Sample material from the *Step Up* unit.

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Teacher’s Resource

Unit 1: Step Up

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Teaching a Unit: A Quick Tour

_Nelson Literacy_ is a comprehensive literacy resource that assists differentiated instruction through ongoing assessment to guide instruction.

The components are based on a gradual release of responsibility model, providing read-alouds, modelling, guided practice, and independent practice.

Full coverage of a literacy program is offered, with specific links to Geography, History, Science and Technology, Mathematics, Health, and the Arts.

For more information about the series features and components, see _Nelson Literacy 7_ Overview booklet.

On pages 8 and 9 of the Overview booklet, and on the inside back cover of this Teacher's Resource, you will find the _Nelson Literacy 7_ Instructional Framework, which outlines the topics and instructional focuses in each unit. This chart can assist you in planning your literacy program.

**STEP 1** Use “Launching the Unit” (Teacher's Resource page 10) to get started with students.

- Start with the Introductory Activity on Teacher’s Resource page 10.
- Draw students’ attention to the learning goals on the unit opener page (Student Book 7a, page 1) to preview the focus of instruction and assessment.
- Use the Read-Aloud selection “Isms” (found in the Transparencies for Modelling and Shared Reading binder).

**STEP 2** Use the Unit Lesson Plans.

- Each section (Reading, Writing, Listening, Media Literacy, Text Patterns) of lesson plans begins with a Focus On page.
- Each lesson is organized in a Before/During/After format.
- There are two kinds of lesson plans:
  - **Understanding Strategies** lessons (e.g., Teacher’s Resource pages 13–17) provide explicit instruction in using a strategy in one of the Language strands. In the Student Book, the Understanding selections are scaffolded. A lesson on the “Focus On” page introduces each section. This type of lesson usually begins with a modelled or shared reading experience.
  - **Applying Strategies** lessons (e.g., Teacher’s Resource pages 18–23), which follow the Understanding lessons, provide either guided or independent practice with the strategy. There may be one or more Applying lessons per section, offering a variety of forms and levels of difficulty.
Each lesson provides multiple opportunities for students to speak, listen, read, write, and develop media literacy. Differentiated Instruction suggestions are offered throughout the lesson to accommodate student readiness (support or challenge), learning style, or interest.

Each lesson engages students in meaningful group, partner, and independent work, often supported by blackline masters (found at the back of this Teacher’s Resource).

Assessment materials on the closing page of each lesson include suggestions for checking progress and next steps, accompanied by a rubric for formative assessment.

**STEP 3** Conclude the Unit with the “Transfer Your Learning” lesson (Teacher’s Resource page 106).

This lesson helps students reflect on and apply all the strategies developed in the unit to the types of text they will meet in other subject areas such as Geography, History, Science and Technology, Mathematics, Health, and the Arts.

**STEP 4** Refer to the Unit Assessment section (Teacher’s Resource page 114).

This section provides an integrated language unit **Performance Task** for summative assessment. The task is supported by rubrics available on blackline masters.

Also featured in this section is a **Reading Assessment Task** that provides an opportunity for students to demonstrate their understanding of the strategies developed in the unit.

### OTHER NELSON RESOURCES

| Boldprint 5: For the Birds; Frame by Frame; Great Idea! |
| Boldprint 6: Breakthroughs; High Seas; Boundary Busters; Myths and Legends; Extinct and Endangered |
| Boldprint 7: Ancient Worlds; Survivors; Stomp It; Board Sports and Riders Who Rip; Friends; Martial Arts; She’s Got Game |
| Literacy Power C, D, E |
| Power Magazine 5: Save It, Use It; Rescue Missions; 6: Kick and Spike; Around the Pacific Rim; Explorers |
| Power Zone Magazine 7: Stand By Me; Escape |

### OTHER RESOURCES


Throughout the unit, there are multiple opportunities to observe as students learn, practise, and demonstrate target strategies.

Assessment for Learning

Assessment for learning data (also called formative assessment data), which is generated by discussion opportunities, Key Assessment Questions, and Demonstration Tasks, can be recorded on specific assessment tools. By analyzing the data, you can guide students through subsequent lessons with the correct level of support. The data can help you plan for instruction, differentiate instruction, and begin to make judgments about students’ progress for reporting purposes.

The following assessment for learning tools are provided:

● **Oral Language Tracking Sheet (BLM 2):** You can use this tracking sheet when observing students during the unit launch and periodically throughout the unit. Taking multiple opportunities to focus on a small number of students at a time allows you to observe every student over the course of the unit.

● **Observation Tracking Sheet (BLM 3):** This tool can be used to monitor and make notes on students as they work individually or in small groups in all the strands: oral, reading, writing, and media literacy.

● **Strategy Rubrics (BLMs 6, 8, 10, 12, 13):** These help facilitate recording and updating student achievement data over the course of the unit. Each rubric focuses on one strategy, and has multiple check boxes so you can reuse this tool every time students are required to demonstrate the target strategy. Use the rubrics to determine the correct level of support for students in subsequent lessons and to plot students’ progress over the course of the unit.

Assessment of Learning

The **Performance Task** (BLM 17) provides valuable assessment of learning data (also called summative assessment data) that can be used for reporting and for communicating with parents, caregivers, and administrators.

A **Reading Response** passage (BLM 15) is also available to provide assessment of learning.

Students are invited to assess their own learning throughout the unit. They can use their **self-assessment data** to set personal goals for future learning.
The following assessment of learning tools are provided:

- **Performance Task Rubric and Reading Response Rubric (BLMs 18 and 16):** Intended for use at the end of the unit, these rubrics are for recording assessments of student achievement in reading, oral language, and writing skills and behaviours. The data can be used as a summative measure of students’ ability to demonstrate the strategies and skills taught in the unit as a whole. These rubrics facilitate reporting.

- **Self-Assessment Checklist and Goal Setting (BLM 4):** Throughout the unit, students are invited to assess their own ability to use the strategies taught in the unit. They also have opportunities to set goals for future learning.

**Assessment as Learning**

The ability to think about and reflect on one’s own thinking and learning processes is a key skill for successful learners. **Metacognition** is a crucial step in the self-assessment process. Every unit in *Nelson Literacy 7* engages students in metacognitive activities by means of the Reflecting questions in the Student Book, recurring self-assessment opportunities within each lesson, and the self-assessment checklist included in the Performance Task.
## Unit at a Glance

