



B O L D P R I N T[®]



TEACHING RESOURCE

B O L D P R I N T[®]
A N T H O L O G Y

RISE ABOVE:

Overcoming Challenges

**The ROUGH ROAD
to Stardom**

Heart of a Champion

PLUS: Defying Odds Through History



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Teacher's Guide: Rise Above: Overcoming Challenges
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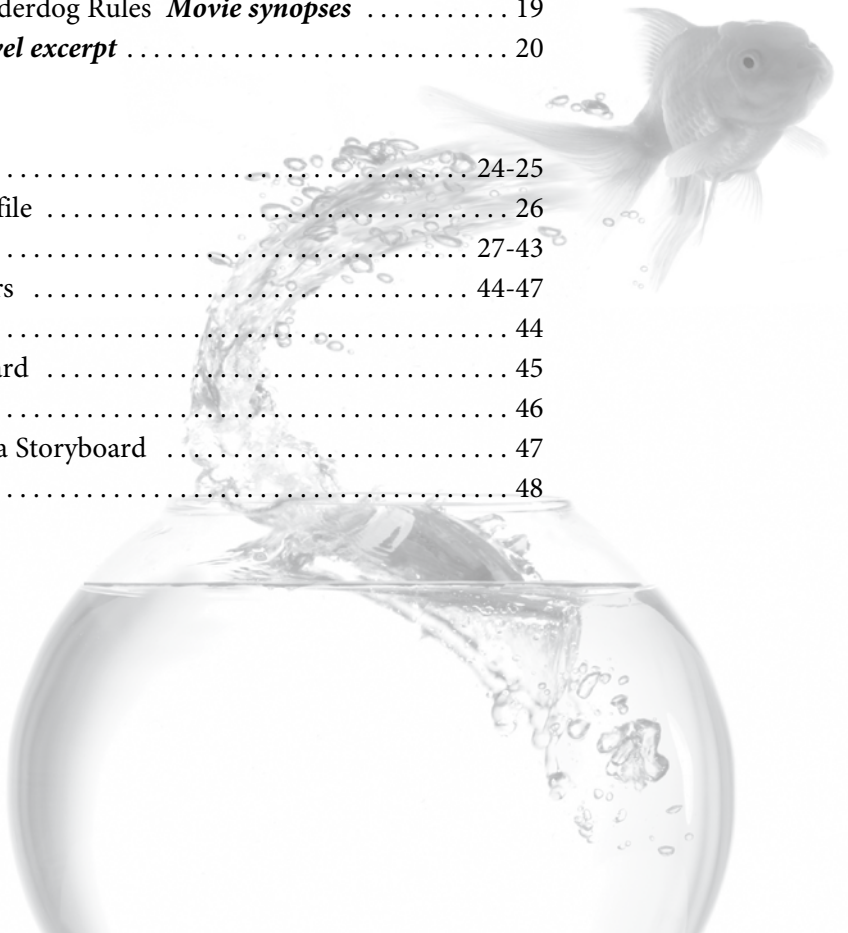
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BOLDPRINT STUDENT BOOKS

The selections and activities in the **BOLDPRINT** Student Books have been chosen and designed to pose ideas, problems, and situations of immediate and emerging interest to students. The material is presented in visually attractive ways to capitalize on the impact of lively graphics and illustrations in partnership with powerful print text.

THEME

Each Student Book is organized around a general theme or conceptual cluster because we believe students learn more readily and stay involved when content is presented holistically rather than in isolated segments.

Each **BOLDPRINT** Student Book opens with a specially designed two-page introduction that serves as an invitation to students to think about the theme. The introductions vary from theme statements to poetry to quotations and more.

READING SELECTIONS

The selections in the **BOLDPRINT** Student Books were carefully chosen to motivate and involve students emotionally, intellectually, and imaginatively. They encompass a wide selection of genres and formats, including graphic stories, short stories, informational texts, reports, profiles, poems, interviews, scripts, essays, personal commentaries, etc.

ACTIVITIES

Each reading selection is accompanied by activities that act as scaffolding to support the reading, understanding, and enjoyment of the selection; as well, speaking and writing extension activities lead students beyond the selection into their real-world contexts.

Keywords: Words that students might find challenging are highlighted and defined in context at the bottom of each page. Draw these words to students' attention and have them use them in some way to consolidate their understanding of the words' meanings.

► **Before Reading**

Warm Up: These activities prepare students to think about the topic and motivate them to read on. By drawing on background knowledge and inviting discussion, the activities allow students to anticipate and predicting the direction and content of the selection. Warm Up activities are usually oral rather than written.

► **During Reading**

Checkpoints: Checkpoints ask students to stop and think about something they have just read. They are used to help students clarify the meaning of difficult words or phrases, or to look at graphic features of the text in order to provide scaffolding for comprehension. Depending on the length of the piece, there may be one to four Checkpoints. Occasionally, there are no Checkpoints (for example, in poems or graphic stories), since stopping to address a Checkpoint could interfere with the reading of the piece.

► **After Reading**

Wrap Up: These literacy opportunities generally include one activity focused on comprehension and at least one other activity designed to ask the students to move beyond the text. These activities often involve an oral, written, or graphic response related to the theme or action in the piece.

Web Connections: In Web Connections, students are encouraged to use technology for learning and are asked to research, communicate with people outside the classroom on the topic, or collaborate to create a product or presentation.

BOLDPRINT TEACHING RESOURCE

To support teachers' practice, the **BOLDPRINT** Teaching Resource offers:

1. A Contents Chart showing for each selection in the Student Book:
Genre, Reading Level, Reading and Responding Strategies
2. Information about each **reading selection** in the Student Book:
 - genre
 - the reading level:
 - ✓ – accessible; ✓✓ – requires some guidance; ✓✓✓ – requires focused support
 The criteria used for assessing the reading level of the reading selections include: content, line length, length of selection, number of difficult words, applicability to the lives of students, applicability to the curriculum, complexity of ideas, complexity of sentence structure, and graphic support.
 - summary or description of the selection
3. Suggestions accompany each reading selection to support or extend the **Before Reading**, Warm Up; **During Reading**, Checkpoints (in the Teaching Resource, references are numbered); **After Reading**, Wrap Up.
4. The **literacy strategies** called for in each activity.
5. Additional activities to use with students after they have read the selection:
 - Revisiting the Text:** a series of prompts that teachers can use with students to clarify, explain, modify, and enrich students' comprehension of the reading selection.
 - Extending the Theme:** optional activities that lead students to revisit the selection and extend their learning.
6. **Reproducible Masters:** graphic organizers, story starters, writing planners, assessment profiles, etc.
7. **Project Cards** suggesting projects related to the theme of the Student Book.
8. **Genre Cards** presenting strategies for reading and writing in a particular format.
9. **Assessment Opportunities:** Teachers have many and varied opportunities to assess student achievement through the reading, writing, and small group discussions which **BOLDPRINT** activities generate. The tasks students will be involved in present ways to demonstrate what students know, what they can do, and what they value. Open-ended performance-based activities will provide evidence of students' proficiency or indicate areas where more focus is required for success. Student responses can be collected as data for their portfolios.

All the Wrap Up activities following the selections in the **BOLDPRINT** series provide rich opportunities for teachers to assess their students' understanding and achievement.

In **BOLDPRINT** Teaching Resources, there are four Assessment Focus sections. Each of the four Assessment Focus examples deals with a different genre and with one of the Wrap Ups following the selection. The reading and responding strategies the students will be expected to use are highlighted. In addition, there are bullets describing the kinds of evidence teachers should be looking for in order to determine how well students are doing in using literacy strategies to read and respond to the texts.
10. **The Self-Assessment Profile** will help teachers assess student interest and proficiency in using a range of literacy strategies. This will help the teacher decide how and where to intervene to address individual student learning needs.

LITERACY ASSESSMENT CHECKLIST

Check your students' progress in using the strategies that follow.

Preparing for Reading

- Understands the purpose for reading
- Draws upon prior knowledge
- Previews and overviews the text
- Anticipates and predicts

During Silent Reading

- Makes connections to personal experience, to other texts, and to the world
 - Questions the text
 - Makes inferences
 - Verifies predictions
 - Determines the central idea or key issues
 - Uses details to clarify and strengthen meaning
 - Visualizes the text, makes mental representations
 - Finds coherent patterns in the text
 - Summarizes during reading
 - Integrates information from various parts of the text
 - Engages with the text
 - Forms opinions, judgments, evaluations, and conclusions
 - Interprets, analyzes, and appreciates the text
 - Examines intent, validity, and authority of authors
 - Responds emotionally, empathizes, and recognizes perspectives
 - Transfers new learning to new occasions
-
- Monitors comprehension
 - Rereads to clarify
 - Uses context to make meaning
 - Tracks large amounts of information
 - Reviews and retains information
 - Gathers and selects information
 - Sorts and organizes ideas
 - Marks and highlights the text
 - Skims and scans
 - Uses fix-up strategies as needed
 - Recognizes difficulties and strengths
 - Adjusts rate of and approach to fluency
-
- Recognizes most words automatically
 - Solves unknown words
 - Uses signal words
 - Notes specialized vocabulary
 - Understands expressions and figurative language
-
- Notices genres, text features, formats, and organizational patterns
 - Recognizes language structures and conventions
 - Uses graphic and visual information

Reacts and Responds to Reading

- Talks about the text: brainstorms, discusses, debates, questions, persuades, presents
- Retells, recounts, paraphrases, dramatizes, improvises, storytells
- Reads orally: proves a point, clarifies a problem, participates in shared reading, choral reading, and scripts; sings, makes tapes, works with peers, presents reports and narrative writing
- Reads independently: author, theme, and genre study
- Researches using websites, references, interviews, reports, surveys, information
- Writes: mind maps, notes, journals, wordplay, essays, reports, poems, stories, scripts
- Creates visual responses using art, visual organizers, graphs, charts
- Builds language power with vocabulary, phonics, spelling, wordplay, sentence structure, punctuation, idioms and expressions, literary terms
- Incorporates technology
- Revises and edits written work for publication

UNDERSTANDING THE LITERACY GENRES

Different types of communication possess different characteristics and often different structures, depending on the purpose or intent of the writer, and the requirements of the reader. Literacy depends on the ability to navigate multiple genres, and to know how to read, write, and discuss different types of text. Each form or genre of text requires a different set of strategies for reading and writing, and students need instruction in adapting to the requirements of each genre.

