

# A Leader's Guide for a SmartLearning Round

## **Part one: Connecting to the Learning**

### **Welcome**

- Setting the context for the learning round, sharing and refining goals
- First words from the teacher(s) co-teaching the round: establishing the thinking behind the plan
- Preparing for the classroom interactions: setting tasks for participants, establishing research lenses; reviewing personal goals set by participants – in light of new information

### **First words... from the teacher.**

The teacher volunteering to host the learning round is introduced, and (s)he explains details about the class:

- General overview of the students...
- Experiences the students have had with the *SmartLearning* process and with the *SmartThinking* tools...
- Social interaction in the class: experiences students have had with A/B structured-talk, collaborative-talk, class-talk

### **The teacher and the co-teaching facilitator** will outline the planning done in preparation for the learning round, explaining:

- Assessment information guiding the planning
- Concept/s being developed through the plan and skills chosen to focus the teaching
- Resource/s being used
- The *task* and the thinking behind the teaching plan for today's work with the *SmartLearning* process
- Specific ways the teacher(s) plan to use the *SmartThinking* tools chosen for the sequence.

Note: Once the learning round cycles are in progress, the sequences are co-planned with participants and some of the participants co-teach parts of the sequence.

### **Research lenses are discussed\*** and participants choose a lens of interest to apply to the learning in the classroom. They are invited to gather observations using a T-Square format with an attribute on one side and observations on the other.

\*The first research lens we use reflects the Principles of Learning found in every B.C. curriculum document. Other research lenses are found on the back of *Pathways to Powerful Learning*.

- Before heading into the classroom, participants revisit their initial goal(s) and finalize personal goals in light of the planning discussion.**
- Details of the work in the classroom are discussed.** Participants are invited to do the following during the learning round:
  - Engage with the same work as the learners -- participating with a colleague in A/B partners -- observing the learning behaviours of selected students from a distance. Often participants focus on vulnerable learners.
  - Apply a research lens to the work gathering information in a T-Square - with the research lens on one side and the observations on the other
  - Notice their own learning as they move through the process
  - Decide what they will share about their own learning, and the learning they observed during the learning round.

## **Part two: Processing in the classroom**

### **Welcoming and introducing everyone to the learning round**

- First words... from the teacher**

The teacher of the class side-by-side with the co-teacher sets up the learning round, by introducing everyone. (S)he explains the goals, the work the visitors will do, and outlines the steps in the plan for the learners.

The steps in the process, the *end-task*, and the first reporting-out frame are on the board, or on chart papers.
- Learning *in action* in the classroom**
  - Everyone in the room works through the *SmartLearning* sequence.
  - At the end of the session, the teacher invites the students and participants to **zip** the learning round. Starting at one side of the room students share what they noticed about their learning in a **whip around**. Then starting at one end of the participants, each person offers his or her observations, closing the zipper on the learning round.
- Words... from the teacher.** The teacher offers his or her thoughts on the session, to bring closure to the classroom experience.

### **Part three: analysis and next steps for planning**

- First words... from the teacher**
- Participants analyze the learning.** Details of the participant work in the classroom are discussed. Participants are invited to:
  - **Mining for Gold** in small groups of 3 or 4 - talking through the information they gathered during the classroom interaction using, **What's important? Why is that important? (3X), NUGGET**
  - Teams are re-grouped to summarize using, **What's Important and Why?**
- Participants assess the learning** using performance scales/K continua/criteria established for the learning... and begin planning for the next session of the learning round answering, *"What do the learners need next and why?"*
- The co-teaching facilitator and teacher review what they did and why** in the learning round, and lead a discussion about the nuances of particular *SmartThinking* tools they used: getting started with a particular tool, going deeper with the tool, using the tool in different curricular areas, variations of the tool, and ways to link tools for different purposes...
- Planning and setting goals for implementation.** The participants explore how to get started or to go deeper with the process - in a range of grade levels, in different content areas, and with learners from a diverse backgrounds and needs. Each person then sets personal implementation goals.

### **Part four: reflecting on the learning**

- Everyone reflects on the effects of the SmartLearning round** as a professional learning process, and thanks the teacher and the school for hosting the round.
- Last words... from the teacher**

Thank you to SmartLearning trainers Ingrid Fawcett, Nadine Naughton, Georgia Nieken , Joey Sahli , Megan Anakin, Ann Nottingham, Erika Warkentin, Tammy Renyard and Sandy MacKay for their feedback on the SmartLearning Round model of implementation. Each cycle of learning stimulates new understandings and serves to enrich the next.

