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Instruction

A quality adult literacy and basic education program offers instruction that enables adult learners to progress towards their goals.



Best Practices in Action



Sharing their Skills

Submitted By

Suzanne Robinson, Instructor ALBE/Access, Inuvik CLC, Aurora College

Best Practices Supported

- Instruction
- Respect and Support for Learners

Curriculum Links

- ALBE Social Studies
- ALBE English



How It Works

The learners at the Inuvik Community Learning Centre are adult learners and therefore come to the program with skills and knowledge that they can share with the group. As a way to recognize their strengths and skills, half a day each week is set aside and the learners are invited to share their skills with the class. The learners share such things as craft making, fur hat making, cooking skills, and many other things. This is a great opportunity for the instructor and learners to switch roles.

In Social Studies the first activity is to create community posters. Each learner creates a poster about their community and presents it to the class. These are then hung up and remain up all year. Each learner will also be called on to present some aspect of their knowledge of the North and to act as a resource person for another learner for a research project. The idea is for learners to have the chance to showcase their knowledge and learn from each other.



Science and Traditional Knowledge

Submitted By

Gloria Iatridis, Coordinator, Literacy and ABE, Department of Education, Culture and Employment, Yellowknife

Best Practices Supported

- Organizational Linkages and Partnerships
- Community
- Culture
- Instruction

What You Need

- Skidoos
- Sleds
- Camping gear
- Cabin
- Hunting and fishing equipment
- Food
- Workbooks
- Science equipment

Curriculum Links

- ALBE Science
- ALBE English

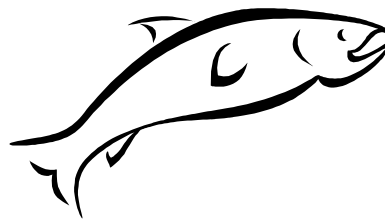


How It Works

The community learning centre in Tuktoyaktuk offered an on-the-land component for its learners enrolled in the ALBE Science 120 course. Following the curriculum, the learners participated in a variety of assignments, experiments and projects in class and at the end of the course and completed a class project out on the land.

- The project consisted of:
 - Spending 5 – 10 days out on the land at a cabin at Husky Lakes
 - Completing a science journal
 - Recording the temperature each day
 - Recording when the sun rose and set each day
 - A Fish Study
 - Recording the number of fish caught
 - Measuring the fish
 - Weighing the fish
 - A Caribou Study
 - Recording the number of caribou killed
 - Recording where the caribou were found and killed.

This practice was developed for a number of reasons and there were many benefits from the experience. Because the learners were enrolled in the ALBE Science 120 program and were studying water, weather, land, life and basic ecology and had been doing in-class assignments, experiments and projects, it made so much sense to take their new knowledge and ideas they learned in the classroom and apply them to the real world.



As well, many of the learners were experienced hunters and had many skills that they were willing to share with others. The learners were also interested



Best Practices in Action

in hunting for the elders. We were able to do this and learn about science at the same time.

At the same time, Aurora College had another group of learners from the Natural Resources Technology Program (NRT) camping at a nearby cabin and the ALBE learners were able to talk to them about the NRT program and compare what they were doing with these other learners and they were so proud that their work was comparable. It was a boost of confidence for them.

I was so excited to be camping with my students. I was looking forward to spending time with them in the evenings possibly telling stories, playing cards and enjoying their company. But to my surprise, every evening the group was so involved with completing their journals they didn't seem to have any time to do anything else. This was an assignment that they thoroughly enjoyed working on.

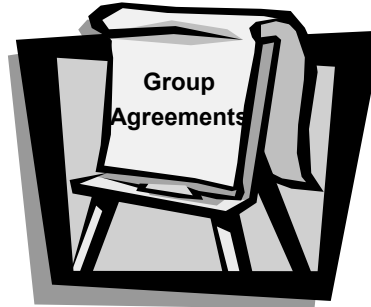
*Gloria Anderson
Adult Educator Tuktoyaktuk.*



Group Agreements

Submitted By

Alison Barr, Adult Educator,
Yellowknives Dene Adult Education
Program, Yellowknife, NT



Best Practices Supported

- Respect and Support for Learners
- Instruction

How It Works

The learners in the Yellowknives Dene Adult Education program establish group agreements that help their class run smoothly. In the first class, the facilitator and learners come up with a list of agreements to help the class run smoothly. It is important that everyone takes part and agrees on the agreements. The group agreements are posted in the classroom and referred to when needed. It is important to review the group agreements periodically and ask learners if there are any agreements that need to be added or deleted.