We read and write narratives differently from instructions; we read and write poetry differently from explanations. Students need to master the requirements of the different genres so that they can come to understand how each genre functions and how to interact with each text form, as well as how to construct their ideas inside the expectations of a genre. We want our students to learn about literacy forms so that they will develop an awareness of how the different forms of language function.

GENRE CARDS

The genre cards offer students prompts and cues for reading and writing in a particular text form. They can be used as mini-lessons for the class, or distributed to a student or to a group of students as a guide for the reading and writing that accompanies a particular text in the **BOLDPRINT** anthology. Over the years, students should have opportunities to work in a variety of genres, so that they can develop an awareness of how different text forms function, and how the different forms interconnect.

In this Teaching Resource, you will find genre cards that offer support for reading and writing: Stories, Poetry, Memoirs, Explanations, Opinions, Reports, Articles, Instructions. Check the table of contents for page references.

RISE ABOVE: OVERCOMING CHALLENGES

Grade Level: 8

About the Book

The selections in *Rise Above: Overcoming Challenges* include a poem, list, newspaper articles, stories, and a speech, among others, all of which help young people come to an understanding of how individuals overcome the challenges in their lives. As students read the selections, they will have many opportunities to reflect on the obstacles they have overcome in their own lives. The range of perspectives in this book introduces students to celebrities, sports figures, historical figures, and other individuals who have overcome odds in their lives using their inner reserves of courage and persistence.

Previewing the Themes and Issues

1. Teachers can help students prepare for the selections by reading and discussing the quotation on pages 4 – 5, and having students explain it in their own words. Encourage students to link the content to their prior experiences. Students could also study the image on the cover page and discuss its relevance to the title of the book. In looking at the image, students should note the symbolism of the staircase and the seemingly impossible task faced by the person on the cover.
2. Ask students to think about individuals in their lives who have overcome challenges. In this book, students will be able to read about the experiences of those who have overcome obstacles and consider how they overcome challenges in their own lives.

Making Connections

Students in the middle years are growing in understanding of their strengths, abilities, and relationships with others. For many, these years are a time when they develop an awareness of justice, equity, respect, and responsibility for others. Some students may not feel comfortable at first sharing their own challenges. *Rise Above: Overcoming Challenges* helps students make strong text-to-self, text-to-text, and text-to-the-world connections and develop a comfort level about expressing feelings and opinions about overcoming challenges of all kinds.

Curriculum Links

Language, the Arts, Health and Physical Education, History

Selection	Genre	Level	Main Reading Strategies	Main Responding Strategies
Lighting Up the Stage	Interview	✓✓	<ul style="list-style-type: none"> • Activating prior knowledge and experience • Connecting text to self and text to text • Noting details 	<ul style="list-style-type: none"> • Creating a poster • Determining audience and purpose • Using technology to research and present
The Rough Road to Stardom	Trading cards	✓	<ul style="list-style-type: none"> • Connecting text to the world • Making inferences • Identifying key ideas and information 	<ul style="list-style-type: none"> • Making judgments • Supporting an opinion • Planning, organizing, webbing and making notes
Defying Odds Through History	List	✓✓	<ul style="list-style-type: none"> • Activating prior knowledge and experience • Previewing a text • Making notes 	<ul style="list-style-type: none"> • Generating ideas for writing • Using technology to research and present • Creating a storyboard
Escape Against All Odds	Graphic story	✓✓	<ul style="list-style-type: none"> • Interpreting nonverbal texts • Identifying key ideas and information • Understanding viewpoints 	<ul style="list-style-type: none"> • Perspective taking • Sharing personal responses • Writing a paragraph
The Crash	Poem	✓	<ul style="list-style-type: none"> • Visualizing • Making meaning through context • Making inferences • Building vocabulary 	<ul style="list-style-type: none"> • Creating a picture • Using technology to research and present • Comparing and contrasting • Writing a poem
Teen Faces Deportation	Report	✓✓	<ul style="list-style-type: none"> • Activating prior knowledge and experience • Connecting text to the world • Identifying key ideas and information 	<ul style="list-style-type: none"> • Analyzing and evaluating ideas • Generating ideas for writing • Role-playing
Heart of a Champion	Article	✓✓	<ul style="list-style-type: none"> • Building vocabulary • Sorting ideas using a visual organizer • Distinguishing fact from opinion 	<ul style="list-style-type: none"> • Making judgments • Analyzing and evaluating ideas • Writing a journal entry
Rising to the Challenge	Speech	✓✓✓	<ul style="list-style-type: none"> • Identifying key ideas and information • Making inferences • Asking questions 	<ul style="list-style-type: none"> • Using technology to research and present • Writing a newspaper article • Revising, editing, and proofreading
Movies: Where the Underdog Rules	Movie synopses	✓✓	<ul style="list-style-type: none"> • Connecting text to self and text to the world • Making inferences • Identifying key ideas and information 	<ul style="list-style-type: none"> • Making judgments • Drawing conclusions • Creating a poster
Secrets in the Fire	Novel excerpt	✓✓	<ul style="list-style-type: none"> • Previewing a text • Noting details • Making meaning through context 	<ul style="list-style-type: none"> • Writing a letter • Perspective taking • Creating an advertisement

Note: The literacy strategies refer to activities in both the BOLDPRINT Student Book and the Teacher's Resource.

LIGHTING UP THE STAGE (Student Book page 6)

Genre: Interview **Level:** ✓✓

About the Selection: In this interview, Diane Dupuy says she was a slow learner as a child, but overcame many obstacles to become the founder and artistic director of the Famous PEOPLE Players theatre company in Toronto. She discusses black light theatre techniques, the challenges of founding her theatre, and her advice for young people interested in the theatre. This interview encourages students to think about real-world challenges and how they can be overcome.

Keywords: integrate, motivational, segregated

BEFORE READING

Warm Up

Have students jot down notes about their dream career and list the special skills that they would need for this career. Ask students to share their ideas with a partner and then create a Venn diagram outlining the similarities and differences between the skills needed for the career choices each has made.

- Activating prior knowledge and experience
- Sorting ideas using a visual organizer

DURING READING

Checkpoints

1. Students may discuss their difficult situations (or difficult situations they have read or heard about) with a partner. Have students brainstorm a list of words to describe how people feel in difficult situations. A word wall would provide an opportunity for building vocabulary. A general class discussion could then be held to address the second question of whether facing difficulties oneself makes one more sympathetic to the situation of others.
2. Students should see that the support of celebrities could have many positive effects on a fledgling organization. Have students discuss these effects. Students could also discuss whether there might be situations where a celebrity's support could be negative.

- Connecting text to self
- Perspective taking

- Making inferences
- Making judgments

AFTER READING

Revisiting the Text

1. What does "black light theatre" mean?
2. What experiences did Diane Dupuy have as a child? What impact do you think these experiences had on her choice of career?
3. Explain in your own words Diane's advice for people interested in working in theatre. Do you think it's good advice? Share your ideas with a partner.

Wrap Up

1. Students should be able to create posters that will highlight the elements of black light theatre that have been discussed in this selection. Students may need to do some additional research to find accurate information for their poster. They should

- Creating a poster
- Connecting text to text

be encouraged to use colour, layout, graphics, and interesting fonts to create their posters. The posters may be displayed in the classroom after they have been completed so that students can view their classmates' posters in a gallery walk.

- Noting details
- Asking questions
- Determining audience and purpose

- Teachers may wish to brainstorm examples of possible questions (e.g., What is the audition process like? How do you coach the actors? How big is the audience? etc.). This activity provides a good opportunity to discuss audience and purpose. Students may need to be reminded of an appropriate level of language to use and the kind of subject matter appropriate to ask a stranger.

Web Connections

Students could share the information they find through a role play (either “live” or recorded) or by continuing this interview in writing, using the same question-and-answer format. As an alternative, students could transform their questions and answers into a short informational article, which they could then share with another group.

- Role-playing
- Using technology to research and present

Extending the Theme

With a partner, brainstorm some of the ideas that Diane Dupuy might have used to get the funding for the Famous PEOPLE Players from the government in 1974. How would her proposal for funding need to change if she were going to make the same request nowadays? You may want to use Reproducible Master #1: Mind Map on page 44 for your ideas. Share your ideas with the class.

- Analyzing and evaluating ideas
- Drawing conclusions
- Making judgments

THE ROUGH ROAD TO STARDOM (Student Book page 10)

Genre: Trading cards **Level:** ✓

About the Selection: This series of trading cards examines the often complex lives of celebrities in the worlds of film, music, and sports. The trading cards include the obstacles that the celebrities have had to overcome, the successes they have had in life, and a quotation from the celebrities about the challenges that they have faced. Some of these challenges include drug addiction, dyslexia, and physical limitations.

