

SARGENT PARK'S STRATEGY

All of the teachers at Sargent Park School are working towards an ultimate goal: to help students develop, to the best of their ability, into *Independent Learners*. To this end, the staff has developed a continuum of instructional strategies which spans all grade levels. Strategies taught at any grade level can provide students with a systematic method to approach a task. They can help students identify essential information, organize material and synthesize their ideas. By emphasizing the **direct instruction** of strategies at *all grade levels*, students will develop an awareness of the need for their active engagement in the learning process. The cumulative effect will be the transfer of *strategic learning* and *thinking skills* across both grade and content areas.

How to Teach a Strategy

1. **Introduce** your chosen strategy in the context of your lesson and content material.
2. Explain **why** you want your students to use the strategy.
3. Explain **how** and **when** the strategy should be used.
4. **Demonstrate** the strategy by modelling the use of the graphic organizer with the class.
5. **Review** the steps in the strategy's use with the class.
6. Provide students with many opportunities for **guided practice** in their use of the strategy.
7. Have your students **reflect** upon both the information synthesized by using the strategy and the process they followed.
8. Over time, **evaluate** your students' competence in their independent use of the strategy.

Nursery

Sharing

Purposes:

1. To develop oral language
2. To develop confidence and self-esteem in speaking with others
3. To learn turn taking

Procedure:

1. Teacher and students sit in circle.
2. Teacher models the expectations and procedures before children share their feelings about an event or experience.
3. Students say “pass” if unable to give a response.

Assessment:

1. Teacher observes students’ interactions and responses.

Kindergarten

Choral Reading

Purposes:

1. To allow students to increase understanding and enjoyment of literature
2. To develop awareness of poetic elements such as rhyme and rhythm

Procedure:

1. Teacher reads selection to students.
2. Class reads together.

Assessment:

1. Teacher observes students' improvement in fluency.
2. Teacher observes students' participation.
3. Teacher keeps anecdotal records.

Materials:

- Teacher exposes class to many songs, poems, and chants printed on chart paper.

Example:

Brown bear, brown bear, what do you see?
I see a _____ looking at me.

The children then fill in the blanks with the colour and animal.
A class book can be made.

Grade One

Picture Walk

Purposes:

1. To activate prior knowledge
2. To help students predict and set a purpose for their reading

Procedure:

1. The teacher asks students to look at the title and pictures of the reading selection, and to share what they already know about the subject.
2. The teacher asks students to predict what the text will be about, and to support their predictions.
3. Students read the text, keeping their predictions in mind as they read.
4. Students confirm or reject their predictions, giving evidence or proof from the text.

DRTA: Adapted from Santa, C.M. *Content Reading Including Study Systems*. Copyright © 1988 Kendall Hunt. Used by permission of the publisher.

Reference: Stauffer, Russel G. *Directing Reading Maturity as a Cognitive Process*. New York, NY: Harper and Row, 1969. The term "Directed Reading-Thinking Activity" originated with Stauffer.

Adapted from Directed Reading-Thinking Activity

Source: *Success for All Learners: A Handbook on Differentiating Instruction : A Resource for Kindergarten to Senior 4*. (p.6.48)

Grade One

Sort and Predict

Purposes:

1. To help students become familiar with the unit vocabulary
2. To help students see the connection between specific words and larger concepts
3. To focus students' attention on the goals of the unit

Procedure:

1. The teacher provides pictures of new words to be learned (e.g., 10 to 15 pictures of animals could be given to each group).
2. As a whole class, students sort the pictures into categories (e.g., house pets, farm animals, and wild animals). If students are familiar with categorization, they could brainstorm for categories.
3. A reporter from each group could share the categories with the class. Alternatively, students could take a Gallery Walk around the classroom and observe and discuss how other students have categorized the pictures.

Variation:

1. The teacher provides each group with large print cut-outs of the words to be learned and a large piece of poster paper divided into categories.
2. In each group, students paste the words in the categories.
3. The teacher may hang the posters and have students explain their choices.

Key vocabulary cards

car *helicopter* *boat*
train *airplane* *canoe*
truck *rocket* *ship*
bike *hot air balloon* *sailboat*
van *jet* *submarine*

Terms and words on cards to be placed in appropriate section

TRANSPORTATION		
land	air	water
car	helicopter	boat
train	airplane	canoe
truck	rocket	ship
bike	hot air balloon	sailboat
van	jet	submarine

Sort and Predict: Adapted from Brownlie, Faye, and Susan Close. *Beyond Chalk and Talk: Collaborative Strategies for the Middle and High School Years*. Copyright © 1992 Pembroke Publishers Limited. Used by permission of the publisher.

