

Disrupting Details

1

1. Stop throwing shade.

2



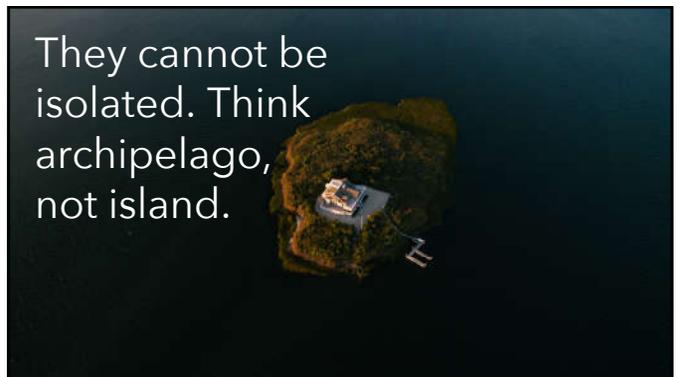
3

IMPLY
THE WHY

4

2. They're pretty kumbaya.

5



6

Details + Big Idea

7



8

Prove 🌿 that Nick Carraway is an unreliable narrator. 🌳

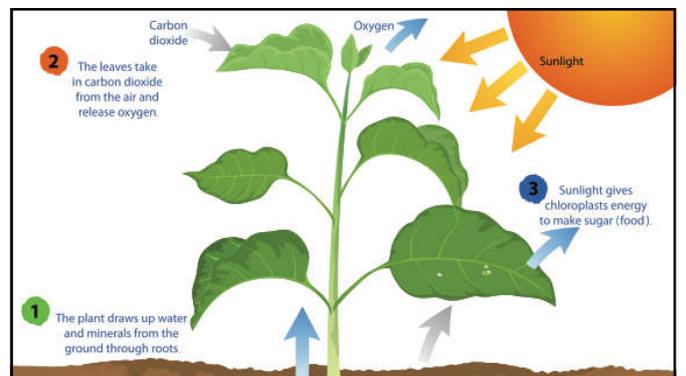
9

Is it true 🌿 that the Big Idea 🌳 of algae is that it feeds, kills, and dies?

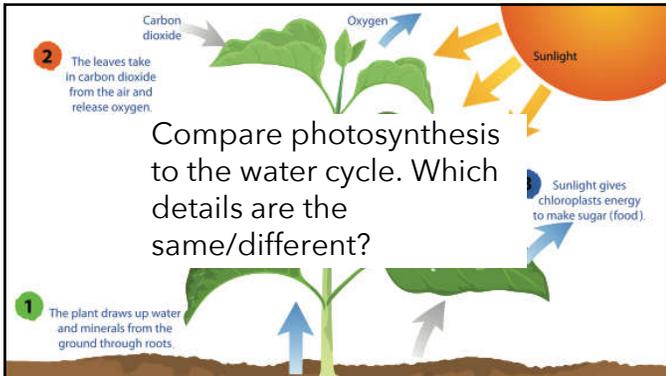
10

Details + Patterns

11

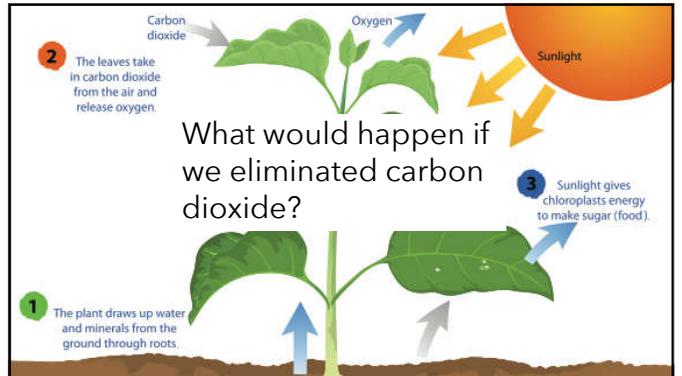


12



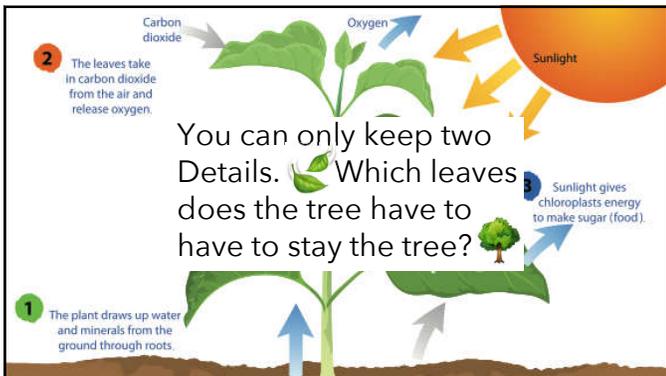
13

Compare photosynthesis to the water cycle. Which details are the same/different?



