



Labrador School Board

“Program Matters”

Compiled by: Henry Windeler

Assistant Director of Education (Programs)

Volume 14, Issue 3

www.lsb.ca

March 2011

“If you want small changes – change your behavior; if you want quantum-leap changes, work on your paradigms.” Stephen B. Covey

As identified in our present Curriculum Plan, education and the manner in which it is conducted is undergoing a significant shift in how we do our daily business. The introduction of PLC’s and its intended focus on teacher collaboration, timely organized interventions within an inclusionary environment has created a change in our behaviors.

The question that remains is whether we have adapted our classroom practices to fit the new organizational expectations (the paradigm shift) or are we still on the road to making the shift?

Enclosed are a number of observations and clarifications on how we change our paradigm.

PLC’s – a review of the practices as presented by school administrators indicates that teachers have become more collaborative in their planning. The next step is to have the systematic interventions organized within the school day. To do this requires school schedules to be created with PLC’s in mind

and not to have PLC’s to fit the schedule.

Goal:

- Further clarification on vertical PLC’s and what common assessments means within this structure.
- Create three Junior High PLC’s for vertical schools that involve schools of similar demographics (Cohort I – JHMS, ACMS, LMS, Cohort II – BLM, JCEM, NLA, Cohort III – HGA, SPS)

Assessment – Are we conducting Assessment of Learning or Assessment for Learning? The answer to this fundamental question will demonstrate whether we have shifted our practices to support the emphasis on a belief that all students can learn and we are willing to provide extra support for those who have demonstrated they have not learned.

Outcome based education requires an assessment based on whether students know the outcome or not. It should not be one that is assessing behaviors, only performance. The

questions around accepting work late, giving zeros or penalizing student becomes mute, as long as the students have demonstrated they know the outcomes.

Once students have demonstrated they have not learned the outcomes, this knowledge needs to be used in structuring future teaching and learning – the intervention.

Goal

- To review our present policies and reports to identify practices that do not support the goal of Assessment for Learning.

- To organize systematic organized intervention at the school level.

Technology – Presently our focus has been on providing infrastructure and support through First Class and Smart Boards. Have we as teachers embraced the collaborative function and are we utilizing the available technology to support learning?

What does 21st Century Learning look like in our classrooms? Students today need to become information managers and not information retainers. Does our present teaching and assessment practices support this change? Are we availing of the technology in our daily routines that schools and students have ready access to?

Goal

- To contextualize what 21st Century Learning means to our classroom practices and to begin moving to actualizing this reality.

- To provide curriculum based inservice on Smart technology and to continue to focus on the collaborative function of First Class.

Generally, we as a system have made significant inroads into our new realities. Now

is the time for each of us to reflect on where we are at and how we can get to the next stage.

“Progress has little to do with speed, but much to do with direction.”

Doug Abbass

- **Senior Education Officer**

Professional Learning Communities

Schools do make a difference if:

- ❖ **We believe all children can learn.**
- ❖ **We have the desire and make the commitment to be highly effective schools.**

Thirty-five years of research demonstrates that schools that are highly effective produce results that almost entirely overcome the effects of student backgrounds. (Marzano)

What makes up a highly effective school?

- Safe and orderly environment
- High expectations
- Instructional leadership
- Clear and focused mission
- Home school relationships
- Opportunity to learn time (interventions)
- Frequent monitoring of student progress.

When becoming effective PLC schools we must re-culture more than re-structure. Developing a PLC structure helps us but it's when we develop a PLC culture we can make a difference.

Our culture becomes our way of doing things. It will dictate our beliefs and practices.

In being successful our culture must include:

- The belief that all children can learn
- Collaboration
- Frequent common assessments
- Immediate targeted interventions.

In making the difference we must ask the right questions:

- What do we want for our children?
- What do our children need?
- What do we need to do?

To do what's right for our students we must use an effective intervention program. Our program should include the following characteristics:

Urgent

- Do we have a sense of urgency when implementing interventions?
- Do we treat learning emergencies with the same sense of urgency as medical emergencies?

Directive

- Are targeted students required to attend or participate in interventions?

Timely

- How often are students identified for interventions?
- Does this intervention provide extended learning time and multiply opportunities for students to demonstrate mastery?

Targeted

- Identify the weakness and work toward mastery on that area.
- Intentional non-learner and failed learner should not be in the same intervention.

* Failed learner – student who lacks skills to do the work.

* Intentional non-learner – student who does not do the work.

Our schools in the Labrador School District are presently in their second full year of becoming PLC schools. All schools are at different stages of growth.

We must remember in order to move in a positive direction our culture and commitment will determine our fate. As we move forward as effective schools our goals must be on developing culture, not structure, and effective collaboration and not just co-operation.

Let's commit to educate and give our students the skills they need for the 21st Century.

Let's commit to educate ourselves in developing a PLC culture.

Resources: www.solution-tree.com
www.allthingsplc.com
www.teachertube.com
www.youtube.com
Google search "PLCs"

Andrew Battcock

- Social Studies / School Development

“Spring has Sprung” and so have the many initiatives and programs at the school level for another year. There is always revamping & organization of curriculum areas throughout the year which

although overwhelming at times, makes the year go very fast.

School Development

We are moving ahead with School Development in the District, with Menihek High School having its External Review completed in February while Amos Comenius Memorial School completed theirs the end of March. Both reviews were quite interesting with the external teams doing a great job on commendations & recommendations. The process itself brings great clarity to the school development from both the school & teams perspective.

One aspect of the school development process which has to be better defined and given a closer look is the tracking and even more so the “objective and strategy tracking.” Schools need to use the *Action Plan Tracking Template* (administration has form online) to actually track each strategy in your school development plan and ensure its success. Sometimes it is assumed strategies are being implemented in given areas but a closer & frequent tracking method would prove to have greater success. When the school development team meets they should have reviewed the tracking templates from the particular areas in the plan and make sure the strategies have been actioned. This is a critical area that needs more attention.

Another thing to note is that the School Development language and plans are becoming very “Inclusive” with Differentiated Instruction & Inclusionary statements throughout. Both Inclusion & Differentiated Instruction have to be embedded in your schools plan and become the means in which the whole school does business....not a separate identity in itself. Inclusion & Differentiated Instruction are for all the students despite cognitive or ability levels.

A final comment on School Development is to remind administrators to *address your school development plan at the beginning of each staff meeting* to confirm the objective & strategies are progressing as planned it is a living document.



