

Welcome to CATCA's THIRD EdCamp!

- 1) Introduce yourself, which district, teaching environment, etc
- 2) Self select a recorder
- 3) Find an empty row below
- 4) Put your title in, and start recording.
- 5) All will be shared with everyone after the day is over!
- 6) Have fun!

An example might be

Session 1 - Engagement in this course....

Some good links are...

Try doing this.....

Here are great resources...

Etc..

2022 Notes

Sight words

- what list do you use?
- build list with similar spelling (ay, a-e, etc.)
- use the "Science of Reading"
- heart words: (*learn by heart*) put some words together with similar sounds (th, sh, ch) and the rest of the words is learned "by heart"
- A word is "heart word" based on what sounds you have taught
- Heart words are a part that is tricky, but in tricky words the whole word does not seem to follow the rules.
- some lists include: Dolch, Fry, Heart Words,

Smart Start for Reading program: (older Canadian program that follows Science of Reading by Jo-Anne Moore)

- includes phonics, sight words, daily, hourly routines
- It includes writing and reading comprehension, home practice
- Maybe students who are struggling to transfer these sight words when reading stories, is to ask them to look for those words in books, circle/highlight the words if you can, before even reading.
- Many of us are learning/practicing/introducing 5 words a week
- feel free to combine sight word programs to suit what works for you.

How do you manage all the 1 on 1 testing required?

- When kiddos are lined up or in the bathroom, do a quick check.
- Give kiddos a little more free time with centers to allow building social skills while testing
- Use technology to get testing done (IXL, Prodigy,)
- Ipad may be outdated
- Train your kiddos to log in on their own

Social Skills

- Stories are great to help with this
- "Ruby has a Worry"
- "Ravi's Roar"
- My Mouth is a Volcano
- Tattling stories to help students see the difference between tattling vs telling

Technology

- Boddle is similar to Prodigy (free)
- Teach Your Monster
- Happy Numbers (free for teachers)
- Raz Kids
- Epic
- Vooks.com
- Story Line on Line

Resources:

- Sounding Out the Sight Words
- Smart Start to Reading
- Look in the Middle (Karen Laszuk at Blackfalds)
- Decodable Readers

2018 Notes**Authentic Writing Ideas:****Descriptive Writing**

- bring in stuffed animal or toy and describe them. Students read their writing out loud and they guess whose toy they were writing about.
- drawing lesson with two different descriptions/
- How to... Roast a marshmallow, make toast, build a snowman, hot chocolate
- Monster Diaries, writing from the viewpoint of their monster at school
- Making invitations when inviting parent helpers
- Kerry Wood Nature Centre- Nature Notes
- Writing to a grandparent
- Book "The Best Part of Me" then they choose their best part
- Star of the week Writing book

- Mentor Text "The Ok Book" by Amy Krouse
- Scratch coding
- Story jumper
- Editing- giving them one thing to look/reflect
- Giving them an exemplar to look at- Community of Writers
- Have an audience and purpose!
- Writing portfolios
- Writing Centre- Valentines cards or themed paper

Encouraging students to write:

- Calling students writers
- White blank books to encourage students to make books
- Allow students to showcase their work!
- Comic strip
- One person talks and the other person writes.
- App Sock puppets

Differentiated Instruction:

- Using a voice recorder app for students who struggle with writing.
- Setting goal for struggling writing
- Small group conferences and guiding writing strategies
- Parent support and open communication and conference so there is no surprises
- Teaching multiple contexts.. Introduction of same topic in a variety of ways

social studies

Using children's books to teach concepts

The berenstain bears -

messy room for responsibility

Go to school - teaching responsibility

Social studies A to Z (Social Alphabet)

Scavenger hunt around Rimbey for landmarks as a field trip

Field trip to the museum

Borrow items from the red deer museum

Bread program - at the exhibits

2017 Notes

Google Classroom in grade one -at the tables near the early learning near 1600-1800 west campus wing

Use older grades to act as buddies to help the little ones

Start by using it for students to access websites

Can be accessed with chromebooks or ipads

Can give students assignments (ie., videos, pictures of their work using the webcam, google slides)

-Better for collecting information

Weebly is a good, easy format for a class website for Grade One. Works well for posting what you want them to do (resources); for example, put YouTube videos on for a listening centre. You can organize subjects into tabs and embed various sites and videos, etc. Add a page to make a tab and you can pages underneath main tabs.

Seesaw (online portfolios): one of us is currently using it and we looked at its features. Students can post their work in many different ways and can comment on it. Teachers can also use it as an assessment tool; also Freshgrade (outcomes linked and Canadian)

Sesame is another website that can be used for online portfolio and assessments.

Branching out to other great tech resources appropriate for grade one:

Plickers - instant formative assessment tool using answer cards and scanning your phone to see students' responses

Sumdog math

Raz-Kids & Tumblebooks

Handwriting Without Tears

Spelling City

Remind 101 for parent communication

Class Dojo for parent communication and class behaviour

Dogo News for current events

Kiddle for safe visual research

QuadBlogging.net - where you can link with other classes from around the world and post what your learning, ask questions about each other. Groups are set up for you based on your criteria. You can also connect with other classes if you would prefer.