14

What would happen if we eliminated carbon dioxide?



15

You can only keep two Details. Which leaves does the tree have to have to stay the tree?

Details + Ethics = Unanswered Questions

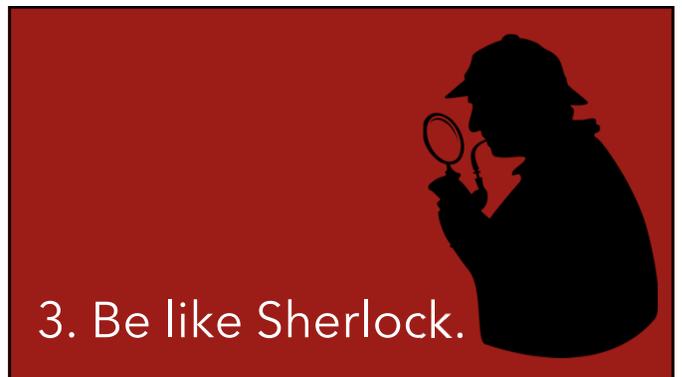
16

100 million vertebrate animals are used in medical research each year. This research has saved countless millions of human lives.

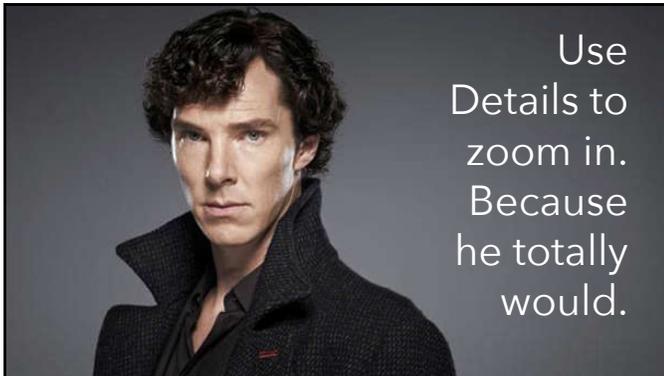
The utilitarian viewpoint is that good and bad actions are distinguished by the amount of happiness or suffering they produce.

Assume the utilitarian viewpoint: When should we use vertebrate animals in research if it saves human lives but causes animals suffering?

17

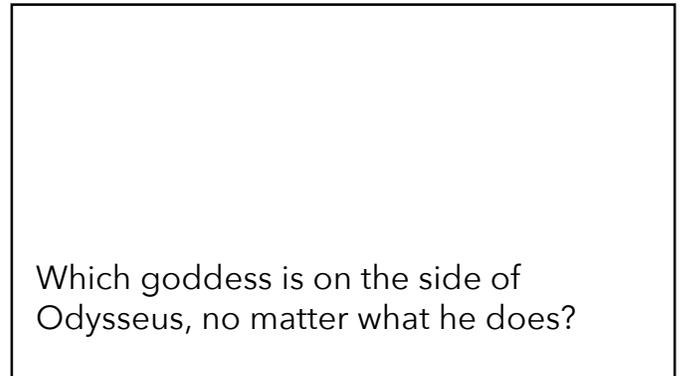


18



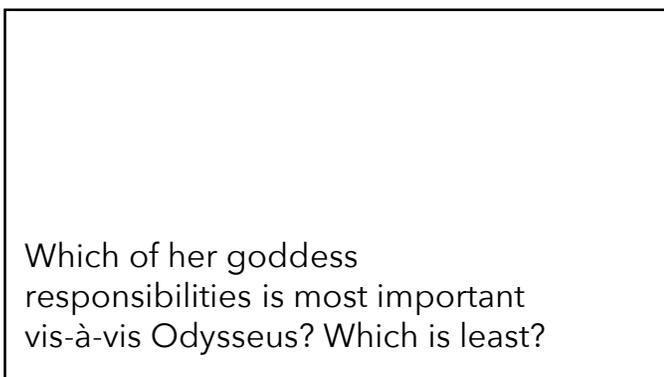
Use
Details to
zoom in.
Because
he totally
would.

19



Which goddess is on the side of
Odysseus, no matter what he does?

20



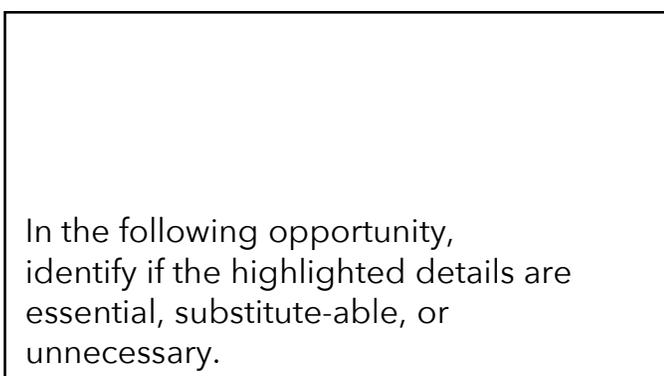
Which of her goddess
responsibilities is most important
vis-à-vis Odysseus? Which is least?

