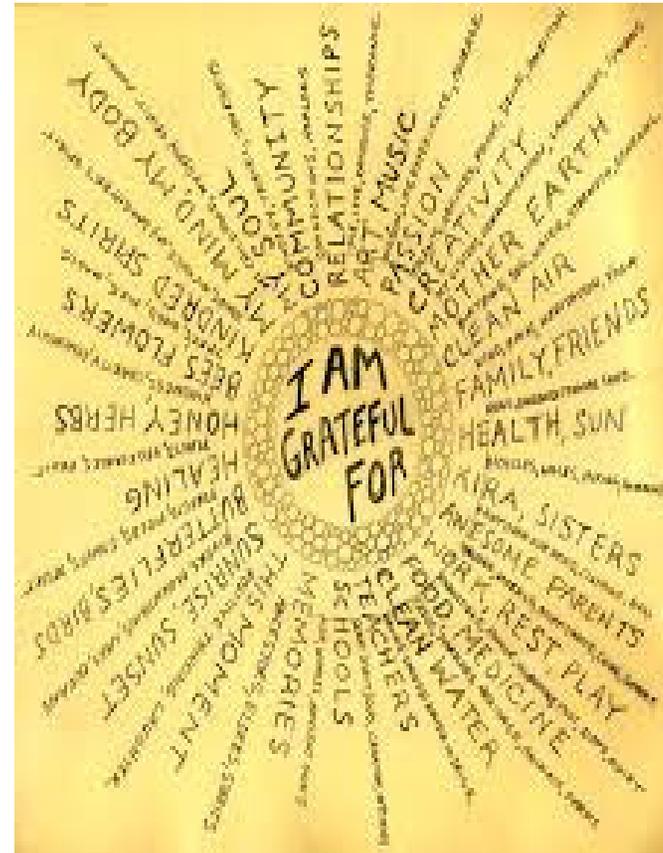
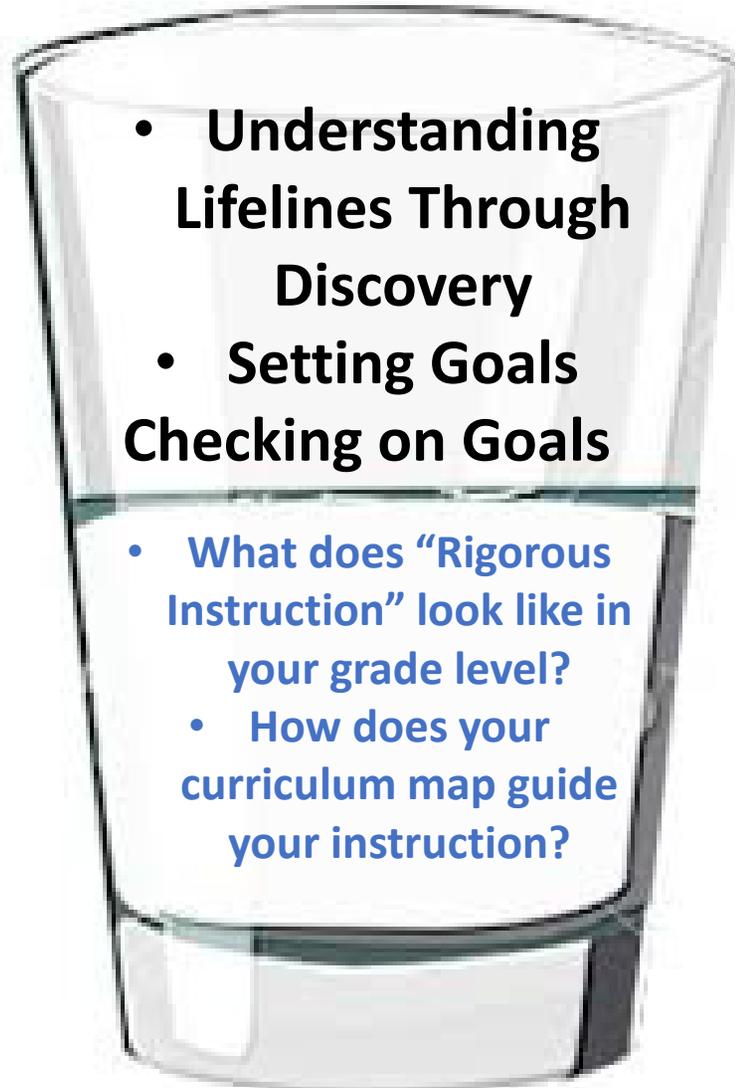


Hallway Greeting

Joy is what happens when we allow ourselves to be grateful for how good things really are.

