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Reading Strategies

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

PARENTING HPC30 Parenting Magazines

A well-designed textbook, website or other print resource such as a parenting magazine has a variety of elements or features that are applied consistently to help the reader locate and use the material. Some texts have more of these features, and clearer cues, than others. Previewing a reputable parenting-related magazine such as *Today's Parent* or *Treehouse Canadian Family* can help students identify text features and use them efficiently for research purposes.

Purpose

- Learn how to navigate reputable parenting magazines for research purposes.
- Examine the layout and features of a parenting magazine.

Payoff

Students will:

- become familiar with different text resources.
- use strategies for effectively previewing and locating information in a different text form, using the table of contents and other distinguishing features of a magazine.

Tips and Resources

- Most informational texts use a variety of visual, graphic and text features to organize information, highlight important ideas, illustrate key concepts, and provide additional information. Features may include headings, subheadings, table of contents, index, glossary, preface, paragraphs separated by spacing, bulleted lists, sidebars, footnotes, illustrations, pictures, diagrams, charts, graphs, captions, italicized words or passages, boldface words or sections, colour and symbols.
- For more information, see:
 - Student Resource, Text Features Search: A Parenting Magazine such as *Today's Parent*.

Further Support

- Provide students with a copy of a course-related text that has all of the visual and graphic features (e.g., diagrams, charts, illustrations, captions, maps, headings, titles, legends) removed or blanked out. Ask students to scan the text and suggest what the blanked-out sections might be. Have students read the body of the text and summarize the information. Ask students to identify the parts of the text that they had difficulty reading, and suggest what additional features would help them to navigate and understand the text better. Alternatively, provide students with a copy of a course-related text showing the text features only, without the body of the text. Discuss what information they can gather from the features and what predictions they can make about the content. Note the connections among the features of a text, the words, and how they help readers understand the content.
- Encourage students to preview the features of a text before they read the content. Have partners share their previewing strategies.
- Have students create text search prompts for other course-related materials.



Getting Ready to Read: Previewing a Text

PARENTING HPC30 Parenting Magazines

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Provide copies of a reputable parenting-related magazine such as <i>Today's Parent</i> for pairs of students. • Magazine copies do not have to be the same edition although similar copies will make assessment easier. • Create a text search handout with prompts to guide students to particular features of the text (e.g., What are the cover stories in this edition?). See: Student Resource, Text Features Search: A Parenting Magazine such as <i>Today's Parent</i> • Read the prompts aloud, if needed. 	<ul style="list-style-type: none"> • Ask clarifying questions about the prompts and the task. • Read the task prompts and note the features of the magazine according to the handout.
<p>During</p> <ul style="list-style-type: none"> • Ask students to work in pairs to complete the search within a specific time frame. • Have partners share their findings with another pair. • Take up any remaining questions as a class. 	<ul style="list-style-type: none"> • Work in pairs to complete activity handout. • Share and compare findings.
<p>After</p> <ul style="list-style-type: none"> • Discuss which items were easy and which items were challenging to find. • Ask students to suggest which features of the magazine were helpful, which were less helpful, and how they could be changed to be more helpful. • Ask students to use another handout to preview another edition. Explain that this task will be much faster since students are now familiar with the features of the given magazine. • Compare the similarities in the two magazine editions. • For other examples of Getting Ready to Read: Previewing a Text, consult <i>Think Literacy Subject Specific Examples, Family Studies, Grades 9-10 Food and Nutrition, Individual and Family Living 2004 p.3, p.7</i> 	<ul style="list-style-type: none"> • Identify the easy and challenging prompts. • Identify the features of the magazine that were helpful, less helpful and how they could be changed to be more helpful. • Use another handout to preview another edition to understand fully the features and layout of similar magazines. • Continue to work on understanding the text features of another type of text such as a textbook.

Notes

Getting Ready to Read: *Previewing a Text*

PARENTING HPC30 Parenting Magazines

Text Features Search: A Parenting Magazine such as *Today's Parent*

1. Identify the name and edition of the parenting magazine according to the front cover.
2. List the cover stories and their corresponding page numbers.
3. Using the table of contents, identify three (3) articles that both you and your partner would like to read. Indicate the author and page number for each.
4. Find “Departments” in the table of contents to answer the following:
 - a) Name one (1) topic covered in “Family File”.
 - b) Find the “Creativity” section. What craft idea would you like to try?
 - c) “Ask Us” is a section that uses a panel of experts to answer questions. List the names and the professional title for each expert.
 - d) What is the theme of the section, “Cooking with Kids”?
 - e) What is the title of the article in the “Behaviour” section?
5. “Steps and Stages” is a unique section to *Today's Parent*. Prepare a chart that lists the six (6) sections and the topic discussed in each section.
6. What is the mandate of the magazine? (Look under the listing of editors).
7. Locate an advertisement that promotes a product for the following. Include the name of the product and the page number.
 - a) an infant
 - b) a toddler
 - c) a preschooler
 - d) a parent or caregiver
8. Find the title of an article listed as “coming in the next issue”.

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

PARENTING HPC3O Children's Literature

There's more to a good book or Website than words. A well-designed book uses a variety of graphical and text features to organize the main ideas, illustrate key concepts, highlight important details, and point to supporting information. When features recur in predictable patterns, they help the reader find information and make connections.

Purpose

- Familiarize students with the main features of the books they will be using in the classroom, so that they can find and use information more efficiently.
- Identify patterns in text forms.
- Choose appropriate storybooks for children.

Payoff

Students will:

- develop strategies for effectively analyzing children's storybooks.
- become familiar with the main features of these books.
- become familiar with a variety of text forms and the differences and similarities among them.
- use the strategies developed to analyze children's storybooks or other text forms.
- use a familiar context (i.e. children's storybooks) through which to analyze the structure of written material. Students will be able to use this information as a step to analyzing other text forms such as textbooks, magazines, Internet sites, etc. The basic principles of identifying the features of a text are the same for any text form. Since these books are familiar to students, they will be successful quickly, and can use this confidence to move on to more complex analyses.

Tips and Resources

- Text features *may* include: title, subtitle, simplistic language, small amount of words compared to illustrations/graphics, colourful illustrations, rich and detailed illustrations, symbols, diagrams, a variety of characters and character types, rhyming or repetitive phrases, reliance on imagination, bolded words and word bubbles within illustrations.
- See Student/Teacher Resource, *How to Read Children's Literature – Template*.
- See Think Literacy: Cross Curricular Approaches, Grades 7-12, *Getting Ready to Read: Analyzing Features of a Text* pp. 12-14 to practice analyzing other text forms.
- See also **Previewing a Text** to provide students with another opportunity to look at text features.

Further Support

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



Getting Ready to Read: Analyzing Features of a Text

PARENTING HPC30 Children’s Literature

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Ask students to recall a children’s storybook they have seen recently, or one they remember from their childhood. Ask them to describe what they remember about the content, set-up, and format of the book. Have students suggest possible reasons why they can recall this information. • Select and provide copies of a children’s storybook (use at least three different storybooks). Ensure that each student has a storybook. • Organize students into groups of 3-4. Assign at least two storybooks to each group. • Ask groups to scan their assigned book, and note the features that are similar between the books and those that are unique to each book. Groups record their findings on chart paper (e.g., point-form notes, Venn diagram, compare/contrast chart). • 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 return to their original group and report. 	<ul style="list-style-type: none"> • Recall a storybook recently read or one remembered from childhood, and identify some features particular to that text. • Note similarities and differences among the responses from other students. • Make connections between what they remember and the features of the text. <ul style="list-style-type: none"> • Quickly scan storybooks, and note the different features of the text. • Contribute to the group discussion and chart paper notes. <ul style="list-style-type: none"> • Share findings with other groups, noting such things as type of language used, illustrations, font size, amount of words versus graphics, colour, characters, etc.
<p>During</p> <ul style="list-style-type: none"> • Remind students that children’s storybooks have features that help students remember and be entertained by the material being presented. • Ask each group to report about the features of the text. • Create a template on chart paper, indicating the common features and noting any unique features (see Student/Teacher Resource, <i>How to Read Children’s Literature – Sample</i>). 	<ul style="list-style-type: none"> • Share the group’s findings. • Contribute to the template that the class develops.
<p>After</p> <ul style="list-style-type: none"> • Assign a relevant reading task (children’s story or other text) so that students can practice using the features of the text. • Encourage students to use the template to make predictions about where they might find particular information or use the features to complete a task. • Discuss how this strategy might help students navigate other types of media. 	<ul style="list-style-type: none"> • Use the features of the text to complete the assigned reading task. • Note the features that help the reader to read, understand, and remember information. • Recall how they have used features of other text forms to help find and read information.





Student/Teacher Resource

Getting Ready to Read: Analyzing Features of a Text

PARENTING HPC30 Children's Literature

How to Read Children's Literature – Template

Storybook Title :

Type of Language :

Sentence Structure :

Rhythm of Language :

Pictures (Content):

Pictures (Meaning) :

Diagrams :

Characters :

Message of Story :

Bolded Words :

Getting Ready to Read: Finding Signal Words

PARENTING HPC30 Stages of Fetal Development

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.

Payoff

Students will:

- make connections between reading and writing tasks in related subject-specific areas.
- read and reread subject-specific reading material.
- practice 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 (e.g. before, during, after, first, second, third, beginning, next, finally).
- *Organizational patterns* include sequence, comparison, problem/solution, pro/con, chronological, general to specific, cause/effect, and more.
- For a list of organizational patterns and signal words, see Teacher Resource, *Types of Organizational Patterns (and How to Find Them)*, p.18-19, *Think Literacy, Cross-Curricular Approaches, Grades 7 – 12*.
- See also, Teacher Resource, *Types of Organizational Patterns and Signal Words*.
- A *graphic organizer* provides a visual way of organizing information and shows the relationship among ideas (e.g., timeline, flow chart, mind map). For more information see Teacher Resource: *Sample Flow Chart with Signal Words to Organize Stages of Fetal Development* and Teacher Resource: *Sample Flow with Signal Words to Organize Stages of Fetal Development by Trimester*.

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*) and indicate a sequence of first to last.
- Encourage students to scan reading passages to identify the 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

PARENTING HPC30 Stages of Fetal Development

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Show a familiar text passage about fetal development where signal words are highlighted e.g., <i>The Months Before Birth – First, Second, and Third Stages</i> OR <i>The First, Second and Third Trimesters</i>, OR <i>Stages of Fetal Growth and Development By Weeks or Months</i>. • Tell students that often authors use particular words to link ideas together to organize their writing in an organizational pattern, and to help readers understand the flow of ideas or material. In this case, changes happen in a time order. <i>Cause and effect</i> might also be used. • Have students identify the signal words in the passage. This is usually evident in headings and subheadings and contrasting colours and fonts. Students should see the progression of fetal development and the connecting word links. • Teacher arrange for students to be grouped in pairs. 	<ul style="list-style-type: none"> • Students are placed in pairs for the activity. • In pairs students scan the familiar passage to identify highlighted words and phrases using headings and subheadings, contrasting colours and fonts. • Identify the signal words that show the progression of fetal growth and development.
<p>During</p> <ul style="list-style-type: none"> • Pairs of students scan the selected text according to the stages, or trimesters, etc. and identify key ideas associated with each. • Students should identify distinguishing characteristics for each. Pictures and illustrations will often support text in recognizing the physical changes. 	<ul style="list-style-type: none"> • Use the signal words as clues to find the meaning of the text, in this case, the changes that take place in the fetus and/or mother during the progression of prenatal development. • Read the passages and identify aspects about each stage, or trimester. • Record their findings. • Orally share the key ideas of each stage with a partner.
<p>After</p> <ul style="list-style-type: none"> • Model how to summarize the main ideas using the signal words to organize the written summary. A graphic organizer or flow chart may be useful. • Review other signal words that may be found in written text and how signal words help in understanding content. See Teacher Resource <i>Types of Organizational Patterns & Signal Words</i>. 	<ul style="list-style-type: none"> • Write a brief summary about the growth and development associated with each stage or trimester or week. • Prepare a personal reference list of signal words that may help in understanding other text material.

Notes

Getting Ready to Read: Finding Signal Words

PARENTING HPC30 Stages of Fetal Development

Sample Flow Chart with Signal Words to Organize Stages of Fetal Development

After reading a text passage about fetal growth and development where signal words are evident, students might complete a flow chart to help them remember the characteristics of each grouping.

Stages of Growth and Development**First Stage**

- Sometimes called, The Stage of the Zygote, this is the first 2 weeks.
- When the sperm and egg unite, the new cell is called a zygote.
- The zygote divides into two cells, then four, then eight, etc.
- Within 5 days the zygote contains about 500 cells.
- The Zygote attaches to the wall of the uterus.

Second Stage

- Sometimes called, The Stage of the Embryo, this is the next 6 weeks.
- Once the zygote is implanted in the uterus, the zygote is called an embryo until it takes a basic human shape.
- This is the most critical stage of prenatal development because the brain, nervous system, heart and other major organs take shape and begin to function.
- Nutrients and oxygen pass from the mother to the embryo through the placenta and umbilical cord.
- By the end of this stage, the embryo is about 2.5 cm but resembles a human being.

Third Stage

- Sometimes called, The Stage of the Fetus, this is the next 28 weeks.
- The embryo is now called a fetus.
- A steady process of growth and development where the body, head, arms and legs grow very rapidly with changes in facial features and other body parts.
- Organs develop for blood circulation, breathing and digestion.
- Amniotic fluid cushions the growing fetus in the uterus.
- The placenta continues to carry nutrients and oxygen through the umbilical cord from the mother to the fetus.
- Towards the 7th month, vernix covers the fetus.
- The fetus may be very active in the uterus at times.
- Fat deposits form under the skin near the end of the stage, also lungs develop more fully then.
- Fetus moves in to a head-down position in the pelvis, preparing for birth.

Suggested Resources :

Witte, J., FitzPatrick, N. & Hildbrand, V. (2005). *Parenting: Rewards and responsibilities*, (First Canadian edition). Toronto: McGraw-Hill Ryerson. (pages 134-137)

Cunningham, Meriorg & Tryssenaar (2003). *Parenting in Canada*. Toronto: Thomson-Nelson. (pages 238 – 247)



Getting Ready to Read: Finding Signal Words

PARENTING HPC30 Stages of Fetal Development

Types of Organizational Patterns and Signal Words

Organizational Pattern	Signal Words
<p>Time Order - details arranged in the order in which they happen.</p>	<p>First, second, third, before, during, after, first, finally, following, initially, next, preceding.</p>
<p>Cause/Effect - details are arranged to link a result with a series of events, showing a logical relationship between a cause and one or more effects.</p>	<p>As a result of, begins with, because, causes, consequently, due to, effects of, in order to, leads to, next, since, so, so that, therefore, etc.</p>
<p>Spatial Order - information and ideas arranged in an order related to spatial location (e.g., left to right, top to bottom, foreground to background).</p>	<p>Above, across from, among, behind, beside, below, down, in front of, between, left, to the right/left, near, on top of, over, up, in the middle of, underneath.</p>
<p>Order of Importance - information and ideas are arranged in order of importance (e.g., least important to most important; or the 2-3-1 order of second most important, least important and most important).</p>	<p>Always, beginning, first, finally, following, in addition, most important, most convincing, next.</p>
<p>Generalization - information is arranged into general statements with supporting examples. The pattern may be general-to-specific or specific-to-general.</p>	<p>Additionally, always, because of, clearly, for example, furthermore, generally, however, in conclusion, in fact, never, represents, seldom, therefore, typically.</p>
<p>Compare/Contrast - details are arranged to show the similarities and differences between and among two or more things (e.g., ideas, issues, concepts, topics, events, places).</p>	<p>Although, as well as, but, common to, compared with, either, different from, however, instead of, like, opposed to same, similarly, similar to, unlike, yet.</p>

Engaging in Reading: Using Context to Find Meaning

PARENTING HPC30 Childbirth

Writers use a variety of ways to convey the meaning of unfamiliar words and concepts. These include definitions, examples, descriptions, illustrations, clarifications, parenthetical notes, comparisons, elaborations, and typographical cues.

Purpose

- Help students to infer the meaning of unfamiliar words and concepts, using clues from the text.

Payoff

Students will:

- be able to read subject area texts more independently.
- discuss important concepts related to the subject.
- understand how to find context clues and make good use of them.
- monitor their understanding while reading different texts.

Tips and Resources

- *Context* refers to the text surrounding a word or passage, or the conditions that surround something.
- Effective readers use their knowledge about words and text structures, and their prior knowledge about a subject, to help figure out unfamiliar words and concepts in new contexts.
- For clues and tips, see Student Resource, *Clues for Using Context to Find Meaning, Think Literacy: Cross-curricular Approaches, Grade 7-12, p.39.*
- For subject-specific examples, see Teacher Resource: *Using Context to Find Meaning – Family Studies Examples (Childbirth).*

Further Support

- At the beginning of a unit (e.g., Preparation for Parenthood) or a topic within a unit (e.g., childbirth), pre-teach important concepts and unfamiliar vocabulary. For example, during a lesson on childbirth, describe terms such as birth plan, contractions, labour, cervix, effacement, dilation, episiotomy, caesarean section, breech birth, APGAR scale, etc.
- Use graphic organizers such as concept attainment charts, concept ladders, or concept flow charts to help students see connections and use relevant vocabulary. See Teacher Resource: *Concept Flow Chart – Childbirth Example.*
- Take five minutes at the beginning of a reading task to examine a particular paragraph or section that has an unfamiliar word or concept. Model for students how to use the context of the sentences and paragraphs to determine the meaning of the word or concept.
- Have students create and maintain a subject-specific dictionary of words, phrases and concepts with their definitions, synonyms, related words and examples.



