Credit Recovery

ENG 1P

Student Workbook
Credit Recovery: Student Information

Background

Research shows that accumulating credits in Grades 9 and 10 is an important predictor of success. The Ministry of Education also empowers principals to grant credits when students demonstrate course expectations in a setting other than the ‘regular’ classroom.

Purpose:

Credit Recovery is an in-school opportunity for success. In a Credit Recovery program, students “recover” a credit they have missed. Credit Recovery takes place in a supportive environment: usually the student is also registered in a Learning Strategies course. The point, of course, is not only to recover the credit and move on, but also to develop the skills and work habits that will contribute to continued success.

Most districts establish policies concerning the grades earned in Credit Recovery. Students may earn

1. (1) marks up to 100% in their Learning Strategies course, and
2. (2) 51% in their credit recovery course.

The 51% is a mark that symbolizes having met expectations and being ready to move on high school. Students receive informal feedback while recovering their credit on their actual level of achievement.

Teaching Approach:

Although students have the support of a teacher, credit recovery requires considerable independent learning. For this reason, taking responsibility for your learning—through consistent attendance and effective study habits—is crucial.

Time:

Each course consists of about 20 lessons and requires approximately 25-30 hours of instructional time.

Guiding Principles:

1. Credit Recovery courses specifically target achievement of overall curriculum expectations and aim to provide a foundation for success in subsequent courses. That is why these courses seem so streamlined.

2. Research shows that learning is improved when students understand how they learn and reflect on their progress. That is why students are asked to reflect on what they have learned.

3. The course of study begins with the final Culminating Performance Task. The reason is that success on this final evaluation is the goal. Everything in the course should prepare students for success.
ENG1P Course Map - Student

**Enduring Understandings:**

1. Understanding and being able to identify what a good friend is helps us become good friends ourselves.

2. The people we look up to don’t always deserve our respect. It’s important to know the difference between a good role model and a bad one so that we can choose wisely.

3. We need to make decisions based on the idea of fairness--for ourselves and for other people.

4. Learning how to stand up for ourselves and what we believe in allows us to speak for ourselves and build our self-confidence.

<table>
<thead>
<tr>
<th>Unit 1     Hrs. 6</th>
<th>Unit 2     Hrs. 6</th>
<th>Unit 3     Hrs. 6</th>
<th>Unit 4 Hrs. 6</th>
<th>Final Evaluation Hrs. 5</th>
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<tr>
<td><strong>Title:</strong></td>
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<td>Links With</td>
<td>Gods, Heroes,</td>
<td>Justice For All</td>
<td>The Voice</td>
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<td>The World</td>
<td>and Celebrities</td>
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<td>Within</td>
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<td><strong>Unit evaluation:</strong></td>
<td><strong>Unit evaluation:</strong></td>
<td><strong>Unit evaluation:</strong></td>
<td>Brief description of task(s):</td>
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<tr>
<td>Word Web</td>
<td>Reflective journal</td>
<td>Venn diagram</td>
<td>Personal Letter</td>
<td>You are going to be researching and compiling information for a personal magazine which includes creating a cover design, writing a letter from the editor and writing a news article</td>
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<td>Content questions on a poem and a short story</td>
<td>Heroic pattern chart</td>
<td>Content questions</td>
<td>P.O.V. content questions</td>
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<td>Creative Writing</td>
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<td>Justice idea wheel</td>
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<td>Reflection journal</td>
<td>Sentences with creative verbs</td>
<td>Thank you letter</td>
<td>Advertisement analysis</td>
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<td>Poster and explanation</td>
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<td>Plot graph</td>
<td>News story</td>
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******************************************************** 70% ************************************************** 30% ****************************
## ENG1P Course Checklist

Student's Name: ____________________________

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<tr>
<th>Unit</th>
<th>Lesson</th>
<th>Task</th>
<th>Date</th>
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<td>Content Questions – Short Story</td>
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<td>Creative Response</td>
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<td>Character Trait sheet on Heroes</td>
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<td>Hamburger Paragraph worksheet</td>
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<tr>
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<td>Language sheet –complete sentences</td>
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<td>2</td>
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<td>Information Paragraph on a Villian</td>
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<td>3</td>
<td>1</td>
<td>Justice Idea Wheel</td>
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<td></td>
<td>Short Story Content Questions</td>
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<td>Character Consequence sheet</td>
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<td>2</td>
<td></td>
<td>Thank you letter</td>
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<tr>
<td>4</td>
<td>1</td>
<td>Short Story Content Questions</td>
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<tr>
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<td>Personal Letter</td>
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<td>News Report</td>
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<td><strong>Cumulative task</strong></td>
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<td><strong>Personal Magazine</strong></td>
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### Credit Successfully Recovered

- Yes
- No

Teacher’s signature: ____________________________ Date ________
Understanding Friendship

Suggested time: 1 Hour

What's important in this lesson:

- Understanding what a true friend is.
- Reading a poem to discover someone else’s ideas about friendship.
- Thinking and writing about someone who was an important friend to you.

Complete these steps:

1. Complete the Word Web activity sheet.
2. Read the poem that your teacher gives you.
3. Answer the questions on the question/answer sheet.
4. Read the guided reflection question.
5. Write at least a half-page response to the guided reflection question.
6. Seek feedback on your answers to questions and on your reflection so that you are prepared for evaluation on these types of skills.