Twitter - amazing resource for teaching because it's so easy to connect with people that you can learn from. For example, if you want an author to visit, you can "put it out there" and someone will help you make a connection and then you can do a Google Hangout.

Learning sequence for the book Mother Bruce by Ryan T. Higgins

Reading - In front of whiteboard - front of room on right

Phonological awareness is the key - TPT have an awesome program by Two Peas in a Pod based on 40 picture books in each package. Each book has 16 activities set out for each book.

Sight Words to Automaticity - takes the brain out of decoding.

Building vocabulary is not a waste of time - children need time to talk to build a richness of language. It comes before being able to read and write.

For **deep comprehension** students need to be able to have a solid background knowledge of the topic - it's ok to take time to build the connection to the topic. e.g. how can a child understand or read a book about baseball if they have no idea what baseball is?

LLI - Leveled Literacy Intervention - based on F&P - use with Guided Reading groups. \$5500 per grade - get grant funding to be able to pay for this great resource.

Reading A-Z - great books for take home.

Having reading things organized for teachers to access is a great start.

Activities To Support Reading whilst teacher reads with a guided reading group: literacy bags - one bag one group based on a book. We want to set up a sharing group. Denise Workman was in charge of the original creation project of literacy bag.

The group are looking into setting up a shared space for activities and teaching ideas so that we can stop reinventing the wheel. Watch out for a district wide email about this.

Report Cards- in the Forum

LA Outcomes for Term 2:

- Reads at grade level
- Comprehends at grade level
- Has acquired grade appropriate sight vocabulary (DOLCH-Pre-Primer)
- Has acquired grade appropriate sight vocabulary (DOLCH Primer)
- Writes complete sentences using both phonetic and correct spelling
- Developing an awareness of uppercase letters and end punctuation in their daily writing
- Forms printed letters correctly and neatly in all written activities.

Religion Term 2

- explains and represents and understanding of the Christmas story
- demonstrates an understanding that bible stories help us understand "God as Father, creator of Heaven and Earth"
- represents and understanding of the creation story.

Math Term 2:

Demonstrates an understanding of addition facts to 12.

Counts orally to 100

Prints number to 100

Counts by 2's to 20

Counts by 5's to 100

Counts by 10's to 100

Behaviour - tables near vending machines

Relationships are SO important!

Behaviour has so many questions! There's a real disconnect between parents/students and behaviour changes from year to year. Family dynamic has changed (helicopter, non-existent, single parent families, both parents working, etc.) We've solved a lot of problems in society but new problems have arisen (teen pregnancy, drug addiction, etc.) Noticing a large generational gap, each year there seems to be more behaviours. Family is paramount - routines at home impact ability to 'function' in the classroom appropriately.

Positive male role models are so important for our boys for reading, academics, and behaviour.

Be a detective - where is the behaviour coming from? What is the antecedent? Parental influence, attention seeking, family dynamic and ethics, socioeconomic status, involvement of parents in the classroom, dysregulated, developmental, cultural, biological (hunger!), stress, trauma? We are not 'fixing' the behaviour. We are going to find the deficit and address it. It may be relationship, academic, social skills, etc.

It is challenging to teach curriculum when you need to manage behaviours. Behaviour always needs to come first.

Our behaviour and regulation as teachers impact their regulation and behaviour. We must focus on behaviour/regulation and social skills more than previous years, and it often comes first before curriculum. It is important to make sure that our children are regulated and have those basic social skills. If we get a strong foundation of that in grade one then they will likely be more successful academically in years to come. Pressure to teach reading has to come second to the expectation of behaviour.

We need to remember the developmental level of our kiddos (prefrontal cortex isn't fully developed yet.) Behaviour that is 'sloughed off' in grade one will become impossible to 'slough off' as they grow to the age of legal ramifications.

How can we develop a sense of community and inclusion beyond just our classroom? (Singing O' Canada as a school each week, help to develop a sense of belonging.) Are they missing their basic citizenship skills? Do children know that our actions impact everyone else in their community (classroom community, town/city, family, etc.)?

Think of the greater good of the classroom! Teach ethics and general manners.

We are learning as teachers every day in our classroom!

It's not always that students don't want to listen - they might just not know how.

Whenever there is funding cuts in our schools we lose the arts, music, drama, etc. and those 'dysfunctional' and dysregulated behaviours may be combatted with more of a focus on these! Right brain learning is not a behaviour, it is a learning style that is not being met and beginning to morph into behaviours in the traditional left brain classroom setting.

Resources/Strategies:

- Class Dojo - direct communication to the parents
- Super Kids Award or Gladiator Award (2 kids/month)
- Bonus Bucks
- Warm Fuzzy to fill up the 'bucket'
- GoNoodle, Movement breaks
- Centering activities, yoga, breathing
- Zones of Regulation
- Leader In Me - 7 Habits
- Model behaviour & expectations & body language
- It takes a village! Connect students with their 'person' - RTI Meetings - sharing our 'behaviour' students as a staff so that we are all aware of the behaviour/strategies
- "Relationship knows no hierarchy" - Jody Carrington
- 'Transition document' to send students off to the next grade teacher (Academic/Speech/OT/PT/Behaviour, etc.)
- In September - 'get to know the child' poster created with families and hang it in the hallway. This helps to build culture and community within the school.

