

*Knoxville, reprise*







一期一会



“We could meet again, but you have to praise this moment because in one year, we’ll have a new experience, and we will be different people and will be bringing new experiences with us because we are also changed.” *The Art of Gathering*



Keep in the front of your mind.



Tips for crafting  
purpose.



**Zoom out.**

"A chemistry teacher might tell herself that her purpose is to teach chemistry....this definition does not give her much guidance on how to actually design her classroom experience."



“If, instead, she decides her purpose is to give young people a life-long relationship to the organic world, new possibilities emerge.”

*The Art of Gathering*

Your purpose begins to be a  
decision filter.



**Drill, baby, drill.**

Ask why and then ask again. Ask  
until you get to something  
meaningful you can design an event  
around.



Reverse engineer  
an outcome.

What do you want to achieve?  
Now, work backward.

**What this means  
for today.**



I had to set an intention for myself.

To show respect and appreciation to my fellow gt educators by honoring their time and sharing practical information they can use in their classrooms & share with others to help them meet the needs of gifted learners.

We leave unsatisfied because we didn't set a clear intention.

Let's set our intention.





**DC**

*extravaganza!*

**with your MC** *Lisa Van Gemert*

**30** Ideas in **?** Minutes





Go!

**IDEA # 1**

Enter...







**FRENCH:** Translate Gautier's *Study in Hands* into English & record it in French. Upload your recording to Flipgrid.

**ELA:** Compare and contrast your choice of an Emily Dickinson poem with Gautier's *Study in Hands*. Publish your analysis on Flipsnack, using an appropriate image for each poem.



# 3<sup>rd</sup> Grade Math, Science, & ELA:

## **BAND AIDS**

by Shel Silverstein

I have a Band-Aid on my finger,  
One on my knee, and one on my nose,  
One on my heel, and two on my shoulder,  
Three on my elbow, and nine on my toes.  
Two on my wrist, and one on my ankle,  
One on my chin, and one on my thigh,  
Four on my belly, and five on my bottom,  
One on my forehead, and one on my eye.  
One on my neck, and in case I might need em  
I have a box of thirty-five more.  
But oh! I do think it's sort of a pity  
I don't have a cut or a sore!



- Place bandages on human body diagram.
- How many total?
- What fraction was each color?

**IDEA # 2**



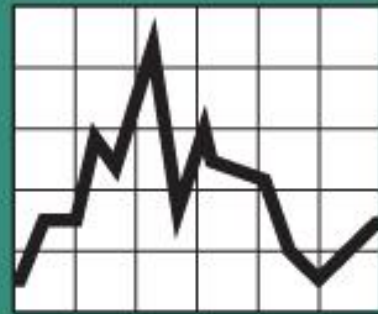
Enter...



**Multiple Perspectives**



**Details**



**Trends**



**Over Time**

# Canva.com

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Reflection Share Download Order prints Make public

SEARCH

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ELEMENTS

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TEXT

BKGROUND

Upload your own images

UPLOADS

Multiple Perspectives Trends Over Time

**Reflection**  
Z Y STUDENT

### Sample Assignments

Details	Color Lab	87
	Lab report average	84
	Daily Quiz Average	91
	Presentation	82

### Strengths/Opps

STRENGTHS: I understand the material well. I enjoy taking the quizzes. I can follow the scientific method in a lab in class.

OPPORTUNITIES: When I wait until the last minute, I have trouble creating it in the way I see in my mind. I need to check for small errors more carefully.

### Changes

At the beginning of the year, I was nervous about the quizzes. Now, I'm more confident. I'm not as worried about the Bs.

### Trends

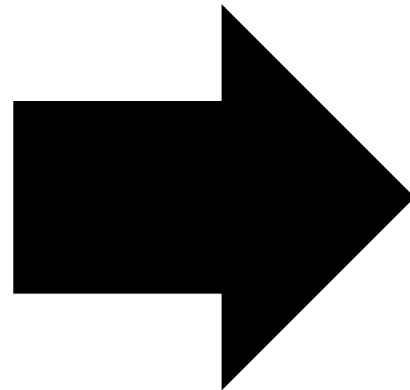
My grades are trending slightly upward, although the rate has slowed.

1

50%

<https://www.canva.com>

# Student creates own reflection of work...



# Reflection

S U Z Y S T U D E N T



Details

## Sample Assignments

Color Lab	87
Lab report average	84
Daily Quiz Average	91
Presentation	82

## Strengths/Opps

**STRENGTHS:** I understand the material well. I enjoy taking the quizzes. I can follow the scientific method in a lab in class.



Multiple Perspectives

**OPPORTUNITIES:** When I wait until the last minute, I have trouble creating it in the way I see in my mind. I need to check for small errors more carefully.

## Changes



Over Time

At the beginning of the year, I was nervous about the quizzes. Now, I'm more confident. I'm not as worried about the Bs.

## Trends



Trends

My grades are trending slightly upward, although the rate has slowed. My knowledge is trending more steeply upward.

**IDEA # 3**

*Enter...*



**Over Time**



**Multiple Perspectives**



How would your teacher last year have explained this?



Why would you use this in science?



When do you think you'll use this again in your future?



Is this more important to a writer or an reader?





Do you think this will become more or less important to you over time?



Why would a test writer think this was worth creating a test question for?



How different do you think this is from when your parents learned it?

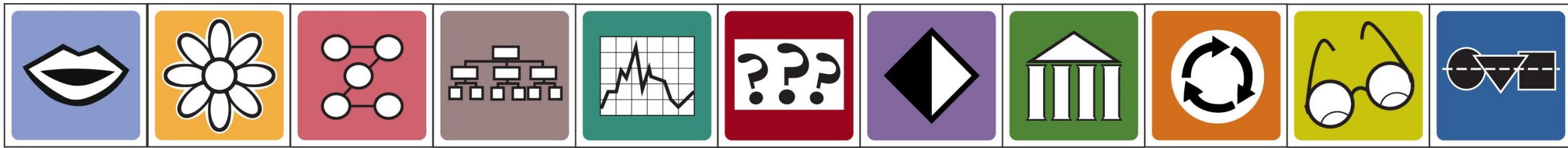


How different do you think you feel about this than your teacher does?

**IDEA # 4**

6<sup>th</sup> Grade World Cultures: Student Task:  
Develop **five** questions about the growth of  
urban societies and changes in societies  
(due to social class divisions, slavery,  
divisions of labor between men and women)  
using at least **four** Depth & Complexity  
elements.

(add Blooms or DOK or constrict to specific elements for even more direction)



*and Enter...*





# 1<sup>st</sup> Grade Science:

- What do plants do to spread seeds when there aren't enough birds?
- What would make a bird eat one seed over another?





# 1<sup>st</sup> Grade Science:

- Which do you think came first, ice or water?
- Both plants and animals need water, animals need food, and plants need light. What does water need? Ice?



**IDEA # 5**



Enter...



**Details**



**Over Time**



**Unanswered  
Questions**

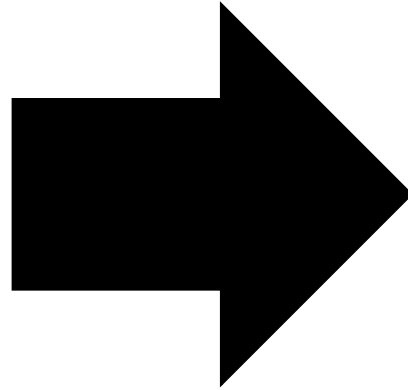


**Rules**



**Big Idea**

# Student creates own goals for grading period...



## My Goals Tracker

My goals for this grading period are:



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



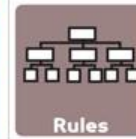
These goals are different from my earlier goals in these ways \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



What might influence my performance and work?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



Some methods and strategies I will use this grading period include:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



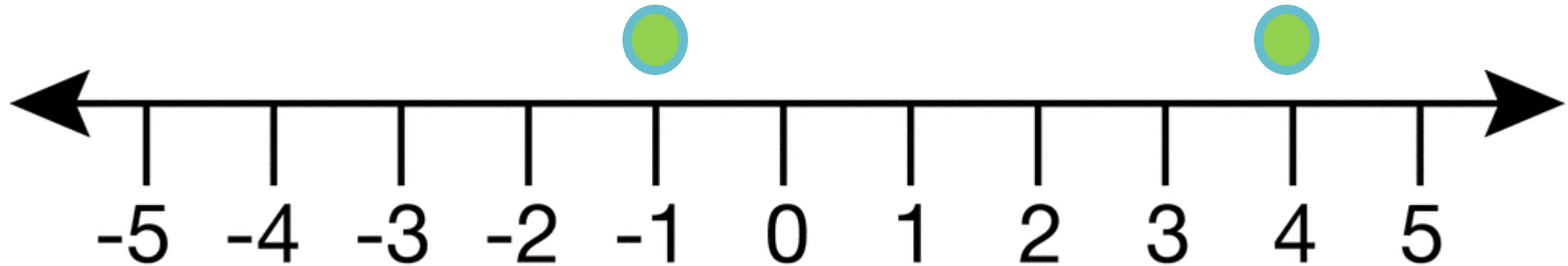
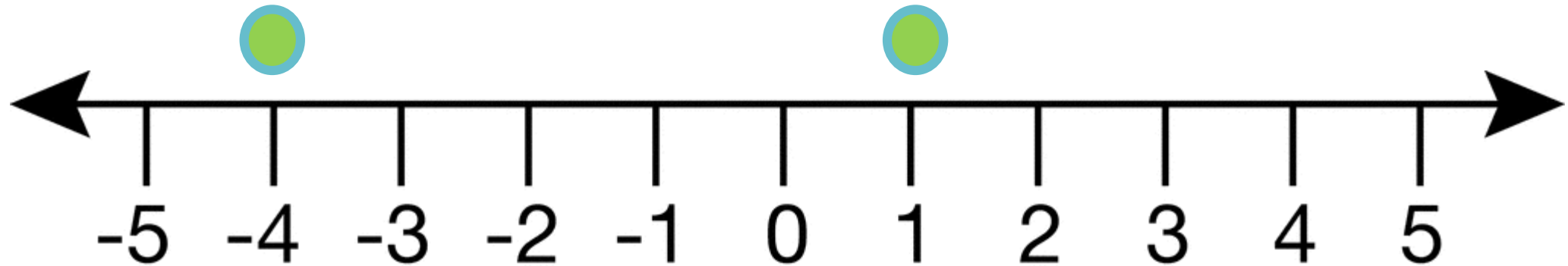
The most important thing I need to focus on to achieve my goals is:

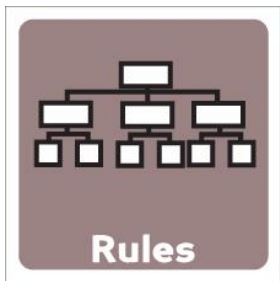
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**IDEA # 6**

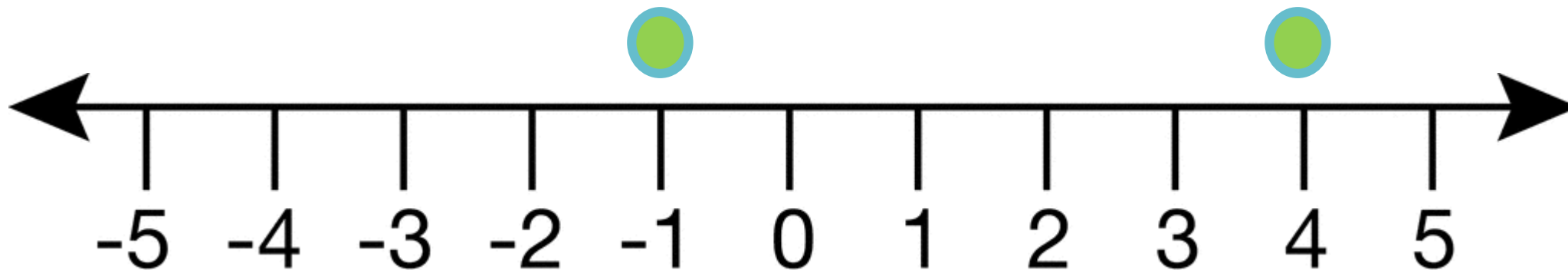
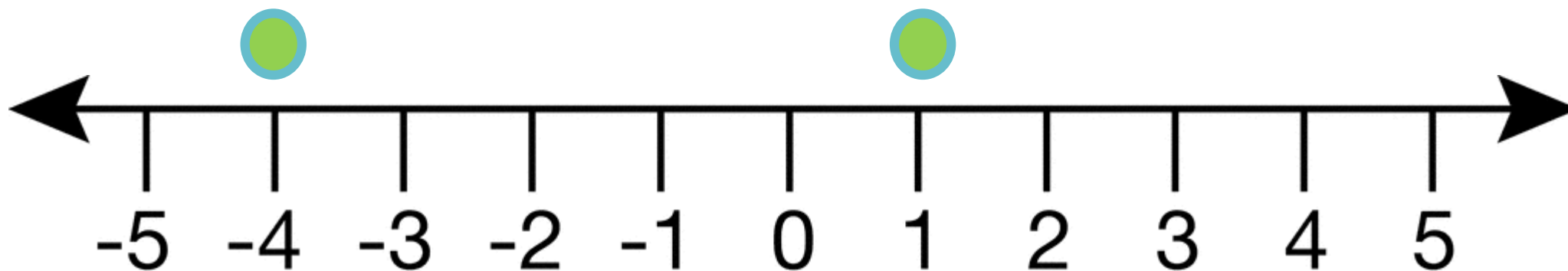


Find the distance between the two points on each number line by counting the number of spaces between the two points.





Write a rule that explains how to find the distance between a positive integer and a negative integer.



The word “integer” is from the Latin from *in-* “not” + root of *tangere* “to touch.” It means “whole” or “untouched.”

Why is this a good name for this set of numbers?

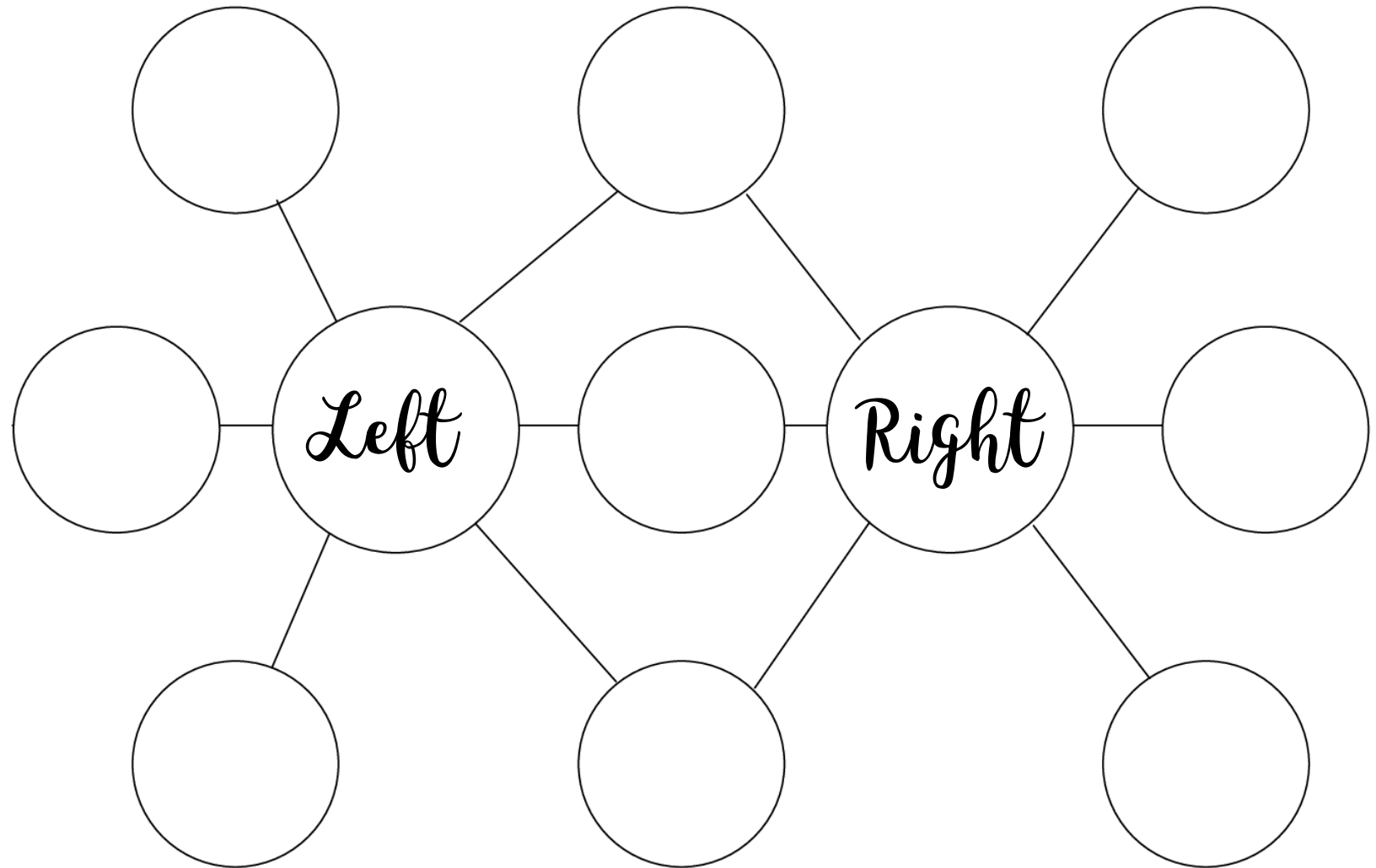
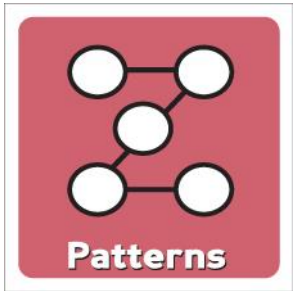






The section of the number line between two numbers is called an “interval.”  
What would be another word that would be a good term for this?

Compare & contrast the numbers to the left and right of zero on the number line.