Hand in the following to your teacher:

1. Word Web Activity Sheet
2. Question/answer sheet
3. Guided reflection response

Questions for the teacher:
True Friend Web

A True Friend Is...
I Will Remember You

I will remember you…

Because you always stand by me,
Even when others turn their backs,

Because you always believe in me,
Even when I lose faith in myself,

Because you always encourage me,
Even when the obstacles in my life
seem like an avalanche blocking the way,

Because you always respect me,
And allow me to follow my heart,

Because you welcome me back,
Even after I make mistakes,

Because you love me for who I am,
Not who the world thinks I should be,

But most of all, because you see my inner worth,
And you’ve helped me see it too,

I will remember you,
Because you are my friend.

S. Craig-Whytock, 2005
(Permission to copy by S. Craig-Whytock)
Question/Answer Sheet on Poem

1) What are the qualities of a true friend, according to the speaker in the poem?

2) Some of the qualities of a good friend mentioned by the speaker are respect, acceptance, and encouragement. Which of these qualities of a true friend do you think is most important? Why?

3) In your own opinion, why is a good friend so important to the speaker in the poem?

Reflection Response: Based on your experiences, describe someone who was a really good friend to you. You can write about someone your own age, a parent or other relative, a teacher or other community person, or even a pet. Explain why your friend was so important to you. (Write at least half a page).
What Is A True Friend?

Suggested time: 2 Hours

What's important in this lesson:

- Understanding the difference between a good friend and a bad friend.
- Reading a short story and understanding the problems of the characters and how they are solved.
- Pretending to be a character from the story and writing as if you were that person.
- Understanding how problems are solved (or sometimes aren't)

Complete these steps:

1. Read the short story that your teacher gives you.
2. Fill in the graphic organizer.
3. Complete the character chart for the two main characters.
4. Answer the questions on the question/answer handout.
5. Write a creative response as one of the main characters.

Hand in the following to your teacher:

- Graphic Organizer
- Character Chart
- Question/Answer sheet
- Creative Response

Questions for the teacher:
Graphic Organizer – Short Story

**Characters**
1. 
2. 
3. 
4. 

**Setting**

Where: 

When: 

**Problems and Solutions**

<table>
<thead>
<tr>
<th>Character’s Problem</th>
<th>How Is It Solved?</th>
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<tbody>
<tr>
<td>Character 1’s</td>
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<tr>
<td>Character 2’s</td>
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<td>Character 3’s</td>
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<tr>
<td>Character 4’s</td>
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</tbody>
</table>
# Generic Character Chart – Short Story

For each of the two main characters in the story, find three quotations that tell the reader what kind of person each character is. The quotations can be something the character says, or something that another character says about him or her. After each quotation, put the speaker’s name in brackets. Then, explain in your own words what the quotation reveals about the character.

<table>
<thead>
<tr>
<th>Quotation</th>
<th>Character One</th>
<th>Character Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>“Why did you make me drop my MP3 player? Now it’s broken and it’s your fault!”</td>
<td>“Without Josh as my friend, I’d have been a nobody. That’s why I hung around him.”</td>
</tr>
<tr>
<td>Character Trait Revealed</td>
<td>Character One blames other people for her mistakes</td>
<td>Character Two uses other people to get ahead.</td>
</tr>
<tr>
<td>Quotation 1</td>
<td></td>
<td></td>
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<tr>
<td>Character Trait Revealed</td>
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<tr>
<td>Quotation 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character Trait Revealed</td>
<td></td>
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<tr>
<td>Quotation 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character Trait Revealed</td>
<td></td>
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</tr>
</tbody>
</table>
1) What is a “golden girl”?

2) Anna is supposed to be the “golden girl” in the story. Do you think she really is? Provide a reason for your answer.

3) What qualities of a true friend does Donna pretend to have? (Name at least 2)

4) Why do you think that Donna doesn’t actually like Anna?

5) Since she doesn’t like Anna, why does Donna work so hard to keep a friendship with her?
Choose one of the following options and write a creative response of at least half a page in length:

a) You are Anna. Michael has told you some of the things that Donna has said about you. Write a diary entry describing your feelings when you discovered that she didn’t act like a true friend. What are you going to do when you see her again? Will you confront her or simply walk away from the relationship?

b) You are Michael. You are upset by the way that Anna, your supposed girlfriend has been acting, and you can’t believe how disloyal her best friend has been. Write an email to your friend Doug discussing the events of the last few days and what you plan to do about your relationships with both girls.

c) You are Donna. How has seeing Anna crying in the coffeeshop affected you? Do you still secretly dislike Anna or have you changed your feelings towards her? It’s a few days later and you have to write a journal for Mrs. Grainger’s English class about what it means to be a good friend. Do you lie in your journal or tell the truth about what kind of friend you’ve been to Anna?
Generic Question Sheet for a Short Story

1) Describe the setting of the story.

2) How is the setting important to the story?

3) Describe the relationship between the main characters in the story.

4) How does the main character change from the beginning to the end of the story?

5) What is the central theme (message or moral) of the story?

Creative Response

You are the main character in the story. Write a diary entry about the events in the story, with a focus on the relationships between you and your friends. Describe how the relationships changed, and explain why you think the changes happened. How would you have dealt with the situation differently? What are your plans for the future?
Promoting Friendship

Suggested time: 2 Hours

What's important in this lesson:

- Recognizing the effective elements of posters
- Creating your own poster about friendship
- Thinking about what you learned in this unit

Complete these steps:

1. Look at the samples of posters that your teacher has provided for you. Decide what elements of the posters make them appealing and fill in the Poster Chart handout.