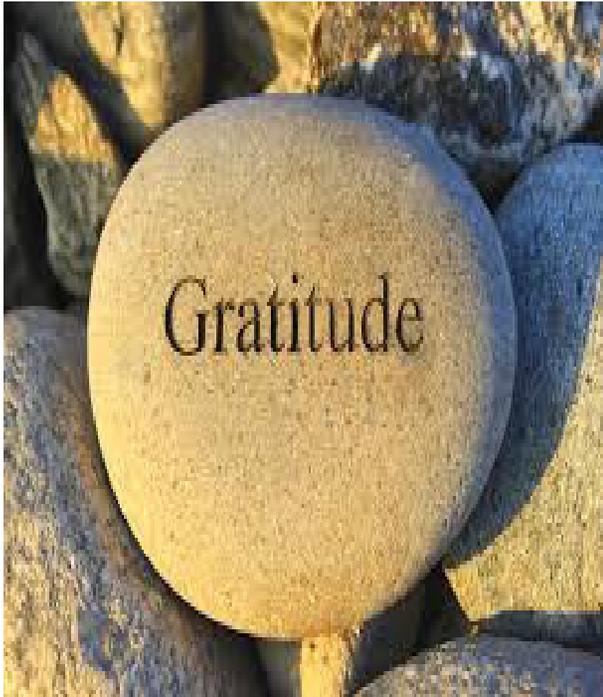


Today's Agenda



- **Understanding Lifelines Through Discovery**
- **Setting Goals**
Checking on Goals
- **What does “Rigorous Instruction” look like in your grade level?**
 - **How does your curriculum map guide your instruction?**

Welcome Message

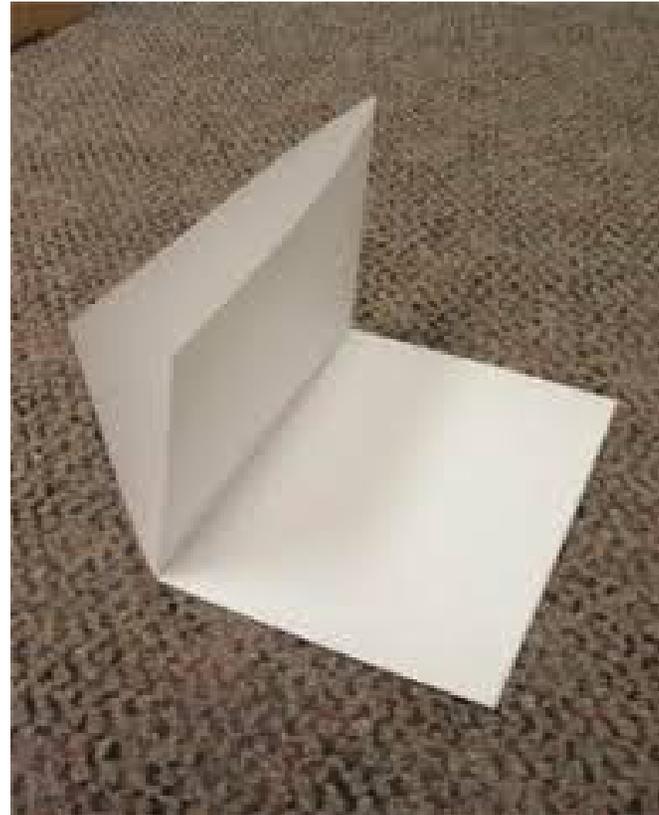


Sometimes the most powerful messages are the shortest ones. I ran across one of those this week. “Interrupt anxiety with gratitude.” That one stuck with me. Sometimes this is a difficult task to do, but gratitude and joy are so closely related... and joy erases anxiety.

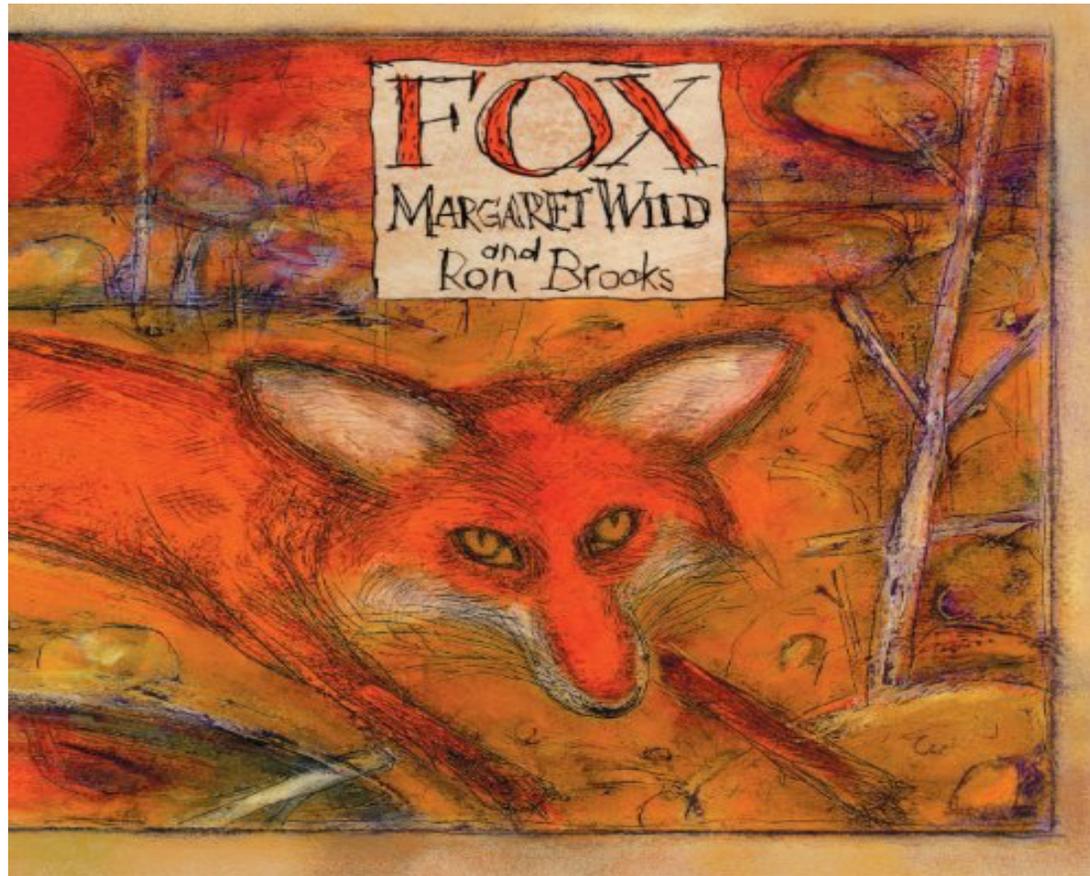
Let’s begin by either sharing something you’ve been anxious about and or something that you are grateful for right now.

