

Strategies

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Slideshow


https://docs.google.com/presentation/d/1huVgN-pEjhnP7OKoldy-VA7g6goWagzVaTniiQ_jgAU/edit?usp=sharing

What is a strategy?

“Strategy refers to students purposefully selecting and using techniques and processes in order to construct and communicate meaning” (page 45 adolescent literacy guide).

Essential Question:

What strategies can we use to enhance disciplinary literacy for the intermediate learner, while helping them thrive socially, emotionally, physically, and cognitively?

 Strategy refers to students purposefully selecting and using techniques and processes in order to construct and communicate meaning	
Student Indicators	Teacher Indicators
Set goals, establish criteria, create and follow plans, make judgments and determine the effectiveness of the plan	Model the use of goals to create, follow and assess a plan
Use subject-specific processes to create, solve problems, research, make decisions, revise thinking, communicate ideas and reflect on learning	Model subject-specific processes and explain how they reflect thinking in the subject area Co-construct anchor charts, performance walls and collect a range of exemplars to support the literacy demands in the subject
Apply comprehension strategies before, during and after reading, listening, viewing to develop understanding	Model comprehension strategies
Apply knowledge of organizational patterns, text structures and features to navigate and advance understanding of text	Identify the literacy demands of the subject area Provide explicit instruction in organizational patterns, text structures and features used in the subject area
Access and use subject specific and vocabulary "and academic language" to precisely communicate ideas	Provide explicit vocabulary instruction Identify the literacy demands of the subject area
Use active reading, writing, viewing, listening, speaking and representing techniques to record, react and respond to ideas	Scaffold reading, writing, listening, speaking and viewing tasks with explicit teaching
Use a writing process to generate, explore, develop and refine writing for particular purposes, forms and audiences	Model and guide the use of a writing process Co-construct anchor charts, performance walls and collect a range of exemplars to support the literacy demands in the subject
Select and use appropriate organizers to gather, manage and communicate information and ideas	Explain the purpose of organizers and technology to gather, manage and communicate information and ideas and model their use

Literacy Strategies

Critical literacy gives adolescents the tools and abilities to interpret, engage in, and use the vast amounts of information they experience. Being critically literate means the adolescent learner can use the information appropriately and in the right context, helping them become more aware of the world around them as they learn various subjects and perspectives. Ultimately, critical literacy builds up critical thinkers and allows them to use their knowledge to the best of their abilities. Students need strategy for learning to be able to synthesize information and construct and communicate meaning. Strategy helps students understand and interact with the texts they're reading. This is especially important for the adolescent learner as texts become increasingly complex, multimodal, and discipline-specific (Adolescent Literacy Guide, 2016).

How does this help the intermediate learner?

<p style="text-align: center;">Social</p> <p>A social strategy is one that promotes students to work, interact, and learn from one another in and outside of the classroom setting. This includes group work, discussions, teaching one another, etc.</p>	<p style="text-align: center;">Physical</p> <p>A physical strategy refers to learning through touch and movement. Having students understand and relate to a concept through a physical means can have tremendous benefits, all the while keeping their brains active.</p>
<p style="text-align: center;">Cognitive</p> <p>A cognitive strategy refers to the method that students use to solve a problem. This includes reasoning, planning, arithmetic, etc.</p>	<p style="text-align: center;">Emotional</p> <p>An emotional strategy is one that requires students to make connections to themselves and their feelings through their learnings. For example, painting a landscape based on how a novel makes you feel.</p>

Arts Workshop C524

LEARNING GOAL- By the end of the workshop, participants should be able to draw from a variety of arts strategies to incorporate into their classroom that is appropriate for the intermediate learner. Participants should be able to apply these strategies both in an arts class as well as other courses.

SUCCESS CRITERIA- Participants will understand all strategies as well as use them as jumping points to create their own strategies that work for their intermediate classrooms. Students would be actively participating in the workshop, taking notes, and be able to successfully complete the weekly formative assessment.

STRATEGIES

<https://core.ac.uk/download/pdf/51290945.pdf>

<https://www.teachingchannel.org/blog/2013/05/17/arts-integration>

- ELL learners: Having students learn words using images/ drawings of what that word means to them
- Drawing as brainstorming prior to creative writing
- Get students to make picture books
- Encourage role play
- Having songs to foster memorization and learning
- Using dance or movement to promote learning
- Clarify thoughts, ideas, and feelings by drawing and labelling.
- Create a tableau.
- Take turns in the "hot seat" to understand the character.

WORKSHOP ACTIVITY

1. Get each participant to draw a picture of a family, they have about 3 minutes to do so.
2. Then have them hold it up to show how different everyone's image and perception of a family is. Cultural, personal, and emotional perspectives come through and show what is different in the meaning of family person to person. These differences are less likely to be shown if you asked someone to explain what family means. Example, what family members are drawn in what order may not be talked about but is seen. Show other examples.
 - a. Explain how meanings change depending on the person, where they are in their lives, and their prior experiences
3. Explain how using the arts in the classroom lets the intermediate learner make connections between the curriculum and the arts. These concepts are especially useful when trying to create meaning in language for students who are ELL, ESL or otherwise.
4. Then ask each participant to fold their paper in 4 and write the word bird on the top left, use it in a sentence on the top write, draw it and then come up with an action
5. Repeat this with the word jam or bark
6. Then have them hold it up to show how different everyone's is. We learn by associations. We make physical social, emotional and cognitive associations in order for us to remember, understand, and then react to things. The associations we make are very personal and the arts helps us realize the associations and then makes it easier for us to learn.

7. Talk about additional resources.

Math Workshop C525

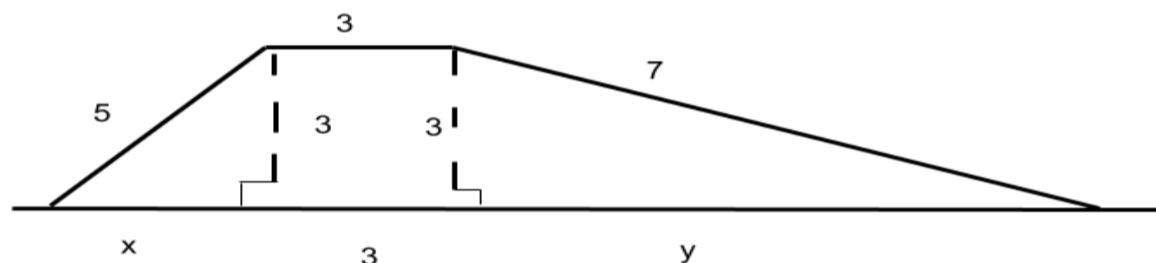
Guiding Question: How can you solve a problem?

Workshop math problem: Pythagorean Theorem

By: Stéphanie Martin and Ashley MacLeod

To start off the workshop there will be a problem on the wall. The problem is:

An airplane takes off, levels off, and lands according to the diagram shown below. All measurements listed are in kilometers.



What is the horizontal distance from the plane's starting position to its finishing position?

Round your answer to the nearest tenth of a kilometer.

Prompt: We are encouraging you to be thinkers and problem solvers! If you are unsure of how to attempt or solve this problem, we encourage you to make a prediction. Do not turn to the web for help, but put your thinking caps on! Write your answer (and your thinking) on the sticky note provided. Please work independently to start. You have 2-3 minutes to give it a try!

Throughout this workshop we will be demonstrating how different strategies can be used to help students solve and understand a problem in math which are both outcomes of mathematical literacy.

Prompt: Now take a moment to discuss, compare and contrast your results with your elbow partner. (Peer discussion)

(Back to question)

Prompt: Questions for quick class discussion:

How did you solve this question?

Did you estimate?

Did you visualize?

Did you measure?

Did you apply a formula? If you did, can you tell me what formula that was?

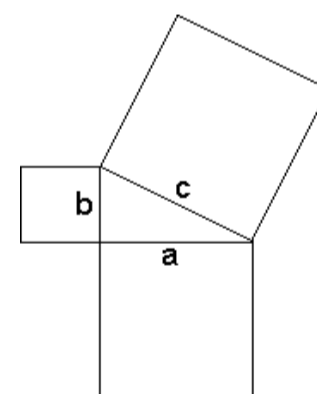
Debrief strategy #2 - Making Predictions and the Power of Post-its!

The Power of Post-its!

There will always be a variety of tools, methods and techniques at hand to solve a problem, however, I'd like to draw your attention to the "sticky note" strategy as this little piece of paper generates a casual writing process to enhance math literacy. It gives each student a blank slate to communicate their mathematical learning, ideas, questions or summaries from a lesson or activity. Yes, it's only a sticky note, but it also provides a tool to make predictions (with pictures, words and numbers) without the pressure of inputting information into a book, quiz or test. It affords students the opportunity to think critically, independently and make valuable attempts at solving a problem. The sticky note helps to improve math literacy by encouraging practice towards learning, sharing, or simply suggesting to give it your best shot. And who says sticky notes aren't fun?

Mini lesson: "Pythagorean's Theorem"

Prompt: What do you visualize in this diagram? What shapes are familiar? What are they called? (Start a "word wall" on the board: Pythagorean's Theorem, right angle triangle, right angle, hypotenuse, square root, constant)



- Introduce where the theorem came from (history) as well as how they used it back in the day.
- Introduce the theorem as well as its proof.

Debrief the Strategies: Activating Prior Knowledge, Visualizing & establishing Math Vocabulary!

Pragmatic thinking ...

As this lesson would unfold in the intermediate classroom, math literacy is developing in full motion!

For example, a teacher would prompt students to create their own resource.

Resource Examples:

- Note taking: formulas, key concepts, and the steps involved
- Establish a word wall
- Co-construct anchor charts with students

As this lesson/unit would progress over time, students would proceed to exercise the broader list of strategies (i.e., making connections, presenting, reading, writing, explaining, creating, discussing, exit cards, etc.) to enhance their mathematical literacy. Adolescent learners will thrive as they experience learning in an active, inclusive and responsive learning environment.

MATH WORKSHOP PRESENTATION MATERIALS:

- Post-Its
- Anchor Charts:
 - Guiding Question (above), Pythagorean's Theorem & Proof
 - Math literacy Strategies (in more detail), categorized as follows:

Math Literacy Strategies

1. Teach Math Vocabulary
2. Make Predictions
3. Make Connections
4. Activate Prior Knowledge
5. Teach Kids to Visualize
6. Encourage students to present, explain, write, talk-aloud, engage in peer discussions, give peer feedback, etc.
7. Exit Slips

Geography Workshop C407

Literacy strategies in Geography

By Sydnie Hawkins, Samantha Andrews, and Michelle Olejarz

Research on the importance of literacy in geography

The knowledge attained by the adolescent learner is becoming less generalized as they're introduced to new subject areas. Content-area and disciplinary literacy is essential for

enriching learning by conveying greater context to the different content areas (Britt & Ming, 2017). There are many examples of how disciplinary literacy is required for geography, especially in spatial literacy and inquiry processes, as well as connecting written and narrative texts to real-world occurrences. In the elementary and middle-school context, reading practices are ways the teacher can guide discussion to engage the students in geography literacy. Reading strategies address geography themes, help develop spatial awareness and develop perspectives, support content-area learning, and foster comprehension of the various texts in geography (Britt & Ming, 2017).

Geography is a discipline that helps us understand the world around us, locally and globally. It enriches our awareness of the world and its interconnectedness. Although geography becomes way less generalized in later years in education, the intermediate learner is becoming increasingly exposed to geographic experiences that call for geography literacy in order to function as global citizens (Thomas-Brown, 2011). Arguably, the most important geographic skill is spatial literacy and the ability to understand spatial dimensions. These skills are needed to understand communities on local, national, and global scales. Maps are interdisciplinary tools that convey information and require some sense of spatial understanding. One must recognize and use spatial relationships to be able to deconstruct meaning, analyze, and read maps.

Spatial literacy using Google Earth- a workshop

This is a brief workshop highlighting the importance of spatial literacy in reading maps. Maps are critical to conveying meaning in the discipline of geography, and here we provide a guided exploration strategies to learn some mapping literacy for the intermediate learner using Google Earth.

- lat and long video: <https://www.youtube.com/watch?v=swKBi6hHHMA>
- launch Google Earth
- background of what Google Earth is
- ask students to identify places in Canada- make waypoints
- talk about latitude/longitude
- NSEW and comparison between locations

Physical Education Workshop C523

By: Jane Patterson and Jaime Monaghan

Learning Goal: By the end of this workshop colleagues will understand physical literacies, and how you can apply strategies to attain and maintain lifelong physical literacy.



Colleagues will work towards understanding why this concept is meaningful and how it can relate to other subjects for the intermediate learner.

<p>Success Criteria:</p> <ul style="list-style-type: none"> • Participants will understand all strategies in the workshop and use them as “jumping points” to create their own strategies that work for their intermediate classrooms. • Students will be actively participating in the workshop, taking notes, and be able to successfully complete the weekly formative assessment. 	<p>Explanation of Literacy Component:</p> <ul style="list-style-type: none"> • <u>Strategy</u> refers to students purposefully selecting and using techniques and processes in order to construct and communicate meaning; • EXPRESS; • “How you plan to approach your learning”
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Overview of Research:

- Physical education and literacy don't often go hand in hand, which is why there is a different approach to teaching literacies in this particular subject.
- As future junior and intermediate educators, we must be prepared so that we can teach all subjects with confidence and necessary knowledge. We feel that in terms of Physical Education, teachers need to understand the foundations on which to build lessons and ensure their students are attaining and maintaining lifelong physical literacy.
- These foundations include: character development, intelligence/cognitive development, lifestyle development, health-related fitness and motor performance (Daggett, 2010).

Attaining and Maintaining Lifelong Physical Literacy					
Stages in attaining and maintaining Physical Literacy					
Fundamental Motor development fostered, supported, encouraged	Development of Physical Literacy as a fundamental goal of Physical Education		Consolidation of aspects of Physical Literacy, achieved via own motivation to participate in selected physical activities as part of life-style	Physical Literacy established, contributing to successful and rewarding physical activity being a part of an individual's life style. Continued 'education' in the way physical competence is maintained and in respect of knowledge and understanding of aspects of health promotion	Personal Physical Literacy modified with age. Continued appropriate activity. Increase of knowledge and understanding in relation to changing capacities and health in older age and to the importance of an active lifestyle
	Fundamentals of Physical Literacy: motor competence and knowledge and understanding, developed	Fundamentals of PL established and contextualised in a range of physical activities. Activity opportunities outside of school introduced			
Pre-school	Elementary School	Secondary School	Immediate post-school	Adulthood	Older age
Personnel influencing the attainment and maintenance of Physical Literacy include:					
Parents, family, significant others	Teachers, parents, family, peers, coaches, club and local facility personnel		Peers, family, work place colleagues, personnel in:- medical fields, clubs, fitness industry, leisure facilities, evening classes (coaches, sports development officers)	Peers, family, personnel in e.g. medical fields, wellness/fitness and leisure contexts	
Systems, situations, contexts where Physical Literacy can be encouraged, established and maintained include:					
Home, local environment, pre-school programs, Day Care	School Physical Education, extracurricular opportunities, Sports/activity clubs, Home, local environment, local facilities		Quality and quantity of local and national facilities and staffing. Government policy and priorities. Employer policies. Context created by medical professions, Context created by media		

Whitehead, M.E. *Physical Literacy and its importance to every individual* - NDA (2007) Appendix 1

Understanding Physical Literacy

- physical competencies;
- the ability to read and respond to the environment and to others in interaction;
- the ability to use the body as an instrument of expression/ communication; and
- the ability to articulate/demonstrate knowledge, skills and understanding of health.

Discuss why physical literacies important and how we can incorporate them into our Phys. Ed. classrooms. Explain further with **Lesson Builder** (see link below).

<https://activeforlife.com/lesson-plans-and-resources-2/>

“Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.”

Physical literacies are extremely important to start developing and improving at a young age. At the younger age groups we focus on literacies such as throwing, hopping, running. The reasoning behind teaching these literacies at a young age is because students are still developing, making it an ideal time to properly learn fundamental movement skills and gross motor skills. By teaching these literacies, you increase student participation and motivation to become a lifelong active learner. Such literacies will also improve coordination and willingness to participate and engage in physical activities in the future.

Throughout this workshop, we focus specifically on the physical literacies of balance and hopping. Below I have explained the importance of both literacies in simple and clear language which is useful to teach and increase understanding for students as they learn these valuable life skills.

Balance: While balance may seem like an instinctual skill, it is still vital to continue, develop and improve throughout your life. The importance of this literacy has a large range of benefits, especially as we mature. Balance begins in the core and aids with everyday life, without balance we would not be able to stand up straight and walk with ease. Having good balance can also ease anxiety and clear our mental state. Research has found people with poor balance have slower reflexes, and are more prone to lower back injuries. Balance is relevant in everything we do, whether we think about it or not, making it important for everyone to practice and improve whether they are at an elementary, intermediate or senior level.

Hopping: Hopping falls into a category of balance. By practicing hopping you are also improving your overall balance. As mentioned, balance is a part of our everyday life and by improving and working on these skills, we can improve our overall quality of life. These skills can become critical when an injury occurs and recovery time is needed. Having a fundamental grasp of hopping and balance will greatly improve the chances of a fast and full recovery, opposed to someone who has failed to develop these skills properly.

Over all these skills are developed not only to encourage lifelong active learners, but also to improve basic quality of life. Although there are many different literacies within physical education, it is important to focus on each one independently. When teaching each and every level, from junior to senior citizens, these skills are essential and useful to every age group in every aspect our our day to day lives.

Slide show to balance exercise:

<https://docs.google.com/presentation/d/1GQr8wiABrb2cS88kla7ceqvQnYR8IQOMXv4TR2nFpck/edit?usp=sharing>

Link to Formative Assessment:

https://docs.google.com/document/d/1bolAdYu2ze5_GlfFLPtJgEbd8-2THDS-9KfUmE3ie6w/edit

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