

# Literacy and History Resources

Oct 7, 2014

# Sam Hughes

- Activity 1 - Resource

# Perspective

- Pre, During and Post Reading --> literacy
- gr 10 Literacy Test Terms

# What's Happening?

The Batsmen were merciless against the Bowlers. The Bowlers placed their men in slips and covers. But to no avail. The Batsmen hit one four after another along with an occasional six. Not once did their balls hit their stumps or get caught.

- **Daniels, H. And Zemelman, S. 2004. Subjects Matter: Every Teacher's Guide to Content-Area Reading. Portsmouth, NH: Heinemann. (p.21-22)**

# Importance of Background Knowledge

## **TIME IN COURT**

You've been waiting for this day for weeks. Your big trial. Finally spotted after all this time, you never saw it coming. Mom almost burst into tears when you told her. When the neighbours found out, they said you deserved it. Deep down, you never thought you'd find yourself here, all eyes on you. Your heart is beating away. Butterflies fill your stomach. But your family are here for support, they're sat in the second row. Behind them are more people, plenty of them hoping to see you go down. "Good luck, son", says Mom. Let's hope you don't need it.

## **TIME ON COURT**

You've been waiting for this day for weeks. Your big trial. Finally spotted after all this time, you never saw it coming. Mom almost burst into tears when you told her. When the neighbours found out, they said you deserved it. Deep down, you never thought you'd find yourself here, all eyes on you. Your heart is beating away. Butterflies fill your stomach. But your family are here for support, they're sat in the second row. Behind them are more people, plenty of them hoping to see you go down. "Good luck, son", says Mom. Let's hope you don't need it.

# Context is Everything

- With hocked gems financing him, our hero bravely defied all scornful laughter that tried to prevent his scheme. “Your eyes deceived” he had said. “An egg not a table correctly typifies this unexplored planet.” Now three sturdy sisters sought proof. Forging along sometimes through calm vastness, yet more often over turbulent peaks and valleys. Days became weeks as many doubters spread fearful rumours about the edge. At last from somewhere, welcomed winged creatures appeared signifying momentous success.

Daniels, H. And Zemelman, S. 2004. Subjects Matter: Every Teacher's Guide to Content-Area Reading. Portsmouth, NH: Heinemann. (p.25-26)



How does the  
subject area  
determine how  
meaning is  
constructed?





# What's Happening?

He put down \$20.00 at the window. The woman behind the window gave him \$4.00. The person next to him gave him \$8.00, but he gave it back to her. So, when they went inside, she bought him a large bag of popcorn.

Adapted from:

Beers, Kylene. 2003. *When Kids Can't Read: What Teachers Can Do*.  
Portsmouth, NH: Heinemann, p.62-63

# Inferences

“An inference is the ability to connect what is in the text with what is in the mind to create an educated guess.”

Beers, Kylene. 2003. *When Kids Can't Read: What Teachers Can Do*.  
Portsmouth, NH: Heinemann, p.61-62

# Activity

- The Porcelain Unicorn

Observation	Inference

# Inferences

- **“Inferring is an aspect of reading comprehension that occurs between the reader’s background knowledge and the text.”**
- **Fisher and Frey, 2009**

# Alphabet Organizer

- For each letter of the alphabet, select a word (or words) on the theme.
- THEME: reasons why one classroom/student/experience is different than another

# Resources

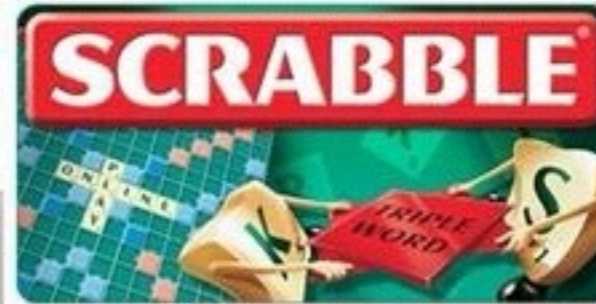
- Cross Curricular Tool Kit
- Alphabet Organizer
- Six Sentences



# Pro-D Resources

- Beers, Kylene. 2003. *When Kids Can't Read: What Teachers Can Do*. Portsmouth, NH: Heinemann.
- Daniels, H. And Zemelman, S. 2004. *Subjects Matter: Every Teacher's Guide to Content-Area Reading*. Portsmouth, NH: Heinemann.
- Fisher, Douglas and Frey, Nancy. 2009. *Background Knowledge: The missing piece of the comprehension puzzle*. Portsmouth, NH: Heinemann.

## Think of a word



	A <sub>1</sub>	B <sub>3</sub>	C <sub>3</sub>	D <sub>2</sub>	
E <sub>1</sub>	F <sub>4</sub>	G <sub>2</sub>	H <sub>4</sub>	I <sub>1</sub>	J <sub>8</sub>
K <sub>5</sub>	L <sub>1</sub>	M <sub>3</sub>	N <sub>1</sub>	O <sub>1</sub>	P <sub>3</sub>
Q <sub>10</sub>	R <sub>1</sub>	S <sub>1</sub>	T <sub>1</sub>	U <sub>1</sub>	V <sub>4</sub>
	W <sub>4</sub>	X <sub>8</sub>	Y <sub>4</sub>	Z <sub>10</sub>	

### *Literacy Activities*

1. Write down a key word from the lesson and see how many points it scores
2. Do the same with a word from the lesson objectives