Engaging in Reading: Using Context to Find Meaning

PARENTING HPC30 Childbirth

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Select a reading passage on the birth process (e.g., <i>Parenting in Canada</i>, p.249). Identify one or more important concept words in the text (e.g., birth plan). • Write the concept word on the chalkboard and ask students to suggest possible meanings for the word. • Direct students to the concept word in the text. Ask students to read the paragraph(s) and confirm or reject their suggested meanings. • Discuss how they were able to determine the meaning of the concept word in context. In the example above, <i>birth plan</i> is defined in a side bar. Explain that there are different ways to provide meanings. • Show subject specific examples using Teacher Resource: <i>Using Context to Find Meaning – Family Studies Examples (Childbirth)</i>. • Model how to use context to determine the meaning of the words/concepts. 	<ul style="list-style-type: none"> • Recall what they already know about the birth process. Make connections to known words and phrases. • Locate the concept word in the passage and read the text. • Make connections between the new learning and what they already know about the concept. • Note different ways a reader can use context to determine unfamiliar ideas, concepts, and words. • Identify how to determine meaning and monitor understanding.
<p>During</p> <ul style="list-style-type: none"> • Assign groups of students to read passages that describe the different stages of childbirth (e.g., labour, delivery, afterbirth, recovery). • Ask groups to read the passage, identify the important terms of the stage, and complete a concept flow chart to share with the class. • Ask groups to share their findings with the class. Discuss similarities and differences of each stage to establish a common understanding of the concept of childbirth. (See Teacher Resource: <i>Concept Flow Chart – Childbirth Example.</i>) 	<ul style="list-style-type: none"> • Read the passage and identify the important terms of the stage using context to understand the stage and to give meaning to the concept of childbirth. • Contribute to the preparation and presentation of the concept flow chart.
<p>After</p> <ul style="list-style-type: none"> • Ask students to complete their own concept flow chart for note taking purposes. 	<ul style="list-style-type: none"> • Complete an individual concept flow chart as a method of note taking. • Review how context can be used to understand text.



Engaging in Reading: Using Context to Find Meaning

PARENTING HPC30 Childbirth

Using Context to Find Meaning – Family Studies Examples (Childbirth)

Reading is a process of finding meaning in text. Writers use many ways to convey the meaning of words and concepts. Some are overt and some are subtle. These clues include definitions, examples, descriptions, illustrations, clarification, parenthetical notes, comparison, and elaboration. Here are some samples.

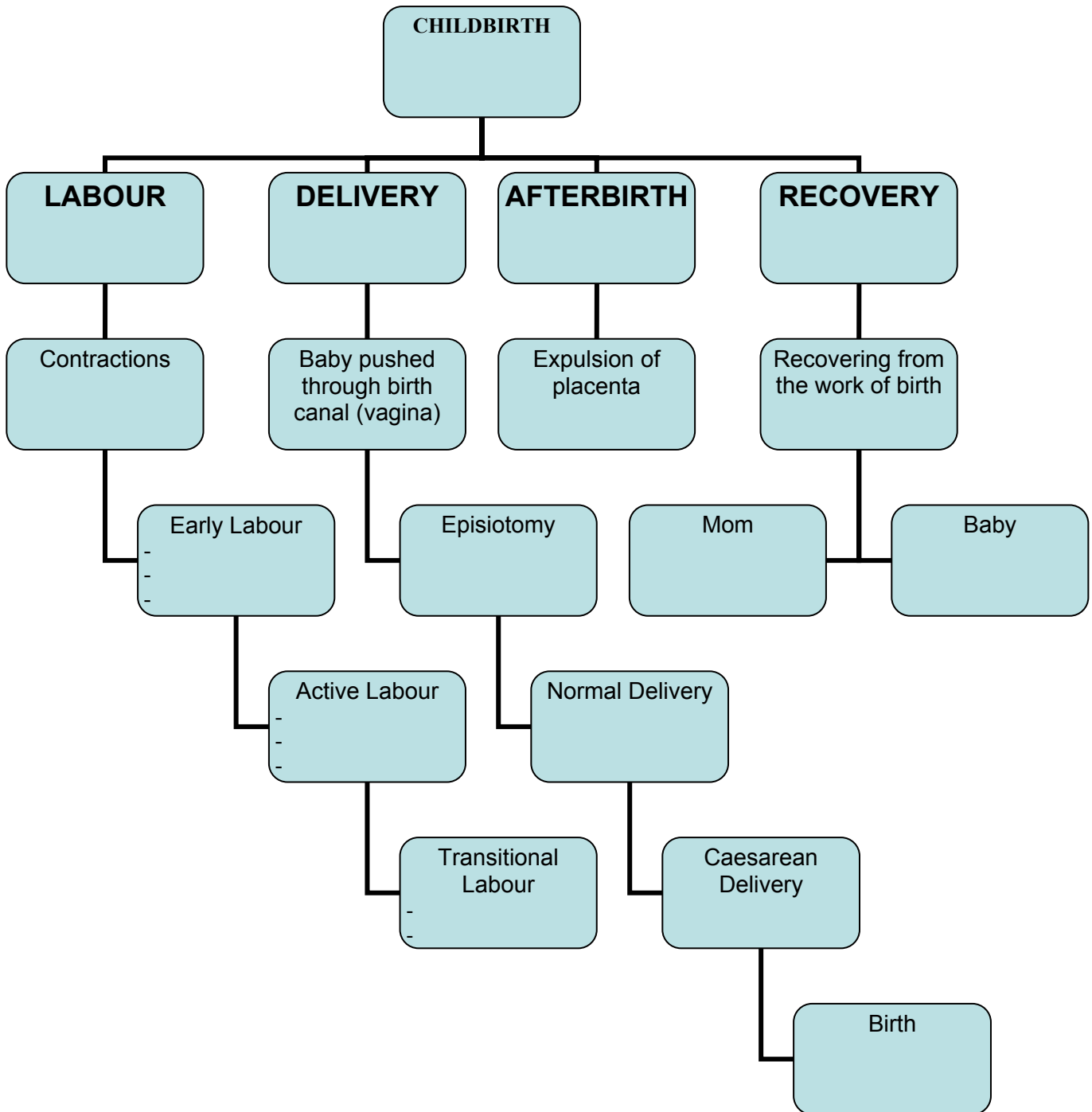
Sample Text	Type of Clue
Labour is generally referred to as the process that prepares the mother’s body to deliver a baby.	Definition
Labour consists of a series of contractions of the uterine muscles that eventually opens the cervix to let the head of the baby enter the birth canal ready for birth.	Description
In other words labour is really the loosening of the cervix in preparation for the baby’s delivery.	Clarification
To better understand the process of labour , refer to Figure 3.3 Stages of the Birth Process.	Illustration
Sometimes labour is induced (started) by the doctor to begin contractions.	Parenthetical note
Labour is like the work of the body in preparation for birth.	Comparison



Engaging in Reading: Using Context to Find Meaning

PARENTING HPC30 Childbirth

Concept Flow Chart – Childbirth Example



Engaging in Reading: Reading Between the Lines (Inferences)

PARENTING HPC30 Communicating with Children

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 interact 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 inferences 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: Student Resource, *Reading Between the Lines to Infer Meaning* and Student Resource: *Making Inferences from an Observation Report*.

Further Support

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



**Engaging in Reading: Reading Between the Lines
(Inferences)**

PARENTING HPC30 Communicating with Children

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • This may be used as an introductory activity in discussing communication with young children or as an introduction to understanding differences in objective observations and subjective observations. • Explain to students that often information is stated explicitly in text (e.g., names, date, and definitions). On the other hand, some information may have implicit details or clues that require readers to draw a conclusion to determine meaning. This strategy is called “making inferences” or good guesses, and is also referred to as “reading between the lines”. • Distribute Student Resource, <i>Reading Between the Lines to Infer Meaning</i>. • Ask students to pick out the explicit information in the first item on the hand out, and then to infer meaning, or draw a conclusion about the “dapes”. 	<ul style="list-style-type: none"> • Read the first item on the handout and pick out the explicit information about the child’s behaviour. • Make an inference about the meaning of the “dapes”.
<p>During</p> <ul style="list-style-type: none"> • Direct students to read the remaining examples on the handout. • Engage the whole class in discussion about the meaning to be inferred from each statement. 	<ul style="list-style-type: none"> • Infer meaning from the clues in each statement on the handout. • Provide various interpretations of the situations described in each statement.
<p>After</p> <ul style="list-style-type: none"> • Help students to transfer the skill of inferring meaning by providing a sample observation report for which inferences or interpretations have to be made. See Student Resource: <i>Making Inferences from an Observation Report</i>. 	<ul style="list-style-type: none"> • Practice inferring meaning from the given observation report.

Notes

**Engaging in Reading: Reading Between the Lines
(Inferences)**

PARENTING HPC30 Communicating with Children

Explain what you think might be happening in the following situations:

1. A young child points to a bowl of grapes and says, “dapes”.
2. An eight-month-old girl sitting in her high chair stares at the toy train on the floor and then stares at her father.
3. While standing in line at the grocery check-out, you suddenly hear a woman screaming at a child in a nearby line.
4. You awake to hear your five-month-old baby babbling in the next bedroom.
5. An Early Years Centre teacher is reading to a young child. She asks the child questions about the story they are reading.
6. While enjoying lunch at a local restaurant you notice a man grabbing a child from a booster seat and running towards the door.
7. Before going into the amusement park, the Scout leader uses a yellow paper to explain the rules of the centre.
8. A baby seeing its mother coming across the room begins to quickly kick its legs and wave its arms and hands.



**Engaging in Reading: Reading Between the Lines
(Inferences)**

PARENTING HPC30 Communicating with Children

Making Inferences from an Observation Report

Read the following observation report written by a child-youth worker. Make inferences based on the observational data collected.

OBSERVATION REPORT

Observer: Toni **Date:** Saturday, November 4, 2--- **Time:** 4:10 p.m.

Location: Early Year's Centre **Child:** Colin **Age:** 3 years

Purpose: To observe Colin's reaction to a new toy

Description of Physical Environment: Usual Early Years Centre set-up with Crawling Creatures theme.

Description of Child's Activities	Interpretations (Inferences)
<ul style="list-style-type: none"> • Colin comes into playroom slowly. • Holds doorway frame. • Sees other children playing some pull toys. • Colin goes to the centre of the room and sits by himself, looks around. • Other children continue to roll and move the toys. • Child care worker brings Colin a wooden puzzle. • He looks at it; worker takes out a piece and shows Colin how to match the pieces. Colin begins to take pieces out, then replaces them. • Worker places sock puppets near the children. • Colin looks at them and continues to play with the puzzle. • Other children immediately run over to the puppets and start putting them on their hands and arms – children dance around. 	

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

PARENTING HPC30 Child Safety

A *concept map* is a way to visually organize an 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 subtopics and details. Arrows and other connectors can be used to demonstrate relationships between concepts.

Purpose

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

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 can 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 Resource, *Concept Map- Sample Template*.
- To see concept mapping in action, turn to Teacher Resource, *Concept Map - Child Safety*. There are three pages: page 1 contains sample text that can be read aloud to students as they listen for ideas that catch their interest; page 2 contains a partial concept map that can be filled in as the reading progresses; page 3 contains a completed concept map to show what a finished product might look like. Both the partial and completed concept maps can be made into overheads for use with the whole class.

Further Support

- *Beyond Monet*, Chapter 10.
- *Smart Ideas* software, <http://smarttech.com/>. This is ministry licensed software that is available to all schools in Ontario free of charge. It allows students to use computer software to create a variety of concept maps. It can be downloaded from the website for a free 30 day trial.



Engaging in Reading: Sorting Ideas Using a Concept Map

PARENTING HPC30 Child Safety

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Make an overhead of the sample text. Note: Do not tell students the topic of this text ahead of time. • Read the sample text aloud to the class, asking them to listen for and note the ideas that stand out in their minds or are of greatest interest. • Engage students in discussion about the ideas that captured their interest. • Show a sample concept map and record additional details on it. • Ask students to suggest words to write on the lines between the concept map bubbles, to describe the connection between the items. 	<ul style="list-style-type: none"> • Listen and record ideas of greatest interest as the teacher reads the text. • Contribute ideas and suggestions to the class discussion.
<p>During</p> <ul style="list-style-type: none"> • Provide students with small stick-on notes. • Assign a reading of part or all of a chapter in a textbook, an article, or other sample text. • Challenge students to begin creating a concept map - based on the overall topic, sub-topics, and details - by drawing bubbles in the correct hierarchy. 	<ul style="list-style-type: none"> • Read the text and use the stick-on notes to identify topics, sub topics, and details. • Create a concept map using stick-on notes to guide them to the ideas they need to include. • Complete the concept map, except for the words on the lines joining the bubbles.
<p>After</p> <ul style="list-style-type: none"> • Arrange students into pairs to share and compare their concept maps. • Ask students to discuss and reach consensus on the main ideas and details. • Challenge students to add their suggested words to the connecting lines between the bubbles. • Encourage students to use this strategy whenever they read complicated texts. 	<ul style="list-style-type: none"> • Compare and discuss differences between their concept maps. • Reach consensus on the topics, sub topics, and details. • Confer to add the words that show the connections between the topics, sub topics, and details.

Engaging in Reading: Sorting Ideas Using a Concept Map

PARENTING HPC30 Child Safety

Concept Map – Child Safety Example

- Information about child safety can be found in many places such as parenting magazines, textbooks, or the Internet.
- Do not tell students the topic of the text before you read it to them... they should draw their own conclusions about the topic.

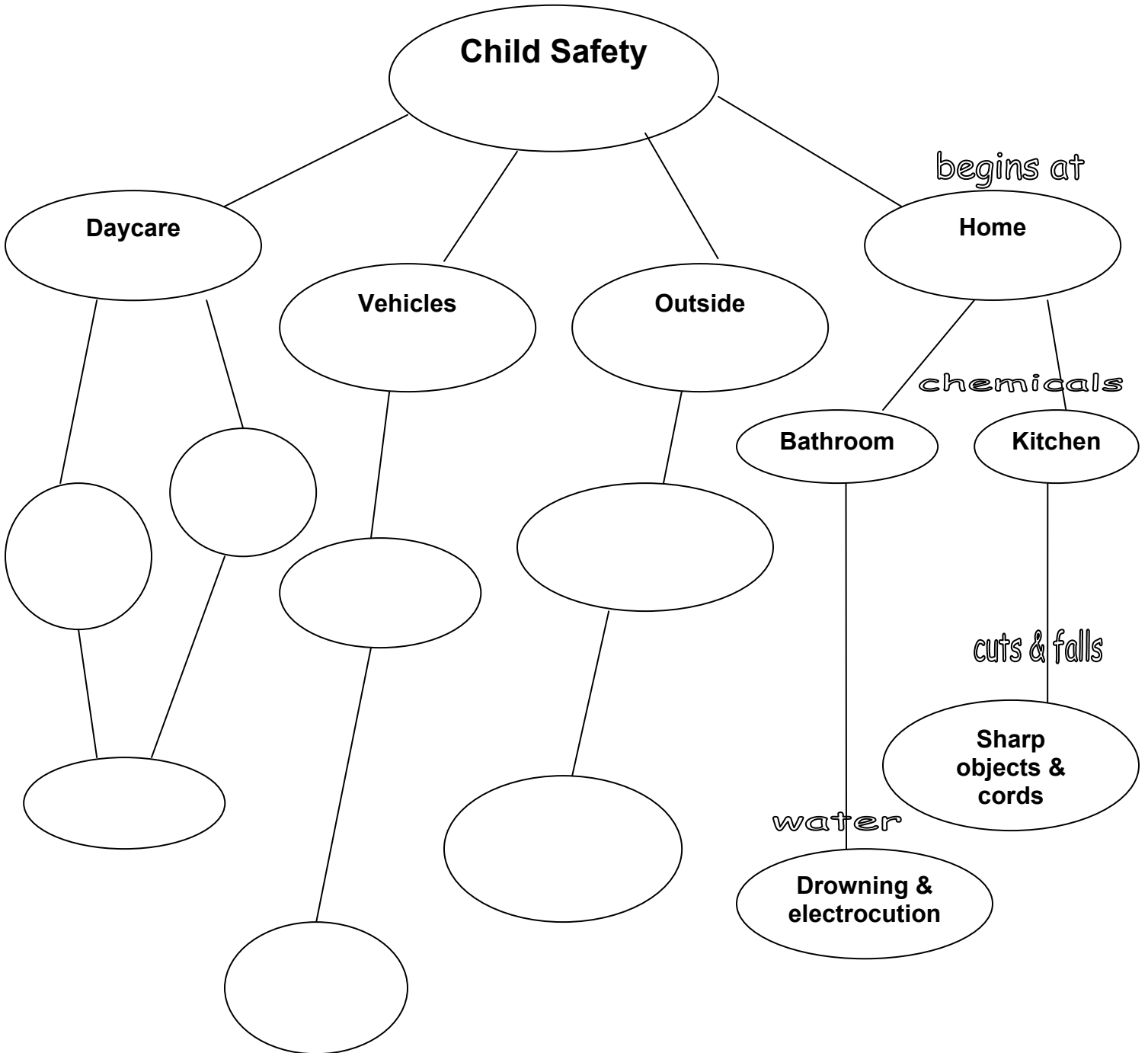
Saima is a three year old child who LOVES to explore her environment. To her, everything is new, and she needs to find out everything she can about it. At home, Saima's favourite room is the kitchen; there are so many great hiding places and there are many exciting toys to play with. She likes to play with items she finds in the cupboards. Under the sink are lots of bottles filled with different colour liquids with funny symbols on them, like skulls and flames. In the drawers are sharp knives and heavy dishes; they make loud noises when Saima drops them on the floor. Sometimes she can reach the kettle from the counter by pulling on the cord, and once she even got to play with a frying pan she pulled off the stove. In the bathroom, there are lots of little containers filled with pills and colourful liquids. Some of them smell like flowers, but others just smell funny to Saima. The bathtub is one of Saima's favourite hiding places; she can turn the water on all by herself and play "sailing" with her toys. Sometimes, she uses the hairdryer that is sitting on the counter to make waves.

On the way to her in-home daycare, Saima rides in the car. She has her own special seat that used to be her big brother's; he's 13. Saima's seat doesn't quite fit in the seatbelt so she just wears it around her stomach. At daycare, she spends lots of time playing with her friends. They love to play with the marbles that are on the top shelf. Sometimes they play with the miniature dolls that are in the china cabinet. Sometimes they make pretend food for them; if they stand on the chair they can reach the stove top.

When they go outside to play, Saima and her friends spend lots of time running around playing tag, or throwing balls to each other. They like to play on the climbers and monkey bars best. Sometimes they play in the sandbox and find treasures like sticks, glass, and rocks. When they make pretend food, they all take turns trying it; Saima's favourites are the chocolate chip cookies!

