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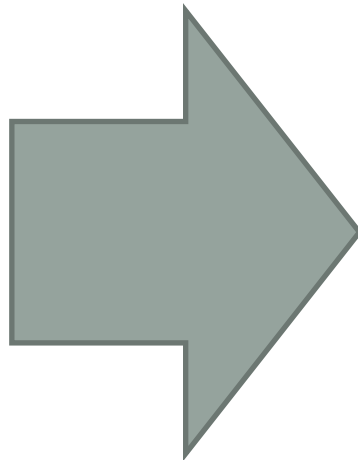
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engage2016a.sched.org

< Back

writing workshop as well

Feedback Survey

as introduce phonics

instruction. It is for K-2 new teachers.

Thursday, August 16

Writing Work

Click here to add to

http://sched.

Limited Capacity

Feedback Survey

This session will

Speakers

PB

MV

Thursday August 16 144 2775 Bobcat

New Teacher, Eduphoria Link

Speakers:

P Patrice Brake
NISD Literacy Support Teacher,
Northwest ISD
Curriculum and Instruction

M Mary Van Etten

New Teacher

Eduphoria Link:
eduphoria.nisdtx.org/wshop/default.aspx?cid=12076

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Learning Targets



- ***Today we will***
 - Discuss IBL or Inquiry Based Learning

- ***So We Can***
 - Increase motivation and engagement
 - Teach students to dig deeper into their own thinking

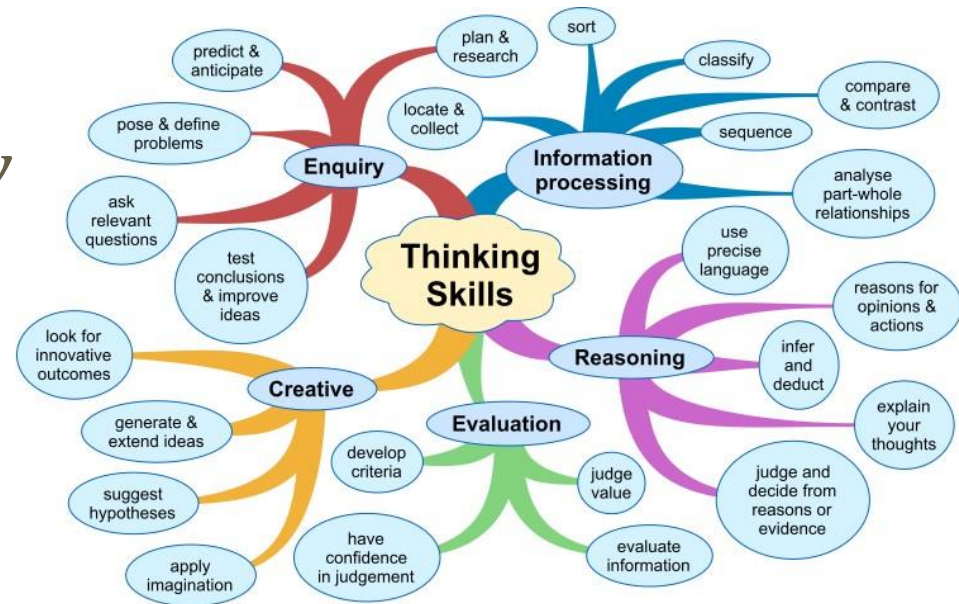
- ***We will know we have it when***
 - Students are motivated and **engaged**
 - The learning is **relevant**
 - The task is **rigorous** and students are constructing their own knowledge to search for what they don't know

