

Merchandise Order Form

Please print out this PDF form, complete it and fax to **Kidsbooks at: 604-738-5362.**
(Orders will be filled by Kidsbooks/Vancouver, telephone: (604)738-5335).

PLEASE PRINT

School/Institution: School District or Division:

Ordered by (your name):

Phone: Email:

Ship to: Bill to (if different):

Address:

City:

Prov.: Postal Code:

ITEM For a visual of each item, please refer to pages 2 - 4.	UNIT COST	QUANTITY
A. Individual Student Coaching Cards Half-class set of cards (15): 22.86cmx30.38cm/9"x12"	\$ 20.00	
B. Coaching Card Poster Same image as Item A: 45.72cmx60.96cm/18"x24"	\$ 20.00	
C. Coaching Card Banner K-1 version 35.56cmx152.4cm/14"x60"	\$ 30.00	
D. Coaching Card Individual Student Desk Strips K/1 version Same image as Item C: Set of 28: 30.48cmx6.35cm/12"x2 1/2"	\$ 15.00	
E. Coaching Card Banner K-12 version 35.56cmx152.4cm/14"x60"	\$ 30.00	
F. Coaching Card Individual Student Desk Strips Gr.1-12 version Same image as Item E: Set of 32: Size: 30.48cmx6.35cm/12"x2 1/2"	\$ 15.00	
G. Coaching Card Icons – Individual Cards Set of 18: each card 12.7cmx17.78cm/5"x7"	\$ 20.00	
H. Brain Activity & Concept Retention Posters Set of 2. Each poster: 30.48cmx45.72cm/12"x18"	\$ 10.00	
I. Brain Bubbles Poster 30.48cmx45.72cm/12"x18"	\$ 5.00	
J. A Framework for Deeper Learning (cardstock guide for educators) 21.59cmx27.94cm/8-1/2"x11"	\$ 2.00	
K. A Framework for Deeper Learning Poster 45.72cmx60.96cm/18"x24"	\$ 20.00	
L. Coaching Prompts... for Deeper Learning Poster 45.72cmx60.96cm/18"x24"	\$ 20.00	

GST/PST, and shipping cost will be added to the order. Please allow 2 to 3 weeks for delivery

Thank you for your interest in SmartLearning!

SmartLearning Materials: all on cardstock

A. Individual Student Coaching Cards

\$20.00

Half-class set-of cards (15): Size: 22.86cmx30.38cm/9"x12"



B. Coaching Card Poster (Same image as above)

\$20.00

Size: 45.72cmx60.96cm/18"x24"

C. Coaching Card Banner K/1 version

\$30.00

Size: 35.56cmx152.4cm/14"x60"



D. Coaching Card Individual Student Desk Strips K/1 version

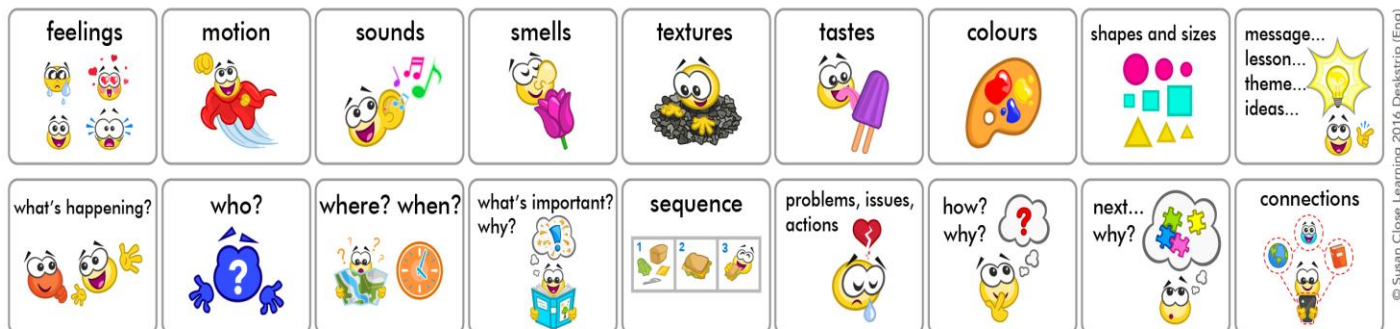
\$15.00

Same image as above: Set of 28: Size: 30.48cmx6.35cm/12"x2 1/2"

