

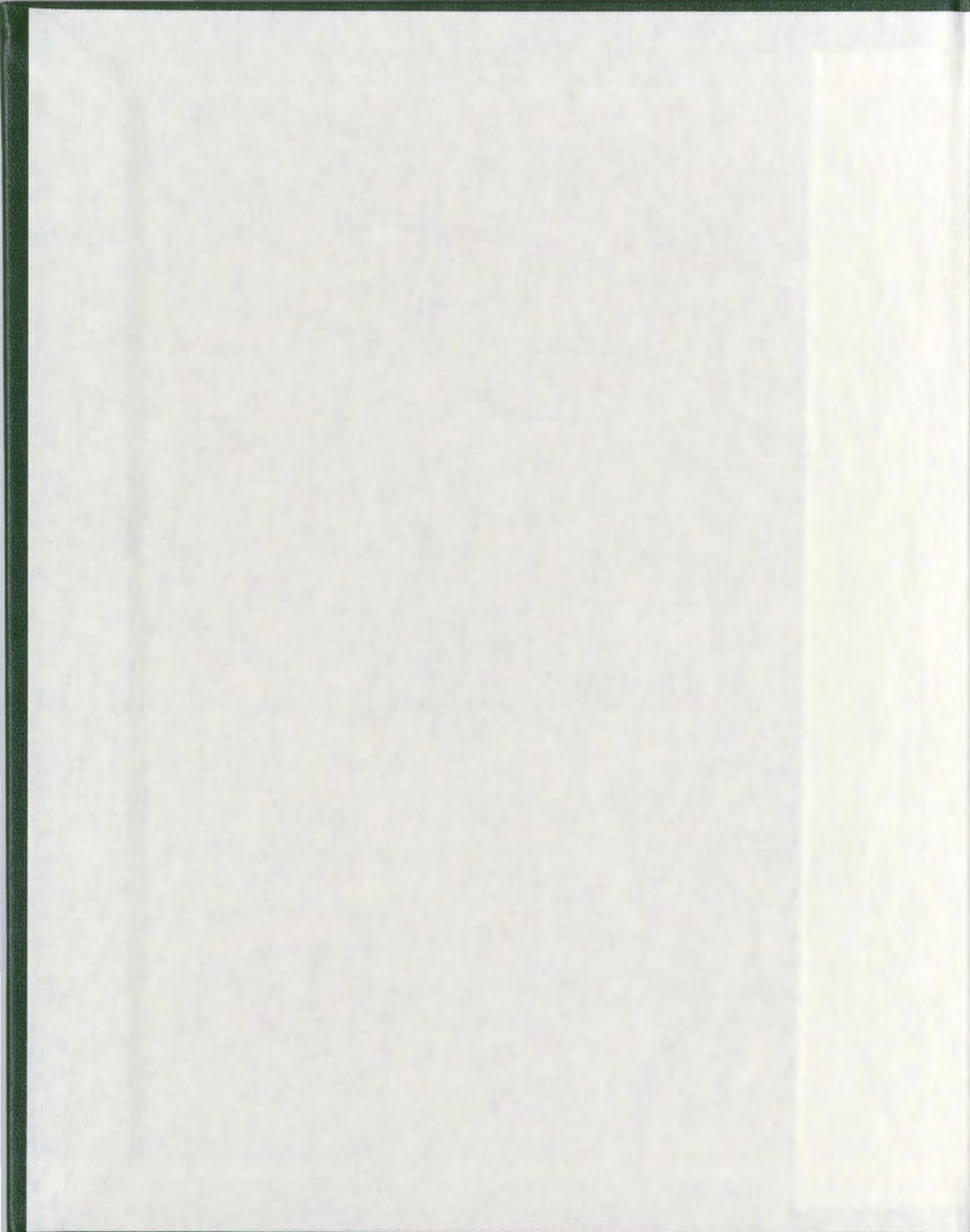
THE DEVELOPMENT OF A READING COMPREHENSION
STRATEGY PROGRAM FOR ELEMENTARY STUDENTS
ENTITLED
"LEARNING HOW"
MODULE 1 - SUMMARIZING

CENTRE FOR NEWFOUNDLAND STUDIES

**TOTAL OF 10 PAGES ONLY
MAY BE XEROXED**

(Without Author's Permission)

DOLORES MERICI BILLINGS





**National Library
of Canada**

**Acquisitions and
Bibliographic Services**

**395 Wellington Street
Ottawa ON K1A 0N4
Canada**

**Bibliothèque nationale
du Canada**

**Acquisitions et
services bibliographiques**

**395, rue Wellington
Ottawa ON K1A 0N4
Canada**

Your file Votre référence

Our file Notre référence

The author has granted a non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of this thesis in microform, paper or electronic formats.

L'auteur a accordé une licence non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de cette thèse sous la forme de microfiche/film, de reproduction sur papier ou sur format électronique.

The author retains ownership of the copyright in this thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without the author's permission.

L'auteur conserve la propriété du droit d'auteur qui protège cette thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

0-612-62371-8

Canada

THE DEVELOPMENT
OF A
READING COMPREHENSION STRATEGY PROGRAM
FOR ELEMENTARY STUDENTS
ENTITLED

**"Learning How"
Module 1- Summarizing**

By

Dolores Merici Billings

A project
submitted to the
School of Graduate Studies
in partial fulfillment
of the requirements for the degree of
Master of Education

Teaching and Learning
(School Resource Services)
Memorial University of Newfoundland
May 2001

St. John's

Newfoundland

ABSTRACT

The purpose of this project was to develop a reading comprehension strategy program integrated with the elementary social studies content. I chose to do this for four reasons (a) research has shown that students can learn strategies (b) strategies are best taught explicitly within a content area (c) teachers do not have the time to develop such programs and. (d) strategy instruction does improve comprehension.

Research shows that good readers use the following four strategies - summarizing, clarifying, questioning, and predicting (Jones et al., 1987). It is also noted in research that it is better to teach one strategy at a time (Pressley et al., 1987, 1989). The comprehension strategy of summarizing has been shown as the most important strategy of the four (Jones et al., 1987).

Therefore, I have chosen to develop the unit using the summarizing strategy. The social studies content will be based on outcomes from Strand 1 of the new Atlantic Social Studies Elementary Curriculum.

ACKNOWLEDGEMENTS

It is with sincere gratitude and appreciation that I acknowledge the following people. Without their help, this project would not have reached completion.

Firstly, I would like to thank my project supervisor, Dr. Tim Seifert. Your guidance and support has been instrumental in helping me complete this project.

Secondly, I would like to thank my husband and children for their encouragement and understanding. Their patience and help has certainly motivated me to complete this project.

Finally, I would like to acknowledge the contribution that my parents have made in helping me to pursue my Masters of Education. It was the love for learning instilled by them that has motivated me to become a lifelong learner.

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS	ii
CHAPTER 1 INTRODUCTION	1
CHAPTER 2 STATEMENT OF THE PROBLEM	3
Background and purpose	3
Significance of the program	6
CHAPTER 3 SELECTED REVIEW OF THE LITERATURE	7
Conceptual/Interpretive Framework	7
Previous research to be built upon	9
CHAPTER 4 PROJECT DESIGN	14
Introduction	14
CHAPTER 5 STRUCTURE OF PROGRAM	17
Content Analysis	17
Limitations of the program	19
REFERENCES	20
APPENDIX A	33

CHAPTER 1

Introduction

Thinking is a performance process that results from a student's having learned both the necessary content information and behaviours involved. We now know that higher-order and critical thinking involves the combination of deep understanding of specific topics, the ability to use basic cognitive processes effectively, understanding and control over our basic cognitive processes (i.e., metacognition), attitudes and dispositions (Eggen & Kauchak, 1996).

If we wish more complex thinking to occur, we need to learn how to help students acquire and internalize concepts, generalizations, and discriminations. Teaching effectively, so that students generate meaning for themselves, is a major and essential contribution to students' abilities to think creatively, to solve problems, and to make responsible, satisfying decisions: the goal of all education (Hunter, 1994).

In doing so, the teacher's role becomes one of designing an instructional environment that is conducive to the nurturing of strategic behaviour. This environment is one that should provide opportunities for practice, refinement, and generalization of various forms of strategies across different contexts and content areas.

According to Onosko (1991), often times teachers are pressured to cover a broad range of material. Therefore, they have little time to allow students to explore information, to draw connections, to ask questions about it, in short to think about information rather than mindlessly absorb it. Due to a lack of planning time, many teachers must settle for the textbook's presentation of the material. The demands of content coverage necessitate instruction by lecture (transmission) to ensure everything is covered.

This program will be designed to provide teachers with a ready made program which will assist them in teaching learning strategies to students.

CHAPTER 2

STATEMENT OF THE PROBLEM

Background and Purpose

Executive skills are the means by which readers monitor, control their reading (Britton & Glynn (1987), and mediate the comprehension they generate from instruction (Wittrock & Baker, 1991). One fundamental function of an executive system is the monitoring of the success of task performance and then the revising of the strategy for the purpose of improving ongoing performance (Glatthorn, 1993). Mature, skilled readers allocate reading time and effort based on their perception of the difficulty and importance of the task. However, all students cannot or do not use these executive skills. Since deficiencies in executive skills have been shown to be responsible for limitations in cognitive performance (Britton & Glynn, 1987), students must be taught to both carry out cognitive operations and oversee their progress (Baumann et al., 1986).

Students' success in school rests, to a large extent, on their proficiency to learn on their own, to choose the right strategy, and to monitor their own learning (Arends, 1997). Younger children do not always have the executive processing skills to set expectations, to focus, direct, and maintain direction, to choose appropriate strategies, and to monitor their learning. It is important to note that children are in varying stages of developing these skills and that training in self-regulation increases the likelihood of maintenance and transfer (Wenden, 1991; Britton & Glynn, 1987; Clay, 1991). Teachers, therefore, must play a directive role in overseeing and ensuring that children master these skills. In self-control training, how to teach students are explicitly taught to monitor, check, and evaluate their use of the procedure (Zimmerman, Bonner,

and Kovach, 1996; Wenden, 1991; Manning, 1991). In the beginning, the teacher would have the responsibility of direct instruction. Then, teacher direction would be phased out as students gradually take control of their strategy use.

Since students may be just lacking in the ability to know when and where to use these strategies, they must be taught to monitor their own learning. Research has shown that there is a need for strategy instruction and that it has to be extensive, occur over a long period, with lots of practice, and modeling (Beyer, 1987, 1988). It is also important that one or two strategies are taught at a time until they are being used independently (Pressley et al., 1989; Beyer, 1988). Therefore, developing metacognitive abilities in students is a valuable educational goal because it can help them to become self-regulated learners who take responsibility for their own learning progress and adapt their learning strategies to meet task demands (Costa, 1985; Heckhausen & Dweck, 1998; Gaskins, 1992). However, constraints may not permit teachers the time necessary to develop such programs. It is also difficult for teachers to find high quality information about strategy instruction, given the need for a large amount of information and the diversity of strategies required across the curriculum, and with students varying in competencies and preferences (Dowhower, 1989; Pressley et al., 1989; Dickson, 1995). Therefore, a well-developed program would assist teachers in developing metacognitive skills in students.

This project was chosen because of my desire to improve student learning through strategy instruction in my social studies classroom. While there are strategy programs available, there are none that are embedded into the new Atlantic Social Studies Curriculum. This developed program will provide teachers with detailed instructions on:

- students comprehension strategies;

- why they should use strategies;
- how to use a particular strategy;
- when to use a particular strategy; and
- how to enable students to make these decisions for themselves.

Significance of the Program

This program will:

1. Provide a tool that embeds strategy use into the social studies curriculum.
2. Through strategy instruction, improve student comprehension.
3. Through strategy instruction, improve student morale and self-confidence.
4. Through strategy instruction, foster independent learning by students.
5. Foster individual responsibility and feeling of control over one's learning.
6. Give teachers a greater understanding of the importance of teaching learning strategies.
7. Provide a module that will teach specific elementary social studies outcomes.

CHAPTER 3

Review of the Literature

Conceptual / Interpretive Framework

Comprehension problems are a severe block to reading and studying as students progress to content-area subject matter (Lovitt & Hansen, 1976; Spor & Schneider, 1993;). Research seems to indicate that, though teaching in content areas such as the social studies is textbook centered, instructing students to utilize strategies is not an important component of teaching (Smith & Feathers, 1983; Ratekin et al., 1985; Klingner & Vaughn, 1999). Research on reading comprehension has found that children who are not successful at reading do not monitor comprehension problems while reading and that poor readers do not use the required strategies spontaneously (Brown, 1978; Brown, Smiley, & Lawton, 1978). This self-monitoring, which leads to the adjustment of reading strategies, is a late developing skill in some students (Baker and Brown, 1980). However according to Camp and Bash (1981), experience at home and school can help students develop speed and facility with self-monitoring.

The results of research on metacognition (Wittrock & Baker, 1991) imply that metacognition does improve when students are taught to be aware of their thought processes and to plan to use them to organize and to understand information. Accordingly, Dermody & Speaker (1999) found that fourth graders did improve on comprehension when systematically trained in metacognitive strategies. Explicit

instruction has been shown to be helpful in improving metacognition and strategy use. Comprehension monitoring requires the student to establish learning goals for the current activity, to assess the degree to which these goals are being met, and, if necessary, to modify the strategies being used to meet the goals. Comparisons of good and poor comprehenders have consistently shown that poor comprehenders are deficient in the use of active learning strategies needed to monitor understanding (Meadows, 1993; Maria, 1990).

While research does not point to a consistent body of skills and strategies to be taught, researchers recommend focussing on the use of strategies that are helpful in specific situations, yet generalizable over a number of situations. According to Jones et al. (1987) the four strategies that good readers use spontaneously are (1) questioning, (2) predicting, (3) summarizing, and (4) clarifying. Summarizing is considered one of the most important strategies for comprehension and recall of text since it is helpful in a variety of situations and with all types of texts (Brown & Day, 1983; Jones, Palincsar, Ogle, and Carr, 1987).

When readers attend to a text, have the appropriate background and knowledge, decoding skills, and vocabulary, and can, but do not, generate legitimate meaning for it, then teachers should teach them learning strategies and metacognitive processes (Wittrock, 1974). Accordingly, Ghatala & Levin (1976), Baumann, Hooten & White, (1999), and Duffy (1993) reported results which indicated that instructing children to utilize strategies greatly facilitates their performance in comparison to children who have been given no strategy instruction. A study by Paris and Jacob (1984) also demonstrated that informed instruction in the classroom could enhance children's awareness about the use of comprehension skills.

Previous Research to be Built Upon

We need to know more about the effects of different types of strategies in school-learning tasks, where the unit of learning is greater than a single verbal or pictorial item. The cognitive activities students engage in when encountering academic or technical learning tasks are of crucial importance (Rothkopf, 1966; Wood 1988; Wittrock & Baker, 1991) and these activities can be modified through instruction and training to make them more effective and efficient (Wenden, 1991; Taylor & Frye, 1992; Tierney et al., 1995).

Knowledge of strategies increases students' confidence to succeed with tasks (Schunk & Rice, 1987, 1992). Students must be taught why strategy use is important, when it should be used, and how the strategies are carried out. Based on a review of the literature related to academic learning, Dansereau (1974) concluded that students would benefit from detailed training in strategy use. When students feel competent in using strategies, they tend to be more engaged in learning tasks (Schunk & Rice, 1987). According to Brown and Palinscar (1980,1984), strategy training should include self-control training, with such skills as planning, checking and monitoring. It is important to pay attention to the interrelationship of strategy use and motivation.

Motivation is relevant to learning because learning is an active process requiring conscious and deliberate activity. Even the most able students will not learn if they do not pay attention and exert some effort (Stipek, 1988). Optimal motivation on any task occurs when students assume that they possess the ability to achieve success but that some effort is also required.

Recent research in cognitive psychology has emphasized several important principles for instruction. The first

principle, individual responsibility for success and failure to learn, comes primarily from research on motivation. From research on locus of control, teaching students to believe that, by their efforts, they can influence their destiny in school has increased achievement in class (DeCharms, 1976; Martin & Tesser, 1996;). Attribution theory (Martinko, 1995; Schunk, 1985) and research on locus of control (DeCharms, 1976; Elliot & Dweck, 1988) has supported this. Students should be assisted in taking more responsibility. They need help monitoring their own behaviour, setting their own goals and standards, or administering their own rewards (Meichenbaum, 1977). This will help students develop goal-setting and self-evaluation skills.