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<th>LESSON INSTRUCTIONAL FOCUS</th>
<th>INSTRUCTIONAL APPROACHES/RESOURCES</th>
<th>LANGUAGE EXPECTATIONS</th>
<th>ASSESSMENT TOOLS</th>
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</thead>
<tbody>
<tr>
<td><strong>Launching the Unit</strong></td>
<td>SB page 1: Read-Aloud “isms”</td>
<td>R Extend understanding by connecting texts to self/texts/world R Identify helpful strategies for before, during, and after reading</td>
<td>BLM 2: Oral Language Tracking Sheet BLM 19: Performance Task: Step Up</td>
</tr>
<tr>
<td><strong>Focus on Reading:</strong></td>
<td>Make Connections SB page 2</td>
<td>R Extend understanding by connecting texts to self/texts/world R Identify helpful strategies for before, during, and after reading</td>
<td>BLM 2: Oral Language Tracking Sheet BLM 3: Observation Tracking Sheet</td>
</tr>
<tr>
<td><strong>Understanding Reading Strategies:</strong></td>
<td>Make Connections “The Nest” SB pages 3–9</td>
<td>O Adapt active listening strategies to suit a variety of situations R Identify helpful strategies for before, during, and after reading W Generate appropriate ideas about a topic M Identify/explain the use of conventions/techniques in media texts</td>
<td>BLM 2: Oral Language Tracking Sheet Key Assessment Questions BLM 6: Rubric Making Connections</td>
</tr>
<tr>
<td><strong>Applying Reading Strategies:</strong></td>
<td>Making Connections “Signs of the Times” SB pages 16–17</td>
<td>O Adapt active listening strategies to suit a variety of situations R Extend understanding by connecting texts to self/texts/world R Identify helpful strategies for before, during, and after reading W Identify/order main ideas and supporting details for a writing piece M Demonstrate understanding of different points of view in media texts</td>
<td>Key Assessment Question BLM 2: Oral Language Tracking Sheet BLM 3: Observation Tracking Sheet BLM 6: Rubric Making Connections</td>
</tr>
<tr>
<td><strong>Focus on Writing:</strong></td>
<td>Develop Ideas SB page 18</td>
<td>O Communicate orally in a clear, coherent manner appropriate for topic/audience W Identify the topic, purpose, and audience for writing W Generate appropriate ideas about a topic W Identify/order main ideas and supporting details for a writing piece W Identify helpful strategies to improve as writers</td>
<td>Key Assessment Question BLM 2: Oral Language Tracking Sheet BLM 3: Observation Tracking Sheet BLM 9: Writing Process Assessment Checklist</td>
</tr>
<tr>
<td><strong>Understanding Writing Strategies:</strong></td>
<td>“Principals and Principles” SB pages 19–20</td>
<td>O Communicate orally in a clear, coherent manner appropriate for topic/audience W Identify a topic W Identify/order main ideas and supporting details for a writing piece M Explain choice of topic and possible challenges when creating a media text</td>
<td>Key Assessment Question BLM 2: Oral Language Tracking Sheet BLM 3: Observation Tracking Sheet BLM 8: Rubric Developing Ideas</td>
</tr>
<tr>
<td><strong>Applying Writing Strategies:</strong></td>
<td>“Igniting Global Change One Candle at a Time” SB pages 21–24</td>
<td>O Communicate orally in a clear, coherent manner appropriate for topic/audience R Extend understanding by connecting texts to self/texts/world W Identify/order main ideas and supporting details for a writing piece M Evaluate effectiveness of presentation/treatment of ideas in media texts</td>
<td>Key Assessment Question BLM 2: Oral Language Tracking Sheet BLM 3: Observation Tracking Sheet BLM 8: Rubric Developing Ideas</td>
</tr>
</tbody>
</table>

**Legend:** SB = Student Book; BLM = Blackline Master
### Applying Writing Strategies:

- **Developing Ideas**
  - "Welcome to the Global Village"
  - Guided Reading and Independent Reading
  - O Communicate orally in a clear, coherent manner appropriate for topic/audience
  - R Identify and explain how text features communicate meaning
  - W Generate appropriate ideas about a topic
  - W Identify/forder main ideas and supporting details for a writing piece
  - M Produce appropriate media texts for specific purposes and audiences

- **Focus on Listening:**
  - **Listen Effectively**
    - Transparency 3 Fair Play, Fair Win
    - O Identify purposes for listening and set goals for listening tasks
    - O Adapt active listening strategies to suit a variety of situations
    - O Communicate orally in a clear, coherent manner appropriate for topic/audience
    - O Identify helpful strategies to improve oral communication skills
    - W Identify/forder main ideas and supporting details for a writing piece

- **Understanding Listening Strategies:**
  - **Listening Effectively**
    - "The Blame"
    - Guided Reading and Independent Reading
    - O Identify active listening strategies to suit a variety of situations
    - O Explain the connection between a speaker's tone & point of view in oral texts
    - O Communicate orally in a clear, coherent manner appropriate for topic/audience
    - W Write complex texts of different lengths using a range of forms

- **Understanding Media Strategies:**
  - **Recognizing Purpose and Audience**
    - "Release the Cricket!"
    - Modelling and Shared Reading
    - O Communicate orally in a clear, coherent manner appropriate for topic/audience
    - O Identify and use vocal effects to help communicate meaning
    - W Identify useful strategies to suit a variety of situations

- **Applying Media Strategies:**
  - **Recognizing Purpose and Audience**
    - "I Need to Wake Up"
    - Guided Reading and Independent Reading
    - O Identify/explain how text patterns communicate meaning

- **Focus on Text Patterns:**
  - Sequence
  - O Identify/explain how text patterns communicate meaning
  - R Identify/helpful strategies for before, during, and after reading

- **Transfer Your Learning:**
  - Geography
  - O Communicate orally in a clear, coherent manner appropriate for topic/audience
  - R Extend understanding by connecting to self/texts/world
  - R Identify helpful strategies for before, during, and after reading
  - W Generate appropriate ideas about a topic
  - M Explain how media texts address their intended purpose/audience

### Key Assessment Question

- **BLM 2:** Oral Language Tracking Sheet
- **BLM 3:** Observation Tracking Sheet
- **BLM 4:** Self-Assessment Checklist and Goal Setting
- **BLM 5:** Rubric: Developing Ideas
- **BLM 6:** Rubric: Making Connections
- **BLM 7:** Rubric: Other Successes
- **BLM 9:** Rubric: Writing
- **BLM 10:** Rubric: Listening Effectively
- **BLM 11:** Demonstration Task: Listening Effectively
- **BLM 12:** Rubric: Recognizing Purpose and Audience
- **BLM 13:** Rubric: Sequence
- **BLM 14:** Rubric: Making Connections

### Legend

- SB = Student Book
- BLM = Blackline Master
In this unit, students read a variety of stories, articles, and other print and media text forms that explore the concept of stepping up and taking a stand on issues of the day. As they read, students develop

- the reading comprehension strategy Making Connections
- the writing strategy Developing Ideas
- the oral language strategy Listening Effectively
- the media literacy strategy Recognizing Purpose and Audience
- an understanding of the Sequence text pattern

Transfer Your Learning

The Transfer Your Learning selection provides students with an opportunity to apply the strategies from the unit to other subject areas. This selection is a passage typical of one from a Geography textbook. Instruction focuses on Making Connections and navigating text features.

Launched the Unit

Introductory Activity

1. Provide each student with a copy of BLM 5: Give One, Get One. Ask students what they think of, or visualize, when they hear the words “step up.” Have them record (in the first row of boxes on BLM 5) pictures, words, or symbols that represent three of their ideas. Each student then exchanges ideas with three other students, by trading. That is, Student A gives one idea to Student B, and gets one idea from Student B, and so on. Students record the three ideas they get, in the second row of boxes.