21



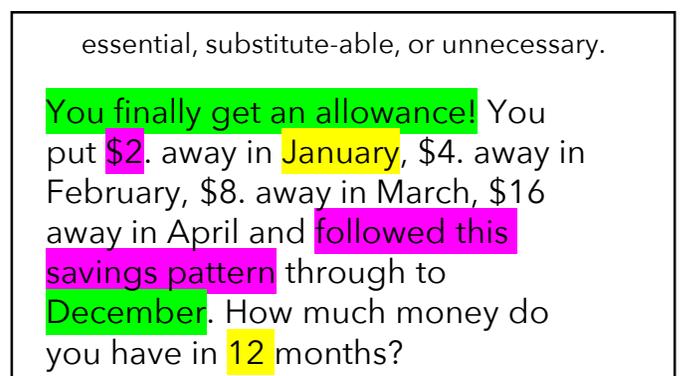
Which of these representations of
Athena is *least* applicable to
Odysseus?

22



In the following opportunity,
identify if the highlighted details are
essential, substitute-able, or
unnecessary.

23



essential, substitute-able, or unnecessary.

You finally get an allowance! You
put \$2. away in January, \$4. away in
February, \$8. away in March, \$16
away in April and followed this
savings pattern through to
December. How much money do
you have in 12 months?

24

4. They're not an endgame.

25

Details have to lead students somewhere.



26

Think + Move

27

What can you say now that you couldn't say before?

28

NOTE: This will often lead to another element.

29

Because these things are solids, not liquids, they can _____ and they can't _____.

30

Because these things are living, not non-living, they can _____ and they can't _____.

31

Because these things are mammals, not reptiles, they can _____ and they can't _____.

32

Because these things are similes, not metaphors, they can _____ and they can't _____.

33

Because these things are fiction, not non-fiction, they can _____ and they can't _____.

34

Write the correct short vowel to complete each word.

a e i o u		
 c _ t	 p _ g	 d _ g
 s _ n	 v _ n	 f _ sh
 l _ g	10 t _ n	 d _ ck

35

Write the correct short vowel to complete each word.

a e i o u		
 c _ t	 p _ g	 d _ g
 s _ n	 v _ n	 f _ sh
 l _ g	10 t _ n	 d _ ck

36

Which words use the same vowels?

Which vowel did you use least often?

Which vowel makes you open your mouth the widest?

5. Evaluate them.

37



accuracy
precision
logic
significance
origin
relevance

38

Evaluate these Details:

How accurate is it to say that the protagonist is the most important character in the story?

Why is saying "the antagonist is the bad guy" not precise enough to be useful?

What is the relevance of having multiple antagonists in the story?

39

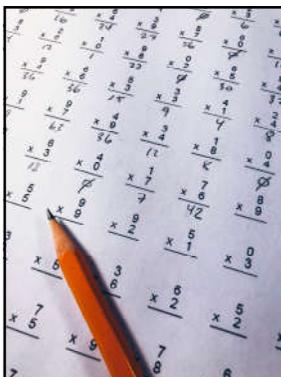
Compare the attributes of the self-portraits of Rembrandt & Van Gogh. Include line, shape, form, texture, color, value, and space.



40

WHAT IS
JUST NOISE?

41



Am I really
testing what's
important?
Are my tests
just noise?

42

6. Put Details in the rubric.

43

	Accomplished	Acceptable	Emerging
Details used to support the argument	The details used are completely relevant and strongly support the argument.	The details used are relevant and support the argument.	The details used are only somewhat relevant and/or barely/don't support the argument.
	10 9 8	7 6 5 4	3 2 1 0

44

7. There's a whole other layer.

45



46



47

Disrupting LotD

48

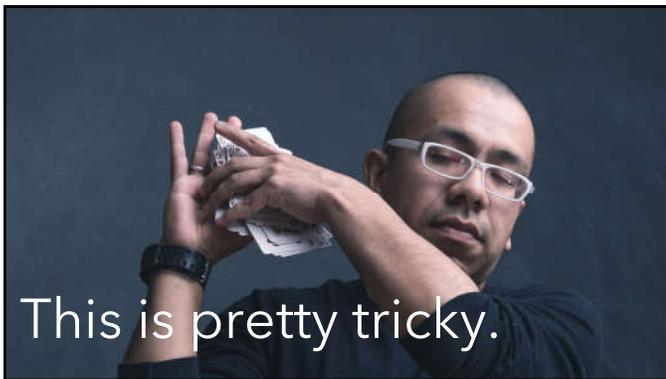
Indulge me while I get all research-y.

