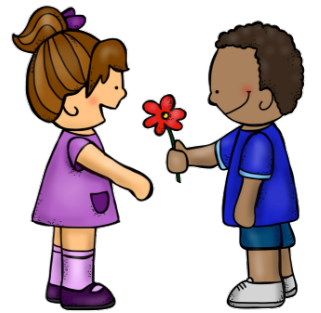


Creating a Responsive & Caring Classroom

- * The social curriculum (*i.e. Core Competencies*) are important skills & traits that children need in order to be successful academically and socially
- * How children learn is as important as what children learn, which should include opportunities for play and choice
- * Cognitive growth occurs through social interaction, including opportunities to solve differences of opinion &/or conflict a balance of partner talk, small group talk, whole class talk
- * Provide a strong infrastructure of routines and guidelines
- * Knowing the children we teach is as important as knowing the content we teach – which can be done through play.
- * Class meetings can be a forum for community building, sharing, reflection and modelling problem solving strategies
- * Teach with independence in mind through reading/writing workshop & literacy centres



Using Teacher Language to Create a Positive Tone

Situation

as students arrive →

during math →

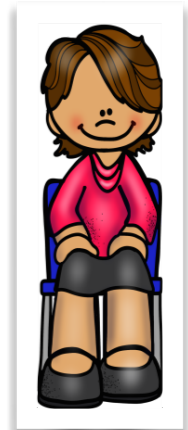
before a transition →

Positive Teacher Language

- ✓ Robert, I saw you help Maggie out with her backpack. That was kind.
- ✓ Manuel, you look ready for our math activity. Your eyes are on me and your hands are still.
- ✓ Class, we're about to transition from the circle area to table groups. What were some of our ideas for how we can move safely?

The Morning Meeting

- * a helps children feel **welcome**
- * sets the **tone** for the day
- * creates a climate of **trust**
- * increases student **confidence** and **investment** in learning
- * provides a meaningful **context** for **teaching & practicing** academic skills
- * encourages **cooperation, inclusion**
- * improves children's **communication** skills
- * room for great **variation** from day to day, within a very **predictable** format



The Morning Meeting Format

- * **Greeting** - children greet each other (handshakes, clapping, singing, etc.)
- * **Sharing** - students share some news of interest and respond to each other (e.g. Summer Sharing)
- * **Group Activity** - whole class does a short activity together, building class cohesion through active participation (Name Game, Word Sort, I Spy...)
- * **News & Announcements** - students develop language skills and learn about the events in the day ahead by reading/discussing a daily message posted by their teacher (doubles as reading/writing instruction)



Designing Learning Spaces

Environmental Print

- * Children and teachers explore print and its many functions using materials that are readily available in the immediate environment.
- * Children should be encouraged to add to classroom displays of environmental print.
- * These displays should change and expand to include materials related to specific inquiries, children's interests and experiences, and community events.

Anchor Charts

- * Colourful, meaningful charts made **with** students: *easy to understand and reference*
- * Make thinking permanent and visible
- * Build on earlier learning

Classroom Libraries

- * Bins or organization made **with** students: *create interest in a variety of books*
- * Revolving collections

Hopes and Dreams Planning Sheet

Name: _____

Date: _____

List what you really enjoyed doing in school last year:

List some challenges you worked on last year:

What are some goals you have for this year?
(List at least 3)

Which goal would you especially like to work on this year?

Connecting Learning Goals to a Classroom Contract

Let's look at all our hopes and dreams for this school year...

- * What are some rules that could help us work together so we can reach our goals?

This will help students see that rules as positive guidelines are in place so we can meet our goals

- * After brainstorming rules and revisiting them over the next few weeks, create a Classroom Contract and have each student sign it

By signing their names, students understand that they were part of co-creating and agreeing to the Classroom Rules



Supporting a Classroom of Talkers AND Listeners

Our students need...

- * a sense of safety, joy and belonging in the classroom
- * a classroom culture of appreciation and respect
- * time to talk (built into their daily schedule)
- * a balance of partner talk, small group talk, whole class talk
- * demonstrations of and practice with:
 - ♦ compliments – what they're noticing others do
 - ♦ asking questions and listening to answers
 - ♦ sharing their opinions, with reasons/evidence
 - ♦ oral rehearsal for what they're writing

QUESTION: *Am I structuring and leading intentional conversations?*

Five Minute Fillers - FMF

Meaningful five-minute activities to squeeze in literacy instruction...

- * Interactive writing – Who has something to add to our chart on ‘teeth facts’?
- * I Spy with my little eye, something that rhymes with ...
- * Lets retell the story we just read together. What happened first? Next? etc.
- * Word Wall I Spy – I’m thinking of a word that has two syllables...
- * Who can think of a more interesting word than ‘interesting’?