2. Think about the poster that you'd like to make and fill in the Poster Planner handout.

3. After you've shown your rough sketch to your teacher, create a good copy of your Poster.

4. Write a Reflection Response on the provided handout describing what you think you've learned in this unit.

Hand-in the following to your teacher:

1. Poster Chart (handout)
2. Poster Planner (handout)
3. Good copy of your Poster
4. Reflection Response (handout)

Questions for the teacher:
Poster Chart

Examine the posters that your teacher has provided for you. Describe each of the posters in the chart below, then compile a list of qualities that good posters should have.

<table>
<thead>
<tr>
<th>Poster 1</th>
<th>Poster 2</th>
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<tbody>
<tr>
<td>Colour</td>
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<tr>
<td>Lettering</td>
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<td>Pictures</td>
<td>Pictures</td>
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<td>Message</td>
<td>Message</td>
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<tr>
<td>Intended Audience</td>
<td>Intended Audience</td>
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<tr>
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<tr>
<td>Intended Audience</td>
<td>Intended Audience</td>
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</tbody>
</table>

A Good Poster Should.....

Colours should be

Lettering should be

Pictures should be

Message should be

Audience is important because
Poster Planner

Posters can be used for many purposes—to advertise a product like toothpaste or a trip to a foreign location, to promote a movie or a band, to provide information about a social event like an art exhibition or a job fair, or to send out a strong message about a social issue like homelessness or cancer research.

Terms:
Posters are made up of many elements that all work together to catch the eye of a viewer and hold his/her attention long enough for the message to be delivered. Four important terms to remember are:

Graphics: The pictures on the page. There is usually one main picture that captures the audience’s attention.

Copy: The words that are used. They should be easy to read and should all relate to the topic of the poster. Usually there is one main slogan or saying that delivers the message.

Layout: The way the pictures and the words are arranged on the page.

Audience: The people you are trying to reach with your message. For example, a poster about the importance of staying in school should be directed at a teen audience, and a poster about pension plans should be geared towards an older adult audience.

Planning the Elements:
For your own poster, the topic is Friendship. Answer the questions below to start planning your poster—be as creative as you like, but keep in mind that your message about friendship should be clear.

1) Who is your intended audience?

2) What message is your poster going to send?

3) What slogan will you use to deliver your message? Where on the poster will it be located?
4) What **style of lettering** will you use for your copy?

5) What main **colours** will you use to give your poster visual impact?

6) What will the main **graphic** on your poster be?

**Sketching the Plan:**
After you’ve answered the questions, draw a rough sketch of your layout on a separate piece of paper, and show it to your teacher for feedback.

**Creating the Poster:**
Next, using the paper your teacher has provided, create a large good copy of your poster about Friendship to submit for evaluation.
Friendship

During this unit, you have had the opportunity to examine friendships, good and bad, and you’ve had the chance to think about the importance of friendship in your own life. You’ve also learned some new skills and ideas. In the space below, explain to your teacher what you think you’ve learned in the last few days about friendship, yourself, and your abilities.
Researching Heroes

Suggested time: 3 Hours

What's important in this lesson:

- Research skills – Taking the main points from a primary source
- Learning how to provide proof for characteristics
- Learning how to use a Venn Diagram

Complete these steps:

1. Watch a movie or read a story about a hero.

2. While watching, complete the Researching Heroes worksheet.
   - Find characteristics of that hero and provide points to prove those characteristics.
   - An example of a characteristic is smart. An example of a reason for this characteristic is that the character received 100% on a school test.
   - Work on the handout on traits in order to develop understanding of what a character trait is and get ideas of vocabulary.

3. Complete the Venn Diagram worksheet 2.
   - Compare yourself or someone you know well to the hero you just learned about.
   - Write the character traits that are similar in the middle, overlapping section of the diagram.

4. Complete a reflection journal in your notebook.
   - The topic is: What makes someone a hero?

Hand-in the following to your teacher:

1. Researching Heroes worksheet
2. Venn Diagram worksheet
3. Reflection journal
Questions for the teacher:
Researching Heroes

Using this worksheet, record character traits and reasons (proof) for that trait, as you watch or read about your hero. Think of at least five traits.

For example: Superman
Trait – Brave       Reason or Proof - He ran into a burning building.

Hero’s name: __________________________________________

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<thead>
<tr>
<th>Character Trait</th>
<th>Reason</th>
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## Sample Character Traits- Worksheet

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<th>TRAIT</th>
<th>Definition</th>
<th>TRAIT</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Trustworthy</td>
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<td>Nice</td>
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<td>Mean</td>
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<td>Introverted</td>
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<td>Funny</td>
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<td>Greedy</td>
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<td>Poignant</td>
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<td>Jealous</td>
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<td>Mature</td>
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<td>Lazy</td>
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<td>Shy</td>
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<td>Lovely</td>
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<td>Friendly</td>
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<tr>
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<td>Grumpy</td>
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<td>Smart</td>
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<tr>
<td>Peaceful</td>
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<td>Adaptable</td>
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Student Handout: Unit 2 Lesson 1

Venn Diagram for Heroes

Hero’s Characteristics       Similarities       Your Characteristics
Heroes

Reflecting upon the hero you learned about in lesson one and using your own background knowledge, write a one-page journal reflection on the following topic:

What makes someone a hero?
Writing an Information Paragraph on A Villain

Suggested time: 2 Hours

What’s important in this lesson:

- Reviewing how to write a complete sentence
- Using the Writing Process
- Writing an Information Paragraph

Complete these steps:

1. Complete the Language handout on Writing Complete Sentences called “Language Handout – Writing Complete Sentences”

2. Complete the “Villain Facts” handout by thinking of 16 facts about a villain. It could be the villain that you learned about in lesson 1, or you can choose a villain that you already know about.

