



Plan: Packing Up For Literacy: Literacy Mentors

Project	Students create Literacy Backpacks, and use them to mentor and engage younger students in reading and literacy skills.		
Driving Question	How can we help students enjoy and improve their literacy through the creation and sharing of Literacy Backpacks?	Total Time	25-30 hours
Scenario	<p>Our school is in need of more books and fun and engaging activities to do with books. This will help students become better with literacy. Even more important students need good mentors to show them how to understand and use literacy, and that will be you. You will choose a book, create engaging and fun activities to go with the book and put it in a backpack. Then you will use it to mentor students in our school.</p>		
Interdisciplinary Learning	<p>GRADE LEVEL</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> 5 <input checked="" type="checkbox"/> <input type="checkbox"/> 6 <input checked="" type="checkbox"/> <input type="checkbox"/> 7 <input checked="" type="checkbox"/> <input type="checkbox"/> 8 <input checked="" type="checkbox"/> <input type="checkbox"/> 9</p> <p>SUBJECT AREA</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> English Language Arts <input checked="" type="checkbox"/> <input type="checkbox"/> Mathematics <input type="checkbox"/> Science</p> <p><input type="checkbox"/> Social Studies <input type="checkbox"/> Religious Education <input type="checkbox"/> Physical Education <input type="checkbox"/> Fine Arts <input type="checkbox"/> Health and Life Skills <input type="checkbox"/> Languages <input type="checkbox"/> Outdoor Education <input type="checkbox"/> French Language Arts</p>		
Occupational Areas	<p>BUSINESS</p> <p><input type="checkbox"/> Computing Science <input checked="" type="checkbox"/> Enterprise & Innovation <input type="checkbox"/> Financial Management <input type="checkbox"/> Information Processing <input type="checkbox"/> Management & Marketing <input type="checkbox"/> Networking</p> <p>COMMUNICATION</p> <p><input type="checkbox"/> Communication Technology <input type="checkbox"/> Design Studies <input type="checkbox"/> Fashion Studies</p> <p>HUMAN SERVICE</p> <p><input type="checkbox"/> Community Care Services <input type="checkbox"/> Cosmetology <input type="checkbox"/> Esthetics <input type="checkbox"/> Foods <input type="checkbox"/> Health Care Services <input checked="" type="checkbox"/> Human & Social Services <input type="checkbox"/> Legal Studies <input type="checkbox"/> Recreation Leadership <input type="checkbox"/> Tourism</p> <p>RESOURCES</p> <p><input type="checkbox"/> Agriculture <input type="checkbox"/> Environmental Stewardship <input type="checkbox"/> Forestry <input type="checkbox"/> Primary Resources <input type="checkbox"/> Wildlife</p> <p>TECHNOLOGY</p> <p><input type="checkbox"/> Construction <input type="checkbox"/> Electro-Technologies <input type="checkbox"/> Fabrication <input type="checkbox"/> Logistics <input type="checkbox"/> Mechanics</p>		
CTF Program of Studies Learning Outcomes	<p>Essence 1: Career and Technology Foundations is exploring interests, passions and skills while making personal connections to career possibilities and technologies.</p> <p>Learning Outcomes:</p> <p><input type="checkbox"/> I explore my interests and passions while making personal connections to career possibilities <input type="checkbox"/> I demonstrate skills associated with occupational areas. <input type="checkbox"/> I use technologies related to occupational areas. <input type="checkbox"/> I follow safety requirements associated with occupational areas and related technologies.</p> <p>Essence 2: CTF/FCT is designing, creating, appraising and articulating responses to challenges</p>		