Source: *Success for All Learners: A Handbook on Differentiating Instruction : A Resource for Kindergarten to Senior 4*. (p.6.33-6.35)

Grade Two

Semantic Feature Analysis

Purposes:

1. To analyze and categorize the semantic features of a new concept by fitting it into an existing knowledge framework
2. To find patterns within the new material being presented
3. To portray in graphic form how items differ and how they remain unique

Procedure:

1. Select a familiar concept as the first example. A concrete concept is best for introducing the strategy to students in Early Years. Reserve abstract concepts for students in Middle and Senior Years.
2. List several words within the category in the left-hand column of the Semantic Feature Analysis Charts below. Students should be familiar with the words.
3. Record several key features that these words share across the top of the matrix.
4. Students code each word using a (3 or +) sign if the word exhibits the feature, and an (X or -) sign if it does not have the feature. They may use question marks if they are unsure.
5. Students are encouraged to give examples of words and features that could be added to the matrix. These are recorded on the matrix.

Animal	Fur or hair	Feathers	Scales	Skin	Teeth	No teeth	Land	Water	Eats Plants	Eats animals	Flies	Crawls Or Slithers	Walks
duck													
bear													
alligator													
frog													
ladybug													
Human													
snake													

Animal	Fur or hair	Feathers	Scales	Skin	Teeth	No teeth	Land	Water	Eats Plants	Eats animals	Flies	Crawls Or Slithers	Walks
duck	X	✓	X	X	X	✓	✓	✓	✓	✓	✓	X	✓
bear	✓	X	X	X	✓	X	✓	X	✓	✓	X	X	✓
alligator	X	X	✓	✓	✓	X	✓	✓	✓	✓	X	✓	X
frog	X	X	X	✓	✓	X	✓	✓	✓	✓	X	X	X
ladybug	X	X	X	X	X	✓	✓	X	✓	X	✓	✓	X
Human	✓	X	X	✓	✓	X	✓	X	✓	✓	X	X	✓
snake	X	X	✓	✓	✓	X	✓	X	✓	✓	X	✓	X

References

Buehl, Doug. *Classroom Strategies for Interactive Learning*. Schofield, WI: Wisconsin State Reading Association, 1995.

Cunningham, P., and J. Cunningham. "Content Area Reading-Writing Lessons." *The Reading Teacher* (1987): 509.

Johnson, D., and P. Pearson. *Teaching Reading Vocabulary*. 2nd ed. New York, NY: Holt, Rinehart, and Winston, 1984.

Lawson, Jennifer. *Hands on Science - Level Two*. (p. 32. 1.1.1)

Source: *Kindergarten to Grade 4 English Language Arts Curriculum: Strategies That Make a Difference*. (p.51-52). Manitoba Education and Training, 1998.

Grade Two

Word Splash

A Word Splash is a collection of words or key terms from textual material that students will be reading or hearing. Students examine the words and try to predict what they will read or hear.

Purposes:

1. To help students focus on the material
2. To motivate students to read or listen
3. To develop the skill of predicting
4. To develop the skill of inferring

Procedure:

1. The teacher selects 15 to 20 terms from the material that students will hear or read, and places them on an overhead or a piece of paper. The terms should not be new to students, as they will use them to predict a story or a list of facts. It is important to have a selection of verbs, nouns, and adjectives.
2. Students examine the terms and, using each term on the Word Splash, write a list of facts or a short passage about what they think they will be reading or hearing. Alternatively, students can draw their predictions.
3. Once they have completed their predictions, students read their list or text and identify at least one thing that they know to be correct and at least one thing about which they are unsure. They discuss these with the class.
4. If this is a pre-reading exercise, the teacher distributes the reading material and has students read it individually, in pairs, or in small groups.
5. If it is a pre-listening exercise, the teacher reads the text to students, stopping periodically to allow students to check their predictions.

<u>Pioneers – Food</u>		
salting	bread	trivet
open fire	sap	peel
bake oven	smoking	
dash	butter churn	
Johnny cake	buttermilk	
hunting	dairy products	
spile	cow	kettle
maple syrup	brown sugar	

Word Splash: Adapted from Saphier, Jonathon D., and Mary Ann Haley. *Activators: Activity Structures to Engage Students' Thinking Before Instruction*. Carlisle, MA: Research for Better Teaching, 1993. Use by permission of Jonathon D. Saphier.

Source: *Success for All Learners: A Handbook on Differentiating Instruction : A Resource for Kindergarten to Senior 4*. (p.6.28-6.30)

Grade Three

Word Map

Purpose:

1. To organize information in order to clarify or make meaning
2. To focus attention on vocabulary or word meaning
3. To provide a structure with which students can express the word and develop a concise definition in written or oral form

Procedure:

1. Explain what the strategy is and how it can be used to help the student.
2. Model how to use the strategy by creating a Word Map of a familiar object such as ice cream or an apple. Describe what the word is and the category to which it belongs. Describe key properties or characteristics.
3. Students can then write the word definitions or use the word in a sentence.
4. Students then use the word map independently to create definitions for a word. They describe what it is, what it is like, and give critical properties or characteristics. Then they give three examples of the word or concept.

