

Name: _____ Date: _____

Unit 3 ~ Learning Guide

Student Instructions:

Complete the following activities as you work through the related lessons. You are required to have this package completed BEFORE you go on to the next unit. Do your best. Ask your home facilitator for help as needed and contact your teacher if you have further questions. See below for Learning Guide marking rubric.

Home Facilitator Instructions:

As soon as your student has completed an activity or two, please go over the answers with them.

- Talk about sections where the student excelled and sections where the student had any difficulty.
- Encourage the student to “make corrections”, fix work so that it has accurate responses, complete sentences, use evidence from the text, and apply grammar/punctuation conventions.

This is an important part of the learning process. Students learn more if they can get feedback as they progress through the course.

Ideas and Content	Not enough completed to assess this area. 0 points	Not yet meeting expectations, significant amounts not completed. 1 point	Not yet meeting expectations. Some parts not completed. 2 points	Minimally Meets Expectations - some detail, attempts to respond with minimally acceptable accuracy. 3 points	Meets Expectations - reasonable detail, responses mostly complete. Most directions followed. There is some attempt to respond to a topic if it has been provided. 4 points	Fully Meets Expectations - neat, very good detail and responses. You generally attempt deeper thinking in your responses when possible. Directions followed carefully. 5 points	Exceeds Expectations - neat, exceptional detail, thoughtful responses. You always attempt deeper thinking, when possible. The topics have been addressed thoroughly and correctly. Directions followed carefully. 6 points
Conventions	Not enough completed to assess this area. 0 points	Errors in sentence structure or grammar may make it difficult to follow. May lack effort in these areas. 1 point		A few errors in grammar, spelling, or sentence structure. 2 points		Complete sentences, attention to grammar and spelling, evidence of revisions / corrections / review of work. 3 points	

3.2 Zoom In

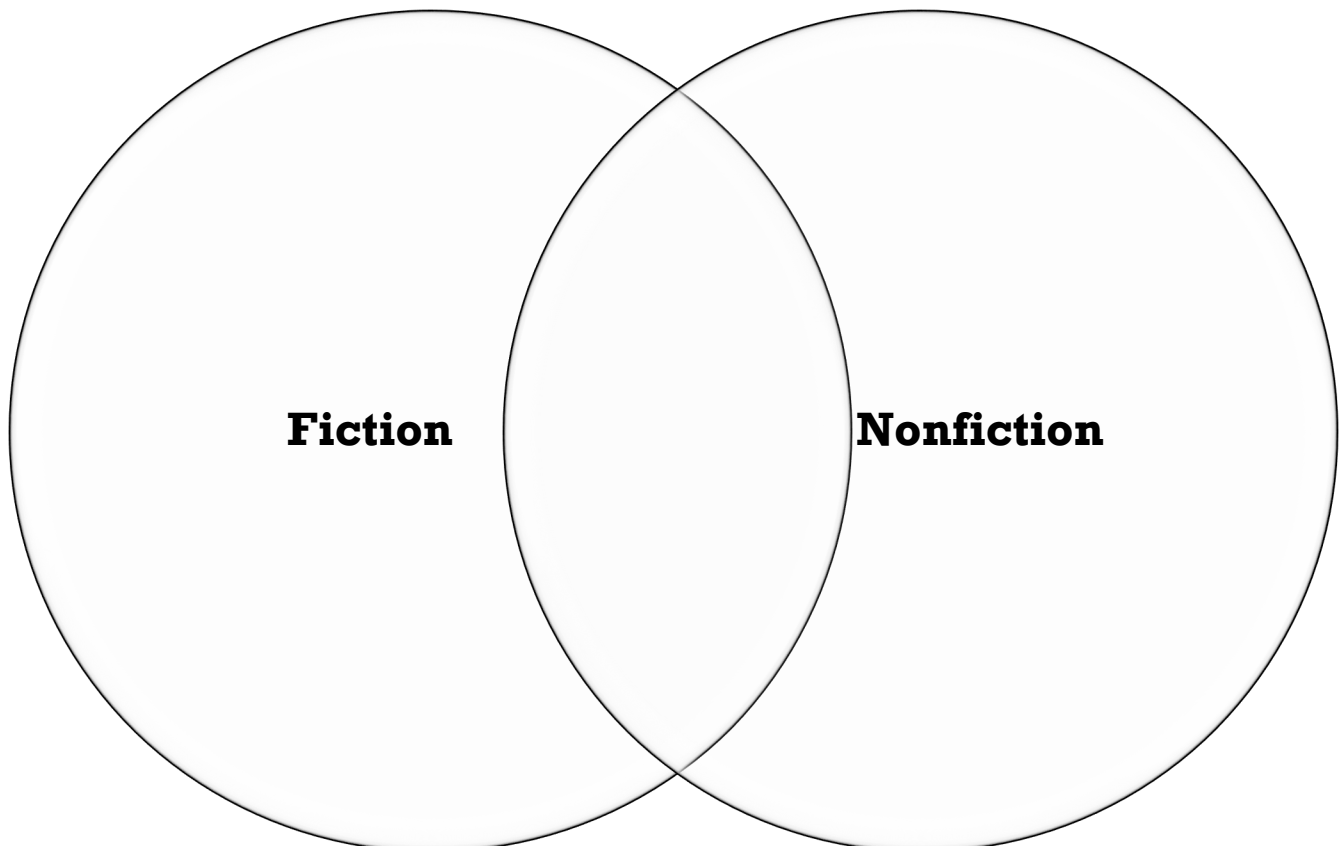
Venn Diagram – Compare and Contrast Fiction and Nonfiction