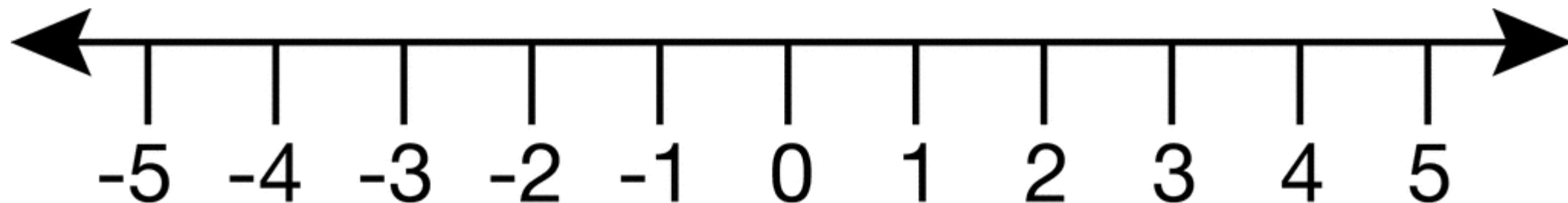


What would happen if a number line were not a straight line?



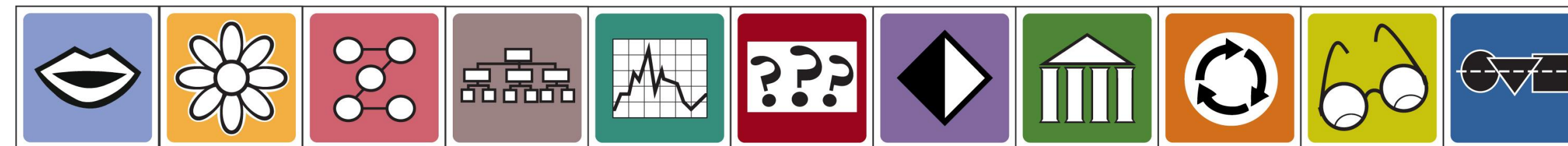
Create a visual representation of real numbers that is not a straight line.

What are the advantages and disadvantages of your representation?



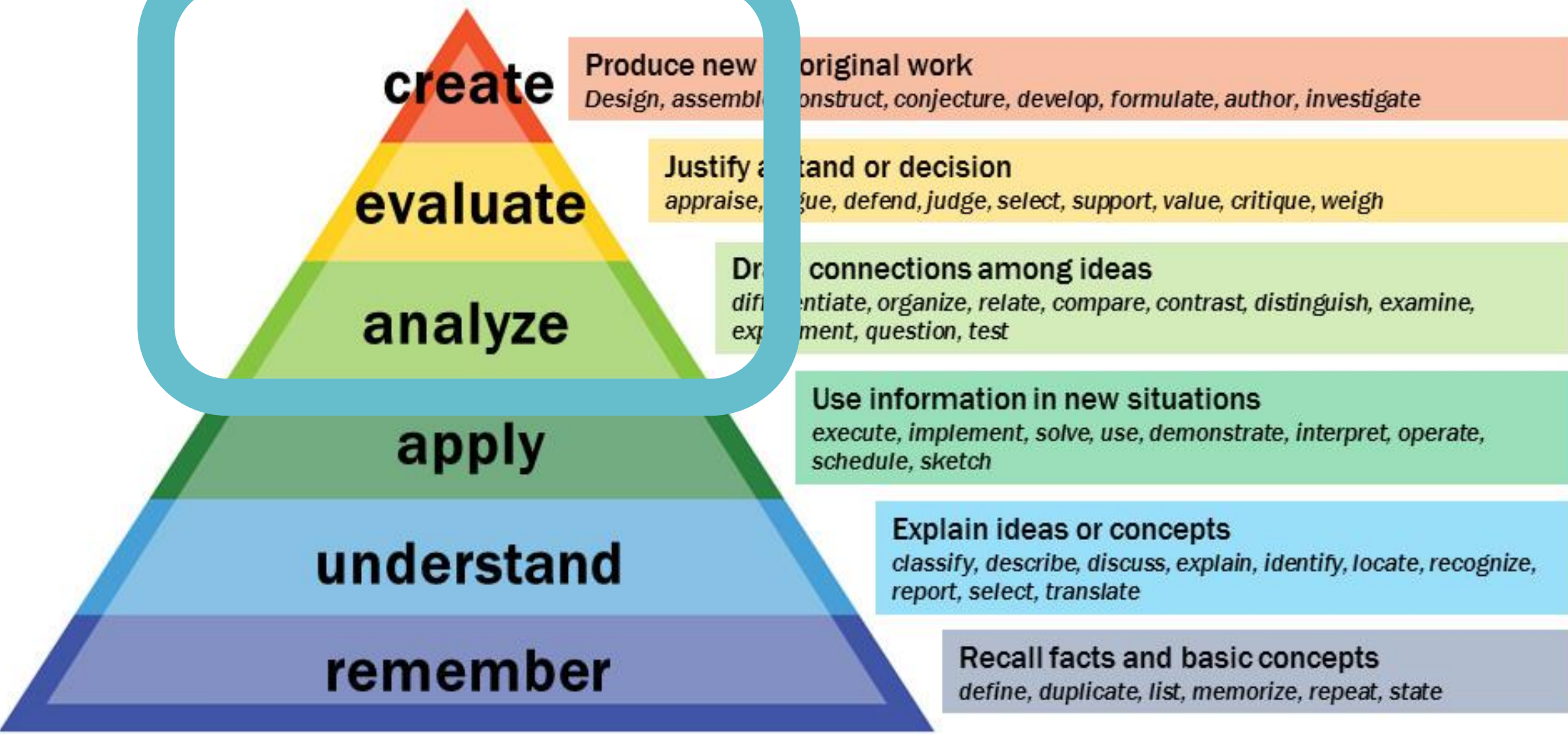


What are these except different  
types of *thinking*?



**IDEA # 7**

# Bloom's Taxonomy







# 7<sup>th</sup> Grade Science:

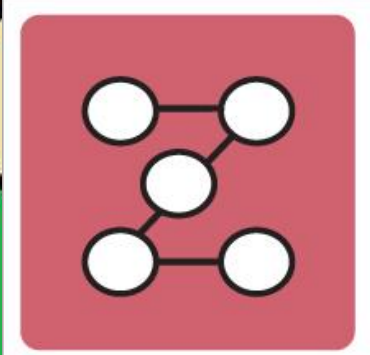
Gather evidence to support the  that  
the rock cycle mimics the  rise or  
decline of civilizations  ..



# 7<sup>th</sup> Grade Science:

Make a flow chart prioritizing the  of the rock cycle that support the generalization that “one change leads to another.” 





Analyze the elements in the piece to create a pattern from the perspective of the color wheel.

**IDEA # 8**

# 8<sup>th</sup> Grade US History: American Revolution

## An escape room for the math lovers



 **National Park Service** SEARCH MENU

LESSON PLAN

## Escape the Battlefield, Win the War!

[COWPENS NATIONAL BATTLEFIELD](#)

**Objective**

How did the Southern Campaign of the American Revolution lead to the eventual surrender of General Cornwallis and the British troops at Yorktown, Virginia in 1781?

**Background**

The American Revolution in the North had become static and by 1780 the British decided to focus their efforts on utilizing the support of Loyalist in the South, and re-establish royal colonies. The Southern Campaign began with the British siege of Charleston, SC in the spring of 1780. The British continue to march through South Carolina with early victories at Waxhaws and Camden.

**OVERALL RATING**  
[Add your review](#)

**GRADE LEVEL:** High School: Ninth Grade through Twelfth Grade  
**SUBJECT:** Literacy and Language Arts, Social Studies  
**LESSON DURATION:** 90 Minutes  
**COMMON CORE STANDARDS:** 11-12.RH.1, 11-12.RH.2, 11-12.RH.3, 11-12.RH.4, 11-12.RH.5, 11-12.RH.6, 11-12.RH.7, 11-12.RH.8, 11-12.RH.9, 11-12.RH.10  
**STATE STANDARDS:** South Carolina US History Grade Level 11  
**USHC-** 1.1

**LESSON PLANS**

- "Remember the Raisin" Adventure
- 'le Toga (Fine Mat): Samoan Traditions of Weaving
- A Day in the Life

### Answer Questions and unscramble letters to find clues Group 1: Pension Record 1

#### Answer the Questions

1. How did Thomas Young enter service of Thomas Brandon's regiment in late May, early June of 1780?
2. Where did Thomas Young reside when he joined Thomas Brandon's regiment?
3. After the Battle of Kings Mountain what battle was Thomas Young's next "adventure"?
4. How long was Thomas Young disabled by his wounds received at the Battle of Cowpens?
5. Where was the last battle Thomas Young fought in?

- The fifth letter of #1
- Fourth letter of #4
- Seventh and tenth letter of #1, and fourth letter of #5
- Third letter of #4
- Second letter of #2
- Fourteenth letter of #3

What letter does your group have to contribute to lock box #1?

