

Personal Binder Reminder

OLE.1

TIME

15 minutes, once or twice a cycle

OVERVIEW

Students organize and maintain their year's Ongoing Learning Experiences (OLE) work in a Personal OLE Binder. Binder checklists or tables of contents may be provided by the teacher or decided upon by the class. Students use Personal Binder Reminder time to update their binders and to confer with their peers or the teacher about assignments or projects. Reflecting on what they are doing in a project and making plans to continue, or move to the next step, are important parts of the learning process for students.

While the strategies suggested in this OLE relate specifically to maintenance of students' Personal OLE Binders, the strategies can also be used to maintain other binders or organizers.

Note: Early in the year, students begin setting up a Personal OLE Binder. When they become skilled with this model, they set up a Toolbox Binder (see ICT.1: Toolbox Binder) using the same model. Then, when starting the *Inventions, Innovations, and Discoveries* interdisciplinary unit, students can set up an electronic portfolio (see OLE.10: Electronic Collection) to organize their unit work following the paper model with which they are familiar.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 1.2.3 *Combine Ideas* — Search for ways to reorganize ideas and information to extend understanding.
- 3.3.1 *Organize Information* — Organize information and ideas using a variety of strategies and techniques [such as comparing and contrasting, classifying and sorting according to subtopics, sequences, order of priority or importance...].

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- graphics creation
- word processing

SUGGESTED LEARNING RESOURCES

Software

- word processing
- graphics

Print

- Appendix C: Index of Teaching and Learning Strategies and Tools

BLMs

- BLM OLE.1#1: Personal OLE Binder Maintenance Learning Centre
- BLM OLE.1#2: Electronic OLE Binder Maintenance Learning Centre
- BLM OLE.1#3: Personal OLE Binder Checklist
- BLM OLE.1#4: Overview of Ongoing Learning Experiences (OLEs)

Materials

- binder
- loose-leaf paper
- dividers

SUGGESTIONS FOR INSTRUCTION

- **Note:** Set up a Master OLE Binder and a corresponding Master Electronic OLE Binder with a Read-Me file, which can serve as models for students to access and reference. Students create Personal OLE Binders to store their OLE materials, including the OLE table of contents, handouts, tip sheets or notes, and any other printed material they need to complete the OLEs. Students need to give some thought to the organization of this binder as the OLEs cross over several subject areas.

Preparation and Set-up

- Prepare a Master OLE Binder to which students can refer as a model.
- Schedule time for binder maintenance based on students' needs and learning styles. Teachers who have used this strategy successfully suggest the following:
 - The last class of the week provides students with time to reflect on the week's work, to identify missing assignments, to set goals for the next week's conference with their teacher, or to catch up.
 - Two periods per six-day cycle allow students time to finish assignments and maintain their Personal OLE Binders and, later, their Electronic OLE Binders and/or portfolios.
- Make several copies of BLM OLE.1#3: Personal OLE Binder Checklist as a helpful organizer for students, especially those who require more structure.
- Make a copy of BLM OLE.1#4: Overview of Ongoing Learning Experiences (OLEs) for each student.

Activating Strategies

- During the days prior to the introduction of this OLE, model various organizational strategies in class, such as posting the daily or weekly schedule, distributing a monthly calendar of events, or using checklists for daily classroom tasks.
- When introducing this OLE, brainstorm with students for methods and tools they can use to organize their school work or their daily life. Students should mention organizational strategies used within the classroom (e.g., student agendas), as well as others their parents or sports club may be using. Discuss ways in which being organized can have a positive impact on students' learning and on their daily life.
- Students work in pairs or small groups to analyze the structure of a reference book or informational text, noting features such as the table of contents, chapter headings, glossary, page numbers, and index. They use this information later as a model to design a structure for their own binders.

Acquiring Strategies

- Students create a section in their Personal Binder for each OLE to be introduced. They use BLM OLE.1#4: Overview of Ongoing Learning Experiences (OLEs) to understand the purpose for each section of the binder and BLM OLE.1#3: Personal OLE Binder Checklist to keep track of their progress in setting up the binder. Dividers may be created by hand or on the computer using graphics software (see ICT.4: Looks Like This). Each section may have a table of contents that lists the contents or entries for that section. The Master OLE Binder, maintained by the teacher, is available for students as a reference.
- Students confer with their teacher regarding daily and weekly assignments, noting criteria for success and assessment, effective collaborative strategies, and completion times or due dates.

