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Getting Ready to Read: Previewing a Text
CAREERS Grade 10

A well-designed textbook, website or other print resource has a variety of elements or features that are applied consistently to help the reader locate and use the material. Some texts have more of these features, and clearer cues, than others do. Previewing a course text can help students to identify the text features and use them efficiently.

Purpose
- Learn how to navigate subject-specific textbooks and resources.
- Examine the layout and features of a particular text, and how to use it.

Payoff
Students will:
- become familiar with different course texts and resources (print and electronic).
- use strategies for effectively previewing and locating information in different texts, using the table of contents, indices and/or navigation bar.

Tips and Resources
- Most information texts use a variety of visual, graphic, and text features to organize information, highlight important ideas, illustrate key concepts, and provide additional information. Features may include headings, subheadings, table of contents, index, glossary, preface, and paragraphs, separated by spacing, bulleted lists, sidebars, footnotes, illustrations, pictures, diagrams, charts, graphs, captions, italicized words or passages, boldface words or sections, colour, and symbols.
- Consult any written articles such as those in *Ontario Prospects.*
- Also refer to any Career Studies text (e.g., Nelson, *Career Studies 10*).
- www.careercruising.com, www.apprenticesearch.com.

Further Support
- Provide students with a copy of a Career Studies text that has all of the visual and graphic features (e.g., diagrams, charts, illustrations, captions, maps, headings, titles, and legends) removed or blanked out. Ask students to scan the text and suggest what the blanked-out sections might be.
- Have students read the body of the text and summarize the information. Ask students to identify the parts of the text and summarize the information. Ask students to identify the parts of the text that they had difficulty reading, and suggest what additional features would help them to navigate and understand the text better.
- Alternatively, provide students with a copy of a course-related text showing the text features only, without the body of the text. Discuss what information they can gather from the features and what predictions they can make about the content. Note the connections among the features of a text and the words, and how they help readers understand the content.
- Encourage students to preview the features of a text before they read the content. Have partners share their previewing strategies.

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Getting Ready to Read: Previewing a Text
CAREERS Grade 10

What teachers do	What students do
Before • Select a careers or pathways related website, article, textbook or electronic resource. • Create a text search handout. Use ten to twelve prompts to guide students to particular features of the text (e.g., 'List the headings and subheadings in the article.' 'What is the purpose of the bold or italicized words?' 'What information is contained in pictures or graphs?'). See Student/Teacher Resources, *Previewing a Website,* your choice of site, or *Previewing a Text*: Nelson, *Career Studies 10.* • Read the prompts out loud, if needed.	• Ask clarifying questions about the prompts and the task. • Read the task prompts and note the features of text that might be useful in completing the task.
During • Ask students to work in pairs to complete the search within a specific time frame. • Have partners share their findings with another pair of students.	• Read and respond to prompts. Record findings. • Share and compare findings. Use cooperative group skills to complete the task.
After • Discuss which items were easy and which items were challenging to find. • Ask students to suggest which features of the text were very helpful and not very helpful, and which features should be added to the text. • Ask students to evaluate the usefulness and credibility of the resource. • Ask students to use the text features to complete a relevant reading/research task.	• Identify the easy and challenging prompts. • Identify the features of text they used and explain how they helped or hindered the task. • Evaluate the usefulness and credibility of the resource. • Use the text features appropriately to complete the reading task. Make connections between different texts, noting the features that are common to many texts and subject areas, and those that are unique to a particular text or subject area.

Notes

Getting Ready to Read: Previewing a Website

CAREERS Grade 10

1. What is the name of the website?

    _____

2. What is the URL?

    _____

3. Who created the website?

    _____

4. What is the purpose of this website?

    _____

    _____

5. When was the website last updated?

    _____

6. The information on this site is directed to what kinds of people?

    _____

    _____

7. How are the links indicated?

    _____

8. Pick one tab from the main page and list (in your own words) three pieces of information that you find.
    Link:

    _____

    Information 1:

    _____

    Information 2:

    _____

    Information 3:

    _____

9. How are graphics used to enhance the usefulness of the site?

    _____

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Getting Ready to Read: Previewing a Text
CAREERS Grade 10

Suggested Prompts for Previewing a Textbook: Nelson, *Career Studies 10*

Before using the textbook, become familiar with where to find different information by completing the following Scavenger Hunt.

1. Using the Table of Contents page, find the unit numbered section for the topic, "Finding Summer and Part-time
   work."
   _____

2. In the index at the back of the book, find and list all the pages that deal with networking.
   _____

3. What is the purpose of the "Links" section, for example on page 136?
   _____

4. In the Table of Contents, what topics are covered in Unit 3 "Dealing with Change"?
   _____

5. On what pages do you find the Glossary?
   _____

6. What categories can you find in each unit's summary?
   _____

   _____

7. What information is summarized on the left side in a blue box in each unit's overview page?
   _____

   _____

8. In Unit 4, how many sections appear throughout the unit?
   _____

9. Where would you go in the textbook to quickly find information about WHMIS?
   _____

10. On what page does the index begin?
    _____

Getting Ready to Read: Anticipation Guide
CAREERS Grade 10

An *Anticipation Guide* is a series of questions or statements (usually 8 to10) related to the topic or point of view of a particular text. Students work silently to read and then agree or disagree with each statement.

Purpose
- Help students to activate their prior knowledge and experience and think about the ideas they will be reading about.
- Encourage students to make a personal connection with a topic or unit of work so that they can integrate new knowledge with their background experience and prior knowledge.

Payoff
Students will:
- connect their personal knowledge and experience with a curriculum topic or issue.
- engage with topics, themes and issues at their current level of understanding.
- have a purpose for reading subject-area text.
- become familiar and comfortable with a topic before reading unfamiliar text.

Tips and Resources
- An anticipation guide works best when students are required to read something that contains unfamiliar information. The idea of the guide is to raise students' awareness of related issues and help them make connections with what is familiar and unfamiliar about the text.
- In creating an anticipation guide, write open-ended statements that challenge students' beliefs.
- Avoid using statements that are 'right' or 'wrong', or that require simply a 'yes' or 'no' response.
- For ideas to help craft the statements, see Student/Teacher Resource, *Anticipation Guide – Sample Statements* based on a student assignment in *The Ontario Curriculum Exemplars, Grade 9, Guidance and Career Education*, to create a newsletter for incoming Grade 8 students to help prepare them to be successful in Grade 9*.*
- For a blank anticipation guide for this activity, see Student Resource, *Anticipation Guide Template.*
- Do not be limited by published textbook material. Consider a newspaper article, magazine article, government/social organization's webpage or a brochure/pamphlet as appropriate forms of text to present. In Learning Strategies, oftentimes these less traditional information resources are more current and relevant to the students' lives.
- NB: Teachers will use assistive technologies as required.

Further Support
- Place students in pairs to complete the anticipation guide if they are having trouble making connections with the theme or topic, or if they need support with the language (for example, English Language Learners).
- To provide an opportunity for struggling students to contribute in a more supportive situation, divide the class into small groups of four or five and ask them to tally and chart their responses before participating in a whole-class discussion.
- Read statements aloud to support struggling readers.

