

3: 2nd ELA Astronomy MatInt

Speaker 1: I created a lot of the materials. It all stems from the Wonders curriculum. I would say two parts of it is that the Center activities and also the rotation schedule. The curriculum materials are from ... The leveled readers are from the Wonders curriculum, and we're fortunate enough to have copies of those readers. That came straight from the Wonders curriculum. I've created Center activities. I'm typing out information from the Wonders curriculum and transferring it into a Center activity, but still using the vocabulary review cards that comes with the Wonders curriculum. The phonics activity, those come from the phonics and grammar practice workbook. Also, I created a couple of my own worksheets. Actually for today, there was one worksheet that I had created, but everything's organized in a way that it's easy to pass out and clean up as well, and I can use them over and over again.

As far as the Center rotation schedule, that's something that I've created with assistance and input from those that are supporting me with creative and integration in my class, which is the small group instruction. From there, I created the student rotation cards. That's really, probably, if I didn't have those rotation cards and have for the students to exactly know where they need to be the first, the second and third rotation, things would be a lot messier, probably would be having each child [00:02:00] know exactly where they need to be without referring to a board, and they just have a strip in front of them. That makes the transitions much smoother, and it cuts down on a lot of classroom management problems and behavior problems that could arise from crowding around to look at one board. They also get to take ownership. It's exciting that they each have their own card that tells them where they need to be at a certain time.

Speaker 1: I chose them because they are directly related to the learning targets that we're working on with this unit in the Wonders in this week's assignment. I looked at the essential question, and the essential question is about, what do we see when we look in the sky. A lot of it was related to sun and moon and moon phases and stars, so I thought of bringing in other materials, like with What Makes Day and Night, which tells about why we have sunlight and moonlight. It fit nicely with the topic and further provides an extension into the science area for the students.

Speaker 1: I like that they're organized, that I can use them over and over again for each unit and each week of instruction, and I like to keep some things. You can't reinvent the wheel every week. There are some Center activities that might change, but for the most part, I'm using the same materials and updating it as the new topic comes along.

Speaker 1: [00:04:00] I don't think I would make any changes to the materials that I used today. I'll probably still do a little bit more thinking about what I can do to refine the Teacher Center, so that students do have an opportunity to write something. I was thinking that I could have used sequencing cards, I could have used a fill-in-the-blank or some type of a, made more of a puzzle activity. We always have these great ideas of how we can make things better, and then the reality sets in. Sometimes you only have as much time as you have. You have to do the best with the materials that you have. Definitely,

Need Help? <mailto:support@rev.com>

creating more ... The more hands-on that I can make the activities, the more engaged my students will be and the higher their learning, and their attitude towards school will be positive.

Speaker 1: A lot of times we're looking at the skills that they need, that in order to be successful readers, and that sequencing is something they will need. At the second grade level, they may not necessarily know what the relevance is, but that's part of that building that foundation, and creating that higher interest level so they do want to do the activities. It becomes relevant because they're making the choice to be a reader, and when they go and they read and they, in their lives, at home, in the future, next year, when they're taking the state assessment, hopefully all of those skills and that interest in being a good reader is ingrained into them.