

Home Grown Greatness

Lesson 1: Maëlle Ricker | Suggested Grades: 4-7

Lesson Plan

Objectives:

Students will....

- Learn about a local British Columbian hero; her life and accomplishments in snowboarding cross.
- Work effectively with other classmates to timeline new information.
- Work independently to turn specific events into a newspaper article.

Curricula Links:

- Physical Education
- Language Arts
- Personal Planning

Materials:

- Appendix A (cards)
- Appendix B (rubric)
- Appendix C (newspaper)
- Appendix D (newspaper template)
- Appendix E (newspaper evaluation rubric)

Opening Motivator (10 min)

1. Show YouTube clips:
 - <http://www.youtube.com/watch?v=KjUaDfcmh1Q>
 - <http://www.youtube.com/watch?v=mxYfII21po>
 - http://www.youtube.com/watch?v=olZ_qgletFM&feature=endscreen
2. Explain the first clip was a snowboarding event called Snowboard Cross and the second and third were Maëlle Ricker, a gold medal winning Olympian who was born in North Vancouver.
3. Next, poll the class:
 - Who has ever been snowboarding?
 - Who's been snowboarding at Mount Seymour or Cypress Mountain? If so then they have connections with one of BC's local heroes, Maëlle Ricker.
4. Briefly discuss how Maëlle was born and raised right here in BC like many of the students were. She learned the same things in school and participated in many of the same sports that they do. With this same background Maëlle has managed to become an extremely successful athlete. Explain that today, they'll be learning more about Maëlle's athletic accomplishments.

Classroom Activity (40 min)

Materials:

- Glue / tape
- Markers
- Paper (1 sheet of poster paper cut in 2 horizontally or 2 – 11x17 sheets of paper)
- Colored paper / construction paper (optional)
- String / wool (optional)
- Matching Cards (Appendix A)
- Student Evaluation Rubrics (Appendix B)

Teaching Tip

Forming groups on their own can sometimes be the cause of great stress for students; if they don't have a friend or acquaintance to work with it can significantly affect their self-esteem and confidence which can also affect their performance

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on the activity. If you don't do so already, you could try pre-forming the groups, or forming them randomly or download free software called "The Hat" which chooses partners and groups for you and keeps track of which students have previously been paired/grouped together. It can be very beneficial in a number of ways, for students to have the opportunity to work with a variety of their classmates, however this can also be challenging for those students that aren't as outgoing so it's helpful to review and give examples of how to interact positively in groups and review the self-evaluation rubric they will have to fill out afterwards.

1. Break students into groups of 2-4.
2. Explain that they will be viewing a number of highlights of Maëlle's life and creating a timeline. Hand out cards to students and have them organize them according to date
- Option A – students are given larger version of cards that include both picture & explanation and they can simply review the cards and put them in order according to the dates included
3. Option B – students are given two sets of cards, one with just the pictures and the other with just the dates/explanations and students must match the pictures with the dates. Some of the pictures are easier to determine than others. Some haveof subtle clues students would have to look for.
4. Once groups feel they have accurately matched and ordered their cards, check to ensure they're correct. If they are they can now create their timelines by gluing cards onto paper. They can get creative and use construction paper for borders for the pictures, string to connect the pictures, etc. They should include a title of their own creation (ex. The Life of Maëlle Ricker).
5. Once groups submit their completed timeline, hand out self-evaluation rubrics for the students to fill out and hand in.

In the Lab: (2 x 45-60 minute blocks)

- Materials:
- Timelines created in first activity
 - Computers with internet access
 - "Steps for Writing a Fabulous Newspaper Article" (Appendix C)
 - Newspaper Template (Appendix D)
 - Newspaper Article Evaluation Rubric (Appendix E)

Teaching Tip

No computers? No problem. If you're unable to provide computer/internet access for the whole class, or

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you'd rather the students not go online, simply:

- Print the articles from the websites listed on the timeline cards and provide paper copies for the students to use to research the details of Maëlle's life.
- Then print paper versions of the Newspaper Template and they can hand-print the good copy of their articles into the template and draw their own pictures.

1. Have students Review their timelines and choose and focus on one main event of her life timeline.

For example:

- Overcoming her injury
- Winning gold in the Olympic games
- Competing in the FIS games

Option - In their groups in which they completed the timelines, students within that group could each choose a different event from the timeline to focus on and then each of their articles would highlight multiple points. This could look especially interesting when displaying everything.

