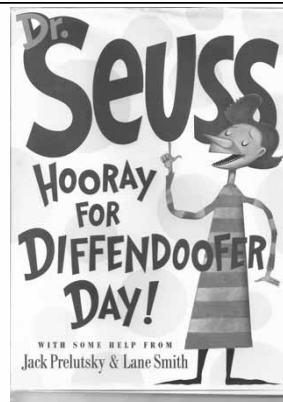


IED: Close Reading Strategies:
Responding to Reading to Help Students Meet the
Rigorous Common Core Literacy Standards.

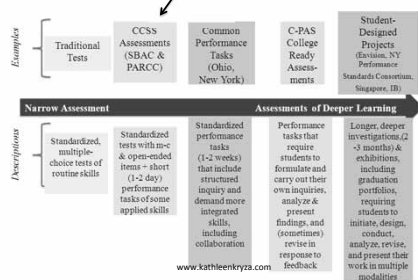


Presented by Kathleen Kryza
www.kathleenkryza.com



Dr. Seuss, before
 he died,
 Wrote a story that
 implied,
 Teaching to tests
 was not the key,
 To helping
 students think
 thoughtfully!

CCSS
Do we really want to stop here?
Assessment Continuum



Pg. 2

Learning Goals for This Session

- Learn researched-based, doable strategies for teaching students to become critical, deep thinkers and readers.
- Walk away with tools you can use right away to deepen your teaching practice.

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This is a Risk-taking,
Mistake Making
Classroom


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
Routines & Procedures

- Sound of Coming Together
- Double Entry Journal
- Core Groups
- Norms
- Chat Chums
- Clock Partners

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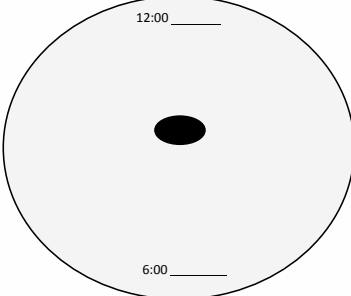
Inspiring Learners Strategies Double Entry Journals



ILS Alert/ Big Ideas	Why Use Them/ Why Important
 	<ul style="list-style-type: none"> • Engaging • All Participating • Rigorous • Honor All Types of Learners

www.kathleenkryza.com Pg. 78

Find **Two** Clock Partners



Find a 12 and 6 o'clock partner.

Template Pg. 50

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Core Groups

- Groups of 4 to 5
- Establish roles:
 - Coach
 - Organizer/Time Keeper
 - Recorder
 - Energizer



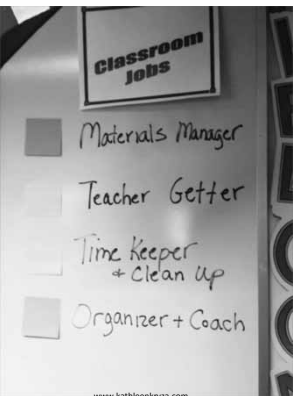
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Norms for Today



- Respect Others
- Stay engaged and involved
- Professional Use of Technology
- Practice forming new habits of the mind that challenge the limits of your potential.

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Pg. 31

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Chat Chums





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Let's analyze
CCSS...

...

- WHEN IT'S TIME TO TALK WITH YOUR CHAT CHUM:
- Sit Knee to Knee, Eye to Eye
- Decide who is Chat Chum A and Chat Chum B
- Let's practice our first close reading with 10 X 2 from Project Zero, Harvard. Pg. 74




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10 x 2 *A routine for noticing details, listening and generating ideas.*

1. Chat Chum A, look at page 2, Chat Chum B look at pages 3 for 2 minutes.
2. *Now, List 8 Power Words or phrases that demonstrate what kinds of thinking skills and knowledge students must have by the time they graduate. 1 minute*
3. Listen to your chat chum's list of words/phrases. Chum A, then Chum B. 1 minute each
4. Repeat Step One, but change pages. 2 minutes
5. *List 5 or more key words or phrases to your list. Highlight ones that show up again from your last list. 1 minute*
6. *Share with your partner*
7. *With your Chat Chum generate a list of COMMON Expectations for thinking. 2 minutes*

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- Meet with Your 12:00 Partner

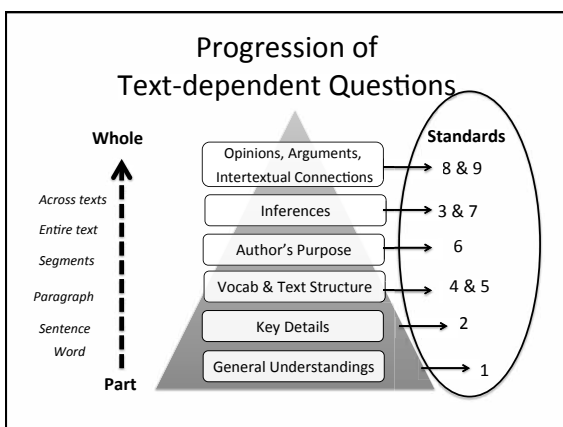

Which anchor standards were addressed as you did this first close reading?

**Unpack
the Standards**

Which Anchor Standards?




Key Ideas and Details	Integration of Knowledge and Ideas
• (1) Evidence	• (7) Use of Multimedia
• (2) Main idea/details (summary)	• (8) Evaluation of Argument
• (3) Interaction across text	• (9) Analysis of Multiple Texts
Craft and Structure	Range of Reading/Level of Text Complexity
• (4) Vocabulary	• (10) Text Complexity
• (5) Text Structure	
• (6) Point of View	

Talk about it...