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

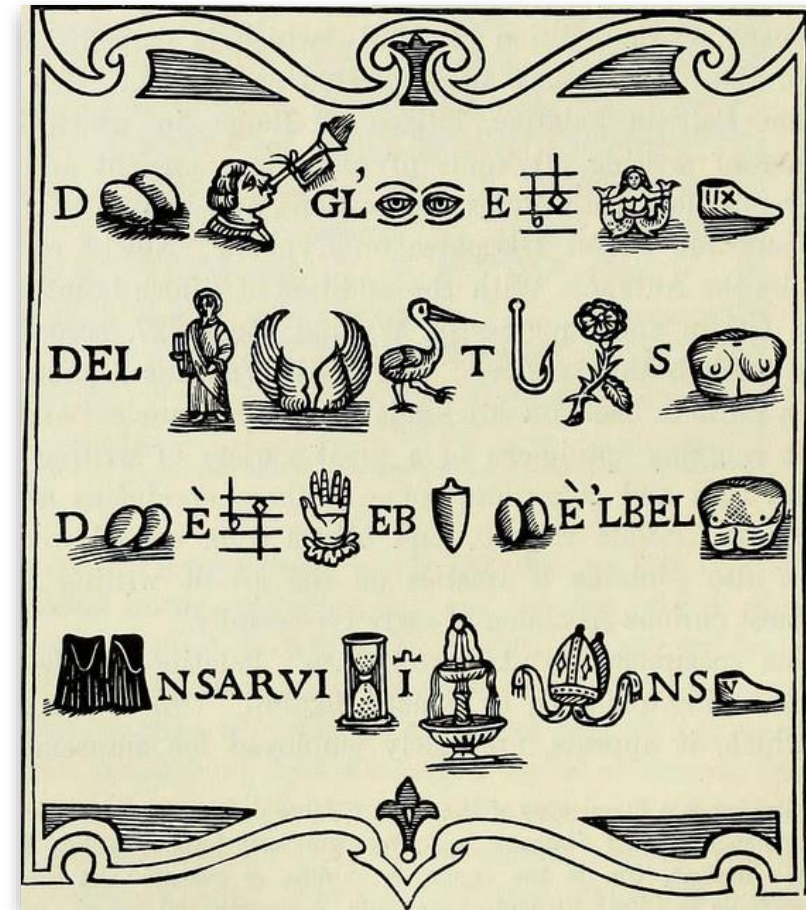
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

# A scavenger hunt for struggling learners

# Artsy students create a rebus of the Declaration



<b>WHAT</b> Has the King refused to follow that which was necessary for the public good?	<b>HOW</b> Has the King tried to "ridges" people into following his law?	<b>WHAT</b> Has King George dissolved, which has allowed him to invade the rights of the people?	<b>WHAT</b> Has the King refused to allow "colonies" to do which has placed them at risk of treason?
<b>WHAT</b> Has the King imposed without consent of the colonies?	<b>HOW</b> Has the King protected those visitors from "unusual acts"?	<b>WHAT</b> Has he kept in the colonies during times of peace?	<b>WHAT</b> Did the King send "warms" of to the colonies? Why?
<b>WHAT</b> Has been "depressed" from colonies on many occasions?	<b>WHAT</b> Has the King done to their seas, roads, towns, and people?	<b>WHO</b> Is being sent to segregate words of death and devastation?	<b>HOW</b> Have the colonies sought to oppose these "oppression"?
<b>HOW</b> Do the colonies show their commitment to the Declaration (at the end)?	<b>WHAT</b> Does someone declare the 13 colonies "one, and of right out to be"?	<b>WHEN</b> Will the colonies regard Great Britain as enemies or as friends?	<b>HOW</b> Do the actions of the King define "one"? And what is he able to be?





**IDEA # 9**

Lessons are a lot like this.

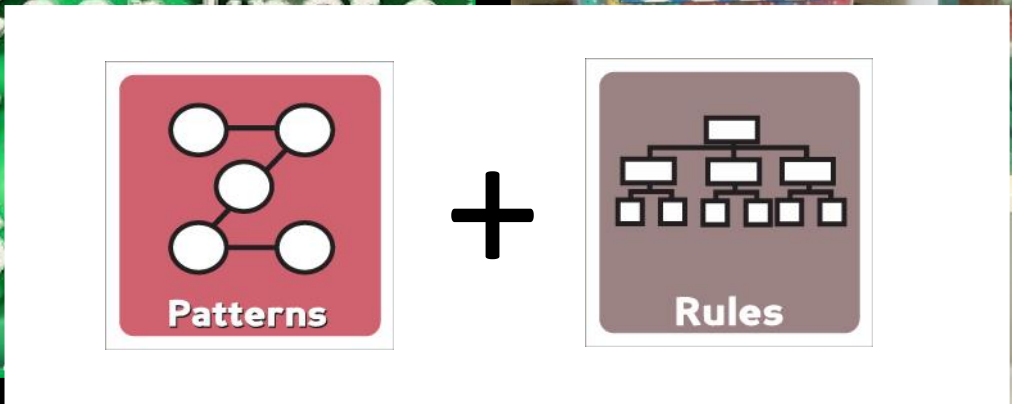


Using Depth & Complexity for the poles will increase mental engagement.



**IDEA # 10**



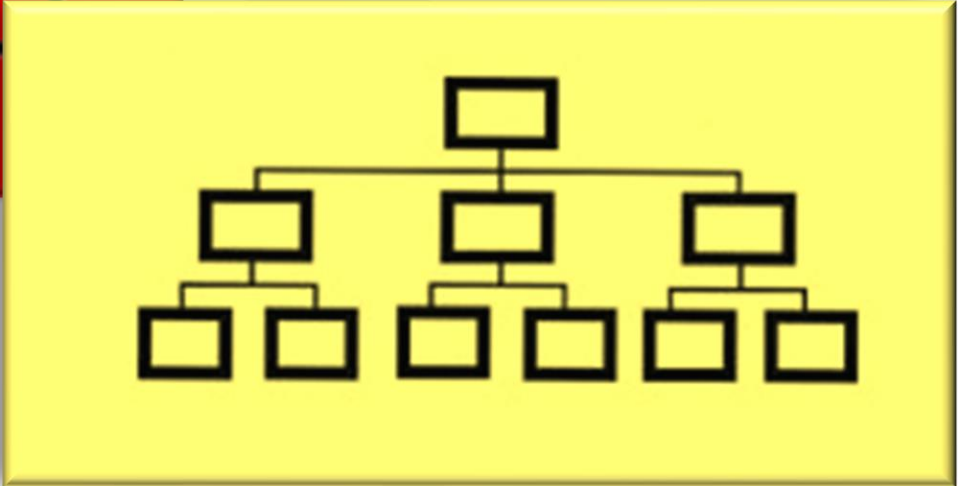
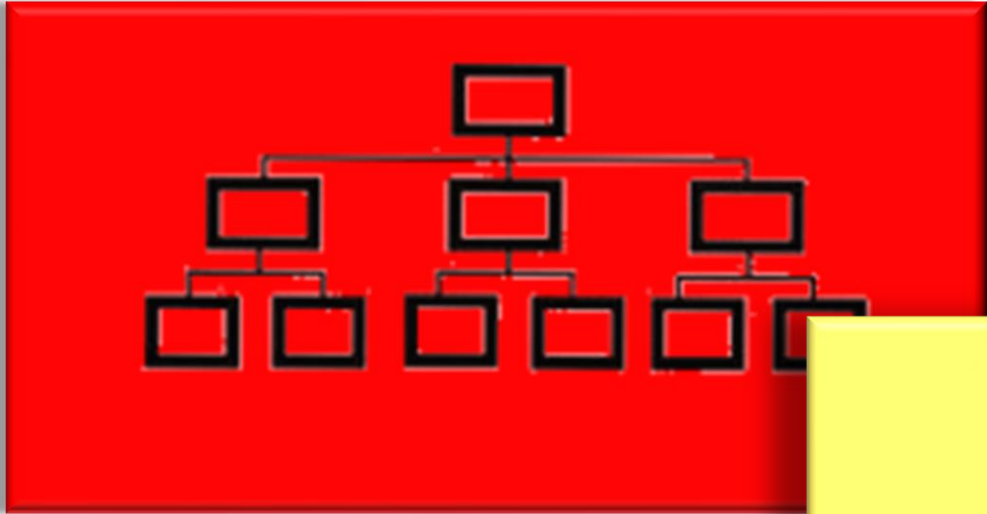




Be sure to  
share the



**IDEA # 11**



**IDEA # 12**



Create a linear array of three terms from the water cycle.

+

**atmosphere**

precipitation

infiltration

groundwater  
storage

**ocean**



# Using Screencast-o-Matic, record a tutorial explaining the top ten facts about the water cycle.

SCREENCAST  MATIC

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[lisa@lisavangemert.com](#) 

## The original screen recorder

Unlock the power of Screencast-O-Matic's screen recorder for  Chromebook,  Mac, and  PC. Capture any area of your screen. Add audio narration or video from your webcam. Record lectures, tutorials, demos, games and more!

[Get FREE screen recorder](#)

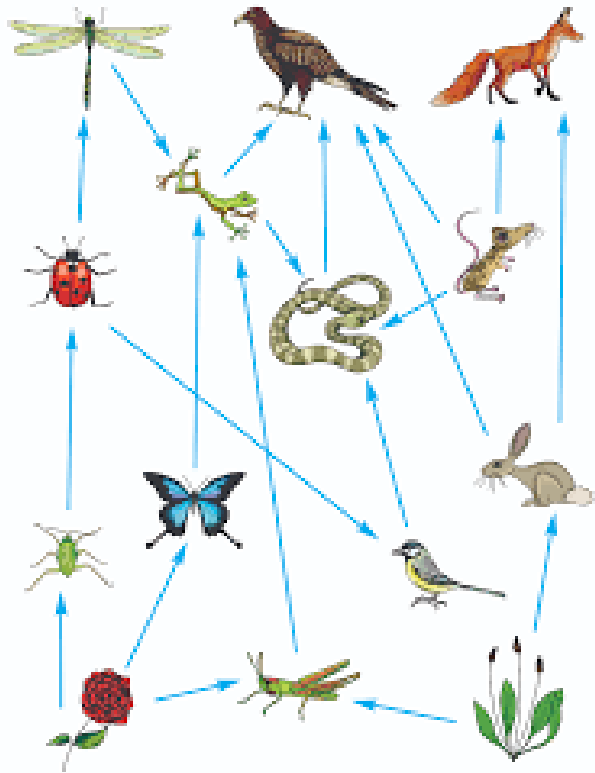
Upgrade to **Deluxe** for only **\$1.50/mo** to unlock the video editor.