2. Have partners read the question on the unit opener page (SB page 1), “What inspires you to step up and take a stand?” Ask them to restate this question in their own words, and sample some responses to check their understanding. Have groups respond to the question on the unit opener page, focusing on its elements: inspiration/motivation and stepping up and taking a stand. Sample group responses and create a master list of types of inspiration and ways students might step up and take a stand. Students might also talk about friends or famous people who took a stand.

3. Have students look back at the BLM and fill in the third row of boxes with three new ideas that arose from the discussion of the unit question.

“What the Research Says

“Students not only learn through oral and visual communication but also express and display their learning through these means—and, in the process, they learn more.” —Fountas & Pinnell
Focusing on the Learning Goals

Ask students to read the learning goals for Unit 1 on the unit opener page (SB page 1). Have partners identify any learning goals they recognize from previous grades and share examples of how they worked on them. Ask students to select the learning goals they feel they are best at right now and the ones they need to concentrate on the most during this unit. With the whole class, tally the results to discover the class perception of where they stand at the beginning of the unit.

Family-School Partnerships

Successful family-school partnerships improve literacy learning. Research indicates that home-school links in the area of literacy learning are key determinants of student success, and this is true regardless of the family’s educational background or social status. As a tool in establishing a communication link with family members and the community beyond the school, you may wish to reproduce or adapt the letter to parents/guardians in BLM 1: Family and Community Connections.

Linking Instruction to Assessment

Throughout the unit, the instructional goals are linked to assessment in the following ways:

- **Oral Language**—You can use BLM 2: Oral Language Tracking Sheet during this activity and again whenever students are given the opportunity to discuss content, skills, and strategies related to this unit. Taking multiple opportunities for assessment allows you to focus on a manageable number of students at a time.

- **Self-Assessment and Goals**—As you review the instructional goals with students, you may wish to introduce BLM 4: Self-Assessment Checklist and Goal Setting. Explain to students that they will have the opportunity to assess their own progress using BLM 4 as they learn new strategies. At the end of the unit, students reflect on the strategy that helped them the most and set a goal for future learning.

- **Performance Task**—Explain to students that they will demonstrate strategies they are learning in this unit in a final task. In this task, outlined on BLM 17: Performance Task, students will create a variety of media texts that will form a “Step Up” campaign.

Using the Read-Aloud

A read-aloud gives students a concrete example of the thinking process that usually happens silently and invisibly. Teachers read aloud material that students may not choose to read or may be unable to read independently. They model fluent reading and think aloud while students listen. Use the Read-Aloud “Isms” and the accompanying Teacher Notes in the Transparencies for Modelling and Shared Reading binder to model the Making Connections strategy that is the focus of the Reading section for Unit 1.
About this Page
This page provides an opportunity to review the reading strategy Making Connections, modelled using Transparency 1: In Memory of a Friend. This same page can also be used as a reference by students, throughout the unit and across the curriculum.

Curriculum Expectations

<table>
<thead>
<tr>
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<td>R</td>
<td>Identify helpful strategies for before, during, and after reading</td>
<td></td>
<td></td>
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</table>

Modelling the Strategy/Shared Reading

Making Connections
Use Transparency 1 and its accompanying Teacher Notes in the Transparencies for Modelling and Shared Reading binder to model the reading strategy Making Connections.

Focus on Reading

Making Connections
Have students refer to Focus on Reading, SB (Student Book) page 2. Read out the three main ways to make connections with a text. Refer to the Idea Web graphic organizer as a tool to help students visualize and record the connections they make. Ask students how making connections can help them relate to and better understand a text.

Have students read the Transfer Your Learning box. Using Think-Pair-Share, ask them to recall an example of a text-to-self connection they made while listening to someone talking, and a text-to-text connection they made while watching a TV program about recycling.

Remind students to refer back to these Focus pages throughout the unit and when applying this strategy in other subjects.

Assessment for Learning

<table>
<thead>
<tr>
<th>ONGOING OBSERVATION</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who understand will:</td>
<td></td>
</tr>
<tr>
<td>● explain how making connections helps the reader understand what is read</td>
<td></td>
</tr>
<tr>
<td>● Use BLM 2: Oral Language Tracking Sheet to record observations as students discuss the content and strategy.</td>
<td></td>
</tr>
<tr>
<td>● Use BLM 3: Observation Tracking Sheet to monitor and make notes on students as they work.</td>
<td></td>
</tr>
</tbody>
</table>
About the Selection

- **Form:** Short story
- **Summary:** Jimmy disregards his mother’s concern about the suitability of his friend Paul, and goes with him on a hike. This is the first time Jimmy has made his own decision, one his mother later applauds.
- **About the Author:** Robert Zacks wrote in many different forms, from detective stories to accounts of everyday life like “The Nest.” Most of his stories were science fiction.

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Assessment for Learning: Overview

- Students who understand will:
  - make connections in three ways: text-to-self, text-to-text, text-to-world
  - use connections to support judgments or opinions about the text
  - explain how making connections helps the reader understand what is read

- If students do not understand the strategy, use Differentiated Instruction (DI) Readiness, page 15, top.

Key Assessment Questions

- Record three connections that you made while reading the text. What type of connections were they (text-to-self, text-to-text, text-to-world)?
- What judgment or opinion did you make about a character or event? Support your judgment or opinion with connections to your background knowledge or experience.
- Explain how making connections helps the reader understand what is read.

Assessment Tools

- BLM 2: Oral Language Tracking Sheet
- BLM 3: Observation Tracking Sheet
- BLM 6: Rubric: Making Connections
Oral Language

**TALK ABOUT IT**

Divide students into groups of four. Have half the class brainstorm and record a list of reasons “for” the discussion question (SB page 3) “Do adults always know what is best?” The other half of the class can take the “against” position. Tell students to provide examples to go with their list of reasons. Have each group report briefly. Compile a master list of reasons for and against the discussion question.

Making Predictions

**WRITING CAPTIONS**

Have partners view the four illustrations in “The Nest,” paying special attention to the eyes, facial expressions, and body language of the characters. For each illustration, say:

- Write a one-word caption on a sticky note to summarize its message (e.g., illustration 1: “Right!” illustration 2: “Honest”).

As a whole class, share the captions for each illustration, noting similarities and differences. Have students make predictions of what the story might be about. Students should confirm or adjust their predictions as they read.

Reading “The Nest”

**MAKING CONNECTIONS**

Use the first prompt on SB page 3 to model making a text-to-world connection. Say:

- When I see the title, “The Nest”, I am reminded of the pigeons that had two babies in my roof gutter. The babies squeaked every day until the parents flew in and fed them, mouth-to-mouth. After a month, the babies, finally, were ready to leave the nest and learn to fly.

Ask partners to share any text-to-self, text-to-text, or text-to-world connections they can make with the title.

Ask partners to silently read the first section of the story on SB page 3. Say:

- What personal connection can you make to Jimmy’s feelings?

Read the prompt at the top of SB page 4 aloud. Have students focus on the two questions in the prompt and the highlighted sentence as they read the next text chunk. In pairs, have them explain how making a personal connection helped them understand how Jimmy feels.

