

Highlights from Literacy Lab Demonstration Classes At FRC

Semester 1, 2011-2012

From October to December, 13 teachers invited groups of three to four colleagues into their classes to observe lessons focused on various aspects of literacy. Following the lessons the groups met to discuss the strategies used and offer constructive feedback to each other. Below is a brief overview of these lessons.

Math

- In one class the teacher did a “think aloud”, modeling how to pick out and highlight the important ideas in word problems and then had students practice this, first in pairs, then independently.
- Another had students working in pairs to write their own problems and graph the solutions on chart paper and present them to the class.

Social Studies

- One teacher had students working in small groups reading a primary source document (The Metis bill of Rights, 1885) to identify main ideas, make connections and inferences in order to understand the perspectives of different stakeholders.
- In another class, small groups of students were reading from a variety of texts written at different levels and filling in KWL charts on the fathers of Confederation. They then created mind maps and share their main ideas with the class.

Science

- In one class, students were working in small groups to make connections between a presentation on blood typing, an article and a blood typing lab.
- In another, students were working in small groups to read and repair understanding, in order to follow written instructions to carry out an acid and bases lab with limited teacher intervention.
- A third teacher guided students to work on their own and then in pairs to improve comprehension and answer multiple choice questions requiring the application and synthesis of ideas.
- In a fourth class, after teacher modeling, EAL students worked in pairs to read short stories and graph the motion represented and write their own short stories based on a motion graph.

English Language Arts

- In ELA, students made connections between their own experiences, an article, song lyrics, and videos in order to synthesize their ideas on bullying in our society.

Law

- Law students were working with partners to make connections between knowledge of courtroom processes, their observations from their field trip to the Manitoba Law Courts and a case study in order to see the relevancy of concepts and vocabulary.

Developmental Education

- Developmental Ed. students were engaged in a variety of literacy activities from discussing the previous day's activities, giving Power point presentations, cooking, reading with an EA and doing research on the computer.

Reading Is Thinking

- The Reading is Thinking teacher modeled the think aloud process and how to mark a text for the first half of an article about the misuse of social media and then had students practice this with a partner for the second half. Students then synthesized their ideas and wrote a response to the article.