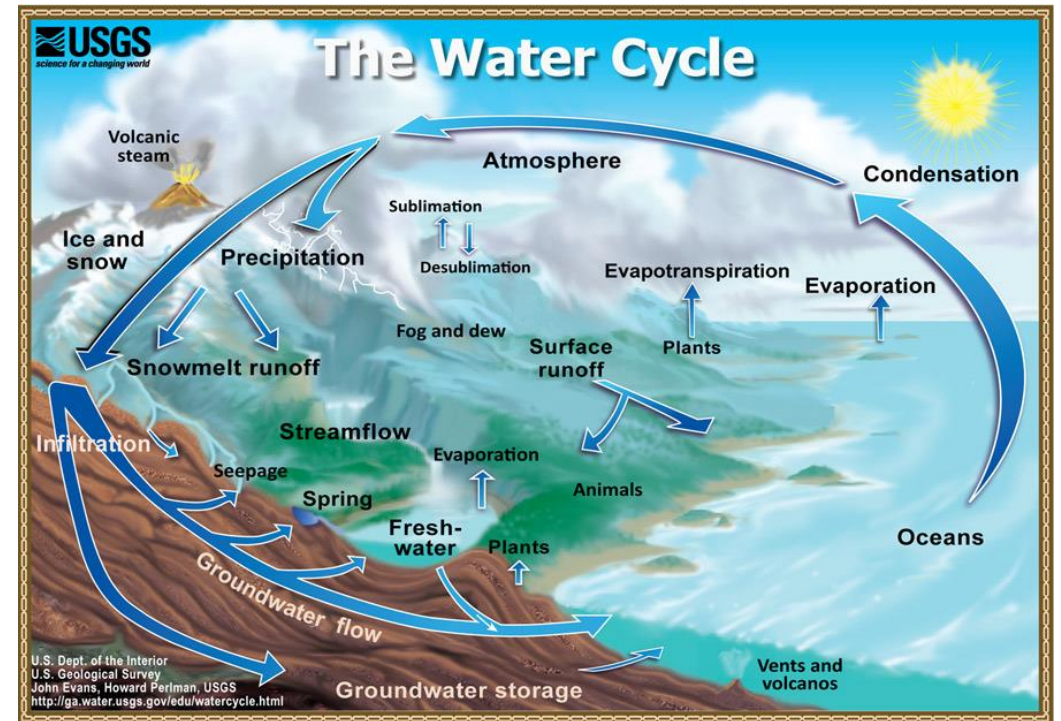




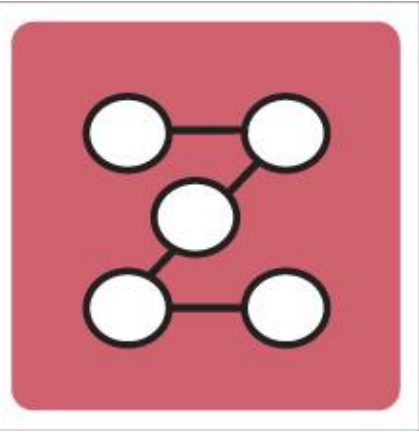
Compare a Big Idea of the water cycle to a Big Idea of the food web. Present your findings in an infomercial.



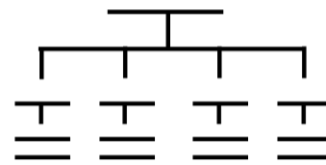
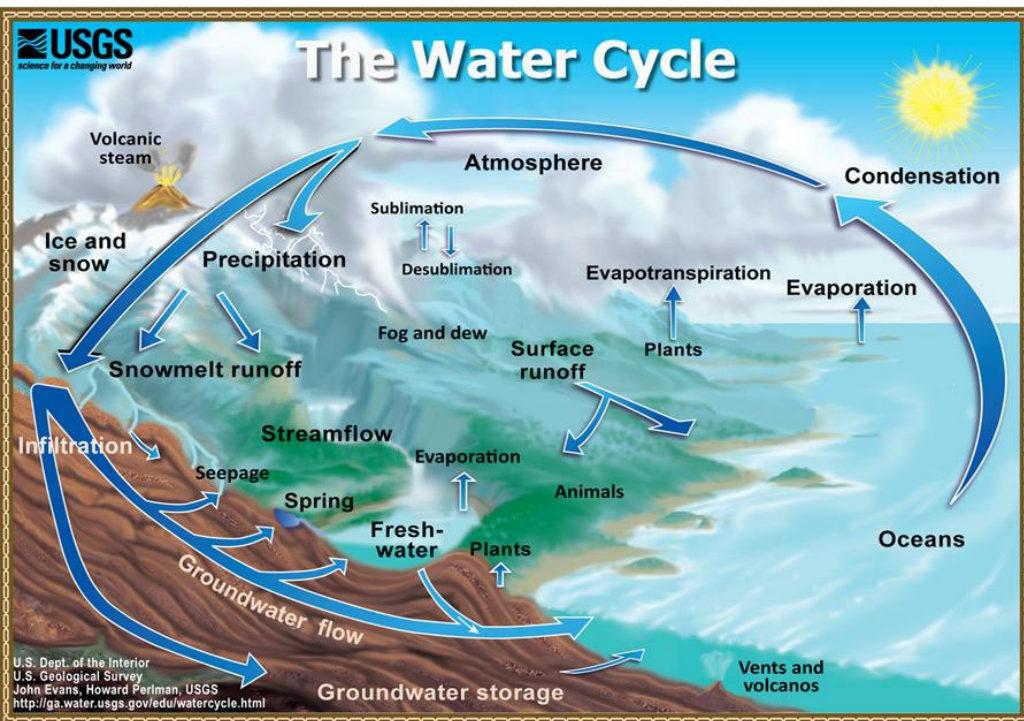
VS.



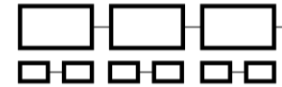
Using the Thinking Map of your choice, illustrate the water cycle.



Explain why you chose the Thinking Map you did.



Tree  
Classifying



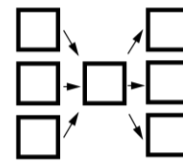
Flow  
Sequencing



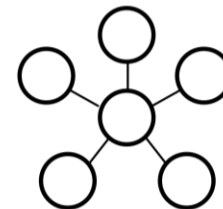
Mountain  
Narrative



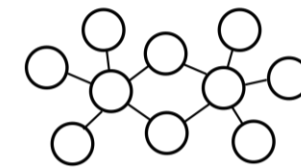
Circle  
Defining



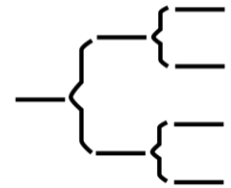
Multi-Flow  
Cause and Effect



Bubble  
Describing



Double Bubble  
Compare and Contrast



Brace  
Whole to Part



Follow the water cycle over the course of two days in this demonstration.





Using Sutori.com, create a timeline showing the changing understanding of the water cycle. Include the views of Bernard Palissy, Leonardo da Vinci, and at least one ancient text.

Sutori

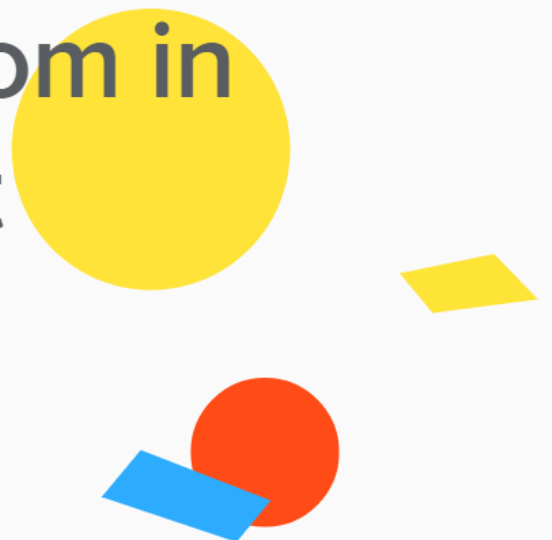
Teachers Institutions Business Pricing More ▾

