Greenland to build a paragraph on Handout 4. The topic sentence is given and then they use the facts from a list to write the supporting sentences.

Activity 5 – Closing Sentence

Closing sentences are important in paragraphs. Learners read the paragraphs on Handout 5 and highlight the closing sentence and decide if it is a good closing sentence or not and give reasons.

Activity 6 – Parts of a Paragraph

Cut out sentences in a paragraph and ask learners to work in pairs to put the paragraph back together in the proper order. Ask them to read their paragraphs.

For extra practice with topic sentence, main idea, supporting details and closing sentences ask learners to read each paragraph on Handout 6 and highlight the topic sentence, supporting details and closing sentence in different colours.

Activity 7 – Writing a Paragraph

Learners use the skills they have learned to write a paragraph about their family. A sample paragraph and instructions are on Handout 7. Ask learners to share their paragraphs when they are done. For an extended activity ask them to write another paragraph with one of the topics listed on Handout 7.

Activity 8 – Transition Words

Transition words help improve learners' writing by making sentences flow into one another. Handout 8 provides learners with a list of transition words for different situations. Handout 9 asks learners to rewrite a paragraph using transition words.

Activity 9 – Descriptive Writing

To teach descriptive writing:

- Bring in old magazines or old calendars (anything with colourful photos or drawings) and have learners choose a picture to describe. Then have learners mount the pictures along with their descriptions in the class.
- Focus on the five senses. Think about a season and brainstorm words for taste, touch, smell, sight and sound.
- Ask learners to bring in something that is important to them. Ask learners to write a description of the object. Then ask them to write about why the object is important. Ask them to read their stories aloud.
- Help learners describe a place that is special to them. Guide them through an imagery activity to help them recall details. You might say something like: "I want you all to imagine a place that is special to you in some way. You are in that place now. What can you see around you? Are there any other people there? Are there animals? Buildings? Furniture? Trees? Plants? What does the air feel like on your skin? Warm? Cool? Hot? Humid? Dry? What sounds can you hear? What can you smell? Can you taste anything? What are you doing there?" While the details are fresh, have them jot down words and phrases about their special place. Then, they can use these ideas in a paragraph.
- Handout 10 provides learners with an extensive list of descriptive words. Learners are also asked to write a descriptive paragraph about:
 - The day your child was born
- Your favourite food
- A bad day

• A family trip

- A good day
- A favourite birthday party

Activity 10 – Narrative Writing

A narrative tells a story. Ask learners to sit in a circle and tell a story. Start the story with "If I won a million dollars....." or "Once when I went out on the land...." Ask everyone to contribute something to the story.

Next give each learner a story starter. Some story starters are on Handout 11. Ask them to start the story and then pass it to the next person until everyone has had a chance to contribute to each story. Read back the stories to the class. Ask learners to pick out the 5 Ws in their stories. Tell learners that using the 5 Ws can help with writing a narrative.

Ask learners to read Handout 12 and then write a narrative paragraph using one of the writing prompts.

Activity 11 – Expository Writing

Introduce the topic by asking learners to explain how to do something they know well. After they have explained the steps orally (with clarifying questions from the listeners where needed) ask them to use the writing process and write a how to paragraph.

Learners read two examples of expository paragraphs on Handout 13 and then write one of their own.

Activity 12 – Wood Buffalo Park Project

Learners research different animals in Wood Buffalo Park and write an expository paragraph about the animals. Learners compile the information and make a brochure about different animals in the park for tourists. Instructions are on Handout 14.

Activity 13 – Stating Opinions

There are many kinds of expository writing. Learners write a paragraph stating their opinion about a topic. They can use one of the topics given on Handout 15 or one of their own.

Activity 14 – Putting It All together

Learners write three paragraphs – a descriptive, narrative and expository - about one topic. Handout 16 provides instructions for learners.

Activity 15 – Other Ideas for Writing

• Learners write from a given last line. Examples:

- You can bet I never did that again.
- It disappeared into the murky depths of Great Bear Lake.
- The survivors would never be the same again.
- Pretend you are an object such as a hamburger, an old shoe, a light switch. Write about your complaints. You are the pilot of a plane that has just taken off from the air-port. A passenger crashes through the door. Write about what you would do. You are trapped in an elevator. Describe how you feel and how you would handle the situation.
- Select five (or more) unconnected words from your spelling list or other source. Write a paragraph in which you manage to use all of the words in a way that connects them.
- You and your buddies are hockey enthusiasts. Read a biography about a well-known northern hockey player, e.g. Jordan Tootoo. Write a paragraph about what you read and then write him a letter and request he come to your community for a visit.
- *Up Here*, a northern magazine, has asked you to write a feature story on living in the North. Your job is to write the article and write the captions for the two photographs that will accompany the article.
- **Paragraph a Week** is a yearly writing program designed to give learners practice with writing various types of paragraphs. In addition it reinforces good study habits and preparation of long-term assignments. Go to <u>http://www.teachersdesk.org/topics/par_week_program.html</u> for weekly assignments.

Example assignment:

For English this week you will be a writing a paragraph that is an autobiography. Remember an autobiography is the story of your life. Since you will only be writing one paragraph, you will need to focus on only the important things about you. You may want to make a list of ideas or create a web to help you plan your thoughts. A timeline might also be helpful.



Paragraph Writing Handout 1

Paragraph Writing Overview

A paragraph:

- Is a group of sentences relating to the same topic.
- Can be a piece of writing on its own.
- Can also form part of a longer piece of writing.
- Is indented if hand-written.

A sentence:

- Is a word or group of words that has meaning.
- Can be a statement, request, command, question or exclamation.
- Has a subject and predicate.
- Has end punctuation (. ! ?).
- Has the first word in the sentence capitalized.

A topic

• Is a subject that people think, write or talk about.

A topic sentence:

- Contains the main idea of a paragraph.
- Is often the first sentence in a paragraph.

The body of a paragraph

- Are sentences that develop or explain the idea given in the topic sentence.
- Usually has 3 5 sentences.

A closing sentence

- Reminds the reader what the main idea of the paragraph is and what it means (why it is important).
- Can also be a transition to the next paragraph.

Read the following and decide if the group of sentences is a paragraph or not.

I had to take my dog to the vet to get a shot. Did you know that my daughter is having a baby this year? My dad has diabetes and he's getting worse. I hate this cold weather!

Yes it is a paragraph because

No it is not a paragraph because _____

Most learners like the freedom they have in college. Usually college learners live on their own, in the dormitory or in an apartment. This means they are free to come and go as they like. Their parents can't tell them when to get up, when to go to school, and when to come home. It also means that they are free to wear what they want. There are no parents to comment about their hair styles or their dirty jeans. Finally, they are free to listen to their favorite music without interference from parents.

Yes it is a paragraph because _____

No it is not a paragraph because _____

By far the most numerous animals on earth are the insects. One reason why insects are so plentiful is their ability to adapt to different environments. They thrive not only in moist, humid climates, but also in hot desert lands and cold arctic regions. Because insects are small, simple creatures, they can live in places that are unsuitable for the larger, more complex animals. Probably the most important reason why there are so many insects is their ability to reproduce rapidly. Fortunately for us, insects live short lives and have many enemies. If this were not the case, they would soon rival human beings for control of the earth.²⁹

Yes it is a paragraph because _____

No it is not a paragraph because _____

²⁹ Source: <u>http://www.yorku.ca/gcareers/grammar/paragraphs.htm</u>

Extreme cold is the greatest barrier to industrial development in the North. At sub-zero temperatures, engines have to be thawed out by blowtorches. Water condenses and freezes in the fuel lines of aircraft or bulldozers. Even antifreeze turns to slush! Rubber tires split open. The blade of an axe must be warmed before it is used or it will splinter like glass. A sharply struck nail shivers into fragments. The moisture on a match head freezes. So does the ink in your fountain pen. Camera shutters jam, film cracks.³⁰

Yes it is a paragraph because _____

No it is not a paragraph because _____

People grow and develop at their own rate. No one else goes from childhood to adolescence at exactly the same age and in exactly the same way you do. Your rate of development depends upon your family characteristics, your diet, and many other factors. Although everyone grows, no one else has a growth pattern exactly like yours.

Yes it is a paragraph because _____

No it is not a paragraph because _____

³⁰ Source: <u>http://www.yorku.ca/gcareers/grammar/paragraphs.htm</u>



Paragraph Writing Handout 2

Paragraph Checklist

Name _____

Date_____

Before you hand in your paragraph, check off the following skills:

_____Did you indent the first word?

_____Did you use a topic sentence or main idea?

_____Is each sentence (supporting details) related to the topic sentence?

_____Is the closing sentence related to the topic sentence?

Is there a capital letter at the beginning and correct punctuation at the end of each sentence?

____Did I correct the spelling?

_____Did I use the dictionary or thesaurus to find the meaning of words that will improve my vocabulary and spelling?

_____Did another learner proofread my paragraph?

Comments:



Paragraph Writing Handout 3

Topic Sentences

The topic sentence tells what the entire paragraph is about. It tells the **main idea** of the paragraph. Often the topic sentence is the first sentence in the paragraph.

Highlight the topic sentence and write down what the topic is for each paragraph. The topic sentence is not always the first sentence.

Swimming in Great Slave Lake is so much fun. In the summer we spend the whole day swimming in the shallow water. We cook our hot dogs and roast our marshmallows on the barbeques at the beach. There is a basketball net handy for anyone who wants a rest from swimming and there is a playground for children. What a way to spend a hot summer day!

Topic: ______

There is a small island not far out on Great Slave Lake where all the seagulls hang out. The birds don't seem to mind our intrusion on their space. We swim out to Seagull Island and scare them away. Then we stand on their island and wave at our buddies on the beach. They get their share of food from us. After we finish our hot dogs, we leave them some scraps. The birds don't seem to mind having some human buddies on their beach!

Topic: _____

When I first brought my cat home from the Humane Society she was a mangy, pitiful animal. She was so thin that you could count her vertebrae just by looking at her. Apparently she was declawed by her previous owners, then abandoned or lost. Since she couldn't hunt, she nearly starved. Not only that, but she had an abscess on one hip. The vets at the Humane Society had drained it, but it was still scabby and without fur. She had a terrible cold, too. She was sneezing and sniffling and her meow was just a hoarse squeak. And she'd lost half her tail somewhere. Instead of tapering gracefully, it had a bony knob at the end.

Topic: _



Supporting Details

Supporting details are the meat of your paragraph or what we call the body of your paragraph. They explain the topic sentence. Develop the body of the paragraph:

- With reasons
- By giving examples
- By using a story/incident to illustrate the idea
- By using statistics
- With descriptive details

Suppose that the topic sentence of your paragraph was **Although Greenland is the largest island in the world, it has a population of only 47,000**. From the following list of facts, select the five reasons that would support this topic sentence and assign them a number corresponding to their order in the paragraph.³¹

In 1961, the world's most powerful radar station was built in Greenland.	
More than four-fifths of the island is permanently covered with ice.	
The climate is bleak and extremely cold for much of the year.	
Farming is impossible except in the areas along the south western coast. Agriculture there is limited chiefly to sheep raising.	
The island was named Greenland by Viking explorers to attract settlers.	

³¹ Source: <u>http://www.yorku.ca/gcareers/grammar/paragraphs.htm</u>

Writing Skills

Most of the mineral deposits on the island are of poor quality.	
The northwest part of Greenland is nearer the North Pole than any other place on earth.	
Much of the ice-free surface is barren rock, thinly covered with mosses and lichens.	

Write a paragraph about Greenland with the supporting details above. Use the topic sentence: Although Greenland is the largest island in the world, it has a population of only 47,000. Add a closing sentence.



Paragraph Writing Handout 5

Closing Sentences

The closing sentence in a paragraph is important because it retells the topic sentence or refers to the topic sentence. The closing sentence can also lead into the next paragraph.

For example:

My dad is sick. He had to go to the nursing station. He has diabetes and he does not look after himself. He doesn't eat well and he is having trouble with his feet. I hope the nurse can help him.

The closing sentence refers to 'my dad who is sick'.

My dog gave a quick, savage growl. When my dog growls like that it means he is anxious and uncertain. That kind of growl means there may be danger nearby. The last time he growled like that there was a bear in the trees.

The closing sentence tells why my dog gave a savage growl.

Now you try. Highlight the closing sentence. On the line, write why this sentence is a well-written closing sentence or not.

Swimming in Great Slave Lake is so much fun. In the summer we spend the whole day swimming in the shallow water. We cook our hot dogs and roast our marshmallows on the barbeques at the beach. There is a basketball net handy for anyone who wants a rest from swimming and there is a playground for children. What a way to spend a hot summer day!

Writing Skills

There is a small island not far out on Great Slave Lake where all the seagulls hang out. We swim out to Seagull Island and scare the birds away. Then we stand on their island and wave at our buddies on the beach. The birds don't seem to mind our intrusion on their space. They get their share of food from us. After we finish our hot dogs, we leave them some scraps. The birds don't seem to mind having some human buddies on their beach!

There are many kinds of references needed to write a well-organized research paper. A dictionary and a thesaurus help with the meanings of words. Another way to find meanings of words is to use the Internet or a CD Rom. Newspapers, periodicals and magazines provide important up-to-date information or nonfiction references are available in textbooks such as Science, Social Studies, etc. Leaflets and pamphlets also provide useful reference information on a product or service. With so many references available, there is no excuse not to write a well-organized research paper.

Though the workforce may not assign homework to its workers in the traditional sense, many of the objectives and jobs that need to be completed require that employees work with deadlines. The deadlines that students encounter in the classroom may be different in content when compared to the deadlines of the workforce, but the importance of meeting those deadlines is the same. In fact, failure to meet deadlines in both the classroom and the workforce can mean instant termination.



Parts of a Paragraph

Read the following paragraphs and:

- Identify the main idea of the paragraph.
- Highlight the topic sentence in green.
- Highlight the supporting details in yellow.
- Highlight the ending sentence in red.

School is very important. You learn how to read books. Instructors teach you how to add and subtract. You learn how to write and use computers. I think school is really important for kids.

Main Idea: _____

No language is too hard for a child to learn. Children can easily learn more than one language or dialect at a time. A child can master up to 90% of a language in the first four years of their life. Children have the capacity to learn several different languages at one time when they are young. It is important to teach your children your first language at an early age.

Main Idea: _____

There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services. Second, Canada has a high standard of education. Education is free until grade 12 and then there are grants and loans for college and university. Finally, Canada has lots of space for people to live. Canada has lots of national parks and green space for people to use. As a result, Canada is a great place to live.

Main Idea: _____

Canada needs to establish a single age to represent adulthood. One can drive at 16, vote at 18, and drink at 19 in most provinces and territories. Considering most elections, shouldn't everyone of voting age be old enough to get drunk following the results? I don't know many 18 or 19-year-old voters paying enough in taxes to appreciate the privilege of voting. Think of how great it would be to link driving to this new, single adult age: less traffic congestion and fewer accidents (in two manners of speaking).

Main Idea: _____

I was disappointed by the movie. The soundtrack was tinny and flat, and when there was supposed to be silence you could hear popping sounds and white noise instead. There were little starts and skips in the film where the cuts had been badly pasted together. The picture itself was grainy and the colors were faded, as though you were seeing them through gray-tinted lenses. It didn't help that the springs had gone in my theatre seat and one of them was poking into my leg the whole time. I would not recommend this movie to anyone.

Main Idea: _____

For me, the worst thing about waiting tables was the uniform. At the last place I worked, all the waitresses had to wear an ugly brown striped jumper. Underneath it we had to wear an even uglier polyester shirt. Sometimes someone I knew would come in and I'd feel embarrassed by my outfit. Now I have a job in an office, where I can wear my own clothes.

Main Idea: _____



Write a Paragraph – My Family

I have a big family. I have four brothers and three sisters. Most of them live in the NWT. Also, I have four children of my own. I have three daughters and one son. My son is the youngest. He is only 5 years old. My daughters are twelve, ten and eight years old. I live with my common-law in a rented house in our community. We both help out with taking care of the children and housework. I love my family very much.

Write about your family. Try to answer some of these questions in your paragraph.

- How many people are in your family and where do they live?
- How many children do you have and how old are they?
- What is something special about your family?

Writing Skills

Write another paragraph. Choose one of the topics below:

My Place	My Fave
Where do you live?	• What o

- How many rooms are there?
- What do you like about it?

•

- What do you dislike about it?
- My Favourite ActivityWhat do you like to
- do in your free time?How often do you do
- it?When do you do it?
- Does anyone else join you?
- Where do you do it?
- Why do you do it?

My Job

- Where do you work?
- When do you work?
- What do you do?
- How long have you been working there?
- What do you like or dislike about the work?



Paragraph Writing Handout 8

Transition Words³²

To improve your writing you need to make sure that your ideas, both in sentences and paragraphs, stick together or have coherence and that the gap between ideas is bridged smoothly. One way to do this is by using transitions - words or phrases or techniques that help bring two ideas together. Certain words help continue an idea, indicate a shift of thought or contrast, or sum up a conclusion. Check the following list of words to find those that will pull your sentences and paragraphs together.

For continuing a common line of reasoning:

consequently	in addition	also
clearly, then	moreover	pursuing this further
furthermore	because	in the light of the it is
additionally	besides that	easy to see that
and	in the same way	following this further

To change the line of reasoning (contrast):

however	but	nevertheless
on the other hand	yet	on the contrary

For opening a paragraph initially or for general use:

admittedly	nobody denies	undoubtedly
assuredly	obviously	unquestionably
certainly	of course	generally speaking
granted	to be sure	in general
no doubt	true	at this level
		in this situation

³²Source: <u>http://larae.net/write/transition.html</u>

For the final points of a paragraph or essay:

finally	lastly	in conclusion				
To signal conclusion: therefore thus hence	in final analysis in conclusion	in final consideration indeed				
To restate a point:						
in other words	in point of fact	specifically				
Sequence or time:						
after	before long	later				
afterwards	finally	meanwhile				
as soon as	first second third	next				
at first	in the first place	soon				
at last	in the meantime	then				
before						



Paragraph Writing Handout 9

Transition Words Practice

These paragraphs use no transition words. Rewrite them with transition words so they have more meaning.

It is difficult to stop smoking. Here are some tips that might help. You should set a date on which you will stop smoking. Try cutting down before that day. Drink lots of water or herbal tea. Chew sugarless gum. Try to get out and exercise. Talk about the problem with understanding friends. Ask them for their help during this difficult time. Don't give up! Sandy works at the Northern Store. She wants to be a nurse. She wanted to take the nursing program at Aurora College. She wasn't accepted. Her English skills were not high enough. She went to school part time to learn more reading and writing. She has now been accepted to the nursing program. She is going to move to Yellowknife in the fall. Sandy is very excited about her future.



Paragraph Writing Handout 10

Descriptive Writing

Have you ever picked up a book, and been so caught up in the words that you felt like you were right there in the story? Have you ever read a book and felt like there was a movie playing in your head? If so, you have experienced good descriptive writing.

Descriptive writing, sometimes called "showing writing" is writing that describes a particular person, place or event in great detail. Descriptive writing uses a lot of flowery adjectives and adverbs to describe what is going on or how something appears. If you were going to describe biting into an apple, you would not simply say: "He bit into the apple and it tasted good". Descriptive writing would convey the same idea as follows: "He slowly closed his teeth on the ripe, succulent, ruby colored apple. The crunch of his teeth piercing the apple's skin was deafening and the sweet juices of the apple ran down his chin. The taste of the meat was as sweet as candy and he felt euphoric."³³

A good stock of descriptive words will help you with your writing. Here is a list of descriptive words you can use in your writing.³⁴

Ability - Condition

able	confident	gentle	lucky	smooth
adequate	courageous	hardy	manly	spirited
alive	curious	healthy	mighty	stable
assured	daring	heavy	modern	steady
authoritative	determined	heroic	open	stouthearted
bold	durable	important	outstanding	strong
brainy	dynamic	influential	powerful	super
brave	eager	innocent	real	sure
busy	easy	intense	relaxed	tame

³³ Source: <u>http://library.thinkquest.org/J001156/forms%20of%20writing/em_descriptive.htm</u>

³⁴ Source: <u>http://www.remc11.k12.mi.us/riverval/newtroy/descriptivewords.htm</u>

careful	effective	inquisitive	rich	tough
capable	energetic	jerky	robust	victorious
cautious	fearless	knotted	secure	virile
clever	firm	light	sharp	zealous
competent	forceful	lively	shy	
concerned	gallant	loose	skillful	

Anger - Hostility

agitated	combative	evil	irritated	rude
aggravated	contrary	fierce	mad	savage
aggressive	cool	furious	mean	severe
angry	cranky	hard	nasty	spiteful
annoyed	creepy	harsh	obnoxious	tense
arrogant	cross	hateful	obstinate	terse
belligerent	cruel	hostile	outraged	vicious
biting	defiant	impatient	perturbed	vindictive
blunt	disagreeable	inconsiderate	repulsive	violent
bullying	enraged	insensitive	resentful	wicked
callous	envious	intolerant	rough	wrathful

Depression - Sadness - Gloom

abandoned	depressed	forsaken	low	ruined
alien	desolate	gloomy	miserable	rundown
alienated	despairing	glum	mishandled	sad
alone	despised	grim	mistreated	scornful
awful	despondent	hated	moody	sore
battered	destroyed	homeless	mournful	stranded
blue	discarded	hopeless	obsolete	tearful
bored	discouraged	horrible	ostracized	terrible
burned	dismal	humiliated	overlooked	tired
cheapened	downcast	hurt	pathetic	unhappy
crushed	downhearted	jilted	pitiful	unloved
debased	downtrodden	kaput	rebuked	whipped

Writing Skills

defeated degraded dejected demolished	dreadful estranged excluded forlorn	loathed lonely lonesome lousy	regretful rejected reprimanded rotten	worthless wrecked
Distress				
affected anguished awkward baffled bewildered clumsy confused constrained disgusted disliked	displeased dissatisfied distrustful disturbed doubtful foolish futile grief helpless	hindered impaired impatient imprisoned lost nauseated offended pained perplexed	puzzled ridiculous sickened silly skeptical speechless strained suspicious swamped	tormented touchy troubled ungainly unlucky unpopular unsatisfied unsure weary
Fear - Anxiety				
afraid agitated alarmed anxious apprehensive bashful dangerous desperate Inability - Inac	dreading eerie embarrassed fearful frantic frightened hesitant horrified	insecure intimidated jealous jittery jumpy nervous on edge	overwhelmed panicky restless scared shaky shy strained	tense terrified timid uncomfortable uneasy upset worrying
agitated alarmed anxious apprehensive bashful dangerous	eerie embarrassed fearful frantic frightened hesitant horrified	intimidated jealous jittery jumpy nervous	panicky restless scared shaky shy	terrified timid uncomfortable uneasy upset
agitated alarmed anxious apprehensive bashful dangerous desperate Inability - Inac	eerie embarrassed fearful frantic frightened hesitant horrified	intimidated jealous jittery jumpy nervous on edge	panicky restless scared shaky shy strained	terrified timid uncomfortable uneasy upset worrying
agitated alarmed anxious apprehensive bashful dangerous desperate Inability - Inac anemic	eerie embarrassed fearful frantic frightened hesitant horrified lequacy disabled	intimidated jealous jittery jumpy nervous on edge incapable	panicky restless scared shaky shy strained	terrified timid uncomfortable uneasy upset worrying unable
agitated alarmed anxious apprehensive bashful dangerous desperate Inability - Inac anemic ashamed	eerie embarrassed fearful frantic frightened hesitant horrified lequacy disabled exhausted	intimidated jealous jittery jumpy nervous on edge incapable incompetent	panicky restless scared shaky shy strained powerless puny	terrified timid uncomfortable uneasy upset worrying unable uncertain

crippled defeated defective deficient demoralized	harmless helpless impotent inadequate	insecure meek mummified naughty	sickly small strengthless trivial	unsound useless vulnerable weak
Joy - Elation				
amused blissful brilliant calm cheerful comical contented delighted ecstatic elated elevated	enchanted enthusiastic exalted excellent excited exuberant fantastic fit funny glad glorious	good grand gratified great happy hilarious humorous inspired jolly jovial joyful	jubilant magnificent majestic marvelous overjoyed pleasant pleased proud relieved satisfied	smiling splendid superb terrific thrilled tremendous triumphant vivacious witty wonderful
Love - Affectio	n - Concern			
admiredadorableaffectionateaffectionateagreeablealtruisticamiablebenevolentbenignbrotherlycaringcharmingcharitablecomforting	conscientious considerate cooperative cordial courteous dedicated devoted empathetic fair faithful forgiving friendly generous	giving good helpful honest honorable hospitable humane interested just kind kindly lenient lovable	mellow mild moral neighborly nice obliging open optimistic patient peaceful pleasant polite reasonable	reliable respectful sensitive sweet sympathetic tender thoughtful tolerant trustworthy truthful understanding unselfish warm

