

“But before you do that...”

Building a Learning Community That Fosters Success for Learners

Session 3: Interactive Learning Structures

Date:, 2025

Time 3:15-4:15

Presenters:

Jacquie Anderson



Why this series?

1. We know that **strong Tier 1 instruction** is essential for literacy success for our learners.
2. We know that our classrooms have **high levels of diversity and complexity**.
3. We want to include a **variety of instructional contexts and routines** to meet the variety of needs in our classroom.
4. We want **students to be engaged** and able to function responsibly and independently in a variety of learning contexts.



Breakout rooms: 5 minutes

Greet each other: introduce yourselves and your grade level or role.

What's something from this series you've tried that was successful for you?

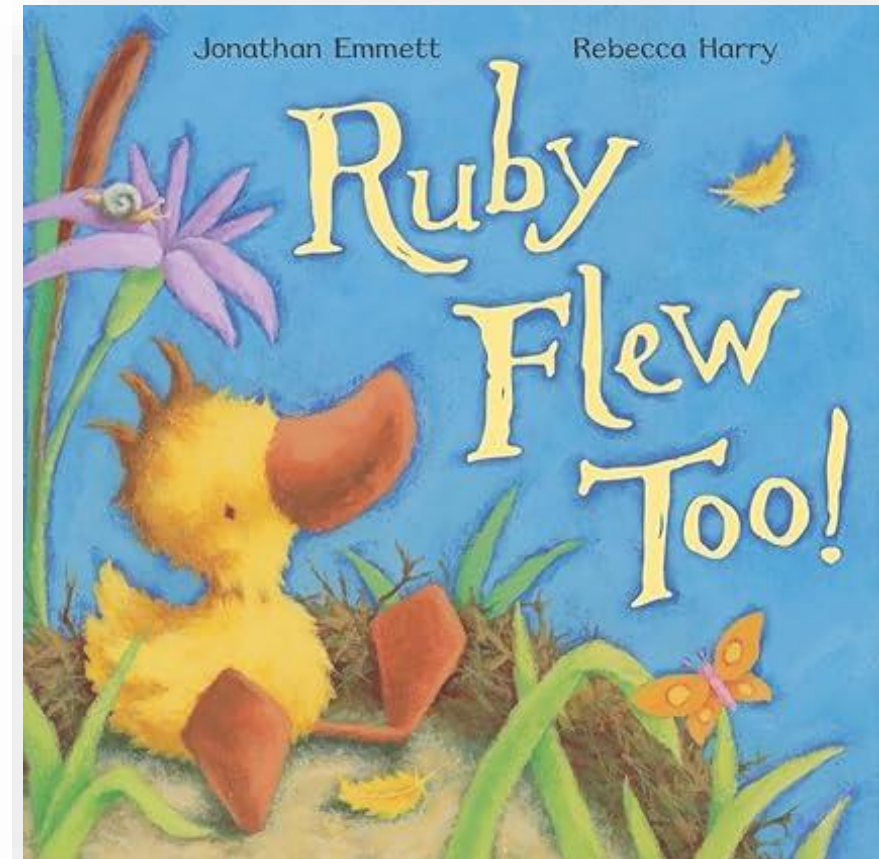
OR, a good book you've read with your student in the last week.



Class Storytelling

Ruby Flew Too!

Oral story telling with your body, your voice,
and your imagination



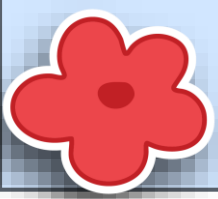
Today's learning objectives

Hello friends,

It is good to see you again!

Today we are going to focus on engaging academics using Interactive Learning Structures. How did that activity of oral storytelling build engagement?

I'm grateful to be with you today!
Jacquie



Foundation premise



Every child has the
need for

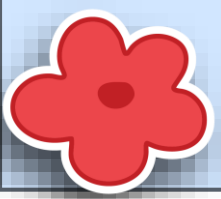
Belonging
SIGNIFICANCE
& FUN

Morning Meeting

Everyone in the classroom gathers for twenty to thirty minutes at the beginning of each school day and proceeds through four sequential components:

greeting
sharing
group activity
morning message





RC Core Belief

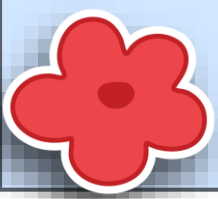
In order to be successful in and out of school, students need to learn a set of **social and emotional competencies**—

cooperation, assertiveness, responsibility, empathy, and self-control

and a set of **academic competencies**—

academic mindset, perseverance, learning strategies, and academic behaviors.





Responsive Classroom Practices

- Morning meeting
- Interactive modeling
- Guided discovery
- Teacher language
- Engaging Academics & Interactive learning structures
- Positive Discipline

What might “Engaging academics”

- ❖ look like?
- ❖ sound like?
- ❖ feel like?



What might the teacher be doing?



