

**The Literacy and Numeracy Secretariat  
Webcast Professional Learning Series**

**Viewer's Guide**

**Engaging Boys:  
Powerful Possibilities  
for All Learners**

**Multi-media resource for professional learning**



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## In this DVD package you will find two discs and a booklet ...

- On the DVD entitled “Webcast Segments,” you will find video files formatted to play from a regular DVD player or your computer’s DVD drive.
- On the DVD entitled “Print and Video Resources,” you will find Windows Media Version (WMV) and QuickTime (MOV) files formatted for downloading from your computer’s DVD drive and using in your PowerPoint presentations. This DVD also contains PDF files of key print resources.
- The booklet entitled “Viewer’s Guide” offers a snapshot of the extensive video content of this webcast.

### Webcast Segments

- Overview
- Research Voices
- Directors’, Superintendents’ and Principals’ Perspectives
- Teacher Debriefs
- Student Reflections
- Effective Classroom Practice

### Print and Video Resources

- Viewer’s Guide (PDF)
- *Me Read? And How! Ontario teachers report on how to improve boys’ literacy skills* (PDF)
- *Me Read? No Way! A practical guide to improving boys’ literacy skills* (PDF)
- *What Works* monograph by Wayne Martino – “Boys’ Underachievement: Which Boys Are We Talking About?” (PDF)
- Video Files (WMV and MOV)

To order the multi-media package **Engaging Boys: Powerful Opportunities for all Learners** contact ServiceOntario at 416-326-5300 or toll-free at 1-800-668-9938. <http://www.publications.serviceontario.ca/ecom>

The webcast segments and related resources are also accessible online at <http://www.curriculum.org/secretariat/engaging/index.shtml>.

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## Overview

By Mary Jean Gallagher

Our interest in boys' literacy stems from the fact that we deeply value the success of all students. Therefore, when test results show that a particular group is not doing well, we must redouble our efforts to help them succeed. Challenges with reading and literacy skills can have a profound effect on performance in other subjects. It is an equity issue.

Of course, we realize boys are not a homogeneous group. In fact, we know that differences *among* boys are greater than the difference *between* girls and boys, and this knowledge must inform our strategies to help our students succeed.

The good news, which we have known for some time, is that the path that leads to improvement for boys is also the path of benefit for all students. By reaching boys, we will reach everyone through a differentiated approach.

There are key approaches in our quest to succeed in empowering young boys to read well. For instance, we know that reaching boys at an attitudinal level is a critical factor in developing their actual achievement levels in reading.

We know that teachers must be supported with appropriate materials and armed with successful practices. Both of these conditions must be present for maximum success.

We also know that boys' literacy is a shared commitment – that we must take collaborative action at every level of the education system if we are to succeed.

From the perception surveys that are a part of the EQAO achievement tests, we have learned that boys are less interested and committed to reading and writing than girls are. Girls are more likely than boys to say that they enjoy reading and writing, both inside and outside of the classroom environment. As well, girls read and write more frequently and have a more positive sense of their abilities.

We know that boys value reading less. Part of the challenge lies in our understanding that boys often see literacy as a means to an end. For many boys,

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*“I have every reason to believe that together – through strategies like those you will see in this webcast – we will meet our goals and change countless life circumstances for the better.”*

– Mary Jean Gallagher

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literacy is about acquiring information and problem solving. It's about making connections to their own lives. Knowing this provides an opportunity to harness their interest.

To be of enduring relevance for boys, literacy is most often about real life. Often, this includes the use of technology, both as a tool to spark interest but also as a tool to share information and connect with their peers – an imperative for most young male learners. We cannot undervalue the importance of technology in the classroom because it is often an effective tool to ensure that students talk to one another in a way they would also do outside the classroom.

Teaching boys successfully involves teaching with a wide variety of materials. As well, there must be a certain level of social interaction and of choice in reading materials for boys.

Boys tend to read a wider number of genres over a broader range of topics than girls. They like escapism (science fiction, adventure and fantasy), humour and biography more than fiction and poetry. We know they also like to collect series of books.

For teachers, the focus, as always, is on effective differentiated instruction.

