

BLACK LINE MASTERS

Online Learning Experiences

BLMs in Ongoing Learning Experiences (OLEs)

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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: Collaborativ e 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.

BLM OLE.3#1: Problem-Solving Learning Centre

Overview

At this learning centre, you will work together with your group to solve the selected math problem.

Resources

- math problem solving website
- BLM OLE.3#2: Problem-of-the-Week Chart

Tasks

- Check the class website for the problems to solve.
- Discuss the selected problem with group members and record the solution.
- Use BLM OLE.3#2: Problem-of-the-Week Chart to record the group's answer and describe how the group solved the problem.

Suggestions for Collaboration

- Group members decide who works at the keyboard and who records the problem and solution. Ensure that all members take turns with each role.

What to Do with the Results of This Learning Centre

- **File** the BLM OLE.3#2: Problem-of-the-Week Chart in the Personal OLE Binder.

Assessment Criteria

- Group members stay on task and work together.
- The problem is completed correctly, and a description of the strategies used to solve the problem is provided.

BLM OLE.3#2: Problem-of-the-Week Chart

Name _____ Date _____

Group Members _____

Summary of the Problem	
Group's Answer	
Computational Strategies Used to Solve the Problem	Correct Answer (If Different from the Above)

BLM OLE.4#1: Reading Circle Learning Centre

Overview

At this learning centre, you will access websites where reviews of texts are posted, and you will write and post your own book reviews.

Resources

- Internet
- BLM OLE.4#11: Group Work Assessment

Tasks

- Access a website, already bookmarked, for reviews of texts.
- Work with your group to identify the characteristics of a good book review.
- In your collaborative group, write a book review for the book you have read in your Reading Circle.
- The recorder of your group writes up the information and posts it on a book review website or on the book review page of the school website.

Suggestion(s) for Collaboration

- Each member of the group should be a recorder at one time or another.

What to Do with the Results of This Learning Centre

- Add your book review to the appropriate website.
- Publicize the school website and the student book review page on the website in the school newsletter.

Assessment Criteria

- Use BLM OLE.4#11: Group Work Assessment to rate your group work.
- The group's book review is included on a website.

BLM OLE.4#2: Guess the Role

Name _____ Date _____

In the column on the right, record the name of the student playing the role described in the middle column.

Role	Description	Student
Discussion Director	With the help of the teacher, develop a list of questions to help the group discuss the selected reading. Help the group talk about the big ideas in the reading and share their reactions without worrying about small details. Usually the best discussion questions come from personal thoughts, feelings, and concerns related to the reading. These can be noted during the reading or as a reflection after the reading.	
Summarizer	Prepare and present a brief summary of the day's reading in a short (one or two minute) statement. Be sure to cover the key points and/or the main highlights or ideas of the reading. If there are several main ideas or events to remember, number the key points.	
Literary Luminary (For Fictional Text)	Find a few special sections of the text that the group might like to hear read aloud. The idea is to help the group remember some sections of the reading that are interesting, powerful, funny, puzzling, important, and so on. Decide which passages are worth hearing, and then jot plans for how they should be shared. Read passages aloud, ask someone else to read them, or have the group read them silently. Discuss that section with the group.	
Information Interpreter (For Informational Text)	Find a few sections of the reading that <ul style="list-style-type: none"> • are especially relevant to the topic • explain the subject very concisely and clearly • shed new light on the issue • communicate information previously unavailable • are controversial or thought provoking 	
Connector	Find connections between the reading and the real world. This means connecting the reading to <ul style="list-style-type: none"> • personal life • happenings at school or in the community • similar events at other times and places • other people or situations Possible connections may also be found between this reading and other writings on the same topic, or by the same author.	
Vocabulary Enricher	Be on the lookout for important words in the day's reading or for words that are puzzling or unfamiliar. While reading, jot down the words, and add their definition later. Point out to the group familiar words that stand out in the reading, such as words that are repeated often, that are used in an unusual way, or that are key to the meaning of the text.	
Illustrator	Draw an illustration of something specifically discussed in the reading or related to it, or of a feeling experienced from the reading. It can be a sketch, cartoon, comic, diagram, flow chart, or stick-figure scene, and may be labelled. Show the illustration to the others in the group without commenting on it. One at a time, group members speculate on the meaning of the illustration and connect it to their own ideas about the reading. After everyone has expressed his or her opinion, explain the drawing, describing how it came about or what it represents.	
Recorder	Take notes of what all group members say during a discussion of the text. Use notes to write a review of the text, including an opinion of why other students might want to read it. Post the review on a suitable website or on the class website.	

BLM OLE.4#3: Reading Circle Discussion Notes

Name _____ Date _____

Reading Circle Selection		
Title	Author	
Summary of Text	Read-Aloud Section	
	Page Numbers	
	Reason for Choice	
Discussion Questions and Notes		
New Vocabulary	Connections (To real world or to <i>Community and Diversity</i> unit)	Illustration

BLM OLE.4#5: Suggested Writing Topics for Reading Circle Response Log (Fiction)

Choose one or more of the following ideas and questions to assist you in responding to texts, using BLM OLE.4#6: Reading Circle Response Log.