There are many benefits to doing group agreements. The group agreements allow the participants and instructor to refer to the ideas or the agreed upon principles as opposed to focusing on individual behavior or making personal attacks. As well, everyone takes responsibility for their conduct in the classroom and it is not up to the

The group agreements are a reminder to respect others during class and to be responsible for ourselves.

Participants in the Yellowknives Dene Adult Education



instructor to “enforce” rules. If something is happening in class that goes against the group agreements, a learner or the instructor can refer to the group agreements and remind the group that this is what we agreed upon.

Our Group Agreements

- Start and end on time.
- Take your turn to tidy up.
- Make phone calls during breaks.
- Talk about yourself, not about others.
- Have respect for one another.
- It is ok to make a mistake; it’s how we learn.
- What others do is their own business.
- Be sensitive to other people's feelings.

Yellowknives Dene

Adult Education Program

Other agreements you may want to include are:

- All opinions are honoured
- Equal opportunity for all to participate
- Confidentiality
- The right to “pass” in discussion or reading
- Everyone is a learner.



Message in a Bottle

Submitted By

Debbie Michon-Weir, Chair, Community Programs, Yellowknife Campus,
Aurora College

Best Practices Supported

- Instruction
- Learning Materials



Curriculum Links

- ALBE English
- ALBE Social Studies

How It Works

Adding enhancement and innovative concepts to adult basic education is a practice that Debbie Michon-Weir has followed in her career as an educator of adults. Debbie worked as the instructor for the Community Skills for Work program in Rankin Inlet in 1996, a program that included basic English, math and work skills. While doing this program, she decided to do a “Message in a Bottle” activity as part of the English component, with hopes that someone in some exotic place might one day find one of their bottles and contact them!

English component: Learners wrote stories about themselves, the program and the community. They visited the local hamlet office and collected information about their community. They included maps of the north and Canada, incorporating Social Studies. They spent several classes writing and



Best Practices in Action

also spent time experimenting which bottles they would use, how they would seal them, and how and where they would launch them etc. They needed to experiment a bit on what type of sealing they would use to keep the bottles air tight and on how much material they could stuff into the bottle.

In order to launch their bottles, the learners had to research someone to take all of them on a boat and they needed to know that the person taking them knew where they should launch them so that the bottles would have the best possible chance of making their way out to sea and to some exotic place.

After much preparation they were set to launch the bottles. They also decided that since they would be close to Marble Island they would make it a real adventure by stopping at the island and having tea. They also researched the history of Marble Island and even saw the sunken ship in the channel!

On a beautiful crisp, sunny fall day, they launched 11 bottles into the waters between Marble Island and Rankin Inlet. According to their guide it was the place to launch. One by one they threw their bottles and watched their hopes bob in the choppy waters of Hudson Bay. They saw them carried out to the open water. Each bottle contained a message, and in the message a little hope that someone would pluck them from the sea and contact them.

Note: About two years later someone in James Bay found one of the bottles and contacted the learner. They were not only surprised but also thrilled that one of the bottles had been found!



Stereotype Search

Submitted By

Vasiliki Aivaliotis, Instructor, Hay River CLC, Aurora College

Best Practices Supported

- Learning Materials

Curriculum Links

- ALBE English

What You Need

- Pictures of different people and knowledge of their occupations
- Writing paper and pens

How it Works

This practice can be utilized in 130/140 English. It is a good way to introduce stereotypes.

Steps:

- Give learners a sheet with 8 different pictures of “faces” for them to examine.
- Give learners a sheet with a list of “occupations” that match the photographs.
- Have learners try to guess which face matches with which occupation.
- As a class, discuss each picture and have learners reveal reasons behind their matching.
- Introduce the concept of “stereotypes” with a clear definition.



Name: _____

Date: _____

Stereotype Search

Look at the photographs on the next page. Read the list of descriptions below. Write the number of the person beside the description. Think about why you selected that person to match the description. We will discuss this as a class.