Comprehension & Collaboration

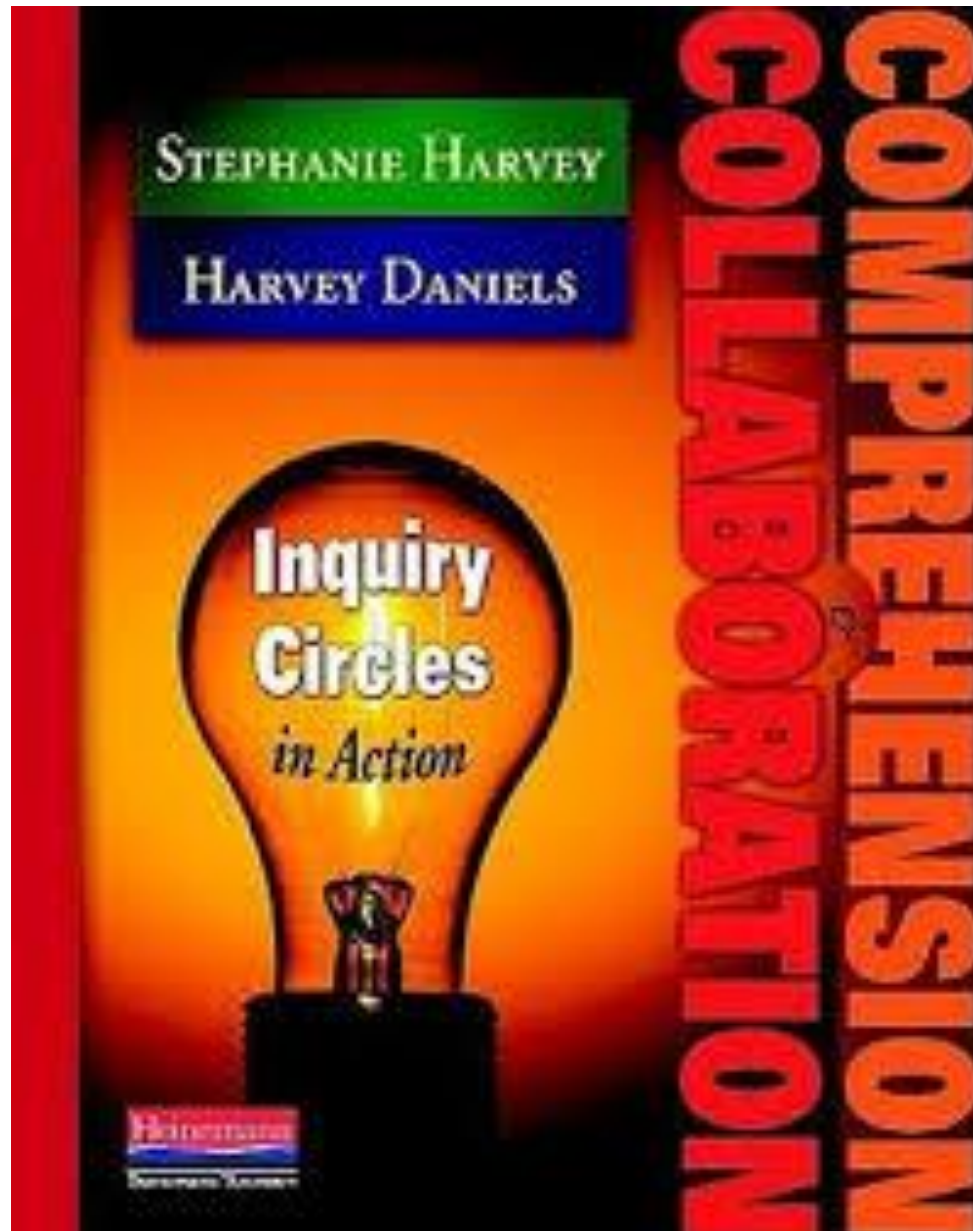
Inquiry Circles in

Action

by *Stephanie Harvey*
& *Harvey Daniels*



District
Resource



What is an

INQUIRY **CIRCLE**

and how does it
work?

<https://www.youtube.com/watch?v=7k5dF1I7>

RAC

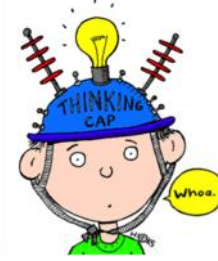
Our Big Question

- Why use Inquiry?



<https://www.youtube.com/watch?v=2yImVT5lkck>

Why Inquiry?



Inquiry provides an opportunity to **slow down** and **delve deeper** into a topic. In addition, inquiry provides fabulous opportunities for **alternative assessments** instead of conventional projects to showcase ALL learning styles.



Why Inquiry?

The Steps and Stages of Inquiry (pg. 61-62)

- **Immerse:** Invite Curiosity, Build Background, Find Topics, and Wonder
- **Investigate:** Develop Questions, Search for Information, and Discover Answers
- **Coalesce:** Intensify Research, Synthesize Information, and Build Background Knowledge
- **Go Public:** Share Learning, Demonstrate Understanding, Take Action

Chart

- What is Inquiry to you?
- What has gone well?
- What has not been successful?