Let's Make a C.L.A.S.S.y Little Book

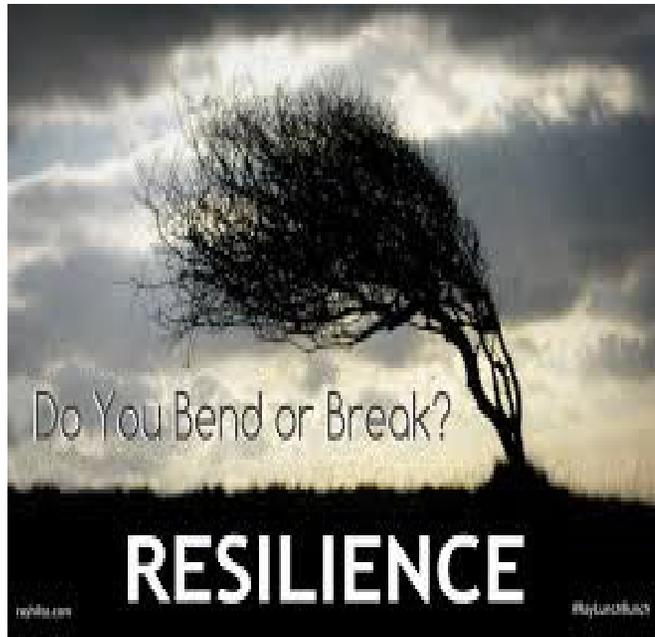
- Fold your paper into fourths
- Put a rubber band around the fold on the left.
- Slit the top two folds.
- Title your book, *The Little Book of*



What is the author's message to the reader?



5 Ways to Build Gratitude



- Help **someone else** find their gratitude.

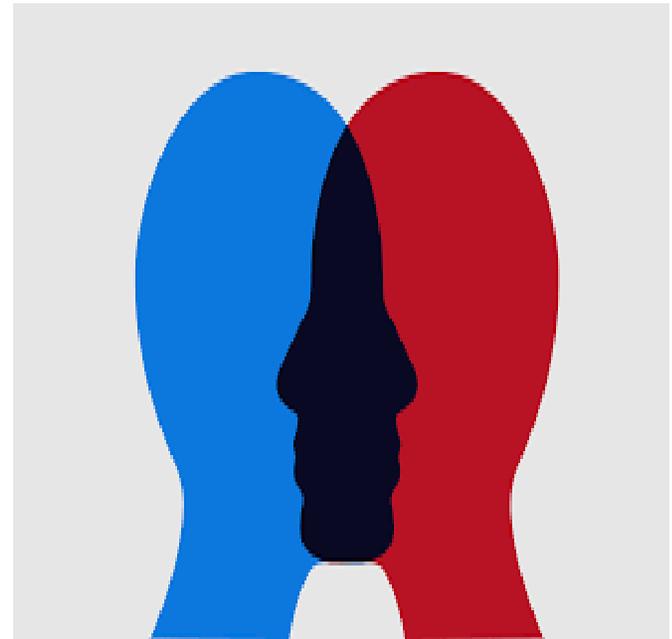
5 Ways to Build Gratitude

- Think (for a moment) about how much worse it **COULD** be.



5 Ways to Build Gratitude

- Use your **empathy** and seek to understand other perspectives.



5 Ways to Build Gratitude



- **Value your encounters and look for their **significance.****

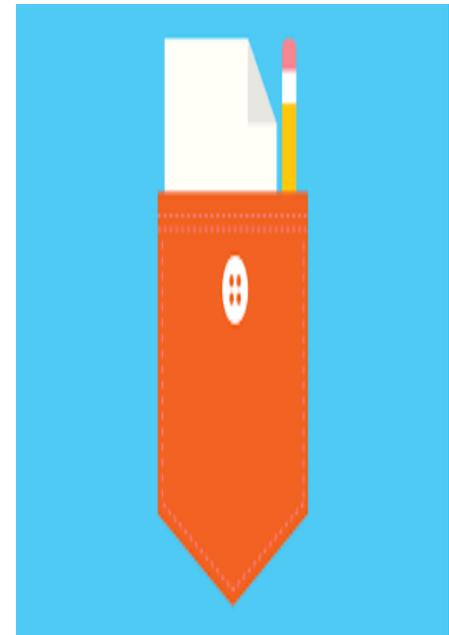
5 Ways to Build Gratitude

- Find **pride** in accomplishments, no matter how small.



