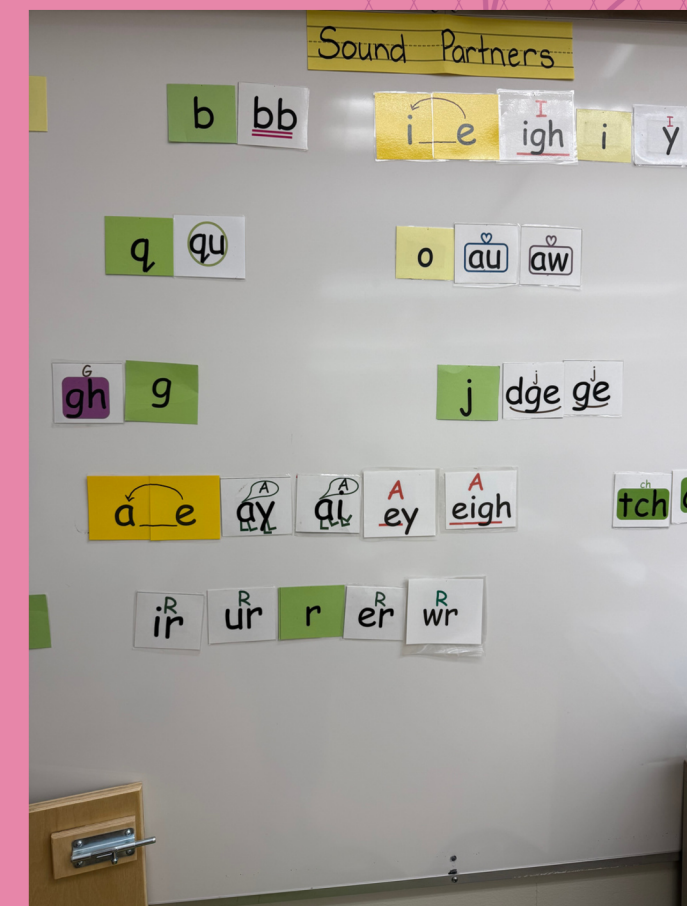
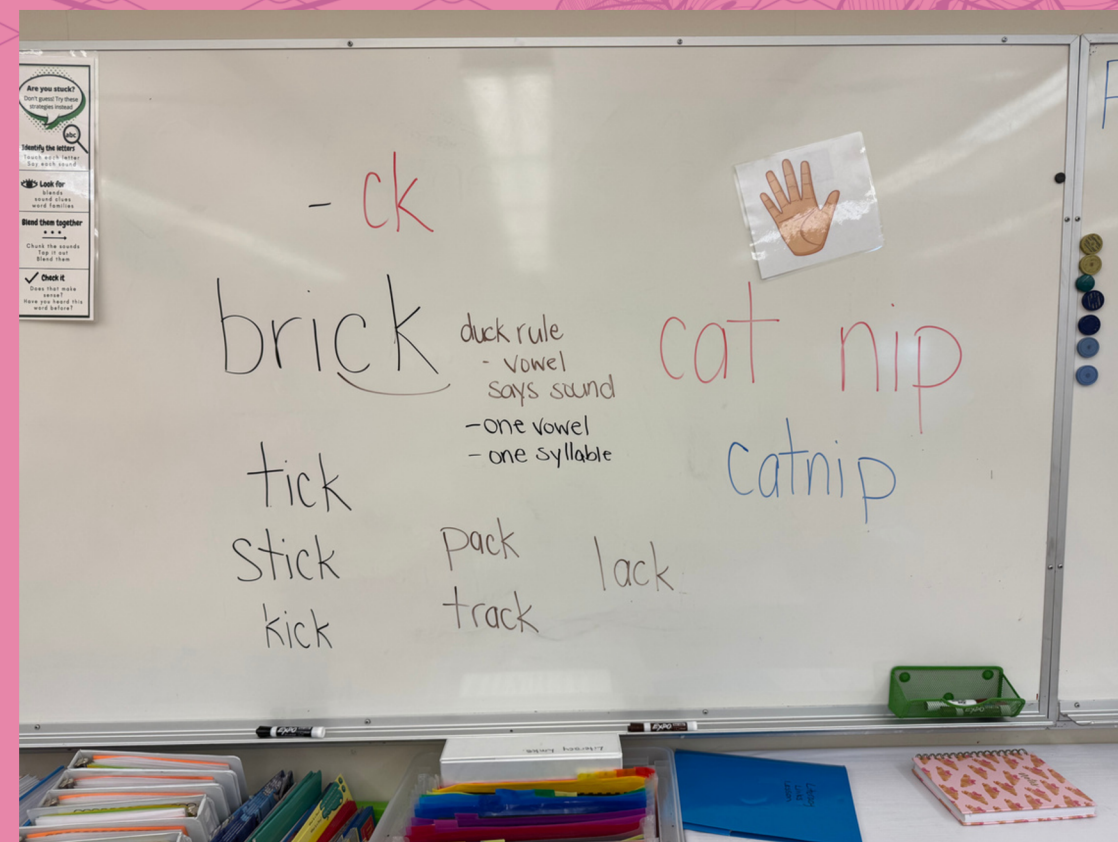
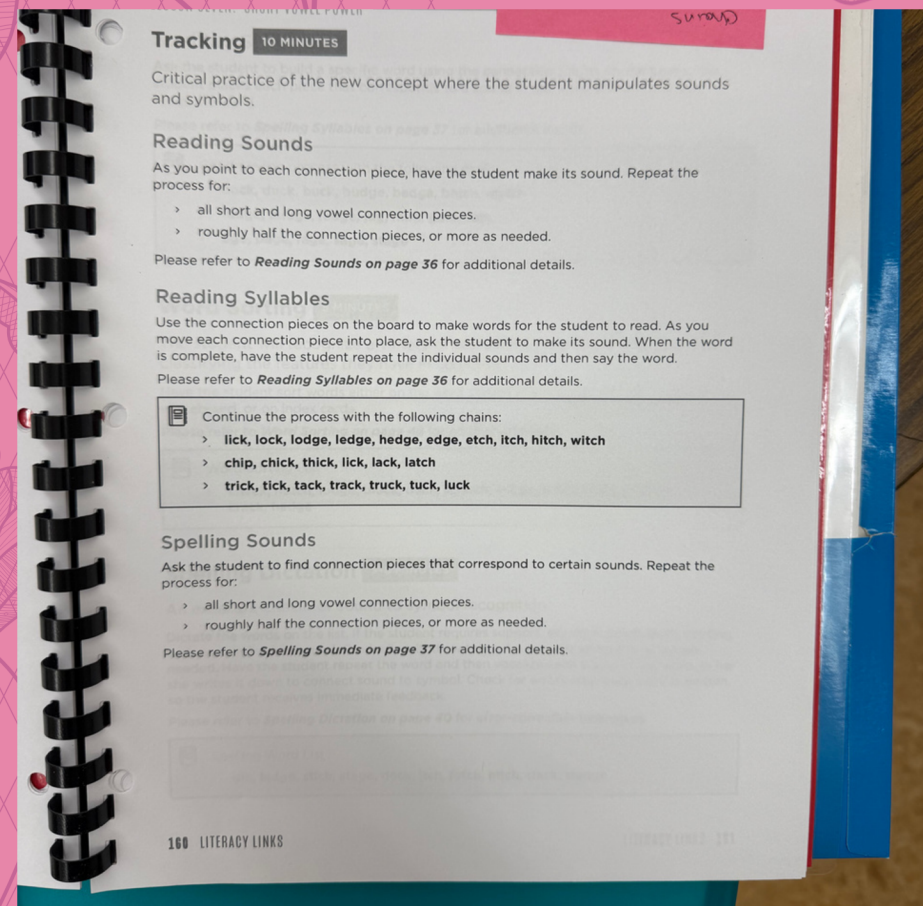


A peek inside the grade 1 class at Kamloops School of the Arts.

