

Ongoing Learning Experiences (OLEs)

Summary

The 10 Ongoing Learning Experiences (OLEs) in the *Community and Diversity* interdisciplinary unit provide students with opportunities to collaborate, solve problems, and listen, speak, read, write, view, and represent in the context of the Grade 4 curriculum. The OLEs begin at the start of a school year, are ongoing throughout the unit, and continue throughout the year as needed.

The OLEs may take place

- daily (as in OLE.2: Daily Edit and OLE.3: Daily Math and Problem Solving)
- a few times per week (as in OLE.4: Reading Circles and OLE.10: Electronic Collection)
- once or twice a week or cycle (as in OLE.1: Personal Binder Reminder, OLE.5: Share the Learning, and OLE.7: Speak Ye! Hear Ye!)
- at any timeframe suitable to students' needs

Descriptions of the 10 OLEs follow.

| OLE Title | Estimated Time | OLE Overview |
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| OLE.1: Personal Binder Reminder | 15 minutes, once or twice a cycle | <p>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.</p> <p>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.</p> <p>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 <i>Community and Diversity</i> 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.</p> |

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| OLE Title | Estimated Time | OLE Overview |
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| OLE.2: Daily Edit | 10 minutes, daily | <p>Students review and practise basic spelling, punctuation, grammar, and capitalization skills every day in the context of their writing. They submit writing samples that are used for Daily Edits. The teacher identifies writing skills that need improvement and creates mini-lessons to address these needs.</p> <p>Teachers may wish to keep a list of words to reflect content-related vocabulary. Students create a Vocabulary Database for the class, where they record words they have misspelled in their writings and words they needed to look up through content area studies. Students use the Spelling and Grammar Checker and Thesaurus tools of the word processor.</p> |
| OLE.3: Daily Math and Problem Solving | 15 minutes, daily | <p>Students practise daily estimation, mental math, and problem-solving skills without the use of computational aids. Discussion about strategies used in the computational process is an integral part of mental math, and students are encouraged to use the strategies with which they are most comfortable. They keep a record of their results using a spreadsheet.</p> <p>Students select a Problem of the Week from the Internet and work as a collaborative group to find a solution to the problem. They create a similar problem, post it on the class website, and give feedback to persons who write to them with a solution.</p> <p>Students record comments about their estimation, mental-math, and problem-solving experiences in their Math Journals.</p> |
| OLE.4: Reading Circles | 30 minutes, once or twice weekly | <p>Reading Circles provide a structure for students to explore and appreciate a variety of literary and informational texts and to discuss with others the texts they are reading. Talking about their reading ensures that students are actively involved in the construction of meaning as they have opportunities to explore ideas, hear others' interpretations, and develop critical reading skills.</p> <p>Students participate in Reading Circle discussions using literary texts or teacher-selected texts relating to the current unit of study. Throughout the school year, students continue to participate in Reading Circle discussions of various formats. They also keep notes, such as Reading Circle Response Logs or journal entries, or give oral presentations about their texts.</p> |

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| OLE Title | Estimated Time | OLE Overview |
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| OLE.5: Share the Learning | 30 minutes, once a cycle, or as required | <p>As students acquire knowledge and skills in curriculum-based learning experiences, Ongoing Learning Experiences (OLEs), or Information and Communication Technologies (ICT) Learning Experiences, they share their learning with their classmates, teachers, and/or parents once a week, or more often as appropriate. The sharing process</p> <ul style="list-style-type: none"> • aims to motivate and excite students as they share their unique learning discoveries • provides an opportunity for teachers to identify students who can become mentors to other students • allows students to practise oral-presentation skills in an informal setting <p>Share the Learning sessions may be student initiated or teacher directed. They may occur at a set time or at unique teachable moments throughout the day or week. Students keep a Share the Learning Journal and participate in a Share the Learning Centre. The journal helps students reflect on and recognize the progress of their learning (metacognition).</p> <p>Note: Share the Learning experiences may be used for diverse purposes, such as sharing newly acquired ICT tips and skills or sharing learning discoveries with key pals using email (see ICT.3: Riddle This). Learning may also be shared during weekly Speak Ye! Hear Ye! sessions (see OLE.7: Speak Ye! Hear Ye!).</p> |
| OLE.6: Collaborative Learning | 10 minutes, daily | <p>Students experience collaborative group work and become familiar with the roles, responsibilities, and expectations of productive group members. They learn to identify differences between competition and cooperation. Students participate in setting ground rules for group work, which are used in collaborative learning situations throughout the year.</p> <p>Working collaboratively to solve problems is an important life skill for students to experience and master. The process of learning and working collaboratively improves the acquisition and retention of both content knowledge and skills. By mastering collaborative learning strategies, students learn how to work both independently and as part of a team. It is understood that collaborative learning strategies are not suited to every learning situation students encounter in the classroom and that teachers sometimes need to set the groundwork of a learning experience or unit using other instructional strategies such as explaining, modelling, and demonstrating.</p> |

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| OLE Title | Estimated Time | OLE Overview |
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| OLE.7: Speak Ye! Hear Ye! | 50 minutes, once a cycle | Students develop speaking, listening, and discussion skills using various narrative and expository genres as they plan, prepare, and give a presentation on a given topic related to the current unit of study. Each student is involved in and assumes a different role at each Speak Ye! Hear Ye! session. Students plan the agenda and prepare for their roles through collaborative group work and learning centres, and then participate in the Speak Ye! Hear Ye! sessions. |
| OLE.8: Reflection Journal | 20 minutes, every other day | Students take time to reflect on their learning in general, and in the <i>Community and Diversity</i> interdisciplinary unit in particular, by writing in their Reflection Journals. On a rotating basis, students are appointed to write and post reflections on the class website. Note: Start this OLE.8: Reflection Journal early in the school year, as the reflection or metacognition process is an essential part of learning. |
| OLE.9: Newspapers | 50 minutes, weekly | Students learn about newspapers and their contents through learning activities designed to familiarize them with this medium. They discover what is newsworthy, how a newspaper is organized, and how they can benefit from reading newspapers. |
| OLE.10: Electronic Collection | 10 minutes, daily | An Electronic Collection is a file-management system for collecting samples of electronic and/or scanned work for the purpose of content assessment (e.g., to represent work accomplished in a given project, to display work in an Electronic Portfolio, to save work samples reflecting learning from a semester or year for future reference). Students create and maintain an Electronic Collection of their work in the <i>Community and Diversity</i> interdisciplinary unit to assess their own learning and to reflect upon their strengths and learning styles. As the unit draws to an end, students may select samples of their work that illustrate growth and they may represent them in an Electronic Portfolio, in the form of web pages or in multimedia presentations. Note: Keeping an Electronic Collection is an ongoing file-management process that can last the whole year. Creating an Electronic Portfolio occurs as an end process when students select electronic works completed in a given time period and organize and represent them in a form that features their accomplishments over that time. |