Assessment:

1. Record observations of group process or individual student interactive process. Assess the follow-up oral or written definition to ensure accuracy.

Name _____
Date _____

Word Map

What is it?
[]

Word
[]

What are some examples?
[] [] []

Use your word in a sentence. _____

What is it like?
[]
[]
[]
[]

Name _____
Date _____

Word Map

What is it?
plant []

Word
flower []

What are some examples?
geraniums [] tulips [] roses []
daffodil []

Use your word in a sentence. _____

What is it like?
petals []
stem []
seeds []
roots []

Word Map: Adapted from Schwartz, Robert M. (1988, November). Learning to learn vocabulary in content area textbooks. *Journal of Reading*, 32(2), 108-118.

Source: *Kindergarten to Grade 4 English Language Arts Curriculum: Strategies That Make a Difference.* (p.217-218). Manitoba Education and Training, 1998.

Grade Three

K.W.L.

Purpose:

1. To provide a systematic process for accessing prior knowledge, developing questions, reviewing, and summarizing learning after the inquiry is completed
2. To provide a frame for thinking about inquiry
3. To provide a systematic process for accessing texts (narrative and expository)

Procedure:

1. Provide a sheet with three columns marked K, W, and L, or instruct students to place the heading K at the top of a blank sheet of paper.
2. Have students record all that they think they know regarding the topic selected.
3. Have students record all unanswered questions under the W section as items for which they may want to discover information.
4. Place written summary in the L column of the KWL.

Assessment:

Students may be assessed at various points in the process through observation of process and examination of information recorded on the KWL chart to determine:

- the students' skills in question development, categorization, organization, selection, location, and evaluation of pertinent information to answer generated questions, and summarization of information succinctly on a map, in oral discussions, presentations, reflections, and in written reports.

K.W.L.	
Date: _____	Topic: _____
Name _____	
<p>WHAT I KNOW</p> <p>Write</p> <p><i>I know that...</i></p> <ul style="list-style-type: none"> • plants need sun, soil, seeds and water • plants provide food and clothing for people • plants are living things • plants are used for decoration • plants can be used for medicine 	<p>WHAT I WANT TO KNOW</p> <ul style="list-style-type: none"> • Why do leaves change colours? • How can a flower eat a bug? • Do trees grow towards the sun or do only the leaves grow towards the sun? • Why do cacti have prickles? • How many roots does a tree have? • How do seeds travel in water?
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>WHAT I LEARNED</p> <p><i>Cacti have prickles to protect themselves from other animals eating their flesh and drinking their liquid.</i></p> <p><i>Larger seeds travel in water by floating.</i></p> <p><i>A tree has one root with many shoots.</i></p>

Reference:

Ogle, D. "K-W-L: A Teaching Model That Develops Active Reading of Expository Text." *The Reading Teacher* 39 (1986a): 564-70

Source: *Kindergarten to Grade 4 English Language Arts Curriculum: Strategies That Make a Difference.* (p.89-90). Manitoba Education and Training, 1998.

Adapted by: Diagnostic Learning Centre, Winnipeg School Division

Grade Four

Three-Point Approach

The Three-Point Approach is a vocabulary think sheet that provides a place for students to write a definition, draw a picture or diagram, and write a synonym or example. This strategy assists students in developing excellent review notes.

Purpose:

1. To develop and review vocabulary


Procedure:

1. The teacher provides a list of key words or concepts.
2. Students write the definitions from their notes, draw a diagram, and write a synonym or example.

Variation:

Early Years teachers lead students through the exercise and the teacher and students complete the think sheet one step at a time.

Sample:

<p>Definition</p> <p>the place where an animal or plant is normally found</p> <p>_____</p> <p>_____</p>	<p>Word or Concept</p> <p>habitat</p> <hr/> <p>Synonym/Example</p> <p>home</p>	<p>Diagram</p> 
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Three-Point Approach: Adapted from Simons, Sandra M. *Strategies for Reading Nonfiction*. Copyright © 1991 by Spring Street Press. Used by permission of the publisher.

Source: *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4*. (p. 6.36 and 6.101)

Grade Four

Slim Jims

Slim Jims is a note taking strategy.

Purpose:

1. To help students pick key words and phrases from informational text

Procedure:

1. The teacher provides appropriate informational text.
2. Students read and highlight, important words and phrases to “sift” information.
3. Students use long narrow strips of paper to record information in point form.
4. Headings may be used per page or as needed.
5. Students use the slim jim to write reports, summaries or presentation.

Variations:

The format of the long paper may be adapted into columns. Room may be provided to write where the information was found (bibliography) or to write sentences from the information.

Assessment:

Students’ work is assessed on the ability to use point form and make a finished presentation in their own words.