External Review Team at Menihek High School

Social Studies

The social studies curriculum doesn't differ from other department areas. It is constantly under review with new implementation taking place. This fall saw the NL Studies 2205 course implemented along with the new grade 4 Exploration courses. Both courses are doing well in our schools with both containing new and modern text which are a pleasure to view and work with. The new implementation has a major focus on critical thinking and getting the students to better understand the given material, and as a result gain a more meaningful experience that will enhance the learning process. A new grade 3 & 9 course is being piloted this year with hopes of implementation this fall (2011). The high school is also looking at a revised guide for Canadian History 1201 and a new curricular Entrepreneurship 3209 to replace Enterprise Education 3205. Lots of changes either to the

curriculum guides, or courses focusing on updated content, new resources, and a critical approach to teaching and understanding.



Joe Goudie speaks to teachers at the NL Studies 2205 Social Studies Inservice.

In the classroom , delivery and assessment are continuously being addressed. Students learn at all different levels and through many different mediums. Teaching today has a sole focus of engaging students, engaging students to bring their learning to the level of the task, using previous acquired knowledge. Again it’s about making it meaningful to the students and understanding should follow.



Lab West and Coastal grade 4 “Explorations” Inservice

Heritage Fair

This year’s **Regional Heritage Fair** will take place May 10th & 11th at the Northern Cross Church in Goose Bay. Representation from all schools will attend after hosting local fairs in their schools. The theme of this year’s fair is “**All in a Day’s Work**” which should make for some traditional good projects for Grade 8 students. A new feature will be added this year called “Speakers Corner”. This will give the students an opportunity to talk & be recorded on why they chose their topic, what they learned and discuss what resources they used - another great opportunity to showcase their individual work.

The **Enterprise Showcase** for Enterprise Education 3205 will also take place the end of May with students from Enterprise Education 3205 displaying their business initiatives for judging. Some very interesting business initiatives can be viewed during this day with promising entrepreneurs emerging.

First Aid

The district continues to move forward with the delivery of “First Aid” to our schools that need the certification or upgrading. Schools in Lab East, Lab West, and the Coast have had training this year to keep the certification updated and keep

our numbers up. Our staffs are well above the OH&S standards when it comes to appropriate training and delivery.



First Aid Certification in Labrador West

Sacha Fraser - Itinerant for Inclusive Education

**Celebrate Diversity:
Working Together to
Build Safe, Caring
Inclusive Schools**



February was a busy month! We celebrated inclusive education and recognized the significant impact that violence has on our schools and communities.

The Phase I and II schools involved in the Inclusive Education Initiative were invited to participate in a contest. Students and teachers could create songs, poems or posters which centered around diversity, respect and cooperation- all things which underscore safe, caring and inclusive schools and communities. Wonderful creations emerged including a poem from J.R. Smallwood Middle School, a song with a video entitled “Rainbow World” from A.P. Low Primary School and a whole

school story from Peacock Primary School called “Buddy’s Adventure”.

During the last week of February schools recognized Violence Awareness Week by organizing various activities including classroom lessons, contests and assemblies. On February 25th, we witnessed a sea of pink, with schools all over the region participating in International Stand Up to Bullying Day. Violence Prevention Labrador assisted in the coordination of the day, Nalcor Energy generously purchased t-shirts for all students in Labrador and the RCMP and RNC helped distribute them and took part in various school events. A sincere thank you is extended to the schools for their involvement and the support of our partners. Collaborative efforts such as these remind us that we all have a stake in preventing violence; collectively we can create safer schools and communities.

Responding to Bullying in Schools

According to bullying expert Dr. Dan Olweus, “bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself” (Olweus, 2010). Responding effectively and appropriately is important and school-wide responses are considered to be the most effective in addressing the issue.

At the school level (Craig & Pepler, 2000; Olweus, 2010):

- Develop and Review School Policy
- Consistently Enforce School Policy
- Increase Communication (i.e. between teachers and parents as well as among staff members)
- Educate Stakeholders
- Provide Resources
- Provide Training to Staffs
- Address School Climate Issues

- Gather Data about Scope of the Issue (Who, What, When, Where, Why and How?)
- Develop and Enforce Anti-Bullying Rules

All staff members should know how to respond when confronted with a bullying situation. Shared responsibility is needed in order for students to feel safe enough to report incidents, avoid becoming bystanders and for the necessary supports to be put in place for all those involved.



Fiona Frawley

- Language Arts

Involve Me and I Will Learn: Enriching the Language Arts Curriculum through Drama

On March 9-12, residents of Happy Valley-Goose were treated to three nights of spectacular theatrical performances by students throughout the Labrador School District. The plays ranged from comedy to mystery to public awareness of a serious issue. In addition to performing on stage, students also got to participate in various workshops including theatrical makeup, improvisation, character development, and musical theatre.

Before the students even arrived at the Drama Festival, however, they were learning key skills. They examined scripts and/or ideas and chose as a group which one they wished to perform on stage. They had to think critically about their plays, their respective characters, and their actions and to make adaptations as needed. They had to learn to work together as a group and to collaborate on the finished product. To put oneself on stage and perform before an audience, takes guts. The students proved they have no difficulty speaking in public as they confidently delivered their lines.

As I watched every student perform on stage and enthusiastically participate in each workshop, I wondered how we could channel that excitement and creativity into our classrooms. While I don't expect every English teacher to take on a major production, there are many ways in which English Language Arts can become more learner-centred by incorporating informal drama-based activities within the curriculum.

Students can be asked to script and perform a scene from a novel or to rewrite a scene from a prescribed play to demonstrate their understanding of plot, character, and literary style. One could also have students take turns becoming the antagonist or the protagonist and taking turns in the "hot seat" to answer questions from the audience or from "an interviewer." For example, Jack, from *The Lord of the Flies*, could be asked questions about his motivations to do what he did. This can

then lead to a writing activity. Students could be asked to write a news report based on the "hot seat" interview. Comprehension, interpretation, critical thinking, note taking and report writing are skills addressed with these activities.

Another activity is similar to writing a monologue but students are asked to "thought track". Place students in groups and assign significant times in a character's life. It could be a time when a character experiences failure, happiness, an epiphany, sadness, etc. For example, if studying *Macbeth*, a group could be given the moment when he makes the decision to kill King Duncan. They then take turns articulating the character's thoughts, at that crucial time, to each other. Once they have heard each group member's interpretations, they then present to the class as if they were the character at that moment. In this critical thinking activity, students learn to see things from a character's point of view, thereby better understanding his or her motivations. As a follow up, students can be asked to write a diary entry or a letter.

Dramatization can also be used during a study of poetry. You can begin with easier poems such as those by Shel Silverstein and then progress to the more difficult poetry found in the course anthology. Radio plays are also easy to do. Students can adapt a short story to a radio play and record it to be played in class. *Audacity* is free, open source software for recording and editing sounds. It is available here:

<http://audacity.sourceforge.net/>. Audacity is very easy to use and students can add in sound effects (lots of free sites on the web) to enhance their audio production.

Gardner (1999) argues the brain learns best when it is dynamically involved in exploring, inquiring, and analyzing. What better way to involve students in learning than by using drama to stimulate the brain to learn important literacy skills of reading, writing, speaking and listening?

