Respect and collaboration slide deck

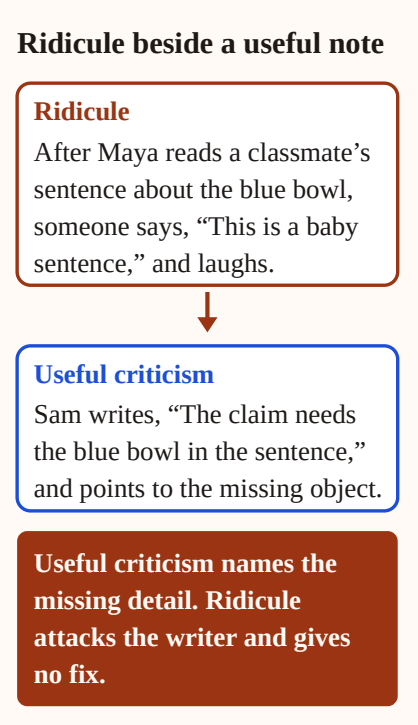
English Language Arts 10-1

Unit 5: Respect and collaboration

Respectful language

Ridicule and useful criticism

- Ridicule. After Maya reads a classmate’s sentence about the blue bowl, someone says, “This is a baby sentence,” and laughs.
- Useful criticism. Sam writes, “The claim needs the blue bowl in the sentence,” and points to the missing object.
- Useful criticism names the missing detail. Ridicule attacks the writer and gives no fix.



Difficult news with a solution

- Euphemism: Maya keeps “let go” and erases “they canned that lazy cashier.”
- Inclusive wording: the new caption says students, they, and folks, and the old line “the quiet girl who only draws” sits in the margin.
- Constructive criticism: Sam’s slip says “The claim needs the blue bowl in the sentence.”

Key terms

euphemism

A gentler phrase for a hard event, such as let go for the end of a job.

constructive criticism

A comment that names the repair, such as adding the blue bowl to the claim sentence.

inclusive wording

Nouns and pronouns such as students, they, and folks that keep every person in the sentence.

Fair inferences and inclusive captions

- Implication: “She left early” sits on the board, and Maya writes “family appointment” beside it.
- Inclusive caption: “Students sketch the bowl, and they choose the subject” replaces the quiet-girl line.
- Body language: Maya turns her chair toward Priya and holds her hands still during the caption talk.

Labels for writing slips

- After Maya reads a sentence about the blue bowl, someone laughs and says, “This is a baby sentence.” Sam writes on a slip, “The claim needs the blue bowl in the sentence.”
- Sam’s slip names a fix. The laugh aims at the writer and gives no next step.
- A poster that says “Nice work, genius” under Jordan’s painting aims the joke at the person. A poster that says “Best hallway ever” under a dripping tile aims the joke at the tile.

Practice with a lab bench

- A lab note says, “They dumped that clumsy partner.” A second note says, “He left the bench.” A caption says, “The shy boy who only washes beakers.” A poster says, “Nice data, genius,” under a student’s photo, and “Perfect lab forever” under a cracked beaker.
- Replace the harsh news with wording that keeps the person in the room, open the caption, and say which poster joke lands on a person.

Review

- A bus note says, “They booted that hopeless driver.” A caption says, “The loud girl who only shouts.” A margin note says the bus had a flat tire. One poster says “Great weather, pal” under a student’s photo, and another says “Smooth ride always” under a flat tire.
- Rewrite the note and the caption so they keep people in the talk, use the flat tire, and say which poster aims at a person.

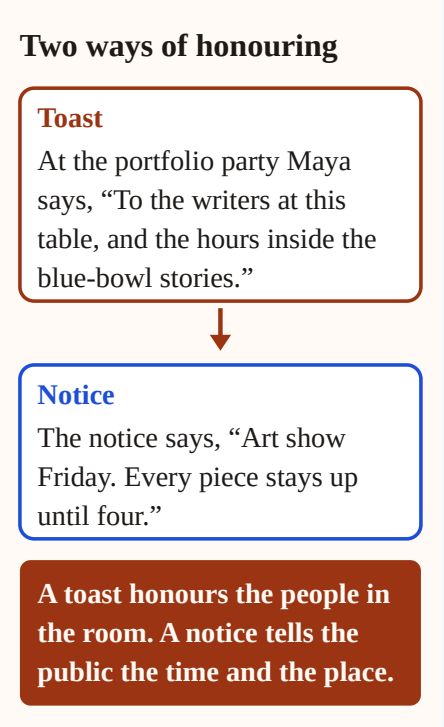
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Unit 5: Respect and collaboration

Diversity and honour

Two readings of one text

- Toast. At the portfolio party Maya says, “To the writers at this table, and the hours inside the blue-bowl stories.”
- Notice. The hallway notice says, “Art show Friday. Every piece stays up until four.”
- A toast honours the people in the room. A notice tells the public the time and the place.



