Sample material from the Step Up unit.

This sampler includes:

- ✓ A quick tour of the resource
- ✓ Read Aloud for the Step Up unit:
  - Isms
- ✓ Sample selections and Teaching Notes for the Step Up unit:
  - In Memory of a Friend
  - Developing Ideas
  - Fair Play, Fair Win
  - What’s on a Cover?
  - How to Write a Petition
  - Transfer Your Learning: Geography
Welcome to Nelson Literacy 7: Transparencies for Modelling and Shared Reading

Shared reading is an essential component of a balanced literacy program. Shared reading gives teachers opportunities to introduce, reinforce, and extend reading strategies by explicitly teaching the skills and strategies of proficient readers.

Integrating shared reading and writing allows teachers to teach or reinforce the traits of good writing in conjunction with students’ shared reading experiences.

Shared reading enables teachers to

- provide opportunities for students to read text in a supported, low-risk environment
- model behaviours of proficient readers through think-alouds
- explicitly teach the skills and strategies of proficient readers
- create a safe learning environment for students to practise the reading behaviours of proficient readers
- make the reading process visible
- make reading and writing connections and help students recognize the traits of good writing
- support less able readers to function as readers
- examine text patterns to assist reading and writing comprehension
- demonstrate reading as a writer and examples of writer’s craft
- provide opportunities for accountable talk

Features of This Resource

In this resource, you will find

- Read-Alouds—one for each of the 6 units
- 36 transparencies related to specific reading, writing, speaking, listening, and media strategies presented throughout the units
- comprehensive Teacher Notes for each transparency
- 6 generic graphic organizers, related to 6 basic text patterns
- a CD-ROM containing all the transparencies in electronic form
A Quick Tour of This Resource
Using the Read-Alouds

Located at the beginning of each unit section, the read-aloud selections

• provide a variety of forms and genres, in fiction and nonfiction
• introduce concepts of the unit
• include suggested opportunities for think-alouds
• include sample think-aloud text for modelling the strategy focus
• provide multi-level questions for discussion following the reading
• suggest ways of reusing or revisiting the selection for other purposes

PURPOSES
Identifies the relevant strands and the instructional objectives of each.

BEFORE YOU READ
Suggestions for introducing the topic and literacy focus and for making links to students' prior knowledge.

THINK-ALOUDS
Small, circled numbers within the text suggest where to pause in your reading to do a think-aloud. The numbers connect directly to the suggested think-aloud text in the right-hand margin.

The think-alouds are intended to serve as examples for modelling the given strategy, and may be personalized by the reader.

STUDENT TALK
Sample questions to stimulate discussion with and among students. Higher-level questions help students get meaning from their listening experience by having them make inferences, identify point of view, think critically, and, in general, go well beyond literal or factual thinking.

RELATED OPPORTUNITIES
Ideas for how the read-aloud selection can be revisited to demonstrate a different literacy focus.
Using the Teacher Notes

For each transparency, a page of Teacher Notes is positioned on the page facing the transparency. The Teacher Notes
- state the literacy focus of the transparency
- provide suggestions for using the transparency
- identify the specific elements of the strategy being modelled and provide suggested think-aloud text for each
- include a reduced version of the transparency. In some cases, the reduced version of the transparency includes sample responses, such as a filled-in chart or web.
- provide a Student Talk box with questions and discussion points to extend the learning
- may include a Further Shared Reading box that shows how each transparency can be revisited to support other strategies. Relevant graphic organizers and posters are referenced in this box, as well.
Using the Transparencies

For each unit, there are six transparencies that

- provide opportunities for teachers to model applications of strategies for reading, writing, speaking, listening, media, and recognizing text patterns
- can be revisited to support and reinforce other strategies
- provide a variety of forms and genres, in fiction and nonfiction
- relate directly to the content of *Nelson Literacy 7* Student Books
- allow for interactive participation of teacher and students

**HEADER**

The relevant *Nelson Literacy* Student Book is referenced, as is the unit title. The transparency and its Teacher Notes page have the same number.

**In Memory of a Friend**

Blog by Shauna Sturgeon

Today we held a moment of silence for Elsa Serfass, our colleague who was killed on Monday, the 11th of June, by a stray bullet in the Central African Republic. I can't help but wonder about the term "stray bullet"... I think when you aim a loaded weapon at a car full of people, the term "stray bullet" implies an accident, and the kind of violent death that Elsa suffered was no accident, even if it was not the intention of the people firing the gun to kill her. This kind of violence, this lack of respect for human life is perhaps the greatest tragedy in our world, and it is why it is so important that people like Elsa, people who are courageous and young and full of optimism and hope continue to work with those who have come to understand that life is so easily disposable, that their own life, and the lives of others have no value ... so that perhaps, these people might come to understand, instead, that life is worth something, worth living, and it is not ok to just take it away with a "stray bullet."

