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**Getting Ready to Read: Analyzing the Features of a Text**

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**MANAGING PERSONAL RESOURCES HIP3E Newspaper Features Search**

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Newspapers contain various information sections that could be useful to students as they learn how to manage personal resources. Readers who understand the features and layout of each of the sections of the newspaper will spend less time searching for information and can concentrate on the content.

Using this strategy, students go beyond previewing to examine and analyze a newspaper and determine how the layout of distinct sections will help them to find and use the information for learning. You can use this same strategy to deconstruct other types of text – in textbooks, magazines, e-zines, e-learning modules and more.

**Purpose**

- Familiarize students with the main features of the newspapers they will be using in the classroom, so that they can find and use information more efficiently.
- Identify patterns in newspaper sections.
- Create a template that describes the main features of various sections of the newspaper, and post it in the classroom so that students can refer to it.

**Payoff**

Students will:

- develop strategies for effectively locating information in newspaper sections.
- become familiar with the features of each section of the newspaper they will be using.

**Tips and Resources**

- Newspaper sections may include: classifieds, business, health and fitness, homes, careers.
- Section features may include: headings, subheadings, indexes, graphics, italicized or bolded words or lines, colour, icons, symbols.
- See Student/Teacher Resource, *How to Read the Newspaper – Sample*.
- See Student Resource, *Advance Organizer: Newspaper Sections*.

**Further Support**

- Provide students with an advance organizer to guide them as they read a particular section of the newspaper. This organizer might be a series of prompts that ask the students to preview particular features of the newspaper section and note how they are related to the main topic covered in that section.



**Getting Ready to Read: Analyzing Features of a Text**

**MANAGING PERSONAL RESOURCES HIP3E Newspaper Features Search**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Ask students to recall a newspaper they recently read or viewed. Ask them to respond to the questions outlined in the next column.</li> <li>• Select and provide copies of various local newspapers. Ensure that every student has a copy of at least one newspaper.</li> <li>• Organize students into groups of 3 to 5. Each student within one group should have different newspapers. Assign two different newspaper sections to each group.</li> <li>• Ask groups to scan the assigned sections and note features of the section that are similar between different newspapers and those that are unique to a newspaper. Groups record their findings on chart paper (e.g., point-form notes, Venn diagram, compare/contrast chart).</li> <li>• Ask each group to send an “ambassador” to the other groups to share one thing the group discovered, trading it for one thing the other group discovered. The ambassadors will return to their original group and report.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall the last time they read or viewed a newspaper. Identify the reasons why they read or viewed the newspaper and identify the sections and features of the newspaper they found useful.</li> <li>• Note similarities and differences among the responses from other students.</li> <li>• Make connections between the sections of the paper they used and the features of the newspaper that were useful.</li> <li>• Quickly scan the newspapers and note the different features of each section.</li> <li>• Contribute to the group discussion and chart-paper notes.</li> <li>• Share findings with other groups, noting such things as illustrations, indexes, typography (italics/bold), headings and subheadings.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Remind students that newspapers have many different elements or features that are designed to help readers locate and understand the material being presented. Some newspapers have a greater variety of elements than others.</li> <li>• Ask each group to report about the features of their section. (see Student Resource, <i>Advance Organizer: Newspaper Sections</i>)</li> <li>• Create a newspaper template for each of the sections on chart paper, indicating the common features most newspapers used in every section, and noting any unique features found in one section.</li> </ul>	<ul style="list-style-type: none"> <li>• Share the groups’ findings.</li> <li>• Contribute to the template that the class develops.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Assign a relevant task to a small group so students can practise using the features of the newspaper sections.</li> <li>• Encourage students to use the template and make predictions about where they might find particular information or features.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the features of the newspaper sections to complete the assigned task.</li> <li>• Note the features that help the reader to locate, read, understand and remember information.</li> <li>• Refer to the template for future newspaper tasks.</li> </ul>

**Notes**



**Getting Ready to Read: Analyzing Features of a Text**

**MANAGING PERSONAL RESOURCES HIP3E Newspaper Features Search**

**How to Read the Newspaper – Sample**

<i><b>I want to find...</b></i>	<i><b>Where to look...</b></i>
The date	On the first page, right under the title
A list of items/articles featured	In the index, on the first page
Information and articles related to money	Business and/or Life section
Apartments for rent and houses for sale	Classifieds and/or Home section
Public opinion about an article, the newspaper, or the editor	Editorial pages
Help wanted and employment information	Classifieds and/or Career section
Articles about special topics such as travel or food	Features section
Movie listings	Entertainment section
Stock market listings	Business and/or Financial section
Notices of a person’s death or birth	Classifieds and/or Announcements
Canadian Football League Results	Sports section
Listings of merchandise for sale	Classified section
Chance of thunder storms	Weather page



**Getting Ready to Read: Analyzing a Text**

**MANAGING PERSONAL RESOURCES HIP 3E Newspaper Features Search**

**Advance Organizer: Newspaper Sections**

1. What is the name of this section? \_\_\_\_\_

2. Is there an index for this section? \_\_\_\_\_  
 If yes, where is it found? \_\_\_\_\_

3. How is the majority of information in this section organized?  
 \_\_\_\_\_ article format  
 \_\_\_\_\_ charts/tables  
 \_\_\_\_\_ advertisements  
 \_\_\_\_\_ graphical  
 \_\_\_\_\_ a combination of \_\_\_\_\_ and \_\_\_\_\_  
 \_\_\_\_\_ other

4. This section includes information on the following topics:

5. Which of the following features were used in this section? Where were they used? Why do you think this feature was used here?

<i>Feature</i>	<i>Where were they used?</i>	<i>Why was it used?</i>
Headings		
Subheadings		
Italicized/Bolded words		
Graphics/Pictures		
Icons/Symbols		
Colour		
Other: _____		

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## Getting Ready to Read: **Extending Vocabulary**

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### MANAGING PERSONAL RESOURCES HIP3E Abbreviations in Daily Life

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Students are required to learn, on average, over 2 000 words each year in various subject areas. Those who have trouble learning new words will struggle with the increasingly complex texts that they encounter in the middle and senior school years. A word wall is a wall, chalkboard or bulletin board listing keywords that will appear often in a new unit of study, printed on card stock and taped or pinned to the wall/board. The word wall is usually organized alphabetically.

### Purpose

- Identify the meaning of common abbreviations used in everyday life, and create a visible reference in the classroom for words that will appear often in a topic or unit of study.

### Payoff

Students will:

- practice skimming and scanning an assigned reading before dealing with the content in an intensive way. Students will then have some familiarity with the meaning of common abbreviations, the location of information, and the various elements of text.
- develop some sense of the meaning of keywords before actually reading the words in context.
- improve comprehension and spelling because key words remain posted in the classroom.

### Tips and Resources

- *Skimming* means to read quickly – horizontally – through the text to get a general understanding of the content and its usefulness.
- *Scanning* means to read quickly – vertically or diagonally – to find single words, facts, dates, names, or details.
- For directions, see Student Resource, *Skimming and Scanning to Preview Text*.
- Before building the word wall, consider using *Analyzing the Features of Text* to help students become familiar with the text.
- Consider posting certain abbreviations and words for longer periods (e.g., abbreviations that occur frequently in the unit, words that are difficult to spell, and abbreviations that students should learn to recognize on sight).
- Have students refer to the word wall to support their understanding and spelling of the words.
- For a sample word wall, see Teacher Resource, *Word Wall Sample*.

### Further Support

- Add a picture to the word cards (preferably a photograph from a magazine) as a support for ESL students and struggling readers.
- Provide each student with a recording sheet so that they can make their own record of the keywords for further review.
- If it appears that students will need additional support, review the terminology on the word wall in the two classes following this activity, using Take Five or Think/Pair/Share, which are described in the Oral Communication section of *Think Literacy: Cross Curricular Approaches, Grade 7 – 12*, pages 152-154.



Getting Ready to Read: **Extending Vocabulary**

MANAGING PERSONAL RESOURCES HIP3E Abbreviations in Daily Life

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Before class, preview the text (newspaper or magazine article or ad, book, etc.) for key vocabulary.</li> <li>• Prepare strips of card stock (approximately 4" x 10") for words.</li> <li>• Divide students into groups of 3.</li> <li>• Provide stick-on notes, markers, and masking tape or pins for each group of students.</li> <li>• Explain to students that together the class will find key abbreviations in the assigned text, and will help each other to understand the meaning of key abbreviations by creating a "word wall" in the classroom that they can refer to for the duration of that particular topic.</li> <li>• Distribute Student Resource, <i>Skimming and Scanning to Preview Text</i>, and read and clarify the techniques with students.</li> </ul>	<ul style="list-style-type: none"> <li>• With their group find an appropriate space where they can talk face-to-face and write down the words.</li> <li>• Get a copy of the article, advertisement, or assigned text.</li> <li>• Follow along on the handout as the teacher reviews skimming and scanning.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Ask students to skim the text to get a general sense of which abbreviations are in it and where they are.</li> <li>• Engage students in some general discussion about the topic, making a few brief notes on the board about big ideas.</li> <li>• Direct students to independently scan the text for unfamiliar abbreviations.</li> <li>• Direct students to small groups and ask the groups to compare personal lists and create a group master list.</li> <li>• Distribute eight pieces of card stock (approx. 4" x 10"), markers and pieces of masking tape to each group.</li> </ul>	<ul style="list-style-type: none"> <li>• Skim the text, looking at illustrations and subtitles to get a general idea of the topic of the text.</li> <li>• Scan the text for abbreviations, marking them with stick-on notes (optional) and then making a personal list of abbreviations.</li> <li>• Compare personal lists; choose abbreviations for a group master list.</li> <li>• In each group, print the key abbreviations in large letters on card stock and tape or pin them to the blackboard or bulletin board, preferably alphabetically.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Lead some discussion of the abbreviations and ask students to speculate on their meaning. If appropriate, describe prefixes and suffixes that are unique or common to the subject area.</li> <li>• Ask each group to look up the meaning of its abbreviation and then explain the meaning to the rest of the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the glossary in the textbook to find the meaning of the abbreviations.</li> <li>• Use a dictionary or the Internet to find the meaning of the abbreviations.</li> <li>• Present their abbreviations to the rest of the class.</li> <li>• Add the meanings to the abbreviations on the cards in small letters.</li> </ul>


Notes

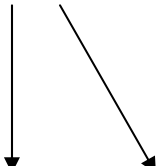


Getting Ready to Read: Extending Vocabulary

MANAGING PERSONAL RESOURCES HIP3E Abbreviations in Daily Life

Skimming and Scanning to Preview Text

Skimming	
What is it?	When you SKIM, you read quickly to get the main idea of a paragraph, page, chapter, or article, and a few (but not all) of the details.
Why do I skim?	Skimming allows you to read quickly to get a general sense of a text so that you can decide whether it has useful information for you. You may also skim to get a key idea. After skimming a piece, you might decide that you want or need to read it in greater depth.
How do I skim?  Read in this direction. 	<ol style="list-style-type: none"> <li>1. Read the first few paragraphs, two or three middle paragraphs, and the final two or three paragraphs of a piece, trying to get a basic understanding of the information.</li> <li>2. Some people prefer to skim by reading the first and last sentence of each paragraph, that is, the topic sentences and concluding sentences.</li> <li>3. If there are pictures, diagrams, or charts, a quick glance at them and their captions may help you to understand the main idea or point of view in the text.</li> <li>4. Remember: <b>You do not have to read every word when you skim.</b></li> <li>5. Generally, move your eyes horizontally (and quickly) when you skim.</li> </ol>

Scanning	
What is it?	When you SCAN, you move your eyes quickly down a page or list to find one specific detail.
Why do I scan?	Scanning allows you to locate quickly a single fact, date, name, or word in a text without trying to read or understand the rest of the piece. You may need that fact or word later to respond to a question or to add a specific detail to something you writing.
How do I scan?  Read in this direction. 	<ol style="list-style-type: none"> <li>1. Knowing your text well is important. Make a prediction about where in a chapter you might find the word, name, fact, term, or date.</li> <li>2. Note how the information is arranged on a page. Will headings, diagrams, or boxed or highlighted items guide you? Is information arranged alphabetically or numerically as it might be in a telephone book or glossary?</li> <li>3. Move your eyes vertically or diagonally down the page, letting them dart quickly from side to side and keeping in mind the exact type of information that you want. Look for other closely associated words that might steer you towards the detail for which you are looking.</li> <li>4. Aim for 100% accuracy!</li> </ol>



Getting Ready to Read: **Extending Vocabulary**

MANAGING PERSONAL RESOURCES HIP3E Abbreviations in Daily Life

**WORD WALL SAMPLE**

Word Wall

Apt.	BA	BR
FP	A/C	Cres.
m.p.h.	CDN	lb.

**Word Cards with Definitions**

**A/C**  
Air Conditioning

**m.p.h.**  
Miles per hour

**FP**  
Fireplace

**BA**  
Bathroom

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## Getting Ready to Read: Finding Signal Words

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### MANAGING PERSONAL RESOURCES HIP 3E Effective Communication

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Writers use signal words and phrases (also called transition words or connectors) to link ideas and help the reader follow the flow of information.

#### Purpose

- Preview the text structure.
- Identify signal words and phrases, and their purposes.
- Familiarize students with the organizational pattern of a text related to effective communication.

#### Payoff

Students will:

- make connections between reading and writing tasks.
- read and reread material on effective communication, and/or ways to overcome communication barriers.
- practise their reading strategies of skimming, scanning and rereading; make predictions about the topic and content as they read and reread; learn signal words; and use the signal words when summarizing.

#### Tips and Resources

- *Signal words* are words or phrases that cue the reader about an organizational pattern in the text, or show a link or transition between ideas.
- *Organizational patterns* include sequence, comparison, problem/solution, pro/con, chronological, general to specific, cause/effect, and more.
- A *graphic organizer* provides a visual way to organize information and show the relationships among ideas (e.g., a timeline, flow chart, or mind map).

Perrin, L., Livingston, A., McDowell, G., Clark, P., Gentry Bailey, A., & Murdico, S. (2006). Section 2, People Skills, Talking Together. *Life On Your Own* (pp. 33-35). New York: McGraw-Hill.

Wanat, J., Pfeiffer, E., Van Gulik, R., (2004) *Learning for Earning* (pp. 293-295). Tinley Park, Illinois: Goodheart-Willcox.

#### Further Support

- Before students read an unfamiliar or challenging selection, provide them with the signal words and the related organizational pattern (e.g., *first, second, next, then, following* and *finally* indicate a sequence of first to last)
- Encourage students to scan reading passages to identify signal words and preview the text structure before they read.
- Have students reread an excerpt from a familiar subject-specific resource. (Students may read independently, with a partner, or listen as another person reads aloud). Small groups identify the signal words that cue a text structure, link ideas or indicate transitions between ideas. Small groups share and compare their findings.



**Getting Ready to Read: Finding Signal Words**

**MANAGING PERSONAL RESOURCES HIP 3E Effective Communication**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Show a familiar text passage that has signal words highlighted (e.g., before, after, during, next, on top of, next to, in addition).</li> <li>• Tell students that authors use particular words to link ideas together and organize their writing, and to help readers understand the flow of ideas.</li> <li>• Have students determine the pattern (sequential, compare and contrast) of these words and suggest possible purpose for them in reading this passage.</li> <li>• Identify the contextual information that these words give to the meaning of the text (e.g., time, location, sequence, importance, summary, comparison, contrast).</li> <li>• Model for students how to use these words to provide hints for reading the passage.</li> </ul>	<ul style="list-style-type: none"> <li>• Scan the familiar passage to identify highlighted words and phrases.</li> <li>• Group and sort words.</li> <li>• Categorize words and identify possible headings for the categories.</li> <li>• Use signal words to predict the text structure and organizational pattern.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Ask partners to scan the text or case study about effective communication and/or a communication breakdown and identify the words the writer has used to help guide their reading (suggested resource: <i>Life On Your Own</i>, pp. 33-35 or <i>Learning for Earning</i>, pp. 293-295)</li> <li>• Ask students to identify some of the signal words and note how they relate to the meaning of the passage (e.g., “These signal words indicate a sequence. This will help me track the ideas and information in order. )</li> <li>• Ask students to use the signal words to help them read to understand the ideas and information in the passage.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and record signal words.</li> <li>• Compare their words with the findings from other partners.</li> <li>• Use signal words as clues to find the meaning of the text.</li> <li>• Read the passage and identify the main idea.</li> <li>• Orally share main idea with a partner.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Model how to summarize the main ideas using the signal words and phrases to organize the summary.</li> <li>• Create a class chart of the signal/transition words and how they might be used to help the reader understand the text.</li> <li>• Model for students how to create a personal dictionary of signal words and their meanings.</li> <li>• Ask students to describe how using signal words helped them to understand and summarize content. Students might record their response in a learning log or share orally.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a brief summary of the passage, using the signal words to organize the summary.</li> <li>• Contribute to the class reference chart.</li> <li>• Add words to personal dictionaries.</li> <li>• Describe how they used the signal words to help understand what they read.</li> </ul>

Notes



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**Getting Ready to Read: Finding Signal Words**

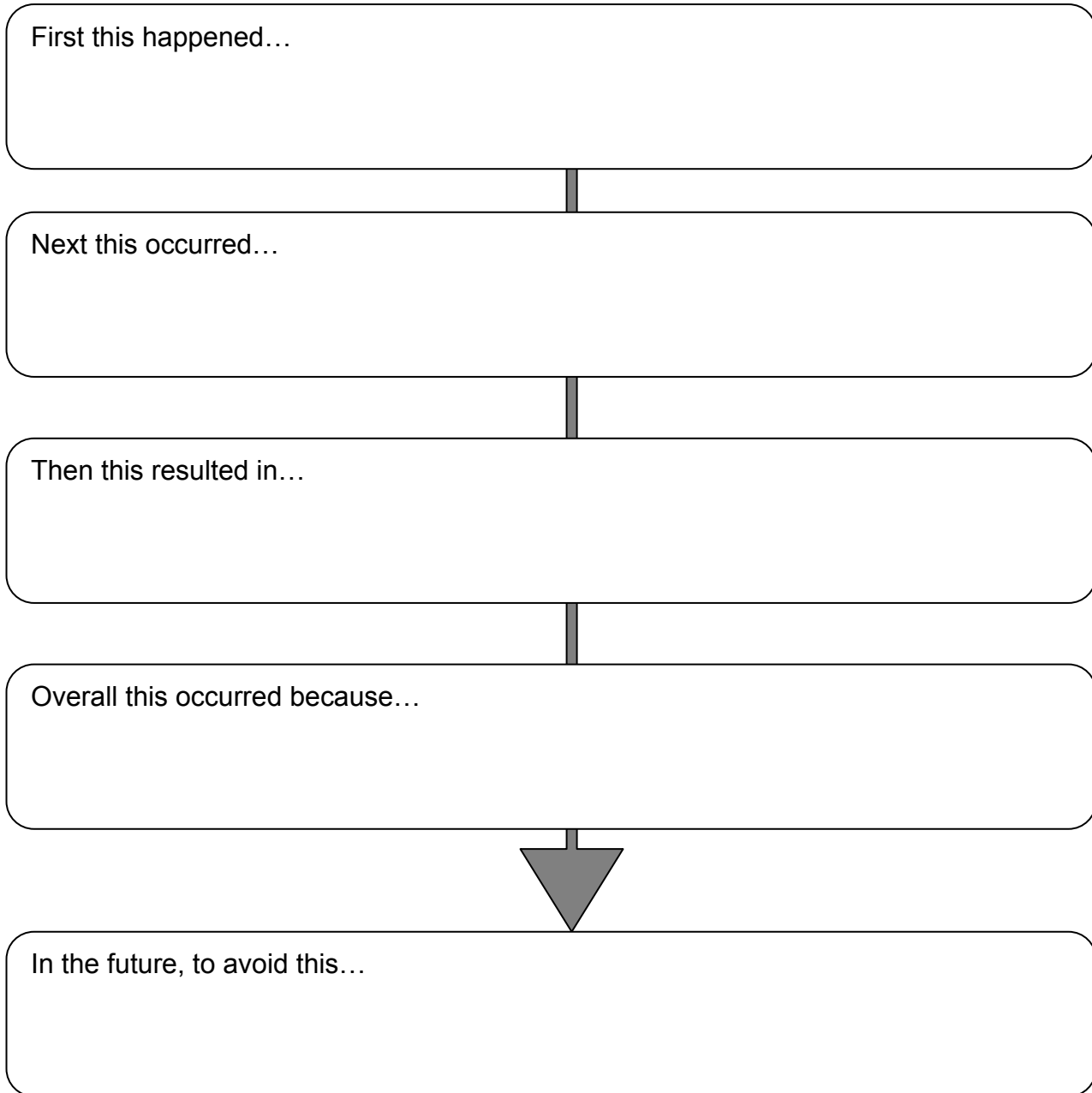
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**MANAGING PERSONAL RESOURCES HIP3E Effective Communication**

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**Sequence Flow Chart for Communication Barriers**

After reading a case study or text about communication barriers, students might complete a flow chart to help them remember the sequence of steps in identifying and overcoming communication barriers.