Log in

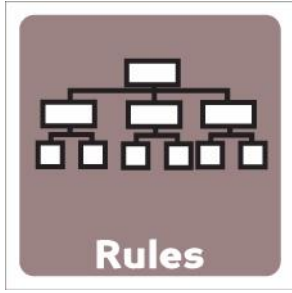
Sign up

# Presentations for the classroom in a unique timeline format

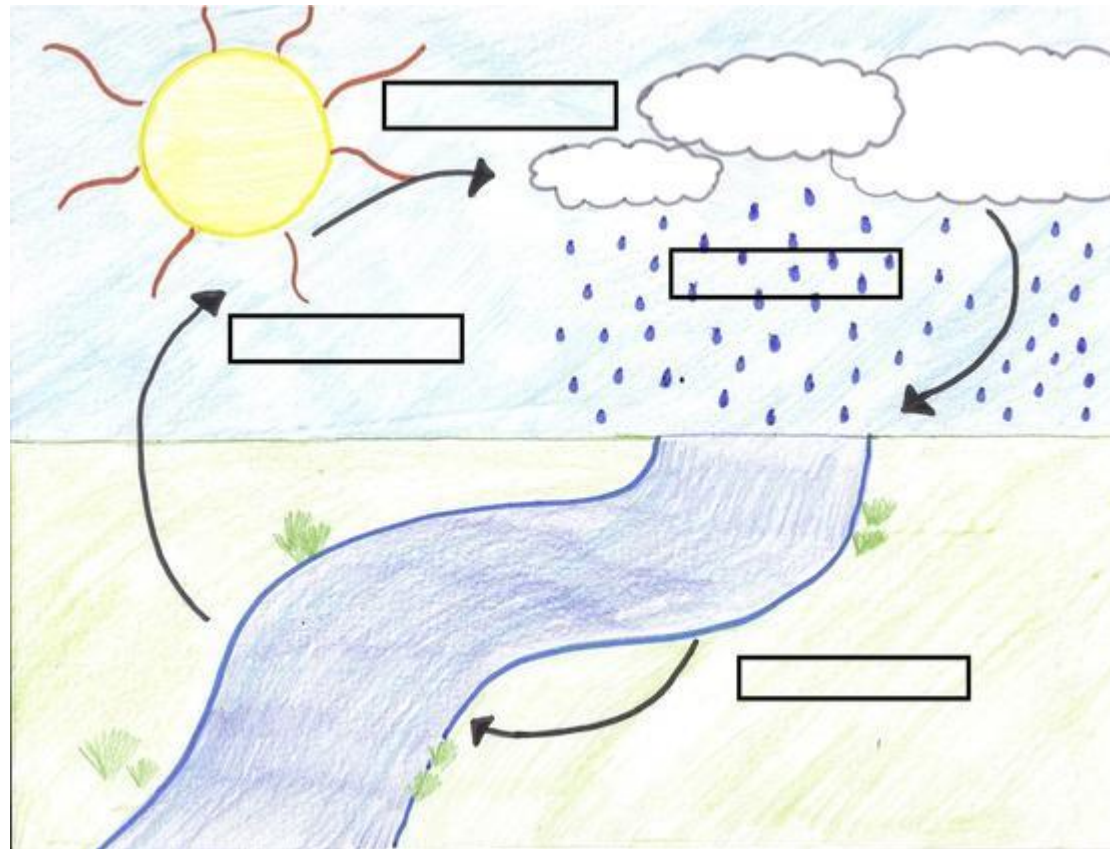
School projects and assignments have never been this fun.







Give them the water cycle out of order and have them correct it.





Write two cinquain poems about the water cycle, one from the perspective of a water droplet and one from the perspective of groundwater.

raindrop

bun-shape droplet

falling, splashing, soaking

bringing green, vibrant life

precipitation







Investigate quality resources, then create a graphic describing the trend in the amount of water on the Earth.



How many kinds of ice are there?

Why do some bodies of water get polluted while others don't?

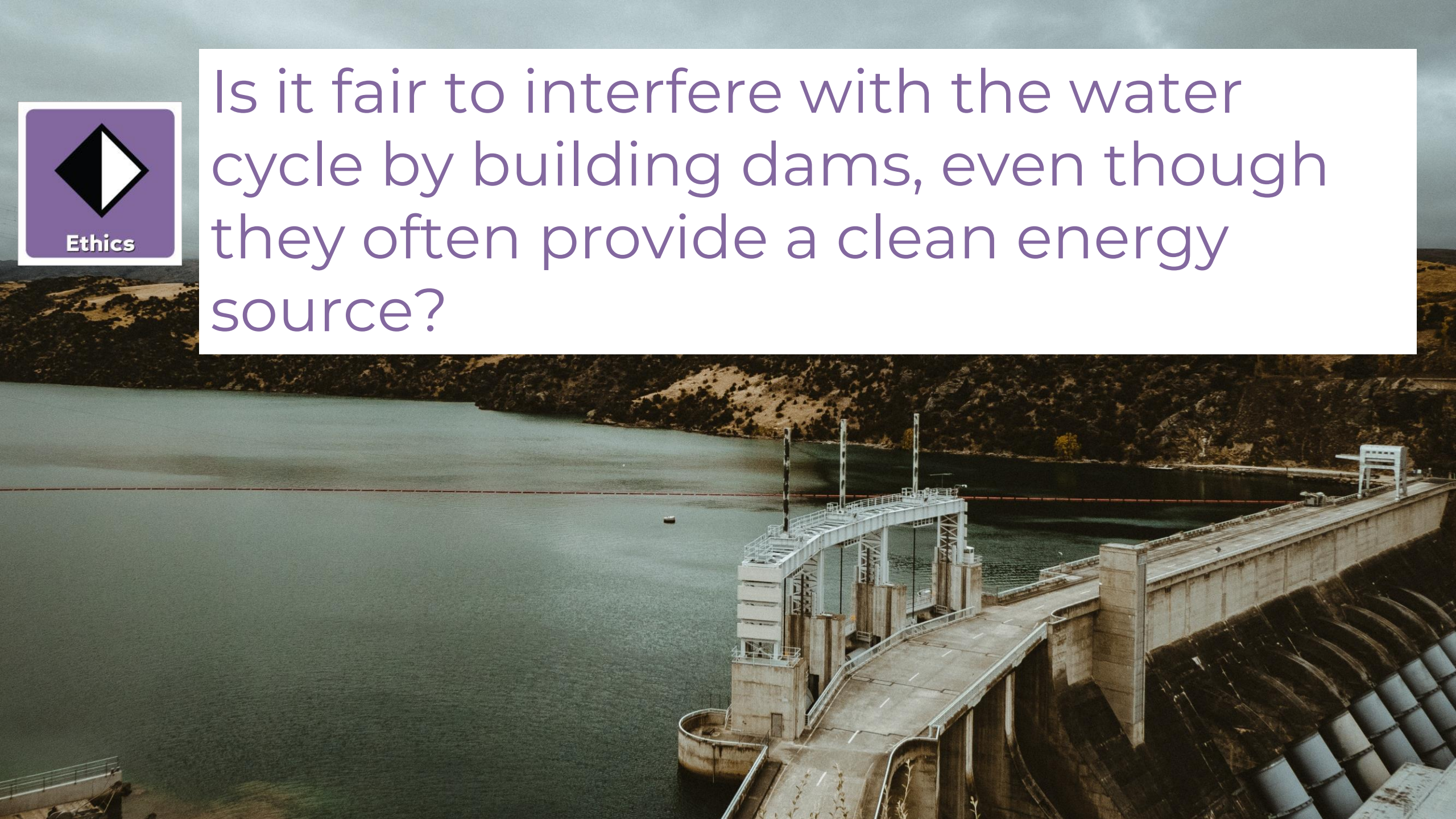
Which is more valuable to animals, a river or a lake?



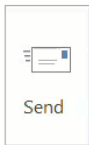
Is it fair to interfere with the water cycle by building dams, even though they often provide a clean energy source?



Ethics



**IDEA # 13**



Send

From ▼

lisa@lisavangemert.com

To...

friends

Cc...

Subject

Idea to help students with ADHD





**IDEA # 14**

# What I used to do

-am

## Tam Likes Jam



Tam likes jam.

Tam likes ham.

She likes to eat jam and ham.

Here, Tam, get some jam.

Here, Tam, get some ham.

Do you like yams?

No, Tam likes jam and ham.

1. Tam likes \_\_\_\_\_.

- buns
- eggs
- jam

2. Does Tam like yams?

- yes
- no

3. Tam likes \_\_\_\_\_.

- eggs
- ham
- buns

4. Who likes jam?

\_\_\_\_\_

.....

\_\_\_\_\_

# Result

## Identify Letters

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

m	o	e	p	s	x	u	b	k	z	n	g	a
j	r	d	i	q	w	f	c	y	l	h	v	t

## Letter Sounds



m	o	e	p	s	x	u	b	k	z	n	g	a
j	r	d	i	q	w	f	c	y	l	h	v	t

th	sh	ch	ow	oo	ing	ar	oy	ay
----	----	----	----	----	-----	----	----	----

## Blending Sounds

mom	dad	dog	rat	cut	pet	fin
hem	sad	vet	win	nod	cub	job

# What I do now


**-am**  **Tam Likes Jam** 

Tam likes jam.  
Tam likes ham.  
She likes to eat jam and ham.  
Here, Tam, get some jam.  
Here, Tam, get some ham.  
Do you like yams?  
No, Tam likes jam and ham.

1. Tam likes \_\_\_\_\_.  
 buns  
 eggs  
 jam

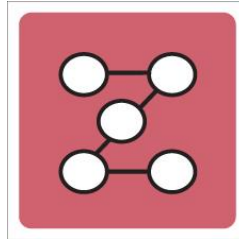
2. Does Tam like yams?  
 yes  
 no

3. Tam likes \_\_\_\_\_.  
 eggs  
 ham  
 buns

4.  ?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1

Teacher Tam



“We’re learning the –am pattern.”




“How does Tam feel about yams?”



“What kind of jam do you think is Tam’s favorite?”