...

- As an adult reader, when do you slow down and read deeply when reading non-fiction? Why?
- When do you slow down and read deeply when reading fiction? Why?



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Stand and Share



Not every reading is a close one!

"X-ray the book"

Douglas Fisher

What IS Close Reading?

- "The principal object of **close reading** is to unpack the text. Close readers linger over words, verbal images, elements of style, sentences, argument patterns, and entire paragraphs and larger discursive units within text to explore their significance on multiple levels.

(James Jasinski, *Sourcebook on Rhetoric: Key Concepts in Contemporary Rhetorical Studies*. Sage, 2001)

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Instructional Practices for Developing Close Reading Skills



- Make Thinking Visible
- Be Intentional and Transparent
- Develop Metacognition
 - Teach Mindsets
- Model and Scaffold Instruction
- Build Accountable Talk and Listening

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Assumicide

-Kelly Gallagher

- Assuming that someone else has taught students the skills they need to learn effectively in your classroom.
- Assuming that students will transfer skills they learned in someone else's class into your classroom without helping them transfer the skills.



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Apprenticeship Learning

Vital Skills Students Will Need to Develop

- Collaboration
- Discourse (Listening and Talking)
- Reflective Thinking
- Reading and Writing for Understanding
- Inquiry
- These Vital Skills must be taught, they do not emerge naturally.



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Pg. 7,8

The Core Curriculum Deep Thinking Procedural Knowledge

Procedural knowledge is related to the procedure to carry an action out. For example, a method to balance a checkbook would be considered procedural knowledge. Knowledge about "how" to do something is procedural knowledge. **Procedural knowledge is instruction-oriented.** It focuses on how to obtain a result.

- Math Core
 - conceptual understanding
 - procedural fluency
 - problem solving
- ELA Core
 - conceptual understanding
 - **metacognitive processing**
 - analytical reasoning

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Pg. 12

Winning Formula for Preparing for Close Reading Success

Mindsets plus **Skill Sets** equals **RESULTS!**



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Make Thinking Visible: Develop Deep Readers and Critical Thinkers



- BE INTENTIONAL AND TRANSPARENT
- Develop metacognition
- Teach Mindsets
- Model and Scaffold
- Build Accountable Listening and Talk

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Pg. 13

What is Visible Thinking?

Using thinking routines
and visible documentation
to deepen
students' understanding and
comprehension.



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Intentional and Transparent

- Intentional: YOU know why you're doing what you're doing.
- Transparent: THEY know why you're doing what you're doing.



Mindsets



What IS Our Goal...

• EMPOWER



NOT

ENABLE



Develop Reading Mindsets



Mindsets
Carol Dweck, Stanford University

Fixed mindset:

- ❖ Intelligence and talent are fixed traits.
- ❖ Talent alone creates success. Effort will not make a difference.
- ❖ You either get it or you don't.
- ❖ Time is spent documenting their intelligence or talent instead of developing them.
- ❖ LOOK GOOD AT ALL COSTS

Growth mindset:

- ❖ Most basic abilities can be developed through dedication and hard work --- brains and talent are just the starting point.
- ❖ A love of learning and a resilience that is essential for great accomplishment.
- ❖ Consistent effort makes a difference
- ❖ LEARN AT ALL COSTS

Pg. 22

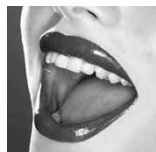
Dweck's Research Shows...

- 7th Graders Struggling
- Group One
Intervention: Study Skills Training
- Group Two
Intervention: Mindset Discussion and, then, Study Skills
- Group Two Changed
- If we want to grow their *skill set*, we first have to change their *mindset!*

www.inspiringlearners.com



&



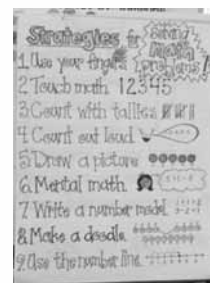
Why should you be **INTENTIONAL** and **TRANSPARENT** in teaching students about growth vs. fixed mindsets in relation to close reading?

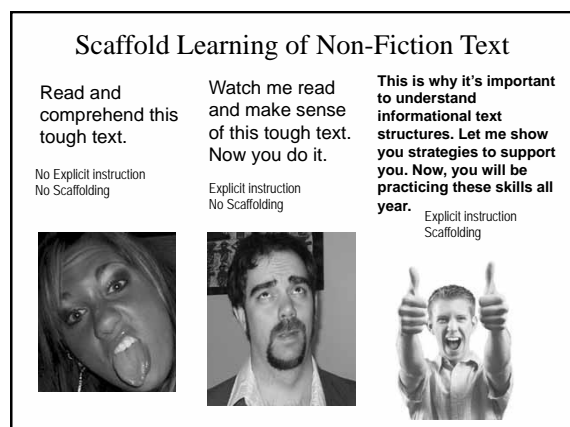
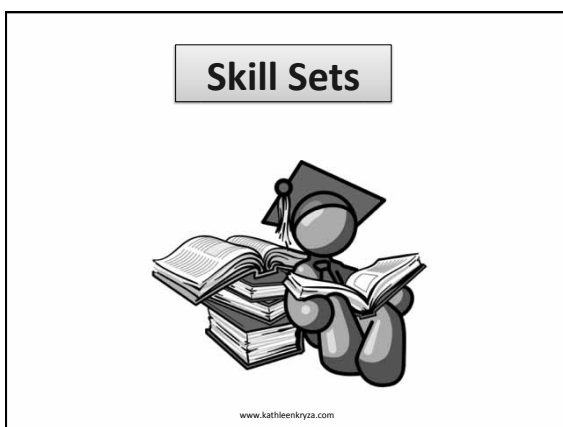
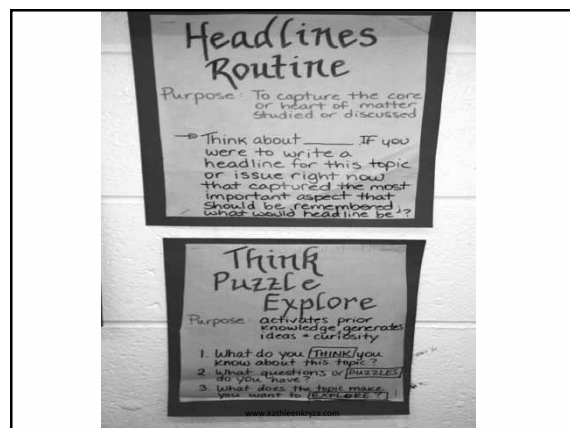
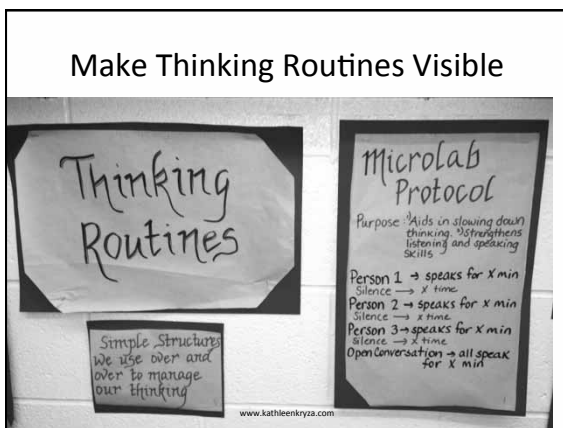
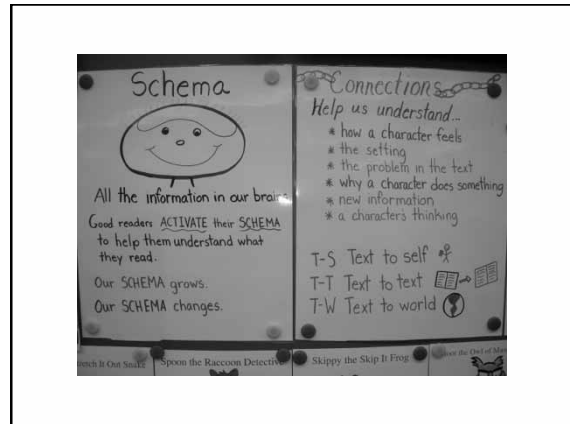
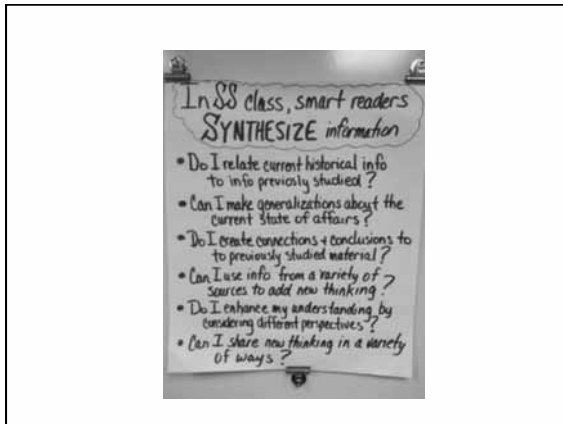
ILS: STOP AND TALK: The brain retains 50% through talk



Anchor Charts

- The purpose of anchor charts is for students to have ownership over their learning and to "anchor" unknown topics to their own own experiences. They are created as a teacher presents a mini-lesson and then referred back to over a lesson, unit or even year.





How To Teach Deep Reading and Thinking Strategies...



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Sit up
Lean forward
Activate your thinking
Name key information
Track the talker



Pg. 25

Talk About It!

- What did you hear me say and see me do as I taught this strategy to you?
- Why do you think I did these things?
- Share.



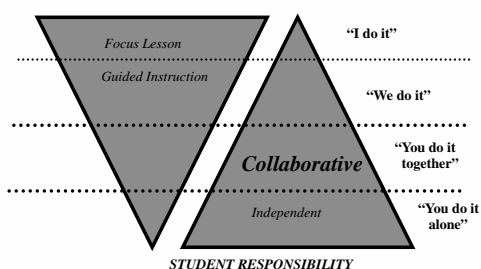
Apprenticeship Learning Gradual Release of Responsibility

"I do - We do – Two Do-You do"

Explicit Instruction and Modeling
 Guided Practice
 Independent Practice
 Application

Pg. 26-28

TEACHER RESPONSIBILITY



A Model for Success for All Students

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

Less Strategies, Taught Deeply

- All students benefit from strategy instruction. *Too many strategies taught in a short amount of time do not lead to transfer or independent performance of the strategy because students are not able to practice before applying them to content.* Therefore, students should learn one or two strategies to allow for transfer.
- Students need to learn a reading strategy out of context of the content area in order to effectively assimilate the strategy. Once students no longer need scaffolding using the strategy, application to content area is possible.
- The model for strategy instruction is—direct instruction, practice using curriculum-free materials, and application to curriculum.

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• Meet with Your 6:00 Partner


Where do you need to grow to make thinking visible in your classroom?

Intentional and Transparent **Anchor Charts**

Think Aloud **Model and Scaffold**

Build Accountable Talk and Listening

Learners retain 50% of what they learn through talk
Movement helps cement memory



ILS: Walk and Talk
Done Intentionally and Transparently

- Walk and find a partner. (Same/ opposite eye, hair, clothes)
- Talk for 2 minutes about a prompt
- Teachers float and listen for *quality* talk
- Whole group share

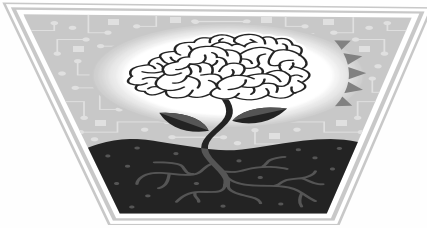
Pg. 102

If Researched-Based Strategies aren't working...

- **I and T** = Be intentional and transparent. Tell students **WHY** these strategies work for the learning brain.
- **R and P** = Have clear and focused routines and procedures
- **Model and Scaffold** = Breaking the task into smaller steps and modeling
- **P3** = Practice, Practice, Practice
- Collaborative Partners can remind each other to check for these issues when trying new strategies


Pg. 104

Growing Close Reading Skill Sets for Informational Text



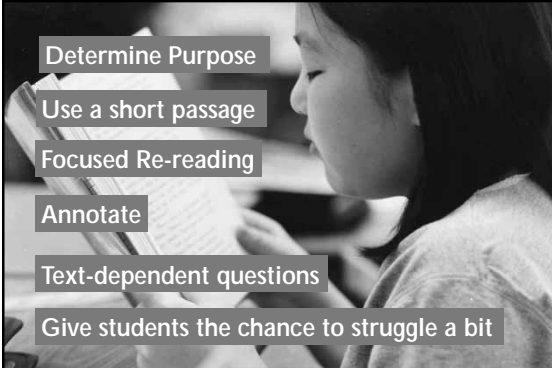
Kathleen Krzyz

Let's Close Read



- Organizers come and get the following, one for each group member...
- One bag of markers per group, give each group member a marker
- One sheet protector per group member
- One Constructing Meaning form per group member
- **YOUR JOB IS TO BRING THESE BACK TO ME AT THE END OF THE DAY!**

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Determine Purpose

Use a short passage

Focused Re-reading

Annotate

Text-dependent questions

Give students the chance to struggle a bit

Creating a Close Reading

Effective Close Readers...

- Use powerful strategies to support deep thinking throughout the reading process
- Before
- During
- After



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Pg. 61

Effective Readers tap into their prior knowledge and know the reading purpose before they begin reading.

- Today, we are going to reading about Cyberbullying, the impact it's having and what's being done to prevent it. This is informational text that directly impacts your life. **(Intentional and transparent)**
- Our purpose for close reading today is to pull out key details, locate main ideas to deepen our understanding of information that is important to our world or our lives. **(Intentional and transparent)**



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Effective Readers tap into their prior knowledge and know the reading purpose before they begin reading.

- **Constructing Meaning Coach**
- Before you read, jot down everything you think you know about cyberbullying.
- Share your list with your Chat Chum.



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Close Reading Jigsaw

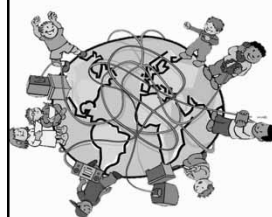
- Move into Your A, B, C Groups
- First Read: **Read silently** the article on Cyberbullying
 - Post-it places that are interesting, Aha's, or confusing or where you have questions. I, #, ?
 - Share with your group members.
- Second Read (Each person needs to have the information)
 - A = List five most important facts you learned from this article
 - B = Define these terms: Cyberbullying, Harrass,
 - C = Write three important questions related to the new information you learned.
- Regroup into your ABC groups, A's share, B's share, C's share.
- Based on evidence in your articles come up with at least 3 solutions (Individual or Systemic) to the problem of cyberbullying.
- Homework Choice Project: Choose a creative way to get this important information to students in your school. Video/Skit, Advertisement, Webpage, Comic Book, Other? You must incorporate three facts and the key terms into your project.


Unpack the Standards Which Anchor Standards?

- | | |
|-----------------------------------|---|
| Key Ideas and Details | Integration of Knowledge and Ideas |
| • (1) Evidence | • (7) Use of Multimedia |
| • (2) Main idea/details (summary) | • (8) Evaluation of Argument |
| • (3) Interaction across text | • (9) Analysis of Multiple Texts |
| Craft and Structure | Range of Reading/Level of Text Complexity |
| • (4) Vocabulary | • (10) Text Complexity |
| • (5) Text Structure | |
| • (6) Point of View | |



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Kathleen Kryza's Infinite Horizons

A Passionate Commitment to Transforming Education Through Innovative Learning and Technology

Kathleen Kryza's Infinite Horizons

2 Posts

See Kathleen's YouTube 

Let's Unpack Close Reading Techniques from this activity...

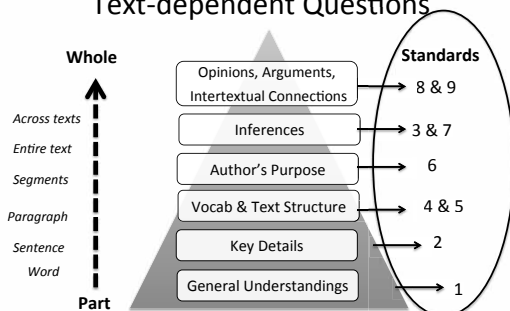


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Determine Purpose
Use a short passage
Focused Re-reading
Annotate
Text-dependent questions
Give students the chance to struggle a bit

Creating a Close Reading

Progression of Text-dependent Questions



Teacher Determines Purpose Pg. 52

- Determines the purpose for close reading
- Teacher chooses the text the students will close read
- Preps for reading the text.
 - What will be challenging? What skills will you need to model and scaffold
- What techniques will be used to provide support for going deep into the text

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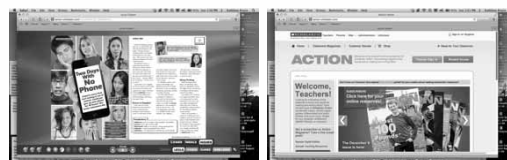
read
WITH PURPOSE

Selecting Text: Non-Fiction Text

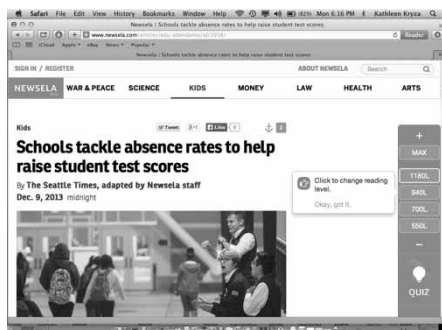
ReadWorks



Non-Fiction Text Scholastic Action Magazine



Leveled Non-Fiction Text NewsELA



Before Reading

- What do you want students to do before they begin this close read?
 - Tap Into Prior Knowledge
 - Remember strategies they have used before
 - Or show them new strategies you will be trying
 - Other?



Before Reading Techniques

- **KWL**
- Think-Pair-Share (talk to self, a partner, whole class share)
- Write or draw everything you think you know about this topic.
 - Exit or Entrance cards
 - Learning Logs or Journal
- **Turn to your Chat Chum and share other ideas you have for tapping into prior knowledge or getting kids into tough text**



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During Reading

- Effective readers...
 - Pay attention to the voices in their heads as they read.
 - Deep read with purpose to text dependent questions
 - Stop, think, hold information and check for comprehension as they go along. (annotate)



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Annotation is a note of **any form** made while reading text.

"Reading with a pencil."

Annotation slows down the reader in order to deepen understanding.



The **administration** *行政局*
 The **Ministry of Education** *教育部*
 The **Ministry of Health** *衛生部*
 The **Ministry of Justice** *司法部*
 The **Ministry of Labour** *勞工部*
 The **Ministry of the Interior** *內政部*
 The **Ministry of the Navy** *海軍部*
 The **Ministry of the Revenue** *財政部*
 The **Ministry of the War** *國防部*
 The **Ministry of the Air Force** *空軍部*
 The **Ministry of the Army** *陸軍部*
 The **Ministry of the Police** *警政署*
 The **Ministry of the Public Health** *衛生署*
 The **Ministry of the Social Welfare** *社會福利署*
 The **Ministry of the Environment** *環境部*
 The **Ministry of the Culture** *文化局*
 The **Ministry of the Sports** *體育委員會*
 The **Ministry of the Youth** *青年委員會*
 The **Ministry of the Women** *婦女委員會*
 The **Ministry of the Children** *兒童委員會*
 The **Ministry of the Elderly** *老人委員會*
 The **Ministry of the Disabled** *殘障委員會*
 The **Ministry of the Deaf** *聾人委員會*
 The **Ministry of the Blind** *盲人委員會*
 The **Ministry of the Mentally Retarded** *精神障礙委員會*
 The **Ministry of the Physically Handicapped** *身體障礙委員會*
 The **Ministry of the Visually Handicapped** *視力障礙委員會*
 The **Ministry of the Hearing Impaired** *聽覺障礙委員會*
 The **Ministry of the Speech Impaired** *語言障礙委員會*
 The **Ministry of the Learning Disabled** *學習障礙委員會*
 The **Ministry of the Emotionally Disturbed** *情緒障礙委員會*
 The **Ministry of the Behaviorally Disordered** *行為障礙委員會*
 The **Ministry of the Conduct Disordered** *行為失當委員會*
 The **Ministry of the Personality Disordered** *人格障礙委員會*
 The **Ministry of the Psychotic** *精神病委員會*
 The **Ministry of the Schizophrenic** *精神分裂症委員會*
 The **Ministry of the Bipolar** *雙相情感障礙委員會*
 The **Ministry of the Depressive** *憂鬱症委員會*
 The **Ministry of the Anxious** *焦慮症委員會*
 The **Ministry of the Obsessive Compulsive** *強迫症委員會*
 The **Ministry of the Phobic** *恐懼症委員會*
 The **Ministry of the Somatoform** *軀體形式障礙委員會*
 The **Ministry of the Conversion** *轉換障礙委員會*
 The **Ministry of the Hysterical** *癔症委員會*
 The **Ministry of the Psychosomatic** *心身障礙委員會*
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 The **Ministry of the Anxious** *焦慮症委員會*
 The **Ministry of the Obsessive Compulsive** *強迫症委員會*
 The **Ministry of the Phobic** *恐懼症委員會*
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- Pages 56-80 Strategies for holding information and ways to think while reading text.