I have the right to be a child - scholastic book

French Immersion Group - table by vending machines "refreshment centre" outside of theatre

-class size vary from 18-26 (last year some classes were as high as 31!)

Literacy Programs:

- Use **La Roue**, which we find works quite well. BM in January for some is 3-4 in GB+; for others we still have students who are at level 0
- Another sound resource, similar to Jolly Phonics, is "**Chansons Phoniques**" found on TPT <https://www.teacherspayteachers.com/Product/French-Chansons-Phoniques-BUNDLE-37-mp3s-Classroom-Charts-2101634>

This program has a little book, posters and MP3s for each song.

- Lecture En Santé**; Je d'ecode - duotang resource created by Madame Natalie from Steffie in Sylvan Lake. "Les Mots Courants" Teachers in Lacombe are piloting this program and they are finding that it is very effective. School in Lacombe purchased the program from them; word of mouth was created by other FI teachers at Steffie. This program introduces vocabulary that they might be found in early readers, such as those in GB+, vocabulary that students may not know immediately.
- use the **AIM** program

www.aimlanguagelearning.com

This program is very effective for oral production because it uses “pared-down language” and most commonly used vocabulary for French speaking. Creator is Wendy Maxwell, and lead teacher in the East is Sylvia Duckworth. Sylvia Duckworth has an amazing YOUTube channel with lots of great videos playlists for all types of themes. Program is verb-based and there is a gesture for each word (like sign language). Research shows that by seeing, hearing and doing students are learning more effectively. Les Trois Petits Cochons is a good play for Grade One FI. There is training for this program in August in Edmonton; find information on the website. There is also a forum on the website where teachers share their ideas.

-Apprenti sons

- **Right to Read** (PD for reading) broken down into phonemes, breaking down words, finding sons, identifying initial and final sounds, identifying reading strategies, rimes...

Literacy Games:

- *En haut, en bas* (contact Callena)
- *Bataille de mots* - very similar to battleship. With a partner, each player covers three images/words and then ask their partner “Est-ce tu as un pompon sur _____?”
“Oui/Non, j’ai/ je n’ai pas un pompon sur _____.”

Oral Comprehension game:

- Directed shape drawing - teacher uses different shape and shape vocabulary

Themes:

-Various themes for the year to teach vocabulary. L’école, greetings, la famille, la ferme, l’automne, l’halloween, le corps, Noel, l’hiver, l’amite, St.Valentin, les fruits, les legumes, le printemps, Paques, l’ete, les insectes

Home Reading Programs:

-Home Reading Program in effect in Sylvan Lake where kids choose levelled books to bring home and read with their parents.

-Use Reading A-Z French books, which are printed out for students.

-Daily 5 and CAFE; one school has flagged five books for five specific CAFE strategies taught in Grade One (as a school they have identified which strategies are focussed on in which grade). One is “ent” endings, one is about asking questions, strategies: looking at pictures, rereading, thinking of similar French/English words

-TPT for listening centres: use QR codes to link to books.

-Les Besoins des Plantes, Les Cinq Sens found on teacherspayteachers for French Science

<https://www.teacherspayteachers.com/Product/Cahier-interactif-Les-cinq-sens-premiere-annee-2097942>

Peg Swift on TPT has some good documents for Science

-Good Websites/Blogs:

<http://www.ameliepepin.com/scolaire>

<http://madamebellefeuille.blogspot.ca/>

<http://www.millemerveilles.com/>

<http://primaryfrenchimmersionresources.blogspot.ca/>

<https://mmerobinsonsclass.wordpress.com/links-2/french-games/>

<http://www.forfrenchimmersion.com/>

Great French TPT creators:

- Madame Emilie
- Maternelle avec Mme Andrea
- Prof Numeric
- For French Immersion
- La classe de Madame Angel
- Peg Swift French Immersion

Great French Conference - www.acpi.ca**-Game websites:**

<http://www.pepit.be/>

<https://www.matific.com/ca/en-ca/>

<http://jardindevicky.ca/>

Poisson Rouge

Études Sociales:

Ma Communauté TPT

<https://www.teacherspayteachers.com/Product/Ma-communaute-Mapping-Skills-2192221>

Community project where kids build their own communities on a m X m space using recyclable materials.

Writing: use a lot of sentences starters, copying and illustrating a sentence (oral comprehension of what the sentence means)

Journals: pick 2 colours per week to journal about (they bring in an object with a particular colour and then they write a sentence and illustrate it), journal about parts of the body, for example, or other vocabulary. Provide students with personal dictionaries.