Compare (things that are the same) and contrast (things that are different) fiction and nonfiction. What nonfiction features were pointed out in today’s lesson? What is different about fiction? What do they have in common?

Put the following items in the correct sections of the Venn Diagram:

Not true, True, Title Page, Headings, Page Numbers, Characters, You can start reading anywhere, Setting, Photographs, Story, Charts, Fact boxes, Beginning-Middle-End, Maps, Glossary, Captions, Imagination, Labels, Fairy Tale



3.3 Nonfiction Feature Detective



Contents

1. On what page can you find the glossary? _____ (The glossary helps you to find the meaning of important vocabulary. These words are sometimes **bold**.)

2. What is the name of the chapter that starts on page 19?

3. On what page does the chapter called “Living Among the Taliban” begin? _____

[Return to the online lesson book.](#)



Identify and Define Each Text Feature

IDENTIFY:

DEFINE:

A. _____ - _____

B. _____ - _____

C. _____ - _____

D. _____ - _____

[Return to the online lesson book.](#)



Glossary

Choose a word from the glossary in the online lesson book to complete each sentence.

A. When Malala was shot, she survived great suffering and became a _____ for her cause – education for females.

B. Because Malala’s home was no longer safe for her, she was moved to a safe _____.

C. Malala won the _____ because of her contributions to the fight for equal education rights for females.

[Return to the online lesson book.](#)



Index

A. You’ve heard that Malala has been compared to Anne Frank. To find out more about this, you’d look on page _____.

B. You’d like to know more about schools in Pakistan. You’d look on pages _____.

C. What would you find out about on page 26? _____

[Return to the online lesson book.](#)



3.4 Take a PEEK!

Introduction

What will you take with you?

Directions: List the 15 items you chose to take with you for your year on a deserted island.

- | | | |
|----------|-----------|-----------|
| 1. _____ | 6. _____ | 12. _____ |
| 2. _____ | 7. _____ | 13. _____ |
| 3. _____ | 8. _____ | 14. _____ |
| 4. _____ | 9. _____ | 15. _____ |
| _____ | 10. _____ | |
| 5. _____ | 11. _____ | |

Return to the online lesson book.

Change of Plans

Directions: Explain the choices you removed.

IDENTIFY:

EXPLAIN:

- | | | |
|----------|---|-------|
| A. _____ | - | _____ |
| _____ | | |
| B. _____ | - | _____ |
| _____ | | |
| C. _____ | - | _____ |
| _____ | | |
| D. _____ | - | _____ |
| _____ | | |

Return to the online lesson book.