Linda Darling-Hammond, in her book *Powerful Learning: What We Know about Teaching for Understanding*, presents a framework for looking at effective practice. She states that research indicates that highly effective teachers support the learning process by:

- creating ambitious and meaningful tasks
- engaging students in active learning
- drawing connections to prior knowledge and experiences
- diagnosing student understanding in order to scaffold the learning process step by step
- assessing student learning continuously and adapting teaching to student needs
- providing clear standards, constant feedback and opportunities for work
- encouraging strategic and metacognitive thinking

We know now more than we ever did before about how the brain works, how children learn best and what effective pedagogy looks like. We also know that context is hugely important. Effective educators make evidence-informed decisions that best meet the needs of their students based on current research, relevant data and their professional expertise.

All of our decisions are best informed by clear assessment strategies. We must also reach out and engage parents and guardians and the community at large as full partners in our quest to reach boys and, indeed, all students.

The truth is that when we make learning authentic for boys – in other words, ensure that boys know *why* they are learning what they are learning – they begin to see why it makes a difference not only in their own world but also in the world beyond their classroom's walls. Through their actions, then, we engage boys' sense of global responsibility.

Effectively addressing the needs of boys requires candid discussions and our collective energy. No one more than educators plays such an essential role in being able to reach boys to help them become readers and writers.

It is critical that we provide a classroom experience that responds to the learning styles of all students. As we explore ways to engage boys and girls equally as readers and writers, we will address one of the most profound equity issues before us in education.

We know that focusing on literacy improves life choices. Is it not, therefore, our moral imperative to meet the needs of all students? We need teachers, like you, to believe in their students' ability to succeed. We need you to name that belief and to empower your students to do well.

*Mary Jean Gallagher is the Chief Student Achievement Officer of Ontario and the Assistant Deputy Minister, Student Achievement Division, Ministry of Education.*

## Research Voices

There is a growing body of research on the gender gap in education and on what kinds of instructional practices need to be put in place to help close it. This web segment features five speakers:

- Carol Campbell, Chief Research Officer, Ministry of Education, provides an overview of boys' literacy learning and achievement, why they are underachieving and what can be done about it.
- Barnabas Emenogu, Senior Research Coordinator, Literacy and Numeracy Secretariat, asks which boys and which girls we are talking about when we link gender and literacy achievement.
- David Booth, Professor Emeritus and Scholar in Residence, OISE/UT, focuses on student voice, behaviour and attitude, and gender issues within the curriculum and classroom culture.
- Karen Hume, Author/Administrator/Consultant, emphasizes differentiated instruction as a way to close achievement gaps.
- Wayne Martino, Professor, University of Western Ontario, suggests that we need to establish relationships with students in a collaborative approach to learning (Part 1), and cautions that conversations which focus on boys' underachievement typically hide the diverse influences which account for it (Part 2)

*While viewing, jot down the key points that are significant to your own professional learning.*

*You may wish to use the following chart as an organizer for your thinking.*

Speaker	Key points	I am wondering about	My thoughts and possible next steps

## Directors', Superintendents' and Principals' Perspectives

Directors, superintendents and principals all have an important role to play in ensuring that all students realize their full potential. This webcast segment features five speakers:

- Chris Spence, Director, Toronto District School Board, addresses system-wide approaches for promoting boys' school success.
- Robert Dunn, Superintendent of Schools, York Region District School Board, emphasizes the importance of a coherent vision positioning student achievement – of boys and girls – as the core focus.
- Gen Ling Chang, Superintendent of Schools, Toronto District School Board, talks about the importance of developing a connection between students' home, community and life outside the school.
- Peter Sovran, Principal, York Region District School Board, describes the use of student assessment data to inform school and classroom direction.
- Jill Maar, Principal, York Region District School Board, puts the spotlight on modelling and coaching teachers in order to build school direction through collaborative inquiry.

*Listen to each voice represented in this section of the resource, and select one idea that resonates with you. How will this idea impact on your practice?*

## Teacher Debriefs

Reflective practitioners constantly examine their own practice and search out ways to increase and improve their repertoire of instructional strategies. Teaching is becoming less private and more collaborative in nature, focusing on improving achievement for all students.

