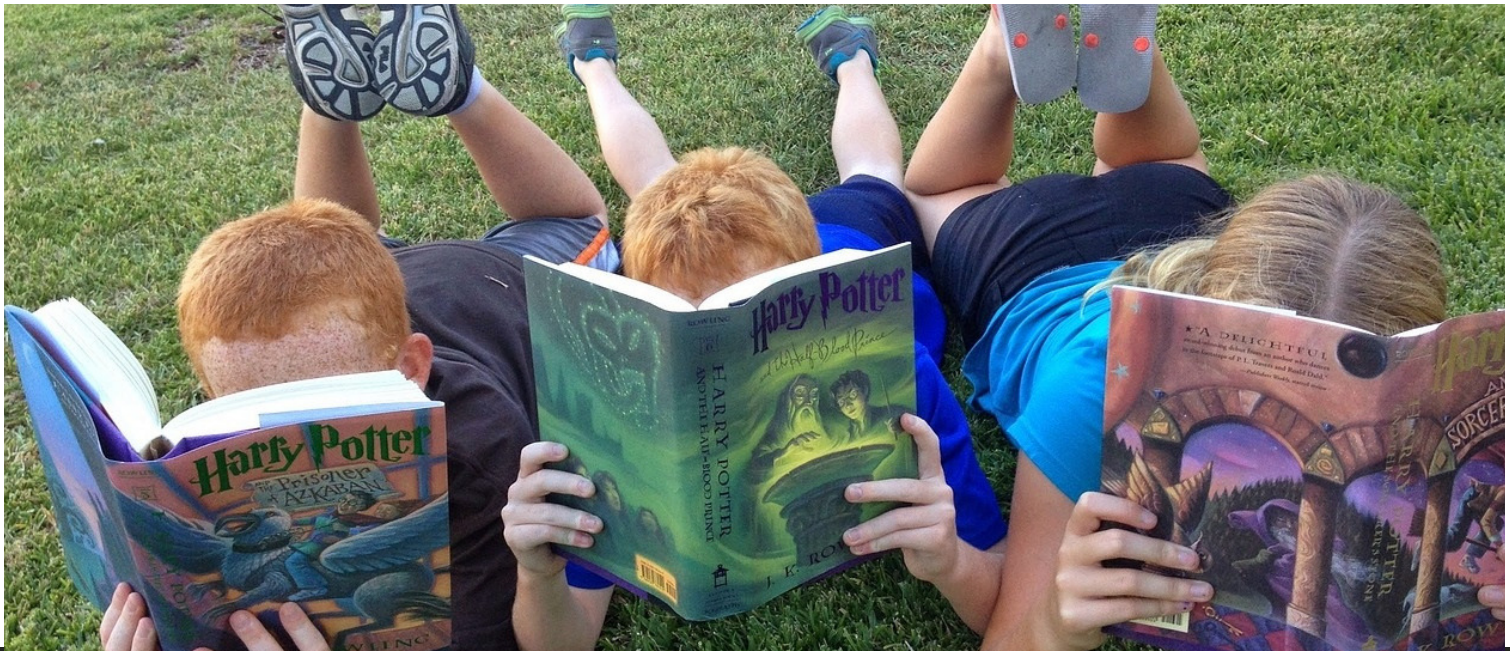


LEARNING MATTERS

The Bi-monthly Newsletter of Lethbridge School District No. 51's Lead Teachers



LITERACY

Anchoring Your Teaching with Anchor Charts

Literacy Lead Teacher Bev Smith

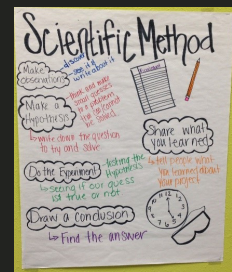
So just what is an anchor chart? To answer this question think about the purpose of an anchor. The definition, according to Google (April 15, 2019), is “a person or thing that provides stability or confidence in an otherwise uncertain situation.” This is precisely what an anchor chart can do for our students, provide a stable reference that helps them build confidence when learning new concepts, skills, strategies and processes in all subject areas.

