



NURTURING SUSTAINABLE LEARNERS: USING MEDIA LITERACY TO INSPIRE 21ST CENTURY ENVIRONMENTAL SUSTAINABILITY

RESOURCE GUIDE

GRADES: THREE AND FOUR

SUBJECT AREAS: LANGUAGE AND SCIENCE AND TECHNOLOGY

Day	Learning Goals/Expectations	Resources
1	<i>What does responsibility mean to students?</i>	Book: <i>Not my Fault</i> – Chart Paper/ Markers – Co– created anchor chart

Lesson Details	Assessment
<ul style="list-style-type: none"> – Read text <i>Not My Fault</i> – FOCUS READING QUESTION: What is the authors message? Support your answer with evidence from the text and your own ideas. – Introduce APE reading strategy with students (Answer, Proof and Extend) – Co– create with students an anchor chart with the following columns <i>Author’s Message, Evidence from Text, Schema</i> – Read text a– loud with students and ask them to think about the author’s message, give evidence from the text and use their schema to construct meaning 	<p>Assessment FOR Learning</p> <ul style="list-style-type: none"> – Listen to student responses (make a triple t– chart) – record students responses – list for: authors message, theme or big idea of the text and evidence to support their learning

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Day	Learning Goals/Expectations	Resources
2	What is the student's responsibility to the environment?	Book: <i>Not my Fault</i> – Co- created anchor chart from previous day

Lesson Details	Assessment
<ul style="list-style-type: none"> – Re- read text <i>Not My Fault</i> – Show images of global warming at end of the text only – Review APE reading strategy with students (Answer, Proof and Extend) – Ask students focus question: <i>What is the author's message about our responsibility to the environment? Support your answer with evidence from the text and your own ideas?</i> – Co- create anchor chart with three headings: Author's Message, Evidence from the text, Schema 	<p>Assessment FOR Learning</p> <ul style="list-style-type: none"> – Listen to student responses (make a triple t- chart) – record students responses – list for: authors message, theme or big idea of the text and evidence to support their learning

Day	Learning Goals/Expectations	Resources
3	<i>What action can we take to show environmental sustainability?</i>	<ul style="list-style-type: none"> – Projector with Computer (internet access) or Smart Board – Chart Paper and Markers – Co- create anchor chart on ways to help reduce the use of plastic bags

Lesson Details	Assessment
<ul style="list-style-type: none"> – Go to website: http://video.nationalgeographic.com/video/player/environment/going-green-environment/conservation-in-action/norton-bag-env.html – Show plastic bag video and discuss with students what they can do to help reduce the use of plastic bags – Ask students to share ways that students and their families can reduce the use of plastic bags – Students THINK PAIR SHARE about ways they help the environment – record students ideas on anchor chart titled: Ways to help reduce the use of plastic bags 	<p>Assessment FOR Learning</p> <ul style="list-style-type: none"> – Assessing students background knowledge of environmental issues that concern them – Listen fors: make connections to video's, share background knowledge of environmental issues

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4	<i>Discuss the author's message in the text?</i>	<ul style="list-style-type: none"> - Text: <i>The Lorax</i> - Chart paper and markers - Co- created anchor chart

Lesson Details	Assessment
<ul style="list-style-type: none"> - Read text <i>The Lorax</i> - At the end of the text create anchor chart with students - Review APE reading strategy with students (Answer, Proof and Extend) - Co- create with students an anchor chart with the following columns <i>Author's Message, Evidence from Text, Schema</i> - Discuss author's message with students 	<p>Assessment OF Learning</p> <ul style="list-style-type: none"> - Listen Fors: Students can discuss author's message and give evidence to support their idea, students evidence is from text, students can extend their thinking and make text to world/text to self- connections/text- to- text connections

Day	Learning Goals/Expectations	Resources
5	<i>- co- create a success criteria for inferring the author's message</i>	<ul style="list-style-type: none"> - Text: <i>The Lorax</i> - Co- created anchor chart from previous day - Chart paper and makers

Lesson Details	Assessment
<ul style="list-style-type: none"> - Re- read text <i>The Lorax</i> - review anchor chart with students - review APE reading strategy with students (Answer, Proof and Extend) - With students co- create success criteria for <i>Inferring the authors message</i> 	<p>Assessment FOR Learning</p> <ul style="list-style-type: none"> - students can recognize important information for inferring the author's message and how to properly construct a response - Listen Fors: Students can discuss author's message and give evidence to support their idea, students evidence is from text, students can extend their thinking and make text to world/text to self- connections/text- to- text connections

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Day	Learning Goals/Expectations	Resources
6	<i>Co- create a rubric of inferring the authors message</i>	– chart paper/projector with MS Word or Smart Board with Notebook 10 software – markers

Lesson Details	Assessment																														
<ul style="list-style-type: none"> – Review co- created success criteria from previous day with students – draw a table on chart paper or computer with projector with MS Word or Notebook 10 – make table with learning expectation and a descriptor for each level – tell students this rubric will be used to assess their work <table border="1"> <thead> <tr> <th>Expectation</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> </tr> </thead> <tbody> <tr> <td>Answer the question: Use the wording of the question in your answer.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Use proof from the text to support your answer.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Use evidence (e.g. quotes from the text).</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Extend your thinking.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Use periods and capitals where they belong.</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>*NOTE THIS CHART IS ONLY A SAMPLE. Should be co- created with students and teacher(s)</p>	Expectation	Level 1	Level 2	Level 3	Level 4	Answer the question: Use the wording of the question in your answer.					Use proof from the text to support your answer.					Use evidence (e.g. quotes from the text).					Extend your thinking.					Use periods and capitals where they belong.					<ul style="list-style-type: none"> – Assessment FOR learning <p>Listen Fors: Students should apply success criteria to rubric</p>
Expectation	Level 1	Level 2	Level 3	Level 4																											
Answer the question: Use the wording of the question in your answer.																															
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Use periods and capitals where they belong.																															