References

Gardner, H. (1999). *The disciplined mind*. New York: Simon & Schuster.



QPMS, BLMS and LMS students participate in Musical Theatre Workshop



ACMS students enjoy Improv Workshop



HGA and JCEMS students play a theatre game.



JHMS student enjoys Theatrical Makeup Workshop



MHS and MMC students in Improv Workshop



Congratulations to the Ike Rich Players of MMC!

Catherine Gallop
- **English Language Arts**

EDI - Early Development Instrument

The Early Development Instrument (EDI) assesses a child's readiness to learn when (s) he enters school. School Readiness is a holistic concept which reflects developmental milestones achieved during the first five years of life. It refers to the child's ability to meet the task demands of school such as being comfortable exploring and asking questions, listening to the teacher, playing and working with other children. The ability to benefit from the educational activities provided by the school is dependent upon the child's readiness to learn. Simply stated if a child has not reached the developmental milestones during the early years, (s) he is vulnerable or at risk for overall learning problems when entering school.

The EDI was developed at McMaster University's Offord Centre for Child Studies (OCCS) in 1997. The instrument was designed and tested in collaboration with teachers and educators. Through 104 questions centered on five domains (physical health and well being, social competence, emotional maturity, language and cognitive development, and communication skills and general knowledge) the EDI can predict how successful children will be in school. Designed to be interpreted at the group level, the EDI can profile how well communities are doing for young children. Results from the EDI give information as to how to adjust early childhood programs to help ensure children are ready to learn and make it easier for them to make the transition to school. It can also provide a look forward to provide information to meet the current needs of incoming students.

Across the province various schools will be piloting the delivery of the EDI to their kindergarten students. Within the Labrador District, A.P. Low Primary, Peacock Primary, and Lake Melville School will be involved in the pilot. Kindergarten teachers in respective schools have

received training and will complete the EDI questionnaire on each of their kindergarten students. Complete EDI forms will be sent to the OCCS for scoring and profiling. The district personnel would like to express their gratitude for the co-operation and diligence the teachers have shown in completing these forms in a timely manner. More information will follow as the pilot unfolds. If you would like more information please contact either Cathie Gallop or Wendy Marsh.



Wendy Marsh
- **English Language Arts**

Welcome to Spring! It is hard to believe that we are beyond the half way point of this school year already. Time really does fly!!

Reading Strategies

I have met with most of you to this point and have discussed the many good things happening in your classrooms. One thing that I have discussed with many primary teachers (and some elementary teachers) is the usage of the "Beanie Baby" strategies. These address both word attack skills and comprehension strategies and can be found in the Language Arts area of First Class. I have suggested that we all work towards using these strategies consistently in schools as keeping the language consistent from class/grade to class/grade

will help as students learn to take on the task of reading. Many schools have turned these strategies into posters or little cue cards that are referred to in teacher's daily lessons.

Software

In the last Program Matters, Roxann O'Quinn introduced us to Photo Story and since that time, I have been in some classes and have experimented with this software. You are able to download this through <http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx>. This is a great piece of software which allows one to create a video story with their students. All that is required is a simple download of the software through this site, a set of speakers, and a microphone.

There are many different applications of Photo Story. For example, one can create a story based on any novel, create a story based on a wordless book, create an acrostic, or write a "then and now" based on an article that compares previous years to current times. Find some pictures, write some text, record students' voices and your video story has been created. This is a wonderful tool to address all strands of the Language Arts curriculum. Give it a try!

Another point worthy of mention is the Kidspiration software that has been supplied by the Department of Education to all schools. This is another great resource that addresses everything from comprehension to phonemic awareness to graphic organizers to exploring the forms of writing. This program is wonderful as it gets students working and using language in many modes and contexts.

Grade Five Language Arts District Assessment

This year, the Language Arts district assessment occurred in grade five as opposed to grade four. As I have mentioned before, this assessment should not be referred to as a *DRT* since in the world of assessment, there are only two types: norm referenced and criterion referenced. The correct terminology, therefore, is the grade five district assessment.

Two strands were assessed this year: writing and information text. A marker's report will be distributed to schools but in brief, the following items were noted during our marking board for the demand writing:

Part 1 - Demand Writing (based on a picture prompt):

A large portion of our students scored level two or three on the elementary holistic writing rubric and seemed to produce a better story line than last year. Some issues did stand out, however, and these included: lack of paragraphing, lack of legibility, lack of punctuation and spacing between words, lack of correct verb tense, lack of sentence variation, and lack of creativity within stories. Some suggestions useful in any grade to combat these areas of weakness include:

- Continue to engage in modeled, shared, guided, and independent writing with your students. Modeled, shared, and guided writing are particularly useful as this allows teachers the opportunity to guide students through the writing process. As a general rule, teachers need to model a form of writing three times before expecting their students to do it properly.
- Encourage students to create a quick outline of their main points before writing, not only during assessment times but in students' daily writing as well.
- Provide mini lessons that focus attention on obvious weaknesses, one trait at a time.
- Use exemplars and discuss the differences among pieces of writing identified at the five levels of the rubric.
- Paragraphing seems to be problematic for some students. Invite students to look at individual paragraphs in a story/novel, discuss the content, and suggest reasons why the paragraphs are divided as they are. Or, when your students are working on a topic, organize them into groups to write on different aspects of the topic. Each group can write its information in one paragraph. Afterwards, ask the children to put the information from all groups together, and point out to them that their

report is now organized in paragraphs because each group's section is about one part of the topic.

- The five paragraph essay is a nice way to organize students' writing and provides a model for children to follow. If you do not have a copy of the five paragraph essay, please contact me and I will get you a copy that you can try with your students.

Part 2 - Information text

A large portion of our grade five students scored level two or three on the elementary holistic reading/viewing rubric. Noteworthy of mentioning is the fact that some students did not answer some of the questions that were asked of them. I know that many teachers in the district are using such models as ASP (Answer, Support, Personal Reaction) or the Five Finger Check (Statement, Answer, Support, Personal Reaction, Edit) as a way to help students answer questions. Modeling appropriate responses to questions, using exemplars, and having students revisit their work in class are some possible strategies as well.

Navigating Information Text in Your Classroom

The IGA grant that I received this year allowed me the chance to place many resources in schools that fall within the IGA jurisdiction. Resources such as the BoldPrint texts, Power magazines, PM Information books, National Geographic *Windows on Literacy* series, the *Picture It* Big Book of Graphic Organizers, and Linda Hoyt's *Revisit, Reflect, Retell* are all useful resources that help students explore information text. Please use them with your students if you have not already had a chance to do so! For schools that do not fall within the IGA zone, I was able to access other funds and provided you with a sample of the above resources.