This segment captures the reflection and dialogue of the webcast's featured classroom teachers – Sandra Borzellino, Jeremy Cadeau, Erika Chin, Pamela Crawford, Shayna Macdonald, Shahana Mirza and Mike Poluk.

*What actions will you take to create opportunities for meaningful collaboration with your colleagues?*

*What questions do you ask when considering a new instructional strategy?*

## Student Reflections

This segment captures student thinking about what has worked for them as learners.

*How would you combine what you know about how children learn, good pedagogy and what students articulated was important to them?*

*How would you help your students become more aware of themselves as learners?*

## Effective Classroom Practice

**Engaging Boys: Powerful Possibilities for All Learners** explores a set of seven practices identified by researchers as important for boys' learning. Most of the segments are chunked by key processes/topics and include teacher debriefs and student reflections.

### 1. Engagement through Choice

#### Building on Prior Knowledge

Duration: 11:48

#### Synopsis:

Erika Chin, a Grade 6 teacher, prepares her students to learn about text features and how all media are deliberately constructed. She begins by discussing the materials we buy, where they come from and how they are made. Students share the information and build a thematic map that reflects Canada's trading partners. Students then discuss, in pairs and in groups, what they have learned about consumerism in Canada.

#### To deepen understanding:

Authentic learning is relevant, useful and of interest to students.

*How does the teacher integrate the disparate topics "text features" and "child labour" in this unit?*

*Consider your curriculum expectations and what you know about how students learn best.*

*What questions would you ask of yourself while planning a unit that involves authentic learning?*

This lesson reaffirms the positive impact of posing open-ended questions. *By having the students justify their stance on the value line<sup>1</sup> and allowing them to revisit their ideas, what kind of classroom culture is this teacher establishing? What actions might you take to foster such a culture in your classroom?*

Discuss in groups a lesson where you used or might use a value line. *What kinds of insights might your students gain as a result of the value line activity?*

*Consider which students were vocal and engaged and which students were reluctant to participate.*

*How would you increase participation next time?*

## Explicit Teaching

Duration: 10:23

### Synopsis:

Erika focuses on how text features support the big idea. She demonstrates her own thinking about the video they viewed together. She introduces students to a graphic organizer to record their ideas. After viewing, they discuss their observations as a class.

### To deepen understanding:

Time for talk, interaction and reflection are integrated throughout the lesson. The notion of text features is transferable to all types of text, including digital text and video. Why is this transferability important for you to consider as you plan your lessons?

## Guided Writing Session

Duration: 5:05

### Synopsis:

Erika works with a group of students who require some assistance in understanding the purpose of text features. Using a modified graphic organizer, she assists her students to better understand specific text features and how they

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<sup>1</sup> Value line is an instructional strategy for checking for understanding, practising communication skills and exercising flexible thinking. Students are invited to take a position in relation to a problem or an issue that the class is studying – literally taking up a position that reflects their stance on a “value line” drawn by the teacher, in chalk or paper, on the classroom floor. On the issue, CHILD LABOUR SHOULD BE ABOLISHED, for example, students place themselves on a continuum between “I totally agree”/“I totally disagree” both at the beginning and the end of their learning, and are required to explain/defend their stance (and why they have changed their position or have maintained it).

could be described. Erika helps her students develop the vocabulary with which to respond in writing to what they have read or viewed.

### **To deepen understanding:**

Working with a small group of students, Erika is able to support their learning by providing more time for talk, interaction and immediate feedback. This type of precision teaching is informed by ongoing assessment.

*Once this sort of small group support is provided, what plan do you have in place to check for understanding and provide additional support for student writing?*

## **Demonstration of Learning**

Duration: 6:01

### **Synopsis:**

Erika provides her students with a variety of ways to demonstrate their understanding. Using the arts, media and technology, students express their ideas and later justify their thinking.

### **To deepen understanding:**

When students can choose how they will demonstrate their learning, they become more engaged in their learning.