Not Again!

Directions: List the final 6 items you chose to take with you for five years away.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

[Return to the online lesson book](#)

PEEK

Directions:

1. Before reading the article you downloaded, scan it and record what you find and learn from each step in PEEK.

P – PICTURES – Look at all the pictures (and captions, if they have them.) What can you learn from the pictures?

E – EACH HEADING - What do the titles and headings tell you about what is in the article?

E – ENDING – Summarize the last paragraph in 1-2 sentences. What do you learn about the entire article from the summary?

K – KNOW – What do you already know about this text?

2. You are ready now to read the entire article. Your mind is ready, you have figured out what the piece is about, and understanding the text will be easier. Read the article.

3.5 Oreo Paragraphs

Draft

Directions: Based on the article you read in the last lesson, in an OREO paragraph, tell about why young people should attend a TedXKids event if they can.

1. Be sure you start with a delicious introduction in the form of a topic sentence.
2. Add some rich creamy filling in the form of supporting details.
 - a. Tell the reader what a TedXKids@BC event is.
 - b. Give an example of speaker or two you would really like to hear. This is how you can cite evidence from the article and will help to show why these events are worthwhile.
3. End with a final chocolatey crunch or a clincher sentence that restates the main idea in a powerful new way.

Revising

Make revisions on your draft to improve your writing. Your teacher wants to see your improvements so don't erase your original work. Use a red pen to make your changes visible.

- Are my ideas in a logical order?
- Does everything make sense?
- Have I done everything I can to say things well?
- Have I chosen the best words?
- Do I have well-crafted sentences?
- Do I start with start with a delicious introduction for a topic sentence? Do I attempt to engage the reader with an interesting and clear topic sentence?
- Check over your rich creamy filling. Do I have clear supporting details and include examples or evidence from the text?
- Have I put in enough interesting details and used evidence from the text?
- How well does my final chocolatey crunch or a clincher sentence restate the main idea in a powerful new way?

Editing

Patrol your writing for CUP (Capitals, Usage, Punctuation, Spelling). Make corrections as needed. Your teacher wants to see your improvements so don't erase your original work. Use a red pen to make your changes visible.

Evaluating

With your home facilitator, go through your revised and edited poem as you think and talk about the questions below:

___ Does the writing start with a topic sentence? Do you attempt to engage the reader with an interesting and clear topic sentence?

___ Are clear supporting details used? Do they include examples or evidence from the text?

___ Has detail / language been used effectively? Has repetition been avoided? E.g. Don't start sentences repeatedly in the same way. (If you start sentences with "Then", "Because", or "So", they may be boring sentences or incomplete sentences. Use interesting language.)

___ Are ideas in a logical order?

___ Are you beginning to experiment with varying your sentence lengths? Not all of your sentence should have the same length/rhythm.

___ Have you used correct basic spelling, punctuation, and grammar?

3.6 Turning It Into A Question

PEEK

Directions: Before reading the article you downloaded, scan it and record what you find and learn from each step in PEEK.

P – PICTURES – Look at all the pictures (and captions, if they have them.) What can you learn from the pictures?

E – EACH HEADING - What do the titles and headings tell you about the article?

E – ENDING – Summarize the last paragraph in 1-2 sentences.

K – KNOW – What do you already know about this text?

[Return to the online lesson.](#)

Chart – Turning It Into A Question

1. Copy the remaining headings and then turn each one into a question. RETURN TO THE ONLINE LESSON BEFORE STARTING #2.

2. Read the article to try to find the answers to the questions. Use the questions as a guide to find the main ideas of this article.

Title or Heading	Turning It Into A Question	Reading to Answer the Question
A Little Woman Who Is Changing The Lives Of Afghan Girls	Who is the little woman? How is she changing the lives of Afghan girls?	
Her Inspiration	Who or what is her inspiration?	

Return to the online lesson.

Revising

Make revisions on your draft to improve your writing. Your teacher wants to see your improvements so don't erase your original work. Use a red pen to make your changes visible.