Samples:

Questions	Slim Jims	Sentences
What does it look like?	-gray	
Where does it live?	-forest	
What does it eat?	-hunts -rabbits, squirrels -mice, fruit, berries -birds, eggs	
Protection	-fighter	
Interesting fact.	-can climb trees	

Gray fox
- gray
- lives in forest
- hunts
- eats squirrel
rabbits
mice
fruit
berries
bird's egg
- fighter
- only dog that can
climb trees

Source: Adapted from Manitoba Education and Training Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation. (p.116)

Grade Five

Sort and Predict

Purposes:

1. To help students become familiar with unit vocabulary
2. To help students see the connection between specific words and larger concepts
3. To focus students' attention on the goals of the unit

Procedure:

1. The teacher provides students with 25-30 key vocabulary words from a unit.
2. Working with partners or in small groups, students predict the meaning of words and sort them into categories. If students are familiar with categorizing, they could be asked to make one category a "unique" one.
3. A reporter from each pair or group shares categories with the class, and the class compare the categories presented.
4. The teacher may make categories on the "blackboard" or overhead, discussing the placement of each word.
5. Students identify words for which they need more information to be able to categorize them with clarity.

Sample:

Sort and Predict Frame			
Unit: <u>The North</u>		Topic: _____	
<p>Directions: Read the list of words on the left and sort them into four different categories by placing them in the boxes. For the words that you are unsure of, predict which category each would belong to. When selecting categories, try to make the fourth category different than any category that the rest of the class would think of. Use your creativity; be original! You may use one word in more than one category.</p>			
<p><u>Vocabulary</u></p> <p>permafrost glaciers fjords tundra drought delta precipitation aurora borealis caribou treeline icecaps arctic char Chipewyan nomadic sandspit ravine</p>	<p><u>1. geographical feature</u></p> <p>perma frost glaciers fjords tundra delta treeline icecaps ravine</p>	<p><u>2. people (or places)</u></p> <p>Inuit Dene igloo Tuktoyaktuk nomadic Iqaluit Inuktitut Chipewyan</p>	<p><u>3. wildlife</u></p> <p>caribou arctic char ptarmigan muskrat falcon lichens</p>
		<p><u>4. weather</u></p> <p>precipitation aurora borealis drizzle drought</p>	

Sort and Predict Frame: Used by permission of Lynda Matchullis and Bette Mueller, Nelliv McClung Collegiate, Pembina Valley S.D. No. 27.

Source: *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4.* (p. 6.100)

Grade Five

RAP and QA

A comprehension strategy for expository text.

Purpose:

1. To develop the ability to locate and record the main ideas and specific facts of materials read.

Procedure:

- R** - Read silently; circle difficult words.
Read orally.
- A** - Ask, "What is this about?"
Highlight main idea sentence.
Highlight key words.
- P** - Put main idea in your own words.
Record key words and important facts.
- Q** - Make a question.
- A** - Answer the question.

Variation:

Using the adapted RAP and QA form independently, write a paragraph.

Samples:

*From: Weatherwise Grade 5
Pan Canadian Science Place (Scholastic.)*

You have seen how **temperature and pressure differences** make air move. To find out more about what is **happening** in the atmosphere, you can measure the speed of the wind. How strongly do you think the wind is blowing today?

The Force of Wind

* The atmosphere is always moving. You have seen how air moves whenever there is a difference in temperature or air pressure. For example, the warm, dry wind that flows down the cold eastern slopes of the Rocky Mountains is called a Chinook. It melts the snows and brings warm temperatures across the country. An Alberta clipper begins in the Rockies, too, but it is a fast-moving winter wind that whips quickly south and east across the country. It does not bring a lot of snow, but it usually carries very cold temperatures behind it. The cold, northerly wind that whistles down the warmer river valleys in southern Europe is called the mistral.

Some winds are easier to predict than others. For example, it is likely to be windy whenever the land meets the ocean. Water warms and cools much more slowly than land. During the day in summer, warm air rises above the land, and cooler air from over the water flows in. If you were on the beach during the day, which way would you expect the wind to blow—inland or out toward the water? At night, the reverse happens. The land cools more quickly, and the air above it sinks and pushes under the warm air that is rising above the ocean. Which way would you expect the wind to blow at night by the ocean?

* Generally, wind is named for the direction from which it blows. A west wind blows from west to east. A north wind blows from north to south. North America's East Coast, from the Carolinas to the Maritimes, often experiences strong winds called northeasters. These storms bring high winds and lots of snow—and they stick around for several days. From which direction do you think a northeaster blows? In which direction will it be blowing?

Try It! You can make a wind gauge like this one with a ruler, a half circle of cardboard, string, a plastic foam ball or crumpled piece of paper, and staples. Hold the gauge by the end of the ruler, and face straight into the wind.