_____ Hunter

_____ Hockey Player

_____ Prime Minister

_____ Serial Killer

_____ Police Lieutenant

_____ Basketball Star

_____ Scientist

_____ Professor



1



7



8



2



6



5



3



4



Answers:

__6__ Hunter

__2__ Hockey Player

__8__ Prime Minister

__7__ Serial Killer

__5__ Police Lieutenant

__4__ Basketball Star

__1__ Scientist

__3__ Professor



Grammar Jeopardy

Submitted By

Barb Miron, Adult Educator, Fort Resolution CLC, Aurora College

Best Practices Supported

- Instruction

Curriculum Links

- ALBE English



How It Works

The Grammar Jeopardy game is a team activity that brings together the various classes at the community learning centre. It allows the learners to review grammar instruction and strengthen writing skills in a fun and interactive way with the aim of making learning enjoyable. Here is how you do it:

Objective: To review grammar, punctuation, and sentence errors

Materials: overheads of grammar exercises, overhead pens, flipchart pens and prizes.

Procedure:

- Divide the learners into groups of 3 or 4. It is best to mix the levels of the learners so that each team consists of learners from different levels and classes.
- Write the categories and points on the board.
- Write the group names on a flipchart to keep score.
- Have overhead projector, overheads and pens ready.



Game Rules:

There will be three rounds:

- Jeopardy (points \$100, \$300, \$500)
- Double Jeopardy (points \$200, \$600, \$1000)
- Final Jeopardy.

In Final Jeopardy, the group will bet points after the category is given and before the question is revealed. Once the questions are given, if the group answers correctly, the betted points are added. If the group answers incorrectly, the betted points are subtracted.

There are six categories and three points levels for each round.

Once the rounds start, the groups will select categories and points in turn. However, if the group cannot answer or answers incorrectly, the question is open to the other groups. The first person to raise a hand will answer for their group.

The questions will consist of grammar exercises on the overhead. The learners can answer from their seats or come up and make the correction with an overhead pen. Whether you choose to make corrections on the overhead will depend on the type of exercise presented.

In the end the group with the most points wins. Each member of the winning group will receive a prize.

When giving directions to learners, remember to tell them that a few sentences may be correct. If the sentence is correct, they only have to note this to get points. These sentences are like bonuses. If a sentence is incorrect, they have to identify the error and correct it.



Chart to Write On Board for Jeopardy Round:

Punctuation	Agreement Problems	Sentence Errors	Modifier Problems	Passive Voice	Faulty Parallelism
\$100	\$100	\$100	\$100	\$100	\$100
\$300	\$300	\$300	\$300	\$300	\$300
\$500	\$500	\$500	\$500	\$500	\$500

Chart to Write On Board for Double Jeopardy Round:

Punctuation	Agreement Problems	Sentence Errors	Modifier Problems	Passive Voice	Faulty Parallelism
\$200	\$200	\$200	\$200	\$200	\$200
\$600	\$600	\$600	\$600	\$600	\$600
\$1000	\$1000	\$1000	\$1000	\$1000	\$1000

This activity has to take place at the end of the year after learners have received instruction in all of these grammatical topics. It is also very important to have nice prizes to motivate the teams to work towards winning.

This game is highly instructive because the teams become quite competitive and want to make sure that each win by another team is legitimate. This becomes a teacher's dream because they insist on an explanation of the grammar error and the sentence in question when another team wins a point. This is a perfect opportunity to review the principles of grammar with the class.

*Barb Miron
Adult Educator*



“Beyond the Mask” Project

Submitted By

Cynthia Coughlin, Instructor/Coordinator, Chartrand Homes Adult Literacy Program, Yellowknife

Best Practices Supported

- Instruction
- Learning Materials
- Culture
- Community

Curriculum Links

- ALBE English
- ALBE Career/Life Work

How It Works

The “Beyond the Mask” project included literacy, woodworking and vocational components. The learners made a mask, shield, and staff and then created a mask booklet. They researched the history of masks and shields in different cultures, using films and Internet downloads. They wrote poetry, stories, thank you notes, made a personal dictionary of new words, and personal statements.