*What are the challenges to providing students with real choices about resources, how to demonstrate their learning and how they will be assessed?*

*What actions might you take in order to provide authentic assessment choices in your classroom?*

Ongoing assessment can result in improved student achievement, since students know exactly what they are required to do in order to improve during the learning process. Explicit, timely feedback centred on student work moves student learning forward.

*What evidence did you see in this segment of effective ongoing assessment?*

*Based on your experience, what additional assessment practices would you suggest that would intensify student engagement through self-assessment?*

## **Considering New Learning**

Duration: 5:37

### **Synopsis:**

At the end of the lesson, Erika returns to the value line and asks her students to show if and how their views have changed. She shares her observations and asks the students to reflect on their new learning.

### To deepen understanding:

Returning to the value line, Erika asks her students to become aware not only of their thinking but also of what they have learned and how this new learning impacts on their thinking. This type of sharing allows students to express and share their ideas with their peers.

*Clearly, relationships that exist between students and between students and teachers affect engagement and achievement. What actions can be taken to create a harmonious classroom climate where students feel safe to participate?*

## 2. Collaborative Structures

### Activating Prior Knowledge

Duration: 8:53

#### Synopsis:

Students participate in a “four corners”<sup>2</sup> task and a “concept attainment task”<sup>3</sup> to develop their understanding of the importance of considering alternative perspectives. All students are actively engaged in their learning.

### To deepen understanding:

Consider the collaborative learning structures demonstrated in this segment.

*How do they support differentiated instruction and the notion of challenging students with authentic, rich tasks?*

*How might you apply these strategies to your practice?*

Students are involved throughout the teaching-learning process. They are aware of what they are learning and why. This awareness allows students to take ownership for their learning, build metacognitive awareness and improve their achievement.

*Why do you think the boys in this group are so motivated to participate?*

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2 Four corners is a collaborative learning exercise applicable to any content area. It can be used for different purposes – to review, to introduce something new or to demonstrate understanding. Four different perspectives (or opinions) on an issue are posted in different corners of the room. Each student moves to the corner where the statement that best represents their own perspective is posted. Once students position themselves, they collaborate and share ideas that support their perspective. Each group comes to a consensus, selecting one statement to share with the class that clearly represents their thinking.

3 Concept attainment tasks are designed both to clarify ideas and to introduce aspects of content. They engage students in formulating a concept through the use of illustrations, word cards and other tools. The teacher invites students who catch onto the idea before others to suggest their own examples, while other students are still trying to form the concept. It is possible to use concept attainment to teach almost any concept in any content area.

## Explicit Teaching

Duration: 11:56

### Synopsis:

Students respond to a video about child labour, indicating which text features they found to be most effective. They use a graphic organizer to record their ideas.

To develop their understanding of different perspectives, students participate in a jigsaw<sup>4</sup> to collaboratively build their ideas about the character's point of view they will portray in their tableau.

### To deepen understanding:

When given the proper support, students are more willing to take risks and express themselves.

*How do the structures demonstrated in this segment allow for maximum participation of all students?*

The teacher is actively present throughout the entire lesson. Asking probing questions, she gets her students to understand their role through tableau,<sup>5</sup> and to determine next steps for improvement and instruction.

*What pre-teaching needs to occur before students can successfully engage in tableau?*

*How might you use tableau in your own practice?*

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4 Jigsaw is a collaborative learning activity that helps students comprehend complex texts by chunking the learning into smaller pieces. Each student starts at a home group of four or five people, each with a different focus for learning. Students leave their home group to join other students whose focus for learning is the same. These are called *expert groups*. At each expert group table, students discuss one aspect of an issue, question or problem. They are given the time to talk, research and reflect on their topic. They return to their home groups to share their new learning. The home group, now made up of four or five experts, reconvenes to discuss the groups' new understandings.

5 Tableau is a collaborative learning structure that invites students to participate at their comfort level. Many variations of tableau can be applied once students have some experience with this structure. In small groups of five to seven, students use their bodies to create a frozen scene that conveys a specific message. One variation is to have each person step out of the frozen scene and make a strong statement, then step back into the scene and assume his or her previous position. Another variation is to create a series of scenes that tells a story or shows a sequence of events. The director claps and then members of the tableau rearrange themselves into the next scene.