E. Coaching Card Banner K-12 version

\$30.00

Size: 35.56cmx152.4cm/14"x60"



F. Coaching Card Individual Student Desk Strips K-12 version

\$15.00

Same image as above: Set of 32: Size: 30.48cmx6.35cm/12"x2 1/2"

G. Coaching Card Icons – Individual Cards

\$20.00

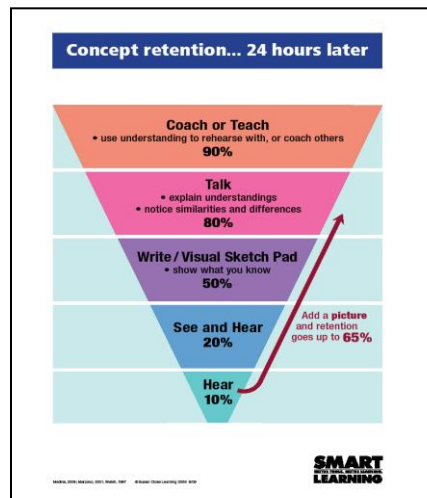
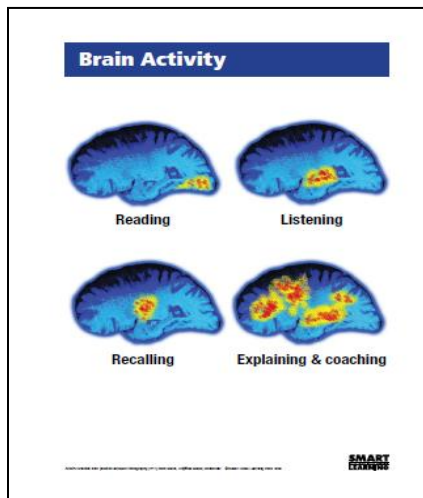
Set of 18: Each card size:12.7cmx17.78cm/5"X7"



H. Brain Activity & Concept Retention Posters

\$10.00

Set of 2 posters: Size: 30.48cmx45.72cm/12"x18"



I. Brain Bubbles Poster

\$5.00

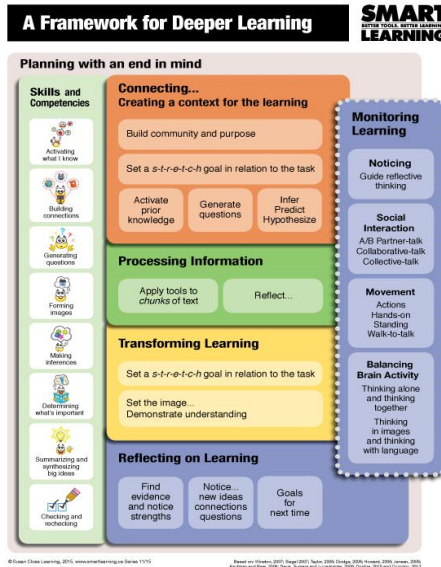
Size: 30.48cmx45.72cm/12"x18"



J. A Framework for Deeper Learning (cardstock guide for educators)

\$2.00

Size: 21.59cmx27.94cm/8-1/2"x11"



K. A Framework for Deeper Learning Poster

\$20.00

Same image as above: Size: 45.72cmx60.96cm/18"x24"

L. Coaching Prompts... for deeper learning Poster

\$20.00

Size: 45.72cmx60.96cm/18"x24"

Coaching Prompts... for deeper learning SMART LEARNING

Activate prior knowledge: show what you know and understand.
This skill equips learners with tools to activate and to think deeply with their knowledge bases. Learners use what they know to deepen their understanding of the concept/s, the task at hand, and the text or learning experience they are about to engage with.

- What comes into your thinking as you read the title? What images do you see?
- What do the pictures/illustrations/headings/diagrams bring to mind? What do they make you think about?
- What do you already know about this topic? Scan your coaching cards to stimulate what you know...