Day	Learning Goals/Expectations	Resources
7	<ul style="list-style-type: none"> – <i>What is the author's message in The Lorax?</i> – <i>Use success criteria to construct student responses</i> 	Book: <i>The Lorax</i> – Co- created anchor chart created on day 4 and success criteria chart from day 5 and co- created rubric from day 6 – readers notebook or line paper


Lesson Details	Assessment
<ul style="list-style-type: none"> – Re- read text <i>The Lorax</i> (optional) – review anchor chart from day 4 – review success criteria chart from day 5 and co- created rubric from day 6 – Leave up all anchor charts for students to reference – In students readers notebook students respond to the focus question: <i>What is the author's message in the text? Give evidence from the text and your own ideas to support your answer.</i> 	<p>Assessment AS Learning:</p> <ul style="list-style-type: none"> – Look for students using information from anchor charts to support their response

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8	<ul style="list-style-type: none"> - Use teacher Feedback to help students improve our learning 	Book: <i>The Lorax</i> <ul style="list-style-type: none"> - Co- created anchor chart created on day 4 and success criteria chart from day 5 and co- created rubric from day 6 - readers notebook or line paper - sticky notes to give feedback - Chart paper and Markers *See Appendix A for sample feedback anchor chart* <ul style="list-style-type: none"> - <i>How to Give Effective Feedback to Your Students</i> by Susan M. Brookhart


Lesson Details	Assessment
<ul style="list-style-type: none"> - review success criteria chart from day 5 and co- created rubric from day 6 and anchor chart with author's message created on day 4 - Leave up all anchor charts for students to reference - co- create anchor chart on how to use teacher feedback to improve their learning*See Appendix A for Sample* - Give students Feedback on their writing (choose only one or two items in which to improve/change in their writing) For more information on giving feedback to your students consult <i>How to Give Effective Feedback to Your Students</i> by Susan M. Brookhart <ul style="list-style-type: none"> - ensure students understand their feedback and then they should go and complete re- write 	Assessment OF Learning: <ul style="list-style-type: none"> - Students should re- write their responses based on teacher directed feedback - Teacher should Assess and assign a mark using co- created rubric on final response - give students final feedback on their response

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Day	Learning Goals/Expectations	Resources
9	<ul style="list-style-type: none"> – <i>What is the author’s message in the print ad?</i> – <i>Use co– created Success Criteria to help us find the author’s message</i> 	<ul style="list-style-type: none"> – chart paper/markers – co– created success criteria chart created in lesson 5 – copy of print Public Service Announcement (PSA) from website http://www.toronto.ca/wesads/index.htm 


Lesson Details	Assessment						
<ul style="list-style-type: none"> – review success criteria chart from day 5 and co– created rubric from day 6 – Show students print ad and ask them focus question: <i>what is the author’s message in the print ad? Use evidence from the text and your own ideas to support your answer.</i> – Review APE reading strategy with students (Answer, Proof and Extend) – Co– create with students an anchor chart with the following columns (see below): <table border="1" data-bbox="97 1213 792 1339"> <thead> <tr> <th data-bbox="97 1213 329 1276">Author’s Message</th> <th data-bbox="329 1213 561 1276">Evidence from Text</th> <th data-bbox="561 1213 792 1276">Schema</th> </tr> </thead> <tbody> <tr> <td data-bbox="97 1276 329 1339"></td> <td data-bbox="329 1276 561 1339"></td> <td data-bbox="561 1276 792 1339"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> – Discuss author’s message with students – Leave up all anchor charts for students to reference – co– create anchor chart on how to use teacher feedback to improve their learning 	Author’s Message	Evidence from Text	Schema				<p>Assessment OF Learning</p> <ul style="list-style-type: none"> – Listen Fors: Students can discuss author’s message and give evidence to support their idea, students evidence is from text, students can extend their thinking and make text to world/text to self– connections/text– to– text connections
Author’s Message	Evidence from Text	Schema					

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10	<ul style="list-style-type: none"> – <i>What is the author’s message in the print ad?</i> – <i>Use co- created Success Criteria to help us find the author’s message</i> – <i>Co- create level 4 writing sample</i> 	<ul style="list-style-type: none"> – chart paper/markers – co- created success criteria chart created in day 5 – copy of print Public Service Announcement (PSA) from website http://www.toronto.ca/wesads/index.htm – copy of co- created anchor chart used in day 9 