Second, students' perceptions of their abilities will predict their motivation for engaging in an activity. Bandura and Schunk (1981) referred to the perceptions of ability as self-efficacy, which refers to students' personal judgements of their performance capabilities on a particular type of task. Schunk (1985, 1991, 1994) has shown that teaching students to be more efficacious and persuading them that they are efficacious improves performance. Schunk (1989) pointed out that encouragement to use strategies can also enhance feelings of self-efficacy by giving students a perception of control over outcomes.

Third, it is important that teachers attend to the self-esteem of students, because self-esteem is an important variable affecting academic achievement. It is essential that a student experience an adequate degree of academic success, which in turn will enhance self-esteem (Clay, 1991). Most procedures that ensure students experience greater degrees of academic success and facilitate the development and maintenance of a more positive teacher-pupil interactive process will enhance their self-esteem. The particular technique employed is, of course, important; but the relationship or interactive process is most crucial.

Success requires effort and students need to make the appropriate attributions.

Tasks should be matched to the level of ability of students. Teachers must structure the curriculum and assignments in ways that maximize students' self-confidence. Difficult tasks must be broken down into achievable short-term or proximal goals. Proximal short-term goals are achieved more quickly and result in greater motivation and higher efficacy. General goals should be broken into a set of specific goals. Specific goals promote efficacy because it is easier to evaluate progress. Specific performance standards will more likely enhance learning and activate self-evaluation (Locke & Latham, 1990).

Fourth, students need be exposed to successful modelling by teachers and peers. According to Baumann, Jones & Seifert (1993) and Camp (1981), it is important that teachers who model verbalize their actions as well as their thought processes as they demonstrate strategy use. Sometimes teachers should portray themselves as experiencing learning difficulties and low self-efficacy for learning. By displaying perseverance, effort, and effective strategy use and by verbalizing coping statements, the teacher will show that their performance can be improved (Schunk, Hanson, & Cox, 1987).

Finally, teachers must provide encouraging feedback. Feedback increases self-efficacy and motivation when it conveys that students are competent and can continue to improve by working diligently. In addition, students should be prompted to self-evaluate. Initially, students might have trouble determining whether their strategy use is improving. Students not proficient in self-evaluation will need to be taught cues for assessing performance and gauging progress. Positive self-evaluations lead students to feel efficacious about learning and motivates them to continue to work because they believe they are capable of making further progress (Schunk, 1990).

Educational intervention rooted in well-established theories of cognitive development can have long-term and replicable effects on students' academic achievement. It is important to pursue strategy-monitoring training as a means of overcoming students' metacognitive deficiencies. Research by Spor (1993) and Brophy (1992), drew the conclusion that we should not expect that our students would learn to think critically as a by-product of the study of the usual social studies content. Critical thinking skills should be deliberately taught within the content (Klingner & Vaughn, 1999; Dickson, 1995). Research also indicates that strategy-monitoring training increases students' perceived self-efficacy on subsequent learning tasks (Wang & RiCharde, 1985).

Summary

Consequently, strategies should be taught explicitly to students through modelling, guided practice, independent practice, and peer conferences. An ideal training package would consist of both practice in the use of task-appropriate strategies, instruction concerning the significance of those activities, and instruction concerning the monitoring and control of strategy use (Brown, 1978)).

CHAPTER 4

Project Design

Introduction

Research by Pressley et. al. (1987) revealed that effective comprehension strategy instruction involves long-term teaching with only a few new strategies introduced each year. Strategies should be taught within the context of a subject area, such as social studies; in small group settings with extensive guidance and modelling; and the value of each strategy must be emphasized. Good strategy instruction involves teaching a very few strategies at a time and teaching them well. First, there is extensive direct explanation and modelling of strategies, followed by extensive teacher-guided practice of strategies. Extensive information, about where and when to use strategies, is given. Time is made available to practice using strategies in different situations (Pressley, et. al., 1989). Summarization training has been found to improve writing summaries and to improve reading comprehension generally (Brown, Campione & Day, 1983). In order to maximize the effectiveness of summarizing training, two principles must be used: (a) direct instruction, and (b) self-control training (Rinehart et al, 1986).

The Direct-Instruction Model is based on research from three areas; teacher-effectiveness research; the role of observation in learning complex behaviours and skills (Bandura, 1989); and the important role that verbal interaction plays in helping students learn (Eggen & Kauchak, 1996; Wertsch, 1991). Several researchers who argue for the need to make instruction more explicit and directed

(Segal, Chipman, & Glaser, 1985; Conley, 1991; Beyer, 1987; Baumann & Schmitt, 1986) have confirmed this.

When instruction has been thorough and explicit, summarization training can transfer to general reading comprehension (Taylor & Frye, 1992; Tierney & Cunningham, 1984). Rosenshine (1979) and Rosenshine & Stevens (1986) described this approach as academically focused and teacher-directed using sequenced and structured materials. Goals should be made clear to students and sufficient and continuous time needs to be allocated for instruction. The coverage of content needs to be extensive with performance being monitored and feedback to students given immediately. Students need to be assigned independent practice and review of the previous day's work to consolidate learning (Beyer, 1987).

An important form of observational learning occurs through cognitive modelling, which incorporates modelled demonstrations with verbal explanations of the model's thoughts and reasons for performing the actions (Meichenbaum, 1977; Baumann, Jones & Seifert, 1993; Camp & Bash, 1981). Cognitive modelling represents a major departure from traditional educational approaches. However, modelling has been consistently implicated as an essential process in the development of internal controls (Camp & Bash, 1981).

Teacher modelling is a viable way for students to learn because it provides a major way for teachers to help students learn complex skills. Students who often have difficulty knowing how to do something will benefit from watching someone model the behaviour. Modelled behaviour provides information about what sequence of actions will lead to success and about which actions have undesirable consequences (Manning, 1988). Modelling of complex cognitive strategies is most effective when the thinking that is the basis for these strategies is made explicit by thinking aloud.

Students need to hear first-hand how teachers and productive peers guide themselves verbally to regulate behaviour (Manning, 1988). Studies with students indicate that cognitive performance could be improved through training programs designed to strengthen verbal mediation abilities (Camp & Bash, 1981). Verbal mediation is talking to oneself to guide problem solving (Jensen, 1966). According to Beyer (1997), Camp & Bash (1981), and Baumann, Jones & Seifert (1993), if students are to develop explicit think alouds, they will need some sort of guidance or prompting until they have mastered the skill. Techniques that help students learn how to think aloud include such activities as comparing their procedures with that of an expert, discussing think aloud procedures with teachers and peers, and being prompted with questions.

CHAPTER 5

Structure of Program

Content Analysis

A content analysis will be carried out to determine the substance, that is, the facts, concepts, principles, theories, that students need to learn. This will be incorporated in the terminal objectives of the instruction of the social studies program.

Behavioural Analysis

A behavioural analysis will identify those behaviours, operations, or skills that students must demonstrate in order to learn the substance. These behaviours also are incorporated in the terminal objectives.

Instructional Analysis

An instructional analysis will identify the procedures to be used in attaining the desired terminal objectives with a particular target population of students. Analysis of the target population of students to determine what they may be capable of learning is assumed to be part of the instructional analysis when the instruction is to be designed for a particular population (age) (Levin et. al., 1976).

Teaching Module

The teaching module will contain

- a rationale
- major generalizations
- goals
- outcomes
- content to be taught
- instructional strategies
- educational activities
- suggestions for suitable learning environments
- support materials and personnel required
- means of evaluation

There will be 12 lessons taught. There will be 10 minutes of instruction and 10 minutes of practice.

As previously stated, I chose these particular strategies because research indicated that they are used spontaneously by good readers. I have separated the strategies into 4 different modules because Palinscar (1986) suggested introducing the strategies separately. This is of particular importance for remedial students. Because summarizing is considered the most important and the most difficult to attain (Maria, 1990), I have chosen to select summarizing as the first strategy to be taught.

Module 1. summarizing

Module 2. questioning

Module 3. clarifying

Module 4. predicting

Limitations of the Program

The effectiveness of group-administered strategy instruction may depend on a number of factors besides the type of strategy training.

Research has shown that 4 individual differences are important for effective implementation of cognitive strategy instruction:

1. age of the student
2. ability of the student
3. student's prior knowledge
4. student's metacognitive proficiency

In addition, processing demands specific to classroom learning may serve as a major impediment to the effective use of strategies. Teacher expertise in strategy teaching can also have facilitative effects on learning. Without controlling for variables, it is difficult to determine what factors will determine the cause-effect relationship.

References

- Arends, R. (1997). *Classroom instruction and management*. Central Connecticut State University: McGraw Hill.
- Baker, L., & Brown, A. L. (1980). Metacognitive skills of reading. In D. Pearson, R. Barr, M. L. Kamil & P. Mosenthal, (Eds.). *Handbook of reading research*. (pp. 353-394). New York: Longman.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, N.J.: Prentice Hall.
- Bandura, A. (1989). "Social Cognitive Theory" In R. Vasta, (Ed.), *Annals of child development*. (Vol. 6., pp.1-60). Greenwich, CT: JAI Press.
- Bandura, A. & Schunk, D. (1981). Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation. *Journal of Personality and Social Psychology*, 41, 586-598.
- Baumann, James F., and Schmitt, Maribeth Cassidy. (1986). The what, why, how, and when of comprehension instruction. *The Reading Teacher*, 40 (March).
- Baumann, James F, Jones, L. A., & Seifert-Kessell, N. (1993). Using think alouds to enhance children's comprehension monitoring abilities. *The Reading Teacher*, 47, 184-193.

- Baumann, J. F., Hooten, H., White, P.
(1999). Teaching comprehension through literature: A teacher-research project to develop fifth graders reading strategies and motivation. *The Reading Teacher*, 53(1).
- Beyer, Barry K. (1987). *Practical strategies for the teaching of thinking*. Boston: Allyn and Bacon
- Beyer, Barry K. (1988). *Developing a thinking skills program*. Boston: Allyn & Bacon.
- Beyer, Barry K. (1989). *Inquiry in the social studies classroom*. Boston: Allyn and Bacon.
- Bransford, J. D. & Stein, B. (1984). *The ideal problem solver: A guide for improving thinking, learning and creativity*. New York, N.J.: W. H. Freeman.
- Britton, Bruce K., & Glynn, Shawn M. (1987). *Executive control processes in reading*. Hillsdale: Lawrence Erlbaum Associates.
- Brophy, J. (1992). Probing the subtleties of subject-matter teaching. *Educational Leadership*, 49, 4-8.
- Brown, A. L. (1978). Metacognitive development and Reading. In R. J. Spiro, B.C. Bruce, & G. W. F. Brewer (Eds.). *Theoretical issues in reading comprehension*. Hillsdale, N. J.: Erlbaum.
- Brown, A. L., and Day, J. D. (1983). Macrorules for

summarizing texts: The development of expertise.
*Journal of Verbal Learning and Verbal Learning
Behaviour*, 22, 1-14.

Brown, A. L., Smiley, S. S., & Lawton, S. W. C. (1978).
The effects of experience on the selection of suitable
retrieval cues for studying texts. *Child
Development*, 49, 829-835.

Camp, B. W. & Bash, M. A. S. (1981). *Think aloud:
Increasing social and cognitive skills - A problem-
solving program for children*. Champaign, Il.: Research
Press.

Clay, M. (1991). *Becoming literate: Construction of
inner control*. Portsmouth, N.H.: Heinemann.

Conley, Patricia R., and Atkin, Berdell J. (1991).
*Comprehension checkups Grades 1-5: Strategies for
success*. Englewood, Colorado: Teachers Press Ideas.

Costa, Arthur L. (1985). *Developing minds: A resource
book for teaching thinking*. Alexandria, VA: Association
for Supervision and Curriculum Development.

Dansereau, D. F., Actkinson, T. R., Long, G. L., &
McDonald, B. (1974). *Learning strategies: A review and
synthesis of the current literature*. Colorado: Air
Force Base.

Dermody, Margaret M. (1999). Reciprocal strategy

training in prediction, clarification, question generating and summarization to improve reading comprehension. *Reading Improvement*, 36, 16-23.

De Charms, R. (1976). *Enhancing motivation: Change in the classroom*. New York: Irvington.

Dickson, Betty L. Reading in the content areas. (1995). *Reading Improvement*, 32(3), 191-192.

Dole, J.A., Duffy, G.G., Roehler, L. E., & Pearson, P. D. (1991). Moving from the old to the new: Research on reading comprehension instruction. *Review of Educational Research*, 61, 239-264.

Dowhower, Sarah L. (1999). Supporting a strategic stance in the classroom: A comprehension framework for helping teachers help students to be strategic. *The Reading Teacher*, 52(7), 672-683.

Duffy, G. G. (1993). Rethinking strategy instruction: Four teachers' development and their low achievers' understanding. *The Elementary School Journal*, 93, 231-247.

Eggen, Paul, & Kauchak, Donald. (1996). *Strategies for teachers: Teaching content and thinking skills*. Englewood Cliffs, N. J.: Prentice-Hall.

Elliot, E. & Dweck, C. (1988). Goals: An approach to motivation and achievement. *Journal of Personality and Social Psychology*, 54, 5-12.

- Gaskins, Robert. (1992). *Developing proficient readers*. Lexington Institute on Education Reform: Kentucky University. ERIC Document 412 526.
- Ghatala, Elizabeth, & Levin, Joel R. (1976). Children's recognition memory processes. *Memory & Cognition*, 4, 61-97.
- Glatthorn, Allan A. (1993). *Learning twice: An introduction to the methods of teaching*. New York: Harper Collins.
- Golinkoff, R. A. (1976). A comparison of reading comprehension processes in good and poor comprehenders. *Reading Research Quarterly*, 11, 623-659.
- Good, T. & Brophy, J. (1994). *Looking in classrooms 6th*. New York: Harper Collins.
- Heckhausen, Jutta, and Dweck, Carol S. (1998). *Motivation and self-regulation across the life span*. Cambridge: Cambridge University Press.
- Hunter, Madeline. (1994). *Enhancing teaching*. New York: Macmillan College Publishing Company.
- Irwin, Judith W. & Baker, Isabel. (1989). *Promoting active reading comprehension strategies: A resource book for teachers*. New Jersey: Prentice Hall, Inc.
- Jensen, A. R. (1966). Verbal mediation in educational potential. *Psychology in the Schools*, 3, 99-109.

- Jones, B. F., Palincsar, A. S., Ogle, D. S., and Carr, E. G. (1987). *Strategic thinking and learning: Cognitive instruction in the content areas*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Kauchak, Donald P., & Eggen, Paul D. (1998). *Learning and teaching: Research-based methods*. Boston: Allyn and Bacon.
- Klingner, Janette K., & Vaughn, Sharon. (1999). Promoting reading comprehension, content learning, and english acquisition through collaborative strategic reading (CSR). *The Reading Teacher*, 52(7), 738-747.
- Kurfman, D., & Cassidy, E. (!977). *Developing decision-making skills*. Arlington, Va.: The National Council for the Social Studies.
- Levin, Joel R. (1986). Four cognitive principles of learning-strategy instruction. *Educational Psychologist*, 21(1 &2), 3-17.
- Locke, E. A., & Latham, G. P. (1990). *A Theory of goal setting and task performance*. Englewood Cliffs, N. J.: Prentice Hall.
- Lovitt, C., & Hansen, C. L. (1976). Round one - placing the child in the right reader. *Journal of Learning Disabilities*, 9, 347-353.
- Maehr, M. (1984). Meaning and motivation: Toward a

- theory of personal investment. In R. Ames and C. Ames (Eds.), *Research on motivation in education, Vol. 1: Student motivation* (pp. 115-144). Orlando, Fl: Academic Press.
- Maehr, Martin L., & Pintrich, Paul R. (1993). *Advances in motivation and achievement*. (Vol. 8). Greenwich, Connecticut: JAI Press Inc.
- Manning, Brenda. (1991). *Cognitive self-instruction for classroom processes*. Albany: State University of New York press.
- Maria, Katherine. (1990). *Reading comprehension instruction: Issues and strategies*. Parkton, Md.: York Press.
- Martin, Leonard l., and Tesser, Abraham. (1996). *Striving and feeling: Interactions among goals, affect, and self-regulation*. New Jersey: Lawrence Erlbaum Associates.
- Martinko, Mark, J.(Ed.). (1995). *Attribution theory: An organizational perspective*. Delray Beach, Florida: St. Lucie Press.
- Meadows, Sara. (1993). *The child as thinker: The development and acquisition of cognition in childhood*. New York: Routledge.
- Meichenbaum, D. (1977). *Cognitive behaviour modification*. New York: Plenum Press.