Which of the five should you carry in your pocket?

1. **Help** someone else find their gratitude.
2. **Think** (for a moment) how much worse it **COULD** be.
3. Use your **empathy** and seek to understand other perspective.
4. Value every encounter and look for their **significance**.
5. Find **pride** accomplishments, no matter how small.



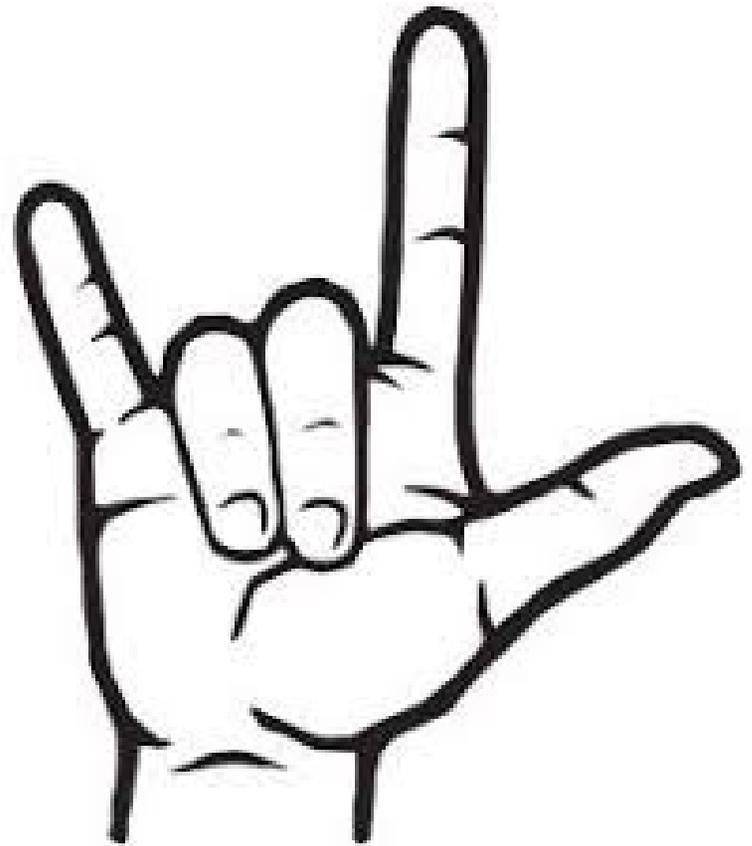
How do we help students set Lifeline goals and have accountability to do them?

Self-Control:

Thumb: In control of what I think. “Thumbs up” thoughts today (I can do it. I am smart.)

Pointer: In control of my words. I will make all my words positive. I will control noises.

Pinkie: In control of my actions. I will keep my hands to myself. I will think before I touch.



Different Formats, Different Ideas

M

M=Math Facts All of the games and activities in this station are designed to strengthen computation skills; flash cards, online games, practice pages, array cards, etc.

A

A=At Your Seat This is where they do independent practice activities such as math journals, number of the day, word problems and the required math practice pages from the student workbooks

T

T=Teacher's Choice It used to just be "Teacher" and that was the station where they worked with me. However, I found that there were days when I did not need to meet with each and every group so I changed it to "Teacher's Choice." Typically, I will meet with them as a guided math group, but I also use this time to meet 1:1 for individual math conferences, circulate to assist with games, or whatever needs to be done that day.

H

H=Hands-On Manipulatives. It's where the kids learn by doing and it's magical to see the light bulb pop on.

At Math Facts You Can:

- Egg Carton Facts
- Flashcards
- Computer Fact Practice
- Domino Math
- Dice Facts

At Hands On You Can:

- Build an Array
- Create a Tessalation
- Measure and find Surface Area
- Draw three dimensional figures
- Go Grocery Shopping