**Principles of Effective Learning... one research lens for analyzing the effects of SmartLearning**

**Three Core Concepts for Learning and Instruction**

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1. New learning is strongly influenced by prior knowledge and concepts.
  2. Learning for understanding requires a solid core of content structured by major concepts and ideas in the field or discipline.
  3. Students can be taught the skills required for effective learning. When these cognitive skills are taught explicitly, learned, and put into practice they foster improved performance in schoolwork and in the tasks of lifelong learning.

McClaren, 2001

**Nine Principles for Effective Learning Environments**

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- Academic Rigor in a Thinking Curriculum
  - Accountable Talk
  - Clear Expectations
  - Fair and Credible Evaluations
  - Learning as Apprenticeship
  - Organizing for Effort
  - Recognition of Accomplishment
  - Socializing Intelligence
  - Self-management of Learning

Ref:  
 [http://www.instituteforlearning.org.pol3.html]

Resnick, 2001. The Institute for Learning

<b><i>Effective Learning ...</i></b>	
<b>What are we looking for?</b>	
<ul style="list-style-type: none"> <li>• deepened knowledge</li> <li>• higher order skills and strategies</li> <li>• positive emotions, excitement, enthusiasm</li> <li>• enhanced sense of self and personal competence</li> <li>• more sense of connection with others</li> <li>• an expanding <i>tool-kit of learning strategies</i></li> </ul>	<ul style="list-style-type: none"> <li>• greater commitment to learning</li> <li>• engaging with others in learning</li> <li>• making connections between learning, personal experience and the world outside the school</li> <li>• reflecting about one's own learning and the effects of learning strategies</li> <li>• setting further learning goals, goals to stretch skills and understandings</li> </ul>

## Principles of Effective Learning

### □ **Active Learning**

- students engage in explicit open-ended tasks that invite complex, higher-order thinking
- students engage with learning strategies to develop their understandings
- students engage in structured assessment, reflection and feedback
- students set goals in light of new understanding(s)

### □ **Collaborative Learning**

- new understandings are developed through structured partner-talk and small group interactions
- students reflect and set goals in relation to criteria set for partner or group work, and for work as powerful speakers and listeners

### □ **Learner Responsibility**

- students are involved in the development of criteria, find evidence of meeting criteria in their work, and set *stretch-goals* in light of new understandings
- students know the goals, know where they stand in relation to the goals, and they learn how to close the gap

### □ **Learning about Learning**

- Students examine and reflect upon the learning strategies they are using, and how these learning *tools* impact their thinking and understanding.

Developed from Watkins et al. (2002) *Effective Learning*. School Improvement Network: Research Matters, 5:1-8; Black and William, 1998; B.C. Ministry of Education IRP Curriculum Guides, 2006-9, Minsky, 2006, Hattie, 2009, Close, 2010

## Reflections from February/March 2010 Smart Learning Rounds

### Wild Rose School Division, Rocky Mountain House, Alberta

Two-day learning rounds in Gr.1, 5 co-led by Susan Close, and two days of learning rounds in gr.8 Math and gr.11 Social Studies co-led by Tammy Renyard and Sandy MacKay

### SD8, Kootenay Lake, Nelson & Creston B.C.

One day learning rounds in Gr.4, 6, 8 Science co-led by Susan Close

## Educators Reflect

### 1. Gr.1, 4/5, 6 with non-fiction images and text

- *I noticed that both the Junior High kids and the Senior High kids engaged in the lessons with the same integrity as the grade 1 and grade 5 students last week. This really surprised me. The grade 8 math students were looking tired but were on task right until the end of the lesson.*
- *The SmartLearning process has opened my eyes to the power of the brain and learning and to the genius in each child – from youngest to oldest. It is a process that enables all learners no matter what their circumstances, to make connections, reflect on their learning, and to stretch their brains. I see it as the rain, the sun, and the soil that allows the flower to bloom and the class to become a beautiful bouquet. I am excited to return to my class to continue my learning journey. Thank you for the opportunity.*
- *There is no better way to engage students in their own learning! Through the process they learn to reflect and assess their own learning. Students feel safe to learn, and feel they are of value no matter where they are on the skill continuum.*
- *Any student, no matter what level, is able to be part of the same learning community. Each student grows and blossoms. This has been a very profound experience that has opened my eyes not only as a teacher, but as a learner. The students' feelings, their confidence and their work are the true testimony to the essence and importance of SmartLearning. Thank you for believing in the value and potential of EVERY child.*
- *I feel so much more confident and comfortable about how to move forward with SmartLearning. I really am so motivated to be fully engaged in the SmartLearning approach. I am going to use Partner Picture-talk and the coaching cards with my students as well as better structure in the A/B partner-talk. I feel very fortunate to have been able to spend three days with you. Thank you very much.*

