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BRITISH
COLUMBIA

Ministry of Education
Education Technology Branch

OVERVIEW

In this unit, English language arts and social studies come together in a meaningful way through reading literature and investigating what life was like in another time and place.

Students select and read a novel about another time and place, and use the setting of the novel as a basis for their research into the critical question: "How do historical novels contribute to our understanding of other times and places?" They share their learning in presentations in which they think of themselves as time travelers, reflect on their learning, and set goals for future research.

Another Time, Another Place features the use of technology to communicate with others and to record and present information. The Technology Focuses are on e-mail and word-processing programs. Suggestions for the use of the Internet, paint programs, and presentation software are also included. The unit addresses learning outcomes from Grade 6 English language arts and social studies.

Unit Goals

In this unit, students can:

- read a historical novel and research the time when the story took place to find out the reliability of the information in their novels
- compare their lives with those who lived in that time
- maintain reading journals to record what they learned about the life of the characters in their novels
- develop plans to guide and self-monitor their research into the setting of their novels
- assess and expand their research and analysis skills by using technology to communicate with others and to access, record, and present information

Notes

- Approximate Time: 12–14 hours

WHAT THE UNIT OFFERS

Lessons	Approximate Time	Curriculum Connection	
<p>1. DEVELOP THE CONTEXT</p> <p>In this lesson, students discuss their reading habits and preferences, and they select and read novels.</p>	two to three 45-minute classes	<p>Language Arts</p> <ul style="list-style-type: none"> • use information they have read, heard, or viewed to develop questions and activities that will extend their understanding • demonstrate awareness of how to use language and communications technology to maintain relationships with others • use text and electronic media features, including indices, tables of contents, and keyword searches, to locate specific information or material • locate, gather, select, and record information for specific purposes from various human, print, and electronic sources • organize details and information they have read, heard, or viewed using a variety of written and graphic forms, including charts, webs, and maps • compare real and imaginary times and places portrayed in literature and mass media with their own time and place • demonstrate pride and satisfaction in using language to express their thoughts, ideas, and feelings in various written, oral, visual, and electronic forms 	<p>Social Studies</p> <ul style="list-style-type: none"> • identify and clarify a problem, issue, or inquiry • research information using print, non-print, and electronic sources • evaluate the credibility and reliability of various sources • organize information from a variety of sources into a structured presentation using more than one form of representation • describe daily life, work, family structures, and gender roles in Canada and the world • analyze how a society's artistic expression reflects its culture • demonstrate appreciation of contributions of a variety of cultures, to Canada and the world
<p>2. PLAN THE RESEARCH</p> <p>In this lesson, students assess their technology skills, generate questions for their research based on their novels, and make plans to share information as they progress through the unit.</p>	two 45-minute classes		
<p>3. GATHER INFORMATION</p> <p>In this lesson, students gather information and create a table of key facts and ideas to summarize their research.</p>	five or six 45-minute classes		
<p>4. INTERPRET AND REFINE</p> <p>In this lesson, students develop diagrams to compare aspects of their novels.</p>	five 45-minute classes plus research time		
<p>5. SHARE INFORMATION</p> <p>In this lesson, each student prepares a presentation for a class "documentary" on other times and places.</p>	two or three 45-minute classes plus presentation time		
<p>6. THINK BACK, THINK AHEAD</p> <p>In this lesson, students reflect on the content and processes they have learned about during the unit, and set goals for future learning.</p>	one 45-minute class		

Research Emphases*	Technology Opportunities	Assessment
<p>➔ FOCUS</p>	<p>RS 1: Technology Focus: Word Processing (page 18)</p> <p>Using reviews posted at web sites as part of brainstorming possible novels to read</p> <p>Supplementing reading journal entries with clip art, scanned images, or student-developed graphics</p>	<p>Teacher: RS 3: Reading Literature (page 23)</p>
<p>➔ FOCUS</p>	<p>RS 4: Technology Focus: E-mail Basics (page 24)</p> <p>Using a word-processing program or organizing-ideas software (e.g., Inspiration) to articulate what they know</p>	
<p>➔ FIND AND FILTER</p>	<p>Using the Internet to locate information</p> <p>Using e-mail to share resources and to update the teacher about progress</p>	
<p>➔ WORK WITH THE INFORMATION</p>	<p>Using paint programs or Inspiration to create graphic organizers</p>	
<p>➔ COMMUNICATE</p>	<p>Using presentation software (e.g., PowerPoint) to present information</p>	<p>Peer: Comments on presentations</p>
<p>➔ REFLECT</p>		<p>Teacher, Student: RS 6: Assessment of Research and Technology Skills (page 29)</p> <p>Teacher: RS 7: Research Summary Rating Scale (page 30)</p>

*Based on BCTLA's Research Quest developed in 2000.

1. DEVELOP THE CONTEXT

In this lesson, students discuss their reading habits and preferences, and they select and read novels.