3. Complete the “Information Planning Sheet Unit 2, Lesson 2” and follow the instructions on that sheet. (It has a picture of a hamburger on it).

4. Write a rough copy of your Information Paragraph on a villain.

5. Proofread your Information Paragraph, using the “Information Proofreading Checklist” sheet.

6. Type up a good copy of your Information Paragraph.

Hand-in the following to your teacher:

1. Language Handout sheet – Writing Complete Sentences
2. Information Paragraph Planning Sheet
3. Rough copy of information paragraph
4. Proofreading Checklist
5. Good copy of information paragraph
Questions for the teacher:
Language Worksheet – Writing Complete Sentences

In order to write a complete sentence, you must have two parts – a subject and a predicate.

**Subject** = noun or pronoun = person, place, or thing = **she**

**Predicate** = verb = an action word = **ran**

1. Complete the following sentences with verbs (predicates).
   a. John ____________________________________________
   b. The group _______________________________________
   c. The band _________________________________________

2. Complete the following sentences with nouns or pronouns (subjects).
   a. _________________ fell down the well.
   b. _________________ played the guitar loudly.

3. Underline the verbs in the following sentences and rewrite the sentences changing the verbs to make the sentences more interesting.
   a. The Hero punched the Villain.
      _______________________________________________________
   b. The Villain moved away from the punch.
      _______________________________________________________
**Introductory Activity: Villain Facts**

Using this worksheet, brainstorm 16 facts about your chosen Villain. You may ask a partner for help.

Villain’s name: ____________________________________________

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</table>
Information Paragraph Planning Sheet

1. **Highlight 4 facts** from your Villain Facts sheet that are similar or fall under the same topic.

2. **Complete the following** with the required information

   **Topic Sentence** (is the top bun) tells the reader what your paragraph is about:
   What does your information tell you about your villain?
   
   ______________________________________________________________________

   **Concluding sentence** (bottom bun holds the hamburger together) brings the paragraph to a conclusion:
   
   ______________________________________________________________________

   The meat and condiments are the facts. List your 4 facts here.
   1. __________________________
      __________________________
   2. __________________________
      __________________________
   3. __________________________
      __________________________
   4. __________________________
      __________________________

3. On a separate piece of paper **write out a rough copy** of your paragraph in complete sentences using the hamburger format.
   - Be sure to explain yourself carefully.
   - Add transitional words to ease the flow of your paragraph, e.g., “and”, “as well as”, “firstly”, “therefore”, “secondly”, “however”, “in conclusion”, etc.

4. After writing your rough copy of your paragraph, **proofread** your paragraph by using the checklist.
Student Handout: Unit 2 Lesson 2

Information Paragraph
Proofreading Checklist

As you proofread the rough copy of your villain informational paragraph, check that you have accurately done the following:

☐ All spelling is correct and complete
☐ I have written using complete sentences
☐ I have used proper punctuation
☐ I have used four facts about my villain
☐ All four facts can be classified under the same topic
☐ I have written and introductory sentence
☐ I have written a concluding sentence
☐ I have used transitional words or phrases appropriately
☐ I have had a peer check my work

Now that you have proofread your work carefully, type up a good copy.

Have fun!
Role Model Journal Reflection

Complete a one-page journal reflecting on the topic:

Role models have affected my life in the following way…
Justice for All

Suggested time: 2.5 Hours

What’s important in this lesson:

- Dictionary skills
- Using prior knowledge regarding the ideas behind justice/fairness
- Revising an author’s work

Complete these steps:

1. Think about what the word “justice” means by completing the idea wheel on justice.

2. Create your own working definitions or explanations of justice and fairness by completing the “Justice and Fairness” worksheet. This worksheet also asks you to think about whether justice and fairness are always the same thing.

3. Complete worksheet on ‘Commonly Confused Words’

4. Read the short story. It also explores the theme of justice and fairness.

5. Answer content questions

6. Can you imagine how events might have happened differently? Write new ending to short story.

Hand-in the following to your teacher:

1. Idea Wheel Graphic organizer
2. “Justice and Fairness” worksheet
3. “Commonly Confused Words” worksheet
4. Answers to the short story questions
5. Your Creative Response—that is, your new ending to the story.
Questions for the teacher:
Write the word ‘Justice’ in the centre of the idea wheel. In the lines provided, write any ideas associated with the notion of ‘Justice’.
Commonly Confused Words

Circle the correct word choice in the parentheses. Students are encouraged to use a dictionary.

