

My Internship Snapshots



Mrs. Robichaud's Website

Click on the picture of Mrs. Robichaud to visit her online activities. If you know the subject you're looking for, you can also use the shortcuts below.

Reading

Math

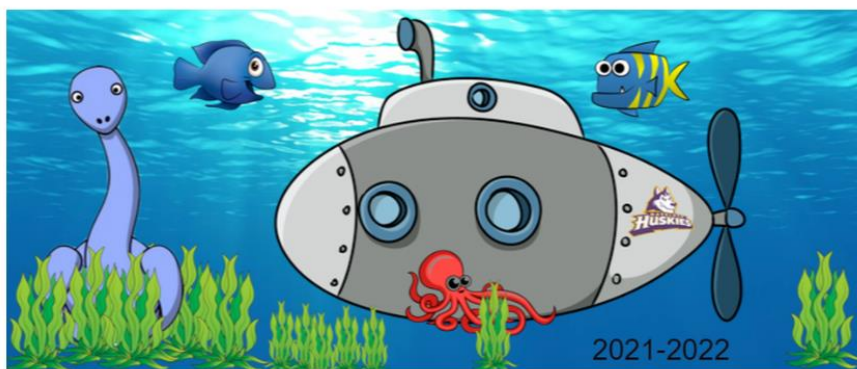
Science

Social Studies

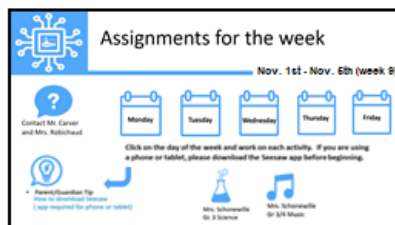
Pictured here is my website link to Mr. Carver's classroom website for easy student access.

[Home | My Site \(wixsite.com\)](#)

I created this website to host online activities that compliment and enhance lessons taught throughout the units. It also enables a quick transitional platform for switching to online learning in these uncharted and trying times.



Home Learning Platform: This platform was a collaborative effort between my host teacher and I in preparation for a potential Covid-19 shutdown. It is both easily accessible for students as well as interactive. Using Seesaw allows students to post their work and teachers collect the data as students complete their assignments. Immediate feedback to students is easily provided.



1



2



3



4



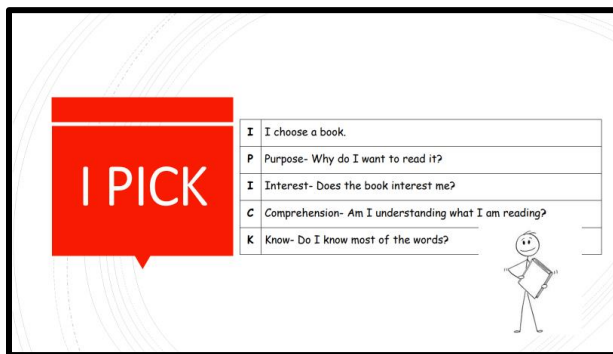
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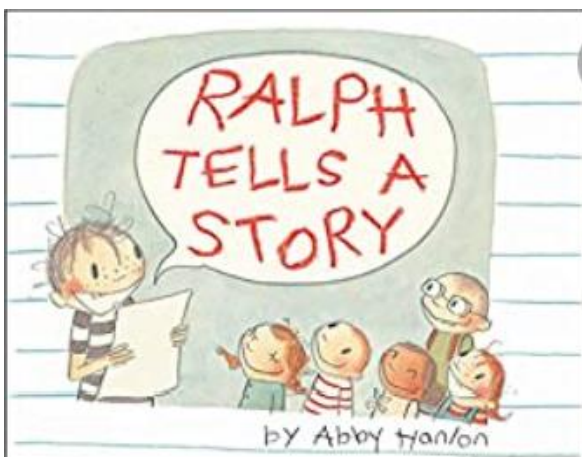
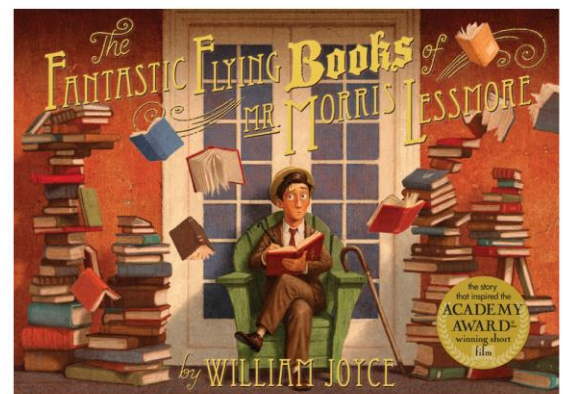
Fostering independence: Having students use their own passwords when logging into their school accounts allows them the autonomy needed to efficiently complete their online assignments. I believe the development of the independence skills needed for a student to succeed in school and life should begin early. Being responsible for entering their own password is one possible component leading students toward this skill.