Writing Skills

congenial	genuine	loving	receptive	worthy
Movement				
amble	flow	pad	skim	toddle
blunder	fly	parade	skip	topple
bolt	frolic	pivot	slide	track
bounce	gallop	plod	slink	traipse
bound	glide	plunge	slither	tramp
canter	hasten	ply	slump	travel
catapult	hike	pounce	sneak	tread
charge	hobble	prance	speed	trek
clatter	hop	prowl	sprawl	trip
clump	hurdle	race	spring	tromp
coast	hurtle	ramble	sprint	trot
crawl	hurry	range	stagger	trudge
creep	hustle	roam	stalk	tumble
cruise	jog	roll	stampede	turn
dance	jump	romp	step	twirl
dart	lead	rove	stomp	twist
dash	leap	rush	straggle	undulate
dawdle	linger	sail	stretch	vault
dive	limp	sashay	stride	waddle
dodge	loaf	saunter	stroll	wade
drag	lumber	scamper	stumble	walk
drift	lunge	scoot	struggle	wallow
duel	lurch	scuff	strut	waltz
file	lurk	scurry	swagger	wander
flee	march	shake	sway	wend
flip	meander	shimmy	swept	wiggle
flit	mosey	shuffle	swerve	wobble
float	navigate	skate	swing	zip
flounder	pace	skid	tip toe	zoom

Quantity

ample	few	lots	paucity	scarcity
abundant	heavy	many	plentiful	skimpy
chock-full	lavish	meager	plenty	sparing
copious	liberal	much	profuse	sparse
dearth	light	numerous	scads	sufficient
empty	loads	oodles	scant	well-stocked

Sight - Appearance

adorable	crooked	61.777	muddu	dimmer
		fuzzy	muddy	skinny
alert	crowded	glamorous	murky	smoggy
beautiful	crystalline	gleaming	nappy	sparkling
blinding	curved	glistening	narrow	spotless
bright	cute	glowing	obtuse	square
brilliant	dark	graceful	round	steep
broad	deep	grotesque	rotund	stormy
blonde	dim	hazy	pale	straight
blushing	distinct	high	poised	strange
chubby	dull	hollow	quaint	ugly
clean	elegant	homely	shadowy	unsightly
clear	fancy	light	shady	unusual
cloudy	filthy	lithe	sheer	weird
colorful	flat	low	shiny	wide
contoured	fluffy	misty	shallow	wizened
crinkled	foggy	motionless		
Size				
ample	elfin	immense	miniature	stupendous
average	enormous	large	minute	tall
behemoth	fat	little	petite	tiny
big	giant	long	portly	towering
bulky	gigantic	mammoth	prodigious	vast
colossal	great	massive	puny	voluminous

diminutive dwarfed	huge hulking	microscopic middle-sized	short small	wee
	inanning	initiatic sized		
Smell - Taste				
acrid	fragrant	putrid	sour	sweet
antiseptic	fresh	ripe	spicy	tangy
bitter	juicy	rotten	stale	tart
choking	medicinal	salty	sticky	tasty
clean	nutty	savory	strong	tasteless
delicious	peppery	smoky	stuffy	
Sound				
babble	coo / cooing	hoarse	quack	thunderous
bang	crack	hoot	quiet	tick
bark	crackle	howl	raspy	tinkle
bawl	crash	hullabaloo	resonant	toll
bay	creak	hum	roar	toot
beat	croak	hushed	rumble	tootle
bellow	crow	husky	scream	trill
blast	crying	jingle	screech	twang
bleat	deafening	loud	shriek	twitter
boom	drone	melodic	shrill	voiceless
bray	drumming	meow	silent	wail
bubble	faint	mew	sizzle	warble
buzz	fanfare	moan	snap	wheeze
cackle	fizz	mumble	snarl	whine
caw	gibberish	murmur	snore	whir
chant	grating	mute	snort	whisper
chatter	groan	mutter	soft	whistle
chime	growl	neigh	splash	yap
chirp	grumble	noisy	squall	yell
clangor	grunt	patter	squeak	yelp
clank	gurgle	peal	squeal	zap

clash clatter click	harsh high-pitched hiss	peep pop purr / purring	thrum thud thump	zip
Time				
ancient	daylight	late	outdated	sunrise
annual	decade	lengthy	periodic	sunset
brief	dusk	long	punctual	swift
brisk	early	modern	quick	tardy
centuries	eons	moments	rapid	twilight
continual	evening	noon	short	whirlwind
crawling	fast	noonday	slowly	years
dawn	flash	old	speedy	yearly
daybreak	intermittent	old-fashioned	sporadic	young
Touch				
boiling	dirty	grubby	shaggy	stinging
breezy	dry	hard	sharp	tender
bumpy	dusty	hot	silky	tight
chilly	filthy	icy	slick	uneven
cold	fluffy	loose	slimy	waxen
cool	flaky	melted	slippery	wet
creepy	fluttering	plastic	slushy	wooden
crisp	frosty	prickly	smooth	yielding
cuddly	fuzzy	rainy	soft	
curly	gooey	rough	solid	
damp	greasy	sandpapery	sticky	

Your Task

Write a descriptive paragraph about:

- The day your child was born
- A family trip
- Favourite birthday party
- Your favourite food
- A bad day
- A good day

Step One: Choose a topic

• Brainstorm descriptive words to describe the topic.

Step Two: Find Synonyms

- Write down 10 descriptive words from your brainstorm.
- Think of synonyms for your words and write them in the second column.
- Use a thesaurus on-line to find different synonyms.
- Use a traditional thesaurus to find additional synonyms.

My Chart of Synonyms				
My descriptive words	A synonym that I thought of for my word	A synonym from the on-line thesaurus	A synonym from a traditional thesaurus	
		,		
1				

Writing Skills

Step Three: Write Your Paragraph

Write your paragraph using the descriptive words above.

Topic Sentence

Supporting Sentences

Writing Skills					
Closing Sentence					



Paragraph Writing Handout 11

Story Starters

X Cut these out and put them into a hat or jar. Ask each participant to pick one.

- 1. The most frightening thing
- 2. When I was young....
- 3. If I had a million dollars I would....
- 4. Life would be way more fun if....
- 5. My camping trip was....
- 6. Going out on the land....
- 7. When I looked up into the sky....
- 8. One night long ago....
- 9. There was once this guy named
- 10. My favourite thing to do is



Paragraph Writing Handout 12

Narrative Writing

Narrative writing:

- Tells a story. This is something we do everyday when we tell someone about what we did or what happened. It can be a story, event or experience from the past or something that happened recently.
- Has order. It has a beginning, middle and end. Narrative writing tells what happened first, then, next and finally.
- Answers the questions: Who? What? When? Where? Why? How?
- For example: I'll never forget the night we had roast duck at Buffalo Lake. We took the dog and our boat and kicker in the back of our truck. We stayed there for three weeks. There were lots of fish, but we got tired of fish. Later we took our boat across the lake to hunt chicken. We didn't get any chicken, so we got in the boat and started to go back to our camp. After we got out on the lake, the kicker wouldn't work. We floated on the water for a while. Just then some ducks flew over and landed on the water not far from us. At first, we laughed! Ducks! Then the men loaded their guns fast and shot 5 ducks. After that, we tried the kicker again. It started. There was just enough gas to get to the shore. That night we had roast duck to eat. So did the dog.

Who is in the story?
Where is it happening?
When is it happening?
Why does it happen?

Writing Skills

what happ	bens? List below
Topic Sent	ence
	1
	2
	3
	4.
	5
	6
Closing Se	

Your Turn!

Write a narrative using one of the writing prompts below. Make sure your paragraph has a beginning, middle and an ending that makes a point. Refer to your transition word handout to help you with transition words. Use the TOWER writing process for your paragraph.

- 1. **Childhood Event:** Choose a vivid time from your childhood You might think of the first time that you rode a school bus, of a time when you went to the principal's office, the first A you earned on a test or paper, earning money to buy something that you really wanted, and so on.
- 2. Achieving a Goal: Write about a time when you achieved a personal goal you might have killed your first caribou, learned a new skill, won an award, etc.
- 3. **The Good and the Bad:** Write about an event in your life that seemed bad but turned out to be good. Maybe you got injured and while you were waiting for your broken leg to heal, you learned how to use a computer. What makes the event change from bad to good may be something that you learned as a result, something that you did differently as a result, or something that happened that wouldn't have occurred otherwise.

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4. **Standing Up:** Write about a time when you did something that took a lot of nerve, a time when you didn't follow the crowd or a time when you stood up for your beliefs. Whatever you choose, think about the details of the event and write a paragraph that tells about what happened.

Topic Sentence

Supporting Sentences

Closing Sentence



Paragraph Writing Handout 13

Expository Writing

There are two kinds of expository paragraphs:

- How to paragraphs
- Informative paragraphs
- How to:

Have you ever made bannock on a stick? To begin, mix the flour and the lard together in a large bowl. Then add the salt, baking powder and raisins, if you like. Once this is done, add water and mix the ingredients using your hand or a fork. Next, divide the dough into four sections. Wrap the dough around one end of a long stick. Make sure it is securely fastened by over lapping the end. Finally, hold the stick over an open fire until it is lightly browned.

Informative: Waiting on tables involves many different skills. First of all, a person needs to by physically fit because when you are a waitress you are on your feet for many hours a day carrying heavy dishes or trays. Serving food and beverages means that you often need to be a "juggler." So to be a good waitress, you also have to be physically coordinated. In addition, a waitress needs to have a good memory so she remembers what orders go to what people. A waitress also needs to be polite and friendly to customers even when they are stressed out. As you can see, being a waitress is not an easy job.

Write an expository paragraph on how to do something that you know well.



Use the writing prompts below and pick a topic to write about for an expository paragraph.

1. The world would be a better place if...

If you could change one thing to make the world a better place what would it be? Think about things you would change. Think about reasons you would change them. Choose one thing to change and tell your reader several reasons why it is the most important thing to change in order to make the world a better place. Remember to use specific details to support and explain your reasons.

2. If you could visit any place in the world, where would you go?

Everyone has thought about trips they might take and places they would like to visit. Write a paragraph telling where you would go if you could go anywhere in the world that you wanted to. Write at least three reasons why you would like to visit this place. Remember to use specific details to support and explain your reasons.

3. What is the most important thing you have ever learned?

People learn things in school and in life. What is the most important thing you have ever learned? You may have learned how to do something. Perhaps you learned a valuable lesson about how to get along with people. Think about reasons why this lesson was important to you. Remember to tell at least three reasons why what you learned was so important. Use specific details to explain and support your reasons.

4. How to fix a flat tire?

Explain in detail how you fix a flat tire. The reader should be able fix a flat tire after reading your instructions.

5. Pick your own topic.

Writing Skills

Topic Sentence

Supporting Sentences

Closing Sentence



Paragraph Writing Handout 14

Wood Buffalo National Park Project

Background:

Wood Buffalo National Park is a World Heritage Site. It protects:

- One of the world's only free-roaming bison herds.
- The only remaining whooping crane nesting grounds.
- Excellent examples of karst topography.
- The salt plains.
- The delta of the Peace and Athabasca Rivers.

Wood Buffalo National Park is located in the boreal plains ecosystem. Many animals and birds live there.

Project

Make an information package for people who visit Wood Buffalo National Park on the different kind of animals that are in the park.

- Pick one animal or bird that lives in the boreal plains ecosystem.
- Use books, the Internet, encyclopaedias, or other sources to do research about this animal or bird.
- Write a paragraph about the animal. Answer these kinds of questions. What habitat does it use? What does it eat? How is it adapted to the northern environment? Does it live in the north all year or does it migrate? Is it threatened or endangered? If yes, why?
- Draw, trace, colour, or make a collage of the animal or bird in its habitat to go with the paragraph. Make sure everything fits on one page.
- Work carefully. Talk with your classmates and your instructor.
- Revise and rewrite your work.
- Gather everyone's paragraphs and pictures and put them together as an information package for tourists.



Expository Paragraphs – Stating Opinions

We all express opinions everyday. Whenever we say what we think or feel about a movie, store, TV show, restaurant or person we are giving our opinion.

An opinion paragraph should:

- Begin with a strong topic sentence that states the opinion
- Give reasons to support the opinion. Reasons can be facts or examples
- End with a closing sentence that restates the opinion using different words

Free Buses

City transit in Yellowknife should be free. There are several reasons this is a good idea. First of all, if transportation is free, people will leave their cars at home. This means that there will be less air pollution. Also, if more people ride buses, the city streets won't need to be repaired as often because there won't be as many cars wearing down the pavement. In addition, the number of costly car accidents will drop sharply once people start taking public transit. It is true that free city transit will cost the city more money. However the benefits of free transit far outweigh the costs.

Write an opinion paragraph. Choose one of the topics below:

- All university education should be free
- Smoking should be illegal
- Marijuana should be legal
- People over 65 should be forced to retire
- Sports figures get paid too much
- Money is the key to happiness
- Trophy hunting should be banned in the NWT
- Think of your own topic



Paragraph Writing Handout 16

Put it all together...

Imagine you are an Elder. You have had years of experience living on the land. You would like young people to hear your stories or learn the skills your parents taught you. Or you can choose who you would like to be.

Write three paragraphs:

- Descriptive
- Narrative
- Expository
- 1. **Descriptive:** Write the first paragraph from the point of view of the person you have chosen. Write the paragraph with words that make a picture. Pick one thing you might want to describe, for example: the cabin you lived in; fighting mosquitoes in the bush, paddling the river at midnight, etc. Make sure you have a topic and closing sentence. Vary your sentences have some short sentences between long ones. Draw a picture of your description.
- 2. **Tell a story (narrative)**. Write what you saw, what you did or where you went. For example: tell a story about your life in the bush; hunting your first animal; or a scary story about the bushman. It must have a beginning, middle and an end. Use transition words such as then, next, since, and finally.
- 3. Explain how to do something (expository). You want young people to know how to bead, or make a birch bark basket, make a parka, etc. Write a paragraph that gives step-by-step directions. Make sure the directions are clear: cut, sew, turn over, etc. Use transition words such as first, next, and then.

Write to Express Thoughts

This section covers:

- Journals
 - Dialogue journals
 - Response journals
 - More journaling ideas
- Poetry
 - Freewriting poetry
 - o Cinquain
 - Couplets
 - o Quatrain
- Functional writing
 - o Memos
 - o Letters
 - o Resumes
 - Newsletters/brochures
 - Advertising

Learning Outcomes:

- Make and record connections between personal experiences, prior knowledge and a variety of reading, viewing, and listening materials and /or activities
- Use comprehension strategies to monitor comprehension and understand texts
- Identify writer's viewpoint
- Express ideas and understandings clearly in own words in response to a variety of materials
- Identify mood, descriptive language, and common figures of speech in literary texts (simile, metaphor, personification)
- Use visualization to monitor comprehension and understand texts
- Organize information and ideas using a variety of strategies and techniques to construct meaning

- Choose words for specificity and clarity; vary word choice to add interest to writing
- Express ideas and understandings clearly in own words
- Write functional pieces such as memos, notes, messages, basic resumes and cover letters, personal letters, letter requesting information, etc.
- Fill out a variety of appropriate functional forms such as catalogue orders, application forms, government forms, etc.
- Choose forms (diaries, narratives, notes, reports, diagrams) that serve particular audiences and purposes
- Produce a final copy of a writing assignment on demand



Down through history people have written journals. Good thing too! If it weren't for this there might not be any reliable records of the past. Journal writing is an incredibly flexible instructional tool, useful across the entire curriculum. While often used as a class start up activity, it is used primarily to give learners an opportunity to speculate on paper, confident that their ideas, observations, emotions, and writing will be accepted without criticism.

The benefits of journal writing are many. Learners can:

- Sort out experiences, solve problems and consider varying perspectives.
- Examine relationships with others and the world.
- Reflect on personal values, goals, and ideals.
- Summarize ideas, experience and opinions before and after instruction.
- Witness his or her academic and personal growth by reading past entries.

Encourage your learners to write in a journal everyday. Journaling is a key component to any writing unit. There are many different ways learners can use journals:

- **Dialogue Journals**: A dialogue journal is a written exchange between the learner and instructor on any subject. The instructor may have the learners write their feelings about their progress, learning, ideas or thoughts they may want to share.
- **Response Journals**: Learners write their feelings and impressions about a particular topic. They are encouraged to explore how a story, poem, or event relates to their lives. They can respond to stories, films, TV programs, video clips on websites etc.
- **Personal Journals:** Learners write about their lives. They keep their journal for themselves.
- **Freewriting Journals:** Give learners a topic and ask them to freewrite about the topic. Ask them to think of things they know about the topic or things they would like to learn about the topic. Give them 1 minute to write and then share with other learners.

• **Picture Journals** – Learners can use pictures from magazines or family photos to make a picture journal. Ask them to write down a few words about each picture.



4 Handouts

Activity 1 – Make a Journal

Learners make a home-made journal. They can use the journal for their personal writing. Handout 1 gives instructions on how to make a cloth binder that learners can use to put pictures in and to write in.

Activity 2 – Response Journals

There are many uses for response journals:

• Novel Study

Learners write not only their reactions to a novel, but their reflections and critical thinking ideas, too. Have learners hand in reading responses for each chapter. Handout 2 is a sample handout for a response journal to fiction books.

Book Report

Learners write a short book report for each book they read. They share their ideas and thoughts about the book with others in the class. Handout 3 is a sample journal response for a book report.

• Poems, videos, television or radio documentaries, newspaper articles Learners summarize something they have read or watched and write their response in their journal. After they hand in their journals the instructor responds with written questions. Ask questions that will encourage learners to respond to the authors' ideas: "Do you agree or disagree with ...?", "Do you think this really happened?", "Did you like the story/article?"

• Nonfiction

Assignments generated by hot topics such as global warming, killing of baby seals; viewing videos with controversial themes; current events, etc. are some examples of nonfiction reading response material. List the writing response guidelines on flip chart paper. Then ask learners to respond to the issue with their own opinions.

• Functional

Learners respond to guest speakers, career development activities, field trips, group or individual readings, community issues, etc. Give the learners writing guidelines.

Activity 3 – Different Journal Writing Ideas

- Use response journals for social studies and science. Learners can respond to topics that you are studying.
- Freewrite each day with learners. Give them a topic each day and 1 minute to write down things. A list of topics is on Handout 4.
- Write down a simple proverb on the board each day. Ask learners to respond to it. Instructors can collect these responses and start a dialogue with learners about the proverb. Some simple proverbs are:
 - All's well that ends well.
 - A change is as good as a rest.
 - A picture says a thousand words.
 - Burning the candle at both ends.
 - Blowing your own trumpet.
 - Blood is thicker than water.
 - Don't put the cart before the horse.
 - Don't put off until tomorrow what you can do today.
 - Don't shoot the messenger.
- Give each learner a small notebook and call it their **idea** journal. They can use it when they think of something they want to remember. Encourage them to carry it around with them and put it by their bedside so they can write down ideas and dreams.
- Encourage learners to draw pictures, include photos or make collages about their lives in their personal journals.
- Create a diary entry in the voice of a character. This can be an ongoing writing assignment. Again, with a really good character, readers are enticed into his or her world. This can be an excellent and authentic -

context for making and verifying predictions, exploring change in characters, and examining characters' relationships with others.

- Write a letter to a character or from one character to another. A truly engaging character can prompt wonderful writing. This is true for characters with whom readers identify closely as well as for those characters that they come to hate.
- Use the Four-Column Journal entry strategy.

Designed by middle school instructor Janine King, the **Four-Column Journal Entry** has learners divide a sheet of paper in half lengthwise. They write a short summary on one half. They then respond to their summary, explaining how they feel about what they read.

On a second sheet - also divided in half lengthwise - a peer reads his or her summary and response and adds his or her own response on one half of the paper.

On the other half, the original learner writes another response to what the peer said. This gives learners a way to continue a conversation with a classmate, and it also helps them see that there is a real audience for their writing. ³⁵

Activity 4 – Scrapbook Journal

- Buy scrapbooks for each learner.
- Give learners a list of topics like:
 - Things I like
 - \circ My goals
 - o What I value
 - What makes me laugh
 - My strengths
- Ask them to title different pages in their scrapbooks and find pictures that describe them. Ask them to write a few words about each picture.

³⁵Source: <u>http://www.educationworld.com/a_curr/profdev/profdev085.shtml</u>. Article by Cara Bafile, Education World®Copyright © 2003 Education World 12/01/2003

Activity 5 – Homemaking Journal

Homemaking Journals were actually passed down through generations in the "olden days." It is a journal where you record in one place all things related to homemaking. You can use the cloth book (Handout 1) for this journal too. You can pick and choose any of the following to include in your Homemaking Journal or include them all if you wish!

- Recipes (especially beloved family recipes)
- Inspirational poems, quotes, Bible verses
- Health remedies & tricks
- List of birthdates and anniversaries
- Holiday traditions
- Kid stuff (activities, projects, ideas)
- Gardening information
- Seasonal tips
- Seasonal information about each year (when the ice broke up, first snowfall, first caribou hunt)
- Your daily routines



Make a Journal – Cloth Book

What you need:

- Binders
- Material
- Glue guns
- Scissors
- Cardboard
- Batting

Directions:

- 1. Cut out material about 2 inches larger on each side than the binder when it is opened up.
- 2. Cut two pieces of cardboard the size of the closed binder.
- 3. Cut out 2 pieces of material about 1 inch larger that the size of the cardboard.
- 4. Cut out batting the same size as the binder when it is open.
- 5. Place the larger material on a table. Centre the batting on the material and put the binder on the batting.
- 6. Glue the material to the inside of the binder with a glue gun. You have to glue the material one side at a time.
- 7. Put the other pieces of material on a table. Put the cardboard pieces on top of the material and glue the material around the cardboard edges.
- 8. Glue the material covered cardboard to the inside of the binder. Be sure to cover up the edges of the material. You are done!
- 9. You can personalize your journal with photos, pictures, ribbons, beads, etc.





Reading Response Journal

You will be reading a book of your choice during Read for 15 each day.

After reading each chapter, write an entry with:

- Your name, date, and the title of your book at the top of the page (capitalize the important words in the title and underline the title of the book)
- A brief summary of the chapter
- Your opinion of the character(s)
- Your feelings about the chapter and what you liked or disliked
- A short summary about how the chapter relates to your life
- Your predictions for the next chapter

When you finish the book:

- Write a short book report.
- Describe the story to the class and give reasons why you would/would not recommend this book.
- Answer questions the class may have about the book.

Happy reading, everyone!



Journals Handout 3

Reading Response Journal Book Report

Your name				
Title of novel _				
Is this book fic	tion or nonfiction?			
How would ye	ou classify this bool	k? Underline one or	two choices:	
adventure	love story	science fiction	mystery	
horror	western	sports	other	
Where does th	e story take place?			_
When did it ta	ke place?			_
Who (or what)) is the main charac	ter?		-
Write a short s	summary of this bo	ok.		

Write	to	Express	Thoughts
-------	----	----------------	----------

Would you recommend this book to someone? Why or why not?



Journals

Handout 4

Freewriting Ideas

- What I REALLY enjoy doing...
- My worst fear is...
- A miserable feeling is when...
- What I did last night (or last weekend)...
- What I am doing tonight (or next weekend)...
- What really bothers me...
- What really scares me....
- What really surprises me...
- The funniest thing I ever saw was...
- The scariest thing I ever saw was...
- My favorite movie is ______ because...
- My favourite TV program is _____
 because ...

My favorite subject is ______ because...

- My least favorite subject is _____ because...
- I really hate it when...
- If I had 3 wishes, I would wish for...
- If I had \$1,000,000...
- If I could live anywhere it would be _____ because ...

- If I could fly I would...
- If I could chose a time to live it would be ... because ...
- When I'm old...
- Fifteen things I want to do in my lifetime...
- Love is...
- Friendship is...
- Being happy is...
- When I get out of school...
- My best birthday...
- My most embarrassing moment...
- My favorite trip...
- In 20 years, I will be...
- I was most angry when...
- My worst mistake was...
- Three items I would place in a time capsule and why...
- If I won the lottery ...
- If I could apologize to one person it would be _____ because...
- If I could speak to animals ...
- If I were an animal it would be _____because...



Poetry writing is structured with short lines; the words at the end of the lines can either rhyme or not rhyme. Authors choose words for sounds, meaning and rhythm which create visual pictures for the reader. Poetry is another way for learners to share their feelings using descriptive words and figures of speech.

Beginners can start with freewriting poetry (no rhyming) until they are comfortable with the process. Couplets, and quatrains, are a good way to introduce rhymed poetry. Learners can readily use words from a word family list or use an Internet site that recalls rhyming words instantly.

Some poems are especially useful for reinforcing parts of speech (nouns, adjectives, verbs, etc.) Other poems enable the learner to identify figures of speech (simile, metaphor, personification).

Most importantly, reading poems aloud in class reinforces the rhythm of language. This is a good strategy to reinforce the meaning of stopping at the ends of sentences with periods, pausing where there are commas and reading with expression.

For lots of poetry activities go to <u>http://www.msrogers.com/English2/poetry/30 days of poetry.htm</u>. This website gives ideas for 30 days of poetry.



8 Handouts

Activity 1 – Freewriting Poetry

Introduce the idea of freewriting poetry with a pisiit, the thoughts Inuit sing to tell a story. Read the pisiit on Handout 1. It's from the article **'Rasmussen's Meeting with Martha Tunnuq's Family in 1923'** in Inuktitut Magazine #75, 1992.

- Write a group poem.
- Choose a topic. The topic can come from oral history research, childhood memories, relatives or friends, or special objects.
- Use photos or journal entries to inspire poems. Describe the photo or the thoughts and feelings from the journal entry.
- Brainstorm words and expressions about the topic. Just write down the ideas as they come to mind. Remind learners that the great thing about poetry is that poems use phrases and sentence fragments. A poem doesn't need complete sentences.
- Ask the group to choose and rearrange the words and expressions from the brainstorm list to create the poem.
- Ask learners to write their own poems. They can use Handout 2 as a guide.