R - Read silently, circle tricky words
- Read orally

A - Ask, "What is this about?"
- Highlight main idea sentence
- Highlight Key words

P - Put in your own words
- Main Idea / Notes

Q - Make a question

A - Answer the question

Name Brian
Date Oct, 24

RAP & QA

TOPIC The Force of Wind

MAIN IDEA / POINTS	KEY WORDS / IMPORTANT FACTS
<u>Atmosphere (air) always moves whenever there is a difference in temperature or air pressure.</u>	<u>atmosphere chinook: warm, dry wind, flowing down eastern slopes of Rocky Mts. clipper: fast-moving winter wind mistral: cold northerly winds in warm river valleys in southern Europe</u>
QUESTION <u>What two things can cause air to move?</u>	
ANSWER <u>Temperature and air pressure differences make air move.</u>	

Diagrams: Learning Centre
Revised September 2008

DocGenRAP & QA27.Pub

Source: Diagnostic Learning Centre, Winnipeg School Division

Grade Six

Essay Direction and Key Content Words

Purpose:

1. To explicitly teach students the specific meanings of terms commonly used in essay questions.
2. To develop students' abilities in locating specific information in textual materials across a variety of subject areas.
3. To develop students' abilities in formulating complete written responses to a variety of essay questions.

Procedure:

1. Introduce the essay direction word being taught using the graphic organizer. (e.g. compare)
2. Discuss the definition of the term as cited in the graphic organizer.
3. Discuss the accompanying question from the organizer which illustrates the use of the term.
4. Select a sample paragraph from classroom reading material which will be used to model how one locates key details in the text to respond to a questions which you will formulate. (e.g. Compare the physical characteristics of comets and meteors.)
5. Using an overhead of the paragraph, read it aloud with the class, highlighting the key words/ information in the text which answers the question.
6. Once the key information has been identified, model how a complete response may be constructed.
7. Present students with a handout which has another passage and essay question using the same term. (e.g. Compare the backgrounds of the main characters in *Time of the Wolf* and *Charlie Wilcox*.)
8. Working in pairs or small groups, students will work collaboratively to identify key terms/ information and to answer the question.
9. Have each group present their work to the class.
10. Continue to provide opportunities for the practice of these skills with numerous essay words, in a variety of subject areas, to achieve competence.

Assessment:

1. Track and evaluate the quality of student's responses to essay questions during the year.

Source: *Senior High Study Skills Booklet*. Jefferson County Schools. Colorado, 1983.

Learning to Learn: Strengthening Your Study Skills and Brain Power. Gloria Frender. Incentive Publications, Inc. Nashville, TN, 1990.

ESSAY DIRECTION WORDS		
IF YOU ARE ASKED TO:	YOU SHOULD DO THE FOLLOWING:	EXAMPLES:
Compare	Tell how things are alike; use concrete examples.	Compare spiders, insects, crustaceans and centipedes.
Contrast	Tell how things are different; use concrete examples.	Contrast the outer planets and inner planets.
Create	Make something new. Develop, construct, formulate a complete work from its component parts.	Create a "Life Map" which highlights the important events in your life.
Defend	Give enough details to prove the statements; justify using facts, support an opinion.	Defend the statement "innocent until proven guilty."
Define	Give the meaning.	Define plankton.
Edit	Review a piece of writing and <u>correct</u> for errors in spelling, grammar, punctuation and meaning. Improve and prepare for publishing.	Edit your "Explorer" journal entry.
Evaluate	Make a judgment based on the evidence and support it; give the good and bad points.	Evaluate the use of pesticides.
Explain	Make clear and plain; give the reason or cause, tell step by step.	Explain how a natural disaster can help man.
Identify	Select or name a key point in the text.	Identify the characteristics of an insect.
List	Write in a numbered fashion, itemize.	List 5 reasons to support your statement.
Outline	Use a specific and shortened form to organize main ideas, supporting details, and examples.	Outline Henry Hudson's voyage to find the Northwest Passage.
Predict	Anticipate, estimate, hypothesize.	Predict the ending of the short story written below.
Quote	Copy a statement directly from the text; to repeat the exact words of another person.	Quote the passage from <i>Charlie Wilcox</i> where Charlie overhears Skipper Sam at the Jubilee Club.
Represent	Convey ideas from the information in a visual/graphic format.	With a Venn diagram, represent the similarities and differences between space travel and early exploration.
Revise	Review a work and make changes in content to improve clarity and/or organization.	Revise your writing piece "Interview with an Alien".
Scan	Glance at the information quickly to locate specific details.	Scan the paragraph on invertebrates.
Sketch	A drawing which shows only some key features of an object or scene; an approximation.	Sketch the parts of a moon crater.
State	Write what you believe and back it with evidence; describe; express in your own words.	State why Charlie had to go to the ice.
Summarize	Re-state the main points in the fewest words possible.	Summarize Chapter 1 of <i>Time of the Wolf</i> .
Support	Provide enough details to build a case or point of view.	Support this statement: "Physical/ Emotional health are important to your well being."

Grade Seven

IDEAS for Problem Solving

Purpose:

1. To develop a process for solving problems
2. To provide a frame for students to organize their thinking

Procedure:

1. Provide an organizer and explain how the strategy may be used.
2. Model how to use the strategy by using a problem from the content subject area.
3. Direct the students to use this strategy in small groups for more practice. Review the results as a whole class.
4. Students may then use this strategy independently to solve problems in the subject area.

Assessment:

1. Students may be assessed at various points in using this process through observation and examination of the information recorded on the organizer.

Sample:

Powerful I.D.E.A.S. for Problem Solving A Geometry Question

I. Identify the information you are given.
D. Draw /Diagram/Describe/or Discuss the Information or helpful strategies you can use to solve the problem.
E. Estimate/Predict/ Decide what should be done to solve the problem.
A. Always record any solution(s) to the problem e.g. Where you found the answer and if it makes sense.
S. State your solution/answer(s) in a sentence(s).

I. I'm given this info....
Find the perimeter of this polygon

D. I'll discuss/draw/diagram the problem as I see it.
- I'm given the measurements of some sides but others are unknown.
- I must find the length of the missing sides and then I can calculate the perimeter.

E. I'll estimate what should be done to solve it.
Add or subtract the known lengths to find the missing ones

A. I'll show how/where I found my answer (Including the calculations or notes I made.)

First (Q1)
If the side AF equals 3cm
And the side ED equals 5cm
Then side BC is equal to the sum of them.
 $BC = 3\text{cm} + 5\text{cm}$
 $BC = 8\text{cm}$

Next (Q2)
If the side AB equals 15cm
And the side DC equals 5cm
Then side EF is equal to AB minus DC.
 $EF = 15\text{cm} - 5\text{cm}$
 $EF = 10\text{cm}$

Last
Now I can add up all the lengths to find the perimeter.
 $P = 15\text{cm} + 8\text{cm} + 5\text{cm} + 5\text{cm} + 10\text{cm} + 3\text{cm}$
 $P = 46\text{cm}$

S. I'll write my solution in a sentence.
The perimeter of the polygon is equal to 46 cm.

Adapted by Peggy Hill from: **IDEAL Problem Solving Frame**, *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4*.

IDEAL Problem Solving Frame: Adapted from Dukowski, Les, Richard Holmes, Irvin K. Burbank, Walter Szetela, Doug Super, and George Scroggie. *Houghton Mifflin Mathematics 8*. Markham, ON: Houghton Mifflin Canada, 1985. Used by permission of Nelson Canada.

Grade Seven

Concept Definition Map

Purpose:

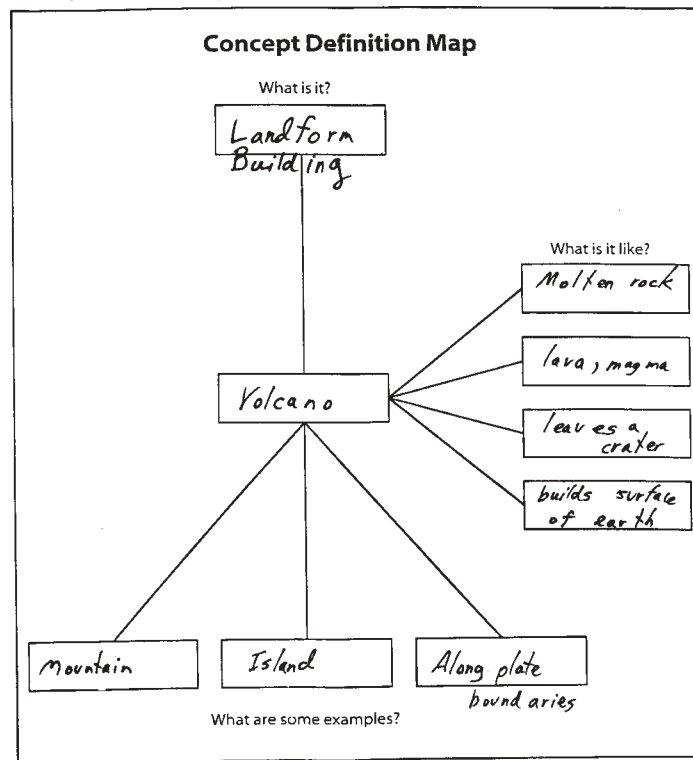
1. To organize information in order to clarify or make meaning
2. To focus attention on vocabulary or word meaning
3. To provide a structure with which students can express the word and develop a concise definition in written or oral form

Procedure:

1. Choose a vocabulary word to be mapped. (*Write in the centre box.*)
2. Describe what it is and the category to which it belongs. (*Write in the box at top of organizer.*)
3. Describe the key properties/characteristics. (*Place in the four boxes on the right.*)
4. Give three examples. (*Place in the three boxes at the bottom.*)
5. Have the students define the word in their own words.
**May think of synonyms and antonyms of the word.*

Assessment:

Record observations of group process of individual student interactive process. Assess the follow-up oral or written definition to ensure accuracy. Have students assess their own work to show development of the independent use of the strategy over time. Have students assess definitions for accuracy and completeness.