## Applying New Learning

Duration: 5:57

### Synopsis:

Tableau is used as a method of demonstrating understanding of the different perspectives that exist on child labour. Student teams present their tableaus to the class for feedback. After sharing they reflect on what worked for them as learners.

### To deepen understanding:

Consider the benefits of using tableau as a form of demonstrating understanding.

*How might this strategy be useful in meeting the needs of the diverse learners in your classroom?*

Self-reflection is an important part of the teaching-learning process for both students and teachers.

*How would you prepare your students for success before they begin to reflect on their work and on themselves as learners?*

*What might you listen for during the reflection period that might inform your teaching practice?*

## 3. Media Deconstruction

### Building Background Knowledge

Duration: 9:03

### Synopsis:

Students are challenged to consider the impact of media in their lives. They deepen their understanding of what they know by discussing and brainstorming as the class examines a commercial clip.

Participation in the “corridor of voices”<sup>6</sup> helps students develop an understanding of their choices as consumers.

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<sup>6</sup> Corridor of voices provides all students with an opportunity to express their ideas and to listen to others' ideas. Each participates at his or her level of understanding, building on others' ideas, while the teacher is free to observe, assess and determine next steps. One student is chosen as the *walker*, who will represent someone needing to make a decision regarding the given issue. The class forms a double line of students facing outward. This is the corridor through which the walker must pass. As the walker passes through the double line, each student turns to face the walker and makes a comment, question or statement that expresses their perspective on the issue. The activity culminates in a classroom discussion during which the process and ideas are debriefed.

### To deepen understanding:

Shayna Macdonald, a Grade 7 teacher, establishes the purpose of her lesson by focusing on the meanings of the word “critical” and by creating a context for students to think about the media they are analyzing.

*How do you support students in taking a critical stance throughout the teaching-learning process?*

While there is only one “walker” in the corridor of voices, all students are exposed to the various viewpoints expressed. This allows for maximum participation and engagement, giving every student a voice.

*What other benefits does this strategy offer to students and teachers?*

*How might you apply this strategy in your practice?*

## 4. Multimodal Learning

Duration: 15:18

### Synopsis:

Multimodal learning engages students in learning through using texts of all types – print, pictures, audio and video. Grade 6 teacher Pamela Crawford discusses the process and the multimodal texts she uses to create her lessons. She speaks about the value of integrating technology and multimodal texts, asking probing questions and making real-life connections in order to engage students in rich authentic tasks.

### To deepen understanding:

Students in this class are fully engaged, partly due to the wide variety of resources available to them for their learning.

*What benefits do students and teachers gain from using “texts of all types”?*

*What actions will you take to include multimodal resources in your planning?*

## Using a Mentor Text: The Story of Stuff

Duration: 12:00

### Synopsis:

The class creates an interactive concept board to explore big ideas and relationships related to trade, based on the animation *The Story of Stuff*.

### To deepen understanding:

Students are engaged by the challenge and freedom of this open-ended rich task.

*Which ideas presented in this clip will you explore further with the intent of applying them to your own practice?*

Students in this clip are encouraged to think about their thinking.

*How does this benefit both teacher and student?*

*What actions will you take in order to help students become more metacognitive?*

## **Analyzing Images**

Duration: 9:06

### **Synopsis:**

Students analyze an image and are exposed to a variety of perspectives in order to better understand effective media techniques and their own responses as consumers of media. They are challenged to give a rationale for their thinking and to keep an open mind for alternative perspectives.

### **To deepen understanding:**

Pamela asks students to consider images from alternative perspectives. By deconstructing what they see and thinking about their thinking, students become more aware of their own perspectives and those of their peers.

Students learn to articulate their thinking and to challenge others' thinking in a respectful manner.

*How will you build into your classroom authentic experiences for students to ask probing questions, challenge the status quo and reflect deeply on their own thinking?*

## **Persuasive Texts**

Duration: 11:36

### **Synopsis:**

Students create a “docu-mercial” – a combination of a documentary and commercial – to demonstrate their new learning about trade.

