

NRT Collaboration- Nicole Saremba and Laura Rae

November - December 2024

Our Problem of Practice: The Process

Will using loose parts build confidence as ideas are generated orally and kinesthetically?

Building resilience with print resistant writers

Lack of confidence in seeing themselves as writers

How can we support transferring the stories generated with loose parts to their written output?

What we landed on:

Laura: How might we support students' confidence and motivation to improve the quality of their storytelling (details, plot, character development)

Nicole: How might we support students' to improve their ability to make connections using non-fiction text?

Core Competency

Creative Thinking

People who think creatively are curious and open-minded, have a sense of wonder and joy in learning, demonstrate a willingness to think divergently, and are comfortable with complexity. A creative thinker reflects on existing ideas and concepts; uses imagination, inventiveness, resourcefulness, and flexibility; and is willing to take risks to go beyond existing knowledge.

First Peoples' Principles of Learning

- Learning involves patience and time

Big Idea and learning standards

Language and [text](#) can be a source of creativity and joy.

- Use language in [creative and playful ways](#) to develop style
- Use [oral storytelling processes](#)
- Transform ideas and information to create original texts

Observables:

Students would be...	Educators would be...	<i>Tasks, activities, assessments we would see in a classroom that would allow us to observe students demonstrating success with the goal?</i>
Laura's Class S1 Listening and asking questions. Using loose parts to create elements of a story. Using sticky notes to jot down Their brainstorm from loose parts.	E1 Teacher explained elements of story. (SWBTS) Moving around room, prompting individual students for further information about their story. Taking photos/video as evidence of learning. Scribing/supporting students to write down ideas	T1 Creating a story using loose parts. Putting ideas down on sticky notes so they can recall their loose parts story.

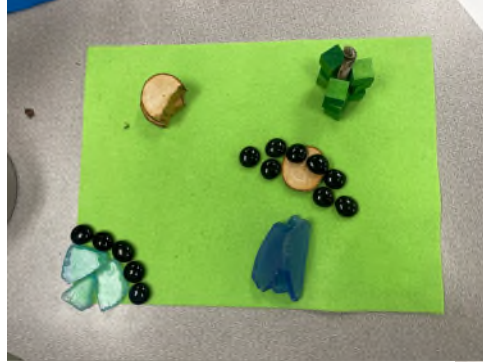
Observables:

<p>Nicole's class S1 (Student's would be...)</p> <p>Listening and responding to review of text connections.</p> <p>Listening to non-fiction text at Grade level read by teacher, and follow on the screen</p> <p>Listening and then think pair share before responding to whole class on text understanding</p> <p>Listening and asking questions for clarification.</p> <p>Use loose parts to show text connection.</p>	<p>E1 (Educator would be...)</p> <p>Reviewing posters for text connections and reinforcing by eliciting responses.</p> <p>Reading a grade level non-fiction text and displaying text on screen.</p> <p>Discuss text and respond to any questions.</p> <p>Teaching the use of loose parts in small groups</p> <p>Circulate and prompt students with their loose part creations.</p>	<p>T1 (<i>Tasks, activities, assessments we would see in a classroom that would allow us to observe students demonstrating success with the goal?</i>)</p> <p>Review connections (Text to self, text to text, text to world)</p> <p>Using loose parts to make meaningful connections to a non-fiction text using Adrienne Gear strategy of connect</p> <p>Discuss text</p> <p>Teach to use loose parts.</p> <p>Use loose parts to demonstrate their text connection.</p>
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Nicole

Observable:

- Students were engaged with loose parts
- Students created and explained text-to-self connections
- Students were able to discuss the nonfiction text and showed increased understanding of the text

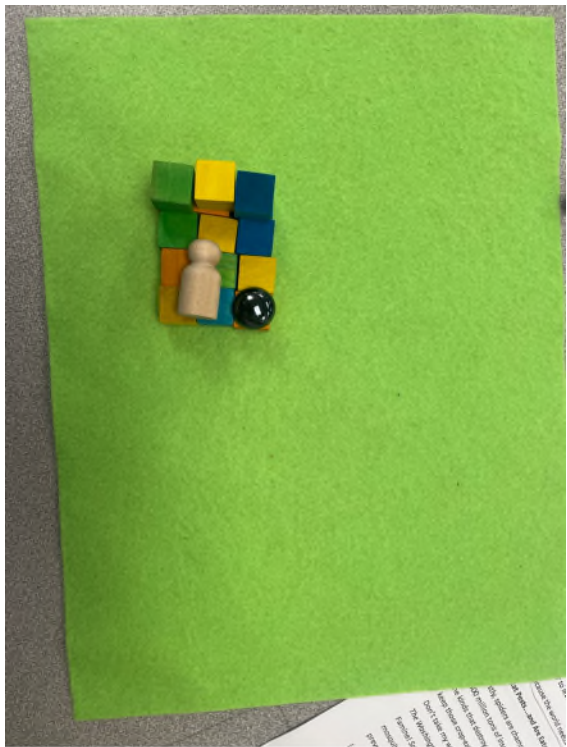


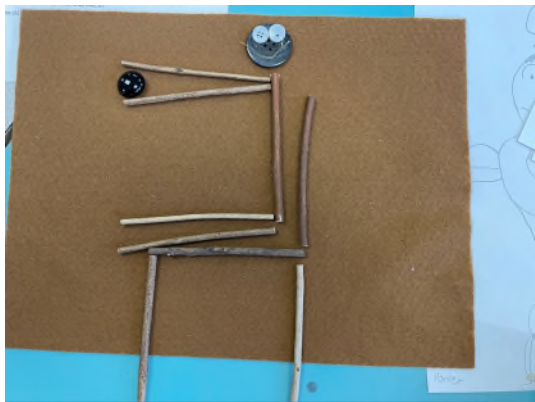
Next Steps

Nicole:

- Use loose parts to formatively assess current science inquiry.
- Continue using loose parts to help students deepen their connections using text-to-self









Laura

Observables:

- Collaboration
- Immediately jumping in and creating stories
- Confidence building
- Having choice and voice matters

Next Steps

Laura:

- transferring their ideas to print through labelling; sentence frames and mentor texts; mini lessons on adding details and dialogue, etc.. one step at a time.
- Use loose part to formatively assess current science inquiry.