Teaching Strategies: I pick strategy helps students choose their own books. It encourages them to think about what they are reading and why they are reading it. This strategy also helps students choose a book they can read successfully, and best of all, enjoy. I made this anchor chart for our classroom. Using it as a reference helps make the most of our library time.

Instilling a love of reading: Modelling reading, and a love of reading is one of the best things a teacher can do for their students. Modelling reading goes far beyond the mere words of a text as it extends into questioning and conversations when sharing a Read-Aloud in class. I believe the importance of conducting rich discussions surrounding literature cannot be overlooked.

TODAY IN THE LIBRARY...READ ALOUD:



Writer's Workshop: Writing is perhaps one of the most daunting tasks a student will encounter in their school years. Using Ralph Tells a Story to launch Writer's Workshop models for students where stories come from and reinforces the idea that we all have stories to tell. Paring this book with brainstorming topic ideas to record on a graphic organizer makes a wonderful mini-lesson.

Science in the cross-curricular block grades 3-5

GCO 1. Develop the skills required for scientific and technological inquiries, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions (scientific literacy).

- ☐ Make predictions related to questions posed.
- ☐ Record observations, descriptions and measurements of objects and events.
- ☐ Develop sorting rules to group objects and events.
- ☐ Consider their observations and their own ideas to draw conclusions.
- ☐ Collaborate with peers while exploring and investigating.
- ☐ Communicate ideas about their explorations using appropriate science vocabulary.

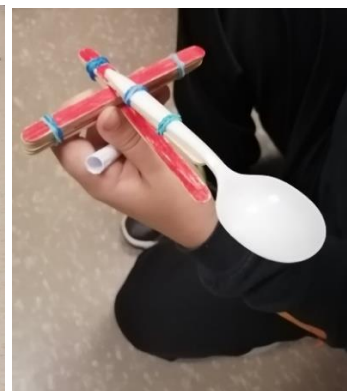
GCO 2. Develop an understanding of the nature of science and technology, of the relationships between science and technology, and of the social and environmental contexts of science and technology (STSE).

- ☐ Follow guidelines for safe use of equipment to conduct a scientific and technological investigations.
- ☐ Undertake personal actions to care for their community.

Teaching Lab Safety: Pictured here are class pictures introducing lab safety to grade four students & practicing what we learned.



SETTING UP STEM...



Pictured here are snapshots of our STEM centre and some of our favourite activities. Encouraging students to think critically and to investigate independently encourages students to think outside the box to develop creative solutions to problems.

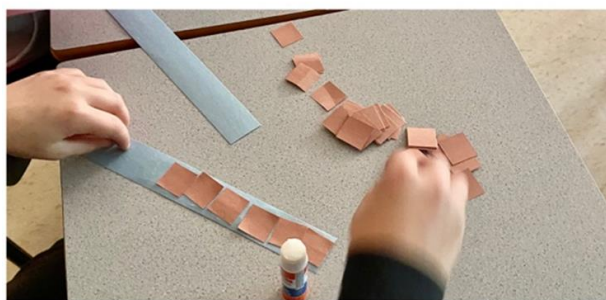


Place Value Craftivity: Having fun in math by practicing our lessons creatively with paper, markers and glue is an engaging way for students to record and display some of the content and skills they have learnt in our place value lessons. Many of our students are visual learners. This creative work provided them another opportunity to process and interpret concepts and skills covered in our math lessons.



Engaging the imagination in mathematics: Words from my Observation Officer, Mrs. Keirstead.