- Report covers and Highlighters
- Constructing Meaning Guides
- Double Entry Journals
- KWL
- Post-its



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My Sticky Note Codes

<p>T - S</p> <p>Text to Self</p> <p>?</p> <p>I Have a Question</p> <p></p> <p>I Learned Something New</p>	<p>T - T</p> <p>Text to Text</p> <p>!</p> <p>This Is Important</p> <p></p> <p>I Am Confused</p>	<p>T - W</p> <p>Text to World</p> <p> B.I.</p> <p>The Big Idea</p> <p>Infer</p> <p>I Made an Inference</p>
--	--	---

If you want to teach effective annotation, begin with the purpose.



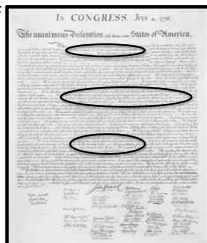
- Answered through close reading
- Evidence comes from text, not information from outside sources
- Understanding beyond basic facts
- Not recall!



Which of the following questions require students to read the text closely?

1. If you were present at the signing of the Declaration of Independence, what would you do?
2. What are the reasons listed in the preamble for supporting their argument to separate from Great Britain?

1. If you were present at the signing of the Declaration of Independence, what would you do?
2. What are the reasons listed in the preamble for supporting their argument to separate from Great Britain?



Determining What and How to Annotate

- **WHAT:** Determine your purpose for reading and which Common Core Standard you want to address, keeping in mind progressions from Anchor Standard 1-Anchor Standard 10.
- **WHAT:** Determine what skills students will need that you want them to use as they read. (predict, infer, persuade, etc) Pages 54-55, 72-73.
- **HOW:** Select the strategies you want to use to best meet your purpose.
- **HOW:** Model and scaffold. I do, we do, two do, you do!
- **Core Groups:** Share a technique you've used to annotate and hold information, or talk about which of the techniques you're learned thus far would work with your students.

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Don't Forget! Less Strategies, Taught Deeply

- All students benefit from strategy instruction. ***Too many strategies taught in a short amount of time do not lead to transfer or independent performance of the strategy because students are not able to practice before applying them to content.*** Therefore, students should learn one or two strategies to allow for transfer.

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After Reading



- Effective readers...
 - Are able to summarize what they read in their own words
 - Answer and discuss deep questions verbally and in writing.
 - Apply, create, analyze, synthesize
 - Pages 65-67, 76-80 help build deep questioning skills
 - **Core Groups:** Share an awesome CREATIVE project you've done with your students as a way to wrap up what you've been reading.

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Opinions and Inter-textual Connections in Kindergarten

Narrative

Is this a happy story or a sad one? How do you know?

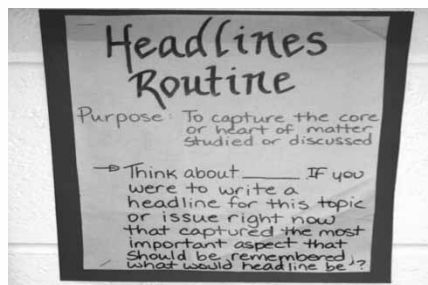


Informational

How are these two books similar? How are they different?



We're Going to Try This Thinking Routine



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Text 1: Key Ideas and Details: Determine Central Ideas

- Read Natalie Merchant's song "Wonder."
- As you read a second time, highlight words or phrases that you think related to the main idea of this song. Post-it or write WHY you think this.
- With your core group, create a dynamic headline that captures what you think is the gist or essence of the message in this song means. (Central Idea)
- Think HEADLINES, so @ 20 words or less.



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Read Again: Craft and Structure

- Now that you know the author's intent, go back to the text and highlight clues that what Merchant really intended as the meaning of the song. On Post-Its or on the side, annotate WHY you think this, or WHAT you think the author means.
- With your core group, see if you need to rewrite your Headline. If so, do so!

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Text Two: Craft and Structure

- Read the "Wonder" excerpt.
- What feeling arose in you as you read?
- Post-It or write on the side. What you think the author does as a writer to create those feelings?



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Our Purpose: Comparing Texts



- With Your Chat Chums:
- What is similar in terms of subject matter, theme, purpose, tone, etc.
- What is different (In terms of the above.)
- How does reading the two side by side make you see or understand things you might not if you read them separately?
- Why do you think Palacio chose to weave her novel around Merchant's song?
- What questions do these texts and their content raise for you? What reactions do you have to them, either individually or together?
- Think about the Cyberbullying article. Do you think reading these texts could impact students who cyberbully? Explain your thinking.

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Unpack the Standards Are there other Anchor Standards we could teach?

- | | |
|-----------------------------------|---|
| Key Ideas and Details | Integration of Knowledge and Ideas |
| • (1) Evidence | • (7) Use of Multimedia |
| • (2) Main idea/details (summary) | • (8) Evaluation of Argument |
| • (3) Interaction across text | • (9) Analysis of Multiple Texts |
| Craft and Structure | Range of Reading/Level of Text Complexity |
| • (4) Vocabulary | • (10) Text Complexity |
| • (5) Text Structure | |
| • (6) Point of View | |



Argument and Inter-textual Connection

Novel

Is it our responsibility to change the way we look at people who have handicaps?



Song

Can a song lead us to deeper compassion and understanding than a book? Why?



Time for a Stretch Break!



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Building Academic Language.