## CALENDAR

Calendar routine where I led students through days of the week, the daily schedule, weather, math concepts including: fractions, patterns, money, graphing, place value, addition and subtraction, and integrated phonics into words that were written out. I ended the routine with the students doing Brain Dance together to incorporate movement.





## PHONICS

Phonics was one of my favourite things to teach and I grew exponentially in my confidence to teach phonics. I took every opportunity to learn how to teach phonics, and then incorporated it even when I didn't need to. I shared with the class that I was learning along with them, but that they were also teaching me as well. They knew the phonics rules well and helped me in the beginning.

## GUIDED LITERACY INTERVENTION GROUP

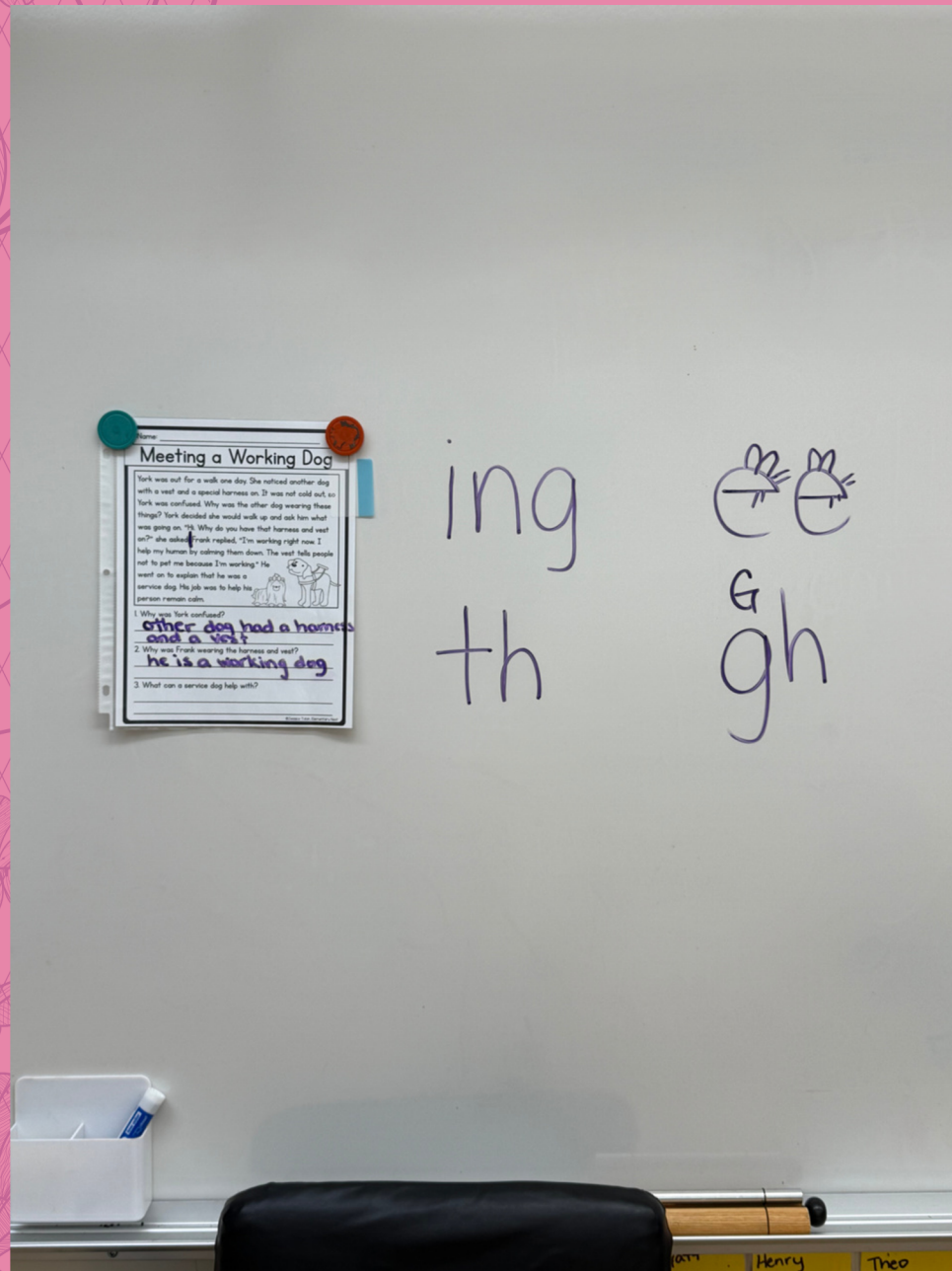
I led a group of students from both grade 1 classes during guided literacy time. When I first took over the group, I was doing a poem that the students needed to find the phonics clues and blends. They worked in pairs and each would read the poem to the other student. After that they were able to play literacy based games from a bin.