The project allowed for different learning styles to be accommodated as the learners gained hands-on skills in time management skills, self-directed learning, discovery skills, social learning skills and personal growth. The aim was for learners to reflect on their feelings, experiences, and reality. The



learners were encouraged to express their own individuality. Through this activity, it was hoped that learners would have a better understanding and appreciation of themselves and would increase their positive self-esteem. The project ended with a great celebration, involving music, drum dancing and a feast. The learners' work was also celebrated in the community by being displayed at the NWT Legislative Assembly and at the Prince of Wales Northern Heritage Centre.

**BEYOND
THE
MASK...**

The Gabriel Mask

**Tootoo
Hockey
Extraordinary**

**Goalie
Artist
Blue hair
Red face
Inuit
Expressive
Love**

**Mario Lemieux
Adult
Sixty-six
King**

Gabe's Statement

**My name is Gabriel.
My Power Word or Rock Word is
STRENGTH.
STRENGTH
means
being healthy and strong,
learning,
being successful
and winning.
My power animals are
wolverines and wolves.**

1. My mask and shield have the #66.
Mario Lemieux is #66.

2. My shield has two photos.
One photo is Mario Lemieux.
One photo is Jordin Tootoo.
They are my heroes.

3. Hockey is my favorite game.

4. Hockey means power, strength,
fun, teamwork and good friends.



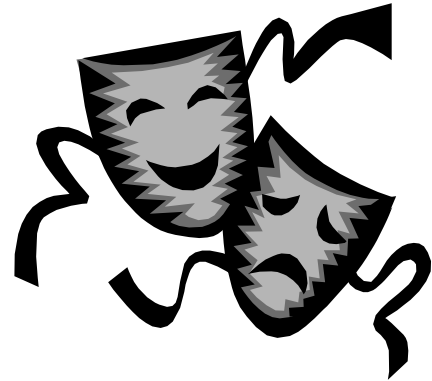
Drama: The Rez Sisters

Submitted By

Liz Pope, Adult Educator, Hay River CLC, Aurora College

Best Practices Supported

- Instruction
- Learning Materials
- Learner Assessment
- Community



Curriculum Links

- ALBE English

What You Need

- Copies of the play
- Self-evaluation form
- Assignment hand-out

How It Works

The “Rez Sisters” assignment involves:

- Reading the play
- Creating a set
- Choosing/creating props and costumes
- Performance
- Self-evaluation



Depending on the ALBE levels of the learners, the reading of the play could be on an independent basis, a group effort, or a combination of both. Once the learners have read the play, they will receive a handout indicating the nature of the assignment. They then select the portion of the play to perform, learn their lines, choose/create props and costumes, and finally perform the play for a community group.

The activity includes drama, drama terminology, memorizing lines, and reading. There are opportunities for the learners to develop time management skills, to participate in self-directed learning, and engage in personal growth. As well, depending on the diversity and needs of the group, the activity can be modified to fit the needs of the learners.

The 'Rez Sisters' assignment involved the learners reading the play, creating a set, choosing/creating props and costumes, and then doing a performance. This activity was followed by the learners filling out a self-evaluation form on their participation in the project.

The activity was a lot of fun! In addition, the same play evoked different sets, props, and presentations – and allowed for individual/group preferences.

The activity includes drama, drama terminology, memorizing lines, and reading. The opportunities to develop time management skills, to participate in self-directed learning, and engage in personal growth are also evident.

*Liz Pope
Adult Educator*



ALBE English

The Rez Sisters, A Play By Tomson Highway

1. Read the play.
2. Form groups of 3-5 people.
3. Your assignment is to present a portion of the play.
 - a. Choose your parts.
 - b. Create the set.
 - c. Choose your props and costumes.
 - d. Presentation on _____.

Note: You will be completing a self-evaluation of your participation in this activity.