Tools, Tips and Strategies
for Standard 4



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CCSS and Vocabulary



- **The Common Core State Standards place an importance on academic vocabulary.**
- We know that vocabulary knowledge influences fluency, comprehension, and student achievement. And, vocabulary plays an even more important role in understanding nonfiction and informational text.
- **It has been estimated that 80% of comprehension in nonfiction is dependent upon understanding the vocabulary.**

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Pg. 38-39

Level #1	Huh? I am unfamiliar with this word.	
Level #2	Ummm... I've seen this word, but I can't tell you what it means.	
Level #3	Oh yeah! I know the meaning of the word in context.	
Level #4	Yes! I understand the word, but don't really use it.	
Level #5	Mine! I use the word in my speech and writing.	

Pg. 42

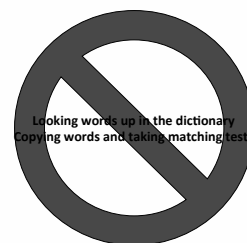
Let's practice...



- Knee to Knee
- Eye to Eye . . .
- Where do you think we get on this chart when our primary vocabulary instruction is Fill In the Blank, Copy Words and Definitions, Matching Tests?

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Curiosity Killer!



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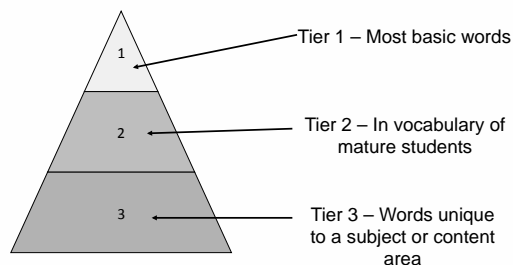
Vocabulary: Teach So Students Own It

- Determine Most Essential Words
- Teach less, rather than more words. Students can learn more words deeply rather than lots of words they have only memorized.
- Teach using techniques that get at understanding, not merely regurgitation of words
- Vocabulary and Spelling are Two Different Practices. Focus on MEANING, not spelling.



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But which words do I choose?



Beck & McKeown, 2004

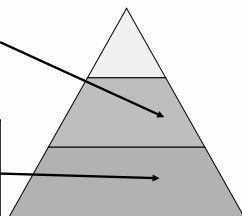
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Pg. 39

General Rule of Thumb...

Tier 2 words are high frequency words
Found across content areas

Content Area Teachers;
Focus on Tier 3 words most
important in "getting" the
Content. Best taught in context



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CCSS and Vocabulary Instructional Implications

- Look through your CC Standards and pull out key terms most needed for deep understanding
 - Look for repeated verbs such as analyze, cause and effect...those **Tier Two Words** are the **MOST Critical**
- Create District-Wide Vocabulary Lists

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Pg. 38-40

Determine Essential Words for MLK Unit

- | | |
|------------------------|---------------------|
| • intrepid | • parity |
| • Esouse ?? | • Eradicate |
| • dissent | • Oracle |
| • traduce | • pacifist |

"I have a dream that my four little children will one day live in a nation where they will be judged not by the color of their skin, but by the content of their character" -- MLK, Jr.

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Think and Talk About It!

- What do you do to build your personal vocabulary?
- While you are reading, when do you choose to find out the meaning of a word you don't know?



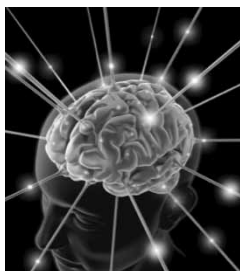
Lingro: Type in a Website Address on Lingro and it turns the website into a clickable dictionary. In 12 languages! Pg.163



Shahi: A Visual Dictionary Pg. 163



The Brain and Vocabulary




- To process and store the academic vocabulary of the standards, our students' brains require an efficient automatic memory system. This system, also called *non-motor procedural memory*, stores information that is repeated, such as multiplication tables, song lyrics, words and definitions.

Meaningful Word Work

- After choosing the most essential words in a lesson or in the unit, introduce the words in meaningful, real ways. This is where the close reading comes into your instruction.
- Students need to close read and play with words, love words, have time to ponder and grapple with new words.



Dr. Dr. Toilet Paper Scaffolds to Close Read for Vocabulary Comprehension

- Dr. Dr., Toilet Paper
 - D**escribe
 - R**estate
 - D**raw
 - R**evue
 - T**alk
 - P**lay a game
- Example: Apple
 - D: Red, Sweet, Fruit
 - R: It's a red fruit that comes from a tree
 - D: 
 - R: It's a noun, a thing
 - T: Students tell apple stories
 - P: Play Matching the fruit game

Pg. 43-44

Metacognition

- On a scale of 1-5 fingers, how well do you think you know and apply the concept of metacognition in your classroom?




Word: Metacognition	My Understanding 1 2 3 4	Subject:
Describe:		
Draw:		

Pg. 20

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Metacognition




Metacognition is thinking about your thinking, having a plan of action for what to do when you don't know.

RESTATE: Now restate the term in your own words.

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&



Draw a picture that represents your idea of metacognition. Share.


STOP AND DRAW: Non-linguistic representations helps cement learning



www.inspiringlearners.com 2012

REVIEW: More on Metacognition (Read "How People Learn" for more...)

- METACOGNITION** consists of three basic elements:
 - Developing a plan of action
 - Maintaining/monitoring the plan
 - Evaluating the plan
- The more students are aware of their thinking processes as they learn, the more they can control such matters as goals, dispositions, and attention. Self-awareness promotes self-regulation




www.inspiringlearners.com 2012

Pg. 21

Talk About It!