- Meyer, W., Bachmann, M., Biermann, V., Hempelmann, P., Ploger, F., and Spiller, H. (1979). The informational value of evaluative behaviour: Influence of praise and blame on perceptions of ability. *Journal of Educational Psychology, 71*, 259-268.
- Mithaug Dennis E. *Self-regulation theory: How optimal adjustment maximizes gain*. Connecticut: Praeger.
- Mowey, Sue. (1995). *Reading/writing comprehension strategies*. ERIC Document 409 531.
- O'Neil, Harold F. & Spielberger, Charles D. (1979). *Cognitive and affective learning strategies*. Academic Press: New York.
- Onosko, Joseph. (1991). *Barriers to the promotion of higher order thinking in social studies*. ERIC Document 340 640.
- Palinscar, A. S. (1986). Metacognitive strategy instruction. *Exceptional Children, 53*(2), 118-124.
- Palinscar, A. S., & Brown, A. L. (1984). The reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction, 1*, 117-175.
- Paris, S. B. & Jacob, J. E. (1984). The benefits of informed instruction for children's reading awareness and comprehension skills. *Child Development, 55*, 2083-2093.

- Prawat, R. (1992). From individual differences to learning communities—our changing focus. *Educational Leadership*, 49, 9-13.
- Pressley, M., El-Dinary, P. B., Gaskins, I., Schuder, T., Bergamon, J. L., Almasi, J., & Brown, R. (1992). Beyond direct explanation: Transactional instruction of reading comprehension strategies. *Elementary School Journal*, 92, 513-555.
- Pressley, M., Goodchild, F., Fleet, J., Zajchowski, R. & Evans, E. (1989). The challenges of classroom strategy instruction. *The Elementary School Journal*, 89, 301-342.
- Ratekin, n., Simpson, M., Alvermann, D. and Dishner, E. (1985). Why teachers resist content reading instruction. *Journal of Reading*, 28(5), 432-437.
- Resnick, L, and Klopfer, L. (1989). Toward the thinking curriculum: An overview. In L. Resnick and L. Klopfer, (Eds.), *Toward the thinking curriculum: Current cognitive research (1-18)*. Alexandria, VA: The Association for Supervision and Curriculum Development.
- Rinehart, S., Stahl, S., & Erickson, L. (1986). Some effects of summarization training on reading and studying. *Reading Research Quarterly*, 21(4), 422-438.
- Rosenshine, B. (1979). Content, time, and direct instruction. In P. Peterson and H. Waalberg, (Eds.), *Research on teaching: Concepts, findings, and implications (28-56)*. Berkeley, Ca: McCutchan.

- Rosenshine, B., & Meister, C. (1992). The use of scaffolds for teaching higher-level cognitive strategies. *Educational Leadership*, 49, 26-33.
- Rosenshine, B., and Stevens, R. (1986). Teaching Functions. In M. Wittrock, (Ed), *Handbook of research on teaching 3rd* (pp. 376-391). New York: Macmillan.
- Rothkopf, E.Z. (1966). Learning from written instructive material: An exploration of the control of inspection behaviour in test-like events. *American Educational Research Journal*, 10(4), 241-249.
- Ryan, E. (1981). Identifying and remediating factors in reading comprehension: Towards an instructional approach for poor comprehenders. In E. MacKinnon & T. Waller (Eds.). *Advances in reading research. (Vol 3)*. New York: Academic Press.
- Schunk, D. (1985). Participation in goal setting: Effects on self-efficacy and skills of learning-disabled children. *Journal of Special Education*, 19, 307-317.
- Schunk, D. H. (1990). Goal setting and self-efficacy during self-regulated learning. *Educational Psychologist*, 25, 71-86.
- Schunk, Dale H., and Rice, Jo Mary. (1992). *Influence of reading comprehension strategy information on children's self-efficacy and skills*. ERIC document 403 534

- Schunk, D. H., & Rice, J. M. (1987). Enhancing comprehension skills and self-efficacy with strategy value information. *Journal of Reading Behaviour*, 19, 285-302.
- Segal J. W., Chipman, S., & Glaser, R. (1985). *Thinking and learning skills, Vol. 1, Relating instruction to basic research*. Hillsdale, N.J.:Erlbaum.
- Siegel, Daniel J. (1999). *The developing mind*. New York: The Guilford Press.
- Smith, F. R., & Feathers, K. M. (1983). Teacher and student perception of content area reading. *Journal of Reading*, (Fall), 348-354.
- Spor, Mary W., & Schneider, Barbara K. (1993) Content reading strategies: What teachers know, use, and want to learn. *Reading Research and Instruction*, 38(3), 221-231.
- Stipek, Deborah J. (1988). *Motivation to learn: From theory to practice*. Massachusetts: Allyn and Bacon
- Taba, H., Levine, S., Elzey, F. (1964). *Thinking in elementary school children. Cooperative research*. Project No. 1574. San Francisco: San Francisco University.
- Taylor, B. M., & Frye, B. (1992). Comprehension strategy instruction in the intermediate grades. *Reading Research and Instruction*, 92, 39-48.

- Tierney, R. J., and Cunningham, J. W. (1984). Research on teaching reading comprehension. In P. D. Pearson (Ed.). *Handbook of reading research* (pp. 609-656). New York: Longman.
- Tierney, R.J., Readence, J.E., & Dishner, E. K. (1995). *Reading strategies and practices: A compendium* (4th ed.). Boston: Allyn & Bacon.
- Wang, A. Y., & Richard R. S. (1985). *Memory monitoring and the development of metacognition and self-efficacy*. Lexington, VA: Virginia Military Institute.
- Wenden, Anita. (1991). *Learner strategies for learner autonomy: Planning and implementing learner training for language learners*. New York: Prentice Hall.
- White, R. (1959). Motivation reconsidered: The concept of competence. *Psychological Review*, 66, 297-333.
- Wittrock, M. C. (1974). Learning as a generative process. *Journal of Educational Psychology*, 67, 484-489.
- Wittrock, Merlin C. and Baker, Eva L. (1991). *Testing and cognition*. New Jersey: Prentice Hall.
- Wiles, Jon, & Bondi, Joseph. (1989). *Curriculum Development: A guide to practice*. Ohio: Merrill Publishing Company.
- Wertsch, J. V. (1991). *Voices in the mind*. Cambridge:

Cambridge University Press.

Wood, D. (1988). *How children think and learn.*

Cambridge, MA: Basil Blackburn.

Zimmerman, Barry J., Bonner, Sebastian, and Kovach,

Robert. (1996). *Developing self-regulated learners.*

Beyond achievement to self-efficacy. Washington, DC:

American Psychological Association

APPENDIX

Appendix A: Teacher Manual for "Learning How: A Reading Comprehension Strategy Program for Elementary Students - Module 1 - Summarizing"

Dolores Billings

LEARNING HOW

A Reading Comprehension Strategy Program for Elementary Students

Module 1 - Summarizing

**Teacher Manual
And
Blackline Masters**

Acknowledgements

I would like to express thanks to Dr. Tim Seifert, for all his help, without which this may not have been possible.

In addition, a special thanks you to my husband and children for giving of their time and patience so this project could reach completion.

Table Of Contents

Chapter 1	Rationale	1
	Philosophy	
	Goals	
	Organization	
	Metacognitive Approach	
	Suggestions for suitable learning environment	
	Support materials	
Chapter 2	Outcomes	5
	Comprehension Strategy Outcomes	
	Social Studies Outcomes – Strand 1	
	Overview of Modules	
	Suggested schedule	
Chapter 3	Strategy Lesson Plans	9
	Module 1 - Summarizing	
Chapter 4	Evaluation	59
	Observation	
	Paper Tests	
	Other	
Chapter 5	Instructional Strategies	61
	Direct Instruction	
	Guided Practice	
	Cooperative Learning Methods	
Blackline Masters	63
References	84
Appendices	87



Rationale

Philosophy

Our goal as educators is to facilitate learning. We have long recognized that it is no longer sufficient to teach students what they should know. There is such a wealth of diverse information now that students must be able to select and sort important information from both print and non-print sources. They must be able to make predictions, clarify text and solve problems. Therefore, we must teach students how to know.

What is the school's role in the development of students' higher-order and critical thinking? In recent years, considerable emphasis has been placed on the school's role in the development of students' higher-order and critical thinking (Eggen & Kauchak, 1996; Onosko, 1991; Resnick & Klopfer, 1989). A body of research indicates that poor readers are not actively involved in constructing meaning (Maria, 1990) and that demonstrating reasoning strategies can improve the reading performance of poor readers (Gaskins, 1992). A hypothesis advanced by many cognitive-strategy researchers is that a person's metacognitive knowledge (their knowledge about strategies) (Duffy, 1993) plays a critical role in their subsequent strategy selection and use (Borkowski, 1985; Pressley, Borkowski & O'Sullivan, 1984). According to this view, the failure on the part of young children to maintain and generalize newly acquired strategies may be attributable to deficient knowledge about the instructed strategy.

O'Sullivan and Pressley (1984) found that embellishing strategy-utility information with information concerning when and how to use the strategy enhanced strategy transfer. The most logical and productive way to teach cognitive skills to students is to provide them with ongoing opportunities for practice. The most efficient way to provide this experience is by integrating the skills into the regular curriculum (Eggen & Dweck, 1996). This approach allows teachers to help students develop cognitive strategies without sacrificing content. Thinking and content are literally inseparable. When students practice the skills, they must practice them on some form of content.

I hope that this program will help students understand what they read and become efficient, effective readers.

Goals

The goals of Learning How are to help students:

- Understand the relationship between strategy use and improved comprehension.
- Choose, practice, and monitor strategy use.
- Develop their thinking capacity.
- Select and sort important information.
- Improve literal comprehension and nonliteral comprehension.
- Acquire an ability to monitor their understanding of text.

Organization

The program consists of a four part series of 11 mini-lessons embedded within the elementary social studies curriculum. It is designed to teach students why, how, and when to use four specific comprehension strategies:

- summarizing
- questioning
- predicting
- clarifying

The first lesson of each series identifies the specific strategy to be introduced and taught directly. An easy text has been selected to introduce each new strategy to limit other possible problems. As the strategy is learned, the difficulty level of the text increases.

Realizing that time restraints often make it difficult to fit in another course, I have embedded these strategies into the existing social studies outcomes. Therefore, your students will be learning four new strategies while they work on their social studies outcomes.

The series was designed so that the teacher would have the option of teaching each strategy independent of the other three. There is a guide to follow if the teacher wishes to introduce another strategy before the student is able to use the preceding one independently.

This is module 1 of a four-part series. This module provides blackline masters, activity sheets, and evaluation strategies. These activities are designed to help students practice the summarizing strategy.

Metacognitive Approach

Metacognition is used to refer to both the students' knowledge about their own cognitive processes and their ability to control these processes by organizing, monitoring, and modifying them as a function of learning outcomes (Heckhausen & Dweck, 1998; Irwin & Baker, 1989). The use of metacognitive strategies is often operationalized as comprehension monitoring.

Comparisons of good and poor comprehenders have consistently shown that poor comprehenders are deficient in the active learning strategies needed to monitor understanding (Meadows, 1993; Mowey, 1995; Palinscar, 1986). Even students who possess the appropriate comprehension strategy skills may fail to use them spontaneously (Pressley et al., 1989). Therefore, students must be taught to monitor their own learning needs. Strategy instruction was found to be more effective when strategies were taught within the context of a subject area rather than in isolation (Pressley et al., 1987; Kingner & Vaughn, 1999).

Jones and her colleagues (Jones et al, 1985) and Eggen & Kauchak (1996) have focussed on embedding diversified learning strategies instruction into regular reading curriculum materials. In this module, the comprehension strategy of summarizing is incorporated into the regular social studies program. While students are learning specific content outcomes for each social studies unit, they are taught to utilize strategies in order to understand the material. The curriculum is structured so that tasks are broken into short-term achievable goals and are matched to the ability level of the student.

A Metacognitive Approach in Teaching Critical Thinking Skills

1. Explanation by the Teacher

- Introduce the skill.
- Show examples and non-examples.
- Use exercises to practice the skill

2. Modeling by the Teacher

- "Think aloud" the modeling process by the teacher/expert.
 - identification of problem
 - initiation of strategies
- Learner interpretation of the modeling process.
- Teacher provides cues and prompts if there is a lack of understanding

3. Modeling by the Learner

- "Think aloud" the modeling process by learners in different situations.
- Comparison of their modeling processes.
- Silent modeling whereby learners are on their own. (Wilen & Philips, 1995)

Suggestions for suitable learning environments

Depending on the nature of your particular class and the particular needs of each student, this program can be taught individually, in small groups, or as a whole class activity. All it really requires is a teacher knowledgeable in the strategy being taught and an attentive, responsive class. Students must receive corrective feedback throughout the mini-lessons.

I believe the teacher is the best judge of what is a suitable learning environment. The student must be comfortable in the environment. After all, isn't the suitable learning environment just the opportune place and time when children learn what we are teaching? It can be different things for different individuals.

The only other characteristic, which must be present for this program to be successful, is that the teacher and students must see it as being valuable and necessary. According to many learned researchers and teachers, strategy use is vital to good comprehension.

Like adults, students want to know what strategies can do for them. Thus, the learning environment must be:

- Student-centered
- Meaningful
- Participatory and interactive
- Engaging and relevant
- Reflective
- Non-threatening

Support materials

Everything you need (besides you, the dedicated teacher), to implement this program, is right here in the manual. My philosophy (after 25 years of teaching) is that a teaching unit should be self-contained. It has been a steady battle for teachers to find resources to fit provincial or Atlantic learning outcomes. That is not to say that each individual teacher does not have the option to seek and use other materials, nor to adapt the program to suit the individual needs of their students.

However, too often wonderful programs have failed because teachers had to go looking for materials which were either too hard to find, too expensive to buy, or just unavailable. Therefore, I have included everything, which I felt would be necessary to teach this unit.

Many of the activities you find in this manual will be familiar to you. That is because you have seen them referred to in other teacher manuals. However, I wonder whether or not teachers are ever made aware of the why of teaching those activities. With too many demands on classroom time, perhaps the items which we never had time to get around to may have been the most important. I cannot emphasize HOW important these strategies are. Perhaps the best way to put it is to say that, most times, they are what make the difference between a struggling student and a successful one. We can make a difference!



Comprehension Strategy Learning Outcomes

This module will have the following Key Stage Outcomes (KSO) for summarizing embedded into strand 1, of the Social Studies Curriculum, entitled Citizenship, Power and Governance. Please refer to the following page for the social studies outcomes.

General Curriculum Outcome: Students will demonstrate an understanding and appropriate independent use of the comprehension strategies of summarizing, questioning, predicting, and clarifying in their social studies curriculum.

By the end of module 1, students will

- KSO describe the steps to performing the summarizing strategy
- KSO describe why and when to use summarizing
- KSO demonstrate appropriate use of summarizing
- KSO demonstrate readiness, in this strategy, for the transition from guided practice to independent strategy use
- KSO discriminate between the four strategies of summarizing, questioning, predicting, and clarifying
- KSO demonstrate appropriate independent use of summarizing

Social Studies Learning Outcomes

The essential knowledge, skills, and attitudes for students in the Atlantic Canada social studies courses are organized under 6 strands. (You will find a copy of the 6 strands in Appendix 4.) A strand is an organizational theme. Each strand includes knowledge, skill, and attitudinal areas of emphasis considered essential for powerful social studies. Each strand contains a General Curriculum Outcome and is further broken down into Key Stage Outcomes (KSO) that students are expected to achieve by the end of grades 3, 6, 9, and 12.

This unit will be teaching the first strand entitled Citizenship, Power and Governance.

Strand 1. Citizenship, Power and Governance

General Curriculum Outcome 1: Students will demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions and sources of power, authority and governance.

By the end of Grade 6, students will

- **KSO 1.1 identify and examine the rights and responsibilities of individual citizens in a local, national, and global context**
- **KSO 1.2 give examples of the influence of freedom, equality, human dignity, justice, and civic rights and responsibilities in Canadian society**
- **KSO 1.3 identify the distribution of power and privilege in Canadian society and the sources of authority in the lives of citizens**
- **KSO 1.4 describe the purpose, function, powers and decision-making processes of Canadians governments**
- **KSO 1.5 recognize the purpose of laws within the Canadian context**
- **KSO 1.6 explain ways that individuals and groups can influence public policy in Canada**
- **KSO 1.7 recognize how and why individuals and groups have different perspectives on public issues**
- **KSO 1.8 describe the main features of the Canadian constitution**
- **KSO 1.9 take age appropriate actions to demonstrate their responsibilities as citizens**

Overview of Modules

Module 1. The Summarization Strategy will be embedded in the curriculum used to teach Key Stage Outcomes 1.3, 1.5 and 1.8.