1. What predictions can be made about the story using the cover of the book, the table of contents, and the illustrations?
2. Who wrote this story? When was it written? What purpose did the author have in writing this story?
3. Describe the setting of the story using words and pictures.
4. Describe the main character using words and pictures. Write a paragraph to compare this character to yourself.
5. What is the story about? What is the story's main conflict? Predict how it may be resolved.
6. What do you like about the story? Give the author suggestions for improvements.
7. Make a comic strip showing the main events in the story.
8. Write a different ending to the story.
9. Is this a feel happy, feel sad, feel angry, or feel . . . kind of story? Explain.
10. Choose a passage that appeals to as many senses as possible. Prepare to read this passage aloud in your Reading Circle group.
11. Think about this week's reading selection. Which events or people are most vivid? Make a sketch illustrating a vivid event or person.
12. Choose a character. List at least 10 adjectives that describe that person. Give a reason for the choice of adjectives.
13. A cinquain poem has five lines and a definite pattern, but it does not rhyme. Here is an example:
 - Line 1: 1 word Michael
 - Line 2: 2 words Gentle giant
 - Line 3: 3 words Helping many people
 - Line 4: 4 words His courage is unique
 - Line 5: 1 word Policeman
14. Select a character from the text. Write a cinquain poem about this character. Share it in your Reading Circle group.
15. Make a list of 10 new words you learned from the story. Beside each word, write a synonym and a sentence using the word correctly.
16. Write a friendly letter (minimum of 100 words) to the author of the story, giving personal ideas and opinions about the story. Put the letter in an envelope and send it to the publisher.
17. Make a travel brochure to advertise the setting of the story.
18. Does this story resemble real life? Explain in personal terms.
19. Write a reading response for the section of the story just completed. The response should consist of three paragraphs:
 - The first paragraph is a summary.
 - The second paragraph is a prediction of what will happen next.
 - The third paragraph is a comment about an issue or problem that is happening in the story.

BLM OLE.4#6: Reading Circle Response Log*

Name _____ Date _____

Title _____ Pages Read This Session _____

As Retold By _____

Sample Signal Words	Select one of the writing topics from BLM OLE.4#5: Suggested Writing Topics for Reading Circle Response Log (Fiction) Write your response below. Use at least three of the sample signal words on the left.
once one first then but when so after next soon as soon as afterwards later also suddenly however after that meanwhile at last finally	

* Source: Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-75.

**BLM OLE.4#7: Rubric for Peer/Group Assessment and Self-Assessment
of Reading Circle Discussion**

Name _____ Date _____

Author _____

Text _____ Pages Discussed _____

Rating Scale 4 = _____ 3 = _____ 2 = _____ 1 = _____

Name(s):	Rating				Total
	4	3	2	1	
The student					
• is prepared					
• listens to others					
• contributes ideas					
• respects others					
• stays on topic					
• encourages others to share					
Comments					

BLM OLE.4#8: Retelling*

Name _____ Date _____

Title _____ Author _____

As Retold By _____

Sample Signal Words	Retelling
once one first then but when so after next soon as soon as afterwards later also suddenly however after that meanwhile at last finally	

* Source: Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-75.

BLM OLE.4#9: Student Self-Assessment for Responding to Literature*

Name _____ Date _____

Title Discussed _____ Author _____

Use the rating scale below to describe your experience in your Literature Study group. Write any comments that will help clarify your rating.

Rating Scale High _____ Low
 5 4 3 2 1

Response to Literature	Rating					Comments
	5	4	3	2	1	
• I was willing to express my interpretations of the literature.						
• I listened to and respected the comments and questions of others.						
• I used the comments of others to extend my understanding of the literature.						
• I asked questions and reviewed the selection to try to understand it better.						
• I cooperated with my peers to prepare a group interpretation of the selection.						
• I enjoyed the experience of responding with the group.						

* Source: Saskatchewan Education. *English Language Arts: A Curriculum Guide for the Elementary Level*. Regina, SK: Saskatchewan Education, 1992.162. Adapted with permission.

Reference

Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-88.

BLM OLE.4#10: Reading Strategies Self-Check*

Name _____ Date _____

Check the strategies you use to help you read.

Before I begin to read, I . . .	<input type="checkbox"/> read the title <input type="checkbox"/> read the back cover <input type="checkbox"/> look at the pictures <input type="checkbox"/> predict what the book will be about <input type="checkbox"/> check to see if it is too easy <input type="checkbox"/> check to see if it is too hard <input type="checkbox"/> ask friends if they have read it Some other things I do before I read a book are <input type="checkbox"/> _____
When I get stuck on a word, I . . .	<input type="checkbox"/> skip it and read on <input type="checkbox"/> reread <input type="checkbox"/> use another word that makes sense <input type="checkbox"/> try to sound it out <input type="checkbox"/> look it up in a dictionary and/or ask someone <input type="checkbox"/> reread Some other things I do when I get stuck on a word are <input type="checkbox"/> _____
When I do not understand, I . . .	<input type="checkbox"/> look back at what I have already read <input type="checkbox"/> reread <input type="checkbox"/> use what I already know about the story <input type="checkbox"/> look at the pictures <input type="checkbox"/> ask for help Some other things I do when I do not understand are <input type="checkbox"/> _____
After I finish a book, I . . . <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

* Source: *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-16.

BLM OLE.4#11: Group Work Assessment*

Name _____ Date _____

Group Members _____

Think about how your group performed. Read each of the following points and rate your cooperative group work by marking or colouring in the appropriate box.

Cooperative Group Work	Rating			
	Always	Sometimes	Rarely	Never
We listened to each other's opinions and ideas.				
We contributed our ideas and opinions.				
We discussed our viewpoints and feelings.				
We paraphrased each other's viewpoints and feelings.				
We disagreed politely.				
We were able to reach consensus.				
We used our time effectively.				

What did you or members of your group do to create group harmony?

- _____
- _____
- _____
- _____
- _____

* Source: *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-37.

BLM OLE.5#1: Share the Learning Centre

Overview

At this learning centre, you will email your peers, parents, teachers, Elders, or key pals to share your learning.

Resources

- BLM OLE.5#2: Share the Learning Journal
- email

Tasks

- Think about a learning discovery (a piece of information or a newly developed skill) that you would like to write about and to share with someone.
- Share and discuss your ideas in your collaborative group. Make any changes to your plan that you think are necessary.
- Write a letter sharing your new learning. Edit your letter, and have a partner from your group edit it as well.
- Email your letter to your identified person.

Suggestion(s) for Collaboration

- Set up a group schedule and a timeframe to access the computer to send the email.

What to Do with the Results of This Learning Centre

- File email replies in the Personal OLE Binder or the Electronic OLE Binder along with the Share the Learning Journal entry that prompted it.

Assessment Criteria

- Letters reflect use of proper formatting and writing conventions.
- Letters include your assessment of your skills, understanding, and participation in group work, as well as questions you may still have.

BLM OLE.5#2: Share the Learning Journal

Name _____ Week of _____

Write down the most extraordinary thing or the best tip or skill you learned each day for five days. Select one learning discovery from the five you recorded and make notes to prepare for a Share the Learning presentation.

Date	Topic	Notes
		Question
		Question
		Question
		Question
		Question
Notes on what to present this week, and why.		

BLM OLE.5#3: Oral Presentation Checklist

Name _____ Date _____

Use this checklist to decide whether you are ready to share your presentation with the class or whether some points need your attention. When you have attended to the Needs Attention column, tell your teacher you are ready to give your oral presentation.

Presentation Components	Ready	Needs Attention
Content		
• Is my presentation organized?		
• Does it have a beginning, a middle, and an end?		
• Have I read the presentation to ensure that		
— all content is relevant to the topic?		
— no further editing is needed?		
• Have I made sure that the vocabulary is		
— specific to the topic?		
— used appropriately?		
• Have I planned something special to make my presentation creative and unique?		
• Have I prepared visuals (e.g., poster, photographs) that		
— enhance my presentation?		
— show what they are supposed to show?		
Delivery		
• Do I need		
— cue cards?		
— a pointer?		
— handouts?		
• Have I read my presentation, and reminded myself to		
— speak clearly and enunciate well?		
— use interesting tones of voice?		
— speak at a normal speed?		
— pause at appropriate places?		
— speak loud enough so all can hear?		
— be enthusiastic, show interest, and smile?		
— look at audience members?		

**BLM OLE.5#4: A Viewer's Discussion Guide
for Narrative and Informational Films/Videos***

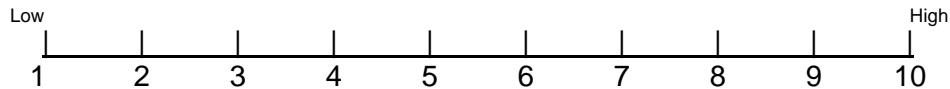
Name _____ Date _____

A Viewer's Discussion Guide for Narrative Films/Videos

The following general questions are suggested as a guide for discussing a film or video. The questions may be adapted to use with specific material.

Title _____

1. Who was (were) the main character(s) in the film/video?
2. When did the story happen?
3. Where did it take place?
4. What was the problem or goal?
5. How was the problem solved or the goal reached?
6. What was your favourite part? Why?
7. Would you recommend this film/video to others? Why? Why not?
8. How would you rate this film/video? Circle one number below.



_____ Date

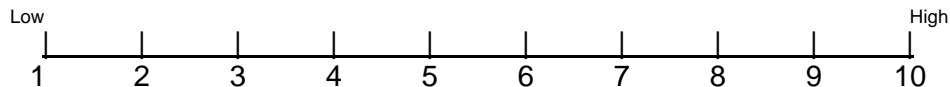
_____ Parent's/Guardian's Signature

A Viewer's Discussion Guide for Informational Films/Videos

The following general questions are suggested as a guide for discussing a film or video. The questions may be adapted to use with specific material.

Title _____

1. What did you already know about the topic before you viewed the film/video selection?
2. What three interesting facts did you learn?
3. What was the most interesting fact? Why was it most interesting?
4. What would you still like to learn about the topic?
5. Would you recommend this film/video to others? Why? Why not?
6. How would you rate this film/video? Circle one number below.



_____ Date

_____ Parent's/Guardian's Signature

* Source: Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-73.

BLM OLE.6#1: Group Work Self-Reflection Log

Name _____ Date _____

Group Members _____

Rate your group participation using the following rating scale.

Group-Participation Criteria	3 Always	2 Sometimes	1 Rarely
• I shared my ideas and answers with my group.			
• I asked questions when I did not understand something.			
• I helped people to understand when they had problems.			
• I tried to make people feel good in the group.			
• I stayed on the assigned task.			
• I tried to find out why I did not agree with someone else.			

Write brief comments about yourself as a group member.

In my group, I am good at . . .
Next time I will try to be better at . . .
I feel my group was . . . (Use one word to describe your group.)

BLM OLE.6#2: Collaborative Group Work Reflection Log

Recorder _____ Date _____

Group Members _____

Think about how your group performed. Read each of the following points and rate your collaborative group work using the rating scale provided.

Collaborative Group Work	3 Always	2 Sometimes	1 Rarely
• We listened to each other's opinions and ideas.			
• We gave appropriate time to allow others to think before they answered.			
• We contributed our own ideas and opinions.			
• We disagreed politely.			
• We were able to reach consensus.			
• We performed our roles in the group.			
• We completed the assigned task within the given amount of time.			
• We used our time effectively.			

Write a comment about how you or members of your group achieved group harmony.

What do you think your group needs to do to improve group harmony and your ability to complete the assigned task?

BLM OLE.6#4: Set Your Goal*



Group Members _____

Date _____

Our group goal is to:

Steps we need to take to reach our goal:

-
-
-
-

What help do we need to reach our goal? (Who or what?)

-
-
-
-

We will try to reach our goal by the following date:

Did we make it?

Yes

No

If not, why not?

Try again!

* Source: Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-33.

**BLM OLE.6#5: We Reached Our Goal!
Let's Review***



Group Members _____ Date _____

Our group goal was to:

The steps we took to reach our goal were:

-
-
-
-

When we achieved our goal, we felt:

-
-
-
-

We found this out about our group:

-
-
-
-

Signature of each group member:

* Source: Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-34.

BLM OLE.7#1: Speech Delivery Assessment Form

Name of Student _____ Name of Evaluator _____

Topic of Speech _____ Date _____

Item	Rating Scale			Total
	3	2	1	
Enunciation	<ul style="list-style-type: none"> All words are spoken clearly. 	<ul style="list-style-type: none"> Most words are spoken clearly. 	<ul style="list-style-type: none"> Many words are not spoken clearly. 	
Voice	<ul style="list-style-type: none"> Uses effective modulation. 	<ul style="list-style-type: none"> Uses satisfactory modulation. 	<ul style="list-style-type: none"> Uses minimal modulation. 	
Rate of Speech	<ul style="list-style-type: none"> Rate of speech is well paced. 	<ul style="list-style-type: none"> Rate of speech is, at times, too fast. 	<ul style="list-style-type: none"> Rate of speech is too fast or too slow. 	
Volume of Speech	<ul style="list-style-type: none"> Volume is loud enough to be heard easily. 	<ul style="list-style-type: none"> Volume is inconsistent. 	<ul style="list-style-type: none"> Volume is too low. 	
Enthusiasm	<ul style="list-style-type: none"> Displays enthusiasm for the topic. 	<ul style="list-style-type: none"> Displays interest in the topic. 	<ul style="list-style-type: none"> Exhibits minimal interest in the topic. 	
Eye Contact (Consider cultural appropriateness.)	<ul style="list-style-type: none"> Makes effective eye contact. 	<ul style="list-style-type: none"> Makes some eye contact. 	<ul style="list-style-type: none"> Makes no eye contact. 	
Grand Total				

BLM OLE.7#2: Self-Assessment of Active Listening

Name _____ Date _____

Active Listening Behaviours	Yes	No
• I listened attentively.		
• I looked at the speaker all the time.		
• I showed interest by smiling or nodding.		
• I asked an appropriate question at question time.		
• I offered an appropriate comment.		
• I thought about the presentation and tried to understand it.		
• I took notes on what I did not understand.		
What I do not understand . . .		
Teacher Comments		

BLM OLE.7#3: You Are the Pollster

Decide on a survey question. Word your question clearly so that no further explanation is required once it is asked. A survey that simply asks for a favourite . . . is not suitable.

1. Survey Question

a. I chose this question because _____

b. I predict that the results of the survey will show that _____

because _____

2. Data Collection

Number of People Interviewed	Gender		Age Range	Grade Range
	Number of Females	Number of Males		

Explain how the terms “total population” and “sample population” are part of your survey.

3. Data Organization

Decide how you will organize and record the survey data. Will you tally the results, record data in a chart, or use some other organizer? Explain.

Continued

You Are the Pollster (*Continued*)

4. Graph

- a. Decide what type of graph (e.g., pictograph or bar graph created by hand or by computer) would best represent the data.

Type of graph _____

Created by _____

- b. What is one disadvantage of the chosen method of representation?

5. Interpretations, Inferences, and Conclusions

- a. If the collected data is numerical, discuss

- the smallest and largest values _____
- the middle number _____
- the most frequent numbers _____
- any other patterns observed _____

- b. Was the data reasonable? Explain. _____

- c. Compare the results to the predictions. _____

- d. Make inferences about the results, draw a conclusion, and state an opinion on the final results.

At the Speak Ye! Hear Ye! session, be prepared to explain how the survey was conducted, display the graph, and explain the conclusion.

BLM OLE.7#4: Book Talk

Share a little about the selected book with the class. Make an exciting speech, attempting to convince classmates to rush out and read the book. Show the book during the book talk.

Suggested Format

1. The title of the book is _____

2. It was written by _____

3. The story takes place in _____

4. The main character in the book is _____

5. The book is a (mystery, fantasy, comedy, suspense, etc.) _____

6. I found the book (easy, medium, hard) to read. _____

7. Here is a paragraph from the book that is (interesting, my favourite, sad, etc.) _____

Pages: _____ (Record the page numbers and flag the page with a self-stick note.)

Read the paragraph to the class aloud.

8. I thought this book was very (funny, suspenseful, exciting, enjoyable, etc.) _____

9. Something interesting that occurred in the book was _____

10. Another thing that I really liked about this book was _____

BLM OLE.7#5: Secretary's Report Form

Name of Secretary _____ Date _____

Time Begun _____ Time Ended _____ Total Time _____

Review of Previous Minutes

- _____ chairperson, opened the meeting.
- _____ the previous secretary, read the minutes of the last meeting and adopted them as read.

Choose one of the following:

There were no corrections or omissions.

The following was added/corrected: _____

- _____ moved that the minutes be adopted as read/corrected.
- _____ seconded the motion. The motion was carried defeated

Agenda Items

- _____ shared an interesting animal fact about _____
- _____ introduced the speaker.
- _____ gave the keynote speech on the topic _____
- _____ assessed the speech.
- _____ told us about an interesting Internet site called _____
where you can get information on _____
- _____ gave a news report that included (check appropriate)
 - school news community news city news
 - provincial news national news world news

Continued

Secretary's Report Form (Continued)

- _____ talked about (career) _____
after interviewing _____ by telephone.
One interesting fact we learned was _____

- _____ demonstrated _____

- _____ presented a commercial break, advertising _____

- _____ gave an impromptu speech on _____

- _____ told us about this environment tip _____

- _____ conducted a survey about _____

- _____ gave a biography of _____

- _____ spoke about an interesting book entitled _____
It sounded _____

- _____ reviewed the movie entitled _____
It sounded _____

- _____ presented poetry entitled _____
It was _____

- _____ entertained us with jokes.

- _____ shared a story.

Adjournment

- _____ chairperson, asked to adjourn the meeting.

- _____ moved for adjournment, and _____ seconded the motion.

The meeting was declared adjourned by chairperson _____

Time of adjournment _____

Date of next meeting _____

BLM OLE.7#6: Chairperson's Agenda

Name of Chairperson _____ Date _____

Call to Order

I call this meeting to order. The time is _____

Review of Previous Minutes

I would like to ask the previous secretary, _____, to read the minutes from the last meeting.

Are there any errors or omissions?

Would someone move the minutes be adopted as read/corrected? Is there a seconder?

All in favour raise their right hand. Carried.

Agenda Items

I now call on _____ (Call the speakers in the order they are listed on the agenda.)

- Interesting Animal Fact _____
- Keynote Speaker Introducer _____
- Keynote Speaker _____
- Keynote Speech Evaluator _____
- Internet Site Reviewer _____
- News Reporter _____
- Interviewer _____
- Demonstrator _____
- Advertiser _____
- Impromptu Speaker _____
- Environment Tipster _____
- Pollster _____
- Biographer _____
- Book Talker _____
- Movie Critic _____
- Poetry Reader _____
- Joker _____
- Storyteller _____

Adjournment

This concludes our meeting.

Would someone move the meeting be adjourned? Is there a seconder?

I declare this meeting adjourned.

The date of our next meeting is _____

BLM OLE.8#1: Reflection Journal Learning Centre

Overview

At this learning centre, you will make a Reflection Journal entry, using word-processing software.

Resources

- email
- word-processing software

Tasks

- Review your thoughts, learning, and questions to prepare for your group's discussion.
- Share and discuss your ideas and questions with your collaborative group. Work together to answer questions.
- Write in your Reflection Journal using word-processing software.
- Name the file (first name, last initial, and date) and save it in your Reflection Journal folder.

Suggestion(s) for Collaboration

- Decide how to rotate at the learning centre, and share the time appropriately.

What to Do with the Results of This Learning Centre

- Email your journal entry to your teacher for editing. Make the necessary changes.
- Post your Reflection Journal entry in your Electronic Collection or on the class website.

Assessment Criteria

- The Reflection Journal entry is completed and posted in the Electronic Collection or on the class website.

BLM OLE.8#2: What Have I Learned?

Fill out this self-reflection BLM, keep it updated with new learning, and insert it in the appropriate section of the Personal OLE Binder. When you are ready, write appropriate uses of the chosen information and communication technology (ICT) skill in the last box below.

Name _____ Date _____

ICT skill I am reflecting upon _____

Skill	I think I'm good at . . .	I think I need some help with . . .
<i>Example:</i> Saving a file	Giving a file a meaningful name	Saving a file in the right folder

I think the following ways are good uses of (insert name of ICT skill): _____

BLM OLE.8#3: Metacognitive Reflection*

Name _____ Date _____

Activity _____

Please think about the work that you completed, and then finish the following sentence frames.

1. I am proud of _____

2. I would like to learn more about _____

3. I wish I had _____

4. Next time I will _____

5. I am puzzled about _____

6. I was interested to learn _____

7. My biggest challenge was _____

8. When I did not understand what I was reading, I _____

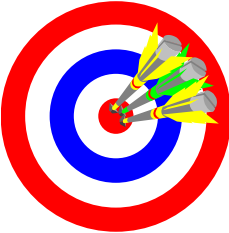
9. When I had difficulty writing my ideas, I _____

10. The most interesting or surprising thing that I learned was _____

* Source: *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-92.

BLM OLE.8#4: Goal Setting*

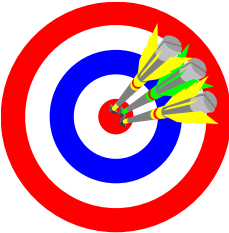
Name _____ Date _____

	My goal is to _____

	So I plan to _____

Signatures _____
Student _____ Parent/Guardian _____
Teacher _____ Date of Next Goal-Progress Check _____

Name _____ Date _____

	My goal is to _____

	So I plan to _____

Signatures _____
Student _____ Parent/Guardian _____
Teacher _____ Date of Next Goal-Progress Check _____

* Source: Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-93.

BLM OLE.9#2: Newspaper Learning Centre

Overview

At this learning centre, you will write a paragraph for the class newspaper.

Resources

- word-processing software
- BLM OLE.9#3: 5Ws + H Chart

Tasks

- Use BLM OLE.9#3: 5Ws + H Chart to record notes from interviews.
- Using the notes on your chart, write a one-paragraph article for the class newspaper.
- In a peer conference, have a partner comment on your paragraph. Discuss editing suggestions. Make the necessary changes.

Suggestion(s) for Collaboration

- Decide how to rotate pairs for writing and editing at the computer.

What to Do with the Results of This Learning Centre

- Email your paragraph to your teacher to be included in the class newspaper.

Assessment Criteria

- The one-paragraph article is completed, edited, and submitted to your teacher.

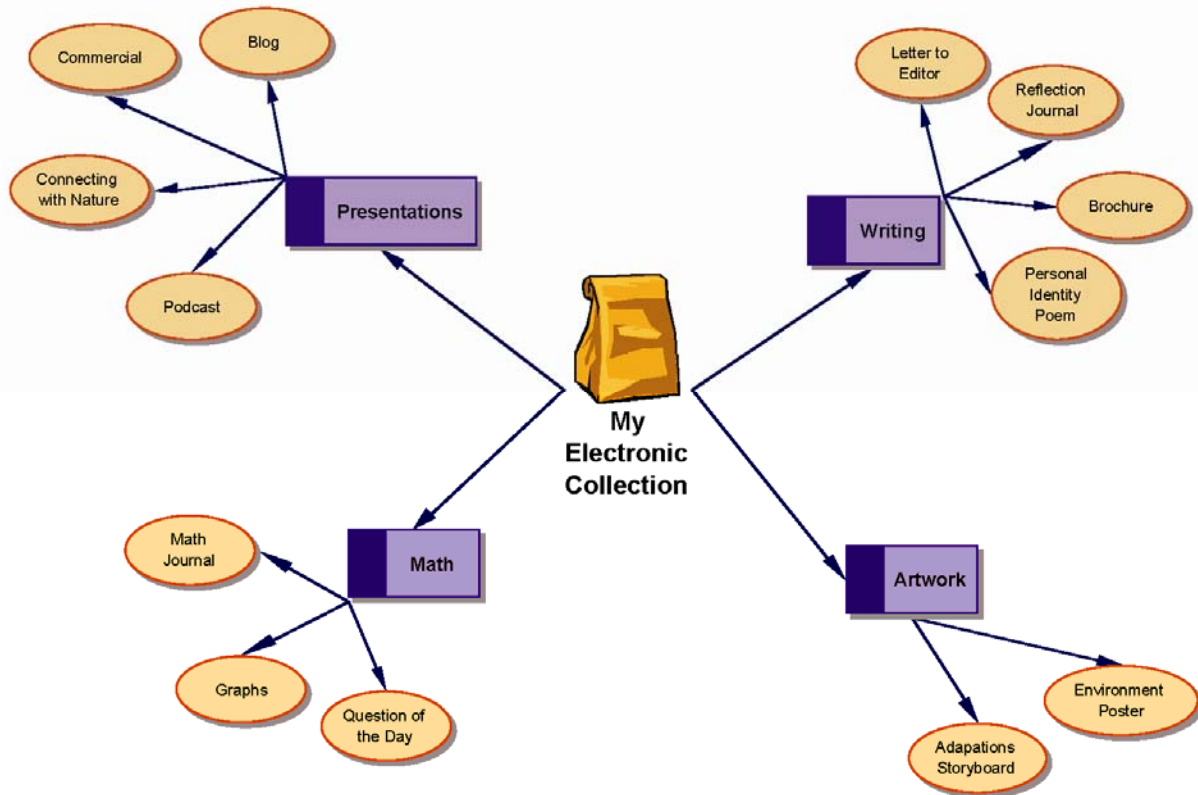
BLM OLE.9#3: 5Ws + H Chart*

Name _____ Date _____

When?	Who?	What?	How?	Where?	Why?
<i>Example:</i> Last night, Wednesday	Mrs. Jones and her son	Mrs. Jones tripped on the step Her son helped her	Her heel fell in the crack He caught her as she was falling	At her home on the front steps	Because the step was broken

* Source: *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-67.

BLM OLE.10#1a: Sample Concept Map—Web

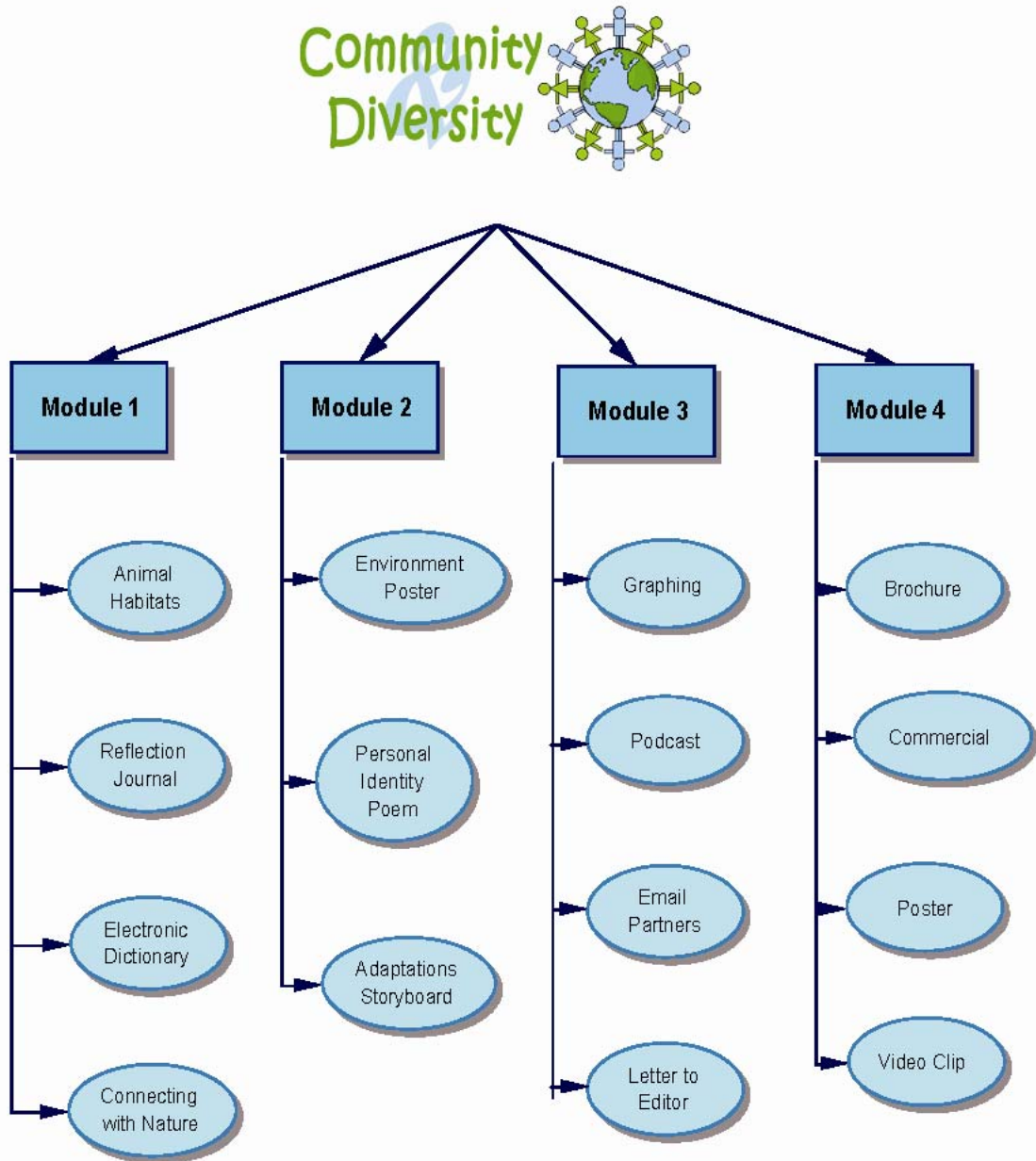


Example of a “Web” Arrangement Made with Concept-Mapping Software

The use of different symbols, colours, and shapes to represent each category and subcategory helps students visualize the relationship between the categories and subcategories and their order of importance.

See BLM OLE.10#2: Sample Outline Based on Concept Map—Web for the corresponding outline.

BLM OLE.10#1b: Sample Concept Map—Top-Down Tree



Example of a “Top-Down Tree” Arrangement Made with Concept-Mapping Software

The use of different symbols, colours, and shapes to represent each category and subcategory, combined with the top-down display, helps students visualize the relationships of categories and subcategories and the order of importance (from main category at the top to subcategories further down).

BLM OLE.10#2: Sample Outline Based on Concept Map—Web

My Electronic Collection

Writing

Letter to Editor

Reflection Journal

Brochure

Personal Identity Poem

Artwork

Environment Poster

Adaptations Storyboard

Mathematics

Question of the Day

Math Journal

Graphs

Presentations

Blog

Commercial

Connecting with Nature

Podcast

BLM OLE.10#3: Electronic Collection Learning Centre

Overview

At this learning centre you will work in collaborative groups to help each other update and enhance your Electronic Collection, and create an Electronic Portfolio of samples from your Electronic Collection.

Resources

- BLM OLE.10#4: Electronic Collection Checklist
- BLM OLE.10#5: Creating an Electronic Portfolio
- BLM OLE.10#6: Electronic Portfolio Checklist

Tasks

- Use your most recent printed concept map (from your Personal OLE Binder), to which you have been adding updates, to update your electronic concept map.
- Print this newly updated concept map and insert in your Personal OLE Binder.
- Ensure that all your files can be located in the folders that match the categories on your concept map.

Suggestions for Collaboration

- Divide the learning centre time into sections that enable all members of your group to receive time to update and enhance their Electronic Collection.
- Call on the expertise and feedback of each group member while organizing and enhancing your Electronic Collection.

What to Do with the Results of This Learning Centre

- Keep a record of your questions so that your teacher may address them in a class discussion.
- Keep BLM OLE.10#4: Electronic Collection Checklist in your Personal OLE Binder for future reference and teacher assessment.
- Start creating your Electronic Portfolio when your teacher instructs you to do so, based on the content and structure of your Electronic Collection.

Assessment Criteria

- The Electronic Collection is up to date, organized, and easily accessed.

BLM OLE.10#4: Electronic Collection Checklist

Name _____ Date _____

Title Page

The title page of your Electronic Collection should include

- the title of the Electronic Collection
- your name
- school year
- your teacher's name

Index

The index page should include

- the title (same as on title page)
- a paragraph explaining how the index works
- an alphabetical list of content, including a short description of each file
- a background
- date created and date last updated

Table of Contents

The table of contents should include

- the title (same as on title page)
- a paragraph explaining the purpose of the Electronic Collection
- a background
- date created and date last updated

Collection of Work Samples

The collection of work should include at least one sample from each of the following:

- writing
- reading report
- artwork
- mathematics or problem solving
- journal entry
- project

Each sample includes

- a title
- date created

Item	Date Created	Update	Update	Update	Update	Update	Update	Update	Update
Title Page									
Table of Contents									
Index									
Collection of Work Samples									
Teacher Comments									

Remember to record the date of each update. File this checklist in your Personal OLE Binder.

BLM OLE.10#5: Creating an Electronic Portfolio

Overview

You may create an Electronic Portfolio of samples of school work and projects you did throughout a unit, a semester, a year, or any other time frame. Regardless of whether you represent the Electronic Portfolio as a multimedia presentation or as web pages (see ICT.7: Make Your Point), it will include the following five basic components:

- **Title Page:** Choose a title that reflects the content or focus of the Electronic Portfolio.
- **Table of Contents:** Create a contents list based on the outline obtained from the concept map created to organize all the files included in the Electronic Portfolio.
- **Site Map:** Create a site map based on the concept map created to organize all the files included in the Electronic Portfolio.
- **Index:** Prepare an alphabetical list of files or keywords for subjects addressed within the Electronic Portfolio.
- **Collection of Work Samples:** Select representative work samples, including writing, artwork, mathematics, journal entries, and projects, in a variety of formats such as electronic, audio, or video.

Electronic Portfolio Contents	
Title Page	Include <ul style="list-style-type: none"> <input type="checkbox"/> an appropriate title reflecting the content of the Electronic Portfolio <input type="checkbox"/> your name <input type="checkbox"/> school year <input type="checkbox"/> your teacher's name
Table of Contents	<ul style="list-style-type: none"> <input type="checkbox"/> the title <input type="checkbox"/> hyperlinks to sample files, including a short description of each file <input type="checkbox"/> navigational tools at the bottom of the page allowing the user to access the home page, the site map, or the index <input type="checkbox"/> date completed
Site Map	<ul style="list-style-type: none"> <input type="checkbox"/> the title <input type="checkbox"/> a paragraph explaining how to use the site map <input type="checkbox"/> hyperlinks to sample files <input type="checkbox"/> navigational tools on the page allowing the user to access the home page, the table of contents, or the index <input type="checkbox"/> date completed
Index	<ul style="list-style-type: none"> <input type="checkbox"/> the title <input type="checkbox"/> a paragraph explaining how the index works <input type="checkbox"/> content listed in alphabetical order <input type="checkbox"/> hyperlinks to sample files <input type="checkbox"/> navigational tools on the page allowing the user to access the home page, the table of contents, or the site map <input type="checkbox"/> date completed
Collection of Work Samples	<ul style="list-style-type: none"> <input type="checkbox"/> a title for each sample (most samples already have a title and do not need another) <input type="checkbox"/> navigational tools on the page allowing the user to access the home page, the table of contents, the site map, or the index <input type="checkbox"/> date each sample was created and date it was included in the Electronic Portfolio

BLM OLE.10#6: Electronic Portfolio Checklist

Name _____

Write the date when a section is finished and show the checklist to your teacher for comments.

Electronic Portfolio Item	Date Completed	Teacher Comments
Title Page includes		
<input type="checkbox"/> an appropriate title		
<input type="checkbox"/> your name		
<input type="checkbox"/> school year		
<input type="checkbox"/> your teacher's name		
Table of Contents includes		
<input type="checkbox"/> the title		
<input type="checkbox"/> hyperlinks to sample files		
<input type="checkbox"/> navigational tools		
<input type="checkbox"/> date completed		
Site Map page includes		
<input type="checkbox"/> the title		
<input type="checkbox"/> an explanatory paragraph		
<input type="checkbox"/> hyperlinks to sample files		
<input type="checkbox"/> navigational tools		
<input type="checkbox"/> date completed		
Index page includes		
<input type="checkbox"/> the title		
<input type="checkbox"/> an explanatory paragraph		
<input type="checkbox"/> an alphabetical list of content		
<input type="checkbox"/> hyperlinks to sample files		
<input type="checkbox"/> navigational tools		
<input type="checkbox"/> date completed		
Collection of Work Samples includes at least one sample of		
<input type="checkbox"/> writing		
<input type="checkbox"/> reading report		
<input type="checkbox"/> artwork		
<input type="checkbox"/> mathematics or problem solving		
<input type="checkbox"/> journal entry		
<input type="checkbox"/> project		
<input type="checkbox"/> Other:	•	
	•	
	•	
	•	

BLM OLE.10#7: Electronic Portfolio: Peer Feedback

Name _____

Date	Section
Comment	
Initials _____	
Action Taken/Reply	

Date	Section
Comment	
Initials _____	
Action Taken/Reply	

Date	Section
Comment	
Initials _____	
Action Taken/Reply	

Date	Section
Comment	
Initials _____	
Action Taken/Reply	