"The Ontario Literacy Course: Differentiated Instruction"

Discipline	English
Course Code	OLC 4O1
Course Name	Ontario Literacy Course-Open Level
Unit	**Informational Reading**

Ontario Curriculum Expectations
Overall
BRV.01: Demonstrate the ability to read and respond to a variety of texts.
BRV.02: Demonstrate understanding of the organizational structure and features of a variety of informational, narrative, and graphic texts, including opinion pieces, information paragraphs, textbooks, newspaper reports and magazine stories, and short fiction.
BRV.03: Demonstrate understanding of the content and meaning of informational, narrative, and graphic texts that they have read using a variety of reading strategies.
BRV.04: Use a variety of strategies to understand unfamiliar and specialized words and expressions in informational, narrative, and graphic texts.
Specific
BR1.01   Demonstrate that they have read a variety of student selected and teacher selected texts including informational, narrative, and graphic texts.
BR1.02: Demonstrate the ability to read independently for personal, school related, and career related purposes.
BR2.01: Use knowledge of the organizational structure of information paragraphs to identify

opinions, main ideas, or arguments, and supporting details.

BR2.04: Demonstrate understanding of how the organizational structure of informational texts is related to the audience and the purpose for writing.

BR2.05: Use cue words and features of print to understand the organization and relationship of ideas in the text.

BR3.02: Use appropriate pre reading strategies to preview new texts including: informational texts, narrative texts, and graphic texts.

BR3.03: Use appropriate strategies to activate and build on prior knowledge of the content of the informational, narrative, or graphic selections.

BR3.06: Use appropriate strategies to locate information in different types of texts including: informational texts, narrative texts, and graphic texts.

BR3.07: Use appropriate strategies to make inferences about and interpret different types of texts including: informational texts, narrative texts, and graphic texts.

BR4.02: Use appropriate strategies to discover the meaning of unfamiliar idiomatic expressions encountered in their reading.

Brief Lesson Overview:

1) Brainstorm with students the type of texts they have read that give them information on a subject.

2) Teacher will share with students how to interpret an Informational Reading text: looking at the title for an overview of the text, using scanning techniques to read the text, focusing on headings and subheadings found in the text for clues.

3) Review correct sentence format and grammar used when answering short answer questions for an Informational Reading.

4) Teacher will hand out one of the Informational Readings with Questions for students to complete.

Resources and Appendices:

- Cars Informational Reading
- Cars Informational Reading Questions
- Video Games Informational Reading
- Video Games Informational Reading Questions
- Sports Informational Reading
- Sports Informational Reading Questions

The Fill-ups of the Future

A mockup of a charging station from Coulomb Technologies, which installed its first charger in Canada last month in Vancouver. Motorists must register and pay a monthly access fee, plus fees for charging sessions.

California firm's plan for electric `gas stations' provides a glimpse of how it can be done
Jan 16, 2010
PETER GORRIE

One major question about electric cars is how to recharge them.

The simplistic answer is that owners will plug in at home overnight. That's fine for those with a garage or, at least, a driveway near an outlet. But for the many who live in multi-unit housing, park on the street or need a charge when away from home, something else is required.

One solution is to install charging stations in apartment, condo or office-tower garages, or at malls, parking lots and other public places. And, as quickly as you can say "plug-in," a business opportunity emerges.

This column is about the plan of one company, Coulomb Technologies Inc. It's not meant to advertise, let alone endorse, the California-based firm. The aim, thanks to information from senior sales vice-president Scott Saffian, is to suggest what's coming.

Coulomb makes charging stations and software to manage them. They come as 110-volt or 220-volt models; the bigger ones are expected to dominate. The software uses smart cards, email, texting and other devices to control access, billing, safety and security features, messages to drivers and communication with the utility running the local electricity grid.

Coulomb sells the chargers to distributors servicing a specific territory. They, on their own or through subcontractors known as resellers, then seek "hosts" – governments, businesses, malls,

condos or apartments – who will buy chargers, at roughly $5,000 to $6,500 a piece (all figures U.S.), as well as sign up for installation and servicing.

Those hosts become, in effect, electric "gas stations."

Motorists must register to use Coulomb's chargers and pay the company $9 per month for access to the chargers and network.

Neither Coulomb nor its hosts charge for the actual amount of electricity that flows into participants' cars. In most places, that's illegal. Instead, hosts foot that bill and drivers pay for "sessions" on the charger.

Hosts can provide the electricity free – perhaps as a public service, publicity gambit or employee perk – or run their chargers as a commercial operation, in which case drivers pay rates set by Coulomb.

For now, the basic deal is $3 per session. Drivers can also pay a monthly fee in advance, ranging from $15 for 10 sessions between 9 p.m. and 9 a.m., up to $50 for unlimited access at any time. Those who choose 10 sessions can buy extras for $3 each, but if they use less, can't carry them to the next month.

Coulomb will keep 20 per cent of the session fees; the rest goes to the host.