Lesson Details	Assessment
<ul style="list-style-type: none"> – review success criteria chart from day 5 and co- created rubric from day 6 – Review co- created anchor chart developed in day 9 with the following columns <i>Author’s Message, Evidence from Text, Schema</i> – Co- create shared writing, level 4 example in response to focus question with students – After level 4 example is complete do think- a- loud with students to find evidence of APE within response 	<p>Assessment FOR Learning</p> <ul style="list-style-type: none"> – Listen Fors: Students can discuss author’s message and give evidence to support their idea, students evidence is from text, students can extend their thinking and make text to world/text to self- connections/text- to- text connections

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Day	Learning Goals/Expectations	Resources
11	<ul style="list-style-type: none"> – <i>What is the author’s message in the print ad?</i> – <i>Use co– created Success Criteria to help us write responses</i> 	<ul style="list-style-type: none"> – chart paper/markers – co– created success criteria chart created in lesson 5 – level 4 writing example from day 10 – co– created rubric from day 6 – line paper or students Readers Notebook – copy of print Public Service Announcement (PSA) from website http://www.toronto.ca/wesads/index.htm 

Lesson Details	Assessment
<ul style="list-style-type: none"> – review success criteria chart from day 5 and co– created rubric from day 6 – review level 4 writing example from day 10 – review anchor chart created in day 9 – review print ad/PSA and review focus question: <i>what is the author’s message in the print ad? Use evidence from the text and your own ideas to support your answer.</i> – Review APE reading strategy with students (Answer, Proof and Extend) – In students Readers Notebooks or line paper students write response to focus question 	<p>Assessment AS Learning</p> <ul style="list-style-type: none"> – Listen Fors: Students can discuss author’s message and give evidence to support their idea, students evidence is from text, students can extend their thinking and make text to world/text to self– connections/text– to– text connections – students use resources (anchor charts and success criteria) to respond to focus question

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Day	Learning Goals/Expectations	Resources
12	<ul style="list-style-type: none"> - Use teacher feedback to improve our responses to focus question 	<ul style="list-style-type: none"> - chart paper/markers - co- created success criteria chart created in lesson 5 - level 4 writing example from day 10 - co- created rubric from day 6 - line paper or students Readers Notebook - how to use teacher feedback anchor chart - sticky notes - copy of print Public Service Announcement (PSA) from website http://www.toronto.ca/wesads/index.htm 

Lesson Details	Assessment
<ul style="list-style-type: none"> - review success criteria chart from day 5 and co- created rubric from day 6 - review level 4 writing example from day 10 - review anchor chart created in day 9 - review print ad/PSA and review focus question: <i>what is the author's message in the print ad? Use evidence from the text and your own ideas to support your answer.</i> - Review APE reading strategy with students (Answer, Proof and Extend) - Give students Feedback on their writing (choose only one or two items in which to improve/change in their writing) <p>For more information on giving feedback to your students consult <i>How to Give Effective Feedback to Your Students</i> by Susan M. Brookhart</p> <ul style="list-style-type: none"> - ensure students understand their feedback and then they should go and complete re- write 	<p>Assessment OF Learning</p> <ul style="list-style-type: none"> - Students should re- write their responses based on teacher directed feedback - Teacher should Assess and assign a mark using co- created rubric on final response - give students final feedback on their response

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13	<ul style="list-style-type: none"> – How can we make our world green? – What does going green mean? 	<ul style="list-style-type: none"> – chart paper/markers – Computer with projector (internet) or smart board – show students clip: http://video.nationalgeographic.com/video/player/kids/green-kids/natm-green-tips-kids.html

Lesson Details	Assessment				
<ul style="list-style-type: none"> – Show students interview clip: <i>Green Tips</i> – use clip to help activate student thinking – Make an anchor chart with students with two columns: <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Green Tips</td> <td style="width: 50%;">What we can do to help</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> – ask students to fill in chart with their responses 	Green Tips	What we can do to help			<p>Assessment AS Learning</p> <ul style="list-style-type: none"> – Listen Fors: can students use their background knowledge to give their own green tips?
Green Tips	What we can do to help				

Day	Learning Goals/Expectations	Resources
14	<ul style="list-style-type: none"> – Use our knowledge about going green to encourage others to reduce the use of plastic bags. 	<ul style="list-style-type: none"> – chart paper/markers

Lesson Details	Assessment				
<ul style="list-style-type: none"> – review anchor chart created on day 13 on Green tips – create anchor chart with students to help them brainstorm ideas (see example below) <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Green Tip</td> <td style="width: 50%;">Reason</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> – ask students to fill in chart with their responses – co- create chart with students ideas 	Green Tip	Reason			<p>Assessment FOR Learning</p> <ul style="list-style-type: none"> – Listen Fors: can students use their background knowledge to give their own green tips?
Green Tip	Reason				

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15	<ul style="list-style-type: none"> - Use our knowledge about going green to encourage others to reduce the use of plastic bags. - Organize our ideas into a P2 paragraph in shared writing 	<ul style="list-style-type: none"> - chart paper/markers - Power Writing template (P2) see below - anchor charts created on day 14 and day 13

Lesson Details	Assessment
<ul style="list-style-type: none"> - review anchor chart created on day 13 and day 14 - Discuss writing response question with students: <i>Explain how you can encourage others to reduce the use of plastic bags</i> - introduce P2 Power Writing format to students and complete as a shared writing piece with students - model 1st complete graphic organizer then put ideas into one paragraph - ask students to help with ideas <div style="text-align: center; margin-top: 20px;"> <pre> graph TD A([P1: Introduce Idea]) --- B[P2: First] A --- C[P2: Next] A --- D[P2: Finally] B --- E([P1: Conclusion]) C --- E D --- E </pre> </div>	<p>Assessment AS Learning</p> <ul style="list-style-type: none"> - Listen Fors: can students use their background knowledge to give their own green tips? - can students use the P2 Power Writing graphic organizer to organize their ideas? - can students use transition words (e.g. first, next, finally, in conclusion)?