- KSO 1.3** identify the distribution of power and privilege in Canadian society and the sources of authority in the lives of citizens
- KSO 1.5** recognize the purpose of laws within the Canadian context
- KSO 1.8** describe the main features of the Canadian constitution

Module 2. The Questioning Strategy will be embedded in the curriculum used to teach Key Stage Outcomes 1.1 and 1.4.

- KSO 1.1** identify and examine the rights and responsibilities of individual citizens in a local, national, and global context
- KSO 1.4** describe the purpose, function, powers and decision-making processes of Canadian governments

Module 3. The Prediction Strategy will be embedded in the curriculum used to teach Key Stage Outcomes 1.6 and 1.7.

- KSO 1.6** explain ways that individuals and groups can influence public policy in Canada
- KSO 1.7** recognize how and why individuals and groups have different perspectives on public issues

Module 4. The Clarification Strategy will be embedded in the curriculum used to teach Key Stage Outcomes 1.2 and 1.5.

- KSO 1.2** give examples of the influence of freedom, equality, human dignity, justice, and civic rights and responsibilities in Canadian society
- KSO 1.3** identify the distribution of power and privilege in Canadian society and the sources of authority in the lives of citizens

**Suggested Schedule
for teaching the four strategies**

- Module 1 - Summarizing Strategy
11 lessons**
- Module 2 - Questioning Strategy
11 lessons**
- Module 3 - Prediction Strategy
11 lessons**
- Module 4 - Clarifying Strategy
11 lessons**

MODULE 1- SUMMARIZING

Lesson Plans - Summarizing

Background Information

Good readers are constantly summarizing the information they are reading. Summaries help them to remember the content. Poor readers often do not summarize and, consequently, have poorer recall of what they have read. Can you recall the long-winded recalling of an event by one of your students? They insisted on telling every detail, no matter how trivial and unimportant. It took a long time to get to the point of their story. That particular student (sometimes adults) probably needs training in the summarization strategy.

It is important to teach students to find the main idea in shorter paragraphs before they are required to summarize longer passages. You can do this with oral passages as well as with written assignments. Summarizing longer passages often involves finding the main idea of several paragraphs and then combining those main ideas into a summary of the whole.

Important points:

- **ask students to summarize where possible (in a range of subjects)**
- **avoid asking trivial questions**
- **use easy material at first**
- **use different kinds of material**
- **be sure the student can summarize short passages before moving on to longer passages**

Lesson 1.1

Learning Outcomes:

To state, in correct order, the major steps in summarizing

To state two important rules to follow in summarizing information

To select the topic sentence for each paragraph or create one in their own words.

Type of Lesson: Introduction of the strategy of summarizing

Materials to be used:

Activity Sheet 1.1 (make an overhead and a student copy)

Activity Sheet 1.1.1 (make an overhead and a student copy)

Activity Sheet 1.1.2 (make a student copy)

Blackline Master 1 (sample think aloud/self-talk for Activity Sheet 1.1)

Blackline Master 1.1 (pretest)

Tape Recorder and cassette

Explanation by the Teacher

Today we are going to learn about a strategy called “summarizing”.

1. *Explain what summarizing means:*

Summarizing is a short version of the material you are reading.

2. *Explain to the students why it is important to use summarizing and when they should use it.*

Summarizing is important because it is a way of putting all the important information together so we can remember it better. Summaries will help you remember material better when you are studying for a test.

3. *Tell the students when to use the strategy.*

You can use the strategy when

Answering questions about an article or story

When reading for meaning

You need to understand the next section

You need to focus on the important details and connect all the facts into useable sections

4. Give examples of summaries. Use Activity 1.1.2
5. Read each paragraph aloud with the students.. Discuss the procedures on Activity Sheet 1.1.1. From the bottom of the sheet, have each student select one sentence which best describes each paragraph. Have each student has complete the 2 sections as you model the think aloud process.. Discuss the choices with the students. Have the students correct/fix their sheet.

Modeling by the Teacher

(Tape the teacher think aloud so it can be replayed and discussed with the class.)

1. Explain to the students how to use the summarizing strategy. Using Activity Sheet 1.1, Section 1 on the overhead, model the strategy of summarizing for the students. Be very explicit about the self-talk (what students should say to themselves). (Please refer to Blackline Master 1 for a sample think aloud/self-talk for this part of the lesson.) Have the students mark the information, you used in your summary, on their copy of Activity Sheet 1.1.
2. Refer to Activity Sheet 1.1.1 and talk about the rules for writing summaries.
3. Using Activity Sheet 1.1 demonstrate the following:
 - (a) Demonstrate the rule of deleting trivial information. Tell them that while this information makes the material interesting to read, it is not a key idea. This information must be ignored when writing a summary.
 - (b) Demonstrate the rule for deleting repeated information.
 - (c) Demonstrate the rule for combining details into general categories.
 - (d) Demonstrate how to select the topic sentence. Demonstrate how to invent a topic sentence when there is not one in the paragraph.

Modeling by the Learner

1. Using Activity Sheet 1.1 - Section 3, walk the students through the process of implementing the strategy being introduced. (Again, refer to Blackline Master 1 as you facilitate student think alouds. Refer to Appendix 1, 2, & 3 – for important information encouraging and promoting student think alouds) Have the students write a summary and check their summaries individually against the rules.
2. Have the students meet in small groups to compare and discuss their summary. Discuss the summaries as a class. Listen to the tape and discuss thinking aloud. Repeat the procedure for Section 3 on Activity 1.1.

Activity Sheet 1.1

Rules

Directions: Summarizing information helps you focus on the important details. Read the passage below. After reading each section, summarize the information. Write a single sentence under each section.

Section 1

We all have rules that we must follow. Rules tell people what they can or cannot do. Your town probably has a rule that you cannot throw garbage all over the streets. The government has a rule that all children must attend school. Your teachers have a rule that you must pay attention in class. Another class rule would be to complete your classwork. Your parents have a rule that you must eat your supper. Without rules, we would not know what would be right or wrong. Everyone would just do whatever he or she pleased. Rules protect your rights and the rights of others. They help us to live together peacefully.

Summarize Section 1 in a single sentence.

Section 2

Why should you worry about the rights of others? Why shouldn't you be able to do whatever you please? Just imagine that you are sleeping at eight o'clock Saturday morning. Suddenly, a loud stereo awakens you. How do you feel? You shout at your sister to turn off her stereo because you are trying to sleep. Does your sister have a right to play her stereo whenever she pleases? However, it should be your right to be able to have the house quiet when you are trying to sleep. What about when she is trying to study for a test and you want to turn on your stereo? Now you can see why it is important to consider the rights of others and to have rules to protect those rights.

Summarize Section 2 in a single sentence.

Section 3

Who makes the rules? People make rules. At home, your parents make the rules about what you are allowed or not allowed to do. At school, the principal and teachers, in consultation with the government and school board, make the rules in your school. Your town council decides what the rules will be in your town. Canada also has a set of rules, called the constitution, which all people in our country must follow. Have you noticed that different people make rules about different things? Later on we will learn how the rules for our country were made, why, and how they are enforced.

Summarize Section 3 in a single sentence.

Activity Sheet 1.1.1

SUMMARIZING STRATEGY

DEFINITION: a brief description of an article or of a story – usually 3-5 sentences.

SYNONYMS: condense, reduce, brief (brevity), conciseness, shorten, abbreviate, recapitulate (shorten)

PROCEDURES:

1. delete what is
 - trivial
 - redundant
 - irrelevant
2. substitute the category label for
 - items in a list (such as dog, cat become pets)
 - action items (such as ran, jumped become played)
3. tie together the major ideas by
 - selecting the topic sentences or
 - inventing one's own topic sentence

RULES:

WHEN TO USE...

- in answering questions about the article or story
- when reading for meaning
- to help understand the next section
- to help you focus on the important details and connect all the facts into useable sections

HOW TO START...

- ask yourself, "What is one sentence that would best describe the paragraph?"
- cross out trivial, redundant and irrelevant data
- watch for facts and details that are important

WHAT TO DO IF...

- you can't remember the important facts and details? *Underline or highlight key facts and details. Reread the article.*
- If you can't select or invent one's own topic sentence? *Modify a sentence in the text to construct a summary.*

KNOWLEDGE OR CRITERIA USED:

- reading passages carefully
- knowing how to separate trivial from important
- relating information from different sentences in the text

Activity Sheet 1.1.2

Missing Titles

Directions: Read the paragraph in section # 1 and in section # 2. Below you will find 4 one-sentence summaries. Choose the summary which best suits each paragraph. Write it on the line over the paragraph.

Section 1

Every summer our family likes to go camping in the park. It takes a lot of hard work getting ready for the camping trip. Mom usually packs the camper with all our favourite food such as hot dogs, hamburgers, french fries, marshmallows and soft drinks. Dad is responsible for making sure that the fishing poles, bait, rubbers, and net are aboard. We make sure that we bring our swimming suits, towels, shorts, and warm sweaters along. The whole family helps to get ready for the trip.

Section 2

We love going camping with our family. Our family enjoys being outdoors and doing things together. During the day, we go swimming, hiking, or canoeing. We love to play baseball just before supper. After supper, we usually sit around the campfire and listen to ghost stories while we roast marshmallows. If it is raining, we stay in the camper and play cards or checkers. We do not let bad weather spoil our fun.

We roast marshmallows when we are camping.

While camping, our family does many fun activities together.

Each member of the family helps to get ready for the camping trip.

Dad puts the fishing poles in the camper.

Lesson 1.2

Learning Outcomes:

- describe the main features of the Canadian constitution
- describe some of the steps of summarizing
- describe why and when to use summarizing
- demonstrate appropriate use of summarizing

Type of Lesson: Guided Practice

Materials to be used:

Activity Sheet 1.2(make an overhead as well as a student copy)
Activity Sheet 1.2.1(make an overhead as well as a student copy)
Tape Recorder and cassette

Explanation by the Teacher

1. *The teacher begins class by asking the students to recall what they did during the last class.*

What strategy have we been using to help us understand what we read and to help us answer questions? (summarizing)

Yes, that's right! The other day we learned how to summarize a paragraph.
2. *The teacher then asks the students to explain "why" the strategy is important, "how" the strategy will help them understand and remember, and "when" should they use the strategy.*

Today we are going to learn more about summarizing.
3. *Write summarizing on the board.*
4. *Ask for synonyms of summarizing.*
5. *Define or have the students define summarize.*
6. *Read paragraph 1 on Activity Sheet 1.2 aloud with the students.. Together with the students use Activity Sheet 1.2.1 to select the appropriate main idea/topic sentence. (Don't forget to think aloud while you are selecting the appropriate sentence.) Ask if any students would like to think aloud for the class while he/she is summarizing the 2nd paragraph. (Encourage the student to tape the think aloud.) Prompt the student if they run into difficulty with the*

process. If students do not volunteer to do it alone, let them think aloud in groups or with the teacher until they feel comfortable. (It may take a long time to undo the "No talking in class rule") After the class is finished the first two paragraphs, review what you have done.

(Prepare a wall chart outlining the steps of summarizing. Place it in a prominent place so the students may refer to it when needed.)

Review by the Teacher

1. *Using Activity Sheet 1.1.1, review the steps with the students.*
 - *What do we do?*
2. *Can someone tell me how to do the strategy we are learning?*
 - *What rules are useful?*
3. *What do you say to yourself to guide yourself in using the strategy?*
 - *What make summarizing difficult?*
 - *What should you do then?*

Modeling by the Learner

1. *Using Activity Sheet 1.2.1 to record answers, have the students choose or develop a topic sentence for the third and fourth paragraphs on Activity Sheet 1.2.*
2. *Encourage the students to think aloud and have their think aloud recorded. This can be done alone or in groups of two.*
3. *Walk the students through the process of implementing the strategy taught, providing support as necessary. Re-explain/elaborate where students exhibit difficulty.*

Reflection/Discussion

1. *As a class, reflect on what they have done to develop the summary by going over the steps and rules*
2. *Review how the think aloud process works. Listen to the tape recording of a think aloud.*
3. *Make any changes or additions.*
4. *Review the steps. How do we summarize?*

5. *Have the students find or invent a topic sentence for paragraph 5 on Activity Sheet 1.2 following the above process. Circulate through the classroom as the students summarize paragraph 5. Prompt or help any student to use the summarizing procedures.*
6. *As students demonstrate readiness to take over control of strategy use, provide only the amount of support needed for success.*

Directions: Read the following passage, one paragraph at a time. Ask yourself, "What is one sentence that would best describe the paragraph?". This sentence is called the main idea or topic sentence. Remember to follow the procedures on Activity Sheet 1.1.1.

What is a Constitution?

During our last class, we learned that a country has rules, which its people must obey. This set of rules is called a constitution. These rules describe how the country's government (parliament) should govern the country. It defines the role and responsibility of each part or department of government. That means what they are allowed to do. The constitution protects ordinary citizens and spells out what laws they must obey. Did you ever wonder how Canada got its' constitution?

Canada did not always exist as a country or have its own constitution. Up until 1867, we were a colony of Britain and were governed by Britain's constitution. Canada became a country on July 1, 1867. On that day the British North America Act, now called the Constitution Act of 1867 became law. It was passed by the British Parliament. Since Canada was to remain a part of Britain, most of the constitution was based on Britain's rules and laws.

On April 17, 1982, Queen Elizabeth II proclaimed the Canada Act, the new constitution of Canada. It set down the framework for the parliamentary system in Canada and spelled out the powers of the federal and provincial governments. The basic document is still the same as the British North America Act. However, it has changed the situation in Canada because the constitution is now the supreme law in Canada. Any laws, which are not consistent with the constitution, are invalid – even if the government passes them.

Canada has two kinds of constitution: written and unwritten. There are three main parts to the written constitution; Constitution Act 1867; The Charter of Rights and Freedoms; and an Amending Formula. The Constitution Act describes the authority, parts and functions of the Parliament and the provincial legislatures. The Charter of Rights and Freedoms states the basic rights that all Canadians possess. The amending formula sets out the ways in which the constitution may be changed. The unwritten constitution is made up of customs and traditions from the past which are the other rules about the parts and functions of Parliament and provincial legislatures.

Our Canadian constitution was carefully crafted to protect citizens from the overbearing authority of government, church, wealthy people, and the tyranny of majority opinions. It reflects the values cherished by the people who live in our society. As one of the most valuable possessions which the people of a democratic country can have, it must protect the rights of its citizens, yet be flexible enough to accommodate change.

Activity Sheet 1.2.1

Constitution

Directions: Use this sheet with Activity Sheet 1.2. Read each paragraph on Activity Sheet 1.2 very carefully. Circle the sentence which best describes each paragraph.

1. Choose the main idea/summary which best describes paragraph 1.
 - (a) Canada is a country.
 - (b) A constitution is a set of rules.
 - (c) You should obey rules.

2. Choose the main idea/summary which best describes paragraph 2.
 - (a) Canada's became a nation and adopted its new constitution in 1867.
 - (b) Canada was a colony of Britain.
 - (c) Canada did not exist as a country.

3. Choose the main idea/summary which best describes paragraph 3.
 - (a) Any laws are invalid.
 - (b) The Queen proclaimed the Canada Act.
 - (b) The new constitution of Canada became supreme law on April 17, 1982.

4. Develop a sentence which best describes the main idea of each paragraph or choose one sentence from the paragraph which best summarizes the paragraph.
 - (a) Write a one-sentence summary for paragraph 4.

 - (b) Write a one-sentence summary for paragraph 5.

Lesson 1.3

Learning Outcomes:

- describe the Constitution Act 1867
- describe some of the steps of summarizing
- describe why and when to use summarizing
- demonstrate appropriate use of summarizing
- demonstrate preparedness for the transition from guided practice to independent use

Type of Lesson: Guided Practice

Materials to be used:

Activity Sheet 1.3 (make a transparency as well as copies for the students)

Activity Sheet 1.3.1 (make a transparency as well as student copies)

Blackline Master 16 (make a transparency)

Tape Recorder (use as described in previous lessons)

Explanation by the Teacher

1. *The teacher begins class by asking the students to recall what they did during the last class.*

What strategy have we been using to help us understand what we read and to help us answer questions? (summarizing)

Yes, that is right! The other day we learned how to summarize a paragraph.