Activity 2 – I am Poems

Start learners out with poems about themselves. These poems don't have to rhyme and they are easy to do. Handouts 3, 4, and 5 are templates for personal poems. Ask learners to fill out the poems and share them with others in the class. You can also find more ideas at

http://www.tnellen.com/cybereng/portrait.html

Activity 3 – Poetry Puzzle³⁶

This practice can be used in any English class. It's a good way to introduce poetry or a good idea to deconstruct poetry for meaning and for poetic devices. It supports learners who feel hesitant about writing their own poetry.

Materials: 45 pieces of colored construction paper cut into 5" x 8" pieces, sticky tack, writing paper and pens

Procedure:

- Cut colored paper rectangles and put words on them. Use words that are suitable for the literacy level of your learners. Use words with prefixes and suffixes.
- Tack words in random order on the board.
- Give learners Handout 6 and read the poems together.
- Tell learners they are going to write poems using only the words on the board. They can use the same words more than once and they may combine words to create new words or use root words.
- Once learners have had a chance to write 2-3 poems, get together as a group and read poems(s).
- If learners have knowledge of poetic devices, you can deconstruct each poem.
- Be sure to reinforce the idea that everyone can write poetry and it does not have to be done in a conventional manner.

Activity 4 – Cinquain

In this activity, learners are asked to respond to a book, story or article by writing a 5-line poem called a cinquain. This is not usually a rhyming poem. This form of poetry will help learners express their thoughts about what they are reading.

The traditional cinquain is based on a syllable count.

Line 1 - 2 syllables Line 2 - 4 syllables Line 3 - 6 syllables Line 4 - 8 syllables Line 5 - 2 syllables

³⁶ Source: Aivaliotis, V. Poetry Puzzle. <u>Best Practices in Action.</u> NWT Literacy Council September 2004.

The modern cinquain is based on a word count of words of a certain type.

- Line 1 One word (noun) a title or name of the subject
- Line 2 Two words (adjectives) describing the title
- Line 3 Three words (verbs) describing an action related to the title
- Line 4 A four word statement describing a feeling about the title
- Line 5 One word referring back to the title of the poem³⁷

Another way to do a cinquain poem is to use one word for the first line, two words for the second line, and so on. Decide which poem you would like to do and brainstorm some words for line 1 with learners. Record them on a flipchart. Learners can then use one of the words to start their cinquain poem. Examples of cinquain poems are on Handout 7. Examples are below

Bob	Elephants
my dad	are large
has three daughters	gray and wrinkly
one grandson four granddaughters golfer ³⁸	have great ivory tusks endangered ³⁹

Activity 5 – The Cremation of Sam McGee by Robert Service.

Google **Robert Service** for the words. This poem is loaded with figures of speech, imagery, plot, rhythm and mood! Learners delight in reading the lines together!

³⁷ Source: <u>http://members.optusnet.com.au/kazoom/poetry/cinquain.html</u>

³⁸ Source: <u>http://www.geocities.com/Athens/Aegean/2908/cinquain.html</u>

³⁹ Source: <u>http://www.geocities.com/Athens/Aegean/2908/cinquain.html</u>

Activity 6 – Couplets

Couplet means two. Couplets are two lines that usually rhyme. Learners can create their own couplets. Have them think of word families that rhyme or use a website with rhyming words.⁴⁰ Just type in the word and you will get the definition, synonym, rhyming words, similar sound, same consonants, and much more on Rhyme Zone.

Example:	This poem is really fine
	Now that I found a rhyme.

Activity 7 – Quatrain

Quatre means four. This is a four-line poem. The first two lines rhyme and the last 2 lines rhyme.

Example:	This poem is really fine	а
	Now that I found a rhyme	а
	What the last line will be	b
	Is really up to me.	b

Quatrains also have the following rhyming pattern:

a,b,a,b, a,b,b,a a,b,c,b,

Activity 8 – I like because....

This is a really fun activity to do with learners and you can do this with a range of learners. Ask each person to fill out Handout 8. Each person writes down what they like and why. For example

- I like *eating apples*
- because *they are juicy and tasty*
- I like going out on the land
- Because it gives me meaning and purpose

Cut the sheet of paper in half so you have all the 'I likes' in one pile and the 'becauses' in another pile. Mix up each pile and then read them out. You will get really silly sentences like *"I like eating apples because its fun gives me meaning and purpose."* The more people you have for this activity the better.

⁴⁰ Source: <u>http://www.rhymezone.com/r/rhyme.cgi?Word=bowl&typeofrhyme=perfect&org1=syl&org2=l</u>



A Pisiit

A pisiit usually tells a story. In this pisiit, people have little blubber left in the lamps in wintertime. They are anxious because they will have no light unless the hunter can catch an animal.

A Poor Man's Prayer to the Spirits

You, dear little orphan Give me Kamiks or caribou, Bring me a gift, An animal, one of those That provide nice blood soup. An animal from the sea depths And not from the plains of earth You, little orphan, Bring me a gift.



Freewriting Poetry

Write a short poem about an object you might find at home or school. Here's an example.

Twizzler

Red, long, shiny, juicy, twisted twizzlers – Buy it?

Chewy, juicy, strong tasting strawberry smile-making taste – Too good to be true!

Pure strawberry twizzlers in my mouth on a cool day.

By John Tugak from All Ours 1992

Pick an object you'd like to write a short poem about. Brainstorm some words and phrases for ideas.

- What does the object look like?
- What color is it?
- How does it smell and taste?
- How big is it?
- What do you use it for?

Put your list of words and phrases together in different ways. Don't worry about rhyming or sentences. Give your poem a title and sign it.



Who am I?

I am (first name)
Son/Daughter of (or brother/sister of)
Who needs
Who loves
Who sees
Who hates
Who fears
Who dreams of
Resident of
(last name)



Who Am I

I am (family relationships - mother, sister, daughter)

I am (different roles you play – learner, cook, poet, friend)

I am (words that describe you – skinny, pretty, short)

I am (characteristics of you – happy, funny, friendly)

I am (write the word 'me')

Rewrite your poem on good paper or on a word processor.



I AM Poem?

Poetry deals with the emotions, just as music. A poem about you is personal. It does not have to rhyme. Below is a simple plan to write your own poem about yourself. Just follow the steps and - before you know it - it's done!

Your Name

I am (two special characteristics you have) I wonder (something you are curious about) I hear (an imaginary sound) I see (an imaginary sight) I want (an actual desire) I am (the first line of the poem repeated)

I pretend (something you pretend to do) I feel (a feeling about something imaginary) I touch (an imaginary touch) I worry (something that really bothers you) I cry (something that makes you very sad) I am (the first line of the poem repeated)

I understand (something you know is true)
I say (something you believe)
I dream (something you dream about)
I try (something you make an effort about)
I hope (something you hope for)
I am (the first line of the poem repeated)⁴¹

⁴¹Source: <u>http://www.plc.vic.edu.au/Library/windsing/iam.htm</u> Jacqueline Glasgow, Using Young Adult Literature



Puzzle Poem

Thanks to Cec Richards of Enterprise, NT, for sharing her puzzle poems.

The Child Listens

Listen

The Child listens To a hand Gentle pain Eyes lost At the world The child listens Listen gently child Time alone come Happy strong hand Free love lost The world today Greatest am I To be free



Cinquain

In this activity, you will write a five line poem called a cinquain. This is not usually a rhyming poem. There are several different ways you can write a cinquain poem.

1. Follow the pattern below:

- Line 1: Write down one word for the title or topic of *I Remember*.
- Line 2: Write two words that describe the word in line 1 (adjectives).
- Line 3: Write three action words (verbs) about the word in line 1.
- Line 4: Write four words to express your feelings or make a statement.
- Line 5: Repeat the title from line 1; write a related word, or a summary word to the word in line 1.

Line 1:	
Line 2:	
Line 3:	
Line 4:	
Line 5:	

2. Follow the pattern below:

The traditional cinquain is based on a syllable count.

- Line 1: 2 syllables describing line 1 Line 2: 4 syllables describing line 1 Line 3: 6 syllables describing line 1 Line 4: 8 syllables describing line 1 Line 5: 2 syllables describing line 1 Line 1: _______ Line 2: _______ Line 3:
- Line 4: _____
- Line 5: _____

3. Follow the pattern below:

- Line 1: one word
- Line 2: two words
- Line 3: three words
- Line 4: four words
- Line 5: five words

Snow is white and very cold pretty as soft lace making angels in the drifts

A Threat

Each line describes the first word in the poem.

Line 1:	
Line 2:	
Line 3:	
Line 4:	
Line 5:	



I like because

×	 	
0		

because





Functional writing becomes more meaningful when applied to real life situations. Therefore, every opportunity is taken to assist learners with any aspect of writing that relates to their personal lives. Allow time in class for adult learners to fill out forms necessary for private and personal use such as Learner Financial Assistance forms, application forms, etc.

Other functional pieces such as cover letters, letters, memos, notes, etc., require rewriting and editing, therefore, the learners need to know that the writing process is a useful tool to rework their material.

Emphasize the purpose of a document and the audience to whom the document is directed. When learners have a clear picture of who and why they are producing a piece of writing they have a better idea what words to choose and how to put them together. Learners need to know the difference between formal and informal writing. Each requires different word choices. Draw the learners' attention to the different types of formatting structures and punctuation in functional material.

Have learners engage in a variety of functional writing forms. Have them develop an awareness of audience and purpose by writing for current personal purposes. These activities are suitable for all learners.

This section covers:

- 1. Memos
- 2. Personal letters
- 3. Letters of complaint
- 4. Cover letters for resumes
- 5. Resumes
- 6. Newsletters
- 7. Brochures
- 8. Advertising



12 Handouts

Activity 1 – Memo Writing

A memo is a short message people use to:

- Tell other people something
- Ask other people to do something
- Ask other people for their opinion

Together write a memo about a class field trip your class is going on. Write the memo to fellow learners to tell them about the trip. Use Handout 1 to practice memo writing. Some memos also ask for a response.

Activity 2 – Writing Letters and Emails

There are many different kinds of letters – business, complaint, requests, cover letters for jobs, friendly, etc. Each one has a different purpose, audience and style.

- Brainstorm the different purposes, audiences and styles for the different kinds of letters.
- Ask learners if they have ever been to a restaurant and got either really bad service or didn't like the food. Write a complaint letter together to the manager.
- Go over Handout 2 with learners. Talk about what is important to write in a complaint letter. Ask them to fill in the blank and review the scenario. Ask them to write a letter of complaint for Mary (person in scenario).
- Friendly letters are written for different purposes: to express thanks, sympathy, congratulations, invitations or simply a newsy letter to a friend or relative. They are usually informal and relaxed and can be typed or handwritten. Handouts 3 and 4 provide learners with two examples of friendly letters. Learners are asked to respond to one letter and also write a thank-you letter.

- Handout 5 provides more letter writing opportunities.
- Most communication happens through emails now. If your learners do not have an email account set them up a hotmail or yahoo account. Ask them to email each other messages. You can also email your learners information about class, etc.

Activity 3 – Filling out Forms

Ask learners to practice filling out forms. Familiarize learners with keywords and their variations (e.g. date of birth, birth date, last name, surname, etc.). Use real forms. You can get forms from the bank, health and social services, Workers' Compensation Board, health centre, etc.

Gather a wide variety of job application forms. Review the forms together and look for what they have in common. Ask learners what information they need to take with them to apply for a job. Ask learners to fill in Handout 6. Discuss the things that employers are allowed to ask on application forms. Discuss the things that are not appropriate things to ask.

Ask learners to fill out one application form. Tell them they must be truthful, neat and use proper punctuation.

Activity 4 – Cover Letters and Resumes

Adult Basic Education Career/Life Work is a good reference for career preparation.

A cover letter provides information that isn't in the resume and is an introduction to the person applying for the job. A cover letter reflects your skills: attention to detail (correct grammar and sentence structure), communications skills (well chosen words that reflect your ability to work with others), enthusiasm and your interest in working for their company. Review the example cover letter on Handout 7 and then ask learners to write their own cover letter for a job. First ask them to review the job postings in the paper or on <u>http://www.jobsnorth.ca/</u> and choose a job they would like to apply for.

A resume is a brief statement of job qualifications. It is used to promote work experience, skills, and abilities to potential employers. When preparing a resume, the learners must consult all personal data sheets contained in this

package. As well, make sure they have important information, i.e. where and when he or she worked, contact names and phone numbers and a description of duties performed. A sample resume is provided on Handout 8 to help learners prepare their own resume.

Activity 5 – Newsletter

Learners produce a newsletter about the activities going on in their classroom and community. Each learner or pair of learners produces something for the newsletter. For example: a story, picture, interview, drawing, or map. This activity can easily accommodate different literacy levels. For example, lower literacy learners can do word searches, drawings with descriptions, or maps where community activities and sports take place.

Bring all the items together and brainstorm how to organize the newsletter. Where will the pictures and artwork go? Where will the stories go? Do some stories need to be shorter?

Review Handout 9 together to help learners get started.

Extended activities: have learners compose a circulation list and write cover letters to be included with each first edition. Have learners ask for feedback about the newsletter. You'll be surprised how much you'll get. What a motivator for future editions!

Activity 6 – Brochure

Bring a variety of brochures to class. Ask learners to examine the structure of a brochure. Ask them to rate the brochures for effectiveness in design and content. Then have learners create their own brochure to share information about a topic of local interest. Some ideas for a brochure are:

- Local community events
- Sporting activities available in the community
- Global warming issues
- Quit smoking ideas
- Childcare options in town

The audience for the sample brochure is the people in the community. The purpose of the sample brochure is to let people know what events are taking

place in the community or about the topic. A detailed description of the project is on Handout 10.

Procedure:

- 1. Brainstorm and research the events taking place in the community. Decide what event(s) or topics you can write about.
- 2. Ask learners to work in groups of two or three people. Each group can make a different brochure.
- 3. Ask each group to do research about their event or topic.
- 4. Ask learners to collect samples of brochures. Encourage them to use these to help them decide how to organize the brochure and what to say. The handout also helps them decide.
- 5. Ask learners to make the brochure by hand. Some learners may also want to use the computer. The handout gives basic directions for both.

Activity 7 – Newspaper Ads

Often we need to write ads to sell things or advertise an upcoming event or activity. Ask learners to review the sample advertisements on Handout 11 and write their own advertisements in the space provided.

Learners can also create posters to advertise an event in the community or in their classroom.

Note

Functional writing step-by-step instructions are covered in *Writing for Results Instructor Guide* which is available from the NWT Literacy Council in Yellowknife. Use the detailed activities, handouts, and examples to save time and enhance the learning outcomes.



Memos

Read the sample memo below and then respond to the memo on the next page.

Sample Memo

To: Janet

Date: April, 8, 2006

From: Mr. I. Need, Biologist

Regarding: Presentation about our grizzly bear research

Next weekend I'm doing a presentation to the Adult Basic Education class in Fort Good Hope about our grizzly bear research.

Would you please find me a copy of the video we made? Can you also let me know what other information I should take? We have photos, charts, wall maps posters, and written materials.

Please reply to this memo by noon tomorrow and tell me what other information I should take and why you think the learners will like it.

Can you also please get the video and information together by 3:00 pm Friday, April 30th? Thanks.

Write a memo from Janet to Mr. I. Need to respond to his memo. List the information he should take and state why the adult learners will like it.

Memo	
То:	Date:
From:	
Re:	



Complaint Letter⁴²

A complaint letter is a kind of business letter. Writing one can be tricky. You may be angry, but your goal is to get the person reading your letter to help you. The next nine questions offer tips for what to do before writing a complaint letter. Fill in the blanks in each sentence.

- 1. Before writing a complaint letter, you should find out the company's ______ to know where to send it.
 - Address
 - Business hours
 - History
 - Other customer complaints
- 2. Before putting your complaint on paper in a letter, it's a good idea to organize your _____.
 - Thoughts
 - House
 - Paragraphs
 - Schedule

3. Before writing a complaint letter, find out who ______.

- Handles complaints
- Runs the company
- Keeps the books
- Answers the phones

⁴² Source: <u>http://www.tv411.org/index.shtml</u>

- 4. When writing a complaint letter you should be as ______ as possible about the information you are presenting.
 - Funny
 - Mad
 - Demanding
 - Clear

5. When writing a complaint letter you should write a ______ to practice saying what you want.

- First draft
- Speech
- List
- Story

6. When writing a complaint letter, it's a good idea to stay ______ so you say exactly what you mean.

- Focused
- Angry
- Negative
- General

7. Make sure your complaint letter is as ______ as possible.

- Informal
- Accurate
- Entertaining
- Long
- 8. When finishing a complaint letter, it's good to end with ______ to get positive results.
 - Thank you
 - Good bye
 - A threat
 - Facts

- 9. When finishing a complaint letter, use a closing such as ______- followed by a comma.
 - Love
 - Your friend
 - Best wishes
 - Sincerely

A complaint letter contains a summary of the problem and states the action you want taken. Focus on the facts of your case. **For example:**

Mary's roof started leaking again after it was fixed less than six months ago. Help her decide what information to put in her complaint letter. Check the **Yes** column to keep an item on Mary's list. Check the **No** column to reject an item from the list.

Mary's List	No	Yes
Customer for 20 years		
58 years old		
Fixed roof six months ago		
I'm frustrated		
Leaks in kitchen and bathroom		
The roofers were very nice		
Run a daycare centre in home		
No one returns my phone calls		
I can't do it myself		
I will sue		

Using the information you checked off to write a complaint letter for Mary using the template on the next page.

Complaint Letter

Date:		
То:		
Address:		
Dear:		
I am having prob	lems with my roof.	
Sincerely,		
Mary		
Address		



Friendly Letter

Reply to the letter below. Slang and contractions are appropriate in this situation. Close the letter with: Your friend, Your loving friend, Your old pal or anything you wish.

16 Robin Crescent Ft. Smith, NT X0E 0P0

May 6th, 2006

Dear Peter,

The day has finally come! I'm finished my courses in the upgrading program at Aurora College. It was hard work, but I'm glad I stuck to it. Now I can plan the rest of my life.

Our graduation will be held next month. I want you to be my guest at the graduation banquet and dance. It'll be held on Friday, April 21, 2006 in the auditorium at the College.

We haven't seen each other for so long, it will be good to get together again. I remember your graduation – we had a blast. Please let me know if you can come. I'll pick you up at the airport.

Your friend,

Karen

Write to Express Thoughts

B 1/	
Dear Karen:	



Thank-you Letter

The letter below is an example thank-you letter. It is a little more formal than a letter you might write to a really good friend. The tone is still warm and relaxed. The format is the same. Use closings such as: Sincerely, Yours sincerely, Best wishes, Regards, etc.

16 Robin Crescent Ft. Smith, NT X0E 0P0

April 8, 2006

Dear Mr & Mrs. Atooloo,

Thank you for having me at your house last weekend. Peter told me I would have a good time if I came with him. He was right - I had a great time.

The most exciting part was snowshoeing with you and Peter. It was a new experience for me. I think I will buy myself a pair and try it on my own. You probably noticed I like fish. My favorite fish is usually white fish, but after I tasted your char I changed my mind.

It was a weekend I will remember for a long time. Thank you for the warm welcome.

Sincerely,

Tommy

Use the example above to help you write a thank you letter to a guest speaker who came to your class.

Dear	



More Letter Writing

Write letters for the following scenarios:

- 1. A father of a really good friend of yours suddenly passes away. Write a letter of condolence to your friend.
- 2. You plan on going into the nursing access program at Aurora College in Yellowknife in the fall. You have applied for student financial assistance but realize that the amount they will give you is not enough for you and your three children. Write a letter to the band or hamlet requesting additional funding
- 3. You would like to request a new place from YK Housing. The place that you live in is way too loud and your neighbors are really rowdy. Write a letter explaining the situation and that you would like to be considered for a different house for you and your family.
- 4. You would like to go out on the land for three weeks at the end of April and early May. Write a letter explaining that your children will not be in school for that time period and why. Ask the teacher to put together some homework for your children to do when they are on the land.



Job Application Forms⁴³

Almost all job applications ask for the same information. Most are split into different parts – personal information, work history and information about your education. Since you have an idea what an employer might ask, you can prepare your answers before at home.

Check **Yes** on the things that you might find in the personal section of a job application.

What do they want to know?	No	Yes
Name		
Weight		
How did you hear about this job?		
Date you can start		
Address		
Criminal history		
Are you employed now?		
Allergies		
Medical problems		

⁴³ Source: <u>http://www.tv411.org/index.shtml</u>

Check on the things that you might find in the work history section of a job application.

What do they want to know?	No	Yes
Your last four jobs		
Previous salaries		
Do you work hard?		
Number of years/months at last job		
What were your duties?		
Why did you leave your last job?		
Former employer's address		
Did you have problems at your last job?		
Did you get along with people at your last job?		

Check **Yes** on the things that you might find in the education history section of a job application.

What do they want to know?	No	Yes
The name of your high school		
Number of years you completed		
Did your instructors like you?		
If you graduated		
Post-secondary education		
What you studied		
What special skills you have		



Sample Cover Letter⁴⁴

Margaret Pelly 45 Keen Street Yellowknife, NT X1A 2E3 (867) 669-0034

September 21, 1998

Mr. I.T. Dean A & L Machinery Limited Post Office Box 456 Yellowknife, NT X1A 4T6

Dear Mr. Dean:

I am interested in the 'Machine Operator' position that you advertised in the *Yellowknifer* on April 12th, 2006. I have a strong background in mechanics and have worked with small engine repair for the past eight years at M & M Appliances in Yellowknife. I received several awards for perfect attendance and increasing productivity and safety.

My resume is enclosed and letters of recommendation to give you additional information about me. I feel that my experience, skills and dedication will be of benefit to your agency and the position will provide me with new and exciting challenges. Thank you for considering my application. Please contact me if you require additional information.

Sincerely,

 ⁴⁴ Source: Adult Basic Education. *Career/Life Work 120/130 & Career /College 130/140 Curriculum*. Education,
 Culture and Employment, Northwest Territories. August 2001



Sample Resume⁴⁵

Margaret Pelly

45 Keen Street Yellowknife, NT X1A 2E3 (867) 669-0034

Work History

Machinist – M & M Appliances	1991 – Present
Yellowknife, NT	
Contact: Gerry Lacorne (867) 920-4455	
 Performed maintenance on vacuum cleaners 	
Carried out routine office duties: handled telephone as	nd counter
inquiries.	
Sales Clerk, - Bumper to Bumper	1975 – 1988
Yellowknife, NT	
Contact: Brian Jewison (867) 920-4512	
Sold car accessories to customers	
• Processed cash, credit and cheque payments.	
Waiter – Papa's Restaurant	1974 – 1975
Yellowknife, NT	
Contact: Kim Lee (867) 873-5678	
Served food and beverages	

Helped supervisor with bank deposits

⁴⁵ **Source:** Adult Basic Education. *Career/Life Work 120/130 & Career /College 130/140 Curriculum*. Education, Culture and Employment, Northwest Territories. August 2001

Volunteer Work

- Volunteer Fire Fighter,
- Board Member, Yellowknife Co-op

Education

Certified Apprentice Machinist

1988-1989

Aurora College, Yellowknife Campus

• Completed classroom and on-the-job machinist training program.



Functional Writing

Handout 9

The Newsletter

Use the ideas on this handout to produce something for the newsletter. Work on your own or with a partner.

Here are some ideas:

- Interview someone and write about it.
- Write a story about something that happened in town (local music or winter festival).
- Draw pictures or maps.
- Take photos and use them for your stories.
- Write a poem or find a poem. Look for interesting poems.
- Research statistics.
- Draw a graph.
- Make a word search.
- Find out about events in your community for a community calendar.
- Be creative.
- Use your own ideas.

After everyone has something for the newsletter, get together and look at what you have. Brainstorm how to put the newsletter together. Where will you put the pictures or artwork? Do you need to make any stories shorter? What will you call the newsletter?

After you decide how to put the newsletter together, go back to your own story or drawing and make sure it fits. Change it if you need to. Ask other learners to check your work.

Print the newsletter and give it out to people in your community.



Community Events Brochure

During this activity you'll make a brochure about activities in your community or about a topic of interest. People can use the brochure to get information about services available or to learn more about a topic. You can:

- Advertise community events,
- Tell people about a community group,
- Encourage people to do something such as exercise or to not do something such as smoking,
- Give people information about programs or services.

What to do:

- 1. Brainstorm the services in your community. Decide what events or topics you would like to write about.
- 2. Work in groups of two or three people. Each group makes a different brochure.
- 3. Do research about the event or topic you have selected.
- 4. Collect samples of brochures. There are lots of examples of different brochures in *Writing for Results*. You can find this document on the NWT Literacy Council's website: <u>www.nwt.literacy.ca</u>. Use these to help you decide how to organize the brochure and what to say on it.
- 5. Organize the brochure by hand or on the computer. See the next page for some basic directions. Choose pictures, drawings, and maps carefully. Brochures don't have much room. What's the most important thing people need to know?

How to organize a brochure

A brochure is usually one piece of paper folded to make three panels. These two diagrams show the two sides of the page when it is open. Use this diagram and sample brochures to help decide what pictures, maps or word belong in each panel.