We are all saddened by the tragic loss of this young woman, and the loss of the life she had yet to live. My thoughts and prayers go out to her family and friends and all of the MSF staff who worked side-by-side with this amazing young woman during what must be an unimaginably horrible time. May your spirit soar through the African skies, may it find its way home, dear Elsa.

Shauna Sturgeon is a Canadian nurse working for the medical humanitarian organization Doctors Without Borders (which is known around the world by its French name, Médecins Sans Frontières).

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Using the Graphic Organizers

At the back of this resource binder, there are six generic graphic organizers. Each of these relates directly to one of six text patterns introduced in *Nelson Literacy 7*. These are referenced in the Teacher Notes, where appropriate, but are also intended for use in a variety of situations. They are designed for use as transparencies, or as blackline masters.

Using the CD-ROM

Electronic versions of each of the transparencies, including the generic graphic organizers, allow for multiple printouts. These can be used to provide extra support and practice during independent and small-group instruction, to extend understanding in various subject areas, and for any number of related purposes.
Isms

Monologue from Man in Motion by Jan Mark

Fourteen-year-old Lloyd has moved with his mother and sister to the city, which means a new school, new friends, and a chance to develop his greatest enthusiasm, football. When Lloyd finds his loyalties are being tested, he confides in a family friend.

“Yes. I have got something on my mind…. There’s this boy I know, Keith Mainwaring; I met him at football practice, and we got friendly. I mean, we were friends right off, and his dad gives me a lift home afterwards. He’s really friendly … but he says things, they both do…. Racist things. All the time, like without thinking. Every time they see somebody Asian, they say something … and I don’t say anything. I don’t know what to say. I keep thinking they don’t really mean it, especially Keith, because he’s nice, really, I mean, otherwise he’s nice. He rings up and asks how I am, and paid for my lunch and that. I really like him, except for what he says…. That’s why I’ve stopped going to practices; to avoid him. I don’t think he really means it, I think it’s just because of what his dad says. Like my friend Vlad—from school, like he said; if you’re sexist it’s because you’ve been brought up to think like that, you never get the chance to work it out. And I don’t think Keith knows any Asians. He lives up at the Highbridge end…. It’s funny … ODD … calling somebody a racist. It doesn’t sound real. We have this lesson at school, Social Awareness Studies, only we call it “Isms.” Because that’s what it is, all the time: sexism, racism, feminism. And last week we had this discussion on racism and everyone said how awful it was, only we’ve got these two girls in our class, Farida and Farzana, and nobody thought about them. They just sat there, and nobody took any notice or asked them what they thought, I mean, they never say much anyway, but that wasn’t the point. Racism’s just something half of us argue about while the other half do our homework. It’s just a word. It doesn’t mean anything, because it doesn’t happen to us…. I think most of us are against it…. It’s the first time I’ve had to
do anything about it. Where we lived before, everyone was white anyway. If I’d met Keith there I’d never have known what he thought because he’d never have said anything. Racism was just something on the news… But it’s not for me. Not any more.”

Encourage students to discuss the following questions:

- What connections did you make as I read this selection?
- In your opinion, is “Isms” a good title for this selection? What else could it be called?
- What advice would you give Lloyd?
- If you were the person listening to Lloyd’s words, how would you indicate that you understood what he was saying?
- In this selection, the writer’s main idea is a young man’s problem dealing with racism. Do you think the writer effectively sticks to that main idea throughout the selection?
- What clues to audience and purpose are given in this brief excerpt? What conclusions about purpose and audience can you draw?

Yes, I know recently I read something in the paper about racism. I think it’s easy to think about racism as someone else’s problem.
**Teacher Notes for “In Memory of a Friend”**

<table>
<thead>
<tr>
<th>FOCUS</th>
<th>Understanding Reading Strategies: Making connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>USING THE TRANSPARENCY</td>
<td>Read the transparency with students, then reread it using the think-alouds.</td>
</tr>
</tbody>
</table>

**MODELLING THE STRATEGY**

**SUGGESTED THINK-ALOUD**

Every time I read, I try to make connections to the text in three ways: to myself and what I know, to other things I’ve read, and to the world. This helps me to better understand what I am reading. It also improves my response to the text. This text is about Elsa Serfass, a nurse with Doctors Without Borders, an organization established by a group of French doctors who had worked in Africa. They wanted a way to respond to public health emergencies, independent of political influences.

**Make text-to-text connections.**

I’ve seen other texts like this one. I’ve read obituaries in the newspaper, and I’ve read blogs on the Internet. These text-to-text connections help me to predict that this blog will be serious, and will say good things about the person who died.