Types of Inquiries

There are four models of Small-Group Inquiries outlined in the book

Mini-Inquires

Curricular
Inquiries

Literature
Circle Inquires

Open
Inquiries

Introduction to Resource

INQUIRY Approach	COVERAGE Approach
• Student voice and choice	• Teacher selection and direction
• Questions and concepts	• Assigned topics and isolated facts
• Collaborative work	• Solitary work
• Strategic Thinking	• Memorization
• Authentic Investigations	• As if/surrogate learning
• Student responsibility	• Student compliance
• Student as knowledge creator	• Student as information receiver
• Interaction and talk	• Quiet and listening
• Teacher as model and coach	• Teacher as expert and presenter
• Cross-disciplinary studies	• One subject at a time
• Multiple resources	• Reliance on a textbook
• Multimodal learning	• Verbal sources only
• Engaging in a discipline	• Hearing about a discipline
• Real purpose and audience	• Extrinsic motivators
• Caring and taking action	• Forgetting and moving to next unit
• Performance and self-assessment	• Filling in bubbles and blanks

This book employs toolkit thinking strategies to become proficient readers (Ch. 1.)

Monitor our comprehension and make adjustments

Connect new information to background knowledge

Ask questions

Infer and visualize meaning

Determine importance

Summarize and synthesize

Inquiry teaches kids that reading is about thinking! Metacognition (thinking about my thinking.)

There is a companion website that goes along with the book at

www.heinemann.com/comprehensionandcollaboration It includes study guides, bibliographies, resource pages, detailed versions of some of the featured lessons, and a variety of graphic organizers.

The book prefaces with three separate chapters regarding research about comprehension, collaboration, and inquiry. Then it provides 10 comprehension lessons (some are closely related to the comprehension toolkit lessons); 8 collaboration lessons; and 9 inquiry lessons. In addition, there are 28 small-group inquiry projects provided. Each of these inquiry projects can be adapted for any topic, lesson, or grade level.

Improving comprehension and teaching students to think critically is an ongoing struggle. Inquiry is a perfect medium- thinking strategies enhance kids' comprehension and social strategies help learners collaborate effectively to learn more.

Comprehension Continuum

Pg. 30



Comprehension Continuum

Answers Literal Questions	Retells	Merges Thinking with Content	Acquires Knowledge	Actively Uses Knowledge
<p>Answering literal questions shows that learners can skim and scan for answers, pick one out that matches the question, and have short-term recall. Does not demonstrate understanding.</p>	<p>Retelling shows that learners can organize thoughts sequentially and put them into their own words. Shows short-term recall of events in a narrative and bits of information in nonfiction. Does not, in and of itself, demonstrate understanding.</p>	<p>Real understanding takes root when learners merge their thinking with the content by connecting, inferring, questioning, determining importance, synthesizing, and reacting to information. Understanding begins here.</p>	<p>Once learners have merged their thinking with the content, they can begin to acquire knowledge and insight. They can learn, understand, and remember. Shows deeper understanding.</p>	<p>With new insights and understandings, learners can actively use knowledge and apply what they have learned to the experiences, situations, and circumstances in their daily lives to expand understanding and even take action.</p>
<p>Teacher Language</p>	<p>Teacher Language</p>	<p>Teacher Language</p>	<p>Teacher Language</p>	<p>Teacher Language</p>
<p>How many...? What is...? Where did...? Who was...?</p>	<p>Tell me what happened... Tell me what it was about... Retell what you read... What comes first, second, third? When did...?</p>	<p>What do you think? What did you learn? What does this remind you of? What do you wonder? What do you visualize? What do you infer? What makes you say that? How did you come up with that? What makes you think that?</p>	<p>What did you learn that you think is important to remember? Why does it matter? What do you think are some big ideas here? What do you think the author most wants you to get out of this? Say more about that...</p>	<p>What do you want to do about this? Why do you want to take action? Is there a way you can get involved? How do you think you can help? What is your plan?</p>

Before getting started on your Inquiry -

It's important to teach students ***How Proficient Collaborators Think and Act and What Social Strategy Use Looks and Sounds Like*** (pg. 46-47)