Inside left	Inside middle	Inside right

Back left	Back cover	Front cover

Front cover

Usually has the title and a picture or drawing. Not much text. Get people's attention. Catch their eye.

Back cover

Usually includes name, address, phone, email, website or other contact information.

Inside right, middle, left

Text, pictures, drawings, maps, etc. What are the most important things people need to know? Try different ways to see what works best. Use as little text as possible.

Back left

People see this panel when they open the first panel of the brochure – before they open it up the whole way.

Make a brochure by hand:

Fold two pieces of paper into three equal sections. Or measure three equal sections on the page and draw a line to separate them.

Make a brochure on the computer with a word processing program:

You can use either Microsoft Word or Microsoft Publisher to make a brochure on the computer. Publisher has a variety of samples that you can use or you can make your own.



Functional Writing Handout 11

Writing Ads

A good advertisement should have:

- An interesting headline
- Clear design
- Be clear and concise

Headline

- A good headline should catch the reader's attention and make them want to read on. It might ask a question or inspire curiosity.
- A headline will encourage people to read on if it offers a clear benefit such as "buy one, get one free".

Clear design

- The way an advertisement looks plays a big part in attracting and retaining the reader's interest.
- Avoid small or complicated fonts that are difficult to read. Like *Wcida* handwriting, agency FB, BUMP, *Oladmin Script*
- Don't clutter the layout keep plenty of white space in the advertisement avoid the temptation to say too much.

Be clear and concise

- Write in clear and concise language. Don't use too much text and be clear about what you say. Use a picture if you can.
- Draw attention to the benefits of the product or activity.
- All the reader wants to know is "What's in it for me?"

Choose the advertisement you think is best. Why?







Functional Writing Handout 12

Write Your Own Advertisement

Choose two of the following. You can do the advertisements or posters on the computer or develop them by hand.

- 1. Write and design an advertisement for an event going on in your community. Make sure you include a title and other important information. Make the title catchy.
- 2. Write an advertisement to sell something for the classified section in the local paper. Write a title for the advertisement that will catch people's attention.
- 3. Develop a poster advertising a community event. Make sure you include all the important information like time, date, location, etc. Use pictures or clipart to make the poster appealing.
- 4. Write an advertisement for a garage sale for the local paper. Be sure to include the time, date, location and what you will be selling at the garage sale.
- 5. Write an advertisement about an upcoming meeting in your community. You can make it up or write about a group you are involved in. Make sure you include the time, date, location and discussion topic.
- 6. You really need a new washer and dryer, but don't want to buy a new one. Write a want ad for the local newsletter in your community. Be clear about what you want and how much you are willing to pay.

Write for Inquiry and Research

This section covers both reading and writing for inquiry and research. We have included both the reading and writing outcomes in this section.

This section covers:

- Book Reports
 - Book reports
 - Book reviews
 - o Author research
- Research Project
 - o Threatened and endangered animals research project
 - o Mind maps
 - Other ideas for projects

Learning outcomes:

- Read for information and for pleasure
- Make and record connections between personal experiences, prior knowledge and a variety of reading materials
- Express personal opinions and viewpoints clearly in own words
- Choose words for clarity
- Answer questions to clarify understanding
- Independently and with others summarize and use personal knowledge of a topic to determine information needs and formulate questions to guide research
- Use a plan for gathering and recording information and ideas within a preestablished time frame (120 and up)
- Locate information using a variety of sources and tools (such as encyclopedia, dictionaries, thesaurus, CD-ROM, community resources, Internet...)
- Determine the usefulness of information found; identify gaps in information and gather additional information
- Make notes on a topic in own words, using information from more than one source

- Write a multi-paragraph report (3 short paragraphs) with a beginning, middle and end
- Prepare a neat report listing sources
- Prepare a simple bibliography including title, author, and copyright date
- Define plagiarism and strategies to avoid it



Time should be made available during class for recreational reading. Encourage learners to go to the library or search the class bookshelves for a book they want to read. Sometimes the choice is puzzling: too hard, too easy, topic of interest not available, etc.

Responding to books can take many forms:

- Written reports
- Oral reports
- Supplemental activities



4 Handouts

Activity 1 – Selecting a Book

Assist learners in choosing a book, if necessary. Ask learners to work in groups. Give them a variety of books to look at. Ask them to:

- Discuss the title, author's name, publisher, and date.
- Read the jacket.
- Read the headlines in the table of contents or glossary/index.
- Look at the pictures.
- Read the first page.

Ask them to choose a book that they think they would be interested in reading. Is it a mystery, drama, biography, autobiography, etc?

Activity 2 – Chapter Reports

Learners write a brief report on each chapter. They can use the chapter reports to write their final report about the book. Handout 1 provides an outline for a chapter report. Instructors should respond to each chapter report.

Activity 3 – Written Book Report

Learners write a book report on a book of their choice. They can use their chapter reports to help them with the content. An outline is provided on Handout 2. The first page of the handout is a general overview of the book and the second page asks learners to write a five paragraph report on the book. The outline gives learners a detailed list of things to include in their report.

Activity 4 – Book Review

Often newspapers and magazines give reviews of books. Choose a book to read and then write a book review for the book. Example book reviews and an outline are on Handout 3.

Activity 5 – Research the Author

Ask learners to research the author of the book they used for their book report. Ask them to complete Handout 4 and then write a 3 paragraph biography about the author.

Activity 6 – More Book Report Ideas

- Make a poster to advertise the book.
- Rewrite the story's ending.
- Draw or paint characters and setting as you imagine them.
- Create word searches or puzzles from key words.
- Design a new jacket for the book.
- Write an autobiography on one of the characters.
- Write a sequel to the story in which _____ and _____ meet two years later at a place mentioned in the story.
- Thumbs up/Thumbs down have two learners read the same book. Each writes a review and presents their opinions to the class. They agree or disagree on predetermined criteria and give a thumbs up or thumbs down depending on their point of view.
- Interview a character from your book. Write at least ten questions that will give the character the opportunity to discuss his/her thoughts and feelings about his/her role in the story. However you choose to present your interview is up to you.
- Write a diary that one of the story's main characters might have kept before, during, or after the book's events.
- Prepare an oral report of 5 minutes. Give a brief summary of the plot and describe the personality of one of the main characters. Be prepared for questions from the class. (Refer to the public speaking section in Speaking, Listening and Viewing/Representing section.)
- Write a letter to the main character of your book asking questions, protesting a situation, and/or making a complaint and/or a suggestion. This must be done in the correct letter format.
- After reading a book of history or historical fiction, make an illustrated timeline showing events of the story and draw a map showing the location(s) where the story took place.
- Read two books on the same subject and compare and contrast them.

- Read a book that has been made into a movie and watch the movie. Write an essay comparing the movie version with the book.
- After reading a book of poetry, do three of the following:
 - 1) Do an oral reading
 - 2) Write an original poem
 - 3) Display a set of pictures which describe the poem
 - 4)Write original music for the poem
 - 5) Add original verses to the poem
- Write a letter to the author of the book.
- Compare and contrast two characters in the story.
- Compare and contrast this book to another.
- Tell five things you learned while reading the book.



Book Reports Handout 1

Chapter Reports

Select a book of your choice to read. After your read each chapter, write a brief report about the book. Hand in this report each time you complete a chapter. You can use these brief reports to help you write your final book report.

Name:	Date:	
Title:	Author:	

Write a brief summary for the chapter. Write in sentence form.

Select two or three of the following topics:

- How does this chapter relate to your life experience?
- What is your opinion of the character(s)?
- What problems are occurring?
- How does this chapter make you feel?
- What are the characters doing or saying that makes you feel this way?
- What do you like or dislike about this chapter?
- What do you think will happen in the next chapter?

Write for Inquiry and Research				
Choice 1				
Choice 2				
Instructor's Comments				



Final Book Report

NameDate			Date	
Title of bo	ok			
Author				
Why did y	ou choose th	is book?		
Is this boo	k fiction or r	nonfiction?		
How woul	d you classif	y your book? Un	derline one	or two choices:
adventure	love story	science fiction	poetry	true adventure
war story	mystery	detective story	horror	western
sports	cooking	other		
Where doe	s the story ta	nke place?		
When does	s the story ta	ke place?		
Who is (are	e) the main c	haracter(s)?		
Would you	ı recommenc	l this book? Why	or why not	?

Write 5 paragraphs describing the book. Follow the guidelines below. Rewrite your report on good paper or type it out.

Introductory Paragraph

This paragraph should include the title of the book and name of the author. It also describes the setting and quickly summarizes what the book is about. Don't get too detailed here. It's just the introduction.

Three Body Paragraphs

Start by describing the main characters of the story. Then, describe the main idea of the story. The second paragraph should summarize the plot and describe how it relates to the conflict. Begin with the rising action, the part of the story where events build. Then describe the climax, where the story reaches its most dramatic or interesting point. The third paragraph should describe the falling action, when the conflict or problem is resolved.

Write for Inquiry and Research				

The Conclusion

State your personal opinion of the book. What did you think of it? Describe its strengths and weaknesses. Would you recommend it to others? Why or why not?⁴⁶

⁴⁶ Source: <u>http://www.homeworkspot.com/features/bookreports.htm</u>



Book Reports Handout 3

Book Reviews

Read the following reviews. Write your own review for a book you have read. Share your reviews with others in your class.

Review of Harry Potter and the Goblet of Fire ★★★★★

Certainly, Harry Potter and the Goblet of Fire is the most intriguing, most complicated, and most satisfying of the Potter series, and author J.K. Rowling deserves the media hype recognition she's received. Besides the immense financial bonus, Rowling's books are achieving notable literary success as well. In Book Four, Harry is entering his fourth year at Hogwarts; he's 14 years old; and he's showing a much more mature side of himself (after all, he's a year older!) In this 700+ pager, Rowling presents themes of young love (Harry and Ron are now noticing the opposite sex!), social significance (Hermione is championing house elves' right to be free), and death (a central character is murdered). Rowling addresses these--and other issues--in a more mature manner as well. Of course, the usual "good v. evil" story continues. Voltemort is back! And he's sending shock waves around the world. Enter even more intrigue (and desperate at that) as Harry and his friends and mentors at Hogwarts continue their "constant vigilance." But vigilance against evil does not come with a small price and Rowling patiently--and expertly--explores this struggle. Harry's adventures are, indeed, heart stopping. This book is the climax of the four published, but Rowling is on a roll and the anticipation for Book Five is mounting! **Reviewed by Bill Hobbs**

http://www.allreaders.com/Topics/info 538.asp?BSID=0

Review of In Search of April Raintree *** 1/2

This is a moving, if somewhat awkward, account of the life of two Métis sisters as they grow up in a society that frequently treats them quite badly. We have all read about such lives: the broken home, the abuse, the drinking, and the prostitution. The writer is not as skilful as she eventually will be if she continues to write, but readers will respond to the strength of her emotions. When a writer chooses such topics, particularly within the North American Indian context, it is absolutely essential that he or she avoid stereotyping in action or character. This has not been achieved totally by the author despite her obvious knowledge of her material. She is not in as full control of her material as she might be, and, in places, her piling of horror upon horror weakens rather than strengthens the impact of her story. We begin to feel that she is doing this to shock us rather than to advance the story.

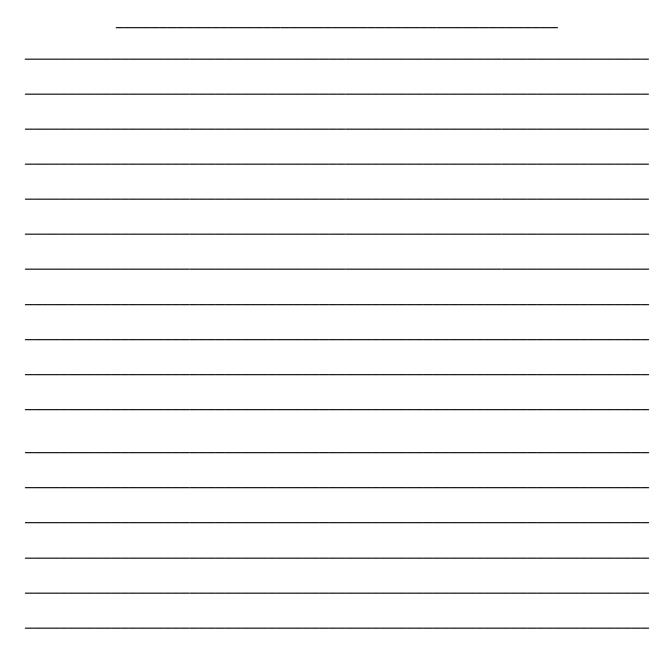
There is no doubt, however, that this is a worthwhile attempt. Distasteful matters are presented honestly. People with an interest in social problems, would find this book very interesting. **Reviewed by C.H. Mountford** <u>http://www.umanitoba.ca/cm/cmarchive/vol12no1/searchaprilraintree.html</u>

Book Review for Two Old Women ★★★★★

The winner of the 1993 Western States Book Award in the creative nonfiction category, Wallis recounts the Athabaskan Indian legend of two elderly women who are abandoned when their tribe experiences an unusually harsh winter and runs low on food. The tribe barely survives until spring, and the next winter is just as bad. When the tribe finds itself back in the place where they had abandoned the women, they send out scouts to find traces of them. When found in good health, the women must now decide whether to save those who had betrayed them. A penetrating story, perfect for reading aloud. **Reviewed by Steve Brock** <u>http://www.kstrom.net/isk/books/ya/ya320.html</u>

Your Turn

Write a book review for a book that you have read. Give the book a rating up to five stars. Be honest with your review. If you really did or didn't like the book tell your readers why. Give a brief description of the book, but don't give the ending away!





Book Reports Handout 4

About the Author

Find out more about an author you really like. Research the author on the Internet. Google the author <u>http://www.google.ca/</u> and find websites that tell you about the author. Answer the questions below and then write a 3 paragraph biography on the author.

Author's Name:	
ooks written:	
Vhere she or he lives:	
irst book published:	
Iow she or he got started:	
Awards he or she has won:	
Other information you found out:	

Three Paragraph Biography

Use the information you have gathered to write a three paragraph biography about the author you have chosen. Use the following as a guide for your paragraphs:

Paragraph One:	Introduction – Name, books he or she wrote. Where the author lives? Where the author went to school? What is something unique about the author?
Paragraph Two:	Body - How she or he got started? What is his or her motivation for writing books? Details about books and characters and awards won.
Paragraph Three:	Conclusion – What are the successes of the author? Did any books get made into films? Are there more books coming out? How does the author feel about their success or lack of success? Use a quote from the author about their success.

Write for Inquiry and Research				



Level 120 learning outcomes requires the learner to write a three paragraph research project with a simple bibliography. This research project is best done near the end of the school year or when the learner has mastered 120 reading and writing skills.

Reading and writing for inquiry and research involves choosing a topic and using the writing process to sort, draft, edit and publish a finished copy. The instructor introduces the concepts, sets the expectations and from that point on facilitates the process. The learners have a plan to follow and know where and how to obtain information.

Learners who are overwhelmed by information overload are given assistance with narrowing the topic and selecting relevant points. In the event that the learner cannot find enough information, they may have to change their topic.

Novice researchers tend to copy information. Learners are cautioned to select and write relevant information in their own words. Copying another person's work is a serious offence. Emphasize plagiarism and stress the importance of citing an author's work.

Even though the lessons are designed for 120 learners, there are many ideas that can be used in a multi-level classroom. This site also contains another link to the Prince of Wales Northern Heritage Centre.



8 Handouts

This research project, which outlines the steps to research threatened and endangered animals or birds, is a model for a variety of topics. The learners gain some useful background knowledge by participating in prewriting activities prior to writing their paper.

Activity 1 – Preparing for a Research Project

Introduce the project. Give learners Handouts 1, 2, 3 and 4. These handouts explain how to plan the project, how to write the reference cards and write the reference page. Handout 4 is the Research Paper Checklist. The checklist helps learners complete the necessary steps before handing in their final report.

Activity 2 – Prewriting

Make 3 flipchart pages with the titles:

- Animals we know
- Threatened and endangered animals
- More threatened and endangered animals

Step One

Ask learners to brainstorm animals they know that live in the Northwest Territories. Write them on the flipchart page. Divide the class into smaller groups and give each small group part of the list of animals.

Each small group does research to find out if the animals on their list are threatened or endangered. As they do research, they may find out about other threatened or endangered animals. They can add these animals to their list. Each small group reports back and fills in the other flipchart pages.

Step Two

Use a large wall map of the NWT to look at where endangered and threatened animals live. Make two headings – endangered and threatened – and put them on either side of the map.

Ask learners to write the name of each of their animals on a piece of paper and pin it under the correct heading. Ask learners to use a stick-pin to show the animal's habitat on the map. Tie a string around the pin to connect it with the animal's name on the piece of paper.

Step Three

Learners write a brief summary of what they learned on Handout 5.

Activity 3 – Mind Maps

Mind maps are powerful tools for note taking. Making a mind map is another way to organize ideas rather than making a list or jotting down ideas. It looks like a web; however, the lines that radiate from the circle in the centre do not relate to the other lines in the web⁴⁷.

Ask learners as part of the project to make a mind map of the information they have collected. They can use Handout 6 as a guide. Some tips for making a mind map are:

- Write the main idea inside the circle.
- Draw lines out from the circle and label them with the subheadings. Only the subheading contains relevant information. Use different colours for each subheading.
- Write down as much information as you can for each subheading.
- Use the mind map to help write your paragraphs.

Activity 4 – Endangered Animals Research Project

Some tips for the project:

- Show learners examples of research projects from previous learners.
- Ask learners to hand in their work as they do it. This way you can monitor their work and make sure they are on the right track.
- Make sure learners choose a topic that is manageable and not too broad.

⁴⁷ **Source**: http://en.wikipedia.org/wiki/Mind_mapping

- Be specific about the type and number of resources you would like them to use.
- Teach and provide practice of research skills such as summarizing, paraphrasing, locating information, skimming and scanning as separate skills prior to writing a research paper.
- Give learners an outline of the marking criteria. This will help them understand what they have to do and how many marks they will get for each activity. Handout 7 provides instructors with a marking guideline.

Activity 5 – Other Ideas for Research Projects

- Research and write a biography of:
 - A local or Canadian author (example project on Handout 8).
 - Effective leaders and politicians, e.g. Louis Riel, Elijah Harper, Ethel Blondin Andrew, etc.⁴⁸
 - A person who serves as a role model for the learner.

Learners can read Handout 8 as an example.

- Research a local issue of interest or importance:
 - Gas pipeline
 - Environmental issues
 - Importance of language and culture
 - Health issues smoking, nutrition, obesity
 - Effect of diamond mining
 - Residential schools
- Research a global issue of interest or importance:
 - o Environment
 - o Poverty
 - o Hunger
 - o Water

⁴⁸ Source: <u>http://www.sasked.gov.sk.ca/docs/policy/diverse/genral.html#1</u>



Research Plan

Research Plan:

- Choose an endangered or threatened animal or bird to write about. Make sure you can get information about them.
- Think about who the audience is for your report.
- Think about the purpose of your report. What information does the audience need? What do you want them to know?
- Use only the facts that you find during your research. Write a report to describe the information you found in books or magazines, on the Internet, or from other places.
- Do not copy other peoples' words exactly unless you use a quote. This is called plagiarism and it's a serious offence.
- Fill in the attached reference cards as you research.

Make an outline first. For example, you might use the following headings:

- The problem
- Why does this happen? Possible solutions
- Conclusion

Use the writing process to write your report:

- Brainstorm and organize your ideas.
- Do a mind map with the information.
- Write the first draft.
- Revise talk with other learners and edit for spelling and grammar.
- Rewrite proofread your rough draft for corrections.
- Write or type final copy.

Hints about your final printed report:

- Write neatly (double-space) or type your report. You should have at least three paragraphs in your report.
- Make a cover page. Put the title of your report in the middle of the page. On the bottom right side put your name, the date, your instructor's name, and the name of your school.
- Include at least one page of maps, photos, drawings, or other graphics to illustrate the text of your report.
- Include a reference page at the end. Use the reference page guide and list at least three references.



Reference Cards

Reference card			
Date			
Source	□ Book □ Magazine	□ Encyclopaedia □ Other	
Author			
Title			
Year			
Address			
Other			
Notes			



Reference Page Guide

List the references you used on one page at the end of your report, before the back cover. Separate your reference into three sections – books, websites, and other references. See the examples below.

Books

Hopkins, Jane. <u>All About Cats</u> New York, Macmillan, 1981.

- Author's name first, with last name first
- List in alphabetical order according to the author's last name if you have more than one book
- Book title underlined or in italics
- City, name of publisher, and year published

Websites

"The Wolverine" www.blindkat.tripod.com/zoo/wolverine.html April 1, 2005

- Title of article in quotation marks
- Website address
- Date you found the article

Other references

"Animal Rights" <u>World Book Encyclopaedia</u> 100 – edition, 2004.

- Article in quotes
- Book title underline or in italics
- Year



Research Paper Checklist

Name _____ Date _____

Title _____

Overall Presentation

Did you select one main topic that relates to an endangered or threatened animal or bird?	
Did you use research cards to keep track of your references and write author's main ideas in your own words?	
Does your cover page have a title in the centre and appropriate entries on the bottom at the right hand side?	
Did you write a 3 paragraph essay? Introduction, What is the problem? Why this is happening? How is it affecting animal/bird? Possible Long Term and Short Term Solutions, Conclusion.	
Is your paper double- spaced?	
Do you have a one page illustration of the animal?	
Do you have a reference page with three references? Are your references entered correctly?	
Did you write this essay in your own words keeping in mind you are presenting other people's ideas and/or opinions?	
Did you write this essay keeping in mind you are writing for an academic audience?	

Did you use the writing process: brainstorming, outlining,	
revising, editing and rewriting, and a final copy?	

Content and Organization

Relevant information is carefully chosen.	
Ideas in each paragraph relate to the heading.	
All headings relate to the introduction.	
The conclusion reinforces the topic sentence.	

Language Mechanics

Sentences are well constructed.	
Grammar skills are applied.	
Words are spelled correctly.	
Words are used correctly to describe and explain information.	



Animals We Know

Write a brief summary of what you found out about endangered and threatened animals.

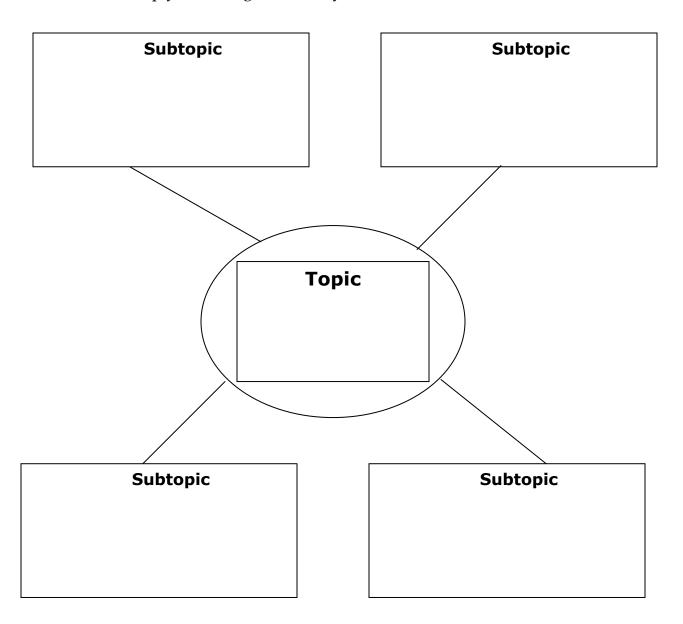
What did you learn that you didn't know before?





Mind Map

Fill in the following mind map with information from your research project. This will help you manage and sort your information.





Research Paper - Mark Breakdown

Name _____ Date _____

Title _____

Overall Presentation	Mark
Select one main topic that relates to threatened or endangered bird or animal	/2
Cover page with a title in the centre and appropriate entries on the bottom at the right hand side	/2
Written or typed; double spaced	/2
Illustration – 1 page	/10
Reference page with three references correctly entered	/4
Handed in rough notes and draft to show that you used the writing process including mind map	/10
Subtotal	/30

Content and Organization	
Information is carefully chosen	/10
Well organized	/10
Ideas in each paragraph relate to the topic sentence	/5
The closing sentence in each paragraph reinforces the topic sentence	/5
Did you write a 3 paragraph essay? Introduction - What is	/15

the problem? Why this is happening? How is it affecting animal/bird? Middle Paragraph – What are the possible long term and short term solutions? Conclusion – Give a brief overview of the topic. State the hope for the future for this particular animal.	
Did you write this essay in your own words keeping in mind you are presenting other people's ideas and/or opinions?	/5
Sub-total	50

Language Mechanics	
Sentences are well constructed	/5
Grammar is correct	/5
Words are spelled correctly	/5
A variety of words are used to describe and explain information	/5
Subtotal	/20
TOTAL	/100

Comments



Biography Project

Research and write a biography on a famous Canadian. You can choose an author, singer, TV personality or athlete. Your biography should be three paragraphs long. Read the biography on Michael Kusugak below and use it as a guide.