2. Tell students they're going to pretend they are a reporter and write an article on Maëlle using the event they chose to focus on. Hand out copies of "How to Write a Fabulous Newspaper Article" (Appendix C)
3. Once the students have their final draft of their articles finished, have them use the Newspaper Template (Appendix D) to present their article. Paste the headline, article and picture choice into the template - either electronically or by hand, depending on your resources available.
4. Students' final projects can be posted with their timelines around the room, or an exterior bulletin board to celebrate their own accomplishments along with Maëlle's!

Evaluation

Use the Newspaper Article Teacher Evaluation Rubric (Appendix E) - which specifically references BC Curriculum English Language Arts PLO C2 – to evaluate students work.

Who's Your Hero? (Bonus activity)

- Show this link: <http://www.youtube.com/watch?v=WVLYL65JnPo>
- "Got a minute?" was a fun feature aired during the 2010 games that presented an athlete or celebrity being rapidly asked 15 random questions.
- While most interviews are well thought out series of questions that dig deeper into the interviewee's life, sometimes they can just be quick, simple and entertaining ways to learn more about a person you're interested in

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- Ask students to think of one of their heroes and create a list of 15 questions they'd ask
- Students can then put themselves in their hero's shoes and think of what their hero might answer

Conclusion and Reflections (10 min)

Maëlle Ricker is still working hard to achieve her goals in snowboarding and will soon be traveling to Sochi, a city in Krasnodar Krai, Russia, where she will compete in the 2014 Olympic Games.

Have a class discussion about the Olympic Games. What are some of the predictions they have about Maëlle's success in these games based on her past performances? What are some of the challenges she'll face competing in Russia compared to back home in her own country?

Extension Ideas:

- Write and send letters to Maëlle to show she has the support of her fellow British Columbians in the next Olympic Games
- Research Sochi and compare and contrast their city, lifestyle, politics and other attributes to Canada's.

Web Links

Free educational software "The Hat" that automatically randomizes an order from a determined list, such as classroom students.

<http://www.sochi2014.com/en/>

Official Sochi 2014 Winter Games website.

<http://olympic.ca/team-canada/maelle-ricker-1/>

Maëlle Ricker's Team Canada biography with useful links and photos for further research.

Appendices

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Appendix A

Picture	Date	Event
	December 2, 1978	Maëlle Danica Ricker was born in North Vancouver, British Columbia
	1996	Began competing on the International Ski Federation (FIS) World Cup circuit in 1996, placing in the top 3 twice her first season. At the time, snowboarding was a relatively new and edgy sport.
	1998	Snowboarding made its Olympic debut, and though Ricker's specialty was snowboard cross she entered the half pipe competition and managed a fifth-place finish.
	1999	Maëlle took home the gold in The Winter X Games held in San Francisco, CA

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Appendix A

Picture	Date	Event
	2002	A knee injury prevented her from competing at the 2002 Salt Lake City Olympics, an injury for which she would have 6 surgeries in 4 years.
	2005	Maëlle takes bronze in the Whistler FIS Snowboarding World Championships
	2006	Won her second Gold in the Snowboard Cross at the Winter X Games 12 in Los Angeles, CA.
	2006	Tumbled out of the Olympic final in the 2006 Turin Games, where she finished fourth in a race that ended with a smack to the head, a concussion and an emergency helicopter ride off a mountain.

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Appendix A

Picture	Date	Event
	2012	Won Bronze in Snowboard Cross at the Winter X Games 18 in Los Angeles, CA.
	January 2013	Maëlle Ricker won gold in the snowboard cross event at the FIS snowboarding world championships securing her place representing Canada alongside Dominique Maltais in the Sochi Olympics next year