“-student engagement was awesome!
-the dramatics, costume, Charlie & The Chocolate Factory movie clip & soundtrack, and theme-based activity all provided much fun, interest & motivation to be on task!
-verbal hooks, such as ‘I have a big, big job...it will be a challenge’, ‘This is going to blow your mind, I might reward you with a golden ticket’, ‘I’m a little tricky so you may have a few left over’, ‘You are my Oompa Loompas and I am Willy Wonka’ increased student interest and engagement”



LESSON PLAN TEMPLATE

Teacher: Mrs. Keirstead

Subject: Mathematics

Unit: Place Value

Grade Level: 4th Grade

Duration: 45 minutes

Objectives/Outcomes (Indicate KCO and SCO) (Indicate SCO in student friendly language)

KCO: Number (N): Develop number sense

SCO: N2: Represent and describe numbers to 1000, concretely, pictorially and symbolically. (C, CN, N)

20% I can show and describe numbers to 1000 using pictures, models, and symbols.

Introduction: 10 minutes

Lesson Objective: This math activity relates candy to ones, tens, and hundreds and is perfect for the beginning of a place value unit or to use with students who are struggling with place value concepts.

Prior to lesson:

- Bag of materials: 1 pair of student factory workers
- Write SCO to 3% on the board
- Write today's agenda on the board
- What is place value?
- Hook for our lesson
- Factory Activity
- Taking inventory

Assessment:

Formative: Observe students and provide feedback and support during the activity by circulating the factory floor (the class). (Carry clipboard and jot down any notes/observations made while circulating.)

Formative assessment post-activity: Students will record their results on a place value mat which will be submitted to and approved by the factory boss (their teacher). Place value mat will be checked for accuracy against their packaged caramels.

In the ones place we would have 532. The digits haven't changed but their position has, and this changes the value of the digits.

Hook: Has anyone watched the movie Charlie and the Chocolate Factory? Perhaps you have read the book? The book was written by the same author as our 'Real-World' 'The 8th' (could use both books for the students to use).

Today: Today we will be working in our very own Chocolate Factory. Let's watch this Charlie and the Chocolate Factory clip from the movie. (4:51 minutes)

[Charlie and the Chocolate Factory Opening Credits - YouTube](#)

Assessment:

Formative: Observe students and provide feedback and support during the activity by circulating the factory floor (the class). (Carry clipboard and jot down any notes/observations made while circulating.)

Formative assessment post-activity: Students will record their results on a place value mat which will be submitted to and approved by the factory boss (their teacher). Place value mat will be checked for accuracy against their packaged caramels.

Develop the Instruction 30 minutes (presenting/modeling & 15 minutes Activity)

Play Charlie and the Chocolate Factory Soundtrack Suite [Charlie and the Chocolate Factory Soundtrack Suite - YouTube](#)

WILLY WONKA'S INSTRUCTIONS

Present the activity to the class.

They are now Oompa Loompas working for you (Willy Wonka).

Their job is to package as many caramels as they can.

- Caramels come in groups of 1 (single caramels), 10 (bars), and 100 (bars).
- Oompa Loompas work in cooperative groups of 2. (Elbow Partners)
- 4 golden paw tickets will be awarded. Each golden paw ticket has a value of 100 single tickets, or 10 bars.
- 5 Golden tickets will be awarded to the Oompa Loompas who show outstanding initiative!
- The 5th Golden ticket will be given out by chance.

WILLY WONKA'S INSTRUCTIONS (WILLY WONKA'S INSTRUCTIONS)

INTRODUCE WILLY'S RULES FOR PACKAGING: (PPT SLIDE)

- Take only as many caramels as you can package.
- Package 1 caramel by writing "WILLY" on the front.
- When you have 10 caramels you must package them in a bar by gluing them neatly on blue paper in a long strip.
- When you have 10 bars you must package them in a box by gluing them neatly on red paper in a rectangle.

Have student (Oompa Loompas) model the process upfront for fellow Oompa Loompas classmates.

- Tell students they are now Oompa Loompas.
- They are working in your factory.
- They must stop when they hear your bell.
- They may talk about Wonka business as they create caramels, bars, and boxes, but they may not talk about any personal Loompa business. Save it for meal!

Classroom 5 minutes

Randomly select 2 students and invite them to show their factory packaging results with the class.

How many caramels were you able to package?