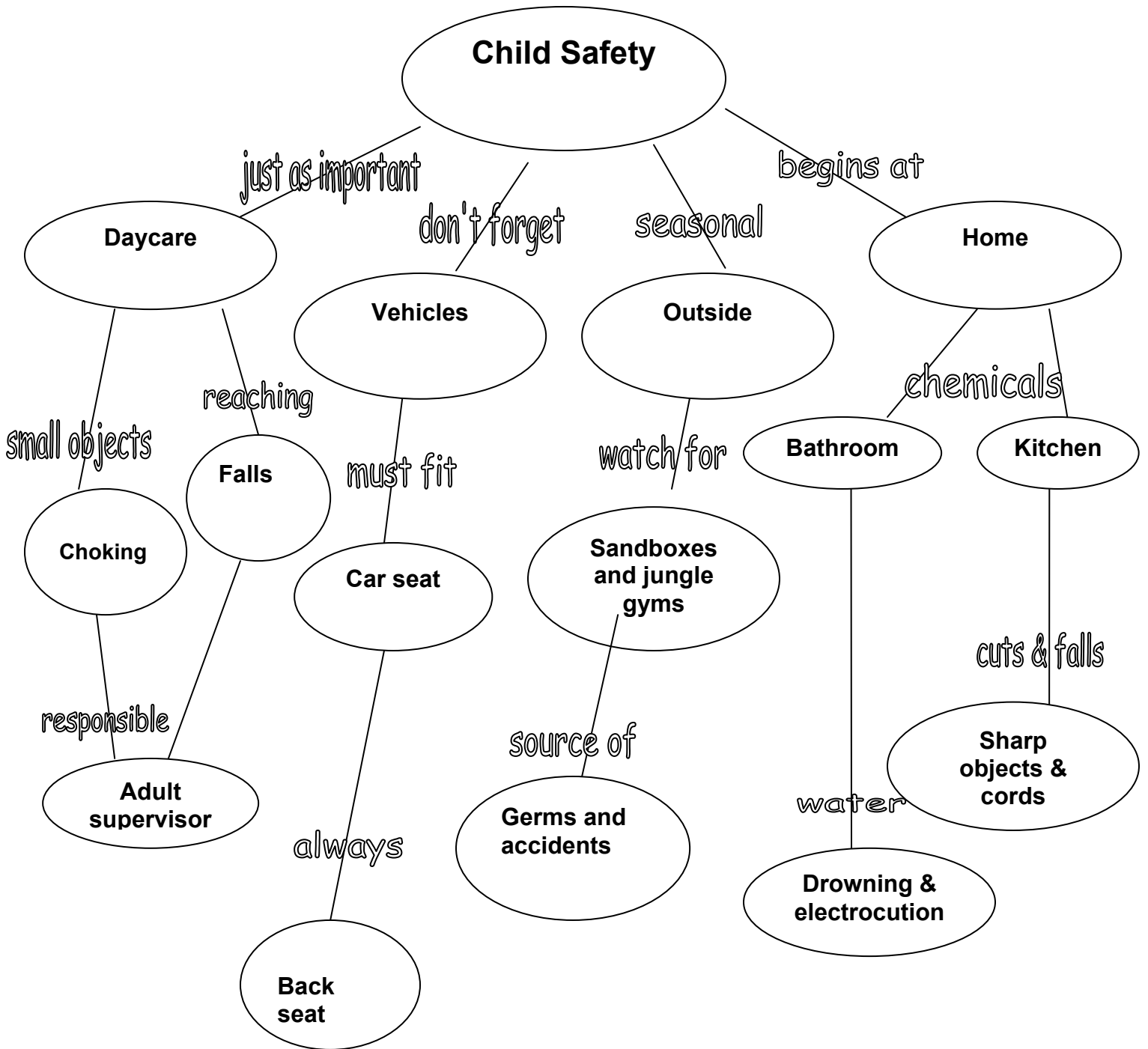
Engaging in Reading: Using a Concept Map

PARENTING HPC30 Child Safety



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

PARENTING HPC30 Child Safety

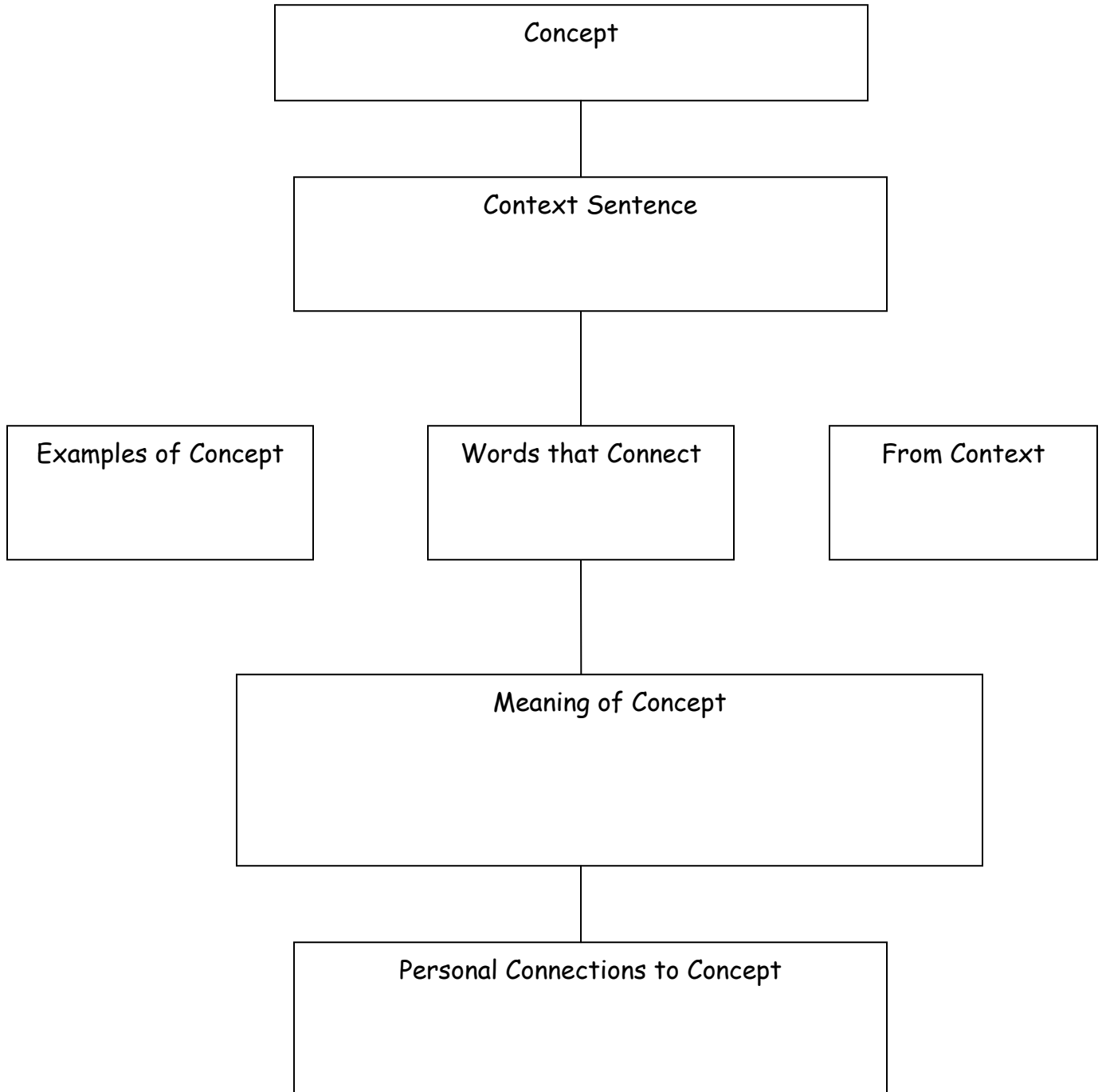




Engaging in Reading: *Sorting Ideas Using a Concept Map*

PARENTING HPC30 Child Safety

Concept Map – Branching Template



Engaging in Reading: **Making Notes**

PARENTING HPC30 Fetal Alcohol Spectrum Disorder

Notes help readers to monitor their understanding and help writers and speakers to organize information and clarify their thinking.

Purpose

- Provide strategies for remembering what one reads.
- Provide a tool for summarizing information and ideas, making connections, and seeing patterns and trends in course-related materials.

Payoff

Students will:

- read course-related materials, analyze content, and remember important information and concepts.
- learn a strategy for studying for a test, researching, or generating content for a writing task.
- be able to identify important information and details from a text.

Tips and Resources

- Student Resource, *Some Tips for Making Notes*. These tips can be modeled over several lessons or reading tasks.
- Student/Teacher Resource, *Fetal Alcohol Spectrum Disorder*.
- Student/Teacher Resource, *Fetal Alcohol Spectrum Disorder Notes*.

Further Support

- Provide students with visual organizers such as a two-column T-chart, K-W-L chart, or a key word list to record their thinking and make notes.
- Model for students how to use charts and flow charts to organize notes into clusters or related chunks of information. For example, use a Know, Want, Learn chart, a Venn diagram, an outline, a T-chart; a simple heading with key words listed below; a web, or tree chart. As a class, you could develop templates for a number of types of charts and keep blank copies of them available for students to fill in as they read or research.
- Model how to use key words and phrases to create a summary in your own words, or, for a longer reading passage, model how to reread sections and then summarize them in point form. Continue to model how to ask questions and write point-form answers, such as:
 - What part of this section is the most important?
 - What does the author want me to know about Fetal Alcohol Spectrum Disorder?
 - What do I find really interesting about this syndrome?
 - What other questions do I have?
- Provide students with *Some Tips for Making Notes*. Create tips as a class for future reference.
- Use sample notes to illustrate identifying important, irrelevant or missing information, and possible ways to organize notes. For struggling readers, use a two-column T-chart or a simple list or key words under a heading, on a large sheet of chart paper. Model how to choose important words or details and write them down on a chart. For example, read a sentence aloud, then ask students what the important idea or information is. Two-column notes might include headings such as facts/questions, opinion/proof, questions/answers, or interesting/important. Provide students with a simple sample for practice.



Engaging in Reading: Making Notes

PARENTING HPC30 Fetal Alcohol Spectrum Disorder

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Make an overhead transparency of a course-related reading selection to model the process of making notes. Use a blank transparency as a "notebook". • Preview the text with the class, noting features of the text and using them to form questions and responses such as: <ul style="list-style-type: none"> - What does this heading tell me? (Write down the title as the topic) - What form of writing is this? (Write down the form such as <i>magazine article</i> and the date). - What does this subheading tell me? - What do I already know about this topic? (Write down some points). 	<ul style="list-style-type: none"> • Preview the text and note strategies that others use to preview a text.
<p>During</p> <ul style="list-style-type: none"> • Continue modelling reading and making notes. Read the text aloud, stopping after each section or paragraph to identify keywords. Ask students to suggest key words and phrases. • Model how to use keywords and phrases to create a summary of point-form notes in your own words. • Model rereading sections to clarify notes or ask questions about the text such as: <ul style="list-style-type: none"> - What part of this section is most important? - What does the author want me to know about this topic? - What did I find interesting about that part? - What other questions do I have? - Does this remind me of anything else I have read about or seen? • Model using the questions to generate the content for the point-form notes. 	<ul style="list-style-type: none"> • Listen and observe the teacher modelling. Create their own notes based on the teacher's class example. • Identify keywords and phrases in the reading selection, and paraphrases important information. • Ask questions about the reading selection.
<p>After</p> <ul style="list-style-type: none"> • Ask students to read a short passage on the same topic and make notes. • Have partners or small groups share and compare notes. Students use partner's ideas to change or add to their notes. • As a class, discuss effective note-taking strategies. • Create class reference materials such as visual organizers, or note-making prompts. 	<ul style="list-style-type: none"> • Read the passage and use note-making strategies to record important ideas and information. • Use other's notes to add to or refine their own. • Identify note-making strategies and resources to use in the future.

Notes



Engaging in Reading: Making Notes

PARENTING HPC30 Fetal Alcohol Spectrum Disorder

Some Tips for Making Notes

Tips	Why
Write down the date of your note-making.	<ul style="list-style-type: none">• Helps you remember context.• If you have written the notes on a loose sheet of paper, dates help you organize notes later.
Give the notes a title, listing the text the notes refer to.	<ul style="list-style-type: none">• Helps you quickly identify information you may be looking for later.
Use paper that can be inserted later into a binder, or have a special notebook for note making, or use recipe cards. Use notepad, outlining, or annotation features of your word processing software.	<ul style="list-style-type: none">• You need to be able to organize your notes for easy access for use in studying, or in research reports.• Loose-leaf paper, a single notebook, or small cards are convenient in library research.
Use point form, your own shorthand or symbols, and organizers such as charts, webs, or arrows. Use the draw and graphic functions of your software.	<ul style="list-style-type: none">• Point form and shorthand are faster, easier to read later, and helps you summarize ideas.• Organizers help you see links and structures, organizes your ideas.
Don't copy text word for word. Choose only the keywords, or put the sentences in your own words. If you want to use a direct quote, be sure to use quotation marks. Don't write down words that you don't know unless you intend to figure them out or look them up. Use software's copy and paste function to select key words only.	<ul style="list-style-type: none">• Helps you understand what you have read.• Short form is much easier for studying and reading later.• Helps avoid plagiarism (using someone else's writing or ideas as your own).
Write down any questions you have about the topic.	<ul style="list-style-type: none">• Gives you ideas for further research.• Reminds you to ask others, clarify points.• Gives you practice in analyzing while reading.
Review your notes when you are done.	<ul style="list-style-type: none">• Ensures that they're legible.• Enables you to go back to anything you meant to look at again.• Helps you reflect on and remember what you've read.



Engaging in Reading: Making Notes

PARENTING HPC30 Fetal Alcohol Spectrum Disorder

Fetal Alcohol Spectrum Disorder Notes

1. The following information about Fetal Alcohol Spectrum Disorder has been gathered for a brief report. Read the notes. What questions do you still have about the topic? What information is missing? How might the writer fill in the information gaps?

Fetal Alcohol Spectrum Disorder: A Deadly Disease
<ul style="list-style-type: none"> • Affects at least 1% of North Americans. • Is the only 100% preventable birth defect. • Can affect learning and development in all stages of life • Is linked to high risk behaviours. • Alcohol is a teratogen (substance which causes birth defects). • Women should never drink while pregnant. • People with FASD likely to become addicted to drugs/alcohol. • Have difficulties concentrating. • FASD costs society millions of dollars in health care and social Services. • Alcohol is most dangerous to the fetus during the first trimester.

2. The ideas and information gathered could be sorted into two categories with the headings of "Important" and "Interesting". Read the chart below.

Important	Interesting
<ul style="list-style-type: none"> • Is 100% preventable. • Affects 1% of North Americans. • FASD costs society millions of dollars. • Alcohol most dangerous in first trimester. • Women should never drink while pregnant. 	<ul style="list-style-type: none"> Can affect learning & development. Is linked to high risk behaviours. Alcohol is a teratogen. More likely to be addicted to substances. Have difficulties concentrating.

3. Reread the point-form notes. How else might you organize this information? Use a graphic organizer to illustrate how you might organize your information.

Engaging in Reading: Making Notes

PARENTING HPC30 Fetal Alcohol Spectrum Disorder

Fetal Alcohol Spectrum Disorder***Introduction***

Becoming pregnant brings many changes to a woman's life. Pregnant women need to make sure that they eat properly in order to provide proper nutrition to their developing child, and they need to be wary of a variety of chemicals that could harm the fetus. There are many teratogens (substances that cause birth defects) which pregnant women need to look out for, one of the most dangerous being alcohol. Alcohol can damage any part of the fetus that is developing, but has its most detrimental effects on the brain.

FASD

Fetal Alcohol Spectrum Disorder (FASD) is the most prevalent birth defect in North America, and is the only birth defect that is 100% preventable. FASD is caused by a woman's consumption of alcohol while she is pregnant. While the effects of maternal alcohol use have their most detrimental effects during the first trimester of pregnancy, pregnant women and women who are trying to become pregnant should not consume any alcohol. It is estimated that approximately 1% of all children born in North America are affected by FASD, but some experts believe that this number is higher (Cunningham, Meriorg & Tryssenaar, 2003).

Symptoms

There are many effects of FASD, and they vary from one individual to another. Babies who are affected by FASD tend to have low birth weights, and may not develop as quickly as those who are unaffected. Young children affected by FASD often find it difficult to pay attention, and have difficulties reading and speaking. Some teenagers and adults affected by FASD have trouble finishing school or finding jobs. They are more likely than those unaffected to be involved in criminal behaviour, and are more likely to be addicted to drugs or alcohol. A common characteristic of people affected by FASD is engaging in impulsive or risk taking behaviour. Some people affected by FASD have distinctive physical characteristics and mental impairment.

Effects

Because awareness of FASD is relatively new in the medical community, it is not clear exactly what its costs to society are. As many people with FASD engage in impulsive and risky behaviour, it is not unusual for them to drop out of school, become involved with drugs or prostitution, or end up on social assistance or welfare. All of these end up costing taxpayers millions of dollars over a FASD affected individual's lifetime.

Conclusion

As FASD is completely preventable, it is the one birth defect that can be completely eradicated. Women who are pregnant or planning on becoming pregnant should not consume any alcohol throughout the course of their pregnancy. Since many of the effects of FASD are not obvious, there may be many more people than we think who are affected, potentially costing society billions of dollars in the future.

Resources:

Cunningham, Meriorg & Tryssenaar (2003). *Parenting in Canada*. (Chapter 8: Preparing for Children in Your Future) Toronto: Thomson-Nelson.

FASWorld Canada (2005). "Key Facts on Fetal Alcohol Spectrum Disorder". <http://www.fasworld.com/facts.ihtml>

Public Health Agency of Canada (2002). "What is FASD?" http://www.phac-aspc.gc.ca/dca-dea/programs-mes/fas-fae_whatis_e.html



Reacting to Reading: Drawing Conclusions (I Read/I Think/Therefore)

PARENTING HPC30 Spanking

Readers draw conclusions based on the ideas and information that they read from one or more sources. Providing a graphic organizer *before reading* helps students to organize their thinking *during reading* in order to analyze, make inferences and draw conclusions *after reading*.