**-am** Tam Likes Jam


Tam likes jam.  
 Tam likes ham.  
 She likes to eat jam and ham.  
 Here, Tam, get some jam.  
 Here, Tam, get some jam.  
 Do you like yams?  
 No, Tam likes jam and ham.



1. Tam likes \_\_\_\_\_.  
 buns  
 eggs  
 jam

2. Do you like yams?  
 yes  
 no

3. Tam likes \_\_\_\_\_.  
 eggs  
 ham  
 buns

4.  ?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

1  
 Teacher Tam

**Note: We need this level, but we cannot stay there.**

**When they can't read or write responses to the high level questions, record your questions & let them record their answers.**



# Result [track differences]

## Identify Letters

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

m	o	e	p	s	x	u	b	k	z	n	g	a
j	r	d	i	q	w	f	c	y	l	h	v	t

## Letter Sounds

m	o	e	p	s	x	u	b	k	z	n	g	a
j	r	d	i	q	w	f	c	y	l	h	v	t

th	sh	ch	ow	oo	ing	ar	oy	ay
----	----	----	----	----	-----	----	----	----

## Blending Sounds

mom	dad	dog	rat	cut	pet	fin
hem	sad	vet	win	nod	cub	job

**IDEA # 15**





**Half-way**  
*there!*

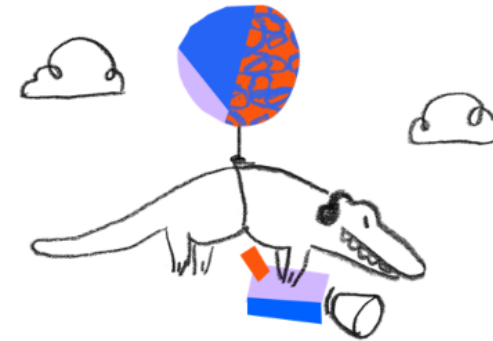
**Isn't this just so fun? #teacherhack**



# Store your stuff.



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# And then share it.



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SHORTEN



**Want to really get into it? Share with the socials.**



**IDEA # 16**

Enter...





**Who would be open to collaboration?**





**What content is a natural fit?**



What content is less obvious fit?









**Send an email or have a convo!**



**IDEA # 17**





## The Allegorical Meaning of Animals

See if you can determine the commonly accepted allegorical meanings of the following animals. Fill in the table as comprehensively as possible.

Animal	Characteristic/Quality
Donkey 	
Pig 	
Fox 	
Owl 	

**HAND OUT** the worksheet *The Allegorical Meaning of Animals* and instruct students to work through it in pairs, filling it in as comprehensively as possible.


**FEEDBACK** and discuss what the students have decided for the animals. Some might have slightly different answers – this doesn't matter, as long as they all identify that there are human qualities often ascribed to animals (*dog – loyalty, lion – bravery, owl – wisdom etc.*).

Wolf 	
Chicken 	
Dog 	
Eagle 	
Can you think of any others?	
Can you think of any others?	



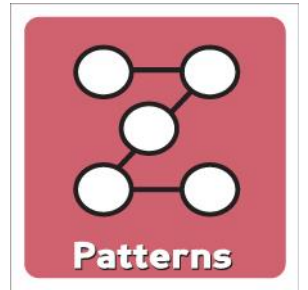
## The Allegorical Meaning of Animals

See if you can determine the commonly accepted allegorical meanings of the following animals. Fill in the table as comprehensively as possible.

Animal	Characteristic/Quality
Donkey	
Pig	
Fox	
Owl	
Bull	
Crow	
Cat	
Lion	
Wolf	
Chicken	
Dog	
Eagle	
Can you think of any others?	
Can you think of any others?	

*Created by Stacey Lloyd*

# Sort the animals into three categories based on what you think they mean.



## The Allegorical Meaning of Animals

See if you can determine the commonly accepted allegorical meanings of the following animals. Fill in the table as comprehensively as possible.

Animal	Characteristic/Quality
Donkey 	
Pig 	
Fox 	
Owl 	
Bull 	
Crow 	
Cat 	
Lion 	
Wolf 	
Chicken 	
Dog 	
Eagle 	
Can you think of any others?	
Can you think of any others?	

Created by Stacey Lloyd































# Is it fair to say that the donkey means...?

# What would have to happen or change to make the wolf more dog-like?



**IDEA # 18**

# Combine with quality graphic organizers for scaffolding of thinking.

Learning Skill	Element[s]	Thinking Map
Main Idea		
Details		
Sequence	 	
Cause and Effect		
Compare/Contrast	 	
Making Predictions	 	
Meaning in Context		
Fact v. Opinion/ Fiction v. Nonfiction/ Fantasy v. Reality	  	
Making Inferences	 	
Author Purpose	 	
Figurative Language/ Literary Devices	 	



Pick **one** character from the story.



Identify **four** traits of that character.

For **two** of the traits, list **two** consequences of that trait. If the consequence is positive, put a + sign next to it.

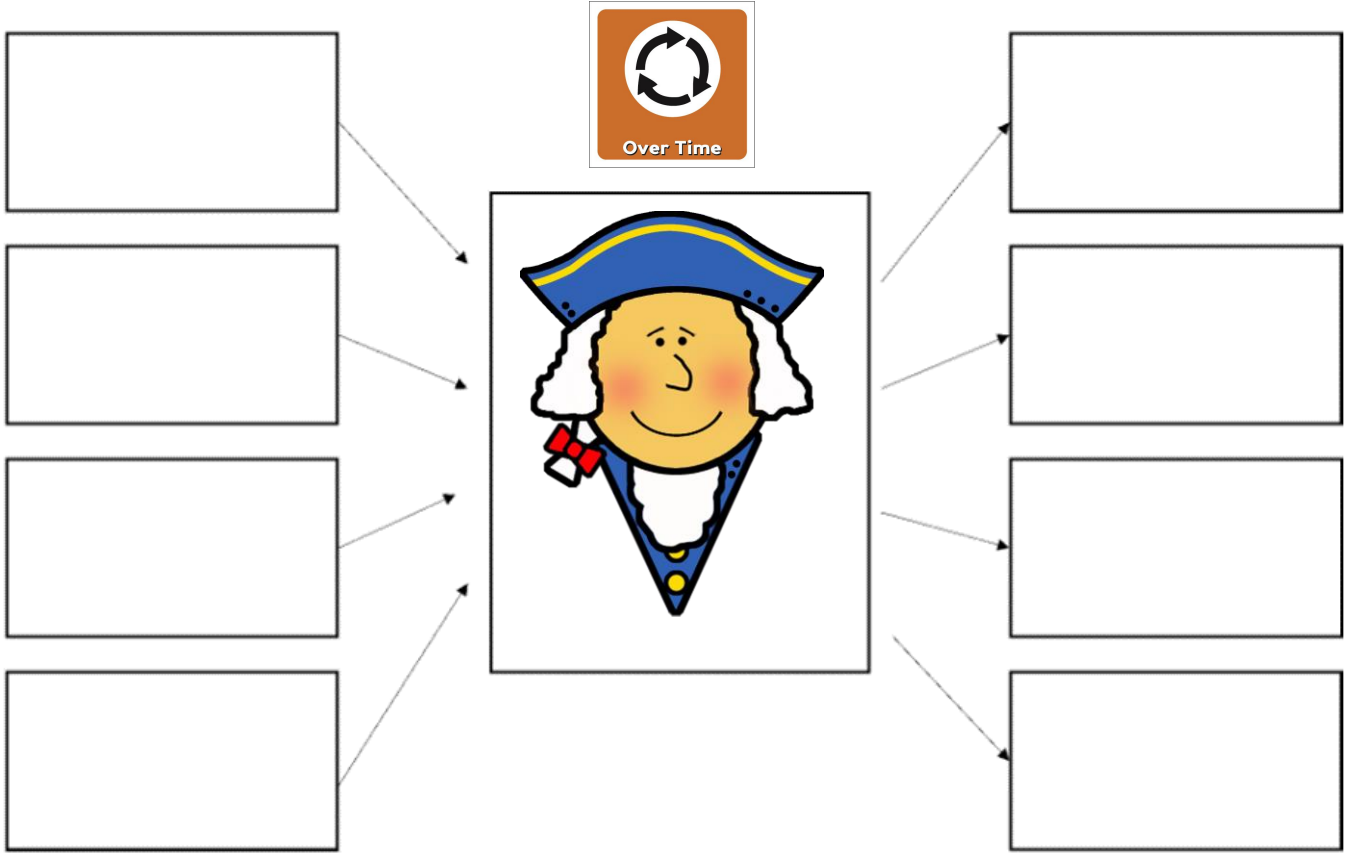


Thinking of what you just identified and considered, do you think the character's traits were a hindrance or a help to him/her and why?

---

---

Think of four reasons George Washington should have been a king instead of the president. Then, on the other side of the Thinking Map, think of four future consequences that would have happened if he had become a king.