Each session is, according to Coulomb's contract, 24 hours long. In reality, they'll be at the hosts' discretion and likely much shorter. The system signals a driver when the car is fully charged. Hosts might then allow a certain time to move the vehicle before they impose a stiff parking charge or even call a tow truck.

Last year, Coulomb sold nearly 700 chargers, mainly in the United States and about 300 were installed. The aim this year is to ship 10,000. Last month, Canada's first Coulomb charger was installed in Vancouver, and the company is close to contracting a distributor for the eastern half of the country.

Coulomb and its competitors are helping to ensure that charging networks will be available when plug-in cars hit the market. Since mass sales are a few years away it will be a while before such systems can make money. I hate to resort to this old copout, but here it's apt: This scheme is in its infancy. It remains to be seen how much it, or any other, will appeal to drivers or bankers.

The Toronto Star. January 16, 2010.

Informational Reading Questions

1   One major question with electric cars is

      a)   how to pay for them.
      b)   how to drive them.
      c)   how to store them.
      d)   how to recharge them.

2   Coulomb Technologies Inc. is a company who

      a)   makes electric cars.
      b)   makes charging stations.
      c)   makes gas station pumps.
      d)   makes electric plugs.

3   Canada's first charger was installed in

      a)   Toronto.
      b)   Montreal.
      c)   Ottawa.
      d)   Vancouver.

4   Why is the "simplistic answer" to charge on electric car not good for everyone?

5   How will people pay for the electricity they use to recharge their cars?

6   How much money will Coulomb make for an electric session and where does the rest of the money go?

7   In Paragraph 7 why are the words, "gas stations" in quotation marks?

8   Why, according to the last paragraph of the article, is this idea "in its infancy"?

9   Would you buy an electric car, why or why not?

Informational Reading-Sports

Glitches fail to ruin show
Jim Byers
Staff Reporter
February 14, 2010

VANCOUVER–A partially empty podium. Traffic snarls. And a stellar Canadian Olympian left holding a flame with nowhere to go.

The opening ceremony for the Vancouver/Whistler Olympics was heralded on several counts, most notably for its treatment of a fallen Georgian athlete and attention to aboriginal culture. But there also were a few miscues, most notably in the grand finale when a giant column failed to rise from the stage.

Former Olympian Catriona Le May Doan was one of four Canadian athletes who were supposed to light the Olympic cauldron together. Four giant, silver arms were supposed to come up from the floor of B.C. Place to support the Olympic cauldron.

But only three columns rose up, leaving Le May Doan on the sidelines while Wayne Gretzky, Nancy Greene Raine and Steve Nash helped send flames up their columns and into the cauldron. Officials blamed a faulty hydraulic lift.

"I'm not completely sure what took place," said show organizer David Atkins. "Fortunately, the cauldron functions with three arms, as you saw."

Atkins said the lift worked fine earlier in the show.

"We're living in the real world," he said. "It's produced live with three billion people watching and it's that excitement that makes it what it is."

Vancouver organizing committee spokeswoman Renee Smith-Valade said Le May Doan had an earbud and knew exactly what the problem was and what to do.

Earlier, viewers saw Canada's governor-general, Michaëlle Jean, on the special podium reserved for dignitaries, but native leaders who should have been on site weren't present. Smith-Valade noted B.C. Place is in downtown Vancouver and that one bus was "a little bit delayed" reaching the stadium.

"I believe some of the Four Host Nations' chiefs were on that bus. Part of it was due to some re-routing as a result of the protests that were going on in the city core ... but it was a very, very slight delay that I think very few people noticed."

There were reports of slow buses for IOC members and also for the media, with one bus driver getting lost and taking 65 minutes for a 15-minute trip. Reader reaction to the ceremony was mostly positive.
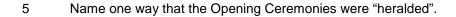
"The provinces of Ontario and Quebec seemed to be downplayed when in fact the people of these two areas were greatly responsible for creating the Canada that we know of today," one person wrote.
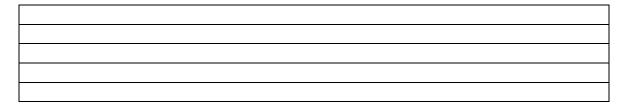
Writing for *The New York Times* news service, Charles McGrath said the ceremony was long and a little dull at times, "but it was also thoughtful and stirring."

"It was authentically and unabashedly Canadian," he wrote. "The poet Shane Koyczan pointed out that his was a country not afraid to use the words `please' and `thank you.' You could add that it's a country unafraid to put a poet up there on the stage in the first place."

Informational Reading Questions-Sports

1   How many people does the article say watched the 2010 Vancouver Olympic Opening Ceremony?

         a)   One Billion.
         b)   Two Billion.
         c)   Three Billion.
         d)   Four Billion.

2   The 2010 Vancouver Olympic Opening Ceremonies were held at:

         a)   The Olympic Stadium.
         b)   BC Place.
         c)   The Vancouver Arena.
         d)   The Olympic Village.