Drama – “The Rez Sisters”

Self-Evaluation

Respond to the following statements. Circle the number that describes how you feel.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

1. I met with my classmates to discuss the assignment and plan the performance.

1	2	3	4	5
---	---	---	---	---

2. I helped plan and prepare the set, props and costumes.

1	2	3	4	5
---	---	---	---	---

3. I knew my lines.

1	2	3	4	5
---	---	---	---	---

4. My group planned our performance together.

1	2	3	4	5
---	---	---	---	---

Comments:

- The best thing about this activity is:

- The most challenging part of this activity is:

- 5 words to describe this activity are:



Incorporating Family Reading

Submitted By

Cathy Blake, Family Literacy Coordinator, Fort McPherson

Best Practices Supported

- Instruction
- Respect and Support for Learners
- Community



Curriculum Links

- ALBE English

How It Works

The *Book Bag Home Reading Program* is a family literacy activity that can be incorporated into an adult literacy and basic education program. It can be done through the local public library or with an in-class library of children and adult books.

The activity involves parents and their children. Parents sign up their children for the program and then receive an *Arthur* or *Franklin* book bag. As part of an in-class project, parents can choose to get creative and make their own book bags out of canvas.

Times are set up to visit the library, in-class or the public library, and at each session in the library, the families sign out two to three books along with a reading log. Once they have finished with their books, they fill in the



log with the title, author, date started, date finished and what they thought about the book. Once complete, they return the books and sign out more.

There is no competition in this program. The family reading successes are celebrated by having a party each month. At the parties, families talk about the books they read and why they liked them. Some of the theme parties could include:

- “Here's the scoop on reading” ice cream party
- “Hats off to reading” – hat making at the library
- “Reading is a piece of cake!” cake party
- “Dalmatian hotdog party: 101 reasons to read!”

The result of the program has been that more children and parents are signing out books from the library and reading! Parents are involved by making book bags and reading with their child at home and also taking the time to come to the library with their children.

*Cathy Blake
Family Literacy Coordinator*



My Reading Log						
Title	Author	Date Started	Date Finished	What I thought of the book		



Poetry Puzzle

Submitted By

Vasiliki Aivaliotis, Instructor, Hay River CLC, Aurora College

Best Practices Supported

- Instruction
- Learning Materials

Curriculum Links

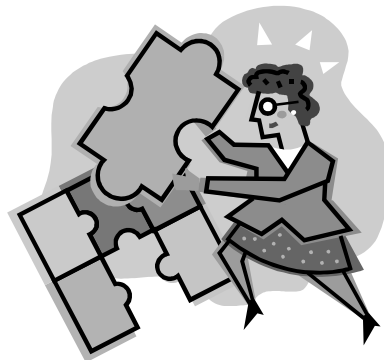
- ALBE English

What You Need

- 45 rectangles of coloured construction paper pre-cut into 5” x 8” inch pieces with a variety of different words and/or letters (prefixes and suffixes) printed on them
- Sticky tack (to attach construction paper to the wall)
- Writing paper and pens

How It Works

This practice can be used in any English class. It is a good way to introduce poetry or a good idea to deconstruct poetry for meaning and for poetic devices. It supports learners who feel hesitant about writing/deconstructing their own poetry.





Steps:

- Prior to class, cut coloured paper rectangles.
- Write words on the rectangles. Use words that are suitable for the literacy level of your learners.
- Write individual letters on rectangles for people who may want to make up their own words or who want to use prefixes/suffixes.
- Tack words and letters in a scramble on the board.
- Explain to learners that they are going to write poems using only the words and letters offered on the board. They can use the same words and letters more than once and they may combine words with letters to create new words.
- Remind them that they will share their poetry after they are done.
- Once learners have had a chance to write 2-3 poems, get together as a group and read poem(s).
- If learners have knowledge of poetic devices you can deconstruct each poem.
- Be sure to reinforce the idea that everyone can write poetry and it does not have to be done in a conventional manner.

Note: Any combination of words can be used. By including single letters of the alphabet, learners can make up specific words they want. All letters and words are available to all learners. They may use the letters/words more than once. The end result from any learner is a poem in any shape or form.



Thanks to Cecile Richards of Enterprise
for sharing her poems with us.

