- Engaging in the learning
- Building community
- Teaching/learning approaches
- Talking about the learning
A question to begin…

Why does it matter how I respond to environmental issues?
I’m only one person.

Evidence-based strategy: Think/Pair/Share
What is a robust thinking task?

A robust thinking task is…

A robust thinking task asks the student to …

Evidence-based strategy: Brainstorming
Getting Started

Evidence-based strategy:
Common experience
Artistic
Building the Classroom Learning Community

What does it look like and sound like when students are truly engaged in learning about the environment?

- maintaining high expectations for all
- providing multiple entry points
- developing inquiry habits of mind
- hearing student voices

Evidence-based strategy: High expectations for all
Gradual Release of Responsibility

Teacher Modelling
• teacher explains, demonstrates, thinks aloud

Shared Practice
• teacher explicitly teaches and teacher and student practise strategy together
• students gradually assume more and more responsibility for the reading

Guided Practice
• students practise the strategy with coaching from the teacher

Independent Practice
• students apply strategy on their own and receive feedback

Student Application
• new genre or format/more difficult text/transfer of learning to a new situation
Teaching/learning approaches …

What are the teacher’s priorities in the organization of the learning environment? What appears to be important to her? What are the specific teacher actions that build on these priorities? What do you see her do to extend student learning?

Evidence-based strategy: Teacher modelling
Talking about the learning …

Tell about a time that you observed or were part of a learning situation in which students were engaged in finding solutions to environmental problems.

Talk about the actions that came out of these learning experiences.

Evidence-based strategy: Accountable talk
Classroom instruction and student voice – acting today and shaping tomorrow