- Are my ideas in a logical order?
- Does everything make sense?
- Have I done everything I can to say things well?
- Have I chosen the best words?
- Do I have well-crafted sentences?
- Do I start with start with a delicious introduction for a topic sentence? Do I attempt to engage the reader with an interesting and clear topic sentence?
- Check over your rich creamy filling. Do I have clear supporting details and include examples or evidence from the text?
- Have I put in enough interesting details and used evidence from the text?
- How well does my final chocolatey crunch or a clincher sentence restate the main idea in a powerful new way?

Editing

Patrol your writing for CUPS (Capitals, Usage, Punctuation, Spelling). Make corrections as needed. Your teacher wants to see your improvements so don't erase your original work. Use a red pen to make your changes visible.

Evaluating

With your home facilitator, go through your revised and edited writing as you think and talk about the questions below:

___ Do you start with a topic sentence? Do you attempt to engage the reader with an interesting and clear topic sentence?

___ Do you have clear supporting details and include examples or evidence from the text you read?

___ Have you used detail / language effectively? Make sure you don't start sentences repeatedly in the same way. (If you start sentences with "Then", "Because", or "So", they may be boring sentences or incomplete sentences. Use interesting language.)

___ Are your ideas in a logical order?

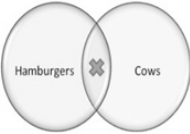
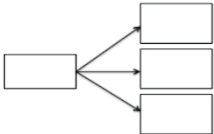
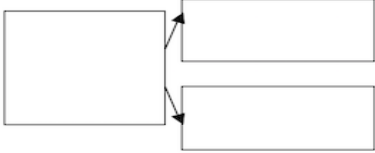
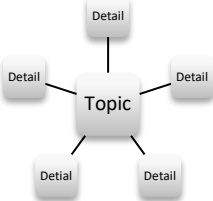

___ Are you beginning to experiment with varying your sentence lengths? Not all of your sentence should have the same length/rhythm.

___ Have you used correct basic spelling, punctuation, and grammar?

3.7 Introducing Nonfiction Text Structures

Text Structure Scramble and Sort

Cut out these cards. When you are asked to pause the video, try to match the text structure title with the definition. **SAVE THESE CARDS TO REUSE IN THE NEXT LESSON.**

<p style="text-align: center;">DESCRIPTION</p>	<p>Tells how two or more things are the same (compare) or different (contrast)</p>  <p style="text-align: center;">similar to, as well as, however, on the contrary</p>
<p style="text-align: center;">SEQUENTIAL OR CHRONOLOGICAL</p>	<p>Shows a relationship between a cause (event) and effect (what happened as a result)</p>  <p style="text-align: center;">consequently, therefore, as a result, because of, due to</p>
<p style="text-align: center;">COMPARE AND CONTRACT</p>	<p>Tells about a problem and gives one or more solutions</p>  <p style="text-align: center;">Consequently, therefore, leads to, because of</p>
<p style="text-align: center;">CAUSE AND EFFECT</p>	<p>Features, characteristics, or attributes of a topic are given.</p>  <p style="text-align: center;">for example, for instance, specifically</p>
<p style="text-align: center;">PROBLEM AND SOLUTION</p>	<p>Shows events in order or explains steps one must follow</p> 