The Child Listens

The Child Listens
To a hand
Gentle pain
Eyes lost
At the world
The child listens

Listen

Listen gently child
Time alone come
Happy strong hand
Free love lost
The world today
Greatest am I
To be free

Happy True Am I

Our face is bright
With love like child
Happy true am I
Being gentle free
Very true in hand
Strong world lost
Tells greatest today
Happy true am I



Current Events ~ An Integrated Approach

Submitted By

Evelyn Tregidgo, Instructor ALBE, Hay River CLC, Aurora College

Best Practices Supported

- Instruction
- Learning Materials

Curriculum Links

- ALBE English
- ALBE Social Studies

What You Need

- Newspapers, audio and video recordings
- Handouts
- A world map mounted on a bulletin board, with three signs (Local, National, International)
- String, stick pins

How It Works

This activity was developed as a way to encourage interest in current events. Learners at lower levels do not, for the most part, relate well to current events. One learner stated that she did not understand words used in news reports. Interest in current events develops gradually and requires



considerable vocabulary development and background information on the part of the instructor.

Learners who are at different levels in an integrated classroom can be encouraged to relate to local, national, and international news using the following developmental procedure throughout the semester. Each step in the procedure can be modified to accommodate the needs of the learners over a period of time. Skills are overlapping and increase in difficulty as the semester progresses.

1. **Introduce question words.** Never assume a learner comprehends the meaning of the five Ws. Select a picture or a simple news story from the local paper. Brainstorm and write the answers to the questions – Who? What? Where? Why? When? (See attached handout #1.) Select news items that increase in difficulty over a period of time and work with the learners until they can locate the answers in groups and/or independently.
2. **Listen to taped local news items and identify the main idea of each item.** Tape the 7:30 morning news. Write vocabulary, idioms, and pertinent background information on the board that will not be familiar to the class. Ask learners what they know about the issues/events that will be heard on the tape. Before turning on the tape, write “Subject” and “Did What” at the top of the board. As the first item is being played, write the main idea under the “subject” and “predicate” headings. While the second item is being played, leave the subject blank, but write in the predicate. Leave the third news item blank.
 - Use the first item as an example; explain main idea; clarify the vocabulary words; relate the issue or event to the background information.
 - Play back the news item; learners attempt to fill in the subject and predicate; clarify questions they have.



Best Practices in Action

- Deal with two or three items initially; increase the number of news items gradually.
- Learners become adept at listening and identifying the main idea over a period of time. Consequently, they will feel more confident when asked to write the main idea as they listen to the news.
- Encourage discussion, personal feedback, differing viewpoints and suggestions.

Follow up:

- Learners are responsible for watching the news at home and sharing with their peers.
- Create spelling lists composed of words that learners will encounter.
- Write the main idea of news items on the board leaving key words blank. Learners fill in the blanks during the last class of the day.

3. **Viewing a video relating to territorial/national/international**

news: Use the procedures above. Supplement viewing with a writing activity (#2).

4. **Reading, writing and responding.** Instructor and/or learners (individually or in groups) select and photocopy a news item from a local newspaper. Learners take turns reading aloud. Put new vocabulary words on flip chart paper. Discuss the 5Ws + How. Supplement this activity with handouts.

- Sentences: a handout that requires the learner to write answers to the 5W's in sentences; to write their reaction to the article.
- Paragraph writing: The learners will write/type two paragraphs: one describing the news item; the second will state their reaction to the article (#4, #5). Print a hard copy, attach a news item, and post on the bulletin board.



- Oral presentation: Learners will share their description and opinions with the class; learners will evaluate the speaker using Toastmaster guidelines.

5. Reading, writing and responding (Independent Study).

- Learners will select a newspaper or magazine article. Write two paragraphs: one summarizing the event/issue; the second their opinion, reaction, etc. (#8). Print and post on the bulletin board. Present their current event to the class. Discuss.

6. Writing, viewing, listening, responding, locating information, identifying continents, countries, place names

- Select a news item from the newspaper, the TV, video, or radio. Read and discuss the main idea and details. Have the learners do the following:
- Write the main idea on a slip of paper. Pin the paper under the appropriate heading (Local, National, International) located next to a world map on the bulletin board.
- Use a stick pin to identify the source of the item on the map.
- Tie a long string around the stickpin and tack it to the slip of paper. The source of the news item is now linked to the event/issue that is happening in the world. Learners respond positively to this visual approach. Questions that arise during discussions usually result in research skills such as using an atlas, a globe, or other sources.



Reading Comprehension
5Ws (Who, What, When, Where, Why)

Who? _____

What? _____

When? _____

Where? _____

Why? _____



News Item - Video

WHO or WHAT is this news item about?