- *Wednesday, Thursday and Friday has been a very lovely time. In education these days as teachers, we are expected to work harder and harder, with more and more curriculum outcomes and changes. SmartLearning would help us integrate outcomes and let all the children participate in activities, no matter what level they are at the time – expanding learning, sharing ideas, expanding brain power in all! Very powerful to see everyone in a safe, low-risk environment. I cannot wait until Monday morning!*
- *Thank you for the wonderful three days. I have needed the opportunity to see the whole process in action. I have used several of the tools in an isolated way. Now that I have been exposed to the planning and the full nine steps, I can better plan the full approach. The learning round gave me the confidence to plan and use the concepts in a meaningful way. The students in the classes were amazing in their openness and willingness to let us see them in action. What each student is capable of ... it's amazing!*
- *Throughout the two days of participating with the students the 9steps of SmartLearning really came together for me. I felt inspired by watching the growth of the students, and confirmed that this is a tremendous opportunity for students and teachers to travel together on their educational journey. Thank you for sharing your time, knowledge and passion with us; it was an honour for me. I cannot wait to open up my junior high math classroom to this learning round experience in March.*
- *Differentiation is embedded in Smart Learning. I saw all of my student's learning needs being met, from my struggling readers and writers to my excelling students, while they were all working on the same piece of text. While they weren't quite themselves with all the adults in the room, they all were able to share their ideas and feel their contribution was valuable. When I think back to the two days, not only were my kids challenged with high level thinking, but they also had the confidence to stand and talk in front of a group of adults that they didn't know. I received an email from one of the teachers from Drayton who was here. She said one of my students came up to her at the rink and said "You were in my classroom". She was surprised that they would recognize her. I think this speaks to the keen observational skills the kids can develop.*

*I know I can use Smart Learning and be confident that I am using sound teaching practices. I can get through my curriculum by embedding many of my Science and Social lessons into Language Arts while the kids and I are having more fun and creating thoughtful learners in the process.*

- *Thank you for coming to work with the grade five class at Aurora. You changed our lives. My students are setting goals for their learning. That is something they were definitely not doing before SmartLearning. I have never been a 'traditional teacher', but some of my practices are going to be dumped because I need to make better use of my time with SmartLearning. Finally after 14 years, I have found true teaching, true learning. Thank you, your teacher in training forever.*

- *Thank you so much for sharing your valuable teaching and learning information with us all here! I have personally seen SmartLearning in action as I used it with a bond activity having grade 12's work with grade 8's in our building "Mining for Gold" about anti-bullying options!!! The teachers and I could not believe the immediate interaction and connection with the students who many had never known each other prior to the activity. The teacher I worked with asked for the **Mining for Gold** strategy to use in her classroom!*

*I also use the other strategies that our superintendent has shared with us at our Administration meetings .They work so well to get the in-depth responses and critical thinking, I am excited to continue to use these strategies to assist the students I have an opportunity to guide, instruct and model for the 21st century.*

*Your dedication to students and learning is outstanding and contagious, thank you again for sharing your expertise with me for our brief time together.*

- *SmartLearning is an answer to all teachers' K-12 problems because it is a process that can be used in all grades, in all subject areas and most importantly, with all students. Novelty, variety, challenge and differentiated learning are all built in. The results speak for themselves. It was so terrific and emotional to see the students engaged in their learning and to see them 'puff out their chests' because they were so proud of their accomplishments.*

*I am so excited to get back to my classroom to build on what I already know and to take my students to higher levels in their thinking. I cannot wait to see their "aha" moments!! Thank you very much.*