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Appendix B

Grade 4 PLO C2	Suggested Achievement Indicators
Write a variety of clear informational writing for a range of purposes and audiences, featuring: - clearly developed ideas by using clear, focussed, useful, and interesting details and explanations - sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity - word choice by using some new and precise words including content-specific vocabulary - a voice demonstrating an appreciation of, interest in, and knowledge of the topic - an organization that includes an introduction that states the purpose, with easy to follow and logically sequenced details, and an ending that makes sense	Create a variety of informational writing (e.g., expository writing such as reports, procedures, various multimedia formats, and may include impromptu writing) that demonstrates the following criteria Meaning in “Performance Standards”/Ideas in “Traits of Writing.” The writing/representation: - demonstrates a clear purpose - makes sense - features a narrowed, focussed, clear, and coherent topic - includes information that is accurate - shows understanding of the topic through personal experience and/or research - may express and justify a viewpoint - may anticipate and answer some of the reader’s questions - includes visuals and text working jointly to represent the topic Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.” The writing/representation: - includes simple and compound sentences of varied lengths and structures - generally reads smoothly - demonstrates effective paragraphing - features sentence beginnings that are generally varied - contains clear language and effective use of content words - demonstrates interest or care in the topic - contains sentences that are well-constructed and sound increasingly less mechanical and routine Form in “Performance Standards”/Organization in “Traits of Writing.” The writing/representation: - uses genre or form appropriate to purpose and audience - uses text structures appropriate to form or genre - effectively uses a variety of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships - contains ‘text features’ (e.g., illustrations, heading, diagrams) that are clear, relevant to the written text, and helpful to the reader - includes a title that informs the reader - shows emerging use of interesting leads and endings

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Appendix B

Grade 5 PLO C2	Suggested Achievement Indicators
Write a variety of clear informational writing for a range of purposes and audiences, featuring: - clearly developed ideas by using interesting supporting details and explanations - Sentence fluency through clear, well-constructed sentences that demonstrate a variety of sentence lengths and patterns, with an increasingly fluid style - effective word choice through the use of new words, words selected for specificity, and powerful adverbs and verbs - a voice demonstrating an appreciation of, and interest in, the topic - an organization that includes a purposeful introduction, followed by a well-developed and logical sequence of details, with a conclusion that summarizes the details	Create a variety of informational writing (e.g., expository writing such as reports, procedures, various multimedia formats, and may include impromptu writing) that demonstrates the following criteria Meaning in “Performance Standards”/Ideas in “Traits of Writing.”The writing/representation: - demonstrates a clear purpose - makes sense - features a narrowed, focussed, clear, and coherent topic - includes accurate information - shows understanding of the topic through personal experience and/or research - may express and justify a viewpoint - may anticipate and answer some of the reader’s questions - includes visuals and text working jointly to represent and enhance the topic Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”The writing/representation: - reads smoothly and demonstrates effective paragraphing - contains clear language and effectively used content words - attempts to engage or persuade Form in “Performance Standards”/Organization in “Traits of Writing.”The writing/representation: - uses genre or form appropriate to purpose and audience - uses text structures appropriate to form or genre - uses a variety of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships - contains ‘text features’ (e.g., illustrations, headings, diagrams) that are clear, relevant, and helpful to the reader - includes an original and informative title

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Appendix B

Grade 6 PLO C2	Suggested Achievement Indicators
Write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring - clearly developed ideas by using focussed and useful supporting details, analysis, and explanations - sentence fluency through clear, well constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style - effective word choice through the use of new vocabulary, words selected for their specificity, and powerful adverbs and verbs - a voice demonstrating an appreciation and interest in the topic - an organization with an inviting lead that clearly indicates the purpose, and flows smoothly with logically sequenced paragraphs or sections to a satisfying conclusion that summarizes the details	Create a variety of informational writing (e.g., expository writing such as reports, procedures, various multimedia formats, and may include impromptu writing) that demonstrates the following criteria: Meaning in “Performance Standards”/Ideas in “Traits of Writing.”The writing/representation: - conveys information - demonstrates a clear purpose (e.g., instructions can be followed) - makes sense and emphasizes important ideas - includes a narrowed, focussed, clear, and coherent topic - includes information that is accurate; integrates information from several sources - shows understanding of the topic through personal experience and/or research - may express and justify a viewpoint - anticipates and answers some of the reader’s questions - includes visuals and text working jointly to represent and enhance the topic is interesting and easy to follow Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”The writing/representation: - shows awareness and consideration of audience - reads smoothly and demonstrates effective paragraphing - contains clear language and effectively used content words - engages and, if applicable, persuades the reader - experiments with changes in word order within a sentence for effect Form in “Performance Standards”/Organization in “Traits of Writing.”The writing/representation: - uses genre or form appropriate to purpose and audience - uses text structures appropriate to form or genre - uses an extended range of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships - includes logical and effective sequencing - features strong leads and satisfying endings - utilizes ‘text features’ (e.g., titles, headings, diagrams, illustrations) that are clear, relevant, and helpful to the reader - generally reads smoothly and pacing is controlled - includes an original and informative title