Discuss Story Settings

Prompt a discussion about students' reading habits and preferences by asking them to describe stories they have read. Focus on the settings of the stories.

Ask questions such as the following:

- What do you like about stories set in other places? Other times?
- How would the story be different if you changed either the time or place of the setting? Give some examples. How would it be different if you changed both?
- How can reading about the past help you better understand today? How can reading about other places help you better understand yourself and how you live?

Ask students: "If you could travel back in time, what time and place would you choose to visit? Why?"

Describe the Task

Tell students that they will be exploring a historical time and place of their choice through both novels and informational materials.

- They will first read a novel, and learn about the past this way.
- Then they will do some research to check out the information in the novel and to learn more.

Select Novels

Explain to students that they may choose any historical novel they like for this unit, as long as it is set in a time and place other than their own.

Discuss as a class how they could identify possible novels (e.g., recommendations from friends, browsing through the fiction shelves at the library). You might want to give them an opportunity to discuss possibilities with a librarian.



Technology Opportunities

Research Process

➔ Focus

Find and Filter

Work with the Information

Communicate

Reflect

Work with students to develop a set of criteria for their selection of novels. For example:

- You are interested in the setting of the story (when and where the story takes place).
- You have read several pages and know you can read it comfortably.

Some students may want to do exploratory research of various times and places before they select a novel.



GET ON - LINE

To discover some library-sponsored web sites that post book reviews written by young people as well as sites designed to assist teachers with resources on teaching novels, view www.bced.gov.bc.ca/technology/6-9.htm and click on Sample Units. Browsing these sites might give students ideas for novels to select. Later, they may want to post their own reviews.

Set Up Reading Journals

Have students keep journals, making an entry at the end of each chapter to summarize what they have learned about the lives of the characters at that time.

This may be done with notecards, booklets, or through word processing.

Respond to the First Chapter

After students have all read the first chapter of their novels, they record questions about the time and place.

Prompt students to think about time and place by asking questions such as the following:

- What do you already know about the setting of your novel? What do you want to know?
- What was day-to-day life like for people in that place and at that time? You might suggest that they consider such aspects as schooling, work, food, clothing, and technology.
- What were the important events of the times?
- What was the structure of the family?
- What were the roles of boys and girls and men and women?



Technology Opportunities

RS1: Technology Focus: Word Processing provides focused instruction for introducing students to word processing.

Students who have had more experience in word processing might want to import graphics to illustrate their journals. This could be clip art, scanned images, or work drawn by students using a paint program.

Research Process

➔ Focus

*Find and Filter
Work with the Information
Communicate
Reflect*

- What did people do for fun (e.g., athletic and artistic activities)?
- What questions do you have about the setting of the first chapter?

Have students write their questions on cards or in a word-processing document. Point out that they need to keep their work, as they will be adding to the questions and using them later to help focus their research.

Read the Novel After students have read and responded to their first chapters, hold a class sharing session.

Ask students to tell about their novels — the main characters and the time and place of the story. Create a large “Our Novels” class chart on which to record the information. Keep this chart to refer to later.

“OUR NOVELS”

	Title	Author	Time Period	Place	Main Character	Gender of Main Character	Important Events
Student's Name and E-mail Address							



Technology Opportunities

Research Process

- ➔ **Focus**
 - Find and Filter*
 - Work with the Information*
 - Communicate*
 - Reflect*

Conduct Individual and Small Group Conferences

While students are reading their novels, meet with individuals and small groups to confer about their progress. Have them bring their reading journals to use as a focus for the conference.

RS 2: CONFERENCE QUESTIONS AND PROMPTS

About Reading Strategies

- What made you select this novel?
- How did you know this book would be interesting?
Not too difficult or not too easy? (i.e., Did you scan the first page or chapter for difficult words, size of print, amount of print, length?)
- What did you do when you ran into a problem while you were reading?
(i.e., if you have a problem do you go back and read it again; read ahead first; then go back to see if it makes sense; try to relate it to what you know about the topic/genre?)

About Reading Comprehension

- Tell me what is important about this book.
- What is the setting of the story? How do you know?
- What are the key events in the story? What was the problem? How was it solved?
- What were the most important points in the information you read?
- Describe the main character: Is he or she like you in any way? Unlike you?
- What is the theme or message of this book? What do you think the author is trying to convey?
- Are there any techniques that the author uses to keep you interested? To make the material easier to understand?

About Response to Reading

- What is it about this story that is interesting to you (or that you can relate to)?
- If you could change the ending, what would you write?
- Can you compare this story to real life? Did anything like this ever happen to you?
- Is the information in this selection complete? Do you think it's correct? How can you tell? Where could you get more information on this topic?
- Can you connect this selection to other authors/selections/experiences?
- Would you recommend this selection to a friend? Who? Why or why not?