Successful readers

What makes readers of information text successful? To name only a few, successful readers (Hoyt, *Revisit, Reflect, Retell*, 2009):

- have clear goals for their reading
- look over the text before reading, notice illustrations, headings, charts, etc.

- activate prior knowledge and make predictions
- understand whether comprehension is occurring
- make connections: text to text, text to self, and text to world
- create visual images
- draw inferences and conclusions
- consciously use text features (pictures, headings, captions, bold print, etc.)
- ask questions while reading
- locate information
- consciously shift strategies to match purpose
- identify important ideas and words,
- retell, summarize, and synthesize

As we know, we read for understanding. This is aided through carefully posed questions from the teacher. Equally as important is having students generate questions about the topic as that enables teachers to determine students' prior knowledge and know how/what they are thinking.

To make this process accessible to students, model questioning in all areas of the curriculum and encourage students to articulate their own thoughts and predictions. As you model, use a wide range of questioning styles and topics (Hoyt, *Make it Real*, 2002).

Before-Reading Questions/Reflections

- I wonder what this will be about....
- I wonder how the author has organized the information.
- I wonder what visual supports the author has provided.
- I wonder if the author will....
- I have always been curious about _____. I wonder if that will be covered in this passage.
- I realize I do not have much experience with this topic. I really wonder about....

During-Reading Questions/Reflections

- I don't understand this. I wonder what the author is trying to say.
- As I look at the picture, I really wonder about....

- This is really interesting. I wonder how the author made me feel so excited.
- I really wonder what this meant. I am going to read it again to try to make sense of it.

After –Reading Questions/Reflections

- The author did not cover _____. I wonder where I could learn more about that.
- I wonder about the author’s message. I think it was...
- If I were to pick three main ideas, they would be.... I wonder what the author wanted me to understand.
- My favorite part was....I wonder which part the author liked best.
- Could a poem have covered this information? Could I turn this into a story?

Exploring Information Text

Below are three strategies that can be used to explore information text:

Pre-reading word sort (Hoyt, 2002)

- Before the students read the text, select an array of words/phrases that are important to the text. Ensure that half to two-thirds are familiar to ensure success.
- Put the words/phrases on index cards so that they can be easily moved around.
- Partners match up words and phrases into pairs that go together and then make a statement that uses the target vocabulary (Ex: The words *passengers* and *ship* could turn into: *More than two-thirds of Titanic’s 2200 passengers and crew went down with this great ship.*)
- As students gain proficiency, have them group words and phrases into threes and make statements.
- Students are now ready to read the passage. While they read, they should be thinking about the words and phrases they worked with during the sort. As they find each one in the text, their job is to stop reading, consider the context of the word

or phrase read, and then continue reading. If there are any words or phrases left over when they finish reading, they need to re-read to try to find the ones that were missing.

Beat the teacher (Hoyt, 2002)

In this strategy, students work in small groups to read short passages and to generate questions about the text that the teacher *has to answer*. While the students are reading and writing their questions, the teacher also reads the passages, stopping often to write their own questions about the text. The teacher then takes a seat and students begin to ask questions about the text. Their goal is to ask a question the teacher can’t answer about the reading. The students enjoy this and are motivated to read carefully.

Possible modifications to this include:

- Every time the teacher answers a question correctly, the students have to try to answer a teacher question.
- Give points for correct answers with the class and the teacher competing against each other.

Weave a Web of Understanding (Hoyt, 2009)

Gather students in a circle. The first student holds a ball of yarn and tells one thing that is remembered about the text. While the first student holds onto the end of the string, the ball of yarn is passed *across* the circle to another student. The student tells one more thing that is remembered and holds onto the string while passing the ball across the circle to another student. This then forms a web. If the ball gets to a student who cannot think of a reflection that has not already been stated, it is acceptable to repeat an idea. This strategy allows the chance for *all* team members to contribute ideas.

Guided Reading with Information Texts

A fair bit of time in the fall was devoted to guided reading, a reading approach whereby the teacher works with a group of students according to their level of reading competence. Guided reading is an important component of literacy instruction. The lesson design of guided reading using information

texts is similar to that of a lesson using fictitious texts, except that there is stronger emphasis on activating and building prior knowledge to ensure that concepts and content are ready to apply to the reading. Further, guided reading using information texts requires that the reader understand the features of information and visual text. Regardless of the reading approach, however, information texts allow students to explore people and places that are outside their own world.



Primary students reading some new information texts.





Elementary students reading some new information texts.

Ramona Noseworthy - French

L'approche communicative authentique à l'enseignement des langues secondes

(The Authentic Language Approach to Second Language Teaching)

Over the past three decades, the approaches to teaching second languages have evolved from the traditional grammar-translation method to the more “grammar in context” way of teaching vocabulary and structures of the language being learned. New FSL (French as a Second Language) courses are now promoting the *authentic language approach* as the desired method to teach second languages to our students. This is a balanced approach to literacy in the second language, with an increased emphasis placed on the oral as the basis of all other skills.

This approach is based on the belief that all learning of language starts with being exposed to the aural/oral aspect of the language. The other skills of reading and writing follow logically from learning the oral structures which will be seen in a written text and then used in one's writing. This approach mimics the way that young children learn their mother

tongue by being exposed first to language in their environment, then learning how to communicate by orally using the same words and phrases, being able eventually to read the same in increasingly complicated contexts, and then finally being able to use these words and structures to communicate in the written form. In a second language situation, it would be important to note that because of the lack of the second language in the students' environment outside of the classroom, the teacher must take more opportunities to reinforce the oral vocabulary and phrases before the introduction of each reading and writing task.

In this approach, vocabulary is not learned in isolation but in sentences, as are grammar points (*la pédagogie de la phrase*). *It is important to note that the students would not be introduced to the written form at this stage.* The teacher is trying to create for the student an ‘*oral memory*’ of vocabulary and structures that the student should learn, so that the student can recall them when speaking and writing. For example, after introducing the personal phrase “cet été je voyagerai à Toronto”, the teacher would ensure that students comprehend the structure and possess an adequate list of infinitives to complete the phrase. Significant teacher-student and student-to-student questioning and reporting back to the class each other's answers would follow, in order to give students oral practice in the structure and to expose the students to the different persons of the verb (1st, 2nd, 3rd person).

The teacher would then introduce a reading passage containing this structure and other vocabulary/phrases from past authentic experiences. This would be the first time that the written form of the structure would be seen by the students. The teacher is encouraged to use a **word wall** where phrases/sentences (not isolated vocabulary words) that have been

recently introduced can be displayed for student reference. These phrases should be removed from the wall after most students would have had time to commit them to memory. Pre-reading, reading and post-reading activities would lead to a solid comprehension of the passage and an understanding of the grammar structures contained within. In the next lessons, the teacher would introduce a series of scaffolded (increasingly complex) writing activities based on these oral structures. Before each writing task, the students would be brought back to the oral structures learned in previous authentic experiences, as a review/reinforcement of those that they are going to be asked to use in the writing task. Students should not depend on the dictionary, but use what they have learned through this and previous series of lessons. Once completed, students should be encouraged to read their responses aloud, in order to verify that what they have written corresponds to what they have learned orally, and to bring closure to the task.

Interestingly, the types of errors that students make in their written tasks easily indicate how the students' thought processes are at work. An error such as "*j'ai habiter*" indicates that the student has indeed learned the structure "*j'ai habité*" orally but is having difficulty transferring the thought to paper. The student's 'oral memory' has helped the student recall the correct phrase or structure needed. This is called an 'internal grammar.' The error "*je suis 15 ans,*" however, shows that the student is working from a translation method of learning the second language ('external grammar'). A student who has orally learned the phrase "*j'ai 15 ans*" would be more likely to substitute homonyms such as '*j'es*' or '*j'est*' into the oral phrases when writing. To correct errors based on an external grammar, the fossilized errors must be practiced often orally so that eventually they do not reflect in the writing. Teachers are encouraged to also use a 'sound wall' to display words that contain

combinations of letters which produce the same sound, so that students can more accurately choose the combination needed for his/her writing (e.g. vous aimEZ, je travaillerAI, ils aimAIENT, elle EST). Students must be ensured of success by knowing exactly *what* they are being asked to do and *how* to do it. It is essential to note the importance of MODELLING to each step of the **productive** language learning process: **Oral:** The teacher introduces the structure with several sentences about his/herself. As the student is posed questions using this structure by the teacher, the sentences introduced by the teacher serve as model for the student to form his or her own answers. If there is an error, the teacher repeats the student answer, inserting the correct form of the structure ("*Oui, Melissa, moi aussi, j'écrirai dans mon journal ce soir*"). This continues through student-to-student questioning and reporting back these answers to the class ("*Thomas, qu'est-ce que ton partenaire a dit? -Jamie mangera le poulet ce soir*").

Written: Before asking students to complete a writing task, the teacher first ensures that the structure and necessary vocabulary is understood orally. Then, the teacher would provide a written model, either by referring to a passage from a written resource, e.g. student text, internet, etc., or by creating a written sample of the response in front of the students, modeling his or her thought processes as s/he writes. In this way, the 'thinking out loud' of the teacher demonstrates how the teacher chooses vocabulary, includes voice, honors conventions, and creates a coherent response. The teacher's response serves as a model as the student creates his/her own response.

This approach is used throughout a thematic unit with unified vocabulary and a core grammatical structure. Teaching grammar and vocabulary as discrete entities, out of context, is no longer seen as the most efficient way to

achieve a high degree of fluency among our students. Instead, a balanced literacy approach based on oral language is finding its home among our second language classrooms, as we attempt to mimic the way in which our mother tongue is learned.

Roxann O'Quinn

- French

The Importance of Oral Language Development in a Balanced Second Language / Literacy Program

“Oral language before everything... Before reading and writing, children need to know the rhythm of the language and the sounds of the language.” Anonymous

There is a field of thought which emphasizes the importance of having students use and enjoy the language. Let them learn the rhythm of the language and play with it orally before they learn the grammatical rules. Teach them the sounds, how to name things, then the verbs for describing actions, then help them put it together. Essentially, letting them learn the second language in the same manner in which they acquired their first. In second language classrooms, the purposes of oral language should be evident but, often due to the quantity of the content to be covered, the oral language is not always given sufficient time to develop as necessary. Oral language skills serve to interact with others, to explore, express and present ideas, and to listen and demonstrate comprehension.

Through daily social and linguistic experiences in the French immersion classroom, students develop a bank of vocabulary and sentence structures to achieve a level of linguistic ability in their second language. However, it must be noted that to achieve a significant

level of proficiency, a balanced language development and literacy focus is essential. Students usually demonstrate greater skill on receptive tasks such as listening and reading comprehension than they demonstrate in their productive skills, spoken and written tasks. These observations sometimes cause us as FSL teachers to question the nature of language use in our classrooms, and to suggest a correlation between student language use and the development of oral proficiency.

Strategies for Oral Language Development

Current methodology in second language education emphasizes the need to create learning environments and design classroom activities that are conducive to students communicating with each other in meaningful ways. The aim is to create an appropriate level of challenge which enables each student to stretch his/her language skills a little farther each time.

To this end, research in second language classrooms has pointed to the effectiveness of well-structured pair and co-operative group tasks and activity-centered learning. These tasks are an effective way to promote oral language development by encouraging interaction among all students. Carefully constructed cooperative group activities can also help elicit the repeated use of vocabulary, academic content concepts and a variety of language structures. The depth and length of the student discourse will, of course, vary based on the student's level of proficiency.

- *Créer une histoire*

Students collaborate with a partner to put pictures (usually theme related) in sequential order (with or without sentences) before retelling the story of the pictures to another pair of students. More advanced students would story sequence using sentences or

paragraphs cut up and presented in parts from a familiar story or text. To use as a whole class activity, each pair would present their section to the group to complete the story in order.

- ***Coureur et écrivain***

Students work with a partner to recopy a piece of writing (mot par mot) that is displayed in various places around the classroom. *Le coureur* goes to the displayed text, reads as much as she/he can recall, and returns to *l'écrivain* to dictate the text. They continue until the entire piece of writing has been reconstructed. Throughout the activity, *le coureur* checks the accuracy of the reconstructed text and draws attention to errors in spelling, capitalization, etc.

- ***Joueurs linguistiques***

Students work with a partner to fill in the missing information in a theme-related text such as a piece of children's literature or a piece of informational text. The authentic text is modified by the teacher to include blanks for missing words or phrases (depending upon the students' language level).

Students will read through the text and generate a list of meaningful questions. Student A rebuilds the full text by asking student B questions about the missing information. These questions require Student B to use skimming and scanning strategies to locate the needed information. Student B, in turn, must obtain the answers to a different set of questions from Student A.

- **La poésie**

Students work collaboratively to complete a poem with missing words. Rhyming, phonemic awareness, context and meaning are all emphasized in this activity. This open-ended creative writing experience can be an

opportunity to explore specific language structures such as verb tenses, adjective-noun agreement, etc.

Students are encouraged to be creative with the language. By choosing poems of various levels of difficulty, this activity can be easily differentiated within any classroom setting. Current trends in second language education promote oral language development by creating an activity-centered classroom. In our differentiated classrooms, students choose their own areas of study within the theme suggested by the teacher. They do whatever is necessary to find the information required to pursue their projects and present their findings in some form that they have selected, such as a model, a picture, a written handout, or whatever means they consider appropriate. In this productive learning environment, students use each other as well as the teacher as resource persons.

As second language educators, we must encourage our students to collaborate with each other, seek information, hold discussions about language and co-construct knowledge. Immersion teachers need to provide as many opportunities as possible for their students to learn from each other and to communicate with each other in meaningful ways. If teachers keep these goals in mind, they can create meaningful and motivating activities that will maximize and increase their students' production of the second language.

Parlez- vous français?





Physical Education

Welcome to the Physical Education forum on the Virtual Teacher Center (VTC).



Mervin Parsons

- **School Health Promotion
Liaison Consultant**

VTC and Professional Learning

Are you looking for new lesson plan ideas, have an exciting game/activity you would like to share, information on current health topics, or would like to pose a question to fellow colleagues? If so, the Virtual Teacher Center (VTC) provides just what you need. It offers an avenue where physical education teachers can communicate with each other and share resources such as lesson plans, activity ideas, assessment tools, smart board/PowerPoint presentations, and even YouTube links on physical education and health related topics. Another great benefit of the VTC is that it is easily accessible from anywhere at any time, and everyone has something they can offer no matter what your grade level or experience.

Whatever you decide to use it for, remember that is an interactive web based professional learning site where you can share information. The VTC provides a wonderful professional

best practices, leadership advice, and fulfills a current, and relevant professional development opportunity. While it has many items to help you build your professional resource library, it's just as important to upload a file for the next person. Currently there are about 475 registered members, so if everyone shares and posts one item, you will receive almost 500 professional learning resources in return. In this way, we can help build this data base as a truly effective and meaningful professional learning site for all physical education teachers across the province. Your input is valued and certainly appreciated as we work together to move forward in developing stronger programs in health and physical education.

To see what else the VTC has to offer and its upgraded features just visit

http://myvtc.ca/site_groups/special_interest_councils/physical_education/default.aspx

If you have any questions regarding this site, or would like to become a member please contact myself or John Elkins at johnelkins@esdnl.ca.

Labrador East Junior High Participation Nation Jamborees

A Special Thank you to all the Physical Education Teachers, volunteers and sponsors of the Lake Melville Area who helped organize and facilitate the Participation Nation Jamboree this year. It is through positive endeavors such as this that students gain their full potential as they explore their many varying talents and abilities. Once again, I

would like to congratulate you on all your efforts and on a job well done.

North Coast Winter Sportsmeet

A Special Thank you to Mr. Howard Worthman, staff and volunteers from BL Morrison School who contributed to the success of this year's North Coast Winter Sportsmeet. I would also like to acknowledge all the coaches and athletes for all their dedication and applaud them on a fantastic performance.

Upcoming Events

- Labrador North Coast Participation Nation Living Healthy Jamboree: April 14-16
- Labrador West Participation Nation Living Healthy Jamboree: April 13
- Physical and Health Education Canada Recognition Awards Program (PHE RAP): May

Des Sellars

- Science
-

Grade 2 Health

Health programming is continuing to be revised and beginning September 2011 there will be a new provincial implementation of Grade 2 Health. The program attends to the intellectual, emotional, social and moral development of primary children as it relates to a number of health issues including active living, dental health, mental health, relationship building, self care and environmental health as well as other aspects of health education. The format of the program represents an extension to existing

Grade 1 health education. Below please find a synopsis of the topics covered.

Unit 1 (12 weeks) – Healthy Body/Body Awareness

- Physical growth changes
- Medication to maintain health
- The benefits of drinking water
- Healthy eating and oral health
- Fluoride and sealants (oral health)
- The importance of Daily Physical Activity
- Hygiene practices
- Canada's Food Guide; variety in food; Serving food in a variety of ways

Unit 2 (8 weeks) Healthy Mind / Feelings

- Celebrating Diversity
- Recognizing positive character traits
- The importance of fair play
- Helping to create a positive school environment
- Emotions (expressing and dealing with them productively)
- Self Esteem

Unit 3 (12 weeks) Family, Friends & Community

- Being responsible
- Healthy friendships
- Harassment / Touch
- Verbal / non-verbal communication

Unit 4 (12 weeks) Environment

- Environment and personal health
- Fire hazards around the home
- Safe / unsafe play practice
- Air and water quality (practice)
- Helping in an emergency

The program will be supported through video, children's literature and various authorized resources. Teachers can expect professional development to commence in the fall of 2011.

Religion

Grade 2 teachers can also anticipate the introduction of a revised religion program beginning September 2011. The program entitled *So Much to Share* is a presentation of narrative and informative stories about religious traditions and practices. The program will address general curriculum objectives relating to the history of belief systems, meaning and relevance of sacred texts, commitment, connectedness of creation and the influence of religion in today's world.

Earth Day



April 22 is Earth Day and this year it coincides with our spring break. However, this should not dampen enthusiasm or the spirit of celebration around this significant

date. I encourage schools at all levels to do something in recognition of this date. As Canadians, we are fortunate to continue to live in a relatively pristine environment, and if we want students to leave our school system with a message of hope for their future, it needs to start with experiences that help them realize that as individuals they can all contribute to a better world and become masters of their own destiny. In the past, schools within this district have participated in community marches, litterless lunches, craft activities and scavenger hunts as part of the Earth Day/Earth week messaging. Below please find some very useful websites that can help you generate ideas and stimulate some very creative ways to connect with students as to the importance of respecting their world and creating a brighter future through individual action.

http://www.ecokids.ca/pub/eco_info/topics/environmental/earthday/index.cfm (all ages)

<http://funschool.kaboose.com/globe-rider/earth-day/> (primary)

<http://www.theteacherscorner.net/seasonal/earth-day/> (teens)

<http://holidays.kaboose.com/earth-day/>

Earth Day Crafts

Crafts using recycled materials ... [see more](#)

- Papier-mache Globe
- Crafts from Nature

Earth Day at Home

Cleanse the homestead ... [see more](#)

- Go Green Checklist
- Clean By Being Green

Green & Organic Food

Eat well and healthfully ... [see more](#)

- Best Organic Foods for Families
- Seasonal Earth Day Recipes

Earth Day Games

Online activities for kids ... [see more](#)

- Earth Day Printables
- Earth Day Fun Center

Earth Day Coloring Pages

Free printable pages ... [see more](#)

- Tree & Animal Pictures
- Earth Day Word Puzzles

Earth Day Projects

Outdoor activities for kids ... [see more](#)

- Start Growing a Garden
- Decorate a Compost Bin

Earth Day Quizzes

Test your knowledge ... [see more](#)

- Are You Living Green?
- What's Your Earth Day IQ?