-Sound of the Day or Sight Word of the Day: hunt for words/sounds and record them throughout the day

-use cootie catchers for oral production and picture prompts

-L'Ami Du Jour (Chant name, Monte et Raconte, Compose sentences with il/elle a, est, peut, aime and read together at the end

-L'Ami De La Semaine (lundi - write about the student, mardi - circle the sounds, mercredi - read together, jeudi/vendredi - print out document and put in journals for students to highlight sounds independently

Oral Production:

- Red Deer Public uses an image for each grade and question the students about what they see and assess their oral production. There is a specific picture for each grade. This is done every year with a specific set of questions.
- Games:
 - *Soulier soulier où est mon soulier?* (can be changed to other objects to increase vocab) “Je pense que c’est John” “Non c’est pas moi”
 - *Mon ami(e) secret* - teacher or student describes a friend without using their name and others need to guess who it is.
 - Montre et Raconte

Technology:

- *Google Slide* - writing about themselves. _____(name) est un _____ (fille/garçon). Il aime _____. Il porte _____. En hiver, il aime _____. Il aime la couleur _____. _____(name) a les yeux _____.
- *Teacher Dashboard* - for sharing assessment documents
-

Guided Reading - Windows outside of Margaret Parsons Theatre

Excellent Websites:

- [Bookflix](#)
- [Storyline Online](#)
- [Raz Kids](#)
- [Teach Your Monster to Read](#)
- [Starfall](#)
- [Storybots](#)
- [Abcmouse](#)
- [ABCya](#)
- [Heidi Songs](#)
- Joan Aldrich Knight - Jingle Spells (Core Words)
- <https://www.youtube.com/user/mathsongs1> Mr. R's Songs for Teaching

Excellent Books

-The Next Step Forward in Guided Reading by: Jan Richardson → An Assess-Decide-Guide Framework for Supporting Every Reader Grades K-8

Ideas:

- Activities during Daily 5
 - Chromebooks (listening to reading)
 - Read to someone with a good fit book (lots and lots of practise)
 - Sight Words - Writing on recipe cards, drawing a picture and writing Sight Word in a sentence. Students keep their recipe cards in a ziploc bag. They are partnered with someone and will test each other. When the student says a Sight Word correctly the other partner will write a check mark on the back. After 5 checkmarks, the student will show the teacher and the sight word can be removed from their bag.
 - [Core Words](#) (ie. on, the, have *words that have meaning but cannot be drawn in a picture). Core words can be indicated by an apple core?
 - Literacy Place for Guided Reading books
 - Reading A-Z printed books
 - Clear tubs: work on words of the week (Sight words), work on word wall words.
 - Stamps, rainbow letters, magnetic letters with cookie sheets, pipecleaners and beads, play doh, blocks with letters on it, gel bags for spelling the words, write the room, sand, roll dice, CVC words - print the words phonetically
- Parent help! Have parents come in and read to their child or to group of kids around drop off time.

- Senior High/Junior High Helpers
- Share and Shine - One day every other month. The kids teach their parents a sight word game etc. Schedule around report cards time.
- Use time during the time to read with some groups that need more help
- Display "Core Words" on the wall. Have the students high five the word as they read it.

Success and challenges in a rural gr 1 classroom

- looping
- prep time/scheduling
- words their way
- F + P, time spent
- play, imagination
- Wall Stories:

Writing - Theatre floor

What we're doing: Journals (on Mondays - what we did on the weekend), themed, Lucy Caulkins, call the kids authors, use pens so we can see their thought process, writer's workshop (mini lesson, then ten minutes of quick sketch and independent writing, five star writing checklist, then go back, then can continue on story or read to self as they wait for a conference with a teacher - approximately 6 kids a day for conferences with two teachers, also have them read to each other so they can catch areas they wish to improve)

Writer's Workshop

- Started in January
- Start off with a mini lesson so that the students know the focus of the lesson
- They are allowed to write with pens so that you can see their thinking. Just encourage them to cross out mistakes and keep writing.
- Start with 10 minutes of straight, quiet writing time (set a timer). No getting up, no stopping writing.
- After the 10 minutes they can keep writing or stop and do the 5 star check. If they have done the 5 star check they can write their names on the board. Then they can read to self, or partner up to read each other their stories.
- When students are done you can conference with them (use a checklist)
- They can use special paper and have a symbol on their desk that shows after the 10 minutes either green = I'm going to keep writing or red = I am done writing.
- Really talk up the "you are authors" and Robert Munsch is so funny, but does he only write one book? Nope! He writes lots of books and we love reading his books

Author Visit

- Shane Hitchcock does school visits

Allow them to make books

- Staples pages together so that it looks like an actual book that they will be writing.
- Give them the choice on what to write on and just encourage them to branch out if they are the type who ALWAYS writes on the same topic
- Encourage them to simply underline words that they aren't sure how to spell and just

keep going. Don't stop, just get the writing down on the page.

Spelling

- Spelling chart - there is a pocket chart low on the wall where students can reach and the teacher adds words that are tricky or have been coming up alot. Then when students are writing if the word is on the pocket chart they go up, grab the card, bring it back to their desk and then when they are done spelling it they go and put it back.
- If the word is on the chart they shouldn't be spelling it wrong. The words may stay up for a few months or a few weeks, it totally varies.