## **2. Grade 8 Math**

- *Seeing Math in a "SmartLearning way" was refreshing. It embraced all the learners in the room and allowed them to participate at their own level - but pushed them as well. I want more! My nugget is to keep trying new Smart stuff and let it happen.*
- *Things I noticed: significance of students working with a partner; increase of confidence of students and their willingness to try; moving to higher levels of thinking (way beyond knowledge/recall); awesome!!*
- *It was an extraordinary experience to watch these students go from hesitant learners to ones that couldn't get enough. They had an amazing journey that I am so excited to continue on with them.*
- *Students were engaged both days. This is a difficult age group due to peer relations and pressures and yet they seemed comfortable with sharing. The brain work left them exhausted (energy levels when they left were much different than when they entered).*

- *Great use of manipulatives and games to increase student engagement. Also, the use of story books in Math is amazing! Cross curricular all the way! Great two days! Learned so much more!*
- *I enjoyed the structure provided. Activities were basic yet were used to extend learning. LOVE the idea of having students stand up (move =round). Student engagement was evident.*
- *Enjoyed seeing the math coaching card in action! I asked students if they found it helpful and they said yes. They liked the, "Relating it to their Life", "What's important in this Question?", and the "Extend the question" pieces. I will use this in my class.*
- *I've been waiting to see how the Smart process would be used in a math setting. I've used bits and pieces - now I can see how to structure the lesson to include more tools, all with the task as the goal. The whole approach - building the students background, supporting their learning made sense.*

### **3. Grade 11 Social Studies**

- *The tools that we ask the students to do as part of their learning – what powerful tools if they can be internalized. A/B partners – use yourself to bounce things back and forth. Mining for Gold – refine your thinking to get to the nugget. I will continue to add tools as I see the need to move the students in different ways.*
- *My goal is to learn as much as I can so I can promote SmartLearning to parents and senior administration. Also – to plan for school wide implementation.*
- *Thank you for coming into my classroom. Your work with my kids and modeling for me some of the techniques of smart learning are going to impact the way that I teach. Perhaps the most important lesson I learned was how to chunk the material and encourage student engagement. That may seem obvious, and it is, but some of the techniques like gossip, mining for gold etc will allow me to better engage all my kids and encourage learning. So that is my goal to chunk my lesson and engage students. Thank you for helping me become a better teacher.*
- *The whole point of my job is to engage the minds of my students. Smart does this so well in such a thoughtful, deliberate way. It brings accountability to those learners that need it in order to “check-in”. It gives the teacher more chances to accommodate for all the learners in the class without running herself into the ground. Smart is SMART!*
- *I found it interesting to watch high school and junior high kids engaged in the same process (a/b partners, coaching cards, SMART tools) as my grade 1's. In all cases the students were engaged, collaborating with each other and having to take responsibility for their learning. My goal is to continue implementing SMART into my classroom into all subject areas. The area I would like to really focus more attention on is math.*

- *My goal is to bring more right brain learning into the math classroom through students drawing pictures to match word problems and give kids a picture and have them write a word problem to match it. I am also going to stop students more frequently to have them reflect on their learning. Through watching SmartLearning in the classroom I have been able to see the 'flow' and sequencing of a Smart lesson which will help me in my planning. I have also seen techniques I will use in my class.*
  - *Goal – to use gossip more in my classroom. It would be great for student interaction, getting students to stand up and move around class and find information. Two day presentations – Awesome! Great refresher and what I want to work on more.*
  - *My goal is to work in the reflection part into my teaching. The learning rounds have helped me to see how I can work the reflection part into any class. The learning rounds have also showed me how important the reflection part is!*
  - *This was an introduction to SmartLearning. Watching and being engaged in the process and implementation of a lesson using these tools. I am going to increase my use of images in the class. I'd love to know more about inference.*
  - *It was valuable to see grade 11s because I teach grade 7s. The pace and amount of material I would be able to cover with 7s would be half. I would have like to see more reflection tasks to give the 11s more time to process all of the data. Goal – get a set of cards to utilize for creative writing in Language Arts and continue to try new SMART techniques. I would like to attend next year's conference.*
  - *My goal is to get to a point this year where I am working through the nine steps competently, even if it takes two different time blocks. I will be doing "Mining for Gold" as my next focus.*
  - *The use of technology and video in my classes has always been weak. To see how to use a tool with these to allow for full engagement and responsibility from the students a whole new dimension to my teaching practices.*
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## **Learners Reflect**

### **1. Grade 11 Social Studies**

(After two days of SmartLearning in one class, and one day of SmartLearning in the other.)

- *My new idea on thinking – you were able to exploit a shorter attention span by pausing and making us think instead of people falling asleep during the movie.*
- *I learned a lot during these past few days. Being involved and active helped me to remember and I didn't even have the chance to 'zone out'. Thanks!!*
- *With A/B, when talking, our ideas brought things together to make sense.*

- *My new idea – world war one was very complicated. My thinking was lazy but the cards helped a lot. A/B partner talk helps a lot to share ideas.*
- *I noticed that I think a lot more in feelings and pictures than in words.*
- *I noticed that I pay attention more when something unique, like this, goes down.*
- *Something I noticed about my thinking is that the coaching cards made me think about more and open my mind.*
- *My thinking was better with the coaching cards. It made me think of so much more.*
- *Something different I realized today was I just made more connections and thought about stuff different.*
- *I noticed how the coaching cards made me think more about the picture while stimulating both sides of our brains.*
- *The coaching cards were interesting because they covered a wide variety of different topics in the picture.*
- *Something I learned was that looking at the purple/green cards helped me think more about what I was looking at (to understand more).*
- *I noticed that working with the coaching cards helped me provide more information.*
- *When we were being asked questions off the cards I thought more about what was going on in the picture.*
- *I really liked this process. I was able to go through any information I already knew and get somebody to share what they knew, put them together, and learn more than I usually do working on my own.*
- *I noticed I knew more about a topic than I thought using the card.*
- *I really liked the process. I remembered more details from the day before. Retained all of the important points.*
- *I found the two days enjoyable.*
- *It made every student understand the topic more easily.*
- *I've learned little, my head hurts. Socials is sometimes interesting but I learn best solitary not with different people.*
- *I found the thinking and learning refreshing – opposed to just lecturing getting involved – I like the idea of writing in role, otherwise it can get boring.*
- *That is was a good way to find more information and think deeper.*
- *Helped a lot, helped think more in depth.*

- *I really liked this way of learning. It was very different and utilized many concepts of how our brain works.*
- *Using the right side of my brain was more helpful than the left side.*
- *I found that the way we were told to think and learn was better than older styles.*
- *Structured learning allows you to learn more thoroughly and foster...*
- *It improved it by focusing my mind more on certain things. It let me look more closely at key points.*
- *I learned a lot and I absorbed a lot more than what I would if I was just listening to a lecture. I liked working with partners.*
- *I am learning new ways to look at things through partner to guide me on the right track.*
- *A/B partner talks were ok. Nothing should change really, maybe less talking.*
- *I noticed I learnt better with images and the interacting with partners makes it easier and better to get more ideas to write about.*
- *I liked some of the various techniques such as the sheets and cards, really did not like the frequent starts and stops.*
- *I found it almost harder to learn. It takes lots of time.*
- *I liked how we actually had to pay attention, listen and understand everything we do. We get different perspectives that help us retain everything.*
- *I was much more observant and thought more about what's happening and why, and felt like I learned more about topics.*
- *I liked the coaching cards for sure as well as the groups organized during class, I think you feel more connected.*

## **2. Grade 8 Science**

(After a double-block, one full afternoon of working through a SmartLearning Science sequence)

The learners were stationed in pods of three, each pod with I Phones in hand huddled around a laptop computer. They used **G•O•S•S•I•P** and **Lettered Heads** to activate prior knowledge; then used the **Partner Picture-talk routine** -- applying the routine to two images on their screens – to generate hypotheses and questions. Their task was to be able to explain why two organelles are designed the way they are.

Then they did an experiment, applying **What's important and why and Connections** to the experiential information. **Lettered Heads** was used again to summarize and present information using a reporting out frame: My partners \_\_\_ and \_\_\_ think \_\_\_ because \_\_\_. **An image was set** and they each generated a first draft of the task: explain in a Blog to a scientist why they think these two organelles are designed the way they are.

- *I am starting to understand more, and to remember more.*
- *I've stretched out my ability to understand and explain scientific objects. I've got a better idea of what I'm studying.*
- *I noticed I am learning new things.*
- *I noticed how working with this method is a very good way to remember important information.*
- *I am noticing that I am working hard and have more knowledge in my brain and that I really have a major headache.*

Note: The brainwork involved in SmartLearning sequences does take a great deal of energy. A headache can happen if the learner runs out of fuel. This is where nutrition plays a vital role in the learning process.

- *I am noticing that when I move around I can remember more.*
- *I thought more clearly.*
- *I made connections in my work.*
- *It was really fun. I am not sure if my understanding is clear yet, but the learning was awesome! I was away last class so I did the GOSSIP by generating questions. It was hard at first because I didn't get to play the game that started the unit last class. I could participate though because I gathered ideas from my partners and left them with questions I had about the topic.*
- *My thinking is better knowing that moving around is better for the brain. I feel like I am getting more brain.*

### 3. Grade 8 Math

- *I noticed that my brain really had to work over these lessons to understand what we talked about. I understand probability is all around me.*
- *I noticed in the past two days that I can work better in partners. It made me understand more and it was more fun than working alone.*
- *It's been easier than other methods I've experienced and I learned much better. It was an eye opener! It was fun interacting with people and hearing their opinions. I loved the story telling.*

### 4. From a very special grade six student, writing after working with a non-fiction image

This is a particularly wonderful reflection given the student's father committed suicide in almost a year ago. For almost a year the student has shown very little motivation for learning. During our learning round, he picked up his pencil and engaged. I believe the safety of the A/B partner-talk, and the intensely interesting content we chose, kindled interest. His writing astounded everyone in the room. You can tell he noticed the power in it as well.

*Thank you for taking time off your busy schedule to teach us and help us. I noticed when you came in I could write better than usual, and now I can write better than ever. The words in my writing that I liked the best were, "...wind whistling like people in a chorus."*

### 5. Grade six, writing after working with a non-fiction picture

- *I noticed I was pumped and that I got more excitement in my writing. I noticed that I used bigger words and more describing words. I will use more power words next time.*
- *I noticed... I had humour and sounds. I would like to see more emotion next time.*
- *I noticed feelings and that I got more excitement in my writing. I would like to see more textures next time.*
- *I noticed that some people in this classroom will probably become writers of best-selling books.*
- *I noticed I can write powerful sentences.*
- *I noticed I had to try a couple of words to get the right one I wanted.*
- *My writing was more creative than I've done before and I think it sounded nice. Next time I want to put more movement and emotion in.*

- *I noticed I changed my writing style and used words I never thought of using before. I'd like to see more feeling and textures in my writing.*
- *I noticed I wrote a lot more. Next time I would like to describe the scene more and add more textures.*
- *I noticed that learning is sort of creative. My brain worked hard.*
- *I can now describe more of a scene with words I don't usually use. I would like to see more emotion, texture and action in my writing.*
- *I noticed it sounded good enough!*
- *I noticed I wanted to put more colour and scent. I tried to change my writing a little bit so that I could make a good picture write-up.*
- *I noticed I used more outstanding words.*
- *I noticed I used more descriptive words than I usually do and that I took out lots of words and replaced them.*

**Here is this learner's first draft, after Partner Picture-talk with the polar bear picture.**

*The weather is getting warmer. I prepare to pull the sled. After day one, in the morning, I get the feeling of life in the wilds of Canada. It's really tough. The polar bear is back again. It's happening all over again, except the dogs together are stronger than the bear... I feel a bit scared of myself and I am also beginning to be fascinated by the wilds. I always thought that sleep in the wild will be cool. But it is not that cool. It is cold and a bit creepy. After the polar bear, my fear was double. The ones I could trust were dogs.*

- *I noticed my writing was a lot more powerful and descriptive.*
- *Thank-you for teaching my class and I noticed my writing is better but, it is still not my favouring subject. Here is something from my writing, "The wind sweeps over the ice." Thank-you again. (I love the honesty!)*
- *Mrs. Close, thank you for your time! My writing is a lot more creative.*
- *Thank you for coming to our school and for teaching us how to write descriptively. I noticed my writing is now getting more detailed and imaginative.*
- *Thanks for coming to teach us! I noticed I wrote the best in a long time.*

**6. Grade 4 & 5, writing after working with a non-fiction picture**

- *I noticed when I was writing that I had powerful images in my head.*
- *I noticed I felt a lot of feelings when I was looking at the picture.*

- *I noticed that I became more creative in choosing A/B partners. I noticed that everything was quite new so it was a challenge.*
- *I noticed that I stayed on task and didn't fool around.*
- *I noticed it was much more challenging. I learned the brain likes a challenge.*  
**Draft writing:**  
*The dogs growl with anger. I feel so worried about my cubs. "Are they okay?" I ask myself. The smooth ice stung my paws...*
- *I noticed what we did was challenging but hard to stop.*  
**Draft writing:**  
*A solo polar bear stands in my walkway...*
- *I noticed that what we did was a bit of a challenge so it was different and a lot of fun. I also noticed that we used A/B partners in a new creative way.*  
**Draft writing:**  
*saw the polar bear look up and I could almost sense that the giant of a bear was waiting. Suddenly the sound of far off barking drifted over the cold and misty Arctic! Out of the mist two huskies emerged, but to my surprise they weren't pulling a sled. As they came closer to the polar bear I could see, even from my spot, their fur began to stand on end.*
- *I noticed that a lot of pictures came into my head when I saw all of the images.*
- *I noticed: I was very focused about the topic. It was challenging. I accomplished picturing; I was actually there.*  
**Draft writing:**  
*Oh no! My dogs are irritating this gigantic polar bear! "Micko, Charley get back here!" I scream. The polar bear is anxious to see what my beautiful Husky's will do. I'm a musher about to watch my two best huskies be torn apart. All of a sudden the bear turns to me. I crouch down behind the sled as the rest of the pack breaks loose. They scramble across the tundra to the safety of a rock. The shadow of the bear looms over and makes a move. Micko and Charley whimper and join the pack. Now it's my turn. I can't run fast enough to catch up to them. His piercing eyes dart around and fix on me.*
- *I noticed that it was very hard to stop like all writing pieces I start.*  
**Draft writing:**  
*A huge familiar shadow looms over me, making my fur stand up. I stare at my twin sister who has her eyes fixed on me like mine on her. Do I run away? How am I supposed to know? I'm just a baby polar bear. All I know is that my Mom is trying to protect me. I decide to wait. Mom does too. I know that no husky dog could take down my mom, she's a full grown bear! That's not what I'm worried about. Just looking at my mother's dark eyes makes me shutter. But I know deep down in her heart, it's warm and loving.*

- *I noticed my thinking snapped open like a branch of a snapping tree. I made lots of ideas quickly. It was challenging to make A/B partners in a dog sleigh way. Everything was fun!*

**Draft writing:**

*Suddenly me and the others saw a huge shadow looming toward me. We were in a dark spot near a cabin. The birds in the background silenced. The big black shape stopped. I narrowed my eyes. It was a polar bear. The shape turned into a snowy white huge bear. "That polar bear looks mad," my brother Mick murmured. I started to bark trying to make the bear go away but it stood its ground. Suddenly...*

- *I noticed that it was very hard to stop like all writing pieces I start.*

**Draft writing:**

*A huge familiar shadow looms over me, making my fur stand up. I stare at my twin sister who has her eyes fixed on me like mine on her. Do I run away? How am I supposed to know? I'm just a baby polar bear. All I know is that my Mom is trying to protect me. I decide to wait. Mom does too. I know that no husky dog could take down my mom, she's a full grown bear! That's not what I'm worried about. Just looking at my mother's dark eyes makes me shutter. But I know deep down in her heart, it's warm and loving.*

## **7. Grade one learners set goals and reflected orally.**

*What amazed us during the second learning round session with the grade ones, the following day, was that after we listened to powerful samples of writing from their first drafts and developed a T-square set of criteria with the learners, each learner quickly circled icons on their pages to indicate what they wanted to see more of in their thinking, talking and writing (the same icons that are on the coaching cards.). We called these goals. After working through the one-hour **Partner Picture-talk** routine, **Radio Reading** of the text – sending and receiving images in **A/B partners**, **Character Alley**, **Setting the Image** and then **Writing in Role to Show not Tell...** we saw many of the goals clearly evident in the student writing -- Motion, feelings, colours, sounds, textures, sizes... all vocabulary picked up from the work with the picture analysis using the coaching cards, from multiple readings of the text, and from the side-to-side and class talk during the sequence.*

*The beaming faces and the student reflections on what they noticed about their learning touched us all deeply. Everyone had rich evidence of smarter learning!*