Ask partners to read each chunked section of the short story silently, stopping at each prompt, and responding to it by using the highlighted sentence to make connections.
To support: For students who are struggling with making a text-to-self connection, bring a wide variety of familiar objects to class (pen, potato, pop can, tennis ball, bungee cord, etc.). Place the items on a table. Model how to make connections by selecting one item (pen) and recalling a personal experience about the object. (Once, I left a red pen in my pants and put them in the wash. Everything came out pink. That day I learned to check all the pockets before doing the laundry). Have students select an object and share their personal connections. Encourage students to go beyond simple connections such as My father cut his tongue on a pop can. Use probing questions to get more information about the connection. (How did it happen? How did your dad feel? Did you learn anything from that experience?) Tell students that we can make connections to what we read in the same way we made connections to the real objects.

**Reflecting** (SB page 9)

**METACOGNITION**

How did connecting with the characters in this story help you to better understand the struggle between them?

(Possible responses: Mrs. Swanson is very nice, but too strict and protective, so Jimmy feels caged; my [parent] is sometimes as strict as Mrs. Swanson, and sometimes that inspires me to take a stand against [him/her]!)

**TEXT-TO-SELF CONNECTIONS**

Who did you connect most strongly with: Jimmy, his mother, or Paul? Explain why.

(with Jimmy, because my mother makes me come home early on weekends; I feel sorry for Paul because he has no mother and few friends; with Mrs. Swanson because she admitted her mistake)

Have small groups refer to the Graphic Organizer on SB page 9. Have them make a blank version on chart paper, and print Our Connections with “The Nest” in the rectangle. They can record their text-to-self, text-to-text, and text-to-world connections in the circles.

**CRITICAL LITERACY**

How would this story change if it were told from the mother’s point of view?

(we’d learn more of what the mother was feeling and thinking when she winced and bit her lip; there might be a scene with her and her husband discussing Jimmy’s disobedience; there might be a scene at the end of her crying because her baby had left the nest)

To support: Provide struggling readers with either a full or partial list of the mother’s actions and speech, to show the mother’s point of view: Mother doesn’t want Jimmy to go on a hike with his friend Paul.
Mother believes her judgment is better than Jimmy’s.
Mother believes Paul’s family and background are reasons for her judgment.
Mother looks uncertain when Paul comes to dinner.
Mother changes her mind and tells Jimmy she is proud of him.

Oral Language
DISCUSSING THE SELECTION
1. Do adults always know what is best? Ask the groups of four students that collaborated during the Talk About It activity to assess the list of reasons they made for and against the discussion question in light of the characters, conflict, and outcome of the story. (Evaluation)
2. How much should a mother interfere with her child’s decision making? On chart paper, draw a scale from 1 year to 20 years. Ask students to suggest a point value for the amount of acceptable interference each year, where 1 is low and 10 is high. They may use decimals. (Evaluation)
3. If Paul and his father were to have a talk about their relationship, what might the father say to Paul to make things right between them? (Application)

DI READINESS
To challenge: Have partners adopt the roles of Paul and Mr. Swanson and role-play a conversation at the supper table. Remind students to think, speak, and behave as the characters might.

Writing
PLANNING A PERSONAL NARRATIVE
Ask students to select one of the text-to-self connections they made, and use it to plan a personal narrative. For example, students who connected with Jimmy’s support of his friend Paul might have stories to tell about how they supported their friends. Ask them to make point-form notes of what happened in chronological order. Have students store these notes in their writing folders.

Media Literacy
TECHNIQUES IN MEDIA TEXTS
Have students review the illustrations, and the captions they wrote before they read “The Nest.” Ask:
• There were no words with the illustrations, so what clues did you use to write the captions? (facial expression, gestures, body position)
Have students think about their own experience with media advertising. Ask:
• Can you suggest examples in media advertising where a message is conveyed without words, but through body language?
Have students find examples of ads in magazines or newspapers, and challenge them to provide captions that tell the message conveyed through body language. (e.g., If I use this shampoo, I’ll be popular!)
Visual Arts: Students might like to design an additional illustration for a part of the story of their choosing.

Word Study

CATEGORIZING WORDS

Have small groups revisit the text to locate words that the author uses to show emotions (contentment, rebellion, sullen, etc.). Ask students to record these words on an ABC chart. Students should keep their charts in their writing folders, and add to them throughout the unit.

ELL

English language learners find figures of speech such as idioms, colloquialisms, similes, and metaphors challenging, as meanings are often culturally based and may not translate accurately. Support students’ story comprehension by identifying and discussing the figurative language in “The Nest” (“clouded with sullen rebellion”; “all his heart and soul in his words”; “I got to call her”; “like being alone, high up on a cliff). Connections can be made and first language utilized by challenging ELLs to think of similar expressions that may exist in their first language. After the activity, have students re-read “The Nest” and discuss any insights they gained as a result of examining meanings of identified expressions.

Assessment for Learning

**CRITERIA**

- make connections in three ways
  - text-to-self
  - text-to-text
  - text-to-world
- use connections to support judgments or opinions about the text
- explain how making connections helps the reader understand what is read

**CHECKING PROGRESS**

Key Assessment Questions

Students may respond to the Key Assessment Questions in writing, or orally in a conference.

- Record three connections that you made while reading the text. What type of connections were they (text-to-self, text-to-text, text-to-world)?
- What judgment or opinion did you make about a character or event? Support your judgment or opinion with connections to your background knowledge or experience.
- Explain how making connections helps the reader understand what is read.

**NEXT STEPS**

- If students do not understand the strategy, use Differentiated Instruction (DI) Readiness, page 15, top.
- If students need more support in making connections, use one or more of the following selections for guided reading:
  - “Universal Soldier”/“First They Came,” easy-average, (song lyrics/poem)
  - “Resisting Hitler,” average-challenging, (nonfiction)
  - “Signs of the Times,” easy-average, (signs)
- If students understand making connections, use one or more of the above selections as practice in independent reading.
  Choose one or more of these selections, based on reading level, text form, or student interest.
Universal Soldier and First They Came
STUDENT BOOK, Pages 10–11

About the Selection

- **Form:** Song lyrics and poem
- **Summary:** “Universal Soldier” conveys the idea that everyone is responsible for war. “First They Came” shows that speaking out against oppression is important.
- **About the Authors:** Born on a Cree reservation in Saskatchewan, Buffy Sainte-Marie became known as a protest songwriter. Martin Niemöller disagreed with Hitler’s religious policies, and was sent to a concentration camp. He went on to become a renowned pacifist.

Curriculum Expectations

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<tr>
<td>M</td>
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Assessment for Learning: Overview

**ONGOING OBSERVATION**

- Students who understand will:
  - make connections in three ways
    - text-to-self
    - text-to-text
    - text-to-world
  - use connections to support judgments or opinions about the text
  - explain how making connections helps the reader understand what is read

**DIFFERENTIATED INSTRUCTION**

- If students need more support in applying the strategy, use the guided reading lesson (see DI Guided Reading page 19).
- If students do not understand the strategy, use DI Readiness, page 20.

**ASSESSMENT**

- Demonstration Task, page 23
  - **Key Assessment Question**
    - Explain how making connections helped you understand “The Universal Soldier” and “First They Came.”

- **Assessment Tools**
  - BLM 2: Oral Language Tracking Sheet
  - BLM 3: Observation Tracking Sheet
  - BLM 4: Self-Assessment Checklist and Goal Setting
  - BLM 6: Rubric: Making Connections
Oral Language

TALK ABOUT IT

To explore the Talk About It question (SB page 10), “In your opinion, who is responsible when a country goes to war?”, first ask the whole class to brainstorm a list of possible answers to the question. Record these on the board. Then have groups of four students conduct a discussion to narrow the master list to three. Have each group rank their nominations from 1 to 3, where 1 is high. As each group reports their results to the whole class, record and tally the results on the board to discover the top three contenders overall.

Making Predictions

PREVIEWING THE TEXT

Have students read the titles of the song lyrics and poem and look at the two posters. Ask:

- What do you think these pieces will be about? What does the word Universal mean? What do you think a Universal Soldier is?

DI LEARNING STYLE

Auditory learners: Read one (or both) of the pieces aloud, or you may wish to use the Audio CD. Emphasize the pauses created by punctuation and between stanzas. Stress run-on lines where there is no punctuation at the end of a line. Ask students to listen for and tap out the rhythm as you read or play one (or both) again. Have students raise a hand when they hear a rhyme. Have students raise both hands (to suggest the number two) when they hear an example of repetition.

DURING

Reading “Universal Soldier” and “First They Came”

MAKING CONNECTIONS

Have students read both pieces independently, making connections as they read. You can provide students with sticky notes to mark places where they make a connection.

OR For those students who need more support, use a guided reading approach.

GUIDED READING

Universal Soldier

Read the first verse aloud. Ask:

1. How can a soldier be two different ages, heights, and religions? (Possible response: because he isn’t a real soldier but represents all soldiers throughout time)

2. How is it possible for the Universal Soldier to fight for five different countries at the same time? (because it’s the abstract “universal” soldier, not just one particular soldier)
3. Have students review the information about text-to-text and text-to-world connections on SB page 2. Ask:
   - What text-to-text and text-to-world connections can you make in stanza four? (movie, television documentary, magazine article, or website about Hitler, World War II, or ancient Rome)

4. Have students read the last two stanzas. Ask:
   - Do you agree that the Universal Soldier is to blame for wars? How can thinking about your connections help you form an opinion? (No because they might feel that there is no other way to stand up for what they believe in. This made me think about what we learned in history. The settlers in Upper and Lower Canada tried many peaceful ways to have a voice in how they were governed. After all of their efforts failed they rebelled.)

First They Came

1. Read the first stanza of “First They Came” to students. Ask:
   - Who is the “they” in the first line? (the Nazi secret police or Gestapo of Germany before and during World War II)
   - What text-to-world connection can you make in this stanza? (the Holocaust)

2. Have students read stanzas two and three. Ask:
   - Why did the speaker of the poem not speak out when they rounded up Jews, communists, and trade unionists? (not a Jew, communist, or trade unionist)

3. Have students read stanza four. Ask:
   - What is the outcome of the poem? (speaker is rounded up; no one speaks on his behalf; possibly executed)
   - What text-to-self connection can you make with the last stanza—have you ever supported a friend (or been without anyone’s support) in a conflict? (supported a sibling in a family misunderstanding; been unfairly blamed for something)

WHAT THE RESEARCH SAYS

"Rereading is something that all good readers do and it is an important strategy to use when trying to understand a text.”

—Kylene Beers

To support: For students who do not understand how to make connections, provide them with a series of prompts. Have students read a familiar text (e.g., Transparency 1: In Memory of a Friend). As they read, they should use the prompts to help them make connections. Students can make the prompts into a bookmark and use the prompts when reading other texts in Language and across the curriculum.

Prompts:
I already know about...
This text reminds me of...
This compares to...
This text is different from...because...
This text made me think about...
I felt like this person when...
Reflecting (SB page 11)

TEXT-TO-TEXT CONNECTIONS
Think about this song, this poem, and the story “The Nest.” What connections can you make?
(the song and “The Nest” are about resistance to oppression; the speaker in “First They Came” is like Jimmy at the very beginning of “The Nest”)

CRITICAL THINKING
Use your understanding of these connections to help you visualize a meeting of Jimmy, the Universal Soldier, and the “I” in the poem “First They Came.” What would they say to one another?
(Jimmy and the “I” might try to convince the Universal Soldier to lay down his arms; Jimmy might encourage the “I” to speak out in protest of oppression)

DI INTEREST
Music: Students interested in music might search the Internet to find an mp3 or a video of Buffy Sainte-Marie singing “Universal Soldier.” Further, they might research other anti-war protest songs.

Oral Language
DISCUSSING THE SELECTION
1. After students have read the song and the poem, have them review the initial responses to the Talk About It question on SB page 10, “In your opinion, who is responsible when a country goes to war?” Ask:
   • How has reading the song affected your response?
   Have students determine whether or not reading the song has changed or confirmed the responses they gave to the question on the unit title page (“What inspires you to step up and take a stand?”). (Evaluation)
2. Ask:
   • What message does the author of the poem want to give the reader? (people should take a stand when anyone is being victimized) (Evaluation)
3. Reread the last stanza of “Universal Soldier.” Ask:
   • Why does the author say that the soldier’s orders come from you and me? (because individuals such as ourselves do not take a stand against our governments when they send troops to war; individuals think it is the right way to solve conflict) (Analysis)
READERS THEATRE

Form small groups. Assign each group one stanza (six groups for “Universal Soldier” or four for “First They Came”). Support each group as they prepare the presentation of their stanza. Encourage each group to use vocal techniques such as group and individual speaking, tonal variety, and variety in pacing to make their presentations vocally interesting. As they rehearse their presentations, ask them to use a two-column table to keep a running record of the three types of connections (text-to-self, text-to text, and text-to-world) they make with the texts.

Media Literacy

PURPOSE AND AUDIENCE

Ask groups of four students to make text-to-self, text-to-text, and text-to-world connections with the posters on SB pages 10 and 11. Have groups compare the purposes of the posters. Next, ask them to speculate on how two different audiences, such as students who believe that wars are unjustified and students who believe that wars are justified, might respond to both posters. Have students reflect on the importance of purpose and audience in media text.

Word Study

GENERATING WORD LISTS

1. Write –ist Words as a heading on the board, and have students skim the song and poem to find words that end in –ist. List the words under the heading. (atheist, Baptist, Buddhist, communist, unionist)

2. Choose five students. Have each look up and read aloud the meaning and part of speech of one of the –ist words. Establish how each of the –ist words is used in the song and poem, as nouns.

3. Add the following words to the –ist list: botanist; florist; pharmacist; scientist; chemist; artist; physicist; philanthropist; dramatist; cartoonist; publicist; dentist. Have students look up these words in their dictionaries, and read the meanings aloud. Ask:

   How are the word meanings of –ist words similar? (all refer to a person who…; relate to an occupation or strong interest/belief)

4. Have students write sentences in their notebooks for ten –ist words of their choosing. Have students Pair/Share their sentences.

5. Have students add the –ist words to their own word list. They can add to the list as more –ist words come up in class work.

Student Self-Assessment

Encourage students to think back to their learning with “The Nest” and “Universal Soldier” and “First They Came” and reflect on their ability to identify making connections as a reading strategy. Ask them to describe, while conferencing with you or a peer, how they might have used this strategy when reading in other subjects. Have them use BLM 4: Self-Assessment Checklist and Goal Setting.
## Assessment for Learning

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<td>Use the following resources to give students further opportunities to practise their reading skills in small groups, independently, or in literature circles. <strong>Nelson Literacy</strong>&lt;br&gt;Magazines for Independent and Guided Practice: Volume 7, Issue 1, Issue 2, Issue 3, Issue 4&lt;br&gt;<strong>Other Nelson Resources</strong>&lt;br&gt;Boldprint 7: Ancient Worlds&lt;br&gt;Literacy Power C: pp 55, 89, 129; E: pp 111, 140, 152&lt;br&gt;Power Magazine 5: Save It, Use It; 6: Kick and Spike&lt;br&gt;Power Zone Magazine 7: Stand By Me</td>
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Resisting Hitler
STUDENT BOOK, Pages 12–15

About the Selection

Form: Magazine article

Summary: In 1941, a teenage German teenager decides to take a stand against Hitler and spreads information about the Nazi regime.

About the Author: Susan Campbell Bartoletti is a recipient of a Newbery Honor for her book Hitler Youth. She has written over a dozen books for children and young adults.

Curriculum Expectations

O: Oral
R: Reading
W: Writing
M: Media Literacy

O
Adapt active listening strategies to suit a variety of situations

R
Extend understanding by connecting texts to self/texts/world

R
Identify helpful strategies for before, during, and after reading

W
Generate appropriate ideas about a topic

M
Demonstrate understanding of different points of view in media texts

Assessment for Learning: Overview

Students who understand will:

● make connections in three ways
text-to-self
text-to-text
text-to-world
● use connections to support judgments or opinions about the text
● explain how making connections helps the reader understand what is read

If students need more support in applying the strategy, use the guided reading lesson (see DI Guided Reading page 25).
If students do not understand the strategy, use DI Readiness, page 26, top.

Demonstration Task, page 29

Key Assessment Question

● Explain how making connections helped you understand “Resisting Hitler.”

Assessment Tools

BLM 2: Oral Language Tracking Sheet
BLM 3: Observation Tracking Sheet
BLM 4: Self-Assessment Checklist and Goal Setting
BLM 6: Rubric: Making Connections

Background knowledge of World War II required. Proper nouns such as names of characters and places may be challenging.

VOCABULARY
agonized lurked
entitled morally
Gestapo Nazis
implicate pact
insistent resistance
intellectually swastika
Oral Language
TALK ABOUT IT
Have partners make a list of reasons to answer the Talk About It question on SB page 12, “Why is it hard to stand up to powerful people?” (Possible response: powerful people have the power to force others to obey them) Ask students to explain what would make it easier for them to stand up to powerful people. (If a majority of people supported them) Have small groups of students share their responses.

Building Prior Knowledge
WORLD WAR II
Have students share what they know about Germany during World War II. You may have to provide additional background. Ask:

- What do you already know about Adolph Hitler and Germany during World War II? (Hitler was a dictator; the Nazi party ruled Germany; the Gestapo was the secret police; the holocaust)

DI LEARNING STYLE
Visual learners: Students who are visual learners may benefit from viewing film clips from World War II to help them visualize the people and places, conflicts, and events in Germany during World War II.

DURING
Reading “Resisting Hitler”
MAKING CONNECTIONS
Have students read the article independently, making connections as they read. You can provide students with sticky notes to mark places where they make a connection.

OR For those students who need more support, use a guided reading approach.

DI GUIDED READING
1. Read the first paragraph aloud to students. Ask:
   - What do you think is the main idea of this magazine article? (World War II; Adolph Hitler; a teen who rebelled against Hitler)

2. Have students read to the end of page 13. Ask:
   - Can you summarize the main points of this section of the article? (Helmuth listens to BBC radio reports of the war; he contrasts them with German reports; his friends join him; Helmuth writes flyers denouncing the Nazis; the three teens distribute the flyers, until someone tells on them)
   - Can you make a text-to-self connection with Helmuth? (I overheard my uncle telling a fib to my mother; I made a pact with my friend not to tell who broke the neighbour’s window; a classmate told the teacher I copied his homework)
3. Have students read page 14. Ask:
   - Now can you identify the main idea? *(a teen taking a stand)*
   - What evidence can you find to support the main idea? *(Helmut is arrested and tortured)*
   - Can you make a text-to-self connection? *(when we held a fundraising car wash in grade 6, no one believed that kids could make cars look so nice)*

4. Have students read page 15. Ask:
   - What evidence can you find to show that Helmuth was a hero? *(he knew he was in danger, but he stuck to his guns)*

**DI READINESS**

To support: For students who need help in making text-to-self connections, provide them with a familiar text (e.g., Transparency 1). Ask them to identify the topic of the selection. Print the topic on the board or chart paper and draw a box around it. Explain the process of free association as listing everything that comes to mind about a topic. Model using free association to make a text-to-self connection with the selection, and add it to the word web on the board. Explain why this connection is important to you and how it helps you to understand the text. Repeat the process with another text-to-self connection. Refer to another part of the text and ask students to suggest text-to-self connections they can make. Record these on the web, and ask students to explain why the connections are important to them and how they help them understand the selection. Have partners complete the web with additional text-to-self connections and share their explanations with the whole group. Ask students to assess the usefulness of a web for making connections to a text.

**Reflecting** *(SB page 15)*

**METACOGNITION**

What types of connections did you make most often as you read: text-to-text; text-to-self, or text-to-world? How did making connections increase your understanding of the magazine article?

*(text-to-text connections can help me visualize events such as the Gestapo arrests; text-to-self connections help me identify with the characters' traits such as Helmuth's courage and Karl's loyalty to Helmuth; text-to-world connections give me the history about Germany during World War II, so I understand the risks Helmuth was taking and the danger he was in)*

**DI READINESS**

To support: Some students may need help in making the leap from identifying a connection to explaining how the connection helped them understand the text. For each connection, ask students to complete the sentence, “This connection I made helped me to understand...” Use the following as an example: This connection I made (e.g., Helmuth listening to the radio broadcasts is like me listening to a podcast on...)*
the Internet) helped me to understand how Helmuth learned another point of view about about WWII.

TEXT-TO-SELF CONNECTIONS
Imagine you were Helmuth. Would you be willing to take the same kinds of risks? Explain.

(Yes, because if I really believed that I was right and was careful not to get caught it would be worth it; no, because I’d need the help of more than a few friends to take on the police and the government; I’d be willing to help other resisters, but not be the ringleader)

Ask partners to make a blank version of the graphic organizer on SB page 9 on chart paper. Have them print “RESISTING HITLER” in the rectangle. They can record their text-to-self, text-to-text, and text-to-world connections in the circles.

TEXT-TO-WORLD CONNECTIONS
What connections can you make between this selection and current world events?

