

Personal Binder Reminder

OLE.1

TIME

15 minutes, once or twice a cycle

OVERVIEW

Students organize and maintain their year's Ongoing Learning Experiences (OLEs) 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 with 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.

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*—Experiment with arranging ideas and information in a variety of ways to clarify understanding.
- 3.3.1 *Organize Information*—Organize information and ideas in logical sequences using a variety of strategies [such as clustering, webbing, charting from a model . . .].

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

BLMs

- BLM OLE.1#1: Binder Reminder 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 that can provide 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 to 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 as a whole class 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

- Students update their binders according to daily schedules, expectations for assignments, and due dates.
- 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: Binder Reminder 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 COMMUNITY AND DIVERSITY

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

BLM OLE.1#1: Binder Reminder Learning Centre

Overview

At this learning centre, you will work in a collaborative group to help each other with the organization and upkeep of your Personal OLE Binders.

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.

Suggestions for Collaboration

- 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.

Assessment Criteria

- The Personal OLE Binder content is up to date and the information is easy to access.

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

Overview

At this learning centre, you will work with your group to maintain and organize your Electronic OLE Binders or folders.

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

Tasks

- Review the table of contents and Read-Me file describing the organization of each folder provided by the teacher.
- Update your work, files, and Personal OLE Binder according to the lists of due dates and expectations provided by the teacher.
- Use BLM OLE.1#3: Personal OLE Binder Checklist for monitoring the Electronic OLE Binder. Keep it in the Personal OLE Binder for updates and teacher assessment.

Suggestions for Collaboration

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

Assessment Criteria

- The Electronic OLE Binder content is up to date and complete and the information is easy to access.

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 is 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 are 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 keep your OLE work in your Personal OLE Binder. Use Personal Binder Reminder time to update your binder and to check with your classmates and your teacher about assignments or projects.
OLE.2: Daily Edit	Review and practise basic spelling, punctuation, grammar, and capitalization skills in your daily writing. Participate in Daily Edits. Add words you have misspelled in your writings and new vocabulary to the class Vocabulary Database. 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. Discuss the strategies you use, and record your results using a spreadsheet. Select a Problem of the Week and work in a collaborative group to find a solution to the problem. Record comments about your math and problem-solving experiences in your Math Journal.
OLE.4: Reading Circles	Reading Circles help you to explore and appreciate a variety of texts. Talking with others about your reading helps you to increase your understanding, develop reading skills, and hear others' ideas. Keep notes such as Reading Circle Logs or journal entries throughout the year.
OLE.5: Share the Learning	As you gain knowledge and skills, 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	Work in collaborative groups to become familiar with the roles, responsibilities, and expectations of being an effective group member. You will learn the differences between competition and cooperation. The ground rules set for group work will be used throughout the year.
OLE.7: Speak Ye! Hear Ye!	Develop speaking, listening, and discussion skills as you plan, prepare, and give presentations on different topics. Each student takes a different role at each Speak Ye! Hear Ye! session. You will have a chance to prepare for your roles through group work and learning centres before you participate in Speak Ye! Hear Ye! sessions.
OLE.8: Reflection Journal	Take time to reflect on your learning in general and your learning in the <i>Community and Diversity</i> unit by writing reflections in your Reflection Journal. You will take turns posting your reflections on the class website.
OLE.9: Newspapers	Take part in activities that will help you learn about newspapers. 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>Community and Diversity</i> unit to assess your own learning and to reflect upon your strengths. Choose samples of your work that show how you have improved. Include them in your Electronic Portfolio.