49

There is a strong correlational relationship between students' **vocabulary knowledge** and their **ability to comprehend text**.

(Anderson & Freebody, 1981)

50



This is pretty tricky.

51

knowledge of specific words

(Anderson & Freebody, 1981; Mezynski, 1983)

52

fall line, snow plow, corn snow, unweight, powder, packed powder, green slope, blue slope, black slope, mogul, carving, and face plant.



53

knowledge of concepts referred to by the words

54

What am I talking about?

divide

incubate

membrane

cytoplasm

mitosis

cell wall

55

depth and fluency of their
knowledge of the words

56

- ✓+ I understand even more about the term than I have been taught.
- ✓ I understand the term and am not confused about its meaning or usage.
- ✓- I'm not sure I understand the term, but I have some idea as to its meaning.
- ↓ I really don't understand the term at all.

57

extent to which they have been
able to acquire words through
extensive exposure.

58

The vocabulary of entering 1st
graders predicts their word
reading ability at the end of
1st grade.

(Senechal & Cornell 1991).

59

And it also predicts their 11th
grade reading comprehension.

(Cunningham & Stanovich, 1997).

60

LotD includes...

expression
conflict
balanced

how words differ across content areas

67

LotD does NOT mean

spelling words

68

So let's use it!

69

THIS: Why is "Dark Ages" not a good term for the period of time from 476 AD - 1492?

70

NOT THIS: What were the Dark Ages?

71

THIS: How does Odysseus calling himself "formidable in guile" move the plot forward?

72

NOT THIS: What is "formidable in guile"?

73

THIS: How are "hospitality" and "hospital" connected in meaning?

74

NOT THIS: What suffix can you add to "hospital"?

75

THIS: Of these words that rhyme with "can", which one is most fun to say?

76

NOT THIS: Which words rhyme with "can"?

77

THIS: Because English is Germanic, "D" and "T" often shift. Keeping this in mind, discuss how "plod" and "plot" are similar?

78

First, DEFINE {make sure to add in a little trivia}

DEFINE: DELTA

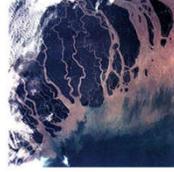
- low, watery land formed
- formed from the silt, sand and silt and small rocks that flow downstream in the river and are deposited in the delta
- often (but not always) shaped like a triangle (hence the name)

The concept or word. Putting "define:" indicates to students how to search definitions on search engines.

The definition follows in short, bulleted phrases.

85

Next, IMAGE & INVITE



an image and invitation to apply the concept

This is the Ganges River delta as seen from space. Quick! What



an invitation to extend learning

What deltas' role in history? Scan the code above.

86

Third, TEST IT

What it looks like on a test:

- Looking at the picture shown here, which clue is NOT helpful in determining if this is a delta?
- It's formed by a river.
 - It is shaped like a triangle.
 - The river is small.
 - There is silt build up visible where the land meets the river.



an example of how the concept will be tested

87

Last, get ACTIVE

F O J Y A R B A
J D O Q T O L D
H A N C L L T U
X K V U G B F
Y W A S O L P G
P M I D S V X T
P O S H T Y M H
N J M J R S V H

Find the words allusion and myth in the letter grid. What other words could be included in a word search on allusion? Can you think of three?

- _____
- _____
- _____

Take the first consonant of your first name and create a sentence with at least five alliterative words in it that begin with that consonant.

Example: If your name were Ethan, the letter would be "t." A possible sentence could be: Ten traveling truck drivers trundled down the road terribly.

Your sentence: _____

88

You can do it, promise!

89

Define: Area

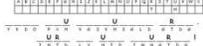
- number of unit squares that can be contained within a plane figure
- the number of square units it takes to cover a shape
- like the carpet in a room or turf on the field



What do you know?
Which of the following can be used to find area? Circle all that apply.

- Area, A=2πr, πr², A=wh, A=1/2bh, A=1/2bh, A=1/2bh

Each letter represents another letter. Solve the code to reveal Mr. Rosenblatt's tip for finding area.



90

The *logistics*.

91

- 1 Vocab, not spelling
- 2 60 - 80 a year
- 3 Distribute and discuss
- 4 Give five & begin to play
- 5 All fair game, all the time

92

Sharing...
my students' fave game.

93

WILL THE
WINNERS
LOSE?

94

earn 100 points	your team loses a turn
take 50 points from the other team	earn 75 points

95

earn 150 points	take 150 points from the other team
lose 150 points	triple your points

96



97



98