



Reading up a



CANADA

Education and Early
Childhood Development
English Programs

Introduction

Reading up a Storm is a literacy program developed collaboratively by the Prince Edward Island Department of Education and Early Childhood Development, English Programs, and the Summerside Storm of the National Basketball League.

Summerside Storm professional athletes who visit grades 4 to 9 classrooms will support provincially authorized curricula by sharing the joys of reading, and what it means to them to be effective readers.

Summerside Storm professional athletes who visit grades 10-12 classroom will support provincially authorized curricula by engaging in book talks, to summarize the essential elements of their favorite book and read a short passage, so that students can gain an appreciation for the value and enjoyment of reading.

To schedule **Reading up a Storm** in your classroom, please contact **Natalia Goodwin**, Manager of Media, Public Relations and Communications with the Summerside Storm at 315-3290, or email natalia@stormbasketball.ca .

Table of Contents

Introduction	2
Sharing the Joy of Reading with Grades 4-6.....	3
Sharing the Joy of Reading with Grades 4-6: Links with Provincially Authorized Curricula.....	4
Sharing the Joy of Reading with Grades 7-9.....	5
Sharing the Joy of Reading with Grades 7-9: Links with Provincially Authorized Curricula.....	6
Book Talks with Grades 10-12.....	7
Book Talks with Grades 10- 12: Links with Provincially Authorized Curricula.....	8
Physical Education and Physical Literacy.....	13
Physical Education and Physical Literacy: Links with Provincially Authorized Curricula.....	14

Storm Players Share the Joy of Reading with Grades 4-6

Please take the opportunity to share what you have brought to read with the class. You may wish to stop periodically to think aloud about a question or a strategy that you are using as you model the enjoyment of reading.

As an extension of this activity, you may wish to have students respond to or discuss what you have read.

You may also wish to share your responses to a few of the following questions, or ask students for their responses.

1. What do you do as a reader?
2. What do you do if you don't understand something you are reading?
3. What makes you a good reader?
4. What do good readers do when they read?
5. What do you do if you don't understand a word that you are reading?
6. Why do you read?
7. As a basketball player, what kinds of things do you read?
8. What do you read every day? (e.g., signs, text messages, tweets, medicine bottles, blogs, statistics sheets, other examples both on the court and off the court)
9. What was your favourite book when you were growing up, and why? What is your favourite book to read and why is it your favourite?
10. Before reading, how do you predict what the book might be about?
11. How do the text features (for example, the headings, diagrams, charts, or glossary) help you understand what you have read?

Sharing the Joy of Reading with Grades 4-6

Links with Provincially Authorized Curricula

GCO 4 - Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Students will be expected to:

- SCO 4.1 select, independently, texts appropriate to their range of interests and learning needs
- SCO 4.2 read widely and experience a variety of children’s literature with an emphasis on genre and authors
- SCO 4.5 reflect on and discuss their own processes and strategies in reading and viewing

GCO 6 - Students will be expected to respond personally to a range of texts.

Students will be expected to:

- SCO 6.1 explain why a particular text matters to them and demonstrate an increasing ability to make connections among texts
- SCO 6.2 reflect on and give reasons for their interpretations of an increasing variety of texts

GCO7 - Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Students will be expected to:

- SCO 7.1 recognize that facts can be presented to suit an author’s purpose and point of view, and consider information from alternative perspectives
- SCO 7.3 respond critically to texts by applying a growing range of strategies to analyse and evaluate text; demonstrating growing awareness that all texts reflect a purpose and a perspective; recognizing when language is being used to manipulate, persuade, or control them; detecting prejudice, stereotyping, and bias

Storm Players Share The Joy of Reading with Grades 7-9

Please take the opportunity to discuss your reading activities with the class. Discuss how you are an effective and independent reader, using examples from your own life and reading activities.

What do effective readers do?

- **Connect** the text with personal experience, with another text, or with the world
- **Question** the text or topic to better understand what is being read
- **Infer** to discover what is implied but not stated in the text
- **Visualize** to create images created by the text
- **Determine Importance** of part or all of the text
- **Analyse** the author's craft to know more about how the text has been constructed
- **Synthesize** information with background knowledge

What do independent readers do?

- select, read independently, and understand a variety of fiction and non-fiction and a variety of text structures
- read deeper into the content and to recognize and evaluate the stereotyping, cultural bias, author's intent, hidden agendas, and silent voices that influence texts
- looks critically at what has been written by questioning, challenging, and evaluating the meaning and purposes of texts in order to learn how they are used to construct particular realities
 - Who constructed this text?
 - For whom is the text constructed?
 - To whom is it addressed?
 - Where did the text appear?
 - For what purpose can it be used?
 - What is the topic?
 - What are the key messages?
 - What view of the world does the composer assume that the reader/viewer holds?
 - What has been included and what has been omitted?

Sharing The Joy of Reading with Grades 7-9

Links with Provincially Authorized Curricula

GCO 4 - Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Students will be expected to:

- SCO 4.1 select texts that address their learning needs and range of special interests
- SCO 4.2 read widely and experience a variety of young adult fiction and literature from different provinces and countries

GCO 6 - Students will be expected to respond personally to a range of texts.

Students will be expected to:

- SCO 6.1 extend personal responses, either orally or in writing, to print and non-print texts by explaining in some detail initial or basic reactions to those texts
- SCO 6.2 make evaluations or judgments about texts and learn to express personal points of view

GCO7 - Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Students will be expected to:

- SCO 7.1 recognize that print and media texts can be biased, and become aware of some of the ways that information is organized and structured to suit a particular point of view
- SCO 7.2 recognize that print and media texts are constructed for particular readers and purposes; begin to identify the textual elements used by authors
- SCO 7.3 develop an ability to respond critically to various texts in a variety of ways, such as by identifying, describing, and discussing the form, structure, and content of texts and how they might contribute to meaning construction and understanding; recognize that personal knowledge, ideas, values, perceptions, and points of view influence how writers create texts; become aware of how and when personal background influences meaning construction, understanding, and textual response; recognize that there are values inherent in a text, and begin to identify those values; explore how various cultures and realities are portrayed in media texts

Storm Players Share Book Talks with Grades 10-12

One of the core elements of Writing 421A, English 421A, and English 431A is silent reading. Students are asked to read independently from a self-chosen text. Teachers encourage students to read from a wide range of genres and text types. Also, teachers encourage journaling/free writing as a response to reading.

What is a Book Talk?

Book talks are brief "teasers" given enthusiastically by librarians, teachers, special guests, or students in elementary through high school as a way to entice others to read a particular book. A book talk doesn't reveal the whole story; rather, it tells just enough to hook prospective readers. Book talks recommend reads that are great.

What is the Purpose of a Book Talk?

The purpose is to summarize the essential elements of the book including the point of view, a skeleton of the plot, why it is enjoyable, and why students may like it. It is also helpful when presenters read a short passage so they get a feel for the writer's voice. Book talks are a great way to bring casual conversation into the classroom. One of the many values of book talks is that students can see the value and enjoyment of reading.

What is the Format of a Book Talk?

1. *Select a favorite book (fiction or non-fiction)*
2. *Display the book stating the title and the author*
3. *Discuss the setting, introduce the main character(s), discuss the point of view, and provide a brief summary of the book... Discuss the conflict but never reveal the resolution as you have to "hook" your readers*
4. *Read a short passage*
5. *State why you would recommend this book or to what audience you would recommend it*
6. *Do not reveal the conclusion – let your listeners read the book to find out what happens*
7. *Limit your book talk to 5-10 minutes*

Tips

- ***Remember: A book talk is not a review – think of it as a movie trailer***
- ***Start with an attention grabber***
- ***End with a cliff hanger***
- ***Practice reading selected passages***
- ***Show your enthusiasm***
- ***Keep it short***

Book Talks with Grades 10-12

Links with Provincially Authorized Curricula

Reading up a Storm complements work recently completed in Writing 421A, English 421, and English 431. The Writing 421A curriculum has been revised and teachers have been in-serviced during the fall, 2011. All English 421 and English 431 classes have been provided with new novels. The approach is differentiated as students have a choice in their reading based upon interest and ability. With the introduction of the novels, teachers have been differentiating the content, instruction, and assessment.

