

Collaborative Drawing: ***Putting Life Skills to Practice*** Presented by Lauren McCann B.Ed, M.A. Ph.D

Poster Perfect

Learner Outcomes:

- Students will put into practice the comprehension skill of determining importance.
- Students will understand the terms of characters and setting.
- Students will work together in groups, encouraging cooperation, listening skills and negotiation.

Steps to Take:



1. Read and re-read short classic tales with obvious plot structure of beginning, middle, end.
2. Have a center set-up with the same book you read and the puppets for re-telling.
3. Create groups of students and assign each group a tale to tell.
4. Provide each group with a poster paper, markers and chalk pastel.
5. Students must then work together to create the setting on the poster.
6. Using the same puppets as previously used in the re-telling center, the students now re-tell the tale using the puppets on their created setting.
7. ****Extension: Have the students make their own puppets.****
8. ****Extension: Have the students act the roles and make their own prop(s) to represent each character.****

Put Research to Practice:



What stories will you use?



How will you create your groups?

How will the students share their poster and re-telling with the rest of the class?

Mapping Project:

Learner outcomes:

- Students will develop a positive sense of identity in relation to their situation with the school community.
- Students will learn to work collaboratively, thereby working towards greater emotional maturity and social knowledge.
- Students will learn how to express their understanding through drawing as well as how to verbalize their understanding through a presentation to peers.



Steps to Take:



1. Take the time to visit the environment. Have the students discover their surroundings by asking questions. Eg: What are we passing to get to the nurse's office? What colour is the fence beside us? Is it far to the principal's office?
2. As a class, sit together and brainstorm the people/items that could be included in your map.
3. Model how the children would work together - making decisions about where items would be drawn, and how they would behave with each other. (We would surely not colour over our friends' drawings!) It was

understood that it was a group drawing and was not owned by an individual student.

4. In small groups the students shared one large poster paper.
5. The first drawing was done with marker. (Make distinction between big and small markers.)
6. This was then coloured with chalk pastel.
7. Share observations with the entire class. What do the children see in the maps? What questions do they have for each other?
8. *Writing Extension:* Thank you cards, "Who's Who?" book, "What's There?" book, "How Do They Help?" ...



Extensions: becoming aware of your place in your environment by mapping the classroom, the different learning centers, the play area and your way to school

Put Research to Practice:



What area will you map?

Who might you wish to visit with the children?



What details will you point out to the students? (fences, walls, colour, texture...)

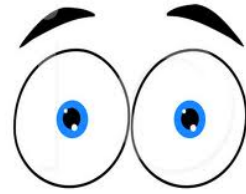
What art supplies will you use?

How will you group your students?

Drawing What Is Visualized:

Learner Outcomes:

- Students will learn to self-monitor for reading comprehension.
- Students will work collaboratively, thereby working towards greater emotional maturity and social knowledge.
- Students will learn about different points of view, based on various interpretations of a given word.



Steps to Take:



1. Decide the word patterns you will be working with.
2. Write one word per card. Write nonsense words (eg: pap, bap..). Write “star” words (challenge words), or “double star words” (even *harder* words!).
3. Show the class an example of a poster with pictures and labels. Each picture needs a word and each word has a picture.
4. Model with the class how the poster is made. Think aloud as you model the reading of the card “cat” ... “I visualize an orange cat”, draw your orange cat. Then turn the card face down once the drawing is complete.
5. Place the students in groups and provide each group with one poster paper and the word cards, for a specific word family.
6. The students read the words together to ensure that only “real” words are put on their poster and that every word has a picture and every picture has a word.
7. As a class, review the posters and any different visualization that may have occurred.
8. *Extension with word cards:*
 - Hide cards in class and have each group find their own word family.
 - Have word family identifiers set up and students find the cards and take them to the correct family.
 - Have the group sort the cards into proper word families.

Extensions: This activity can be used with any words you would like the students to know/ read/ think about. It is open ended to all possibilities.

Put Research to Practice:



Which word family will you focus on?

Write some words you may wish to use.

Create some “nonsense” words for this word family.

Write some “star words” for this word family.



Write some “double star words” for this word family.

Write words that may have different interpretations: (pop, off, pat...)

Web Help:

The following websites help with patterned word creation:

- <http://www.scrabblefinder.com/>
- <http://www.morewords.com/>
- <http://www.wordbyletter.com/>
- <http://www.wordhippo.com/>



Further Reading and References:

Future article about mapping project: <http://www.naeyc.org/>

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Extra Notes:

