

LTK+ CURRICULUM: REFLECTION

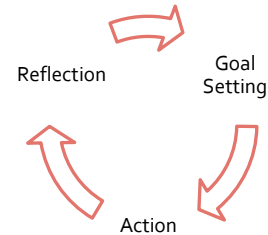
Level 1 Lesson Plan

LINKS TO MAJOR ELEMENTS OF THE QUEBEC EDUCATION PROGRAM

| QEP | | |
|---|---|--|
| <p>Cross-Curricular Competencies Competency 3 – To exercise critical judgment.</p> <p>Relevant key feature: To express his/her judgment - to articulate and communicate his/her viewpoint, to justify his/her position with reasons and arguments.</p> <p>ELA Competencies Competency 2: To write self-expressive, narrative and information-based texts. Relevant key features: To construct a profile of self as writer, to evaluate his/her writing development. Evaluation Criteria: Talks about own writing in the context of portfolio.</p> <p>Essential knowledges: Writing Process – writing for specific purposes and in different contexts (p.87) Profile of Self as Writer. Self-Evaluation – an integrated ELA portfolio.</p> <p>Competency 4: To use language to communicate and learn. Essential knowledges: Talk for learning and thinking (p.103) Self-evaluation (p.107):</p> <ul style="list-style-type: none"> • Participating in student/teacher conferences to identify and discuss strategies, and set personal and group learning goals; • Maintaining an integrated portfolio. | | |
| ePEARL | PROGRESSION OF LEARNING | NEW EVALUATION FRAMEWORK |
| <p>Self-Regulation: Analyzing the task and setting task goals in ePEARL can help students achieve and work towards the following competencies.</p> <p>Strategic Planning - Reflection: Identifying the methods which are appropriate for the task. Reflecting on what worked and didn't work. Thinking about what we will do differently next time (Zimmerman, 2000).</p> | <p>Text Types, Structures and Features:</p> <ul style="list-style-type: none"> • Self-expressive text <p>Speaking: reflective texts: focusing on reflecting and evaluating own learning in reading/ writing/production conferences, including sharing of Integrated Portfolio</p> <p>NOTE: All these above are done with the teacher's guidance in Cycle One, as per the Progression of Learning.</p> | <p>To use language to communicate and learn – 33%</p> <p>To write self-expressive, narrative and information-based texts – 33%</p> <p>To represent her/his literacy in different media – 34%</p> |

"I believe that the theme 'again and again' is paramount in cycle one. Children (people) don't always 'get it' on the first round, or second, or third. Children love to do the same activity again and again." Peter Simons, Cycle 1 teacher, CQSB.

Reflection is the ability to look back on something, connect with your feelings about it and evaluate the experience (Boud, Keogh and Walker, 1985). For Cycle 1 students, reflection is an abstract concept. Unless they have heard the term before or have had it explained to them, Cycle 1 students will most likely draw a developmentally normal blank. Tying their reflections to their goals allows young learners to begin to see the path of learning.



Classroom Ideas for Reflection

A – SET GOALS

- 1) **Introduce an activity or creation** the way you usually do it. It should be something that students are somewhat familiar with and not something completely new. For instance, if it is their first time writing something for you, skip goal setting and come back to it when they are familiar with the task.
- 2) Before getting started with the actual activity or creation, **set goals together**. With your students sitting together on the floor, ask them what kinds of things they remember about what they will be working on. For example, what do they remember about writing, reading, math or working together? Let's use writing as an example.

Students might say things like:

- "We learned about capitals"
- "Putting a dot at the end"
- "Making a space between the words".

Write these down on a flip-chart, on the board or model through SMART board (whatever you usually do).

Suggest some goals of your own that are important to you, such as: "use a new word" or "use a word from the Word Wall" or whatever you happen to be working on at the time. Ask students what their goals will be and listen to a few students. This will allow students who don't quite get it to listen to other children work through goal setting.

- 3) With students back at their seats, ask them to choose one or two goals for themselves and write them on a goal-setting sheet. Students choose their goals and write them in. If they are very early or non-writers, you have a few options: they can illustrate their goals, you can choose to scribe for them or hand out a small sheet with the goals that you chose for the whole class.

Overview

A. Set Goals

- 1) Introduce the activity
- 2) Brainstorm goals in a group setting.
- 3) Choose a goal.

B. Do the Activity

C. Reflect

- 1) Reflect orally in a group setting.
- 2) Conference one-on-one or in small groups
- 3) Use prompts and scaffolding
- 4) Consider a journal



Initially, goals and strategies will be mixed together. Using the Word Wall is a strategy, but also a goal for a Cycle 1 student!

In ePEARL

In ePEARL, use the planning worksheet (see attached) and do Step 3 again: ask them to choose one or two goals for themselves and write them on a goal-setting sheet.

Tip

Repeat steps 2 & 3 three to four times, or until students are comfortable with the goal setting activity before you move on to ePEARL.

Students choose their goals and write them in. This time have students recopy the chosen goals onto the Planning worksheet.


Name: _____ Date: _____

PLANNING WORKSHEET - GOALS

Fill out this page. Ask your teacher to help you set some goals.

Edit Reading

Record a few pages of the book you are reading.

Attached Audio 
Record

Text Title *

Author *


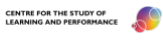
Illustrator *

Who I am Reading With *

Mom Dad Brother Sister

Date * September 21 2010

What I Want To Do *

<https://literacy.concordia.ca/resources/epearl/teacher/en> [ePEARL-WS-L1Planning-20211220.docx](#)

← Have students transcribe their goals in this space.



Teacher Tip

Encourage students to focus on their spelling, punctuation, and vocabulary.

In a separate session, have students login to the LTK, select ePEARL and go to *My Creations*. Have students give a title to their writing task and choose one of the goals they transcribed onto their planning worksheet and type it into the provided space in ePEARL (see below).




What I Want To Do ?

 1 

Text

B *I* U Font Sizes Font Family A A



I want to write a complete sentence|

Allow enough time for students to type their goal. This should be the only 'goal' for this session!

Don't forget to Save.



B – Do it!

Do the activity or creation you were planning with your students – for example, writing workshop. Remind them about their goals as they are working. Keep the goal setting sheet with their work, either stapled to the back or in their folder.


If you think your students are ready to take this next step, try it!

In ePEARL

In ePEARL, go to *My Creations*. Open the writing task previously saved. Have students complete their writing activity.

Text

B *I* U Font Sizes Font Family A A




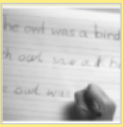
teh owl saw a brd.

The owl was a brd.

The owl was a nite bird.

Students can type their work/sentences/paragraph directly into the text editor. The font size, style and colour can be changed.

Files

The owl.docx John writing Th...

[view](#) | [download](#) | [delete](#) [view](#) | [download](#) | [delete](#)

You can also attach a written copy of the students' work by scanning the sheet or taking a digital picture, and attaching the file in the students' portfolio.

Don't forget to Save.



Tip

For help with attaching files, go to the virtual tutorials on the teacher resources page.



C – REFLECT

Now comes the time to look back on what you wanted to do (goals) and what you actually did. This is reflection! You might be tempted to skip this step, but don't do it! Reflection is what allows students to see the link between their goals and their learning. This link sets them up for a lifetime of success in whatever they try to do. There are different ways of approaching reflection in Cycle 1.

- 1) Bring back the goal-setting sheet you made with your students at the beginning, or write the different goals on the board. Start with all the children on the floor with you. Ask them if they remember what their specific goals were and listen as they tell you.

Questioning the students allows them to dig deeper and be more precise. You are looking for two things when you ask them about their goals: proof and strategies. Ask students:

- Did you reach the goal you set for yourself?
- How do you know?
- What did you do to reach this goal?
- How do you feel about your work?
- What will you do next time?

At this stage, it might be helpful if students had their work in front of them, so that they could provide proof and identify or remember their strategies.

- 2) Conferencing with a student one-on-one or in small groups is another way to approach reflection. It is easiest to do when the other students are busy with a task that is familiar to them. The same questions can be asked at that time.
- 3) Prompts and scaffolding help Cycle one students when it is time to reflect in writing. Prompts can be written on the board or on flip-chart paper.
- 4) Journals are another way to encourage reflection on learning. Children can illustrate their journals at first and write key words, or record their thoughts orally. As they become more confident writers, their journal can contain more written pieces.

Sample Prompts

- I liked...
- I can...
- I feel...
- Next time, I will...

In ePEARL

Have students open the writing task they previously worked on and saved. Click on the Reflection tab.



From steps 3 & 4: Ask students to use their journals, or any kind of other notes they have made from your feedback to them regarding their writing activity.

Students can write 1-2 sentences, whatever they are comfortable with in the My reflection box. In addition, students can illustrate their feelings, and then you can scan or attach a digital picture of their illustration. Students can also select and answer of the built-in question from the drop-down menu. Or they can create their own reflection question by typing in the textbox and clicking on the add button.



Reflection

My Reflection



Text



I am proud. I almost got it on the first try. My teacher told me to review.

Files



feeling-faces.png
[view](#) | [download](#) | [delete](#)

Add Question

Select a question from the list or write your own below.



Add

Don't forget to Save.



Reflection is...

| | |
|---|--|
| <p>Reflection is specific, targeting selected pieces and providing a rationale for their inclusion in the portfolio.</p> | <p>In Cycle 1, students begin by choosing pieces based on how much they enjoyed working on them, or what mark they got. After goal setting becomes the norm, most children surprise us with the sophistication of their choices.</p> |
| <p>Reflection is ongoing, taking place naturally as assignments are completed.</p> | <p>Rare is the Cycle 1 teacher who doesn't reflect with her students in some manner, regardless of portfolios. Most of the time, this reflection is done in a whole-group setting, with children sitting on the floor and the teacher scribing on a sheet, but also when discussing things one on one.</p> |
| <p>Reflection is modeled, by the teacher and by peers, to share vocabulary and strategies.</p> | <p>In Cycle 1, this is what carpet time, floor time, circle time, whatever you call it, is for. This is where students can listen to other students share their reflections. A teacher can also reflect out loud on some of her own actions. She can say "Last time, I asked you to bring me your work, but that didn't work so well, because there were too many pieces, so this time I will try a different way and I'll come see you at your desk."</p> |
| <p>Reflection is scaffolded so that students get used to asking themselves deep questions.</p> | <p>Cycle 1 students need prompts. They need sentence starters on a large sheet on the wall and partially-filled in photocopied reflection sheets. It also helps if reflection is done orally for a while so that the vocabulary and process have time to sink in.</p> |
| <p>Reflection is linked to goal setting, so that students see a clear link between their work and their achievements.</p> | <p>When students set a goal, they have something about which to reflect. It is easier to look at something and say "I feel good about this because I wrote my name on it" than it is to look at something and wonder what on earth to say about it. Without goal setting, many students end up describing their work instead of reflecting on it.</p> |
| <p>Reflection is general, as students may be asked to sum up or take a bird's eye view of their work.</p> | <p>This is fun in Cycle one because progress is so obvious, even to the students! Every three months, have students look back at their work and compare something from the beginning of that period and something closer to the end. Guaranteed <i>aha!</i> moments!</p> |