Purpose

- Actively use prior knowledge and experiences when reading.
- Read and respond to the important concepts and issues in the course, making inferences and drawing conclusions.

Payoff

Students will:

- develop content and opinions for persuasive writing.
- become thoughtful speakers during whole-class and small group discussions.

Tips and Resources

- Drawing conclusions involves gathering information and deciding what the information means. For example, a report may *describe* situations when parents spank their children, it may *draw conclusions* about situations; and it may *offer recommendations*.
- Research resources may include Internet websites, magazines, books, etc. Since the reliability of website information may be questionable, teachers should investigate several websites before having students complete this exercise.
- See Student/Teacher Resource, *I Read/I Think/Therefore Sample Response - Spanking*. This annotated sample illustrates the thinking process that a reader might follow to gather information, reflect, and draw a conclusion.
- See Student Resource, *Template for Drawing Conclusions*. This graphic organizer helps students to organize their thinking while they are reading or conducting research that will require them to make inferences and draw conclusions. In the “I Read” section, students record the factual information they have researched about spanking. In the “I Think” section, students record what they facts mean to them. Students can evaluate the relevancy of these facts for their own purposes. In the “Therefore” section, students record their conclusion about which product they would purchase based on all of the information gathered.

Further Support

- Encourage students to use their real-life experiences as models for drawing conclusions.
- Create a wall chart to illustrate the strategy I Read/I Think/Therefore and post it as a reference for students.



Reacting to Reading: Drawing Conclusions (I Read/I Think/Therefore)

PARENTING HPC30 Spanking

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Prepare or select a scenario that deals with the issue of whether or not parents should spank their children. Make sure that the text selection presents more than one side. Create a question or reading prompt based on the information. (e.g., “Are there circumstances in which it is acceptable for parents to spank their children?”) • Select current websites or magazines that provide various viewpoints about parents spanking their children. Teachers will use their professional judgement about which resources are appropriate. • Use a thinking strategy such as “I Read/I Think/Therefore” to demonstrate how to draw conclusions based on gathered information. • Provide these readings to the students, or prepare a selected list of resources for them to choose from. • Provide students with a graphic organizer to record their thinking as they read the provided information. See Student Resource, <i>Template for Drawing Conclusions</i>. • Use a transparency to model for students how to read and record information and inferences. 	<ul style="list-style-type: none"> • Read the information provided and make inferences based on the information. • Reach a conclusion. • Observe the teacher’s thinking aloud process for drawing a conclusion. • Preview the research material to get ready to read. • Clarify the purpose for reading (prompt or question). • Observe how to complete the graphic organizer.
<p>During</p> <ul style="list-style-type: none"> • In pairs or individually, students complete the reading/research task and the “I Read” and “I Think” columns of the graphic organizer. • Partners read, pause, discuss, and record the information and their thinking. 	<ul style="list-style-type: none"> • Read the print or electronic research material, pausing to record important information, and make inferences.
<p>After</p> <ul style="list-style-type: none"> • Review the information gathered in the “I Read” section together. Ask students to look for similarities and differences. • Compile class information on a transparency. • Discuss the students’ responses in the “I Think” section. Model how to make inferences, and complete the section on the transparency. • Review the information and inferences. Ask students to suggest conclusions that can be made based on the information gathered so far. Discuss possible “Therefore” conclusions. • Model how to make appropriate conclusions. 	<ul style="list-style-type: none"> • Reread their graphic organizers. Identify similarities and differences among responses. • Draw a conclusion based on the information and inferences in the chart. • Compare own conclusion with those of others. • Apply their learning to a different reading task.

Notes



Reacting to Reading: Drawing Conclusions (I Read/I Think/Therefore)

PARENTING HPC30 Spanking

I Read/I Think/Therefore Sample Response - Spanking

Students are encouraged to use the graphic organizer on the following page to read and respond to a particular text. However, they can also use it to accumulate information about a topic from several sources before drawing a conclusion. Students are encouraged to read several different sources to develop a full understanding of the topic or issue.

The text says that the Supreme Court reviewed Section 43. I think I need more information about how they made their decision, and what information they used to support it.

In 2004, the Supreme Court of Canada upheld the law outlined in Section 43 of the Criminal Code that allows parents and caregivers to physically discipline (i.e. spank) children in their care using what they describe as "reasonable force". "Reasonable", according to the Supreme Court, means that it should not be used in anger, should not involve any objects, and should only be used on children under the age of twelve.

The Supreme Court's ruling disappoints many Canadians, as they believe that spanking or otherwise physically disciplining a child goes against their human rights. Several psychological studies conducted in the United States and Canada have determined that the use of physical punishment on children more often than not has lasting detrimental effects.

Despite this information, many North Americans continue to spank their children at times, and are pleased that the Supreme Court did not repeal Section 43. Abolishing this law would mean that a parent or other caregiver found spanking or otherwise disciplining a child in their care would be eligible to face criminal charges. Although many parents do not believe in spanking or physically disciplining their children, they do not see it as criminal behaviour.

The text says that parents are not allowed to use physical punishment in anger. I think most parents only use physical punishment in anger. I wonder how they will keep track of this.

The text says that if the law changed parents could face criminal charges for using physical punishment. I think it would be difficult to find this out, and I wonder what the consequences would be.

The text says that many studies have shown negative effects of physical punishment on children. I think this is true, but I would like to know what other discipline techniques parents can use.

Therefore...
The issue of whether or not parents and caregivers should be able to spank their children is very challenging for lawmakers because it is a very personal topic, and everyone has an opinion.

Resources: CBC. "Supreme Court Upholds Spanking Law". Friday, January 30th, 2004.

<http://www.cbc.ca/stories/2004/01/30/spanking040130>

Canadian Psychological Association. "Policy Statement on Physical Punishment of Children and Youth". March 14th, 2004.

<http://www.cpa.ca/documents/policy3.pdf>



Student Resource

Reacting to Reading: Drawing Conclusions (I Read/I Think/Therefore)

PARENTING HPC30 Spanking

Template for Drawing Conclusions

I Read	I Think
<i>Therefore...</i>	

Reading Different Text Forms: Reading Graphical Texts

PARENTING HPC30 Family Structures in Canada

Graphical text forms (such as diagrams, photographs, drawings, sketches, graphs, schedules, maps, charts, timelines, and tables) are intended to communicate information in a concise format and illustrate how one piece of information is related to another. Since graphical texts are used frequently in Family Studies, it is important to allow students to practice reading these text forms to increase their confidence and accuracy. 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 used in any course.
- 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.
- practise essential reading strategies and apply them to different course-related material.

Tips and Resources

- Sometimes a complicated idea or concept can be communicated more easily through a chart, diagram or illustration. Many informational texts include graphics to supplement the main ideas and provide clues to the important concepts in the text. Knowing how to use the features of graphical texts to acquire information and gain understanding are crucial skills for meeting social science expectations in Parenting and other Family Studies courses. These features may 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, focal point). Design features may also include images.
 - Organizational patterns (such as sequential, categorical, and explanatory).
- Teachers may choose a variety of graphical text samples so that students may practise assessing features e.g., a bar graph presenting statistical data, a table showing rows and columns, a diagram or graphic organizer showing connecting ideas. This practice may be completed by using random examples from an existing textbook or by providing photocopies. Students could then circle, underline or highlight the features of the graphical texts to secure their understanding.
- As an alternative, teachers may use the suggested activity as a way to assist students in understanding the features of a graphical text.
- See:
 - Student Resource, *Tips for Reading Graphical Texts*.
 - Student Resource, *Family Structures in Canada*.

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

PARENTING HPC30 Family Structures in Canada

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Present the topic of 'family structure' to students. Have them brainstorm what this means, and what a “family” might look like in Canada. • Explain that to increase their knowledge about family structures in Canada that they will examine a graphical text. Before scrutinizing the information, students need to understand the features of graphical text (e.g., print features such as typeface, titles, and source; organizational features such as the arrangement of the material; any design or organizational patterns of the text). 	<ul style="list-style-type: none"> • Contribute ideas about family structures in Canada. • Think about the significance of features of graphical text before scrutinizing the content of the reading.
<p>During</p> <ul style="list-style-type: none"> • Distribute Student Resource, <i>Family Structures in Canada</i>. • During reading, help students connect the features of the graphical text to what they already know about the topic. By using the features (e.g., title, subtitles), students can predict the meaning of the content. • Provide students with focus questions such as: <ul style="list-style-type: none"> - What is the purpose of this graphic? - How is the information organized? - What is the source of this information? - Is any information missing? • Demonstrate how to paraphrase the information presented (e.g., the title of the example means...in Canada families are organized in different ways). • Invite students to organize the content information in a different way (e.g., most to least common family type). 	<ul style="list-style-type: none"> • Examine features of graphical text according to the questions presented. • Use focus questions presented by the teacher to increase knowledge and understanding of the features of graphical text. • Model the paraphrasing technique as demonstrated by the teacher. • Organize the content information as directed by teacher.
<p>After</p> <ul style="list-style-type: none"> • Summarize the activity by reviewing the process students used for reading graphical text. See Tips and Resources. • Ask students to give other examples of how they can use the reading strategies (e.g., in tables, charts, bar graphs). 	<ul style="list-style-type: none"> • Listen to the summary to confirm understanding. • Suggest other examples where these reading strategies can be applied.

Reading Different Text Forms: *Reading Graphical Texts*

PARENTING HPC30 Family Structures in Canada

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 (e.g., “Figure 1.5”).
- Recall what you already know about the topic or subject.

During Reading

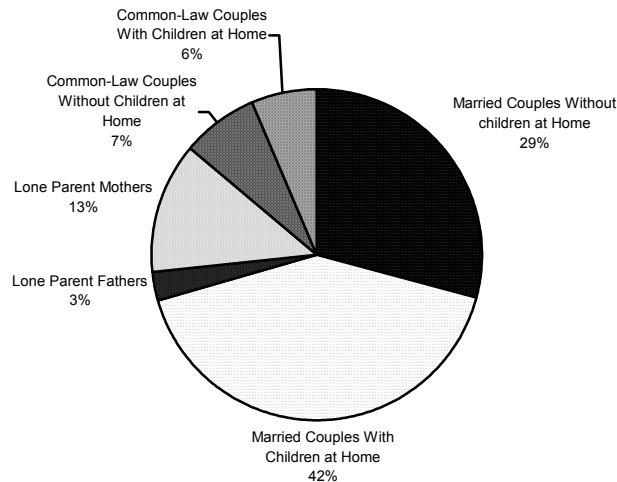
- Read all the labels and examine how they are related to the graphic. Each label has a purpose. The most important labels may be in capital letters, bold type, or a larger font.
- Follow the arrows and lines. They may be used to show movement or direction, or connect to the things they name.
- Look 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.
- Rephrase 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
PARENTING HPC30 Family Structures in Canada

Number of Families in Canada by Family Structure, 2001



Adapted from the Statistics Canada Web site, 2001 Census, "2001 Census Data on Marital Status of Canadians, Families and Household Living Arrangements," Catalogue no. 97F0000 5XCB01006

Questions:

1. What is the organizational feature of this example of graphical text?
2. What design features have been used in this example of graphical text?
3. What print features have been used in this example of graphical text?
4. Reorganize the types of families from most common to least common. Predict what type of family you think will be the most common in 25 years. Why?
5. Calculate the percentage of the total number of families with children. What conclusions can you draw about children in Canadian families?

Reading Different Text Forms: Reading Literary Texts

PARENTING HPC30 Examining the Role of Parenting through Literature

Literary texts (e.g., 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. Canadian literature offers a range of insights into thinking about children and families in different ways. Examples include: *Anne of Green Gables* by L. M. Montgomery, *Gone to an Aunt's* by Ann Petrie, *Rebecca* by Kristin Butcher, *Dads Under Construction* by Neil Campbell, *When We Were Young* by Stuart McLean and many, many others.

Purpose

- Become familiar with the elements and features of literary texts that provide insights into children and families.
- Explore a process for reading literary texts, using strategies for before, during and after reading.

Payoff

Students will:

- read for information and enjoyment.
- practice essential reading strategies and apply them to course-related topics.

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 rhyme, structure, rhythm, 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, and references). Essays might be persuasive, personal, or descriptive but often use the same elements to communicate a significant idea or viewpoint. These elements include thesis, introduction, body, conclusion, arguments, and evidence.
- Many of the strategies used for reading informational and graphical texts can be used effectively to read literary texts. See Student Resource, *Examining the Role of Parenting through Literature Sample*.
- See Student Resource, *Tips for Reading Literary Texts in Family Studies*. Focus on 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 their reading.
- Have students use literacy texts of their own choosing for some course assignments.



Reading Different Text Forms: Reading Literary Texts

PARENTING HPC30 Examining the Role of Parenting through Literature

What teachers do	What students do
<p>Before Before reading, help students connect new content and ideas with prior knowledge by encouraging them to think about what they already know. In the selected example, teachers might:</p> <ul style="list-style-type: none"> • Ask students to brainstorm a list of ideas related to the roles of parents. • Ask students to recall ideas from personal experiences or from media. • Pose questions to stimulate thought (e.g., does gender make a difference to the role of parenting?). • Identify and pre-teach unfamiliar vocabulary and concepts that appear in the selected text 	<ul style="list-style-type: none"> • Participate in activities that examine prior knowledge about the roles of parenting. • Become familiar with vocabulary and concepts that might be helpful in understanding the selected text.
<p>During During reading, help students connect the information and ideas in the text with what they already know.</p> <ul style="list-style-type: none"> • Invite students to visualize the text. Show students how to pause, think and create <i>think marks</i> (e.g., quick comments, questions, personal connections or interesting phrases) as they read. • Provide focus questions to help students make inferences. 	<ul style="list-style-type: none"> • Visualize the setting, events or images that the story. • Read the selected text pausing and thinking about the text jotting “think marks” in margins or other white space. • Use focus questions to connect text with topic.
<p>After After reading, help students consolidate and extend their understanding about the role of parenting.</p> <ul style="list-style-type: none"> • Ask partners to retell or paraphrase what they have read and to compare this to their own experiences. • Continue with other activities on the topic (e.g., expectations of parents, the role of fathering/mothering throughout the life cycle, pre-natal and/or parenting classes). • Review process of reading literary texts. See Student Resource, <i>Tips for Reading Literary Texts in Family Studies</i>. 	<ul style="list-style-type: none"> • In partners, retell or paraphrase the selected text and compare what they have read to their own experiences. • Continue to explore the role of parenting beyond personal experience.

Notes

Reading Different Text Forms: Reading Literary Texts

PARENTING HPC30 Examining the Role of Parenting through Literature

Tips for Reading Literary Texts in Family Studies**Before Reading**

- Read the title of the book and/or chapter and think about what the story or selected text might be about.
- Do you know anything about the author? Why might the author be writing about the topic?
- Look at any illustrations including the cover. What do they tell you about the story or subject?
- Think about what you know about this topic already.
- Examine 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.
- Picture the setting, events or images in your mind. As you read, imagine how the words will be spoken and see the action.
- Compare the scenarios to your understanding of the topic. For example, how is the role of parenting fulfilled in the story? Are the roles similar to or different from your own experiences?
- Use *think marks* (e.g., quick comments, questions, personal connections or interesting phrases) as you read.
- Use prepared questions to guide you in making inferences.

After Reading

- Write down favourite quotations from the text. Share and compare them with a partner.
- Retell/summarize the content in your own words, orally or in writing. Compare the story to personal experiences and understanding.
- Locate other literature that might provide insights to understanding children and families. Be aware of writer bias or intent.

Reading Different Text Forms: Reading Literary Texts

PARENTING HPC30 Examining the Role of Parenting through Literature

Examining the Role of Parenting through Literature Sample

The following is an excerpt from *Dads under Construction* by Dr. Neil Campbell. He is recognized as an advocate for involved fathering.

Freezing My Father's Pajamas

I was fifteen years old, the time of life when mischief takes hold of a young man. Who better a target than my father, who was a staid fifty-eight? He was an industrious man who worked long hours operating a Laundromat and working as a telegrapher with the railway. Out of necessity, he usually went to bed early.

My father had a thing about being cold. He often felt chilly. Winter was never his favourite season. And of course, his creature comforts at bedtime were very important to him. He always had his pajamas folded neatly under his pillow, and he looked forward to getting into a warm bed for a good night's sleep.

One evening, several hours before his bedtime, I snuck into the master bedroom and took his pajamas from under his pillow. I quietly made my way to the laundry room, filled my mother's laundry spray bottle with cold water, and sprayed the PJ's thoroughly. Then I put them into the freezer. One hour later, shortly before he went upstairs to get ready for bed, I retrieved the pajamas, which by then were frozen stiff, and put them back under his pillow. I left the room and waited in gleeful anticipation as he came upstairs and prepared to go to bed.

From down the hallway came his startled exclamation. He immediately called out to my mother, wanting to know who was responsible for this deed. He got to bed somewhat later than usual that night because he had to defrost the pajamas in the dryer.

I played this trick on him several times during my teen years, and he would always give the same startled yelp. He knew very well who was freezing his pajamas. Years later, he told my mother that he appreciated this prank I'd played on him. He said that in a strange sort of way, it made him feel important.

Campbell, N. R. (2003). *Dads Under Construction*. Toronto, Canada: The Dundurn Group. ISBN 1-55002-472-8
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Generating Ideas: Rapid Writing

PARENTING HPC30 Teen Parents

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

- There are numerous opportunities for application of this strategy in HPC Parenting course planning. A computer lab for word processing is an effective place for students to do this work, but paper and a pen or pencil will work just as well.
- This strategy may also be used:
 - as a pre-reading strategy similar to KWL
 - to review classroom work
 - in conjunction with brainstorming
 - as an after topic assessment e.g., qualities of effective parents
 - to summarize the connections between developmental stages and individual behaviour
 - as a pre-writing strategy before a final copy is submitted for evaluation
- Use rapid writing regularly in the classroom, and have students select the day's topic. Family Studies courses lend themselves well to this approach to new topics.
- Rapid writing may be applied when writing tests, by "scribbling down" information students are afraid of forgetting just before they begin responding to questions.
- Prepare an overhead transparency of 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 methods of birth control you can think of in three minutes, then as many more as possible in the next three minutes.
- Vary the process; some students may need to work in point form.
- Save completed rapid writing to use later to teach writing conventions or organization of ideas.
- Vary the amount of time given to students.
- Post the topic-related vocabulary in the classroom as an aid for struggling students.



Generating Ideas: Rapid Writing

PARENTING HPC30 Teen Parenting

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Explain that the purpose of rapid writing is to allow students to record what they know about a topic without worrying about repetition, spelling, grammar, or any other errors. Use Student/Teacher Resource, <i>Tips for Rapid Writing</i> as an overhead transparency to further explain the strategy. Emphasize that the purpose of rapid writing is to generate as much knowledge or as many ideas as possible with no concern for errors. 	<ul style="list-style-type: none"> Students listen and observe how the strategy of “rapid writing” works.
<p>During</p> <ul style="list-style-type: none"> Present the task in the form of a question: “What are the challenges a teen might face if they became a parent?” “Why might some teens choose to become parents?” “What are the long term effects on a teen who becomes a parent?” Give the signal to begin writing or typing. Time the students - use discretion given the characteristics and background knowledge of the group. Give the signal for students to stop writing or typing. (A one minute warning may be appropriate.) 	<ul style="list-style-type: none"> Listen to and/or observe the question to be addressed in the rapid writing strategy. At the starting signal, write or type as quickly as possible without stopping or making any corrections.
<p>After</p> <ul style="list-style-type: none"> Debrief. Ask students to count the ideas generated. Ask who has at least ____ ideas, until only one or two hands remain up. Discuss the ideas generated, based on what the students have written. Encourage students who don’t usually participate to state some of the ideas that they came up with. Use this exercise as an introduction to the topic of teen parenting, or as a starting point for an opinion paper or argumentative essay about teen parenting. This could also be used to help students structure a debate. As a follow-up, in small groups (3-4) have students classify and organize their ideas. Use Student Resource <i>Challenges Faced by Teen Parents</i>. 	<ul style="list-style-type: none"> Count the number of ideas generated. Discuss the topic by reading aloud parts of what they have written. Depending on the expectations, students may independently pursue an aspect of the topic to write a report or prepare for a debate. In small groups (3-4), students classify and organize their ideas on the Student Resource, <i>Challenges Faced by teen Parents</i>.







Notes



Generating Ideas: *Rapid Writing*

PARENTING HPC30 Teen Parenting

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 keyboard.**
-  **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.



Student Resource

Generating Ideas: Rapid Writing

PARENTING HPC30 Teen Parenting

**Classifying and Organizing Ideas:
Challenges Faced by Teen Parents**

A. Financial



B. Emotional



C. Social



D. Educational





Generating Ideas: **Setting the Context (What Do My Readers Want to Know?)**

PARENTING HPC30 Preparation for Parenting

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 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. Some writing is intended to communicate information to the reader (e.g., *to inform*, *to explain*, *to review*, *to outline*, and *to describe*). Other purposes convince the reader to 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 (What Do My Readers Want to Know?)

PARENTING HPC30 Preparation for Parenting

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Couples considering parenthood will benefit from understanding the personal life changes that result from becoming parents (e.g., changes in lifestyles, resources, living arrangements, careers). Explain to students that by first understanding the audience, writers of pamphlets, articles, etc. can better communicate important information. Model for students the process of imagining readers' possible questions about this topic. Record these questions. Some examples: <ul style="list-style-type: none"> - What are the ages of the first time parents? - What resources do they have? Ask students to contribute questions that they think the prospective parents would need/want answered. 	<ul style="list-style-type: none"> Identify characteristics of prospective parents. Imagine the questions that prospective parents would want to know. Imagine themselves as perspective parents and the questions they might ask. Make connections to other students' questions noting similarities and other ideas.
<p>During</p> <ul style="list-style-type: none"> Have students design a pamphlet, fact sheet, or a newspaper want ad for prospective parents that provides information about important considerations that must be made in preparing for parenthood. In preparing for the task, have students work in pairs or small groups to identify their target audience and to create possible questions from the prospective parents. Students may share and compare their questions with those in other groups. 	<ul style="list-style-type: none"> Review the assigned writing task. Work in pairs or small groups, using chart paper and markers to record characteristics of prospective parents and questions this audience would want answered in preparing for parenthood. Post chart pages or a report on the questions generated.
<p>After</p> <ul style="list-style-type: none"> Model for students how to organize the questions into a possible outline for their writing task, and use the questions to focus their first draft writing. Ask students to use their questions to create a writing outline. Ask students to use their writing outline to begin their assigned task. 	<ul style="list-style-type: none"> Listen to the teacher's guidelines for organizing the questions. Work individually, using an initial writing technique (such as rapid writing) to respond to the questions in order to get started on the assigned writing task.

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

PARENTING HPC30 Positive Parenting

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 presented.
 - *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.
- See Student/Teacher Resource, *Webbing Ideas and Information, Think Literacy: Cross-curricular Approaches, Grades 7-12, p.110*

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 diagrams).
- Provide assignments such as Student Resource, *An Advice Column for Parents*, to extend the sorting and organizing of ideas and information into meaningful writing tasks.
- 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 sticky notes, markers, highlighters, scissors, and glue, for marking and manipulating their gathered ideas and information.



Developing and Organizing Ideas: Webbing, Mapping and More

PARENTING HPC30 Positive Parenting

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Provide chart paper and markers for groups of four students. Have groups assign a letter to each person A-B-C-D. • Instruct <i>Person A</i> to put the title, Positive Parenting, in the centre of the paper. • Instruct <i>Person B</i> to divide the paper into four sections, one for each student. • On their section of the chart paper, ask each student to jot words and phrases that come to their mind in thinking about positive parenting. Set a time limit. • Be prepared to provide additional ideas as you circulate among the groups (e.g., positive and negative reinforcement, natural consequences). • Stop activity. Have students share their ideas within their groups. <i>Person C</i> acts as the chairperson. • Explain that using graphic organizer strategies such as webbing or mapping makes connecting ideas easier. Provide examples on the chalk board. 	<ul style="list-style-type: none"> • Organize into groups of four. Each person in the group accepts a letter and follows the given responsibilities. • Recall what they know about positive parenting. Jot the ideas individually in their share of the paper. • Listen to additional ideas that may be generated by the teacher through questions and other ideas. • Share ideas with their group members. • Note how graphic organizers such as webs, maps, or Venn diagrams may be used to connect ideas.
<p>During</p> <ul style="list-style-type: none"> • Instruct groups to create one web or Venn diagram that draws individual ideas together to show the key aspects of positive parenting. <i>Person D</i> leads the discussion that sorts and organizes ideas. • Model for students how to use the web to create a possible outline or template for writing a first draft. Consider categories and/or generalizations that emerge from the connections to help identify subtopics, headings, and structure. 	<ul style="list-style-type: none"> • Contribute to the web or Venn diagram by identifying important ideas and key information, suggesting clusters and ways to create a meaningful organizer. • Note how a graphic organizer can then be used as an outline or template for writing.
<p>After</p> <ul style="list-style-type: none"> • Have students use their group webs to individually complete a writing task. See Student Resource, <i>An Advice Column for Parents</i>. • Remind students that writers often create graphic organizers to manipulate and group information into clusters. 	<ul style="list-style-type: none"> • Reread web, map, or Venn diagram • Make connections between the graphic organizer and possible ways of organizing the information and ideas into a meaningful response for the writing task assignment.



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

PARENTING HPC30 Positive Parenting

An Advice Column for Parents

Task

Develop **An Advice Column for Parents** based on the ideas for positive parenting generated from the webbing activity. Create an appropriate question from a parent perspective and a detailed answer. The question and answer must pertain to positive parenting.

Procedure

- Review the graphic organizer (web, map, Venn diagram) produced from the class activity.
- Develop a question of your choice related to positive parenting.
- Use the strategies described to develop an outline for the response to the question based on the webbing activity.
- Write your first draft.
- Have a peer edit your work before word processing the final product.

Assessment/Evaluation

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Knowledge</p> <ul style="list-style-type: none"> • Identifies and describes responsibilities that parents have for children • Shows an understanding of techniques for parenting and disciplining young children 	<ul style="list-style-type: none"> • Identifies and describes the responsibilities of parenthood with limited effectiveness • Shows a limited understanding of parenting and discipline techniques 	<ul style="list-style-type: none"> • Identifies and describes the responsibilities of parenthood with some effectiveness • Shows some understanding of parenting and discipline techniques 	<ul style="list-style-type: none"> • Identifies and describes the responsibilities of parenthood with considerable effectiveness • Shows considerable understanding of parenting and discipline techniques 	<ul style="list-style-type: none"> • Identifies and describes the responsibilities of parenthood in a highly effective manner • Shows extensive understanding of parenting and discipline techniques
<p>Communication</p> <ul style="list-style-type: none"> • effectively communicates the results of an inquiry into positive parenting 	<ul style="list-style-type: none"> • Communicates results with limited effectiveness 	<ul style="list-style-type: none"> • Communicates results with some effectiveness 	<ul style="list-style-type: none"> • Communicates results with considerable effectiveness 	<ul style="list-style-type: none"> • Communicates results in a highly effective manner

Teacher’s Comments

Developing & Organizing Ideas: Supporting the Main Idea

PARENTING HPC30 Balancing Work & Family

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.

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.
- Use this strategy to help students organize their ideas and support their point of view.
- The “main idea” is a broad statement that includes a topic that can be expanded. It usually begins a paragraph e.g., “Children require a lot of love and attention,” “Making the choice to return to work can be difficult for many mothers”, “Today, more fathers are remaining at home to care for their children”.
- Supporting details follow the main idea.
- Presenting the main idea and adding supporting details is very important in the introductory paragraph of any essay or research report. Here readers are enticed to read about a particular social issue.
- See:
 - Student and Teacher Resources, *Sample Exercises and Sample Exercises (Answer Key)*.
 - 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 strategy.

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 & Organizing Ideas: Supporting the Main Idea

PARENTING HPC30 Balancing Work & Family

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

Notes



Developing & Organizing Ideas: Supporting the Main Idea

PARENTING HPC30 Balancing Work and Family

Sample Exercises

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

Legend

- ▶ Main idea
- ✓ Statement belongs in the paragraph
- ✗ Statement should be crossed out or removed, does not belong

Paragraph One:

Health problems can be a result of stress.

One way to stay organized is to set a weekly schedule.

In order to balance the demands of work and family, it is important to manage time, set priorities, and work together.

Spending quality time together is important for families.

Working is how parents financially support their families.

Sharing household tasks can help families share more quality time together.

Paragraph Two:

Having an extra day allows more time to manage the house.

What else can employers do to help families?

Reduced child care costs allow families to save more money.

Paid parental leave helps parents spend time with their families.

Many parents like the option of being able to be home with their children after school.

Many employers offer alternative work schedules to assist families including flex time, working from home, and condensed work weeks.

Paragraph Three:

Parents feel torn to meet the needs of their career and their family.

Taking care of children requires a lot of energy.

Careers are very time consuming.

Parenting is a 24 hour a day job, and does not have vacations.

Most full-time jobs require time commitments that can interfere with family life.

Sometimes parents feel guilty about spending too much time at work.



Developing & Organizing Ideas: Supporting the Main Idea

PARENTING HPC30 Balancing Work and Family

Sample Exercises – Answer Key***Legend***

- ▶ Main idea
- ✓ Statement belongs in the paragraph
- ✗ Statement should be crossed out or removed, does not belong

Paragraph One:

- ▶ In order to balance the demands of work and family, it is important to manage time, set priorities, and work together.
- ✓ One way to stay organized is to set a weekly schedule.
- ✓ Spending quality time together is important for families.
- ✓ Sharing household tasks can help families share more quality time together.
- ✗ Working is how parents financially support their families.
- ✗ Health problems can be a result of stress.

Paragraph Two:

- ▶ Many employers offer alternative work schedules to assist families including flex time, working from home, and condensed work weeks.
- ✓ Having an extra day allows more time to manage the house.
- ✓ Reduced child care costs allow families to save more money.
- ✓ Many parents like the option of being able to be home with their children after school.
- ✗ What else can employers do to help families?
- ✗ Paid parental leave helps parents spend time with their families.

Paragraph Three:

- ▶ Parents feel torn to meet the needs of their career and their family.
- ✓ Most full-time jobs require time commitments that can interfere with family life.
- ✓ Parenting is a 24 hour a day job, and does not have vacations.
- ✓ Sometimes parents feel guilty about spending too much time at work.
- ✗ Taking care of children requires a lot of energy.
- ✗ Careers are very time consuming.



Developing & Organizing Ideas: **Adding Details**

PARENTING HPC30 Prenatal Health

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 detail in the writing.
- Encourage deeper thinking and understanding about a chosen topic.
- Provide opportunities to selectively choose supporting details.

Payoff

Students will:

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

Tips and Resources

- Make sure the paragraph composed for this activity is “bare bones”, leaving out most details and many unanswered questions. (e.g., Teacher Resource, *Adding Details – Prenatal Health*).
- For an annotated sample, see Teacher Resource, *Adding Details – Prenatal Health*.
- As a next step in the writing process, consider following this activity with Peer Editing (see *Think Literacy: Cross Curricular Approaches, Grades 7-12*, p.132).

Further Support

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



Developing & Organizing Ideas: Adding Details

PARENTING HPC30 Prenatal Health

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Compose a brief paragraph that explains or describes an aspect of parenting that 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. This may be a good strategy to begin a unit, or could be used as students begin their social science research. 	<ul style="list-style-type: none"> Bring a first draft of a writing assignment to class.
<p>During</p> <ul style="list-style-type: none"> Begin by reading the paragraph to the class. (Provide them with a visual copy, either on paper or on a transparency.) Distribute or display the <i>Stretching Ideas</i> handout. See Student/Teacher Resource. Ask students to reread the paragraph and identify all the places where more information is needed. Respond to student questions by adding more details, examples, or anecdotes. Guide students in discussion to see how additional supporting detail improves the quality of the writing. Direct students (individually or in pairs) to use the <i>Stretching Ideas</i> handout to guide revision of their own first drafts. 	<ul style="list-style-type: none"> Read the paragraph and the <i>Stretching Ideas</i> handout and identify places where more information is needed. Volunteer questions from the handout for the teacher to answer. Begin revision of own work, using questions from the handout.
<p>After</p> <ul style="list-style-type: none"> (Optional) Assign revision of the first draft as homework for a subsequent class. (Optional) Have students work with the handout and the revised draft to identify further areas for revision. 	<ul style="list-style-type: none"> May complete revision of the first draft as homework. May use the handout and the revised draft (individually or in pairs) to identify further areas for revision.



Developing and Organizing Ideas: **Adding Details**

PARENTING HPC30 Prenatal Health

Prenatal Health

Prenatal health is important for women to think about. Women who are pregnant need to eat healthy foods. Exercise is good for pregnant women and their babies, but some types of exercise should be avoided. Expectant mothers need to be concerned about chemicals and other substances that may harm their babies. Even some everyday items may be harmful to the fetus. Pregnant women need to be very careful so that they do everything they possibly can to ensure a healthy pregnancy.



Developing and Organizing Ideas: Adding Details

PARENTING HPC30 Prenatal Health

Fruits, vegetables, whole grain breads, lean meats...yum. These types of foods are important for everyone to eat, but are especially important for pregnant women. Each of the food groups in Canada’s Food Guide provides us with a variety of nutrients, all of which are essential for proper health. Carbohydrates, protein, fats, vitamins, minerals and water are present in the foods that we eat. Our bodies need a combination of all of these in order to stay healthy. Pregnant women need to be especially careful of what they eat because the developing fetus gets all of its nutrients straight from its mother. The right combination of these nutrients affects the physical development of the fetus, and if it doesn’t get fed properly, birth defects can occur. For example, folic acid (also known as folate) helps the expectant mother produce extra blood, and also protects the developing brain of the baby. Calcium is an important mineral for both mother and baby because it aids in the development of strong bones and teeth. The fetus will take its calcium from the mother’s bones if she does not provide it with enough.

What are the food groups?

What other nutrients are necessary for prenatal health?

When does a baby’s brain develop?

In what foods are calcium and folate found?

What do each of these nutrients do for our bodies?

What sort of birth defects can be a result of improper nutrition?

Why do expectant mothers need folic acid?

What happens to the mother if the fetus takes calcium from her bones?

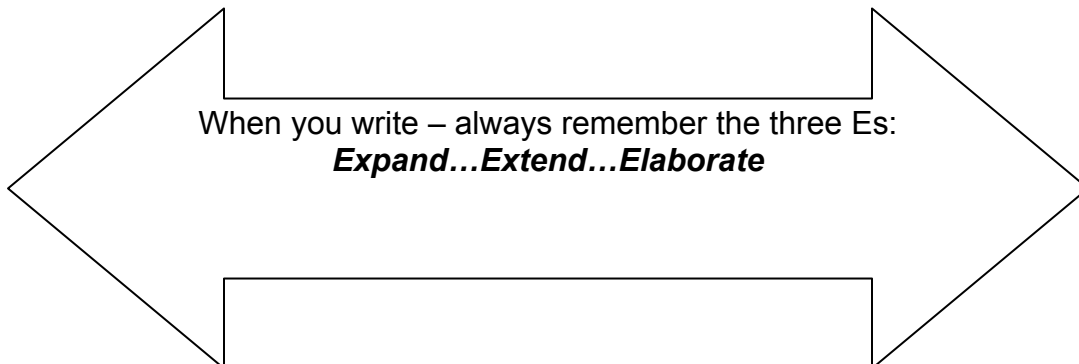
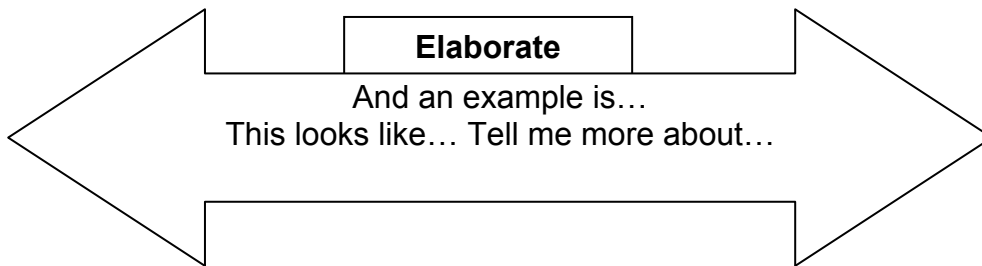
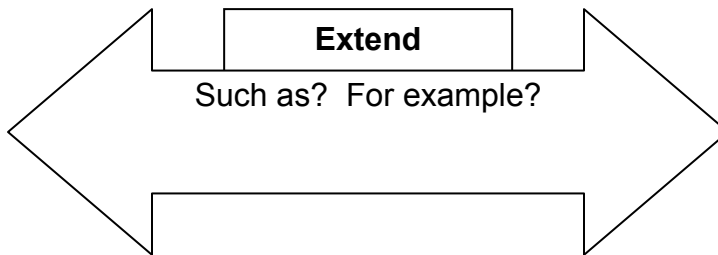
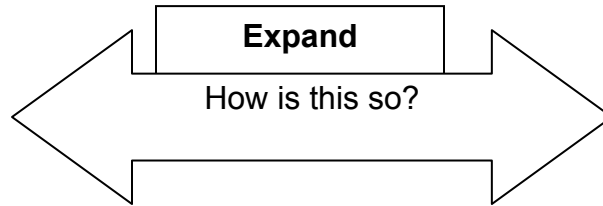
What else is important for prenatal health?



Developing and Organizing Ideas: Adding Details

PARENTING HPC30 Prenatal Health

Stretching Ideas



Revising & Editing: Reorganizing Ideas

PARENTING HPC30 Breastfeeding

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.
- 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

“Analysing Revision” *College Composition* 32: 400-410.

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/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 & Editing: Reorganizing Ideas

PARENTING HPC30 Breastfeeding

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

Notes



Revising & Editing: Reorganizing Ideas

PARENTING HPC30 Breastfeeding

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- Breastfeeding

Breastfeeding has been practiced by women in many cultures for centuries, and has recently regained its popularity in North America. Breast milk is easier for babies to digest than cow's milk, and breast-fed babies are less likely to suffer from digestive problems. Breastfeeding is convenient, as a mother's milk is ready at all times and requires no preparation. Breast milk also contains antibodies, which help to protect babies from disease, especially in their first few months of life. Mothers can pump their milk into bottles and leave them in the fridge for other caregivers to give to the baby if they are working outside the home, or to give Dad a chance to feed the baby too. Breastfeeding helps Moms to bond with their babies because of the closeness experienced during this time.

Sample Paragraph 2- Breastfeeding

Women have been breastfeeding their babies in all cultures for centuries. While this practice was out of style in North America for a while, it has recently become popular again. Breastfeeding provides the time for mothers to establish close emotional bonds with their babies. Breastfeeding is a convenient option for many mothers because their milk is always there and ready; no preparation is required on their part. Breast milk can also be pumped into bottles to allow other caregivers a chance to feed and care for the baby, and is also a convenient option for Moms who work outside of the home.

Breastfeeding is a popular option for many mothers because breast milk is much easier for babies to digest than cow's milk, and does not upset their digestive system. Breast milk also carries antibodies; disease-fighting agents that help protect babies from diseases in the first few months of life.

Based on information from Witte, J. FitzPatrick, N. & Hildbrand, V. (2005). *Parenting: Rewards and responsibilities*, (First Canadian edition), (Chapter 10). Toronto: McGraw-Hill Ryerson.



Revising and Editing: *Asking Questions to Revise Writing*

PARENTING HPC30 The Early Years

Students ask other students questions and provide specific feedback about other students' writing. Students gain a sense of taking personal responsibility for their writing.

Purpose

- Discuss the ideas in a piece of writing, in order to refine and revise the ideas.

Payoff

Students will:

- engage in meaningful discussion and deepen understanding about the subject content.
- develop over time into supportive writing partners for peers.
- recognize that the writer owns the writing, but that collaboration helps other students to recognize their audience and to focus their purpose in writing.

Tips and Resources

- The writer Nancie Atwell explains that “the writer owns the writing.” This means that the writer should always be given the first opportunity to amend or add ideas, rather than having another person suggest a solution. When other students ask questions or provide open-ended prompts, they give the writer an opportunity to think deeply about a piece of writing and to gain a better sense of how to tailor it to meet the writing’s purpose and engage the audience.
- *Revising* is a term that refers to making changes to the ideas in a piece of writing. It may involve adding details, deleting ideas, or amending the order or wording to clarify ideas and point of view.
- See the handout of suggested prompts and questions, Student Resource, *Asking Questions to Revise Writing, Think Literacy: Cross-Curricular Approaches, Grades 7-12* (p.130). Keep copies of this handout to distribute to students during writing assignments (e.g., when students write reports, letters, essays, opinion pieces) These can facilitate peer editing on a regular basis.

Further Support

- Create groups of three or four that will work together to support each other. Ensure that each group has an “ideas” person, a “skills” person (who has good knowledge of organization and the conventions of writing, such as spelling and grammar), and a person who needs strong support.



Revising and Editing: Asking Questions to Revise Writing

PARENTING HPC30 The Early Years

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Provide an overhead or paper copy of a sample response to the assigned writing question: What is the significance of the early years in the development of children? See Student Resource, <i>Asking Questions to Revise Writing Subject-Specific Sample</i>. • Read the sample aloud, asking students to listen carefully (to hear “how it sounds”) while following with their eyes. • Ask students to identify areas of concern or confusion. • Model the use of questions and prompts to the writer, asking students to consider the purpose of these questions and prompts. 	<ul style="list-style-type: none"> • Look and listen for areas of confusion or concern in the writing sample. • Offer suggestions for areas of concern or confusion. • Suggest the purposes or effects of the questions and prompts.
<p>During</p> <ul style="list-style-type: none"> • Ask students to write their response to the writing question. (Note: This assignment may be given after students read about the relevance of the early years e.g., <i>Parenting in Canada</i>, pp.286-287). • Put students in conferencing groups of three or four to read each other’s writing. Explain that they are going to become revising partners. • Provide students with copies of the Student Resource, <i>Asking Questions to Revise Writing Think Literacy: Cross-Curricular Approaches, Grades 7-12</i> (p.130), and take a few minutes to read it over with them. • Ask students to share their piece of writing with at least two people in the group. • Encourage students to use one or two of the prompts or questions in the given resource. Explain that not all questions are relevant to this particular assignment. • Provide 20-30 minutes for this exercise. 	<ul style="list-style-type: none"> • Write a response to the assigned question. • Move into conferencing groups as arranged by the teacher. • Review Student Resource, <i>Asking Questions to Revise Writing</i>, noting questions that might be useful in their role as revising partners for this particular writing assignment. • Exchange writing drafts with another group member. Take turns reading the writing aloud to each other and asking questions or providing prompts. • Exchange writing drafts with a different group member, and repeat the procedure in the preceding point.
<p>After</p> <ul style="list-style-type: none"> • Direct students to revise their writing draft using suggestions made by their partners. 	<ul style="list-style-type: none"> • Revise own writing drafts based on the prompts and questions from their partners.



Revising and Editing: **Asking Questions to Revise Writing**

PARENTING HPC30 The Early Years

Asking Questions to Revise Writing Subject-Specific Sample

What is the significance of the early years in the development of children

They say that the “early years lasts forever” and I agree because the first five years in a child life are really important because how a person sees the world and acts and gets along with others all has to do with what happened in the first few years of living. This is because there is so much that happens in a little person’s brain so what parents do and how they stimulate and encourage their child’s activities plays a huge part. Brains grow a lot in the early years so just watching T.V. is not always a good thing and parents should know

Revising and Editing: Proofreading Without Partners

PARENTING HPC30 Childrearing Customs Throughout the World

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.

The unit, The Diversity and Universal Concerns of Parenting, offers students a research opportunity in exploring the childrearing customs of countries throughout the world. Before submitting their written work students should be encouraged to proofread carefully.

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 in a variety of situations (e.g., a test or journal response, infant simulator project, an information project, a lab report, observations of children at play, toy testing, nutritious meals and snacks for young children). In the sample presented, excerpts from a sample assignment are provided. See Student/Teacher Resource, *Sample Paragraphs from The Impact of Culture and Family Traditions Throughout the World Research Assignment – Uncorrected*. Teachers may provide an overhead transparency or print copies for students.
- Using this resource, students try out the “backwards reading” strategy. Students then compare their findings to a corrected sample. See Student/Teacher Resource, *Sample Paragraphs from The Impact of Culture and Family Traditions Throughout the World Research Assignment - Corrected*.
- Use the top sample with the whole class. Have students try the second sample individually.
- Students are then encouraged to use this “backwards reading” strategy before submitting their final written copies of the research assignment.
- See also, Student Resource, *Instructions for Reading Backwards*.

Further Support

- Start with small 2 or 3 sentence answers before moving to paragraphs and then longer texts.
- 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

PARENTING HPC30 Childrearing Customs Throughout the World

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Explain that “reading backwards” is a useful strategy to check or proofread spelling and punctuation. By reading backwards sentence-by-sentence, students can check for errors without becoming too involved in the content. • Present and review overhead transparency Student Resource, <i>Instructions for Reading Backwards</i>. • Model the strategy of reading backwards by using the Teacher/ Student Resource, <i>Sample Paragraphs from The Impact of Culture and Family Traditions Throughout the World Research Assignment – Uncorrected</i>. Use a think-aloud technique, covering the top part of the sample and moving from the bottom up in a think aloud fashion. • Present the corrected version. 	<ul style="list-style-type: none"> • Listen and focus on learning about the “reading backwards” strategy as a method of proof reading. • Participate in modeling the strategy with the teacher in the sample provided. • Note the corrected version of the sample provided.
<p>During</p> <ul style="list-style-type: none"> • Have students practice the strategy by working through the second sample. • Provide overhead transparency or copies of corrected version. 	<ul style="list-style-type: none"> • Practice the strategy by reading the last sentence from start to finish, noting any errors. • Read the second last sentence from start to finish, and note any errors. • Compare to corrected version.
<p>After</p> <ul style="list-style-type: none"> • Engage students in a whole-class discussion about some of the most common errors. • List the most common problem areas or errors on the chalkboard and make corrections. • Encourage students to use this proofreading strategy before submitting their final written research assignment. 	<ul style="list-style-type: none"> • Contribute to a list of common problem areas or errors and how they might be corrected. • Use the “backwards reading” strategy to proofread their final written research assignments and any other written work.



Revising and Editing: Proofreading Without Partners

PARENTING HPC30 Childrearing Customs Throughout the World

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 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.



Revising and Editing: Proofreading Without Partners

PARENTING HPC30 Childrearing Customs Throughout the World

Sample Paragraphs from The Impact of Culture and Family Traditions Throughout the World Research Assignment – Uncorrected

In Haiti the children are always expected to help out on the farm or with the family at home. AS children their mothers would sing lullabies to them on the more common lullabies is called, "Yellow Bird". They also made a point in raising their child to know how to survive on small amounts of things seeing as the poverty level is very high in Haiti this is something that is common among them they raise there children too be responsbilbe.

Through out the society in Haiti you will find that in most cases children are looked upon a s a course of income. They are the ones who in allot of cases are made to go out and find jobs tomake an income for there family. It is not unusual to send children out to wark as domestic servant's in the homes of wealthy people.

In Ireland children usually life with there parents until they get married. Eldest children are expected to help there parents with the younger siblings.Education is very important to the Irish people with children starting school at age 5 since the passed is very important most parents request that children be taut Gaelic in school which is there second llanugauge now and is what parents were taught as kids. Often children ware uniforms too school.Children like sports and learn about soccer rugby and field hockey at a erly age.



Revising and Editing: Proofreading Without Partners

PARENTING HPC30 Childrearing Customs Throughout the World

Sample Paragraphs from The Impact of Culture and Family Traditions Throughout the World Research Assignment – Corrected

In Haiti, the children are always expected to help out on the farm or with the family at home. **As** children their mothers would sing lullabies to them. **One of** the more common lullabies is called, “Yellow Bird”. They also **make** a point in raising their child to know how to survive on small amounts of things. **Seeing** as the poverty level is very high in Haiti, this is something that is common. **They** raise **their** children **to** be **responsible**.

Throughout the society in Haiti you will find that in most cases children are looked upon **as** a **source** of income. They are the ones who in **a lot** of cases are made to go out and find jobs **to** **make** an income for **their** family. It is not unusual to send children out to **work** as domestic **servants** in the homes of wealthy people.

In Ireland, children usually **live** with **their** parents until they get married. Eldest children are expected to help **their** parents with the younger siblings.

Education is very important to the Irish people with children starting school at age 5. **Since** the **past** is very important, most parents request that children be **taught** Gaelic in school which is **the** second **language** now. **This is** what parents were taught as kids. Often children **wear** uniforms **to** school.

Children like sports and learn about soccer, rugby, and field hockey at **an early** age.

Writing for a Purpose: Writing an Information Report

PARENTING HPC30 Community Supports – Ontario Early Years Centres

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 template to write in a specific form, give them an example of the same kind of writing and have them use the template to identify the example’s main idea, supporting details, transitional sentences, etc. Using the template to deconstruct a piece of writing before writing their own version 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.
- Use examples from the Ontario Curriculum Exemplars. A computer lab for word processing is a very effective environment.
- This strategy may be used in conjunction with brainstorming, Think/Pair/Share and other similar strategies.
- For more information, see:
 - Student /Teacher Resource, *Writing an Information Report*
 - Student/Teacher Resource, *Information Report Sample*
 - Student/Teacher Resource, *Why Early Years Centres?*
 - Student/Teacher Resource, Information Report Template

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 paragraphs or supporting details, create differing expectations for research, or for the complexity of the main idea, etc.



Writing for a Purpose: Writing an Information Report

PARENTING HPC30 Community Supports– Ontario Early Years Centres

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Review the Student Resource, <i>Information Report Template</i> as it is appropriate to the writing assignment the students are expected to complete. • Place Student/Teacher Resource, <i>Writing an Information Report</i> on overhead. • Photocopy or make an overhead of Student/Teacher Resource, <i>Why Early Years Centres?</i> • Model the method for deconstructing the piece of writing using the example: <ul style="list-style-type: none"> - Ask aloud, “What is the purpose of the first paragraph of the piece of writing?” - Answer that question: “This first paragraph of the Information Report is called a summary. In a few sentences, it gives a sense of what the information report is all about.” ○ Ask students to work in groups of four to deconstruct the rest of the example. ○ Engage students in a whole-class discussion following their group work, and record responses about each step stated in the example. 	<ul style="list-style-type: none"> • Read the example, following the teacher’s oral deconstruction of the sample report – <i>Why Early Years Centres?</i> • Work in groups to determine what happens in each subsequent step of the information report by asking, “What happens next in this report?” • Contribute responses to the whole-class discussion.
<p>During</p> <ul style="list-style-type: none"> • Share Student/Teacher Resource, <i>Why Early Years Centres?</i> • Review writing an information report using Student/Teacher Resource, <i>Writing an Information Report</i>. • Direct students to use the Student Resource, <i>Information Report Template</i> to organize the information they have prepared/research for this assignment. • Monitor students’ work as they begin completing the template. 	<ul style="list-style-type: none"> • Read along and participate in class discussion. • Read along and listen to review. • Complete Student Resource, <i>Information Report Template</i>,
<p>After</p> <ul style="list-style-type: none"> • Assign a completion date for the template. • Use peer, self, or teacher assessment of the completed template in a subsequent class, before students begin drafting their procedure. 	<ul style="list-style-type: none"> • May complete Student Resource, <i>Information Report Template</i> for homework. • May participate in peer or self-assessment of completed templates in a subsequent class.

Notes



Writing for a Purpose: Writing an Information Report

PARENTING HPC30 Community Supports- Ontario Early Years Centres

Writing an Information Report

What is an Information Report?

An Information Report is a form of writing that provides information. There are different types of reports and they can be organized in different ways depending on the purpose and audience. An Information Report is usually based on **researched facts** or on **accurate details** of a situation or event, not just on the writer's own knowledge. You might write an Information Report for Parenting on community agencies available for pregnant teenagers, or the various types of daycares available in a given area. Information reports are organized with a summary at the beginning. The purpose of this summary is to give the person reading the report a sense of the main content. The rest of the report fills in the background information, the process by which the information was obtained, and makes recommendations.

How do you write a report?

1. Research your information, finding it in several different sources (e.g., books, magazines, the Internet).
2. Take notes from your sources of the key details that you need. Be sure to record which information comes from which source so that you can give credit to your sources.
3. Use an organizer such as a chart, web, or sub-topic boxes to sort and classify your information into different areas for sub-topics.
4. When writing your introduction, think of who your audience might be. If your report is to be made orally to your classmates, you will want to catch their interest somehow, perhaps by referring to some personal experiences. If your report is for the teacher or for an "expert" on your topic, you should be more formal and to the point, avoiding the use of "I" and be more objective.
5. Develop each sub-topic paragraph with an appropriate topic sentence that shows how the sub-topic links to the topic.
6. Make sure that your sub-topic paragraphs have a logical order and that they flow smoothly. Use sub-headings to guide your reader through a lengthy report with many sub-topics.
7. Write a conclusion that summarizes two or three of the main points you wish to make about your topic. Depending on the type of report, write several recommendations.
8. Give credit to your sources by acknowledging them. List the sources alphabetically by the author's surname, following the pattern below.

Book

Douglas, A. (2003). *The mother of all parenting books*. Toronto, ON : John Wiley and Sons Canada Ltd.

Magazine Article

Cornell, C. (2005, April). How your child grows. *Today's Parent*. 78-84.

Internet

Ontario Early Years Centres. (2005) "Ontario Early Years Centres". Retrieved July 25, 2005 from <http://www.ontarioearlyyears.ca/oeyc/en/home.htm>



Writing for a Purpose: Writing an Information Report

PARENTING HPC30 Community Supports- Ontario Early Years Centres

Information Report Sample

Introduction:

Introduce topic and classify it or put it in a category.

e.g., “Ontario Early Years Centres offer programs for parents and children up to the age of six that focus on healthy child development.”

In two or three sentences, give your reader a “map” of what you plan to do with the topic. Essentially you are naming your sub-topics.

e.g., “Ontario Early Years Centres were developed as a result of the Early Years Report by Dr. Fraser Mustard, who identified the need for governments to support children and families during this crucial time of child development to ensure the future success of Canadian children. Early Years Centres were an Ontario government initiative as a result of this report, and they support parents and children in healthy growth and development.”

First Sub-topic: Define your topic and give some general information about it.

e.g., The writer of this article explains what the Early Years Report is, and some of its main findings.

A brief history of why this Report was commissioned may also be included. Some of this information may be provided in your introduction.

Write a transitional sentence or question.

e.g., “The Early Years Report found that the first few years of a child’s life are the most vulnerable, and as a result it is crucial to provide as much support as possible for families during this stage of life.”

Second Sub-topic: “Families need support to ensure that they are meeting the physical and emotional needs of their children.”

Make key points from your research.

Write a transitional sentence.

Third Sub-topic: “Ontario Early Years Centres were one of the main attempts by the government to support children and families after the release of this report.”

Make key points from your research.

Write a transitional sentence.

Conclusion:

Restate some of your key points.

e.g., “As a result of the Early Years Report which determined the importance of supporting children and families in the first few years, the Ontario government funded Early Years Centres across Ontario.

Write an emphatic concluding sentence.

e.g., “Ontario Early Years Centres work with children and families to ensure that Ontario’s children are receiving invaluable support to help them develop to their potential, thus ensuring their future success.”



Writing for a Purpose: Writing an Information Report

PARENTING HPC30 Community Supports- Ontario Early Years Centres

Why Early Years Centres?

The importance of the first few years to a child's development has been understood for quite some time, however, the extent to which our society supports families in meeting these needs has not. In the late 1990's, Dr. Fraser Mustard and Margaret McCain were commissioned by the Ontario government to investigate the province's children in terms of their learning, behaviour, and health. The results of this study have been published in what is known as *The Early Years Report*. This report examined the socioeconomic circumstances of children in Ontario, and what effects this had on their physical, psychological, and intellectual development. As a result of this report, the Ontario government opened Early Years Centres across the province in order to provide education and support to children under the age of six and their families.

While all children need to be kept safe, and to have a stimulating environment, this is most important to children up to the age of six. Young children cannot care for themselves, and rely on the adults in their life to ensure their physical safety; from appropriate clothing to crossing the street. The human brain develops millions of connections in the first few years, and children need environmental stimulation to ensure that as many of the connections as possible are kept. It is important to talk and read to children, and to help them identify as many objects in their environment as possible. Ontario Early Years Centres provide parents and caregivers with information and services to help them meet these needs of their children.

Dr. Mustard's report determined that nurturing and supportive care giving are key to a child's development and success. Because of the changing structure of Canadian families since the 1970's, more and more parents are working outside the home, which means that our children are increasingly being cared for by a variety of agencies or caregivers other than parents. In these situations, there are often several children being cared for by a few individuals. The Early Years Report determined that child care centres should all provide the same opportunities to children and their families, despite their socioeconomic circumstances, and that they should also be sensitive to the community's needs.

As a result of *The Early Years Report*, the Ontario government opened several Early Years Centres across the province. These Centres provide educational supports and programs free of charge to children under the age of six and their families. Some of the programs they provide for parents are new parenting skills, preparing for having healthy children, and child literacy development. Early Years Centres also provide families with information about other supportive resources and services in the community. By having these Centres in their communities, families are able to access a wealth of information about helping their children develop to their potential.

Through *The Early Years Report*, Ontarians were able to determine more clearly some of the needs of children in our society and the importance of focusing on healthy child development during the time from birth to age six. The Ontario government recognized the importance of this report, and quickly established Early Years Centres in communities across the province to assist families in providing appropriate supports to their children.

Resources:

Ontario Early Years Centres. (2005). *Answers to Questions About Ontario Early Years Centres*. Retrieved July 22, 2005 from <http://www.ontarioearlyyears.ca/oeyc/en/home.htm>

The Founders' Network. *The Early Years Report*. Retrieved July 22, 2005 from <http://www.founders.net>



Student/Teacher Resource

Writing for a Purpose: Writing an Information Report

PARENTING HPC30 Community Supports- Ontario Early Years Centres

Information Report Template

Introduction:

Introduce topic and classify it or put it in a category.

In two or three sentences, give your reader a “map” of what you plan to do with the topic. Essentially you are naming your sub-topics.

First Sub-topic: Define your topic and give some general information about it.

Transitional sentence or question.

Second Sub-topic:

Make key points from your research.

Transitional sentence.

Third Sub-topic:

Make key points from your research.

Transitional sentence.

Conclusion:

Restate some of your key points.

Write an emphatic concluding sentence.

Writing for a Purpose: Using Templates (Writing an Explanation)

PARENTING HPC30 Infant Nutrition

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 template in the specific form, give them an example of the same kind of writing and have them use the template to identify the example’s main idea, supporting details, transitional sentences, etc. Using the template to deconstruct a piece of writing before writing their own version gives students an exemplar from which to work when they begin their own writing. This activity can be done in pairs or in small groups.
- There are many opportunities for application of this strategy in Parenting. A computer lab for word processing is an effective place to carry out this activity.
- This strategy may be used in conjunction with brainstorming, Think/Pair/Share and other similar strategies.
- For a fact sheet on writing an explanation, see Student/Teacher Resource, *Writing an Explanation*.
- For a sample, see Teacher Resource, *Writing an Explanation: New Recommendations for Starting Solids*.
- For completed template for writing an explanation, see Student/Teacher Resource, *Template for Writing and Explanation (New Recommendations for Starting Solids)*.
- For a template for writing an explanation, see Student Resource, *Template for Writing an Explanation*.

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 paragraphs or supporting details, create differing expectations for research, or for the complexity of the main idea, etc.



**Writing for a Purpose: Using Templates
(Writing an Explanation)**

PARENTING HPC30 Infant Nutrition

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Review Student Resource, <i>Template for Writing an Explanation</i> as it is appropriate to the writing assignment that students are expected to complete. Make an overhead transparency of Student/Teacher Resource, <i>Template for Writing an Explanation</i>. Photocopy Student Resource, <i>Writing an Explanation: New Recommendations for Starting Solids</i>. Model the method for deconstructing the piece of writing using the example: <ul style="list-style-type: none"> Tell students the name of the form of writing is Explanation. Ask aloud, “What is the purpose of the first paragraph of the piece of writing?” Ask students to work in groups of four to deconstruct the rest of the example. Engage students in a whole-class discussion following their group work, and record responses about what happens in each step stated in the example. 	<ul style="list-style-type: none"> Read the example, following the teacher’s oral deconstruction of the sample explanation-New Recommendations for Starting Solids. Work in groups to determine what happens in each subsequent step of the explanation by asking, “What happens next?” Write out your responses in preparation for oral discussion Contribute responses to the whole-class discussion.
<p>During</p> <ul style="list-style-type: none"> Share a completed sample of Student Resource, <i>Template for Writing and Explanation (New Recommendations for Starting Solids)</i>. This will consolidate the students understanding of each step of writing an explanation. Review writing an explanation using Student Resource, <i>Template for Writing an Explanation</i>. Direct students to use the Student Resource, <i>Template for Writing an Explanation</i> to organize the information they have prepared/researched for this assignment. 	<ul style="list-style-type: none"> Read along and participate in class discussion. Read along and listen to review. Complete Student Resource, <i>Template for Writing an Explanation</i>.
<p>After</p> <ul style="list-style-type: none"> Assign a completion date for the template. Use peer, self, or teacher assessment. 	<ul style="list-style-type: none"> May complete Student Resource, <i>Template for Writing an Explanation</i> as a homework assignment. May participate in peer or self-assessment.



Getting Writing for a Purpose: Using Templates (Writing an Explanation)

PARENTING HPC30 Infant Nutrition

New Recommendations for Starting Solids

New Recommendations

Recently, there have been changes to the age of introduction of solids for infants. It is now recommended that healthy, full term infants are exclusively breastfed for the first six months of life because breast milk is the best food for your baby. Health professionals used to recommend that infants could start solids between four and six months of age.

These new recommendations mean that most babies who are healthy and born at term can wait until six months to start solids. The same recommendations apply to infants who are fed commercial breast milk substitutes (infant formula).

What is Exclusive Breastfeeding?

Exclusive breastfeeding is defined as the practice of feeding only breast milk and excludes water, commercial breast milk substitutes, and other liquids and solid foods. Exclusive breastfeeding does however allow for undiluted vitamin and mineral supplements and medicines.

Why the New Recommendations?

Health Canada looked at the scientific literature and found that there was enough evidence to support exclusive breastfeeding for six months. Exclusive breastfeeding for six months provided additional protection against gastrointestinal infections.

It was previously thought that infant iron stores only lasted until four months of age. However, current evidence suggests that for most healthy infants born at term to mothers who are well nourished there is no difference in iron status between infants who are breastfed to six months versus four months.

Don't Start Too Soon

If you are breastfeeding, introducing solid foods before six months of age may decrease the amount of breast milk you produce and interfere with the absorption of important nutrients.

If you wait until your baby is ready for solid foods they will be better able to digest them and have the skills needed for eating. This will help ensure your baby will be more interested in trying new foods and will in turn increase their success at eating.



Signs Your Baby Is Ready for Solids

Each child should be treated as an individual when it comes to starting solids as all babies develop at different rates. When your baby is approaching six months of age, you can start to look for signs that your baby is ready to start solids. In healthy, full term infants, the signs of readiness for solid foods include:

- Infant can hold his head up without support
- Infant can sit alone or with little support
- Infant opens her mouth when food is offered on a spoon
- Infant turns her head away if she does not want to eat
- Infant can move semi-solid food to back of mouth and swallow it without squeezing it back out
- Breastfed infant is hungry even after breastfeeding 10 times in 24 hours.

When trying a new food, keep in mind that gagging is not the same as choking. Gagging is normal and actually protects your baby from choking.

Growth spurts are common at about three weeks and three months of age. During a growth spurt, your baby may need to be breastfed more often or need extra commercial breast milk substitute at these times. This is not a sign that your baby needs solid foods. Introducing solid foods does not help your baby sleep through the night.

If you are unsure if your baby is ready for solid foods, check with your health professional.

Let Your Baby Take the Lead

When your baby is ready to start eating solid foods, it is important to let your baby decide how much he/she wants to eat. When starting solids, continue to breastfeed as breast milk (or breast milk substitutes) remains the most important food for your baby. As your baby gets older and eats more solid foods, his/her intake of breast milk or breast milk substitute will gradually decrease. Continue to breastfeed or formula feed on cue. Common cues include sucking, smacking lips, searching for an open mouth, putting a fist in the mouth or crying.

First Foods

After six months (26 weeks) of age, breast milk alone may not meet all of the infant’s nutrient needs, specifically, iron, zinc and vitamin A. Solids must be started at this time.

At six months of age, introduce infants to nutrient-rich solid foods with particular attention to iron. Iron fortified infant rice cereal (pablum) is the recommended first food as it is high in iron, is easy to digest and is one of the least allergenic of first foods.

To meet energy and nutrient needs, babies should be gradually introduced to a variety of nutrient-rich solid foods between six to twelve months of life with continued breastfeeding for up to two years and beyond.

For information on the order of introduction of appropriate and safe solid foods, contact your local public health unit.



**Writing for a Purpose: Using Templates
(Writing an Explanation)**

PARENTING HPC30 Infant Nutrition

Template for Writing an Explanation (New Recommendations for Starting Solids)

Introduction:

- **What is the topic?** New Recommendations for Starting Solids.
- **Why is it of interest to us?** Infant nutrition and new times when solids should be introduced.

Definition:

- **What is it?** New recommendations mean that most babies who are healthy and born at term can wait until six months to start solids whereas the recommendations used to be four to six months.

How it works:

- **Causes** “It was previously thought that infant iron stores only lasted until four months of age” .
- **Effects** “ Current evidence suggests that for most healthy infants born at term to mothers who are well nourished there is no difference in iron status between infants who are breastfed to six months versus four months”.

Applications:

- **Other examples/illustrations** “ If you are breastfeeding, introducing solid foods before six months of age may decrease the amount of breast milk you produce and interfere with the absorption of important nutrients”.
- **Variations** “ If you wait until your baby is ready for solid foods they will be better able to digest them and have the skills needed for eating”.

Comments/evaluation of topic/issue/problem:

After six months of age, breast milk may not meet all of the infant’s nutrient needs, specifically iron, zinc and Vitamin A. Solids should start with iron fortified infant rice cereal (pablum).



**Writing for a Purpose: Using Templates
(Writing an Explanation)**

PARENTING HPC30 Infant Nutrition

Template for Writing an Explanation

Topic: _____

Introduction:

- What is the topic?
- Why is it of interest to us?

Definition:

- What is it?

How it works:

- Causes
- Effects

Applications:

- Other examples/illustrations
- Variations

Comments/evaluation of topic/issue/problem:

Pair Work: Think/Pair/Share

PARENTING HPC30 Toys & Play

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

Purpose

- Encourage students to think about the types of toys and other play activities that are appropriate for children, and then refine their understanding through discussion with a partner.

Payoff

Students will:

- reflect on which toys are appropriate for children to play with.
- deepen their understanding of children and play 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 in all Family Studies subject areas for almost any topic. For example, in Foods and Nutrition, discuss genetically modified foods; in Fashion, solve an alteration problem together to better understand the task; in any course, exchange hypotheses before conducting a social science investigation.
- Use it to help students with their in-class reading. Ask them to read a chapter or article, 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, including **Small Group Discussion**, and **Triangle Debate** for ways to build on the Think/Pair/Share strategy.

Beyond Monet, pp. 94, 105.

Tribes, pp. 251, 317.

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

PARENTING HPC30 Toys & Play

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Have students read a selection or prepare a topic question, or prompt for a planned Think/Pair/Share activity. Examples of questions might include: “Why is it important for children to engage in play?” “What toys would be appropriate for a toddler? An infant? A school-aged child?” “Why are toys with small parts dangerous for young children?” “What characteristics should toys for a toddler have?” <p>OR</p> <ul style="list-style-type: none"> Choose a “teachable moment” during the class where the process of reflection and shared discussion would bring deeper understanding, and insert a brief Think/Pair/Share activity into the lesson at that point. <p>In either case:</p> <ul style="list-style-type: none"> Review listening, speaking, group-role, and small-group discussion skills presented in the Communication unit. These can be directly applied to the Think/Pair/Share activity. Consider the social and academic goals for the Think/Pair/Share activity, and plan for pairing of particular learners that would further those goals. 	<ul style="list-style-type: none"> Read the chapter or section, if the Think/Pair/Share is based on information and ideas from a reading selection.
<p>During</p> <ul style="list-style-type: none"> Set clear expectations regarding the focus of thinking and sharing to be done. Ask students to spend several minutes thinking about and writing down ideas. Put students in pairs to share and clarify their ideas and understanding. Monitor students’ dialogue by circulating and listening. 	<ul style="list-style-type: none"> Formulate thoughts and ideas, writing them down as necessary to prepare for sharing with a partner. Practice good active listening skills when working in pairs, using techniques such as paraphrasing what the other has said, asking for clarification of others’ ideas and orally clarifying their own ideas.
<p>After</p> <ul style="list-style-type: none"> Call upon some pairs to share their learning and ideas with the class. Possibly extend the Think/Pair/Share with a further partner trade, where students swap partners and exchange ideas again, or Two Pair/Share, where two sets of partners exchange their ideas. Consider adding a journal writing activity or project linked to the discussion topic. 	<ul style="list-style-type: none"> Pinpoint any information that is still unclear after the pair discussion, and ask the class and teacher for clarification.

Small-group Discussions: Group Roles

PARENTING HPC30 Infant Simulator Discussion

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, and other characteristics.
- It is a good idea to repeat this activity throughout the year e.g., before and after the infant simulator experience, child observation experiences, memories of toys and play, etc. 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 come to a consensus about the important information.
- Students are expected to take on different roles each time to enhance the discussion process.

Leader: defines the task, keeps the group on task, and suggests a new way of looking at things.

Manager: gathers and summarizes materials the group will need, keeps track of time, and collects materials the group used.

Note maker: records ideas gathered generated by the group, and clarifies the ideas with the group before recording.

Reporter: reports the group's ideas to the class.

Supporter: provides positive feedback for each speaker, makes sure everyone gets a turn and intercepts negative behaviour.

- 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*.

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

PARENTING HPC30 Infant Simulator Discussion

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> Choose the task or topic for discussion e.g., Preparing for Taking Baby (infant simulator) Home, Thinking About the Infant Simulator Experience. Decide how many students will be in each group. Decide on the roles for each group member. Review the responsibilities associated with each role. Prepare role cards using Student/Teacher Resource, <i>Sample Role Cards</i>. 	<ul style="list-style-type: none"> Understand the question/task. Understand the responsibilities and expectations of each role.
<p>During</p> <ul style="list-style-type: none"> Divide the class into pre-determined groups. Explain that the infant simulator project is an important part of the course and some discussions about the expectations of the experience are necessary before beginning the assignment (and after the experience). Invite students to openly discuss their expectations, concerns, etc. in the group roles to which they have been assigned. Explain time limits and keep track of time. Circulate around the room, ensuring that all students are fulfilling their roles. Comment constructively on the group process. Have reporters report the group's ideas to the class. 	<ul style="list-style-type: none"> Accept and fulfill the role responsibilities and expectations to the best of their ability. Use active listening skills. Act positively and respectfully of each group member. Encourage other group members. Adhere to the time limits.
<p>After</p> <ul style="list-style-type: none"> Ask students to individually complete an evaluation of the discussion. See Student Resource, <i>Small-group Discussion Reflection Sheet</i>. Students return to their groups to comment on the workings of their group. Debrief with the whole class, asking students to comment on the success, and benefits of the exercise. Consider the topic as well as the group process. 	<ul style="list-style-type: none"> Complete the Small-group Discussion Reflection Sheet. Discuss the successes and benefits of using structures/rules in small groups.

Notes



Small-group Discussions: **Group Roles**

PARENTING HPC30 Infant Simulator Discussion

Sample Role Cards

LEADER (defines the task, keeps the group on task, and suggests a new way of looking at things)

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

MANAGER (gathers and summarizes materials the group will need, keeps track of time, and collects materials the group used.)

- Here are the materials we'll need. This is what I think we should look at.
- We have _____ minutes left.
- Now that we've finished, let me gather the materials.

NOTE MAKER (records ideas gathered generated by the group, and clarifies the ideas with the group before recording)

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

REPORTER (reports the group's ideas to the class)

- Let's review the note maker's notes.
- 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 (provides positive feedback for each speaker, makes sure everyone gets a turn and intercepts negative behaviour)

- Really good point.
- We haven't heard from _____ yet.
- Please don't interrupt; you'll get a turn.

Small-group Discussions: Group Roles

PARENTING HPC30 Infant Simulator Discussion

Small-group Discussion Reflection Sheet

Before and After Infant Simulator Activity

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.

Summarize your thoughts now on this topic. Please ✓ topic.

_____ preparing for taking baby (infant simulator) home

_____ thinking about the infant simulator experience

Small-group Discussions: Discussion Web

PARENTING HPC30 License to Parent

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

Purpose

- Give students the opportunity to develop their ideas about opposing sides of the issue of whether or not people should require a license to become parents, and share them with classmates in a situation that requires critical thinking.

Payoff

Students will:

- be involved in discussion and critical thinking.
- 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, and 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.
- Students could use the discussion web as a means of developing arguments for an essay or social science research report.
- Prepare a T-chart graphic organizer for students to organize their supporting arguments. For an example, see Teacher Resource, *Discussion Web T-chart Example*.

Teaching Reading in Content Areas, pp. 160-162.

Teaching Reading in Social Studies, Science, and Math, pp.269-273.

Any newspaper or magazine article discussing whether or not people require a license to become parents. (e.g., National Post, Wednesday March 31, 1999 or Toronto Star, Sunday March 14, 1999.

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 fill out the Yes/No T-chart together in pairs.



Small-group Discussions: Discussion Web

PARENTING HPC30 License to Parent

Notes

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Use before-reading strategies to prepare students before assigning a reading selection about whether or not becoming a parent should require a license. • 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. • Present the discussion web question to the class. 	<ul style="list-style-type: none"> • Read the selection chosen by the teacher. • Think about the point made or position stated in the reading selection, and individually try to construct support for both sides of the issue.
<p>During</p> <ul style="list-style-type: none"> • Explain to students that they will have to develop support for both sides of the issue, <i>whether or not a license should be required to become a parent</i> by citing specific reasons. • Allow enough time for students to contemplate and write down reasons for each viewpoint. • Put students in pairs to share their written ideas. • Combine two pairs of students and have them compare their ideas and form a conclusion about whether or not a license should be required to become a parent. • Call on a representative from each group to share the group’s conclusion with the class. 	<ul style="list-style-type: none"> • Think about and individually record ideas on both sides of the issue, <i>should a license be required to become a parent</i>, using a T-chart format. • Share ideas with a partner, adding any missing ideas to their T-chart. • 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 arguments on each side. • Reach a conclusion as an entire class about the viability of each position.
<p>After</p> <ul style="list-style-type: none"> • Follow up by asking students to individually write a paragraph about their own position and the reasons for taking it. • 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. 	<ul style="list-style-type: none"> • Write about their position and reasons for it. • Reflect on the discussion skills they used and how they can improve their participation and effectiveness in small-group discussions.



Small-group Discussion: Discussion Web

PARENTING HPC30 License to Parent

Discussion Web T-chart Example

Should a license to parent be mandatory?

YES

NO

<ul style="list-style-type: none"> • Many people unaware of significant impact of caregivers in first 5 years 	<ul style="list-style-type: none"> • Children just need love and attention
<ul style="list-style-type: none"> • Many parents have little knowledge of physical and emotional development of children 	<ul style="list-style-type: none"> • Parents can learn about physical and psychological development from parenting books and resources
<ul style="list-style-type: none"> • Increasing numbers of child neglect and abuse cases 	<ul style="list-style-type: none"> • People know what’s best for their own children
<ul style="list-style-type: none"> • Parenting is an important job, many people have no skills before they become parents 	<ul style="list-style-type: none"> • Skills for parenting are learned ‘on the job’, it is a natural process
<ul style="list-style-type: none"> • People unaware of all the challenges and responsibilities parents will face 	<ul style="list-style-type: none"> • People have been parenting for years without training, you just need to deal with situations as they arise
<ul style="list-style-type: none"> • Parenting is a job like anything else, and requires specific training, skills, and knowledge 	<ul style="list-style-type: none"> • Assumes that everyone is doing a bad job
<ul style="list-style-type: none"> • People are the world’s greatest resource, and must be invested in properly 	<ul style="list-style-type: none"> • Potentially gives government too much control, can the license be taken away?

Whole-class Discussions: Discussion Etiquette

PARENTING HPC30

In this strategy, students and teachers work together to create a list of rules for discussion etiquette to ensure shared ownership of the classroom environment. In Parenting, several opportunities are available where the whole-class will need to make decisions about activities that pertain to the course e.g., planning a play day, planning for guests such as mothers and babies, planning observation experiences, experimenting with craft recipes such as play dough or finger paint, etc. It is important that all students feel comfortable and a part of the planning and activities.

Purpose

- To lay the groundwork for respectful and purposeful, whole-class and small-group discussions.
- To create an environment in which students feel their contributions are valued.

Payoff

Students will:

- feel their contributions are valued.
- understand the expectations for appropriate behaviour which are clearly set out.
- participate in class and small-group discussions.

Tips and Resources

- Negotiate classroom discussion etiquette early in the year or semester. When students understand and participate in framing the rules at the outset, the result in all subject classrooms will be more respectful and productive discussions.
- Provide multiple opportunities for a range of classroom and small-group discussions on a variety of topics. See Teacher Resource, *Tips for Enhancing Student Discussions*.
- Model the rules for class discussion behaviour and the use of inclusive and respectful language at every opportunity in your daily instructional practice.
- Seize upon the moments in the classroom when you can point out the differences between the kind of informal, colloquial speech appropriate in a casual conversation among adolescent friends, and more formal speech required in a class discussion.

Further Support

- The teacher and students need to be aware of the variety of cultural norms which may affect conversation patterns, such as physical proximity and eye contact.

Whole-class Discussions: Discussion Etiquette

PARENTING HPC30

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Think about expectations for respectful and productive discussion behaviour in Parenting classrooms. See Teacher Resource, <i>Discussion Etiquette</i> for generic suggestions. • Prepare a sheet of chart paper with a heading such as, <i>In our parenting class discussions, we will...</i> 	
<p>During</p> <ul style="list-style-type: none"> • Set the stage for the brainstorm by telling students that this is an opportunity to jointly come up with a list of appropriate behaviours for class discussions that should be adhered to by all. • Facilitate a joint brainstorming session with the entire class. • Write on the chart those expectations that are agreed upon by the class. • Give examples of appropriate and inappropriate language in class discussions, and write a list of these on an additional chart. • Remind students that there are many sensitive issues in parenting and that no one should feel compelled to share information if they do not wish to do so. In addition, sometimes discussions may cause students to question their own circumstances and personal life situations. In those times, teachers can redirect students to information on support services and other help. Encourage confidentiality. 	<ul style="list-style-type: none"> • Actively participate in framing the rules of appropriate behaviour during class discussion. • Talk through the differences between appropriate and inappropriate discussion behaviour and why they are important. • See also Student/Teacher Resource <i>Speaking Out</i>. • Focus on the differences between colloquial language they may use with peers outside the classroom, and more formal language required in a classroom. • Be aware of sensitive issues and know that the teacher can redirect them to support services and other help in confidence.
<p>After</p> <ul style="list-style-type: none"> • Post the discussion etiquette list and accompanying language examples prominently in the classroom and take opportunities to refer and/or add to them throughout the year/course. • Ask students to make connections between the classroom discussion etiquette list and the school's code of conduct. 	<ul style="list-style-type: none"> • Continue to take part in the joint negotiation of class discussion behaviour as the year progresses.

Notes



Whole-class Discussions: Discussion Etiquette

PARENTING HPC30

Discussion Etiquette

These are some of the etiquette rules that you may wish to have on your class list. Although this list should be created by students, you may want to guide them to ensure your class list is complete.

1. Participate fully.
2. Take turns speaking – one person speaks at a time.
3. Let others know that you have not finished speaking by using phrases such as *I have one more thing to add, furthermore, in addition, etc.*
4. Wait for your turn – don't interrupt.
5. Use supportive gestures and body language:
 - Maintain eye contact with the speaker.
 - Nod to show you are listening.
 - Use encouraging facial expressions.
 - Don't use inappropriate gestures.
6. Use respectful phrases when disagreeing with another speaker.
7. Listen carefully and attentively to other speakers.
8. Encourage and support those around you.
9. Avoid sarcasm and put-downs.
10. Stay on topic.
11. Remain open to new ideas.
12. Use inclusive language.
13. Ask questions when you don't understand.
14. Don't monopolize the conversation.
15. Keep confidential information within this classroom.

Whole-class Discussions: Discussion Etiquette

PARENTING HPC30

Speaking Out**Phrases for respectful disagreement include:**

I disagree with... because ...
I can't agree with ... because ...
On the other hand ...
I doubt that because ...

Examples of inappropriate disagreement include:

You're wrong.
No way!
Come on!
What!
That's crazy/stupid/ridiculous
Are you kidding?
I hate that.
_____ doesn't know what he/she's talking about.

Phrases for politely expressing an opinion include:

In my opinion...
I believe ...
I think ...
Personally, I feel...
Not everyone will agree with me, but ...

Phrases for politely making suggestions include:

Why don't you/we...
How about ...
Why don't we/you try ...
One way would be...
Maybe we could ...
I suggest we ...



Whole-class Discussions: Discussion Etiquette

PARENTING HPC30

Tips for Enhancing Student Discussion

Create a respectful, positive, comfortable classroom climate.

Add wait time to allow students to gather their thoughts.

Rephrase and restate questions for students.

Encourage students to elaborate and give them time to do so.

Ask pointed questions.

Restate the students' points to confirm and clarify them.

Call on other students to extend their classmates' responses.

Use praise that gives specific feedback.

Give students many opportunities to practice speaking.

Limit teacher talk to maximize participation by students.

Students who are struggling may need:

- The option to “pass” in whole-class discussions
- One-to-one coaching and support from the teacher if they do not participate regularly
- Yes/no or short-answer questions if they are in the early stages of learning English
- Discussion points noted on the blackboard or chart paper to keep track of the discussion and to clarify understanding

Students and teachers:

- Need to be aware of sensitive issues that may arise during parenting related discussions
- Need not feel compelled to share personal information
- Need to know where to go for additional help and support
- Need to feel safe if sensitive/personal issues are explored in discussions by or with others

Whole-class Discussions: Triangle Debate

PARENTING HPC30 Stay-at-home mothers vs Working mothers

In this strategy, all students are involved in an informal, whole-class debate. It is a flexible tool that allows students to debate in a comfortable setting. The example suggests the topic of Stay-at-home mothers vs Working mothers. Consider using the *Triangle Debate* strategy for other topics or issues such as Child Care, Teen Parents, The Best Age to Begin Parenting, etc.

Purpose

- Encourage students to get involved in whole-class discussion.
- Create a comfortable atmosphere for students to share ideas and debate.

Payoff

Students will:

- participate in an informal debate.
- practice cognitively-demanding speaking skills in a comfortable environment.
- benefit from the research process.
- learn to process ideas and reach conclusions.

Tips and Resources

- This is not a formal debate – it is intended to facilitate whole-class discussion and critical thinking. Refer to Student/Teacher Resource, *Triangle Debating Tips*.
- It may be appropriate to divide the class in half, create two different questions and prepare for two presentation days. The *Triangle Debate Organizer*, has space for up to 15 students per group the maximum number of students suggested to ensure that there will be enough time for the presentation of the debate.
- It may be beneficial to do Triangle Debate three times in order to allow students the opportunity to work in all three groups.
- Spread debating over the term/semester/year to give students time to improve.
- If time is an issue, simplify the exercise by creating easier questions that do not require research.

Further Support

- Students who are uncomfortable about this process may benefit from working with a partner, sharing the research process and dividing up the debating process.
- Some students may require extra practice time in order to feel more comfortable with this process.



Whole-class Discussions: Triangle Debate

PARENTING HPC30 Stay-at-home mothers vs Working mothers

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Pose the topic for debate: Stay-at-home mothers vs. Working mothers. • Brainstorm with students to arrive at a full statement to be debated e.g., Stay-at-home mothers should be allowed tax benefits like working mothers. • Divide students into three groups: group 1 will argue for the issue, group 2 will argue against, and group 3 will prepare comments and questions about the issue. • Give students ample time to prepare-this will vary and may/ may not require additional research. • Review procedures for the debate so that students may properly prepare. Refer to Teacher Resource, <i>Triangle Debate Procedures</i>. • After all research is complete and students are prepared to present arguments, make a final draft of the <i>Triangle Debate Organizer</i> and photocopy for students. 	<ul style="list-style-type: none"> • Understand the topic or issue. • Create a statement to be debated (e.g., Working mothers have become necessary in Canada). • Students in groups 1 and 2 will prepare their debate speeches. • Students in group 3 will prepare insightful comments and questions for each side of the debate (e.g., what support systems could a mother use to assist her in her dual roles?). • Students will understand all procedures for the debating process. • Groups 1 and 2 will make decisions as to the order of their speakers and fill in their section in the <i>Triangle Debate Organizer</i>. • Group 3 decides the order in which each member will ask a question.
<p>During</p> <ul style="list-style-type: none"> • Arrange chairs in the classroom to reflect the three-group structure, enabling all members to see each other. • Act as timer or choose a student from group 3 to perform this function. • Act as moderator, calling on students to speak. • Act as judge, ensuring that students avoid negative comments. 	<ul style="list-style-type: none"> • Members present their speeches and questions according to the order in the <i>Triangle Debate Organizer</i>.
<p>After</p> <ul style="list-style-type: none"> • Photocopy Student Resources, <i>Triangle Debate Groups 1 and 2-Reflections</i>, and <i>Group 3 – Observations from Think Literacy: Cross Curricular Approaches, Grade 7 -12, pp. 191 – 192</i>. Distribute to each student, according to his/her group. • Allow students time to reflect on their experience (topic as well as process). • Lead whole-class debriefing session. 	<ul style="list-style-type: none"> • Fill in the appropriate handout, focusing on both the group and individual roles as well as the topic or issue. • Participate in whole-class debriefing session.

Notes



Whole-class Discussions: Triangle Debate

PARENTING HPC30 Stay-at-home mothers vs Working mothers

Triangle Debating Tips

Here are some questions to think about while you prepare to present your ideas.

1. **Make sure you gather enough evidence to back up your argument:** Do I have proof to back up what I want to say?
2. **Organize your thoughts clearly and logically:** Will my audience be really clear about what I have said?
3. **Use strong, convincing language:** Do I sound confident? Have I used too many over-used words like good, very, really, like, etc.?
4. **Repeat, rephrase key ideas:** Will my audience hear what I want to say? Will my main points stick with them?
5. **Make eye contact with everyone in the room:** Do I make everyone in my audience feel as if I am talking directly to them?
6. **Vary your voice:** Do I sound monotonous? Have I varied the pace? Have I varied the volume, saving my loudest voice for the points I really want to drive home?
7. **Use appropriate gestures:** Does my body language emphasize what I want to say?
8. **Prepare for rebuttal:** Have I considered what the opposition will say; am I prepared to argue against it?
9. **Prepare for questions:** Have I considered what questions will be asked of me? Am I prepared to answer them convincingly?
10. **Practice, practice, practice:** Am I really prepared?

WORK TOGETHER TO ENSURE YOUR ENTIRE GROUP'S SUCCESS!

Whole-class Discussions: Triangle Debate

PARENTING HPC30 Stay-at-home mothers vs Working mothers

Triangle Debating Procedures

Topic: _____

These procedures are intended to act as a guide. Refer to them throughout the process to ensure that you are on the right track.

STEP ONE: The class is divided into three groups

STEP TWO: Each group is given a different task to complete:
 Group 1 will argue in favour.
 Group 2 will argue against.
 Group 3 will comment on remarks made by a speaker and pose questions to groups 1 and 2.

STEP THREE: Groups will get together to create a plan of attack, decide on their main argument and how they will organize their speeches. It is important, at this stage, to refer to the *Triangle Debate Organizer* handout and begin to make choices concerning the order of speakers.

STEP FOUR: Students work individually to prepare speeches. Everyone in groups 1 and 2 is required to speak for 2 minutes. Everyone in group 3 is required to comment for one minute on points made by the two previous speakers and to prepare two insightful questions to ask of group 1 and two insightful questions to ask of group 2.

STEP FIVE: When all individuals have created their speeches, each group comes together to listen to their arguments as a whole. It is important to follow the order set in the *Triangle Debate Organizer* so that they have a clear impression as to how their argument will sound. At this point, groups may offer suggestions, make changes and polish their arguments.

STEP SIX: Practice, practice, practice and be ready to go.

Remember – you are a team! Stay positive and support each other throughout the process.

Think Literacy: Cross-Curricular Approaches, Grades 7-12, p. 189.



Whole-class Discussions: Triangle Debate

PARENTING HPC30 Stay-at-home mothers vs Working mothers

Triangle Debate Organizer

The following is the order in which each speaker will speak. Simply follow the numbers to see when it is your turn.

Group 1

Speaks for 2 min.

Group 2

Speaks for 2 min.

Group 3

Comments on last two speakers for 1 min.

- 1. _____
- 4. _____
- 7. _____
- 10. _____
- 13. _____

- 2. _____
- 5. _____
- 8. _____
- 11. _____
- 14. _____

- 3. _____
- 6. _____
- 9. _____
- 12. _____
- 15. _____

WHEN THIS IS FINISHED, EACH MEMBER OF GROUP 3 WILL POSE ONE QUESTION TO GROUP 1 AND ONE QUESTION TO GROUP 2.

THESE QUESTIONS MAY BE ANSWERED BY ANYONE IN GROUPS 1 AND 2.

Think Literacy: Cross-Curricular Approaches, Grades 7-12, p. 190.