Getting Ready to Read: Anticipation Guide

CAREERS   Grade 10

What teachers do	What students do
Before • Preview the text to find themes or main ideas and use the Student/Teacher Resource, *Anticipation Guide – Template.* • Distribute copies of the Student/Teacher Resource, *Anticipation Guide: Influences on Career Choices and Paths.* Explain that this is not a test, but an opportunity for them to explore their own thoughts and opinions. They complete the guide first individually and then share their thoughts in a class discussion. • To engage students in a class discussion, start with a simple hand count of the numbers of students who agreed or disagreed with a particular statement. Then ask the students who disagreed to share their thinking, followed by those students who agreed with the statement. • Record (or ask a student to record) some of the key points made during the discussion, using a T-Chart (agree/disagree) on the board or on an overhead transparency.	• Working individually, read each statement on the *Anticipation Guide* and check off responses. • Contribute responses in the class discussion and explain them.
During • Explain the topic of the reading assignment, *Influences on Career Choices and Paths* and how it connects with the *Anticipation Guide* statements and discussion. • Ask students to keep their anticipation guide beside the text as they read it, so that they can jot down page numbers that correspond to the issues.	• Read the assignment text (certain pages, a chapter, or an alternative resource such as a magazine article) and jot down page numbers beside each agree/disagree statement to gather information that relates to the issue.
After • Ask students to return to the statements and to make notes from what they have discovered in their textbook that may confirm or change their opinion. • Use the *Anticipation Guide* as a basis for an evaluation tool at the end of a unit. Towards the end of the unit, provide students with time to revisit the statements. Students will be responsible for providing information that confirms, elaborates or rejects each of the statements in the *Anticipation Guide.*	• Make notes that confirm or change their opinions about the statements. • Students will revisit the statements and provide information to support the statements on their *Anticipation Guide.*

Anticipation Guide – Template

- Before reading _____ circle "Agree" or "Disagree" beside each statement under the heading "Before Reading".
- Following our class discussion of these statements, you will read _____ noting page numbers that relate to each statement.
- When you have finished reading, consider the statements again based on any new information you may have read. Circle "Agree" or "Disagree" beside each statement under the heading "After Reading" and check to see whether your opinion has changed based on new evidence.

Before Reading	Statements	Page #	After Reading
Agree / Disagree			**Agree / Disagree**
Agree / Disagree			**Agree / Disagree**
Agree / Disagree			**Agree / Disagree**
Agree / Disagree			**Agree / Disagree**
Agree / Disagree			**Agree / Disagree**
Agree / Disagree			**Agree / Disagree**
Agree / Disagree			**Agree / Disagree**
Agree / Disagree			**Agree / Disagree**
Agree / Disagree			**Agree / Disagree**
Agree / Disagree			**Agree / Disagree**

Getting Ready to Read: Anticipation Guide
CAREERS Grade 10

Anticipation Guide : Influences on Career Choice and Path

- **Before** reading your text, consider each statement below and circle "Agree" or "Disagree" beside each statement under the heading "Before Reading".
- Following our discussion of these statements, you will read pages 54-62 of your text noting page numbers that relate to each statement.
- When you have finished reading, consider the statements again based on any new information you may have read. Circle "Agree" or "Disagree" beside each statement under the heading "After Reading" and check to see whether your opinion has changed based on new evidence.
- For any statements that you circled "Disagree", rewrite these statements on the back of this sheet so that they are in agreement.

Before Reading	Statements	Page #	After Reading
Agree / Disagree	1. We are influenced both from within ourselves and the outside.		Agree / Disagree
Agree / Disagree	2. Family is a positive influence on one's life.		Agree / Disagree
Agree / Disagree	3. One's cultural background and social group can have an influence on career choice.		Agree / Disagree
Agree / Disagree	4. One's peer group never influenes career options, especially for teenagers.		Agree / Disagree
Agree / Disagree	5. Chance is an internal factor that plays a role in one's life and thus has an impact on one's career.		Agree / Disagree
Agree / Disagree	6. External factors such as physical factors (e.g., your fitness level) and economic factors (e.g., financial status and the state of the economy) influence career choices).		Agree / Disagree
Agree / Disagree	7. One's dreams are not an important influence on career choice.		Agree / Disagree
Agree / Disagree	8. One way to help create career goals is to imagine where you would like to be (or see yourself) ten years from now.		Agree / Disagree
Agree / Disagree	9. Conducting quizzes or inventories is not very useful when trying to set career goals or when considering career paths.		Agree / Disagree
Agree / Disagree	10. It is important that one is aware of how to qualify for a career or job that interests them.		Agree / Disagree

Getting Ready to Read: Extending Vocabulary (Creating a Word Wall)

CAREERS Grade 10

Students are required to learn, on average, over 2 000 words each year in various subject areas. Those who have trouble learning new words will struggle with the increasingly complex texts that they encounter in the middle and senior school years. A *word wall* is a wall, chalkboard or bulletin board listing key words that will appear often in a new unit of study, printed on card stock and taped or pinned to the wall/board. The word wall is usually organized alphabetically.

Purpose
- Identify unfamiliar vocabulary and create a visible reference in the classroom for words that will appear often in a topic or unit of study.

Payoff
Students will:
- practice skimming and scanning an assigned reading before dealing with the content in an intensive way. Students will then have some familiarity with the location of information and with various elements of the text.
- develop some sense of the meaning of key words before actually reading the words in context.
- improve comprehension and spelling because key words remain posted in the classroom.

Tips and Resources
- *Skimming* means to read quickly – horizontally – through the text to get a general understanding of the content and its usefulness.
- *Scanning* means to read quickly – vertically or diagonally – to find single words, facts, dates, names, or details.
- This strategy can be used to review concepts or to review Career Studies terms for an evaluation. Words for the word wall may be created by teachers but preferably students should be involved in the process. Consider posting certain words for longer periods (e.g., words that occur frequently in the unit or course, words that are difficult to spell, and words that students should learn to recognize on sight).
- Before building the word wall, consider using the strategy *Analyzing the Features of Text* in *Think Literacy: Cross-Curricular Approaches, Grades 7-12*, to help students become familiar with the text.

Further Support
- For more information see:
    - Student Resource, *Skimming and Scanning to Preview a Text.*
    - Teacher Resource, *Creating a Word Wall.*
    - Teacher Resource, *Creating a Word Wall: Types of Skills (Essential, Transferable and School Skills).*
    - Teacher Resource, *Quiz-Quiz-Trade.* – Student Resource, *Quiz-Quiz-Trade.*
- For background information see:
    - *Essential Skills (HRSDC) Brochure.*
    - *www.hrsdc.gc.ca/asp/gateway.asp?hr=en/hip/hrp/essential_skills/essential_skills_index.shtml&hs=sxc*
    - *Skills for your Teen Brochure,* Government of Canada*, Y-281-03-04.*
    - *Career Studies 10*, Nelson pages 63-65, 68-70.
    - *Ontario Passport website*: skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp   username: osp, password: passport.
    Applications of Working and Learning website: www.awal.ca/about.asp

Getting Ready to Read: Extending Vocabulary (Creating a Word Wall)

CAREERS Grade 10 (unit - optional)