Applying Strategies

- List daily schedules, expectations for assignments, and due dates. Students update their binders accordingly.
- Students work in pairs or small groups while organizing and completing assignments.
- Students use the table of contents from the Master OLE Binder, BLM OLE.1#3: Personal OLE Binder Checklist, or BLM OLE.1#1: Personal OLE Binder Maintenance Learning Centre, as needed.
- Students keep their OLE work (notes, assignments, tests, and projects) organized on a daily and weekly basis over the course of the year.

Variations/Extensions

- Students make title pages using graphics software (see ICT.4: Looks Like This).

SUGGESTIONS FOR ASSESSMENT

- Confer with students on their ability to keep their work organized. Review BLM OLE.1#3: Personal OLE Binder Checklist. Write comments in the section provided for this feedback.

CONNECTION TO INVENTIONS, INNOVATIONS, AND DISCOVERIES

- Students use their binder maintenance skills to organize and maintain their electronic folders and files (see OLE.10: Electronic Collection).

LEARNING CENTRE CONNECTION

- Students use BLM OLE.1#2: Electronic OLE Binder Maintenance Learning Centre for instructions on how to create a group Read-Me file explaining how each student will organize and maintain his or her electronic files.

BLM OLE.1#1: Personal OLE Binder Maintenance Learning Centre

Overview

At this learning centre, work in a collaborative group to help each other with the organization of Personal OLE Binders. While browsing through each other's binders, make changes as needed, ensuring that the content is up-to-date and information is easy to access.

Resources

- BLM OLE.1#3: Personal OLE Binder Checklist
- Master OLE Binder (set up and maintained by the teacher as a model)
- Teacher's lists of due dates and expectations

Tasks

- Use the table of contents provided by the teacher to organize each Personal OLE Binder. Consult the Master OLE Binder set-up as a model, if needed.
- Help each other complete assignments as needed.
- Help each other update the binder according to the list of expectations and due dates given by the teacher.

Collaborative Goal

- Use the expertise of each group member while organizing and enhancing the binders.
- Practise working as a member of a collaborative group.

What to Do with the Results of This Learning Centre

- Keep a record of questions for the teacher to address in a class discussion.
- Keep the BLM OLE.1#3: Personal OLE Binder Checklist at the front of the Personal OLE Binder for ease of access and for teacher assessment.

BLM OLE.1#2: Electronic OLE Binder Maintenance Learning Centre

Overview

At this learning centre, work in a collaborative group to create a group Read-Me file detailing how the electronic files and folders of each group member will be organized. Help each other with the maintenance or organization of Electronic OLE Binders or folders, ensuring that the files and folders conform to the Read-Me file describing their content. While browsing through each folder, make changes as needed so that the folders are up-to-date, complete, and logically organized.

Resources

- Master Electronic OLE Binder and Read-Me file (set up and maintained by the teacher as a model)
- Teacher's lists of due dates and expectations

Task

- Use the table of contents provided by the teacher to create a Read-Me file describing the hierarchy of each folder.
- Confer with each other to update the group's Read-Me file according to the lists of due dates and expectations provided by the teacher.
- Help each other update personal electronic files and folders according to the Read-Me file.

Collaborative Goal

- Divide the learning centre time into equal portions, so that all members of the group will receive some maintenance time for their Electronic OLE Binder.
- Use the expertise of each group member while organizing and enhancing personal electronic binders.

What to Do with the Results of This Learning Centre

- Keep a record of questions for the teacher to address in a class discussion.
- Create and use a checklist for the Electronic OLE Binder based on BLM OLE.1#3: Personal OLE Binder Checklist. Keep it in the Personal OLE Binder for updates and teacher assessment.

BLM OLE.1#3: Personal OLE Binder Checklist

Name _____

Add a check mark (✓) when you have updated each section.

	Date	Date	Date	Date
Table of Contents up-to-date for				
• Personal Binder Reminder				
• Daily Edit				
• Daily Math and Problem Solving				
• Reading Circles				
• Share the Learning				
• Collaborative Learning				
• Reflection Journal				
• Speak Ye! Hear Ye!				
• Newspapers				
• Electronic Collection				
Pages in order and numbered based on Table of Contents for				
• Personal Binder Reminder				
• Daily Edit				
• Daily Math and Problem Solving				
• Reading Circles				
• Share the Learning				
• Collaborative Learning				
• Reflection Journal				
• Speak Ye! Hear Ye!				
• Newspapers				
• Electronic Collection				
Teacher Comments				

BLM OLE.1#4: Overview of Ongoing Learning Experiences (OLEs)

OLE	Overview
OLE.1: Personal Binder Reminder	Organize and maintain your year's OLE work in a Personal OLE Binder. Use Personal Binder Reminder time to update your binder and to confer with your peers or your teacher about assignments or projects. Reflecting on what you are doing in a project and making plans to continue, or move to the next step, are important parts of the learning process.
OLE.2: Daily Edit	Review and practise basic spelling, punctuation, grammar, and capitalization skills every day in the context of your writing. Submit writing samples to be used for the Daily Edits. Participate in creating a class Vocabulary Database, and add to it words you have misspelled in your writings and words you needed to look up through content area studies. Use the Spelling and Grammar Checker and the Thesaurus tools of the word processor.
OLE.3: Daily Math and Problem Solving	Practise daily estimation, mental-math, and problem-solving skills without the use of computational aids. Discuss strategies used in the computational process and identify strategies you are most comfortable with. Record your results using a spreadsheet. Select a Problem of the Week on the Internet and work in a collaborative group to find a solution to the problem. Create a similar problem, post it on the class website, and give feedback to those who write to your group with a solution. Record comments about your estimation, mental-math, and problem-solving experiences in your Math Journal.
OLE.4: Reading Circles	Reading Circles provide a structure to help you explore and appreciate a variety of literary and informational texts and to discuss with others the texts you are reading. Talking about your reading enables you to be actively involved in the construction of meaning as you have opportunities to explore ideas, hear others' interpretations, and develop critical reading skills. Throughout the school year, you continue to participate in Reading Circle discussions of various formats and keep notes, such as Reading Circle Logs or journal entries, or give oral presentations about your texts.
OLE.5: Share the Learning	As you gain knowledge and skills in curriculum-based or information and communication technology (ICT) learning experiences, share your learning with classmates, friends, and/or parents once a week, or more often. Keep a Share the Learning Journal and participate in Share the Learning Centres.
OLE.6: Collaborative Learning	Experience collaborative group work and become familiar with the roles, responsibilities, and expectations of being a productive group member. Learn to identify differences between competition and cooperation. Participate in setting ground rules for group work and use them in collaborative learning situations throughout the year.
OLE.7: Speak Ye! Hear Ye!	Develop speaking, listening, and discussion skills using various narrative and expository genres as you plan, prepare, and give a presentation on a topic related to a current unit of study. Each student participates in a different role at each Speak Ye! Hear Ye! session. You may plan the agenda and prepare for your roles through group work and learning centres, and then participate in Speak Ye! Hear Ye! sessions.
OLE.8: Reflection Journal	Take the time to reflect on your learning in general and in the <i>Inventions, Innovations, and Discoveries</i> interdisciplinary unit in particular by writing reflections in your Reflection Journal. You will be appointed on a rotating basis to write and post your reflections on the class website.
OLE.9: Newspapers	Learn about newspapers and their content through activities designed to familiarize you with this medium. Find out what is newsworthy, how a newspaper is organized, and why you can benefit from reading newspapers.
OLE.10: Electronic Collection	Create and maintain an Electronic Collection of your work in the <i>Inventions, Innovations, and Discoveries</i> interdisciplinary unit in order to assess your own learning and to reflect upon your strengths and learning styles. As the unit draws to an end, select samples of your work that illustrate growth. Represent them in an Electronic Portfolio in the form of web pages or multimedia presentations.