What Social Strategy Use Looks and Sounds Like

Strategy	Sounds/Looks Like	Doesn't Sound/Look Like
1. Be responsible to the group	<p>"Does everyone have their articles? Good, let's get going."</p> <p>"Let me show you this great website I found..."</p> <p>"I'm sorry, guys, I didn't get the reading done."</p> <p>"Ok, then today I'll take notes on the meeting."</p>	<p>"What? There's a meeting today?"</p> <p>"I left my stuff at home."</p> <p>"Teacher, Bobby keeps messing around."</p> <p>Arriving late, unprepared, without materials.</p>
2. Listen actively	<p>"Joe, pull your chair up closer."</p> <p>"I think I heard you say..."</p> <p>"So you think..."</p> <p>Asking follow up questions</p>	<p>Not looking at others</p> <p>"Huh? I wasn't listening."</p> <p>Playing with pencils, shuffling materials.</p>
3. Speak up	<p>"What you said just reminded me of..."</p> <p>"Can I piggyback on this?"</p> <p>"What made you feel that way?"</p> <p>"Let me show you my drawing."</p>	<p>Silence</p> <p>Whispering or shouting</p> <p>Not using/looking at notes</p> <p>Hiding from participation</p>
4. Share the air and encourage others	<p>"Can you say more about that, Chris?"</p> <p>"We haven't heard from you in a while, Joyce."</p> <p>"I better finish my point and let someone else talk."</p> <p>"That's a cool idea, Tom."</p>	<p>"Blah blah blah blah blah blah blah..."</p> <p>"I pass."</p> <p>"You guys are so boring."</p> <p>Declining to join in when invited</p>
5. Support your views and findings	<p>"I think Jim treats Huck as a son because..."</p> <p>"Right here on page 15, it says that..."</p> <p>"The person I interviewed said..."</p> <p>"My thinking was a lot like Jennifer's..."</p>	<p>"This book is dumb."</p> <p>"Well, that's my opinion anyway."</p> <p>"No, I didn't consider any other interpretations."</p>
6. Show tolerance and respect	<p>"Wow, I thought of something totally different."</p> <p>"I can see your point, but what about..."</p> <p>"I'm glad you brought that up; I never would have seen it that way."</p>	<p>"You are so wrong!"</p> <p>"What book are <i>you</i> reading?"</p> <p>"Where did you get <i>that</i> idea?"</p> <p>Rolling eyes, disconfirming body language.</p>
7. Reflect and correct	<p>"What went well today and where did we run into problems?"</p> <p>"We are not sharing the talk time evenly."</p> <p>"OK, so what will we do differently during our next meeting?"</p>	<p>"We rocked."</p> <p>"We sucked."</p> <p>"It was OK."</p> <p>"Who cares?"</p>

How Proficient Collaborators Think and Act

Strategy	Examples/Actions
1. Be responsible to the group	<ul style="list-style-type: none"> • Come prepared: work completed, materials and notes in hand • Bring along interesting questions/ideas/artifacts • Take initiative, help people get organized • Live by the group's calendar, work plan, and ground rules • Settle problems within the group • Fess up if unprepared and take on some other work
2. Listen actively	<ul style="list-style-type: none"> • Make eye contact • Nod, confirm, look interested • Lean in, sit close together • Summarize or paraphrase • Use names • Take notes when helpful
3. Speak up	<ul style="list-style-type: none"> • Join in, speak often, be active • Connect your ideas with what others have said • Ask lead and follow-up questions • Use appropriate tone and voice level • Draw upon the notes, materials, or drawings you've brought • Overcome your shyness
4. Share the air and encourage others	<ul style="list-style-type: none"> • Show friendliness and support • Take turns • Be aware of who's contributing; work to balance the airtime • Monitor yourself for dominating or shirking • Invite others to participate • Build upon and learn from others' ideas
5. Support your views and findings	<ul style="list-style-type: none"> • Explain and give examples • Refer to specific passages, evidence, or artifacts • Connect or contrast your ideas to others' • Dig deeper into the text or topic; revisit important ideas
6. Show tolerance and respect	<ul style="list-style-type: none"> • Receive others' ideas respectfully; no put-downs allowed • Try to restate opposing views • Use neutral language in disagreeing • Offer your different viewpoint; don't be steamrolled • Welcome and seek insight in divergent viewpoints
7. Reflect and correct	<ul style="list-style-type: none"> • Do frequent reflections or "think-backs" on group processes • Identify specific behaviors that helped or hurt the discussion • Talk openly about problems • Make plans to try out new strategies and review their effectiveness • Keep written record of group processing

Preparing for Active Learning

Ch. 5

“Learning is a consequence of thinking. This sentence turns topsy-turvy the conventional pattern of schooling. The conventional pattern says that first students acquire knowledge. Only then do they think with and about the knowledge they have absorbed. But it is really just the opposite: Far from thinking coming after knowledge, knowledge comes on the coattails of thinking. As we think about and with the content we are learning, we truly learn it. Knowledge does not just sit there. It functions in people’s lives so they can learn about and deal with the world.”

David Perkins



Principles That Guide Us

When we commit to helping kids develop and use knowledge, we carefully set the scene. We create a culture where everyone can think well together.

As we know, any culture is made up of beliefs, attitudes, habits, routines, rituals, systems, processes, materials, and artifacts.



Ten Key Elements

1. Set up an engaging environment.
2. Gather great text and resources.
3. Hone our teaching language
 - a. Language that prompts thinking
4. Provide for rich interaction.
5. Differentiate instruction for everyone.
 - a. The comprehension Toolkit have Spanish translations for every article.
 - b. Geographic Kids' magazine
 - c. Text sets (Toolkit Texts- additional texts; articles of the week; *Texts & Lessons for Content Area Reading; Text & Lessons for Teaching Literature*)
6. Teach with the big ideas in mind.
 - a. The Definition Question
 - b. The Consequence Question
 - c. The Action Question
7. Promote authenticity and relevance.
8. Think about purpose.
9. Foster passion, curiosity, and fun.
10. Help kids take action.

Key Lessons in Comprehension, Collaboration, and Inquiry

Chapter 7

Model Our Own Thinking

“Watching talented, knowledgeable, experienced people ply their craft and share the process behind it and then practicing ourselves is the key to learning and understanding.”



The Gradual Release of Responsibility

The Gradual Release of Responsibility

TEACHER MODELING

- Teacher explains strategy.
- Teacher models strategy.
- Teacher thinks aloud to show thinking and strategy use.

GUIDED PRACTICE

- After explicit modeling, teacher gradually gives students more responsibility for task engagement and completion.
- Teacher and students practice the strategy together in shared contexts, interacting, and constructing meaning through interchange.

COLLABORATIVE PRACTICE

- Students share their thinking process with one another.
- Students work in small groups and pairs and reason through text together.
- Teacher moves from group to group, checking on how things are going.

INDEPENDENT PRACTICE

- After working with teacher and other students, students try practicing the strategy on their own.
- Student receives regular feedback from teacher and other students.

APPLICATION OF THE STRATEGY

- The student uses the strategy in authentic situations.
- The student uses the strategy in a variety of different genres, settings, contexts, and disciplines.

(From Fielding and Pearson 1994. Adapted by Harvey and Goudvis 2005)

Introducing the Lessons

- There are **twenty-seven key lessons** in comprehension, collaboration, and inquiry. They are *generic* lessons that can apply to many teaching situations and levels.
- There are **Lesson Link icons** throughout the book. However, the authors have **flagged spots where teachers have created their own versions** of one of these basic lessons.

Introducing the Lessons

- The lessons can easily be adapted across grade levels
- For K-1, many of the lessons are best taught through listening and viewing as Visual Literacy is key in small-group inquiry for young children.
- Secondary teachers-each lesson comes with tips for grade-level adaptations.

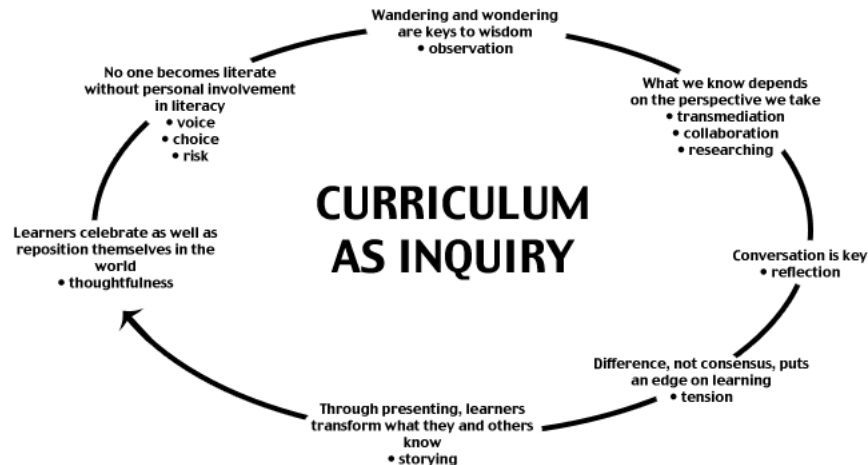
Introducing the Lessons

- Fabulous lessons for struggling readers-goes hand-in-hand with the Toolkit.
- Great resource for **SSI** to use in conjunction with the *Text & Lessons* resources
- Will have lessons provided in Moodle for SSI teachers



Curricular Inquiries

- Mastery vs. Coverage
- Teach with Big Ideas and Essential Questions about the curriculum in mind.
- Provides an opportunity for Connected Learning in other content areas
- Promotes planning with the librarian, & content area teachers



Curricular Inquiries, cont.

- Try focusing on three district standards that combine science, social studies/history, and geography (I used a history TEK)
- Learners make connections between their own experience and new information, they learn, and remember more.
- Develop Content Focus Questions that link what kids are learning to the overarching focus questions
- Create Process Focus goals from your reading/writing TEKS

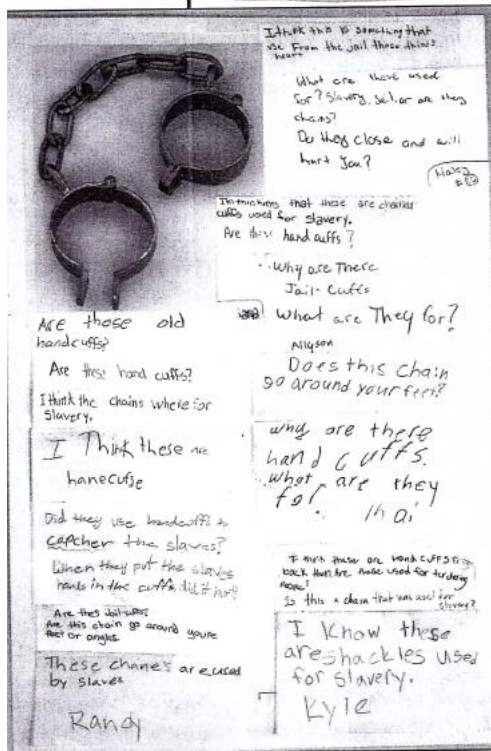
Curricular Inquiry: K-1

- First, teach a lesson on how to “Think and Wonder About Images” (pg. 118 or CTK pg. : Visual Literacy is key when reading informational text.
- Bring students to the library to closely examine several different globes and maps of Antarctica. Students will burst forth questions. Students will begin to connect the more abstract information on the maps and globes with actual geographic features. Terms like snow, ice shelf, ocean, mountains, and icebergs are written on a content word bank.
- Then kids create a large content word wall, illustrating these different concepts next to the appropriate word. A large, blank map of Antarctica also hangs on the wall, and over time kids add physical features to it as they learn about these.
- Create a what we THINK we know chart so kids can reflect and rethink misconceptions as they discover new findings.
- Students create “I Wonder” word frames (pg. 172)
- Share a book like *There Are No Polar Bears Down There* by Trish Hart and *In Antarctica* by Marilyn Woolley
- Students create “I Learned” or “I Noticed” (pg. 172) or “I Wonder” word frames (Stop, think, and react to Information lesson)
- At the end of each session students take turns sharing what they learned.
- As the topic progresses, model the comprehension lessons provided in the book or in the comprehension toolkit that are designed to help children ask their own questions.
- Create an anchor chart with strategies for answering questions

Slavery Inquiry

- Day 1: Opening: Share a piece of text (maybe a poem referring to slavery) –students record their thinking after they listen/read the poem.
- Work Period: Post anchor charts with images of slavery prior to and during the Civil War. Using post-its, students work in groups viewing the images and posting their notes.
- Closing: Share out discoveries/questions – record in notebooks
- Day 2: Opening: Text discovery (provided a plethora of short stories or short texts about slavery. Groups choose a book, read together, discuss, and make notes about their discoveries (I moved from group to group posing guiding questions. Students were so interested they were close reading on their own.
- Work Period: Showed a video on Declaration of Independence and the Constitution, stopping the video from time to time to have students turn and talk, jot their thinking, and record their questions. Students discover that even though the Constitution called for Equality for all – it was not for all. This led to a discussion for the purpose of amendments to the Constitution.
- Closing: share discoveries-questions
- Day 3: Opening: Choose a group to share their book along with their discoveries. Allow other groups to pose questions.
- Work Period: Conducted a shared reading from the text book. I modeled my thinking, shared my inner voice, and asked students to write down their reactions as I read.
- Closing: Have students review their questions. An overall BIG question will surface. My students wanted to know why slavery was allowed?
- Day 4: Opening: Groups choose a picture book/or continue reading their short chapter book regarding slavery.
- Work Period: Groups create literature circle responses (pg. 181) to share with the group
- Closing: Revisit the BIG question. Create an anchor chart choosing a thinking map to best illustrate the reasons student believe slavery was allowed.
- Day 5 & 6: Opening-share the concept of found poetry by creating a found poem as a class
- Work Period: groups will create a found poem using the book their group chose (two days)
- Day 7: Opening: Share a letter written from the perspective of a slave.
- Work Period: Students write a letter written from the perspective of a slave that includes insights they have learned.

Ascertaining Background Knowledge



See Lesson 3, "Think About Images," p. 118.

Poster of slavery image with kids' questions and inferences



See Lesson 11, "Turn and Talk," p. 126.

Work Period: Post anchor charts with images of slavery prior to and during the Civil War. Using post-its, students work in groups viewing the images and posting their notes.

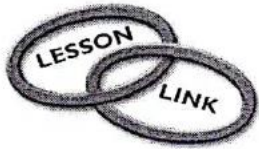
Thinking About Information and Building Knowledge



See Lesson 7, "Stop, Think, and React to Information," p. 122.

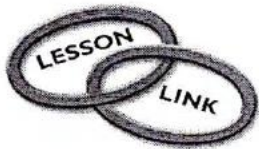
Work Period: Showed a video on Declaration of Independence and the Constitution, stopping the video from time to time to have students turn and talk, jot their thinking, and record their questions. Students discover that even though the Constitution called for Equality for all – it was not for all. This led to a discussion for the purpose of amendments to the Constitution.

Asking and Answering Questions



See Lesson 2, "Listen to Your Inner Voice," p. 117.

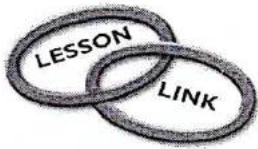
Work Period: Conducted a shared reading from the text book (*The People Could Fly*). I modeled my thinking, shared my inner voice, and asked students to write down their reactions as I read. Then student groups repeated this process with a related text. Each group had a different text. Groups taught class about their article.



See Lesson 5, "Annotate Text and Leave Tracks of Thinking," p. 120.

I repeated this lesson several times with different types of text (poetry, narratives, letters, articles)

Demonstrating Understanding: Summarizing and Synthesizing Information



See Lesson 10, "Synthesize the Information," p. 125.

- Found Poetry (Jennifer's Lesson)
- Letters from the Perspective of Slave
- Monologue
- Book Shares
- They answered the Big Question of why Slavery was started.

Examples:
See Student
Samples folder

Thinking about Minty

^{George #16}
Minty is too young to be
in the fields, she's
only eight years old.
At what time do they
eat. I think that an
overseer might be a son
of a chief.

^{George #16}
I'm learning about
minty having a hard time
being a young slave.
minty wants freedom
for her and her family.
who wouldn't?

^{George #16}
I feel what is minty?
ester judd might be
minty's only friend.
Minty felt sad when they
threw out minty's friend.

^{George #16}
I think minty
is sad loneliness.
where does minty
sleep?
where will
minty go if
she escapes?
~ may be she'll
find a house
to sleep ~

^{George #16}
may ~~she~~ will sleep
in a warm
place.

If I was
minty I would

Give freedom
to all slaves!

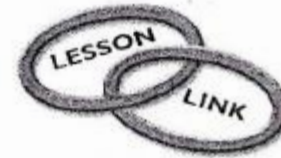
Minty is
HT!!

Assessment

Assessing Thinking and Understanding

- Listen to kids
- Read kids' work
- Confer with kids
- Listen in on conversations
- Observe behavior and expressions
- Chart responses
- Use technology to track and document kids' thinking (portfolios, blogs, etc.)
- Anecdotal Records of conferences and conversations
- Script what kids say

Individual Accountability



See Lesson 14, "Making and Using a Work Plan," p. 129, and Lesson 17, "Midcourse Corrections: Reflecting and Replanning," p. 132.