Michael Kusugak's Biography⁴⁹

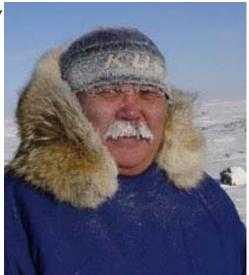
Michael Kusugak is Inuit and was raised in Repulse Bay in the Northwest Territories. Michael is a Storyteller and author of many children's books. When he first started writing, he used to only write in his spare time, until he met Robert Munsch. Robert Munsch offered Michael some suggestions and encouragement of his Inuit style of work.

As a child, he loved listening to the stories his grandmother told him. Storytelling is a great tradition within his family and is the true inspiration in his work. He grew up living a traditional way of life, living in sod huts and igloos and speaking only Inuktituk.

Michael lives in Rankin Inlet, Nunavut, where he continues to write his books. As well, Michael sometimes tours, entertaining audiences with storytelling, plays and string games that his grandmother taught him.

⁴⁹ Source: <u>http://cado.ayn.ca/inuit_storytellers.asp</u>





Speaking, Listening and Viewing/Representing

Reading, writing, speaking, listening, depicting and viewing are all component parts of literacy. In this section, the focus is on listening, speaking and viewing/representing skills, but the activities should be integrated with the other components of the English 120 curriculum.

Listening, speaking and viewing activities can be informal (day to day activities), formal (structured presentations) and dramatic (role play). This section includes the following:

Speaking

- Public speaking
- Everyday speaking
- Group discussions

Listening

- Active listening
- Listening activities

Viewing/Representing

- Critical viewing
- Representing

Products for English 120 Speaking, Listening, Viewing/Representing

- 1 oral report
- 2 visual products
- 3-5 responses to viewing

Each section has a list of learning outcomes, instructor notes, learning activities and handouts.

Instructor Notes give background information about the strategies.

Learning Activities provide detailed instructions on learning activities for each strategy.

Handouts are pages you can copy for learners to use for the learning activities. Instructors can modify handouts to suit the needs of their learners. Some activities have no handouts. Some have lots.





Speaking

Speaking is an important part of the English 120 curriculum. It is important that learners become comfortable speaking in small and large groups. Speaking activities should be integrated with other units of the English 120 curriculum.

This section covers:

- Public Speaking
 - Elements to giving a speech
 - Toastmasters format
 - Oral book reports

• Everyday Speaking

- o Role plays
- o Interviews
- o Telephone skills

• Group Discussions

- Problem solving
- o Debates
- Opinions

Learning outcomes:

- Identify elements of stress and anxiety associated with oral presentations
- Identify strategies to control anxiety
- Use prescribed forms and techniques (follow a pattern) to make presentations such as short speeches
- Give support and offer feedback to peers using pre-established criteria
- Use language appropriate to the situation
- Experiment with volume, pacing and non-verbal cues such as physical stance, eye contact, etc., to make a presentation
- Share personal experiences, familiar events and traditions in small and large group discussions
- Express personal opinions and viewpoints

- Ask others for viewpoints to build on personal understanding
- Ask and answer questions to get information and clarify understanding
- Describe and build upon connections between previous experiences, prior knowledge, and a variety of texts
- Share group knowledge on a topic to determine information needs for group research
- Share information and ideas on a topic with class members in a facilitated and focused group activity



Public speaking is a common source of stress for everyone. Many of us would like to avoid speaking in public – but this is hard to do. Whether we work alone, are a learner or work with a large number of people, eventually we will need to speak in public to get certain tasks accomplished. And if we want to be leaders or achieve anything meaningful in our lives, we will often need to speak to groups, large and small, to be successful.

There will always be a need for people who can effectively make presentations and speak to others. Knowledge and skills in this area often help advance a career or improve a business. Also, if a person is good or really enjoys public speaking, they may even choose speaking as a profession.

Toastmasters is an international public speaking activity that teaches how to speak well in formal settings. This section provides a modified version of Toastmasters that provides an opportunity for 120 learners to practice their speaking and listening skills.

Toastmasters teaches people how to develop communication skills and helps them overcome their fear of speaking in front of people. It helps people listen to another person's viewpoint. They learn how to give and receive feedback that will help them be better speakers. They gain the confidence to conduct meetings or to be a leader of a team. When they have more confidence in talking to groups of people, they will have a skill that leaders have.



9 Handouts

Activity 1 – Why Public Speaking

Ask learners to write down where they might now or in the future be asked to give a speech. Some examples are: presentation to the band council, thank you speech, best man speech, interview on the radio, at school, etc. Ask them to share their responses with others in the class. Discuss why it is important to learn and practice public speaking.

Activity 2 – Public Speaking is Stressful

Facilitate a discussion on why people get stressed out about public speaking. Ask learners why people get stressed out about public speaking. Write learners' responses on flipchart paper. Some ideas are:

- Adrenaline rushes to the base of your brain which gives a feeling of flight
- Afraid of ridicule, embarrassment or rejection
- Afraid you will forget your speech or get confused
- Some people are very shy and don't like to get up in front of others
- Afraid people won't listen

What are some signs of stress?

- Dry mouth, heart beating, knees knocking
- Full of panic
- Quiver in your voice
- Feel tense and anxious
- Hot, sweaty, thirsty

Write the following techniques for reducing stress on pieces of paper and mix them up in a container. Ask learners to draw a strategy and write down how this can help with stress. Ask them to share their ideas with others in the class.

- Breathe deeply. Why?
- Be an expert. How?
- Keep a glass of water handy. Why?
- Do exercises. Why? How?
- Be prepared. Know your material. How?
- Get some training. Where? How?
- Focus on role models. Who? Why?
- Start small. What are some examples of short speeches?
- Visualize yourself speaking. How? Why?
- Help the audience to relax what are some ideas?

Activity 3 – Key Elements to Giving a Speech

Give learners Handout 1 and read the list of key elements to giving a speech together. Ask learners to add to the list.

Activity 4 – Toastmasters Format

Ask learners if they have ever heard of Toastmasters? Tell them a bit about Toastmasters and encourage them to check out the International Toastmasters site at <u>http://www.toastmasters.org/</u>

Everyone has a job to do at a Toastmasters meeting. Prepare for a meeting using the information below and referring to Handouts 2, 3, 4, 5, 6, 7.

Steps to Organizing and Running a Meeting

- Read over the roles on Handout 2. Ask learners to pick out a role from a hat. The instructor should take on the Sergeant at Arms position for the first meeting. If you do not have enough learners ask them to take on two roles.
- Read over the agenda for the meeting on Handout 3. This will give each learner a good idea of what is expected of them.

- Give learners time to prepare for their role. The person making the 10 minute speech will need at least an evening to prepare. The speech can be on any topic that they like. Encourage them to talk about something that they know well.
- Follow the Meeting Agenda on Handout 3.
- Fill in the Schedule of Duties (Handout 5) so that you can keep track of what role each learner has done.

Materials Needed:

- Stopwatch, a kitchen timer or a clock with a second hand
- Three signs that say 4 minutes, 6 minutes and 8 minutes
- Three jokes
- Photocopy 2 Evaluation Sheets (Handout 4), one Word Watcher Evaluation Sheet (Handout 7), and a Toastmasters Assignment Sheet (Handout 6)
- Five prizes for example: pencil, eraser, ruler, highlighter, Aurora College pen

Activity 5 – How to Whip the 'Ums' and 'Ahs' Out of Your Speech?²

People don't notice how much they say **um** or **uh** when they speak. It is quite annoying when you listen to a speaker and every second word is **um** or **ah**. Practice getting rid of these annoying expressions.

- Ask learners to pick a random topic out of a hat. Topics can be parenting, food, soccer, hunting, water, coffee, etc.
- Ask them to say a one minute speech on the topic and record them with a tape recorder or camcorder. Play back the tape and mark down how many times they said **um** or **ah**.
- Ask the learner to repeat what they said replacing the **ums** or **ahs** with silence.
- Ask them to practice several times.

²Source: <u>http://www.the-eggman.com/writings/spkrnote1_crutches.html#PTOP</u>

This activity can be done in pairs if you have enough tape recorders. Learners might be more comfortable working in small groups.

Activity 6 – 'Give a Speech' – Newspaper Report

Ask learners to select a newspaper article of interest at their reading level. Ask them to summarize the article and make a list of the main points and then present their summary to the class.

Learners state two things they found most interesting about the article and relate two questions they have as a result of reading the article. Learners are asked to relate the article to their own life experience if appropriate. The learners then answer questions from the group.

Activity 7 – Oral Book Report

Ask learners to give an oral book report for one of the books they are reading for interest. Give learners Handout 8 as a guideline to follow for the oral report. Stress that they should fill out the form only in point form and that they should not read from the sheet. Handout 9 is an evaluation sheet that the instructor and other learners can fill in.

Activity 8 – More 'Give a Speech' Ideas

- Give a speech of thanks, introduction, or information.
- Give an information update on an issue of class interest.
- Talk about a television program or movie.
- Make up a narrative by having each class member verbally contribute a part. The narrative must have a beginning, middle and an ending.
- Ask learners to oral paraphrase a reading, newspaper article, story, etc. Paraphrasing involves taking a passage from the reading material and using your own words to say what the author said.

Activity 9 – One Minute Talks

Write down some topics on small pieces of paper and put them in a hat. Each week ask learners to pick a topic from the hat and talk about it for 1 minute. Some topics are: parenting, traditional skills, Aboriginal language, hunting,

sewing, vacation, dogs, school, work, funny story, etc. The 1 minute talk does not have to be practiced and learners can say whatever comes to their mind.

Activity 10 – Longer Oral Presentation

Learners research, develop and deliver an oral presentation on a topic of their choice. Some guidelines for the oral presentation are:

- Should be 5 10 minutes long
- Can use pictures or visuals to aid in presentation
- Can use cue cards to help remember information but can't read from them
- Marks will be for
 - **Content -** Were the ideas in order? Did they make sense? Were the ideas clear and easy to understand? Was it interesting?
 - **Language** Was the language appropriate for the audience? Did the speaker use **ums** or **ahs**? Did they use slang?
 - **Voice** Could everyone hear them? Was the pace too fast or too slow? Did the speaker emphasize the important information? Was the tone of voice expressive or did the speaker talk without raising and lowering the voice?
 - Non verbal communication Did the speaker make eye contact with everyone in the room? Did they look down at their paper too much? Did they use appropriate facial expressions? Did they have movements that were distracting (like gesturing too much)?

Activity 11 – True or False

Tell your learners a story about yourself. You can either tell them a real story or a false story. Ask the learners if they think your story is true. How do they know? Get them to ask you questions about your story like: When did that take place? How old were you? Where did it take place? Ask each learner to tell a story about themselves that is either true or false. Ask the other learners to ask questions to decide if the story is true of false.

Activity 12 – Story in a Bag³

Fill several paper bags with 5 or 6 random objects. You'll need one bag per group of four learners. To make this activity interesting, the objects should be diverse and unrelated to each other. Go for a combination of the unusual and the mundane.

- An example of a diverse content bag is:
 - A postcard from somewhere exotic
 - A can-opener
 - A candle
 - A surgical mask
 - A teddy bear

At a signal, each group of learners opens its bag, removes its objects and invents an oral story incorporating all the objects found in the bag. The stories can become very complex and creative in order to make each object a step in the plot.

Here's an example based on the bag items described above.

One morning Shelley received a postcard from her old college friend, Louise. The card was from Singapore, and in it, Louise invited Shelley to come for a visit. Shelley flew to Singapore and met Louise. The first night she was there, they went to a play at a local theatre. It was a murder mystery and the ladies were feeling a bit nervous walking back to Louise's home after the show. When they got home Louise tried to turn on the light, but there was no electricity. She lit a candle andetc."

It's important that the story be oral and not written and then read. This allows spontaneous changes, and for group members to jump in and correct each other or add details in the final telling. When the groups have finished, each group shares its story with the whole class. Each learner in the group should tell one part and hold up the related object when it is mentioned in the story.

³Source: <u>http://www.teachingenglish.org.uk/try/speaktry/speaking_activities.shtml</u>



Key Elements to Giving a Speech4:

1. Know your subject matter

Do your homework! When you know your subject well and speak with confidence, you keep the attention of the audience.

2. Know your audience

Prepare a different presentation for each audience. For example if you prepared a presentation for town council on global warming it would be much different than a presentation to young children on the same topic.

3. Know yourself and your limits

Know your topic well and find out your audience beforehand. This will eliminate embarrassment or being caught off guard. Be prepared and stick to the topic.

4. Develop a theme

State the purpose of the presentation at the beginning of the speech: to sell, educate, or to entertain.

5. Prepare a script

Use 3" x 5" cards with brief notes on each of the following:

Opening: Introduce yourself and state the purpose of your presentation. Give a brief summary of the points you will cover so the audience can follow along.

Body: Deal with each point in order and use language the audience can understand. Be clear and concise. Use transition words. Give examples. Use visual aids, if necessary.

⁴ Source: <u>http://www.the-eggman.com/writings/keystep1.html</u> <u>Stephen Eggleston</u>

Summary: Be brief. Reinforce the purpose of your presentation. Sum up all the points you have made. Tie it all together in the closing sentences.

6. Rehearse your presentation

Practice speaking out loud in front of a mirror. Ask a friend to listen and give you constructive feedback. If possible, videotape your rehearsal and critically analyze it.

7. Present your speech

Arrive early to arrange material and set up equipment. Speak clearly and confidently. Make your audience comfortable by bringing in a little humour.

8. Answer questions

If time permits, answer questions from the audience. If you are unable to answer, tell the person you will find out the information they require and you will get back to them. Be sure to follow up.



Toastmasters Assignment Duties

Sergeant at Arms

- Arranges the room for the meeting, places a podium at the front
- Makes voting ballots for voting best speakers and evaluators
- Photocopies Voter's Tally Sheet for Chairperson
- Makes sure the timer has a watch and the timer cards
- Gets 5 prizes for the winners
- Passes around the box with the new assignments for next week
- Writes people's names on the Weekly Assignment Sheet and gives the sheet to the chairperson
- Gathers the agendas, the timer's cards, etc. and places in Toastmasters folder
- Destroys the ballots
- Introduces the Chairperson

Chairperson

- Follows the Toastmasters Agenda and chairs the meeting
- Photocopy the Weekly Assignment Sheet, from the Sergeant of Arms.

Word Watcher

- Finds a word that is new to everyone
- Writes the definition on the board
- States the word in a sentence for the audience
- Keeps track of all participants who use this new word when they speak at the podium
- Also keeps tally of all participant's **ums** and **ahs**, while up at the podium on the Word Watcher's tally sheet
- Gives a report of the tally sheet when called upon

Timer

• Keeps track of the speaker's time for the one-minute speakers and the 10minute speakers

Smilestory Person

• Finds three jokes to tell the audience (Try Reader's Digest)

Tabletopics Person

- Prepares three topics for the one minute speakers
- Picks three learners to do the one minute speeches
- Calls the speaker's name. When the speaker is up at the podium, gives the speaker the paper with the topic written on it.

Two Evaluator People

- Fill in one Evaluation Sheet for the one-minute speakers and the 10-minute speakers
- Are prepared to give an oral report on each speaker
- Are prepared to give one suggestion to the speakers that may improve their public speaking skills

10-minute speakers

- Work on your 10-minute speech before the Toastmasters Club meeting
- Practice before the meeting to see if it is 10 minutes long

Vote of thanks person

- Thanks all the participants of this meeting by name
- Thanks the audience for their participation

Audience

• Listen to speakers. Clap after every performance and laugh after each joke.



Toastmasters Club Meeting Agenda

- 1) Sergeant at Arms introduces himself and declares the meeting now open. He or she introduces the Chairperson. (When Chairperson goes up, the audience claps.)
- Chairperson thanks the Sergeant at Arms and welcomes everyone to the Toastmasters Club. He says "I'd like to introduce the Word Watcher." (Audience claps.)
- 3) Word Watcher introduces the word of the day by spelling the word on the board, giving the definition of the word and uses the word in a sentence for an example. He or she explains that they will be keeping track of who uses that word for this Toastmasters session and the person who uses it the most will win a prize.

Word Watcher will also explain that he or she will be keeping track and counting how many **ums** and **ahs** people use throughout the Toastmasters session and the person with the least amount will win a prize. Word Watcher now turns the floor back to the chairperson.

- 4) Chairperson thanks the Word Watcher and introduces the timer. (Audience claps.)
- 5) **Timer** explains that his or her job is to keep time for the one-minute and the 10-minute speakers. He or she explains that at four, six, and eight minutes, cards will be held up and at 10 minutes clapping will begin to end the speech. Then the timer turns the floor over to the Chairperson.
- 6) Chairperson thanks the timer and introduces the Smilestory person. (Audience claps.)

- **7) Smilestory Person** tells a joke to help the mood along and to fill in the gap while the evaluators do their job. When finished, he or she turns the floor over to the Chairperson.
- 8) Chairperson thanks the Smilestory person and introduces the Tabletopic chairperson. (Audience claps.)
- **9) Tabletopics Person** explains that their job is to select the three one-minute speakers and topics. He or she will begin by selecting (names the first speaker) to give a one-minute speech. When each one-minute speaker is completed, the Tabletopic person gets up to thank each speaker and introduces the next. Once the last speaker is finished, the Tabletopic person will turn the floor over to the chairperson.
- **10) Chairperson** thanks the Tabletopic person and speakers and gives a few minutes to the evaluators to finish their Evaluation Sheets. At this time he or she calls upon the Smilestory person.
- **11) Smilestory** tells a joke. (Audience claps.) He or she turns the floor back to the Chairperson.
- 12) Chairperson thanks the Smilestory person and introduces the evaluators to the audience (evaluators stand up as they are introduced) and then calls upon the evaluators to come up and give their oral report on the 3 one-minute speakers. (Remember give only one suggestion for improvement). Audience claps after each report.
- **13)** Chairperson thanks the evaluators for their reports and then introduces the first speaker of the day (10-minute speeches). When the first speaker is finished, the audience claps.

Chairperson thanks the first speaker and introduces the second speaker. When the second speaker is finished, the audience claps. Chairperson asks the evaluators to finish their evaluation reports. He or she calls upon the Smilestory person for another joke.

- **14) Smilestory** tells a joke. He or she then turns the floor over to the chairperson.
- **15) Chairperson** thanks the Smilestory person and then calls upon the evaluators to give their oral reports.
- **16) Evaluators** give their oral reports on speakers. The last evaluator turns the floor over to the chairperson.
- **17)** Chairperson asks for the Sergeant at Arms to hand out the ballots for a vote from the audience for the best one-minute speaker, 10-minute speaker and best evaluator.
- **18) Sergeant at Arms** hands out the ballots. After collecting the ballots, he or she records the winner on a tally sheet, then gives the tally sheet to the Chairperson.
- **19) Chairperson** reads out the winners and hands out the prizes. Then he or she calls upon the Word Watcher for his or her report.
- 20) Word Watcher tells how many times the word was used and by whom. He or she announces who used the word the most and hands out the prize, and tells how many times each person used the **ums** and **ahs**. He or she announces who used these words the least and hands out the prize. Turns the floor over to the chairperson.
- **21) Chairperson** thanks the Word Watcher and calls upon the Sergeant at Arms to hand out next week's assignments.
- **22)** Sergeant at Arms goes around and lets participants pick their next week's assignment from the box. The Sergeant at Arms fills out the assignment sheet and hands it to the chairperson. (The chairperson will hand it to the instructor after the meeting.)

- **23)** Chairperson thanks the Sergeant at Arms and then calls upon and introduces the Vote of Thanks person. (Audience claps.)
- **24) Vote of Thanks person** thanks the following people for participating in this meeting:
 - Sergeant at Arms
 - Chairperson
 - Word Watcher
 - Timer
 - Smilestory person
 - Tabletopic person
 - All the speakers
 - All the evaluators

He or she then thanks the audience for their participation and hands the floor over to the Chairperson.

25) Chairperson thanks the Vote of Thanks person and then says "I declare this meeting adjourned."



Toastmasters Evaluation Sheet

One-minute speakers	Speaker 1	Speaker 2	Speaker 3
Content – Was the speech well organized, logical and clear?	/5	/5	/5
Voice – Could everyone hear the speaker? Did they use expression and keep everyone's attention?	/5	/5	/5
Eye Contact – Did they make eye contact with everyone in the room?	/5	/5	/5
Distractions – Did they distract the audience with hand movements or body language?	/5	/5	/5

One suggestion for improvement:

Speaker 1: _	 	
Speaker 2: _	 	
Speaker 3: _	 	

Ten-minute speakers	Speaker 1	Speaker 2
Content – Was the speech well organized, logical and clear?	/5	/5
Voice – Could everyone hear the speaker? Did they use expression and keep everyone's attention?	/5	/5
Eye Contact – Did they make eye contact with everyone in the room?	/5	/5
Distractions – Did they distract the audience with hand movements or body language?	/5	/5

One suggestion for improvement:

Speaker 1: _____

Speaker 2: _____

Instructor's Sheet - Schedule of Duties Performed

V of T								
Eval								
Eval 1	-							
10 min								
н <u>т</u>								
F C	do -							
Smile								
W Wa Timer								
W Wa								
Chair								
S at A								
Name								



Toastmasters Assignment Sheet

Next meeting date	
Sergeant at Arms _	
Chairperson	
Word Watcher	
Timer	
Smilestory Person	
Tabletopic Person	
Ten-min speaker	1
	2
Evaluators	1
	2
Vote of Thanks per	son



Toastmasters Word Watcher's Sheet

One-minute speakers	Speaker 1	Speaker 2	Speaker 3
Word of the Day - Tally the number of times the speaker used the word of the day.			
Ums & ahs – Tally the number of times the speaker said um or ah.			

Ten minute speakers	Speaker 1	Speaker 2
Word of the Day - Tally the number of times the speaker used the word of the day.		
Ums & ahs – Tally the number of times the speaker said um or ah.		



Oral Book Report Guidelines

Prepare for your oral book report by filling in the following form in point form. When you give your presentation you can use this sheet as a reference, but do not read directly from it.

Identify:	Title and author's name:
Classify:	Type of book Is it fiction or non-fiction?
I chose this	book because
-	Highlight the main ideas without giving away the final outcome.
Evaluate:	My opinion of this book is

Compare it with other books that are similar. State your opinions clearly.

I think the author's purpose is _____

I agree/disagree with the author's view because ______

I would or wouldn't recommend this book to you because _____



Book Report Evaluation

Skills	Speaker
Content – Was the speech well organized, logical and clear? Did you get a good understanding about what the book is about?	/=
Comments	/5
Voice – Could everyone hear the speaker? Did they use expression in their voice? Did they keep everyone's attention?	
Comments	/5
Eye Contact – Did they make eye contact with everyone? Did they look around the room?	
Comments	/5
Distractions – Did they use too many hand movements? Was their body language appropriate? Did they use too many ums and ahs ?	
Comments	/5



This section provides learners with an opportunity to practice speaking in everyday situations. Any learning activity has more success when learners make connections to real life.

This section has a variety of activities that explore everyday speaking activities. Often people are not taught how to speak in everyday situations. Learners need to have confidence in dealing with everyday situations like talking on the phone, talking to the instructor, being interviewed for a job and sticking up for their rights. These activities can be integrated into personal life management and life skills.



6 Handouts

Activity 1 – Everyday Speaking

Ask learners to brainstorm all the situations in their daily lives where they have to speak to people. They may have to ask for something at a store, or phone the school and talk to the principal, or ask questions about their test results at the health centre. Each day we are required to communicate, respond and listen. Everyday speaking situations can be stressful if you don't know what to say or how to say it. Ask learners to think about situations where they feel uncomfortable talking, asking questions or communicating their needs. For example: talking to the instructor, speaking in front of a group of people, asking for help, etc.

Activity 2 – Communication

Effective communication can help you express who you are and help you get along with other people. This is especially helpful in dealing with difficult situations. To communicate your needs effectively, be assertive, not passive and not aggressive. Ask learners to define the terms: assertive, passive, and aggressive. Review Handout 1 together. The next activity gives learners an opportunity to practice being assertive.

Activity 3 – Role Plays

One of the most effective tools for rehearsing real life situations in the classroom is role playing. Learners develop problem solving skills by practicing how to:

- Deal with difficult people.
- Deal with personal or workplace issues.
- Act out solutions in an effective and cooperative way.
- Observe consequences of their actions.
- Practice overcoming obstacles.

Say "Have you ever been to a restaurant and been really dissatisfied?" or "Have you experienced really bad service at a restaurant, store or business?" Give learners some time to think and respond. Tell them a story that you have. Then ask them how they dealt with the situation.

Cut out the scenarios on Handout 2 and ask learners to work with a partner. Give each team two scenarios. Ask them to role play the scenarios in both assertive and aggressive ways. When everyone has completed ask for volunteers to do the role play in front of the class. Discuss the importance of good communication and dealing with conflict.

Activity 4 – Instructor - Parent Interviews

Parent - instructor interviews can be stressful for parents and children. Ask learners how they feel about parent-instructor interviews and to describe some of their experiences. Give them Handout 3 on ways to prepare for parent-instructor interviews. Ask learners to work together and practice a parent-instructor interview. Take turns being the instructor and the parent.

Activity 5 – Job Interviews

Prepare learners for the world of work by role playing a job interview. Ask learners to practice interviewing and being interviewed for a job. Handout 4 provides questions and other pertinent information for job interviews.

