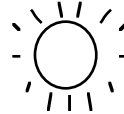


## Connecting Tribes Strategies with the Curriiculum -- Some Ideas

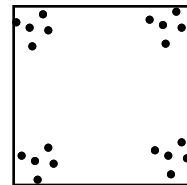
### *Community Circle (pg. 219)*



- 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



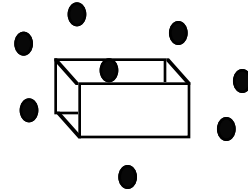
## ***Jigsaw (pg. 330)***



- 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

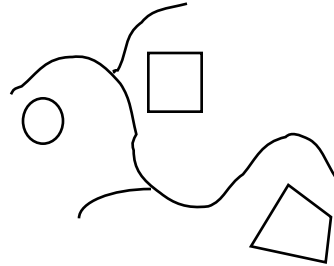
## ***Snowball (pg. 371)***

- 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



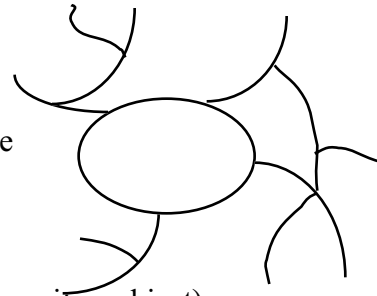
## ***Life Map (pg. 291)***

- 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



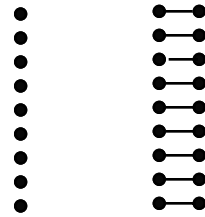
## ***Think/Pair/Share***

- 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**

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