### **To deepen understanding:**

Teachers ask probing questions to deepen their students' understanding of their new learning. Ultimately, the goal is for students to ask such questions of themselves as they dig deep for meaning.

*What do you notice about the sort of questioning you hear in this classroom?*

*What actions will you take to focus on developing the questioning skills that lead to robust thinking?*

## Effective Questioning

Duration: 9:05

### Synopsis:

Professor David Booth and teacher Pamela Crawford examine a poster for a film and ask questions that allow students to explore the artist's intent and their responses as consumers of media.

### To deepen understanding:

When primed to justify their thinking, students become accountable for their answers and more aware of their thinking. Students in this classroom show a sophisticated level of understanding.

*What prior learning experiences do you think set these students up for success?*

*Considering your content-area curriculum, how might you build background knowledge for your students?*

## 5. Geocaching

### Introduction to Geocaching

Duration: 7:04

### Synopsis:

Geocaching is a high-tech treasure hunting game that is both web-based and hands-on and which helps students to understand geographical concepts such as latitude and longitude. Students need to register on the geocaching site <http://www.geocaching.com/>. The basic idea is to locate hidden containers – called geocaches – outdoors and then to share their experiences online.

Considering assessment data, his students' learning styles and the importance of allowing time for talk and reflection, Grade 6 teacher Jeremy Cadeau designs an open-ended, robust thinking task that challenges students to problem-solve.

### To deepen understanding:

Jeremy ensures that students will have the vocabulary to engage in their learning. He spends time exploring specific words they will need during the learning cycle.

*How do you intentionally integrate language and word study in your lessons so that students have the vocabulary they need for understanding?*

*What actions might you take to further enrich your students' understanding of how language and words work?*

## Online Networking and Blogging

Duration: 5:52

### Synopsis:

Jeremy asks his students to create sentences based on their point-form observations, which will be posted on the internet for classes from around the world to read. This real-life connection allows all students to engage and feel empowered.

### To deepen understanding:

*How do you embed technology in your classroom to maximize participation and the exchange of ideas?*

## Students Create an Online User's Manual

Duration: 6:36

### Synopsis:

Creating an online manual for their blog, students use technology to share the information they have collected for a real-life purpose and audience. They apply what they know about text features of a manual to their own writing.

### To deepen understanding:

The students respond positively to this activity, which offers choice and time for talk and interaction with their peers. Students are fully engaged. They know what is expected of them and why they are learning about this text form at this time.

It is a challenge to find an appropriate approach that integrates the teaching of conventions and of how language and words work to create quality writing. *What questions will you ask of yourself to ensure that the task you are designing will be a robust thinking task that will elicit quality work from your students?*

## 6. Literature Circles

Duration: 13:25

### Synopsis:

Sandra Borzellino, a Grade 6 teacher, explains the elements of an effective literature circle. She speaks about scaffolding the learning as students prepare to be part of a literature circle. By explaining the steps prior to, during and after the literature circle, Sandra clarifies her expectations throughout the learning process. She explains her role in supporting and assessing students and how they will become independent literature-circle participants.

### To deepen understanding:

As students become more comfortable with each other and with the process, they participate more willingly. Once the teacher has set the dialogue in motion and modelled deep thinking and probing questions, she slips away from the circle to allow the students to take an active role in running the dialogue. Students need many opportunities to learn how to listen and challenge each other in a respectful way.

Rich conversations foster a genuine desire to read. Diverse students enrich the conversation. Modelling is a key strategy that sets students up for success.

*What sorts of behaviours did you notice the teacher modelling?*

*What experiences prior to participating in a literature circle might be beneficial for students?*

Effective text selection is a critical part of ensuring the success of a literature circle.

*What questions will you ask of yourself as you select texts for students to consider for their literature circle work?*

## Literature Circles:

### Part 1: Overview and Teacher Facilitation

Duration: 9:51

#### Synopsis:

In this first of three segments, Sandra leads her students in a literature circle to discuss a newspaper article. By first prompting her students with probing questions, she proceeds to leave her students to continue the discussion. While discussing the text, the students are exposed to a variety of perspectives represented by the members of the circle. They examine the author's bias and make their own conclusions.