The instructor can also set up mock interviews for each learner. Give them a job description and interview time. Ask them to dress up and come prepared for the interview. Tape the interview and discuss it afterwards. Tell each learner positive things they said and did in the interview and one thing they should work on. Refer to the Writing section for more information on resume writing and cover letters.

Activity 6 – Cultural Differences

Ask learners if there are any cultural differences with communicating and speaking. For example in some cultures it is rude to look directly into someone's eyes when you are talking to them. Discuss how these cultural differences can make it hard in the work place. Ask learners to share their own values/experiences. Look at the chart on Handout 5 and fill in the spaces. Talk about how these differences impact people's daily lives at work, at school and in the community.

Activity 7 – Telephone Skills

Often people are not taught proper telephone skills. Demonstrate different ways of answering the phone. Try and make it humorous. For example: "Yo" "Hey, what's up?" "Who's that?" "Who's talking?" "Dave"

Now give them some examples of proper etiquette on the phone. For example:

- "Hello, may I please speak to Dave?"
- "Good morning, Smith residence."
- "Hello, I would like to inquire about the position advertised in the paper."

When people phone family and friends it is not so important to have 'proper' telephone etiquette, but it can be important if people call to request information about a job, get information from the school or need to make a complaint about something.

Ask learners to role-play the different scenarios on Handout 6. Tell them to have fun by doing the scenarios both rudely and politely.

Model this role-play first with another learner. Speaker 1 is an employee who has been delayed in Yellowknife and can't make it to work today. Speaker 2 is another employee who is going to take the message for the supervisor.

Speaker 1

My plane has been delayed in Yellowknife and I won't be able to make it to work today. Please tell the supervisor that I will be at work tomorrow and that she can call me at 873-3333 if she wants to talk to me.

Speaker 2

Models good telephone skills by:

- Using proper English
- Taking the telephone number and repeating the numbers back to the caller
- Clarifying the message by reading it back

Activity 8 - Reading Buddies

Pair learners up with young children at the school or preschool. Learners can read to their little buddy once or twice a week depending on the needs of the school. This is excellent practice for oral reading in a non-threatening way. At the end of the year hold a reading party for learners and their reading buddies.



Everyday Speaking Handout 1

Communicate Effectively

Assertiveness

This is a true expression of your wants and needs. It means standing up for your rights and needs in a manner that increases the chance of achieving your goals. An assertive response allows you to express your feelings, build self respect, and feel good about yourself. The persons with whom you are being assertive will feel good about themselves, too.

Passiveness

This is an inability to stand up for your rights, thoughts, and feelings or communicating them in a weak, ineffective manner. When you are passive, you allow others persons' needs and beliefs to be more important than yours. As a result, your needs may not be met and you can end up feeling angry, resentful, and hurt.

Aggressiveness

This is a domineering or condescending expression towards another person. You express your wants and needs, but at the humiliation of someone else. This results in the other person feeling angry and resentful. It may also cause you to feel guilty later about comments you made.

Listed below are examples of assertive, passive, and aggressive responses to a situation in which your roommate plays his stereo loudly while you are trying to study and sleep.

Assertive response: "I need to have less noise in order to focus on my studying. I would appreciate it, too, if the stereo was turned off when I go to bed or if you used earphones to listen to the music when I go to sleep."

Passive response: Leaving the room to study elsewhere when you don't want to or not saying anything and as a result, not getting your work done and/or not getting enough sleep.

Aggressive response: "You are a deaf, inconsiderate animal. How do you expect me to study and sleep while your stupid stereo is blasting?"

To help you communicate in an assertive way:

- Begin statements with I instead of you. For example, start a statement with "I need," "I want," or "I would like it if..." Don't begin statements with accusations, such as "You idiot," "You selfish brat," etc.
- Make sure that your facial expressions and gestures convey the message you are saying. Don't laugh when you are serious. Use your hands to highlight feelings, but don't make a fist, which displays aggression.
- Use short sentences. Be specific and clear. Don't shout or speak too softly. Don't whine.
- Be relaxed, natural, and concerned. Avoid slouching, putting your hands in pockets, and not facing the person you are talking to
- Use good eye contact to convey self-confidence and interest. Don't stare at the other person; this comes across as a challenge.
- Ask for feedback from the other person to make sure he or she understood your need or opinion. At this point, be an active listener and allow the other person to express his or her need and opinion. Try to come to a conclusion of what can be done to meet both of your needs. Compromise, if necessary.



Everyday Speaking Handout 2

Role Plays

Roles: customer and cashier

You are at the local store buying your groceries for the week. The cashier tallies up your groceries and says a much larger amount than you think is correct. You ask her to check the bill. She says she is sure that it is correct.

Roles: parent and instructor

Your child came home today and said that she had to spend the whole day sitting in the corner. You ask her why and she says she's not sure. You phone the teacher to discuss the situation and the instructor tells you that your child was talking too much. **Roles:** customer and waitress

You ordered a hamburger and fries for lunch 30 minutes ago. You are getting a little impatient – people who came in after you are getting served. You ask the waitress about your order. She tells you to be patient.

Roles: neighbour and landlord

Your next door neighbour in your apartment building always has the music on loud late at night. You have tried talking to them but they don't listen. Your next step is to call the landlord. Roles: instructor and learner

You are a learner at the adult learning centre and need to take some time off, but Aurora College's policy won't allow for too many days off. You want to go to the bush for two weeks in the spring, but you also want to complete your course.

Roles: parent and principal

You are having difficulty with your son's instructor. Your son is failing and doesn't seem very motivated, but last year he did really well. He says the instructor picks on him and he just doesn't care anymore. You call the principal to talk about the problem. **Roles:** customer and Sears agent

You have ordered a bunch of stuff from Sears. They have sent the wrong stuff and charged you for all the extra stuff and the stuff that you ordered and did not receive. The Sears agent says that it is your fault and that you have to pay.

Roles: employee and employer

Your employer got your number of hours wrong and your cheque is less than you think. She says that you only worked so many hours.



Everyday Speaking

Handout 3

Parent-Instructor Interview

Things to ask your child before your parent-instructor interview:

- 1. What do you like best about school this year?
- 2. What's the worst thing?
- 3. Is there anything important I should talk with your instructor about?
- 4. Have you studied or read about anything that was really exciting to you? Ask this regularly.
- 5. Who are your best friends?
- 6. Is there anything going on here at home that your instructor should know?
- 7. Are there school activities you'd like to spend more time on?

Some questions to ask the instructor:

- 1. How is my child doing?
- 2. Are you happy with my child's work?
- 3. What are some of the areas that my child does really well in?
- 4. Where does my child need to improve?
- 5. Does my child behave in class?
- 6. I am worried about my child's _
- 7. How can I help my child?
- 8. Should my child do more work at home?

What are the things you should tell the instructor?

- Any allergies your child has
- Concerns or worries you have
- If you are going to be away for a period of time





Job Interview⁵

Typical interview questions:

- How did you prepare for this job interview?
- What do you know about the job and our company?
- What interests you about this job?
- What work experience do you have and how does it relate to this job?
- What would previous employers say about you?
- What are your strengths?
- What are your weaknesses?
- What are your future goals?
- When can you start?
- What wage do you expect?
- Do you have any questions?

⁵ **Source:** Adult Basic Education. *Career/Life Work 120/130 & Career /College 130/140 Curriculum*. Education, Culture and Employment, Northwest Territories. August 2001.

Things to Remember

Be prepared

- Make sure you are familiar with all the facts of your resume so that you will not have to consult it when asked.
- Research the company. Know something about the company before the interview.
- Prepare questions to ask in the interview.

Be on time

• Be early, not just on time.

Employment kit

• Show your interviewer that you plan ahead - bring all documents, letters, certificates, etc.

Look good

- Dress properly (neat and clean).
- Avoid heavy make-up and flashy clothes or jewellery.

Be enthusiastic

- Have a positive attitude in the interview.
- Be friendly but not too familiar.
- Avoid being negative about anything.

Say thank you

• At the end of the interview, thank the interviewer for their time.

Smile

• Smile as you would in any conversation.





Everyday Speaking Handout 5

Cultural Differences

Aspect	Canada	Aboriginal
Family	Family is usually second to work. Children often minimally parented; are independent. Wife often fulfills dual roles (work and home). People often move to different towns or across the country.	Family is the first priority. Children are celebrated. People usually stay in their community.
Work		
Education		
Communication		



Everyday Speaking Handout 6

Telephone Scenarios

Keep the set simple: two chairs back-to-back, pen and paper.

Roles: learner and instructor Call and tell the instructor that you won't be at school today because you have the flu.

Roles: parent and school Call the school to tell them that your daughter will not be in school for Friday and Monday because you are going out on the land. Ask for make-up work so your daughter does not get behind. Roles: patient and nurse

Call to make an appointment to see the nurse. You have a really bad flu and can't keep anything down.

Roles: landlord and potential renter

Call the landlord of an apartment building to make an appointment to see an apartment. The landlord asks you a few questions on the phone about your job, number of people in your family and references. Roles: person, manager at store

You notice that a trucking company is hiring drivers. You just completed a Class 1 driving course. Call the manager and ask about the job and what is required for it.

Roles: landlord and tenant

Call a tenant in your apartment building and tell them there will be a meeting for all tenants on Wednesday at noon in the meeting room to discuss rent increases. **Roles:** person, airline representative

Call an airline to make a reservation for you and your family. Tell the customer representative the dates and times you would like to travel. Ask if there will be meals available and order a children's meal for your child.

Roles: employee and employer

Call your employer and tell him that you are going to be late for your shift because you are having problems with your heating system at home. Apologize and tell him that you will be there as soon as possible.



There are many ways you can get your learners involved in group discussions. You must establish a climate for discussion in your class right from the start. Set up guidelines that allow everyone to have the opportunity to participate in group discussions. These guidelines might include:

- Everyone has their own opinion
- Everyone has a chance to talk
- Listen while others are talking
- Respect what others have to say

Discussion assists learners in the development of reasoning, critical thinking, and problem-solving skills. It gives them practice in expressing ideas orally in an organized manner and enables them to arrive at conclusions, clarify or modify ideas, resolve differences, and find alternative solutions.

Provide opportunities for learners to:

- Express opinions, give information, persuade others, and entertain.
- Brainstorm reasons why the ability to speak in front of a group is necessary.
- Brainstorm the benefits of practicing to speak in a safe environment.
- Regularly participate in large and small group discussions based on course content.
- Use survival games as good discussion tools.
- Use case studies to aid discussion.



5 Handouts

Activity 1 – Take a Stand

Make up cards that say **agree** and **disagree** and put them up at opposite ends of the class. Make up some controversial statements. Read the statements and ask learners to stand by the card that best represents what they believe. Ask them to discuss the statement and why they agree or disagree with it. Ask each group to try and persuade the other group they are right. At the end ask if anyone has changed their opinion. You can do this with several different statements. Some ideas for statements are:

- Global warming is already apparent in the high Arctic.
- The death penalty is an effective way to reduce the murder rate.
- If I were a parent, I would not let my son go to war.
- If I were a parent, I would let my child watch any television program or listen to any kind of music he or she wanted.
- People should keep guns for one reason only to go hunting.
- There should be a road built to connect Yellowknife and Inuvik.
- Marijuana helps reduce pain and it should be legalized for medical reasons.
- The diamond mines are harming the environment.

Activity 2 – Problem Solving

Ask learners to get into groups of four. Give each group a scenario and ask them to solve the problem together. Give them 10 minutes to solve the problem. Ask each group to share their problem and solutions. Some example problems are on Handout 1.

Activity 3 – Talking Circles

Talking Circles provide a safe environment for learners to share their points of view with others without fear of criticism or judgment. Talking circles are useful when a topic has no right or wrong answer. Use a feather

or other object such as the talking stick. When a person has the stick it is their turn to talk. Some guidelines for a talking circle are:

- Address all comments to the issue or topic, not to comments made by other learners
- Only one learner speaks at a time
- Allow learners to pass
- No put downs allowed
- Encourage listeners to focus on the speaker
- Encourage the speaker to speak they way they want through stories or examples

You can also have a Talking Circle at the beginning of class day. Ask learners to talk about how they are feeling, what they did the night before, or tell a funny story. If the learner doesn't feel like talking, they can just greet the class with a "good morning" and pass the stick.

Activity 4 – Book Discussions

Groups of learners read the same book together or individually. They get together after and discuss the book. Learners speak about what they enjoy and what they would like to learn more about. Discussion about books helps learners to share their ideas and opinions.

Activity 5 – Informal Debates

Ask learners to get into groups of four. Give two learners one side of a topic and the other two the other side. Ask them to come up with a five-minute speech on their view point. They can research the topic on the Internet. Give them time to prepare.

Ask each group to present their topic. Other classmates can mark them on content and delivery. Ask learners to decide who they think won the debate.

Some topics for debate are:

- Capital punishment
- Abortion

- Money for residential school survivors
- Environmental issues
- Gas pipeline
- Diamond mining
- Traditional way of life

Activity 6 – Another Debate

Use the topic **Diamond Mining** or any other controversial topic in your community.

- For diamond mining diamond mining is a good thing for the NWT and the people and the land.
- **Against** diamond mining diamond mining is not a good thing for the NWT and the people and the land.

Give learners a chance to review Handouts 2, 3 and 4 or do research before the debate. These handouts include information on what a debate is and information on the **for** and **against** side of diamond mining.

To carry out the debate:

- Prepare two flipchart pages. Mark one **for** diamond mining and one **against** diamond mining.
- Ask learners to sit on the side of the room near the statement they mostly agree with.
- Identify one person to record comments for each side.
- Agree on a time limit for each person to talk. Agree on a total time limit for the debate.
- Ask people to move to the other flipchart if they change their mind about their position. They may move back and forth as many times as they want.
- When the time is up, read the comments on both flipcharts. Note how many people are sitting at each one.
- As a whole group, discuss how learners felt the debate went and what they learned from it.

Learners can follow up the debate with a written assignment. Encourage learners to refer to the text on the flip charts, if needed, to write their essay.

Activity 7 – Proverbs

Proverbs teach a lesson by using imagery. They are passed down orally from one generation to another by many cultures.

Each day write a proverb on the board for learners to discuss. This can be done each morning. Discuss what the proverb means and if learners know of other proverbs with the same meaning. Handout 5 has a list of common proverbs and you can find an excellent list with country of origin at <u>http://www.corsinet.com/braincandy/proverb.html</u>.

Here are some Dene proverbs ⁶

- The robin is a beaver's friend.
- It was the spider that showed us how to make a fishnet.
- Help an elderly person who is tired and you may be given an extra day on top of your biological time.

⁶ Source: Camsell, Doris. Telephone interview. February 22, 2006.



Problem Solving

Use these questions to solve the following problems.

- What is the problem?
- What are some solutions?
- What will happen with each solution?
- What is my decision?

Problem One

You just started a new job but you would like to go out on the land for a month in the spring. Your family is depending on the caribou meat for the year.

Problem Two

One of your co-workers is really slacking off at work. He pretends that he is working but really he is just goofing off all the time. You have to pick up the slack in order to get the stocking and shelving done.

Problem Three

You want to buy a house. You are turned down by the bank for a mortgage loan. You are responsible and feel that you can handle the mortgage payments.

Problem Four

Your son is being bullied at school by a few other kids. He comes home crying often and last week he came home with a black eye.

Problem Five

You want to go out on the land with your family but school is still in.



Debate

A debate is an organized discussion between two people or two groups of people about a particular topic. Each person or group of people presents a particular point of view.

For example:

- The topic is abortion.
- One person or a group of people think it's a good idea. They are **for** the question.
- The other person or groups of people think it's a bad idea. They are **against** the question.

The idea of a debate is to present a good argument.

Today your group will have a debate about diamond mining.

- **For** diamond mining diamond mining is a good thing for the NWT and the people and the land.
- **Against** diamond mining diamond mining is not a good thing for the NWT and the people and the land.

Read the information sheets for each side and decide if you are **for** or **against** diamond mining.



'For' Diamond Mining

- Diamond mines improve the economy.
- Diamond mines employ northern workers.
- Mining companies have programs in place to protect wildlife.
- Aboriginal people have opportunities for careers in mining.
- The NWT Mining Skills Strategy opens the door to a wide range of rewarding careers. Aboriginal communities can take advantage of exciting employment opportunities arising in the NWT's expanding diamond mining industry.
- The diamond industry will produce 1,500 jobs within the next 20 years.
- Aboriginal people expect to get 380 long-term jobs.
- Diamond mines work in partnership with government and other agencies to provide literacy programs and to train workers on site.
- People who want to continue their education and prepare for higher paying jobs can apply for a scholarship.
- Ekati Diamond Mine tries to minimize impacts on the environment. They built a 3.5 km channel so fish can move around the pits.
- If the mine has a large chemical spill, an Emergency Response Team takes care of it.
- Workers take care of small spills with spill kits that are available throughout the mine site.
- Mining companies must employ at least 68% northern residents, half of which must be northern Aboriginal people.



'Against' Diamond Mining

- Diamond mining harms wildlife in many ways.
- Caribou, grizzly bears, and wolverine are losing their habitat because of diamond mining.
- Caribou cows from the Bathurst herd spend 7 to 8% less time feeding if they're close to the Ekati mine.
- Fish lose habitat because lakes get drained, streams are destroyed, and water quality changes.
- The NWT lost twenty lakes and mining companies haven't paid any compensation for lost fish habitat.
- People may spend less time on the land hunting, fishing, trapping, etc.
- People spend less time in their community and with their families when they work two weeks in and two weeks out.
- People often use their income to buy more alcohol and drugs instead of helping their family.
- Social and economic problems may include more addictions, family violence, and loss of Aboriginal language and culture.
- Many workers live in the south, so they don't spend any money in the NWT.
- The Government of the NWT doesn't get any resource revenue from diamond mining.



Proverbs⁷

- A clear conscience is a soft pillow. German Proverb
- A closed mouth catches no flies. Italian Proverb
- A fool sees not the same tree that a wise man sees. William Blake "Proverbs of Hell" (1790)
- A friend in need is a friend indeed. English Proverb
- A hard beginning maketh a good ending.
 John Heywood "The Proverbs of John Heywood" (1546)
- A healthy man is a successful man. French Proverb
- A hungry man is an angry man. English Proverb
- A little too late, is much too late. German Proverb
- A lock is better than suspicion. Irish Proverb
- A man may well bring a horse to the water, but he cannot make him drink. John Heywood "The Proverbs of John Heywood" (1546)
- A penny saved is a penny gained. Scottish Proverb
- Advice when most needed is least heeded. English Proverb
- All is well that ends well. John Heywood "The Proverbs of John Heywood" (1546)
- An apple a day keeps the doctor away. Proverb of unknown origin
- As we live, so we learn. Yiddish Proverb
- Beggars shouldn't be choosers.
 John Heywood "The Proverbs of John Heywood" (1546)
- Better late than never. John Heywood "The Proverbs of John Heywood" (1546)
- Better the devil you know than the devil you don't know. English Proverb

⁷ **Source:** <u>http://www.corsinet.com/braincandy/proverb.html</u>.

- Don't look a gift horse in the mouth. Proverb of Unknown Origin
- Eat well, drink in moderation, and sleep sound, in these three good health abound. Latin Proverb
- Every ass loves to hear himself bray. Proverb of Unknown Origin
- Every cloud has a silver lining. English Proverb
- Every dog hath its day. English Proverb
- Every garden may have some weeds. English Proverb
- Give a man a fish, and he'll eat for a day. Teach him how to fish and he'll eat forever. Chinese Proverb
- God could not be everywhere and therefore he made mothers. Jewish Proverb
- God gives the nuts, but he doesn't crack them. German proverb
- If a man deceives me once, shame on him; if he deceives me twice, shame on me. Italian Proverb
- If you believe everything you read, better not read. Japanese proverb
- Instinct is stronger than upbringing. Irish Proverb
- Let sleeping dogs lie. English Proverb
- Look before you leap. John Heywood "The Proverbs of John Heywood" (1546)
- Necessity knows no law. Irish Proverb
- Never put off till tomorrow what may be done today. English Proverb
- Put silk on a goat, and it's still a goat. Irish Proverb
- Some people are masters of money, and some its slaves. Russian Proverb

Speaking

Listening

Listening is an important part of our everyday lives. Listening is a learned skill and needs to be practiced. This section provides opportunity for practice, listening games and information.

This section covers:

- Active Listening
 - Communication break downs
 - o Role plays
- Listening Activities
 - Guest speakers
 - Note taking
 - Listening games
 - o Interviews
 - Following directions

Learning Outcomes:

- Set the purpose for listening
- Use comprehension strategies (such as listening for main ideas and key points, making and confirming predictions) to monitor understanding
- Demonstrate appropriate audience behaviour such as respect for the speaker, attentive listening
- Make notes on main ideas from a short oral presentation
- Recognize and minimize barriers to listening such as distance from speaker, auditory and visual distractions, dialect and accent variations
- Use a variety of listening experiences such as radio broadcasts, local speeches and presentations as models for organizing own oral presentations



Experts say that about two-thirds of everything you learn, you learn through listening. Yet, very few people are good listeners.

"The average person remembers only about 25 percent of what he or she hears, and some people remember as little as 10 percent. The problem is that while hearing is incredibly easy, listening takes a real effort." (Amberg, Jay. *The Study Skills Handbook*. "Learning to Listen," p. 59.)

Active listening is a way of listening and responding to another person that improves mutual understanding. Often when people talk to each other, they don't listen attentively. They are often distracted, half listening, half thinking about something else. When people are engaged in a conflict, they are often busy formulating a response to what is being said. They assume that they have heard what their opponent is saying many times before, so rather than paying attention, they focus on how they can respond to win the argument.

There are no shortcuts to improve your listening skills, but here are some tips that might make you a better listener.

- Be attentive. You have to make an effort to listen carefully. Don't daydream and don't talk.
- Think about the main point the speaker is trying to make. To remember it, write it down. If you are in class, write a summary of the information when the speaker has finished his/her presentation.
- Paraphrase or restate in your own words what the speaker is saying.
- Try to leave emotion out when you're listening. Try not to argue back in your mind. These things detract from what the speaker is saying.
- Ask for clarification if you don't understand a point the speaker is making. Be polite.

⁸ Source: <u>http://www.ch4549.org/TSTQUEST/LISTEN.HTM</u>

• Avoid distractions. Sit close to the speaker, if possible.

Hearing is the ability to perceive sounds, but listening is an acquired skill. Learners discover how and why active listening skills are so important. Barriers to listening and how to minimize them are summarized in this section, also.

Good listening skills are necessary to sort out media information people are exposed to every day. Learners are introduced to current events, an activity that accommodates all levels. This listening and speaking activity, which includes sentence/paragraph writing activities, encourages learners to follow the progress of news events closely.

Good speaking skills are also necessary to verbalize the facts, fiction, and opinions that learners need to express as they take in information. Strategies such as role play, listening games, and group debates reinforce these skills.

All strategies are based on group interaction and discussion. Learners state their personal views, ask and answer questions, and share their personal experiences and knowledge.



3 Handouts

Activity 1 – What is Active Listening?

Ask learners what they think the term **active listening** means. Why and when we should practice active listening? List their responses on flipchart paper. Then ask them how you actively listen to someone. List their responses on flipchart paper. Give them Handout 1 to review.

Activity 2 – Practice Active Listening

First model this activity with a volunteer. Exaggerate poor listening skills and good listening skills.

Post a question or topic that will be discussed. Ask learners to pair up and sit face to face. One person speaks first and one person listens. The speaker will only speak. The listener will only listen. At the facilitator's **start** signal the speaker takes one minute to answer the question. The listener paraphrases what (s)he has heard, without judgment or amendment. The speaker tells the listener what (s)he has done well as a listener. The process is reversed (i.e., first speaker now listens.....) After finishing the structured exercise, participants take 2-3 minutes to converse about what they have in common and what their differences are about the question or topic.

Activity 3 – Communication Breakdown

Whisper a sentence into the ear of a learner. This learner whispers the sentence to the next and so on until the last learner receives the message. The last learner tells the class what they heard. Discuss how messages change as they are passed from one person to another.

Discuss causes of the communication break down. What people hear and what they pass on to other people is not always accurate. What are some barriers to good communication? List them on flip chart paper. Put **What are the Barriers?**⁹ (Handout 2) on an overhead. Explain the communication loop - sender, receiver, message, feedback. Why is the receiver not getting the message? Why is there a question mark after **feedback**?

Activity 4 – Role Play Scenarios

Ask learners to practice active listening through role plays of real-life situations such as a friend sharing a problem, a boss giving directions/instructions, dealing with difficult people, practicing for job interviews, etc. Refer to Handout 3 for scenarios for role plays.

 ⁹ Source: Adult Basic Education. Career/Life Work 120/130 & Career /College 130/140 Curriculum.
 Education, Culture and Employment, August 2001



Active Listening Handout 1

What is Active Listening?



Active listening is a way of listening and responding to another person that helps us understand what is being said.

Why use active listening?

- Helps us understand what is being said
- Makes us listen with a purpose
- Helps us communicate with friends, family, co-workers
- Shows mutual respect

When should I use active listening?