1. A person must (accept/except) all that life has to offer, both good and bad.
2. Mom warned us not to eat all the candy, but we ignored her (advice/advise).
3. How do dreams change (are/our) lives?
4. I am so attached to my cat that I cannot (bare/bear) to part with it.
5. Some people get all the (brakes/breaks).
6. When the (weather/whether) is humid, it is hard to (breath/breathe).
7. A beginner will go to the nearest sports store and (buy/by) every piece of equipment in sight.
8. Saint John's is the (capital/capitol) of Newfoundland.
9. By the time I finished high school, I had never had a (course/coarse) in art.
10. A city (council/counsel) meets to discuss the issues facing the municipality.
11. Large parts of Africa are turning into (desert/dessert).
12. In 1991, my parents decided to (emigrate/immigrate) from their home country.
13. Older people often feel isolated because they cannot (hear/here) well.
14. Desdemona is a tragic (heroin/heroine).
15. Many students lose (sight/site) of their goals.
16. Professional athletes are (role/roll) models to many children.
17. My parents took me on many trips (through/threw/thorough) the parks of our country.
18. I live close by. It’s just over (their/they’re/there).
19. I received a (personnel/personal) letter in the mail yesterday.
Justice and Fairness

1. Without consulting a dictionary, write your own definition, or explanation, of what justice is. Check your definition against the dictionary’s.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Use your dictionary to find a dictionary definition of fairness. Write what you think this definition of fairness means.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Do you think justice and fairness are the same thing? Explain your reasons. Use the Venn diagram below to graphically organize your ideas.
1. What is your first impression of Patrick Maloney?

2. Make a list of adjectives or phrases that might describe the relationship between Mary Maloney and her husband.
   •
   •
   •
   •

3. Do you believe that Mary Maloney was a good wife, before the murder? Explain your answer.

4. Dramatic irony occurs when the reader knows something that other characters in the story do not know. In this story, dramatic irony has a humorous effect. Identify the irony in this story.

5. Do you believe that what Mary Maloney did was fair? Should she go to jail? Did she get her own version of justice against her husband?
Creative Response to Short Story

How might the story have happened differently?

Pretend you are the author and you have chosen to re-write the last page of the short story. Using ideas from the short story, change the way the plot progresses. You may change the outcome and the resolution.

Please ensure you are using the same point of view. Your writing should be at least half a page in length.
# In the Know
About Commonly Confused Words