Book Walk

- Let the students decide on a topic that they are interested (unicorns, cheetahs). Then gather as many books as you can find on that topic (5 - 20).
- Students can wander around, read the books, look at the pictures. Then when they are ready they head back to their desk and start writing on that topic.
- Find that writing is richer and more descriptive because they have just read books on the same topic.

Showcase Their Writing

- Give students a chance to share writing that they are proud of in front of the class.
- Buddy up with lower grades (K or Pre-K) because it boosts their confidence and they can read their stories without worrying.
- Can put books on display at the Kerry Wood Nature Center
- Write books that are cross curricular. Ex: Write a book on Touch (The cloud is cuddly and soft - use a soft material)
- Possibly send home a note that asks for random materials to make a touch and feel book. This will get them thinking about things the materials could represent.

Interactive Writing Lessons

- The Bear Necessities of Writing - Making mini lessons fun! Using actual objects to teach a lesson (ex: how is bouncy ball like a period, cracking open words, paint a picture in the writer's mind, cracking open emotions)
- Have you seen my penguin, my penguin is lost. My penguin has....
 - They craft their penguin and then they get to write and describe it. Then later you can display their writing and display their penguins and students have to try to guess whose penguin belongs to who based on their writing.
- After you have students do many description lessons (learning how to make stories more descriptive) you can have students bring a bag home and put an object in the bag. Don't show any of your classmates what is in the bag. Next you would get together in partner groups and describe to your partner what is in your bag. It has to be descriptive because your partner has to draw it and you want it to look as similar to the object as possible
- Lucy Caulkins Writer's Workshop

Author of the Day

- Every day one student gets to be the author of the day. They get to sit in the Author's chair and pick a topic and tell a story about that topic. The teacher types it up on the

smartboard and pulls more details from the student (what did you do there, what color of clothes were you wearing, who did you do with that, ect)

- If there is a word wall word that is used in the story the teacher might say “Hmm, went, I think that I’ve seen that word before, but I can’t remember)

Author’s Chair

- They get to pick a piece of writing that they really liked from the week. They put it on the doc cam and read it out loud to the class. Then we have 3 stars (I really like how you) and 1 wish (I wish you would have ... had more periods).

Write a Letter to a Senior Citizen or Grandparent

- Write a few things about yourself and ask questions about how school might have been different for your grandparents (did you have recess? What did you like to do in school?)

Daily 5

- Instead of including Work on Writing some people do a Writer’s Workshop outside of Daily 5
- May only have read to self, read to someone and word work. Have them rotate through so they get to all the stations.
- Some people have all 5 stations.
- Ways to go to a station:
 - After they come in from recess they read to self. Then everyone has done that and then after that is done they can go to whatever station they want.
 - Daily 5 stations are on the wall under the smartboard and their clothespins with names on them. Then they have to move their clothespin for each station (can’t keep it at the same station, only go to one station once per day).
 - Writing Station Idea: Have a sentence in a page protector with writing lines underneath. They have to correct the sentence by rewriting it below with a whiteboard marker (ex: Fix random capitals, add capitals at the beginning of the sentences, add periods, ect)

Star of the Week

- They make a poster at home.
- Then the whole class writes a letter about things they learned about the star of the week and things they like about the star of the week. The star of the week then gets to take these home.

Spanish Bilingual Group:

Group Focus: creating a list of high frequency spanish words that can allow for continuity throughout the grades.

How can we structure SLA class time to mirror ELA daily 5 routines? Our struggle is to find

appropriate grade level materials to allow students to work independently?

What we need/What we would like:

- Sight word/high frequency vocab lists
- Phonics program (provides continuity throughout elementary grades)
- Spelling program in Spanish (groups of words that follow patterns ex. 'Tre' words)
- Estrellita programs

Grade 1 Technology

Remind

Classroom website mrsrutschke.weebly.com, lauraellingson.weebly.com

FreshGrade

Seesaw

1:1 small group have 5 computers in the room

Typing Club app

Audioboom

Socrative

Kahoot

Science by vending machine

Teaching science in a 'convention' style: have a day- guest speaker comes in and then students rotate between sessions to learn and do activities to cover outcomes- would work well for units such as colour and senses and building

that use a lot of materials and require a lot of prep and set-up

Science Olympics : same idea, divide students into groups, teachers, other adults lead a lesson, each group focuses on a learning outcome.

Senses unit

- 1) sound: explore task cards with activities
- 2) Sight: kaleidoscope, I spy books, microscope, magnifying glasses, magnifying boxes.
- 3) Smell: scents on cotton balls
- 4) Touch: explore,
- 5) Taste: sample foods, categorize sweet, sour, salty, complete chart and add other foods with similar taste

Juice box cars for building- can be used for writing next day as well as race down number line :)

DiscoverE presentations- UofA

Learning Centers in Gr. 1 - Windows near main entrance.