What teachers do	What students do
Before • Preview the text for key vocabulary on skills (e.g., communication, employability, organizational, transferable, personal management). See Teacher Resources, *Creating a Word Wall: Types of Skills.* • Prepare strips of card stock (approximately $4''\times10''$) for words. • Divide students into groups of 3. • Provide stick-on notes, markers, and masking tape or pins for each group of students. • Explain to students that together the class will find key vocabulary in the assigned text, and will help each other to understand and spell the key vocabulary by creating a "word wall" in the classroom that they can refer to for the duration of that particular topic. • Distribute the Student Resource, *Skimming and Scanning to Preview a Text;* read and clarify the techniques with the students.	• With their group find an appropriate space where they can talk face-to-face and write down the words. • Find the chapter or get a copy of the assigned text. • Follow along on the handout as the teacher reviews skimming and scanning.
During • Ask students to skim the text to get a general sense of the content and its features. • Engage students in some general discussion of the topic, making a few brief notes on the board about main ideas. • Direct students to independently scan the text for unfamiliar words. • Ask students to create a personal list of 10 unfamiliar words. • In small groups, ask the students to compare personal lists and create a group master list. • Distribute eight pieces of card stock (approx. 4"×10").	• Skim the text, looking at illustrations and subtitles to get a general idea of the topic of the text. • Scan the text for words they do not know, marking them with stick-on notes (optional) and then making a personal list of 10 unfamiliar words. • Compare personal lists. Choose a minimum of 10 words for a group master list. • Each group prints their key words in large letters on card stock and tapes or pins to the chalkboard or bulletin board, preferably alphabetically.
After • Lead a discussion of the words and ask students to speculate on their meaning. If appropriate, describe prefixes and suffixes that are unique or common to careers. • Ask each group to look up the meaning of its words and then to explain the meaning to the rest of the class. • Prepare *Quiz-Quiz-Trade* cards for the class activity as an opportunity for students to review vocabulary. See Teacher Resource, *Quiz-Quiz-Trade.* (Kagan, 1994).	• Use the glossary of the textbook or a dictionary to find the meaning of the words. • Present the words to the rest of the class. • Add meaning to the words on the cards in smaller letters. • Obtain a *Quiz-Quiz-Trade* card from the teacher with either a vocabulary word or a definition. Do the activity following the rules and teacher directions. (Kagan, 1994).

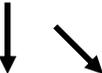**Notes**

Skimming and Scanning a Text

Skimming	
What is it?	When you SKIM, you read quickly to get the main idea of a paragraph, page, chapter, or article, and a few (but not all) of the details.
Why do I skim?	Skimming allows you to read quickly to get a general sense of a text so that you can decide whether it has useful information for you. You may also skim to get a key idea. After skimming a piece, you might decide that you want or need to read it in greater depth.
How do I skim? **Read in this direction.** ⟶	1. Read the first few paragraphs, two or three middle paragraphs, and the final paragraph of a piece, trying to get a basic understanding of the information. 2. Some people prefer to skim by reading the first and last sentence of each paragraph, that is, the topic sentences and concluding sentences. 3. If there are pictures, diagram, or charts, a quick glance at them and their captions may help you to understand the main idea or point of view in the text such as "Essential Skills" or "Transferable Skills". 4. Remember you do not have to read every word when you skim. 5. Generally, move your eyes horizontally (and quickly) when you skim.

Scanning	
What is it?	When you SCAN, you move your eyes quickly down a page or list to find one specific detail.
Why do I scan?	Scanning allows you to quickly locate a specific fact, date, name or word in a text without trying to read or understand the rest of the piece. You may need that fact or word later to respond to a question or to add a specific detail to something you are writing.
How do I scan? **Read in this direction.** ↓ ↘	1. Knowing your text well is important. Make a prediction about where in a chapter you may find the word, name, fact, term, or date. 2. Note how the information is arranged on a page. Will headings, diagrams, or boxed or highlighted terms guide you? Is information arranged alphabetically or numerically as it might be in a glossary? 3. Move your eyes vertically or diagonally down the page, letting them dart quickly from side to side and keeping in mind the exact type of information that you want. Look for other closely associated words that might steer you towards the detail for which you are looking. 4. Aim for 100% accuracy!

Suggested Words for Transferable Skills Word Wall

Transferable Skills   Employability Skills
Academic Skills   Teamwork Skills
Communication   Positive Attitude and Behaviours
Thinking   Responsibility
Learning   Adaptability
Personal Management Skills   Work With Others

Suggested Words for School Skills Word Wall

Communication   Teamwork
Time Management   Problem-Solving
Organizational   Learning
Computer   Listening
Creativity   Leadership

Suggested Words for Essential Skills Word Wall

Money Math   Measurement and Calculation
Use of Documents   Job Task Planning
Finding Information   Scheduling, Budgeting, Accounting
Use of Computers   Numerical Estimation
Decision Making   Reading
Oral Communication   Data Analysis
Writing   Problem Solving

Word Cards With Definitions: Examples

Money Math – budgeting and daily use of your personal finances

Use of Computers – ability to use computers in one's daily life for activities such as searching the web, checking email, and creating documents

Time Management – knowing the difference between urgent and important and being able to get things done in a given time period

Getting Ready to Read: Extending Vocabulary (Creating a Word Wall),

CAREERS Grade 10

A Movable Quiz

Set-up:

The teacher or students create a set of cards based on the vocabulary/content to master. To learn vocabulary the word would be on one side of the card and the definition would be on the other. To practice a concept or create a review each card could have the question on one side and the answer on the other. Each student receives one card.

Steps:

Students start walking around the classroom asking each other the question or vocabulary word on their card. The object of the activity is to ask each person in the room the question on the card and to help them give the correct answer. Prior to the activity students can be briefed on cueing, listening and encouraging. The students quiz each other and then move on to a new partner. Once the activity is finished the cards can be arranged on a bulletin board as a word wall or review board.

Management Tips:

• If students make cards check them for accuracy.
• If there are an odd number of students, the teacher can play to get the class started.
• If needed, assign who goes first each time.
• To make sure the students circulate around the room to different partners the students can collect signatures or initials.
• A location in the room can be designated for students to wait until they find a partner.

Differentiated Instruction:

• Monitor to assess and help.
• Colour code cards by levels of difficulty – students find someone with the same colour card to quiz.
• Use pictures instead of words.

Social Skills:

• asking questions	• coaching	• tolerance
• greeting	• praising	• asking for help
• departing	•	•

Ideas for use in a Careers setting:

- Energizers (about you, favourites)
- Vocabulary and definitions
- Post-secondary options
- Discovering jobs and career sectors
- Learning Styles

Adapted from: Kagan Publishing & Professional Development – 1 (800) 933-2667 – www.KaganOnline.com

Student/Teacher Resource

A Movable Quiz

Active listening

FELOR

Face the person
Use **e**ye contact
Lean towards the person
Maintain an **o**pen posture
Relax

Verbal Encouraging

Use verbal prompts such as:
Tell me more.
And…..
Then what?
Because……

Cueing

There are _____ (number) syllables.
There are _____ (number) parts to this answer.
The word starts with _____ (letter).
This answer will contain this word _____.
We learned this concept on _____ (day of week).
The example the teacher used for this concept was _____.
The opposite of this word is _____.
Act out the answer.
Play charades to help your partner find the answer.
Let your partner read the question/word along with you.