Keywords: stellar, adversity, dyslexia, self-injured

BEFORE READING

Warm Up

Teachers might wish to bring in cover photographs from celebrity magazines or photographs printed in newspapers for students to view and discuss. Students could be asked to consider questions such as the following: What is there about each photograph that attracts the reader? Why do we enjoy reading about celebrities? Do you consider celebrities admirable? Why? Are the challenges that celebrities face different from those faced by “ordinary” people?

DURING READING

As they read, students should note the personal qualities that helped the celebrities to overcome their challenges. Students should also consider whether or not they agree with the philosophies that the celebrities express in the “Wise Words” section of each trading card.

- Connecting text to the world
- Making inferences
- Asking questions

- Noting details
- Identifying key ideas and information

AFTER READING**Revisiting the Text**

1. Why is it possible for celebrities to use the media to promote causes they believe in?
2. What personal qualities did Tyrone “Muggsy” Bogues have that allowed him to succeed in an unlikely sport?
3. Why do you think Reebok used Manon Rhéaume in an advertising campaign?
4. Reread the “Wise Words” sections in this selection and choose one quotation that you find particularly important. Explain your choice to a partner.
5. In your opinion, does being well known make it more or less difficult to overcome obstacles? Give a reason to support your opinion.
6. In a small group, share the stories of other celebrities who promote good causes that you have heard about.

Wrap Up

1. Groups could work together to create a chart listing the obstacles that each celebrity faced. Then they could group these obstacles under headings decided by the group before trying to arrive at a consensus about which celebrity had the greatest challenge. Students should be aware that this is quite a subjective exercise and there is no one correct answer. Students should focus on giving clear reasons to support their opinion.
2. Suggest that students work with a partner to brainstorm ideas for their own trading cards about overcoming odds. They could create these cards based on their present situations and difficulties they have already overcome or create cards imagining their future accomplishments and challenges they think they might have to overcome to get where they want to go. Students may use Reproducible Master #2: Trading Card on page 45 for this activity.

Web Connections

Students should be advised to generate some research questions before beginning in order to focus their work. Ask students to include in their research any difficulties that the celebrity had to overcome in order to achieve success. Have students present their findings to their class or a small group in the form of an oral report. After students have done their research on the Web, discuss what makes sources reliable. List the characteristics of reliable websites on chart paper and display in the classroom for future reference.

Extending the Theme

Working with a partner, choose a celebrity, either one featured in the selection or anyone of interest to you, and write a blog entry in the voice of that celebrity. The blog entry should talk about the difficulties that the celebrity had and how he or she overcame them, as well as offer advice and support to others encountering difficulty in their life. Share your blog entry in a small group and ask for feedback on how clearly you conveyed your ideas.

- *Making judgments*
- *Supporting an opinion*

- *Planning, organizing, webbing, and making notes*

- *Asking questions*
 - *Making notes*
- *Using technology to research and present*

- *Perspective taking*
- *Writing a blog entry*

DEFYING ODDS THROUGH HISTORY (Student Book page 16)

Genre: List **Level:** ✓✓

About the Selection: This list of historical figures who have overcome challenges in their lives includes famous politicians, musicians, and inventors. The selection shows that

the challenges these people faced did not stop them from working to help others and contribute to society.

Keywords: epilepsy, patented, ADD, narcolepsy, Underground Railroad, impediment, philanthropist

BEFORE READING

Warm Up

Students may discuss this question with a partner. Because they may not have much information to offer, students could then be referred to the selection; however, before reading the list, students could scan the graphics to determine if there are any historical figures that they recognize on these pages. What do they know about them? Have they ever seen a movie or television program about these people?

- *Activating prior knowledge and experience*
- *Previewing a text*

DURING READING

As they read, ask students to note the facts that they find surprising. Students should also try to determine points of comparison and points of contrast among the ten people featured.

- *Making notes*
- *Comparing and contrasting*

AFTER READING

Revisiting the Text

1. Scan the list to locate the historical figures who had a learning disability. Summarize the challenges each faced and outline what each accomplished despite the obstacles faced.
2. Of the accomplishments noted in the descriptions, which are relevant to our lives today? Share your ideas with a partner.
3. Skim over the ten descriptions and pick two people that you would like to know more about. Explain your choices to a partner, giving reasons for your choices.

Wrap Up

1. Students should note which events are most important in the lives of the historical figures. Since students are working as news reporters, teachers may want to review the format, protocol, and some basic questions for an interview. As a follow-up activity, ask students to research the answers to their questions and write a newspaper article based on their questions and answers. Students may use Reproducible Master #3: 5Ws + H on page 46 to plan their interview.
2. Students may work alone or with one or two others to create a story outline for a movie about one of the historical figures from this list. Students will have to do some additional research in order to have enough information for their movie. Students may also wish to cast their movie, using contemporary actors or actors from the past. Ask students to present their outline to a small group.

Web Connections

Students may use Reproducible Master #4: Analyzing a Storyboard on page 47 as a guide while creating their storyboards and/or as a means of self- and peer-assessment of the completed storyboards. Students will likely need some background information about creating a storyboard and some instruction in technical jargon (e.g., dissolve, fade, pan, jump shot, etc.) before beginning this task.

- *Generating ideas for writing*
- *Writing a newspaper article*

- *Using technology to research and present*

- *Creating a storyboard*

Extending the Theme

- *Perspective taking*
- *Presenting*

With a group, create a talk show where each of the historical figures you have researched will be a guest on the show. Present your talk show to the class. What questions will the host ask the individuals? What events will your individuals want to discuss? How will you use makeup, props, and costumes? If you wish, you may film your talk show and play it for the class. Use music and other sound effects to create the mood that you want.

ESCAPE AGAINST ALL ODDS (Student Book page 20)

Genre: Graphic story

Level: ✓✓

About the Selection: This piece provides readers with a fictionalized version of a historical event that occurred during the Second World War. Allied soldiers in a German prison camp overcame immense odds to escape from captivity. The qualities of perseverance, courage, and determination are some of the important themes of this graphic story. The movie version of this story (*The Great Escape*) was famous for the motorcycle escape scene.

BEFORE READING

Warm Up

- *Predicting outcomes*
- *Previewing a text*
- *Interpreting nonverbal texts*

Have students predict what the selection will be about from the title and the graphics on the first page. Ask questions such as the following: What kind of escape do you think the characters in this selection will make? Have you ever seen a movie or a television program about escapes? Have students look at all of the images in this selection and work with a partner to predict the storyline of this selection. After students finish reading the selection, have them discuss if their predictions were correct.

DURING READING

- *Noting details*
- *Analyzing the features of a text*

As students are reading, they should note the expressions on the characters' faces and their body language and explain how these serve to reinforce the text. Also while reading, students could note the challenges that the prisoners face in order to achieve their "great escape."

AFTER READING

Revisiting the Text

1. How do the opening frames of the story create suspense for the reader?
2. Describe the plan that the soldiers put in place to try to escape the Stalag.
3. How many men escape? How many men are killed?
4. Why do those who escape have mixed feelings when they make it out of Germany?

Wrap Up

- Assessment Focus**
See page 24
- *Identifying key ideas and information*
 - *Understanding viewpoints*
 - *Perspective taking*
 - *Sharing personal responses*

1. To answer this question, students should skim through the story again, looking at the scenes that show the preparation for the escape, the escape itself, and the results of the escape. Students need to consider whether the escape of three men justified the deaths of the 50 POWs who were killed for trying to escape.
2. Students should identify the character from whose point of view they plan to write their journal and then brainstorm a list of character traits. Advise students to prepare a point-form outline before beginning and use specific examples from the story to

illustrate their comments. Ask students to share their completed journals in a small group and ask for feedback on how effectively they captured the feelings of the soldier.

Extending the Theme

- *Generating ideas for writing*
 - *Adding details*
1. Continue this graphic story. Create six frames with scenes to show what happened after the story ended. Use a graphic story format, with captions and speech and thought bubbles.
 2. Go online and locate three photographs that relate to the wartime experiences of soldiers. Try to find a range of experiences. Write a paragraph describing your choices and why you found the photograph significant. Share your photographs and paragraphs in a small group.
- *Analyzing and evaluating ideas*
 - *Connecting text to text*
 - *Writing a paragraph*

THE CRASH (Student Book page 24)

Genre: Poem **Level:** ✓

About the Selection: This poem tells the story of a boy who suffered terrible injuries in an accident. The reader learns that the boy has lost the sight in one of his eyes as a result of the crash, but he does not really remember much about what happened.

BEFORE READING

Warm Up

- *Connecting text to self*
 - *Perspective taking*
- As students are discussing why some people like to write about their experiences, ask them to consider how putting things in writing may help some people come to terms with the reality of their situation. Students could discuss whether they themselves might (or do) find it helpful to do this.

DURING READING

Checkpoint

- *Visualizing*
 - *Making meaning through context*
- As students are reading the poem, they could jot down what they can see, feel, touch, and hear from the sense images created and consider how these images reveal what the boy is feeling.

AFTER READING

Revisiting the Text

1. What details does the writer remember about the events of the crash?
2. Why does he use the phrase “crawling like a cat”? Is this simile effective?
3. What metaphor does he use to explain what his “face has become”?
4. Is the final question an effective conclusion to the poem? Explain.