WHERE did it take place?

WHEN did it take place?

HOW did it happen?

*WHY is the event taking place?

*HOW long has the event been taking place? *HOW is the event being handled?

Write your personal response to this news item. Do you agree or disagree? Give reasons for your opinions regarding the event.

*Some news items do not answer these questions.



Newspaper Item

Name: _____

Choose a news article from The Hub, News North or other newspaper. Read the article and answer the following questions in **sentences**.

From what newspaper did you select your article?

What is the date of the newspaper? _____

What or who is this news item about?

Where does the event take place?

When does the event take place?

Why is the event taking place?

How did it happen?

Write your reaction to this story. How does it make you feel? Write your opinion about the event or situation. How does this news item relate to your life experience?



News Item

Name: _____

Cut out a news item from a newspaper. Please answer the following questions in COMPLETE SENTENCES. Attach the clipping to this page.

1. From what newspaper is this article taken?

2. What is the date of the newspaper? _____

3. Who or what is this news item about?

4. Where does this event take place?

5. Why is this event taking place?

6. Write a paragraph describing this news item. In the second paragraph, write your opinion regarding this news item. For example, if it is about a strike, should the people strike? What is your opinion about salaries, workload, etc? How does the strike affect you personally? Please use the back of this page to finish your second paragraph.



Current Events

Read the article keeping in mind the answers to the questions: who, what, where, why, when and how.

Write a paragraph that summarizes this event in your own words. (Please do not copy from the article). Title your paragraph.

Write a paragraph describing your reaction to this article. Why did you choose this article? How did you feel when you read it? In what way does this article affect you? Does the event affect our community in any way? If so, in what way? Do you agree or disagree with any part of the article? Why?

Check your skills:

Did you:

- Indent the first line of each paragraph?
- Put a capital letter at the beginning and periods at the end of your sentences?
- Write a title with the important words in capitals?
- Check your spelling?



Current Events

Name: _____

Date: _____

Choose a news article from a newspaper of your choice.

Write a paragraph using the guidelines: Who, What, Where, When, Why, How

Write a second paragraph stating your reaction to the story. How did the story make you feel? What is your opinion about the event or situation? How does this news item relate to your experiences?

Oral Presentation to the class:

- Use your notes only for reference
- State the main idea first – who or what the item is about
- Give the relevant details – where, when, why or how.
- Give your opinion or reaction to this article.



Oral Presentation Checklist

Names of Students	Uhms & Ahs	Presentation	Organization	Body	Language	Eye Contact
	/5	/5	/5	/5	/5	/5
	/5	/5	/5	/5	/5	/5
	/5	/5	/5	/5	/5	/5
	/5	/5	/5	/5	/5	/5
	/5	/5	/5	/5	/5	/5
	/5	/5	/5	/5	/5	/5

Oral Presentation Checklist

Names of Students	Uhms & Ahs	Presentation	Organization	Body	Language	Eye Contact
	/5	/5	/5	/5	/5	/5
	/5	/5	/5	/5	/5	/5
	/5	/5	/5	/5	/5	/5
	/5	/5	/5	/5	/5	/5
	/5	/5	/5	/5	/5	/5
	/5	/5	/5	/5	/5	/5



Current Events

Name: _____

Cut out an article from a newspaper (News North, The Hub, The Globe & Mail) or a magazine. Read the article keeping in mind the questions who or what, where, when, why and how.

- Who or what is the article about?
- Where does the event take place?
- When does the event take place?
- Why did the event happen?
- How did it happen?

Write a summary of the article using your own words. Be sure to indent the first word of your paragraph.

Write another paragraph describing your reaction to this event. How do you feel about this news item? Does it affect you in any way? What is your opinion about the event? What emotions did you feel when you read it? Be sure to indent.

Attach the article to this sheet, please.



Skills Checklist for Current Events

Name: _____

Article: _____

Key:	✓ = Mastered	NI = Needs improvement
	I = Improving	NC = Not completed

Write 1 paragraph that answers the questions who, what, where, why, when, how.	Write one paragraph with your opinion.	Indent each paragraph.	Sentence structure	Spelling	End punctuation	