The nature of learning

Learning is holistic

People learn with the mind, body, and spirit and in a relationship with others and the environment. Children are gaining knowledge as they create and test theories, explore the world, and express ideas. Learning does not occur in a predictable linear progression; rather learning is **rhizomatic**, moving in unexpected and surprising directions as children are in relationships with people, place, ideas, and materials.

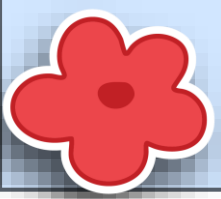
definition

Rhizome:

A plant, such as a fern, that sends underground shoots off in many directions with no predictable pattern. The image of the rhizome is a useful way to think about pedagogies. Thinking of learning as rhizomatic leads to understanding that learning cannot be predetermined or have a prescribed outcome but is always producing something new.

British Columbia Early Learning Framework

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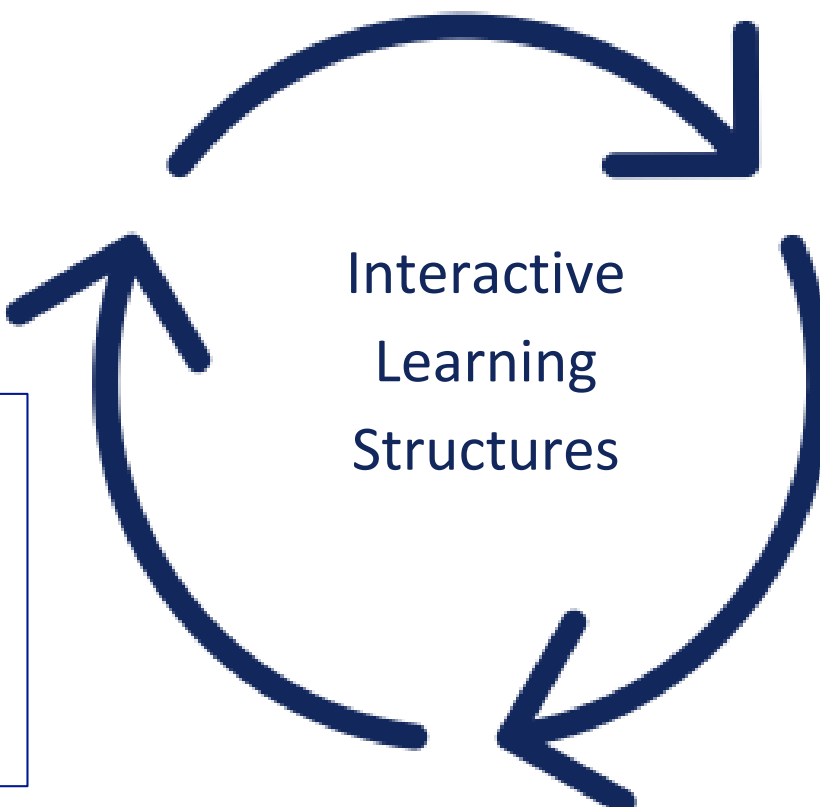


Engaging Academics

Pedagogically sound

- Active
- Interactive
- Follows the natural learning cycle

Interactive
Learning
Structures



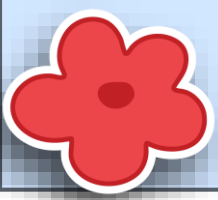
Purposeful and challenging

- Clear objectives
- Sets high expectations
- Appropriately challenging
- Effective questioning techniques

Student focused

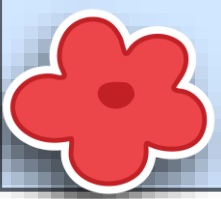
- Student strengths and interests
- Autonomy and choice
- High-quality feedback





Natural Learning Cycle

- Generating ideas and goals. The cycle begins with determining a meaningful goal or sense of purpose that connects to the curriculum and to students' interests and needs.
- Actively working. In the second phase, students actively explore ideas and practice skills.
- Reflecting. In the third phase, students reflect on their explorations and practice.

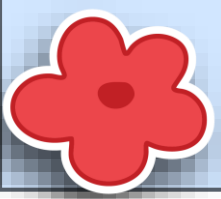


Interactive Learning Structures

- **Active:** children use materials, to practice, explore, create, problem solve (play!).
- **Interactive:** collaborative, group activities
- **Activate social skills/thinking skills/language skills/ background knowledge**