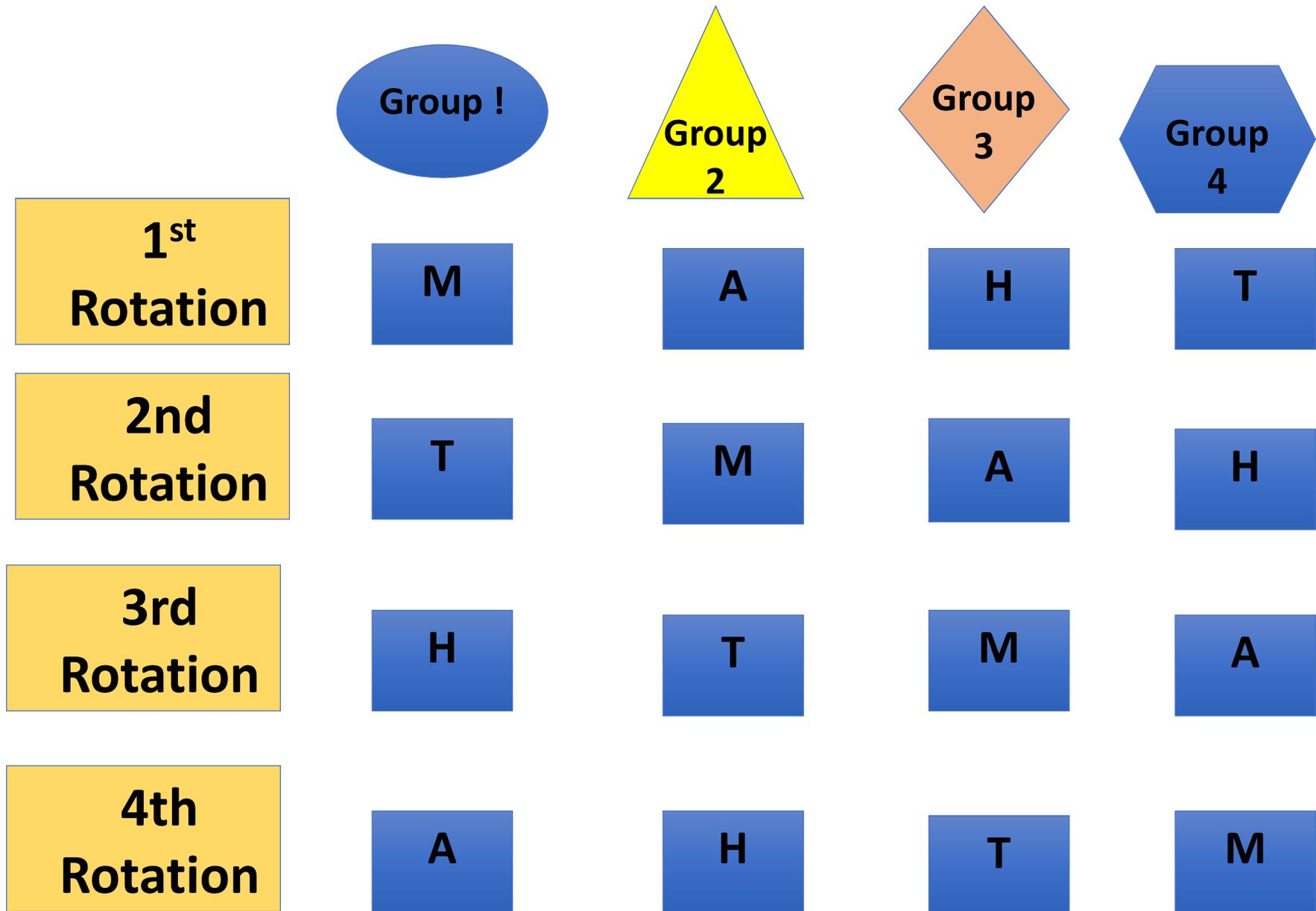
At Teacher's Choice You Can:

Meet with the teacher for small group checks for understanding

At Your Seat You Can:

- Do p. 157, 1-35 Odd numbers

Different Formats, Different Ideas



How it Works...

The Math Block...

First 5 Minutes: Go over last night's homework.

15 minutes: Mini-lesson on new skill (whole group)

15 minutes: rotation 1

15 minutes: rotation 2

15 minutes rotation 3

10 minutes: self-reflection, math journal, or math calendar

The Week...

Monday- Review and go over math calendar from previous week

Tuesday-Thursday- Math Workshop

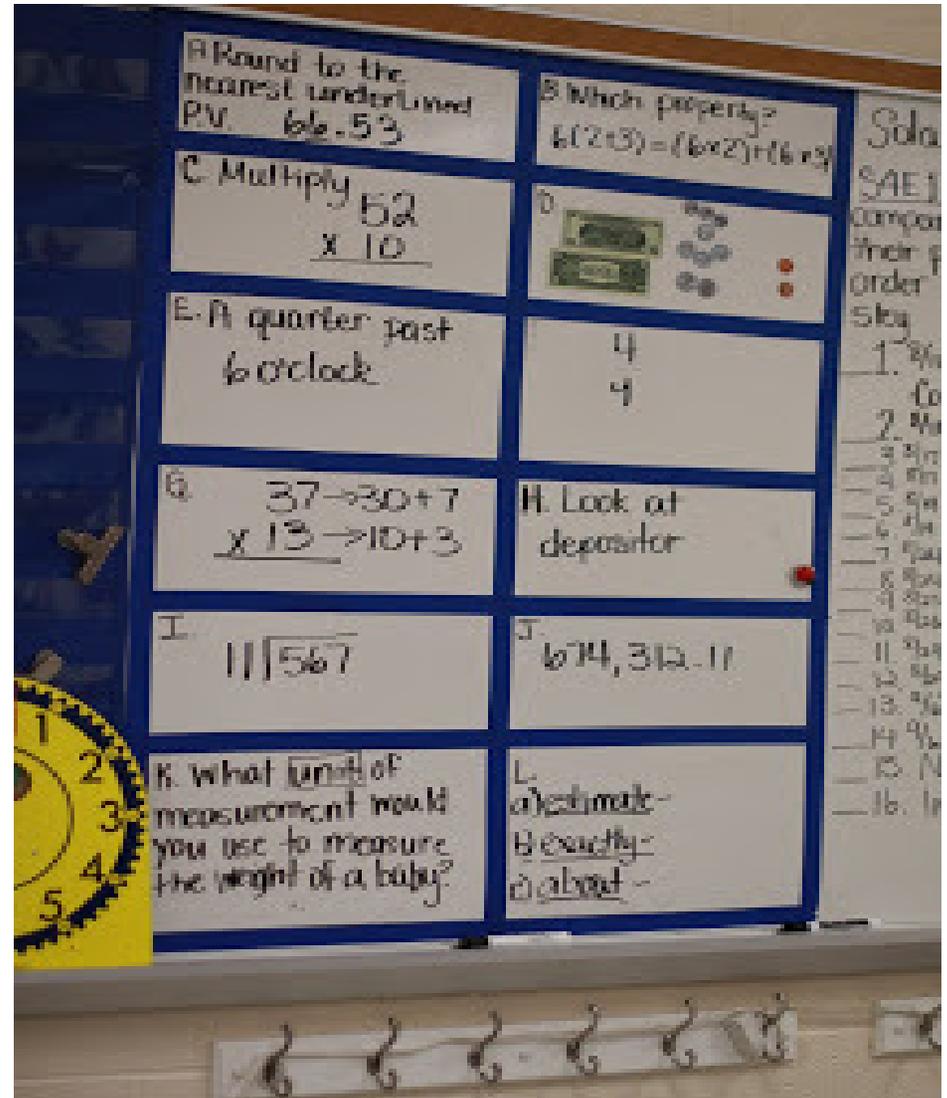
Friday- Weekly 10 Q. Assessment (to inform teacher groups) and complete calendar as needed

Math Calendar

This stays up all week. Each section has a specific skill/topic. By Friday it must be finished (spiraling)

12 Sections:

- A) Problem from the past
- B) Problem from the present
- C) Problem from the future
- D) Money problem
- E) Time problem
- F) Fraction problem
- G) Multiplication problem
- H) Place value problem
- I) Division problem
- J) Rounding problem
- K) Measurement problem
- L) Vocabulary



How this teacher does it.

- I look at the lesson for the day and read through the main instruction part. I analyze it to see how much of it I can teach as a whole group at the start of the workshop. As a general guide I aim for a 10 minute mini-lesson. The rest of the lesson is taught in a small group format....4 times. Although my groups are flexible and fluent, I base them on student need. Although I'm teaching the same lesson 4 times I may deliver it 4 different ways to meet their needs. The level of conversation varies depending on ability, but all my students are getting the meat of the lesson in a manner in which they are focused and attentive. So much more effective than having them daydreaming for the better part of a longer group lesson.
- Next I look at what the weekly games are. I plug those into my hands-on station. If needed, I create supplemental activities and task cards to further strengthen the skills. I look at all of the activity pages that are assigned with the curriculum and then plug them into the week as they best fit. I typically will have them review the skills from the day before by doing those activity pages the day after I teach the topic in my small group. "At your seat" may also include math journals, calendar activities, number of the day.

Another Way to Look at It:

B Buddy Games

U Using Manipulatives

I Independent Work Time

L Learning About Numbers

D Doing Math (New)

Math Daily 5

Lesson 5-15 minutes

Student Choices

Math by Myself
Math Writing
Partner Math
Math Work
Math Technology

Teacher Choices

Confer Individually Small
Group Assess

Lesson 5-15 minutes

Student Choices

Math by Myself
Math Writing
Partner Math
Math Work
Math Technology

Teacher Choices

Confer Individually Small
Group Assess

Review/ Share 5-15 Min.

Daily 5 Math

<http://www.TheDailyCafe.com>

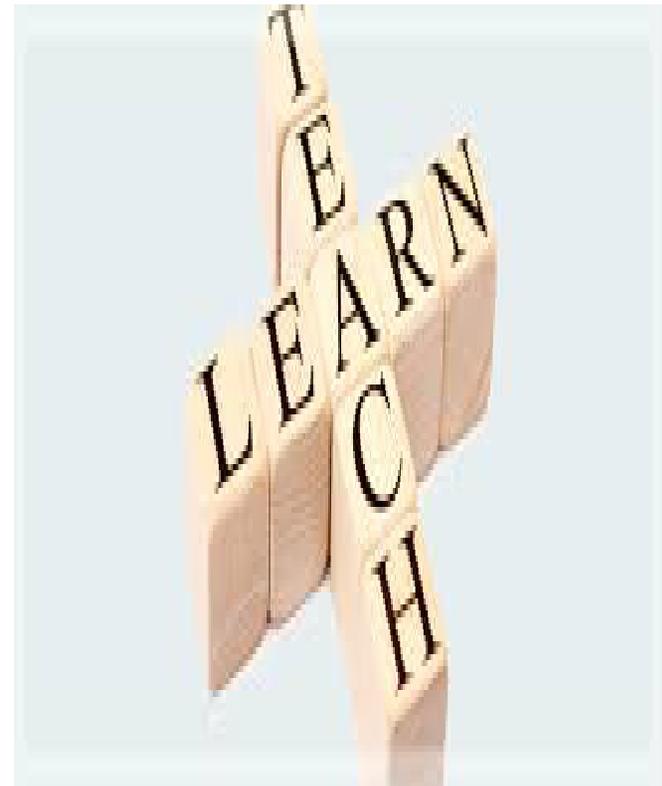
- 1.) Math by Yourself
- 2.) Math with Someone
- 3.) Math with Technology (www.mathcats.com
www.ixl.com,
- 4.) Math Writing
- 5.) Math Work