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Appendix B

Grade 7 PLO C2	Suggested Achievement Indicators
Write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring: - clearly developed ideas by using focussed and useful supporting details, analysis, and explanations - sentence fluency through clear, well constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style - effective word choice by using content words, precise nouns, and powerful verbs and modifiers - a voice demonstrating an appreciation and interest in the topic - an organization that includes an inviting lead that clearly indicates the purpose, followed by a well-developed and clear sequence of paragraphs or sections that lead to a strong conclusion	create a variety of informational writing (e.g., expository writing such as reports, articles, instructions, procedures, explanations, business letters; persuasive writing, such as editorials, letters, opinions, and may include impromptu writing) that demonstrates the following criteria: Meaning in “Performance Standards”/Ideas in “Traits of Writing.”The writing/representation: - includes a clear purpose that is accomplished - makes sense and emphasizes important ideas - includes a narrowed, focussed, clear, and coherent topic - includes accurate information and integrates information from several sources - shows understanding of the topic through personal experience and/or research - may express and justify a viewpoint - anticipates and answers some of the reader’s questions - includes visuals and text working jointly to represent and enhance the topic - shows a clear sense of audience; consideration for and interest in the reader Style in “Performance Standards”/Sentence Fluency, Word Choice and Voice in “Traits of Writing.”The writing/representation: - features experimentation with word order for effect - reads smoothly and demonstrates strategic paragraphing - exhibits tone and level of formality appropriate for purpose and audience - contains clear language and effectively used content words - shows a clear sense of audience and consideration for and interest in the reader - exhibits interest or care in the topic; engages, and, if applicable, persuades the reader - contains a variety of sentence types, lengths, and structures (e.g., simple, compound, and complex) Form in “Performance Standards”/Organization in “Traits of Writing.”The writing/representation: - uses genre or form appropriate to purpose and audience - uses text structures appropriate to form or genre - uses an extended range of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships - includes logical and effective sequencing

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Appendix C

Steps for Writing a Fabulous Newspaper Article

1. Choose and focus on one main event or fact for your article.
2. Research
 - Using the websites provided on your timeline as a start, go online and learn more about the event you chose
 - Use The 5 Ws (who/what/where/when/why/how) to summarize your point and help make your article organized and efficient (can be in the form of a mind map, t-chart or bullet points)
3. Organize this information: Articles use what's called an "Inverted Pyramid". This means the most important information goes at the top of the story. The least important information goes at the end. This makes sure the reader stays interested and gets the most important facts first.
4. Create a lead: The first line of your article is called the lead. The lead should:
 - Include most of your 5 Ws information
 - Not be more than 30 words.
 - Grab the reader's attention and make a reader want to finish reading your story
5. Supporting Details and facts: The rest of your story needs to support the lead with more detail. Be sure the rest of your story delivers all the excitement and "wow" your lead promised.
6. Do not put your opinion in this story. You must only give facts about the topic.
 - If you want opinion in your story, it must be from a quote (something that Maëlle said.)
 - The information should be in quotation marks with her name after the quote.
7. Paragraphs must be short in length. One to two sentence paragraphs are preferred.
8. A few other tips:
 - Use the "Third Person" to write your article. This means you, as the author, need to talk about Maëlle and other people in the article using pronouns like "she" and "he" or "they".
 - Make sure your article is factual and accurate.
 - If possible, include a quote from Maëlle which supports your point – you'll need to do some research for this.
9. When you're finished your article, exchange with a classmate and peer-edit. Watch for:
 - Spelling, grammar and punctuation errors
 - Word choice: a good article uses a variety of adjectives that help paint a picture as well as strong verbs and adverbs that hold the reader's attention.

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Appendix C

10. Create a headline. Headlines can be tricky; they need to be short and sweet yet grab the reader's attention. Be sure to:

- Use strong verbs
- Use proper names – no pronouns
- Keep it simple

11. Select a picture to illustrate your article. You can either:

- Draw it yourself – put your artistic talents to the test!
- Go online and find a new one that best supports the story you're telling in your article

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Appendix D



THE BC TIMES

Since 1925

Headline: _____

By: _____

Photo Caption



who inspires you?
HEROinYOU
YOUTH EDUCATION PROGRAMS

Proudly supported by

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Appendix D

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

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Appendix E

Grade 5 PLO C2	Suggested Achievement Indicators
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Appendix E

Grade 6 PLO C2	Suggested Achievement Indicators
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