 Student Led Conferences Thursday April 28, 2016

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Guest(s) proper name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Welcome to this student led conference. The purpose of this conference is to give your guest the opportunity to experience the unique learning activities in Ocean Studies Classroom.

(*Escort parents to your station, indicate where they are to sit, let them sit down first, then you take your chair*.)

I have taken the responsibility to share with you what I have been doing and learning. I hope I can clearly explain my performance in class this year.

We will tour the classroom and look at some samples of my work in each subject. Then I will go over my goals for the coming term. At the end of this you might want to write down some comments about the things we’ve talked about.

By the way, at some point my teacher may come by and see how things are going. But please remember, this is my conference, not my teacher’s, so if you would like to talk to my teacher at length, you can arrange an interview with him at another time.

Do you have any questions? (*Deal with questions*)

**Part 1: Desk, locker and binder organization**

This is how my desk is organized. Show

* What **supplies** you have and discuss what may be needed over the final four months of the school year. (Later you may wish to make a note of this on the last page.)
* Open your binders and duo tangs and show **how you have your work organized** by subject. (Do you need to be more organized?)
* “This is my locker: ….”
* “This is my book holder…”

**Part 2: Tour the room**

Let’s start at the front of the room. I will explain how some of our class routines work.

* **my ‘Basic Needs’ Profile**
* **The Zones**
* **Daily Schedule** board
* **Side board: Weekly Schedule / Due Next / Super Heros**

Explain how these help you to record assignments into your agenda.

*Move around the room and point out:*

* Hand-in buckets and/or Filer
* Extra Copies files
* Cozy Corner and Chart
* Classroom Weebly website (on 2 computers)

**Part 3: My work samples**

“Here are some work samples that I am proud of:”

**Science**

Please share your **marine habitat** project. (in the classroom, or in the school showcase) Explain:

* 1. What type of environment is it (eg. Sandy shores, rocky shoreline, open ocean, etc.)? what does that environment mean for the animals (shelter? Harsh currents? Temperature? Light, etc.)
  2. Choose 3 organisms (plants or animals) and explain their trophic role (producer/herbivore/carnivore/top order carnivore). Who are their predators? prey?

Share your Observation Journal: your favorite page/activity.

**Language Arts binder**

Share a writing sample from this year, one or more of:

\_\_MOSP reflection 1;

\_\_MOSP Reflection #2 (Thetis Lake);

\_\_MOSP Reflection #3 (your ‘Mental Map’ of the paddle to/from the Golf Course); \_\_MOSP #4 (last week’s sunny paddle to Willows).

or \_\_ [choice]

Hatchet novel study: Show your package. What was your best activity? Choose from: Novel jacket; Missing Poster; Research on an Animal; Plot Profile; other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe what happens in Literature Circles.

* *Red Pyramid:*
* share your “Literature Circle roles” package
* your ‘Character Captain’ assignment

Show an example of you ‘Silent Reading log’

**Social Studies**

Using one of the 3 “What in the world” current events assignments (that featured in October: *Syrian Refugees*; in November: *Grizzly Bear Hunt*; in January: *Shipwreck of the San José*)

* talk for 1 minute (only) about something that happened in the world that was **unjust / unusual / or just interesting**
* show your best **mapwork**

Sketch Kit (Term 2): Share a favorite drawing from ‘Seeing from an Animal Eye view’.

**Math**

* 1 **Math** test and
* 1 other work sample (eg. *a 3D construction – pyramid or cylinder or triangular prism -- where you calculated the Total Surface Area*)
* Share your math notebook. Is it neat, complete, and has the date, title and page for each homework assignment?
* Go to a Math Station and show that you can
  + use the Order of Operations (BEDMAS)
  + find the surface area of a cylinder (formula for area of rectangle; area of circle)
  + play a Math Card Game

**French**

Go to the French Station, bringing your French Duo Tang if it helps. Q & A with your guest in French.

* use the bright yellow sheet. Guest (points at item of clothing): Qu’est-ce que c’est? [pronounced ‘Kess-kuh say?’ meaning “What is it?”]. Answer with “C’est un…/une…/des….”

(Can you answer without your blue flashcards?)

* Talk about what you are wearing. Guest (Qu’est-ce que tu portes? [kess-kuh too port?’ meaning « What are you wearing? »] Answer: Je porte…. Say the item of clothing AND its color.
* Share your ‘petit livre’ from Term 1.

Please take these pages with you. Remove the last page “Closing Remarks” and leave it in a Hand-In bin please.

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**Supplies needed for term 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_\_ pens \_\_\_\_ new binder \_\_\_\_ calculator \_\_\_\_ scissors

\_\_\_\_ ruler \_\_\_\_ duotangs \_\_\_\_ compasses (for making circles)

\_\_\_\_ pencils \_\_\_\_ erasers \_\_\_\_ colouring supplies

Other? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Led Conferences — Closing Remarks

 April 28, 2016

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Closing Remarks**

Thank you for listening to me and for coming to my conference.

Please have your guest(s) complete this section before they go:

a) What are some of the things you have been impressed with today?

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b) What was something you learned during today’s student-led conference?

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c) What is one area or specific thing you would like to see your child improve?

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