Writing 421A

One of the core elements of the Writing 421A program is silent reading. Students are asked to read independently for 15-20 minutes, three to five times per week. Teachers encourage students to read from a wide range of genres and text types. Also, teachers encourage journaling/free writing as a response to reading. According to the curriculum document "...the development of critical reading skills is key to the development of writing skills, and students in Writing 421A are encouraged to read extensively and practise reading like a writer."

Many teachers incorporate book talks into their Writing 421A classrooms. Book talks recommend reads that are great. The purpose is to summarize the essential elements of the book including the point of view, a skeleton of the plot, why it is enjoyable, and why students may like it. It is also helpful when presenters read a short passage so they get a feel for the writer's voice. Book talks are a great way to bring casual conversation into the classroom. One of the many values of book talks is that students can see the value and enjoyment of reading.

Finally, teachers are also expected to provide students with mentor texts (examples of great writing from a particular genre) in an effort to analyze the qualities of good writing. Teachers, with the aid of mentor texts, can help students find examples of effective dialogue, sensory details, and voice.

GCO1– Students will be expected to integrate information using a variety of strategies, resources, and technologies to create original texts.

Students will be expected to:

- SCO 1.1 – use writing with confidence and imagination to reflect on, explain, and describe their own experiences, thoughts, ideas, and learning
- SCO 1.3 – select appropriate form, style, language, and content for the specific audience and purpose

English 421A and English 431A

In an effort to increase student engagement, teachers are using a differentiated approach of instruction while using new novels. Students have choice in their reading, and teachers are varying instruction and assessment to suit the students. Much time and effort has been put into novel selection and methodology.

Reading and Viewing

GCO – Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Students will be expected to:

- SCO – read from a variety of print texts, which include drama, poetry, fiction, and non-fiction from contemporary, pre-twentieth century Canadian and world writing
- SCO – seek meaning in reading, using a variety of strategies, such as cueing systems, utilizing prior knowledge, analyzing, inferring, predicting, synthesis, and evaluating
- SCO – demonstrate an understanding of the impact of literary devices and media techniques (editing symbolism, imagery, figurative language, irony, etc) have on shaping our understanding of the text

GCO – Students will be expected to respond personally to a range of texts.

Students will be expected to:

- SCO – articulate personal responses to text by expressing and supporting a point of view about the issues, themes, and situations within texts, citing appropriate evidence
- SCO – respond to the texts they are reading and viewing by questioning, connecting, evaluating, and extending
- SCO – make thematic connections among print texts, public discourse, and print media
- SCO – demonstrate a willingness to consider more than one interpretation of text

GCO – Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Students will be expected to:

- SCO – examine the different aspects of texts (language, style, graphics, tone, etc) that contribute to meaning and effect
- SCO – make inferences, draw conclusions, and make supported responses to content, form, and structure
- SCO – explore the relationships among language, topic, genre, purpose, context, and audience
- SCO – recognize the use and impact of specific literary and media devices
- SCO – discuss the language, ideas, and other significant characteristics of a variety of texts and genres
- SCO – respond critically to a variety of print and media texts
- SCO – demonstrate an awareness that texts reveal and produce ideologies, identities, and positions

English 531A, 521A, 631A, and 621A

Reading and Viewing

GCO – Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Students will be expected to:

- Grade 11 SCO – read a wide variety of print texts recognizing elements of those texts that are relevant to their own lives and community
- Grade 12 SCO – select texts to support their learning needs and range of special interests

In addition to promoting a love of reading, book talks can serve to promote high level questioning skills. The goal is to have the audience and presenter ask insightful and thoughtful questions that would explore the text's deeper meaning. The following questions could become part of a presenter's talk as he/she would be expected to provide a clear explanation of a text's intentions:

- What type of personal connection did you make to the character(s)?
- People write because they have a story to tell; what was the author saying?
- Why did you choose that particular section of the book to read?
- Why should we read this book?

Read Like a Writer – Penny Kittle

- What do you notices about how this text was written?
- Underline repeating phrases or repeating ideas or images.
- Notice how examples that support ideas are written. Underline evidence to support a position.
- Where does the writer show not tell?
- Why do you think the author chose to organize the piece this way?
- Why did the piece open the way it did? How would you define the lead?
- What did you notice that you might try in your writing?

Physical Education and Physical Literacy



PHE Canada
Physical & Health Education Canada

What is the relationship between Physical Education and Physical Literacy?

What is Literacy?

The United Nations Education, Scientific, and Cultural Organization (UNESCO) recognizes literacy as a **basic requirement** for a person to be able to fully participate in society. Their *Education for All* goal states that “literacy is crucial to the acquisition, by every child, youth and adult, of essential life skills that enable them to address the challenges they can face in life...” (UNESCO, Education for All).

Based upon this definition, literacy is not restricted merely to reading and writing. Literacy is concerned with how we communicate in society. It is about social practices and relationships, about knowledge, language and culture.

Physical and Health Education Canada defines physical literacy as:

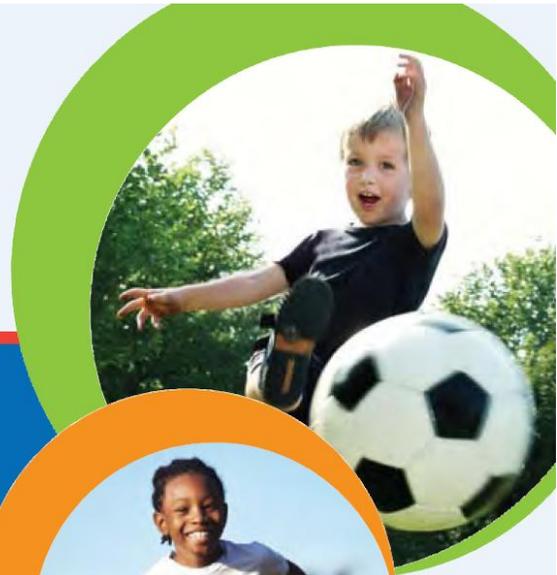
Individuals who are physically literate move with competence in a wide variety of physical activities that benefit the development of the whole person.

What is Physical Literacy?

Physical literacy focuses on the development of the whole child — meaning it is not just about the understanding and practice of physical activity, it also includes a child’s knowledge and understanding of **why** physical activity is important and its resulting benefits, as well as the development of attitudes and habits to practice these skills on a regular basis.

Physically literate individuals:

- Consistently develop the motivation and ability to understand, communicate, apply, and analyze different forms of movement.
- Demonstrate a variety of movements confidently, competently, creatively and strategically across a wide range of health-related physical activities.
- Make healthy, active choices throughout their life span that are both beneficial to, and respectful of their whole self, others, and their environment.



Physical Education and Physical Literacy
Links with Provincially Authorized Curricula

Developing Physical Literacy: Excerpt from Physical Education K-6 and 7-9 Curriculum Documents

Physical literacy can be described as the ability and motivation to capitalize on our movement potential to make a significant contribution to our quality of life. As humans, we all exhibit this potential; however, its specific expression will be particular to the culture in which we live and the movement capacities with which we are endowed.

An individual who is physically literate:

- moves with poise, economy, and confidence in a wide variety of physically challenging situations
- is perceptive in ‘reading’ all aspects of the physical environment, anticipating movement needs or possibilities and responding appropriately to these, with intelligence and imagination
- has a well-established sense of self as embodied in the world. This, together with an articulate interaction with the environment, engenders positive self esteem and self confidence
- develops fluency in self-expression through non-verbal communication and perceptive and empathetic interaction with others
- can identify and articulate the essential qualities that influence the effectiveness of own movement performance, and has an understanding of the principles of embodied health, with respect to basic aspects such as exercise, sleep, and nutrition (Whitehead, 2006)