(The efforts of some people in Iraq to resist the government and foreign armies with car bombs; people suspected of being terrorists being detained and questioned in military prisons)

Oral Language
DISCUSSING THE SELECTION
1. After students have read the article, have them review their responses to the question on the unit opener page, “What inspires you to step up and take a stand?” and the reasons they listed in the Talk About It question on SB page 12, “Why is it hard to stand up to powerful people?” Say:

   • In a small group, explain the lessons about standing up to powerful people you have learned from Helmuth’s story.
   (Helmuth was stupid to take on such a powerful person as Hitler; Helmuth should have got a lot more people to help him) (Comprehension)

2. Have partners explain why the People’s Court “intended to make an example of” Helmuth. Ask:

   • Do you think he received a fair trial? (no, he was a kid; no, he didn’t have a good lawyer; yes, he was a traitor) (Comprehension)

   • Can you make a text-to-world connection with people who are unfairly treated by the authorities? (Analysis)

3. Have students reread the last paragraph of the article. Helmuth believed strongly that the cause he was fighting for was right: “I haven’t committed any crime. All I’ve done is tell the truth.” Ask:

   • Was his strong belief worth the loss of his life? (no, he’s just a kid; yes, he believes in his cause) (Evaluation)

   • Can you make a text-to-text connection about someone who made sacrifices for a just cause? (Mother Teresa; a local hero) (Analysis)
Writing

WRITING A DIALOGUE

1. Have partners imagine a meeting in a restaurant between Karl and Rudi after Rudi is released from prison. They haven't seen or spoken to each other during the past ten years. What might Karl and Rudi say to each other about Helmuth's execution?

2. Ask partners to assume the roles of Karl and Rudi and engage in a role-play of the meeting. The purpose of the role-play is to use the characters' words to explore their thoughts and feelings (e.g., both feel guilty because they couldn't save Helmuth's life; both now think they were reckless in their youth; Karl feels guilty because he received the least punishment, but Rudi blames Helmuth for his imprisonment; Rudi wants to set up a memorial to honour Helmuth's courage, but Karl, who now has a young family, wants to stay out of the spotlight).

3. Have partners record their role-play in dialogue form.

4. Ask students to review the explanation of how to make text-to-text connections, on SB page 2. Have partners read their dialogues to the class. As they are listening, have the class record text-to-text connections they can make.

WHAT THE RESEARCH SAYS

"The way to get a good idea is to get a lot of ideas and throw the bad ones away."
—Linus Pauling

DI READINESS

To challenge: Ask students to plan a letter that Helmuth might have written to his half-brother during Helmuth's final two months in Plötzensee prison in Berlin. What might his purpose and main message be? What supporting details from his life might he use? Does he have any regrets? Would he have done anything differently? What historical figures or characters in texts might he compare himself to?

Media Literacy

POINT OF VIEW

Have partners make text-to-text connections by viewing the three photographs of Helmuth on SB pages 12–14. Ask:

• What people might have taken the photographs? (one of his friends; someone in his family; the police)

• What are the differences in the way Helmuth is represented in the photos? (he looks like a kid in the first two photos; the hat in the third photo makes him look like an adult).

• How might the police photos be retaken to be fairer? (he shouldn’t be made to wear that hat)

Word Study

RELATIVE PRONOUNS

1. Write on the board, and box the dependent clause in each sentence.

   Helmuth was a teenage boy who listened to the BBC.
   The leader, whom the people trusted, was lying.
   Helmuth, whose flyers told the truth, was arrested.
   The trial, which lasted for six hours, was closed to the public.
   The death sentence that was decided by the court caused Helmuth to collapse.
2. Ask students to read aloud each sentence without the boxed dependent clause. Establish that each is an independent clause with a subject and verb, and so makes sense on its own.

3. Circle the relative pronouns that begin each dependent clause. Tell students that the circled words are called relative pronouns and these pronouns begin adjective clauses.

4. Review the function of an adjective as a word that tells more about a noun or pronoun. Explain that the function of an adjective clause is to tell more about a noun or pronoun in the independent clause. The noun or pronoun in the independent clause that an adjective clause describes or modifies is called its antecedent. Have students determine the antecedent for each adjective clause and underline it. (boy, leader, Helmuth, trial, sentence)

5. Ask: Why are adjective clauses used by writers? (to give more information; to write with more description)

Refer to BLM 19: Relative Pronouns for practice in identifying and using relative pronouns.

**Student Self-Assessment**

Encourage students to think back to their learning with “The Nest” and “Resisting Hitler” and reflect on their ability to identify making connections as a reading strategy. Ask them to describe, while conferencing with you or a peer, how they might have used this strategy when reading in other subjects. Ask them to use BLM 4: Self-Assessment Checklist and Goal Setting.

**Assessment for Learning**

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**Signs of the Times**

**STUDENT BOOK, Pages 16–17**

**About the Selection**

- **Form:** signs
- **Summary:** A series of signs with print and graphic messages.

**Curriculum Expectations**

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**Assessment for Learning: Overview**

**ONGOING OBSERVATION**

Students who understand will:

- Make connections in three ways:
  - text-to-self
  - text-to-text
  - text-to-world
- Use connections to support judgments or opinions about the text.
- Explain how making connections helps the reader understand what is read.

**DIFFERENTIATED INSTRUCTION**

If students need more support in applying the strategy, use the guided reading lesson (see DI Guided Reading page 31).

If students do not understand the strategy, use DI Readiness, page 32.

**ASSESSMENT**

- Demonstration Task, page 35
- Key Assessment Question
  - Explain how making connections helped you understand “Signs of the Times.”
- Assessment Tools
  - BLM 2: Oral Language Tracking Sheet
  - BLM 3: Small-Group Observation Tracking Sheet
  - BLM 4: Self-Assessment Checklist and Goal Setting
  - BLM 6: Rubric: Making Connections

**VOCABULARY**

- prejudices
- united

**MATERIALS**

- Student Book pages 16–17
- BLMs 2, 3, 4, 6
- Audio CD

**ACCESSIBILITY**

- Vocabulary is familiar. Messages are expressed in a condensed way, so students may need to restate them in their own words.
Oral Language

TALK ABOUT IT

To explore the Talk About It prompt (SB page 16), “Whether they take a stand for or against something, these signs all express a point of view,” ask:

• What is another way of saying “point of view”? (Possible responses: angle, stand, perspective, position, opinion, frame of reference, outlook, slant)

• What motivates you to step up and take a stand on an issue? (I want the best for me; I want a better world for all of us)

Have small groups of students share their responses to the question, noting similarities and differences.

Making Predictions

PREVIEWING THE TEXT

Have students scan the signs and note the features of the individual signs that make them stand out (font colour/size/shape/style/lower and upper case letters; background colour; graphics; persuasive language). Ask:

• Have you ever seen signs like these? Where? What were they being used for?

Reading “Signs of the Times”

MAKING CONNECTIONS

Have students read the signs independently, making connections as they read. You can provide students with sticky notes to mark places where they make a connection.

OR For those students who need more support, use a guided reading approach.