Others you can think of……..
_____
_____
_____

Reacting to Reading: Graffiti
CAREERS Grade 10 (Pathways: Post-Secondary Options)

Graffiti is a collaborative learning strategy that can be used before or after an assigned reading. Here you can see how it might be used *before* reading. The strategy involves students working in groups to generate and record ideas on chart paper. The teacher sets up as many chart pages as there are groups. On each chart page, the teacher writes a topic related to the assigned reading. The groups travel in rotation from chart to chart, writing responses to the topic and to the comments previously written by other groups.

Purpose
- Provide an opportunity for students to make a personal connection to a topic or unit of work by expressing their opinions, demonstrating their understanding of the assigned text, and making connections to their prior knowledge and experience.

Payoff
Students will:
- connect their personal knowledge and experience with a curriculum topic or issue.
- expand their understanding of the reading by seeing and hearing the ideas and opinions of others.
- think about post-secondary options, trades, apprenticeship, work and others options.

Tips and Resources
- Use a *Numbered Heads* strategy to randomly assign roles in small groups. For example, if you are working with groups of five, have the students in each group "number off" from 1 to 5. After the students have numbered off, assign a particular role (e.g., recording, reporting, displaying work) to each number. Rotate the roles as the students continue with the exercise.
- For sample role descriptions designed to promote small group discussion, see the *Group Roles* strategy in the Oral Communication section of the *Think Literacy Cross Curricular Approaches Grades 7-12.*
- The rotation and recording aspect of the strategy should take about 15 to 20 minutes. If groups have too much time at any chart page, there won't be anything for subsequent groups to write.
- See Teacher Resource, *Post-Secondary Options* for topic ideas.
- For step-by-step instructions on leading the class through the graffiti strategy, see the Teacher Resource, *Graffiti Strategy – Procedure for Groups.*
- See also Nelson, *Career Studies 10*, Unit 3 pages 107-136, pages 153-161, or another text book.

Further Support
- Pre-teach some vocabulary related to the topic or issue to support struggling or English Language Learners students. Consider putting key terms on a Word Wall.
- Assign two students to the role of reporter, to ensure that struggling or English Language Learners are supported if they are chosen as the reporter.

Reacting to Reading: Graffiti

CAREERS Grade 10 (Post-Secondary Options)

What teachers do	What students do
Before • Assign the reading to the students. • Determine how many groups of five you will have in the class, and set up that many "stations". At each station, put a chart page and a different-coloured marker. On each page, write an issue or topic related to the reading. • Define *graffiti* for the class (i.e., "scribbling on wall or in public places that represents a highly personal expression of thoughts or feelings"), or ask students for definitions. • Explain the graffiti process to students: groups of five students will begin at a chart page, choosing one student to record their information and ideas with the coloured marker. • Ask students to number off from 1 to 5 to create groups. See the *Numbered Heads* strategy on the facing page, under Tips and Resources. • Indicate that #1 will be the recorder for the first chart page. Recorders for later chart pages will follow sequentially and other students will be designated at the end of the rotation to display and report on the original chart page.	• Contribute to the discussion about graffiti. • Listen carefully to instructions about the process. • Clarify if needed.
During • After a specified length of time, ask groups to rotate to the next chart page, taking the same coloured marker with them. At the next chart page, a new recorder will be chosen to write down ideas and information, and so on. • Monitor activity and remind students of the task and process.	• Rotate as a group to each chart page, keeping the same coloured marker. • Respond to the next topic or question using the same coloured marker they began with. • Have a different recorder for each chart page they encounter. • Take turns contributing ideas and information to the graffiti page. • Ensure that each group member has an opportunity to contribute to the graffiti. • Conclude at the original chart page.
After • Designate #s to be reporters and displayers for the chart page (e.g., #3 students will be displayers). This keeps all students accountable until the last moment. • As each group reports, ask other students to record in their notes the top three items that interest or concern them, leaving spaces between each item. • Invite students to share their findings orally.	• Review the original chart page together to ensure they can read and understand each item. • Display and report the information on their chart page, as requested by the teacher. • As other groups report, individually record the top three items of interest or concern in one's own notes. • Reread the textbook chapter and add page numbers to the three items listed from each of the other groups' reports, to prepare for making notes.

Notes

Post Secondary Options

Teacher Resource

Suggested topics for graffiti stations:

1. Why choose an apprenticeship program?

2. Apprenticeship is the last choice one would make for post-secondary options.

3. Colleges are better than universities.

4. University is better than college.

5. Working after high school rather than continuing with your education is a big mistake.

6. University is the best path to choose if you want to make a lot of money.

7. Traveling after high school is a ridiculous idea, one would be better off traveling when finished with all of his or her education.

8. Post-Secondary education means a lot of debt.

W

Generating Ideas: Rapid Writing

CAREERS Grade 10

When students engage in rapid writing at the beginning of a writing assignment, they access their prior knowledge, engage with content, review and reflect, and begin to set direction for writing letters, essays, and other subject-based assignments.

Purpose
- Help students to start writing and ultimately to produce more writing.
- Encourage fluency in generating ideas for writing on any topic, in any subject area.
- Help students begin organizing ideas.

Payoff
Students will:
- rapidly generate fresh ideas about topics in any subject area.
- write down ideas without self-editing.
- generate raw material for more polished work.
- complete writing activities on time, overcome writer's block, and improve test-taking skills.

Tips and Resources
- There are *numerous* opportunities for application of this strategy in Careers course planning. A computer lab for word processing is an effective place for students to do this work.
- This strategy may also be used:
  - as a pre-reading strategy similar to KWL;
  - to review classroom work;
  - in conjunction with brainstorming;
  - as an after topic assessment e.g., Multiple Intelligences;
  - to compare different types of resumes;
  - as a prewriting strategy before a final copy is submitted for evaluation.
- Use rapid writing regularly in the classroom, and have students select the day's topic. Career courses lend themselves well to this approach.
- Rapid writing may be applied when writing tests, by "scribbling down" information students are afraid of forgetting just before they begin responding to questions.
- Prepare an overhead transparency of Student/Teacher Resource, *Tips for Rapid Writing.*
- www.careercruising.com (resume templates).
- *Skills and Your Teen* Brochure, Government of Canada Y-281-04-04.
- Nelson, "*Career Studies 10*" pages 202-213 (resume cover letter).

Further Support
- Write the topic on the board, and do not repeat it orally if a student comes in late. Instead, point at the board. This also reinforces the topic for visual learners, and for students who have poor aural memory.
- Encourage students to use the rapid writing strategy to overcome anxiety for tests or assignments.
- Use timed writing for parts of a task e.g., write as many words as possible in three minutes, then as many more as possible in the next three minutes, etc.
- Vary the process; some students may need to work in point form.
- Save completed rapid writing to use later to teach writing conventions or organization of ideas.
- Vary the amount of time given to students.