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Day	Learning Goals/Expectations	Resources
16	<ul style="list-style-type: none"> - Use our knowledge about going green to encourage others to reduce the use of plastic bags. - Organize our ideas into a P2 paragraph in shared writing 	<ul style="list-style-type: none"> - chart paper/markers - Power Writing template (P2) see below - anchor charts created on day 14 and day 13

Lesson Details	Assessment
<ul style="list-style-type: none"> - review anchor chart created on day 13 and day 14 - Discuss writing response question with students: <i>Explain how you can encourage others to reduce the use of plastic bags</i> - introduce P2 Power Writing format to students and complete as a shared writing piece with students - model 1st complete graphic organizer then put ideas into one paragraph - ask students to help with ideas <div style="text-align: center; margin-top: 20px;"> <pre> graph TD P1_1([P1: Introduce Idea]) --- P2_1[P2: First] P1_1 --- P2_2[P2: Next] P1_1 --- P2_3[P2: Finally] P2_1 --- P1_2([P1: Conclusion]) P2_2 --- P1_2 P2_3 --- P1_2 </pre> </div>	<p>Assessment AS Learning</p> <ul style="list-style-type: none"> - Listen Fors: can students use their background knowledge to give their own green tips ? - can students use the P2 Power Writing graphic organizer to organize their ideas? - can students use transition words (e.g. first, next, finally, in conclusion)?

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Day	Learning Goals/Expectations	Resources
17	<ul style="list-style-type: none"> – <i>Co-construct Success Criteria for creating a P2 paragraph writing</i> 	<ul style="list-style-type: none"> – chart paper/markers – Power Writing template (P2) see below – anchor charts created on day 14 and day 13 – P2 shared writing graphic organizer and paragraph created on day 15

Lesson Details	Assessment
<ul style="list-style-type: none"> – review P2 shared writing sample created on day 15 – review anchor charts created on day 13 and day 14 – students write response on line paper or in writing notebooks – students should co-construct success criteria for a P2 writing sample 	<p>Assessment FOR Learning</p> <ul style="list-style-type: none"> – Listen Fors: – can students use the P2 Power Writing graphic organizer to organize their ideas? – can students use transition words (e.g. first, next, finally, in conclusion)? – can students independently write their ideas into a paragraph?

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Day	Learning Goals/Expectations	Resources
18	<ul style="list-style-type: none"> – Use peer feedback to improve our learning 	<ul style="list-style-type: none"> – anchor chart on how to use teacher feedback Power Writing template (P2) see below – anchor charts created on day 14 and day 13 – P2 shared writing graphic organizer and paragraph created on day 15 – student responses from day 17 – checklist to give peer feedback (See Appendix B) – use co-constructed success criteria chart created on day 17

Lesson Details	Assessment
<ul style="list-style-type: none"> – display anchor chart on how to use teacher feedback – model for students how to use checklist to give peer feedback to each other – students re-write their response using peer feedback 	<ul style="list-style-type: none"> – Assessment OF Learning – student should use peer feedback to improve their writing <p>Listen for:</p> <ul style="list-style-type: none"> – can students use their background knowledge to give their own green tips? – can students use the P2 Power Writing graphic organizer to organize their ideas? – can students use transition words (e.g. first, next, finally, in conclusion)? – can students independently write their ideas into a paragraph? – can students use peer feedback to improve their learning?

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19	<ul style="list-style-type: none"> – Recognize and name the codes and conventions of a PSA 	<ul style="list-style-type: none"> – Computer with projector (internet access or Smart Board) – Visit http://www.youtube.com/watch?v=HrEXjQAobz0 to access video clip <i>Buried in Plastic</i>

Lesson Details	Assessment				
<ul style="list-style-type: none"> – before we do this we must recognize the codes and conventions of a PSA – Codes and Conventions simply means: how can we recognize the type of text?, what are the characterises of a PSA? – tell students that in a couple of weeks they will create their very own Public Service Announcements (PSA) – show students clip <i>Buried In Plastic</i> (watch PSA 3 times once with sound, without sound and then again with sound) each time ask students to notice the codes and conventions of a PSA – Co– create anchor chart with students (see example below) to organize students thinking about the codes and conventions of a PSA 	<ul style="list-style-type: none"> – Assessment FOR Learning – Look Fors: can students recognize the codes and conventions of a PSA? Can students support codes and conventions of a PSA with evidence from the text? 				
<table border="1"> <thead> <tr> <th data-bbox="94 1360 444 1419">Code and Convention</th> <th data-bbox="444 1360 797 1419">Evidence from Text (PSA)</th> </tr> </thead> <tbody> <tr> <td data-bbox="94 1419 444 1549">Humour</td> <td data-bbox="444 1419 797 1549">Bags falling out of car this helps to get people's attention</td> </tr> </tbody> </table>	Code and Convention	Evidence from Text (PSA)	Humour	Bags falling out of car this helps to get people's attention	
Code and Convention	Evidence from Text (PSA)				
Humour	Bags falling out of car this helps to get people's attention				

