

		Act: 4R6
Grade: 4	Strand: Reading	Concept: sorting information
Description of Task:	Students sort a list of statements into a T-chart under the headings <i>Important</i> or <i>Interesting</i> .	
Expectations:	4e27 read a variety of fiction and non-fiction materials (e.g., short novels, myths, biographies, short articles) for different purposes; 4e32 understand the vocabulary and language structures appropriate for this grade level; 4e41 begin to develop research skills (e.g., formulate questions, locate information, clarify their understanding of information through discussion); 4e49 understand specialized terms in different subject areas (e.g., science, technology)	
Software Type:	Word processing Appleworks 6	
Computer Skills Prerequisite	Students should be able to: <ul style="list-style-type: none"> • Locate and open the template file • Set up the T-chart • Type in text boxes • Save and print their work 	
Student Instructions: (for teacher)	<ol style="list-style-type: none"> 1. Model the lesson with the whole class using a list of facts or a page of text familiar to the students. 2. Think-aloud how you make your decisions about where each statement should go. 3. Ask the students what information they might use to help them make their decisions. 4. Discuss how a T-chart helps them to organize their thinking. 5. Explain that they will now do the same thing with their own list. 	
Teacher Notes:	Although this activity meets Reading expectations, it could also meet Writing expectations if you extended it by asking the students to write an analysis of or a reflection on their work. As well, it has applications to different subject areas and expectations depending on the subject area chosen. The instructions and the template file have been incorporated into a single file (4R6_sort-information_instruc.cwk). Extensions/Off-line activities: <ul style="list-style-type: none"> • Students could complete this as a pencil and paper task. • Students could create their own lists of facts and trade them with one another to sort. • Students could present their completed charts to the class and discuss their choices. • Students could conduct a class vote to compare answers. This is a literacy activity integrated with Social Studies. Use the instructions to compare rivers, clothing of women and men in medieval times, provinces etc. 	
	Activity Template File: Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Student Instruction BLM: Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	
Assessment:	Did the students follow the directions to complete the T-chart? (curriculum) Did the students accurately sort the information? (curriculum) Did the students' choices demonstrate an understanding of specialized terms? (curriculum) Did the students communicate their reasons for their choices clearly? (curriculum)	

