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USING THE RESPONSE
CARDS TO DEVELOP THE
ELA SUBJECT SPECIFIC
COMPETENCIES WITH AN
EMPHASIS ON THE
RESPONSE PROCESS.

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OVERVIEW

The *Response Cards Teacher's Guide* provides helpful suggestions for using the Response Cards in your classroom. Each activity has been designed with direct links made to the main components of the Québec Education Program: Broad Areas of Learning, the Cross-Curricular Competencies and the Subject Specific Competencies concerned with English Language Arts. Given the integrated nature of the English Language Arts program, each activity supports the development of all four competencies with a particular emphasis on the response process.

As a teacher guiding students through the response process, your role will consist mainly of creating opportunities for students to participate in dynamic, purposeful discussions. With this, learners can construct and share meaningful responses to narrative, literary and visual texts, as well as media. As students use the Response Cards as suggested in the activities direct them to:

- ✦ Engage in small group or whole class discussions to construct responses
- ✦ Brainstorm their responses through quiet reflection and/or with others
- ✦ Question their responses and those of others
- ✦ Respect and listen to other peers' points of view
- ✦ Document the responses (e.g. written, role-playing, producing a visual text)
- ✦ Adjust/revise responses

SUGGESTED RESPONSE ACTIVITIES

The *Response Cards Teacher's Guide* provides you with many activity ideas to introduce or extend the use of response strategies with your students. Each activity is designed as such:

ACTIVITY 1: AN ETHICAL SITUATION OR NOT?

Description
Students will use the Response Cards to respond to an information-based text - an editorial. They will first interpret the opinion expressed in the editorial, and then respond to the text while constructing meaning based on their own experiences. The students will then share their points of view and compare similarities and differences.

Instructions:

1. Students form small groups of 4.
2. Students then place the 5 Response Cards face down on the desk.
3. Provide each team with the choice of 5 editorials appropriate to the student age group and that address issues in health, environment, personal growth, media and community life. These can be gathered from magazines, newspapers, or websites.
4. The groups will choose one editorial to read while ensuring that each group addresses one of the topics.
5. Each group member selects one of the five Response Cards.
6. First, students work individually to write their own brainstormed response to the editorial in their response journals.
7. Second, ask students to share their responses with their group.
8. Students can create a group Venn Diagram (Tool 1) to compare varying opinions and feelings about the issue.
9. Then they will share their views with the whole class.

Extension - This exercise can be a prelude to preparing a debate on one of the selected issues.

Response Cards:
Cards:
Real/Fake
Think
Other Opinions
Feelings
Free Response

Individual
Small groups
Whole class

Materials / Tools
Venn Diagram

QEP links Broad Areas of Learning, Cross-Curricular Competencies, Subject Competencies

Broad Areas of Learning

- Health and Wellbeing
- Personal and Career Planning
- Citizenship and Community Life
- Media Literacy
- Environmental Awareness and Consumer Rights and Responsibilities

Cross Curricular Competencies

Personal and Social Competencies

- To cooperate with others
- To construct his or her identity

Intellectual Competencies

- To use information
- To use information and communications technologies
- To exercise critical judgment

Methodological Competencies

- To adopt effective work methods

Communication-Related

- To communicate appropriately

English Language Arts

- To read and listen to literary, popular and information based text
- To write self-expressive narrative and information based texts
- To represent his/her literacy in different media
- To use language to communicate and learn

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USING THE RESPONSE MATERIALS



RESPONSE CARD FORMAT

Each card contains a response strategy and a symbol. The combination of visual and text makes the cards accessible to students with different learning styles. There are 17 Response Cards.

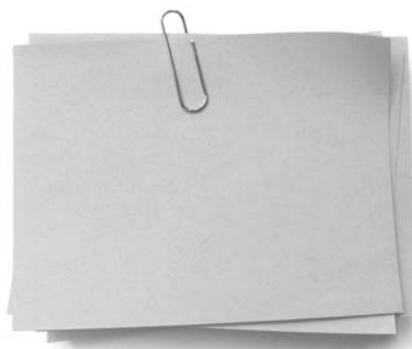
KEEPING TRACK OF RESPONSE STRATEGIES USED BY STUDENTS

In order to ensure that students make use of several Response Cards, use the checklist on page 22 as a tracking tool. This tool can be placed in the students' portfolio or response journal thereby tracking what response strategies have been tried throughout the term or cycle.

RESPONSE CARDS TRACKING TOOL	NAME	DATE
I will place a checkmark next to the Response Cards we used I will use for this response activity.		
Feelings		
Make It		
Draw It		
Switch-Around		
Think		
Change the Ending		
Reminds You		
The World in a Text		
Quote		
Real or Fake		
Imagination		
Same or Different		
That's Interesting		
What Would You Do?		
Best Part		
Free Response		
Other Options		

RESPONSE STICKERS

The *Response Stickers* may be used by the students in a paper-based portfolio or response journal. Simply adhere the sticker that indicates one or several response strategies used in a particular response. The goal of these stickers is to make students aware of strategies they are trying to use while responding to a variety of texts.



Becoming aware of response strategies allows them to refine strategies they are comfortable with and to try new strategies in future responses. They are a great help when it comes time to reflect on the learning processes they used to respond to text.

STORING THE RESPONSE CARDS IN THE CLASSROOM

- ✦ You may choose to include a set of Response Cards in a pocket folder pasted at the front of the class or in a reading or writing center.
- ✦ You may choose to have several sets available for small group use (e.g. approximately groups of 4 students).
- ✦ Students may be required to purchase a set at the beginning of the year and keep the cards with their response journals.

ACTIVITY 1 : AN ETHICAL SITUATION OR NOT ?

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7. Second, ask students to share their responses with their group.
8. Students can create a group Venn Diagram (Tool 1) to compare varying opinions and feelings about the issue.
9. Then they will share their views with the whole class.

Extension - This exercise can be a prelude to preparing a debate on one of the selected issues.

Cards:

Real/Fake

Think

Other Opinions

Feelings

Free Response

Individual

Small groups

Whole class

Materials / Tools

Venn Diagram

Broad Areas of Learning

- Health and Wellbeing
- Personal and Career Planning
- Citizenship and Community Life
- Media Literacy
- Environmental Awareness and Consumer Rights and Responsibilities

Cross Curricular Competencies

Personal and Social Competencies

- To cooperate with others
- To construct his or her identity

Intellectual Competencies

- To use information
- To use information and communications technologies
- To exercise critical judgment

Methodological Competencies

- To adopt effective work methods

Communication-Related

- To communicate appropriately

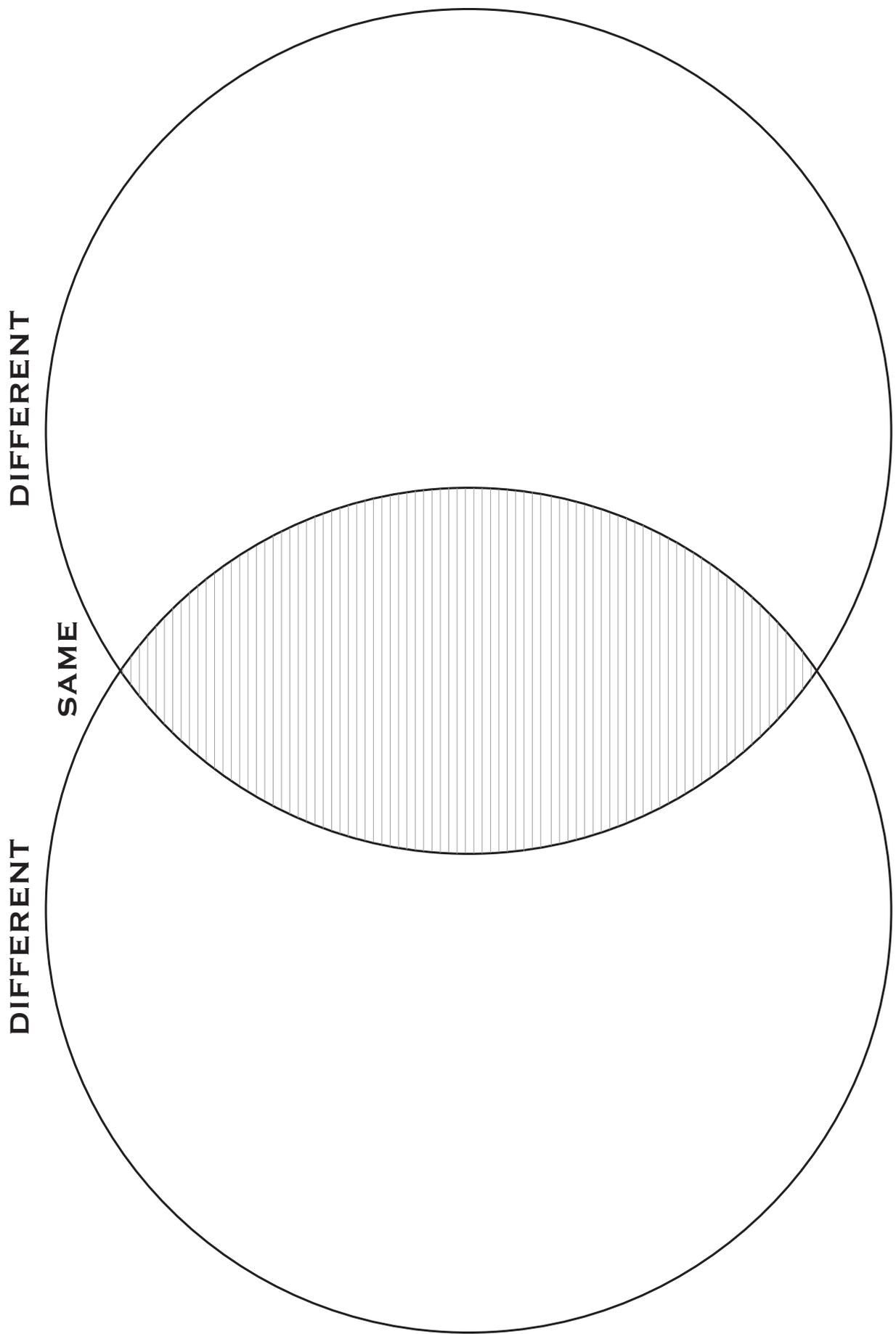
English Language Arts

- To read and listen to literary, popular and information based text
- To write self-expressive narrative and information based texts
- To represent his/her literacy in different media
- To use language to communicate and learn

ACTIVITY 1 – TOOL: VENN DIAGRAM

Name: _____

Date: _____



ACTIVITY 2: RESPONDING THROUGH A VISUAL TEXT-POSTCARDS

Description

Through this activity students will learn to identify how their experiences influence the way they respond to text or media. They will write and read each other's autobiographies and respond with a visual text in the form of a postcard, paper based or electronic. In sharing their responses, students can examine how culture and personal experiences impact the way they respond to media/text as well as how their peers respond.

Instructions

1. Students compose an autobiography.
2. Students will form pairs and read each other's autobiographies.
3. Direct students to use one or both of the following *Response Cards*: *Reminds you* and *Same or Different* to guide them as they develop a response to their partners' autobiographies.
4. Build criteria with your students to define the different components of a postcard (e.g. visual, text, signs, images, greetings, address).
5. Ask students to select images and pictures from magazines/Internet resources, or to sketch and create images that are representative of their responses to a peer's autobiography – NOT simply images that represent the autobiography. Guide students to think of images that represent how they *thought and felt* about the autobiography they read. This is also a good time to review respect for copyright.
6. Students give the postcard response to the author of the autobiography.
7. Provide students with time to read the postcards they receive and arrange for students to meet with the peer who composed the postcard response.
8. Allow students time to discuss, and respond to the postcard. Emphasize the idea that we each construct meaning based on our personal experiences.

Cards:

Reminds you
Same or Different

Individual and Pairs

Materials / Tools

Autobiography Guide
Autobiography Peer
Revision

Broad Areas of Learning

- Health and Wellbeing
- Personal and Career Planning
- Citizenship and Community Life
- Media Literacy
- Environmental Awareness and Consumer Rights and Responsibilities

Cross Curricular Competencies

Personal and Social Competencies

- To cooperate with others
- To construct his or her identity

Intellectual Competencies

- To use information
- To exercise critical judgment
- To use his/her creativity

Methodological Competencies

- To adopt effective work methods
- To use information and communication technologies
- To cooperate with others

English Language Arts

- To read and listen to literary, popular and information based text
- To write self-expressive narrative and information based texts
- To represent his/her literacy in different media
- To use language to communicate and learn

ACTIVITY 2 – TOOL: AUTOBIOGRAPHY GUIDE

Name: _____ Date: _____

I like

I am

Draw a picture of something that has happened to you (*remember to put yourself in the picture*).

How did this event make you feel?

- Happy
- Angry
- Scared
- Excited

When did it happen?

Where did it happen?

Who was involved?

Reflection:

ACTIVITY 2 – TOOL: AUTOBIOGRAPHY PEER REVISION

Name: _____

Date: _____

Revising an

AUTOBIOGRAPHY



1. Did the author include enough background information about herself/himself?
Was there anything else you wanted to know?

2. Did the author include some interesting details and facts about the event that happened to her/him? Why or why not?

3. Did you learn anything about the person's life after reading the autobiography?

4. One suggestion I have for the writer of this autobiography to consider is:

Revising an

AUTOBIOGRAPHY



1. Did the author include enough background information about herself/himself?
Was there anything else you wanted to know?

2. Did the author include some interesting details and facts about the event that happened to her/him? Why or why not?

3. Did you learn anything about the person's life after reading the autobiography?

4. One suggestion I have for the writer of this autobiography to consider is:

ACTIVITY 3: SOMEONE SAID...

Description

This activity encourages students to explore the power of a quote. Students will use the Response Cards to explore the various ways they can express their thoughts and feelings about a quote, sentence or phrase. Through discussion and collaboration, students learn that responses can be developed with others.

Instructions

1. Students form groups of four.
2. In groups students use Internet resources, books or media, to research 2 quotes according to 5 categories (health, life, environment, media and politics).
3. Each group presents its quotes to the class. The class then selects the top 2 quotes to explore in greater depth.
4. Each group selects one recorder to copy the Response Chart onto larger chart paper, acetate or to create as an electronic file.
5. Provide each group with the 6 Response Cards. Students then discuss their reaction to the quotes, using the cards to guide ways that they may want to express their thoughts and feelings.
6. Each group will record the group response to the quotes on the Response Chart for each Response Card.
7. Each group presents its Response Chart to the whole class. Encourage students to question each other's responses.
8. Conclude with a whole group discussion concerning students' observations about engaging in such a response writing activity based on their matrix activity. Ask students to share what they think is their preferred strategy (Response Card) for responding. How does going through this response process make them better readers, writers or consumers of media?

Cards:

- Think
- Feelings
- Draw it
- Hear it
- Reminds you
- Real or Fake

Small Groups
Whole Class

Materials / Tools

Response Chart

Internet sites:
www.quotationspage.com
www.famous-quotations.com
www.quoteland.com

Broad Areas of Learning

- Health and Well-Being
- Personal and Career Planning
- Citizenship and Community Life
- Media Literacy
- Environmental Awareness and Consumer Rights and Responsibilities

Cross Curricular Competencies

Personal and Social Competencies

- To cooperate with others
- To construct his or her identity

Intellectual Competencies

- To use information
- To use information and communications technologies
- To exercise critical judgment

Methodological Competencies

- To adopt effective work methods

Communication-Related

- To communicate appropriately

English Language Arts

- To read and listen to literary, popular and information based text
- To write self-expressive narrative and information based texts
- To represent his/her literacy in different media
- To use language to communicate and learn

ACTIVITY 3 – TOOL: RESPONSE CHART

Name: _____

Date: _____

This chart may be reproduced on a chart paper, acetate or as an electronic file to facilitate large groups sharing.

What quotes, phrase, word are your responding to?

After some thoughts and discussion, write your group response in the space provided.

QUOTE RESPONSE CARDS	QUOTE 1 <i>X</i>	QUOTE 2 <i>X</i>
-------------------------	---------------------	---------------------

Feelings		
Draw it		
Think		
Reminds you		
Real or fake		

ACTIVITY 4: WHAT TYPE OF RESPONSE IS IT ANYWAY?

Description

In this activity students will develop criteria for a *good response*. Students will use the Response Cards to explore the various ways they can express their thoughts, feelings, and points of view in reaction to a picture book reading. Students will then share their responses, evaluate them according to their criteria and provide feedback to one another. Students will learn that response is based on what each individual feels is personal and relevant to him/her.

Cards:

All cards
except for
Free Response

Instructions

1. Read a picture book to the whole class.
2. Inform students that they will be responding to a picture book shortly. Together, develop criteria for good response. Guide student to include characteristics such as: links to personal experiences, makes a clear connection to a character, place or something in the story, etc. Place the criteria up for all students to see.
3. Reread the picture book a second time to the whole class. Follow-up with a discussion identifying the various components of the picture book (e.g. visuals, text, etc.). Ask students to keep this in mind when responding to the picture book.
4. In pairs, students discuss and respond individually (using the same card) to the picture book while using the Response Card they pick from the set of cards.
5. As the students are working, write up all the titles of the Response cards on the board, or use the reproduce the list (provided on the following page) on an acetate to be used with an overhead projector.
6. Each pair will share their response to the picture book with the whole class without explicitly revealing the Response Card they selected.
7. As a class, guide students as they first provide feedback to their peers as to whether or not the response shared adheres to the criteria of a good response. Second, ask students to guess the type of Response Card presented by each pair based on what they heard. The pair presenting will place a check mark in the correct space on the list of Response Card title indicating the response type they have selected.

Whole Group
Pairs

Materials / Tools

Responding to This

Broad Areas of Learning

- Health and Well-Being
- Personal and Career Planning
- Citizenship and Community Life
- Media Literacy
- Environmental Awareness and Consumer Rights and Responsibilities

Cross Curricular Competencies

Personal and Social Competencies

- To cooperate with others
- To construct his or her identity

Intellectual Competencies

- To use information
- To use information and communications technologies
- To exercise critical judgment

Methodological Competencies

- To adopt effective work methods

Communication-Related

- To communicate appropriately

English Language Arts

- To read and listen to literary, popular and information based text
- To write self-expressive narrative and information based texts
- To represent his/her literacy in different media
- To use language to communicate and learn

ACTIVITY 4 – TOOL: RESPOND TO THIS

Name: _____

Date: _____

RESPONSE CARDS	FROM THE TEXT/MEDIA	MY RESPONSE
	<p data-bbox="513 415 813 453">SOURCE TITLE:</p> <p data-bbox="513 495 1052 541"><i>X</i> _____</p>	

ACTIVITY 5: COMIC STRIP – LIVE!

Description

After reading several comic strips and deconstructing the characteristics of a comic strip, students will explore through response how changing or modifying one element of media (comic strip) can communicate an entirely different message.

Instructions

1. Students form groups of three or four.
2. Provide each group with the comic section of the newspaper appropriate to their age-level.
3. As a whole class, deconstruct the characteristics of a comic strip on chart paper or on the board. Discuss and brainstorm characteristics of a comic (e.g. dialogue, humour and speech bubbles).
4. In their groups, students select one comic strip. All group members respond to the same comic strip.
5. Individually, students will respond to the chosen comic strip according to the instructions on one of the two Response Cards (Change the Ending and Switch-a-roo).
6. Students will share their responses within their small groups with one recorder taking notes.
7. As a group, students will integrate their responses and write up a *modified* version of the comic strip.
8. Each group will read the original comic strip and role-play the modified version of the comic strip.
9. Allow time for peers to question the changes and for the presenting group to explain why these changes were made.

Cards:

Switch-a-roo

or

Change the Ending cards

Small groups

Whole class

Broad Areas of Learning

- Health and Well-Being
- Media Literacy
- Personal and Career planning
- Environmental Awareness and Consumer Rights
- Citizenship and Community Life

Cross Curricular Competencies

Personal and Social Competencies

- To cooperate with others

Intellectual Competencies

- To use his/her creativity

Communication-Related

- To communicate appropriately

English Language Arts

- To read and listen to literary, popular and information based text
- To write self-expressive narrative and information based texts
- To represent his/her literacy in different media
- To use language to communicate and learn

ACTIVITY 6: PAPER BLOG

Description

This activity is designed for learners to interact to different types of media as well as one another's responses to that same media. By building on each other's experiences, students recognize how they construct knowledge and language. Engaging in this exchange moves students to question each other's views, to clarify messages and become sensitized to the points of view of others.

This activity can be integrated as part of a daily activity and/or free time activity. You can agree on a minimal number of responses required for a specific time period and allow students choice in what they respond to and when.

***NOTE:** A "blog" (short for weblog) is more typically an, online journal where individuals builds on others responses by sharing personal experiences.

Instructions

1. Place all the Response Cards on a bulletin board ensuring they can be read/accessed by the students. Call this space the "Paper Blog Board".
2. At the center of the Paper Blog Board, you can choose to place a literature excerpt (e.g. fable, famous quote, a novel, etc.), a slogan, an image or perhaps direct students to a musical piece, a website, a video clip, photograph, etc.
3. Include an envelope containing "Response Blog" posts (strips of paper) and pencils. (You may photocopy the example on the following page.)
4. Students write/illustrate their responses to the text/media on a "Response Blog" posts (strip of paper) to the media, as they are inspired to respond and according to the Response Card selected.
5. Encourage students to respond to each other "blogs" in order to build and learn from one another.
6. Remind students to indicate the Response Cards they selected, their name, date and the media/ discussion they are responding to each time they contribute to the 'Paper Blog' Board.

Alternative: This Blog activity can easily be an online activity provided the technological hardware and software is available (discussion forum, white board) and ongoing supervision is present.

Broad Areas of Learning

- Health and Well-Being
- Media Literacy
- Personal and Career planning
- Environmental Awareness and Consumer Rights
- Citizenship and Community Life

Cross Curricular Competencies

Personal and Social Competencies

- To cooperate with others
- To construct his or her identity

Intellectual Competencies

- To use information
- To solve problems
- To exercise critical judgment
- To use his/her creativity

Methodological Competencies

- To adopt effective work methods
- To use information and communication technologies

Communication-Related

- To communicate appropriately

English Language Arts

- To read and listen to literary, popular and information based text
- To write self-expressive narrative and information based texts
- To represent his/her literacy in different media
- To use language to communicate and learn

Cards:

All cards

Large group

Individual

Materials / Tools

"Response Posts"
Strips of paper

Bulletin board

Tape

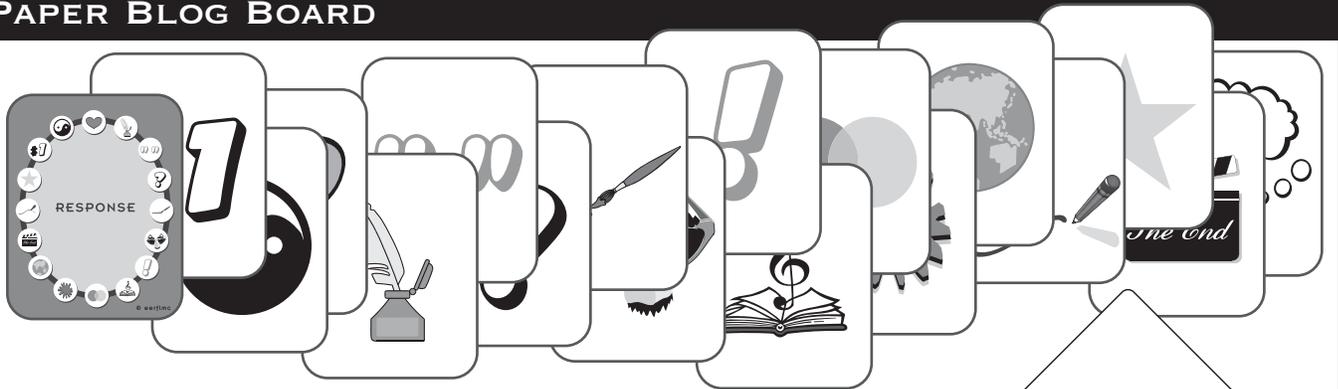
Envelope with Paper
Blog Strips

Envelope with pencils

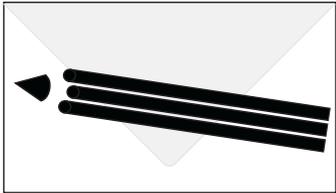
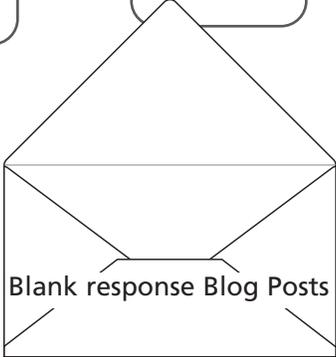
Selected text

ACTIVITY 6 – VISUAL AID

PAPER BLOG BOARD



Topics



PAPER BLOG (STRIPS)

Name: _____ Date: _____

Response Card: _____ Topic: _____

My Response

ACTIVITY 7: READING RESPONSE STONE PATH

Description

This activity helps students document and organize their personal responses to long texts such as novels, legends, myths, biographies, etc. Through this activity, students will have the opportunity to use each card once during their Reading Response Stone Path.

Instructions

1. Organize the "Response Cards" in a folder in one area of the class to make them accessible to all students. Independently, students will track their responses to the various elements of a narrative text (myths, legends, mystery, etc.) while building a "Reading Response Path".
2. Students select a text of their own choice. Encourage the selection of a long text for this activity.
3. To make the path, students can use a sheet of cardboard and then stick their response stones on the "Path" as they read and respond to selected excerpts of the texts. Reproducible stones have been provided.
4. Each "stone" contains a space with the titles of the text and the Responses Cards. Tell students they are asked to respond to the text using as many different Response Cards as appropriate.
5. Students can use this response path for various novels or other forms of narrative text and then analyze this information to determine their reading preferences.
6. Arrange a meeting/conference with students to discuss how response writing has contributed to their understanding of their reading preferences.

Cards:

All cards

Individual and pairs

Materials / Tools

Bristol board

Construction paper

Markers

Stone reproducible

Broad Areas of Learning

- Health and Well-Being
- Media Literacy
- Personal and Career planning
- Environmental Awareness and Consumer Rights
- Citizenship and Community Life

Cross Curricular Competencies

Personal and Social Competencies

- To construct his or her identity

Intellectual Competencies

- To use information
- To exercise critical judgment
- To use his/her creativity

Methodological Competencies

- To adopt effective work methods

Communication-Related

- To communicate appropriately

English Language Arts

- To read and listen to literary, popular and information based text
- To write self-expressive narrative and information based texts
- To represent his/her literacy in different media
- To use language to communicate and learn

ACTIVITY 7 – TOOL: STONE REPRODUCIBLE

Name: _____ Date: _____

I am responding to _____ using

the Response Card entitled _____

on _____ (date).

Name _____

ACTIVITY 8: HOW ABOUT THAT AD?

Description

This activity encourages students to think about how media, more specifically advertisements influence their thinking and evoke feelings. Students will learn how to deconstruct an ad and construct shared responses.

Instructions:

1. Discuss the influence of ads (as a form of media) on people.
2. Show students various ads (magazine-based, television-based, fashion, toys, etc. www.media-awareness.ca)
3. Select one sample to deconstruct together with the whole class. Consider the following guiding questions: What's the message? Who is the audience? What's the medium? (TV, magazines, etc.), What is the mode of communication (visual, musical, symbols, etc)?, How are the characters represented (e.g. ethnicity, gender, etc.)? Who are the producers?
4. In small groups of 4 ask students to respond to one or more of the characteristics brainstormed by choosing several Response Cards suggested above.
5. Students can write their group's responses on chart paper or acetate.
6. Discuss how ads trigger certain feelings (both negative and positive) that can influence our actions. Students can suggest how the ad would be different based on their group responses.

Cards:

Think

Feelings

The World in a Text

Other Opinions

Real or Fake

Whole Class

Small group

Materials

Sample Ads
(paper-based, magazines
or video/DVD based, etc.)

Broad Areas of Learning

- Health and Well-Being
- Media Literacy
- Personal and Career planning
- Environmental Awareness and Consumer Rights
- Citizenship and Community Life

Cross Curricular Competencies

Personal and Social Competencies

- To construct his or her identity

Intellectual Competencies

- To use information
- To exercise critical judgment
- To use his/her creativity

Methodological Competencies

- To adopt effective work methods
- To cooperate with others

Communication-Related

- To communicate appropriately

English Language Arts

- To read and listen to literary, popular and information based text
- To write self-expressive narrative and information based texts
- To represent his/her literacy in different media
- To use language to communicate and learn

ACTIVITY 9: RESPONDING TO THE RESPONSE

Description

In this activity students learn to collaborate to interpret a peer's written response through reading club sessions.

Instructions

1. After each group of 3 or 4 students has read a common text or media ask them to sit together with their reading club and engage in a response discussion.
2. Provide students with a cardboard box and call it the 'Team Response Box'. Have each team attach a checklist to the box (see Response Cards Tracking Tool, Page 21) to track the Response Cards used throughout this activity. Students have to identify all the Responses Cards used in the activity.
3. Students write their responses on one strip of paper according to the response strategy selected and agreed upon by the team.
4. Each student places her/his anonymous response in their team response box. Be sure to date the response and identify the text.
5. Once or twice a week students will randomly select a response strip and engage in a discussion "responding to the response".
6. Students can keep a personal ongoing log indicating what they have learned through engaging in such discussions.

Cards:

All cards

Individual
Small group

Materials

Journal

Cardboard box - the size
of shoe box

Strips of paper that fit
into the box

Broad Areas of Learning

- Health and Well-Being
- Media Literacy
- Personal and Career planning
- Environmental Awareness and Consumer Rights
- Citizenship and Community Life

Cross Curricular Competencies

Personal and Social Competencies

- To construct his or her identity

Intellectual Competencies

- To use information
- To exercise critical judgment
- To use his/her creativity

Methodological Competencies

- To adopt effective work methods
- To cooperate with others

Communication-Related

- To communicate appropriately

English Language Arts

- To read and listen to literary, popular and information based text
- To write self-expressive narrative and information based texts
- To represent his/her literacy in different media
- To use language to communicate and learn

ACTIVITY 10: RESPONSES EXPRESSED

Description

In this activity students learn that symbolism, gestures and body language communicate powerful responses. The ways in which these responses are interpreted vary from one individual to the next.

Instructions

1. Create five learning centers according to the five Response Cards suggested above.
2. Assign students to one of the five centers.
3. Present students with a short narrative, popular, literary and/or visual text.
4. Elect one or more students to read the text aloud to the whole class.
5. As an alternative to text, or any spoken language, provide each team with a few minutes to come up with responses (according to the Response Card) using gestures, symbols, body language, facial expressions, drawings, sound effects, humming, etc.
6. The group with the *Free Response* card can choose to select any form of conversal response.
7. As each group presents, individuals independantly interpret what the presenting group is trying to communicate.
8. Each group in the audience then discusses the presentation and constructs a group response by writing it on a piece of chart paper.
9. The presenting team then shares their response so their peers can compare it to their interpretation.
10. Follow-up with a discussion about how each team can interpret another team's response differently.

Cards:

Hear it
Draw it
Feelings
Reminds you
Free Response

Whole Class
Small group

Materials

Sample Ads
(paper-based, magazines
or video/DVD based, etc.)

Broad Areas of Learning

- Health and Well-Being
- Media Literacy
- Personal and Career planning
- Environmental Awareness and Consumer Rights
- Citizenship and Community Life

Cross Curricular Competencies

Personal and Social Competencies

- To construct his or her identity

Intellectual Competencies

- To use information
- To exercise critical judgment
- To use his/her creativity

Methodological Competencies

- To adopt effective work methods
- To cooperate with others

Communication-Related

- To communicate appropriately

English Language Arts

- To read and listen to literary, popular and information based text
- To write self-expressive narrative and information based texts
- To represent his/her literacy in different media
- To use language to communicate and learn

RESPONSE CARDS TRACKING TOOL

Name: _____ Date: _____

I / We place a checkmark next to the Response Cards we used
 I / We used for this response activity.

RESPONSE CARDS							
Feelings							
Hear It							
Draw It							
Switch-a-roo							
Think							
Change the Ending							
Reminds You							
The World in a Text							
Quote							
Real or Fake							
Inspiration							
Same or Different							
That's Interesting							
What Would You Do?							
Best Part							
Free Response							
Other Opinions							

OVERVIEW

USING THE RESPONSE CARDS TO DEVELOP THE ELA SUBJECT SPECIFIC COMPETENCIES WITH AN EMPHASIS ON THE RESPONSE PROCESS.

To read and listen to literary, popular and information based texts

- To use a response process when reading and listening to literary, popular, and information-based texts
- To construct her/his own view of the world through reading and listening to literary, popular, and information-based texts
- To construct profile as reader
- To self-evaluate her/his reading development
- To construct meaning by applying appropriate reading strategies

The ELA Subject-Specific Competencies are being developed while students

Use the response process when they read and listen to and view a range of self-selected texts to interpret such as editorials, ads, biographies, quotes, picture books, etc.

Construct their own view of the world by responding, to sections of the text selected by them (e.g. their favorite character in the mystery novel, a life lesson in a fable, etc.).

Share responses as well as read other students' responses to text, and become more aware of their reading preferences. The students look for the same ideas, themes and interpretations concerned with that text and become comfortable describing what they she reads.

Provide an oral response in literature circles about what they read and clarifying the meaning of what they read by listening to others (e.g. An Ethical Situation or Not?, Paper Blog and the Reading Club, etc.).

Make direct links to the texts and elaborate on their responses when asked to do so by the teacher or peer.

The teacher helps student to develop the ELA Subject-Specific Competencies when s/he

Provides and encourages students to respond to a wide range of texts that interests them.

Conferences with students and questions them about their responses while ensuring they've made a clear link to the text. and the student's personal experience. Models what listening to others point of views respectfully and with sensitivity means.

Provides students with suggestions for organizing responses as a collections of representations of reading responses over time.

Builds criteria for good response together with the students.

Challenges students to try innovative ways of responding to texts.

OVERVIEW

USING THE RESPONSE CARDS TO DEVELOP THE ELA SUBJECT SPECIFIC COMPETENCIES WITH AN EMPHASIS ON THE RESPONSE PROCESS.

To write self-expressive narrative and Information based texts

- To follow a process when writing
- To construct profile of self as writer
- To use writing as a system for communicating and constructing meaning
- To self evaluate his/her writing development
- To integrate his/her knowledge of texts into own writing

The ELA Subject-Specific Competencies are being developed while students

Deconstruct various self-expressive, narrative and information based texts.

Become familiar with the structures and features of such texts in order to write their own while incorporating their personal response,

Reflect and respond to their own writing selections, included in a Portfolio (e.g. The Stone Path, etc.).

Communicating meaning through writing their own version of a story based on personal experience or preferences (e.g. change the conclusion of a comic strip, making a male characters in a story a female instead, etc.).

Responding to other writers in the community about their writing pieces (e.g. The Human Connection Activity) in a respectful and constructive manner.

The teacher helps student to develop the ELA Subject-Specific Competencies while she/he

Provides a collaborative climate whereby students can respond to each other's writing

Shows students how to organize feedback from peers so that the information can be integrated for any adjustments.

Guides students to deconstruct their favorite texts and begin to mimic them in their own writing (e.g. The Human Connection and The comic Strip Live, etc.).

Encourages students to write on a daily basis and incorporate new language.

Allows students to choose how they would like to represent their responses.

Makes students aware of the writing process they engage in that is particular to response writing activities.

OVERVIEW

USING THE RESPONSE CARDS TO DEVELOP THE ELA SUBJECT SPECIFIC COMPETENCIES WITH AN EMPHASIS ON THE RESPONSE PROCESS.

To represent her/his literacy in different media

- To follow a process to respond to media texts
- To construct his/her own view of the world through the media
- To follow a production process in order to communicate for specific purposes to a specified audience
- To self-evaluate her/his development as a viewers and producer of media texts
- To apply appropriate strategies for constructing meaning

The ELA Subject-Specific Competencies are being developed while students

Make predictions, ask questions, and return to the text in order to clarify meaning (e.g. What type of Response is it Anyway?).

Analyze media and engage in group discussions to respond to that media (Responses Expressed, etc.).

Comparing responses about the media text with those of others (e.g. Paper Blog, Someone said, etc.).

Looking for similar structures and features of given media texts through (Comic Strip Live, The Human Connection, etc.).

Produce media texts such as the postcard, the ad to respond to other forms of media text.

Locating examples of media texts that are age appropriate.

The teacher helps student to develop the ELA Subject-Specific Competencies while s/he

Questions students responses and ask them to elaborate on how media/ text influences them in their daily lives.

Directs students to sources of media texts that are age appropriate and has students select which of those they choose to respond to.

Creates criteria for good response together with the students.

Guides students to deconstruct the features and structures of a media text (e.g sound, colour, etc.) and to respond to what they believe is relevant to them.

Encourages students to take risks and response to text in creative and meaningful ways through the productions of a media text.

OVERVIEW

USING THE RESPONSE CARDS TO DEVELOP THE ELA SUBJECT SPECIFIC COMPETENCIES WITH AN EMPHASIS ON THE RESPONSE PROCESS.

To use language to communicate and learn

- To use language for learning and thinking
- To apply his/her knowledge of linguistic structures and features
- To interact in collaboration group activities in a variety of roles
- To self-evaluate his/her language development
- To use language to communicate information, experiences and point of view

The ELA Subject-Specific Competencies are being developed while students

Uses appropriate language to respond to points of view of others in a variety of contexts (e.g. oral presentations, improvisation role playing, providing feedback, debate, etc.).

Question each others point of view and respond to others with sensitivity.

Find innovative ways of communicating personal responses while engaging in story telling, role playing, participating in literature circles, etc.

Using non verbal cues to convey a message (e.g. Response Expressed, etc.).

Record new learning (e.g. language, knowledge, strategies for communicating, etc.) and tries to incorporate this new learning into future response initiatives.

The teacher helps student to develop the ELA Subject-Specific Competencies while she/he...

Models a variety of response strategies (based on the Response Cards) then providing student with feedback or while engaging in the same response activities with students.

Uses new language when responding to students so they can imitate it and incorporate in into their language repertoire.

Encourages a collaborative environment for exchanging ideas and points of view. This includes modeling how to disagree cordially, express empathy and encouragement and add to the ideas of others.

Guides students to ask questions that evoke responses and require thoughtful consideration.



LEARN

LEARNing Materials