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20	<ul style="list-style-type: none"> – Explain the author’s message in the PSA <i>Buried in Plastic</i> 	<ul style="list-style-type: none"> – Computer with projector (internet access or Smart Board) – Visit http://www.youtube.com/watch?v=HrEXjQAobz0 to access video clip <i>Buried in Plastic</i> – anchor chart created from day 20 – chart paper and markers

Lesson Details	Assessment						
<ul style="list-style-type: none"> – students should watch PSA <i>Buried In Plastic</i> as students watch PSA ask them to focus on FOCUS QUESTION: <i>What is the author’s Message in the PSA. Support your answer with evidence from the text and your own ideas.</i> – make anchor chart with two columns (see below) – co– construct anchor chart with students <table border="1" data-bbox="94 1136 797 1297"> <thead> <tr> <th data-bbox="94 1136 298 1234">Author’s Message</th> <th data-bbox="298 1136 503 1234">Evidence from the text</th> <th data-bbox="503 1136 797 1234">Schema/Background Knowledge</th> </tr> </thead> <tbody> <tr> <td data-bbox="94 1234 298 1297"></td> <td data-bbox="298 1234 503 1297"></td> <td data-bbox="503 1234 797 1297"></td> </tr> </tbody> </table>	Author’s Message	Evidence from the text	Schema/Background Knowledge				<ul style="list-style-type: none"> – Assessment AS Learning – Look Fors: can students recognize the author’s message in the PSA?
Author’s Message	Evidence from the text	Schema/Background Knowledge					

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21	<ul style="list-style-type: none"> - Explain the author's message in the PSA - Use the P3 writing format to support your opinion 	<ul style="list-style-type: none"> - Computer with projector (internet access or Smart Board) - Visit http://www.youtube.com/watch?v=HrEXjQAobz0 to access video clip <i>Buried in Plastic</i> - anchor chart created from day 20 - Success Criteria chart created on day 4 - P3 Power Writing Graphic organizer - chart paper and markers - anchor chart for transition words (See appendix C) - anchor chart with author's message created on day 20

Lesson Details	Assessment
<ul style="list-style-type: none"> - If needed review PSA <i>Buried in Plastic</i> - review anchor chart created from day 20 - Introduce P3 writing format to students (See graphic organizer below)- complete shared writing <div style="text-align: center; margin-top: 20px;"> <pre> graph TD P1([P1 In my opinion I think..]) --- First[First] P1 --- Next[Next] P1 --- Finally[Finally] First --- TW1[Transition word] Next --- TW2[Transition word] Finally --- TW3[Transition word] TW1 --- P2([P1 In conclusion]) TW2 --- P2 TW3 --- P2 </pre> </div>	<ul style="list-style-type: none"> - Assessment AS Learning - Look Fors: can students recognize the author's message in the PSA? Can students use transition words in their response? Can students organize their thoughts into a P3 paragraph?

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22	<ul style="list-style-type: none"> – <i>Co-construct success criteria for a P3 paragraph</i> 	<ul style="list-style-type: none"> – anchor chart created from day 20 – P3 Power Writing Graphic organizer – chart paper and markers – anchor chart for transition words (See appendix C)

Lesson Details	Assessment
<ul style="list-style-type: none"> – ask students to help co-construct a success criteria anchor chart for writing a P3 paragraph – keep chart posted to use for future reference 	<ul style="list-style-type: none"> – Assessment FOR Learning – Look Fors In success criteria anchor chat: <ul style="list-style-type: none"> – can students use the P3 Power Writing graphic organizer to organize their ideas? – can students use transition words (e.g. first, next, finally, in conclusion)? – can students independently write their ideas into a paragraph? Can students provide supporting details for their main ideas

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Day	Learning Goals/Expectations	Resources
23	<ul style="list-style-type: none"> – Discuss how the use of camera angles impact the author’s message in the PSA <u><i>Get the Ball Rolling</i></u>. 	<ul style="list-style-type: none"> – Codes and Conventions of a PSA anchor chart created on day 19 – PSA <i>Get the Ball Rolling</i> http://www.youtube.com/watch?v=4MbTVC1BWaY – Computer with Projector or Smart Board (internet access) – anchor chart with different camera angles (appendix D)

Lesson Details	Assessment
<ul style="list-style-type: none"> – Review codes and conventions of a PSA (anchor chart created on day 19) – Watch PSA <i>Get the Ball Rolling</i> – watch PSA 2 or 3 times each time ask students to look at the different camera angles – show students anchor chart and watch PSA again this time divide the class into 4 groups and ask students in each group to look for 1 of the four different camera angles outlined in anchor chart – Then ask students to think pair share about how the different camera angles impact the author’s message (e.g. a close up camera angle on a figure means that the figure is important and the author wants the audience to pay attention to it) 	<p>Assessment FOR Learning</p> <ul style="list-style-type: none"> – Listen fors: can students apply knowledge of camera angles to the PSA being viewed? – can students use resources (e.g. anchor chart) to help generate their thinking