Wrap Up

- *Creating a picture*
 - *Sharing personal responses*
1. Encourage students to select a verse that is full of imagery. When students meet in a small group to compare their drawings, they could try to determine which verse each drawing is describing. The drawings could be displayed in the classroom, either accompanied by the relevant part of the poem or not.

Assessment Focus
See page 24

- Making inferences
- Building vocabulary

2. Students should refer to the final lines of the poem, which describe the victim's main concern, and discuss how powerful this section of the poem is. When students have identified all of the words in the poem that specifically address the crash victim's concern, have them brainstorm a list of their own words to use to describe how he is feeling. Students could then draw a T-chart to show what is the same about the speaker of the poem and what has changed as a result of the accident, and discuss the impact these changes must have had on his life.

Web Connections

Students should take notes on the research information that they prepare for their oral report. Teachers may want to brainstorm possible coping strategies (e.g., support of family and friends, professional counselling, etc.) with students before they begin this task in order to generate some background information. Suggest students use a Venn diagram to compare the experiences of the victim they researched to the speaker in the poem.

Extending the Theme

Write your own poem about a difficult situation, either one you have encountered in your own life, one you have read about, or one that you can imagine. Try to use some of the same poetic techniques as "The Crash" (simile, metaphor, alliteration, imagery, etc.). Choose a visual to illustrate your poem and share your work with a group. Make revisions to your poem based on the feedback that you receive.

- Using technology to research and present
- Comparing and contrasting

- Writing a poem
- Recognizing literary terms

TEEN FACES DEPORTATION (Student Book page 26)

Genre: Report **Level:** ✓✓

About the Selection: This selection describes how Matthew Nguyen, a 16-year-old orphan who had never gone to school, tried to register in an elementary school to get an education. Matthew had endured many challenges in his life before appearing at the doors of the school, including the death of his parents, being sent to Canada to live with relatives, and living in a youth shelter. The report describes Matthew's struggle to get an education and to stay in Canada despite the government's threat to deport him, along with the support he has gathered on the way.

Keywords: compelled, earnest, deported, Dickensian

BEFORE READING**Warm Up**

One person in the group should be the recorder to note the various suggestions offered during the brainstorming session. Groups should then compare responses and make a list of what they agree are the most important reasons. Students will know that education is compulsory in Canada, which is a type of guarantee that all children get an education until at least age 16 (age 18 in Ontario and New Brunswick).

- Activating prior knowledge and experience
- Connecting text to the world

DURING READING**Checkpoints**

- *Connecting text to the world*
 - *Researching*
 - *Connecting text to the world*
 - *Identifying key ideas and information*
1. A guidance counsellor or an administrator could be helpful in describing the various high schools and programs to students. If this support is not available, students could go online to research the various options. Students should describe the programs they discover and present their findings to the class.
 2. Matthew is facing deportation in this report. Students should consider the following questions: Why would the Canadian government want him to leave the country? What kinds of laws does Canada have regarding immigration? Where can we find out more information about this subject? Teachers will have to be sensitive to the issues surrounding immigration and be aware of and address any negative attitudes or stereotypes that may emerge during the discussion.

AFTER READING**Revisiting the Text**

1. Where did the school secretary of the elementary school send Matthew? Why was this a good decision on her part? What else might she have done?
2. Describe Matthew's progress as a student. Why do you think getting an education is so important to him?
3. Describe Janice Fricker's fears about what could happen to Matthew if he is forced to leave Canada. Do you agree with her? Explain.
4. Do you think Matthew should be allowed to stay in Canada? Share your ideas in a small group, giving reasons for your opinion.

Wrap Up

- *Analyzing and evaluating ideas*
 - *Identifying key ideas and information*
 - *Generating ideas for writing*
 - *Role-playing*
1. Newspaper reports try to answer basic questions about a situation — the 5Ws and H (who, what, where, when, why, how). This report conveys many details about Matthew's life and character. Students could be asked to create a word collage in response to this Wrap Up, with a picture of Matthew at the centre and the descriptive words from the article surrounding his image.
 2. Ask students to use Reproducible Master #3: 5Ws + H on page 46 to prepare possible questions for Matthew. After students share their questions with a group, have them write the answers to the questions and then present their answers to the class in a role play of the television program about successful immigrants.

Extending the Theme

- *Creating a picture*
 - *Sorting ideas using a visual organizer*
 - *Using technology to research and present*
1. Imagine that an article about successful immigrants is going to be the feature article in a magazine. Design the cover of the magazine showing an illustration that would accompany the following title: "What Makes a Successful Immigrant?"
 2. In a small group, research Canada's immigration policies and compare them to the policies in other countries. Make up a chart to organize your findings, and present your chart to a different group or your class.

HEART OF A CHAMPION (Student Book page 30)**Genre:** Article **Level:** ✓✓

About the Selection: This selection describes the challenges faced by Kyle Maynard, a 21-year-old wrestler who was born without arms below the elbows or legs below the knee. It describes how he became a wrestler, the challenges he has faced, and his attitude to life. The article outlines Kyle's desire to compete in mixed martial arts tournaments and the difficulties he is having, because of his physical challenges, at being accepted as a mixed martial arts competitor.

Keywords: formidable, pummelling, discrimination, adamant**BEFORE READING****Warm Up**

After students discuss the characteristics of a champion and list them on chart paper, have them brainstorm other words for champion, and then work with a partner to group these characteristics under headings. Students could use Reproducible Master#1: Mind Map on page 44 for this task. Students might prefer to consider individually, rather than discuss in a group, whether or not they have any of the characteristics of a champion.

- *Building vocabulary*
- *Sorting ideas using a visual organizer*
- *Connecting text to self*

DURING READING**Checkpoints**

1. Students should give specific reasons for agreeing or disagreeing with Biello's statement that he does not think that Kyle can defend himself. Ask students to discuss the question in small groups and then take a poll of the class. After students have read the whole article, teachers might want to see if they have changed their original opinion.
2. Students could list in chart form the advantages and disadvantages that Maynard's disability would bring in the wrestling ring. Ask students to give specific references from the article when they list the advantages and disadvantages. They should not simply present opinions about preconceived notions of ability.
3. Students should discuss McCarthy's comparison in a small group and then decide whether it is appropriate or not. The question of whether the comparison is fair is more complex and may require a class discussion. The discussion could be extended to include why people use comparisons to describe their ideas.

- *Making judgments*

- *Noting details*
- *Distinguishing fact from opinion*

- *Analyzing and evaluating ideas*
- *Making judgments*

AFTER READING**Revisiting the Text**

1. Why do you think Kyle wants to compete in mixed martial arts?
2. Why is he having difficulty getting his licence?
3. If he is not able to get a licence, what is he going to do? What is your opinion of his plan? Share your ideas with a partner.
4. Explain referee John McCarthy's concerns about who would want to compete with Maynard. Do you agree with these concerns? Explain.

Wrap Up

- Analyzing and evaluating ideas
 - Making meaning through context
 - Making inferences
1. In answering this question, students should consider the last few words of this report: “[I]t’s the closest I’ve come to pure freedom.” Students should understand why these words are important to the reader’s understanding of Kyle. Students could also refer to the words that they brainstormed before reading the selection to generate ideas about why Kyle “has the heart of a champion.”
 2. If students are uncomfortable discussing their limitations, they could write a similar journal entry about their strengths. Students could share the experience they will be describing with a partner before beginning this task. In their journal, students should address why it is important to believe in oneself.

- Connecting text to self
- Writing a journal entry

Web Connections

Students could present their research findings to the class by creating a poster for a movie about the person that they researched. Students should ensure that the poster clearly illustrates the challenge that their research subject faced and how it was overcome. Students should be aware that challenges come in many forms.

- Creating a poster

Extending the Theme

Go online to find out more information about Kyle Maynard. What is his current status? Was he able to achieve his dream? Present your findings in a PowerPoint presentation to your class.

- Using technology to research and present

RISING TO THE CHALLENGE (Student Book page 34)

Genre: Speech **Level:** ✓✓✓

About the Selection: Michaëlle Jean became the governor general of Canada in 2005. In her inaugural speech, she talked about her background as an immigrant to Canada, her love of democracy, and her hopes for the future of the country. Through Michaëlle Jean’s inspiring story, students will see how one immigrant, Michaëlle Jean, adapted and achieved great things in a new country despite the challenges that she faced.

Keywords: dictator, destiny, parallels, beacon, embodied, draped, grappling

BEFORE READING

Warm Up

If there are newcomers in the class, they might be willing to share their experiences with a partner or a small group. After discussing some challenges, students could discuss what could be done to help newcomers better cope with any challenges they might face.

- Activating prior knowledge and experience
- Perspective taking

DURING READING

Checkpoints

1. Students may have to do some research to find out about the duties of the governor general. Since the governor general represents the Crown in Canada, the duties are often thought to be largely ceremonial. However, students should be aware that the governor general can be called upon to dissolve Parliament, on the advice of the prime minister, and even, in times of emergency, to appoint or dismiss a prime minister.

- Identifying key ideas and information

- *Making inferences*

2. Students should understand that Jean mentions the Queen to reinforce what her role as governor general is: the representative of the Queen, who is officially Head of State in Canada.

- *Asking questions*
- *Connecting text to the world*

3. In a small group, have students brainstorm and take note of the possibilities to which Jean is referring. Students may include points that Jean mentions in her speech, as well as their own ideas, and discuss why these possibilities are important even though they are sometimes taken for granted.