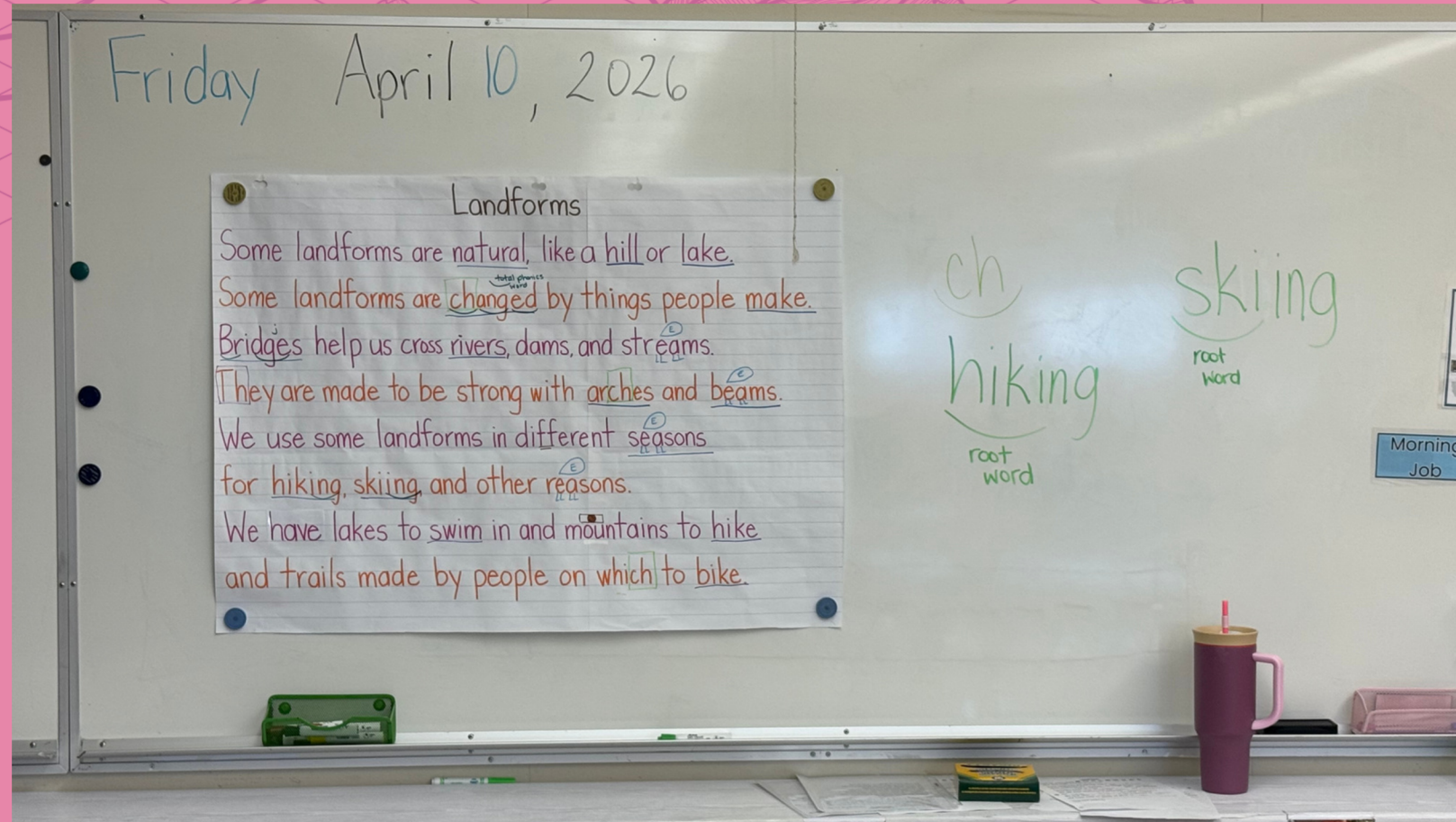
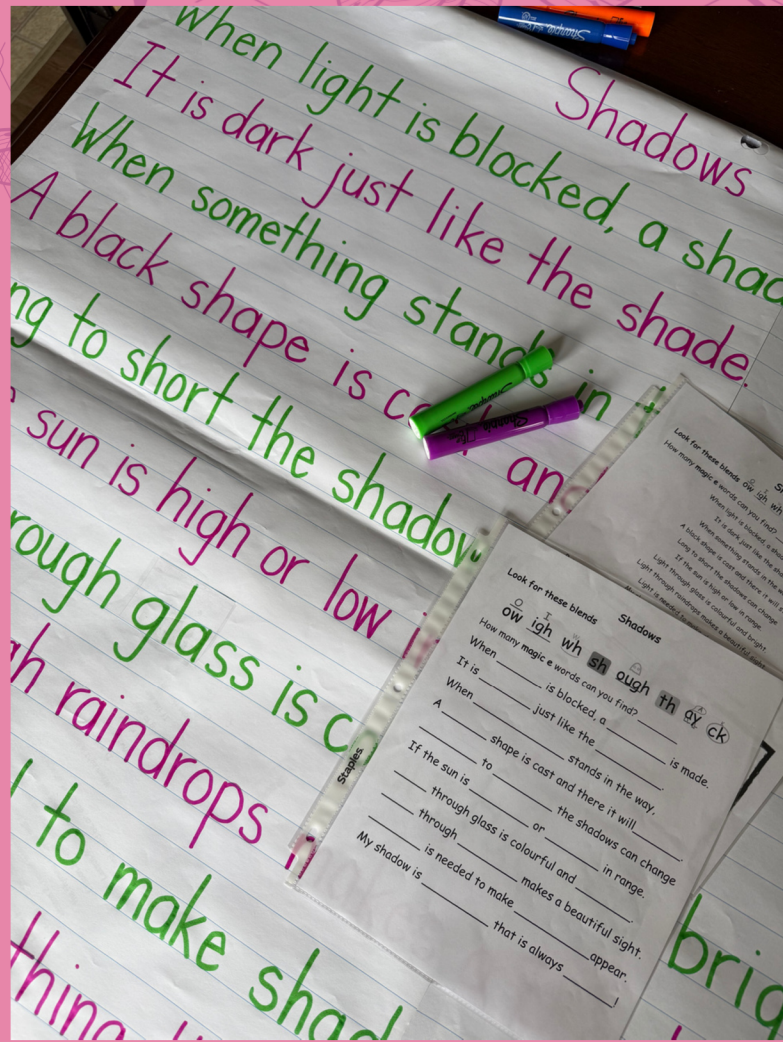
After spring break, the format changed and the focus was writing journals and text passages. I had the students look for phonics clues from the passage of text. They were paired up with someone to read the passage to each other. As a group, I had them answer the reading comprehension questions and reminded them that this was not guessing or thinking about the answer. The answers would be found in the text they just read. Then the students were given time to do free writing and encouraged to use a writing helper binder to help with spelling or phonics sounds.

The expectation was two sentences with punctuation.

This group was together 3 times a week and I had approximately 14-16 students and if students were progressing enough to move into or out of my group level, then numbers might fluctuate.

Regardless of the activity, classroom management of behaviours and staying on task were crucial.

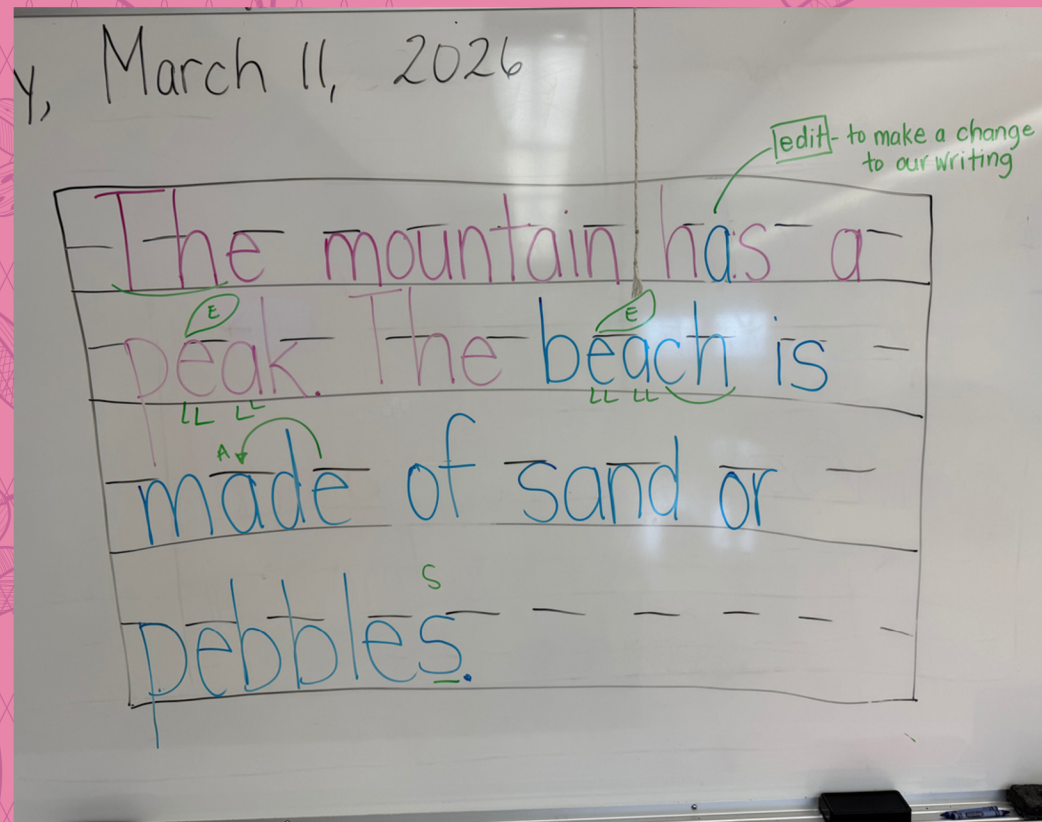




## POEM OF THE WEEK

Poem of the week was another way to do phonics, but what I loved the most about poem of the week was that it was easy to integrate socials or science etc. into the lesson. During my science unit on light, I was able to use light and shadows in poems that connected to the science they were learning. I was also able to do the same when they studied about landforms, where I used poems about landforms and Kamloops. The Kamloops poem also connected students to local landforms they saw in their own communities.

## Journaling



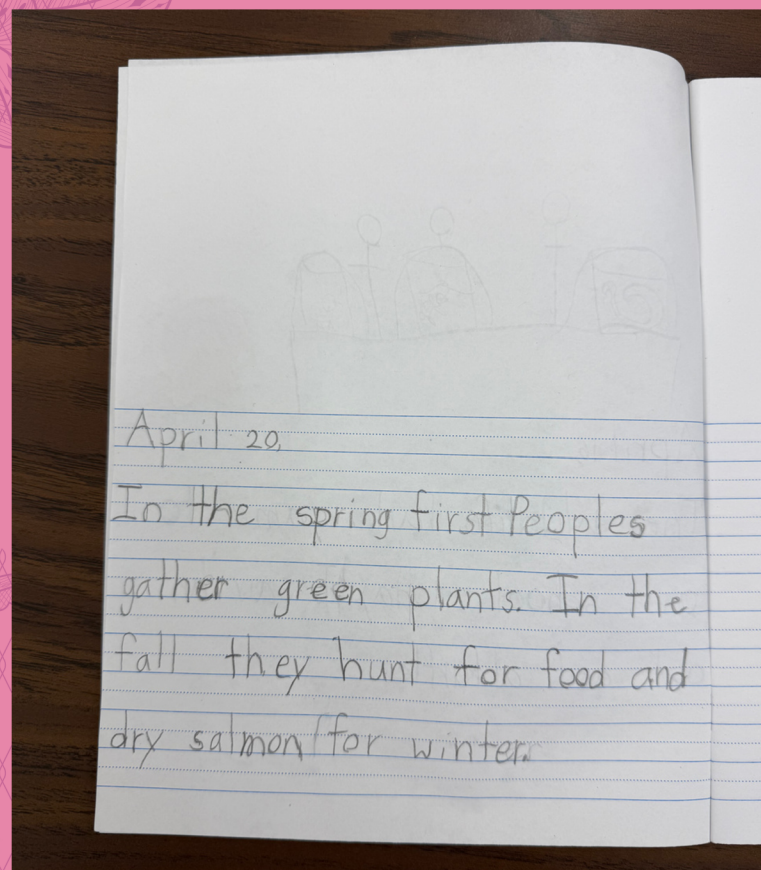
Journaling is a great lesson to work on concepts such as phonics blends, punctuation, spelling, letter formation, and editing.

The students liked to help edit my sentences I wrote on the board. I would either miss punctuation, not use a capital when I needed one, or spell something wrong and not say anything. The students would get excited and put their hand up and tell me I needed to do an edit. Then they would tell me what the edit was. It was helpful for all students as together we reviewed phonics rules, tricky words (two, too, or to - which one?), and they learned that it is okay to make mistakes and that editing is a part of writing.

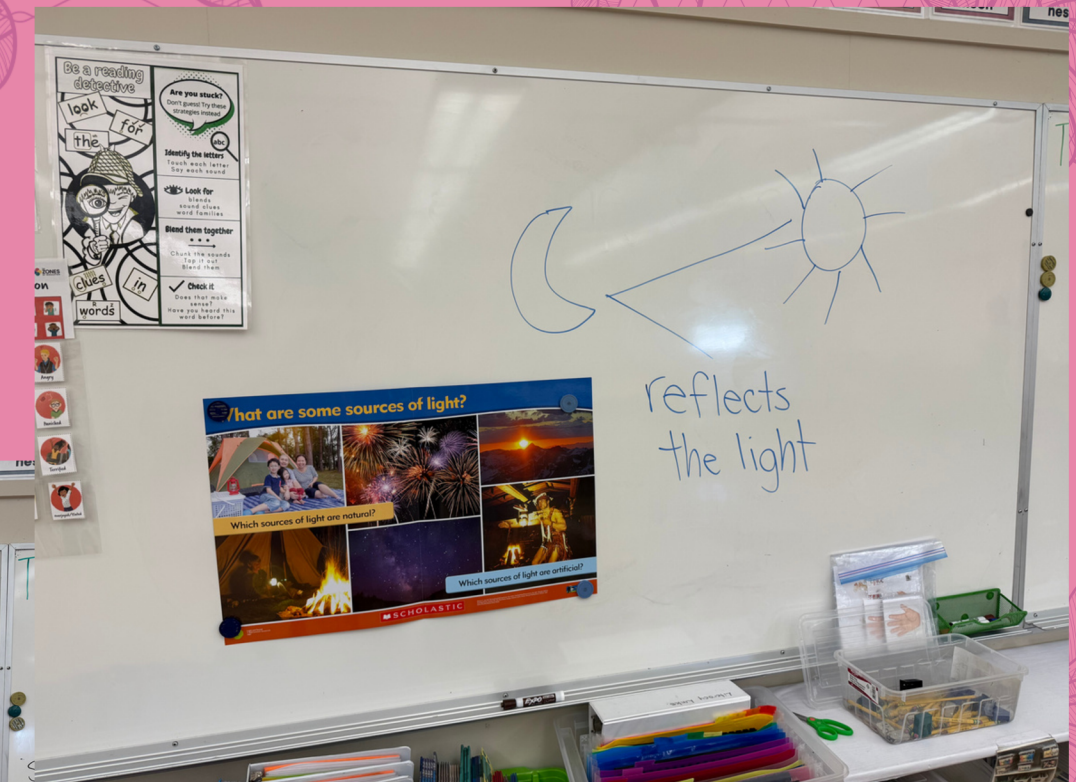
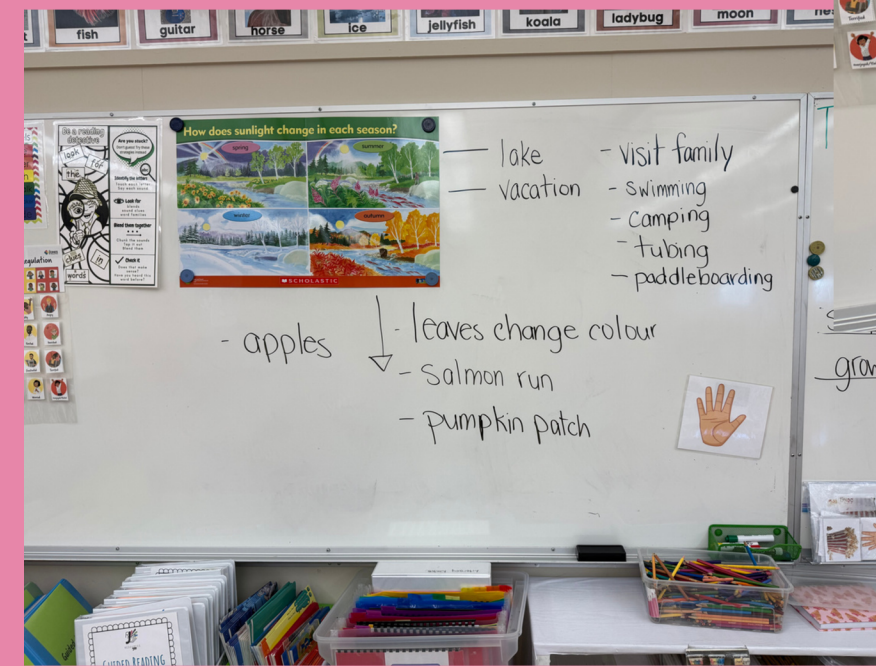
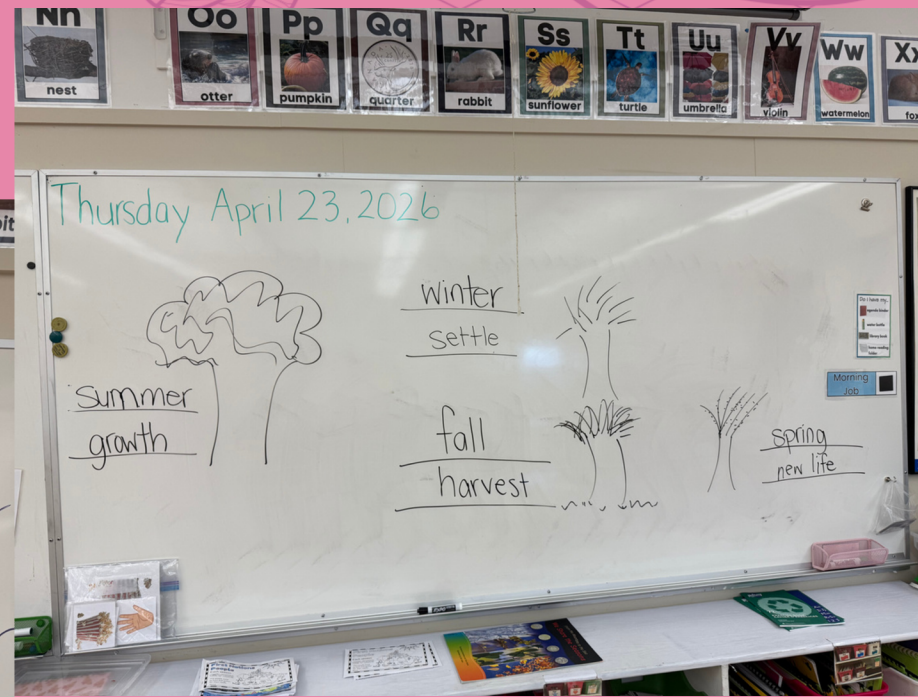
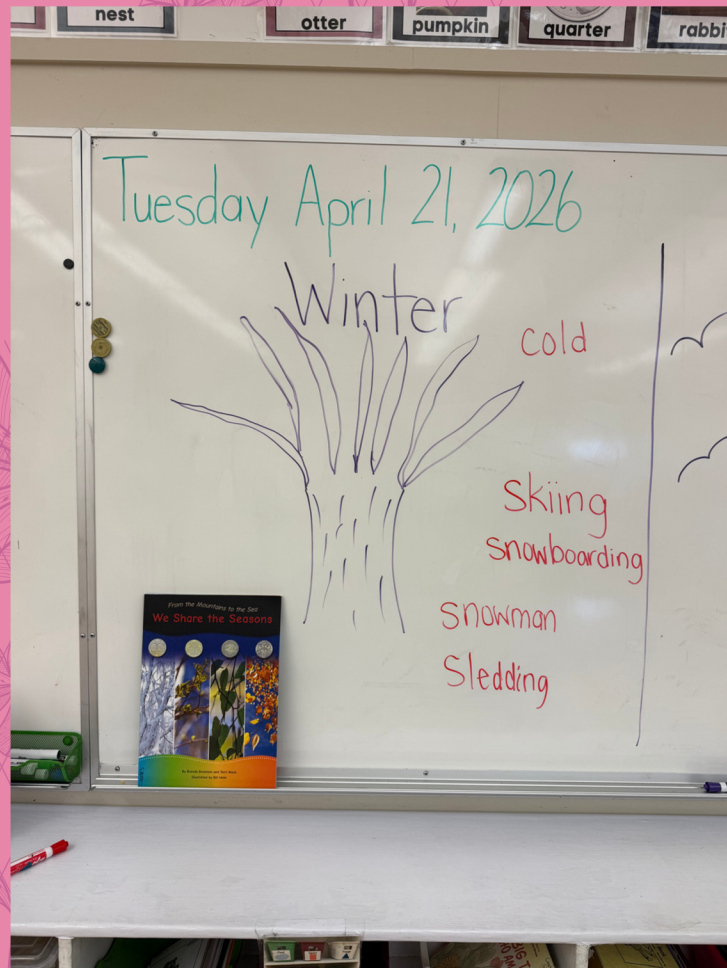
The expectation was 2 sentences and a drawing if time.

### Differentiation:

- Some students used whiteboards and I scribed a few words at a time so they could focus on printing instead of having trouble going between the whiteboard and their journal book
- One student required their two sentences written in highlighter and they would trace the words. Then they were transitioned to having to write the sentences on their own towards the end of my practicum.



Journals are also another way to integrate socials or science etc. In the photo to the left, the journaling was done during the science unit on seasonal rounds and objects in the sky.

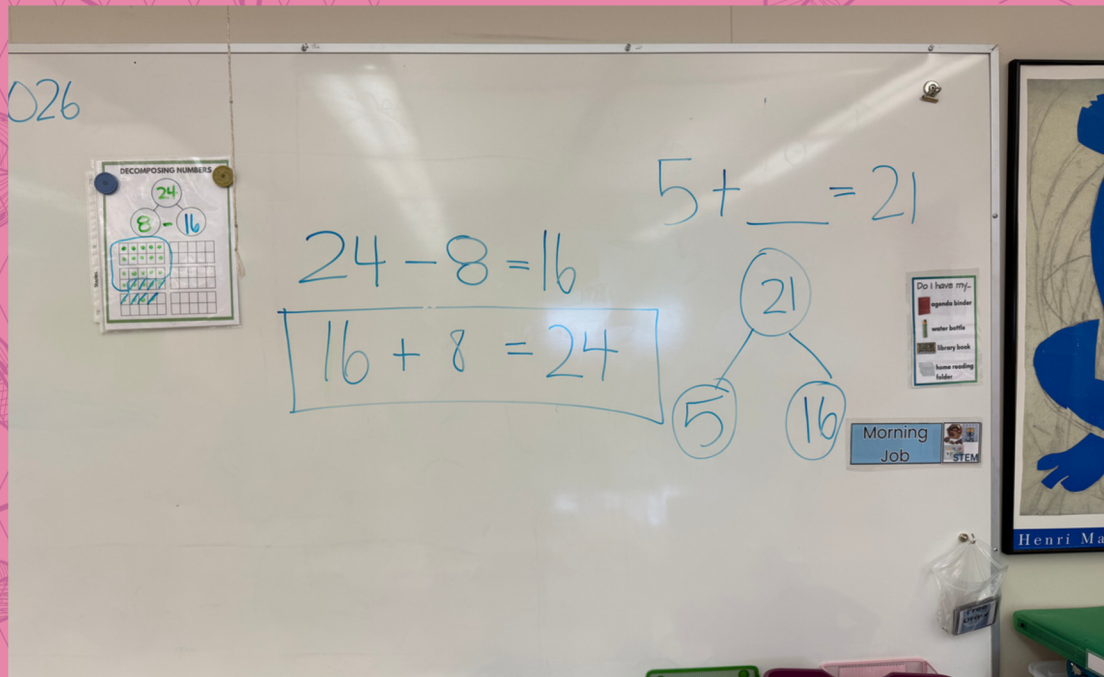


## Science: Seasonal Rounds and Objects in the Sky

Students were engaged in brainstorming about each season, completing a mini booklet on seasonal rounds, and drawing trees for each season. They were able to share different activities or things they observed in each season and learn how First Peoples had different activities such as hunting or gathering plants, that were connected to the seasons. Indigenous content including different ways First Peoples use the seasons, learning about the moon that goes with each season and exploring why they thought it was called that name (e.g. Elder moon), and viewing an Indigenous book with artwork for each season.



## Math



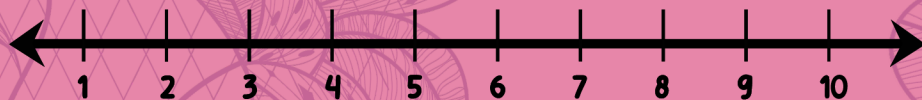
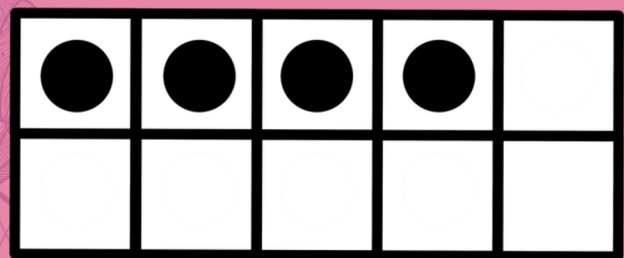
I like to use a variety of manipulatives and strategies when it comes to math. I encourage students to show me how they got the answer, what was their thinking behind it. As a class, we talked about how the answer is only part of it, I want to see what strategy or tool did you use to get there.

Learning takes patience and time. This applies to math as it can take time to learn new math concepts. Students recognize that daily practice of math helps to build their skills and it is okay if they don't understand it right away. Helping students to connect math concepts to everyday life can also help with some concepts, e.g. measurement is important if we are baking cookies as we need the right amount of each ingredient for our cookies to bake properly. Students learn that standard units of measurement will work better for baking than no-standard units.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Playing math games and working together to solve math problems gives students the chance to have fun and learn math at the same time. By working together, students collaborate with others, learn different strategies by working together, and gain confidence when they help others.



During my financial literacy unit, the students were able to visit the school canteen and purchase a treat to enjoy as a class. They were able to connect skip counting, adding coins, and the value of coins to the real world.

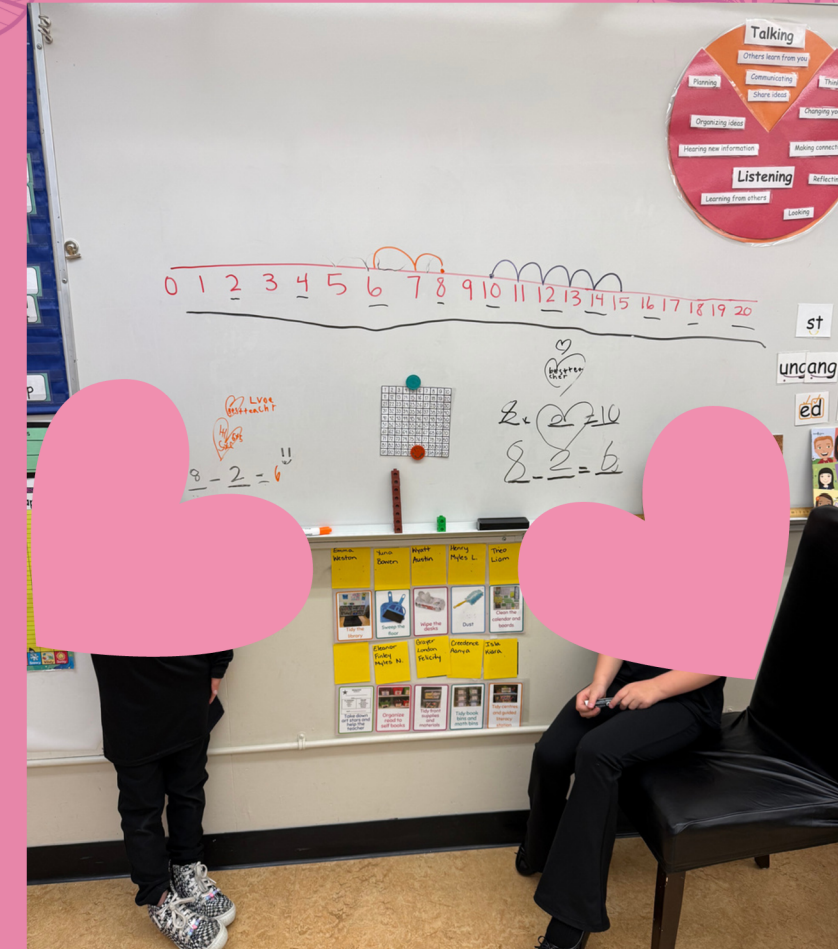
## Math Small Group

When I was circulating through the classroom as students were working independently, I would help some of the students who struggled with math. It is important to recognize that our brains think in different ways and encourage students to look at other ways they can solve math problems.

Some of the students began to see math as something they could do and it was fun. It ended up becoming something that they looked forward to each day. If the daily schedule changed and math got moved, they were sad.

The classroom teacher had created a space where students could make mistakes or feel safe to ask for help, which fostered an engaging and hands-on style of learning math. One of the tools she had for each of the students was math bins. Each bin had a variety of manipulatives that students could use for their learning, e.g. ten frames, dice, cards, dominoes etc. Math bins are a great strategy/tool for a whole class or in small groups like the one I had with the two students. They could also be used individually if students needed them to explore a math concept. Items in the bin need to be pre-taught on how to use them, with explicit instructions that they are tools and not toys.

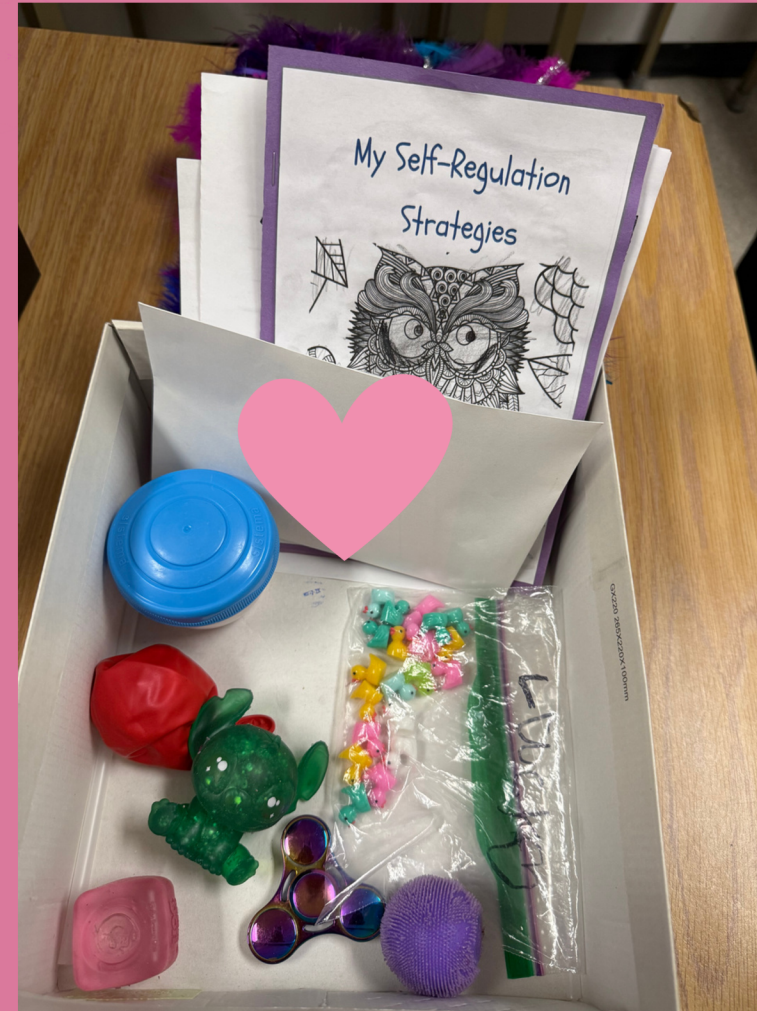
One day, two of the students came up to me to ask me if they would work with me on math during centre time. They liked the small group setting and worked hard each time I worked with them. It became a regular activity during centre time and I saw how much fun and connections the two were having while learning math. I saw their growth and recognized that it is important to create space for small groups whether it is math or literacy to give students support and a place where their confidence and skills blossom. Having strong classroom management and routines for students, helps to support opportunities for a teacher to be able to work with a small group or an individual student, while the rest of the class is working independently, having centre time, etc.





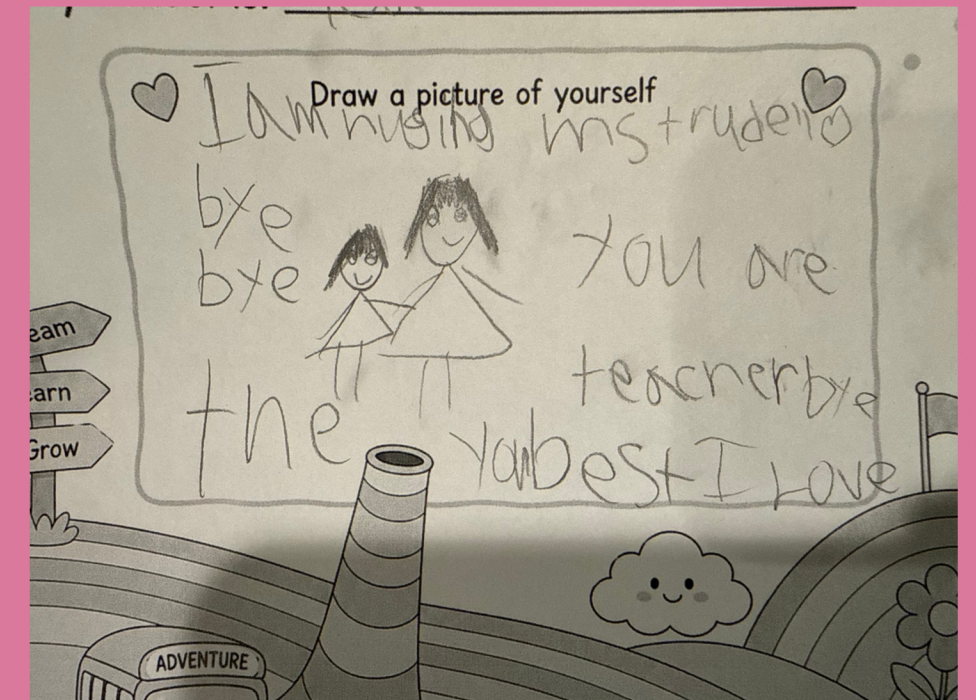
### Socials Unit on Landforms

This unit explored different types of landforms. Students also explored the landforms that could be found in their own community of Kamloops. This unit included journaling, poem of the week, a mini booklet about landforms, and picture books with landforms. They also used books from a Scholastic kit (see photo) that they could read through and find out information about some of the landforms. I talked about how Kamloops was once covered by a glacier, which melted over time and left a valley where we live now. The students loved hearing about how ice, rocks, and water can shape and change the land. The visual vocabulary cards helped students when I reviewed landforms we have discussed previously before adding new landforms.

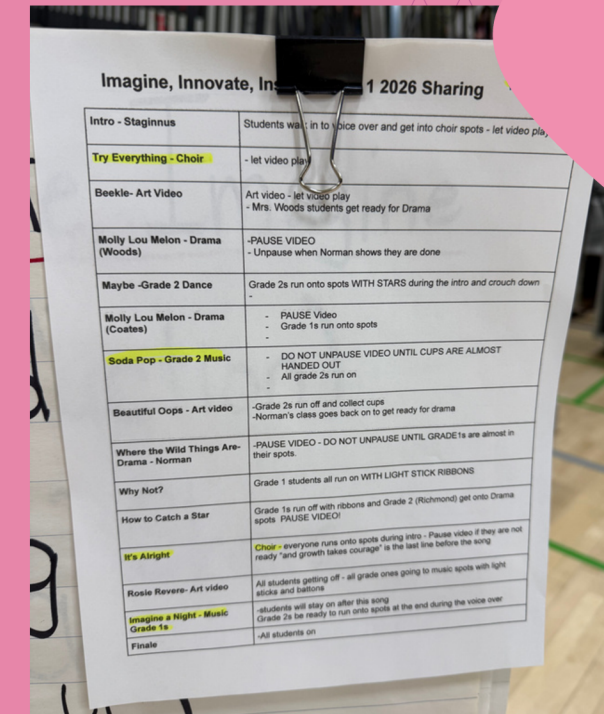


### Student Peace Bins

SEL skills focusing on self-awareness and self-regulation. Teaching students strategies and tools they can use to help self-regulate. Students needed to be able to explain why they placed items in the bin for the free choices they had. When and how would they use that tool. The class also created items that went into the bins to help with strategies.



On the last day of practicum I did an activity with the kids where they could share things about themselves and what they liked about school during my time I was with them. I told them I am going to bind the pages together and make a book that celebrates our time of learning and growing together.



One of my favourite things about being at KSA was that I could put my years of dance and music into practice by integrating the arts into my lessons. I was fortunate enough to be in Pod 1 and be able to co-teach dance rotations to the Grade 1's and 2's in the pod.

KSA does a pod share performance a few times a year that gives the students the chance to share their learning from the term through dance, music, visual art, and drama.

I was able to support the pod teachers during rehearsals and performances. I had the opportunity to see the planning while I was there, and then see how it all came together for the dress rehearsal for the school, and two performances for family, friends, and the public.

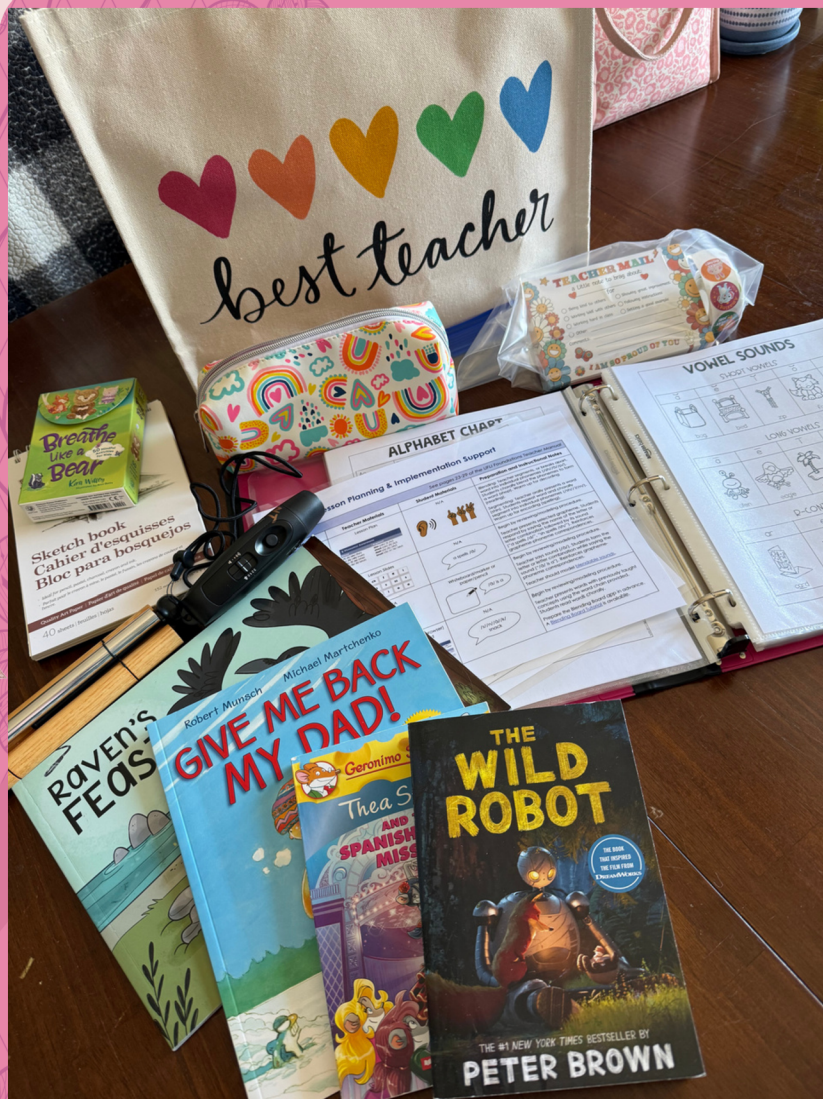
The Arts is a way to engage all learners, a means for students to share their learning, can be used as a way for students to express themselves or connect to their learning in a way that is meaningful for them. By incorporating movement/dance, music, visual art, or drama into lessons can also support a student's well-being, and gives students alternatives to demonstrate learning or engage with curriculum. I have come away from this practicum with various strategies to integrate the arts into my daily teaching.

Something as simple as doing a brain dance daily gets students moving and learning about their body in space.

<https://youtu.be/maNqp3g2H18?si=C3qMpWplS8DeVuq5&t=1>

The arts is an integral part of who I am, and I am grateful to have been a part of the KSA community.

I HOPE YOU HAVE ENJOYED  
A PEEK INSIDE MY GRADE 1  
PRACTICUM CLASS!



TTOC BAG