2. *The teacher then asks the students to explain “why” the strategy is important, “how” the strategy will help them understand and remember, and “when” should they use the strategy.*

Preview by the Teacher

Today we are going to see how much we can remember about summarizing.

1. *Write summarizing on the board.*
2. *Ask for synonyms of summarizing.*

3. *Define or have the students define summarize. Then have students select examples of summaries from Blackline Master 16.*

Review by the Teacher

1. *Review the summarization steps with the students.*

What do we do?

Can someone tell me how to do the strategy we are learning?

What rules are useful?

What do you say to yourself to guide yourself in using the strategy?

What makes summarizing difficult?

What should you do then?

Explanation and Demonstration by the Teacher

1. *Put Activity Sheet 1.3 on the overhead.*
2. *Find the topic for paragraph 1 and 2. Model the process by thinking aloud while you select and/or create a topic each paragraph. You must provide a model of the thinking process by stating what is going on inside your head.*

Modeling by the Learner

1. *Have the students develop topics for paragraph 3, and 4. Circulate through the group as the students work on Activity Sheet 1.3.1.*
2. *Walk the students through the process of implementing the strategy taught, providing support as necessary. Re-explain/elaborate where students exhibit difficulty.*

Reflection/Discussion

1. *As a class, reflect on what they have done to develop topics by going over the steps and rules.*
2. *Make any changes or additions.*
3. *Review the steps. How do we summarize?*
4. *Have the students summarize paragraph #5. As students demonstrate readiness to take over control of strategy use, provide only the amount of support needed for success.*
5. *Have the students complete the remainder of Activity Sheet 1.3.1.*

Directions: Read the following passage, one paragraph at a time. Watch for facts and details that are important. Underline or highlight key facts and details. Reread the passage.

The Constitution Act 1867

The British North America Act (BNA Act), passed by the British Parliament, came into effect in 1867. It legally created the country of Canada. On July, 1, 1867, the BNA became the basic document in our country's constitution. It spelled out the powers of the dominion Parliament and of the provincial legislatures.

The terms of the B.N.A. act were worked out by Canadians, the "Fathers of Confederation", and approved by the British Parliament. Canada's unification and independence grew out of negotiation, not violence. The political structure the Act set out is called federalism. Each province would have its own provincial government with full power over some areas of responsibility. There would be a strong national government – the federal government – with power over other areas. In some cases, responsibility would be shared the provincial and federal governments.

It united Canada's first four provinces and confirmed the parliamentary system as Canada's form of government. The four provinces that united in 1867 were Nova Scotia, New Brunswick, Quebec and Ontario. They believed that union would improve their economic and defense position and help them preserve different traditions and values from those of the United States. These traditions and values include some aspects of our heritage like the parliamentary system, the monarchy, and the preservation of two official languages

Three other provinces were already settled in 1867. They joined when they saw advantages in becoming part of Canada. Manitoba joined in 1870, while British Columbia joined in 1871. Prince Edward Island joined in 1873 with Saskatchewan and Alberta following in 1905. Newfoundland finally joined in 1949 .

The Constitution Act, 1867, remains the basic element of our written constitution. However, we must understand that unlike other countries, our constitution is not a single document. It is a collection of 25 primary documents outlined in the Constitution Act, 1982. The core of the collection is still the Act of 1867.

Activity Sheet 1.3.1 The Constitution Act 1867

Directions: After reading the passage about The Constitution Act 1867, answer the following questions below. You may look back to the passage to answer the question.

Identifying the Basics

1. Each paragraph focuses on a different aspect of the constitution. Name the topic of each paragraph.

Paragraph 1. _____

Paragraph 2. _____

Paragraph 3. _____

Paragraph 4. _____

Paragraph 5. _____

2. What makes our constitution different from other countries' constitutions?

3. List two reasons why the provinces believed the union was good?

_____ and

Lesson 1.4

Learning Outcomes:

- describe the Charter of Rights and Freedoms
- describe the steps of summarizing
- describe why and when to use summarizing
- demonstrate appropriate use of summarizing
- demonstrate preparedness for the transition from guided practice to independent use

Type of Lesson: Guided Practice

Materials to be used:

Activity Sheet 1.4 (teacher copy only)

Activity Sheet 1.4.1 (make a transparency and student copies)

Blackline Master 16 (make a transparency)

Explanation by the Teacher

1. *The teacher begins class by asking the students to recall what they did during the last class.*

What strategy have we been using to help us understand what we read and to help us answer questions? (summarizing)

Yes, that's right! The other day we learned how to summarize a paragraph.

2. *The teacher then asks the students to explain "why" the strategy is important, "how" the strategy will help them understand and remember, and "when" they should use the strategy.*

Preview by the Teacher

Today, we are going to learn more about summarizing.

1. *Write summarizing on the board.*
2. *Ask for synonyms of summarizing.*
3. *Define or have the students define summarize.*
4. *Have students select examples of summaries from Blackline Master 16.*

Review by the Teacher

1. *Review the steps with the students.*

What do we do?

Can someone tell me how to do the strategy we are learning?

What rules are useful?

What do you say to yourself to guide yourself in using the strategy?

What make summarizing difficult?

What should you do then?

Explanation and Demonstration by the Teacher

1. *Put Activity Sheet 1.4.1 on the overhead.*
2. *Read paragraph 1 and 2. Model the process and talk aloud while you select a subheading to match each paragraph*

Modeling by the Learner

1. *Have the students develop select subheadings for the paragraph 3, 4 and 5.*
2. *Walk the students through the process of implementing the strategy taught, providing support as necessary. Re-explain and elaborate where students exhibit difficulty.*

(As students demonstrate readiness to take over control of strategy use, provide only the amount of support needed for success)

Reflection/Discussion

1. *As a class, reflect on what they have done to select the main idea by going over the steps and rules.*
2. *Make any changes or additions.*
3. *Review the steps. How do we summarize?*

Charter of Rights and Freedoms

What are human rights?

Human rights may be defined as rights that belong to every person simply because they are human. They are the rights and freedoms considered to be basic to an individual's life. Human rights include the right to adequate food and shelter, the right to an education, the right to a fair trial, and the right to express one's opinion. Canadians have their rights guaranteed by the Charter of Rights and Freedoms.

Why do we need legal rights?

We need legal rights so that governments cannot abuse their power. Otherwise, they could put people in jail for unfair reasons or they could administer cruel punishments. Employers could discriminate against you because you were of a different religion. They might not give you a job because you were not the same religion as them. In Canada, the legal rights of all Canadians are outlined in the Charter of Rights and Freedoms.

What is the Charter of Rights and Freedoms?

The Charter of Rights and Freedoms, which embodies the basic principles, values and beliefs of Canadian citizenship, was proclaimed as part of the Constitution Act on April 17, 1982, by her Majesty Queen Elizabeth II. It states the fundamental rights and freedoms that are guaranteed to all Canadians. They include fundamental freedoms, democratic rights, mobility rights, legal rights, equality rights, language rights, enforcement, and other general rights.

What was wrong with the Canadian Bill of Rights?

In Canada, Parliament passed into law a Bill of Rights in 1960. The Bill, however, could be easily evaded. First, it had no effect on provincial legislation. Second, any federal law could be made exempt from the clauses in the Bill Of Rights. This was done, by including in the legislation a section stating that the Bill of Rights did not apply in that case. The Constitution Act, 1982, has changed this situation because it is now the supreme law in Canada. Written into the Act is the Canadian Charter of Rights and Freedoms.

Whom does the Charter protect?

The Charter only covers relationships between an individual and governments. This would include government bodies like the police (RCMP), the courts or crown corporations (like Air Canada). Provincial human rights legislation still deals with issues of discrimination between individuals where the government is not directly involved. While you must know what your rights are, it is also important to remember that you must respect the rights of others.

Activity Sheet 1.4.1

Directions: Read each paragraph carefully. Match the subheadings to the correct paragraph. Print the subheading on the correct line.

Charter of Rights and Freedoms

Human rights may be defined as rights that belong to every person simply because they are human. They are the rights and freedoms considered to be basic to an individual's life. Human rights include the right to adequate food and shelter, the right to an education, the right to a fair trial, and the right to express one's opinion. Canadians have their rights guaranteed by the Charter of Rights and Freedoms.

We need legal rights so that governments cannot abuse their power. Otherwise, they could put people in jail for unfair reasons or they could administer cruel punishments. Employers could discriminate against you because you were a different religion. They might not give you a job because you were not the same religion as them. In Canada, the legal rights of all Canadians are outlined in the Charter of Rights and Freedoms.

The Charter of Rights and Freedoms, which embodies the basic principles, values and beliefs of Canadian citizenship, was proclaimed as part of the Constitution Act on April 17, 1982, by Her Majesty Queen Elizabeth II. It states the fundamental rights and freedoms that are guaranteed to all Canadians. They include fundamental freedoms, democratic rights, mobility rights, legal rights, equality rights, language rights, enforcement, and other general rights.

In Canada, Parliament passed into law a Bill of Rights in 1960. The Bill, however, could be easily evaded. First, it had no effect on provincial legislation. Second, any federal law could be made exempt from the clauses in the Bill Of Rights. This was done, by including in the legislation a section stating that the Bill of Rights did not apply in that case. The Constitution Act, 1982, has changed this situation because it is now the supreme law in Canada. Written into the Act is the Canadian Charter of Rights and Freedoms.

The Charter only covers relationships between an individual and governments. This would include government bodies like the police (RCMP), the courts or crown corporations (like Air Canada). Provincial human rights legislation still deals with issues of discrimination between individuals where the government is not directly involved. While you must know what your rights are, it is also important to remember that you must respect the rights of others.

What is the Charter of Rights and Freedoms?

What are human rights?

Whom does the Charter protect?

Why do we need legal rights?

What was wrong with the Canadian Bill of Rights?

Lesson 1.5

Learning Outcomes:

- Describe the Amending Formula of the Canadian Constitution
- describe the steps of summarizing
- describe why and when to use summarizing
- demonstrate appropriate independent use of summarizing

Type of Lesson: Independent Application

Materials to be used: Activity Sheet 1.5 (make a transparency as well as student copies)
Activity Sheet 1.5.1 (make student copies)

Explanation by the Teacher

1. *The teacher begins class by asking the students to recall what they did during the last class.*

What strategy have we been using to help us understand what we read and to help us answer questions? (summarizing)

Yes, that's right! The other day we learned how to summarize a paragraph.

2. *The teacher then asks the students to explain "why" the strategy is important, "how" the strategy will help them understand and remember, and "when" should they use the strategy.*

(The students should now know the meaning of summarization, thus the Preview by the Teacher need not be done)

Review by the Teacher

1. *Review the steps with the students.*

What do we do?

Can someone tell me how to do the strategy we are learning?

What rules are useful?

What do you say to yourself to guide yourself in using the strategy?

What make summarizing difficult?

What should you do then?

Explanation and Demonstration by the Teacher

1. *Put Activity Sheet 1.5.1 on the overhead. Draw your hand on the overhead. Follow the directions.*
2. *Summarize paragraph 1 on Activity Sheet 1.5. Model the process and talk aloud while you summarize each paragraph. Demonstrate to the students how to use the helping hands activity to find the main idea and supporting details.*

Modeling by the Learner

1. *Have the students complete the Helping Hands Activity for paragraphs 2, 3, and 4.*

There should now be no need for teacher provided cues.

(Students should be able to independently apply the strategy.)

Important Note: *At this stage you will be able to and should identify students who for various reasons are unable to independently apply the summarization strategy. They will need one-on-one teaching of Lesson 1.1 through 1.4. (Please note that you will have to select other content material to use with these students.)*

Reflection/Discussion

1. *Then as a class, reflect on what they have done to develop the summaries by going over the steps and rules.*

Make any changes or additions.

Review the steps. How do we summarize?

2. *As a class, record the main idea/summary sentence for each paragraph. This will summarize the whole passage. Record this in their exercises.*

Activity Sheet 1.5

Amending Formula

Directions: Read the following passage carefully. Then follow the directions on Activity Sheet 1.5.1.

Amending Formula

When the British North American Act was written, Canada was still a part of a colony of Britain. As a piece of British legislation, the BNA Act was subject to the normal provisions(rules) for altering legislation in Britain. So for nearly 115 years, every time Canada wanted to make changes to certain parts of the constitution, the British Parliament had to be asked to pass an amendment to the BNA Act. Canada was the only sovereign (ruling) country in the world that still had to turn to the Parliament of another country to amend the most important part of its constitution.

Efforts began to correct this. Finally, on Nov 5, the government of Canada and nine provincial legislatures agreed. The House of Commons and Senate passed the resolution to ask the United Kingdom Parliament to pass the Canada Act. The Canada Bill was approved and on March 29, the Canada Act received Royal Assent.

The Constitution Act, 1982, made big changes in our constitution. Until 1982 there had never been any legal amending formula. An amending formula sets out ways in which the constitution may be changed. Four legal formulas or processes were established for amending the constitution.

The first formula covered amendments dealing with the different government offices like the Governor General, the House Of Commons and amendments to the amending formulas themselves. The second, the general amending formula, included amendments concerning the withdrawal of rights and includes the Charter of Rights and Freedoms. The third formula covered amendments dealing with matters that apply to only one province. The fourth covered changes in the executive government of Canada, the Senate or the House of Commons.

Helping Hands

Instructions:

1. Have students trace one of their hands on this paper.
2. Have students print MAIN IDEA in the center of the palm and DETAILS on the fingers.
3. Have the students read a paragraph and fill in the hand.
4. Continue with this activity until all the paragraphs are done.
5. Discuss the results.

Lesson 1.6

Learning Outcomes:

- describe and identify how the government is a source of authority in the lives of citizens
- demonstrate appropriate independent use of summarizing

Type of Lesson: Independent Application

Materials to be used: Activity Sheet 1.6 (make a transparency as well as student copies)
Activity Sheet 1.6.1 (make a transparency as well as student copies)

Explanation by the Teacher

1. *The teacher begins class by asking the students to recall what they did during the last class.*

What strategy have we been using to help us understand what we read and to help us answer questions? (summarizing)

Yes, that's right! The other day we learned how to summarize a paragraph.

2. *The teacher then asks the students to explain "why" the strategy is important, "how" the strategy will help them understand and remember, and "when" should they use the strategy.*

Review by the Teacher

1. *Review the steps with the students.*

What do we do?

Can someone tell me how to do the strategy we are learning?

What rules are useful?

What do you say to yourself to guide yourself in using the strategy?

What make summarizing difficult?

What should you do then?

Explanation and Demonstration by the Teacher

1. Put Activity Sheet 1.6.1 on the overhead.
2. Using paragraph #1 and # 2, model the process of underlining key facts and details. Talk aloud while you underline key facts and details in each paragraph

Modeling by the Learner

1. Have the students work in pairs to underline key facts and details for each of the paragraphs 3, 4, and 5.
2. Walk the students through the process of implementing the strategy taught, providing support as necessary. Re-explain/elaborate where students exhibit difficulty.
3. Use Activity Sheet 1.6 to record results

(As students demonstrate readiness to take over control of strategy use, provide only the amount of support needed for success)

Reflection/Discussion

1. Have each group do a one-minute report for the class. As a class, reflect on what they have done to develop the summary by reviewing the steps and rules.
2. Make any changes or additions.
3. Review the steps again. How do we summarize?

Instructions: Carefully read the selection below. Underline key facts and details. On Activity Sheet 1.7, write a summary of the passage using those key facts and details. Write only four or five sentences.

Source of Authority

Governments in Canada have a great deal of power over citizens' lives. Governments get their power from the people. Canadians vote for whichever government they want. By voting for a particular government, the people give them the right to govern them. If the people become dissatisfied with the way the government rules, they can vote for a different government in the next election.

In Canada the powers of government are divided into three parts: legislative, executive, and judicial. Legislative power is the power to make laws. Executive power is the power to administer the country and carry out laws. Judicial power is the power to decide who has broken the law and how they should be punished.

Federal, provincial, and municipal governments all have legislative powers. The legislative branch of the federal government is Parliament. Parliament consists of two houses: the House of Commons and the Senate. The House of Commons consists of 301 seats held by Members elected by the voters. The government in power appoints the Senate.

The executive branch consists of the Prime Minister, Cabinet and the Public Service. The Prime Minister is the head of decision making in the federal government and provides overall direction for the government. The Cabinet is appointed by the Prime Minister from the elected members of the party in power. People employed by the government to implement their decisions are called the public service.

The third branch of government is the judiciary. The judiciary is independent of Cabinet and Parliament. Judicial power lies with the courts. The courts interpret the law and enforce the laws of the country.

Lesson 1.7

Learning Outcomes:

- describe and identify how the legislative is a source of authority in the lives of citizens
- demonstrate appropriate independent use of summarizing

Type of Lesson: Independent Application

Materials to be used: Activity Sheet 1.7 (make a transparency as well as student copies)
Activity Sheet 1.7.1 (make a transparency as well as student copies)

Explanation by the Teacher

1. *The teacher begins class by asking the students to recall what they did during the last class.*

What strategy have we been using to help us understand what we read and to help us answer questions? (summarizing)

Yes, that's right! The other day we learned how to summarize a paragraph.
2. *The teacher then asks the students to explain "why" the strategy is important, "how" the strategy will help them understand and remember, and "when" should they use the strategy.*

Review by the Teacher

1. *Review the steps with the students.*

What do we do?

Can someone tell me how to do the strategy we are learning?

What rules are useful?

What do you say to yourself to guide yourself in using the strategy?

What make summarizing difficult?

What should you do then?

Explanation and Demonstration by the Teacher

1. Put Activity Sheet 1.7 on the overhead.
2. Summarize paragraph 1. Model the process and talk aloud while you summarize each paragraph

Modeling by the Learner

1. Have the students develop a summary sentence for each of paragraphs 2, 3, 4, and 5.
Use Activity Sheet 1.7.1 to record the summaries.

Reflection/Discussion

1. As a class, reflect on what they have done to develop the summary by going over the steps and rules.
2. Make any changes or additions.
3. Review the steps. How do we summarize?

(Students should now be able to summarize independently.)
4. As a class, record the main idea/summary sentence for each paragraph. This will summarize the whole passage. Record this in their exercises..

Activity Sheet 1.7

The Legislative

Directions: Read the following passage carefully. Underline the key facts and details in each paragraph. This information will be used to formulate a summary for each paragraph. Use Activity Sheet 1.7.1 to record your final summaries.

The Legislative Branch

The Queen, the House of Commons, and the Senate make up the legislature of the federal government. The legislative branch may make, change, or repeal laws. A proposal that the House of Commons and the Senate are considering making law is called a bill.

The Queen is the formal head of Canada. She is represented federally by the Governor General and provincially by Lieutenant Governors. She delegates her powers, which are mostly ceremonial, to these representatives. The role of the governor general is formal and symbolic. The actual governing of the country is by elected representatives.

The House of Commons is the major law-making body. The people of a constituency or riding have elected each member, of the House of Commons. The House of Commons usually meets on a weekly basis to conduct business. This may consist of question period, debates and legislation to introduce and pass bills. Any member can introduce bills into the House of Commons. In the House of Commons, the members sit with the party to which they belong.

Members of the Senate are appointed by the Governor General on the recommendation of the Prime Minister. The Senate is independent of the House of Commons. It appoints its own Speaker and runs its own affairs. One of the duties of the Senate is to take a "second look" at bills. The Senate can act as a check on the power of the Commons by rejecting bills. No bill can become law unless the Senate passes it. The Senate may introduce bills itself, pass them, and send them to the House of Commons.

Federal, provincial, and municipal governments have legislative power. All ten provincial legislatures are modelled on the House of Commons. They function in the same way. Provincial bills become law in the same way that federal bills do. Municipal governments are divided into executive and legislative branches also. The councilors are the legislative branch.

Activity Sheet 1.7.1

Recording Sheet

Directions: Read the passage on Activity Sheet 1.7. Underline the key facts and details in each paragraph. Using those key facts and details write a one sentence summary for each paragraph.

Paragraph 1.

Paragraph 2.

Paragraph 3.

Paragraph 4.

Paragraph 5.

Lesson 1.8

Learning Outcomes:

- describe and identify how the executive is a source of authority in the lives of citizens
- describe the steps of summarizing
- describe why and when to use summarizing
- demonstrate appropriate independent use of summarizing

Type of Lesson: Transfer

Materials to be used: Activity Sheet 1.8 (make a transparency as well as student copies)
Activity Sheet 1.8.1 (make a transparency as well as student copies)

Explanation by the Teacher

1. *The teacher begins class by asking the students to recall what they did during the last class.*
What strategy have we been using to help us understand what we read and to help us answer questions? (summarizing)
Yes, that's right! The other day we learned how to summarize a paragraph.
2. *The teacher then asks the students to explain "why" the strategy is important, "how" the strategy will help them understand and remember, and "when" should they use the strategy.*

Preview by the Teacher

Today we are going to learn more about summarizing.

1. *Write summarizing on the board.*
2. *Ask for synonyms of summarizing.*
3. *Define or have the students define summarize.*
4. *Have students select examples of summaries from Activity Sheet 1.8*

Review by the Teacher

1. *Review the steps with the students.*

What do we do?

Can someone tell me how to do the strategy we are learning?

What rules are useful?

What do you say to yourself to guide yourself in using the strategy?

What make summarizing difficult?

What should you do then?

Explanation and Demonstration by the Teacher

1. *Put Activity Sheet 1.8.1 on the overhead projector. Explain to the students that today they are going to use the summarization strategy*
2. *Summarize paragraph 1. Model the process and talk aloud while you summarize each paragraph*

Modeling by the Learner

1. *Have the students develop summaries for each of paragraphs 2, and 3.*
2. *Walk the students through the process of implementing the strategy taught, providing support as necessary. Re-explain/elaborate where students exhibit difficulty.*

(As students demonstrate readiness to take over control of strategy use, provide only the amount of support needed for success)

Reflection/Discussion

1. *Have the students complete Activity Sheet 1.8. Then as a class, reflect on what they have done to complete the sheet. Discuss how the techniques used to summarize helped them to answer the questions*
2. *Assess the summary that the students created. Make any changes or additions.*
3. *Review the steps. How do we summarize?*

Activity Sheet 1.8

The Executive – Source of Authority

Directions: Summarizing requires the reader to look more closely at the facts and details. Try to do this activity without looking back at the passage (Activity Sheet 1.8) about the executive. You may look back if you have difficulty remembering the facts and details.

Identifying the Basics

1. This passage is mostly about
(a) Laws (b) Executive power (c) The Queen (d) Cabinet

2. This passage tells specific duties for the following people:
Circle all that apply:
Prime Minister Cabinet People Public Service Judges

3. The main idea of this passage is
(a) The cabinet buys new planes for the airforce.
(b) The executive of the government creates and enforces laws.
(c) The Prime Minister is part of the executive.
(d) The Public Service enforces laws for the government.

4. (a) Did the summary work you did from #1 to #3 help you to focus on the important parts of the passage? (b) Write a short summary of the passage.

(a) _____

(b) _____

Activity Sheet 1.8.1

The Executive

Directions: Read the passage carefully. Summarize each paragraph. Then complete Activity Sheet 1.8.

The Executive – Source of Authority

The executive branch of the federal government consists of the Prime Minister, Cabinet and the Public Service. The Prime Minister and Cabinet propose policies and bills, which the Public Service carries out. Although constitutionally the power in Canada is vested in the Queen, in our democratic society the executive power rests with the Cabinet.

The Cabinet possesses great power in the Canadian parliamentary system. Important legislation considered in the House Of Commons originates from decisions made by the cabinet. They have the executive power to administer and carry out laws. They create and collect taxes, create and enforce traffic laws, set standards for education, and buy new planes for the airforce. Both members of the executive, the Cabinet and Prime Minister, must justify their governing decisions to the House of Commons and have its approval for legislation.

The structure and functions of the executive branches are similar at both governmental levels. The federal executive consists of the Queen (represented by the Governor General), the Prime Minister, the Cabinet, and the Public Service. The executive of the provincial governments consists of the Queen (represented by the lieutenant governor), the premier, the Cabinet, and the Public Service.

Lesson 1.9

Learning Outcomes:

- describe and identify how the judiciary is a source of authority in the lives of citizens
- describe the steps of summarizing
- describe why and when to use summarizing
- demonstrate appropriate independent use of summarizing

Type of Lesson: Guided Practice

Materials to be used: Activity Sheet 1.9 (make a transparency as well as student copies)

Explanation by the Teacher

1. *The teacher begins class by asking the students to recall what they did during the last class.*

What strategy have we been using to help us understand what we read and to help us answer questions? (summarizing)

Yes, that's right! The other day we learned how to summarize a paragraph.

2. *The teacher then asks the students to explain "why" the strategy is important, "how" the strategy will help them understand and remember, and "when" should they use the strategy.*

Review by the Teacher

1. *Review the steps with the students.*

What do we do?

Can someone tell me how to do the strategy we are learning?

What rules are useful?

What do you say to yourself when using this strategy?

What make summarizing difficult?

What should you do then?

Explanation and Demonstration by the Teacher

1. Place Activity Sheet 1.9 on the overhead projector..
2. Summarize section 1. Model the process and talk aloud while you summarize each paragraph

Modeling by the Learner

1. Have the students develop summaries for each of the sections 3, 4, and 5.
2. Walk the students through the process of implementing the strategy taught, providing support as necessary. Re-explain/elaborate where students exhibit difficulty.

(As students demonstrate readiness to take over control of strategy use, provide only the amount of support needed for success)

Reflection/Discussion

1. As a class, reflect upon what they have done to develop the summary by going over the steps and rules.
2. Make any changes or additions.
3. Review the steps. How do we summarize?

Activity 1.9.1**The Judiciary**

Directions: Read the following passage carefully.

The Judiciary – Source of Authority

The third branch of government is the judiciary. The Canadian judicial system, inherited from the common law tradition in England, remains the basis of our constitutional, criminal and civil law of the entire country except for Quebec, which has its own civil code. It ensures that the laws, which the executive and legislative branches decide on and pass, are enforced

The courts decide if laws have been broken and what the penalty will be. They interpret Canadian law and issue decisions. They attempt to ensure that democratic principles are followed in Canada. Therefore, the courts are central to the judicial branch of government in Canada. There are two levels of courts – federal courts and provincial courts.

The federal court includes the federal court, which has two divisions: the Trial Division and the Appeals Division, and the Supreme Court of Canada. The Federal court hears appeals and matters dealing with the federal government. The Supreme Court of Canada is the court of final appeal in Canada and hears cases from Federal Court and provincial Supreme Courts.

The provincial court system varies from province to province. Provincial courts exist to settle disputes and to try those charged with breaking the laws. Minor criminal and civil cases are heard in Provincial Court. Each province has a Supreme Court, which hears appeals and serious cases like murder.

No one in Canada is above the law. To ensure that all people are equal before the law, the judiciary must be independent of the legislative and executive branches of government. This is why judges are appointed and not elected. They are not allowed to vote and must give up their law practices. This impartiality allows the courts and especially the Supreme Court, to interpret laws against the constitution and the Charter of Rights and Freedoms.

Lesson 1.10

Learning Outcomes:

- describe and identify how the Prime Minister, Cabinet, House of Commons, and Senate functions and is a source of authority in the lives of citizens
- demonstrate appropriate independent use of summarizing

Type of Lesson: Autonomous Use

Materials to be used: **Blackline Master 16** (make a transparency)

Activity Sheet 1.10 (make a transparency as well as student copies)

Explanation by the Teacher

1. *The teacher begins class by asking the students to recall what they did during the last class.*

What strategy have we been using to help us understand what we read and to help us answer questions? (summarizing)

Yes, that's right! The other day we learned how to summarize a paragraph.

2. *The teacher then asks the students to explain "why" the strategy is important, "how" the strategy will help them understand and remember, and "when" they should use the strategy.*

Preview by the Teacher

Today, we are going to learn more about summarizing.

1. *Write summarizing on the board.*
2. *Ask for synonyms of summarizing.*
3. *Define or have the students define summarize.*
4. *Have students select examples of summaries from Blackline Master 16.*

Review by the Teacher

1. *Review the steps with the students.*

What do we do?

Can someone tell me how to do the strategy we are learning?

What rules are useful?

What do you say to yourself to guide yourself in using the strategy?

What make summarizing difficult?

What should you do then?

Explanation and Demonstration by the Teacher

1. *Place the first sheet of Activity Sheet 1.10 on the overhead projector.*
2. *Summarize Section 1. Model the process and talk aloud while you summarize each paragraph*

Modeling by the Learner

1. *Have the students develop summaries for each of the sections 2, 3, and 4.*
2. *Walk the students through the process of implementing the strategy taught, providing support as necessary. Re-explain/elaborate where students exhibit difficulty.*

(As students demonstrate readiness to take over control of strategy use, provide only the amount of support needed for success)

Reflection/Discussion

1. *As a class, reflect on what they have done to develop the summary by going over the steps and rules.*
2. *Make any changes or additions.*
3. *Review the steps. How do we summarize?*

Lesson 1.11

Learning Outcomes:

- describe how the local government (i.e. municipal councils) are a source of authority in the lives of citizens
- demonstrate appropriate independent use of summarizing

Type of Lesson: Autonomous Use

Materials to be used: Activity Sheet 1.11 (make a transparency, as well as student copies)
Activity Sheet 1.11.1 (make a transparency, as well as student copies)

Explanation by the Teacher

1. *The teacher begins class by asking the students to recall what they did during the last class.*

What strategy have we been using to help us understand what we read and to help us answer questions? (summarizing)

Yes, that's right! The other day we learned how to summarize a paragraphs and longer passages.

2. *The teacher tells the students that they will be using the summarization strategy to complete today's work.*

Modeling by the Learner

The teacher invites the students develop one or two sentence summaries for all the paragraphs in the selection. Then the students combine those sentences to complete on paragraph about the selection.

Reflection/Discussion

As a class reflect on what they have done to develop the summary by going over the steps and rules. Then any changes or additions can be made. The steps can be reviewed. "How do we summarize?"

Directions: Read the following passage carefully. Remember to stop at the end of each paragraph and summarize. Record the summary for each paragraph on Activity Sheet 1.11.1.

Local Government

Municipal or local government, is the third level of government in Canada. It is the level of government closest to the people. The simplest form of local government is the town council, with councilors elected from wards.

Local governments are established by the provinces and can be altered or abolished by provincial law. Members are elected during municipal elections, which are usually held every three or four years. The mayor is either selected by voters or by the elected councilors. Voters elect the other members of a municipal council. The term of office varies from one to four years. The Provinces are not the servants of the National Government, therefore Local Governments cannot be abolished by Parliament.

Like federal and provincial governments, local or municipal governments are divided into an executive branch and a legislative branch. The head of the town is the Mayor, who is responsible for the local government and for the executive branch. The municipal governments' legislative branch members may be called councilors.

Local governments used to provide only a few services, such as road maintenance and fire and police protection. Some of the services provided today include: fire protection, sewers and water service, police protection, public libraries, parks, swimming pools, and hockey arenas, ambulance service, public transit, animal and pet removal, and snow removal.

The services that local governments provide are expensive. Property taxes, license fees, and grants from the province are the sources of income for local governments. People are asking for more and more services from local governments. Since the responsibilities of local government are growing, they would like a greater power to tax.

Activity Sheet 1.11.1 Recording Sheet

Instructions: Carefully read each paragraph and write a 1-2 sentence summary. When you have completed a summary for each paragraph, combine all the summaries to form a paragraph. Write this in your exercise.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

4

Evaluation

**If instruction causes students to learn,
It follows that, when students fail to learn,
instruction has failed!**

It is necessary to know whether students have learned what has been taught and to what degree the material has been learned. If instruction has not been effective, then teachers will know that their method of instruction previously used must be adapted or changed so that students will learn. It is important to keep in mind that evaluation is not for the sole purpose of obtaining a grade for the student. Evaluation should provide feedback to the teacher and student so that changes can be made to facilitate learning.

In order for evaluation to be effective, the teacher must first clearly state and define what is to be evaluated; the criteria to be used; and what evidence/behaviour is needed to support that learning has occurred. Of course, remember that most evaluations are subjective in that they depend on the overall judgement of the evaluator.

In identifying whether or not learning has occurred, the teacher should use a variety of methods for collecting assessment data, such as:

Observation

Classroom observation is an important method of collecting information on student strategy use. Information should be gathered through repeated observations of lessons and students' strategy use. Checklists are very useful in that they provide feedback on quality of instruction as well as skill learning.

Checklists can be found in the section, Blackline Masters.

Paper Tests

Unit tests are important in that they motivate students to be accountable for their own learning. Tests should explicitly test the strategies; however, questions designed to evaluate strategy learning can be accomplished within the subject matter in which those strategies have been taught.

Unit tests can be short and consist of multiple choice, objective items, definitions of strategies, as well as open-ended statements.

Two samples (one with social studies content and an objective test without subject content) for the summarizing strategy can be found in the section, Blackline Masters.

Other Methods

Teachers have traditionally used varied methods for gathering data for the purpose of evaluating student learning. While I have provided samples of only two methods for gathering assessment data, many types can be used to gather information such as:

- Conferences
- Student self-assessment
- Learning journals
- Portfolios
- Informal observation
- Demonstrations/role plays

5

Instructional Strategies

Direct Instruction

To use a directive strategy, the teacher:

1. Introduces the skill.
2. Explains the procedure and rules of which the skill consists.
3. Demonstrates how the skill is used.

Then the students:

4. Apply the skill.
5. Reflect on what occurs as they execute the skill.

(Beyer, 1988)

Guided Practice

1. Introduce the skill.
2. Have the students review the skill procedure, rules, and associated knowledge.
3. Have the students employ the skill to achieve the assigned subject matter objective.
4. Help the students reflect on and review what they did in their heads as they executed the skill – and why.

Or

1. State what they expect to achieve by using a specific critical thinking skill.
2. Describe the procedure and rules they plan to use as they employ the skill.
3. Predict the results of their use of the skill.
4. Check the procedure they use as they employ the skill.
5. Evaluate the outcome of using the skill and the way they employed it.

(Bransford & Stern, 1984)

Cooperative Learning Methods

- **STAD (Student Team Achievement Divisions)**

The teacher presents the lesson. The student teams work on assignments cooperatively in order to master the subject's material.

(Slavin, 1986)

- **Jigsaw Method**

Students work in four or five member teams. Teams are assigned a common narrative. Each member of the team is assigned a subtopic related to the narrative. Students with the same subtopics meet in expert groups to discuss the subtopic and then return to their original groups to teach the rest of their team.

(Slavin, 1986)

Blackline Masters

- Blackline Master 1 - Protocol for Thinking Aloud**
- Blackline Master 2 - Summarization Pretest**
- Blackline Master 3 - Summarization Posttest**
- Blackline Master 4 - Student Checklists**
- Blackline Master 5 - Student Self-Evaluation**
- Blackline Master 6 - Teacher Observation Worksheet**
- Blackline Master 7 - Task Analysis of Think Aloud**
- Blackline Master 8 - Questions to Evaluate Summaries of Expository Text**
- Blackline Master 9 - Summarizing Strategy**
- Blackline Master 10 - Questioning Strategy**
- Blackline Master 11 - Predicting Strategy**
- Blackline Master 12 - Clarifying Strategy**
- Blackline Master 13 - Instructional Framework**
- Blackline Master 14 - Guidelines for Effective Praise**
- Blackline Master 15 - Sample of a Self-Talk**
- Blackline Master 16 - Sample of Summaries**

Blackline Master 1 Protocol for Thinking Aloud

Let me see. I have to summarize this paragraph in one sentence. So, hmmm.... What is a summary? I can't remember. How can I make a summary if I don't know what it is? What should I do?

Oh, I know.... I'll look it up on Activity Sheet 1.1.1. (teacher puts activity sheet on the overhead and points to the definition of summarizing) Summarizing means a brief description.

Brief, hmm, that means short. What do I do now? How do I make a summary?

I don't know.

I guess I'll read the paragraph first. Why? So, I'll know what the paragraph is about and then I'll try and figure out how to summarize it.

(The teacher turns off the overhead projector so it won't distract the students and passes out a copy of the paragraph, which she/he will be reading.)

So, I'm reading ..."We all have rules ..." Yeah, we sure do. Mom has lots of rules I have to follow

"Rules tell people ..." Yeah, I know people have to follow rules. I do.

"Your town has a rule ...". Yeah, my parents have that rule too.

"The government has a rule ..." I know I have to go to school. It's supposed to be good for me.

".... pay attention in class....: There are lots of rules in school too.

"....Right or wrong." I guess that's right. When I break a rule, I always get in trouble and they tell me that I've done something wrong.

" Rules protect ..." Yeah, rules do protect. Cause it's a rule you can't take other people's stuff. That means no one can take my bike.

Okay, now I know the paragraph is about rules.

Now what do I do next? I guess I'll look at the activity sheet again. (teacher looks at activity sheet 1.1.1 on the overhead projector and points to the how to start section under rules.)

I have to ask myself, "What is one sentence that would best describe the paragraph?".

Hmm, I know the paragraph is about rules. I wonder is there a sentence in the paragraph that tells me that?

Let me see. I better read the paragraph over. (the teacher reads the paragraph aloud)

"We all have rules that we must follow." That sounds like a good sentence to sum up the paragraph. I'll mark that one.

Now I better read the rest of the paragraph to see if there is a better sentence. (the teacher reads on sentence by sentence, stopping after each sentence to comment)

No, that's not better than the first sentence. I better read the next sentence.

No, that's not better than the first sentence. I better read the next sentence.

No, that's not better than the first sentence. I better read the next sentence.

No, that's not better than the first sentence. I better read the next sentence.

(when the teacher has read the whole paragraph) Well, the first sentence in the paragraph really does sound like it summarizes the whole paragraph. I'll pick that one.

Great, I did it. I'll copy that sentence under the paragraph.

Blackline Master 2 Summarization Pretest

Name: _____ **Date:** _____

1. Which of the following best describes the skill of summarizing:

- a. guessing what will happen next**
- b. writing a brief description**
- c. comparing one object to another**

2. Read the following descriptions. Circle the letter of any that describe(s) someone who is in the process of summarizing.

(a) Mary is reading a story about dogs. The story describes many different kinds of dogs. It tells dogs are the best one to have for pets. Mary does not know what some of the words mean. She uses the dictionary to find out what the words mean.

(b) John has just read an interesting story about the Vikings. It was about their voyage to the New World. It told about the hardship, which the Vikings had to endure in the winter. John began to wonder what the Vikings looked like and how they crossed the ocean.

(c) Jim found an interesting book in the library. It told about different kinds of snakes in North America. The book described their habitat. It also told what kind of food they ate. Jim told his mother that he had read a book about North American snakes.

3. Which sentence best summarizes this paragraph?

Kim asked her Mom if she could have an allowance. Her mother said that she would give Kim an allowance if she did a few chores around the house. So every week, Kim had to feed the dog, wash the towels, and vacuum the carpet. Kim has earned \$5.00 a week for the past month. She now has \$20.00.

- a. Kim earns an allowance.**
- b. Kim feeds the dog.**
- c. Kim and her mom**

4. Write one sentence which best summarizes this paragraph.

Raccoons are night prowlers. They sleep all day. In the night, they hunt for food. They are not the only animals who hunt at night. Owls also hunt for food after the sun goes down. These are all night creatures.

5. Write a one sentence summary of the following story.

I like winter. I like to go skiing, sliding, and skating. I also go for rides on the snowmobile with my parents. Sometimes we make snowmen on our front lawn. One time we made a snowfort and had a snowball fight. Mom and I won.

6. In the space below, give specific detailed instructions that a fourth grader can follow to summarize the paragraph in question #5.

1. Which of the following best describes the skill of summarizing:

- (a) naming the prime minister
- (b) writing a brief description of what the prime minister does
- (c) telling all the duties of the prime minister.

2. Read the following descriptions. Circle the letter of the one that would be considered a summary.

- (a) Canada has three levels of government: federal, provincial and municipal.
- (b) Municipal government makes sure all citizens get their garbage picked up, have their roads plowed in the winter, have streetlights, water and sewer, and clean streets.
- (c) Provincial governments take care of our roads. They pave the roads in the summer. They plow them in the winter. Sometimes they put salt on them so they won't be slippery.

3. Which sentence best summarizes this paragraph?

The third branch of government is the judiciary. The Canadian judicial system, inherited from the common law tradition in England, remains the basis of our constitutional, criminal and civil law of the entire country except Quebec, which has its own civil code. It ensures that the laws, which the executive and legislative branches decide on and pass, are enforced.

- a. Common law came from England.
- b. The judiciary enforces laws and punishes criminals.
- c. The executive makes and passes laws.

4. Write one sentence which best summarizes this paragraph.

Judges are appointed not elected. This is because if they had to be elected, they might want to do favours for people so they could get elected again. Then they wouldn't be fair. They might treat people differently. They need to be fair and treat everyone the same.

5. In the space below, summarize the following paragraph.

Why do we need legal rights?

We need legal rights so that governments cannot abuse their power. They could put people in jail for unfair reasons or they could administer cruel punishments. Employers could discriminate against you because you were of a different religion. They might not give you a job because you were not of the same religion as them. In Canada, the legal rights of all Canadians are outlined in the Charter of rights and Freedoms.

6. In the space below, give specific detailed instructions that a fourth grader can follow to summarize the paragraph in #5.

STUDENT CHECKLIST FOR THE MAIN IDEA

What is the topic?

What do details tell about the topic?

Check first, last, and other sentences for the main idea.

If not stated, use topic and details to figure out the main idea.

Are there details to support the main idea?

STUDENT CHECKLIST FOR SUMMARIZATION

What is the important information?

What ideas can I put together?

In what order do I want to put the ideas?

Put this information in my own words.

Does my summary make sense?

Taken from Conley & Akin, (1991)

Blackline Master 5

Student Self-Evaluation

Name: _____

Date: _____

- | | | | |
|-----|--|-----|----|
| 1. | I can identify the topic sentence. | Yes | No |
| 2. | I can invent a topic sentence if there is not one. | Yes | No |
| 3. | I leave out unimportant information. | Yes | No |
| 4. | I give steps or lists a title. | Yes | No |
| 5. | I cross out information that is redundant. | Yes | No |
| 6. | I can write a good summary. | Yes | No |
| 7. | Sometimes, I need help writing summaries. | Yes | No |
| 8. | I can write summaries without help. | Yes | No |
| 9. | I like to write summaries by myself. | Yes | No |
| 10. | I like to write summaries with a friend. | Yes | No |

Blackline Master 6

Teacher Observation Checklist

Name: _____

Date: _____

Participation

- 1. Volunteers to be the teacher. _____
- 2. Volunteers responses in the discussion. _____
- 3. Elaborates on others' responses. _____

Summarizing

- 1. Uses his or her own words in summaries. _____
- 2. Summaries are neither too long nor too short. _____
- 3. Does not need to reread text before summarizing. _____
- 4. Teacher prompting is not needed. _____

Particular Problems Noted:

Maria, (1990)

Blackline Master 7 Task Analysis of Think Aloud

1. How close is the reader's interpretation?

NARRATIVE TEXT

- Does it include the setting (Characters and place)?
- Does it include the problem?
- Does it include key events?
- Does it include the resolution?

EXPOSITORY TEXT

- Does it contain the main idea?
- Does it contain key details?

2. Does the reader monitor comprehension?

3. What sources of information does the reader use?

- Does the reader use the title of the text?
- Does the reader ignore information that he/she does not understand?
- Does the reader have sufficient background information?
- Does the reader use the background information?
- Does the reader tie information together?

4. How does the student monitor meaning during the think aloud?

4. How has previous instruction influenced the think aloud procedure?

Please Note:

If the student's summary differs from the author's intended meaning:

- (a) *Make sure the student is familiar enough with the topic to construct summaries.*
- (b) *Make sure the student knows how to select important information when reading. Techniques such as story mapping, herringbone diagramming, and retelling can help students develop a framework for selecting important information.*

Taken from Walker (1990)

Blackline Master 8 Questions to evaluate summaries of expository text

Did the summary have or show -

- (a) Important information
- (b) Relevant content and concepts
- (c) Information directly stated in the text
- (d) Information inferred from the text
- (e) An attempt to connect prior knowledge and the text
- (f) An attempt to connect prior knowledge and the text
- (g) An attempt to make summary statements
- (h) An individual reaction to the text
- (i) Affective involvement
- (j) Appropriate language
- (k) An organizational structure
- (l) A sense of purpose

Taken from Walker (1990)

Blackline Master 9

SUMMARIZING STRATEGY

DEFINITION: a brief description of an article or of a story – usually 3-5 sentences.

SYNONYMS: condense, reduce, brief (brevity), conciseness, shorten, abbreviate, recapitulate (shorten)

PROCEDURES:

1. delete what is
 - trivial
 - redundant
 - irrelevant
2. substitute the category label for
 - items in a list (such as dog, cat become pets)
 - action items (such as ran, jumped become played)
3. tie together the major ideas by
 - selecting the topic sentences or
 - inventing one's own topic sentence

RULES:

WHEN TO USE...

- in answering questions about the article or story
- when reading for meaning
- to help understand the next section
- to help you focus on the important details and connect all the facts into useable sections

HOW TO START...

- ask yourself, "What is one sentence that would best describe the paragraph?"
- cross out trivial, redundant and irrelevant data
- watch for facts and details that are important

WHAT TO DO IF...

- you can't remember the important facts and details? *Underline or highlight key facts and details. Reread the article.*
- If you can't select or invent one's own topic sentence? *Modify a sentence in the text to construct a summary.*

KNOWLEDGE OR CRITERIA USED:

- reading passages carefully
- knowing how to separate trivial from important
- relating information from different sentences in the text

DEFINITION: the act of asking or inquiring to obtain more information and/or to understand

SYNONYMS: examine, search, research, review, investigate, inquire, challenge, ask, interrogate, study, analyze, dissect, discuss, look into

PROCEDURES:

1. Think about what you are reading.
2. Ask, "What is the most important detail in the paragraph?"
3. Ask, "What does this mean?"
4. Ask, "What connects this paragraph to the ones I have already read?"

RULES:

WHEN TO USE...

- when you need to make connections between the material
- when you need to understand the material better

HOW TO START...

- underline key words in each paragraph
- stop and think about what you have read
- use words like HOW? WHY? WHERE? WHEN? WHAT? WHO?

WHAT TO DO IF...

- you cannot think of a question? *Use the question matrix or question map.*
- if it is still difficult to formulate a question? *Modify a sentence in the text to form a question.*

KNOWLEDGE OR CRITERIA USED:

- monitoring important information
- reading the material carefully
- recognizing and understanding individual words in the material

Blackline Master 11

PREDICTING STRATEGY

DEFINITION: Stating in advance what will probably happen next or be true

SYNONYM: forecasting, extrapolating (guessing), foretelling, prophesizing, projecting

PROCEDURES:

1. State and clearly define what the prediction is to be about.
2. Collect/skim the material relevant to the prediction to be made.
3. Recall information you already know about the topic/situation.
4. Identify a pattern, trend, or repetition in the recalled material and map the pattern(s) to imagine the next possible instance.
5. Determine the probability of each imagined outcome actually occurring and select the most likely to occur.

RULES:

WHEN TO USE...

- In hypothesizing or inferring about any topic or subject
- In forming new categories or groups of any data

HOW TO START...

- Ask yourself, "What could happen (or be true) next?"
- Arrange the data on paper or in a diagram

WHAT TO DO IF...

- Little relevant information exists? *Think of similar situations, or of problems in the past, or of analogies.*
- It is difficult to generate possible outcomes? *Brainstorm as many solutions as possible without regard to probabilities.*

KNOWLEDGE OR CRITERIA USED:

- comparing, contrasting
- various types of patterns (such as temporal, spatial, numerical, cause-effect, functional, etc)
- probabilities
- potential intervening conditions, variations, and influences related to the subject (Beyer, 1988)

Blackline Master 12 CLARIFYING STRATEGY

DEFINITION: To make or become understandable or clear

SYNONYMS: clearness, plain talking, explain, interpret, comprehend, decipher, elucidate (simply)

PROCEDURES:

1. define unknown words or phrases
2. identify central issues or problems
3. compare similarities and differences
4. relate the new information to previous information

RULES:

WHEN TO USE...

- when you are reading about a subject that is unfamiliar or difficult
- when reading to form an opinion or draw conclusions

HOW TO START...

- make careful observations
- identify and express the main idea, problem or central issues
- identify similarities and differences
- organize items into defined categories
- define categories for unclassified information
- identify information relevant to a problem
- formulate questions
- recognize different points of view

WHAT TO DO IF...

- you still cannot understand the material? *Take an educated guess and read on to see if you are right. Seek help from an expert*

KNOWLEDGE OR CRITERIA USED:

- comparing/contrasting
- generating hypotheses

Blackline Master 13

INSTRUCTIONAL FRAMEWORK FOR THINKING SKILLS

1. INTRODUCTION (1 LESSON)

- 1. Keep the focus on the skill**
- 2. Emphasize the skill attributes.**
- 3. Model/demonstrate the skill.**
- 4. Have learners do the skill.**
- 5. Have learners reflect on and share how they executed the skill.**

2. GUIDED PRACTICE (3 LESSONS)

- 1. Provide immediate feedback.**
- 2. Provide frequent practice initially.**
- 3. Space practice out intermittently after initial practice.**
- 4. Keep applications short.**
- 5. Keep the content similar to that of the initiating experience.**

3. INDEPENDENT APPLICATION (3 LESSONS)

4. TRANSFER AND/OR ELABORATION (1 LESSON)

- 1. Focus on attributes/elements of the context that are like the familiar/original context/media/situation.**
- 2. Show the structure of comparable situations.**
- 3. Use familiar knowledge or information.**
- 4. Provide rules to accompany examples.**
- 5. Have students articulate and share principles, explanations, and analogies.**

5. GUIDED PRACTICE (2 LESSONS)

6. AUTONOMOUS USE (1 LESSONS)

Taken from (Beyer, 1988)

Blackline Master 14 Guidelines for Effective Praise

- 1. Is delivered contingently.**
- 2. Specifies the particulars of the accomplishment.**
- 3. Shows spontaneity, variety, and other signs of credibility; suggests clear attention to the student's accomplishment.**
- 4. Rewards attainment of specified performance criteria (which can include effort criteria).**
- 5. Provides information to students about their competence or the value of their accomplishment.**
- 6. Orients students toward better appreciation of their own task-oriented behaviour and thinking about problem solving.**
- 7. Uses student's own prior accomplishments as the context for describing present accomplishments.**
- 8. Is given in recognition of noteworthy effort or success at difficult (for this student) tasks.**
- 9. Attributes success to effort and ability, implying that similar successes can be expected in the future.**
- 10. Fosters engogenous attributions (students believe that they can expend effort on the task because they enjoy the task and/or want to develop task-relevant skills).**
- 11. Focuses student's attention on his or her own task-relevant behaviour.**
- 12. Fosters appreciation of and desirable attributions about task-relevant behaviour after the process is completed.**

Taken from Brophy (1992)

Blackline Master 15

SAMPLE OF A SELF-TALK

This is a sample of self-talk, which might take place if a student were having difficulty closing the tape recorder.

Problem Defining:

Why won't the tape player door close?

Attention Focussing:

Let me see. I'll check and see if I put the tape in right?

Self-guiding:

Take the tape out and put it in the other way.

Self-coping:

Take my time. Don't worry, I'm not in a rush. I'll get it fixed.

Self-reinforcing:

SUCCESS: Great! It closed. The tape was in the wrong way. I figured it out. Good for me. Now I can listen to my tape.

NO SUCCESS: Well that didn't work. I'll try something else. (Student must be taught to start the process over again and try something different)

Outline taken from Manning, (1991)

Summary Set 1. Select the best summary of the two. Tell why.

- (a) Canada has two kinds of constitution: written and unwritten.

- (b) The unwritten constitution consists of customs and traditions from the past. It also consists of rules about the functions of the Parliament. It also contains rules about the provincial Legislatures. The written constitution is the Constitution Act 1867.

Summary Set 2. Select the best summary of the two. Tell why.

- (a) The Queen lives in England. She is the head of our country. Sometimes she comes to visit. She wears a crown.

- (c) The Queen is the official head of the country.

Summary Set 3. Select the best summary of the two. Tell why.

- (a) The amending formula allows Canada to change parts of the constitution without asking England.

- (b) Before we became Canada, we belonged to England. Every time we wanted to change our rules, we had to ask the Queen. People in Canada didn't like to have to ask the Queen to change the rules. We asked the Queen to change it. She changed it. This is called the amending formula.

You may also use brief summaries of familiar fairy tales to illustrate summaries.

References

Beyer, Barry K. (1987). *Practical strategies for the teaching of thinking*. Boston: Allyn and Bacon.

Beyer, Barry. (1988). *Developing a thinking skills program*. Boston: Allyn & Bacon.

Beyer, Barry. (1997). *Improving student thinking: a comprehensive approach*. Boston: Allyn & Bacon.

Bransford J. D. and Stein, Barry. (1984). *The ideal problem solver: A guide for improving thinking, learning and creativity*. New York, N.J.: W. H. Freeman.

Brophy, J. (1992). Probing the subtleties of subject-matter teaching. *Educational Leadership*, 49, 4-8.

Borkowski, J. G. (1985). Signs of intelligence: Strategy generalization and metacognition. In R. Yussen (Ed.). *The growth of reflection in children*. New York: Academic Press.

Conley, Patricia R. & Atkin, Berdell J. (1991). *Comprehension checkups grades 1-5: Strategies for success*. Englewood, Colorado: Teachers Press Ideas.

Department of Education. (1999). *Atlantic Provinces Social Studies Outcomes*. (in press)

Duffy, G. G. (1993). Rethinking strategy instruction: Four teachers' development and their low achievers' understanding. *The Elementary School Journal*, 93, 231-247.

Eggen, Paul, & Kauchak, Donald. (1996). *Strategies for teachers: Teaching content and thinking skills*. Englewood Cliffs, N. J.: Prentice-Hall.

Flavell J. H. (1981). Cognitive monitoring. In P. Dickson (Ed.), *Children's oral communication skills*. New York: Academic Press.

Gaskins, Robert. (1992). *Developing proficient readers*. Lexington Institute on Education Reform: Kentucky University. ERIC Document 412 526.

Heckhausen, Jutta, and Dweck, Carol S. (1998). *Motivation and self-regulation across the life span*. Cambridge: Cambridge University Press.

<http://canada.ca>

<http://dsp-psd.pwgsc.gc.ca/dsp-psd/Reference>

Irwin, Judith W. & Baker, Isabel. (1989). *Promoting*

active reading comprehension strategies: A resource book for teachers. New Jersey: Prentice Hall, Inc.

Jones, B. F., Amiran, M. R., and Katims, M. (1985). "Teaching cognitive strategies and text structures." In Segal S. E. Chipman, and R. Glaser(Eds.). *Thinking and learning skills: relating instruction to research.* (Volume 1, 259-296). Hillsdale, N. J.: Erlbaum.

Klingner, Janette K., & Vaughn, Sharon. (1999). Promoting reading comprehension, content learning, and English acquisition through Collaborative Strategic Reading (CSR). *The Reading Teacher, 52* (7) 738-747.

Manning, Brenda. (1991). *Cognitive self-instruction for classroom processes.* Albany: State University of New York press.

Maria, Katherine. (1990). *Reading comprehension instruction: Issues and strategies.* Parkton, Md.: York Press. (1990)

Meadows, Sara. (1993). *The child as thinker: The development and acquisition of cognition in childhood.* New York: Routledge.

Mowey, Sue. (1995). *Reading/writing comprehension strategies.* ERIC Document: 409 531.

Onosko, Joseph. (1991). *Barriers to the promotion of*

higher order thinking in social studies. ERIC Document 340
640.

O'Sullivan, J. T., & Pressley, M. (1984). Completeness of instruction and strategy transfer. *Journal of Experimental Child Psychology, 38*, 275-288.

Palinscar, A. S. (1986). Metacognitive strategy instruction. *Exceptional Children, 53(2)*, 118-124.

Paris, S. B., & Myers, M. (1981). Comprehension monitoring, memory, and study strategies of good and poor readers. *Journal of Reading and Behaviour, 13(1)*, 5-22.

Pressley, M., Borkowski, J. G., & O'Sullivan, J. T. (1984). Memory strategy instruction is made of this: Metamemory and durable strategy use. *Educational Psychologist, 19*, 94-107.

Pressley, M., Goodchild, F., Fleet, J., Zajchowski, R. & Evans, E. (1989). The challenges of classroom strategy instruction. *The Elementary School Journal, 89*, 301-342.

Resnick, L, and Klopfer, L. (1989) "Toward the thinking curriculum: An Overview" In L. Resnick and L. Klopfer, (Eds.), *Toward the thinking Curriculum: Current Cognitive Research (1-18)*. Alexandria, VA: The Association for Supervision and Curriculum Development

Schunk, D. H., & Rice, J. M. (1987). Enhancing

comprehension skills and self-efficacy with strategy value information. *Journal of Reading Behaviour*, 19, 285-302.

Slavin, Robert. (1986). *Using student team teaching 3rd ed.*
Balitomore: Center for Social. Organization of Schools, John
Hopkins University

Taylor, N. E. (1983). "Metacognitive ability: A curriculum
priority". *Reading Psychology: An International Quarterly*, 4,
269-278

Walker, Barbara. (1990). *Diagnostic teaching of reading:
techniques for instruction and assessment. 3rd edition.*
Englewood Cliffs, New Jersey: Prentice Hall.

Wilén, William W., & Philips, John A. (1995). Teaching
critical thinking: A metacognitive approach. *Social Education*,
59(3), 135-138.

Appendices

Appendix 1:

Promoting Students to Think Aloud

1. **Questioning:** Initially the teacher may have to ask questions during reading to help students focus on the strategy.
2. **Coaching:** Student should be paired with the teacher or one of her/his peers who has the role of keeping the student on task and talking aloud. One way of doing this is to stop them periodically as they read from text and ask them to talk about what they were doing and thinking as they read that portion of the text.
3. **Reading Aloud:** Students should be asked to read picture books (no words) aloud.
4. **Brainstorming:** This is a regular part of the language arts writing program and can be used in this module.
5. **Modelling:** There should be lots of modelling going on in the classroom by the teacher and other students.
6. **Role reversal:** The teacher plays the part of the student doing a think aloud and the student becomes the teacher guiding the teacher to think aloud
7. **Compare:** Students listen to a tape of an expert think aloud and compare it with their own think aloud.
8. **Think-Pair-Share:** Have students work in pairs when thinking aloud and using strategies.

Note to Teacher: The main goal is to support and guide the student until she/he is able to handle the skill independently.

Appendix 2

Creating a climate for thinking

1. Do not criticize. Do not make comments such as - You're almost right. Who has a better answer.
2. Use praise only when it is deserving and clearly communicate why the student is being praised.
3. Give the student sufficient time to respond. Teachers who wait for a student communicate that they expect an answer and they have faith in the students' ability to answer.
4. Be accepting.
5. Clarify.
6. Facilitate data acquisition.

Costa (1985).

Appendix 3 Summarizing Activities

And the Title is... After reading a story, have the students decide on a good title for the story.

Book Jackets When students are researching relevant social studies topics, have them write book summaries of books or articles they have read.

Find the Main Idea Ask the students to read a selection in which the main idea is not stated. Have them identify the main idea.

Main Idea Match Provide the students with several paragraphs and corresponding titles. Mix up the paragraphs and the titles. Have the students match the correct title to the right paragraph.

Missing Heading Find a social studies selection that has headings or subheadings. Cut off the headings and subheadings. Have the students read the selection and make up their own. A variation to this game would be to give the students the headings and subheadings and let them match them to the appropriate selection.

News Reporter Ask students to take a newspaper article and underline the key parts. They should then summarize the article in several sentences to share with the class.

Telegram Discuss with the students how telegrams are supposed to be brief. Provide an example. Have the students compose a message about one of the social studies topics, which they are learning. Deliver the telegrams to the another social studies class.

Appendix 4

Elementary Social Studies Outcomes

(Newfoundland Department of Education, 1999)

Strand 1. Citizenship, Power and Governance

General Curriculum Outcome 1: Students will demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions and sources of power, authority and governance.

By the end of Grade 6, students will

- **KSO 1.1** identify and examine the rights and responsibilities of individual citizens in a local, national, and global context
- **KSO 1.2** give examples of the influence of freedom, equality, human dignity, justice, and civic rights and responsibilities in Canadian society
- **KSO 1.3** identify the distribution of power and privilege in Canadian society and the sources of authority in the lives of citizens
- **KSO 1.4** describe the purpose, function, powers and decision-making processes of Canadians governments
- **KSO 1.5** recognize the purpose of laws within the Canadian context
- **KSO 1.6** explain ways that individuals and groups can influence public policy in Canada
- **KSO 1.7** recognize how and why individuals and groups have different perspectives on public issues
- **KSO 1.8** describe the main features of the Canadian constitution
- **KSO 1.9** take age appropriate actions to demonstrate their responsibilities as citizens

Strand 2. Culture and Diversity

General Curriculum Outcome 2. Students will demonstrate an understanding of culture, diversity, and worldview, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

By the end of Grade 6, students will

- **KSO 2.1** describe the influences that shape personal identity
- **KSO 2.2** identify examples of informal and formal groups to which they belong and describe the function of those groups
- **KSO 2.3** describe how groups, institutions, and media influence people and society
- **KSO 2.4** use examples of material and non-material elements of culture to explain the concept of culture
- **KSO 2.5** explain why cultures meet human needs and wants in diverse ways
- **KSO 2.6** describe how perspectives influence the ways in which experiences are interpreted
- **KSO 2.7** discuss why and how stereotyping, discrimination, and pressures to conform can emerge and how they affect an individual
- **KSO 2.8** describe how culture is preserved, modified, and transmitted
- **KSO 2.9** describe the multicultural, multiracial, and multiethnic character of Canadian society

Strand 3. Individuals, Societies and Economic Choices

General Curriculum Outcome 3: Students will demonstrate the ability to make responsible economic decisions as individuals and as members of society

By the end of Grade 6, students will

- **KSO 3.1** give examples that show how scarcity and opportunity cost govern the economic decisions made by individuals and governments
- **KSO 3.2** give examples of various institutions that make up economic systems
- **KSO 3.3** explain the role of the private and public sectors in the production and distribution of goods and services
- **KSO 3.4** examine and explain the role of paid and unpaid work in our economy
- **KSO 3.5** explain why people's income may change and the impact of that change on their lifestyle
- **KSO 3.6** explain how a government's policies affect the living standards of all its citizens
- **KSO 3.7** explain how supply and demand affect their lives
- **KSO 3.8** analyze their decisions as informed consumers
- **KSO 3.9** explain some consequences of Canada's

Strand 4. Interdependence

General Curriculum Outcome 4: Students will demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment – locally, nationally, and globally – and the implications for a sustainable future.

By the end of Grade 6, students will

- **KSO 4.1** recognize and explain the interdependent nature of relationships among individuals, societies, and the environment
- **KSO 4.2** examine and explain the causes and consequences of interactions among individuals, groups, and societies
- **KSO 4.3** explain the interrelationships within selected human organizations and natural patterns
- **KSO 4.4** identify and describe examples of positive and negative interactions among people, technology, and the environment
- **KSO 4.5** identify and explain the key characteristics of sustainable practices
- **KSO 4.6** identify causes, consequences, and possible solutions to the universal human rights and other selected global issues
- **KSO 4.7** plan and evaluate age-appropriate actions to support peace and sustainability in our interdependent world

Strand 5. People, Place and Environment

General Curriculum Outcome 5. Students will demonstrate an understanding of the interactions among people, places and the environment.

By the end of Grade 6, students will

- **KSO 5.1** ask geographic questions; acquire, organize, and analyze geographic information; and answer geographic questions at an age-appropriate level
- **KSO 5.2** use maps, globes, pictures, models, and technologies to represent and describe physical and human systems
- **KSO 5.3** use location, distance, scale, direction, and size to describe where places are and how they are distributed
- **KSO 5.4** explain how physical processes have shaped and affected the landscape and human systems
- **KSO 5.5** identify and describe how people create places that reflect human needs, values and ideas
- **KSO 5.6** describe how the environment affects human activity and how human activity endangers or sustains the environment
- **KSO 5.8** identify and explain how goods, people, and ideas move among communities

Strand 6. Time, Continuity and Change

General Curriculum Outcome 6: Students will demonstrate an understanding of the past was like and how it affects the present and the future.

By the end of Grade 6, students will

- **KSO 6.1** demonstrate an understanding of the concepts and vocabulary associated with time, continuity, and change
- **KSO 6.2** Identify, evaluate and use appropriate primary and secondary sources to learn and communicate about the past
- **KSO 6.3** research and describe historical events and ideas from different perspectives
- **KSO 6.4** apply historical methodology to interpret and understand time, continuity, and change at an age-appropriate level
- **KSO 6.5** describe examples of cause-and-effect and change over time
- **KSO 6.6** identify and compare events of the past to the present in order to make informed, creative decisions about issues
- **KSO 6.7** identify trends that may shape the future