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**Engaging in Reading: Reading Between the Lines**

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**MANAGING PERSONAL RESOURCES HIP3E Employment Decisions**

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*An inference is the ability to connect what is in the text with what is in the mind to create an educated guess.* (Beers, 2003)

Making inferences from words that are read or spoken is a key comprehension skill. Students may miss vital information if they fail to make appropriate inferences.

**Purpose**

- Draw meaning from text – through explicit details and implicit clues.
- Connect prior knowledge and experiences to the text in order to make good guesses about what is happening, may have happened, or will happen in the future.

**Payoff**

Students will:

- develop greater awareness that texts can be understood on more than one level.
- become capable and confident in comprehending the subtle meanings in texts.

**Tips and Resources**

- Explicit details appear right in the text (for example, names, dates, descriptive details, facts).
- Implicit details are implied by clues in the text. Readers are more likely to recognize implicit details if they relate to prior knowledge and experiences.
- Inferences are conclusions drawn from evidence in the text or reasoning about the text. *“Readers transact with the text, constructing meaning from the information that the author provides in the text and the information they bring to the text.”* – Beers, 2003
- You can encourage students to make inference by providing sentence starters similar to the following:
  - I realize that...
  - Based on...I predict that...
  - I can draw these conclusions...
  - Based on this evidence, I think...
- For more information, see:
  - Teacher Resource, Making Inferences from a Job Ad – Sample in *Think Literacy Cross-Curricular Approaches, Grade 7 – 12*, p. 43.

**Further Support**

- Provide additional opportunities for students to practise making inferences with subject-specific texts in a supported situation – perhaps in a small group with the teacher acting as facilitator.
- Pair struggling or ESL learners with a more capable partner as they do the activities in this strategy.





**Engaging in Reading: Reading Between the Lines**

**MANAGING PERSONAL RESOURCES HIP3E Employment Decisions**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Explain to students that some information is stated explicitly in text (for example, names, dates, and definitions). On the other hand, sometimes readers must draw a conclusion about what is meant based on clues in the text. This strategy is called “making inferences” or “good guesses”, and is also referred to as “reading between the lines.”</li> <li>• Distribute Student Resource, <i>Making Inferences from a Job Description</i>.</li> <li>• Ask students to pick out the explicit information in the job descriptions on the handout, and then to infer meaning, or draw a conclusion about the hidden cost of each job.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the first item on the handout and pick out the explicit information about the job descriptions.</li> <li>• Make an inference about the meaning of the job descriptions.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Direct students to read the remaining information on the handout.</li> <li>• Engage the whole class in discussion about the meaning to be inferred from each statement.</li> </ul>	<ul style="list-style-type: none"> <li>• Infer meaning from the clues in each statement on the handout.</li> <li>• Provide various interpretations of the situations described in each statement.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Help students to transfer the skill of inferring meaning by providing a sample of a subject-specific text or pictures that require them to make inferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Practise inferring meaning from the subject-area text or pictures.</li> </ul>

**Notes**



**Engaging in Reading: Reading Between the Lines**  
**MANAGING PERSONAL RESOURCES HIP3E Employment Decisions**

**Making Inferences from a Job Description**

Meera has been offered two summer jobs, one at a steel factory and one at a retail clothing store. She is torn between which one to choose and which one to reject. She has 24 hours to make her decision. To help herself decide, Meera made a list of the details for each job.

<b>Steel Factory</b>	<b>Retail Clothing Store</b>
<ul style="list-style-type: none"> <li>• Rate of pay: \$12.00/hour.</li> <li>• Factory provides coveralls and a hard hat. Must buy my own steel-toed boots.</li> <li>• Cafeteria on site, or pack a lunch.</li> <li>• Would have to take the bus; approximately 1 hour bus ride, including transfers.</li> <li>• 12-hour shifts; 3-4 scheduled shifts per week.</li> </ul>	<ul style="list-style-type: none"> <li>• Rate of pay: \$8.00/hour.</li> <li>• Required to wear one article of the store's clothing per shift. Employees get 50% off the store's clothing.</li> <li>• Food court on site, or pack a lunch.</li> <li>• Clothing store is in a local mall within walking distance from my home.</li> <li>• 7-hour shifts, 5 scheduled shifts per week.</li> </ul>

What can you infer about the hidden costs associated with each job, based on the lists Meera has produced above?

	<b>Steel Factory</b>	<b>Retail Clothing Store</b>
<b>Cost of clothing</b>		
<b>Safety equipment</b>		
<b>Transportation</b>		
<b>Food</b>		
<b>Loss of personal time</b>		

Based on the hidden costs associated with each job, which job would you recommend for Meera to accept?



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## Engaging in Reading: **Most/Least Important Idea(s) and Information**

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### MANAGING PERSONAL RESOURCES HIP3E Labour Legislation

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*Determining important ideas and information in text is central to making sense of reading and moving toward insight. (Stephanie Harvey and Anne Goudvis, 2000)*

#### **Purpose**

- Find the main idea(s) in text by distinguishing between the most important and least important information.

#### **Payoff**

Students will:

- become familiar with the text and make judgements about the content.
- work collaboratively with a partner – using reading, note taking, and oral strategies – to make sense of the text.

#### **Tips and Resources**

- Determining the main idea(s) in a text is not always a clear, straightforward process. Some or all of the following strategies can help the students:
  - activate prior knowledge to help students connect to the information in the text.
  - note the type of text and its typical audience and purpose (e.g., to persuade, to explain, to illustrate).
  - set a clear purpose for the text so that students have common ground for finding the main idea.
- Main ideas are often found in first sentences or last sentences in a paragraph, or first and last paragraphs in a chapter.
- The reader constructs meaning, deciding on what is most important based on prior knowledge and experience. What is important to one reader may not be as important to another, unless both have a common goal or purpose.
- See Teacher Resource, *Most/Least Important Ideas and Information – Sample based on Ontario Labour Legislation*. For a blank template that can be handed out in class, see Student Resource, *Most/Least Important Idea(s) and Information*.

#### **Further Support**

- On the two days after you use this strategy, review the concepts orally using Take Five, which is described in the Oral Communication section of *Think Literacy: Cross Curricular Approaches, Grade 7 – 12* (page 154).
- After students have done a least-important/most-important “T” chart on their own or in pairs, model the process an additional time by thinking aloud through another passage. Ask students to compare their choices with yours.
- Put students in groups of four, with each group having a different passage from the same chapter of the textbook, to create their own think-aloud for that passage. Ask students to number off as they begin their work (from 1 to 4) and to remember their number. Students work together to decide most-important/least-important ideas and information and provide reasons for their choices as they prepare their think-aloud. Ask the #3s (and ask the #1s to assist them) to present their think-aloud to the rest of the class.

**Engaging in Reading: Most/Least Important Idea(s) and Information**

**MANAGING PERSONAL RESOURCES HIP3E Labour Legislation**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Select a passage from a subject-area text.</li> <li>• With students, set a clear purpose for reading the passage.</li> <li>• Give students time to read the passage.</li> <li>• Read the passage aloud to students, asking them to think about the most important and least important idea(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Read the passage silently, thinking about the purpose for reading.</li> <li>• Listen to the passage being read, while thinking about their own choices for most important and least important idea(s).</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Reread the passage aloud, while thinking aloud through the various sentences and ideas, to make judgements about least important and most important ideas. See Teacher Resource, <i>Most/Least Important Ideas and Information – Sample based on Ontario Labour Legislation</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Record most important and least important ideas on a “T” chart in their note books, after the teacher has done the think-aloud through the passage.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Assign students an additional passage of text, setting a clear purpose for reading.</li> <li>• Ask students to use the handout, Student Resource, <i>Most/Least Important Ideas and Information</i> to record their choices for least important and most important ideas/information in the passage.</li> <li>• Alternatively, ask students to use two different colours of highlighters on photocopied text – one colour for the most important ideas and information and one for the least important.</li> <li>• Put students in pairs to share and justify their choices. (Provide a fresh photocopy for them to synthesize their ideas.)</li> </ul>	<ul style="list-style-type: none"> <li>• Read the assigned text, conscious of the purpose for reading.</li> <li>• Reread and record the most important and least important ideas and information.</li> <li>• Reflect on choices with a partner, and make any changes necessary to the chart based on this discussion.</li> </ul>

**Notes**



Engaging in Reading: Most/Least Important Ideas and Information

MANAGING PERSONAL RESOURCES HIP3E Labour Legislation

Most/Least Important Ideas and Information

Sample based on Ontario Labour Legislation

This excerpt from the Employment Standards Act, 2000, Part VII, Hours of Work and Eating Periods, could be used by the teacher as a script to demonstrate a think-aloud to students, showing how to decide what's most important in text, and what's less important. It could also be used as an overhead for the same purpose. Additional excerpts from the Employment Standards Act can be found at http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/00e41\_e.htm#BK24.

Table with 2 columns: Text : Employment Standards Act, 2000, Part VII, Hours of Work and Eating Periods\* and Most/Least Important Idea(s) and Information. The table contains text from the Employment Standards Act and analysis of its importance.

\* Excerpt from the Employment Standards Act, 2000, Part VII, Hours of Work and Eating Periods, © Queen's Printer for Ontario, 2005, found at http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/00e41\_e.htm#BK24.



Student Resource

**Engaging in Reading: Most/Least Important Ideas and Information**

**MANAGING PERSONAL RESOURCES HIP3E Labour Legislation**

**Most/Least Important Idea(s) and Information**

Read the text assigned by the teacher and record (exactly) the most important and least important ideas and information. When you have finished recording, go to the bottom section of the chart and write what you believe to be the key idea from the whole text.

Title of textbook, chapter, or article: \_\_\_\_\_

Pages read: \_\_\_\_\_ Purpose for reading: \_\_\_\_\_

Most Important Ideas and Information	Least Important Ideas and Information

**Key idea from this passage:**

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**Engaging in Reading: *Sorting Ideas Using a Concept Map***

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**MANAGING PERSONAL RESOURCES HIP3E Self-Concept**

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A concept map is a way to visually organize your understanding of information. It is hierarchical in nature, beginning with the subject or topic at the top or side of the page, and then branching into sub-topics and details.

**Purpose**

- Record ideas during reading.
- See the relationships among ideas, and distinguish between main ideas and supporting ideas.

**Payoff**

Students will:

- remember important details from the text.
- organize information in a memorable and accessible way to help with studying.

**Tips and Resources**

- Brain-based research shows that visual organizers, such as concept maps can be highly effective in helping students who struggle with reading and writing.
- If possible, provide students with several samples of concept maps that look different so that they get a sense of how concepts can be organized.
- Concept maps usually have words written on the lines that join the bubbles to show the relationships between the items.
- Concept maps generally do not use colour or pictures. They are meant to show the connections between ideas and the hierarchy of those ideas.
- Spend time deconstructing the concept map and pointing out the connections between various topics and ideas.
- To help students get started with concept mapping, see Student/Teacher Resource, *Concept Map: Self-Concept*.

Covey, S. (1998). *The 7 Habits of Highly Effective Teens* (pp.34-35). New York: Franklin Covey Co.

**Further Support**

- Pair students or put them in groups to read the text and create their concept maps.
- Encourage students in pairs or groups to choose one person who will read the text aloud first while a partner or group member records single words that represent main ideas or details.



**Engaging in Reading: Sorting Ideas Using a Concept Map**

**MANAGING PERSONAL RESOURCES HIP 3E Self-Concept**

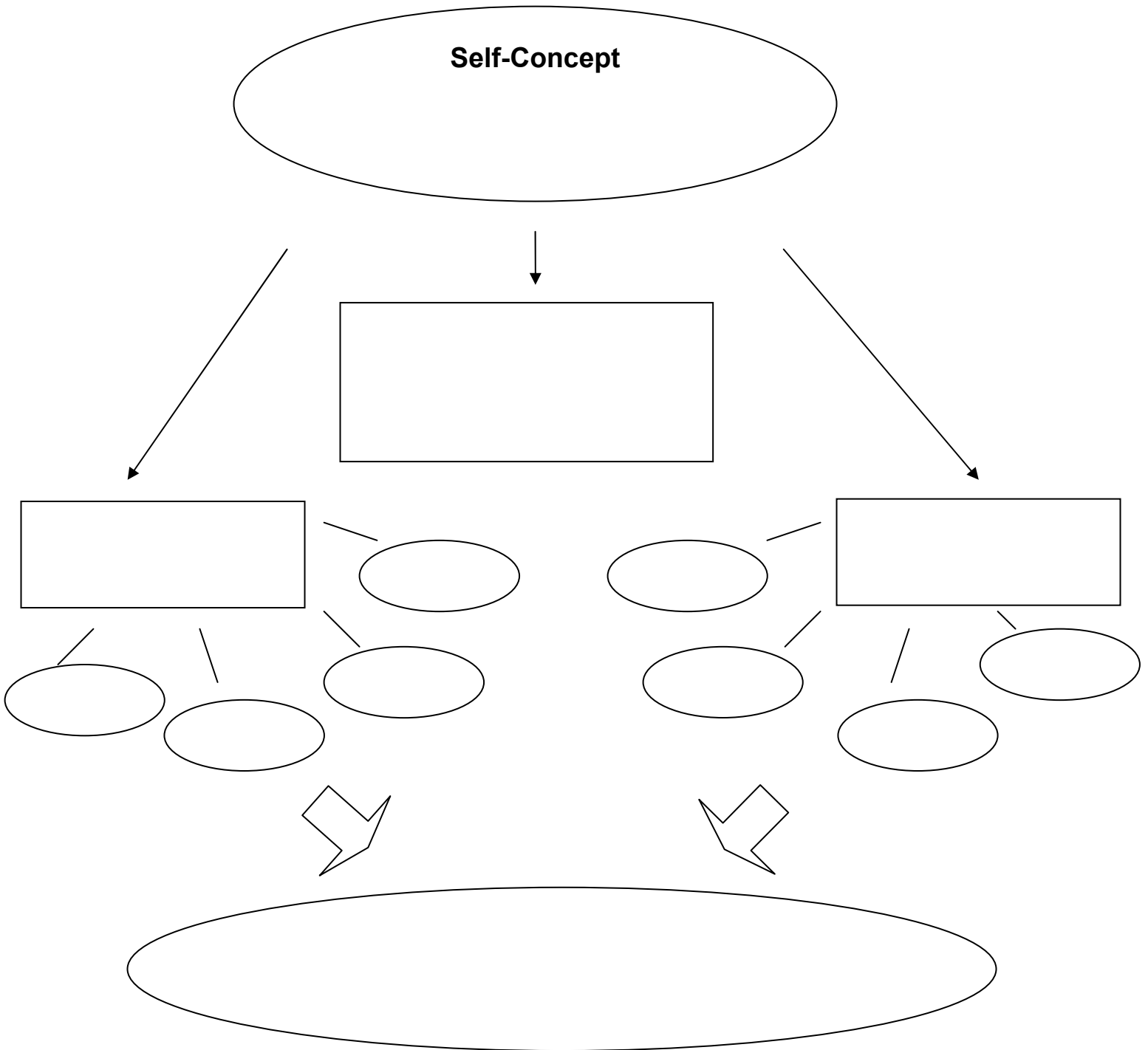
**Notes**

<b>What teachers do</b>	<b>What students do</b>
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Make an overhead of text related to adolescent self-concept (suggested resource: Part II, pp. 34 - 35 from <i>The 7 Habits of Highly Effective Teens</i>).</li> <li>• Read the sample aloud to the class, asking them to listen for and note the ideas that stand out in their minds or are of greatest interest.</li> <li>• Engage students in discussion about the ideas that captured their interest.</li> <li>• Show the Student/Teacher Resource, <i>Concept Map: Self-Concept</i> and record additional details on it.</li> <li>• Ask students to suggest words to write on the lines between the concept map shapes, to describe the connections between the items</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and record ideas of greatest interest as the teacher reads the text.</li> <li>• Contribute ideas and suggestions to the class discussion.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Provide students with miniature stick-on notes.</li> <li>• Assign a reading of part or all of a chapter from the textbook or another source.</li> <li>• Ask students to begin creating a concept map based on the overall topic, sub-topics, and details by drawing bubbles in the correct hierarchy.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the text and use stick-on notes to identify topics, sub-topics and details.</li> <li>• Create a concept map using stick-on notes to guide them to the ideas they need to include.</li> <li>• Complete the concept map, except for the words on the lines joining the bubbles.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Put students in pairs to share and compare their concept maps.</li> <li>• Ask students to discuss and reach consensus on the main ideas and details.</li> <li>• Challenge students to add their suggested words to the connecting lines between the bubbles.</li> <li>• Encourage students to use this strategy whenever they read complicated tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and discuss differences between their concept maps.</li> <li>• Reach consensus on the topics, sub-topics and details.</li> <li>• Confer to add words that show the connections among the topics, sub-topics, and details.</li> </ul>

Engaging in Reading: **Sorting Ideas Using a Concept Map**

MANAGING PERSONAL RESOURCES HIP3E Self Concept

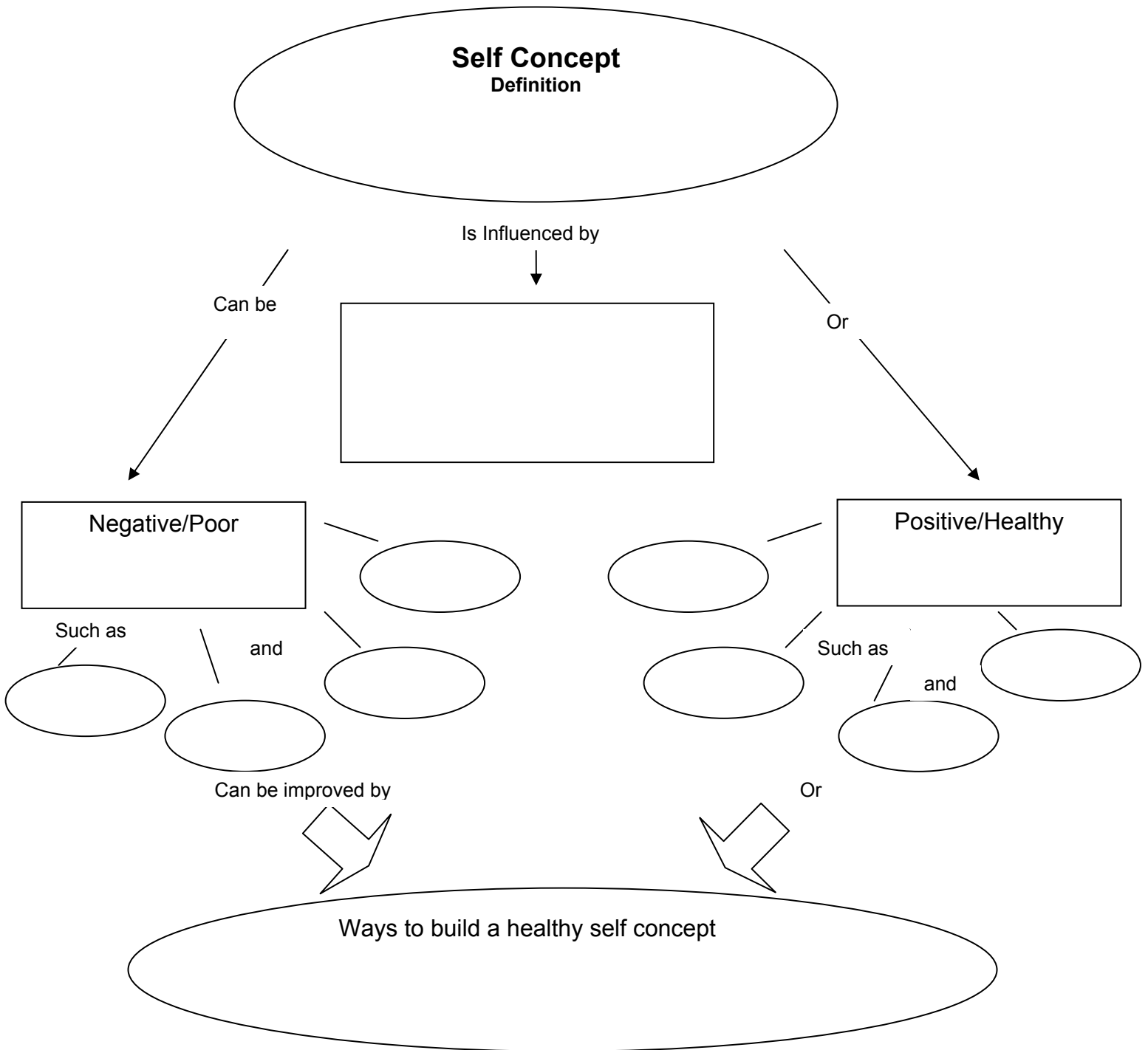
Concept Map : Self Concept



**Engaging in Reading: Sorting Ideas Using a Concept Map**

**MANAGING PERSONAL RESOURCES HIP3E SelfConcept**

**Concept Map : Self Concept**



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**Reacting to Reading: Making Judgements**

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**MANAGING PERSONAL RESOURCES HIP3E Workplace Ethics**

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Readers increase their understanding by reviewing what they have read, reflecting on what they have learned, and asking questions about the significance.

**Purpose**

- Assess different viewpoints or perspectives related to ethics in the workplace.
- Make judgements about viewpoints or opinions.

**Payoff**

Students will:

- think critically about workplace ethics.
- review different types of questions and how to answer them.
- summarize important ideas, concepts and information.
- develop critical thinking skills.
- develop a model for reading and thinking critically about important concepts, issues and ideas.

**Tips and Resources**

- To *make judgements*, readers ask questions to help them process information, assess the importance and relevance of the information, and apply it in a new context. *Evaluating* is a skill that readers use when reading and critically thinking about a particular text. Readers make value judgements about the validity and accuracy of the ideas and information, the logic of a writer's argument, the quality of a writer's style, the effectiveness of the text organization, the reasonableness of the events and actions, and more.
- An optional scenario and an accompanying sample relevant to ethics in the workplace are provided. See Teacher Resources, *Making Judgements: Ethics in the Workplace*, and *Making Judgements Activity*. This scenario may be used as an example. Students may create their own scenarios based on their experiences or knowledge.

**Further Support**

- Review reading skills of tracking main ideas, comparing and contrasting, making inferences, and drawing conclusions.
- Encourage students to ask questions about what they are reading. For example, have students write out questions based on a textbook chapter, section or topic-related resource they have read. Ask one of the students to read his or her questions to the group. Model answering the question referring the students specifically to the text where appropriate. Ask another student to ask a question, and have them select a volunteer to answer it. After the volunteer answers the question, have this student ask one of his/her questions. Continue until all students in the group have answered a question.
- As an alternative, have students identify the type of question (on the lines, among the lines, between the lines, and beyond the lines) before they answer or determine the type of questions to be generated. Refer to *Think Literacy: Cross-Curricular Approaches Grades 7-12*, page 78 for more details on this strategy. Students may require teacher modeling over several lessons of asking, identifying and answering questions.



**Reacting to Reading: Making Judgements**

**MANAGING PERSONAL RESOURCES HIP3E Workplace Ethics**

**Notes**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Prepare a question or statement about a workplace ethics topic. Write the statement on the chalkboard (Why should an employee be fired? Is shoplifting really a criminal activity?)</li> <li>• Review the difference between information and opinion. Summarize by explaining that what we read tends to be information and/or opinion.</li> <li>• Ask for one idea or piece of information that supports the question/statement and record it under the left side statement in a T-chart. Repeat for the right side of the chart (See Student Resource, <i>Making Judgements Activity Template</i>).</li> <li>• Ask students where their responses came from (e.g., prior knowledge).</li> <li>• Inform students that writers may include ideas and information to support both sides of an issue, or they may include evidence to support only one side of an issue depending on their viewpoint. Effective readers question information to determine and develop their own opinions and decisions.</li> <li>• Ask students to preview the reading selection and make predictions about the content. Small groups share predictions. (See Teacher Resources, <i>Making Judgements: Ethics in the Workplace</i>, and <i>Making Judgements Activity</i>.)</li> </ul>	<ul style="list-style-type: none"> <li>• Recall what they already know about information versus opinions in familiar settings.</li> <li>• Observe teacher prepared question or statement on board and recall ideas/information that supports the question or statement chosen.</li> <li>• Contribute to discussion.</li> <li>• Recall where they learned about the topic or issue.</li> <li>• Contribute to the discussion.</li> <li>• Listen for understanding.</li> <li>• Listen to or read scenario.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Ask students to read the selection to find evidence to both support and oppose the situation presented.</li> <li>• Observe students' reading and intervene to clarify task or content, if needed.</li> <li>• Prepare possible viewpoint/opinion and evidence for recording on the T-chart.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the selection and ask questions about the information presented.</li> <li>• Identify information and opinion that supports and opposes the question/statement.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Ask students to verbally provide ideas and information that support and oppose the question/statement. Record on overhead.</li> <li>• Ask students to review and discuss the evidence and make a decision.</li> <li>• Students write responses to the question/statement.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to ideas from other students.</li> <li>• Compare these new ideas to their own points.</li> <li>• Contribute to class discussion.</li> <li>• Evaluate the evidence and make a judgement (decision). Write this decision on the template.</li> <li>• Support the judgement (decision) with sound reasons.</li> </ul>

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**Reacting to Reading: Making Judgements**

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**MANAGING PERSONAL RESOURCES HIP3E Workplace Ethics**

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**Making Judgements: Ethics in the Workplace**

- Read the following passage.
- Review the critical question or statement.
- Find evidence that supports the question or statement.
- Find evidence that opposes the question or statement.
- Keeping the decision making model in mind, determine a decision to answer the question or statement.
- Support your decision with sound reasons based on the evidence in the reading passage.

Monica has just been hired at a local clothing store. This is Monica's first part-time job and she is excited about having her own money to spend. Monica gets paid an hourly wage, but also makes commission if she sells over \$300 worth of merchandise in one shift. During her first few shifts, Monica hardly sold anything. The manager pulled Monica aside and said if she didn't improve she was going to be fired. The manager said that the store has been losing money recently due to shoplifting and cannot afford to keep people who don't do their jobs properly. Monica was panicking. She really needs the paycheque to save for college. During the next shift, Monica meets Jackie. Jackie is one of the store's top sellers and also goes to Monica's high school. Monica is an insecure teenager and is thrilled when she becomes friends with Jackie. Jackie relates to customers really well, and helped Monica sell more than \$300 worth of clothes during each of Monica's last three shifts. Jackie is also good friends with the manager and has been bragging about what a great job Monica has been doing! The manager compliments Monica and says that Jackie must be able to work miracles! One day Monica notices that Jackie took a pair of jeans from the shelf and put them in her backpack. When Monica confronted Jackie, Jackie said that she was going to pay for them later on and to just chill and everything would be fine. Monica was bothered by this since she has always believed that stealing is wrong. Monica tried to forget about the incident until she noticed that Jackie stole a shirt during her last shift. Jackie explained this by saying the store was ripping them off by not giving them enough commission. Jackie says this is her way of getting even. Monica knows that this store pays the most and worries that Jackie might develop a serious problem if she continues stealing. Now Monica doesn't know what to do. Monica really likes Jackie, and Jackie is helping Monica become a successful salesperson. If Monica tells her manager that Jackie has been stealing, Jackie might get fired. It is even possible that the manager will file charges with the police. However, since Jackie and the manager are friends, there is a chance that the manager will not believe Monica and this might put Monica's job in jeopardy. Monica also worries that she won't be able to sell enough clothes without Jackie's help and might get fired if she has to sell on her own. Should Monica tell the manager about Jackie?



**Reacting to Reading: Making Judgements**

**MANAGING PERSONAL RESOURCES HIP3E Workplace Ethics**

**Making Judgements Activity**

Both Sides Now		
Evidence that Supports:		Evidence that Opposes:
Monica has always thought that stealing is wrong.	<b>Question or Statement:</b>  <b>Should Monica tell the manager about Jackie?</b>	Peer relationships are very important; Jackie is a friend.
The store is losing money due to shoplifting.		Jackie is helping Monica become successful at her job.
Employees who do not do their jobs properly should be fired.		Jackie is good friends with the manager and the manager might not believe Monica.
Jackie's problem is becoming worse.		This seems to be a questioning of her personal values.
<b>Decision:</b> Monica should tell the manager. She should explain that she is concerned about Jackie's welfare and the success of the store.		
<b>Reasons:</b> <ul style="list-style-type: none"> <li>• Stealing is illegal.</li> <li>• Jackie needs intervention so her problem does not become worse.</li> <li>• The store is losing money due to shoplifting.</li> </ul>		




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**Reacting to Reading: Making Judgements**

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MANAGING PERSONAL RESOURCES HIP3E Workplace Ethics

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## Making Judgements Activity Template

Both Sides Now		
<b>Evidence that Supports:</b>		<b>Evidence that Opposes:</b>
	<b>Question or Statement:</b>	
<b>Decision:</b>		
<b>Reasons:</b>		





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**Reading Different Text Forms: Reading Informational Texts**

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**MANAGING PERSONAL RESOURCES HIP3E Making a Purchase**

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Informational text forms (such as explanations, reports, news articles, magazine articles and instructions) are written to communicate information about a specific subject, topic, event or process. These texts use vocabulary, special design elements, and organizational patterns to express ideas clearly and make them easier to read. Providing students with an approach to reading informational texts helps them to become effective readers.

**Purpose**

- Become familiar with the elements and features of informational texts used in everyday life, such as magazines and books related to consumer purchasing and products.
- Explore a process for reading informational texts, using a range of strategies for before, during, and after reading.

**Payoff**

Students will:

- become more efficient at “mining” the text for information and meaning.
- practise essential reading strategies and apply them to different course-related materials.

**Tips and Resources**

- Some of the features of informational texts are headings, subheadings, questions, introductions, summaries, overviews, and illustrations. These work together to draw readers into the text at different levels. For example, in a magazine article, a heading is meant to grab your attention and give you an idea of what the article is about, while the accompanying photographs and captions might add information not included in the body of the article.
- Many informational texts are divided into sections or chapters, and are organized internally in ways that add meaning – for example, by sequence, chronology, cause/effect, comparison/contrast, classification, description, or definition. News articles use a special organization pattern called the *inverted pyramid* to answer the 5WH questions (Who, What, When, Where, Why and How), and present the facts and supporting details in order of importance.
- Many informational texts use visual elements (e.g., typeface, size of type, colour, margin notes, photographs and diagrams) to emphasize important words and concepts. Different texts use these features in different ways to effectively present information.
- Words such as *then*, *next*, *while*, *beside*, and *following* are often used to indicate a time or spatial relationship.
- How you read informational text will depend on your purpose for reading. If you want to find specific information in a textbook, you might refer to the table of contents to decide where to start reading, examine the headings and subheadings, and then skim through the section looking for key words and phrases related to the topic. Once you have located the appropriate section, a closer reading will help you find the information and supporting details.
- See Student/Teacher Resource Sheet, *Tips for Reading Informational Texts* and Student Resource Sheet, *Tips for Reading Informational Texts-Making A Major Purchase*.

**Further Support**

- Provide students with an advance organizer to guide them as they read a particular text. This might be a series of prompts related to the reading task.

## Reading Different Text Forms: Reading Informational Texts

### MANAGING PERSONAL RESOURCES HIP3E Making a Purchase

#### What teachers do

##### Before

- Ask students to **brainstorm** ideas, concepts and vocabulary, **recall** previous experiences and feelings related to making a major purchase. They should recall what they have learned about making consumer decisions or **list questions** they might have about the product or company.
- Provide students with related experiences, discussion topics, readings, or background information to **increase background knowledge**.
- Pose questions to students before they read, to help them **determine a purpose** for reading.
- Invite students to ask questions about the content.
- Model (using a “think aloud”) how to **predict** the content based on the features of text, specialized vocabulary, illustrations, introductory information or personal experiences. **Skim, scan, and sample** the text to make informed predictions.
- **Identify** and pre-teach unfamiliar vocabulary and concepts that appear in the text.

##### During

- Have students describe and model the different reading strategies they might use, such as **predicting, questioning, activating prior knowledge, inferring, monitoring, adjusting, rereading, and decoding**.
- Model (using a “think aloud”) strategies for pausing and thinking about the text. Encourage students to **chunk** the text, **read, pause, think** and **ask questions** or **make notes** about the section of text.
- Demonstrate how to **use a graphic organizer** to **categorize** and select main ideas, important details, and questions as you read. For example, comparison charts, T-charts, or Venn diagrams can help students to identify the ideas being compared and how they are similar and different.
- Invite students to **visualize** the concepts as they read.
- Have partners share and compare the visualizations.
- Provide students with **focus** questions, such as the following:
  - What are the main ideas?
  - How has the writer organized them?
  - How does the writer support the main ideas?
  - What is the writer’s viewpoint?
  - Is this a useful source of information?

##### After

- Ask partners to **restate** or **paraphrase** what they have read, and **note similarities and differences** in the retelling.
- Model how to **summarize** the reading selection (using a “think aloud”) by identifying the essence of the text, choosing the most important information, and organizing the information to convey the **key ideas** of the selection.
- Have students suggest possible diagrams or **graphic organizers** to illustrate connections among the topics, main ideas, supporting details, and prior knowledge.
- Review the process that students used for reading informational text, including strategies for before, during and after reading. See Student Resource, *Tips for Reading Informational Texts: Making A Major Purchase*.

## Notes



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**Reading Different Text Forms: **Reading Informational Texts****

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**MANAGING PERSONAL RESOURCES HIP 3E Making a Purchase**

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## **Tips for Reading Informational Texts**

### **Before Reading**

- Set a purpose for reading. Ask yourself why you are reading this particular text.
- Look over the text to see which elements appear (e.g., headings, subheadings, illustrations and captions).
- Examine the titles, headings, and subheadings, and scan for words that stand out.
- Look for words and phrases that might give you clues about how the information is organized.
- Read any overviews, summaries or questions. In a shorter piece, read the opening and concluding sentences or paragraphs.
- Examine each illustration and read the titles or captions.
- Recall what you already know about the topic.
- Record some questions you might have about the topic.

### **During Reading**

- Divide the reading task into smaller chunks (chunking the text into paragraphs, chunking sections by sub-headings, etc.) Read a chunk, pause, and think about what you read, and write a brief one-sentence summary or brief point-form notes to help you remember important and interesting information.
- Read quickly, then slowly. Skim the sections you think will support your purpose for reading. When you find specific information you want, slow down and read it word by word. You may need to reread the passage several times.
- Read the selection and jot down thoughts, responses to your questions and new questions that occur to you.

### **After Reading**

- Read the selection again to confirm the main idea and supporting details.
- Make connections to what you already know about the topic. How does the information you have read add to or alter what you knew about the topic?
- Record your thinking about and responses to the text (e.g., write a summary, complete a graphic organizer, create a sketch, or orally retell to yourself or a friend).

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**Reading Different Text Forms: Reading Informational Texts**

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**MANAGING PERSONAL RESOURCES HIP3E Making a Purchase**

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**Tips for Reading Informational Texts : Making a Major Purchase**

Select a magazine, pamphlet, flyer or website related to a product you might purchase (e.g., stereo, MP3 player, DVD player, laptop computer etc.)

**1. Before reading**

What is your purpose for reading this magazine, pamphlet or website about this product?

- I am interested in this product
- I want to compare this product to others that are similar
- I am interested in this company
- This is an assignment or project

What elements of this magazine, pamphlet or website immediately catch your eye?

- Headings
- Subheadings
- Illustrations
- Captions
- Other

What do you already know about this product and/or company?

What questions do you have about this product and/or company?

**2. During reading**

What words or passages catch your attention? Jot them down here.

**3. After reading**

Overall, what were the most important things you learned about this product and/or company?

Does the illustration accurately depict the product?

Did you learn any information that altered your knowledge about this product and/or company?

Do you have any remaining questions about this product and/or company?

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**Reading Different Text Forms: Reading Graphical Texts**

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**MANAGING PERSONAL RESOURCES HIP3E How To Read a Pay Stub**

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Graphical text forms (e.g., diagrams, photographs, drawings, sketches, graphs, schedules, maps, charts, tables, and timelines) are intended to communicate information in a concise format and illustrate how one piece of information is related to another. Providing students with an approach to reading graphical text also helps them to become effective readers.

**Purpose**

- Become familiar with the elements and features of graphical texts.
- Explore a process for reading graphical texts, using a range of strategies for before, during and after reading.

**Payoff**

Students will:

- become more efficient at “mining” graphical texts for information and meaning.
- practice essential reading strategies and apply them to different course-related materials.

**Tips and Resources**

- Sometimes a complicated idea or concept can be communicated more easily through a chart, graph, diagram or illustration. Many informational texts include graphics to supplement the main ideas and provide clues to the important concepts in the text. Some of the features of graphical texts include:
  - print features (such as typeface and size of type, bullets, titles, headings, subheadings, italics, labels, and captions).
  - organizational features (such as tables of contents, legends, keys, pronunciation guides, labels and captions).
  - design features (such as colour, shape, line, placement, balance, and focal point). Design features can also include images.
  - organizational patterns (such as sequential, categorical, and explanatory).
- Each graphical text uses these elements and features in different ways to effectively present information in a condensed format. For example, a chart or table may illustrate key information and show how pieces of information relate to each other. A table uses columns and rows to organize the information and may include a title that describes the main idea or subject, and a caption to explain the purpose of the table. The information in a table can be read horizontally and vertically.
- Many of the strategies for reading informational and literary texts can also be used effectively to read graphical text.
- See Student Resource, *Tips for Reading Graphical Texts*. Focus on one or two tips at a time to help students before, during and after the assigned reading. Add tips as needed to guide the students as they read.

**Further Support**

Provide students with an advance organizer to guide them as they read a particular text. This might be a series of prompts to guide them through the reading task.

Reading Different Text Forms: Reading Graphical Texts

MANAGING PERSONAL RESOURCES HIP3E How To Read a Pay Stub

Notes

What teachers do	What students do
<p><b>Before</b> Before reading, help students to connect new content and ideas to their prior knowledge by encouraging them to think about what they already know about the topic or the type of graphical text.</p> <ul style="list-style-type: none"> <li>• Have students <b>brainstorm</b> concepts and vocabulary, <b>recall</b> previous experiences, or <b>list questions</b> they have about the topic.</li> <li>• Provide students with <b>background knowledge</b> about the topic.</li> <li>• Pose questions to students to <b>determine a purpose</b> for reading.</li> <li>• Model how to <b>predict</b> the content based on features of the graphic. <b>Skim, scan</b> and <b>sample</b> the text to make informed predictions.</li> <li>• <b>Identify</b> and pre-teach unfamiliar vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• prepare for reading by brainstorming related ideas or themes, recalling previous experiences, or listing questions.</li> <li>• Participate in large- or small-group discussions, and question and answer periods about the topic.</li> <li>• Skim, scan, and sample the text to make predictions about the text and to identify unfamiliar vocabulary.</li> </ul>
<p><b>During</b> During reading, help students connect the information and ideas in the graphical text to what they already know.</p> <ul style="list-style-type: none"> <li>• Have students describe and model different reading strategies.</li> <li>• Model strategies for <b>pausing and thinking</b> about the texts.</li> <li>• Invite students to <b>organize</b> the information in a different way.</li> <li>• Provide students with <b>focus</b> questions (What is the purpose of this graphic? What information is provided? How is this information organized?)</li> </ul>	<ul style="list-style-type: none"> <li>• Read the text, organize key ideas with a graphic organizer, visualize concepts with a partner, and answer focus questions.</li> </ul>



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## Reading Different Text Forms: **Reading Graphical Texts**

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### MANAGING PERSONAL RESOURCES HIP3E How To Read a Pay Stub

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## Tips for Reading Graphical Texts

### Before Reading

- Set a purpose for reading. Ask yourself why you are reading this particular text.
- Look over the text to determine what type it is and which elements are used.
- Examine the titles, headings, captions and images. Start with the title. The title tells you what the graphic is about. The captions may also use words and phrases from the text to show how the graphic is related to the information in the written text.
- Recall what you already know about the topic or subject.
- Record some questions you might have about the information presented.

### During Reading

- Read all the labels and examine how they are related to the graphic. Each label has a purpose. The most important labels may be in capital letters, bold type, or a larger font.
- Follow the arrows and lines. They may be used to show movement or direction, or connect to the things they name.
- Look for the use of colour or symbols to emphasize important words and information. Some graphical texts have a legend or a key to explain the meaning of specific symbols and colours.
- Study the image carefully. See if you recognize the details in the image. Read the text near the picture to find an explanation of the information in the graphic. Use the figure number or title and key words to find and read the related information in the written text.
- Identify the relationships among the visuals and information presented.

### After Reading

- Interpret the information conveyed in any of the graphics (e.g., diagrams, charts, graphs, maps). Ask yourself why this information might be important.
- Re-phrase information orally or in writing. Imagine that you are explaining the graphic to someone who has not read it.
- Create your own graphical text (e.g., graph, map, diagram, table, flow chart) to represent the important information.





**Reading Different Text Forms: Reading Graphical Texts**

**MANAGING PERSONAL RESOURCES HIP3E How To Read a Pay Stub**

**Graphical Text – How To Read a Pay Stub**

<b>WaveWorks Municipal</b>			EMPLOYEE: Susie Splash EMPLOYEE ID: S35092 PAY PERIOD: 7/02/___ to 7/09/___ PAY DATE: 7/16/___ CHEQUE NO: 2407 NET PAY: 199.75			<b>PAYROLL</b>	
Gross Earning			Deductions			Other Deductions	
Description	Hours	Amount	Tax	Current	YTD	Description	Amount
Regular	40	320.00	Income Tax	48.00	360.00	R.R.S.P.	30.00
Overtime	4	48.00	E.I.	27.50	305.50	Uniform	50.00
Current		368.00					
Y.T.D.		3382.00	C.P.P.	12.75	158.00		

**Before Reading**

1. Why would one need to be able to read a pay stub?
2. Skim and scan through the pay stub shown above. Are there any unfamiliar words?

**During Reading**

3. What is the purpose and meaning of the following headings or labels?
  - a. Net Pay
  - b. Gross Earnings
  - c. Deductions
  - d. Other Deductions
4. Based on the context, what might the following acronyms mean?
  - a. Y.T.D.
  - b. E.I.
  - c. C.P.P.
  - d. R.R.S.P.

**After Reading**

5. Explain the information on the pay stub to a partner as if he or she had never seen a pay stub.

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**Reading Different Text Forms: Reading Literary Texts**

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**MANAGING PERSONAL RESOURCES HIP3E Biographies**

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Literary texts (such as stories, descriptions, essays, biographies, dialogues, novels, scripts, and poems) are written to entertain, provide insights, or communicate a writer's ideas and viewpoints. Literary texts are sometimes incorporated into informational text forms. Providing students with an approach to reading this type of text can help them to become effective readers in other contexts as well.

**Purpose**

- Become familiar with the elements and features of literary texts used in the course.
- Explore a process for reading literary texts, using a range of strategies for before, during, and after reading.

**Payoff**

Students will:

- read for information and enjoyment.
- practice essential reading strategies and apply them to different types of course-related materials.

**Tips and Resources**

- Literary texts come in a wide range of fiction and non-fiction, with many forms and genres. Each uses language and literary elements in particular ways to communicate something significant.
- Some of the elements of fiction are characters, plot, setting, theme (big idea), perspective (point-of-view taken by the narrator), style, language, and structure. Dramas (scripts and dialogues) use many of the same elements as novels and short stories, but may include special features such as stage directions, acts and scenes, and notations. Poems use elements such as structure, rhythm, rhyme, imagery and figurative language to communicate an idea, feeling or image.
- Non-fiction literary texts include biographies and essays. Biographies often tell the story of their subject through narrative elements. Elements of biography include setting (how it influences the events in the person's life), characterization of the subject (representation of the subject's character and motives), theme, accuracy, structure (time sequence), illustrations, graphic features, structural patterns, and organizational features (table of contents, index, references).
- Many of the strategies used for reading informational and graphical texts can be used effectively to read literary texts.
- See Student Resource, *Tips for Reading Literary Texts*. Focus one or two tips at a time to help them before, during, and after the assigned reading. Add tips as needed to guide the students as they read.

**Further Support**

- Provide students with an advance organizer to guide them as they read a particular text. This might be a series of prompts to guide them through the reading task.
- Have students use literary texts of their own choosing for some course assignments.

Reading Different Text Forms: **Reading Literary Texts**

MANAGING PERSONAL RESOURCES HIP3E Biographies

What teachers do	What students do
<p><b>Before</b>                      Before reading, help students connect new content and ideas with their prior knowledge by encouraging them to think about what they already know about the topic or the type of reading material. For example:</p> <ul style="list-style-type: none"> <li>• Have students <b>brainstorm</b> related ideas and themes, <b>recall</b> previous experiences with the subject or theme, or <b>list questions</b> they have about the topic.</li> <li>• <b>Increase background knowledge</b> about the topic by providing students with related experiences, discussion, or readings.</li> <li>• <b>Determine a purpose</b> for reading by posing questions to the students.</li> <li>• Have students ask questions about the topic.</li> <li>• Have students <b>predict</b> the content based on text features, personal experiences, illustrations, etc. <b>Skim, scan, and sample</b> the text to make informed predictions.</li> <li>• <b>Identify</b> unfamiliar vocabulary in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for reading by brainstorming related ideas or themes, recalling previous experiences, or listing questions.</li> <li>• Participate in large- or small-group discussions, and question and answer periods about the topic.</li> <li>• Skim, scan, and sample the text to make predictions about the text and to identify unfamiliar vocabulary.</li> </ul>
<p><b>During</b>                      During reading, help students to connect the information and ideas in the text with what they already know as they monitor their understanding.</p> <ul style="list-style-type: none"> <li>• Have students describe and model different reading strategies they might use.</li> <li>• Model strategies for <b>pausing and thinking</b> about the text.</li> <li>• Demonstrate how to use a <b>graphic organizer</b> to organize ideas, details, and questions.</li> <li>• Have students <b>visualize</b> the concepts as they read, and then share with a partner.</li> <li>• Provide students with <b>focus questions</b> to help them <b>make inferences</b> about the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the text, organize key ideas with a graphic organizer, visualize concepts with a partner, and answer focus questions.</li> </ul>
<p><b>After</b>                      After reading, help students to consolidate and extend their understanding of the content.</p> <ul style="list-style-type: none"> <li>• Have students <b>paraphrase</b> the text and compare with a partner.</li> <li>• Model how to <b>summarize</b> a narrative and <b>organize</b> how the story develops.</li> <li>• Have students <b>suggest</b> possible graphic organizers to illustrate connections among the topic, details, and prior knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Paraphrase the text and compare with a partner.</li> <li>• Summarize the narrative and organize how the story and character(s) develop.</li> <li>• Create a graphic organizer to show connections among the topic, details, and prior knowledge.</li> </ul>

**Notes**

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**Reading Different Text Forms: Reading Literary Texts**

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**MANAGING PERSONAL RESOURCES HIP3E Biographies**

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## Tips for Reading Literary Texts

### Before Reading

- Read the title and think about what might happen in the story or what the essay might be about. Does the title suggest any connections to your own life or raise any questions?
- Recall other selections you may have read by this author.
- Look at any illustrations. What do they tell you about the story or subject?
- Look the text over and sample the text to note its length, organization, level of language, and structure. Pay attention to punctuation.

### During Reading

- As you read, ask questions about what is happening. Make predictions about what might happen next.
- Form opinions about what is going on. Think about your responses and reactions to what you are reading. Making notes can help you focus your thinking as you read.
- Picture the setting, events or images in your mind. Sketch them. As you read, imagine how the words will be spoken and see the action.
- While reading a narrative selection, try the following :
  - Read the first page and pause. What do you know so far about the people (characters), setting, conflict, and point of view? Where do you think the storyline is going? Make connections to what you already know.
  - Who are the people and how are they related to each other? Put yourself in their place. What would you say or do?

### After Reading

- Write down favourite quotations from the text. Share and compare them with a partner.
- Create a visual interpretation of the text, such as a web, story map, or timeline, to show the relationships among the major characters and their feelings and attitudes.
- Create a sensory web of the setting. Use a graphic organizer to illustrate the story's plot or sequence of events (situation, complications, climax, resolution).
- Retell/summarize the content in your own words, orally, or in writing.




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**Reading Different Text Forms: Reading Literary Texts**

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**MANAGING PERSONAL RESOURCES HIP3E Biographies**

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**Reading Literary Text – Biographies**

**Before Reading**

1. Read the title. Who is the biography about? \_\_\_\_\_  
\_\_\_\_\_
2. Who is the author? Is it an autobiography? An “unauthorized biography?” How might this affect the story?  
\_\_\_\_\_  
\_\_\_\_\_
3. What do you already know about the famous person?  
\_\_\_\_\_  
\_\_\_\_\_
4. Look at any illustrations. What do they tell you about the famous person?  
\_\_\_\_\_

**During Reading**

5. As you read, write down questions you may have. What life events led to the next? What talents does (or did) this person have?  
\_\_\_\_\_  
\_\_\_\_\_
6. Form opinions about what is going on. Think about your responses and reactions to what you are reading. How does/did this person use his/her talents?  
\_\_\_\_\_  
\_\_\_\_\_

**After Reading**

7. Write any memorable facts or quotations from the text. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Create a timeline as a visual interpretation of the text to show the relationships among the major characters and their feelings and attitudes.
9. Retell/summarize the life story of this individual in your words, orally or in writing.

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**Generating Ideas: Rapid Writing**

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**MANAGING PERSONAL RESOURCES HIP3E**

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When students engage in rapid writing at the beginning of a writing assignment, they access their prior knowledge, engage with content, review and reflect, and begin to set direction for writing letters, essays, and other subject-based assignments.

**Purpose**

- Help students to start writing and ultimately to produce more writing.
- Encourage fluency in generating ideas for writing on any topic, in any subject area.
- Help students begin organizing ideas.

**Payoff**

Students will:

- rapidly generate fresh ideas about topics in any subject area.
- write down ideas without self-editing.
- generate raw material for more polished work.
- complete writing activities on time, overcome writer's block, and improve test-taking skills.

**Tips and Resources**

- This strategy may be used in a number of ways, including: prewriting; brainstorming for a specific question; or writing for reflection, learning logs, work journals, etc.
- This strategy may also be used as a pre-reading strategy, similar to a KWL.
- Use this strategy to review what students remember about classroom work.
- Use rapid writing regularly in the classroom, and have students select the day's topic. See Teacher Resource, *Rapid Writing Topics for Managing Personal Resources*.
- Students can apply this strategy when writing tests or examinations, by "scribbling down" information they are afraid of forgetting just before they begin responding to the questions.
- Use the rapid writing drafts to give students practice in proofreading and reviewing their writing for flow of ideas. When students use this strategy at the computer with the monitor turned off, they will be amused by how many errors in proofreading they have made. Be prepared for some laughter in the classroom when using this approach.
- See Student/Teacher Resource, *Tips for Rapid Writing*.

**Further Support**

- Write the topic on the board, and do not repeat it orally if a student comes in late. Instead, point at the board. This also reinforces the topic for visual learners and for students who have poor aural memory.
- Encourage students to use the rapid writing strategy to overcome anxiety for tests or assignments.
- Use timed writing for parts of a task – e.g., as many words as possible in three minutes, then as many more as possible in the next three minutes, etc.
- Vary criteria: some students may need to work in point form, or stop and break after three minutes.
- Save completed rapid writing samples to use later to teach writing conventions or organization of ideas.
- Vary the amount of time you give to students.
- Post the topic-related vocabulary in the classroom as an aid for struggling students.



**Generating Ideas: Rapid Writing**

**MANAGING PERSONAL RESOURCES HIP3E**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Plan a topic for rapid writing or invite the students to suggest topics.</li> <li>Explain that the purpose of rapid writing is to allow students to record what they know about the topic, subject, or activity, without worrying about repetition, spelling, grammar, or any other errors.</li> <li>Give directions for rapid writing. See Student/Teacher Resource, <i>Tips for Rapid Writing</i>.</li> </ul>	<ul style="list-style-type: none"> <li>(Optional) Suggest topics for rapid writing that are related to the subject of study.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Give the signal to begin.</li> <li>Time the students.</li> <li>Give the signal for students to stop writing. (You may want to give them a one-minute warning.)</li> </ul>	<ul style="list-style-type: none"> <li>At the starting signal, write or type as quickly as possible without stopping or making any corrections.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Debrief.</li> <li>Ask students to count the number of words they have written.</li> <li>Ask who has at least ____ words, until only one or two hands remain up.</li> <li>Discuss the topic, based on what the students have written. Encourage students who don't usually participate.</li> <li>Focus the students' attention on how their rapid writing can be the starting point for more polished pieces.</li> <li><b>Alternatively</b>, as a follow-up direct students to begin classifying and organizing their ideas.</li> <li><b>Alternatively</b>, organize students into small groups to share their rapid writing and to compose a short collaborative paragraph on the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Count and record the number of words.</li> <li>Discuss the topic by reading aloud parts of what they have written.</li> <li>In pairs, explain the thinking behind the categories used.</li> <li>A group representative reads the paragraph to the class.</li> </ul>

**Notes**



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**Generating Ideas: Rapid Writing**

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MANAGING PERSONAL RESOURCES HIP3E

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### **Tips for Rapid Writing**

- Write as fast as you can.
- No corrections or erasing allowed.
- Write until your teacher says “STOP” . Do not stop before!
- Don’t lift your pen/pencil from the paper or remove your hands from the computer.
- If you get stuck, jumpstart your brain by writing the topic title and extending it to a sentence.
- When your teacher says “STOP”. Count and record the number of words you have written.
- Be prepared to discuss your topic: use the writing you have done to start you off.





Teacher Resource

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**Generating Ideas: Rapid Writing**

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**MANAGING PERSONAL RESOURCES HIP3E**

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## **Rapid Writing Topics for Managing Personal Resources**

- Self-concept
- Effective communication
- Making good decisions
- Money
- Buying a car
- Renting an apartment
- Budgeting for living expenses
- Independence
- Short/long term goals
- Stress at work
- Benefits/costs of working for pay
- Job interview tips
- Being a team player
- Thinking and acting safely
- Changes in the workplace
- Others?



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## Generating Ideas: **Setting the Context**

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### MANAGING PERSONAL RESOURCES HIP3E Workplace Health and Safety

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Good writers anticipate the information and ideas that readers may want or need to know about the subject. Imagining and considering the possible questions that the intended audience may have about the topic help to generate possible content for the writing, suggest a writing form, and provide a direction for research.

#### **Purpose**

- Generate possible topics and subtopics for a writing task.
- Identify important ideas and information to include in the writing.
- Identify the audience and purpose for the writing.

#### **Payoff**

Students will:

- clarify the writing task (purpose, audience, form).
- consider the audience and the purpose for the writing.
- generate questions and use them to focus the writing.

#### **Tips and Resources**

- Purpose refers to the reason for the writing and the results that writers expect from the writing. Some writing is intended to communicate information to the reader. These purposes include “to inform, to explain, to review, to outline, and to describe”. Other purposes convince the reader of a particular viewpoint. These include “to request, to persuade, to assess, to recommend, to propose, to forecast, and to entertain”. The purpose for the writing will affect the selection of content, language, and form.
- Audience refers to the intended readers of the writing. Defining the audience is important because it will affect the content (what is said), and the form and features (how it is said). The intended audience may vary in age, background knowledge, experience and interest.

#### **Further Support**

- When students are working in pairs, have each partner generate questions for the other’s topic.
- To generate ideas, ask questions about the topic from the point of view of the intended audience. Provide support for asking rich questions.
- Review the 5W + H questions (who, what, when, where, why, how).



**Generating Ideas: Setting the Context**

**MANAGING PERSONAL RESOURCES HIP3E Workplace Health and Safety**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Write a topic on chart paper or the chalkboard and describe the audience and purpose for this piece of writing (e.g., to inform employees about workplace safety, to identify factors that contribute to workplace health and safety).</li> <li>• Model for students the process of imagining the readers and the possible questions they would ask about the topic, and record these questions under the topic heading.</li> <li>• Ask students to contribute questions that they think the audience would need/want answered. If needed, use prompts such as:                         <ul style="list-style-type: none"> <li>○ Who are my readers?</li> <li>○ What background information about the topic do they need?</li> <li>○ What do my readers need to know first?</li> <li>○ What other things will my readers need to know?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Recall what they already know about the topic.</li> <li>• Imagine the questions they would ask as readers of a piece of writing on this topic.</li> <li>• Make connections to other students' questions, noting similarities and differences.</li> <li>• Imagine that they are the readers and generate possible questions.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Ask students to review their selected topics for a subject-related writing task, to identify purpose and audience.</li> <li>• Have students (in pairs, small groups, or individually) create possible questions that the readers may have about the topic.</li> <li>• Have students share and compare the questions for similar topics. Students may wish to add to or refine their list of questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall what they already know about their topic and imagine what their reader may want to know.</li> <li>• Contribute to the discussion.</li> <li>• Work in pairs or groups, using chart paper to record questions.</li> <li>• Post chart pages or report on questions that the pairs or groups generated.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Model for students how to organize the questions into a possible outline for their writing, and use the questions to focus their first draft writing or research.</li> <li>• Ask students to use their questions to create a writing outline.</li> <li>• Ask students to use their writing outline questions to begin writing about their topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the teacher's thinking process for organizing the questions.</li> <li>• Working individually, use an initial writing technique (such as rapid writing) to respond to the questions in order to get started on the writing assignment.</li> </ul>

Notes



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**Generating Ideas: **Setting the Context****

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**MANAGING PERSONAL RESOURCES HIP3E Workplace Health and Safety**

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TOPIC

FACTORS CONTRIBUTING TO WORKPLACE HEALTH AND SAFETY

POSSIBLE QUESTIONS THE READER MAY ASK:

- ⇒ Where can I go to get information on workplace safety?
- ⇒ What safety training is provided (fire drills, use of machinery & tools, etc.)?
- ⇒ Is there asbestos in my building?
- ⇒ Is my workstation ergonomically correct?
- ⇒ How much can I safely lift at work?
- ⇒ What do I do if an accident occurs at work?
- ⇒ What personal protection equipment is required on the job?
- ⇒ Are there any hazardous chemicals used at this worksite?
- ⇒ What housekeeping practices are in place to reduce hazards?
- ⇒ Is there a first aid kit and person trained in first aid?
- ⇒ Others?



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## Generating Ideas: **Adding Content**

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### MANAGING PERSONAL RESOURCES HIP3E Independent Living

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This strategy provides feedback to students *before* they start their first draft. Students exchange their *brainstorming* and *notes* for any project - paragraphs, research, process, lab reports, or summaries, and develop questions designed to help them draw out more details for their first draft.

### Purpose

- Identify ideas and information that may have been omitted on the topic of Independent Living.
- Reconsider and revise initial thinking (such as brainstorming) *before* writing the first draft.
- Teach students how to question others and themselves.

### Payoff

Students will:

- ask who, what, where, when, why and how (5W + H), and predict questions while writing.
- add and support ideas, with the help of others and then on their own.

### Tips and Resources

- This activity is a good follow-up to **Rapid Writing** and **Setting the Context** (What Do My Readers Want to Know?).
- This strategy may be used before and during writing, especially if students are sharing research.
- For more information, see:
  - Teacher Resource, *Adding Content - Annotated Student Sample*.
  - Student Resource, *Instructions for Adding Content*.
- Provide stick-on notes if students find it too confusing to have other students writing on their work.

### Further Support

- Teachers should model the process of asking questions about a piece of writing. Alternatively, teachers may post a piece of personal writing and invite students to ask questions about various parts of the piece.
- Students may use brainstorming or first drafts of any assignment they are working on (e.g., research/planning, paragraphs, summaries, lab reports, essays, answers to questions).



**Generating Ideas: Adding Content**

**MANAGING PERSONAL RESOURCES HIP3E Independent Living**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Review Teacher Resource, <i>Adding Content: Annotated Student Sample</i> on the topic of <i>Independent Living</i>.</li> <li>Assign the topic, Independent Living to the class.</li> <li>Distribute Student Resource, <i>Instructions for Adding Content</i>.</li> <li>Review who, what, where, when, why and how (5W + H questions), using the handout.</li> <li>Suggest other possible questions.</li> <li>Remind students of the purpose for this activity – to ask questions (based on what is already there) that they would like the writer to answer.</li> <li>Create groups of 4 to 6 students.</li> </ul>	<ul style="list-style-type: none"> <li>Individually brainstorm or make notes for the topic.</li> <li>Read the instructions with the teacher.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Time the students – have them pass their work to the person to their left and add questions to the work that is handed to them. In 3 to 5 minutes, depending on the length of the work, call “time” and have the students pass their work to the left again.</li> <li>Have student continue until the work has been returned to the original author.</li> <li>Ask students to begin answering the questions or making suggestions regarding the questions they see on the papers in front of them, once work has been passed to at least two others in the group.</li> </ul>	<ul style="list-style-type: none"> <li>Within their group, pass work left and quickly skim the work handed to them.</li> <li>As they read, ask questions based on the 5W and how.</li> <li>Work silently.</li> <li>Use stick-on notes and write comments and questions in margins.</li> <li>Start answering some of the questions others have written on the work, once they have questioned the work of at least two of the people in the group.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Use the edited work and the answers to the questions as the basis for a written assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Try to answer as many of the questions as possible when they get their own work back.</li> <li>Use the questions and answers as the basis for responding to the written assignment.</li> </ul>

**Notes**



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**Generating Ideas: Adding Content**

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**MANAGING PERSONAL RESOURCES HIP3E Independent Living**

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**Instructions for Adding Content**

*When you build a fire, you need just enough wood to get it started. Usually we start with small pieces and then add the larger ones after the fire gets going. That's what we are going to do with your initial ideas or drafts for writing your \_\_\_\_\_ assignment.*

The assignment you have written is like a small flame – it's an idea, and you may need to add more ideas to it. Here's an easy way to learn the questions you need to ask in order to add fuel to your fire. You are going to trade work with people in your group and ask questions without talking.

**When you are in your group, you will each pass your work to the person on your left. You will work within a time limit, so work quickly.**

Don't worry if you don't finish all of the assignment you are looking at – the next person will probably deal with parts that you don't.

***Here's how to add the fuel...***

**In your groups:**

1. Pass your work to the person on your left. Quickly skim the work that *you* have received from the person on your right.
2. As you read, ask questions based on the 5W's and How. Some of your questions might be:
  - What's this all about?
  - What happened?
  - Where did this happen?
  - When did this occur?
  - Who was involved?
  - Why did this occur?
  - What happened as a result?
  - What other choices were possible?
  - How does this affect others?
3. Do not talk until you have passed around all of the work. If you can't read or understand something, don't ask the person. Just write down a question or comment, such as "I don't get this," or "I can't read this."
4. Write in the margin, or at the top of the page, or in the lines – just don't write on top of someone else's writing!
5. Once you have questioned the work of at least two of the people in your group, you may want to start answering some of the questions others have written on the work – even if the work is not yours.
6. When you finally get your own work back, try to answer as many of the questions as you can. The information you give will add to whatever you are writing.





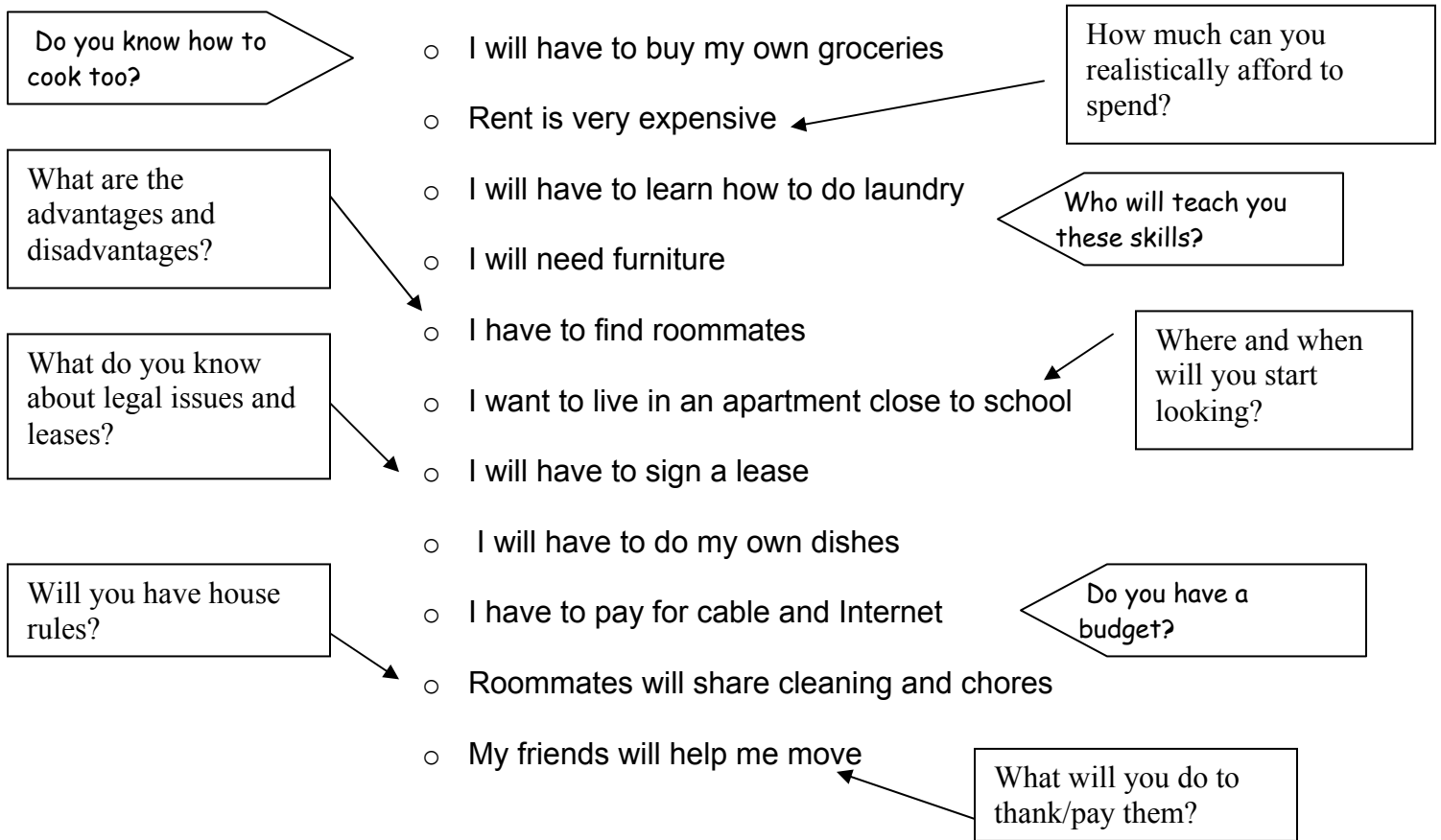
**Generating Ideas: Adding Content**

**MANAGING PERSONAL RESOURCES HIP3E Independent Living**

**Adding Content – Annotated Student Sample**

**Topic: Independent Living**

**Overall question: What factors must you consider when first moving out on your own?**



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**Developing and Organizing Ideas: *Webbing, Mapping and More***

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**MANAGING PERSONAL RESOURCES HIP3E Goals**

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Effective writers use different strategies to sort the ideas and information they have gathered in order to make connections, identify relationships, and determine possible directions and forms for their writing. This strategy gives students the opportunity to reorganize, regroup, sort, categorize, classify and cluster their notes.

**Purpose**

- Identify relationships and make connections among ideas and information.
- Select ideas and information for possible topics and subtopics.

**Payoff**

Students will:

- model critical and creative thinking strategies.
- learn a variety of strategies that can be used throughout the writing process.
- reread notes, gathered information and writing that are related to a specific writing task.
- organize ideas and information to focus the writing task.

**Tips and Resources**

- Strategies for webbing and mapping include:
  - *Clustering* – looking for similarities among ideas, information or things, and grouping them according to characteristics.
  - *Comparing* – identifying similarities among ideas, information, or things.
  - *Contrasting* – identifying differences among ideas, information, or things.
  - *Generalizing* – describing the overall picture based on the ideas and information.
  - *Outlining* – organizing main ideas, information, and supporting details based on their relationship to each other.
  - *Relating* – showing how events, situations, ideas and information are connected.
  - *Sorting* – arranging or separating into types, kinds, sizes, etc.
  - *Trend-spotting* – identifying things that generally look or behave the same.
- For more information, see:
  - Student/Teacher Resource, *Webbing Ideas and Information –Template*.
  - Teacher Resource, *Webbing Ideas and Information - Example*.

**Further Support**

- Provide students with sample graphic organizers that guide them in sorting and organizing their information and notes e.g., cluster (webs), sequence (flow charts), compare (Venn diagram).
- Have students create a variety of graphic organizers that they have successfully used for different writing tasks. Create a class collection for students to refer to and use.
- Provide students with access to markers, highlighters, scissors, and glue, for marking and manipulating their gathered ideas and information.
- Select a familiar topic (perhaps a topic for review). Have students form discussion groups. Ask students to recall what they already know about the topic, and questions that they still have about the topic. Taking turns, students record one idea or question on a stick-on note and place it in the middle of the table. Encourage students to build on the ideas of others. After students have contributed everything they can recall about the topic, groups sort and organize their stick-on notes into meaningful clusters on chart paper. Ask students to discuss connections and relationships, and identify possible category labels. Provide groups with markers or highlighters to make links among the stick-on notes. Display the groups' thinking.



**Developing and Organizing Ideas: Webbing, Mapping and More**

**MANAGING PERSONAL RESOURCES HIP3E Goals**

**Notes**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Introduce the topic, Goal Setting, as a writing task.</li> <li>• Prepare an overhead transparency or chart-paper sample of possible ideas and information gathered on the topic.</li> <li>• Using a marker, model for students how to make connections among the ideas and information (e.g., number, circle, colour-code, draw arrows).</li> <li>• Discuss with students how using a strategy such as webbing or mapping makes it easier to see connections and relationships. (Writers often use a graphic organizer to manipulate and group their information into meaningful clusters.)</li> <li>• Use a web to demonstrate the process of rereading notes and arranging key points to show the connections and relationships. See Student/Teacher Resource, <i>Webbing Ideas and Information - Template</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall what they already know about the topic and writing task.</li> <li>• Make connections to own notes.</li> <li>• Note the links and connections that the teacher makes among ideas and information. Consider the similarities and differences of their own thinking.</li> <li>• Recall past use of a webbing strategy to record or organize thinking.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Ask students to contribute to the web by identifying important ideas and key information and by suggesting how to place the points to create a web.</li> <li>• Ask students questions to clarify the decisions. For example:             <ul style="list-style-type: none"> <li>- What does this mean?</li> <li>- Is this important? Why?</li> <li>- Is there another way to sort my notes?</li> <li>- What evidence or information is missing?</li> </ul> </li> <li>• Model for students how to use the web to create a possible outline or template for writing a first draft. Consider the generalizations and/or categories that emerge from the connections to help identify subtopics, headings and structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to the discussion.</li> <li>• Note the similarities and differences in responses.</li> <li>• Make appropriate additions to the web as ideas are generated.</li> <li>• Generate ideas in the form of webbing. See Student/Teacher Resource, <i>Webbing Ideas and Information – Example</i> for the following question:             <ul style="list-style-type: none"> <li>- What aspects do you have to keep in mind when setting goals?</li> </ul> </li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Have students refer to their notes for the writing task.</li> <li>• Ask students to create a web by sorting and organizing their ideas and information.</li> <li>• Ask students to reread their webs and use them to create an outline for writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Reread notes and identify important information and ideas.</li> <li>• Use the question prompts to re-phrase notes, identify key points, and group the ideas and information to create a web.</li> <li>• Share and compare webs.</li> <li>• Make connection between the web and possible ways of organizing the information and ideas into a template for writing.</li> </ul>



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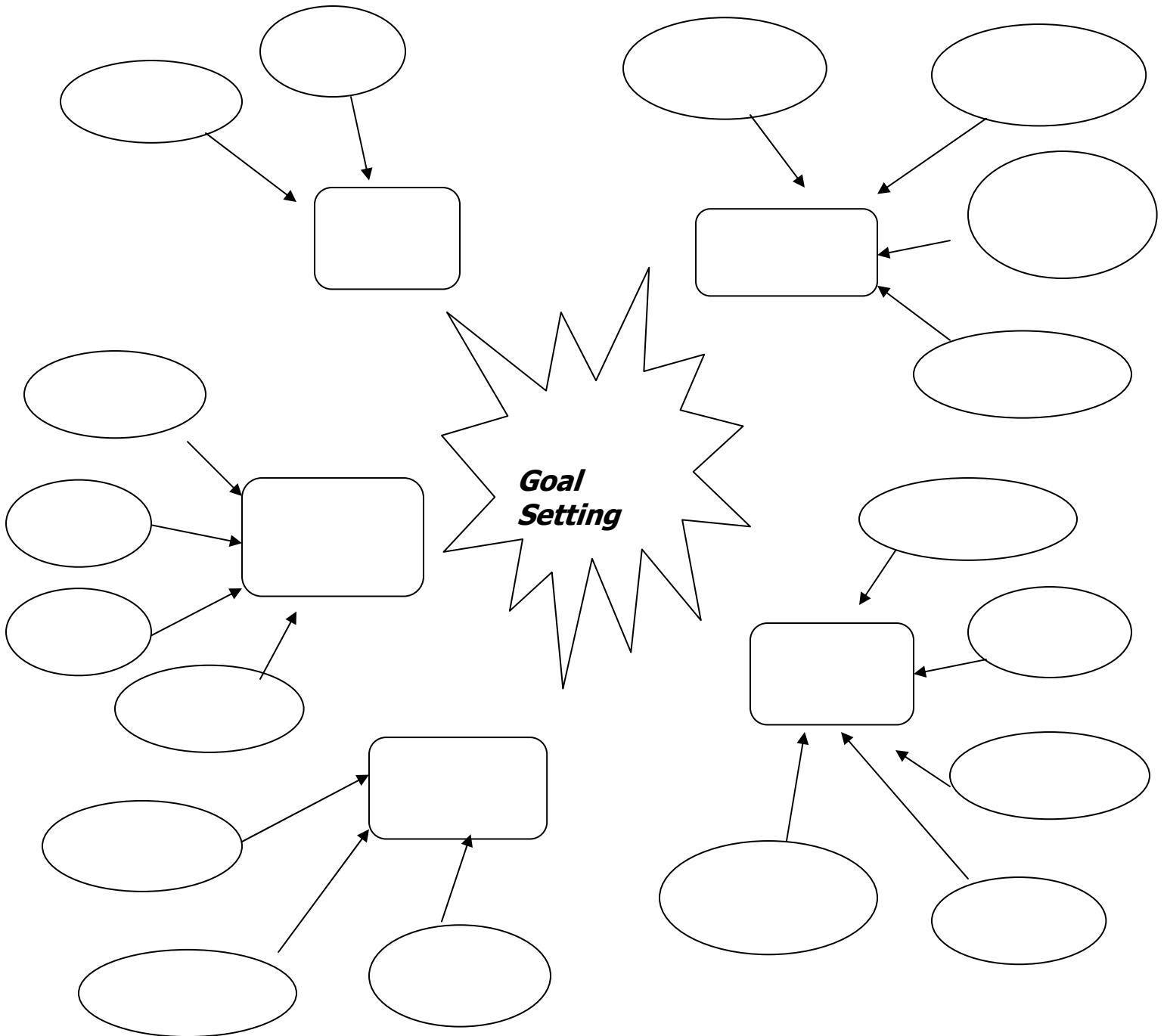
**Developing and Organizing Ideas: *Webbing, Mapping and More***

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MANAGING PERSONAL RESOURCES HIP3E Goals

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**Webbing Ideas and Information – Template**

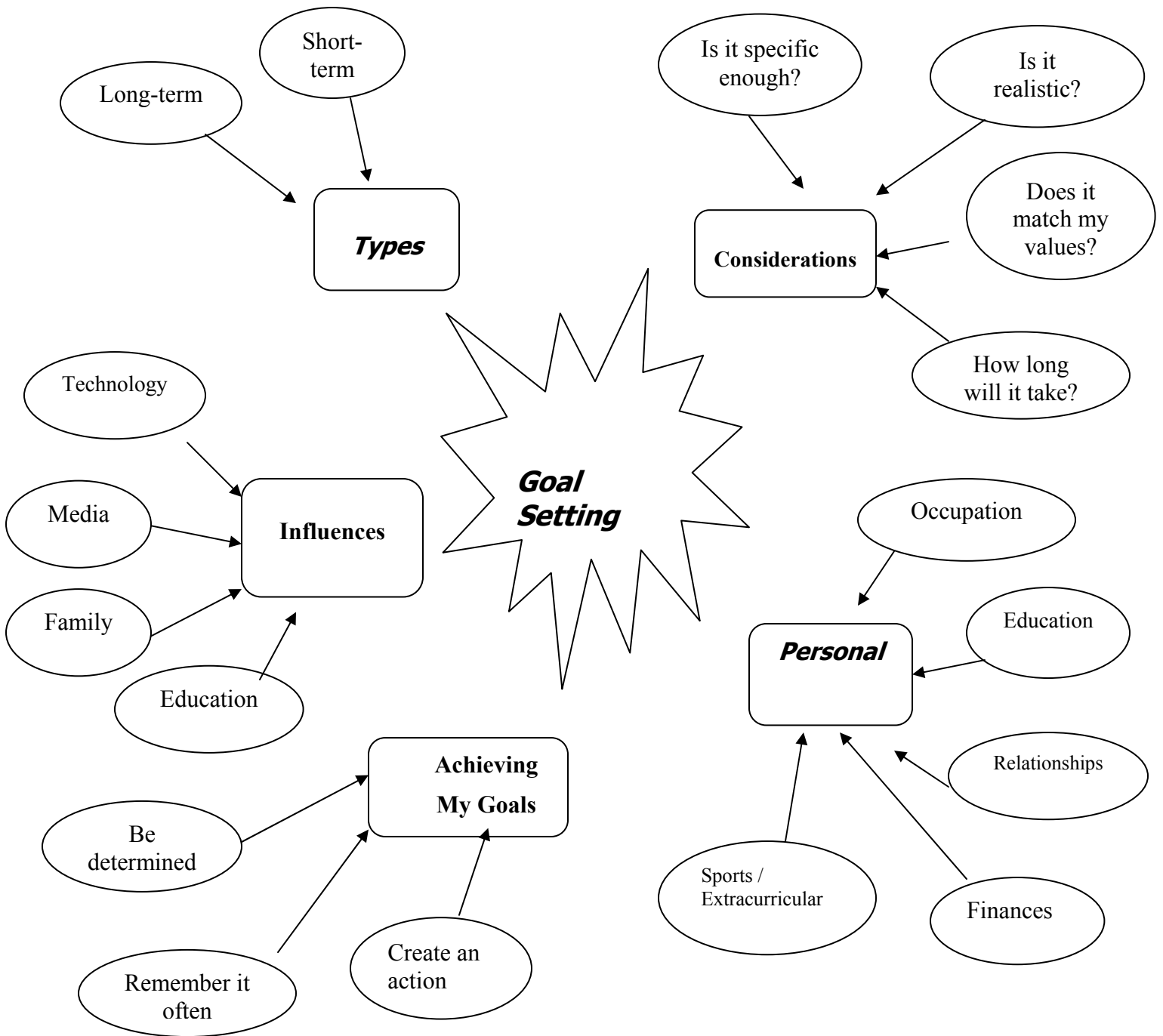




**Developing and Organizing Ideas: *Webbing, Mapping and More***

**MANAGING PERSONAL RESOURCES HIP3E Goals**

**Webbing Ideas and Information - Example**





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## Developing and Organizing Ideas: **Supporting the Main Idea**

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### MANAGING PERSONAL RESOURCES HIP3E Preparing for Work

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In this strategy, students learn how to select the better of two possible main ideas to use as a topic sentence in an information paragraph, and then learn how to choose details to support it. Student samples are selected from a variety of subject areas. Samples may also be used to teach summary writing.

#### **Purpose**

- Distinguish main ideas and supporting details for a paragraph related to preparing for work.

#### **Payoff**

Students will:

- write well-organized paragraphs with supporting details.
- demonstrate a clear understanding of the topic.
- improve reading comprehension by spotting main ideas and supporting details.

#### **Tips and Resources**

- Write the sentences into a paragraph, starting with the most general and writing the remaining sentences in order of importance (most to least).
- The “Main Idea” is a broad statement that includes a topic that can be expanded. It usually begins the paragraph.
- See:
  - Student Resource, *Finding and Supporting the Main Idea* in *Think Literacy: Cross-Curricular Approaches, Grades 7-12* on p. 114. This is useful as an overhead transparency.
  - Student/Teacher Resources, *Sample Exercises* and *Sample Exercises - Answer Key*.

#### **Further Support**

- Alternative methods:
  - Complete the activity on paper.
  - Work either individually or in pairs.
  - Read groups of sentences.
  - Look for the best-supported general statement.
  - Cross off statements that do not fit the general statement selected.



Developing and Organizing Ideas: Supporting the Main Idea

MANAGING PERSONAL RESOURCES HIP3E Preparing for Work

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Using the Student/Teacher Resource, <i>Sample Exercises</i>, select one of the three sample paragraph sets about Preparing to Work.</li> <li>Enlarge the set of statements and cut up into separate statements, and place each set of statements into an envelope.</li> <li>Divide the class into groups of three or four and give each group one envelope.</li> <li>Have groups determine the main idea from the set of statements, and then add the supporting details that seem appropriate according to the remaining statements.</li> <li><b>Alternatively</b>, have the students complete this activity directly on paper, without cutting up the group of statements. Explain the legend to use when annotating (▶✓X).</li> <li>Compare the order of the statements to the original order for the selected paragraph. See Student/Teacher Resource, <i>Sample Exercise – Answer Key</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Compare the set of statements for the selected paragraph to the <i>Answer Key</i>.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Provide students individually with a copy of Student/Teacher Resource, <i>Sample Exercises</i>. Have students complete the remaining two samples on their own.</li> <li>Circulate through the class.</li> <li>Ask students how they know which statement is the best-supported generalization.</li> <li>Point out that if students have more sentences crossed out than they have left to work with, they have probably selected the wrong generalization.</li> </ul>	<ul style="list-style-type: none"> <li>Work individually or in pairs or small groups.</li> <li>Read the group of sentences.</li> <li>Look for the best-supported general statement. (If there seems to be more than one main idea, choose the one that has the most supporting statements.)</li> <li>Place statements to the side if they do not fit the selected main idea or generalization at the top.</li> <li>Place the supporting statements directly under the generalization.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Review and discuss the samples and the suggested answers according to the Student/Teacher Resource, <i>Sample Exercises – Answer Key</i>.</li> <li>Model how to use the sentences to write a paragraph using the paragraph template.</li> <li>Demonstrate how to write a concluding sentence. The basic style is to reword the first sentence/generalization.</li> <li><b>Alternatively</b>, assign a topic and have students write a generalization and supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>Review the main idea and supporting statements as suggested by the <i>Answer Key</i>.</li> <li>Write the sentences into a paragraph.</li> <li><b>Alternatively</b>, write own generalization and supporting details in answer to a teacher assigned topic.</li> </ul>

Notes



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## Developing and Organizing Ideas: **Supporting the Main Idea**

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### MANAGING PERSONAL RESOURCES HIP3E Preparing for Work

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### Sample Exercises

**Instructions :** For each paragraph, use the following legend to identify the main idea, statements belonging to the paragraph and statements that should be crossed out, removed or do not belong.

#### Legend

- ▶ Main Idea
- ✓ Statement belongs in paragraph
- X Statement should be crossed out or removed, does not belong

#### Paragraph One:

The way teens feel about having a part-time job varies depending on their prior experience.

Many jobs allow teens to explore their hobbies and interests.

Teens work for a variety of reasons, such as saving money, preparing for the future, and gaining independence.

Getting a part-time job is considered a rite of passage for most Canadian teens.

Employment helps many teens to reach their personal goals.

Work is a place to establish social relationships for many people.

#### Paragraph Two:

Being involved in extra-curricular activities helps to teach skills that can be used in the workplace.

There is a difference between a career and a job.

A school counselor can be a valuable resource to help teens choose courses that are relevant to a career path.

Teens can start preparing for the workplace in high school.

The majority of teens want a career when they become an adult.

Co-operative education programs and Ontario Youth Apprenticeship Programs can provide valuable work experiences.

#### Paragraph Three:

If a person is laid off, they should apply for unemployment compensation.

Some people change jobs for new challenges or to make better use of skills.

Most people think the only reason a person leaves a job is if he/she is fired.

Currently it is common for people to leave a job to return to school.

People of all ages make job changes throughout their lifetime.

It is a good idea to re-examine career goals and prepare for career changes.





**Developing and Organizing Ideas: Supporting the Main Idea**

**MANAGING PERSONAL RESOURCES Preparing for Work**

**Sample Exercises – Answer Key**

**Legend**

- ▶ Main Idea
- ✓ Statement belongs in paragraph
- X Statement should be crossed out or removed, does not belong

**Paragraph One:**

- ▶ Teens work for a variety of reasons such as saving money, preparing for the future, and gaining independence.
- ✓ Employment helps many teens to reach their personal goals.
- ✓ Many jobs allow teens to explore their hobbies and interests.
- ✓ Working is a place to establish social relationships for many people.
- X The way teens feel about having a part-time job varies depending on their prior experience.
- X Getting a part-time job is considered a rite of passage for most Canadian teens.

**Paragraph Two:**

- ▶ Teens can start preparing for the workplace in high school.
- ✓ Co-operative education programs and Ontario Youth Apprenticeship Programs can provide valuable work experiences.
- ✓ Being involved in extra-curricular activities helps to teach skills that can be used in the workplace.
- ✓ A school counselor can be a valuable resource to help teens choose courses that are relevant to a career path.
- X There is a difference between a career and a job.
- X The majority of teens want a career when they become an adult.

**Paragraph Three:**

- ▶ People of all ages make job changes throughout their lifetime.
- ✓ Currently it is common for people to leave a job to return to school.
- ✓ Some people change jobs for new challenges or to make better use of skills.
- ✓ It is a good idea to re-examine career goals and prepare for career changes.
- X Most people think the only reason a person leaves a job is if they are fired.
- X If a person is laid off, they should apply for unemployment compensation.



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## **Developing and Organizing Ideas: Adding Details**

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### **MANAGING PERSONAL RESOURCES HIP3E Behaviour Types**

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In this strategy, students ask questions to support and elaborate on the main ideas from their first draft of a piece of writing. A structure for asking questions is provided.

#### **Purpose**

- Provide additional specific and supportive details in writing.

#### **Payoff**

Students will:

- add depth and breadth to writing by including appropriate details.

#### **Tips and Resources**

- Make sure the paragraph composition for this activity is “bare-bones,” leaving out most details and including many unanswered questions. (See Student/Teacher Resource, *Adding Details-Behaviour Types*.)
- To direct students refer to Student/Teacher Resource, *Stretching Ideas*.
- For an annotated sample, see Teacher Resource, *Adding Details-Behaviour Types*.

#### **Further Support**

- Encourage students to use anecdotes and examples, as well as facts.



**Developing and Organizing Ideas: Adding Details**

**MANAGING PERSONAL RESOURCES HIP3E Behaviour Types**

**Notes**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Compose a brief paragraph that explains or describes something you know well, but about which the students are likely to know little. This paragraph can be related to the specific subject content, or a personal anecdote. (See Student/Teacher Resource, <i>Adding Details – Behaviour Types</i>.)</li> </ul>	<ul style="list-style-type: none"> <li>Bring a first draft for a writing assignment to class.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Begin by reading the paragraph to the class. (Provide them with a visual copy, either on a transparency or paper).</li> <li>Distribute or display the <i>Stretching Ideas</i> handout. See Student/Teacher Resource.</li> <li>Ask students to reread the paragraph and identify all the places where more information is needed.</li> <li>Respond to student questions by adding more details, examples, or anecdotes.</li> <li>Guide students in discussion to see how additional supporting detail improves the quality of writing.</li> <li>Direct students (individually or in pairs) to use the <i>Stretching Ideas</i> handout to guide revision of their first drafts.</li> </ul>	<ul style="list-style-type: none"> <li>Read the paragraph and the <i>Stretching Ideas</i> handout and identify places where more information is needed.</li> <li>Volunteer questions from the handout for the teacher to answer.</li> <li>Begin revision of own work, using questions from the handout.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>(Optional) Assign a revision of the first draft as homework for a subsequent class.</li> <li>(Optional) Have students work with the handout and the revised draft to identify further areas for revision.</li> </ul>	<ul style="list-style-type: none"> <li>May complete revision of the first draft as homework.</li> <li>May use the handout and the revised draft (individually or in pairs) to identify further areas for revision.</li> </ul>



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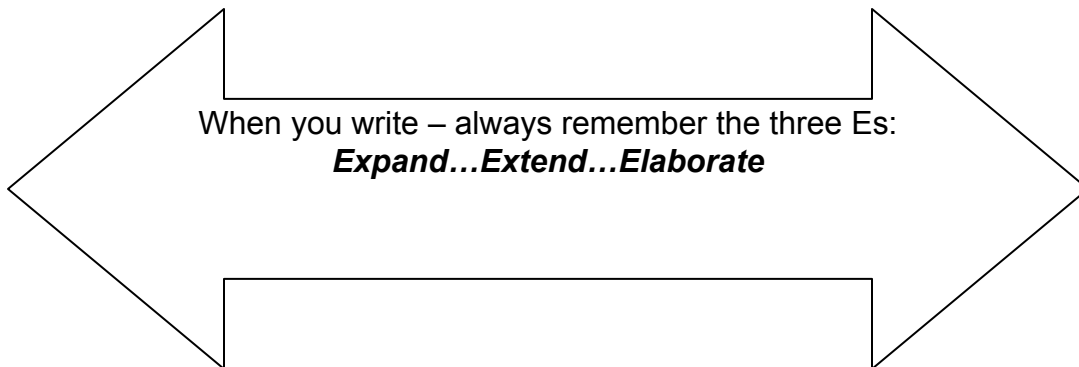
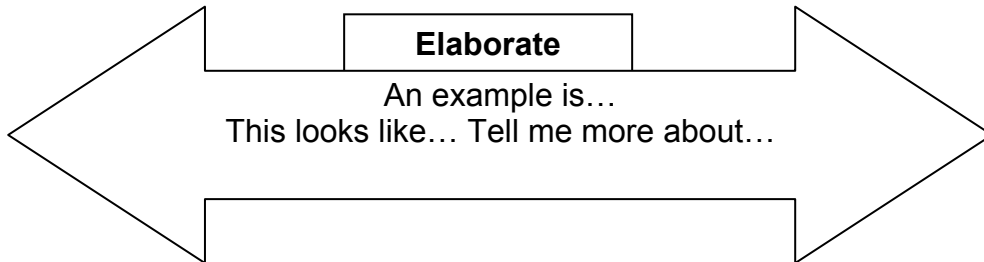
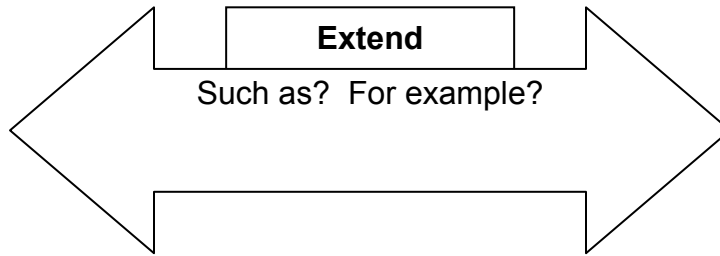
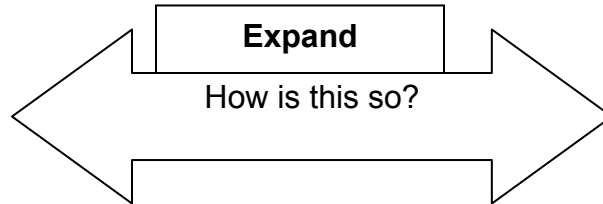
**Developing and Organizing Ideas: Adding Details**

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**MANAGING PERSONAL RESOURCES HIP3E Behaviour Types**

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### Stretching Ideas





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**Developing and Organizing Ideas: Adding Details**

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**MANAGING PERSONAL RESOURCES HIP3E Behaviour Types**

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**Adding Details – Behaviour Types**

People behave in lots of different ways.

Some people like to avoid problems or pretend things don't bother them.

Others react aggressively in almost any situation. Then again, there are people who are always rational and think things through before they respond or react. It is even possible the same person can behave differently depending on the type of situation they encounter.



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**Developing and Organizing Ideas: Adding Details**

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**MANAGING PERSONAL RESOURCES HIP3E Behaviour Types**

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## **Adding Details – Behaviour Types - Annotated Example**

Does each behaviour type have a name?

What factors influence behaviour?

Which behaviour type is most useful?

People behave in lots of different ways. Some people like to avoid problems or pretend things don't bother them. Others react aggressively in almost any situation. Then again, there are people who are always rational and think things through before they respond or react. It is even possible the same person can behave differently depending on the type of situation they encounter.

Are there examples of these behaviours?

What causes behaviours to vary?



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**Revising and Editing: Reorganizing Ideas**

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**MANAGING PERSONAL RESOURCES HIP3E Good Relationships**

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Writers revisit their writing as they draft to add, delete, and change ideas and information. There are specific strategies writers use to revise their writing. One strategy writers use is ARMS (add, remove, move, substitute) (Faigley and Witte, 1981).

**Purpose**

- Identify different strategies for reorganizing content related to healthy workplace relationships.
- Examine and determine effectiveness of sentences and paragraph order.

**Payoff**

Students will:

- organize writing effectively for different purposes in different subject areas.
- organize ideas and information for clarity and emphasis.

**Tips and Resources**

- Revising is the process of making sure that the writing says what the writer wants it to say. Most writers look for the biggest problems first and then tackle the smaller ones. For example, a writer may begin with the completeness of the content, accuracy and depth of supporting details and evidence, and the way the writing is organized, then look at style, grammar, spelling and usage. Sometimes it is helpful to consider reviewing the writing by looking at paragraphs, then sentences, and finally words and phrases.
- See Student/Teacher Resource, *Paragraph Compare*.

**Further Support**

- Have students select a section of a current writing task that they want to revise, and read it aloud to another student. The partner summarizes/paraphrases the content. The student author notes changes, misunderstandings, and omissions, and then clarifies the partner's paraphrase. The partner asks questions about the content and the elements of style to clarify the writing's content and organization. The student author uses the feedback to revise his or her writing.
- Provide students with opportunities to use the computer cut/paste/copy/delete functions to demonstrate their skills in using electronic technology to revise their writing.
- Encourage students to read their writing aloud, and then circle ideas that are confusing, put arrows where information or evidence is missing, and cross out repetitious information or words. This process can also be used to edit writing by circling words and phrases that they wish to improve or that have been overused.