<table>
<thead>
<tr>
<th>Accept</th>
<th>Except</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘ac’ means to take in</td>
<td>‘ex’ means out, as in ‘exit’ or ‘exclude’</td>
</tr>
<tr>
<td>to ‘accept’ someone is to include him</td>
<td>‘except’ refers to something or someone on the outside</td>
</tr>
<tr>
<td>What behaviour do you think should be accepted in a classroom?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Advice</th>
<th>Advise</th>
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<tbody>
<tr>
<td>‘advice’ is the thing, the counsel, you give to someone (a noun)</td>
<td>is the action of giving advice (a verb)</td>
</tr>
<tr>
<td>it rhymes with ‘ice’</td>
<td>it sounds as if the ‘s’ were a ‘z’</td>
</tr>
<tr>
<td>it follows the same rule as ‘practice’, as in ‘basketball practice’</td>
<td>it follows the same rule as ‘practice’, as in ‘practice your free throw’</td>
</tr>
<tr>
<td>What advice would you give someone beginning credit recovery?</td>
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<thead>
<tr>
<th>Are</th>
<th>Our</th>
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<tbody>
<tr>
<td>rhymes with ‘car’</td>
<td>rhymes with ‘hour’</td>
</tr>
<tr>
<td>it is a verb, as in ‘We are happy’</td>
<td>it is a pronoun that says a group of us own something, as in ‘We put on our socks’</td>
</tr>
<tr>
<td>How are you feeling today?</td>
<td></td>
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<tr>
<td>Bare</td>
<td>Bear</td>
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<tr>
<td>means unclothed, as in 'bare naked'</td>
<td>yes, it’s the animal, but as an action it means to carry something, as in ‘He bears his suffering without complaining’</td>
</tr>
<tr>
<td>What would you put up on a bare bulletin board?</td>
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<table>
<thead>
<tr>
<th>Brakes</th>
<th>Breaks</th>
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<tbody>
<tr>
<td>‘brakes’ put a stop on things, like cars or bicycles</td>
<td>‘breaks’ are broken off pieces</td>
</tr>
<tr>
<td>if you get all the brakes, you must be a mechanic in the parts business!</td>
<td>extend that to other situations, e.g., a break from prison, a break from work, or a break from fasting (breakfast)</td>
</tr>
<tr>
<td>How would you brake if you were wearing roller blades?</td>
<td>getting all the breaks means you’ve broken off from the usual run of bad luck</td>
</tr>
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<thead>
<tr>
<th>Weather</th>
<th>Whether</th>
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<tbody>
<tr>
<td>‘weather’ comes from a really old word no longer used that means ‘to blow’, so it refers to wind and other atmospheric conditions</td>
<td>‘whether’ is a pronoun which means ‘which of the two’, as in ‘I don’t know whether to eat hot dogs or soup’</td>
</tr>
<tr>
<td>hint: think of the ‘a’ in ‘weather’ linking it to ‘atmosphere’</td>
<td>hint: think of the two ‘e’s as the two choices!</td>
</tr>
<tr>
<td>What is the weather as you are reading this?</td>
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<thead>
<tr>
<th>Breath</th>
<th>Breathe</th>
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<tbody>
<tr>
<td>is the thing (a noun), the air you take into your body</td>
<td>is the action of breathing (a verb)</td>
</tr>
<tr>
<td>on a really hot, humid day, we often say there isn’t a breath of air!</td>
<td>hint: the ‘e’ at the end gives the long ‘eee’ sound</td>
</tr>
<tr>
<td>How long can you hold your breath under water?</td>
<td>hint: think of the difference between ‘a baby’s teeth’ (like ‘breath’) and ‘a baby teething’ (like ‘breathing’)</td>
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<tr>
<td><strong>Buy</strong></td>
<td><strong>By</strong></td>
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<tr>
<td>• this is the action of buying, acquiring, or purchasing things</td>
<td>• this is a preposition that means ‘near to’, as in ‘She lives by the gas station’</td>
</tr>
<tr>
<td>• hint: it has acquired one more letter than ‘by’!</td>
<td></td>
</tr>
<tr>
<td>• If you had $100 right now, what would you buy?</td>
<td></td>
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<tr>
<th><strong>Capital</strong></th>
<th><strong>Capitol</strong></th>
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<tbody>
<tr>
<td>• ‘capital’ is the head or top of something, so a capital is the ‘head’ city</td>
<td>• this word is a special version of capital that refers to specific buildings</td>
</tr>
<tr>
<td>• hint: remember the word ‘decapitate’, which means to take the head off</td>
<td>• it referred to the legislature building in Rome and is now used to refer to similar buildings, as in Capitol Hill</td>
</tr>
<tr>
<td>• What is the capital city of the province of Ontario?</td>
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<tr>
<th><strong>Course</strong></th>
<th><strong>Coarse</strong></th>
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<tbody>
<tr>
<td>• ‘course’ is onward movement in a specific direction</td>
<td>• this is a completely different word that means ‘rough’</td>
</tr>
<tr>
<td>• a race track is a place of running forward in a specific direction, a course of study is material that takes you on a specific path of learning</td>
<td>• sandpaper is ‘coarse’</td>
</tr>
<tr>
<td>• What course do you enjoy most at school?</td>
<td>• a rough or unrefined person who uses profanity could also be described as ‘coarse’</td>
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<tr>
<th><strong>Council</strong></th>
<th><strong>Counsel</strong></th>
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<tbody>
<tr>
<td>• a ‘council’ is a group of people who advise</td>
<td>• ‘counsel’ is the advice you can give</td>
</tr>
<tr>
<td>• Does your school have a Student Council?</td>
<td>• this word gives us the word ‘counsellor’</td>
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<td></td>
<td>• a council (group of advisers) gives counsel (advice)</td>
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<tr>
<th><strong>Desert</strong></th>
<th><strong>Dessert</strong></th>
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<tr>
<td>• lots of sand—a no beach!</td>
<td>• this is the sweet eaten at the end of a meal, like sundaes</td>
</tr>
<tr>
<td>• Have you ever seen the desert in Arizona?</td>
<td>• hint: most people prefer desserts (sweets) to deserts (sand), so give it an extra ‘s’!</td>
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<tr>
<th><strong>Emigrated</strong></th>
<th><strong>Immigrated</strong></th>
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<tr>
<td>• ‘emigrated’ means that you have left one country to settle in another</td>
<td>• ‘immigrated’ means you have come permanently as a resident into a foreign country</td>
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<tr>
<td>• Do you think you will ever emigrate from Canada?</td>
<td></td>
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<tr>
<td>Hear</td>
<td>Here</td>
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<td>------------</td>
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<tr>
<td>‘hear’ contains the word ‘ear’ and means able to listen to sounds</td>
<td>‘here’ is contained in ‘where’ and ‘there’ and refers to a place</td>
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<tr>
<td>What can you hear if you stop to listen right now?</td>
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<thead>
<tr>
<th>Heroin</th>
<th>Heroine</th>
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<tbody>
<tr>
<td>‘heroin’ is a drug</td>
<td>a ‘heroine’ is a ‘hero’ with the feminine ending ‘ine’</td>
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<tr>
<td>think of people trying to put the ‘hero in’ to themselves</td>
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<tr>
<td>Do you think heroin addicts should be provided with clean needles as a health measure?</td>
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<th>Sight</th>
<th>Site</th>
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<tr>
<td>‘sight’ ends the same way ‘light’ does, and light is necessary for sight, or seeing</td>
<td>‘site’ refers to the ground or place on which a building stands or an event takes place</td>
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<tr>
<td>Did you watch the US shuttle until it flew out of sight?</td>
<td>hint: it’s related to the word ‘situation’</td>
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<th>Role</th>
<th>Roll</th>
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<tr>
<td>a ‘role’ is a part you play, the function you perform</td>
<td>‘roll’ is the action of turning over and over</td>
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<tr>
<td>What is your role as a student?</td>
<td>hint: think of hair rollers</td>
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<tr>
<th>Through</th>
<th>Threw</th>
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<tr>
<td>‘through’ is a preposition that tells you where someone went, as in ‘The knight rode through the forest’ or ‘He went through his closet’</td>
<td>‘threw’ is an action; it’s the past tense of ‘throw’ (just change one letter!), as in, ‘Please throw the ball.’</td>
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<tr>
<td>‘through’ rhymes with ‘true’</td>
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<tr>
<td>‘thorough’ is two syllables long: ‘thur-oe’ as in ‘He drove on the new highway; it was a busy thoroughfare’</td>
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<tr>
<td>Did you look through you notes before the test?</td>
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<tr>
<th>Their</th>
<th>There</th>
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<tbody>
<tr>
<td>‘their’ is a pronoun that tells that something belongs to another group of people, as in ‘This is their decision’</td>
<td>‘there’, like ‘here’ and ‘where’ refers to a place, as in ‘Please hang your coat over there.’</td>
</tr>
<tr>
<td>‘they’re’ also refers to another group of people, but this word is a short form for ‘they are’, as in ‘They’re happy today’</td>
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- Look around at the other students in the class. Do you know their names?