In thinking of Universal Design for Learning, anchor charts are an invaluable tool for our students who have a hard time with memory or are learning English, but they are great for our entire class. Roz Linder (2014) says, “Charts give students a reminder of what is expected, how to get there, and ways to troubleshoot...an appealing way to trigger their memories and to keep their attention” (p.14). Visual memory is the second strongest pathway, after smell.

The best charts are the ones you create with your students and/or with your students in mind, not ones downloaded or purchased. They do not need to be “pretty.” They need to be clear and user friendly for students.

What do you need to have in your chart? Take a look at one of mine:

The best charts are the ones you create with your students...



For more information, visit these links:
[ANCHOR CHARTS WALLS](#)

ANCHOR CHARTS CLASSROOM

Linder, R. (2014). Chart sense: Common sense charts to teach 3-8 informational text and literature. Atlanta, GA: The Literacy Initiative.

Martinelli, M. & Mraz, K. (2013). Smarter charts, K-2: Optimizing an instructional staple to create independent readers and writers. Portsmouth, NH: Heinemann.

Chart Heading – grab attention, name skill/strategy

Language – reflects the reading and language abilities of

Drawing – Simple line drawings engage and enhance meaning. You don't have to be Michaelangelo!

Content – Takes abstract content and represents it in a concrete way.

Tools of the Trade – chart paper, markers, sticky notes.

When possible include student work



NUMERACY

Numeracy Lead Teacher Jenn Giles

Rich Tasks

Rich tasks in mathematics classrooms are essential for engaging students as well as creating meaningful learning experiences for all learners. Nancy Butler Wolf (2015) in her book *Modeling with Mathematics* identifies six characteristics that all rich tasks share. Classrooms today are comprised of students who come to us with a wide range of foundational knowledge and experiences in mathematics. Accessibility to all learners is the first and most crucial characteristic of a rich task. Butler Wolf asserts that in order for it to be rich, it must be motivating but not easily solved. The goal is for all learners to contribute to the solution while building confidence in their mathematical abilities.

The second characteristic of a rich task is that it provides students opportunity to connect to real-life experiences. While not all tasks will be perfect in doing this, the tasks allow students to connect or make familiar connections generating authentic learning experiences in classrooms.

The learners in our classrooms come with different perspectives and it is our responsibility as educators to recognize and respect these perspectives. When we consider these different perspectives in planning learning experiences in our classroom, we provide opportunity for all students to experience success. Nancy believes the third characteristic of a rich task is that students develop strategies to use multiple approaches and representations to solve the problem. This leads to building confidence in all learners in their ability to solve problems and think critically.

Wolf's fourth characteristic of a rich task is promoting collaboration and discussion. The learning can begin by coming to an independent conclusion but ends with opportunity for sharing of approaches, representations and results. By allowing students to work with peers, they have an opportunity to gain new insights and confidence when given opportunity to engage in reasoning with peers.

Creating meaningful learning experiences that promote curiosity and creativity allows students to obtain invaluable skills such as problem solving, perseverance and critical thinking. This is the fifth characteristic that Nancy highlighted for rich tasks. Through the process of uncovering the problem, students engage in independent and collaborative decision-making as well as learning how to apply their knowledge in a variety of ways.

The sixth and final characteristic of rich tasks is providing all students opportunity for extension by including activities that challenge advanced learners, which allows all learners time to finish the task.

If you are looking for ways to incorporate rich tasks into your math classroom, Three Act Tasks are fantastic ways to engage your students in meaningful mathematical learning experiences.

The goal is for all learners to contribute to the solution while building confidence in their mathematical abilities.

Three-Act Tasks

Dan Meyer: Three-Act Tasks (grades 6-12)

Graham Fletcher: Three-Act Tasks (K-7)

Mike Wiernicki: Three-Act Tasks (grades 2-8)

Andrew Stadel: Three-Act Tasks (all grades)

Butler Wood, Nancy (2015). Modeling with mathematics: Authentic problem solving in middle school. Heinemann: Portsmouth, NH.