Generating Ideas: Rapid Writing

CAREERS Grade 10

What teachers do	What students do
Before • Request that students use the rapid writing strategy to develop a list of qualities and characteristics that pertain to them. • Explain that the purpose of rapid writing is to allow students to record what they know about an area without worrying about repetition, spelling, grammar, or any other errors. • Use Student/Teacher Resource*, Tips for Rapid Writing* as an overhead transparency to further explain the strategy. Emphasize that the important idea of rapid writing is to generate as much knowledge or as many ideas as possible with no concern for errors.	• Students listen and observe how the strategy of *Rapid Writing* works.
During • Present the task in the form of a question: "What can you tell me about yourself?" • Give the signal to begin writing or typing. • Time the students – use discretion given the characteristics and background knowledge of the group. • Give the signal for students to stop writing or typing. (A one-minute warning may be appropriate.)	• Listen and/or observe the question to be addressed in the rapid writing strategy. • At the starting signal, write or type as quickly as possible without stopping or making any corrections.
After • Debrief. Ask students to count the ideas generated. • Ask who has at least number of ideas, until only one or two hands remain up. • Discuss the ideas generated, based on what the students have written. Encourage students who don't usually participate to state some of the ideas that they wrote or typed. • Use this exercise as an introduction to students when creating their resumes and cover letters. • Have students choose the points most relevant for a resume and a cover letter. • Different coloured highlighters could be used to select points to be included on a resume and points for a cover letter.	• Count the number of ideas generated. • Discuss the topic by reading aloud parts of what they have written. • Students choose points to include on their resume and in their cover letter.

Notes

Tips for Rapid Writing

- **Write as fast as you can.**

- **No corrections or erasing allowed.**

- **Write until your teacher says STOP – do not stop before!**

- **Don't lift your pen/pencil from the paper or remove your hands from the computer.**

- **If you get stuck, jumpstart your brain by writing the topic title and extending it to a sentence.**

- **When your teacher says, "stop", count and record the number of words you have written.**

- **Be prepared to discuss your topic; use the writing you have done to start you off.**

W

Student/Teacher Resource

Sample of Student Writing for Resume Building

About Me

- o   Work at Tim Horton's
- o   Volunteered for Optimist BBQ
- o   Babysit kids next door
- o   Like to draw and paint
- o   Play on school basketball and hockey teams
- o   Play on local house league hockey team and soccer team
- o   Like animals
- o   Love hanging out with my friends whenever possible
- o   Honour roll for grade 9
- o   Volunteer at animal shelter
- o   Taking swimming lessons
- o   Chat with friends online
- o   Love shopping and shoes
- o   Work hard at school work and homework
- o   Like amusement parks (Wonderland)
- o   Have older brother and younger sister
- o   Don't like snakes
- o   Pizza is my favourite food
- o   Green is my favourite colour
- o   Love horror movies
- o   Play video games
- o   English and art are my favourite subjects
- o   Math and science are my worst subjects
- o   Member of church youth group

Developing and Organizing Ideas: Webbing, Mapping and More
CAREERS Grade 10

Effective writers use different strategies to sort the ideas and information they have gathered in order to make connections, identify relationships, and determine possible directions and forms for their writing. This strategy gives students the opportunity to reorganize, regroup, sort, categorize, classify and cluster their notes.

Purpose
- Identify relationships and make connections among ideas and information.
- Select ideas and information for possible topics and subtopics.

Payoff
Students will:
- model critical and creative thinking strategies.
- learn a variety of strategies that can be used throughout the writing process.
- reread notes, gathered information, and writing that are related to a specific writing task.
- organize ideas and information to focus the writing task.

Tips and Resources
- Strategies for webbing and mapping include:
    - *Clustering* – looking for similarities among ideas and/or information and grouping them according to characteristics.
    - *Comparing* – identifying similarities among ideas, information, or things.
    - *Contrasting* – identifying differences among ideas, information, or things.
    - *Generalizing* – describing the overall picture based on the ideas and information presented.
    - *Outlining* – organizing main ideas, information, and supporting details based on their relationship to each other.
    - *Relating* – showing how events, situations, ideas and information are connected.
    - *Sorting* – arranging or separating into types, kinds, sizes, etc.
    - *Trend-spotting* – identifying things that generally look or behave the same.
- For more information see:
    - Teacher/Student Resource: Brainstorming Web: How People Learn.
    - Nelson, *Career Studies 10*, pages 41-44.
    - http://snow.utoronto.ca/prof_dev/tht/multint/content/mi.html.

Further Support
- Provide students with sample graphic organizers that guide them in sorting and organizing their information and notes – e.g., cluster (webs), sequence (flow charts), compare (Venn diagram).
- Have students create a variety of graphic organizers that they have successfully used for different writing tasks. Create a class collection for students to refer to and use.
- Provide students with access to markers, highlighters, scissors, and glue for marking and manipulating their gathered ideas and information.
- Select a familiar topic (perhaps a topic for review). Have students form discussion groups. Ask students to recall what they already know about the topic, and questions that they still have about the topic. Taking turns, students record one idea or question on a stick-on note and place it in the middle of the table. Encourage students to build on the ideas of others. After students have contributed everything they can recall about the topic, groups sort and organize their stick-on notes into meaningful clusters on chart paper. Ask students to discuss the connections and relationships, and identify possible category labels. Provide groups with markers or highlighters to make links among the stick-on notes.
- Display the thinking of the group.

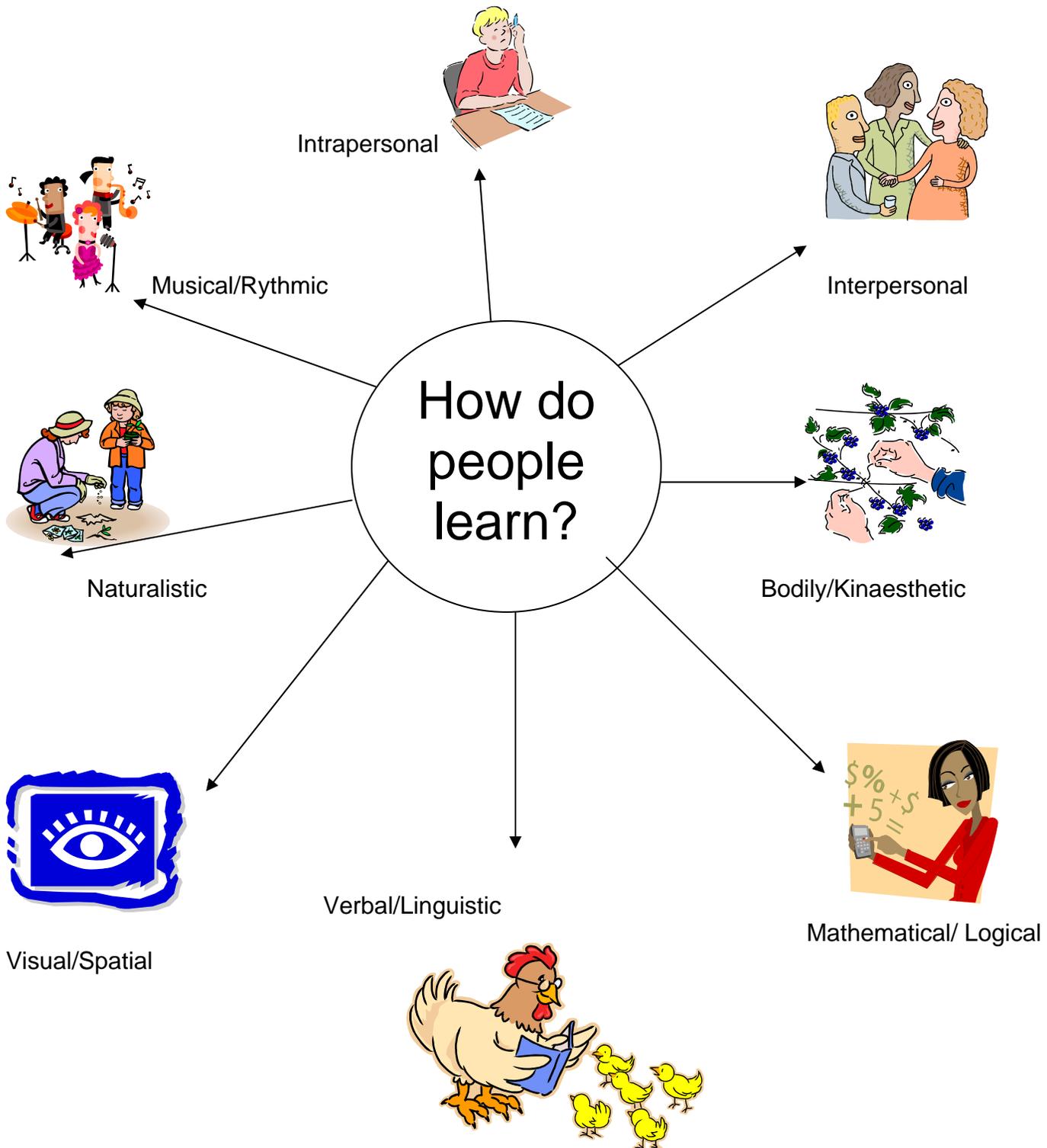## Developing and Organizing Ideas: Webbing, Mapping and More