**Make text-to-self connections.**

I always keep two minutes of silence on Remembrance Day. This text-to-self connection makes me wonder if the dead person was a soldier.

**Make text-to-world connections.**

This makes me think of news stories I’ve heard. Innocent people being hit by stray bullets is not just a problem in countries at war, is it? This text-to-world connection helps me to understand the scope of the problem.

**Make text-to-text connections.**

This sentence makes me think of war novels and diaries that I’ve read, like the story of Anne Frank. That’s a text-to-text connection that helps me relate to how the author feels.

**STUDENT TALK**

Ask:

- What types of connections did you make most often as we read this blog?
- How would it help you if you tried to make all three kinds of connections?
- Did making connections help you understand what you read? How?

**FURTHER SHARED READING**

This transparency can be revisited to support

- Understanding Writing Strategies: Developing ideas
- Understanding Media Strategies: Recognizing purpose and audience
Today we held a moment of silence for Elsa Serfass, our colleague who was killed on Monday, the 11th of June, by a stray bullet in the Central African Republic. I can’t help but wonder about the term “stray bullet”... I think when you aim a loaded weapon at a car full of people, the term “stray bullet” implies an accident, and the kind of violent death that Elsa suffered was no accident, even if it was not the intention of the people firing the gun to kill her. This kind of violence, this lack of respect for human life is perhaps the greatest tragedy in our world, and it is why it is so important that people like Elsa, people who are courageous and young and full of optimism and hope continue to work with those who have come to understand that life is so easily disposable, that their own life, and the lives of others have no value ... so that perhaps, these people might come to understand, instead, that life is worth something, worth living, and it is not ok to just take it away with a “stray bullet.”

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**Teacher Notes for “Developing Ideas”**

**FOCUS**
Understanding Writing Strategies: Developing ideas

**USING THE TRANSPARENCY**
Uncover the transparency step by step. Present the transparency to students as the process a writer goes through to narrow the topic and identify and organize supporting details.

**MODELLING THE STRATEGY**

**SUGGESTED THINK-ALOUD**

When I am writing, sometimes I pick a topic that is way too big—there is just too much information about it. It would take me too long to write about it, and my readers would be unclear about my purpose. That’s why it is important to narrow a topic before starting to write.

Choosing a topic
I wanted to write about issues that people need to stand up for. I generated a list of all the issues that I felt strongly about. I chose to write about animal rights.

Narrowing the topic
Animal rights is still a large topic, so I asked myself, “What different issues are involved in animal rights?” I made a list of some issues and decided to write about animal testing.

Identifying the message
To be sure that I had narrowed the topic, I stated my message.

Developing subtopics
I listed all the details I could find about animal testing and sorted them into subtopics. I had two subtopics: why we shouldn’t use animals for testing, and why some people think animals should be used for testing.

**STUDENT TALK**

Ask:
- What other messages could be developed from the animal rights topic?
- What problems might a writer encounter if a topic is too broad? How might it affect the reader?
- What additional details might the writer have added about animal testing?
- Do you think it is right to use animals for testing in order to develop cures for human diseases such as cancer?
Developing Ideas

Jot notes

Narrowing the Topic

Standing up for rights
human rights
animal rights
environment
discrimination
right to vote at 16

Animal Rights
vegetarianism
animal testing
hunting
trapping for fur

Identifying the Message

Animals should have the right to live without being used by humans for testing drugs and cosmetics.

Developing Subtopics

should not use animal testing
• it's cruel
• it's unnecessary
• it's not reliable
• costs are more than benefits
• animals have a right not to be used as objects

should use animal testing
• animals are bred for testing
• medical advances can't be made without testing
• animals are killed painlessly
• many more animals are killed for food than are used for testing
Teacher Notes for “Fair Play, Fair Win”

Focus
Understanding Listening Strategies: Listening effectively

Using the Transparency
Ask students to list two good habits of effective listeners. Read the transparency with students, then reread it using the think-alouds.

Modelling the Strategy

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Think-Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make connections</td>
<td>Each listener makes different connections to the game, remembering the good things that happened and the bad.</td>
</tr>
<tr>
<td>Identify point of view</td>
<td>Carrie is impatient and annoyed because Tim interrupted her, which is probably why she reminds him that he struck out.</td>
</tr>
<tr>
<td>Ask relevant questions</td>
<td>Carrie brings the conversation back on track by asking Matt why he brought up the subject of the game.</td>
</tr>
<tr>
<td>Repeat or summarize what you hear</td>
<td>Tim shows he’s been listening by summarizing what Matt has said.</td>
</tr>
<tr>
<td>Show you understand by the expression on your face</td>
<td>Their facial and physical reactions show that Tim and Carrie understand the significance of Matt’s final words.</td>
</tr>
</tbody>
</table>

Student Talk

Ask:
- What strategies did the characters use to show that they were effective listeners?
- How do you think people might get along better if they used effective listening strategies?
- Why do you think people do not always use effective listening strategies?