- Literacy Centers
 - At the beginning of the year we start with alphabet recognition, sounds, and eventually progress towards blending. We also use/teach Dolch Sight Words. To do this we use a variety of activities such as: roll a sight word, stamps, matching.
- Math Centers
 - Oral counting, written counting, flash cards, dice games, domino games, hundreds charts, count dot to dot, number line, order and sorting games, pattern games, dot flash matching games.
- Fine Motor Centers
 - Beading, lacing cards, light bright, puzzles, tweezers, dot stamping, printing practice, q-tip painting,
- Listening Centers
 - Tag readers, books with tape/CD, download books onto ipods,
- Building Center
- Guided Teaching Group (guided reading, Sight Word,

Story Writing - 1500L

- www.bearnecessitiesofwriting.ca - expand on details - session from yesterday
- Cracking a word - use great details to 'show' what a word would look like - word like old in an egg - students brainstorm sentences to 'show' what that might look like
- Story apron - filled with 'junk' (toys, stuffies, etc.) to represent characters/settings and cards for problems - practice orally as a class a story that could happen from this starter
- Bounce a ball - highest is the beginning so represents a capital and then gets smaller until it stops and that's a period
- National geographic picture of the day - put it up on the smartboard and have kids come up with ideas about what could be happening (reveal the caption after discussions and have students write about the setting)
- Use book, How are You Peeling? to have students start to add emotions in their writing
- Kathy Jessup program with CD and templates - journalist reads story aloud, students would draw a picture and then write a sentence about the different parts of the story to retell it after a few different listenings

- Sequence a story together using pictures and tell about each picture then have st's sequence the same story pictures and write their own (some will simply use the same sentences but others can be encouraged to come up their own)
- Would be great to put together a box/apron or something that we could pull out something (character, setting, problem) as a starting point for brainstorming a story and then have it as part of work on writing center for independent writing
- Start sharing a very simple 'story' ie. I have a cat. It is brown. - st's visualize then add details to show how their picture would change
- Use a lot of literature to practice identifying the different parts of stories and practice retelling
- Makebeliefscomix.com - free and fun to tell stories

Animal Research Project

- Penguins unit - teacher read about penguins and have students categorize information and model recording jot notes (if you type these, they can be printed and given to st's) ; then have st's do their own in small groups based on their choice of type of penguin they want to study
- Penguins can/penguins have/ penguins are
- Can use epicbooks for lists of books on a particular topic like penguins

Social Studies - Making It Exciting Stage

- Group created a shared Google doc to share resources beyond today

Looking for Ideas and Resources

It would awesome to share resources / ideas we have done

Locate Canada on a map - made brochures (brought in existing travel brochures)

Google Earth is awesome! Check out your house

Cardboard collage of community

Pinterest pin -

https://www.pinterest.com/pin/328481366557414339/sent/?sender=328481503979786578&invite_code=e2c9a73f86844c22b35bcb876bf5af09

Create a 3D community (draw a picture, create)

Made flags - videotaped talking about two aspects of the flag that tie into the community (freshgraded)

Writing to a senior - ask how their school was / bring in seniors

Create a living museum (from parents and grandparents) like records, 8 tracks, camera with film

Make is cross curricular (Literacy PlaceSchool Days, I Belong to My)

Stone Soup - actually make it

Aurasma - for our community - speaker, draw a pic, create a video, create a class book with video links

My Favourite Things - go around with a clipboard, decorated their head with list of favourites underneath....I can express what is important to me (presentation in front of class)

I can change the world - two hands

Show and tell gifts and talents

Brian St. Germaine from FNMI Metis presentation
Val from FNMI

Bucket Filling - books, videos, songs (how to be kind to others)

Catchup and Pickles Time - a way to finish up SS - they have a catch up bin, and pickles get more choice in activities (Social is pretty limited for time unless cross curricular)

Teach old recess games

Bloom ball - <https://www.smores.com/3uge-bloom-ball>

Sample topics: me, my country, celebrations, an important building in my community, my family's past, my province, (big rock key terms), etc.

Keep it in envelopes and construct at the end of the year to take home (each photocopied on 8 1/2 by 11).

Red Deer Museum (Heritage Village)

Rubric on shared doc

Looking for assessing abstract ideas - how do I know they feel like they belong to their community?

Virtual Museums (apps)

Makerspace - By windows outside of theater

Student Directed

Class Vs Class projects that tie into curriculum. Example: who can make the best airplane

Seek donations from community for various supplies

Does not need to be expensive

Makey Makey - <http://www.makeymakey.com/>

STEM projects

Easily accessible - before/after school

Great article for tips on starting a makerspace -

<https://www.edutopia.org/blog/starting-school-makerspace-from-scratch-colleen-graves>

Connect with other schools who have makerspaces currently.

Don't have "make this" let the students guide what they make/do. Let their imagination run wild.

Can create "idea" cards for the students who are stuck with what they should do.

Have a space that promotes creativity yet structure. For example, library.

Writing - Seats in Centre of Theatre

Inventive spelling is totally ok - when modelling show them that there are correct ways to spell words.

Give the kids ownership to their writing. Topics that gather their interest.

Phonetic spelling on whiteboards. Whiteboards make risk taking easier.

I don't know how to spell or write - can be a catch phrase for kids - how do we get kids to take risks as it is through taking risks that they grow in their writing skills and start to believe in their ability.

Fine motor skills can be a barrier to writing.

Meaningful - real life pen pals. Give them a real audience.

Choose one piece of writing that you want to make better.

Spaghetti and meatballs - spacing between words.

Bare necessities of writing - teaching program.

How do we get students to know the difference between letter / sounds - words - syllables - sentences? Concepts that build upon each other.

Topic pocket: in their writing folder if they are stuck for topics.

Pick a piece to keep working on - make it better.

MATH CENTERS

- Skip counting with rope (count by 2s, 5s, etc.)
 - Use as a class - make visible to everyone
- Puzzles for skip counting (cut into strips)
 - Each strip has a number at the bottom and the kids needs to arrange the puzzle strips in the correct order by the number at the bottom
- Piggy bank for money - skip counting
- Games as a class
 - Backwards Bingo (0 - 20)
- Geoboards (building numbers)
- Snakes and Ladders (numbers to 100)

- Fix the order of the numbers (Works well with partners - have one person turn around/cover their eyes while the other person mixes up the numbers. Then they turn around and fix the order of the numbers. Switch "jobs")
- Add literature to each center (works well for if students finish the center early - relate to the center / tub)
- Paper hand-in competent
- DAILY THREE: Math by Yourself, Math with a Partner (ie. Kaboom) and Problem-solving centers (ie. word problem - describe it, draw a picture, etc.)
 - Larger groups can be split into partner activities at each center
 - Each center should focus on the unit, but can work off of previous topics/lessons (ie. measurement unit can still include an addition center)
- Sandy Berg - Additive Thinking
 - E-mail address: sberg@carcpd.ab.ca
 - Website: <http://bit.ly/sberg> (FREE folders organized by grade / concept!!)
- Math Mats
 - Five pictures in each bag to give the problem
 - Put the question/problem on the math mat
 - Show their answer at the bottom of the mat
 - Can be used to work on different concepts / numbers (one student may be working on how to show the number 5, while another may working on counting numbers to 20)
- Bears in the Cave
 - Manipulatives
 - Make into a math story (plants the seed for problem-solving)
- Subtraction Sharing
 - "If you have five stickers and you need to share three of them with you friend, how many do you have left?"
 - Practice with physical sharing - give them stickers to give away!
 - Rather than saying "take away"
 - Start with the big number and see what you're left with
- LANGUAGE
 - "Show it in a number sentence..."
 - Words, words, words - make them visible! Put posters in the class with keywords for each concept - one poster for each concept.
 - Fewer, minus, decrease, take away, subtract...
- PINTEREST!
- TEACHERS PAY TEACHERS!

*Pre-teach concept / game really well before letting them go to the centers.

*Approx. 4 students per center.

*Approx. 10 mins at each center.

*Once or twice a week - Friday is usually the best day (especially if there's a teacher center for assessment) because it works off the knowledge they've gained

*Teacher center - have the kids come by for assessments / assistance.

*Structured groups work well, but allow for choice too once in awhile.

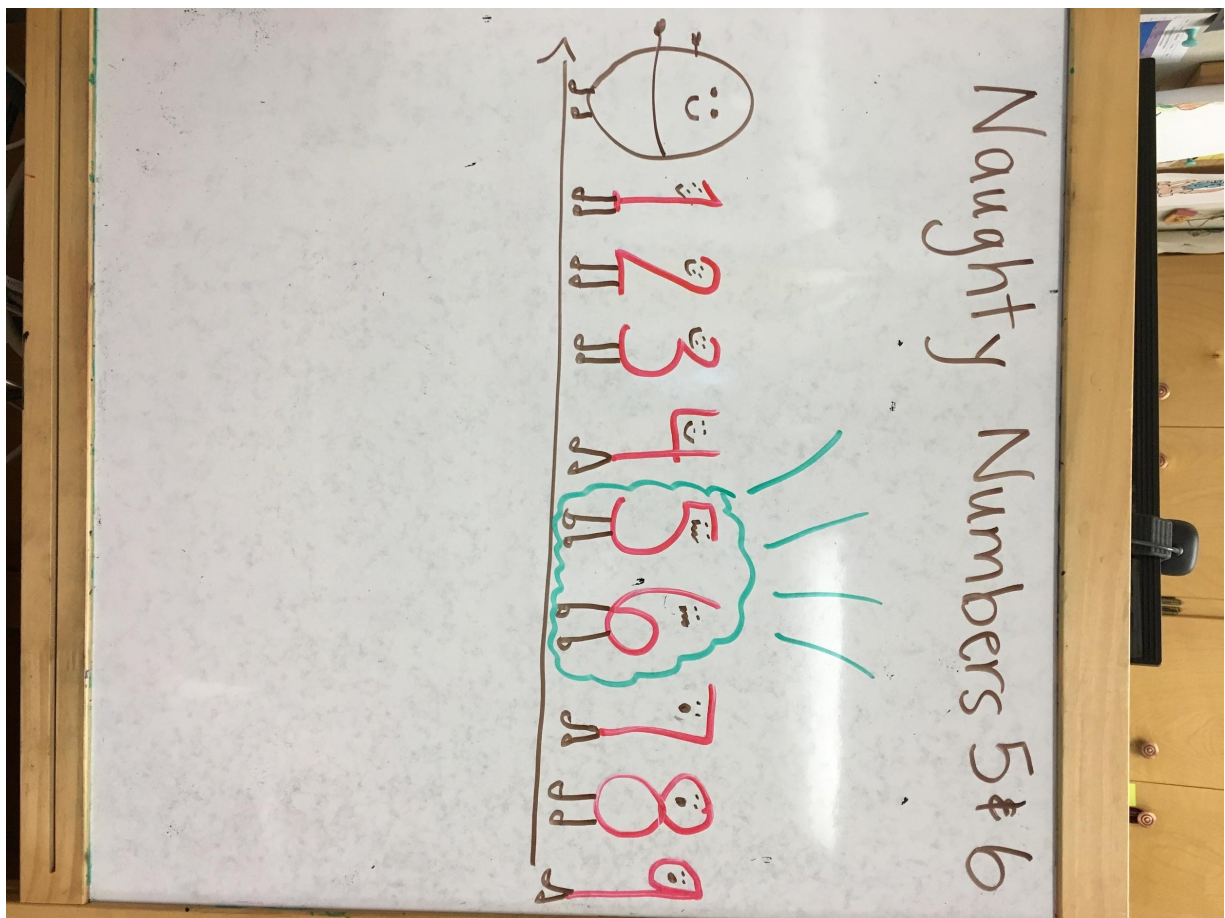
Good website for extra info:

MATH JOURNALS

- Writing about what they've learned (ie. patterns)
- Great to see where the "gaps" are in their understanding of concepts
- Difficult for grade 1's, but can be done - need to be consistent
- Cut and glue into journals (can be great for differentiation)
- Draw a picture to solve
- After finishing in their journal, they can move on to centers.

NUMBER REVERSALS

- Teachers pay teachers has many resources
 - Poems and rhymes
- Number Gymnastics
 - "Oh you're (number) did gymnastics! Better flip it around!"
- Arrow about the number
 - Indicates that the number is backwards



Great Ideas

Self- Regulation - zones implemented in school - after agenda - kiddos lay on floor with a stuffy on their belly and it is about deep breathing and to make the stuffy go up and down. Calming and energising.

Go Noodle is a fantastic free resources for classroom movement activities from meditation to dance parties to rev them up (also has academic focused ones as well!)

Flexible Seating - no problem in grade 1 - watching kids pick the best way for them to learn eg clipboards on floor, or some tables from costco that go up and down to make standing table about \$30. Really easy for the kids to transition in to.

Clip work to the whiteboard and they can complete it vertically.

Sight word games - crazy cat - pocket chart - words from jolly phonics on recipe cards. Students stand up and say one of the words in a pocket chart and put it in a sentence. Then they take the word - if the crazy cat (a button with a cat face) is behind it then they have found it. The kids are looking for him. When he is found the game stops. Kids love it.

Break Out Room - turned it into a mini museum. Lots of activities and the kids love it. Posters and activities came from Alberta Fish and Wildlife. Set up about animal life.

Sensory Needs In the classroom. Calm Kits - teachers pay teacher have a calm kit that can be purchased - contains ideas, social stories, feelings, appropriate activities to do to self-regulate. Velcro stuck under desk, safe space in the classroom, pom pom given if a kid wants to use it, resistance bands tied to chair to pull up, heavy work carrying a backpack full of stuff. Low light.

Voice Amplifier - female voice is not usually pitched in a manner that is easily heard by boys.

Class Attention Getter - hit a chime or triangle, class leader says STOP, SMILE, Take a Breath and relax. Students are then ready to listen.

Show and Tell Idea - groups - the show and tellers for the day sit on chairs in a circle facing out - the rest of the class are split into groups and sit in front of one of the show and tell students. The timer is set - the show and tell person tells their group - then a short time for one question - then the listeners move to another show and tell person. The timer is set again and the person tells their news again. I usually rotated 3 times and then the who, what, when, where and why about the news told for the day is asked randomly. Can be used as a stimulus for a modelled writing lesson.

Royal Reading Robe - if the student has read 100 books they get to wear the royal robe of reading, sent to tell the principal and photo taken. For those who don't read at home they get to read to Grade 4 students and these count.

Empowering Kids to do More - I have realised what I had my Grade 6 students doing the Grade 1's can too. Based on a book called Learn Like a Pirate. It's about making school exciting. Let the kids try. Kids have a responsibility partner - they are responsible to them for their behaviour - e.g. they can go and say do you think this is the best place for you to sit?

Taught how it say it nicely.

Magic Garbage -

Music - start with a piece of music that they can move to. Students get to share something - play an instrument, dance or sing.

[illegible]