CAREERS Grade 10

Notes

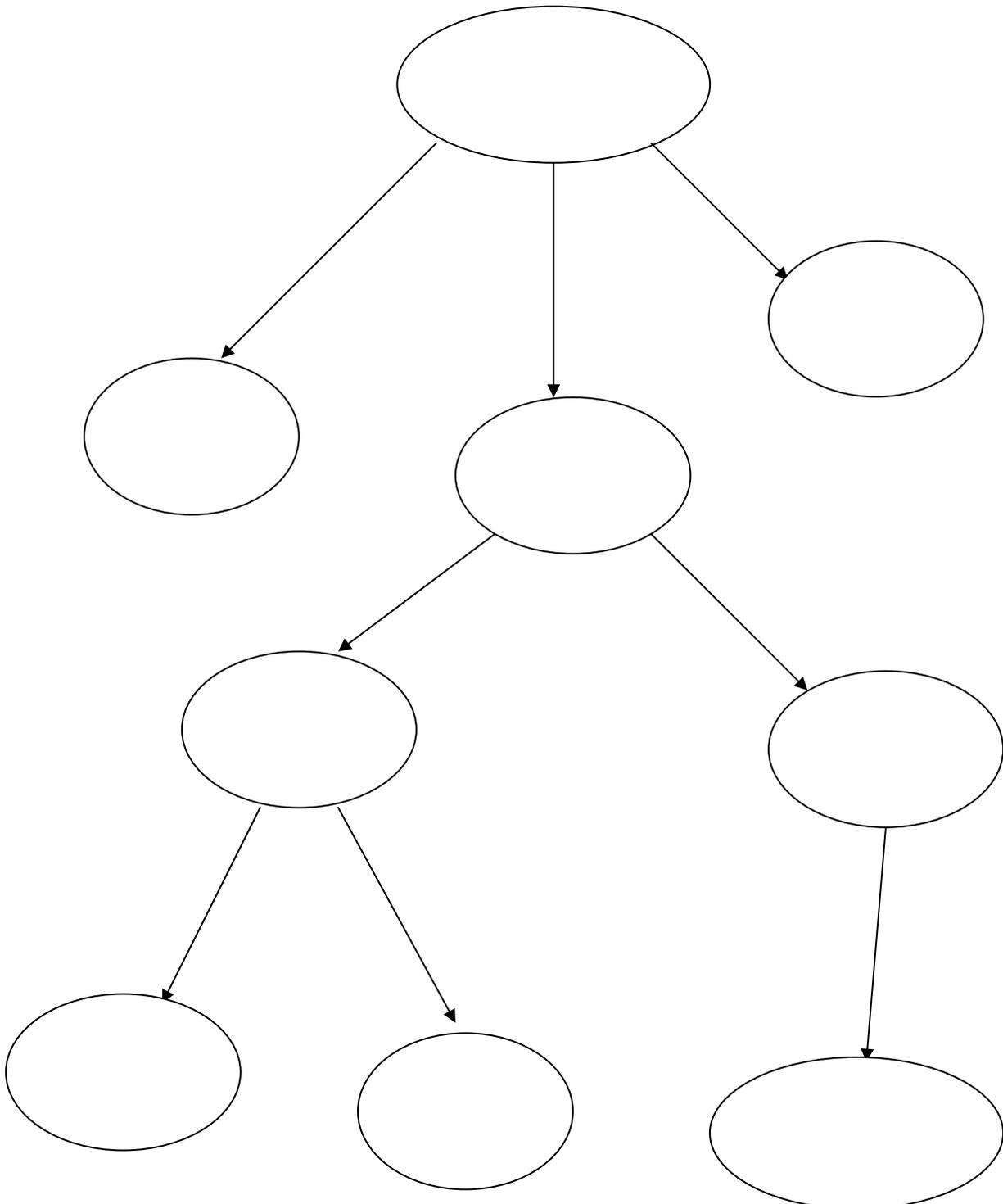| What teachers do	What students do
Before • Select a current writing task such as learning styles or multiple intelligences. • Prepare a sample on chart paper of possible ideas and information gathered on such a topic of as learning styles or multiple intelligences. • Using a marker model how to make connections among the ideas and information (e.g., number, circle, colour-code, and draw arrows).	• Recall what they already know about the topic of multiple intelligences or learning styles. • Make connections to their own notes. • Note the links and connections that the teacher makes among ideas and information. Consider the similarities and differences in their own thinking. • Recall past use of a webbing strategy to record or organize their thinking.
During • Ask students in groups of two to four to brainstorm associated words related to the topic 'body image' or 'healthy eating'. Students contribute to the web by identifying important ideas and key information and by suggesting how to place the points to create a web. See Teacher Resources, *Brainstorming Web: How Do People Learn?* • Ask students to clarify why they placed the ideas/concepts in a particular order on the web/concept map (e.g., Is there another way to order the ideas, sort the concepts?). • Model for students how to use the web/concept map. Consider the generalizations and/or categories that emerge from the connections and relationships to help identify subtopics, headings, and structure.	• Contribute to the class discussion. • Note the similarities and differences in responses
After • Have students refer to their notes in order to create a web/concept map by sorting and organizing their ideas and information. • Ask students to present their findings to the class or connect all the maps together into one larger map. • If appropriate, students who are writing on a similar topic may work in pairs to create a web/concept map for their combined notes. Students may use scissors to cut and paste their web/concept map. • Ask students to review their webs/concept maps and use them to create an outline for writing.	• Reread notes and share important information and ideas. • Use the question prompts to rephrase notes, identify key points, and group the ideas and information to create a web/concept map. • Share and compare web/concept maps. • Make the connection between the web/concept map and possible ways of organizing the information and ideas for use in a written report.