**Revising and Editing: Reorganizing Ideas**

**MANAGING PERSONAL RESOURCES HIP3E Good Relationships**

**Notes**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Prepare two paragraphs on a subject-related topic. See Teacher Resource, <i>Paragraph Compare</i> for an example.</li> <li>• Have groups read the paragraphs and discuss which is more effective.</li> <li>• Have students make suggestions for improving the writing (e.g., Add, Remove, Move, Substitute, i.e., ARMS) and determine possible revision questions such as:                     <ul style="list-style-type: none"> <li>- Does it make sense?</li> <li>- Is the main idea clear?</li> <li>- Are there enough reasons/details to support the main idea?</li> <li>- Is there a closing sentence or conclusion?</li> </ul> </li> <li>• Record the revision prompts.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the paragraphs and summarize the main ideas and details.</li> <li>• Contribute to discussion by identifying the strengths and weaknesses of each paragraph (e.g., “strong topic sentence,” “supporting details are logical,” “uses evidence to support main idea,” “uses strong words to convince me,” “not enough facts and examples”).</li> <li>• Reread the revision prompts and ask questions about the prompts.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Prepare an overhead transparency of a draft-writing task on a current topic. Include revision notes such as cross-outs, scribbles, stick-on notes, margin notes, arrows, and inserts.</li> <li>• Use a revision strategy to demonstrate revising and reorganizing ideas in a piece of writing e.g.,                     <ul style="list-style-type: none"> <li>- Add something to the writing.</li> <li>- Remove something that confuses or repeats.</li> <li>- Move a section of the text.</li> <li>- Substitute a word, phrase, sentence or example.</li> </ul> </li> <li>• Note that some writers reread their writing and then use numbers to indicate how they want to reorganize their writing. Others use scissors to cut up their draft writing to reorganize the ideas and information, and then tape it together as a new draft. You may wish to demonstrate this strategy for reorganizing ideas and information.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall a writing piece that they have revised or wanted to revise. Identify the sorts of changes they wanted to make.</li> <li>• Make connections between their revision strategies and the strategies demonstrated by the teacher.</li> <li>• Decide which strategies they might try to revise their writing.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Have students refer to a draft writing task that they want to revise.</li> <li>• Ask pairs to read their draft aloud, and use the revision question prompts to provide feedback to their partner about the draft writing.</li> <li>• Ask students to use the feedback and the ARMS or cut-and-paste strategy to revise their draft.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen as partner reads draft and paraphrases or summarizes the content.</li> <li>• Note changes, misunderstandings, and omissions, and then clarify the partner’s paraphrase.</li> <li>• Decide which revision strategies to use to improve own writing.</li> </ul>



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**Revising and Editing: Reorganizing Ideas**

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**MANAGING PERSONAL RESOURCES HIP3E Good Relationships**

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**Paragraph Compare**

**Instructions :** Read the two paragraphs below. Identify the strengths and weaknesses in each paragraph. Which paragraph do you think is more effective? Justify your decision.

**Sample Paragraph 1 - Poor Interpersonal Relations**

Given how much time we spend at work, being employed in an environment where you get along with your co-workers and supervisors is very important. As you may recall, our indicator It's More Than The Money showed that three quarters of employed Canadians said that they felt it was very important that they be treated with respect, 70 percent said that good communication was essential, and 64 percent said that they wanted to work with friendly and helpful people. However, when asked about what people actually experienced at work, 15 percent reported a major discrepancy between how they would like to be treated and how they actually were treated, and 14 percent reported that workplace communication needed improving.

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[http://www.jobquality.ca/indicator\\_e/phy006.stm](http://www.jobquality.ca/indicator_e/phy006.stm) retrieved July 18,

2005

**Sample Paragraph 2 - Improving relationships prevents disease/illness**

Research on the connections between social support/relationships and physical health has shown that healthy relationships help to prevent physical disease and illness. More recent studies have also found that social support and healthy relationships can help reverse the symptoms of certain diseases/illnesses. Based on this information, it is important that individuals work hard to achieve and maintain healthy, happy, relationships with friends, family, co-workers, the community, etc. Many educational programs such as marriage preparation, marriage enrichment, parenting, grand parenting, and employee relations, have been designed to empower people by teaching them relationship skills, how to take care of themselves, and how to take care of their loved ones. By improving the quality of their social networks and personal relationships, individuals can not only improve their social and mental well-being, but their physical health as well.

<http://www.canadian-health-network.ca/servlet/ContentServer?cid=1039795127660&pagename=CHN-RCS%2FCHNResource%2FCHNResourcePageTemplate&c=CHNResource&lang=En&repGroupTopic=Relationships>  
Public Health Agency of Canada retrieved July 19, 2005

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**Revising and Editing: Proofreading Without Partners**

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**MANAGING PERSONAL RESOURCES HIP3E Cover Letters**

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Students can build independence as writers when they develop strategies for proofreading their own work. Reading backwards one word at a time is a classic journalist's strategy for being able to see individual words and identify spelling errors. Reading backwards sentence by sentence will help students identify syntax and punctuation errors. Finally, reading from front to back slowly will help students read for meaning.

**Purpose**

- Help students find their own errors.
- Turn student writing into isolated ideas and sentences so that students recognize their own errors.

**Payoff**

Students will:

- check work before it is submitted for assessment.
- find mistakes without a partner.

**Tips and Resources**

- Reading backwards can be used as an answer-checking strategy on tests in any subject area.
- See the Teacher Resource, *Proofreading Without Partners* and Student Resource, *Proofreading Without Partners: Instructions for Reading Backwards*.

**Further Support**

- Start with small 2- 3 sentence pieces before moving to paragraphs and then essays.
- Put students in pairs to read each other's work backwards, matching a stronger student with a struggling student or an ESL student.



**Revising and Editing: Proofreading Without Partners**

**MANAGING PERSONAL RESOURCES HIP3E Cover Letters**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Explain to students that “reading backwards” is a strategy used by many journalists to enable them to look at the spelling and that reading backwards sentence by sentence helps them check punctuation in their work without getting too involved in the ideas.</li> <li>• Make an overhead of the top part of Teacher Resource, <i>Proofreading without Partners</i>.</li> <li>• Display the overhead to the students.</li> <li>• Model the technique of reading backwards, using the sample and a think-aloud. (Cover the top part of the sample, and move the cover sheet down as the think-aloud continues from sentence to sentence.)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a sample of own writing, double-spaced, without having used a spell-checker or grammar-checker.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Make an overhead of Student Resource, <i>Proofreading without Partners: Instructions for Reading Backwards</i>.</li> <li>• Provide directions on the overhead.</li> <li>• Circulate through the room, checking student progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the last sentence of own writing from start to finish, noting any errors.</li> <li>• Read the second-last sentence from start to finish, and note any errors.</li> <li>• Continue until they have reached the first sentence.</li> <li>• Read from the beginning of the work to the end, checking for meaning.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Engage students in a whole-class discussion about some of the most common errors or problem areas they discovered.</li> <li>• List the most common problem areas or errors on the board or an overhead, adding a checkmark for each student reporting each particular problem or error.</li> <li>• Teach one correction strategy based on one of the most common problem areas (e.g., common uses of the comma, approaches for spelling or usage errors, or how to use a variety of sentence structures).</li> <li>• Remind students of the assignment expectations as they begin to re-draft their piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute possible problem areas to the whole-class discussion.</li> <li>• Make corrections as needed to own draft, and double-check with assignment expectations.</li> </ul>

**Notes**



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**Revising and Editing: Proofreading Without Partners**

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**MANAGING PERSONAL RESOURCES HIP3E Cover Letters**

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**Proofreading Without Partners  
Cover Letter Example**

Please accept this application for employment at Tunes music Store. I have had several jobs in retail including Super Sportsland and Bestselling Books. As a result of my experience in retail, I have excellent customer service skills. I am skilled in handling money and using a cash register. I enjoy working on a team and have good problem solving skills.

Please accept this application for employment at Tunes Music Store. I have had several jobs in retail including Super Sportsland and Bestselling Books. As a result of my experience in retail, I have excellent customer service skills. I am skilled in handling money and using a cash register. I enjoy working on a team and have good problem solving skills.



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**Revising and Editing: Proofreading Without Partners**

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**MANAGING PERSONAL RESOURCES HIP3E Cover Letters**

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## Instructions for Reading Backwards

Unless directed otherwise, work quietly to proofread your own work. Follow these instructions:

1. To proof for spelling...
  - Begin with the last word of your draft.
  - Read backwards word by word, checking each for correct spelling.
2. To proof for sentence structure, punctuation, grammar and phrasing...
  - Begin with the last sentence of your draft and read that sentence from start to finish to find any errors.
  - Read the second-last sentence from start to finish and note any errors.
  - Continue reading each sentence until you have reached the beginning of your piece of writing.
3. To proof for overall tone and meaning...
  - Read from the beginning to the end, checking for meaning and flow.
4. Correct your errors.
  - Ask another student or the teacher for help if you have a problem you can't solve yourself.

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**Writing for a Purpose: Using Templates**

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**MANAGING PERSONAL RESOURCES HIP3E Budgeting**

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When students can get the “picture” of a form of writing in their heads, they feel more confident about creating the final product. A template or framework is a skeletal structure for a writing form that allows students to organize their thoughts and researched information in order to write a first draft.

**Purpose**

- Provide students with a template to scaffold their understanding of a form of writing and help them organize information before drafting the piece.

**Payoff**

Students will:

- learn the common expectations for the form and components of a particular writing assignment.
- organize their writing and ensure that it meets the requirements of the assignment.

**Tips and Resources**

- To help students understand how to construct a writing assignment, they may first need to deconstruct an example of that assignment. The same template that is used for structuring student writing can be used initially to analyze examples of a writing form. For instance, before having students use the budget template to write in a specific form, provide them with an example of a budget with similar categories and details. Using a template budget before writing their own versions gives students an exemplar from which to work when they begin their own writing. This activity can also be done in pairs or in small groups.

**Further Support**

- The template for any individual writing assignment can be revised to make the modifications or accommodations necessary for students with special needs. For example, reduce the number of categories or budget details, or alter the complexity of the budget.





**Writing for a Purpose: Using Templates**

**MANAGING PERSONAL RESOURCES HIP3E Budgeting**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Find or prepare a template appropriate to the writing assignment that students are expected to complete. (See sample budget template that accompanies this strategy.)</li> <li>Find examples of a budget that students can deconstruct. Make photocopies, and distribute the example to the students.</li> <li>Model the method for deconstructing the piece of writing using the first section or part of the sample budget.</li> <li>Ask students to work with partners or in small groups to deconstruct the rest of the example.</li> <li>Engage students in a whole-class discussion following their group work, and record responses about what happens in each section of the sample budget.</li> </ul>	<ul style="list-style-type: none"> <li>Read the example, following the teacher’s oral deconstruction of the first section.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Distribute the template to students to help them consolidate their understanding of what is represented in each section of the budget.</li> <li>Share a sample of a budget that has been partially completed.</li> <li>Direct students to use this template to organize the information they have prepared for the budget.</li> <li>Monitor students’ work as they begin completing the template.</li> </ul>	<ul style="list-style-type: none"> <li>Begin completing the budget by adding (in the appropriate places) the information they have prepared.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Assign a completion date for the sample budget.</li> <li>Use peer, self, or teacher assessment of the completed budget in a subsequent class.</li> </ul>	<ul style="list-style-type: none"> <li>May complete the template as a homework assignment.</li> <li>May participate in peer or self-assessment of completed templates in a subsequent class.</li> </ul>

**Notes**



**Writing for a Purpose: Using Templates**  
**MANAGING PERSONAL RESOURCES HIP3E Budgeting**

**Sample Budget Template**

	BUDGET	ACTUAL	DIFFERENCE
<b>INCOME</b>			
Earnings (part-time or full-time job, odd jobs, etc.)			
Gifts			
Loans			
<b>TOTAL INCOME</b>			
<b>EXPENSES</b>			
Housing (rent, mortgage)			
Utilities			
Phone			
Cable			
Internet			
Savings			
Food			
Transportation (car payments, gas, public transit)			
Insurance			
Loan/credit card payments			
Tuition fees/book expenses			
Medical (prescriptions, eye care, etc.)			
Child care			
Clothing/Shoes/Accessories			
Hygiene (toiletries, haircuts, etc.)			
Entertainment (restaurants, movies, etc.)			
Sports (gym fees, equipment, etc.)			
Gifts for family/friends			
Vacations			
Charitable contributions			
Other			
Other			
<b>TOTAL EXPENSES</b>			



**Writing for a Purpose: Using Templates**

**MANAGING PERSONAL RESOURCES HIP3E Budgeting**

**Sample Budget Activity**

Use the Student Resource, *Sample Budget Template*, to complete the following activity :

You have recently landed your first job that grosses approximately \$32,000 per year. Work out your monthly budget, based on your income and expenses.

BUDGETED MONTHLY FIGURES		ACTUAL MONTHLY FIGURES	
Monthly net income :	\$1800	<i>* assume fixed expenses did not change**</i>	
Rent :	\$600	Birthday money	\$300
Phone bill :	\$40	Phone bill :	\$60
Car payment :	\$300	New jeans :	\$50
Car insurance :	\$100	Food :	\$175
Food	\$150	Personal items :	\$35
Personal items	\$20	Parking ticket :	\$15

1. Do you feel this is a realistic budget? Explain.

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2. How would you change it to suit yourself and your own lifestyle?

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## Writing for a Purpose: **Using Templates**

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### MANAGING PERSONAL RESOURCES HIP3E Job Application Forms

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When students can get the “picture” of a form of writing in their heads, they feel more confident about creating the final product. A template or framework is a skeletal structure for a writing form that allows students to organize their thoughts and researched information in order to write a first draft.

#### **Purpose**

- Provide students with a template to scaffold their understanding of a form of writing and help them organize information before drafting the piece.

#### **Payoff**

Students will:

- learn the common expectations for the form and components of a particular writing assignment.
- organize their writing and ensure that it meets the requirements of the assignment.

#### **Tips and Resources**

- To help students understand how to construct a writing assignment, they may first need to deconstruct an example of that assignment. The same template that is used for structuring student writing can be used initially to analyze examples of a writing form. For instance, before having students use the “filling out a form” template; find them an example of a form with similar categories and details. Using a template form to deconstruct a piece of writing before writing their own versions gives students an exemplar from which to work when they begin their own writing. This activity can also be done in pairs or in small groups.

#### **Further Support**

- The template for any individual writing assignment can be revised to make the modifications or accommodations necessary for students with special needs. For example, reduce the number of questions, or alter the complexity of the form.



**Writing for a Purpose: Using Templates**

**MANAGING PERSONAL RESOURCES HIP3E Job Application Forms**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Find or prepare a template appropriate to the writing assignment that students are expected to complete. (See sample form template that accompanies this strategy).</li> <li>Find examples of a form that students can deconstruct. Make photocopies, and distribute the example to the students.</li> <li>Model the method for deconstructing the piece of writing using the first section or part of the sample form.</li> <li>Ask students to work in partners or small groups to deconstruct the rest of the example.</li> <li>Engage students in a whole-class discussion following their group work, and record responses about what happens in each section of the sample budget.</li> </ul>	<ul style="list-style-type: none"> <li>Read the example, following the teacher’s oral deconstruction of the first section.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Distribute the template to students to help them consolidate their understanding of what is represented in each section of the budget.</li> <li>Share a sample of a budget that has been partially completed.</li> <li>Direct students to use this template to organize the information they have prepared for the budget.</li> <li>Monitor students’ work as they begin completing the template.</li> </ul>	<ul style="list-style-type: none"> <li>Begin completing the budget by adding (in the appropriate places) the information they have prepared.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Assign a completion date for the sample budget.</li> <li>Use peer, self, or teacher assessment of the completed budget in a subsequent class.</li> </ul>	<ul style="list-style-type: none"> <li>May complete the template as a homework assignment.</li> <li>May participate in peer or self-assessment of completed templates in a subsequent class.</li> </ul>

**Notes**



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**Writing for a Purpose: Using Templates**

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**MANAGING PERSONAL RESOURCES HIP3E Job Application Forms**

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**Tips for Filling Out Forms – Job Applications**

- Be prepared. Have your resume, social insurance number, reference information, etc. available.
- Review the application before filling it out. Reading it over first will help you decide what information to write in each space.
- Fill out the application as neatly as possible. Use blue or black pen only. Consider typing it, if possible.
- Modify your information to suit the job you want. Focus on your skills and accomplishments. List your most recent job first if you are asked about previous employment; likewise, list your most recent education first.
- Don't leave any blanks. If there are questions that do not apply to you, write "not applicable" or "n/a".
- Tell the truth, and keep your answers positive.
- Provide references.
- Sign and date your application as requested.
- Proofread your application before you hand it in. Check for spelling and grammatical errors.



**Writing for a Purpose: Using Templates**

**MANAGING PERSONAL RESOURCES HIP3E Job Application Forms**

**Sample Form – Job Application**

**APPLICATION FOR EMPLOYMENT**

*Scoops Ice Cream Shoppe  
123 Main Street  
Anytown, Ontario*

**Name:**

\_\_\_\_\_ Last First Middle

**Address:**

\_\_\_\_\_ Number Street City Province Postal Code

Phone – Daytime ( ) \_\_\_\_\_ - \_\_\_\_\_ Phone – Evening ( ) \_\_\_\_\_ - \_\_\_\_\_

Social Insurance Number \_\_\_\_\_ Are you eligible to work in Ontario? (check one)  
 Yes  No

Position Applied For \_\_\_\_\_

**Days/Hours Available:**

Sun. \_\_\_\_\_ Mon. \_\_\_\_\_ Tues. \_\_\_\_\_ Wed. \_\_\_\_\_

Thurs. \_\_\_\_\_ Fri. \_\_\_\_\_ Sat. \_\_\_\_\_

How many hours can you work per week? \_\_\_\_\_ Date available to start: \_\_\_\_\_

**EDUCATION**

Name/Location of School	Degree/Diploma Obtained	Date

**PREVIOUS EMPLOYMENT**

Name/Location of Employer	Dates Employed	Reason for Leaving

Relevant Skills, Qualifications, Licenses, Training, etc.

**REFERENCES**

Name/Position	Phone Number

I certify that the above information is correct. Incorrect information may prevent me from being hired, or result in the termination of my employment if hired. Signature \_\_\_\_\_ Date \_\_\_\_\_

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**Pair Work: Think/Pair/Share**

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**MANAGING PERSONAL RESOURCES HIP3E**

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In this strategy, students individually consider an issue or problem and then discuss their ideas with a partner.

**Purpose**

- Encourage students to think about a question, issue, or reading, and then refine their understanding through discussion with a partner.

**Payoff**

Students will:

- reflect on subject content.
- deepen understanding of an issue or topic through clarification and rehearsal with a partner.
- develop skills for small-group discussion, such as listening actively, disagreeing respectfully, and rephrasing ideas for clarity.

**Tips and Resources**

- Use Think/Pair/Share for almost any topic. For example: in *Managing Talent*, discuss personal talents and competencies; in *Planning for Employment and Lifestyle*, talk about short- and long-term goals; in *Working for Pay: Benefits and Costs*, share the advantages of setting some income aside as savings.
- Use it to help students with their in-class reading. Ask them to read a chapter, think about the ideas, and then take turns retelling the information to a partner.
- Use it at any point during a lesson, for very brief intervals or in a longer time frame.
- Increase the amount of time devoted to Think/Pair/Share, depending on the complexity of the reading or question being considered. This strategy can be used for relatively simple questions and for ones that require more sophisticated thinking skills, such as hypothesizing or evaluating.
- Take time to ensure that all students understand the stages of the process and what is expected of them.
- Review the skills that students need to participate effectively in Think/Pair/Share, such as good listening, turn-taking, respectful consideration of different points of view, asking for clarification, and rephrasing ideas.
- After students share in pairs, consider switching partners and continuing the exchange of ideas.
- See other strategies, in *Think Literacy Cross Curricular Approaches, Grade 7 – 12*, including Take Five and Discussion Webs for ways to build on the Think/Pair/Share strategy.

**Further Support**

- Some students may benefit from a discussion with the teacher to articulate their ideas before moving on to share with a partner.