		first, next, after, before, last, following
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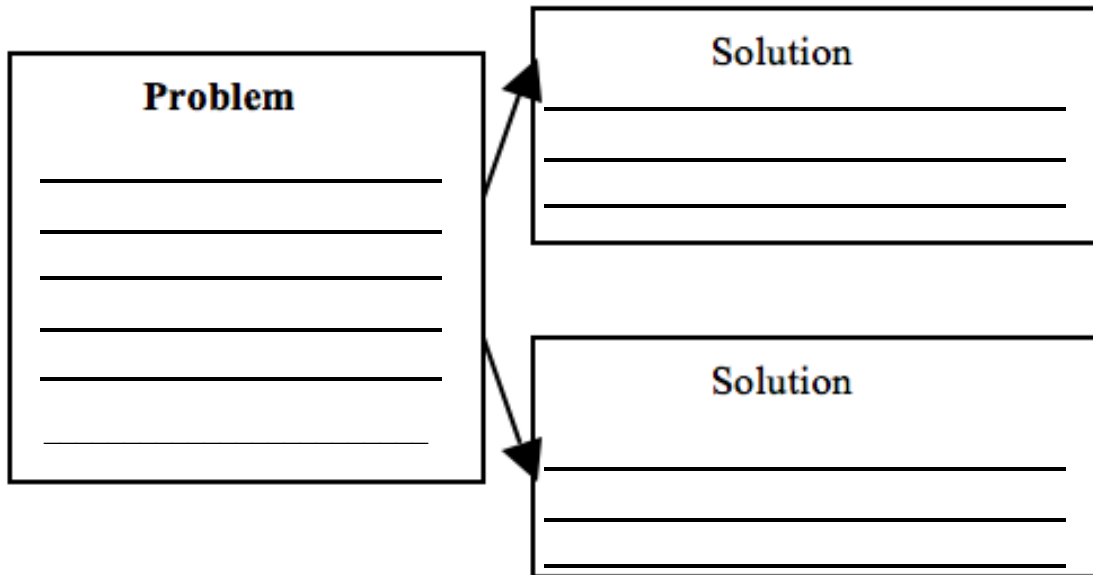
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Text Structures – A Closer Look

Problem and Solution

1. The main idea of the paragraph is:

2. Fill in the information from the paragraph in point form onto the problem and solution graphic:

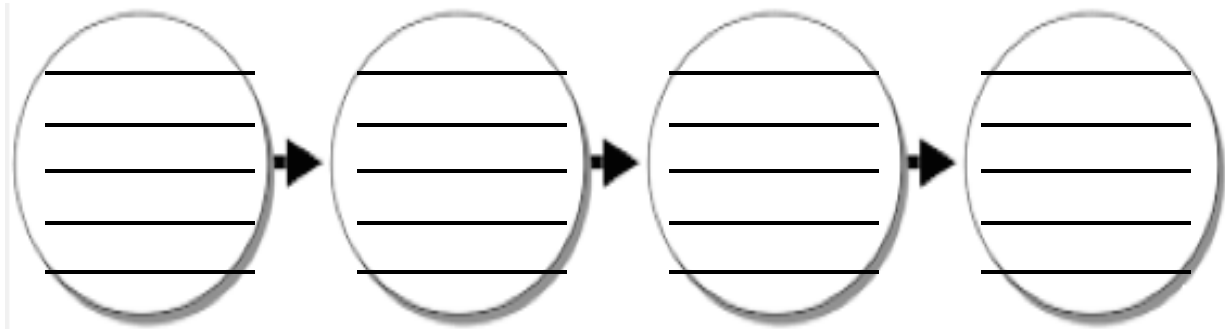


Return to the online lesson book.