EDUCATIONAL TECHNOLOGY

Educational Technology Lead Teacher Michael Krokosh

Digital Citizenship

Recently, Lethbridge School District No. 51, in conjunction with Palliser Regional School Division, and SafeNet Alberta, hosted a two-day Digital Citizenship event. The event included a full day for teachers, an information evening for the community, and a full day for leadership. Dr. Ribble has been recognized internationally for his work in partnership with ISTE to promote and educate on responsible technology use. His book *Digital Citizenship in school* is a guiding document for ISTE (International) and ATLE (Alberta) digital citizenship education. Dr. Ribble presented on best practices, and various topics that emphasized the growing relationship between “Digital Citizenship”, and “Citizenship” itself. He also presented on the nine elements of digital citizenship. The elements include:

1. Digital Access
2. Digital Commerce
3. Digital Communication
4. Digital Literacy
5. Digital Etiquette
6. Digital Law
7. Digital Rights & Responsibilities
8. Digital Health & Wellness
9. Digital Security (self-protection)



Dr. Ribble has been recognized internationally for his work in partnership with ISTE to promote and educate on responsible technology use

Dr. Mike Ribble
Digital Citizenship
for Educators:
A Roadmap for Success

Palliser Regional Schools and Lethbridge School Division No. 51 is proud to present Dr. Mike Ribble. Dr. Ribble has been recognized internationally for his work in partnership with ISTE to promote and educate on responsible technology use. His book *Digital Citizenship in Schools* is a guiding document for ISTE (International) and ATLE (Alberta) digital citizenship education.

TEACHERS	PARENTS	LEADERS
FULL DAY	EVENING	FULL DAY
Tuesday, March 26 will be a learn (AM) & work (PM) session focused on Div 1&2 teachers	Tuesday evening Dr. Ribble will join a panel discussion open to parents and the community	Wednesday, March 27 will be a learn (AM) & work (PM) session focused on Division and School leaders

REGISTRATION
 FOR THE FULL DAY EVENTS NOW AVAILABLE THROUGH THE
 SAPDC - WWW.SAPDC.CA
 Individual registration is \$150.
 Group registration for groups of 10 is \$1000

For more information on the nine-elements please visit <http://www.digitalcitizenship.net/home.html>. For Digital Citizenship resources in your classroom, you could also visit <https://www.common sense media.org/> or <https://everfi.com/>. Another opportunity is setting up a session with Telus Wise at your school <https://wise.telus.com/en/>.

If you would like to discuss any of these resources, please contact Michael Krokosh to explore their integrations with curricular outcomes.

ENGLISH as a SECOND LANGUAGE



ENGLISH AS A SECOND LANGUAGE

ESL Lead Teacher Heather Willms

Meet My Friend Larry!

If you are not familiar with the work of ELL educator, writer and radio host Larry Ferlazzo, then let me introduce you! Passionate about education for English Language Learners, Ferlazzo has written a variety of books including 'The ELL Teacher's Toolbox,' 'The ESL/ELL Teacher's Survival Guide' and 'English Language Learners: Teaching Strategies That Work.' Several of his books are available in our Curriculum Resource Center.

Ferlazzo also writes a blog titled "Websites of the Day" (<http://larryferlazzo.edublogs.org/>). This daily blog contains a wealth of ideas and links. Although the focus is on ELLs, there are many links to articles which address a wide range of teaching topics.

Below are three collections of posts and videos that might be helpful for your classroom or school.

1. One of Ferlazzo's most popular recent posts was regarding leveled texts. This link is a source for the same text, written for readers with a range of reading abilities.

<http://larryferlazzo.edublogs.org/2014/11/24/two-more-sites-to-get-the-same-text-written-for-different-levels/>

2. ELLs Offer Advice to Teachers:

<http://larryferlazzo.edublogs.org/2018/03/23/three-videos-of-english-language-learners-giving-advice-to-teachers/>

3. A collection of videos on walking in someone else's shoes:

<http://larryferlazzo.edublogs.org/2009/12/17/walking-in-someone-elses-shoes/>

Although the focus is on ELLs, there are many links to articles which address a wide range of teaching topics.