- When you are having problems with family members, co-workers, teens
- When I really need to concentrate on what is being said
- When I need to learn something

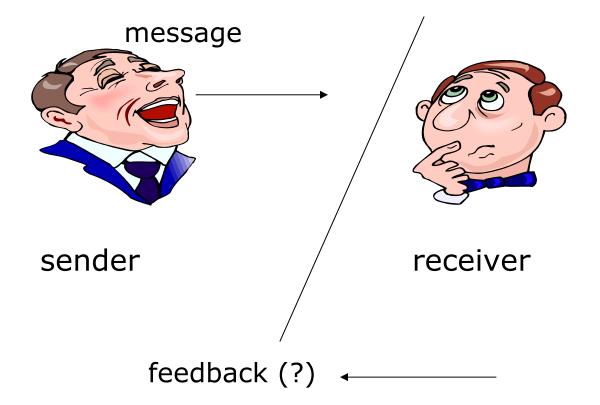
How do I practice active listening?

- Listen and pay attention make eye contact
- Listen without interrupting
- Nod your head and lean slightly towards the speaker
- Be aware of your body language no folded arms or scowls
- Don't get distracted by things around you
- Think about the main point
- Ask questions to clarify
- Paraphrase what was said
- Respond to what was said



Active Listening Handout 2

What are the barriers?



Personal barriers:	belief systems (prejudice, biases, interest level, stereotyping)	
Emotions:	nervous, tired, angry	
Behaviour:	tone of voice, words or language used, body language, eye contact	

Environmental: noise, distractions, surroundings



Active Listening Handout 3

Role Plays

Read the scenarios and decide what role each group member will take. Practice your role play before you present to the class. Remember that you are practicing active listening. Make sure you:

- Listen and pay attention make eye contact
- Listen without interrupting
- Nod your head and lean slightly towards the speaker
- Be aware of your body language no folded arms or scowls
- Don't get distracted by things around you
- Think about the main point
- Ask questions to clarify
- Paraphrase what was said
- Respond to what was said

Situation 1 – 4 people

The winter road is open and you are planning a trip south. Your brother and sister-in-law want to go with you. Last year, the trip wasn't fun because they fought so much. You don't want them to come but your auntie wants everyone to go together. Pick up the conversation.

Roles: Sister, Sister-in-Law, Brother and Auntie

Situation 2 – 3 people

Your daughter is having a tough time in school and she wants to quit. She doesn't like her instructors and she finds the work too hard. Your husband thinks she should quit for now and find a job. You think that she should continue and want to find her a tutor.

Roles: Mother, Father and Daughter.

Situation 3 – 2 roles

You are at the Health Centre talking to the nurse about quitting smoking. The nurse tells you all the harmful effects of smoking and you talk about how hard it is to quit. At the end of the conversation you decide to quit or not to quit.

Roles: Person, Nurse

Situation 4 – 2 roles

You are telling your best friend that you are not happy with your friendship. You think that your friend has been spending too much time with her boyfriend and the only time she comes over is to ask a favour or borrow something.

Roles: Friend and Best Friend

Situation 5 – 2 roles

You are going out on the land in May. School is not out yet and you are trying to explain to the instructor why it is important that you take your children out of school for the month of May.

Roles: Father and Instructor



This section provides instructors with a variety of fun and interactive listening activities. Use these activities in conjunction with other units. Provide lots of opportunities for learners to practice and role-play.

This section covers:

- Guest speakers
- Note taking
- Listening games
- Interviews
- Following directions



7 Handouts

Activity 1 – Purpose to Listening

Ask learners why they listen to people, the radio, songs, etc. Write their responses on flipchart paper. Review Handout 1 to make sure they included all the points listed on the handout. Tell learners that it is important to have a purpose for listening otherwise people tend to tune out.

Activity 2 – Guest Speakers

At the beginning of the year ask learners what guest speakers they would be interested in having come to the class. Some ideas for guest speakers are:

- Someone who represents different jobs/careers
- A person who can give information and answer questions about a local issue/concern, e.g. band chief, mayor, trapper
- An Elder

Roles for Guest Speakers

- A learner writes an invitation to the guest speaker.
- A learner introduces the guest speaker.
- A learner thanks the guest speaker.
- Several learners prepare questions for the guest speaker.
- A learners writes a thank you letter to the guest speaker on behalf of the class.

Before Listening: Instructors focus learners' prior knowledge and build background. They explain the purposes of the listening activity and review one or more strategies learners can use to help them understand what they are going to hear.

During listening: Ask learners to think of two questions to ask the guest speaker at the end of the presentation. Give learners Handout 2 to fill out while they listen to the speaker.

After Listening: Learners are encouraged to ask questions. They are encouraged to voice their personal feelings and connections to their own lives. Ask learners to discuss and write their impressions or opinions in their journals about the topic or story from the guest speaker.

Activity 3 – Note Taking

In pairs, have one learner speak for one minute on any topic or they may wish to read an item from the newspaper. The second learner makes notes while listening. He or she writes the main ideas only. The second learner repeats what he or she has written to the speaker (or to the class). Discuss. Why is writing the main ideas important? Can you retell the details without writing them? Exchange roles.

Ask learners to take notes and summarize the contents of oral presentations, lectures, speeches using Handout 3. Learners can also evaluate speeches given by their peers using the Toastmasters Evaluation Sheet on Handout 4.

Activity 4 – Listening Games

- **Memory Game** Ask learners to sit in a circle. Start the activity with the statement "I went camping and I brought a tent." Ask the next person to say the same statement and add something. Go around the room once or twice until there are too many things to remember.
- **Place Names** Say the name of a place and ask the next person to say another place using the last letter of the first place. For example: Tuktoyaktuk, Kakisa, Alberta, Alexandra Falls, etc
- **Twenty Questions** The instructors says they are thinking of something and learners can ask 20 **yes** or **no** questions to try and figure out what the instructor is thinking. The person who guesses correctly gets to think of the next thing.

- **Progressive Story** Sit in a circle. Start the story off with a statement. For example: "Last year I went on a wild trip...." Each person must add a sentence to the story. Go around the circle until someone ends the story.
- One Way Communication Ask learners to find a partner. Ask them to sit back to back. Give one person a picture. Ask them to describe the picture to their partner. The person listening cannot ask questions and draws what they hear. Compare the two pictures. Discuss how it is hard to communicate with only one person doing the talking. Handout 5 has two pictures you can use for this activity.
- Interpretation The class is instructed to answer the following problem¹²: "You are driving a bus. You go east 12 miles, and turn south and go 2 miles and take on 9 passengers, then you turn west and go 3 miles and let off 4 passengers. How old is the bus driver?" Most listeners will attempt to follow the numbers and arrive at a solution based on them. The actual solution is the age of the listener. The problem uses the word 'you' four times.
- Adult Internet Interactive Listening Games It's your first day as a paramedic. There's been a car accident. Listen to the instructions on this interactive site to get the injured person to the hospital on time. If you don't get it right, you are not hired for the job. http://www.bbc.co.uk/skillswise/words/listening/typesoflistening/ga me.shtml

Activity 5 – Listening for Words

Make up bingo cards with words that you would like your learner to learn. You can use this activity to practice:

- Prefixes, suffixes, root words
- Nouns, verbs, adjectives
- Short and long vowel sounds
- Consonant blends
- Weekly spelling words

¹² Source: <u>http://lynn_meade.tripod.com/id137.htmclass</u>

- Sight words
- Word families

You can also have learners make up their own bingo words. Handout 6 is a blank copy of a bingo card.

Activity 6 – General Listening Quizzes

The website <u>http://www.esl-lab.com/</u> provides easy, medium and difficult listening activities. All you need is Read Media or Windows Media to listen to the story. Learners answer questions on-line about the story they listen to. Most of the topics are relevant to adult learners and are about everyday issues. Here is a list of some of the topics:

Easy	Medium	Hard
Apartments for Rent	A Learner Credit Card	A Free Cell Phone!
Business	A Doctor's	Lawsuit Financing
Communications	Appointment	A Battle Against
Daily Schedule	A Story to Remember	Cancer
DVD Movie Rentals	Car Rental	ABCs of Money
A Fun Day	Emergency Call	Matters
Family Activities	Easy Pet Care	A Healthy Lifestyle
Family Relationships	Exercise Program	Car Repairs
Hotel Reservations	First Date	Dating Woes
Immigration and	Holiday Traditions	Driving Road Test
Customs	So, what's the matter?	Home Repairs
Phone Message	Taped Library Tour	Hotel Check-In
Reading Time	Traffic Ticket	Housing Complaints

Activity 7 – Interview and Elder

Learners interview an Elder, tape the interview, make notes and write a story about what the Elder told them. They can use Handout 7 to write down information from the interview. Learners must ask the Elder for permission to print their story. Before learners do an interview on their own, take them through these activities to help them get ready.

- Take learners to a local museum or cultural centre to see pictures and artifacts about the early history of your area.
- Go online and explore the photo database on the Prince of Wales Northern Heritage Centre website. This website has other databases that may also be useful. <u>http://www.pwnhc.ca/databases/index.htm</u>
- Invite an Elder to the classroom who is willing to tell stories. Talk to the Elder before they come to help them understand what you want them to do. After the Elder's visit ask learners to write in their journal about what they enjoyed about the presentation.
- Ask learners to interview each other and then transcribe the tape for practice.

Activity 8 – Follow Directions¹³

Provide learners with a small sheet of writing paper. Then let them know that the activity you are about to do will prove how well they listen and follow directions. Let them know that you will state each instruction, then pause, then repeat the instruction. Add, "But I will not repeat any instruction a third time, so you must listen very carefully." Proceed to give learners the instructions below.

- 1. Write your first name on the last line of the paper at the left-hand margin.
- 2. On the first line on the paper write the numbers 1 through 9. Start at the left and print the numbers. Leave a space between each number.
- 3. Circle the number 6.
- 4. Draw a star in the upper left-hand corner of the page.
- 5. Fold your paper in half the long way.
- 6. Open up your paper, then fold it the opposite way.
- 7. Use the tip of your pencil to poke a hole in the centre of the paper (the place where the two folds meet).
- 8. Draw a heart around the hole you made in your paper.

¹³ Source: <u>http://www.education-world.com/a_lesson/dailylp/dailylp/dailylp022.shtml</u>

- 9. Write the first initial of your last name in the upper right-hand corner of the page.
- 10. On the last line on the page, write the word **done** near the right margin.

Compare learner's papers at the end.

Activity 9 – Listening to the News

Tape the 7:30 morning news. Write vocabulary, idioms, and pertinent background information on the board that will not be familiar to the class. Ask learners what they know about the issues/events that will be heard on the tape.

Before turning on the tape, write 'Subject' and 'Did What' at the top of the board. As the first item is being played, write the main idea under the **subject** and **did what** heading. Turn off the tape and discuss the subject and action of the news item. While the second news item is being played, leave the subject blank, but write in the action. Turn off the tape. Ask learners to orally identify the subject. Play the third news item and let them tell you the subject and action.

You may need to play the tape several times for learners. Only do twothree news items at a time. Start with the local news and gradually add national and international news items.



Listening Activities Handout 1

Why Listen?

I am listening to understand

• Be open-minded. If the learner has strong personal opinions, have them think about their biases.

I am listening to remember

• Have learners listen for the main ideas and how the speech is organized.

I am listening to evaluate

• Is the speaker qualified? Is the message logical and factually correct? Learners should be aware of errors in thinking such as generalizations, propaganda devices, and prejudice (refer to Advertising in the Viewing Section).

I am listening to be entertained

• Look for imagery, mood, and humour that make a presentation enjoyable.

I am listening to support

• Listen closely to determine how others are feeling and respond appropriately. E.g. clarify, paraphrase, encourage, sympathize, etc.

Handout 2	ctivities	
	Guest Spe	eaker
Name of speaker		
Торіс:		
Purpose of speech:		
Main points		
Questions I have		
-		
3		
What I liked about the s	peech?	
What I didn't like about	the speech?	

Note Taking Guide

Name of learner	Date
Name of speaker	
Speaker's purpose	
Main ideas	
Supporting details	
Something new I learned	



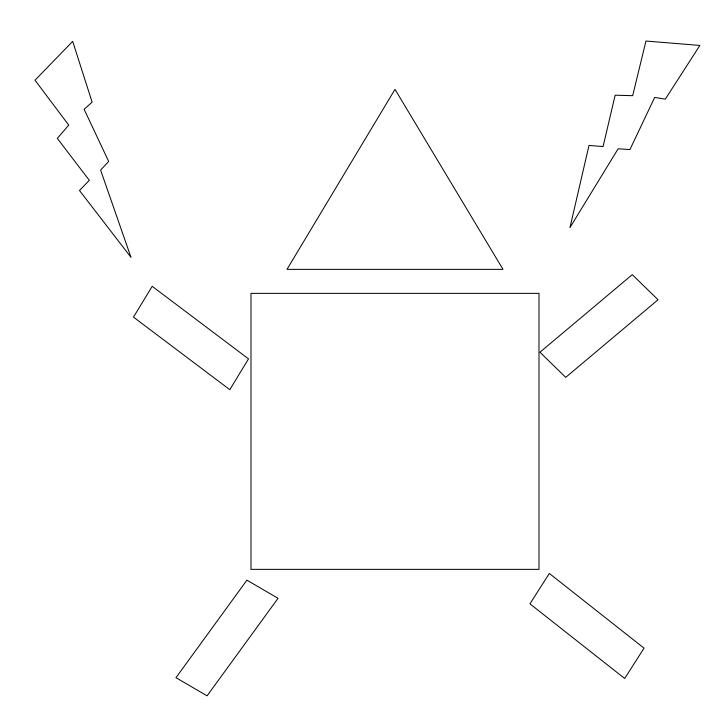
Toastmasters Evaluation Sheet

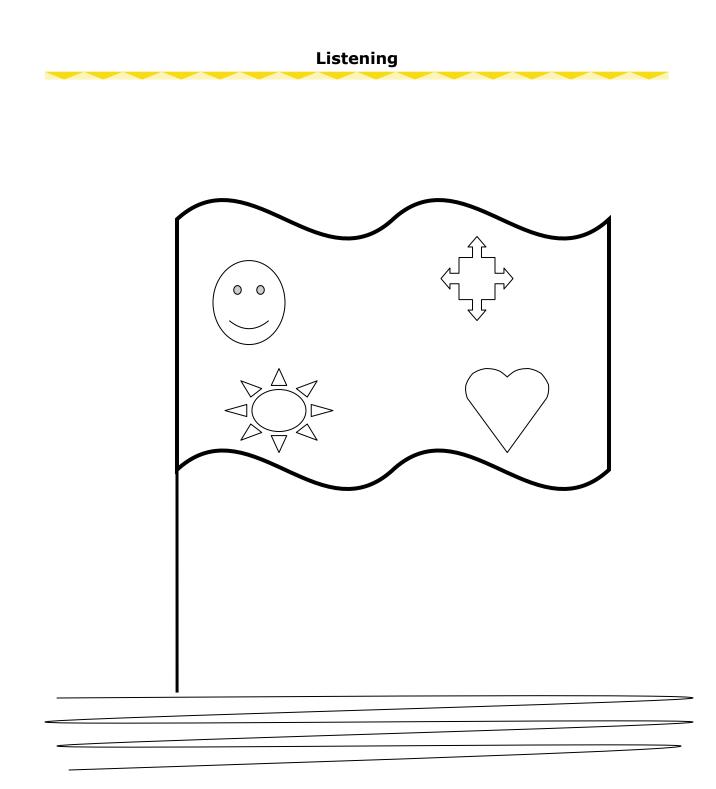
Торіс	Speaker
Content – Was the speech well organized, logical and clear?	
	/5
Voice – Could everyone hear the speaker? Did the speaker use expression and keep everyone's attention?	/5
Eve Contact Did the	
Eye Contact – Did the speaker make eye contact with everyone in the room?	
	/5
Distractions – Did the speaker distract the audience with hand movements and body	
language?	/5

One suggestion for improvement:



1-Way Drawing







Word Bingo

В	Ι	Ν	G	Ο

¹⁶ Source: <u>http://www.enchantedlearning.com/graphicorganizers/storymap/</u>



Interviewing an Elder

Elder's name _____

Date: _____ Place: _____

Title of story

Who or what is the story about?

Where did the story take place?

What happened? Why?

Viewing/Representing

Viewing and Representing are important forms of literacy. These activities should be integrated into the reading and writing sections.

This section covers:

- Critical Viewing
 - Movie and TV reviews
 - Analyzing advertisements
 - Current events

• Representing

- Collage/posters
- Developing advertisements
- Mapping/graphic organizers
- o Bookmaking

Learning Outcomes:

- Respond to visual texts by making connections between them and prior knowledge and experiences
- Identify important elements and techniques in visual media and recognize how they affect the audience
- Demonstrate critical viewing behaviours in visual media (such as recognizing main ideas and details, making inferences ,etc.)
- Create simple charts, webs or illustrations as a way of organizing information
- Create original visual products to communicate personal understanding of texts
- Use visuals to enhance written or oral presentations



Viewing is an important part of literacy. In today's world, learners need to comprehend and integrate visual knowledge with their other literacy knowledge (Tompkins, Bright, Pillard, & Winso, 1999). They need to construct meaning from oral, print, and other media messages. As learners view visual messages, they need to use a range of viewing skills and strategies to make sense of the visual images, and accompanying oral and print language. Learners need to connect meanings in the messages to their prior knowledge and experiences in order to understand what they are viewing. They can ask these questions:

- Who is the message for?
- What is the purpose of the message?
- What have I learned about the topic, about myself, and about others?
- Whose point of view is presented? (Brunner & Tally, 1999).

Whether learners are viewing a picture, an illustration, a sign, a magazine, a television cartoon, an advertisement, a commercial, a video, the Internet, or any other visual text, they need to make sense of it and respond personally, critically, and creatively.

"Being literate in contemporary society means being active, critical, and creative users not only of print and spoken language but also of the visual language of film and television, commercial and political advertising, photography, and more" (International Reading Association/National Council of Instructors of English, 1996, p. 5).



7 Handouts

Activity 1 – TV Watching

Tell learners "When we talk about **critical viewing**, we're not talking about **criticizing** a program. Viewing **critically** means that you and your family are making yourselves aware of the program or commercial and all of its elements — content and plot, message, gender and ethnic portrayals, background music, camera angles, lighting and so on. **Critical viewing** allows you and your children to gain a little emotional and mental distance from the program and have more control over its impact on you."

Choose a program to watch on TV and view it with learners. Ask them to fill in the Critical Viewing Guide on Handout 1. Then ask learners to choose two programs to watch at home and fill in the guide.

Activity 2 – Movie Review

Watch a movie in class and review it. Handout 2 provides learners with a simple outline to review a movie. Ask them to rate the movie with 1 star being really bad and 5 stars being excellent. Compare their reviews with others in the class.

Ask learners to view several movies over a weekend and then write up a review of the movies. Ask them to share their reviews with other learners.

Activity 3 – Advertisements

Learners cut out magazines and newspapers advertisements and decide if they are **fact** of **opinion**. Learners will discover that 99% of ads are opinions! Define fact and opinion. Facts can be all or some of the following:

- Can be proven
- Real for all people and places
- Can be duplicated

- Can be observed
- Historical
- 100% true

Opinions refer to a person's feelings, thought, judgment, or beliefs. Opinions can't be proven and they are not 100 % true.

Activity 4 – Stereotypes

Ask learners to view magazine ads with a critical eye about stereotyping. First ask learners:

- How would you define stereotype?
- What are some examples? (teens shoplifting, dumb blondes, men don't cry, women are weak, drunken Indians)

Ask learners to cut out magazine ads and answer the questions on Handout 3. Ask learners to share their work with other learners when they are done.

Activity 5 – What's the message?

Tape some TV commercials and ask learners "What's the message?" Ask them to fill out Handout 4 while they view the commercials. You can use this activity with advertisements in magazines, newspapers etc. You can also view commercials on line at

<u>www.retrojunk.com/list_commercials.php</u> or Google "commercials" and many different sites will come up.

Activity 6 – Comparing Commercials from the 70s, 80s & 90s

Go to this website: <u>www.retrojunk.com/list_commercials.php</u> Review some of the commercials from each era. What do you notice about the commercials? Choose a similar commercial and compare it in each era. For example: cars, cereals, clothing, etc.

Fill in the chart on Handout 5 showing the similarities and the differences for each era.

Activity 7 – Current Events – 5 Ws

Select a picture or a simple news story from the local paper. Brainstorm the answers to the 5 Ws. Have learners practice responding to the questions who, what, where, why and when. Ask learners to fill in Handout 6. This can be done on a weekly basis. Learners pick an article out of the paper and fill out the handout.

Alternative activity - Ask learners to go to this website to review the news of the day <u>http://www.wfi.fr/volterre/tvradio.html</u>. Ask them to pick a story and fill out Handout 6 on the 5Ws.

Activity 8 – More Current Events

Learners select a newspaper or magazine article. They write two paragraphs: one summarizing the event/issue; the second they write about their opinions and or reaction to the article. Give learners Handout 7 to refer to. They attach their completed handout to a hard copy of the article and hand it in. They can also present their current event to the class. Post them on the bulletin board.



Critical Viewing Handout 1

TV Watching

Name of Program: _____

Is this show a:

ComedyHorrorDramaComing of ageCartoonDocumentary

Describe the main characters. Who are they? What do they look like? Male or female? How old? How are they dressed?

Describe the setting. Where does the program take place? What does it look like? Is a season of the year indicated?

Describe the plot. What was the show about?

What problem was presented? How was it solved? In your opinion, was the solution a good one? Are there other ways the problem could have been solved?

What was the theme of the program? What do you think the makers of the program wanted you to learn from the show?

Does the show stereotype gender, race, religion, etc? How?

What age level is the show aimed at? _____

Rate the program on a scale of 1 to 10. Was it a good or bad program? Is it suitable for your children to watch?

Source: Adapted from *Screen Smarts: A Family Guide to Media Literacy* by Gloria DeGaetano and Kathleen Bander (Houghton Mifflin Company, 1996)



Critical Viewing Handout 2

Movie Review

Title of Movie: Rating: R PG14 PG G Audience: Children, Youth, Young Adults, Adults, Everyone, Men, Women Give a brief description of the movie. Did you like the movie? Why or why not?

Your Rating

Not Good	ОК	Pretty Good	Good	Excellent
*	**	***	****	****



Stereotyping

Look through magazines and choose an ad that you think is a stereotype. Cut the ad out and paste it to a large piece of paper. Answer the following questions and paste this sheet beside the ad.

A **stereotype** is a generalization about a person or group of persons. Stereotypes often lead to unfair discrimination and persecution.

1. Describe what is going on in the ad.

2. Who is the target audience?

3. What is the message they are trying to get across?

4. Describe the stereotyping happening in this ad.

5. How does this stereotype hurt people?



What's the Message?

- 1. What is the advertisement about?
- 2. How does the advertisement get our attention?
- 3. Who is the message for? How might different people view this message?
- 4. What is the message?
- 5. Would you buy this product?



Compare Commercials from the 70s, 80s, & 90s

Fill in the chart below with the differences and similarities between commercials from the 70s, 80s, and 90s. Go to <u>www.retrojunk.com/list_commercials.php</u> to view commercials. Compare similar commercials. For example commercials on cars, cereal, clothing, fast food places, etc.

Type of Commercial _____

What's the same?	What's different?
	What's the same?



Critical Viewing Handout 6

Current Events

Find a newspaper article or view the news and answer the following questions in sentence format.

Title of article:

Where is the article from?	

Date of article:

Who is the news story about?

What is the news story about?

Where does the news story take place?

When does the news story take place?

Why are they reporting on this news story?



More Current Events

Choose a newspaper article and write two paragraphs about the article.

Make sure you:

- Indent the first line of each paragraph.
- Put a capital letter at the beginning and period at the end of sentences.
- Check your spelling.
- Attach your news item.

Title of article:	
Where is the article from?	
Date of article:	

Write a paragraph that summarizes the main idea in your own words. (Please do not copy from the article.)

Write a paragraph describing your reaction to this article.

- Why did you choose this news item?
- How did you feel when you read it?
- In what way does this article affect you?
- Does the event affect your community in any way?



Representing is creating, constructing, and communicating meaning through a variety of media and forms including drawings, sounds, pictures, illustrations, charts, graphs, posters, murals, photographs, dioramas, puppets, models, dramas, and videos.

Representing and depicting have been integrated into the reading and writing sections of this resource manual. This section provides you with some ideas and activities specific to representing that you can integrate into other areas of the curriculum. Representations allow learners to demonstrate their learning and understanding in a variety of ways.

Learners need opportunities to communicate their ideas in a variety of forms and to explore various media and forms. Help learners recognize representing as an important way of communicating ideas, exploring their thinking, and demonstrating their understanding. Point out how pictures, sounds, photographs, illustrations, graphs, charts, diagrams, and other representations are found in texts as well as in the world around us.