Make connections: to your experiences, to books/media read/viewed, to events in the world.
This skill encourages learners to make connections between what is known, the new information, and the task. These connections may be made to personal experience, to other texts – oral stories, print (fiction & non-fiction), media, television, movies, hands-on experiences ...

- Who does this person/character or event remind you of? How?
- How is this similar to another story/article/movie/TV show you have read or seen?
- What would you have done in this situation? Why?
- When have you ever felt this way? What did you do? Why?
- Tell me about a time when someone you knew was in a similar situation. What happened?

Ask questions.
This skill engages learners by encouraging them to wonder about the content, the ideas, or the author's purpose. A learner who can design a thoughtful question is well on the way to providing an insightful answer. Questioning prior to, during and following a learning experience leads to deeper understanding.

- If you could ask this character/writer/expert a question, what would it be? Why?
- What are you wondering? Why are you asking that question? What is your thinking behind the question? What else are you wondering? Why? What do you want to see answered in the text? Why?

Form images.
This skill helps learners 'step inside the text' and notice details (sensing – noticing – feelings, what seems to be important, relationships, sounds, motion, textures, scents, sizes, shapes, colours, light/dark, temperature, time...) – providing a way of processing information that leads to richer thinking and deeper understanding.

- What are you picturing? What are you sensing about this situation/story/article...? What do you see...hear...feel...notice? What do you imagine is happening? Why? What seems to be important? What message/s or important ideas are coming into your thinking?

Infer: read between the lines.
This skill helps learners to identify and make sense of clues so they can predict, or draw conclusions and consider underlying messages and themes.

- Looking at the cover/title/headlines/pictures... what do you think will be important? Why?
- Based on what you have already read, what do you think an important idea or message might be in this text? What might happen...? What evidence in the text gives you that idea?
- What words could you use to describe this person's/character's personality? Why?
- Could the character have done worse? How? Could they have done better? What might that look like?
- Why do you think this character did what s/he did? ...said what s/he said? What does this tell you about the character? What need was the character/person meeting through what they did?
- What are you thinking about this character/person/situation? What judgment are you making? Why?

Determine what is important: saliency.
This skill helps learners identify and summarize key points by sifting the main ideas from the details. Learners learn to identify what to remember, isolate variables, explain and justify which ideas are the most important.

- If you could tell someone three things about this story/article, what would you say? Why?
- What are the key ideas? What 'must-have' words would you choose? Why?
- At what point in the story did the character decide to do better? How do you know?
- What do we see that is important in this section/picture/part? Why?
- Tell me who...? What...? When...? Where...? Why...? How...?
- What do you find especially important/meaningful/significant? Why?

Summarize and Synthesize: author's message, big idea, lesson, theme or concept.
Young children begin by re-telling what they have read, often repeating actual words and sentences from the text. As learners begin to analyze what they read, they summarize by separating out unimportant details and putting the important ideas into their own language. At a higher level, learners synthesize information, refining their thinking, so they are able to state the theme, message, big idea, or concept.

- What is this paragraph/section/article... really about? If you had to capture the meaning in a headline or sound bite, what would you say? What is a big idea in the text? How do you know that?
- Why do you think the author wrote this? What is the message? What does s/he want us to learn? Why?
- How is the character different at the end? Why?
- How is the character a typical friend, main character... expert, reporter...? How are they not?
- Would you want this person as a friend or someone to look after a family member? Why or why not?

Notice learning, monitor, clarify, confirm, justify, adjust, direct thinking and learning, reflect.
find evidence of meeting goals, notice strengths; identify new ideas, connections... questions; set new goals
This skill involves monitoring learning toward goals, clarifying and confirming understanding, justifying thinking... knowing when something is not making sense and knowing what to do about it: stopping and re-thinking for clarification, reading on to check and extend meaning, reflecting to notice progress toward goals, noticing strengths and setting new goals based on new understandings...

- What is a personal *s-t-r-e-t-c-h* goal for you? What will you focus on to help you achieve your goal?
- What are you noticing about your thinking? What was challenging for you?
- What strengths do you see in your work? What new goal will you set? Why is that a good goal for you?

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