

Integrating Language and Information & Communication Technology

ACTIVITY OVERVIEW CHART: GRADE EIGHT

Activity	Description of Task	Expectations	Software	Concept	Product
8W1	Students list as many ideas as possible that are related to their writing topics. They organize and evaluate their ideas at the end of the activity and record them in a chart or web.	8e2 8e3 8e23	Concept mapping	Brainstorming at the beginning of the writing process	Web
8W2	Students complete a proofreading exercise to identify and correct all errors in a text selection.	8e10	Computer assisted instruction	Proofreading	
8W3	Students complete a tutorial to write a well-developed paragraph. They then write their own paragraphs based on the tutorial and self assess with the checklist provided.	8e3 8e4 8e7 8e10	Computer assisted instruction	Writing informative paragraphs	Paragraph
8W4	Students use a template to organize arguments both for and against a given topic and decide which side of the issue they will support in their editorials.	8e1 8e2 8e3	Concept mapping Word processing	Organizing information and writing an editorial	Visual Organizer
8W5	Students write "shape poetry" where the words on the page evoke the central images of the poem.	8e2 8e4 8e7 8e19 8e20	Presentation (Hyperstudio) Word processing	Writing poetry; using images to support text	Poem
8W6	Students choose appropriate language, ideas, plot, font, and text placement to write text for picture books for younger students.	8e1 8e2 8e4 8e5 8e7 8e8 8e13 8e22	Word processing	Producing the final copy of a picture book for a particular audience	Picture Book
8W7	Students watch teacher demonstrate a "think aloud" as he or she writes, revises,	8e2 8e3	Word processing	Modeled writing	

	and edits a paragraph on the computer.	8e7 8e8			
8W8	Students use a template to organize their paragraphs for a standard five-paragraph essay.	8e1 8e2 8e3	Word processing Concept mapping	Essay writing – organizing body paragraphs	Visual Organizer
8W9	Students refer to their KWL charts and their research (see related Reading, Writing, and Oral and Visual Communication Activities) to organize their research and begin drafting their projects.	8e1 8e2 8e3	Concept mapping	Organizing research to begin drafting a report or essay	Draft Report
8R1	Students complete an anticipation guide prior to and after reading a passage, and respond to a reading using their notes.	8e24 8e26 8e27 8e33	Database	Anticipation Guide	Anticipation Guide
8R2	Students complete a tutorial to learn about informational text. Then they read one of four information texts and respond by completing an activity.	8e24 8e32 8e33 8e41 8e44	Computer Assisted Instruction	Reading Informational Text	Response
8R3	Students determine the meaning of unfamiliar words using context clues. They record the word, its meaning and the clues they used to determine the meaning in a class or personal dictionary using a database program.	8e28 8e29 8e30 8e40 8e41	Database	Using context to find meaning	Personal dictionary
8R4	Students read a passage of informational text, create an organizer showing the main ideas and the supporting details, and use the organizer to support their responses to the text.	8e24 8e27 8e29 8e32 8e33 8e34 8e35 8e41 8e43	Concept Mapping	Responding to informational text	Visual Organizer
8R5	Students use a concept map to	8e24	Concept	Concept mapping	Concept map

	demonstrate their understanding of important ideas and their connections.	8e26 8e27 8e32 8e33 8e35	mapping		
8R6	Students use a K-W-L chart to plan a research project by formulating a question and locating resources.	8e28 8e35 8e36 8e38 8e45	Word processing	Using a K-W-L chart to plan a research project	K-W-L Chart
8R7	Using a visual organizer, students demonstrate how two elements of a story are interrelated (e.g. how are the setting and the plot development support one another). They use the organizer to write a paragraph explaining the connections between these two elements.	8e27 8e31 8e33	Concept mapping Desktop publishing	Identifying relationships between elements of a story	Visual Organizer
8R8	Students respond to reading using an electronic response journal to record thoughtful connections to texts.	8e27 8e31 8e32 8e33 8e34	Database	Responding to text	Response journal
8R9	Students design a CD cover to present themes and images from a novel.	8e27 8e33 8e43	Word Processing Graphic Editor	Responding to text	CD Cover
8R10	In preparation for reading and discussing a passage, students develop and record questions to lead a group discussion of the text.	8e27 8e31 8e33 8e34	Word processing Database	Formulating discussion questions	List of discussion questions
8R11	In preparation for reading and discussing a passage, students record new words from a reading passage.	8e29 8e41 8e43	Word processing Database	Word study	Word list
8OVC1	Students analyse and compare two pictures using a list of questions.	8e52 8e53 8e65	Concept mapping	Interpreting images	Comparison web

8OVC2	Students choose an issue and use research and opinion to produce a web page informing and persuading people about the issue.	8e50 8e53 8e54 8e62 8e64 8e65 8e66 8e67	Web editor	Use web page to record opinions and supporting facts on given issue	Web page
8OVC3	Students evaluate web pages by answering questions and taking a quiz.	8e52 8e53 8e55 8e64 8e66	Internet browser	Assessing content and reliability of a web page	
8OVC4	Students present their K-W-L charts as part of the conclusion of their research project (see related Reading and Writing Activities). They fill in the final section of the chart and use it as the basis of oral presentations to their classmates.	8e46 8e48 8e49 8e51 8e56 8e60	Word Processing Concept Mapping	Presenting a research project	K-W-L Chart
8OVC5	Students analyse information in a brochure.	8e52 8e53 8e55 8e66	Computer assisted instruction	Interpreting graphical texts	