- Define the concept with the lesson links
- Keep group size small
- Use written work plans and checkpoints
- Make grading standards clear
- Observe group meetings
- Hold checkup conferences w/ individual kids
- Have commitment ceremonies
- Assign specific roles
- Develop Rubrics

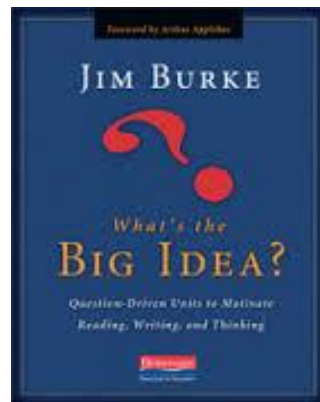
Reviewing Resource

- Pick a type of Inquiry.
- Find a lesson you would like to use/modify.
- Find/adapt/create Big Questions for the lesson.

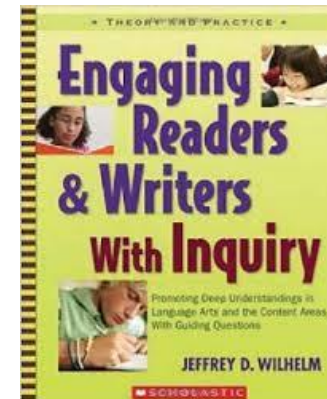


Additional Resources

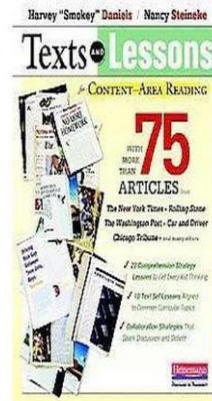
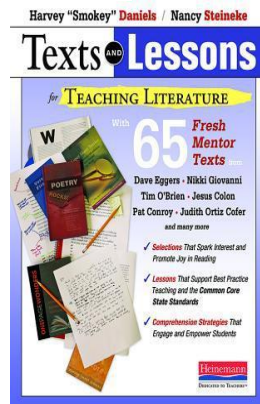
- Burke, Jim. *What's the Big Idea?* Portsmouth, NH: Heinemann, 2010. Print.



- Wilhelm, Jeffrey D. *Engaging Readers and Writers With Inquiry.* Broadway, NY: Scholastic, 2007. Print.



Additional District Resources Cont.



We Want Your Feedback



- Please take a few minutes to fill out the feedback form. It is just a few clicks!
- In the Sched App, click on the session you are in.
- Click the Feedback button. This will take you to a Google Form.
- Please complete the form.


Gaining Achievement • Growing Educators

Welcome to ENGAGE 2016! Sessions will be offered from 8:30 am - 4:00 pm daily with a lunch break from 11:30 am - 1:00 pm. For your convenience, lunch purchases may be made from a variety of food trucks located in the west parking lot adjacent to the cafeteria. There are also a number of local dining establishments near campus.

Teachers are encouraged to bring their fully charged laptop to all sessions.

 [Schedule](#) • [Speakers](#) [Attendees](#) [BNHS Map](#)

Tuesday, August 9 • 10:00am - 11:30am

 Fishing for Success: How do successful teachers consistently CATCH the attention of learners? **LIMITED**

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Limited Capacity seats available

Feedback Survey

Consistent student engagement, lesson design and differentiation can be SLIPPERY and ELUSIVE at times. How do effective teachers consistently engage all learners? After attending this session, participants will be able to CAST a variety of strategies to consistently engage and REEL in learners by designing lessons that LURE and CATCH the varied interests of all learners. Join us as we WADE into the STREAM and EXPLORE the world of Fishing for Success.

Speakers



Logan Faris

Exec Dir for Secondary Ed, Northwest ISD



Schedule or People Search

Aug 9-11, 2016

Byron Nelson High School, 2775 Bobcat Blvd., Trophy Club, TX 76262

- Admin
- All Content Areas
- CTE
- ELA
- Fine Arts
- GT Update
- Math
- New Teacher
- Outdoor Learning
- PPCD-Pre-K
- Science
- Social Studies
- SPED
- World Language
- ★ Popular

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