Did you use a strategy for packaging your caramels? If so, what was it? Would you use the same strategy if you were to do this activity again?

Materials, Technologies, Safety or Special Considerations

- Blue ten sticks to represent 10 caramels for models.
- Three different colors of construction paper (brown for the caramels, then you choose 2 more)
- Time to cut out a whole lot of brown 2.5 cm squares
- Glue sticks 150 tubes
- Roll
- Caroline [Charlie and the Chocolate Factory Opening Credits - YouTube](#)
- PowerPoint
- Caroline [Charlie and the Chocolate Factory Soundtrack Suite - YouTube](#)
- Factorial Soundtrack Suite - YouTube
- Timer set to 10 minutes on cell phone.
- 4 golden paw tickets
- 5 golden tickets
- Worksheet: place value mat 1/pair
- Copies of 8/15/16 Charlie and the Chocolate Factory (to show)

Special considerations:

For Adept with Kato

For Adept with Kato

For Adept with Kato

Reflection:

- Were the instructional outcomes met? How do I know students learned what was intended?
- Were the students productively engaged? How do I know?
- Would I need to alter my instructional plan to 'teach the lesson' why?
- Have I addressed each aspect as noted in the lesson plan format?
- What additional evidence, support, and/or resources would have further enhanced this lesson?
- If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What?



Crandall UNIVERSITY LESSON PLAN TEMPLATE			
TEACHER	Julie Brown-Robichaud		
Subject/Class/Course	Social Studies		
Topic	Urban vs. Rural		
Grade Level	Grade 3	Duration	45 minutes
Date	November 24, 2021		
Objective/Outcome (Indicate GCO and SCO) (Indicate SCO in student friendly language)			
GCO: Urban vs. Rural			
SCO 3.1.3: Explain where people live and how people make a living in their province.			
SPL: I can tell about New Brunswick and where people live.			
Introduction (10 minutes)			
<ul style="list-style-type: none"> Complete a brainstorming (graffiti) activity allowing students to show what they know or think they know about the city (urban areas) and the country (rural areas). Place students into two groups. Provide students with a large strip of banner paper labeled "CITY" and Provide students with a large strip of banner paper labeled "COUNTRY". SAY Groups have 10-15 minutes to think, and then 2-3 minutes to individually write or draw to record their ideas about the word on the graffiti wall. SAY When the bell rings, switch places from country to city/city to country. Have groups switch papers (walls) and repeat brainstorming process. SAY On the count of three, stand at the graffiti wall that best describes where you live, City or Country. CHECK: Who can tell me what you are going to do next? Have students add their names to the banner. Students return to their seats after signing the (graffiti) banner. 			
Assessment			
Formative assessment: Journal Response notebook entry: Ask students to write about the rural or urban community in which they live.			

January 2021

Develop the Instruction (25 minutes)
<ul style="list-style-type: none"> Show a map of New Brunswick, Canada with two photos that depict the rural and urban locations of the province. SAY We live in N.B. There are both rural and urban areas. (31% is rural?) Rural is another word for in the country and Urban is another word for in the city. In groups of 3 or 4, have each group of students group the 12 picture cards into rural/urban areas using a Venn diagram drawn on chart paper. (5 min) WATCH Cassie's Baller using video on YouTube. (4 min) ViewHere Referring to the graffiti wall, ask students to stand and walk to the wall where they think Belle would sign her name. Country/Rural or City/Urban? (2 min) The story of Henry and the Bear is set in the village of Gaspere, Provencal France. Show a map of Provence, France with two photos that depict the rural and urban locations of the area. Explain that there are rural and urban areas all over the world.
Closure (10 minutes)
<p>Formative Assessment: Ask students to write about the rural or urban community in which they live. (Set timer for 7 minutes.)</p> <p>Have 13 students turn in their journal responses (1 minute/student). Collect responses to review (formatively assess).</p>
Materials, Technologies, Safety or Special Considerations
<p>PowerPoint</p> <p>Cue video: ViewHere</p> <p>Banner paper for graffiti walls (2 pieces labeled country/city)</p> <p>Venn diagram chart paper</p> <p>Handout: Journal response sheet (1 student)</p> <p>Timer: 13 MINUTE COUNTDOWN TIDAL TIDAL TIDAL (use 7 minutes/1 K)</p>
Reflection
<ol style="list-style-type: none"> Were the instructional outcomes met? How do I know students learned what was intended? Were the students productively engaged? How do I know? Would I need to alter my instructional plan as I taught the lesson? Why? Have I addressed each aspect as noted in the lesson plan format? What additional assistance, support, and/or resources would have further enhanced this lesson? If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?