Brainstorming Web: How do people learn?

Intrapersonal

Interpersonal

Musical/Rythmic

How do people learn?

Naturalistic

Bodily/Kinaesthetic

Visual/Spatial

Verbal/Linguistic

Mathematical/ Logical

Template: Brainstorming Web

Student Resource

Writing for a Purpose: Writing a Report
CAREERS Grade 10

When students can get the "picture" of a form of writing in their heads, they feel more confident about creating the final product. A *template* or framework is a skeletal structure for a writing form that allows students to organize their thoughts and researched information in order to write a first draft. Essay maps are another type of template.

Purpose
- Provide students with a template to scaffold their understanding of a form of writing and help them organize information before drafting the piece.

Payoff
Students will:
- learn the common expectations for the form and components of a particular writing assignment.
- organize their writing and ensure that it meets the requirements of the assignment.

Tips and Resources
- The purpose of this report is for students to share information that they have gathered about a specific career.
- To help students understand how to construct a writing assignment, they may first need to deconstruct an example of that assignment. The same template that is used for structuring student writing can be used initially to analyze examples of a writing form. For instance, before having students use the template to write in a specific form, give them an example of the same kind of writing and have them use the template to identify the example's main idea, supporting details, transitional sentences, etc. Using the template to deconstruct a piece of writing before writing their own version gives students an exemplar from which to work when they begin their own writing. This activity can also be done in pairs or in small groups.
- *Think Literacy: Cross-curricular Approaches*, Grades 7-12.
- *Be Real Game.*
- www.careercruising.com
- www.jobfutures.ca
- The teacher may wish to have students interview someone working in their chosen career or field.
- See the explanations and templates for writing an informational report:
    - *What is a report? How do you write a report?*
    - *Writing a Report Template*
    - *Information Report Template - Blank*

Further Support
- The template for any individual writing assignment can be revised to make the modifications or accommodations necessary for students with special needs. For example, reduce the number of paragraphs or supporting details, create differing expectations for research, or for the complexity of the main idea.

W

Writing for a Purpose: Writing a Report

CAREERS Grade 10

What teachers do	What students do
Before • Find or prepare a template appropriate to the writing assignment that students are expected to complete. • Find an example of the writing form that students can deconstruct. Make photocopies, and distribute the examples to the students. • Model the method for deconstructing the piece of writing using the first paragraph or part of the example. • Tell students the name of the form of writing (e.g., a report, an opinion piece). • Ask aloud, "What happens in this paragraph/part of this piece of writing?" • Answer that question: "This first part of the report is called a summary. In a few sentences, it gives me a sense of what this report is all about and provides two major characteristics." • Ask students to work in groups of four to deconstruct the rest of the example. • Engage students in a class discussion following their group work, and record their responses about what happens in each part or paragraph of the example.	• Read the example, following the teacher's oral deconstruction of the first paragraph or part of it. • Work in groups to determine what happens in each subsequent paragraph or part of the example by asking, "What happens in this paragraph/part of the piece of writing?" • Contribute responses to the class discussion.
During • Distribute the template to students to help them consolidate their understanding of what happens in each part of the assigned piece of writing. • Share a sample of a template that has been partially completed. (See *Information Report* Sample, with instructions and examples) • Direct students to use this template to organize the information they have prepared/researched for this assignment on a chosen career. • Monitor students' work as they begin completing the template.	• Begin completing the template by adding (in the appropriate places) the information they have researched or prepared for it (e.g., results of the information obtained via interviews, or background information searched on the internet).
After • Assign a completion date for the template. • Use peer, self, or teacher assessment of the completed template in a subsequent class, before students begin drafting their report on a chosen career.	• May complete the template as a homework assignment • May participate in peer or self-assessment of completed templates in a subsequent class.

Notes

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What is a report?

A report is a form of writing that provides information. There are different types of reports, and they can be organized in different ways depending on the purpose and audience. However, a report is usually based on **researched facts** or on **accurate details** of a situation or event, not just on the writer's own knowledge.
For your careers class you may be asked to write a report on a career path or employment skill. You might also write a report detailing the organization, costs, participation, and success of a certain event such as a concert or banquet. In business situations, or in science or medical journals, reports are organized with a summary (or abstract) at the beginning. The purpose of this summary is to give the person reading the report a sense of the main content. The rest of the report fills in the background information, the process by which the information was obtained, and makes recommendations.

How do you write a report?

1. Research your information, finding it in several different sources (e.g., books, magazines, the internet, interviews).

2. Take notes of the key details that you need from your sources. Be sure to record which information comes from which source so that you can give credit to your sources.

3. Use an organizer such as a chart, web, or sub-topic boxes to sort and classify your information into different areas for sub-topics.

4. When writing your introduction, think of who your audience might be. If your report is to be made orally to your classmates, you will want to catch their interest somehow, perhaps by referring to some personal experiences. If your report is to your teacher or for an "expert" on your topic, you should be more formal and to the point, avoiding the use of "I" and being more objective.

5. Develop each sub-topic paragraph with an appropriate sentence that shows how the sub-topic links to the topic.

6. Make sure that your sub-topic paragraphs have a logical order and that they flow smoothly. Use sub-headings to guide your reader through a lengthy report with many sub-topics.

7. Write a conclusion that summarizes two or three of the main points you wish to make about your topic. Depending on the type of report, write several recommendations.

8. Give credit to your sources by acknowledging them. List the sources alphabetically by the author's surname, following the style your school recommends.

Writing A Report

Introduction: Introduce the topic and classify it or put it in a category – e.g. "Web design is an exciting and challenging career opportunity."

In two or three sentences, give the reader a "map" of what you plan to do with the topic. Essentially you are naming your sub-topics – (e.g., "A career in web design requires knowledge of computer software programs and a good business sense. This career provides a great deal of flexibility and is very rewarding and challenging. This career did not exist 20 years ago but today it is an area that continues to grow. There are many possibilities for an individual interested in web design").

First sub-topic: Define your topic and give some general information about it – e.g., say what a web designer does or perhaps describe a web designer's typical day. You may also choose to provide this information in your introduction.

Make several key points with information from your research.

Write a transitional sentence or question – (e.g., "The use of technology and the introduction of the internet has lead to the creation of many new jobs, including that of web design").

Second sub-topic – (e.g., "The effect of computer technology on careers" or "Pros of a web design career").

Make key points from your research.
Write a transitional sentence.

Third sub-topic – (e.g., "Education required or suggested routes to become web designer").

Make key points from your research.

Write a transitional sentence.

Conclusion: Re-state some of your key points – (e.g., opportunities for a career in web design or the pros and cons of a career in web design).

Write an emphatic concluding sentence – (e.g., "It is likely that the area of web design will continue to evolve as computer technology continues to change and improve").

Information Report Template

Introduction:

First Sub-topic:

Key points from your research:

Transitional sentence:

Second Sub-topic:

Key points from your research:

Transitional sentence:

Third Sub-topic:

Key points from your research:

Transitional sentence:

Conclusion:
Re-state some of your key points.