Form	Examples
Maps, Webs	concept map, story map, character map, word map, concept web
Diagrams	labeled diagram, Venn diagram, tree diagram
Chains, Wheels, Timelines, Flowcharts	sequence chain, word chain, cycle wheel, word wheel, historical timeline, event flowchart
Graphs	object graph, pictograph, bar graph

Illustrations	poster, painting, photograph, mural, slide show, collage, comic strip, storyboard, story quilt
Three-dimensional, Multimedia	display, model, diorama, sculpture, skit, mime, tableau, role play, drama, puppet play, mobile, video, multimedia presentation

Give learners guidance and explicit instructions to develop effective representing skills and strategies. As with all communication, learners need to plan and then prepare the final product. Instructors need to discuss and model the before, during (problem solving), and after phases of the representing process as carefully and consciously as they do with the other language processes. Creating representations requires learners to use their imaginations to depict key ideas and events. Some useful strategies include:

- Talk, Act, Draw, Write: Talking, acting, drawing, and writing provide ways to express thoughts. Learners talk, act, draw and write to represent what they are hearing, seeing, viewing, understanding, feeling, or thinking about a story, topic, or experience. They can use talking, acting, drawing, and writing to retell a text, to represent their response, or to share their impressions with others. Learners are encouraged to share their representations with others and then to add further details or ideas to their representations. For example: learners can talk, act, draw, and write about a field trip experience or a guest speaker's visit.
- Sketch to Stretch: In small groups or as a class, learners view, read, or listen to a text. Before they begin, encourage learners to think about how one can **represent** or **draw** the author's intended meaning. During and after viewing, reading, or listening to a text, learners sketch their observations about the text and share them with a partner. **Speech balloons** and **thinking bubbles** can be incorporated into the sketches to indicate what characters said or were thinking (Harste, Short, & Burke, 1988).

- **Illustrator Strategies**: Learners explore different techniques and media to represent their ideas, capture a story line, illustrate a character or setting, and capture or create moods and feelings. Learners can represent their understanding of word meanings through collages, paintings, and mobiles. Learners create comic strips of the key events and elements of a story, create murals, or design posters.
- Wordless Picture Books: Instructors can model how wordless picture books tell a story or convey information. Learners can tell a story or present information using this technique.
- **Story Maps:** Story maps help learners develop a "sense of story". Learners use a simple story map to retell the beginning, middle, and end of a story or create a graphic organizer that captures the problem-solution relationship found in a story.
- **Story Quilts:** Learners can create story quilts to show the setting, time, place, and sequence of story events. The design of the quilt squares should reflect the theme of the story (Tompkins, 1997).
- **Storyboards:** Using a panel of blocks that represent the story events sequentially, learners can sketch the key scenes and then suggest the audio (words) that might accompany each.
- **Cartoons:** Cartoonists use one or more panels to tell their story or present their ideas. Comic strips combine both illustrations and thought or speech bubbles to tell stories and communicate information. Have learners bring examples of their favourite comic strips and discuss the qualities that they enjoy. Learners may want to create a comic strip modeled after their favourite cartoonist. Discuss and model the preparation and techniques that are important to comic strips. Discuss political cartoons.
- **Graphic Organizers:** Information and ideas can be displayed in a number of ways including graphic organizers (e.g., mind maps, Venn diagrams, timelines, life cycles). Using the chalkboard or

overhead projector, the instructor can show learners how to present information in formats that are different from the original text. As and after learners view, read, or listen to an information text, they can analyze and represent the key ideas, events, sequence, or procedure using different organizers. Learners can also use these organizers to plan additional representations.

- **Charting, Graphing, Mapping, and Labeling:** Model how to chart, graph, map, and label responses and findings for a variety of topics (e.g., favourite hobbies).
- Photographs and Slides: Whether learners bring their favourite photos or slides from home or take pictures of their activities at school, photos can be used to represent and share understanding. Pictures taken during a field trip, a science experiment, or a special event can be arranged and reviewed. Learners can create a photo essay to describe new experiences and ideas. Captioned pictures can describe or explain an event. Learners can sequence photos and use them for presentations, study, and review. Photo representations can be used to highlight special celebrations and personal accomplishments.
- **Posters:** Creating posters to promote a favourite text or to inform others about an idea or experience develops not only learners' representing skills but also their conceptual and organizational (e.g., who, what, where, when) abilities.
- **Murals and Collages:** Learners can represent narrative stories or informational text by creating murals and collages. Learners can use their own illustrations and labeling or they can use pictures from magazines or personal photographs related to the theme or topic.
- Dramas, Puppet Plays, and Role Plays: Drama is important in developing learners' language skills, concepts, visualization abilities, problem-solving abilities, decision-making strategies, co-operative learning skills, and aesthetic appreciation. Drama is an important way of fostering the development and learning of learners (Siks,

1983). Learners can form small groups to represent their understanding of a story, a poem, a situation, or a concept. Whole class contextual dramas can also be facilitated by the instructor.

- **Displays:** Displays can be used to retell, relate, and respond to field trips, stories, poems, plays, presenters, and information texts.
- **Mobiles**: Learners can create mobiles that highlight a story, their experiences, what they have learned, and what they wonder about. Mobiles can be prepared using cut out shapes and photos, drawings, pictures from magazines, and found objects. All sides of the mobile can be decorated.
- **Models:** Using play dough, plasticine, clay, or other materials, learners can make three-dimensional models relating to their favourite texts or communicating ideas about what they have learned. Models are excellent ways of explaining how something was created or how something works. Learners can develop new vocabulary and create directions, labels, or sound effects as they plan to present their models to others.
- Videos: Learners can use home video cameras to produce the representations. Learners can produce a **silent movie** or **wordless film** (accompanied by music). If time and equipment permit, they can plan, shoot, and edit a full production of a story, news program, informational text, or other video program.
- **Commercials:** Learners can write and present television or radio commercials for favourite books, movies, hobbies, toys, cereals, or activities. These can be planned using a storyboard format, rehearsed, acted out, audiotaped, or videotaped. Learners can create images that appeal to the five senses, and brand names, jingles, and slogans to accompany their presentations (Barchers, 1993).



7 Handouts

Activity 1 – Story Maps

Story Maps are graphic organizers. They help learners better understand a story. Story map graphic organizers help the learners identify the elements of the story and the theme or moral of the story. There are many types of story maps that examine different elements of the story.

- Some summarize the beginning, middle and end of a story.
- Some list the 5 Ws: the who, when, where, what, and why of a story.
- Some list the title, setting, characters, the problem, the solution and the moral or theme of the story.
- Some, like a storyboard, are mostly pictorial, and illustrate the major events of a story in chronological order.

Read a short story to learners and ask them to make a story map for the story. Use Handouts 1a, 1b, 1c, or 1d as a guide for making a story map.

Activity 2 – Posters

Posters are a great way for learners to show their understanding of a topic. Some ideas for using posters in the classroom are:

- Learners make a poster to represent the topic, setting, characters, theme and plot of a story.
- Learners make a poster to advertise something in the community community feast, family literacy night, band meeting, etc.
- Learners make a poster to inform the public about a health issue like smoking, healthy eating, alcohol abuse, etc.
- Learners make a poster that describes how to do something. For example, tanning a hide, skinning a caribou, sewing mukluks, etc.

Activity 3 – Collages

Bring in a variety of magazines. Ask learners to make a collage about:

- Their goals in life
- What makes them happy
- Things that represent their life (like a picture biography)
- Advertisements that show stereotyping
- Healthy living

Activity 4 – Make an Advertisement

Learners make an advertisement that depicts the people in their community. Learners use an advertisement that they think is a stereotype and they change it to reflect the people in their community. They can change the picture and words to reflect the people and attitudes in their community.

Activity 5 – Current Events Mapping

Select a news item from a newspaper, the TV, video or radio. Read and discuss the main idea and details. Learners:

- Write the main idea on a slip of paper. Pin the paper under the appropriate heading (Local, National, International) located next to a world map on the bulletin board.
- Use a stick-pin to identify where the event is happening in the world. Then they tie a long piece of string around the stick-pin and tack it to the slip of paper. The location is now linked to the event/issue that is happening in the world. This approach also prompts learners to follow an ongoing event over a period of time.
- Follow up this activity by mapping major disasters or war torn places.

Activity 6 – Graphic Organizers

Use graphic organizers to help learners represent their ideas and work. Handout 2 provides a variety of graphic organizers.

Activity 7 – Photo Stories

Take a series of photographs and ask learners to describe what is happening in the photos or use the photos as a prompt to create a story around them. This can also be done as a group activity by having each learner write a line in response to the same photo.

Give learners a digital camera or Polaroid camera and ask them to take pictures in the community. Ask them to write a story about the pictures they have taken. They can take pictures of

- Interesting people, buildings or sites
- Their children
- Elders
- Traditional activities
- Buying something at the store, etc.

An example photo story is on Handout 3.

Activity 8 – Bookmaking

Learners create a variety of books. They can make story books for their children, books about themselves, books on a research topic, books about the history of their community, etc. Handout 4 provides instructions on making several different kinds of home-made books.

Activity 9 – Talking Books

Talking Books are a great literacy activity. They are made on the computer using the program PowerPoint to add text, pictures and sound. Talking Books can be used with all levels from 110 – 150. Instructors can use them individually or as a class activity.

You can make Talking Books:

- With pictures of familiar people, places, themes and ideas that are important to your learners and their community.
- With recorded narration of familiar voices, including their own.
- That are tailor-made to the interests of your learners.

- That the learners actively make and this opens up more possibilities of creative and imaginative writing.
- On the computer using PowerPoint.

Learners can make Talking Books:

- To teach or show a skill, such as how to skin a moose; how to grow a plant; how to use the writing process.
- To tell family stories or events.
- To retell familiar legends, myths, stories or rhymes.
- Using language experience stories.

Some of the benefits to using Talking Books are:

- They help learners that are new or struggling readers.
- You can create books in Aboriginal languages. This helps build Aboriginal language skills.
- Learning new computer skills like typing, pasting pictures and using clip art.
- Publishing creates ownership of words and meanings.
- They build learner self-esteem.
- Digital photography brings the learners, their communities and lives to their writing.
- Once you make a Talking Book it can also be printed for use off the computer.

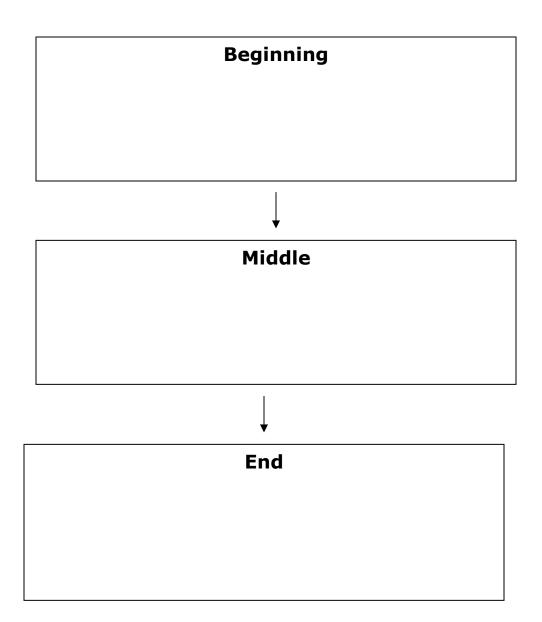
If you would like more information on how to make Talking Books contact the NWT Literacy Council. They have a CD that shows how to make them in detail. They also run workshops on how to make Talking Books.

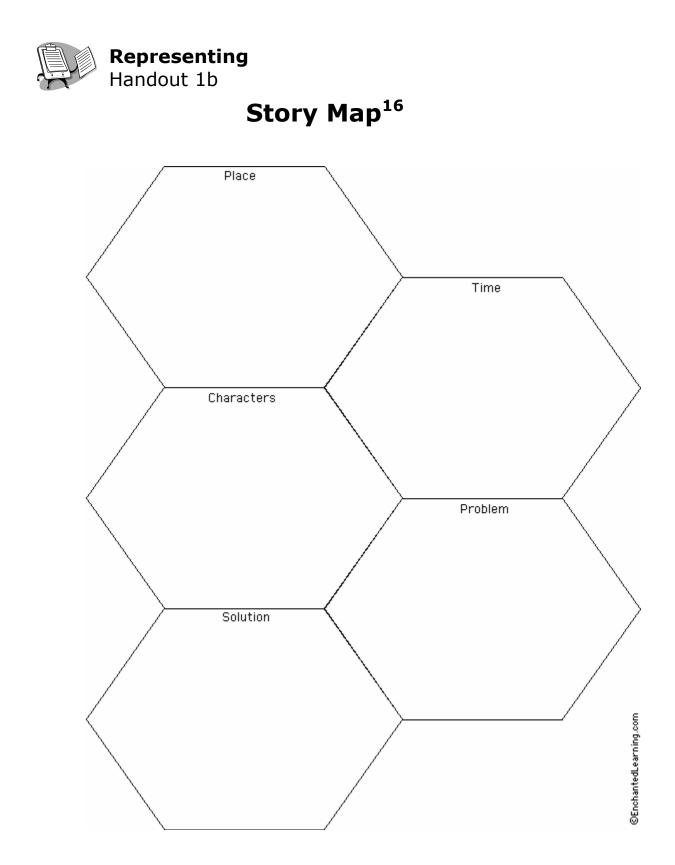


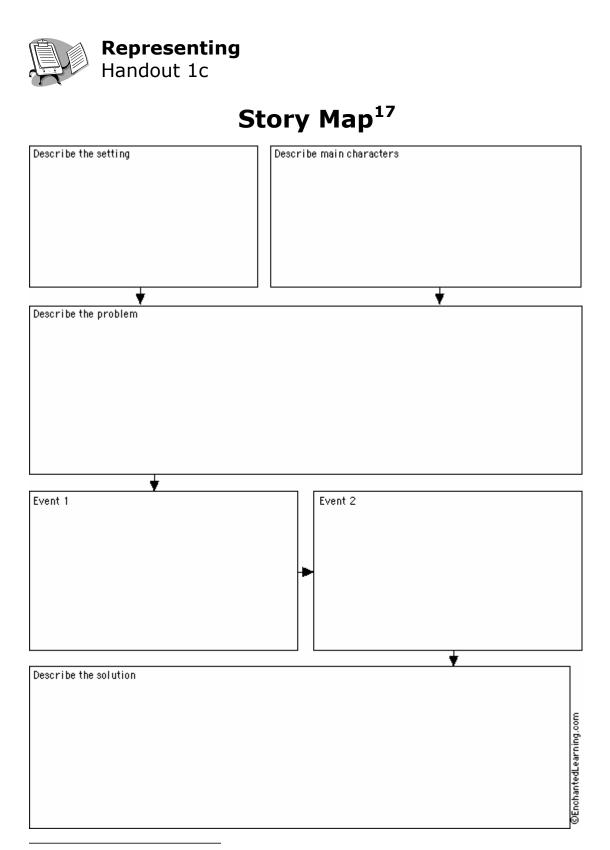
Representing Handout 1a

Story Map

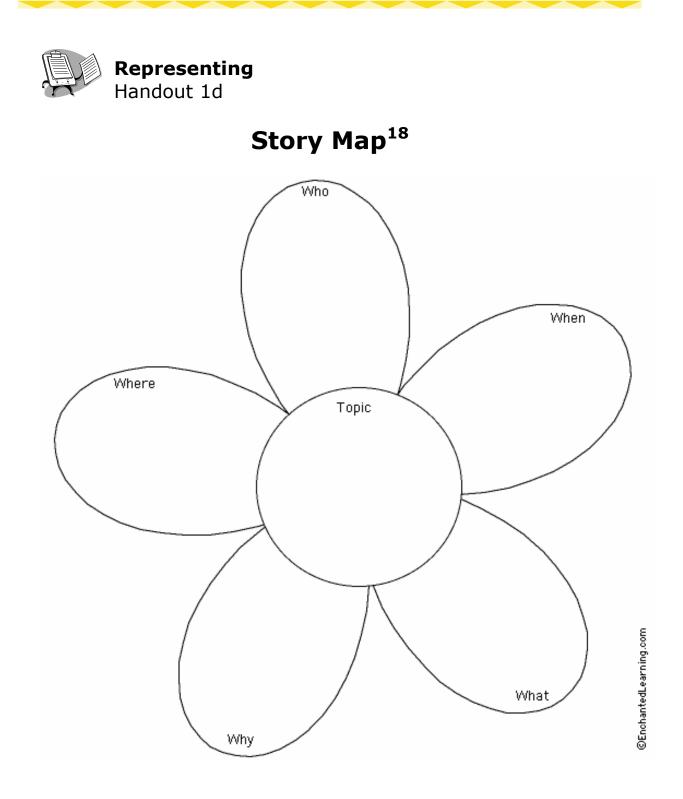
Story Title: _____







¹⁷ Source: <u>http://www.enchantedlearning.com/graphicorganizers/storymap/</u>

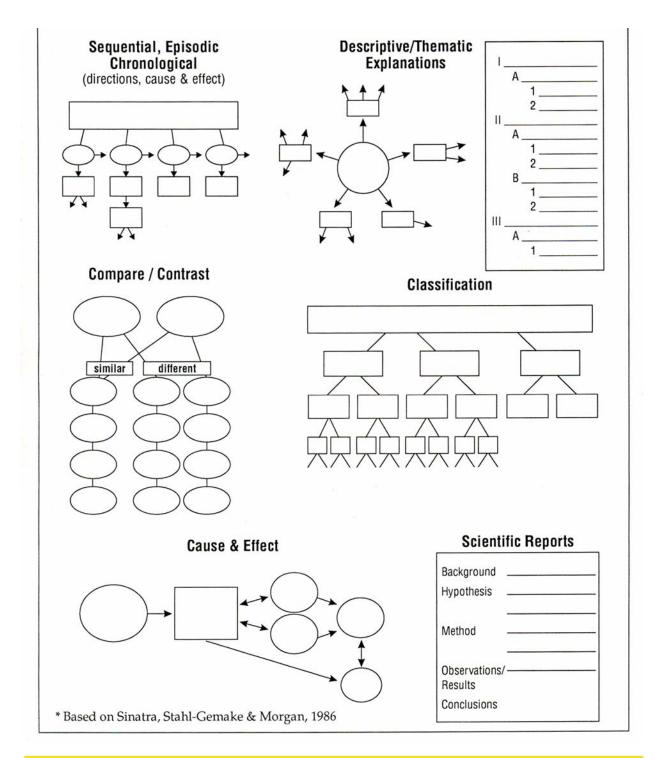


¹⁸ Source: <u>http://www.enchantedlearning.com/graphicorganizers/storymap/</u>



Representing Handout 2

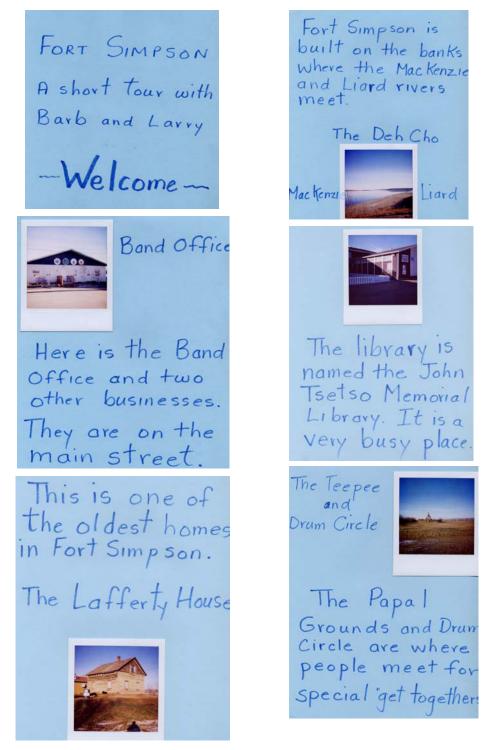
Graphic Organizers





Representing Handout 3

Photo Story - Welcome to Fort Simpson





Bookmaking

Bound Book

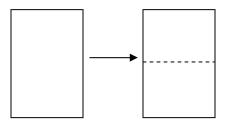
To make a simple bound book, similar to a hardcover book, all you need are a few supplies.

What you need:

- 8 pieces of 8 ½ X 11" paper
- Ruler
- Pen
- Sharp craft knife
- Adhesive shelf paper
- Cardboard
- Packaging tape
- Button thread or other thick thread
- Large needle
- Rubber Cement or glue

Directions:

Take 8 pieces of 8 ¹/₂" x 11" paper and fold the paper in half to form a 16-page booklet measuring 8 ¹/₂" x 5 ¹/₂"



- Thread your needle with about 24 inches of heavy thread
- Begin at one end of the booklet's centre crease sew large stitches about 1 inch apart. Leave a 2-inch 'tail' hanging from the first needle hole. When you reach the end of the crease, turn the booklet over. Now sew back, bringing the needle through the same holes on the other side of the book. Tie the two ends of your thread together on the outside of your booklet when you finish stitching the pages together. Trim the ends.

- Cut two 6" x 9" rectangles from cardboard. A craft knife makes a neater cut than scissors.
- Lay the cut pieces side by side, leaving a half-inch space between them. Cover the centre gap with packaging tape – this will attach the cardboard pieces together. This is the spine of your book. Your book will not shut if you do not leave a space.
- Cut a piece of adhesive backed shelf paper 15" x 20". Do not peel off the backing yet! Place your book cover in the centre of the shelf paper. Trim off a triangle at each corner. Mark a diagonal line about one half inch from the corner of

the paper and trim. Peel off the backing from the shelf paper and place your book cover in the centre

Adhesive Back Shelf Paper

on the sticky side of the paper. Fold over the edges and your cover is done.

• The first and last pages of your booklet are the endpapers. Glue the first page flat against the cover. Rubber cement makes fewer wrinkles on your endpapers than regular glue, although regular glue will work fine.

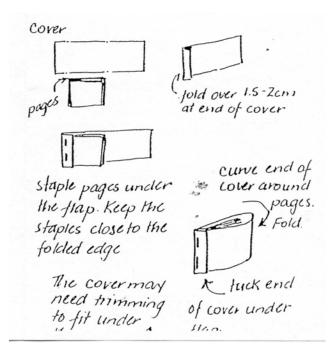
Match Book

What you need:

- Bristol board or construction paper
- 8 ¹/₂" X 11" paper
- Stapler
- Scissors

Directions:

- Cut a piece of Bristol board or construction paper to make a cover for your book.
- Fold the end ³/₄" at the end of the cover.
- Take several 8 ¹/₂" X 11" pieces of paper and fold them in half.
- Staple the pages under the flap on the cover. Keep the staples close to the folded edge.
- Curve the end of the cover around the pages and then fold.
- Trim the cover to fit right.
- Tuck the end of the cover under the flap.



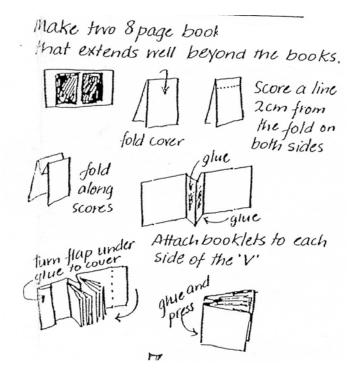
Sixteen Page Book

What you need:

- 4 sheet of 8 ¹/₂" X 11" paper
- Bristol board or construction paper
- Scissors

Directions:

- Make two 8-page books by folding 4 sheets of 8 ¹/₂" X 11" pages in half.
- Cut a cover that extends well beyond the books. Fold it in half and then fold and crease a line ³/₄" from the top fold.
- Attach the booklets to each side of the 'V' with glue.
- Turn the cover flap under and glue it to the inside of the cover.
- Put glue between the spines and glue together.



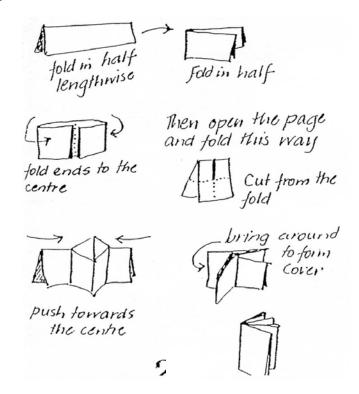
Eight Page Book

What you need:

- 8 ¹/₂" X 14" paper
- Scissors

Directions:

- 1. Fold a 8 ¹/₂" X 14" piece of paper in half lengthwise. Fold it in half again.
- 2. Open it up so that it is folded in half lengthwise again. Now fold the two ends into the centre.
- 3. Open the page and then fold it in half width-wise.
- 4. Cut along the fold as shown in the diagram.
- 5. Open it up lengthwise again and then push the two ends towards the centre.
- 6. Bring the front around to form the cover.



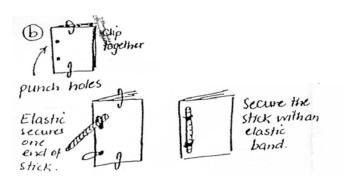
Quick Book

What you need:

- 8 ¹/₂" X 11" paper
- Straw, piece of wood, a twig, coffee stirrer, or popsicle stick
- Ribbon, elastics, or string
- Bristol board, cardstock or construction paper
- Scissors

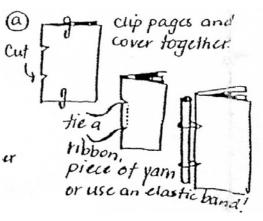
Directions:

- Fold blank 8 ¹/₂" X 11" paper to make the inside of the book.
- Make a cover out of construction paper, bristol board or cardstock. Fold the cover the same way as the inside of the book.
- You can attach the cover this way:
 - a. Put the cover and pages together and then use a paper clip to keep them together.
 - b. Cut two notches out of the folded side of the book.



c. Thread a piece of ribbon, piece of yarn, or an elastic band through the pages and tie it around the stick or whatever you decide to use.

- You can also attach the cover this way:
 - a. Clip the pages together and punch two holes along the folded edge.
 - b. Push an elastic through the holes and then thread the straw through the elastic. The straw will be secured by the elastic band.



Viewing/Representing