3   Canada's Governor General is

         a)   Catriona Le May Doan.
         b)   David Atkins.
         c)   Renee Smith-Valade.
         d)   Michaëlle Jean.

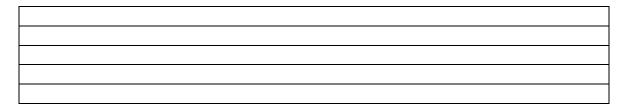4   Describe the main "glitch" that took place during the 2010 Vancouver Olympic Opening Ceremony.

5   Name one way that the Opening Ceremonies were "heralded".

6   Why was the bus with many high profile guests delayed getting to the Opening Ceremonies?

7   Do you agree or disagree with Charles McGrath's statement about the Opening Ceremonies he made in *The New York Times*? Give one reason to support your position.

8   Did you watch the 2010 Vancouver Olympic Opening Ceremony? Why or why not?

Video Games and Children

Since video games were first introduced in the 1970s they have become a popular pastime for children and teens as well as quite a few adults. Parents should consider two basic issues when providing guidance to their children and teens regarding the use of video games. (1) Parents should be aware of the content of the games and question whether it is appropriate for the age and developmental level of their child. (2) Parents should monitor how much time their children spend playing video games as well as other activities. It is true that you can have "too much of a good thing."

Evaluating the appropriateness of Video Game Content
Parents have the responsibility of helping their children select books, toys, television programs and movies that are appropriate for each particular child. Entertainment materials should be fun, engaging and spur creative fantasy. They should not be frustrating or present information and

images that might be so scary that they might spawn excessive worry, anxiety or nightmares. . Entertainment materials should not be too advanced as to create questions or interests that the child is not intellectually or emotionally ready to handle.

Given the increase in violent acts by children, the media and video games have been identified as possible causes for this phenomena. Research has not fully supported this notion. It is known that SOME children are more likely to act out what they see than others. Some children may have a poor understanding of the difference between reality and fantasy. Others may have poor impulse control and become overly intense in their acting out of violent scenes. On the other hand, some children may be emotionally disturbed for any number of reasons and may gravitate to this material as a result of the disturbance. Parents should have a good knowledge and understanding of each child so that they can assist them in selecting appropriate play materials. Children and adults have always found some amount of violence to be entertaining. Certainly many stories contained in books have violent themes and depict violent scenes. Many of the original Grimm Fairytales had some very violent scenes. Certainly violence in movies has become more graphic. However, the mind is very capable of creating very vivid violent scenes from reading a book.

Children have always engaged in some form of aggressive play. Often it involves portraying roles from one form of literature or another. In the past, it was "cops and robbers," "cowboys and Indians," "Superman," "Prince Valiant," "Space Patrol," or "Flash Gordon" to name a few. Much of the action today is the same but with different fictional characters. Many parents from the "baby boomer" generation decided not to buy guns or war toys for their kids only to find them using tinker toys or other materials to construct guns and other weapons.

For a more thorough discussion of this subject, we suggest looking at *Video Game Violence: What Does the Research Say?* *by* David Walsh, Ph.D. (President, *National Institute on Media and the Family*) and/or Media & TV Cautions provided by the *American Academy of Pediatrics.* Again, parents may want to help their children and teens select play and entertainment materials that are balanced in content. Some can be educational while others are just plain fun. By the way, it is thought by some child psychologists that some fantasy video games may help children develop cognitive skills such as the ability to plan ahead as well as develop visual spatial and eye-hand coordination skills.

Parents should spend time playing the games with their children as well as talking with them about the child's thoughts, feelings and perceptions related to playing the game. They can also engage in a discussion of values that may guide the child down a path that is safe and leads to the development of a sound moral character.

Questions

Multiple Choice:

1. In what year were video games first introduced?

   a. 1960s
   b. 1970s
   c. 1980s
   d. 1990s

2. What two (2) things have been indentified as possible causes for an increase in violent acts by children?

   a. books and television
   b. movies and music
   c. media and video games
   d. books and newspapers

3. Which generation of of parents decided not to buy guns or war toys for their kids?

   a. generation "X"
   b. generation "Y"
   c. "zoomer" generation
   d. "boomer" generation

Direct Questions

1. What two basic issues should parents consider when providing guidance to their children and teens regarding the use of video games?

   a. _____
      _____
   b. _____
      _____

2. List the 3 reasons the article gives for why some children might be more likely to act out what they see:

   a. _____
      _____
   b. _____
      _____
   c. _____
      _____

3. Name any three of the six "roles" the article provides for how children engaged in aggressive play in the olden days:

a. _____
_____

b. _____
_____

c. _____
_____

Opinion Questions

1. In your opinion, who is ultimately responsible for monitoring a child's video game use?

2. Do you think this article provides good information for parents concerned with their child's use of video games? Why or why not?

3. In your opinion, should parents be very concerned about the amount of violence in video games?