January 2021

Cross-Curricular Lesson Planning: Cross-curricular teaching helps students make more connections and gives more meaning and relevance to the subjects and skills they are learning. This lesson incorporates social studies, music, art, and writing. The pace and variety of subjects and activities helps to make the connections between rural and urban living stick.

Crandall UNIVERSITY LESSON PLAN TEMPLATE			
TEACHER	Julie Brown-Robichaud		
Subject/Class/Course	Social Studies		
Topic	Truth and Reconciliation Day		
Grade Level	Grades 3 and 4	Duration	40 minutes
Date	September 30, 2021		
Objective/Outcome (Indicate GCO and SCO) (Indicate SCO in student friendly language)			
GCO: Culture and Diversity			
SCO 3.2.3: Take age-appropriate action to promote positive interactions among people			
Introduction			
O Canada in Ojibwe (75) O Canada: Sing In Ojibwe & Written Cree Version - with running sub-text translations - YouTube			
What is indigenous? ViewHere			
<ul style="list-style-type: none"> First Nations: 50 languages/50 nations (Cree, Algonquin, Mi'kmaq included here) We no longer use Indian, native or aboriginal instead we use Indigenous if we do not know the name of the nation. (preferred is Cree, etc.) 1.4 million people identify as indigenous in Canada. 			
Assessment			
Formative assessment: Exit Slip			
<ul style="list-style-type: none"> Ask students to write for one minute on the most meaningful thing they learned. 			
Develop the Instruction			
LISTEN: Chief Robert telling his story of survival: (75) Nanawauvut: we are all one. Truth and reconciliation in Canada Canada is ... - YouTube			
TALK: Imagine what it would be like to live this way. (Have students discuss how they are feeling in light of what they have just heard.) Optional: Respectfully, use a talking circle. (SEE attached Talking Circle: Fact Sheet)			
Project on Smartboard: Orange shirt design ideas: orange shirt designs - Google Search			
CREATE: Using an orange shirt template (1/student) students cutout shirt and make a design to represent truth and reconciliation day.			
*Play music while creating their design: (75) Red Shadow Singers - Eagle Song - YouTube (75) Native American Traditional Cree Music - YouTube			
Emphasize kindness and being human. Acknowledge we are all human and made the same on the inside.			

January 2021

Closure
Have each student hang their T-shirt design on a clothesline in the classroom. Using random selection, have 3 students share their shirt designs with the class.
Closure with exit ticket:
<ul style="list-style-type: none"> Students are to write for one minute on the most meaningful thing they learned Have student reply on Orange post it and stick it on the door on their way out.
Materials, Technologies, Safety or Special Considerations:
<ul style="list-style-type: none"> T-shirt template 1/student (photocopied on orange paper) PowerPoint Cue music: O Canada in Ojibwe (75) O Canada: Sing In Ojibwe & Written Cree Version - with running sub-text translations - YouTube Cue What is indigenous? ViewHere Cue Chief Robert telling his story of survival: (75) Nanawauvut: we are all one. Truth and reconciliation in Canada Canada is ... - YouTube Cue orange shirt designs - Google Search Cue (75) Red Shadow Singers - Eagle Song - YouTube and (75) Native American Traditional Cree Music - YouTube Rock to pass during talking circle Clothesline Orange post-it (and pencil) See attachment: Talking circle fact sheet Scissors (1 pair/student)
Reflection
<ol style="list-style-type: none"> Were the instructional outcomes met? How do I know students learned what was intended? Were the students productively engaged? How do I know? Would I need to alter my instructional plan as I taught the lesson? Why? Have I addressed each aspect as noted in the lesson plan format? What additional assistance, support, and/or resources would have further enhanced this lesson? If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?

January 2021

Orange Shirt Day: Raising awareness through a variety of activities, including a message from Chief Robert speaking from his personal experience, is a critical part of understanding the importance of social justice.

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1c: Selecting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessment

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2e: Organizing Physical Space

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness