

Middle Mosaic 2014

Jeff Wilhelm “Teaching Literacy for
Love and Wisdom and the Activist
Life”

Faye Brownlie “Inspiring Writers”

Leyton Schnellert “Developing Self-
Regulating Learners”

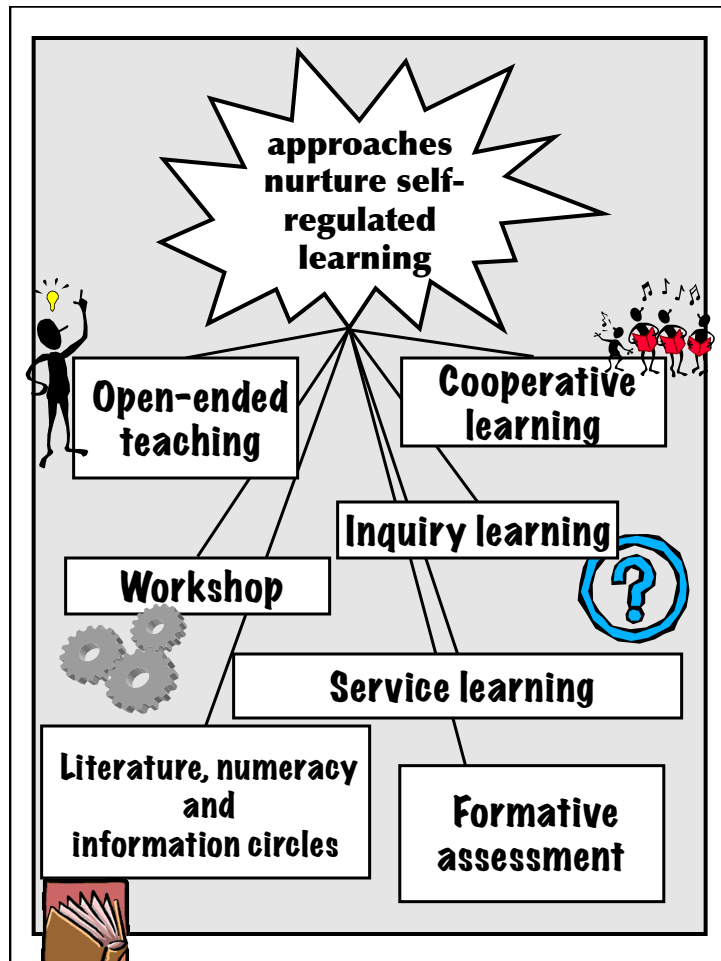
Big ideas:

Students need opportunities and
environments that:

- allow them to develop understandings and competence over time
- read, write, talk and listen as part of ongoing, relevant explorations
- self-regulate their learning

We become more mindful as we:

- attend to and inquire into diverse perspectives
- develop new understanding through encounters with others



What have we been doing?

What do these words mean?

**I can find relevant information
related to an essential
question/big idea**

**I can make notes showing
levels of information**

**You've been thinking about
how time and place affect
people's choices.**

You've been thinking about how
time and place affect choices.

The time is 1789.

The place is Paris.

See what you can find out.

**On a stickie put important
info that you are learning...**

**Bring stickie info up to the front
and figure out where it goes**

**What are you doing that's
working?**

**What are some questions that
you have about what you are
learning?**

Debrief...



What did the
students do?
What did the
teachers do?
Connections and
applications...

Big Ideas

essential understandings

Essential question

What are the choices we take for granted? How does time and place affect our choices?

Learning Outcomes

Important skills or processes

Students will be able to...

finding relevant information related to an essential question/big idea, make notes showing levels of information

Resources: posters with ideas generated as a class about class, economy, gender, transportation, technology and government. Online resources the students find, previous note-making approaches they have learned

Connecting

- Moving into the students into groups around the categories.
- Numbered heads together
- Students choose a category to start.
- Ask student to talk about an example related to their category already
- Debrief, focus, truncate, extend this as matches what students share

Processing

You've been thinking about how time and place affect choices. Here's the time – 1789. Here's the place. Paris. See what you can find out.

- Record key ideas and details using pictures, words, images...
- Possible supports: What's Important, Why and Questions; Ideagram
- Discuss and share – 2-3 times during lesson. Information is mapped out or board or using Prezi or ?

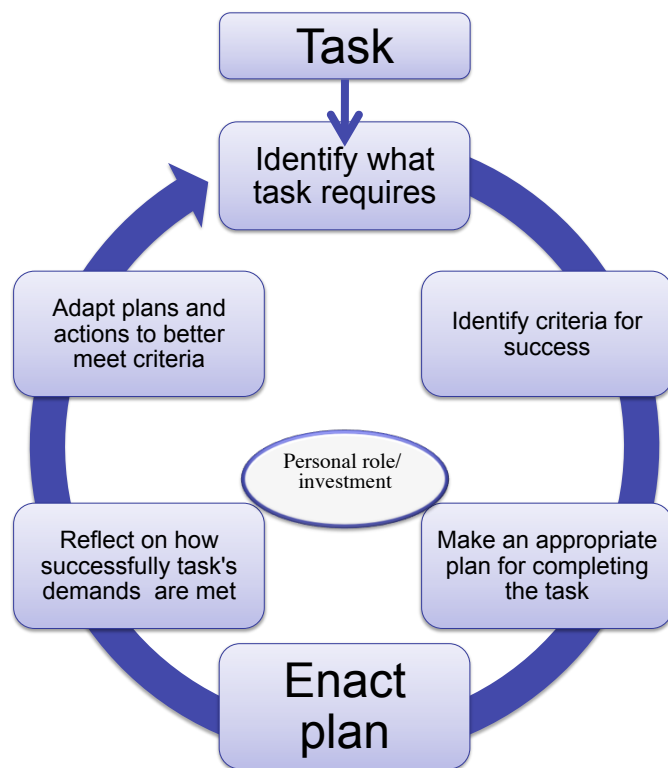
Transforming & Personalizing

- 3-2-1:
- 3 important ideas you found
- 2 questions you have
- 1 next step

If time return to big idea.

Beleznay, McRae & Schnellert, 2010

What does self-regulating learning involve?



Source: Butler, Schnellert & Perry, 2015

Resources

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