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<tr>
<th>Personal</th>
<th>Personnel</th>
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<tr>
<td>‘personal’ is something that’s private to one person, as in ‘The job application can only ask for certain personal information, by law.”</td>
<td>‘personnel’ are the people that work for a particular company, belong to a particular group, as in ‘The army’s personnel carrier was enormous’ or ‘Submit your job application to the Personnel Department’</td>
</tr>
<tr>
<td>Would you give personal information over the telephone for a survey?</td>
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Consequences

Suggested time: 2.5 Hours

What’s important in this lesson:

- Understanding the concept of plot and using a plot graph to organize plot development
- Recognizing that unfair behaviour has consequences.
- Understanding how to write an effective thank you letter

Complete these steps:

1. Complete the plot graph organizer called “Story Elements” to review plot elements. Work with your teacher to clarify anything you’re unsure of.

2. Read a short story which involves issues of justice/fairness.

3. Complete the “Character Action” consequences worksheet.

4. Write a thank you letter in-role from one character to another. See your “Thank You Letter” handout for instructions. Refer to the sample thank you letter and to the rubric as guides to writing an effective letter.

Hand-in the following to your teacher:

1. Plot graph worksheet called “Story Elements” (to be assessed by teacher for accuracy at the time of completion).

2. “Character Action” consequence graphic organizer

3. Your in-role Thank You Letter from one character to another
Use the markings on the plot graph to record the events of the story.

1. Characters:

2. Setting:

3. Conflict(s):

4. Climax:

5. Falling Action:

6. Resolution:
The characters treat others in the short story unfairly. In the Graphic Organizer below, describe the unfair actions, why they are unfair, and what the consequences are.

<table>
<thead>
<tr>
<th>Character Name:</th>
<th>Unfair Action:</th>
<th>Why Unfair:</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Using the information from the short story “Thank You, Ma’am” by Langston Hughes, write a thank you letter to Mrs. Jones. Use the point of view and voice of Roger.

Several years have passed. In the letter, include events from the short story, apologize for treating Mrs. Jones unfairly, and explain the lesson you, Roger, have learned.

Consult the sample letter on the following page for formatting ideas.

Write your draft here:
Sample Thank You Letter

1345 Main Street West,
Burlington, ON
L8U 1E3

August 12, 2006

Dear Mr. Smith,

I am writing to thank you for your help in receiving my scholarship. It is very exciting and I'm pleased to inform you that my application was successful.

You taught me many things about the work that you do, such as research and writing. I now have better knowledge that I will carry with me for many years and through my schooling.

Thank you again for your help and hard work.

Sincerely Yours,

Jeff Bloom
The Voice Within

Suggested time: 2.5 Hours

What’s important in this lesson:

- Understanding and identifying different kinds of points of view
- Identifying the point of view in a short story
- Demonstrating how to write a letter using the narrator’s voice and point of view

Complete these steps:

1. Complete the diagnostic worksheet on creating a definition for narrative and point of view.
2. Using the Glossary (definition) sheet, identify different kinds of points of view.
3. Read a short story, focusing on point of view.
4. Answer questions based on the short story.
5. Write a friendly letter using the voice and point of view of the narrator. Use the sample letter as a guide to format.

Hand-in the following to your teacher:

1. Narrative definition
2. Point of View identification questions
3. Short story question sheet
4. Friendly letter

Questions for the teacher:
Narrative – What is it?

“We dream in narrative, daydream in narrative, remember, anticipate, hope, despair, believe, doubt, plan, revise, criticize, construct, gossip, learn, hate, love by narrative.”

--Barbara Hardy

After thinking about what Barbara Hardy is saying about narrative, write your own definition on the lines below of what you think narrative might mean. You may consult a dictionary, but please explain the word’s meaning in your own words.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Narrative and Point of View

Definitions:

**Narrator**: The narrator is the voice/person telling a story. The narrator keeps the story moving and provides detail between dialogue. The narrator may speak from different points of view.

**Point of View**: There are different kinds of points of view. Point of view determines what kinds of information are shared with the reader. It can also influence how a reader feels about characters and events in a story.

- **First Person**: A character from the story narrates using the pronoun *I*.
- **Second Person**: The reader is placed in the story with the use of the pronoun *you*.
- **Limited Third Person**: The narrator is outside the story and tells the story through the eyes of only one character. Limited third person uses the pronouns *she* and *he*.
- **All-knowing (Omniscient) Third Person**: The narrator tells the story and accounts for the feelings, motives and actions of all the characters. The narrator uses the pronouns *she* and *he*.

Questions:
In the lines below, read the passages and identify the points of view as First Person, Second Person or Omniscient Third Person.