Adapted from Pyle and Danniels, 2017

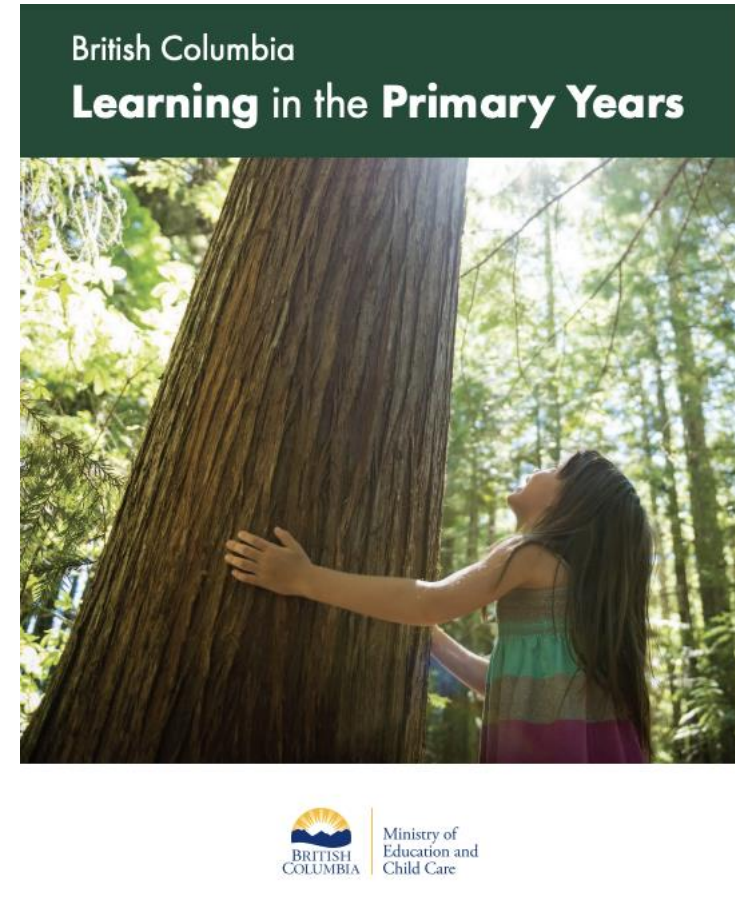


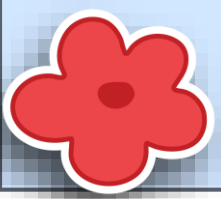
Engaging Academics

BC Context: Play Today & Learning in the Primary Years

“ The continuum of play-based learning is an alternative to simply alternating direct academic instruction with free-play periods. Instead, educators can intentionally design play-based learning experiences from across the continuum with varying degrees of child direction and educator guidance. The type of program and who the children and educators are will influence how the continuum is used.”

(Ministry of Education, 2019, p. 39)





Interactive Learning Structures

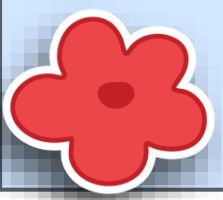
Groupings:

- Random
- Teacher choice
- Student choice

Structured flexibility:

- Active: builds engagement in a lesson
- Digs into content while practicing key skills (listening, thinking, cooperation, speaking, responsibility)

Where can we leverage these in daily activities?



Interactive Learning Structures

1. Take time
to plan and
reflect

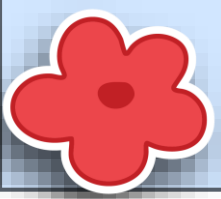
2. Teach the
skills they
need

3. Use pairs as
a starting
point

4. Form pairs and
group
purposefully

5. Speak briefly,
directly and
genuinely

6. State
expectations



Interactive Learning Structures

Sometimes implemented as Learning Centres (literacy or numeracy)

“But before you do that...!”

what needs to be in place for it to be successful?

How can you get there?

- ✓ Use interactive modeling to teach the structure
- ✓ Start with pairs until children are successful
- ✓ Connect content learning to the activity
- ✓ What is the goal of this activity?



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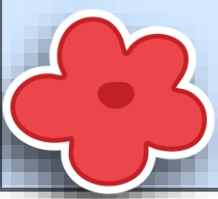


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Interactive Learning Structures

Maitre d':

Call out "Table for (a number 2-4)!"

Students assemble in groups of that number and answer the question provided by the teacher.
Call out another number for them to discuss with a new group.

Four corners:

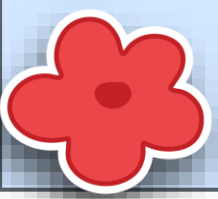
provocation question—children go to the corner they want to talk about (could be an image or book you've read)

Snowball:

Students write a response to a question on a piece of paper crumple it up, and then throw in the middle, children take papers out and read them out.

Graffiti:

on chart papers around the room, provide prompts for kids to respond to, free range



Resources

Online resources

- [Responsive Classroom](#)
- [Online article: Go Slow to Go Fast](#)
- [Guided Discovery](#)
- [Interactive Modeling](#)
- [Interactive Learning Structures](#)
- [Listening and Speaking Skills](#)
- [Academic Engagement in the Home Stretch](#)

Videos

- [Morning Meeting Matters](#)
- [The Importance of Play](#)

Books

- The Power of Our Words—Paula Denton

Articles:





Provincial Outreach Program for the Early Years



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