Further Shared Reading

This transparency can be revisited to support
- Understanding Reading Strategies: Making connections
- Understanding Writing Strategies: Developing ideas
Matt: Do you guys remember that game we played against Valley Hill?

Carrie: You mean against the Hawks? Sure. You scored the only two runs of the game, and I got ...

Tim: *(talking over Carrie)*
Six people out at home. We know. You’ve mentioned that a dozen times. We still lost 10-2.

Carrie: *(impatiently)*
Hmmm, maybe because you struck out twice.
*(turning to Matt)* What about that game, Matt?

Matt: Well, it turns out that three of their players were a couple of years older than they should be for our league.

Tim: *(unbelievingly)* You’re telling us the Valley Hill Hawks had two players too old to play against us? Huh!

Carrie: Whoa! Shouldn’t we tell someone?

Matt: Uh huh. Someone already did tell the league. The Hawks have been disqualified. We’re now in second place!

Carrie: *(smiling)* Terrific!

Tim: *(high-fiving his friends)* Back in the playoffs!
Teacher Notes for “What’s On the Cover?”

**FOCUS**
Understanding Media Strategies: Recognizing purpose and audience

**USING THE TRANSPARENCY**
Discuss with students what elements of book covers attract them enough to make them want to pick up the book and look at it more closely.

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**MODELLING THE STRATEGY**

**SUGGESTED THINK-ALOUD**

It’s important to remember that all media texts are carefully constructed to have a particular effect on their intended audiences. As consumers of media, we need to ask questions about why the media text was created and for whom it was created.

Recognizing purpose: Why was the media text created?

When I look at a media text, I ask why it was created. I think this text was created for two reasons: to tell people what the book is about, and to motivate people to read the book. The cover tells me that the book is about two topics: taking a stand and the effects of technology.

Recognizing audience: What audience is the media text intended for?

When I look at a media text, I ask myself who it was created for. I think this text was created to appeal to adolescent students, because the people on the cover look about 13 years old. I noticed that the designers used a close-up of the faces so the viewer could see the emotions clearly.

Recognizing audience: How might different audiences interpret the media text?

I ask myself how different audiences might interpret this media text. I think adults might think that the kids in the photo are causing a problem by protesting. Adolescents might interpret it as kids who are protesting about something that they strongly believe in.

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**STUDENT TALK**

Ask:

- Look at the title of the media text—*Nelson Literacy.* Why do you think the designers selected these particular colours and fonts, and this design for the title?
- Why do you think the designers included the two questions on the cover of the book?
- Why do you think the designers selected these particular images for the cover? What images would you have selected?

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**FURTHER SHARED READING**

*This transparency can be revisited to support*

- Understanding Reading Strategies: Making connections
- Understanding Writing Strategies: Developing ideas

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What’s on the Cover?

Book cover

Nelson Literacy

STEP UP
What inspires you to take a stand?

TECH EFFECTS
How are changes in technology affecting you?
How to Write a Petition

Directions

A petition gains its power from the number of people who sign it. It lets decision makers know that many people are concerned about a particular issue. Here are some tips on how to write a petition.

To begin, do some research to find out what person (or people) should receive the petition. Ask yourself: Who has the power to make the change we want?

Next, create your petition. There are five steps:

1. Start with an explanation of who you are and who you’re representing (yourself, your school, your organization).
2. Then explain what the issue or cause is. State what you are trying to change and why you are trying to change it.
3. Provide a few facts to support your position. In addition to giving your concern some weight, this provides information.
4. Make a final appeal; keep it clear and concise. For example: "We, the undersigned, request that the town clean up the pond soon so that the habitat there is not destroyed."
5. Include space, or additional pages, for signatures.

After you’ve created your petition, try to get as many signatures as you can. Don’t forget to get the signers’ addresses, too. That lets the decision makers know that people in your community back you up.

Finally, present your petition and signatures to the people or organization with the power to deal with your request.

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Transfer Your Learning: Geography

What do you think makes cleaning up these sites so difficult and costly?

Out of Sight, Out of Mind
Finding places to put our garbage is a hot topic. We have dumped garbage in the ocean, in lakes, in rivers and streams, in old quarries, and in many other places. Our environment has been damaged by our garbage dumping. The piles of trash smell and look ugly. Over time, leaks from the dumps cause many serious problems, such as contaminated water and disease.
Transfer Your Learning

Geography

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What do you think makes cleaning up these sites so difficult and costly?