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Learning Outcomes:	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I problem solve when creating responses to challenges. <input type="checkbox"/> I design when creating responses to challenges. <input type="checkbox"/> I make decisions when creating responses to challenges. <input type="checkbox"/> I adapt to change and unexpected events. <input type="checkbox"/> I appraise product(s), performance(s) or service(created in response to challenges). <input type="checkbox"/> I appraise the skills and technologies use to respond to challenges. <input type="checkbox"/> I articulate my learning. <p>Essence 3: CTF/FCT is working independently and with others through the exploration of careers and technology</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I describe how my actions support learning. <input type="checkbox"/> I develop personal skills to support mutually respectful and effective relationships. <input type="checkbox"/> I work with others to achieve common goals.
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Competencies	<p>MINISTERIAL ORDER (#001/2013)</p> <p>2.4 discover, develop and apply competencies across subject and discipline areas for learning, work and life to enable students to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> know how to learn: to gain knowledge, understanding or skill through experience, study, and interaction with others; <input type="checkbox"/> think critically: conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge; <input type="checkbox"/> identify and solve complex problems; <input type="checkbox"/> manage information: access, interpret, evaluate and use information effectively, efficiently, and ethically; <input type="checkbox"/> innovate: create, generate and apply new ideas or concepts; <input type="checkbox"/> create opportunities through play, imagination, reflection, negotiation, and competition, with an entrepreneurial spirit; <input type="checkbox"/> apply multiple literacies: reading, writing, mathematics, technology, languages, media, and personal finance; <input type="checkbox"/> demonstrate good communication skills and the ability to work cooperatively with others; <input type="checkbox"/> demonstrate global and cultural understanding, considering the economy and sustainable development; and <input type="checkbox"/> identify and apply career and life skills through personal growth and well-being.
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Resources	Variety of Literacy Videos, Glogster Edu., Blogger
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Lessons	Assessment	Resources	Time
Lesson 1 (Entry Event)	AFL	GLOG	
Lesson 1 (Driving Question)	AFL-	GLOG	
Lesson 1 Need to know (NTK)	AFL- check creation need to know	GLOG/BLOG	1hr
Lesson 2 Idea- Create blogs Reflection/First Blog about need to knows	AFL- Check blog made and first post created	Student and Classroom Blog	2 hr.
Lesson 3 NTK- What is a Literacy Backpack	AFL- AFL- Check posts for like, wonder, change	Blogs/Literacy backpacks older ones	1hr
Lesson 4-5NTK- What group will I be	AFL-check posts for comp	blogs	2hrs



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in?//respond to each others blogs	strategy and expl. to determine groups Check Contracts		
Lesson 6 NTK- What is Literacy?	AFL- Check posts for what learned about literacy	blogs-Guest, Division Lead in ESL/Literacy to make presentation	1 hr.
Lesson 7 NTK- Who is our audience?	AFL-Create forms for 3 different grades	Forms	1hr
Lesson 8 NTK- Who is our audience/ research areas of interest on line/	AFL- Check students post their book choices with link to summary and cost-rubric Communication Technology	blog/internet	2hrs
Lesson 9-13 NTK- What literacy activities can we create that students will enjoy?What do kids like? Lesson on Creativity Finalize what activities would go in back pack	AOL- Of activity based on rubric individual. -Comp strategy -Creativity	internet	4hrs
Lesson 14-15 NTK- How do we make a budget? Students make shopping list and rough estimate of cost	AFL- Descriptive feedback	Video- Scrooge Duck Corey B.	2 hrs
Lesson 16- Students go shopping for materials.	AFL- Observation	Mall, supervisors	2 hrs
Lesson 17/18- Students put back pack together with direction pages	AFL-Observation	Boardgame exemplar directions and previous backpacks	2hrs
Lesson 19 NTK- How do read with expression? Practice sharing literacy backpacks and reflect	AFL- descriptive feed back AOL- Collaboration individual mark	Flip cameras/Blog	1 hr
Lesson 20-24(Public Audience) Share with grade 1's, for a month, half hour share, half hour reflection and revision	-AOL- Reflection and Revision according to rubric, individual mark.	Grade 1's, Blog	4 hrs
Lesson 25- Did it work? Create surveys and discussion with grade 1's to see if achieved driving question	AFL	Google Forms	1 hr
Lesson 26 (Celebration) Share with each other final projects and Librarian and get feed back based on creativity and comprehension strategy.	AFL-observation	Librarian	1 hr