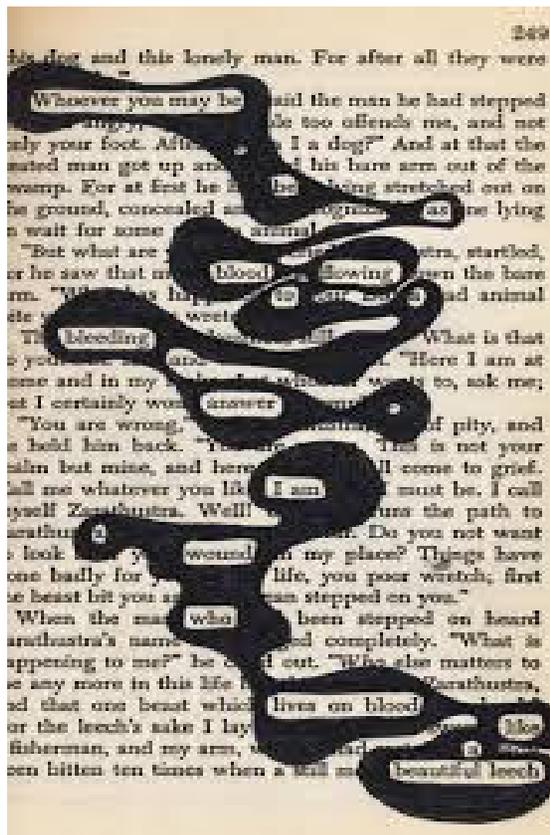
Found Poetry

Teaching isn't for the faint of **heart**. As we go through our careers, we are **challenged** in so many different ways both **emotionally** and **professionally**. As the face of education **changes**, some may feel that **data** has replaced **empathy**. It is during those times when we have to **remember** why we came to the table in the first place.

So... why DID you come to the table? Share with the group the reason you chose to work here with children.



Found Poetry



Teaching
HEART
Challenged
Emotionally
Professionally
CHANGE
Data/Empathy
Remember...
WHY DID YOU COME TO
THE TABLE?

**What is
RIGOROUS
INSTRUCTION
AND WORK?**



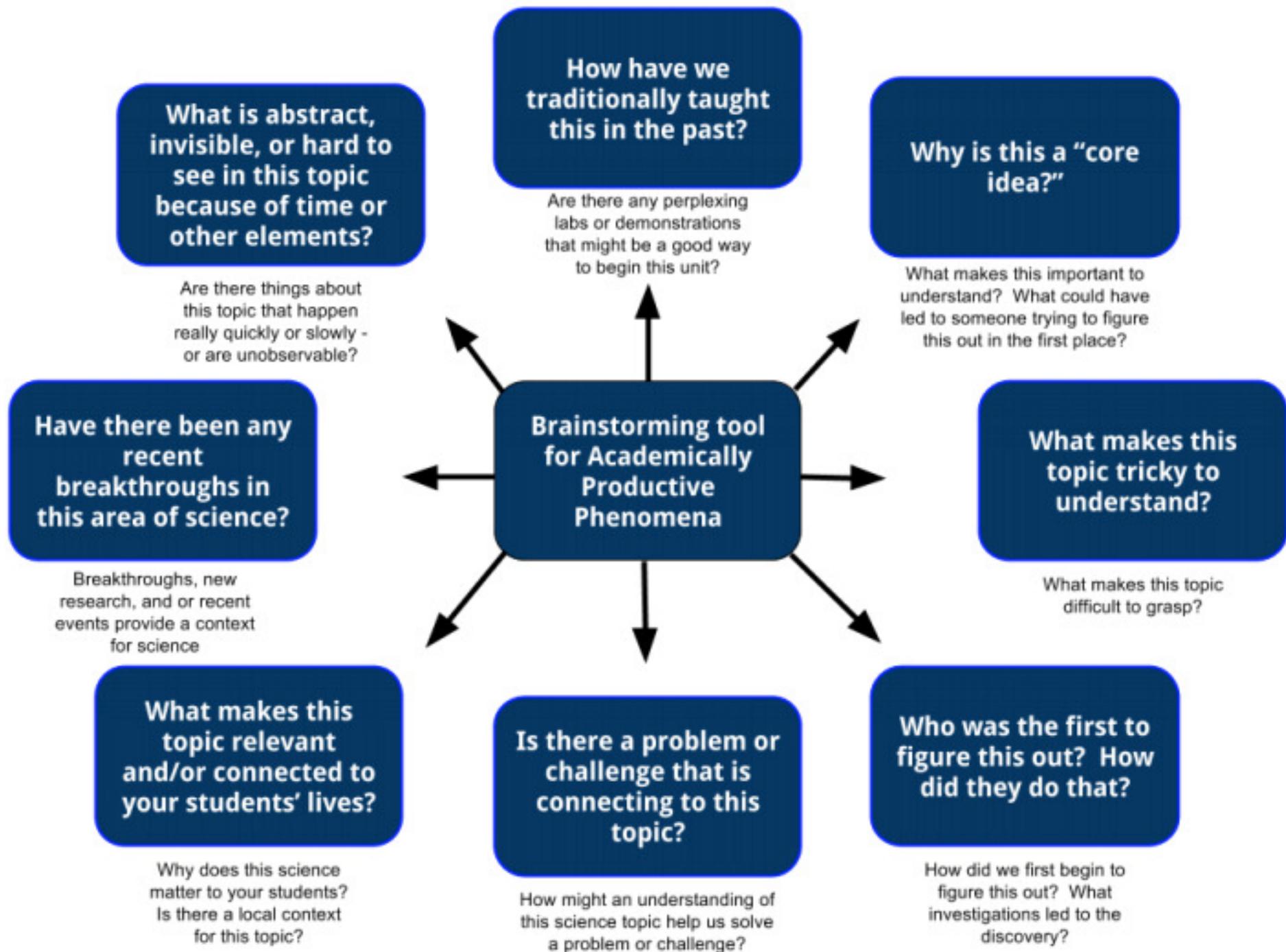
Domain 2: Effective Instruction



Competency 2.6:

Develop Higher Level of Understanding through Rigorous Instruction and Work

- Lesson is accessible and challenging to all students
- Students are able to answer higher-level questions with meaningful responses
- Students pose higher-level questions to the teacher and to each other
- Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great
- Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements





P

ROVIDING OPPORTUNITIES TO CONNECT YOUR
LESSON TO LIFE

U

NDERSTANDING THE STRENGTHS AND
WEAKNESSES OF YOUR STUDENTS TO HELP
THEM REACH THEIR POTENTIAL

S

HOWCASING EXAMPLES OF GREAT STUDENT
WORK

H

HIGHER-LEVEL QUESTIONS ASKED AND
ANSWERED BY STUDENTS

How is “Rigor” Defined?

Rigor is NOT:

- * More or harder worksheets
- * AP or Honors courses only
- * The “higher level” book in reading
- * More work
- * More homework
- * Only for selected students in GT or HA
- * Harder
- * Related to quantity
- * Scripted learning



How is “Rigor” Defined?

Rigorous Instruction IS:

- For every student
- Challenging
- Related to quality
- Possible in all levels of learning
- Messy and Free-Ranging
- Scaffolding thinking
- Planning for thinking
- Assessing thinking about content
- Recognizing the levels of thinking students demonstrate



yes!



**RIGOROUS
INSTRUCTION**

- Originally designed to meet the needs of high ability students
- Provides layers of differentiation (ability, product, strength)
- Encourages connections, communication, and contextualization
- Promotes higher order thinking and questioning
- Provides choice

What are the qualities of a “Rigorous” Assignment?



- Is engaging to students
- Leads to deep understanding of content
- Allows opportunities for students to reflect on their own thought processes and/or set goals for their own learning (encourages metacognition)
- Makes connections to other concepts within this discipline and/or to concepts in other disciplines
- Asks students to perform higher order cognitive skills such as analyze, apply, evaluate, examine issues, solve problems
- Contains clear, yet rigorous expectations for learning (beyond minimum standards)
- Is appropriate in age and grade level
- Expresses high teacher expectations for completing the work
- Encourages the study of essential concepts or understandings (the work involved is worthy of the time and energy invested)
- Mirrors an authentic and challenging task (real world application or connection)

(The University of North Carolina, Greensboro)

Developmentally Appropriate Rigorous Instructional Practices-Pre/Early Elementary

Ambiguity

Show students how to observe objects from more than one perspective.

Read stories that provide alternative perspectives to favorite stories.

Show students how to develop and explain their own personal viewpoints.

Complexity

Allow students to play with discuss items that have multiple parts and discuss the parts.

Introduce students to concepts and process with more than one part.

Layers

Teach students sequence, and show them ho to do things in a particular order.

Begin introducing clues to students in sequential order, and help students use those clues to solve small mysteries

Implicit Meaning

Show students hidden object pictures where they have to study the picture to find the hidden object.

Use riddles to help students learn to use context clues to figure out meaning.

Developmentally Appropriate Rigorous Instructional Practices-Late Elementary

Ambiguity

Introduce the idea that there is not always one answer to a problem, and teach students how to consider alternative perspectives and viewpoints.

Complexity

Introduce students to complex material with linear relationships.
Help students identify linear relationships between concepts.

Layers

Introduce layered material to students, and show them how to engage in systematic inquiry where they use a series of clues or steps to solve a problem or mystery.
Inferring, synthesizing, and predicting activities where students must systematically shape meaning

Implicit Meaning

Show students how to use context clues in reading to tease out implicit meaning.
Introduce stories with implied meaning, and teach students specific strategies for discovering meaning for themselves.

Mosaic of Thought, by Ellin Keen, has uncovered 7 key activities that lead to rigorous learning:

How many of these do you encourage your students to do?

Metacognition: Paying attention to your own thinking regarding the topic or text

Glossing: Marking text, taking notes in margins

Structuring: Searching for patterns in text.

Retelling: Summarizing Understandings

Image Making: Creating images of the text meaning

Questioning: Raising questions to clarify and deeper understanding of the text

Making Connections: personal connections to the topic or text

Q Chart

	is are was	did do does	can	could should would	will	might
Who						
What						
Where						
When						
How						
Why						

Q Chart

	is are was	did do does	can	could should would	will	might
Who	Remembering and Understanding			Understanding and Applying		
What						
Where						
When						
How	Applying and Analyzing			Evaluating and Creating		
Why						