### To deepen understanding:

Sandra sits at the table for the first portion of the literature circle to model facilitation techniques and to prompt for deeper thinking. She establishes the tone of the dialogue and then slips away to allow her students to take greater ownership of the conversation.

*Once the teacher left, what did you notice about the dynamic of the circle and the students' engagement in the discussion?*

*How will you monitor and address sensitive issues or faulty information shared during a literature circle if you are not present?*

## Literature Circles:

### Part 2: Student Facilitated Session

Duration: 17:20

#### Synopsis:

Rich discussion takes place in this literature circle as students discuss perspective, author's intent and issues that come up. The respectful environment at this table allows for the exchange of ideas to take place freely and openly.

#### To deepen understanding:

Each student is given a role at the table, which keeps the conversation moving forward as each student shares his or her ideas. These roles are meant to be a temporary support to keep students focused on various aspects of the text. As students become more comfortable with the structure of the routine, they abandon assigned roles and become involved according to their areas of interest.

The facilitator's role is essential and students can eventually share that role to keep the conversation going strong.

*What strategies might you use to expand students' literary experiences and to enhance the quality of their literature-circle conversations?*

## Literature Circles:

### Part 3: Video Capture for Reflecting and Sharing

Duration: 5:16

#### Synopsis:

The students are once again challenged to collaborate and work respectfully with each other to create a video of their literature circle meeting. Using the skills they have developed in their literature circles, the students must challenge, support and discuss their ideas for the final edit of the video. The resulting piece of media will show how literature circles work and why they are beneficial. It will be shown to their peers, parents and other schools to promote the use of this learning structure.

#### To deepen understanding:

In this culminating task, students are expected to work in similar fashion to their literature circles – namely, active listening, respectful interaction, challenging opposing views and coming to a consensus.

This is a solid example of a robust thinking task that is open-ended, challenging and inclusive.

*What do you think makes this task so engaging for students?*

*Identify previously taught skills are being applied in this authentic task. What skills are being developed during this task that can impact student achievement?*

## **7. Podcast Production**

Duration: 10:38

### **Synopsis:**

In Mike Poluk's Grade 5 classroom, students are responsible for creating their own podcasts to be posted on the web. Through discussion, writing and revising, the students experience the media production process. As students collaborate to create a piece of media, they develop their media literacy skills.

### **To deepen understanding:**

Developing media and critical literacy skills is essential to our students' success in their future lives. As they learn that all media are the result of a deliberate construction, they begin to realize how media techniques are used to influence consumers of information.

Developing media literacy skills is an important part of a comprehensive literacy program, and should extend beyond the literacy block into all content areas.

*Think specifically about the content of one subject area. How might you build critical literacy into that area of the curriculum?*

## Additional Resources

Boys' Literacy (Ontario Ministry of Education Website)

<http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html>

Wayne Martino, *What Works? Research Into Practice*, "Boys' Underachievement: Which Boys Are We Talking About?"

<http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Martino.pdf>

David Booth, "Boys' Literacy Attainment: Research and Related Practice"

[http://www.edu.gov.on.ca/eng/research/boys\\_literacy.pdf](http://www.edu.gov.on.ca/eng/research/boys_literacy.pdf)

Barbara Bodkin, Micki Clemens, Rose Dotten and Clay Lafleur, "The Road Ahead: Boys' Literacy Teacher Inquiry Project 2005 to 2008"

[http://www.edu.gov.on.ca/eng/curriculum/RoadAhead2009\\_Supplement.pdf](http://www.edu.gov.on.ca/eng/curriculum/RoadAhead2009_Supplement.pdf)

"Me Read? No Way!"

<http://www.edu.gov.on.ca/eng/document/brochure/merread/merread.pdf>

"Me Read? And How!"

[http://www.edu.gov.on.ca/eng/curriculum/meRead\\_andHow.pdf](http://www.edu.gov.on.ca/eng/curriculum/meRead_andHow.pdf)

Boys' Literacy Teacher Inquiry

<http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/SupportJune08.pdf>

Myra Barrs, "Girls and Boys as Readers and Writers" (ORBIT article)

[http://www.oise.utoronto.ca/orbit/struggling\\_readers\\_sample.html](http://www.oise.utoronto.ca/orbit/struggling_readers_sample.html)

# Technical Instructions

## How to Access the Print and Video Resources

To access the **Print and Video Resources in Windows**, insert the DVD entitled “Print and Video Resources” into the DVD drive of your computer:

1. Click on the Start menu.
2. Select My Computer.
3. Right-click the mouse on the DVD icon titled **Engaging Boys: Powerful Possibilities for All Learner** to open a drop-down options list.
4. From the drop-down list, select and click on the Open option.
5. Double-click on the folder titled Print Resources to access the files.
6. Select the resources you wish to use directly from this folder, **OR** Copy onto the desktop and open files from the desktop.

Alternatively, when the DVD is inserted and the options box opens:

1. Select the option Open Folder to View Files.
2. Click on the Print Resources folder.
3. Select the files you wish to use directly from this folder, **OR** Copy the files onto the Desktop and open them from the Desktop.

To access the **Print and Video Resources in Mac OS X**, insert the DVD entitled “Print and Video Resources” into the DVD drive of your computer:

1. Exit from the DVD player (the player typically opens automatically when a DVD is inserted in the drive).
2. Select the DVD icon titled **Engaging Boys: Powerful Possibilities for All Learners**.
3. Select the files you wish to use directly from this folder, **OR** Copy the files onto the Desktop and open them from the Desktop.



## How to Save the Video Files to Your Computer

The video files on the DVD entitled “Print and Video Resources” can all be copied and saved to your computer using either of the following methods for copying and pasting files.

### *Method 1*

1. Right-click on the file and choose the Copy option.
2. Right-click within any computer folder in which you would like to save the file, and choose Paste.

### *Method 2*

1. Click the mouse on the file you want to save so that the file is highlighted.
2. Simultaneously press the Ctrl and C keys (for Macintosh users, the Command and C keys) to copy the file.
3. Left-click within any computer folder in which you would like to save the file, and simultaneously press the Ctrl and V keys (for Macintosh users, the Command and V keys) to paste the file there.
  - For Macintosh users, the Command key is the one with the following symbols:  

### **NOTE:**

You must save the video files that you are intending to insert into a PowerPoint presentation in the folder containing the PowerPoint file. If you save a PowerPoint presentation to another location (e.g., a memory stick, CD, etc.), you must also save the video in the same location in order for the video to play. This means that if you transfer the presentation to another computer, you must transfer the video files with it. Otherwise, the video will not link to the PowerPoint presentation.

## How to Insert Video Clips (WMV and QuickTime files) into a PowerPoint Presentation

You will find WMV and QuickTime versions of all segments of the webcast on the DVD entitled “Print and Video Resources.” To insert a clip into a PowerPoint presentation, follow the directions below:

1. Open PowerPoint.
2. Create a new PowerPoint presentation **OR** open an existing PowerPoint presentation, and within it, open the slide on which you would like to add the video.
3. Insert the DVD into the DVD drive of your computer.
4. If a new dialog box opens asking how you would like to view the files on the disc, choose the option Open Folder to View Files; **OR**  
If a new dialog box does not open, open the My Computer window from the Start menu. In the My Computer window, double-click on the icon shaped like a disc, which will likely be labelled D: or E:.
5. Save the video segment that you want to insert in a PowerPoint into the same folder in which the PowerPoint presentation is saved on your computer.

**NOTE:** Video files that have been saved to your computer can be cropped and edited into smaller segments using Movie Maker (free on PCs) or iMovie (free on Macintosh).

6. Open the PowerPoint slide on which you would like to insert the video, and click on the Insert menu in the PowerPoint menu bar.
7. From the Insert menu, select Movies and Sounds, and click on the option Movie from File.
8. A window opens, prompting you to find the video file that you would like to add. Find and select the video file that you saved earlier in step 5.
9. Once you have chosen the video file you need, another window opens and asks if you want your movie either to play automatically when you enter the slide or to play only when it is clicked. Choose your preference. You will notice that the starting image of your movie is not displayed on the slide.







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