

Used with permission from Laura Fleming.

Making experiences designed using these provocation texts are chosen with learning targets in mind. They are intended to be open ended and allow for the exploration of various tools that are unique and relevant to the individual while providing opportunities for purposeful collaboration and reflection for knowledge building to occur. It is important to note that what might work for one class may not work for another. Learning experiences must be tailored in collaboration with the teacher-librarian and/or classroom teacher to meet the needs and interests of our learners.

Students are guided through the making process in our learning commons through a four-part lesson approach:

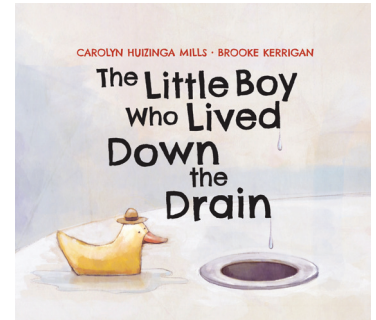
The Three (Four) Part Lesson



One of our latest explorations was based on the text *The Little Boy Who Lived Down the Drain*. (For a full blog post on this experience, please visit <http://bit.ly/2Ff13I6>)

Learning goals for this experience included but were not limited to:

- I am learning how to express personal thoughts and feelings about what has been read
- I am learning how to sort ideas and information to express my thinking
- I am learning how to create short texts using a few simple text forms
- I am learning how to identify right angles and to describe angles as greater than, equal to, or less than a right angle
- I am learning how to create multimedia artifacts to communicate and share my thinking
- I am learning how to problem solve and work as part of a team



After a minds-on activity, and a strategic read of the text (we stopped at the part where Sally wonders if the little boy is lonely down the drain), students were encouraged to “build a drain” from a variety of loose parts, taking into consideration their knowledge of angles as part of their design. Collaboratively, students and teachers co-constructed a success criteria for our builds.

Constraints placed on the making were that students could not use tape or any type of connector besides their hands to keep

continued on page 30

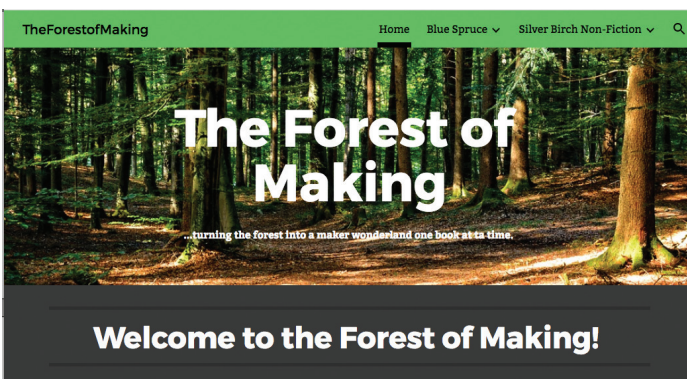
teacher support. When the environment is truly set up as the third teacher, the teacher can then facilitate on a deeper level, while also freeing up time to document, provide feedback, and encourage next steps.

In collaboration, teacher-librarians and classroom teachers can foster deep learning and build learning partnerships in constructive, innovative, and inventive curriculums in all spaces that extend beyond the learning commons. Learning is “student-centred and problem-based, ... [and] utilizes the best available resources, technologies, strategies” (*Together for Learning*, 2010, p. 14) to equip learners to solve real world problems—independently and collaboratively, locally and globally.

It’s all about listening carefully to our students’ interests and needs. If we listen with all our senses – we will know best how to guide future learning. Once we accept the humility of not knowing, the possible pathways of learning are endless. We are researchers with our students, modelling our own interests, questions, and discoveries.

Yes, yes...but what does this mean for learning? How does it relate to the curriculum?

One of our favourite ways to encourage a maker culture in our school is by providing opportunities for teachers and students to collaborate in the LLC utilizing great literacy. For the past few years, we have begun to use Forest of Reading® books as provocations for making and connecting to a text, while utilizing technology to share, empower and inspire.



Source: <http://bit.ly/2FgqDuP>