



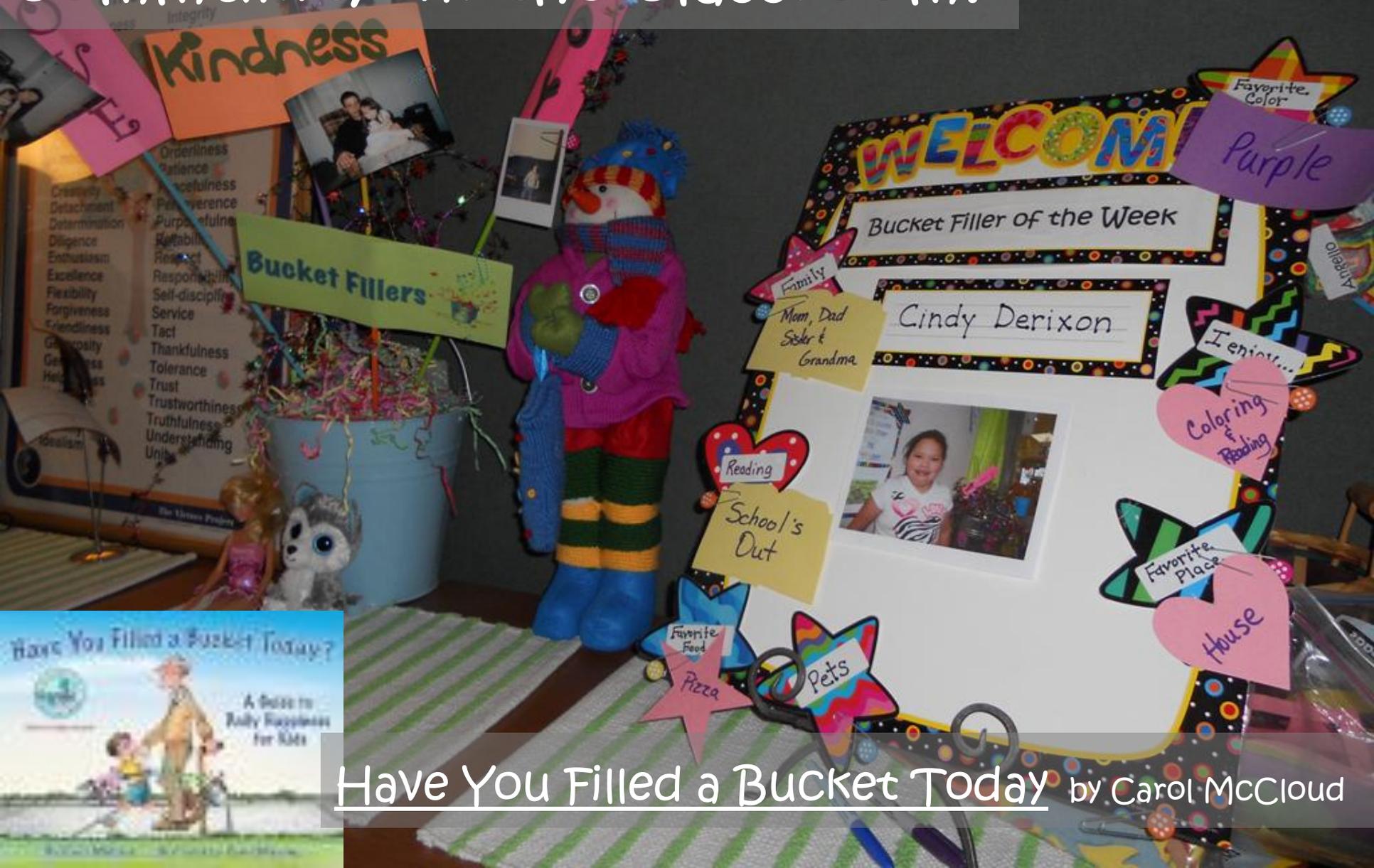
Planting
the Seeds
of Learning
One Child At A Time



How will we provide for an environment of exploration?



How will we foster a learning community in the classroom?



Have You Filled a Bucket Today by Carol McCloud

What will the physical environment be.....Tables or Desks?



How will they manage their "STUFF"?

How will we provide for Differentiated Instruction?





Discovery is a key element



Students have input and get to make changes in the Classroom to make learning even better .

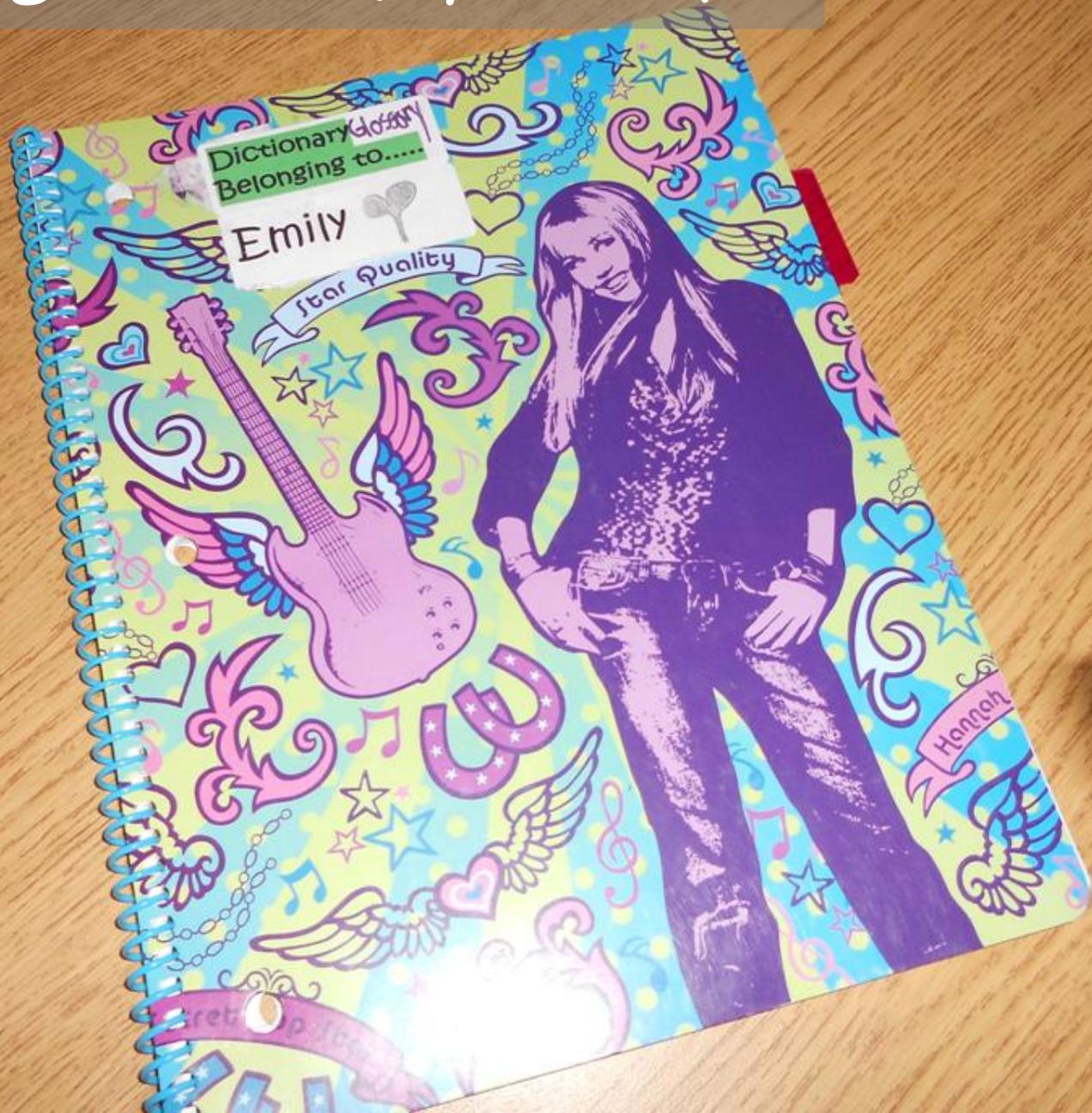


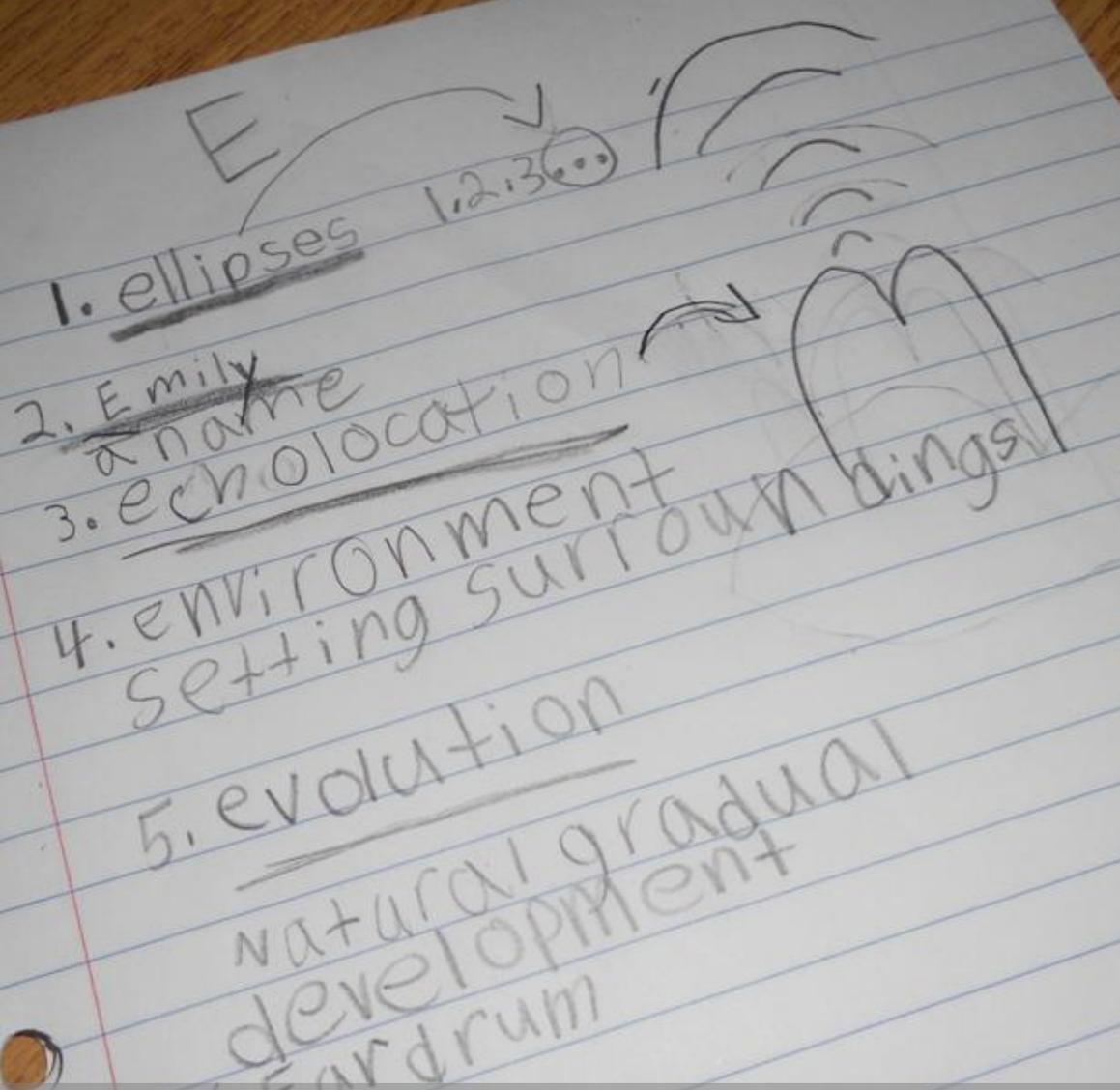
ool Center
per from the water cup and
water on the paper towel
the roots on the table, pick them up,
them, smell them, and feel them. DO
TASTE THEM
4. If there is time, take a piece of paper and
about the roots that you discovered.
5. Write down 3 adjectives (describing words)
about the roots that you drew and why.
You have drawn what you did! Some things
with your classmates.

Learning is at their pace with
the student having ownership
to their learning.

Roots

Creating ownership is key.





1. ellipses

2. Emily
a name

3. echolocation

4. environment
setting surround dings

5. evolution

natural gradual
development
6. Ear drum

Their choice of vocabulary is more advanced than the curriculum .

5
1. Symbiotic

relies on the other
for its survival

2. Synonym = same
(big = Target)

3. Species

Types of animals that have
something in common

4. Shark pups

They enjoy words and love
learning new vocabulary!!!



How do we engage students in meaningful learning and still teach the state standards, text book curriculum and district curriculum?



First we look at the district learning goals and state learning standards...and we look for common themes.....

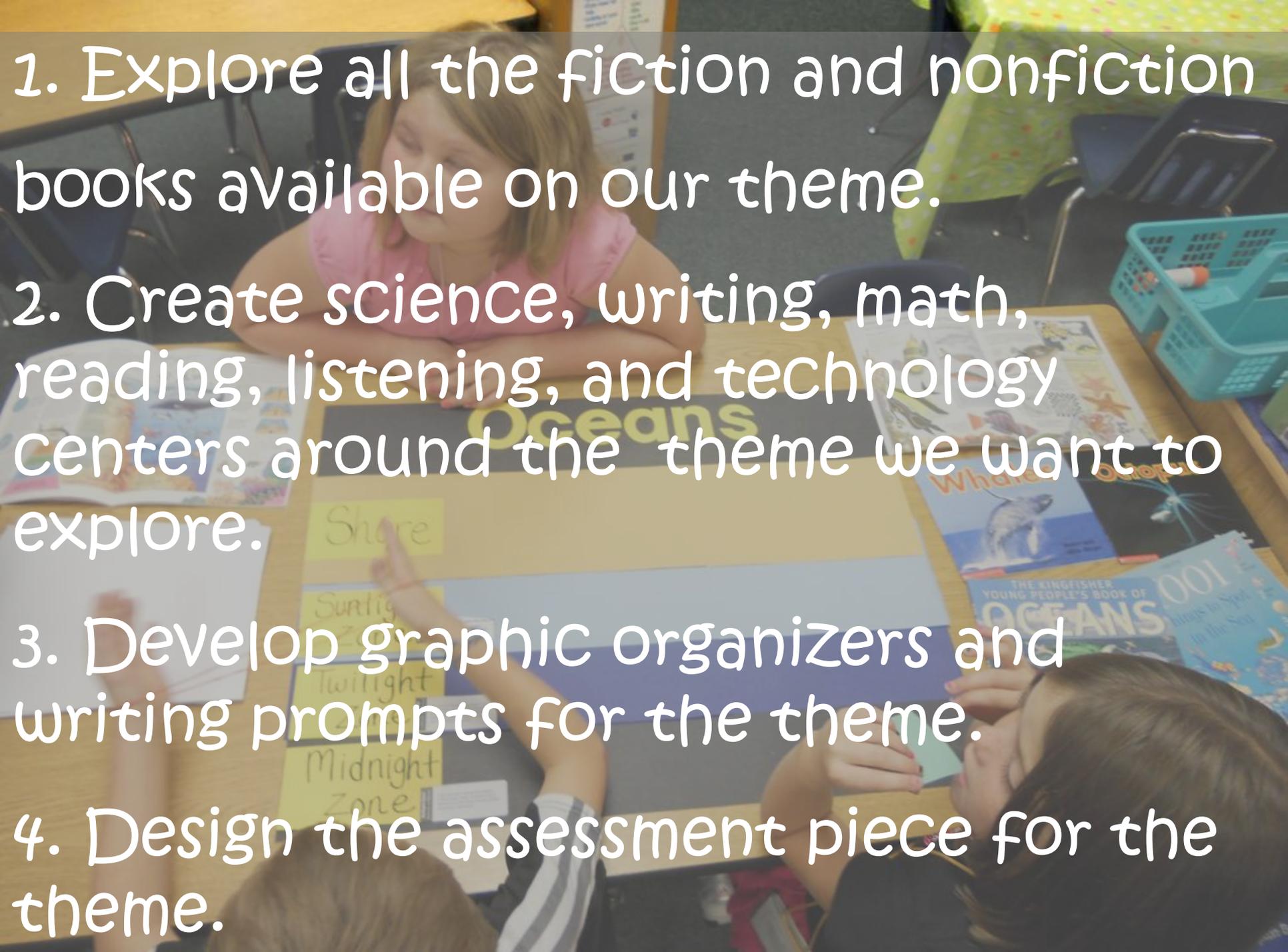
Common Themes

Apples
Popcorn
Seeds
Roots, Stems and Leaves
Habitats
Life Cycles
Invertebrates
Arthropods
Arachnids
Amphibians... Frogs
Reptiles
Skeletal System
Mammals
Birds
Nutrition
Solids.. Liquids.. Gases
Light

Motion... Balls and Ramps
Motion ... How Sound Travels
Oceans
Penguins
Magnets
Rocks/Minerals
Fossils
Dinosaurs
Iditarod
Stargazing
Sun and Moon
Weather
Water Resources
Earth Day
Conservation
Bubbles
Camping



How do we develop a weekly theme?

A photograph of children sitting around a table in a classroom. The table is covered with educational materials related to oceans. A large banner with the word "Oceans" is visible. There are several books, including one titled "Whales" and another "THE KINGFISHER YOUNG PEOPLE'S BOOK OF OCEANS". A child in a pink shirt is pointing at a yellow sticky note on the table. Other children are visible in the foreground, looking at the materials. A blue basket is on the right side of the table.

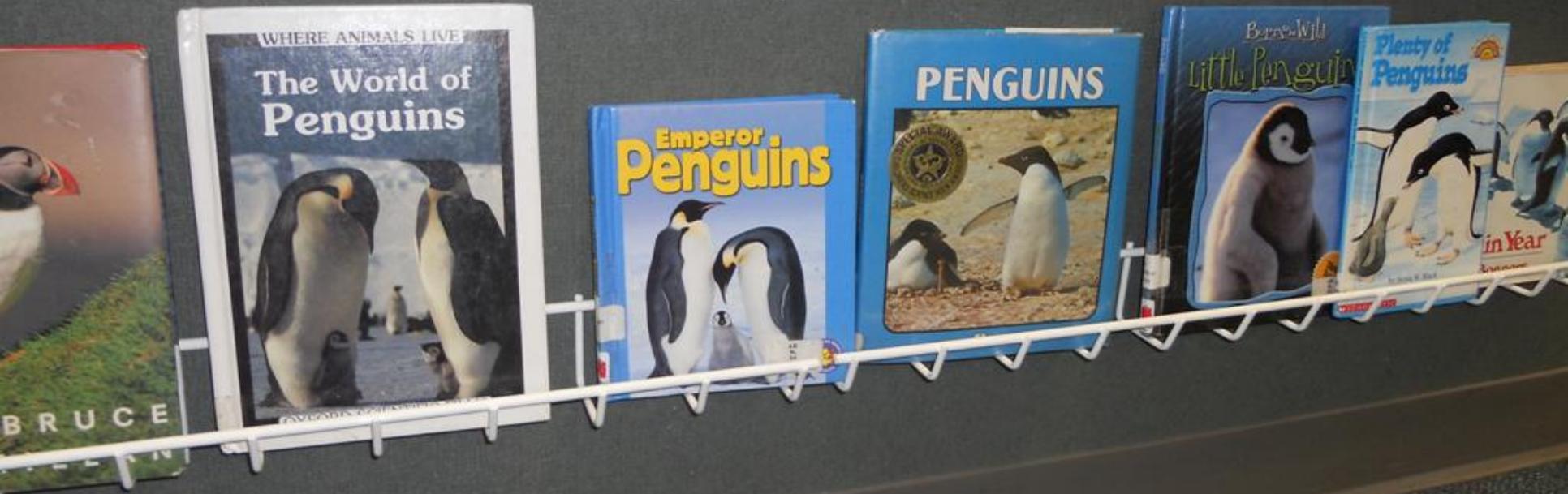
1. Explore all the fiction and nonfiction books available on our theme.

2. Create science, writing, math, reading, listening, and technology centers around the theme we want to explore.

3. Develop graphic organizers and writing prompts for the theme.

4. Design the assessment piece for the theme.

We search the school library, EIU library, city library and Classroom library for reading options.



A photograph of a classroom library. The room is filled with colorful bookshelves, baskets, and books. A large pink arrow points towards the text. The text is overlaid on the image. The background shows a desk with a printer and a lamp, and a yellow chair. The overall atmosphere is warm and inviting.

Start now building
your own
professional
Classroom library.

Nonfiction is the
best way to start.

Create science
centers around
the theme we
want to explore.



02/08/2011 10:32

Alexa Alexa

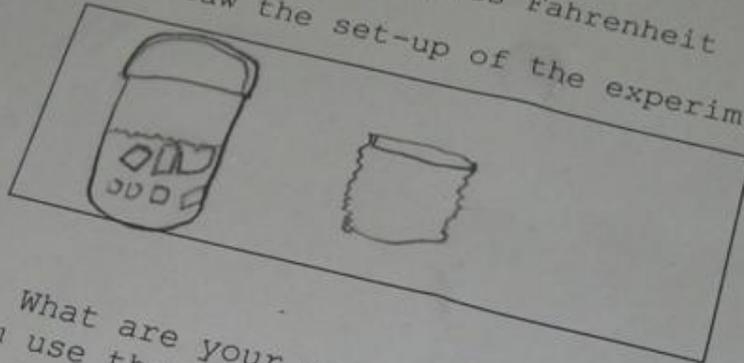
Blubber Mitten Experiment

1. Test the temperature of the water. Let the thermometer sit in the water for 4 minutes.

30

degrees Fahrenheit

2. Draw the set-up of the experiment.



3. What are your predictions? What will happen when you use the blubber mitten?
your hand will be warm
a tasty.

4. Now, try using the blubber mitten in the cold water. What happened? Record your observations.

Writing is always a intricate part of our lessons.

02/08/2011 10:33

5. How do you think blubber be useful to penguin?



Again making connections....
“Water freezes at 32 degrees...”

NAME: Alex
DATE: 3/30
30

Create writing centers around the theme we want to explore.



rookeries
Southern
Hemisphere

Predator

Prey

glaciers

Skuas

leopard seals

blubber

Chick

waddle

eggs

Emperor

Macaroni Penguins

down feathers

Antarctica

Palm Penguins

Penguins

Students create the vocabulary

For the unit....Child Driven.

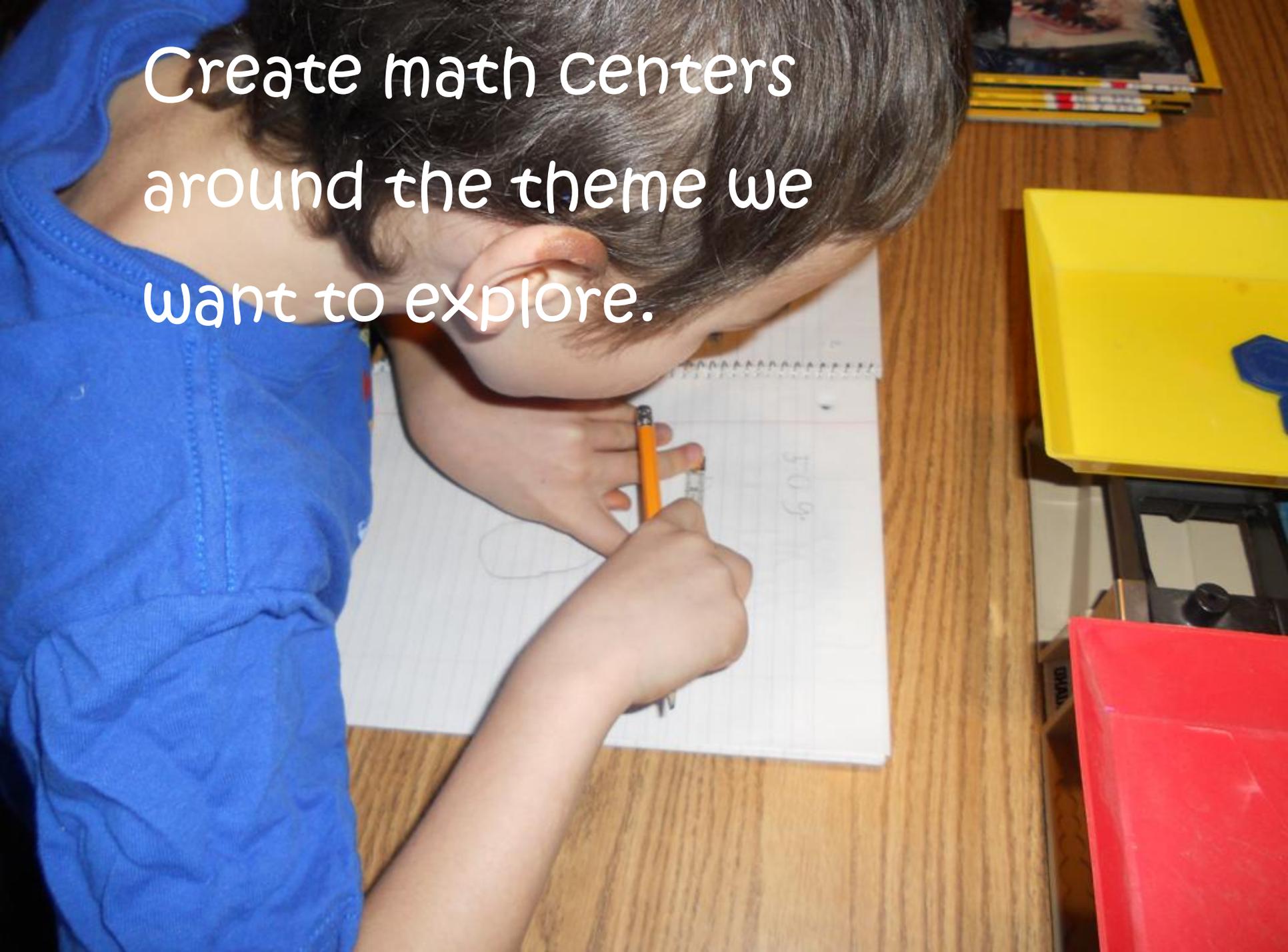
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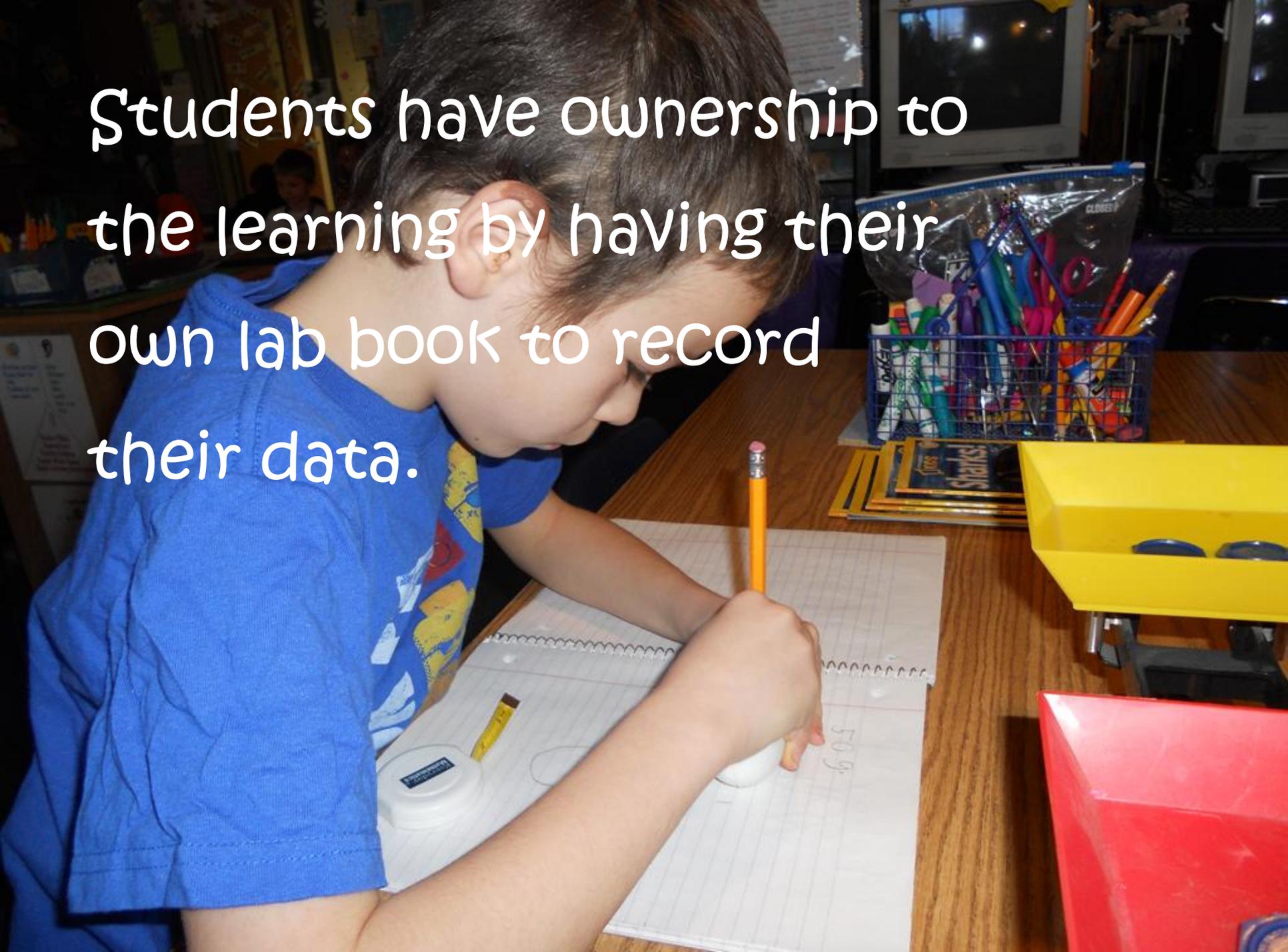
Create listening centers around the theme we want to explore.



Create math centers
around the theme we
want to explore.



Students have ownership to the learning by having their own lab book to record their data.



We create real world applications to the learning.



Parents for Penguin Eggs Needed

This week we are learning many interesting facts about penguins. We know that the penguins have to take care of their eggs so that they do not crack or get too cold. If they do, the baby penguins will die. We know how careful the mom and dad penguins have to be. As part of our Penguin Day, tomorrow on Friday, January 28th, your child is going to learn to be a responsible penguin parent. In the morning, the students will be given a hard-boiled egg that they must take care of all day long. Please allow your child to bring something to school to help shelter their baby penguin egg. They can make something or just bring something from home. Students are encouraged to dress in black and white to look like a penguin parent. If you have any questions, please contact me.

Thanks!

Mrs. Englund

Ph. 238-2800

Email: menglund@mattoon.k12.il.us





My favorite thing about
Penguin Day is caring
for the egg. I learned
that penguins have a pouch.





Name: Sindy Beth Lawson

Born: January 28, 2011

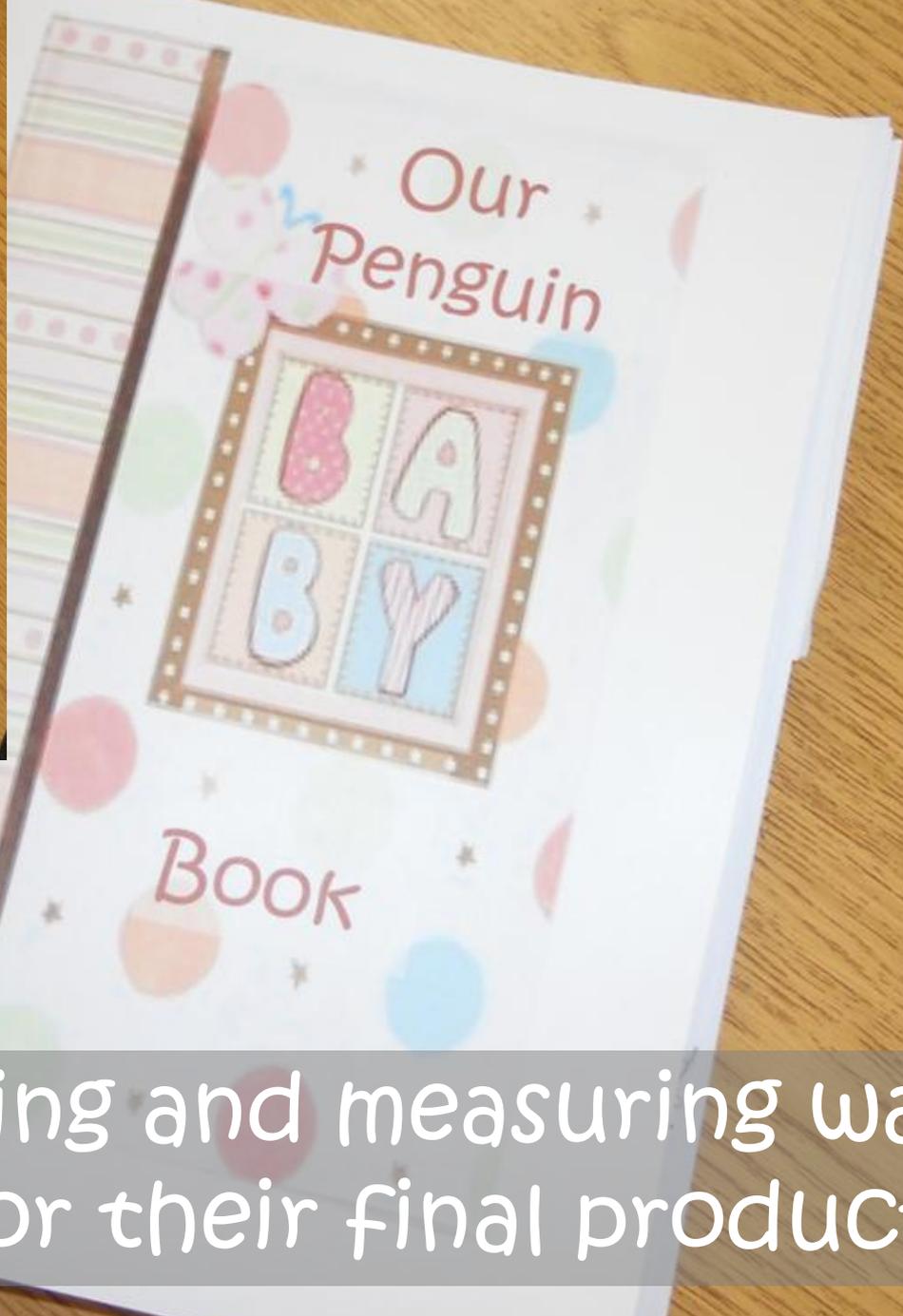
Weight: 50 grams

Length: 7 cm

Parent: Emily Beth Simpson

I love my Baby!

©dicktech.com



Their weighing and measuring was important for their final product.



Tacky The Penguin

	Tacky	Story A	Story B
Setting	Icy land		
Characters	Tacky Companions		
Problems	Hunters		

Develop graphic organizers

and writing prompts for the theme.



Differences

Make Us Special

Tacky	His Companions
Different Singer	Graceful Singers
Odd Bird	Proper birds
^{Splashy} Cannonballs	Graceful divers
Different marcher	march right
Silly penguin	Serious penguins
crazy clothes	bowtie/suit

win

about
-are
If
"



Tacky Story Mapping



My title is _____

My setting is _____

My special characters besides Tacky, Lovely, Angel, Neatly, Perfect and Goodly are....

The problem in my story is.....

The solution in my story is.....

The first thing to happen is.....

The second thing to happen is.....

How will Goodly, Lovely, Perfect, Angel and Neatly act?

How will Tacky act?

Penguin

acts about
take care
old. If
careful

INTERSTATE
BATTERIES
RACING

M&M'S
RACING



Tacky Goes To Talladega

By Dominic Walker



Ta
ric
pic
BY: ALE

Our Tacky Stories





★
Tacky
The
Artist
★
by Kacey



Tackypuzzle



by Emily



Tacky
Plays Basketball





They started and a
team beat them, and
agen. Tacky's companions
were mad!. And then
Tacky made a hoop.
The other team was
sad. - Tacky was an odd-
bird but a nice bird to have.



Penguins



Habitat	Diet	Life Cycle	Cool FaCts

Graphic Organizers help to focus the learning!!!!

Always do your best!



Raven

1. I learned that

emperor penguins only

lay one egg.

2. Penguins can have

stripes or spots here

and there or long bushy

brows or spiky hair.

3. Penguins cannot fly

at all.

Writing activities are a great way to assess learning.



Reading Centers

Monday

Time
9: 30
10:00

Monday Table Word Work Leapsters	Tuesday Table Write To Self Guided Reading	Wednesday Table Guided Reading Write To Self	Thursday Table Listening Center Read To Self
---	---	---	---

Tuesday

Time
9: 30
10:00

Monday Table Write To Self Guided Reading	Tuesday Table Computers Creative Writing	Wednesday Table Word Work Leapsters	Thursday Table Guided Reading Write To Self
--	---	--	--

Wednesday

Time
9: 30
10:00

Monday Table Listening Center Read To Self	Tuesday Table Guided Reading Write To Self	Wednesday Table Computers Creative Writing	Thursday Table Write To Self Guided Reading
---	---	---	--

Thursday

Time
9: 30
10:00

Monday Table Computers Creative Writing	Tuesday Table Listening Center Read To self	Wednesday Table Write To Self Guided Reading	Thursday Table Word Work Leapsters
--	--	---	---

Friday

Time
9: 30
10:00

Monday Table Guided Reading Write To Self	Tuesday Table Word Work Leapsters	Wednesday Table Listening Center Read To Self	Thursday Table Computers Creative Writing
--	--	--	--

This is a basic template used to schedule Centers

Our Literacy Block has five main components.....This allows for

“Reading with Meaning”



- Read To Self
- Read To Someone

• Listen to Reading

• Working on Writing

• Word Work

• The Daily Five by Gail Boushey & Joan Moser

Don't
I am a bucket filler
because I am
at nice time. At Williams
School it is good
to be bucket filler they can
get gold slips or respect

Alexa
I am a bucket filler
it is respect
ground on the side
the first time

Read To Self...practice,
practice, practice!!!

Builds stamina, reads the whole time,
learns the joy of being a reader

Book Boxes are filled with their choice of reading materials at their level.



Happy and You Know it.

The Word Cho
Writing with
Finding lots of
Sparkle! Dazzle
The Words. Stand
Tune
Ring

Sentence Fluency...
• Can I read my writing aloud?
• Do my words and phrases go together?
• Have I used sentences?

Conventions
• Is space
• Is between
• Is m



Read To Someone...encourages comprehension and fluency.

Read To Someone makes learning fun and meaningful.



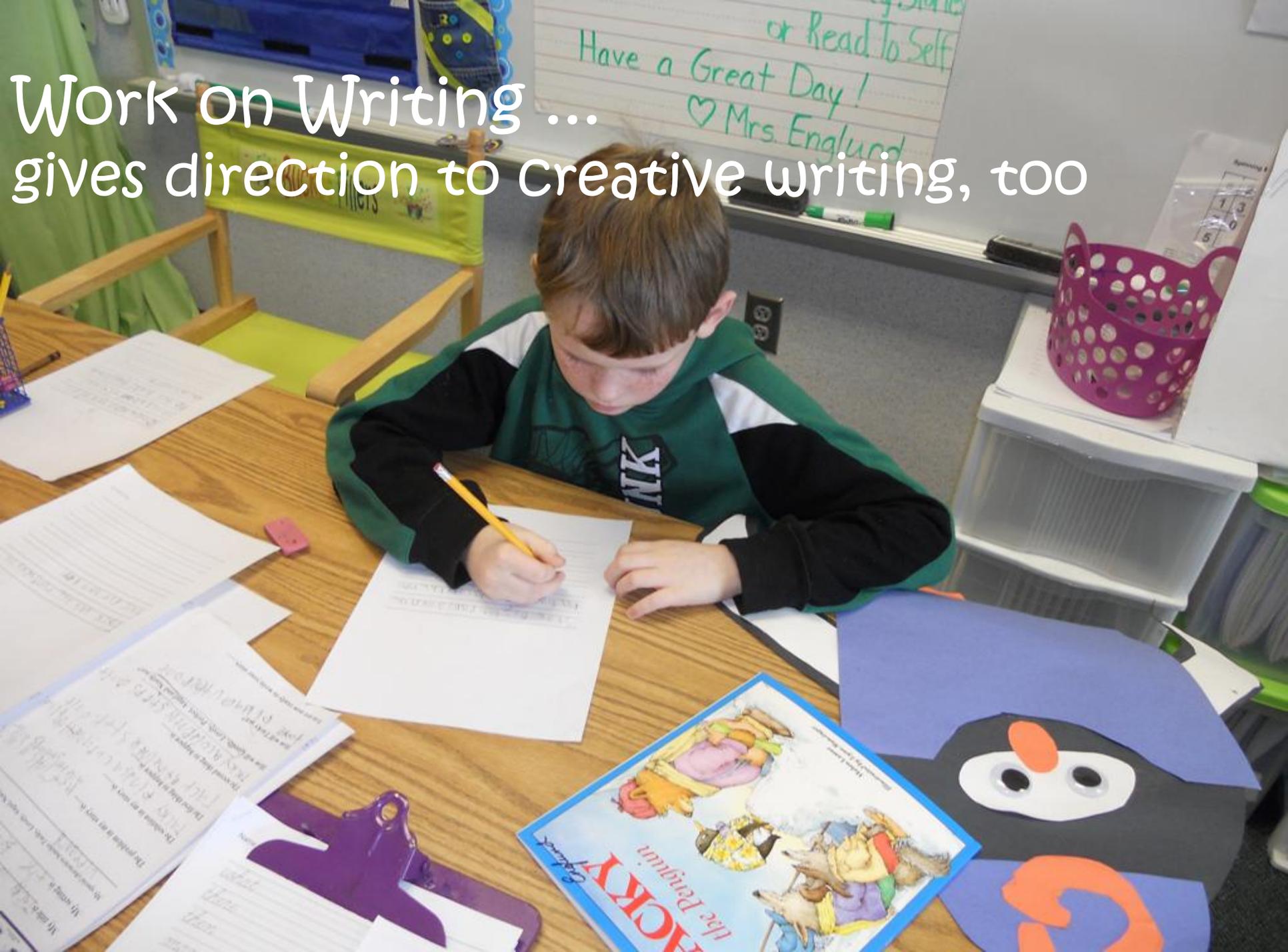
Listening to Reading.....
Allows students a reading model
and allows them to work on vocabulary.





Work on Writing ...gives meaning to reading and gives ownership to learning.

Work on Writing ...
gives direction to creative writing, too





Ashley

1 Stem! Roots! leaves! The roots holds the plant. The stem holds the leaves and it helps it stand up. The leaves make the food with air, the sun and water.

Centers.... allow for learning to be shared and discussed.



Students can graph results

2nd

ders

lunch choice.
Home Folders ready
etly on....
a folders

- Unit 2
1. said
 2. at
 3. there
 4. do
 5. th
 6. t
 7. W
 8. W
 9. v



Our Favorite Apples

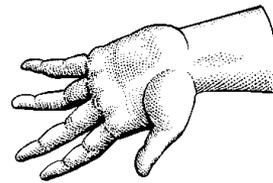




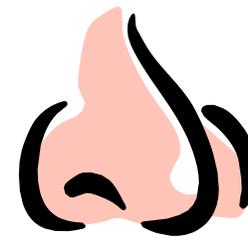
Seeing



Tasting



Touching



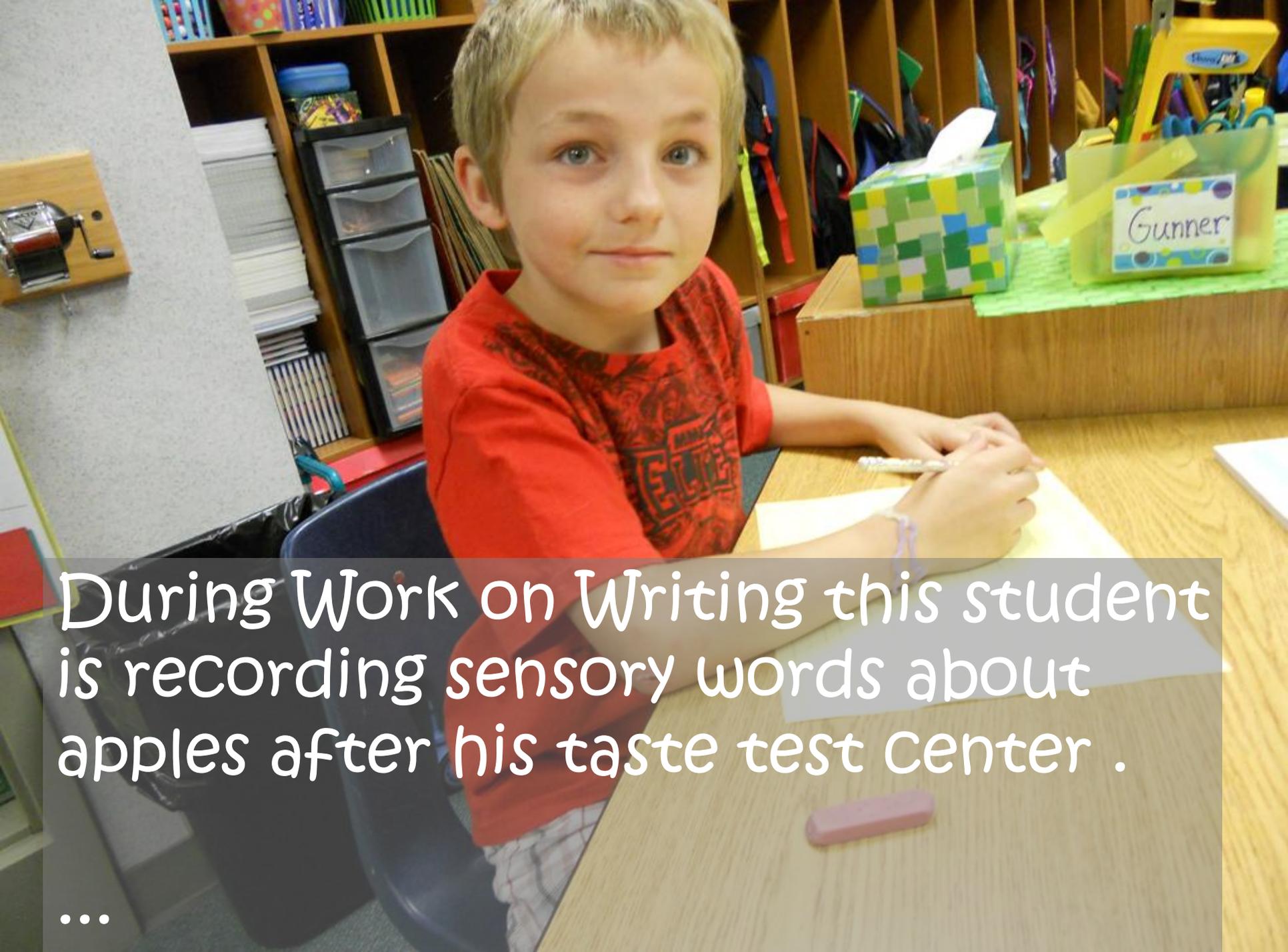
Smelling



Hearing

Students use graphic organizers like this to record sensory words about apples after their taste test center.

...



During Work on Writing this student is recording sensory words about apples after his taste test center .



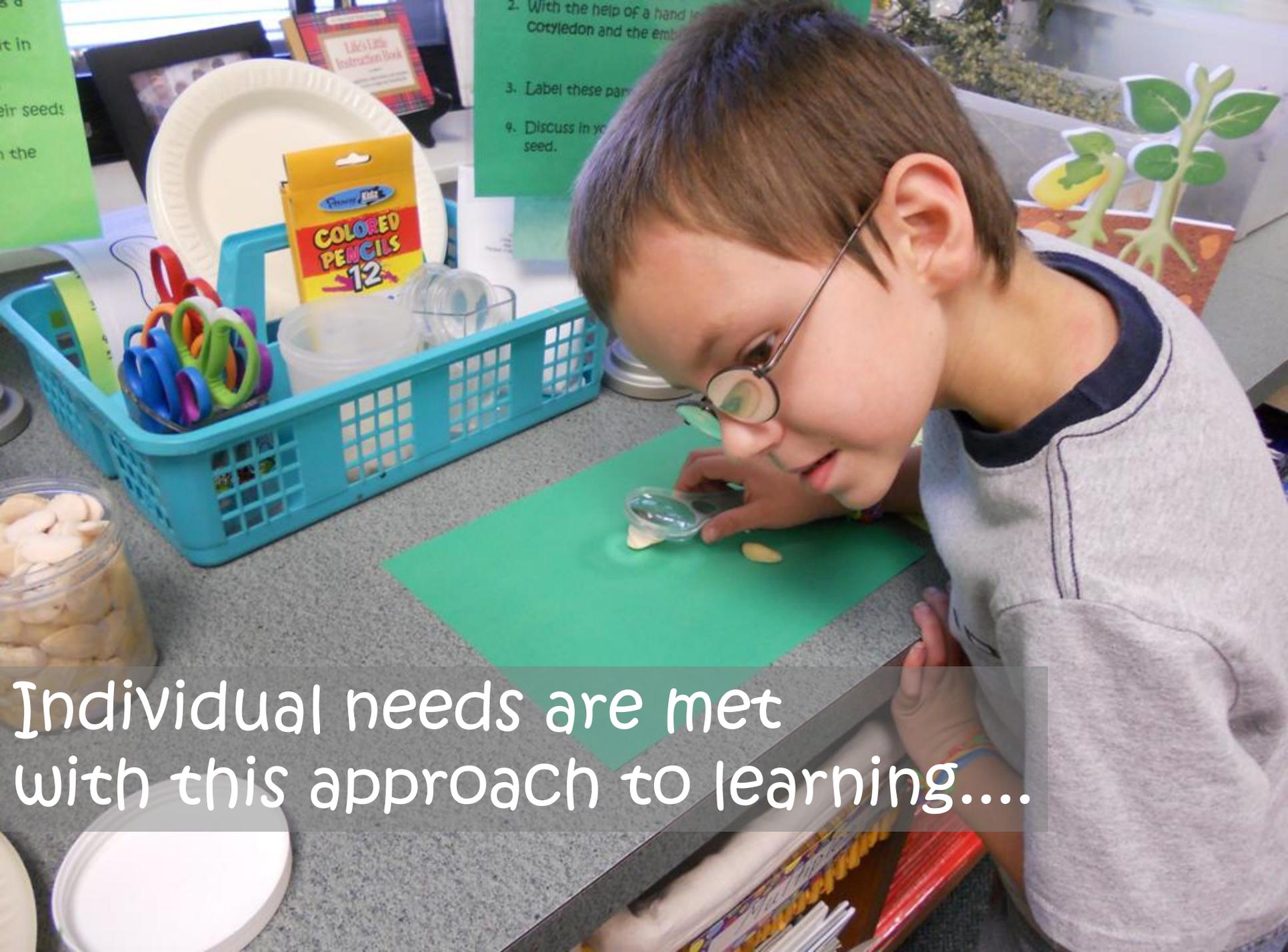
Word work is phonics work, spelling or vocabulary work .



Centers are organized..... Materials in tubs, center directions and engaged learners



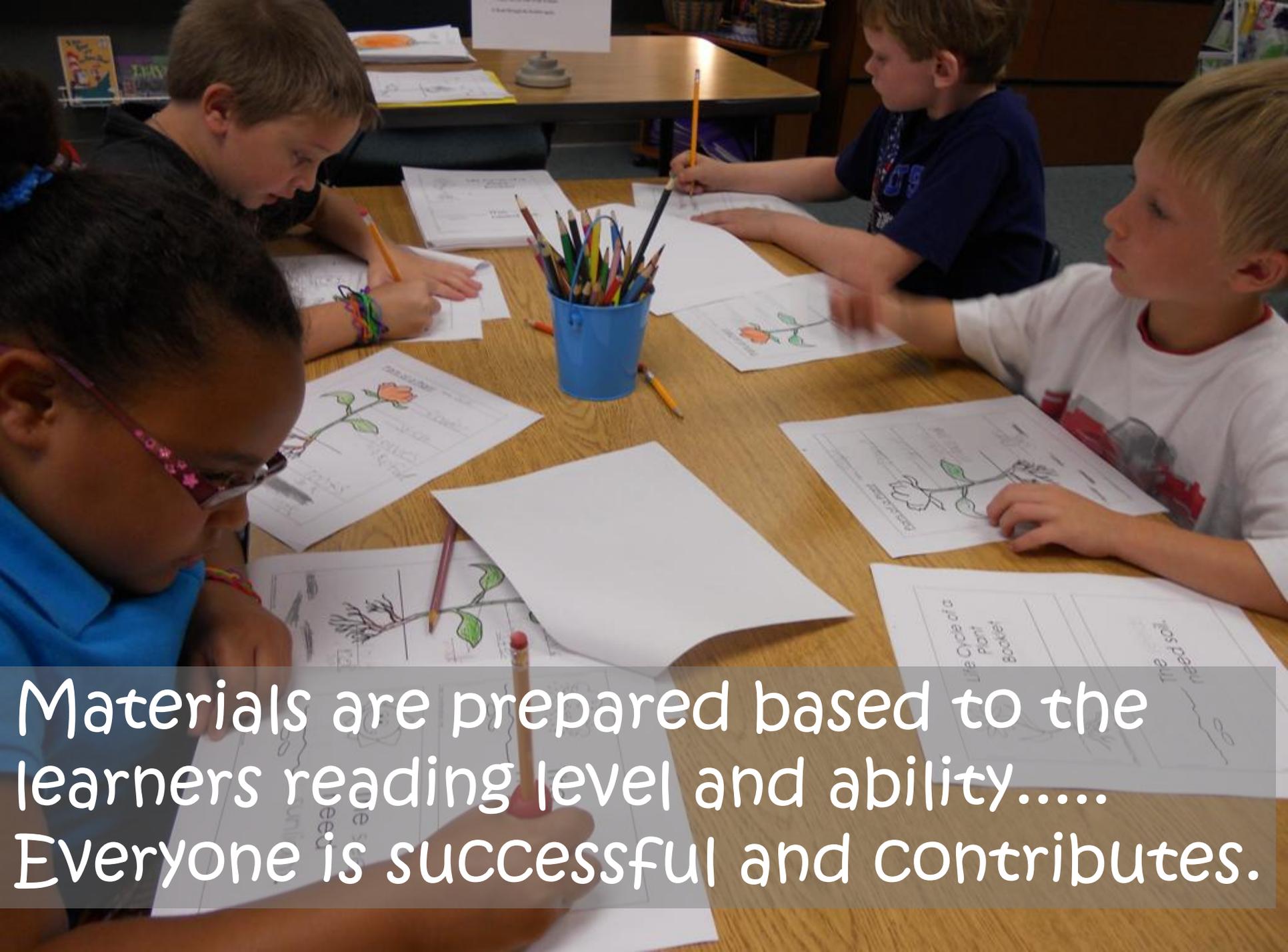
Centers are hands on learning.....
Where kids can connect to the learning.



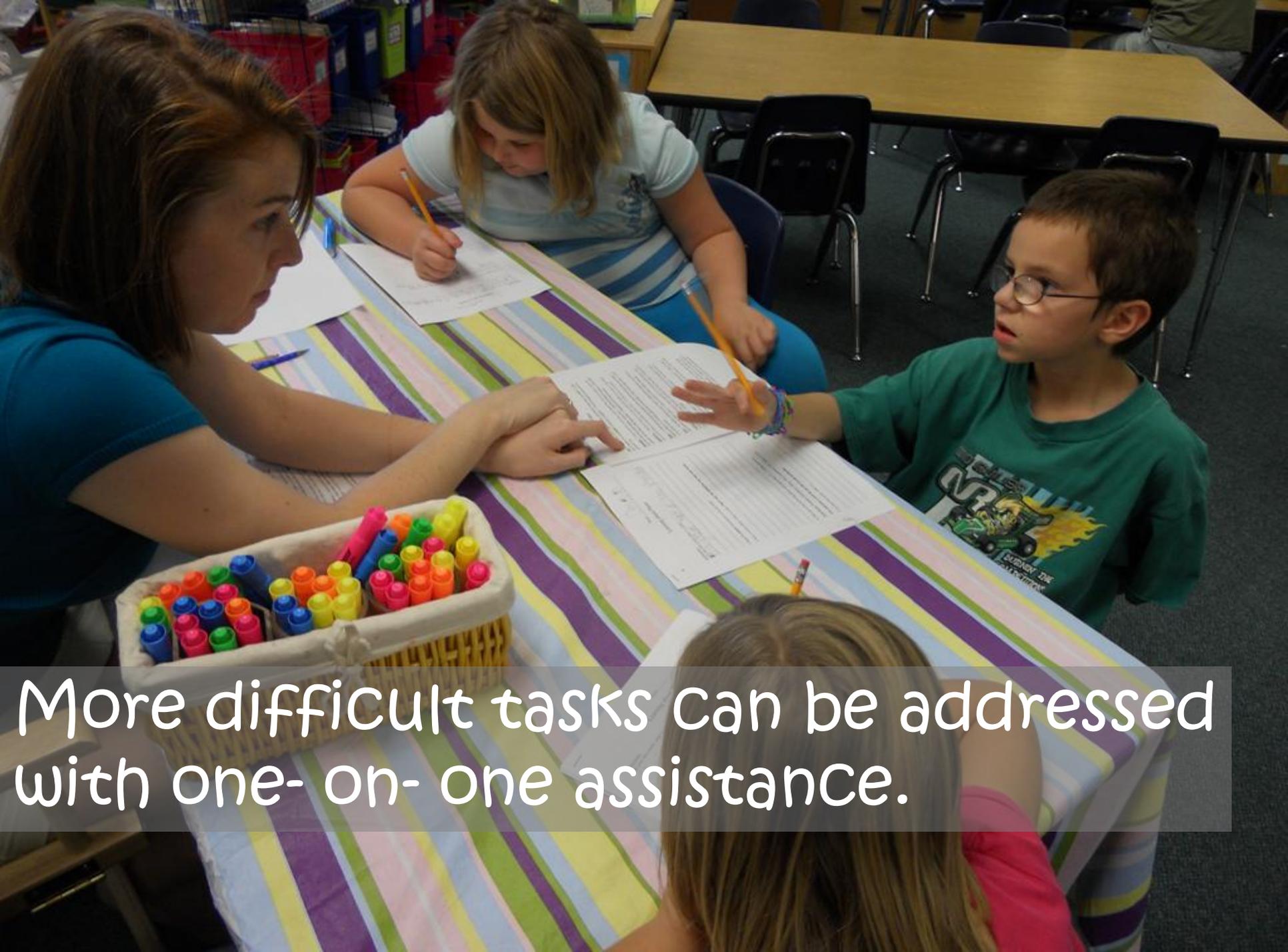
Individual needs are met with this approach to learning....



There is time for reteaching and individual attention.

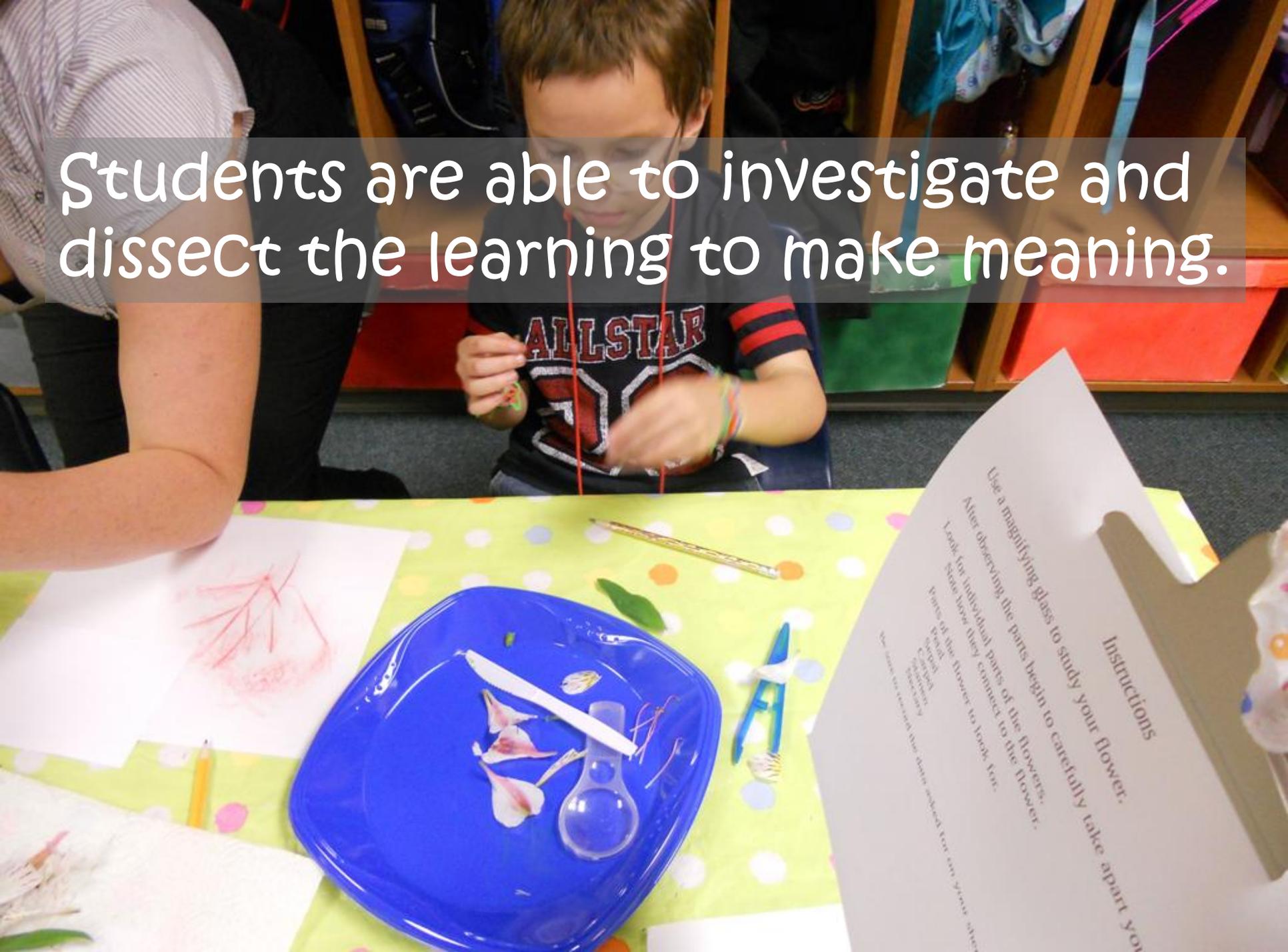


Materials are prepared based to the learners reading level and ability.....
Everyone is successful and contributes.



More difficult tasks can be addressed with one-on-one assistance.

Students are able to investigate and dissect the learning to make meaning.



Instructions

Use a magnifying glass to study your flower.

After observing the parts begin to carefully take apart your flower.

Look for individual parts of the flowers.

Sketch how they connect to the flower.

Parts of the flower to look for:

- Stamen
- Petal
- Stigma
- Style
- Receptacle

Use your sketch to label each part of your flower.

Hands on learning allows for engaged learning for everyone.





Even though we work in groups....
individual learning still is able to
happen.



Students are more on task during our center approach to learning.



Student learning is engaged and purposeful.

We have time to explore the fine arts...

Students explore painting Van Gogh's Sunflowers during our seed week.





Students are able to learn...

Students are able to experiment....



Students are able to create their own unique style....



The
Final
Product

Is
Amazing
!!!



Christopher
I, Christopher Drummond
I'm in 2nd grade.
I used different colors.
Do you like my painting?
I like my painting! Feel
the texture.

Do you like
oh, My painting