Earth Day Galleries

View our slideshows ... [see more](#)

- Green Gifts
- Green Recipes for Spring

Earth Day Fun

Entertainment for the family ... [see more](#)

- Top 10 Earth Day Movies
- Our Favorite Earth Day Activities

Earth Day Lessons

Educational resources ... [see more](#)

- Earth Day History
- Learn about Global Warming

Intermediate Exams (Grade 7 & 8 Science)

This is a reminder to affected teachers that June district assessments will be occurring again this year in grades 7 and 8 science. The grade 7 assessment will consist of 50 multiple choice items and three constructed response sections covering investigative skills, STSE, and Term II unit content components of the course. The grade 8 assessment will be limited to 50 selected response items with the expectation that schools will be developing its own constructed response section. Keys will be provided to schools for correction purposes.

In support of district analysis of these assessments, teachers will be provided with bubble sheets to be forwarded to the district. As well, grade 7 teachers will need to complete a template outlining how individual students performed relating to specific items on specific constructed response items. Assessment development has already begun and more details of same will be provided as June approaches.

Faron Sheppard

- Student Support Services

Revised Public Exams

Adaptations / Accommodations Policy (PEAA)

The Public Exams Adaptation / Accommodation (PEAA) Policy outlines the parameters for reasonable accommodations during public examinations for students with identified exceptionalities. The PEAA Policy lists the most common adaptations and accommodations used by students with identified exceptionalities during public examinations. In special circumstances, other forms of assistance may be necessary to accommodate the particular needs of the student. The Manager of High School Certification at the Department of Education, in consultation with the Program Specialist for Student Support Services will determine the uses of other types of assistance on an individual basis.

The adaptations/accommodations provided to students must be consistent with the student's Individual Education Plan (IEP) and/or Pathway 2 Record of Accommodations / Adaptations and the PEAA policy. Adaptations/accommodations which are meant to give students a fair opportunity to

demonstrate achievement under appropriate conditions include but are not limited to:

- extra time
- dictation of response
- reading of exam with clarification of instructions
- transcribing
- large print braille
- sign language
- alternate setting within the school
- use of word processing software with spell check and grammar check
- use of voice and text recognition software
- use of other forms of technology

Further, the adaptations/accommodations requested must be consistent with the student's Comprehensive Assessment Report and have been previously used efficaciously by the student.

Specific guidelines for adaptations/accommodations for public examinations are as follows:

- Extra time - up to a maximum of 5 hours and in some cases scheduled, supervised breaks.
- Dictation of responses - Voice Recognition and Audio Recording may include digital recording, cassette tape, and speech recognition software. If these accommodations are not available, a scribe will be assigned.
- Reading the exam - in cases where the comprehensive assessment report verifies the need.
- Clarification of Instruction - The wording of exam questions may be clarified as long as exam terms are not defined for the student thereby compromising the exam integrity.
- Transcribing - the student writes his or her response to an exam item, the teacher reads back to student, the

student tells teacher of any required changes and the teacher then writes the changes.

- Use of Word Processing Software - computers are supplied by the school - students are not permitted to use his/her own personal computer. Spell check and grammar check, consistent with the students IEP and/or Pathway 2 accommodations are permitted in the exams.

Requests for adaptations/accommodations are to be made on the appropriate form by March 31st for June. The forms must be signed by the

Robert Swyer - Mathematics

CDLI RESOURCES - PLEASE SHARE THIS INFORMATION WITH STUDENTS

CDLI course material is accessible via CDLI's website. You need a CDLI account which can be applied for by clicking under the 'Account Sign-In' icon on the right-hand side of CDLI's homepage, www.cdli.ca. After you sign-in, click on the 'Learning Content' icon located on the top tool bar. In addition to viewing CDLI course materials, users can access 'Public Exam Reviews' as well as 'Multimedia Learning Objects' (MLOs) for the following courses: Biology 3201, Earth Systems 3209, Chemistry 2202, English 3201, Environmental Science 3205, French 2200/3200, Physics 2204/3204, Science 3200, World Geography 3202, and World History 3201. These MLOs are intended to provide students with a complete review for each course. There are also math MLOs under the heading 'High School Math Tutorials'.

parent, student and principal and forwarded to the Program Specialist for Student Support Services, who determines if the application is approved, not approved, or if consultation with the Manager of High School Certification is required. All approved forms are forwarded to the Department of Education.

The new policy can be viewed on the Department Website under Student Support Services at:

<http://www.ed.gov.nl.ca/edu/k12/studentsupportservices/publications/accommodationpolicy.pdf>

ON-LINE TUTORING – PLEASE SHARE THIS INFORMATION WITH STUDENTS

A reminder of the online tutoring service that is available to all students in the province covering English 1201/2201/3201, Science 1206, Physics 2204/3204, Chemistry 2202/3202, Biology 2201/3201, French 2200/3200, World Geography 3202, World History 3201, Math 1204/2204/3204/3103/2205/3205/3207, and Grade 9 math. Students need access to a computer and the internet as well as headset with a mic:

1. www.cdli.ca
2. Click on the "PROVINCIAL TUTORING" icon (right hand side)
3. Click on the "LAUNCH Free Online Tutoring" icon (right hand side)
4. Note the 'Instructions' and login information
5. Click on the 'Tutor Schedule' icon to view meeting times for sessions
6. Go back and click on the appropriate 'virtual classroom'

Tutoring Work Experience Program (TWEP)

The Labrador School Board will have a number of TWEP positions available later

this spring. TWEP provides post-secondary students an opportunity to work as tutors for high school students preparing for June exams (including non-publics). The tutors receive a weekly stipend plus a tuition voucher for post-secondary education. For aboriginal students who have their post-secondary education paid for, honorariums of equivalent value will be issued instead of tuition vouchers. These positions will be advertised in early April.

New Level I Math Courses, September, 2011

The new Applied Math 1202 course will replace the present Math 1206 course. The units in the course are: Consumerism and Travel, Measuring Length, Measuring Area, Getting Paid for Your Work, All About Angles, Pythagorean Relation, and Trigonometry. The new Common Math 1201 course will replace the present Math 1204 course. The units in the course are: Measurement, Trigonometry, Factors and Products, Roots and Powers, Relations and Functions, Linear Functions, and Systems of Linear Equations. Information on PD for these courses will be communicated later in the Spring.

SMART Board Tip

There are two single-finger gestures now available in SMART Notebook version 10.7 (you may need to download this version).

Object Flick: You can now “flick” an object across the page on your SMART Board. Touch the object and slide it across quickly in a flicking motion (i.e. as you slide it, pull your finger off it to release it). The distance the object moves depends on your flick speed.

Page Swipe: You can now move between SMART Notebook pages by touching a blank area of the SMART Board and quickly swiping your finger within a small area (to the left or right).

Sarah Townley

- Inuit Programs / Life Skills

Our Annual Inuktitut Speak-Off was held in Makkovik. The winner was Mary Andersen from Jens Haven, Nain who has won for the third year in a row. Congratulations Mary! Well done! She won a camera and a trip to Kuujjuaq, Que. Her sister, Roxanne Andersen, came in second and third prize went to Sophie Ikkusek from Makkovik. Because Rigolet could not get into Makkovik this year, they presented their speeches by speaker phone and it actually worked out really well. Good job Joshua and Matthew!



Our Inuk teachers, Curriculum Workers and Liaison Workers had an opportunity to visit Kuujjuaq from January 17th to January 21st. Everyone visited Pitakallak – Primary School (160 students) and Jaanimarik Schools – Elementary School (372 students) as well as the Kativik School Board and Makivik Office. The school’s schedule runs on a five-day cycle and a typical school day

operates from 8:30am – 12:00 and 1:00 – 3:45pm with 15 minute recess in the morning as well the afternoon.

There is a Policy on Language of Instruction for all schools in Nunavik as follows:

Kindergarten, Grade 1 and 2: 100% taught in Inuk; Grades 3 and 4: Minimum 50% taught in Inuk and Maximum 50% teaching in second language; Grades 5, 6,7:

Minimum of 30% taught in Inuk and in the Jaanimmarik school – secondary students:

Minimum of 20% taught in Inuk in five periods a week. Also at the Jaanimmarik School there are two Life Skills Programs.

One is for the boys within the school. They have the opportunity to fix things such as ski-doo's, cars, trucks etc. There is a cost to the owner for fixing up the machines and the students keep 50% of the income with the school collecting the other 50%.

As well there is a specialist in Inuk for students having problems in Inuk. This, in my mind, would be a great asset for our schools on the North Coast.



At Jaanimmarik School and the other picture at Kativik School Board



Life Skills Instructors, Inuk teachers and Johannes Lampe from Nunatsiavut Government.

Everyone had a good trip and our Life Skills Instructors, Inuk teachers brought a lot of techniques back with them that they are now using in their own schools

For Life Skills, I have purchased the sealskins which will be used in September after our In-service in May to be held here in Goose Bay. Still in planning stages, once I have all of the planning completed, I will contact you.

In the works:

- Life Skills binder with pictures, still a lot of work to be compiled.
- Kindergarten Health Book

Staff

- Welcome back Jimmy Tuglavina! Nakummesuak Matilda Nochasak for filling in for Jimmy!
- Pauline Dicker – get well soon!
- Sorry to see Jessie Lane go. Thank you for all of your hard work and dedication Jessie.

Janet Wiseman
 - Numeracy Support Teacher

LNT Pilot

This past fall the Dept. of Education took 5 of its NSTs and enlisted them to become LNTs, Literacy Numeracy Teachers, to work with school cohorts of 4 teachers, in 10 day blocks. The focus of these cohorts is on instructional strategies in a co-teaching environment.

Many of our revised curriculums have an increased focus on the conceptual (process) to go along with the procedural focus. Our standardized tests in English Language Arts and Mathematics require the students use metacognitive strategies to explain their thinking, show how they know, make generalizations about their discoveries, or demonstrate their understanding using representations.

By definition metacognition is:

- ❖ Thinking about their thought processes in the context of learning.
- ❖ The ability to reflect and think about the “thinking” process itself.
- ❖ Referring to conscious behaviour in which learners plan, monitor, evaluate and revise their progress in the course of the learning process.

When we plan we keep these focuses in mind while being cognizant of the need for diverse instruction, varied groupings and multiple forms of presentation. We use the following framework to plan all our lessons/units of study.

Planning Framework

Goal: What is it you want your students to

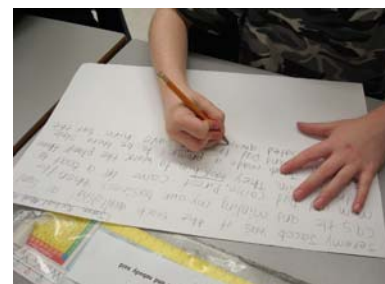
achieve from this lesson/activity/unit?

Strategy: What meta-cognitive strategies will you use? Activating (predicting (links to prior knowledge), questioning/inquiry, or comparing) vs. Connecting (clarifying, summarizing, or visualizing.)

Tools: In what specific activity will the students become engaged?

Vehicle: Will you use authorized resources, teacher or student made, technology, supplementary materials, human resources etc.?

<u>Some examples of tools used to support identified strategies:</u>		
Concept mapping	tea party	foldables
Choice boards	t-chart	magic jigsaws
Story maps	cartooning	mystery walk
Graphic organizers	fact or fib	word search
Ability grouping	puzzles	character quilt
Five finger check	show & tell	five point essay
Anticipation guides	kooshball	think alouds



**Labrador School Board
Program Implementation Specialists
Roles and Responsibilities
2010 – 2011**

<u>Fiona Frawley</u> 7 - 12 Language Arts (District) Fine Arts Contact			<u>Cathie Gallop</u> 80% A.P. Low School Educational Assessment Specialist 20% K - 3 Language Arts (Labrador West)		
<u>Sarah Townley</u> Inuit Programs Ilusivut			<u>Andrew Battcock</u> School Development School Councils Social Studies Physical Education		
<u>Wendy Marsh</u> K - 3 Language Arts (Labrador East) / 4 - 6 (District) First Steps (Labrador East) Music and Art Contact KinderStart ECLL (Early Childhood)			<u>Des Sellars</u> K-12 Science Health Religious Education Multi-Grading		
<u>Faron Sheppard</u> Student Support Services Guidance Safe and Caring Schools Career Education Cooperative Education		Crisis Response (TERT) Suicide Intervention Non-Violent Crisis Intervention		<u>Robert Swyer</u> K - 12 Mathematics Technology / Trades Tutoring for Tuition Summer School CDLI	
<u>French</u> 0% Ramona Noseworthy (Labrador West) 50% Roxann O'Quinn (Labrador East)			<u>Events</u> Heritage Fair - Andrew Battcock Senior High School Drama Festival - Fiona Frawley Sports Meet - Mervin Parsons Festival 500 - Janet Wiseman		
Itinerant Specialists 2010 – 2011					
<u>Educational Assessment Specialists</u> Stephen Alexander (Labrador East) Tina Alexander (Labrador East) Joy Williams (Labrador East) Cathie Gallop (Labrador East)			<u>Speech Language Pathologists</u> Angela Jacque (Labrador East) Carol Payne (Labrador East) Sandy Crowley (Labrador West)		
<u>Health and Wellness Coordinator</u> Mervin Parsons - Healthy Eating - Healthy Living - Student Leadership		<u>Deaf and Hard of Hearing</u> Mel Harris <u>Itinerant for Inclusion / Autism/ FASD</u> Sacha Fraser		<u>Numeracy Support</u> Janet Wiseman (K-6) East Sarah LaCosta (K-6) West	
Contract 2010-2011					
<u>Adult Basic Education</u> Wayne Watton		<u>Regional Career Information Resource Contact</u> Sherry Turner		<u>Guidance</u> Hazel Ryan (Coastal) Muriel Felt (Coastal)	