Word Map: Adapted from Schwartz, Robert M. (1988, November). Learning to learn vocabulary in content area textbooks. *Journal of Reading*, 32(2), 108-118.

Source: *Kindergarten to Grade 4 English Language Arts Curriculum: Strategies That Make a Difference*. (p.217-218). Manitoba Education and Training, 1998.

Grade Eight

Three-Point Approach

Purpose:

1. To develop and review vocabulary


Procedure:

1. The teacher provides a list of key words or concepts.
2. Students write the definitions from their notes, draw a diagram, and write a synonym or example.

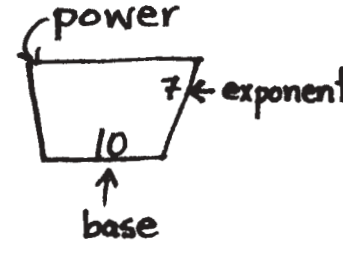
Samples:

Three-Point Approach for Words and Concepts

Multi-Level, Grades 4-8

Definition:	Word or Concept:	Diagram:
hockey shirt with a team name and number on it with team colors. Thin material with little holes in it.	Jersey	
	Synonym/Example hockey shirt long-sleeved shirt	

Mathematics, Grade 8

Definition:	Word or Concept:	Diagram:
a number written with a base and an exponent	power	
	Synonym/Example 2^3 5^{-6} $\frac{1}{10}$	

Three-Point Approach: Adapted from Simons, Sandra M. *Strategies for Reading Nonfiction*. Copyright © 1991 by Spring Street Press. Used by permission of the publisher.

Source: *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4*. (p. 6.36 and 6.101)

Grade Eight

Learning Log

Purposes:

1. **At the beginning of the lesson:** to help students focus on their learning and to connect the current lesson to that of the previous day.
2. **During the lesson:** to consolidate and review learning
3. **At the end of the lesson:** to wrap up the lesson and to reflect on and extend students' knowledge.

Procedure:

The teacher provides students with questions or prompts at the beginning, middle, and end of the lesson.

1. At the beginning of the lesson:

- What questions do you have from yesterday?
- Write a memo to someone who was not here, explaining what we learned yesterday.
- Yesterday I learned...
- I'm still wondering...

2. During the lesson:

- I now understand ...
- What I just learned connects with...

3. At the end of the lesson:

- What problems do you still have?
- Reflect on the strategy we used and why we used it.
- How can you connect this to other courses or subjects?
- Reflect on something you observed which triggered your thinking.
- Did something you heard, read, or viewed surprise you?
- I still don't understand...

Sample:

Learning Log	
Grade 7 Science	
Name:	_____
Date:	_____
<i>On Sept. 28, we took a field trip to Deerwood.</i>	
<i>We learned about poor management and good management. We used macaroni to represent</i>	
<i>sediments, fuel and oil, nutrients, and pesticides.</i>	
<i>We used our imagination to pretend that we were</i>	
<i>going down little rivers and landing in a big lake.</i>	
<i>Then we went over to Bigard Lake and learned</i>	
<i>how the land fills up with water and ducks and</i>	
<i>birds nest and make homes. Then in July the</i>	
<i>water dries up and the farmers use the land as</i>	
<i>hay fields. They have lots of computers to tell how</i>	
<i>much water there is and how high the water is.</i>	

Source: *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4.* (p. 6.56-6.57)

Grade Nine

2-Column Note Taking

Purposes:

1. Provides note-taking format
2. Requires students to reorganize information to suit their own purpose
3. Requires students to reword information in their own words

Procedure:

1. Divide paper into 2 columns as shown.
2. Read material.
3. Select main ideas from passage.
4. Write supporting details opposite main ideas in point form, in your own words.

Assessment:

1. Students can determine main ideas of passage.
2. Students develop ability to discern between main ideas and supporting details.
3. Students develop ability to reword information for their own purposes.

Sample:

Name _____	Date _____														
<h3 style="margin: 0;">2-Column Note-Taking</h3> <p style="margin: 0;"><i>Cordillera Region</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%; padding: 5px;">Main Points</th> <th style="padding: 5px;">evidence/Details</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><i>Physical Area</i></td> <td style="padding: 5px;"> <ul style="list-style-type: none"> - West coast of Canada - B.C., Yukon, Alberta, NWT </td> </tr> <tr> <td style="padding: 5px;"><i>Physical Features</i></td> <td style="padding: 5px;"> <ul style="list-style-type: none"> - plateaus, foothills, deep valleys, coastal islands, coastal plains - 5 mountain ranges: Outer, Coastal, Interior, Rocky, MacKenzie </td> </tr> <tr> <td style="padding: 5px;"><i>Climate</i></td> <td style="padding: 5px;"> <ul style="list-style-type: none"> - West coast, Mountain </td> </tr> <tr> <td style="padding: 5px;"><i>Population</i></td> <td style="padding: 5px;"> <ul style="list-style-type: none"> - 3/4 of people live in or near cities - 7/10 of people in region live within 100 kms. of Vancouver - diverse cultural make-up </td> </tr> <tr> <td style="padding: 5px;"><i>Aboriginal Groups</i></td> <td style="padding: 5px;"> <ul style="list-style-type: none"> - 7 main language groups - 2nd largest Aboriginal population in Canada - Nootka, Kootenay, Beaver, Haida, Coast Salish, Tlingit, Carrier </td> </tr> <tr> <td style="padding: 5px;"><i>Economy</i></td> <td style="padding: 5px;"> <ul style="list-style-type: none"> - resource based economy - forestry, mining, fishing - agriculture: Fraser, Okanagan Valleys - Tourism: summer + winter </td> </tr> </tbody> </table>		Main Points	evidence/Details	<i>Physical Area</i>	<ul style="list-style-type: none"> - West coast of Canada - B.C., Yukon, Alberta, NWT 	<i>Physical Features</i>	<ul style="list-style-type: none"> - plateaus, foothills, deep valleys, coastal islands, coastal plains - 5 mountain ranges: Outer, Coastal, Interior, Rocky, MacKenzie 	<i>Climate</i>	<ul style="list-style-type: none"> - West coast, Mountain 	<i>Population</i>	<ul style="list-style-type: none"> - 3/4 of people live in or near cities - 7/10 of people in region live within 100 kms. of Vancouver - diverse cultural make-up 	<i>Aboriginal Groups</i>	<ul style="list-style-type: none"> - 7 main language groups - 2nd largest Aboriginal population in Canada - Nootka, Kootenay, Beaver, Haida, Coast Salish, Tlingit, Carrier 	<i>Economy</i>	<ul style="list-style-type: none"> - resource based economy - forestry, mining, fishing - agriculture: Fraser, Okanagan Valleys - Tourism: summer + winter
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I used this strategy for: _____															

Grade Nine

Ask or Tell

Purposes:

1. To provide students with opportunity to review lesson or ask questions regarding lesson

Procedure:

At end of class, each student must either:

1. Ask a question regarding material learned in class, or
2. Tell the class one thing they learned.

Assessment:

1. All students participate.

Source: Dr. Leathers, Faculty of French, United College, 1962.
Adapted by: M. Rammsomair, Sargent Park School.

ESSAY DIRECTION WORDS		
IF YOU ARE ASKED TO:	YOU SHOULD DO THE FOLLOWING:	EXAMPLES:
Compare	Tell how things are alike; use concrete examples.	Compare spiders, insects, crustaceans and centipedes.
Contrast	Tell how things are different; use concrete examples.	Contrast the outer planets and inner planets.
Create	Make something new. Develop, construct, formulate a complete work from its component parts.	Create a "Life Map" which highlights the important events in your life.
Defend	Give enough details to prove the statements; justify using facts, support an opinion.	Defend the statement "innocent until proven guilty."
Define	Give the meaning.	Define plankton.
Edit	Review a piece of writing and <u>correct</u> for errors in spelling, grammar, punctuation and meaning. Improve and prepare for publishing.	Edit your "Explorer" journal entry.
Evaluate	Make a judgment based on the evidence and support it; give the good and bad points.	Evaluate the use of pesticides.
Explain	Make clear and plain; give the reason or cause, tell step by step.	Explain how a natural disaster can help man.
Identify	Select or name a key point in the text.	Identify the characteristics of an insect.
List	Write in a numbered fashion, itemize.	List 5 reasons to support your statement.
Outline	Use a specific and shortened form to organize main ideas, supporting details, and examples.	Outline Henry Hudson's voyage to find the Northwest Passage.
Predict	Anticipate, estimate, hypothesize.	Predict the ending of the short story written below.
Quote	Copy a statement directly from the text; to repeat the exact words of another person.	Quote the passage from <i>Charlie Wilcox</i> where Charlie overhears Skipper Sam at the Jubilee Club.
Represent	Convey ideas from the information in a visual/graphic format.	With a Venn diagram, represent the similarities and differences between space travel and early exploration.

IF YOU ARE ASKED TO:	YOU SHOULD DO THE FOLLOWING:	EXAMPLES:
Revise	Review a work and make changes in content to improve clarity and/or organization.	Revise your writing piece "Interview with an Alien".
Scan	Glance at the information quickly to locate specific details.	Scan the paragraph on invertebrates.
Sketch	A drawing which shows only some key features of an object or scene; an approximation.	Sketch the parts of a moon crater.
State	Write what you believe and back it with evidence; describe; express in your own words.	State why Charlie had to go to the ice.
Summarize	Re-state the main points in the fewest words possible.	Summarize Chapter 1 of <i>Time of the Wolf</i> .
Support	Provide enough details to build a case or point of view.	Support this statement: "Physical/ Emotional health are important to your well being."

Sargent Park School

Expository Text Strategies Continuum N - 9