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Assess Student Performance

Use RS 3: Reading Literature for each student conference, to record your observations of their progress. This resource sheet contains sample conference questions and prompts and a rating scale. This format of the rating scale is adapted for this activity from the BC Performance Standards for Reading Literature.

RS 3: READING LITERATURE

Name: _____

Snapshot: The student is able to read generally straightforward fiction and poetry and complete assigned tasks independently. Work is generally accurate and complete, with specific references to the selection.

Fully Meets Expectations	Teacher's Comments
<p>Strategies</p> <ul style="list-style-type: none"> • checks for understanding; draws on an increasing range of comprehension strategies to deal with specific problems or features of the material (may need occasional reminders) • uses context, clues, word structure, and illustrations to figure out unfamiliar words (may need prompting) • uses knowledge of story structure and familiar genres to predict, support, and confirm meaning • skims and rereads for details as required 	
<p>Comprehension</p> <ul style="list-style-type: none"> • responds to comprehension questions or tasks are clear, complete, based on accurate information, and include specific references to the selection • describes setting, main characters, conflict, and events accurately and in some detail • explains relationships among events (e.g., cause and effect, problem and attempted solution) • makes some logical inferences about characters' feelings and motivations; provides support from the selection • offers logical interpretations of more obvious themes or author's message 	
<p>Response and Analysis</p> <ul style="list-style-type: none"> • makes logical, relatively straightforward connections between the selection and own ideas, beliefs, experiences, and feelings • makes logical connections to key features of other reading or viewing selections (e.g., form, language, characters, or plot) that go beyond the obvious with direction; can compare themes • offers reactions and opinions about selections with some logical supporting reasons or examples 	

Adapted from the Provincial Performance Standards for Reading Literature.
Another Time, Another Place - Resource Sheets 23



Technology Opportunities

Research Process



Find and Filter
Work with the Information
Communicate
Reflect

2. PLAN THE RESEARCH

In this lesson, students assess their technology skills, generate questions for their research based on their novels, and make plans to share information as they progress through the unit.

Assess Technology Skills

Explain that knowing how to use different technologies can help them get better at researching, communicating with others, and showing what they know.

Ask students to take a personal inventory of their technology skills. Point out that this will help them think about what they know and what they'd like to learn.

Have them take a piece of paper and fold it down the middle with "I Know About..." at the top of one column and "I'm Curious About..." at the top of the other. Ask them to use this organizer to list the technologies they can use and the ones they'd like to learn about. They should give different technologies one-, two-, or three-star ratings in each category.

Before students begin, brainstorm a list of possible technologies. The following are some suggestions:

- word-processing programs
- e-mail programs
- the Internet
- spreadsheet programs
- database programs

While students work, consider listing your own technology skills and interests to share.

Encourage Students to Share Their Skills

Invite students to share some of the items on their lists. If some students have experience with one or more technologies, ask for volunteers to be class "Technology Resource People." Students' names could be posted on a class chart.



Technology Opportunities

Students could record their "I Know About/I'm Curious About" information in a word-processing document. Some students might prefer to use a program such as Inspiration to record the information in another format, such as a web.

Research Process

➡ Focus

Find and Filter

Work with the Information

Communicate

Reflect

Class Technology Resource People

Manjinder — can help you insert clip art

Linda — is an e-mail wizard

Alphonse — is the king of keywords

Carrie — knows how to make graphs from a spreadsheet

Think About What They Learned

After students have completed reading their novels, ask them to make a list of facts they learned and ideas they encountered about the time and place by reading the novel.

Have students sort their facts into categories. For example:

- day-to-day life (school, work, food, clothing)
- important events of the times
- families
- gender roles
- entertainment

They could do this fact-sorting on cards or using a word-processing program. If their questions are on cards, they can sort them by grouping the cards. If their questions are in a document, they can cut and paste them under headings.

Generate Questions

Next, ask students to review the facts they learned while reading the novel and to write down some questions about what they have learned so far (i.e., questions about what life was like for the characters in their stories).

You may want to prompt with questions similar to those used when they responded to the first chapter.

Once they have listed several questions for each category, students should share their question sets. Tell students that they can add more questions or categories to their personal lists after the sharing session.

Encourage Communication Among Students

Encourage students who are studying the same novel or similar settings to form interest groups.

Students could refer back to the “Our Novels” class chart to locate potential group members.

Encourage students to use e-mail to ask questions, to share information and ideas, and to arrange meetings.



Technology Opportunities

Research Process

➔ Focus

Find and Filter

Work with the Information

Communicate

Reflect

Develop Big Questions

After students have discussed questions in groups, ask them to then work on their own to decide on one “big question” for each category they would like to research in the next part of this unit. For example, their big questions might be:

- What was day-to-day life like for people at the time of my story?
- What were the important events of the times?
- What roles did the various family members play?
- Were there differences in gender roles at this time and place? What were they?
- What did people do for entertainment?

Prepare Research Planning Sheets

Explain to students that during the rest of the unit they will:

- Research the time and place of their novels in informational texts (print, non-print, and electronic). The “big questions” they have generated will help focus their research.
- Use the information they find to check the accuracy of the historical information in their novels.
- Make a presentation that shows what they learned about the time and place they researched.

Provide students with copies of RS 5: Research Plan. Guide students to fill in all the information they can at this time. Use the BCTLA Research Quest format as a guide.

Tell students that they should update the Research Plan on a regular basis as they work, and that the completed sheet, along with other work, will form the basis of your evaluation of their work in the unit.

Distribute copies of RS 6: Assessment of Research and Technology Skills and RS 7: Research Summary Rating Scale, so that students are familiar with the specific criteria that will be used in evaluation.



GET ON - LINE

To find the format for the Research Plan in Word format, view www.bced.gov.bc.ca/technology/6-9.htm and click on Sample Units.



Technology Opportunities

RS 4: Technology Focus: E-mail Basics suggests a sequence of lessons for introducing students to word processing.

Research Process

➔ Focus

*Find and Filter
Work with the Information
Communicate
Reflect*

3. GATHER INFORMATION

In this lesson, students gather information and create a table of key facts and ideas to summarize their research.

Gather Information Provide students with class, library, and computer-lab time to carry out their research.

It would help to begin with an orientation by the librarian on likely sources of information.

As part of ongoing assessment, have students send you at least one e-mail during the time they are researching, to update you on how their research is going — what’s going well, what problems they are having.

Tabulate Information When students have collected sufficient information on their topics, ask them to organize the facts and ideas they have found by listing them under the categories which they used for the information in their novels.

To do this, they will need to review their data-collection sheets and sort the facts and ideas they recorded. They can do this by cutting and pasting on paper or by using a word-processing program to enter their information.

If the word-processing software available has a Table feature, then this is an excellent use for it.



Technology Opportunities

This aspect of the project is an excellent opportunity for students to develop their Internet search skills.

Suggest that students e-mail the addresses of useful sites to their interest-group members, or to other members of the class if appropriate.

Research Process

Focus

➡ **Find and Filter**

Work with the Information

Communicate

Reflect

4. INTERPRET AND REFINE

In this lesson, students develop diagrams to compare aspects of their novels.

Think Critically About Fact and Fiction

Have students compare what they learned about time and place from historical fiction and their research.

- Ask students to identify:
 - any historical inaccuracies in the novel
 - interesting facts or ideas about the time or place that would have enhanced the novel
- Ask them to create a graphic organizer to present key ideas. They might want to create comparison charts, Venn diagrams, or a mind map.
- Have students meet in small groups to present and discuss their organizers with others. Ask them to also discuss these questions in their groups:
 - Is a novel a reliable source of information about another time and place? Why or why not?
 - How does reading a novel help you understand another time and place?
 - What kinds of things is it best to learn from informational texts?
 - What are the ways in which a novel gives you perspective on other times and places that is different from informational material (e.g., emotions of the characters)?

Then have a class discussion, inviting groups to report on their answers to the questions.

Review Technology Skills

Have students update their “I Know About.../I’m Curious About...” sheets by entering the date and any new skills they have learned and any new interests they have. This may be a good time to ask if any students would now like to add their names to the class list of resource people.



Technology Opportunities

Students could use a paint program or organizing-ideas software (e.g., Inspiration) to create their graphic organizers.

Research Process

Focus

Find and Filter

➡ **Work with the Information**

Communicate

Reflect

5. SHARE INFORMATION

In this lesson, each student prepares a presentation for a class “documentary” on other times and places.

Prepare Presentations

The theme of the documentary should be “time travel.”

Explain that you would like each member of the class to create a five-minute presentation to contribute to a class documentary on other times and places. Briefly discuss what a documentary is, emphasizing that it presents information.

Challenge them to show as many of the following aspects as they can in their five-minute presentation: important events of the times, daily life, family structures, gender roles, and artistic expression. Tell them that part or all of their presentation must involve the use of technology (this could range from overhead projectors to computer presentations).

Let them know that they can add appropriate props and costumes to their presentations to help others understand the times.

Peer Assessment of Presentations

As students make presentations, have each student complete eight post-it notes to pass on to four of the presenters. Tell them to write one positive note and one suggestion for improvement for each presenter.



Technology Opportunities

Some students may want to use presentation software (e.g., PowerPoint) to develop their presentations.

Research Process

Focus

Find and Filter

Work with the Information

➡ **Communicate**

Reflect

6. THINK BACK, THINK AHEAD

In this lesson, students reflect on the content and processes they have learned about during the unit, and set goals for future learning.

Reflect on the Learning and Set New Goals

Invite students to comment about the ideas, processes, and skills they learned during the unit. Have them review their “I Know About.../I’m Curious About...” charts, Research Plans, and reading journals to complete the following sentence starters:

I made connections between my life and the life of the main character in my novel by...

I showed my understanding of the life and times of the characters in the novel I read when I...

I showed that I know the difference between fact and fantasy when I...

I showed that I can use technology to record information when I...

I showed that I can use technology to organize information when I...

I showed that I can use technology to present information when I...

I showed that I can use technology to maintain communications with others when I...

The most important thing I learned about the research process was...

Next time I do research I will...

Self-Assessment of Research and Technology Skills

Provide students with copies of RS 5: Assessment of Research and Technology Skills. Have students use their “I Know About.../I’m Curious About...” sheets as a basis for this self-assessment.

Unit Evaluation of Research Skills

Add your own comments to RS 6: Assessment of Research and Technology Skills. RS 7: Research Summary Rating Scale provides a format for an overall rating of students’ research work.



Technology Opportunities

Research Process

Focus

Find and Filter

Work with the Information

Communicate

➡ **Reflect**

VARIATIONS

Regional Focus Develop a unit using novels that focus on Western Canada or other areas of Canada or the world.

On-line Reviews Have students locate, read, and critically evaluate on-line reviews of the books selected. Write your own reviews and contribute to an on-line repository.

Ask the Author Find out if it is possible to e-mail the author of one or more of the books. Have the class work together to decide what kinds of questions are appropriate in an “ask the author/ask an expert” situation.

Role Play Have students role-play different scenarios, using their knowledge of the setting and characters to guide them. For example:

- Role-play a trip in a time machine to visit one of the fictional characters.
- Role-play a character from a different period in time visiting a 21st century classroom, restaurant, medical office, music concert, department store, arcade, or theme park.

Write newspaper/magazine articles on the visits that were role-played. Review recent issues of a range of publications. Consider the different types of writing style that each publication might use to convey the information, and then emulate them. (e.g., National Enquirer, “Elvis’s diary found, with proof that aliens sent him back to the 19th century”; or National Geographic, “New technology allows first-hand exploration of different epochs in time.”)

Time Travel Have students consider the feasibility of actual time travel, using the five-step research process. Get them to formulate a critical question and do a keyword search (e.g., try the search string “time travel”) to find web sites that address this. They then critically evaluate the content of those sites.

RESOURCE SHEETS

RS 1: Technology Focus: Word Processing

RS 2: Conference Questions and Prompts

RS 3: Reading Literature

RS 4: Technology Focus: E-mail Basics

RS 5: Research Plan

RS 6: Assessment of Research and Technology Skills

RS 7: Research Summary Rating Scale



RS1: TECHNOLOGY FOCUS: WORD PROCESSING

This Technology Focus piece assumes that students have limited experience in creating and editing word-processing documents. If students are more experienced, consider adding in some of the suggestions in the Technology Opportunities for this unit.

Word processing has a variety of applications in a project such as this novel study. This unit suggests creating documents for their reading journals, for recording and categorizing information, and for presenting information. Because there are a variety of programs and versions of programs, the support provided here focuses on key concepts. You will need to provide examples of the specific software available to your students, either by printing out screen displays or by using an LCD projector to work through examples. Before you start, you will also need to have student work areas set up so that students know the names of folders (directories) they should work in.

This Technology Focus is divided into three sessions. Each session follows the same pattern of introducing students to key terms, demonstrating how to perform certain functions, and then asking students to make a document that lists the terms and definitions in their own words. If your students have prior experience with word-processing programs, some of this will be review, and you may cover the material in fewer sessions.

Session 1: Creating, Printing, and Saving

- Ask students what they already know about creating and saving word-processing documents. If students do not know, explain that a word-processing program is a computer program that allows them to create written work (e.g., a story, a list of information) and to print it out on paper. The document they create can be stored on the computer and later changed.
 - Explain that to practise creating a document, they will start a list of technology terms. Today they will create a file and enter some terms and definitions. They will then print out definitions for you to check. Later, they can add more terms and definitions to the file.
- Write the following terms on the chalkboard or chart paper (or display on an overhead), without the accompanying definitions.
 - *folder*: An area set aside to contain files of information. Each folder has a name. You can think of a folder as being like a drawer in a filing cabinet.
 - *file*: How information is stored on a computer. Each file has a name. A file can contain many different types of information, such as pictures, spreadsheets, or written work. Well-organized computer users keep files on the same topic in a folder with a name that makes it easy to find them. You can think of a file as being like a paper file that you would put in the drawer of a filing cabinet.
 - *document*: What we call a file of written work created in a word-processing program.
 - *run*: When you start up a program.
 - *open*: When you open an existing document. This may also be the term used to start a new document.
 - *save*: When you ask the computer to keep the work you have written so that you can open the same file another time.
 - *print*: When you send a file to a printer so that you have a hard copy.
 - *close*: When you stop working in a file.

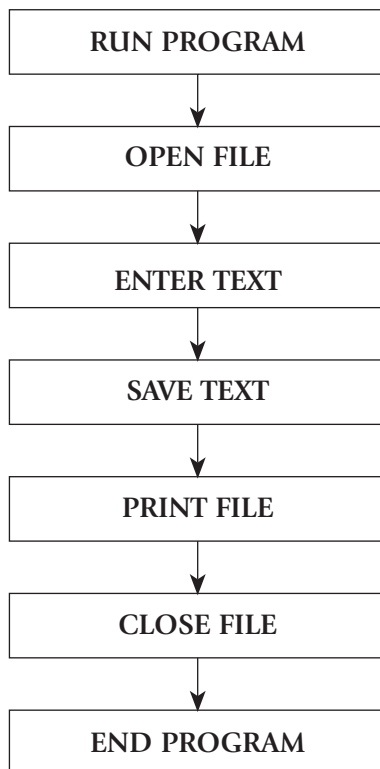
Explain that these are key terms they need to know to use a word-processing program to create documents. They need these terms to talk about what they are doing. These are also the common terms found in toolbars in word-processing programs. Have students write down these terms on file cards or notepaper, leaving room to add definitions.

continued...

RS 1: TECHNOLOGY FOCUS: WORD PROCESSING...continued

- Then work through an example of selecting a folder, running a word-processing program, opening a new file, entering text, saving the file, printing the file, closing, and ending the program. Ensure that students understand how to use the toolbar. Also explain that text is entered by positioning the cursor and starting to type. At this point, limit the explanation of editing to saying that if you want to change something, you simply highlight it and type over it.

As you work through the sample, refer back to the list of terms and ask students to make brief notes so that they can write full definitions later. After you have worked through the example, review the terms and the basic steps as a class, clarifying and repeating the example as needed. You might find it helps to draw a flow chart such as the one shown here.



- Explain that you would now like students to each create and save a document that includes all the terms discussed and definitions written in their own words. Briefly discuss logical names they might choose for their documents.
 - Write the following stems on the chalkboard or an overhead and ask students to choose one to complete and include at the bottom of their file.
 - This was easy for me because...*
 - I could do this, but I had some trouble with...*
 - This was a big challenge for me because...*
- They should print out a copy of the file to submit to you for review.
- As students work, circulate to provide assistance. You might also pair more experienced students with students who need support.
 - Review students' printouts and comment on their understanding of the terms. Use the self-assessment to help identify students who will need additional support during the unit.

Session 2: Basic Editing and Formatting

- Explain to students that one of the main benefits of word-processing technology is that it allows you to store your document on the computer and later make changes. Explain that today they will go back into the Technology Terms document they made and make some changes. They'll also learn a little more about editing and how to make their documents look good.
- Write the following terms on the chalkboard or chart paper (or display on an overhead), without the accompanying definitions.
 - *print preview*: An option that lets you see what your document will look like before you print it.
 - *font*: A word used by word-processing programs to describe how letters look. This includes the style of the letters, the size, and whether they are normal, bold, or italic (often called effects).

continued...

RS 1: TECHNOLOGY FOCUS: WORD PROCESSING...continued

- *page break*: The option that allows you to decide when to start a new page.
- *copy*: (Ctrl+C) makes a copy of the text selected.
- *paste*: (Ctrl+V) will put text that has been copied or deleted into a new location.
- *delete*: (Ctrl+X) will delete text that is selected.
- *copy, paste, delete*: This is the safest series of commands to use to move words from one part of the document to the other. That is, you paste the text into the new location and only delete it from the old location when you know it is safe.

Explain that these are some key terms they need to know to edit documents and make them easy to read. Have students write down these terms on file cards or notepaper, leaving room to add definitions.

- Work through an example of opening an existing file, previewing the page set-up, trying out different font types, sizes, and effects. Also insert a page break and copy and paste blocks of text.

As you work through the sample, refer back to the list of terms and ask students to make brief notes so that they can write full definitions later. After you have worked through the example, review the terms as a class, clarifying and repeating the example as needed.

- Explain that you would now like students to add today's terms to their Technology Terms documents. Then have them experiment with fonts and rearranging the text to make a pleasing display. Discuss the idea of using one style or effect (e.g., bold) for the term and another for the definition. Once they are satisfied with their work, they should make a printout for your review.

Students who are more experienced might want to use the Sort feature to arrange their terms in alphabetical order.

- As students work, circulate to provide assistance. You might also pair more experienced students with students who need support.
- Review students' work and comment on their understanding of the terms and their use of the design features. As a class, discuss what they found out about making a readable printout. Ask: "Are some font styles harder to read than others? Are some sizes too small or too big? What is the effect of using bold or italics for a word?"

Session 3: Page Layout

- Explain to students that, in addition to changing the style and size of the letters, word-processing programs also allow you to set up the page in different ways. Explain that today they will go back into the Technology Terms document they made and experiment with different page layouts.
- Begin by having students look at a variety of text layouts in different books or other documents in the class. Discuss ways the layout on the page makes the material easier or harder to read.
- Write the following terms on the chalkboard or chart paper (or display on an overhead), without the accompanying definitions.
 - *default*: The basic format and page layout that comes with a new file.
 - *header, footer*: Information at the top and bottom of a page.
 - *landscape*: A "sideways" orientation on the page.
 - *margin*: Space at the sides, top, and bottom of the page.
 - *help*: A feature that can give you information on how to do something when you are working in a program.

Have students write down these terms on file cards or notepaper, leaving room to add definitions.

continued...

RS 1: TECHNOLOGY FOCUS: WORD PROCESSING...continued

- Open an existing file and show students where the page layout options are located. Point out that when you first open a file, the program decides on the page layout. These are the default settings. Use Print Preview to illustrate the effect of changing the margin size and page orientation. Discuss situations in which landscape mode would be useful (e.g., when you have tables that are several columns wide). Explain that whenever a document is longer than two pages, you should always number the pages. Show students how to put a page number and file name in a footer. Finally, show students how to use the Help feature.
- Explain that you would now like students to add today's terms to their Technology Terms document and put in a footer that includes the file name and page number. They may also choose to experiment with the margins and page orientation, but remind them that the results should be a readable document (landscape mode isn't likely to be suitable for this work).
- Depending on how well students are doing with their word-processing skills, you may or may not decide to collect and review the work in this session.

As you work through the sample, refer back to the list of terms and ask students to make brief notes so that they can write full definitions later. After you have worked through the example, review the terms as a class, clarifying and repeating the example as needed.

RS 2: CONFERENCE QUESTIONS AND PROMPTS

About Reading Strategies

- What made you select this novel?
- How did you know this book would be interesting?
Not too difficult or not too easy? (i.e., Did you scan the first page or chapter for difficult words, size of print, amount of print, length?)
- What did you do when you ran into a problem while you were reading? (i.e., If you have a problem do you: go back and read it again; read ahead first, then go back to see if it makes sense; try to relate it to what you know about the topic/genre?)

About Reading Comprehension

- Tell me what is important about this book.
- What is the setting of the story? How do you know?
- What are the key events in the story? What was the problem? How was it solved?
- What were the most important points in the information you read?
- Describe the main character. Is he or she like you in any ways? Unlike you?
- What is the theme or message of this book? What do you think the author is trying to convey?
- Are there any techniques that the author uses to keep you interested? To make the material easier to understand?

About Response to Reading

- What is it about this story that is interesting to you (or that you can relate to)?
- If you could change the ending, what would you write?
- Can you compare this story to real life? Did anything like this ever happen to you?
- Is the information in this selection complete? Do you think it's correct? How can you tell? Where could you get more information on this topic?
- Can you connect this selection to other authors/selections/experiences?
- Would you recommend this selection to a friend? Who? Why or why not?

RS 3: READING LITERATURE

Name: _____ Date: _____

Snapshot: The student is able to read generally straightforward fiction and poetry and complete assigned tasks independently. Work is generally accurate and complete, with specific references to the selection.

Fully Meets Expectations	Teacher's Comments
<p>Strategies</p> <ul style="list-style-type: none">• checks for understanding; draws on an increasing range of comprehension strategies to deal with specific problems or features of the material (may need occasional reminders)• uses context clues, word structure, and illustrations to figure out unfamiliar words (may need prompting)• uses knowledge of story structure and familiar genres to predict, support, and confirm meaning• skims and rereads for details as required	
<p>Comprehension</p> <ul style="list-style-type: none">• responses to comprehension questions or tasks are clear, complete, based on accurate information, and include specific references to the selection• describes setting, main characters, conflict, and events accurately and in some detail• explains relationships among events (e.g., cause and effect, problem and attempted solution)• makes some logical inferences about characters' feelings and motivations; provides support from the selection• offers logical interpretations of more obvious themes or author's message	
<p>Response and Analysis</p> <ul style="list-style-type: none">• makes logical, relatively straightforward connections between the selection and own ideas, beliefs, experiences, and feelings• makes logical connections to key features of other reading or viewing selections (e.g., form, language, characters, or plot) that go beyond the obvious; with direction, can compare themes• offers reactions and opinions about selections with some logical supporting reasons or examples	

Adapted from the BC Performance Standards for Reading Literature.

RS 4: TECHNOLOGY FOCUS: E-MAIL BASICS

This Technology Focus assumes that students have limited experience in sending and receiving e-mail. If students are more experienced, consider adding in some of the suggestions in the Technology Opportunities for this unit.

E-mail is fast becoming one of the most common methods of personal and business communications. This unit suggests providing students experience in this technology by using e-mail for communications in their expert groups and for communication with you about their progress. Because there are a variety of programs and versions of programs, the support provided here focuses on key concepts. You will need to provide examples of the specific software available to your students, either by printing out screen displays or by using an LCD projector to work through examples. Before you start, you will also need to have an e-mail account set up for each student.

This Technology Focus suggests introducing students to e-mail by first giving a brief demonstration, then e-mailing students their e-mail addresses and having students e-mail you back with information on the interest group they have joined, what they think they can contribute, and how they hope to benefit. You might also have students update their Technology Terms files.

- Ask students what they already know about sending and receiving e-mail. If required, explain that e-mail is a way of sending messages from one computer user to another. You can send just the message, or you can attach a file to it. Give an example of how e-mail might be used in business and in personal life (e.g., an employee sends a report to head office; your cousin sends you a picture of his new bike).
 - Write your e-mail address on the chalkboard. Point out the typical parts of an address (name@address). Explain that you will be e-mailing their personal address to each of them.
 - Demonstrate how to run the e-mail program on your system, how to check for mail, and how to reply.
 - Ask students to examine the toolbar and suggest to you what options they might use to send a new message. Consider students' suggestions and clarify as needed.
 - Explain that a file you send along with an e-mail message is called an *attachment*. Demonstrate how to attach a file to an e-mail message.
 - Now ask students to send you an e-mail that includes the following information:
 - A list of who else is in their interest group.
 - What they think they can contribute to the group.
 - What benefits they will receive from being part of a group.
- If students have categorized their questions about the time and place in their novels in word-processing documents, you could also ask them to send their files as attachments.
- Circulate as students are working, and provide assistance as required. You might also want to pair more experienced students with students who need support.
 - Read and respond to students' reflections on working in interest groups. In addition to confirming whether or not students are comfortable using e-mail, students' comments may help you identify groups or individuals who might need additional support to understand the benefits of networking.

RS 5: RESEARCH PLAN

Name: _____ Date Started: _____

Use the “Research Quest” chart to help you complete as much as you can of the following planning sheet. Please note that you will need to come back to the form several times as you proceed through the research process.

	Plans for Using Technology
Focus My big questions are:	

How Things Worked

continued...

RS 5: RESEARCH PLAN...continued

	Plans for Using Technology
Work with the Information I will record my information by:	

How Things Worked

Communicate I will share my results by:	
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How Things Worked

continued...

RS 6: ASSESSMENT OF RESEARCH AND TECHNOLOGY SKILLS

Name: _____

Date: _____

I Can:	Rating	Evidence
<ul style="list-style-type: none"> use key words, headings, indices, and keyword searches to locate information 		
<ul style="list-style-type: none"> gather information from a variety of electronic and print sources (e.g., the Internet, newspapers, and non-fiction books) 		
<ul style="list-style-type: none"> record information and find it using cards, tables, charts, webs, database notes, bookmarks (circle the appropriate items) 		
<ul style="list-style-type: none"> use technology to present information 		
<ul style="list-style-type: none"> use e-mail to communicate with others 		
<ul style="list-style-type: none"> record information using a word-processing program 		
<ul style="list-style-type: none"> use the Internet and other sources to locate information 		

1 = I need assistance to do this

2 = partial, I do this independently at times

3 = competent, I can do this independently with occasional support

4 = powerful, I do this independently and can explain it to others

RS 7: RESEARCH SUMMARY RATING SCALE

Name: _____ Date: _____

Highlight the criteria that best describe the student's performance.

Rating	Criteria
Outstanding	<ul style="list-style-type: none"> • presents relevant and detailed information that answers all the initial questions generated • provides accurate, detailed, and relevant information on the topic (daily life, important events, family structure, gender roles, athletic and artistic endeavours) • uses appropriate and sufficient sources (electronic and print) to address the topic • includes accurate and appropriate documentation (citations) for information included • includes clear, concise, and accurate information about the events related to the topic at hand • demonstrates appreciation for the contributions of other cultures
Good	<ul style="list-style-type: none"> • presents relevant and detailed information that reflects the initial questions generated • provides relevant information on the topic (daily life, important events, family structure, gender roles, athletic and artistic endeavours) • uses appropriate and sufficient sources (electronic and print) to address the topic • includes accurate and appropriate documentation (citations) for information included • includes clear, concise, and accurate information about the events related to the topic at hand • demonstrates appreciation for the contributions of other cultures
Needs Work	<ul style="list-style-type: none"> • presents partial information that reflects some of the initial questions generated • provides partial information; may include some inaccuracies or irrelevant details on the topic • uses a single source to address the topic • includes only partial or spotted documentation (citations) for information included • includes partial information about the events related to the topic at hand
Insufficient	<ul style="list-style-type: none"> • presents little information that reflects some of the initial questions generated • includes many inaccuracies and irrelevant details on the topic • uncertain about the source used to address the topic • includes no documentation (citations) for information included

Adapted from Appendix D of the English Language Arts IRP.