Write an emphatic concluding statement.

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Pair Work: Think/Pair/Share

CAREERS Grade 10

In this strategy, students individually consider an issue or problem and then discuss their ideas with a partner.

Purpose
- Encourage students to think about a question, issue, or reading, and then refine their understanding through discussion with a partner.

Payoff
Students will:
- reflect on subject content.
- deepen understanding of an issue or topic through clarification and rehearsal with a partner.
- develop skills for a small group discussion, such as listening actively, disagreeing respectfully, and rephrasing ideas for clarity.

Tips and Resources
- Use *Think/Pair/Share* for almost any topic.
- Use it to help students with their in-class reading. Ask them to read a chapter, think about the ideas, and then take turns retelling the information to a partner.
- Use it at any point during a lesson, for very brief intervals or in a longer time frame.
- Increase the amount of time devoted to *Think/Pair/Share*, depending on the complexity of the reading or question being considered. This strategy can be used for relatively simple questions and for ones that require more sophisticated thinking skills, such as hypothesizing or evaluating.
- Take time to ensure that all students understand the stages of the process and what is expected of them.
- Review the skills that students need to participate effectively in *Think/Pair/Share*, such as good listening, turn-taking, respectful consideration of different points of view, asking for clarification, and rephrasing ideas.
- After students share in pairs, consider switching partners and continuing the exchange of ideas.
- See other strategies, found in *Think Literacy: Cross-Curricular Approaches*, including **Take Five** and **Discussion Web** for ways to build on the *Think/Pair/Share* strategy.
- For background information see:
    - *www.careercruising.com*
    - *Personal interviews*

Further Support
- Some students may benefit from a discussion with the teacher to articulate their ideas before moving on to share with a partner.
- Student may have their written reports with them to help facilitate the discussion.

Pair Work: Think/Pair/Share

CAREERS Grade 10

What teachers do	What students do	Notes
Before • Have students gather information on a chosen (specific) career. • Choose a "teachable moment" during the class where the process of reflection and shared discussion would bring deeper understanding, and insert a brief *Think/Pair/Share* activity into the lesson at that point. • Consider the social and academic goals for the *Think/Pair/Share* activity, and plan for pairing of particular learners that would further those goals.	• Read the chapter or section, if the *Think/Pair/Share* is based on information and ideas from a reading selection. • Research and gather information on a specific career.	
During • Ask students to spend several minutes thinking about and writing down ideas. • Set clear expectations regarding the focus of thinking and sharing to be done. • Put students in pairs to share and clarify their ideas and understanding. • Monitor students' dialogue by circulating and listening.	• Formulate thoughts and ideas, writing notes as necessary to prepare for sharing with a partner. • Practice good active listening skills when working in pairs, using techniques such as paraphrasing what the other has said, asking for clarification, and orally clarifying their own ideas.	
After • Call upon some pairs to share their learning and ideas with the whole class. • Possibly extend the *Think/Pair/Share* with a further partner trade, where students swap partners and exchange ideas again. • Consider adding a journal writing activity as a productive follow-up to a *Think/Pair/Share* activity (e.g., students reflect or share thoughts on another career, not researched).	• Pinpoint any information that is still unclear after the pair discussion, and ask the class and teacher for clarification.	

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Small Group Discussions: Group Roles
CAREERS Grade 10

Students are divided into groups of a certain size — for example, five members. Each student is assigned a specific role and responsibility to carry out during the small group discussion.

Purpose
- Encourage active participation by all group members.
- Foster awareness of various tasks necessary in small-group discussion.
- Make students comfortable in a variety of roles in a discussion group.

Payoff
Students will:
- all speak in small groups.
- have specific roles to fulfill, clearly defining their role in the small group.
- receive positive feedback that is built into the process.
- participate actively in their learning.

Tips and Resources
- It is a good idea to have organized groups and use group roles whenever you do group activities. This will help to ensure maximum participation and on-task behaviour.
- It is important to vary the composition of small groups, allowing students the opportunity to work with many classmates of various abilities, interests, backgrounds, home languages, and other characteristics.
- It is a good idea to repeat this activity throughout the year. This will allow students the opportunity to experience different roles and to improve their skills.
- Time the exercise to keep the students focused on the task.
- If research is required, involve all students in the process, regardless of their role. This activity provides an excellent way for students to share research and come to a consensus about important information.
- For more information see: Student/Teacher Resource, *Sample Role Cards — Template.*
- Student Resource, *Reflection Sheet — Template.*

Further Support
- Although it is important to vary the composition of groups, it is also important to consider the particular needs of struggling students.

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Small Group Discussions: Group Roles
CAREERS Grade 10

What teachers do	What students do	**Notes**
Before • Choose the task or topic for discussion. • Decide how many students will be in each group. • Decide on the roles for each group member. • Prepare role cards for each student. See Student/Teacher Resource, *Sample Role Cards* for example: **Leader**: defines the task, keeps the group on task, and suggests a new way of looking at things. **Manager**: gathers and summarizes material the group will need, keeps track of time, and collects material the group used. **Note maker**: records ideas generated by the group, and clarifies the ideas with the group before recording. **Reporter:** reports the group's ideas to the class. **Supporter:** provides positive feedback for each speaker, makes sure everyone gets a turn, and intercepts negative behaviour.	• Understand the question/task. • Understand their roles and responsibilities.	
During • Divide the class into groups. • Present the parameters of the task. • Explain time limits and keep track of time. • Circulate around the room, ensuring that all students are fulfilling their roles. • Comment constructively on the group process.	• Fulfill the roles to the best of their abilities. • Use active listening skills. • Act positively and encourage other group members. • Participate fully in the discussion. • Adhere to the time limits set by the teacher.	
After • Ask students to individually complete an evaluation of the discussion. See Student Resource, *Reflection Sheet — Template* (Grades 7 — 10). • Debrief with the whole class, asking students to comment on the success and benefits of the exercise. • Plan to repeat this activity throughout the course allowing students to try each of the roles.	• Complete the *Reflection Sheet — Template.* • Discuss the successes and benefits of using structures/roles in small groups.	

Sample Role Cards – Template

LEADER
- Does everyone understand what we are doing?

- Have you thought about this in another way?

- We are getting off topic: let's get back to the task.

MANAGER
- Here are the materials we will need. This is what I think we should look at.

- We have _____ minutes left.

- Now that we are finished, let me gather the materials.

NOTE MAKER
- Would you repeat that so I can write it all down?

- What do you mean by that?

- Let me read to you what I have written so far.

REPORTER
- Let's review the note maker's notes.

- Does anyone have anything to add before I report to the class?

- Does anyone have any suggestions on how to report to the class?

SUPPORTER
- Really good point.

- We haven't heard from _____ yet.

- Please don't interrupt; you'll get a turn.

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Student Resource

Small-group Discussion Reflection Sheet

Name: _____

Role: _____

Topic: _____

Comment on your **group's ability** to work together in a positive manner. Consider cooperation, listening, and organization.

What are your group's strengths?

What are your group's areas for improvement?

Comment on **your own ability** to work in a positive manner. Consider cooperation, listening and organization.

What are your strengths?

What are your areas for improvement?

Comment on your success in fulfilling the role you were assigned.