- Turn and talk to your Chat Chums.
- Based on what you just learned, describe how you are metacognitive about exercising or eating right.
- Here's my example...



www.inspiringlearners.com 2012

Placemat Synthesis

Each person writes their definition, then share and synthesis into one definition in the middle

Person 1	Person 2
Group Definition of Metacognition	
Person 3	Person 4

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Pg. 74

ILS: Vote On Your Feet

- Stand Up for Your Favorite Learning Style

- Write It!
- Talk It!
- Draw It!
- Move It!
- Sing or Tap
- Make Up Games



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Variety is the Spice of Life:

- Have a variety of meaningful and engaging ways to have students *chew* on new vocabulary
- Teach to varying learning styles
- Students need to self assess and know how they best learn to understand the meaning of new words.



Pgs. 45-46

Now Lock it Into Long Term Memory – Your Way!



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Pg. 45-46

Are You Linguistic?

- Flocabulary:
Educational Hip Hop
- <http://www.flocabulary.com>
- Free Trial
Pacifist - I don't want
no war, solving
problems with a fist. I
believe in talkin' and
healin' 'cause I'm a
pacifist.

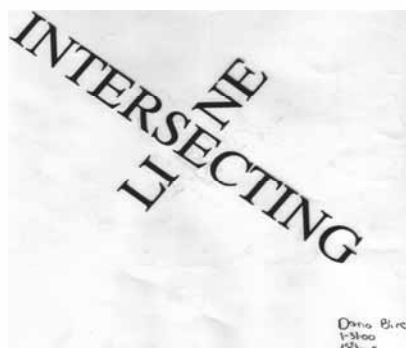


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Are You a Visual Learner?



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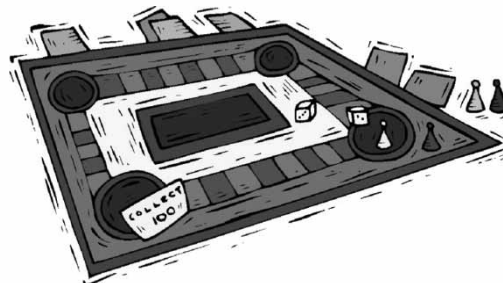
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Movement

- Must show the meaning of the word, not just how to guess it.
- Pacifist: act like someone is being violent, then motion, "No!"

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Do Games Help You Learn?



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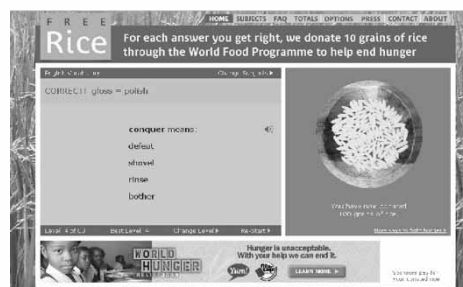
VocabAhead: Videos and Games for Studying Words. Great for Secondary



Pgs. 49-50

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Free Rice: Study and Eradicate World Hunger!



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CHOICE Leads to Autonomy Pg. 47

Concept: Learning Styles

Understand: We all learn in different ways, therefore need to find ways of studying that work successfully for our learning style

Know: The key vocabulary terms for the unit

Able to Do: Find your learning style strengths

Activity: Choose the best way for you to study your vocabulary

Choose One of the Following Ways to Study and Learn Your Vocabulary

1. Draw pictures
2. Write a rap or a song or a story
3. Make up movements (Charades, hand motions, a dance)
4. Make a game to play. Must have the rules for use.

All words must be connected to either MLK and the civil rights movement or to an issue related to rights in today's society.

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Developing Your Growth Mindset

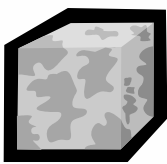
- Based on what we have just learned about acquiring new words, what do you need to do to grow your vocabulary instruction in your classroom?



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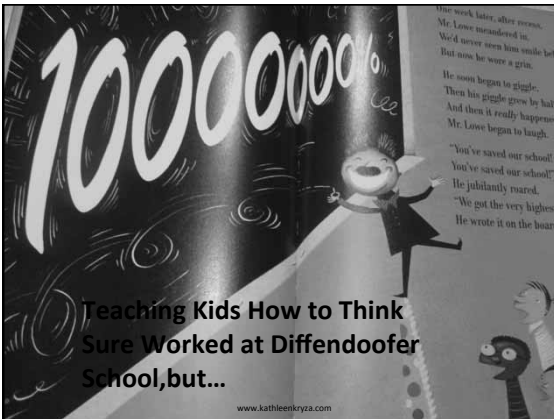
Remember This...

“The limits of my language means the limits of my world.”



Wittengsten

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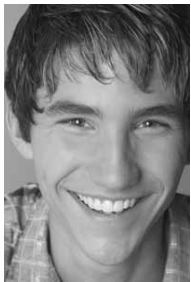


Teaching Kids How to Think
Sure Worked at Diffendofer
School, but...

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Is all this work worth it?


- Brad: 6th grader, special education, high absence, low grades
- 7th Grade starts learning deep thinking strategies taught intentionally and transparently.
- 8th Grade: On the honor role!
- High School: No longer in special education!



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Miss Bonkers was right!
We *can* grow learners who are..

- Empowered Readers
- Deep Thinkers
- Life Long Learners



**HOO RAY!
HOO RAY!
HOO RAY!**

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