Assumptions and recognition

- Underlying assumption: the guide treats “only homesickness” as the whole paddle poem.
- Toast: Luis raises his juice cup to the writers who closed their portfolios today.
- Eulogy: a study card honours a community volunteer who has died, in one respectful sentence about Saturday shelves.

Key terms

underlying assumption

A hidden idea a text treats as given, such as a guide that allows only a homesick reading.

eulogy

A speech honouring someone who has died, used here as a dignified form to study.

toast

A short spoken honour for a finished task, such as closing a writing portfolio.

Two readings

- The guide's last line says "Stop, homesickness is the whole poem."
- Amir's paragraph says the speaker misses home, and Priya's sketch shows the paddle working the current.
- Both pages stay on the desk, beside the juice cup for the closed portfolios.

Recognition in a school

- A guide’s last line says the paddle poem is only homesickness. Amir’s paragraph says the speaker misses home. Priya’s sketch shows the paddle working the current. Both pages stay on the desk.
- Toast: We lift our juice cups to the writers who closed their portfolios, and we thank them for the blue-bowl paragraph.
- Study sentence: We honour Ms. Singh, who stocked the food-bank shelves every Saturday, for the quiet hour she gave our town.

Practice with a mural

- A poster says the mural means only school pride. A clay tile in the same mural shows students sharing bread at a long table. The debate team has closed its binder, and the choir concert is Thursday in the hall.
- Name the assumption in the poster, a second reading from the tile, and one way to honour the debate team or invite people to the concert.

Review

- A yearbook line says the garden photo means only neat rows of beans. The photo also shows a trowel, a hose, and hands in the dirt. The photo club finished its booklet, and a neighbour who has died used to walk younger children to the library.
- Name the assumption, a second reading, a way to honour the photo club, and one respectful sentence about the neighbour.

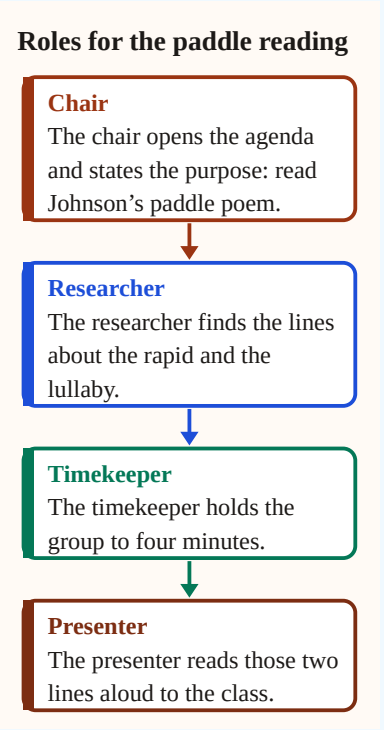
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Unit 5: Respect and collaboration

Group processes

Five roles for one poem

- Five students sit around a copy of E. Pauline Johnson's poem "The Song My Paddle Sings." They have four minutes to prepare a reading of two passages: the rough water of the rapid and the soft lullaby lines.
- Chair. The chair opens the agenda and states the purpose: read Johnson's paddle poem.
- Researcher. The researcher finds the lines about the rapid and the lullaby.
- Timekeeper. The timekeeper holds the group to four minutes.
- Presenter. The presenter reads those two lines aloud to the class.



Roles and tools

- Group role cards: chair, recorder, timekeeper, researcher, presenter.
- Teamwork tools on the table: checklist, timeline, agenda, meeting notes.
- Nia’s personal goal card says “I will ask one question and then wait.”

Key terms

group role

A named job in the team, such as chair, recorder, timekeeper, researcher, or presenter.

teamwork tool

A shared paper that tracks the work, such as a checklist, timeline, agenda, or meeting notes.

personal goal

One participation aim a student writes, such as asking a question and then waiting.

Workload and time

- The checklist shows researcher done and presenter still open.
- The timeline gives two minutes to the stanza and four minutes to the river image.
- The criteria card names division of labour and time beside the twelve-minute slot.

Example

- Five students sit around E. Pauline Johnson’s poem “The Song My Paddle Sings.” They have twelve minutes on Thursday, and a kitchen timer sits in the timekeeper’s hand.
- The chair opens the agenda. The researcher finds the rapid and the lullaby. The presenter will read those lines. Nia’s card says, “I will ask one question and then wait.”
- The checklist shows researcher done and presenter still open.

Practice with a fable

- A trio will present a short fable at Friday’s assembly. They have eight minutes. The quietest speaker holds a blank goal card, and the agenda on the table is still empty.
- Give each person a role, fill one agenda line, set the timer, and write one personal goal for the quietest speaker.

Review

- Four students will present a lantern story to the grade 9s next Tuesday. The bin holds a blank checklist, a blank timeline, and one unmarked goal card. They have ten minutes.
- Name four roles, one checklist item, one timeline split, and one personal goal.