**Pair Work: Think/Pair/Share**

**MANAGING PERSONAL RESOURCES HIP3E**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Have students read a selection or prepare a topic, question, or prompt for a planned Think/Pair/Share activity.</li> <li>• Choose a “teachable moment” during the class when the process of reflection and shared discussion would bring deeper understanding, and insert a brief Think/Pair/Share activity into the lesson.</li> <li>• Consider the social and academic goals for the Think/Pair/Share activity, and plan for pairing of particular learners that would further those goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the chapter or section, if the Think/Pair/Share is based on information and ideas from a reading selection.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Ask students to spend several minutes thinking about and writing down ideas.</li> <li>• Set clear expectations regarding the focus of thinking and sharing to be done.</li> <li>• Put students in pairs to share and clarify their ideas and understanding.</li> <li>• Monitor students’ dialogue by circulating and listening.</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate thoughts and ideas, writing them down as necessary to prepare for sharing with a partner.</li> <li>• Practise good active listening skills when working in pairs, using techniques such as paraphrasing what the other has said, asking for clarification, and orally clarifying their own ideas.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Call upon some pairs to share their learning and ideas with the whole class.</li> <li>• Possibly extend the Think/Pair/Share with a further partner trade, where students swap partners and exchange ideas again.</li> <li>• Consider adding a journal writing activity as a productive follow-up to a Think/Pair/Share activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Pinpoint any information that is still unclear after the pair discussion, and ask the class and teacher for clarification.</li> </ul>

**Notes**

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**Small-group Discussions: Group Roles**

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**MANAGING PERSONAL RESOURCES HIP3E Current Issues**

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Students are divided into groups of a certain size – for example, five members. Each student is assigned a specific role and responsibility to carry out during the small-group discussion.

**Purpose**

- Encourage active participation by all group members.
- Foster awareness of the various tasks necessary in small-group discussion.
- Make students comfortable in a variety of roles in a discussion group.

**Payoff**

Students will:

- all speak in small groups.
- have specific roles to fulfill, clearly defining their role in the small group.
- receive positive feedback that is built into the process.
- participate actively in their learning.

**Tips and Resources**

- It is important to vary the composition of small groups, allowing students the opportunity to work with many classmates of various abilities, interests, backgrounds, home languages, and other characteristics.
- It is a good idea to repeat this activity throughout the year. This will allow students the opportunity to experience different roles and to improve their skills.
- Time the exercise to keep students focused on the task.
- If research is required, involve all students in the process, regardless of their role. This activity provides an excellent way for students to share research and to come to a consensus about important information.
- For role ideas, see Student/Teacher Resource, *Sample Role Cards*.
- To encourage students to reflect on their learning, use Student Resource, *Small-group Discussion Reflection Sheet*.
- This strategy could be effectively used to introduce a topic or to summarize a topic at the end of a unit. Students could discuss topics in their roles, using the topic statement as a discussion starter. Possible discussion topic statements for HIP3E are:
  - All teens need to learn how to combat peer pressure.
  - Bullies and victims have negative self-concepts.
  - Body language is far more important than verbal communication.
  - Homeless people are discriminated against by society.
  - Most famous people have an unusual talent.

**Further Support**

- Although it's important to vary the composition of groups, it is also important to consider the particular needs of struggling students.



**Small-group Discussions: Group Roles**

**MANAGING PERSONAL RESOURCES HIP3E Current Issues**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Choose the task or topic for discussion. Suggested topic statements:                             <ul style="list-style-type: none"> <li>- <i>All teens need to learn how to combat peer pressure.</i></li> <li>- <i>Bullies and victims have a negative self-concept.</i></li> <li>- <i>Body language is far more important than verbal communication.</i></li> <li>- <i>Homeless people are discriminated against by society.</i></li> <li>- <i>Most famous people have an unusual talent.</i></li> </ul> </li> <li>• Put students into small groups.</li> <li>• Decide on the roles for each group member.</li> <li>• Prepare role cards for each student. See Student/Teacher Resource, <i>Sample Role Cards</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the question/task.</li> <li>• Understand the roles and responsibilities.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Divide the class into groups.</li> <li>• Present the parameters of the task.</li> <li>• Explain time limits and keep track of time.</li> <li>• Circulate around the room, ensuring that all students are fulfilling their roles.</li> <li>• Comment constructively on the group process.</li> </ul>	<ul style="list-style-type: none"> <li>• Fulfill roles to the best of their abilities.</li> <li>• Use active listening skills.</li> <li>• Act positively and encourage other group members.</li> <li>• Participate fully in the discussion.</li> <li>• Adhere to the time limits set by the teacher.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Ask students to individually complete an evaluation of the discussion. See Student Resource, <i>Small Group Discussion Reflection Sheet</i>.</li> <li>• Debrief with the whole class, asking students to comment on the success, and benefits of this exercise.</li> <li>• Plan to repeat this activity, allowing students to try each of the other roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the small-group Discussion Reflection Sheet.</li> <li>• Discuss the successes and benefits of using structures/roles in small groups.</li> </ul>

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**Small-group Discussions: **Group Roles****

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**MANAGING PERSONAL RESOURCES HIP3E Current Issues**

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**Sample Role Cards**

**LEADER**

- Does everyone understand what we are doing?
- Have you thought about this in another way?
- We're getting off topic; let's get back to the task.

**MANAGER**

- Here are the materials we need.
- This is what I think we should focus on.
- We have \_\_\_\_ minutes left.
- Now that we are finished, let me gather the materials.

**NOTE MAKER**

- Would you please repeat that so I can write it all down?
- What do you mean by that?
- Let me read to you what I have written so far.

**REPORTER**

- Let's review the notes we have written down.
- Does anyone have anything to add before I report to the class?
- Does anyone have any suggestions on how to report to the class?

**SUPPORTER**

- Awesome point!
- We haven't heard from \_\_\_\_\_ yet.
- Please don't interrupt; you'll get a turn.



Student Resource

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**Small-group Discussions: Group Roles**

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MANAGING PERSONAL RESOURCES HIP3E Current Issues

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**Small-group Discussion Reflection Sheet**

Name: \_\_\_\_\_  
Role: \_\_\_\_\_  
Topic: \_\_\_\_\_

Comment on **your group's ability** to work together in a positive manner. Consider cooperation, listening, and organization.

What are your group's strengths?

What are your group's areas for improvement?

Comment on **your own ability** to work in a positive manner. Consider cooperation, listening, and organization.

What are your strengths?

What are your areas for improvement?

Comment on your success in fulfilling the role you were assigned.

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**Small-group Discussion: Jigsaw**

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**MANAGING PERSONAL RESOURCES HIP3E Banking Services**

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Jigsaw is a complex form of cooperative learning and it is important that students have experience with small group learning skills before they are involved in jigsaw. Jigsaw is a cooperative learning technique that provides students with an opportunity to actively help each other in their learning. Each student is assigned to a “home group” of three to five, and an “expert group” consisting of members from different home groups. Students meet in their expert group to discuss specific ideas or solve problems. They then return to their home group, where all members share their expert knowledge.

**Purpose**

- Encourage group sharing and learning in a particular task.
- Provide struggling learners with more opportunities to comprehend meaning and ask for explanations than they would normally get in a whole-class situation with the teacher as a leader.

**Payoff**

Students will:

- increase their comprehension and have a compelling reason for communication.
- receive support and clarification from other students.
- share responsibility for each other’s learning as they use critical thinking and social skills to accomplish the learning task.
- gain self-confidence through their contributions to the group effort.

**Tips and Resources**

- Create mixed-ability expert groups so that students of varying skills and abilities have the opportunity to learn from each other as they become experts with the material.
- As students enter the classroom, hand out cards with the expert group number or symbols on them, in order to manage the logistics of breaking off into expert groups. The various readings can also be coded into this manner for easy distribution.
- Provide a question sheet or chart to help the expert groups gather information in their particular area.
- Prepare a summary chart to guide students in organizing the experts’ information into a cohesive and meaningful whole.
- As another option, have the expert groups make presentations to the entire class on their section of the reading material. During the presentations, each student takes cumulative notes or fills in an information organizer, resulting in a complete picture of the reading when all of the presentations have been done.

**Further Support**

- Give students a framework for managing their time on the various parts of the jigsaw task.
- Circulate to ensure that groups are on task and managing their work well. Ask groups to stop and think about how they are checking for everyone’s understanding and ensuring that everyone’s voice is heard.



**Small-group Discussions: Jigsaw**

**MANAGING PERSONAL RESOURCES HIP3E Banking Services**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Choose an entire textbook chapter or article and divide it into smaller segments, or pick a series of readings on the same topic. For the topic of Banking Services, websites may contain the most up-to-date information for services offered by financial institutions.</li> <li>Assign each student to a “home group” of three to five students.</li> <li>Assign each student to an “expert group,” with a focus on a particular segment of the task (e.g., debit cards, credit cards, bank machines, financial advisers, mortgages, etc.). See Teacher Resource, <i>Sample Expert Group Questions, Banking Services</i> for specific questions.</li> </ul>	<ul style="list-style-type: none"> <li>Meet briefly in the home groups before breaking off into the expert groups.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Establish guidelines for the information that students should include in their summaries.</li> <li>Have expert groups meet to read a selection or work on a task, review and discuss what was read, and determine essential concepts and information, using a question sheet or graphic organizer to guide them.</li> <li>Remind students that the experts will have to consider how they will teach the material to the home group members.</li> <li>Convene home groups so that each student can share his or her expertise with all members of the home group.</li> </ul>	<ul style="list-style-type: none"> <li>Work together to make sure that all group members become “experts” on their particular part of the reading or research task, and help each other to decide how to report the learning to the home group (e.g., as a series of questions and answers; in chart or template form; or some other way).</li> <li>Use small group discussion skills to share “expert” knowledge with the home group until all members have arrived at a common understanding of the entire task.</li> <li>When presenting information, monitor the comprehension of the group members by asking questions and rephrasing until it is clear that all group members understand the points.</li> <li>If appropriate, fill out a graphic organizer in the home group to gather all the information presented by each expert.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>If appropriate, convene the class as a whole group to review and share learning or to enable expert groups to present to the entire class.</li> <li>Have students reflect on the communication they used to help all group members understand the material.</li> </ul>	<ul style="list-style-type: none"> <li>Ask the teacher to clarify any information or ideas that are still unclear or confusing.</li> <li>Discuss what communication helped them to understand the material explained by others.</li> </ul>

Notes



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**Small-group Discussions: Jigsaw**

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**MANAGING PERSONAL RESOURCES HIP3E Banking Services**

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**Sample Expert Group Questions  
Banking Services**

<b>Debit Cards</b> <ul style="list-style-type: none"><li>• What services are included with the debit card?</li><li>• What fees are associated with the debit card?</li></ul>	<b>Credit Cards</b> <ul style="list-style-type: none"><li>• What different types of credit cards are available?</li><li>• What are the advantages and/or disadvantages of each credit card?</li></ul>
<b>Bank Machines</b> <ul style="list-style-type: none"><li>• What services are available at bank machines?</li><li>• Where are the bank machines located?</li></ul>	<b>Financial Advisors</b> <ul style="list-style-type: none"><li>• What services are offered by a financial advisor?</li><li>• Why is it beneficial (or not) to have a financial advisor?</li></ul>
<b>Mortgages</b> <ul style="list-style-type: none"><li>• What different types of mortgages are available?</li><li>• What are the advantages and/or disadvantages of each type of mortgage?</li></ul>	<b>Daily Banking</b> <ul style="list-style-type: none"><li>• What types of day-to-day bank accounts are available?</li><li>• What are the features of the different day-to-day bank accounts?</li></ul>
<b>Investments</b> <ul style="list-style-type: none"><li>• What different types of investments are available?</li><li>• What are the advantages and/or disadvantages of each type of investment?</li></ul>	<b>Loans</b> <ul style="list-style-type: none"><li>• What kinds of loans are available?</li><li>• Who qualifies for each of the loans available?</li></ul>





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**Small-group Discussions: Discussion Web**

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**MANAGING PERSONAL RESOURCES HIP3E Money Management**

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In this strategy, students begin sharing their ideas in pairs, then build to a larger group. The discussion web provides practice in speaking, reading and writing.

**Purpose**

- Give students the opportunity to develop their ideas about opposing sides of an issue and share them with classmates in a situation that requires critical thinking.

**Payoff**

Students will:

- be involved in discussion and critical thinking about money management.
- take responsibility for developing and sharing their ideas.
- reflect on their own developing discussion skills.

**Tips and Resources**

- The discussion web works well in a variety of contexts. The strategy guides students to think about an issue and gather evidence for both sides of the issue. It is important to choose an issue that has well-defined positions “for” and “against” a proposition.
- Model the process thoroughly to show how the discussion web works before having the class engage in the discussion web activity. For a template, see Student Resource, *Discussion Web: T-chart*.
- Prepare a T-chart graphic organizer for students to organize their supporting arguments. For an example, see Teacher Resource, *Discussion Web: T-chart Example*.

Perrin, L., Livingston, A., McDowell, G., Clark, P., Gentry Bailey, A., & Murdico, S. (2006). Section 4, Financial Know-How. *Life On Your Own* (pp. 89-121). New York: McGraw-Hill.

**Further Support**

- Some students may need support with note taking while they read, or clarification about arguments that support each side of the issue.
- Have students, in pairs, fill out the Yes/No T-chart.



**Small-group Discussions: Discussion Web**

**MANAGING PERSONAL RESOURCES HIP3E Money Management**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Use before-reading strategies to prepare students before assigning a reading selection on money management (suggested resource, <i>Life on Your Own</i>, Section 4 pp.89-121).</li> <li>• Target a particular position or point in the reading selection and explain that students will read the selection and construct support for and against the point or position in the reading (see Teacher Resource, <i>Discussion Web: T-chart Example</i>).</li> <li>• Present the discussion web question to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the selection chosen by the teacher.</li> <li>• Think about the point made or position stated in the reading selection, and individually try to construct support for both sides of the issue.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Explain to students that they will have to develop support for both viewpoints by citing specific reasons.</li> <li>• Allow enough time for students to contemplate and write down reasons for each viewpoint.</li> <li>• Put students in pairs to share their written ideas.</li> <li>• Combine two pairs of students and have them compare their ideas and form a conclusion on which viewpoint to support.</li> <li>• Call on a representative from each group to share the group's conclusion with the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Think about and individually record ideas on both sides of the issue, using a T-chart format.</li> <li>• Share ideas with a partner, adding any missing ideas to their T-chart.</li> <li>• Move on to sharing ideas in a group of four, adding any additional points to the T-chart; the larger group must then decide which side of the issue to support, based on both the quantity and quality of the arguments on each side.</li> <li>• Reach a conclusion as an entire class about the viability of each position.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Follow up by asking students to individually write a paragraph about their own position and the reasons for taking it.</li> <li>• Provide time and a framework for students to reflect on the discussion skills they used during the activity, their strengths, and how they can improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Write about their position and reasons for it.</li> <li>• Reflect on the discussion skills they used and how they can improve their participation and effectiveness in small-group discussions.</li> </ul>

**Notes**



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**Small-group Discussions: Discussion Web**

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**MANAGING PERSONAL RESOURCES HIP3E Money Management**

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**Discussion Web: T-chart**

**Should teens be allowed to manage their own money?**

YES	NO



**Small-group Discussions: Discussion Web**

MANAGING PERSONAL RESOURCES HIP3E Money Management

**Discussion Web: T-chart Example**

**Should teens be allowed to manage their own money?**

YES	NO
<ul style="list-style-type: none"> <li>▪ It teaches them responsibility.</li> <li>▪ It gives them experience budgeting.</li> <li>▪ They can learn the things that influence their spending habits most.</li> <li>▪ They learn to use a bank account.</li> <li>▪ It makes them more aware of prices and costs.</li> <li>▪ They can learn saving strategies.</li> <li>▪ They can learn to become skilled consumers.</li> <li>▪ They can learn bill payment options.</li> </ul>	<ul style="list-style-type: none"> <li>▪ They may mismanage money.</li> <li>▪ They might decide they do not need to plan how to spend.</li> <li>▪ They might abuse their credit cards.</li> <li>▪ They might fall into debt.</li> <li>▪ They might miss payment dates.</li> <li>▪ They might damage their credit history.</li> <li>▪ They might spend out of want rather than need.</li> </ul>

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**Whole-class Discussions: Four Corners**

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**MANAGING PERSONAL RESOURCES HIP3E Healthy Eating Issues**

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In this strategy, students individually consider an issue and move to an area in the room where they join others who share their ideas. The beauty of this strategy is that it is flexible and can be used for many topics, questions, and different areas in Family Studies.

**Purpose**

- Allow students to make personal decisions on various issues; encourage critical thinking.
- Encourage an exchange of ideas in small groups.
- Facilitate whole-class discussions of these ideas.

**Payoff**

Students will:

- make up their minds on an issue related to healthy eating.
- speak freely in a relaxed environment.
- think creatively and critically.

**Tips and Resources**

- Encourage students to make up their own mind concerning the issue.
- Questions or statements need to have the potential for varying degrees of opinion.
- There are several variations of this strategy:
  - Consider using more than four areas for a response – even six responses can work well with various questions.
  - Try using only two responses; draw a line dividing the room. Ask students to stand on one side of the line or the other, depending on their decision.
  - Vary the approach by creating a value line. Ask students to rank themselves by lining up in a single line of a continuum; from strongly agree to strongly disagree. This will make student exchanges a necessity so that students can discover exactly where they fit along the line.
- See topic suggestions in Teacher Resource, *Four Corners*.

**Further Support**

- The teacher may need to encourage some students and promote equal responses in groups.



**Whole-class Discussions: Four Corners**

**MANAGING PERSONAL RESOURCES HIP3E Healthy Eating Issues**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Choose a topic from the suggested list. See Teacher Resource, <i>Four Corners</i>.</li> <li>Organize the room into four areas (corners) and label with: strongly agree, agree, disagree and strongly disagree, or with four other descriptors/categories.</li> <li>Explain to the students that a question or statement will be presented. Students will then have one or two minutes to think about the question and to take a stance. This reflection must be completed quietly, without influencing peers.</li> </ul>	<ul style="list-style-type: none"> <li>Observe the labels located in different areas of the room.</li> <li>Listen carefully to understand the procedure for the up-coming activity.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Present the question or statement.</li> <li>Ask students to move to the corner that best represents their stance on the issue.</li> <li>Direct students to get into groups of three, if possible, within their area, to discuss the reasons for their choice. In cases when the groups are not large enough, pairs may be formed, and when only one student is in a group, the teacher could act as the other member of the pair.</li> </ul>	<ul style="list-style-type: none"> <li>Carefully ponder the question or statement presented, making a personal decision as to the position they will take.</li> <li>Move to the corner that best describes their personal views on the issue.</li> <li>Engage in an exchange of ideas with other members of their group, practising effective communication skills.</li> <li>Ensure that all group members are heard and share their ideas.</li> <li>Prepare to speak to the class about the group's discussions, noting common reasons and differing opinions.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Call upon each group to share information gathered while in small-group discussions with the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>Highlight their group's main points for the class, pointing out commonalities and discrepancies.</li> <li>Ensure that all group members have something to share with the class.</li> </ul>

**Notes**



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**Whole-class Discussions: **Four Corners****

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**MANAGING PERSONAL RESOURCES HIP3E Healthy Eating Issues**

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## Four-Corners Activity

<b>1</b> <b>Strongly Agree</b>	<b>2</b> <b>Agree</b>
<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"><p><b>Possible Statements for Four-Corners Activity:</b></p><ul style="list-style-type: none"><li>• Childhood obesity is largely the result of the genes one inherits from his/her parents.</li><li>• It is not important for teens to eat healthy foods everyday.</li><li>• Eating is an effective way to handle stress.</li><li>• Fast food restaurants have an obligation to provide customers with nutrition information for all foods.</li></ul></div>	
<b>3</b> <b>Disagree</b>	<b>4</b> <b>Strongly Disagree</b>