1. Have students view the sign “Stand up to be counted or fall down and be forgotten.” Ask:

   • What do you think this sign means? What text-to-self, text-to-text, or text-to-world connections can you make with this sign? (my school had a charity drive for the homeless; Jimmy helped Paul in “The Nest”; Canadian troops are helping to make peace in foreign countries)

2. Have students view the sign “green is good.” Ask:

   • What is green? (awareness of the environment; promoting a clean environment)

   • How does the graphic support the words? (the tree is a symbol of the environment; without trees we wouldn’t have oxygen to breathe)
What text-to-world connections can you make with this sign? (white letters on green background remind me of the Green Party’s election signs; trees reduce the amount of carbon dioxide in the atmosphere)

3. Have students view the sign “Our troops fight for your safety.”
   Ask:
   • What text-to-text connections can you make with other reading selections in this unit? (Helmuth didn’t believe the German army was fighting for his safety; the Universal Soldier fought for everyone; in “First They Came” the narrator wasn’t protected by the soldiers)

4. Have students view the signs “end hate now” and “I don’t share your prejudices.” Ask:
   • What is similar about the messages of these signs? (both are about getting rid of negative attitudes)
   • What text-to-self connections can you make with these signs? (in my previous school we had an End Bullying Now campaign; I used to have a friend who was prejudiced against blondes)

Have students view the remaining signs independently for the purpose of understanding their meanings and making connections. Have student volunteers share their connections with the group, noting similarities and differences.

**DI READINESS**

To support: For students who do not understand how to make connections, explain mental schema. Say:

• Your mental schema is everything you have stored in your memory—people, places, things, experiences, ideas, and so on. Each of our schema is different because we have all had different experiences. When we read, we use what we have in our schema to make connections to what we are reading.

Demonstrate how schema affects our connections as we read. Write the word “dog” on the board. Have students tell what is in their mental schema when they hear the word “dog” (what my pet looks like, a scary experience I had with a dog, I’m allergic to dog fur). Point out how everyone made a different connection to the word, depending on their experiences. This is how a reader makes personal connections to a text.

Have students think about how the connections they make to a text using their mental schema affects how they understand the text. Ask:

• How might a student who has had a bad experience with a dog use those connections to understand a story about a boy who is afraid of dogs? How might a student who loves dogs react to the same story?

Then select one of the signs not focused on in the guided reading lesson (farmers fuel cities or think globally act locally) and have students access their mental schema to make connections to the text.
**Reflecting**  
(SB page 17)

**TEXT-TO-TEXT CONNECTIONS**

Compare and contrast the messages in these signs. What other texts do these signs remind you of?

(“Our troops fight for your safety” and “got [world peace sign]” support soldiers; “united against the war but not the warrior” and the sign with the heart symbol are against war; the “save the penguins” reminds me of the movie March of the Penguins; “got [world peace sign]” reminds me of the Got Milk? ads; the last sign reminds me of a speech a farmer gave at a country fair I attended)

**CRITICAL LITERACY**

What opinions are not represented in these signs? What groups are not represented?

(cities that create wealth, which pays for the food that farmers grow; logging companies that contribute to the country’s income from exporting wood; city dwellers; car companies; loggers; people killed in conflicts)

**DI READINESS**

To support: Students who struggle responding to the critical literacy questions might focus on the message of a sign and then rewrite it in a negative form. For example, “green is good” could be rewritten as “green is bad.” Have students brainstorm ways that green could be bad (it’s expensive to change all the light bulbs in a house, buy a new high-efficiency furnace, replace gasoline cars with hybrid cars, retrofit factories with green technology). Have students speculate who might hold the opinion that green is bad because it’s expensive (consumers; oil companies; factory owners). Have students apply this technique independently on a few more signs.

**Oral Language**

**DISCUSSING THE SELECTION**

1. After students have read the selection, have them review their initial responses to the prompt on SB page 16, “Whether they take a stand for or against something, these signs all have a point of view.” Ask:
   - What personal connections can you make to any of these signs?  
   (Application)

2. Explain that a slogan is a memorable phrase or short sentence used in advertising to represent a big idea, e.g., Nike’s “Just do it;” iPod’s “10 000 songs in your pocket.” People who are not familiar with a product, however, will need someone to explain the slogan to them. For example, the iPod, which is a small music player, has a hard drive that allows a user to store 10 000 digital songs on it. Say:
   - With a partner, choose three signs and restate them in your own words. Have partners share their results and the whole class note similarities and differences. Have partners make connections with these signs.  
   (Comprehension)
3. Explain that the purpose of a slogan is to persuade the audience to accept the message. Slogans may use humour or surprise, may appeal to something the audience believes or wants to believe, or may challenge the audience to think differently. Say:

- With a partner, choose two of the signs: one that does and one that doesn’t persuade you to accept its message. For each slogan, explain how it makes you feel and the reasons you like or dislike its message. Have partners share their results and the whole class note similarities and differences. (Analysis)

**Writing**

**WRITING A PERSUASIVE PARAGRAPH**

Ask students to select one of the text-to-self connections they made in one of the activities above, and use it to write a paragraph that will persuade a specific audience of the message conveyed by one of the signs. For example, students who connected with the “I don’t share your prejudices” sign might use a personal experience of prejudice to support the main idea to persuade an audience of peers that prejudice is harmful; students who made personal connections with the “think globally act locally” sign might use the details of a class ecology project to persuade local businesses to sponsor a school-wide environment day. Have partners compare their paragraphs.

**Media Literacy**

**UNDERSTANDING MEDIA TEXTS**

Have partners focus on the signs related to war and peace. Ask them to develop a three-column table: column one “Sign,” column two “What It Means,” and column three “Who Might Have Produced It.” In column one, students can write what one sign says. In column two, they should restate the message of the sign in their own words. In column three, they should make a guess as to what group of people might have created the sign, and give a reason for their guess. Students can repeat this process for the other war/peace signs. Have volunteers explain which of these signs they most connect with personally.

**Student Self-Assessment**

Encourage students to think back to their learning with “The Nest” and “Signs of the Times” and reflect on their ability to identify making connections as a reading strategy. Ask them to describe, while conferencing with you or a peer, how they might have used this strategy when reading in other subjects. Ask them to use BLM 4: Self-Assessment Checklist and Goal Setting.
### Assessment for Learning

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<tr>
<th>CRITERIA</th>
<th>CHECKING PROGRESS</th>
<th>NEXT STEPS</th>
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| - make connections in three ways (text-to-self, text-to-text, text-to-world) | Demonstration Task  
In their notebooks or on a sheet of lined paper, have students draw a double-entry journal (the left-hand column should be narrower than the right-hand column). Ask them to record excerpts from the texts of the signs that trigger a connection, and any judgments or opinions they had while reading, in the left-hand column and their connection in the right-hand column. Students can code their connections as TS (text-to-self), TT (text-to-text), and TW (text-to-world).  
Key Assessment Question  
Students may respond to the Key Assessment Question either in writing, or orally in a conference.  
- Explain how making connections helped you understand “Signs of the Times.” | Use the following resources to give students further opportunities to practise their reading skills in small groups, independently, or in literature circles.  
**Nelson Literacy**  
Magazines for Independent and Guided Practice: Volume 7, Issue 1, Issue 2, Issue 3, Issue 4  
**Other Nelson Resources**  
Boldprint 6: Breakthroughs  
Literacy Power C: pp 55, 89, 129; E: pp 111, 140, 152  
Power Magazine 5: Save It, Use It  
Power Zone Magazine 7: Stand By Me |