AFTER READING

Revisiting the Text

1. Summarize Michaëlle Jean's background as presented in the introduction to this selection.
2. Why does Jean focus on hope in her inaugural speech?
3. Why does Jean "know something" about the price of freedom? Explain in your own words what she knows.

Assessment Focus

See page 25

- *Using technology to research*
 - *Writing a newspaper article*
- *Revising, editing, and proofreading*

Wrap Up

1. Students could use the Web to search for subjects for their newspaper articles and use Reproducible Master #3: 5Ws + H on page 46 to plan it. Once students have a draft of their article, they should meet with a writing partner to peer edit it before preparing a final copy. Have students read their articles to their class or a small group and then the articles could be collected and published as a class anthology.
2. As a starting point, ask students to refer to the earlier discussion that they had about the possibilities of living in a democratic country. While discussing what it would be like to live in a country ruled by a dictator, students could create a comparison chart to keep track of their ideas and use the chart to share these ideas with the class. Have students reflect on what they have learned by summarizing their ideas under the heading "Living Under a Dictator."

- *Sharing personal responses*
- *Making judgments*
 - *Summarizing*

Web Connections

After students have completed their research, much of which may focus on the state of the country after the devastating earthquake in January 2010, ask them to present their findings in a panel discussion or a PowerPoint presentation entitled "Haiti — Past and Present."

- *Using technology to research and present*
- *Drawing conclusions*

Extending the Theme

1. With a partner, use the Web to research further information about the life and background of Michaëlle Jean. Generate a list of research questions (things you would like to find out first) and then take notes under specific headings. From your notes, create an outline for a possible book about Jean's life.
2. Michaëlle Jean came to Canada when she was a young child. Imagine that you are Michaëlle Jean two weeks after arriving in Canada. Write a letter to a relative in Haiti describing your experiences since you arrived and your impressions of Canada. Remember that Michaëlle Jean was only about eleven years old at this time. The words and sentences in your letter should reflect this age.

- *Asking questions*
- *Outlining content*

- *Perspective taking*
- *Determining audience and purpose*
 - *Writing a letter*

MOVIES: WHERE THE UNDERDOG RULES (Student Book page 38)**Genre:** Movie synopses **Level:** ✓✓

About the Selection: This section provides short descriptions of movies about people who have faced challenges in their lives. The selection is entitled “Movies: Where the Underdog Rules” to reflect the idea that many of these movies are about people who were not expected to succeed in life, but who managed to be successful despite enormous odds.

Keywords: investor, resilience, internship, lucrative**BEFORE READING****Warm Up**

- *Connecting text to self*

Have students work in groups to discuss their favourite movies and try to come to a consensus about three favourites. Students will have to determine what the characteristics of a good movie are and then decide on a way to find consensus about their favourites.

DURING READING**Checkpoints**

- *Making judgments*
 - *Making inferences*
 - *Connecting text to self*
1. Students will have different ideas about what makes a good parent. When they suggest qualities of a good parent, students should be prepared to give reasons for their ideas.
 2. If students have not had the experience of being discouraged from doing something that they wanted to do, they could discuss the experience of someone they know or have heard about. As an alternative, they could imagine how they would feel if this situation occurred.
 3. Many students will have experience with asthma and may feel that asthma does not have to affect a person’s daily life to a very great extent. Students need to be reminded that the person in the movie who has asthma is an athlete, which makes the illness much more serious and potentially limiting.
- *Connecting text to the world*

AFTER READING**Revisiting the Text**

1. Some of these movies are based on true stories. Does the fact that the story is true intensify the impact of the movie’s message? Explain your answer.
2. Reread each of the synopses and identify two or three things that most have in common.
3. For any of the movies that you have seen, add a sentence or two to expand the description in the selection.
4. For any of the movies that you have not seen, which would you like to see? Why?
5. With a partner, discuss why movies about people triumphing over seemingly impossible odds might be popular. Compare your thoughts with another pair.

- Drawing conclusions
- Identifying key ideas and information
- Making inferences

- Writing a journal entry
 - Perspective taking

- Creating a poster

- Using technology to research
 - Analyzing and evaluating ideas

Wrap Up

1. Students could work with a partner for this activity. Once students have decided upon the movies on which to focus, they need to decide upon the kinds of personal qualities they should be looking for in the characters. Students should give evidence from the selection to support the qualities that they note.
2. To write their journal entry, students will have to supplement the information that is included in the selection and so will likely need to do some additional research. Remind students to be specific in their journal and to organize their ideas clearly.

Extending the Theme

1. Create a movie poster to advertise one of the movies in this selection. Focus on using clear text and powerful visuals. You will have to do some research to make sure that all of the details you include about the movie are accurate.
2. Use the Web to research other movies that feature characters who have challenges. Write a list of your own “Top Ten Movies Where the Underdog Rules.” Make sure that you have a list of criteria for your choices.

SECRETS IN THE FIRE (Student Book page 42)

Genre: Novel excerpt

Level: ✓✓

About the Selection: This selection is taken from the novel *Secrets in the Fire*, by Henning Mankell. It is based on the real-life land-mine victim Sofia Alsace, a child who lost her legs in a land-mine explosion. The story takes place in Mozambique during the time of the civil war. Sofia must cope with the death of Maria, her beloved sister, the guilt she feels for having triggered the blast, and beginning her life over with two prosthetic legs. The novel addresses the themes of strength, perseverance, and hope in the face of adversity. In this excerpt, Sofia is just recovering from the explosion and is about to have prosthetic legs made.

Keywords: peculiar, myriad

BEFORE READING

Warm Up

The novel is set in Mozambique. Have students identify Mozambique on a map of Africa. Students may also need some background information about Mozambique in order to have a context for the story. Students should know when they are brainstorming possible meanings for the title that the story to follow is set in a time of war.

DURING READING

Checkpoints

1. Students should read the first FYI before beginning the story in order to have a frame of reference for what is to follow. Ask students to discuss their ideas about Sofia’s feelings and the doctor’s feelings with a partner and give specific references from the story to support their comments.

- Previewing a text

- Noting details
- Building vocabulary
- Making inferences

- *Connecting text to self*
 - *Making meaning through context*

- *Making notes*

- *Making inferences*
- *Perspective taking*

2. Have students discuss with a partner why Sofia feels guilty because of the death of her sister. Ask students to reflect on whether they themselves have ever felt guilty about something over which they had no control.
3. To answer this question, students should reread the story, scanning for information about the stages of recovery and the people who helped Sofia. Ask students to make point-form notes about this information and then compare their notes in a small group.
4. Students could refer to their first discussion about Sofia's feelings to see if any of what they discussed applies to her new situation when she finds out she has to move. By this point, students should realize that Sofia is a survivor, is strong, and will likely be able to cope with whatever she faces.

AFTER READING

Revisiting the Text

1. How does the opening paragraph of this selection create interest for the reader?
2. Why do you think it is important for Sofia to know that her legs are buried next to her sister?
3. Sofia wonders, "Had the bandits returned?" What does this question tell the reader about Sofia's life before she was injured and brought to the hospital?
4. What role do Mariza and Miranda play in Sofia's gradual recovery?
5. When Master Emilio is talking to Sofia about her new legs, she thinks, "Maybe it would have been better if [I] had died, too." Why do you think she feels this way? Share your ideas with a partner.

Wrap Up

1. Students should make specific reference to the details of this story in their letters. It might be helpful to review the conventions of letter writing before students write their letters. Students need to make sure that they stay in the role of Sofia as they write. After students have a draft of their letter, ask them to share it with a partner and then make revisions based on their partner's feedback.
2. Students will have to do additional research on the topic in order to create a convincing radio ad. They can combine the work that they do on this activity with the Web Connections activity, where they also have to research land mines and international efforts to eliminate them. Before students create the radio ad, it will be helpful to review the features of a radio ad to ensure that students know that they need to pay particular attention to short, powerful text and sound effects in order to create maximum impact with their ad. Have students record their ad and play it for their class or group.

Web Connections

As part of their research, students might also discuss the celebrities involved in this effort and evaluate how celebrities use the media to promote their causes. Students could present their findings in a PowerPoint presentation.

Extending the Theme

1. Continue this story in the same style as the author uses. Write about the next six months of Sofia's life. What do you think will happen to her? Will she adapt to her new legs? Will she make new friends? Where will she live? Will Miranda stay in her life? Once you have an outline of your story, share in it a small group for feedback and then develop it fully.

Assessment Focus See page 25

- *Writing a letter*
- *Perspective taking*
- *Using technology to research and present*
- *Creating an advertisement*

- *Using technology to research and present*

- *Generating ideas for writing*
- *Adding details*
- *Writing a narrative*

- *Using technology to research*
- *Making judgments*

2. Use the Web to find out more about human rights violations around the world. Some questions to use to guide your research are: What are some of the other issues that demand attention? Why are these issues important? How can these issues be solved? What role can young activists play in addressing these issues? Share your findings with a partner.

Reproducible Materials

ASSESSMENT FOCUS

*Teaching Resource
Page 12*

ESCAPE AGAINST ALL ODDS (GRAPHIC STORY)

ASSESSMENT FOCUS:

Reading Strategies: Identifying key ideas and information; understanding viewpoints

Wrap Up #1 Debate with a partner whether the escape attempt was worth it.

When assessing students' work on this task, look for demonstration (evidence) that:

- Students reread the text carefully to identify the feelings of those who escaped for the other men who were captured and murdered.
- Students are able to identify key ideas and information about the outcomes of the escape.
- Students refer to specific lines of text to support their comments.
- Students look at both sides of the issue and understand the conflict expressed in the last speech bubble.
- Students articulate their ideas clearly and precisely.
- Students share their conclusions about the results of the escape and listen carefully to the various viewpoints expressed by their partner.
- Students revise their conclusions, as necessary, after the discussion.

*Teaching Resource
Page 14*

THE CRASH (POEM)

ASSESSMENT FOCUS:

Reading Strategies: Making inferences; building vocabulary

Wrap Up #2 With a partner, discuss the crash victim's main concern. Which words in the poem specifically address his concern? Brainstorm a list of other words to describe how he feels.

When assessing students' work on this task, look for demonstration (evidence) that:

- Students identify the main concern of the crash victim as expressed in the final two lines of the poem.
- Students read between the lines to understand what the speaker implies rather than states directly.
- Students support their ideas about the speaker's main concern clearly and reasonably.
- Students use effective brainstorming techniques to create a list of additional words to describe the speaker's feelings.
- Students' word choices illustrate a clear understanding of the theme of the poem.
- Students work effectively with their partner, take turns, and listen to each other's opinion.
- Students present the results of their discussion with clarity and conciseness.

ASSESSMENT FOCUS

*Teaching Resource
Page 18*

RIISING TO THE CHALLENGE (SPEECH)

ASSESSMENT FOCUS:

Responding Strategies: Using technology to research; writing a newspaper article; revising, editing, and proofreading

Wrap Up #1 Write a newspaper article about another immigrant who has overcome challenges. Newspaper articles usually answer the following questions: Who? What? When? Where? Why? How? Make sure you describe the person's background and how he or she has succeeded in a new country.

When assessing students' work on this task, look for demonstration (evidence) that:

- Students' choice of subject fulfills the requirements for the activity: an immigrant who has overcome challenges.
- Students conduct their research ethically and efficiently and make careful note of sources that they use for their article.
- Students' notes focus on key information and relevant details that address the 5Ws + H.
- Students' articles describe the person's background and explain clearly how the person succeeded.
- Students comply with the conventions of writing a newspaper article.
- Students pay attention to their audience in their choice of style and use of language conventions.
- Students use the peer revision process effectively and, based on their partner's feedback, make any changes required.

*Teaching Resource
Page 21*

SECRETS IN THE FIRE (NOVEL EXCERPT)

ASSESSMENT FOCUS:

Responding Strategies: Writing a letter; perspective taking

Wrap Up #1 Imagine you are Sofia at the end of the excerpt. Write a letter to one of the other characters in this story explaining what you have gone through and how you are feeling.

When assessing students' work on this task, look for demonstration (evidence) that:

- Students reread the story carefully to note details that describe how Sofia is feeling about what she has gone through in her life.
- Students write their letters from Sofia's point of view.
- Students use evidence from the selection to explain Sofia's feelings sensitively and in an authentic voice.
- Students follow the conventions of letter writing.
- Students' level of language is appropriate for the audience and purpose of their letter.
- Students' letters use language clearly, precisely, and accurately.

Self-Assessment Profile

Student: _____

Date: _____

1. My favourite selection in *Rise Above: Overcoming Challenges* was _____

2. This story/poem/article reminds me of _____

3. The character _____ is like me because _____

4. My favourite word or phrase in this selection is _____

5. This story/poem/article made me feel _____

6. I would like to find more material by this author because _____

7. The part of the selection that I did not understand was _____

8. The new words/phrases I learned were _____

9. If I could change one thing about this selection, it would be _____

10. If I could write to the main character, I would say _____

Genre Cards

You may wish to photocopy each genre on a single sheet, with “Reading” on one side and “Writing” on the other.

The sheet can be laminated and handed to students for reference.



Reading a Story

Reading

- Looking at the title or illustrations, what type of story do you think this will be?
- Read the story silently to yourself.
- What type of story was this? Did you predict correctly?

Characters

- What did you learn about the characters?
- How did the author bring these characters to life?

Setting

- Where and when did the story take place? Could you see the setting in your mind?
- Were the time and setting important to this story?

Plot

- What is the plot of the story?
- Did the events in the story move quickly?
- What was the most exciting moment?

- What was the theme (the author's message) of the story?
- Did you find yourself inside the story? How did it connect to your life?
- What did you like about the author's writing?
- Do you wish the story had been longer?
- Would you recommend this story to other readers?

This type of text is a work of fiction, created from the writer's imagination. It includes:

Mystery

Fantasy

Science Fiction

Folk Tales, Myths, and Legends

Humour

Romance

Action Stories

Writing a Story

Planning and Drafting

- Choose an idea for your story.
- Will you write a science fiction or fantasy story, a mystery, a humorous story, a love story, or an adventure story?

CHARACTER

- What characters will you have in your story?
- Make a chart showing each character's qualities.
- How will you bring these characters to life?

SETTING

- Where will your story take place? How will you create a picture of the setting using words?
- What mood do you want to create? How will you do this?

PLOT

- What events will take place in your story?
- What troubles will the characters meet in the story?
- Write a first draft. Will you have a narrator, or will you write in the first person (I) or the third person (he, she)?
- Can you add dialogue between characters? Or, will you tell the reader what the characters are thinking?
- Be sure to use strong verbs (action words).

- Include some long and short sentences.
- Add an unusual opening to grab the reader's attention.
- Write a conclusion that wraps the story up.
- If possible, write your draft using the computer. It will make revising and editing easier.

Revising and Editing

- Reread your story and rewrite it to make it stronger:
 - Do you have too much going on?
 - Should you have more dialogue?
 - Do you need to describe a scene in more detail?
 - Give your story to someone else to read and give you feedback. If you agree with the reader's opinion, revise your story once more.
 - Do a final check of spelling, grammar, and punctuation.

Publishing and Sharing

- If you are writing on a computer, choose an appropriate font for your title and for the text.
- Print out your story and share it with your classmates. Ask if they enjoyed reading it — were they intrigued, frightened, touched?

Reading Poetry

Poetry uses words, rhythm, and rhyme (sometimes) to express feelings, describe something, or tell a story.

Reading

- Looking at the title, can you predict the type of poem this will be? Will it be serious, funny, or scary?
- Are there illustrations?
- Read the poem silently.
- Read it again, out loud.
- Who is speaking in the poem? How do you know?
- Did any pictures appear in your mind?
- Did the poem connect you to other ideas?
- What “poetic form” did the poet use? Are the lines arranged in stanzas? In specific shapes?
- Is there rhythm? Read the poem out loud and tap out the rhythm as you read. Can you hear the strong beats in each line?
- Is there rhyme?
- Are there unusual words?
- Are there interesting patterns of words?
- Are there any puzzles or surprises in the poem?
- Does the poem appeal to any particular emotions?
- What effect did the poet hope for? Was the poet successful?
- Can you find other poems like this one, or others by the same poet?

This type of text includes:

Rhymes

Patterns

Free Verse

Story (or Narrative) Poems

Haiku and other Formula Poems

Writing Poetry

Planning and Drafting

- Choose a topic that interests you.
- Decide who will be the speaker in the poem.
- Brainstorm all the ideas and feelings that the topic reminds you of.
- Reread the ideas and expressions you have written down. Add any words that come to mind as you read them.
- Now begin to arrange your words and expressions in the order that will help you create your poem.
- Will you write a haiku, free verse, or use a pattern or rhyme?
- Use a rhythm that suits the feeling of your poem.

Revising and Editing

- Add new words and groups of words, and cross out other words in order to make your poem more effective. You might wish to add a metaphor or a simile.
- Rearrange lines or words to make the poem stronger.
- Add a title that will make a reader want to read your poem.
- Read your poem out loud to yourself in a soft voice, and revise any problems.
- Do a final check of spelling and punctuation.

Publishing and Sharing

- Write your poem out in your best handwriting, or type it on the computer using a font that you think matches the mood of the poem. If you wish, add a photograph or illustration.
- Read your poem to your group. Ask for their opinions of it.

Reading a Memoir

This type of text is nonfiction; it is a personal recounting of a specific time in the writer's life.

Reading

- Read the memoir silently.
- What personal experiences is the author writing about?
- Who is involved in the story?
- Where and when did it take place?
- What happened?
- Was there an interesting opening or lead, and an effective conclusion?
- How did the author use the five senses “to paint a picture in words”?
- How does the author feel about what has happened? How do you know?
- Why has the author written this anecdote? Why is this experience important to the author?
- What did the author learn from this personal experience?
- How did this experience affect the writer?
- Does the anecdote connect to your life? Have you had a similar experience?
- Did this anecdote make you think about other memoirs you have heard or read about?
- What can you learn from this author's memoir?

This type of text includes:

Diaries

Journals

Picture Books

Biography

Anecdotes

Recounts

Personal Experiences

Writing a Memoir

Planning and Drafting

- Make a list of four or five important memories that stand out in your mind.
- Select one memory to turn into a memoir (a short, personal description of a moment in your life).
- Write an outline of your memoir, or make a mind map using a chart:
 - Include your attitudes and feelings before the event.
 - Describe what happened.
 - How did the experience change your life?
- Write your memoir using the first person (I).
- Add some dialogue between characters, or the thoughts that you had in your own mind at the time.
- Use descriptive language, so that the reader can see what is happening.
- Be sure to explain why this event in your life was so special.

Revising and Editing

- Reread your memoir, and revise it so that the reader will remember it.
- Do you have too much information for a short memoir?
- Do a final check of spelling, grammar, and punctuation.

Publishing and Sharing

- You may choose to keep this as a private piece of writing, or share it with your friends.

Reading an Explanation

This type of text is nonfiction. It is based on facts and tells about real people, places, and events. These texts explain ideas and information.

Reading

- Why do you want to research this topic?
- What would you like to find out about this topic?
Write down your questions as a guide for your research.
- Collect the materials about your topic from:
 - books, newspapers, and magazines
 - the Internet
 - interviews with experts.
- Are the materials helpful? Are there difficult words or ideas?
Do you need to ask for help?
- Are there diagrams, maps, or drawings that helped make the information clearer?
- Did you find out what you wanted to know?
- Did the explanation help you to understand the topic?

This type of text includes:

Research Reports

Essays

Inquiries

Projects

Writing an Explanation

Planning and Drafting

- Select a topic that interests you and that you want to explain to a reader.
- Make a mind map of all the questions you have about the topic.
- Find the information you will need:
 - in books
 - in magazines
 - from people
 - from the Internet.
- How will you record the information you find?
 - Will you use file cards, stick-it notes, or write in point form?
 - Will you create lists, charts, or diagrams on the computer?
- Write down the facts, but leave out your opinions.
- What special words do you need to include?
Should you explain them for the reader?
- Include some important quotes from the researchers.
- Add diagrams, charts, illustrations, or a glossary of terms.
Label diagrams/charts/illustrations carefully.

Revising and Editing

- Reread your explanation:
 - Should you change the order of any points?
 - What should you make clearer?
- Check that all diagrams/charts/illustrations have been placed in the correct positions.
- Do a final check of spelling, grammar, and punctuation.

Publishing and Sharing

- Present your explanation in the best way to help your readers learn about the topic. Either write it in your best handwriting, or use the computer.
- Ask your readers if your explanation was clear and helpful.

Reading an Opinion Piece

This type of text is nonfiction. It is based on facts and tells about real people, places, and events. An Opinion Piece offers the writer's thoughts and opinions on a topic.

Reading

- Read the title of the selection. Try to predict the author's viewpoint about the topic.
- Read the article to understand the different opinions about the topic.
- What information does the author use to back up his/her opinions?
- Does the author use emotion to persuade the reader?
- What questions do you still have for the author?
- What information do you still need in order to make up your mind?
- What is your opinion of the author's ideas?
 - What do you agree with?
 - What do you disagree with?
- Is the argument confusing?
- Has the writer left out important points?
- Have you changed your mind on the topic because of this article?

This type of text includes:

- Persuasive Articles and Essays**
- Letters to the Editor**
- Reviews**
- Debates**
- Arguments**
- Advertisements**

Writing an Opinion Piece

Planning and Drafting

- Choose a topic about which you feel strongly.
- What points do you want the reader to agree with?
- Gather information that will support your viewpoint:
 - Use your own experiences.
 - Talk to your friends.
 - Find information in books, magazines, and on the Internet.
- How will you persuade the reader to agree with your opinions?
- Outline your article and organize your points:
 - Use your facts and statistics.
 - Use interesting anecdotes.
 - Use quotations.
- Add diagrams, charts, photos or illustrations, or a glossary of terms.
Label diagrams, charts, photos or illustrations carefully.
- Try to think of the other viewpoints, so that you can persuade the reader to agree with your opinions.
- Write a rough draft of your opinion article.

Revising and Editing

- Now go back and check that you began with an interesting opening statement.
- Be sure you have a convincing closing statement that summarizes your opinion.
- Read the article to yourself:
 - Which points are effective?
 - What do you need to change?
 - What else can you add to persuade the reader?
- Do a final check of spelling, grammar, and punctuation.

Publishing and Sharing

- Write the final version of your article in your best handwriting or on the computer.
- Share your article with your classmates. Ask if you were able to convince them of your opinion.

Reading a Report

This type of text is nonfiction. It is based on facts and tells about real people, places, and events. In a Report, the writer records important events and gives useful information.

Reading

- Read the headline and subheads and predict what the report will be about.
- Read the report from beginning to end, and check your prediction.
- Decide on the main idea of the report.
- Who was involved in the event?
- What happened?
- Where did it take place?
- Why did it happen?
- How did it end?
- What background information did the reporter add?
- What details made this report worth reading?
- Did the reporter give his/her own opinions?
- What effect could this event have in the future?

This type of text includes:

News Reports

Sports Reports

Social Events

Celebrations

Writing a Report

Planning and Drafting

- Select an event that you found interesting in the news, in school, in the group you spend time with, at your workplace (if you have an after-school job), in your neighbourhood.
- Tell who was involved, what happened, where it took place, when it happened, why it happened, and how it ended.
- Leave out your own opinions.
- Decide on subtitles — this will help you plan your paragraphs.
- Add as many specific details as you can find to add interest to the report.
- Include quotations from people who were present, or who have background information, or are authorities.
- Include photographs, diagrams, maps, or charts.
- Now write an opening paragraph that grabs the reader's interest.
- Then, write a conclusion that summarizes the report and talks about what may happen because of the event you have reported.
- Write a brief, strong headline for your report.

Revising and Editing

- Reread and revise your report:
 - Do you have an interesting and inviting opening?
 - Do your subheads help the reader predict what is following?
 - Have you answered the 5 Ws — who, what, when, where, why — and how?
 - Check that all facts — dates, places, names — are correct.
 - Check that quotations you have used are accurate, and that you have named the source from which you got them.
- If you included photographs, diagrams, maps, or charts, remember to provide captions and labels.
- Give your draft version to a classmate and ask for suggestions on how to make your report clearer or more interesting. Make the changes if you agree with them.
- Do a final check of spelling, grammar, and punctuation.

Publishing and Sharing

- Write a polished version in your best handwriting or on the computer. Choose an appropriate font for the headline, subtitles, and text.
- You may wish to submit your article to the school newspaper for publication, or post your article on the school website.

Reading an Article

This type of text is nonfiction. It is based on facts and tells about real people, places, and events. An article informs and entertains.

Reading

- Preview the article by reading the title and the subtitles.
- Look at the pictures, captions, or diagrams.
- What do you think the main idea will be in this article?
- What do you already know about this topic?
- Think about the ideas in the article:
 - What new information have you learned?
 - What “big ideas” did the author want to tell you about?
 - What is the main idea in each section?
- Who is the author? Does he/she represent a special organization or group?
- Did the author include his/her own opinions?
- How did the article connect to what you already know?
- Do you have questions still to be answered?
- Did the author present the ideas in an interesting and clear way?

This type of text includes articles in:

Magazines

Newspapers

the Internet

Writing an Article

Planning and Drafting

- Select a topic you know about that you would like to share with others.
- Gather more information from as many sources as possible: books, newspapers, magazines, television, the Internet, experts.
- Decide how you want to organize your article.
- Write down the subtitles in order to help decide on your paragraphs.
- Add quotations from people, or charts and boxes with specific information, or photographs/diagrams.
- Write a draft of your article. Writing on a computer makes revising and editing much easier.

Revising and Editing

- Reread and revise your article:
 - Do you have an interesting and inviting opening?
 - Have you answered the 5Ws — who, what, when, where, why — and how?
 - Do your subtitles help the reader predict what is following?
 - Do you give examples to demonstrate your point?
 - Does the order of paragraphs make sense to the reader?
 - Do you have an effective conclusion?
- Check that all facts — dates, places, names — are correct.
- Check that quotations you have used are accurate, and that you have named the source from which you got them.
- If you included photographs/diagrams, make sure they have captions and labels.
- Give your draft version to a classmate and ask for suggestions on how to make your article clearer or more interesting.
- Do a final check of spelling, grammar, and punctuation.

Publishing and Sharing

- Write a polished version in your best handwriting or on the computer. Choose an appropriate font for the title, subtitles, and text.
- You may wish to submit your article to the school newspaper for publication, or post your article on the school website for schoolmates to read. Ask for a response from your readers.

Reading Instructions

Reading

- What will the instructions help you to do?
- Do you know what resources you will need to complete the task?
- Are the instructions written for beginners or for those with experience?
- Are there diagrams, maps, headings, and numbers to help you complete the task?
- Are there helping clues along the way, such as information boxes, diagrams, or coloured words?
- Is the sequence clear? Do you know what to do next?
- Is there a summary telling you what you should have found out or figured out?
- Talk to a classmate or groups and compare the results of following the instructions.

This type of text includes directions and instructions in:

Manuals

Games

Rules

Recipes

Puzzles

Experiments

Writing Instructions

Planning and Drafting

- Decide on the instructions or plans you want to write for a reader to follow.
- Write down the goal of the instructions, or what you want the reader to be able to do by following the instructions.
- List the equipment or materials the reader will need.
- Decide on how to organize the information.
- Write down the instructions, using the command voice (Next, you ...).
- Use action verbs (walk, turn, push, cut, pull ...).
- Help the reader to follow the instructions carefully with words like: next, after, before, then.
- Create helpful diagrams or drawings with clear labels.
- Use colour or different fonts for important words.
- Add two or three helpful rules, or “what to watch out for.”