Sequential

1. The main idea of the paragraph is:

2. Fill in the information from the paragraph in point form onto the problem and solution graphic:

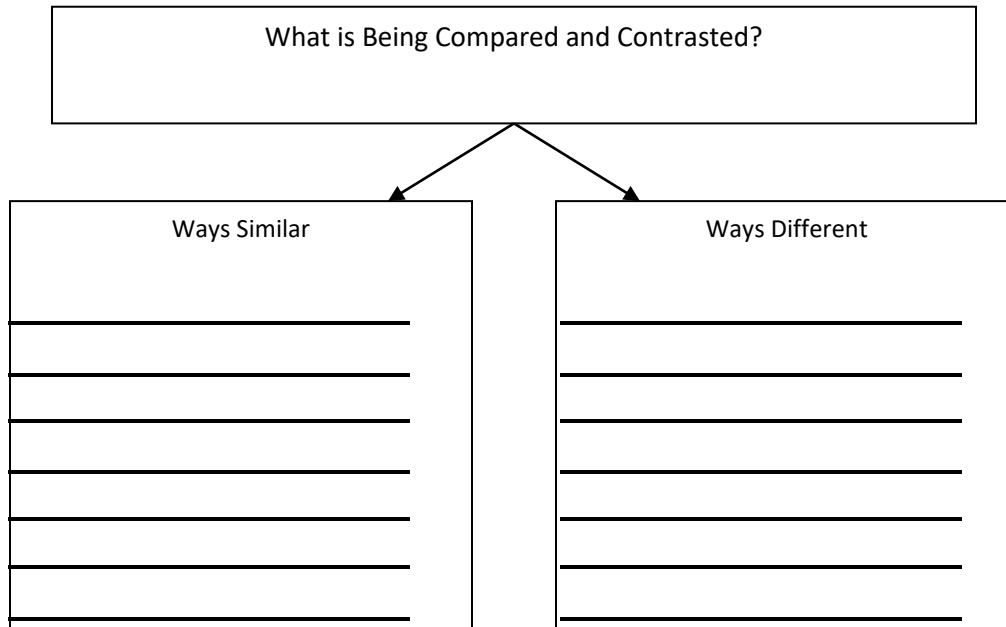


[Return to the online lesson book](#)

Compare and Contrast

1. The main idea of the paragraph is:

2. Fill in the information in point form onto the compare and contrast graphic:

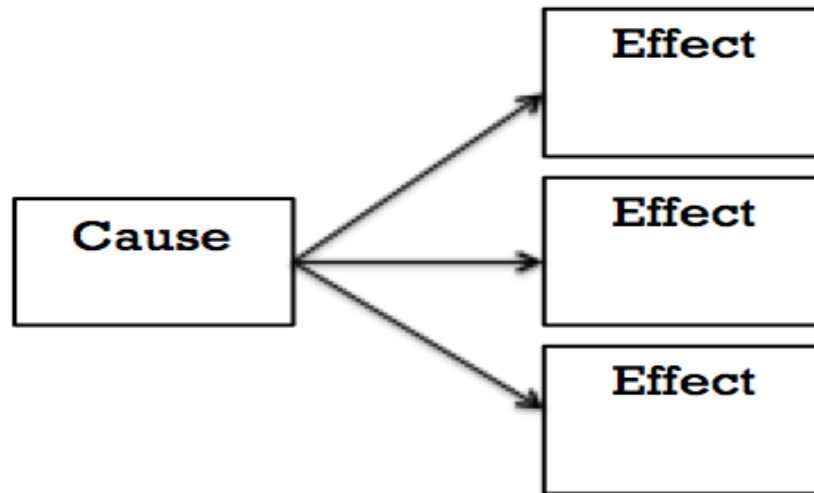


Return to the online lesson book.

Cause and Effect

1. The main idea of the paragraph is:

2. Fill in the information in point form onto the cause and graphic:



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3.8 Introducing Nonfiction Text Structures

Text Structure Scramble and Sort 2

Cut out these cards. Add them to the cards from the last lesson. Match the categories, definitions, and examples together. Then, check in the online lesson book to see if you have them all matched correctly.

<p>Cats often have lots of energy and will play for a long time. As a result, they take many naps.</p>	<p>Cats sometimes scratch the furniture. One solution is to cover the furniture.</p>
<p>Cats are similar to lions. They are both felines. They both have sharp teeth. However, a cat is much smaller than a lion.</p>	<p>When a cat is hungry, first he will look for his master. Then he will sit next to his dish until he gets fed.</p>
<p>You can tell when a cat is angry. Its ears are laid back and it may hiss.</p>	<p>If you don't get enough sleep, then it could affect your memory, ability to pay attention, and performance in school.</p>
<p>If you can't remember dreams, but want to, keep a journal by your bed so that you can record them as soon as you wake up.</p>	<p>A baby may first toss and turn when she is put in a crib for a nap. Second, she may cry. Not long after that she will likely close her eyes and drift off to</p>

	sleep.
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Terry Fox Article

Directions: As you listen to or read the Terry Fox article, keep track of events on the graphic organizer below by jotting down point form notes and/or sketching pictures.

Early Life	Winnipeg
	Coquitlam
How It All Started	1976
	1977
	1979
Marathon of Hope = A Marathon a Day	
Terry's Run Ends	September 1980
The Dream Continues On	1981
	1981 - Present

[Return to the online lesson book.](#)

3.9 Introducing Biographies



1. What was the writer's purpose? _____

2. Does the writer clearly state who the biography is about and why this person is important? (Yes or No) _____

3. A biography gives details in chronological order; this is the order in which they happened. It may begin by telling when and where the person was born and may end by telling when the person died or what he or she is doing now. Are the facts about Meadowlark Lemon in chronological order? (Yes or No) _____

Return to the online lesson book.



Jane Goodall

Read these sentences about Jane Goodall. Number the events in chronological order.

- _____ a. In 1960, Goodall began studying chimpanzees at Gombe Stream Chimpanzee Reserve in Tanzania.
- _____ b. Goodall was born in England in 1934.
- _____ c. Goodall arrived in Africa in 1957 after a friend invited Goodall to her home in Kenya.
- _____ d. In 1977, Goodall founded the Jane Goodall Institute to protect great apes and their habitats.
- _____ e. Goodall's second major discovery was that chimpanzees sometimes hunted other animals for food.
- _____ f. Goodall's first major discovery in Tanzania was that chimpanzees used sticks as tools.
- _____ g. As a child, Goodall dreamed of going to Africa one day.

Return to the online lesson book.

3.10 Digital Text and Biographies

Learning From Videos

The person I am choosing is _____.

Directions: 1. As you watch the video, on the right hand side, take notes on the person’s life. Don’t try to record every detail – just 8 or so main points. See if information is presented sequentially. 2. After you are done, see if you can add headings to the left, in the boxes under “Early Life” to categorize the information.

	Video 1	Video 2
Early Life		

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3.11 It's All About Who?

Bioriddles

Can you match each clue to a person?

Directions: Put the names of the people below beside the clue that describes them.

Frederick Banting

Jean Little

Alexander Graham Bell

Ben Franklin

Orville Wright

Gordon Korman

Emily Carr

Amelia Earhart

Robert Service

Lucy Maud Montgomery

Rick Hansen

Anna Pavlova

Nancy Greene

Craig Kielburger

Roberta Bondar

Clues:

1. I was a Canadian author from Prince Edward Island. There has been a television show based on one of my novels. I am: _____
2. I was a Canadian doctor. I discovered that “insulin” improved and lengthened the life of people with diabetes. I am:

3. I was a famous Canadian female painter who followed my dreams despite illness and negative feedback. I painted nature, native village scenes, and more. I am:

4. I was the first Canadian female astronaut in space. I am:

5. My first profession was as a teacher for the deaf, but I spent much time on inventing and experimenting with ways to communicate. I invented the telephone. I am: _____
6. I was one of the greatest ballet dancers of all time. I became ill in 1931 with pleurisy and died. I am: _____
7. I was the youngest of two brothers that invented and built the first airplane. I am: _____
8. I wrote my first novel at the age of 12 about two boys named Bruno and Boots. I am: _____
9. Despite being handicapped by a severe visual impairment (very poor sight), I have written 13 novels, 2 poetry books, and an autobiography. I am: _____
10. I was a banker who started writing poetry. I lived in the Yukon and wrote poems like, “The Cremation of Sam McGee”. I am: _____
11. I became a spokesperson for children’s rights when I was 12 years old with Free the Children. I am: _____
12. I am a Canadian skier from Rossland, BC. I was the first Canadian woman to win a World Cup Race. I am: _____
13. I injured my spinal cord in a car accident and went on to complete the “Man In Motion World Tour” to raise money for spinal cord injury awareness and research. I am: _____
14. I was a politician and inventor. I set up the first city hospital in North America and I played around with electricity. I thought one day it might be useful. I am: _____
15. I was the first woman to fly across the Atlantic Ocean alone. I am: _____

OPTIONAL BONUS: Make up clues for Robert Bateman, Chris Hadfield, David Suzuki, or one of your favourite Canadian singers or athletes. Email your clues to your teacher.

Return to the online lesson book.

*3.14 Writing an Introduction and a
Conclusion*

Big Question

Directions: What big question can be answered by your biography?

Return to the online lesson book.