1. Linda is the oldest of the three sisters and is the envy of the other two. They feel she is often given most of their mother’s attention and love.
   __________________________

2. I always believed that my sister Linda was my mother’s favourite. She was always given the most attention. She usually gets what she wants.
   __________________________

3. Do you know what it feels like to have an older sister who is the one who gets all the attention? If you have a sibling, you have probably felt jealous at one time or another.
   __________________________
Short Story Question Sheet

1. From what point of view is the story told?

2. Do you sympathize with the narrator? Why/why not?

3. The narrator offers a criticism of him/herself. What is that criticism?

4. What kinds of experiences stand out as important in the narrator’s past?

5. On the following page, write a friendly letter in the voice and point of view of the narrator. It should be addressed to someone from the story and be approximately 7-10 sentences. Consult the format for a friendly letter to guide you.
Friendly Letter
Sample Friendly Letter

1245 18th Avenue West,
Sherbrooke, Quebec
L9F 2I4

June 1, 2005

Dear Benny,

Hey buddy! I just wanted to say thanks so much for hosting my going away party last weekend. That was just great. I was so surprised you could get everyone together in such short notice.

I can’t believe how many people have changed. Can you believe that Josh has four kids? That must be a lot of work. I’m so happy to see Jenny and Terry back together. That really makes me happy.

I am going to miss everyone but going away overseas to work is such a great opportunity. I will try and keep in touch as much as I can. Keep a lookout for postcards.

Thanks again.

Love and hugs

Melinda

P.S. Did I ever mention that you make a great guacamole?
Who Am I?

Suggested time: 2.5 Hours

What's important in this lesson:

- Being able to identify the point of view in a short story
- Practicing correct pronoun usage
- Understanding the elements of a news story
- Writing a news article
- Practicing self-editing skills

Complete these steps:

1. Complete the W5 Chain in a News Story worksheet.
2. After the teacher helps you get started, complete the pronoun worksheet.
3. Read a short story which your teacher will give you. Answer the questions on this short story.
4. Use “Writing a News Article” sheet to brainstorm news story based on events from a short story.
5. Write a rough copy of your news story.
6. Use the self-editing checklist to identify any key elements that need attention before completing good copy of news story.
7. Write good copy of news story based on criteria listed in evaluation rubric.

Hand-in the following to your teacher:

1. Pronoun usage worksheet
2. W5 Chain worksheet (to be assessed on the spot with teacher)
3. Short story content questions
4. News story summary worksheet
5. Good copy of news story
Questions for the teacher:
W5 Chain in a News Story

Imagine that something happens that’s news. When we ask questions to find out about this event, our questions usually begin with words that start with the letter ‘W’.

Journalists use five of these questions to find out information. Each question generates a type of information that is a key element in news stories. Do you know what the five ‘W’ questions are?

Use your prior knowledge about the elements of a news story, complete the W5 chain below. Place a ‘W’ word in each box.

If you’re really in the know, you’ll also be able to provide the one ‘H’ question word that journalists also use for the sixth box.

Check your answers against the list at the bottom of the page.

Answers:

Pronoun Usage

Read the sentences below. Some have errors using pronouns, e.g., an unclear pronoun reference. Place an ‘X’ over the incorrect pronoun and write the correct answer above.

1. I often see they on the bus.
2. Us always walk to school together.
3. What is the matter with he today?
4. She always helps I with my homework.
5. I sit near they during the lesson.
6. Everyone in our house watches television except she.
7. He sends they money every week.
8. There are many athletes who give up they leisure time to pursue sports.
9. Once the grapes are chosen, the next step is to crush they.
10. The streets were filled with you.
11. Teenagers have greater freedom to do whatever they want.
12. The children love to play with she.
13. In some countries, children grow up dependent on they parents even after them are married.
14. He sends she a lot of presents.
15. I sit directly in front of she.
Writing a News Article

Write a newspaper article that reports on the events from one of the short stories. Consult the visual depiction of the inverted triangle to understand what a news article should ‘look’ like before you begin writing. The information should be arranged in order of significance. Here are some tips:

- You should begin with the most interesting and important details. This is called the *lead* and should capture the reader’s attention.
- Put in important facts which answer the, “who, what, where, when, why, and how” questions.
- Include quotations from characters in the story to make it colourful and real.
- Write a catchy headline that suits the article.

Plan your news article by completing the outline below:

**Headline** (Catch the reader’s attention):

________________________________________________________________

**Lead** (This includes the most interesting and important details. It is the first sentence(s) of your story):

________________________________________________________________

________________________________________________________________

________________________________________________________________

**Important facts** (Answers the 5W’s)

Who___________________________________________________________

________________________________________________________________

What__________________________________________________________

________________________________________________________________

________________________________________________________________
Where


When


Why


How


Concluding sentence (can include a quotation from a character):
Graphic Depiction of a News Article

- Headline
- Lead
- Important Facts
- Facts
- Facts
- Quotations
1. Describe Andy. What kinds of things are important to him?

2. What is the point of view of the story? Include a quotation as an example.

3. Why has Andy been stabbed? Did he realize the significance of his wound? Find the quotation from the story that gives proof.

4. Why don’t any of the people that find Andy, help him?

5. Why does Andy take off his jacket? What does that tell you about him?
Self-Assessment Writing Checklist

- Have I checked all spelling and grammar?
- Have I addressed all five W’s in my news story?
- Does my writing have a clear focus?
- Have I used appropriate tone?
- Have I used vocabulary that is appropriate for this task?
- Is my organization clear and easy to follow?
- Have I included details from the short story?
- Have I included quotations from other characters?
- Is my beginning interesting and effective?
- Have I included a headline which grabs the reader’s attention?