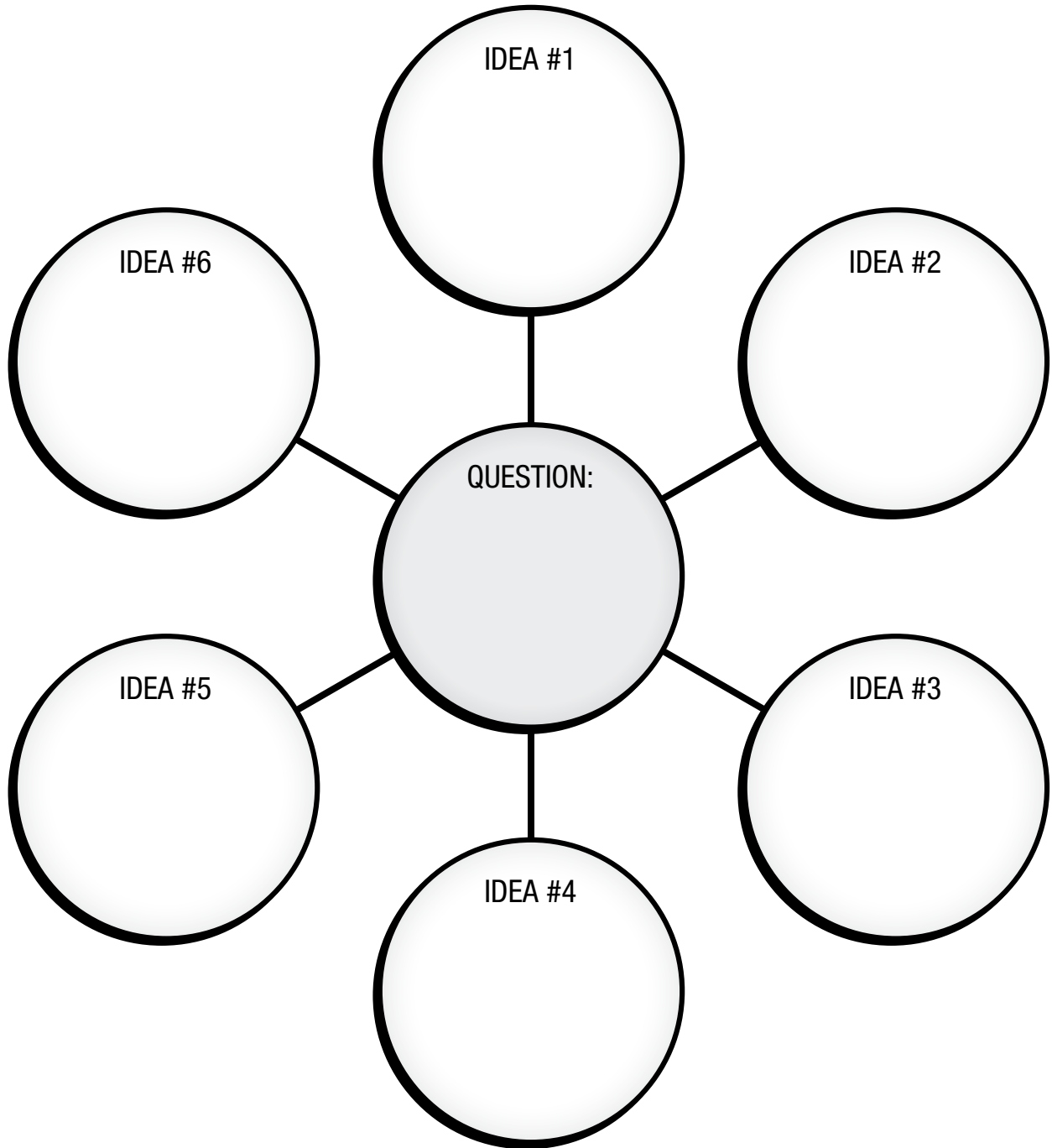
Revising and Editing

- Check that your instructions are accurate, that you have used clear sentences, and that diagrams have been clearly labelled.
- Ask someone to read your draft version. Ask the reader if the instructions were clear and easy to follow. If the reader could not understand certain steps, revise them.
- Do a final check of spelling, grammar, and punctuation.

Publishing and Sharing

- Print out your instructions in the form of a flyer.
- Offer your instructions to appropriate readers who might find them useful.

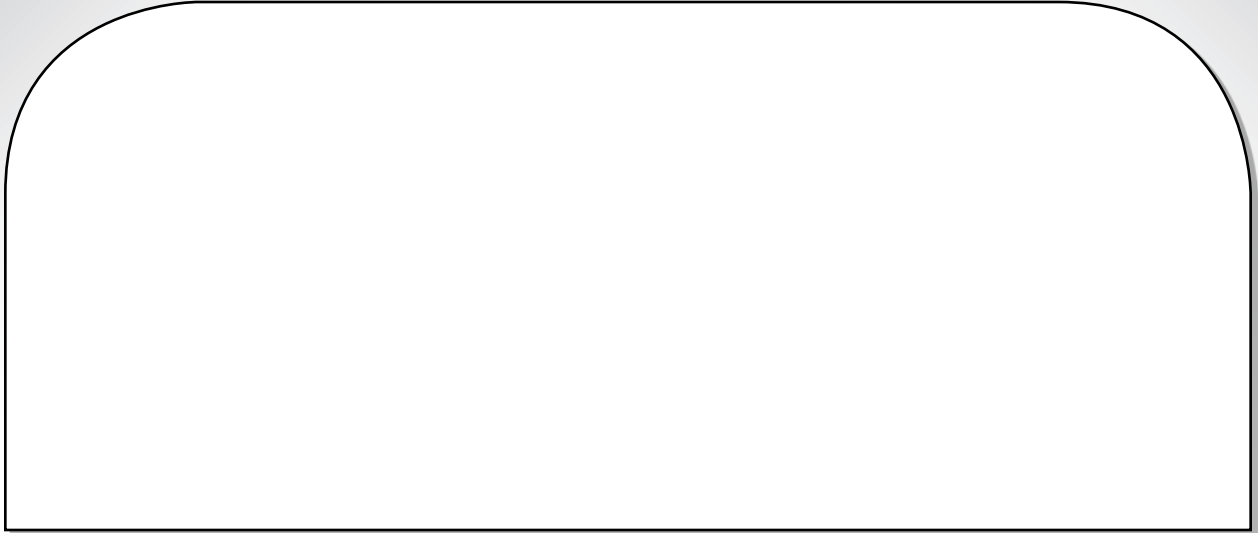
MIND MAP



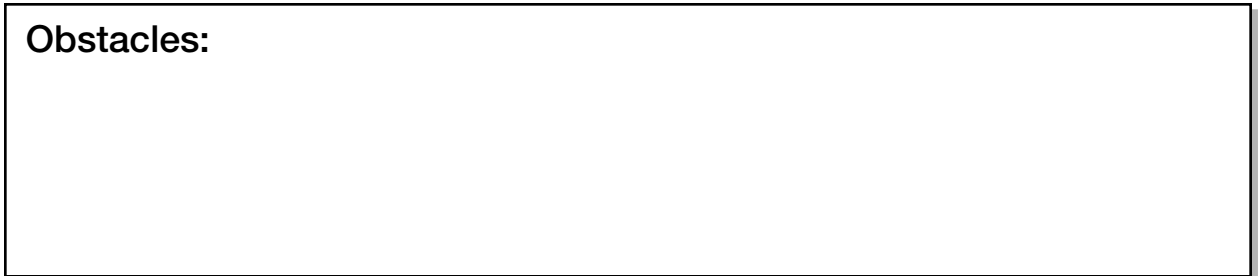
Student: _____

Date: _____

TRADING CARD




Obstacles:



Triumphs:



Wise Words:



Student: _____

Date: _____

5Ws + H

Subject of Newspaper Article: _____

Types of Questions	Possible Questions to Ask
Who?	
What?	
Where?	
When?	
Why?	
How?	

ANALYZING A STORYBOARD

Student: _____

Date: _____

Element of Storyboard	Yes	No	Notes
Editing transitions are clearly presented			
Camera angles are described clearly			
Sound effects are described clearly			
Camera movements are described clearly			
Plot is clear in the visuals provided			
Characters are clearly presented			
Setting is clearly presented			
Visuals capture the mood effectively			
Visuals are realistic in terms of filming			
Conventions of language are observed			
Instructions to actors, directors, and camera operators are clearly presented			

POSTER

Create a poster to be displayed in the school or community to help others think about overcoming challenges.

Make sure you consider the following:

- Message — What do you want viewers to understand?
- Images — How will the images reinforce your message?
- Colour — Which colours will capture the intent of the poster?
- Format — Will you use words only? Pictures only? Words and pictures?

Display your poster in your classroom.

1

PROJECT CARD

DRAMATIC PRESENTATION

Using one or more of the selections from *Rise Above: Overcoming Challenges*, or another example of overcoming challenges that you know about, work with a group to organize a creative presentation about how one individual overcame the challenges in his or her life.

The presentation could take one of the following forms:

- Script for a short play
- Reader's Theatre
- Choral reading of a poem
- Tableaux

Perform your presentations for the class.

2

PROJECT CARD

PROFILE

Choose an individual featured in *Rise Above: Overcoming Challenges*. Conduct some additional research on his or her background and life. Write a profile of this individual.

Make sure you include:

- Date and place of birth
- Early background
- Photographs
- Timeline of life
- Challenges overcome
- Current situation

3

PROJECT CARD

Present your profile in a small group.

ORAL PRESENTATION

Many interesting and courageous individuals are presented in this book. Working in a small group, script and role-play one of the following:

- a meeting between two of the characters
- a talk show where two of the characters are interviewed by a famous host
- a panel discussion in which three of the characters discuss their challenges and attitude to life

Present your work to the class. Make sure to use props, lighting, costumes, and lots of enthusiasm.

4

PROJECT CARD



BOLDPRINT is also available in French



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