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Day	Learning Goals/Expectations	Resources
24	<ul style="list-style-type: none"> – <i>What is the author’s message in the PSA <u>Get the Ball Rolling</u></i> – <i>Apply your knowledge of a P3 paragraph to complete your response</i> 	<ul style="list-style-type: none"> – Success Criteria from day 22 – Codes and Conventions of a PSA anchor chart created on day 19 – PSA <i>Get the Ball Rolling</i> http://www.youtube.com/watch?v=4MbTVC1BWaY – Computer with Projector or Smart Board (internet access) – P3 Power Writing Graphic organizer (copy of students) – Level 4 example created on day 21 – chart paper and markers – anchor chart for transition words (See appendix C)

Lesson Details	Assessment						
<ul style="list-style-type: none"> – show students PSA <i>Get the Ball Rolling</i> – Ask students focus question: <i>What is the author’s message in the PSA <u>Get the Ball Rolling</u>. Support your answer with evidence from the text and your own ideas.</i> – show PSA 3 times once with sound, without sound and then with sound throughout viewing ask students to focus on what they think the author’s message is in the PSA – Co– construct anchor chart for Author’s Message, Evidence from Text and Own Ideas (See sample below) <table border="1" data-bbox="94 1465 797 1625"> <thead> <tr> <th data-bbox="94 1465 329 1560">Author’s Message</th> <th data-bbox="329 1465 565 1560">Evidence from the text</th> <th data-bbox="565 1465 797 1560">Schema</th> </tr> </thead> <tbody> <tr> <td data-bbox="94 1560 329 1625"> </td> <td data-bbox="329 1560 565 1625"> </td> <td data-bbox="565 1560 797 1625"> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> – students write response on line paper or in readers notebook 	Author’s Message	Evidence from the text	Schema				<ul style="list-style-type: none"> – Assessment AS Learning – Look Fors In success criteria anchor chat: – can students use the P3 Power Writing graphic organizer to organize their ideas? – can students use transition words (e.g. first, next, finally, in conclusion)? – can students independently write their ideas into a paragraph? Can students provide supporting details for their main ideas
Author’s Message	Evidence from the text	Schema					

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Day	Learning Goals/Expectations	Resources
25	<ul style="list-style-type: none"> – Students get teacher feedback on their paragraph to improve their learning 	<ul style="list-style-type: none"> – Success Criteria from day 22 – Authors Message anchor chart from day 24 – Codes and Conventions of a PSA anchor chart created on day 19 – PSA <i>Get the Ball Rolling</i> http://www.youtube.com/watch?v=4MbTVC1BWaY – Computer with Projector or Smart Board (internet access) – P3 Power Writing Graphic organizer (copy of students) – Level 4 example created on day 21 – chart paper and markers – sticky notes for teacher feedback – anchor chart for transition words (See appendix C)

Lesson Details	Assessment
<ul style="list-style-type: none"> – students share teacher feedback (optional) – students begin to re– write responses based on teacher feedback – students are assessed using co– created success criteria anchor chart created on day 22 – students re– write responses 	<ul style="list-style-type: none"> – Assessment OF Learning – Look Fors In success criteria anchor chat: – can students use the P3 Power Writing graphic organizer to organize their ideas? – can students use transition words (e.g. first, next, finally, in conclusion)? – can students independently write their ideas into a paragraph? Can students provide supporting details for their main ideas – can students use teacher feedback to improve their writing?

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Day	Learning Goals/Expectations	Resources
26	– <i>Recognize and name character traits of Canadian Habitat Hero's</i>	– Text Book: Dr. Jeroski, Sharon. <i>Literacy In Action</i> . Pearson Education Canada Inc. 2007 Toronto, Ontario Canada. – chart paper and markers

Lesson Details	Assessment
<ul style="list-style-type: none"> – Read two story pertaining to a Canadian <i>Habitat Hero</i> – Make an anchor chart (see below) with character and his/her characteristics – Model for student how to infer characteristics of a person – Optional: to support students you can re– create this anchor chart with other habitat heroes from text or you can have students do this independently <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> Trait: Evidence from the text: </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> Trait: Evidence from the text: </div> </div> <div style="text-align: center; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 60%; margin: 0 auto;"> Character Name <hr style="border: 0; border-top: 1px solid black; width: 80%; margin: 5px auto;"/> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> Trait: Evidence from the text: </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> Trait: Evidence from the text: </div> </div>	<ul style="list-style-type: none"> – Assessment FOR Learning <p>Look fors:</p> <ul style="list-style-type: none"> – Can students recognize character traits? – Can students find evidence from the text to support their character trait? – Can students infer character traits

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Day	Learning Goals/Expectations	Resources
27	<ul style="list-style-type: none"> – <i>Recognize and name character traits of Canadian Habitat Hero's</i> – <i>Create a Facebook Profile of a Canadian Habitat Hero</i> 	<p>Text Book: Dr. Jeroski, Sharon. <i>Literacy In Action</i>. Pearson Education Canada Inc. 2007 Toronto, Ontario Canada.</p> <ul style="list-style-type: none"> – chart paper and markers – computer with Smart Board Notebook 10 software or computer with projector and MS Word Program – anchor chart with character traits created on day 26

Lesson Details	Assessment
<ul style="list-style-type: none"> – review anchor charts from previous day on character trait created on day 26 – On computer create a Facebook profile page (moc) – Discuss Facebook codes and conventions with students – co–construct success criteria with students on how to create a Facebook page – give students a template to create their own Facebook page 	<p>– Assessment OF Learning</p> <p>Look Fors:</p> <ul style="list-style-type: none"> – can students use information from anchor chart created on day 26 and apply to Facebook page? – Can students use co– created success criteria to create their Facebook page – Students will be assessed according to the success criteria co–created

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Day	Learning Goals/Expectations	Resources
28	<ul style="list-style-type: none"> – Form student groups for PSA Planning Stage – Learn how to plan a story board 	<ul style="list-style-type: none"> – chart paper and markers – computer with Smart Board Notebook 10 software or computer with projector and MS Word Program – anchor chart with character traits created on day 26

Lesson Details	Assessment
<ul style="list-style-type: none"> – review anchor charts from previous day on character trait created on day 26 – On computer create a Facebook profile page (moc) – Discuss Facebook codes and conventions with students – co– construct success criteria with students on how to create a Facebook page – give students a template to create their own Facebook page <p>For more information consult:</p> <p>Ontario Ministry of Education. (2007). <i>Guide to Effective Instruction In Media Literacy Grades 4 to 6. A Multi– volume Resource from the Ministry of Education. Volume Seven.</i></p>	<ul style="list-style-type: none"> – Assessment OF Learning <p>Look Fors:</p> <ul style="list-style-type: none"> – can students use information from anchor chart created on day 26 and apply to Facebook page? – Can students use co–created success criteria to create their Facebook page – Students will be assessed according to the success criteria co–created

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Day	Learning Goals/Expectations	Resources
29	<ul style="list-style-type: none"> – <i>Introduce story boards</i> – <i>learn about the purpose of a story board</i> 	<ul style="list-style-type: none"> – Chart paper and markers – Story Board Template (See Appendix E)

Lesson Details	Assessment
<ul style="list-style-type: none"> – Students may need 3– 4 days to complete this process – organize students into groups (mixed ability groupings) into groups with 4 students in each group (or preference) – Create a sample story board with students and do a think– a– loud as you create your story board (discuss all parts of the story board) – Keep your sample story board simple (e.g. no more than 3 characters) and make sure to follow the codes and conventions of a PSA – then create a success criteria for writing your own story board (all members of the group should help in writing and creating their story board) <p>SUCCESS CRITERIA FOR CREATING A PSA</p> <ul style="list-style-type: none"> – brainstorm ideas – decide on a focussed topic with a strong author’s message – figure out ways to catch the audiences’ attention – complete the storyboard template – get peer feedback on storyboard – check in with the teacher – decide on roles for your group (director, camera person, actors) – practice your PSA – get peer feedback on your PSA – film your PSA – edit your PSA and Screen your PSA 	<ul style="list-style-type: none"> – Assessment FOR Learning – Students will be assessed based on the success criteria of their story board. <p>Look Fors:</p> <ul style="list-style-type: none"> – Can students follow the codes and conventions of a PSA? – Are students working collaboratively in their groups? – Are students using the success criteria to create their PSA? –Are students providing a rationale for their camera angles?

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Day	Learning Goals/Expectations	Resources
30	<ul style="list-style-type: none"> - <i>Assign roles within the groups</i> - <i>Discuss roles for each student</i> 	<ul style="list-style-type: none"> - Chart paper and markers - Story Board Template (See Appendix E)

Lesson Details	Assessment
<p>- The roles for each group member outlined below is optional. Feel free to switch up the roles as needed.</p> <p><i>Encourage students to reflect on their multiple intelligences to choose the role that would best fit them.</i></p> <p>Group Member 1: Writer (contributes ideas to the story board, makes changes where needed)</p> <p>Group Member 2: Producer (over see's entire project, follows time lines and ensures all members are working together)</p> <p>Group Member 3: Editor (put's film into computer program e.g., <i>I- Movie</i> or <i>Movie Maker</i> adds text, sound and visual imagery where needed)</p> <p>Group Member 4: Camera Operator (films students).</p> <p>**NOTE: For our project we purchased <i>Flip</i> brand cameras. They are fairly inexpensive and easy to use.</p>	<p>- Assessment FOR Learning</p> <p>Look Fors:</p> <ul style="list-style-type: none"> - Can students follow the codes and conventions of a PSA? - Are students working collaboratively in their groups? - Are students choosing roles based on their strengths?

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Day	Learning Goals/Expectations	Resources
31	<i>Film and Edit student PSA's</i>	<ul style="list-style-type: none"> – Cameras to film – Computer Software to Edit (e.g. <i>Movie Maker</i> or <i>I– Movie</i>) – Story Board Template (See Appendix E)

Lesson Details	Assessment
<p><i>NOTE: As an option the teacher does not have to film their PSA they can just practice and perform them in front of the class.</i></p> <ul style="list-style-type: none"> – Allow students time to practice 1 – 2 weeks and then students should be ready to film one another – Make sure to explain to the camera operator how to use the camera – Students film and edit PSA's 	<p>– Assessment FOR Learning</p> <p>Look Fors:</p> <ul style="list-style-type: none"> – Can students follow the codes and conventions of a PSA? – Are students working collaboratively in their groups? – Are students choosing roles based on their strengths?

Day	Learning Goals/Expectations	Resources
32	<i>Celebration of learning</i>	– Computer/Projector to watch PSA's

Lesson Details	Assessment
<ul style="list-style-type: none"> – Invite other classes to watch PSA projects – At the end of the unit ask students to write a one page reflection on what they learned 	<p>– Assessment OF Learning</p> <p>Look Fors:</p> <ul style="list-style-type: none"> – Can students follow the codes and conventions of a PSA? – Are students working collaboratively in their groups? – Use success criteria to evaluate students PSA

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RESOURCE LIST

NOTE: Not all these resources were used in the direct implementation of the project, however they may be helpful to consult.

Ministry Documents

Ontario Ministry of Education. (2007). *Guide to Effective Instruction In Media Literacy Grades 4 to 6. A Multi- volume Resource from the Ministry of Education. Volume Seven.*

Ontario Ministry of Education. (2010). *Growing Success Assessment, Evaluation and Reporting In Ontario Schools.* 1st ed. (09– 027). Queens Printer for Ontario.

Professional Resources

Martin, Camilla and Leclerc and Jennifer. (Winter 2009). Robust Thinking A Must for All Students. Adapted from *A Guide to Effective Literacy Instruction.* 13, (2), 16– 17.

Fisher, Douglas and Frey, Nancy. Feed Up, Back, Forward. (November 2009). *Educational Leadership*, 67 (3), p. 20 – 25. Retrieved from <http://www.ascd.org/publications/educational-leadership/nov09/vol67/num03/Feed-Up,-Back,-Forward.aspx>

Brookhart, M. Susan. (2008). Feedback An Overview, Types of Feedback and Their Purpose. *How to Give Effective Feedback to Your Student.* (Chapter 1 and 2). Retrieved from <http://www.ascd.org/publications/books/108019.aspx>

T.D.S.B. Documents

Anderson, Neil and Webb, Sylvie et al. *Media Studies K– 12.* Toronto District School Board. (2005).

Other

Not My Fault Leif Kristiansson and Dick Stenberg

The Lorax Dr. Seuss

Dr. Jeroski, Sharon. *Literacy In Action.* Pearson Education Canada Inc. 2007 Toronto, Ontario Canada.

Appendix A

How to Use Feedback

****Display this information on chart paper for students to use as an anchor chart****

- Read the feedback
- Ask the teacher if you don't understand the feedback
- Re-do your work and consider or think about your feedback
- Make changes only where you need to

Appendix B

Success Criteria Checklist

Peer Feedback

Criteria	Met	Not Met
<i>In power 1</i> Did my buddy use the wording of the question in their answer?		
<i>In power 2</i> Did my buddy introduce and explain their idea?		
<i>In power 2</i> Did my buddy introduce and explain their idea?		
<i>In power 2</i> Did my buddy introduce and explain their idea?		
<i>In the conclusion</i> did my buddy summarize the ideas from the power 2's?		
<i>Did my buddy indent</i> at the beginning of their work?		
Comments: Something my buddy did well was.... Something my buddy can improve on is....		

****Note this checklist can be modified to fit any type of writing****

Appendix C:

Transition Words

****NOTE: Post these words on an anchor chart for students to refer to****

Transition Words for Power 2 Sentences

First, Next, Finally, To begin with, First of all, Above all, Finally, Another, Last of All

Transition Words for Power 3 Sentences

For example, In fact, Another reason, In fact, As a result, Otherwise, Therefore, For this reason, In other words

Power 1 Concluding Sentences

Finally, I think that, I believe, In my own opinion, In conclusion, To conclude, Last of all, To summarize

Appendix D:

Camera Angles

****NOTE:** Post on an anchor chart for students to use during the unit**

Straight On (at eye level): – shows the object and the background

Close Up: – makes the object appear large, cannot see much of the background and makes the object seem important

Low Angle (Looking Up): – shows power, shows the object is important

High Angle: – makes the object seem smaller and less important

Long Shot: – shows the image as “life size”, makes the image seem less important

Appendix E:

STORYBOARD

SHOT # 1

IMAGE/TEXT:
DIALOGUE:
MUSIC:
CAMERA ANGLE: RATIONALE:
EXPLANATION OF SHOT:

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SHOT # 2

IMAGE/TEXT:

DIALOGUE:

MUSIC:

CAMERA ANGLE:
RATIONALE:

EXPLANATION OF SHOT:

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SHOT # 3

IMAGE/TEXT:

DIALOGUE:

MUSIC:

CAMERA ANGLE:
RATIONALE:

EXPLANATION OF SHOT:

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SHOT # 4

IMAGE/TEXT:

DIALOGUE:

MUSIC:

CAMERA ANGLE:
RATIONALE:

EXPLANATION OF SHOT:

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SHOT # 5

IMAGE/TEXT:

DIALOGUE:

MUSIC:

CAMERA ANGLE:
RATIONALE:

EXPLANATION OF SHOT:

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SHOT # 6

IMAGE/TEXT:

DIALOGUE:

MUSIC:

CAMERA ANGLE:
RATIONALE:

EXPLANATION OF SHOT: