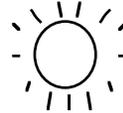


Connecting Tribes Strategies with the Curriiculum -- Some Ideas

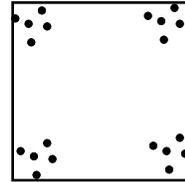
Community Circle (pg. 219)



- Identifying feeling (feelings vocab)
 - Warm ups/cool downs in physical education
 - Expressing/accepting varying opinions
 - Retelling story in sequence
 - Pre-writing/pre-reading for activities like procedures
 - Unit review
 - Fundamental class routine to begin each day
 - Establish what students know about a topic, what they've learned and what they want to learn (k-w-l)
 - Science: after a lesson, meet in circle and discuss "today i discovered..." (discovery circle - great for oral assessment)
- Monday morning sharing ex: "how was your weekend?"..interesting experiences/stories
- Reflecting on a trip or presentation
 - Solving a problem
 - Current events (share and tell)
 - Reflect about a story
 - Develop Problem solving solutions around social skills
 - Patterning in Math/Music
 - Connect to Oral and Visual Language Expectations (ex. listening etc..)
 - Story starter ideas (ex. journal starters to trigger ideas in others)
 - Canada Facts
 - Changes (seasons etc..)
 - Favourite colours, foods, sports etc..
 - "Debrief" after an issue/crisis in the classroom
 - Sharing what people are reading
 - Brainstorming (any topic)
 - Listening Skills
 - Music (Rounds)
 - Math Facts
 - Feelings/Emotions
 - Review or Introduce concepts/information (eg. Science -- the Cell!)
 - Assess prior learning
 - Problem Solving (brainstorming)
 - Reflection/Appreciation/Processing
 - What Did I Learn Today?
 - Progressive Grafitti Art

Where Do I Stand? (4 Corners)
(pg, 323)

- Math concept lesson...stand by a concept they know/don't know well - teach/learn from others
- Reading lesson - who is your favourite character? (why?), what part did you like best? (explain?)
- Favourite subject (beginning of the year) or favourite part of a unit (culmination of a unit)
- Debating skills
- Math - graphing, how much do you think it weighs?
- Opinions, decision making
- Grouping/classification (reptiles, amphibians etc.)
- Habitats, senses
- Choosing research topics, voting
- Mapping skills (NSEW)
Classification of animals (ex. reptiles, mammals etc..)
- How do I feel?
- Which Character do I identify with most?
- Take a word a put it in the corner where it belongs (ex. adjectives, verbs etc..)
- Identifying Learning Styles
- Identifying how we deal with conflict
- Selecting Research topics
- Selecting what piece of music you prefer
- Art: different types of colour
- Exposition Writing (strongly agree/agree/disagree/strongly disagree)
- Drama: identifying with a specific feeling/character and acting it out
- English -- Making Connections to Characters, Setting etc..
 - Symbolism
 - Teaching Metaphors
 - Reflection (main ideas, feelings etc..)
- Assigning Tasks by Learning Styles
- Problem Solving Strategies
- Music
- Debates
- Predictions
- Math Concepts -- Solutions to questions
 - Data Management
 - Mapping
- Atomic Particles
- Conflict Resolution
- Unit Introduction/Review



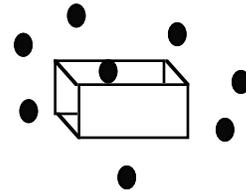
Jigsaw (pg. 330)



- Research
- Review for a test/end of a unit
- Science - comparing different types of animals
- Math - standard units/non-standard units, weighing, length
- Geography/social sciences - fact based information - learn specific information then share as an expert with others
- Reading text (non-fiction) - each group reads a section then a representative returns to the tribe and shares
- Analysing elements of writing (ex. setting, character, problem/solution ect.)
- Art - reflecting on pieces of art
- Music - reflecting on music
- Code of behaviour
- Drama - tableaux
- Sharing novel studies/book reviews
- Phys.ed. rules
- Maps
- Drama presentation
- Spatial Orientation (puzzle pieces)
- Health (Drugs)
- Story development
- Science -- unit review
 - within chapters (word definitions)
- Development of a City
- Music (parts of an Orchestra)
- Stages of Development
- Novel in an Hour (or 2)
- Sharing PA Day/Conference Information (for staff)
- Time Saver (ex. simple Math chapters)
- Parts of the Cell!
- Any Content Area
- Research projects (ex. Animals using sentence or word strips)
- Science Facts (any topic)
- Using clues to guess the identity of a mystery person
- Building sentences from individual words on paper
- Putting a song back together
- Careers research
- Stories: arranging in order by paragraph
- Drama: act out story parts then put in correct order

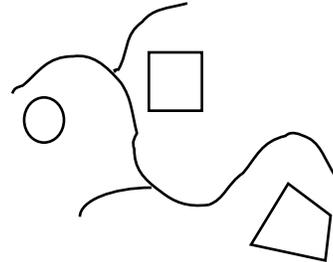
Snowball (pg. 371)

- Math 4step Problem Solving (Problem/Strategy/Solution/Checker)
- Language/French: synonym, antonym, etc..
- Storybuilding
- Classifying items
- Social skills: problem solving. conflict resolution
- Procedure Writing: (sport/materials/rules/etc..)
- Phonics review
- Rhyming words, word families
- Mathematical patterns (ex. number sequence)
- Journal/Story starters (using other's ideas)
- Story starters - "it was a dark and stormy night" - after 4 people write/draw, one person finishes the story
- Recount/retell a story
- Brainstorming before a unit
- Social problem solving (suggestions to help solve problems)
- Numeration review questions - ex. student writes down a math question throws it in, next student answers it - also content questions in social studies, science
- Gym - hand eye coordination, throwing, catching
- Language skills - writing a letter (introduction, body, summary)
- 4 part problem solving/order of operations
- Art - add to a picture
- Drama activity
- French -- Verbs
- Grammar
- Teaching Parts of Speech (Antonyms/Synonyms/Homonyms)
- Conflict Resolution
- Review (Any Topic -- eg. the Cell!)
- Put Ups/ Put Downs
- Multiple Choice Questions (Strategies to use)
- Math Facts
- Flow Charts
- Health (STD's , Sex questions)
- Problem Solving Strategies
- Vocabulary
- Spelling
- Sentence Building
- Pre-Diagnostic Assessment



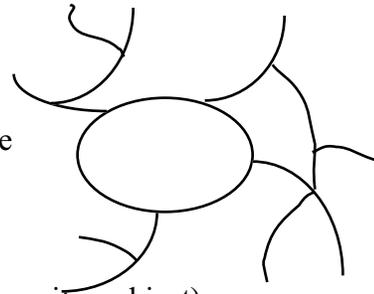
Life Map (pg. 291)

- Plant Growth
- Music Map (eg. Melody)
- Art -- using colour to express emotions or feelings
 - understanding of line = conflict
 - = peace
- Health -- Human Growth and Development
- Ecosystems/Habitats
- Character Development
- Retelling a story
- Science -- Life of an organism
- History -- Biography of Sir John A MacDonald
 - Life of a Loyalist Soldier
 - Life of a Country
- Solving Force Problems
- Water Cycle, Life Cycles, Rock Cycles
- French -- Je m'introduis
 - Je me presente
- Videos -- Characters
- Language Arts -- Nelson "And Who are You?"
- Astronomy
- Biography of a Famous Canadian
- Life Cycle of Animals, Insects etc.
- Water Cycle
- School Year "Life Map"
- Math Time Line
- Recycling: ex. Life of a Can
- Seasonal Changes: ex. cycle of an Apple Tree
- Community Changes: ex. changes over decades



Mind Mapping

- Community
- Weather
- Book Talk: characters, traits, plot, setting etc..
- Brainstorming any topic!
- Canada Facts
- Planning an essay
- Introducing and reviewing units and assessment of knowledge
- Classification
- Character mapping
- Ancient Civilizations
- Career Planning (ex. different occupations associated with a specific subject)
- Introducing a new topic (ex. K-W-L)
- Science review ex. critters
- Word Families (ex. root words, suffixes, prefixes)
- Provinces of Canada



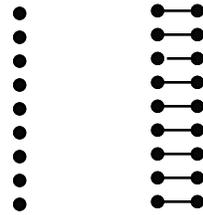
Think/Pair/Share

- Any lesson - ask question then have students share responses before accepting whole class responses
- Review content - ask each other questions
- Retell chapter
- Multiple choice/test taking skills
- Decision making skills
- Reflect and communicate knowledge (math)
- Scaling down “show and tell”
- Opinion sharing
- Could adapt for non-verbal communication
- Creative Writing: starters, editing, common errors
- History: investigating new info.
- Math problem solving: use a strategy with a partner, then pairs will present
- French: Cloze activities to review vocabulary
- Writing and sharing poetry, stories etc..
- Math: Probability
- Sharing books (read, answer, present questions)
- Rehearse paraphrasing
- Great way to Brainstorm!



***Put Yourself on the Line/Fold the Line Reading/Paraphrase Passport
(Pgs, 322, 357, 358)***

- Data management - sharing opinions
- Teaching point of view
- Measurement
- Non-verbal/non-written lead in to decision making
- Communication/drama skills
- Problem solving - class opinion
- Comprehension
- Listening skills and paraphrasing
- Reading and oral communication
- Science/social studies knowledge review
- Exposition writing (learning to identify points of view)
- Post-reading activity - do you identify more with the protagonist-----antagonist?
- Expressing/accepting varying opinions
- Review spelling words and dictionary definitions
- Speaking in role/identifying roles (drama)
- Oral problem solving in math
- Introducing new material
- Integers
- Partnering/Grouping for Assignments
- Paired Reading
- Pair Share Editing
- Mentoring
- Historical TimeLine
- Story Board
- Role Playing (Protagonist/Antagonist)
- Comparing Forces
- Lining Students Up
- Graphing: ex. birthdays, line plots, scatter plots
- Reviewing content in any curriculum area
- Story Retelling
- Learning about commonalities and differences
- Art: deciding where to stand for colour wheels, rainbows
- Drama: attitude about drama
- Expositions/debates; what is your point of view?
- Retell, Relate, Reflect about a story read to them/by them
- Lining up to leave the classroom
- Pairing for gym, drama etc..any area
- Math: Venn Diagram-show “grey areas”, middle of the road, both etc.



**Ontario Curriculum
Oral and Visual Communication
Group Skills**

Grade 1	<ul style="list-style-type: none"> •allow others to speak, and wait their turn in conversations or class discussions •listen to and comment positively on the contributions of others in group and class discussions
Grade 2	<ul style="list-style-type: none"> •participate in group discussions, demonstrating a sense of when to speak, when to listen, and how much to say •use speech appropriately for various purposes (ex. to influence others in a group)
Grade 3	<ul style="list-style-type: none"> •contribute ideas appropriate to the topic in group discussion and listen to the ideas of others
Grade 4	<ul style="list-style-type: none"> •present information to their peers in a focussed and organized form on a topic of mutual interest •listen to others and stay on topic in a group discussion •use appropriate strategies to organize and carry out group projects (ex. brainstorming, summarizing, reporting, giving and following instructions)
Grade 5	<ul style="list-style-type: none"> •speak clearly when making presentations •contribute ideas to help solve problems, and listen and respond constructively to the ideas of others when working in a group •discuss with peers and the teacher strategies for communicating effectively with others in a variety of situations
Grade 6	<ul style="list-style-type: none"> •use constructive strategies in small group discussions (ex. invite other group members to contribute; ask questions to clarify a point; negotiate to find a basis for agreement) •follow up on others' ideas, and recognize the validity of different points of view in group discussions or problem solving activities
Grade 7	<ul style="list-style-type: none"> •listen and respond constructively to alternate ideas or viewpoints •express ideas and opinions confidently but without trying to dominate discussion •analyze factors that contribute to the success, or lack of success, of a discussion
Grade 8	<ul style="list-style-type: none"> •contribute collaboratively in group situations by asking questions and building on the ideas of others •work with members of their group to establish clear purposes and procedures for solving problems and completing projects