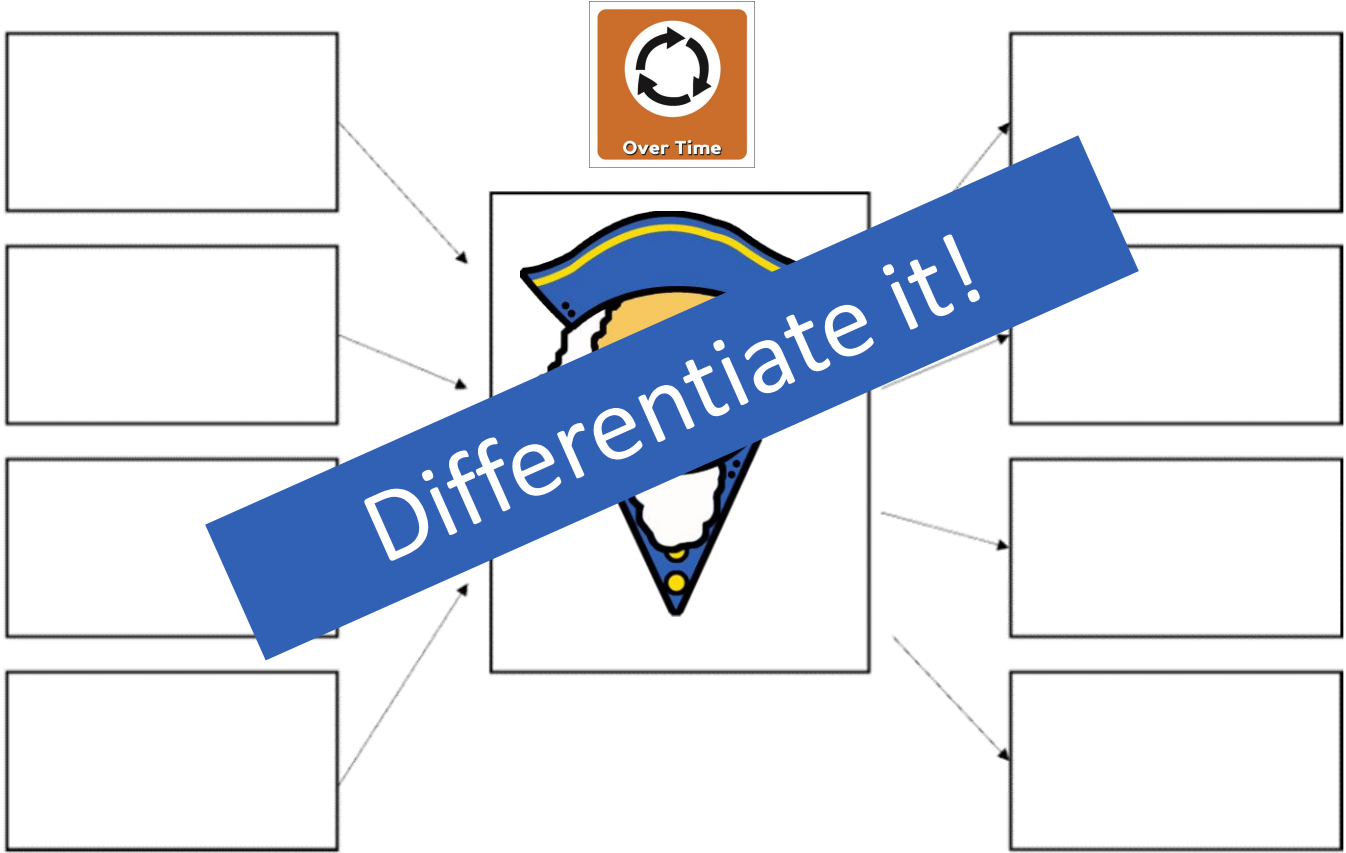


Is it fair for one person to be the king or queen for life? Why would it be better or worse to take turns?

---

---

Think of four reasons George Washington should have been a king instead of the president. Then, on the other side of the Thinking Map, think of four future consequences that would have happened if he had become a king.



Is it possible for a truly free people to have a king or queen? If not, is England really free? Would the English agree they are less free?

---

---

**IDEA # 19**



# Combine with tech!

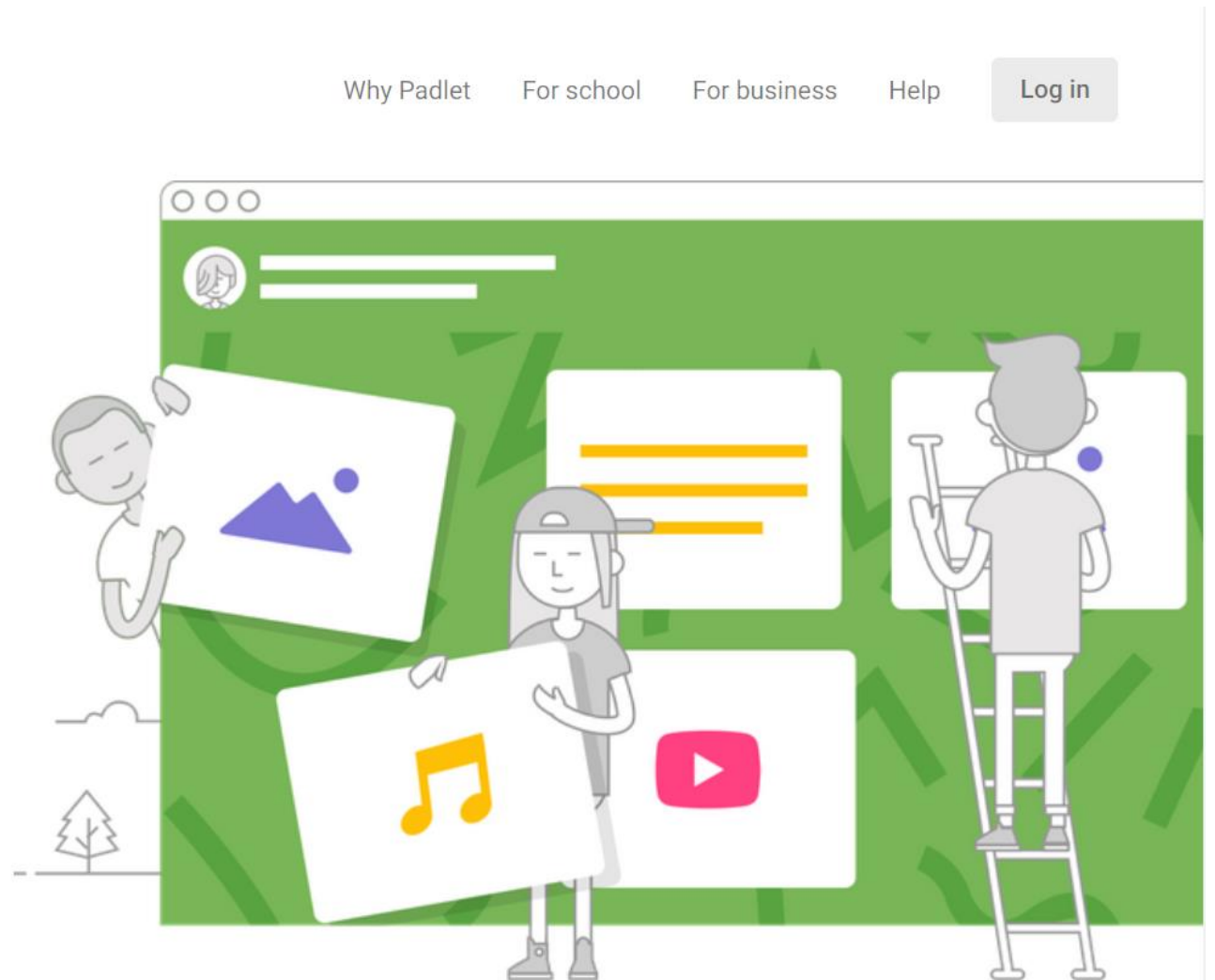
padlet

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Lisa Van Gemert • 1m

# Earthworms Discussion

Diggin' the dirt!

WHO THINKS WHAT? ⋮

What do different people, animals, or plants think about earthworms?



WHAT WILL HAPPEN NEXT? ⋮

As earthworms evolve, how do you think they will change over time?



ARE THEY REALLY DIRTY? ⋮

Is it fair to call earthworms dirty? Why or why not?



OTHER THOUGH



**IDEA # 20**



# Instead of this, how about...

### Singers at Sea

Do you know that some whales can sing? Humpback whales make sounds like songs. They roar and grunt and sing. A whale might sing for twenty minutes. Some whale songs can be heard in miles. Not all humpback whales sing in miles. Some whales sing in miles. They sing in the water. No one knows for sure why they sing. Some people think it's their way to talk to other whales. Many people think it's their way to sing. They sing to their friends.

Do you think humpback whales sing? Explain.

### Quiz & Worksheet - Whale Rider Synopsis

1. Throughout the book, the author uses a variety of descriptive words to describe the world of the story. Which of the following is NOT a descriptive word used in the book?

2. In the book, the author uses a variety of descriptive words to describe the world of the story. Which of the following is NOT a descriptive word used in the book?

3. In the book, the author uses a variety of descriptive words to describe the world of the story. Which of the following is NOT a descriptive word used in the book?

### Orcas: Three of a Kind

Orcas, or killer whales, are best known because of their popularity. This is due to sea world or even movies such as *Free Willy*. However, the majority of orcas aren't in tanks in captivity, most live in the wild.

These whales have some very specific needs such as colder water temperatures, a vast amount of space, and even their diet. Yet, not all orcas prefer the same things or swim the same way. These magnificent creatures can be divided into three groups in the wild: residents, transients, and off-shore orcas. Every whale looks to make their home, but not all whales have the same habitat. However, there are other ways to identify them in their own habitat, or even by the shape of their dorsal fins.

**Residents**

The type of orca is the most common simply because they are seen the most. These whales are mostly located in the Northwest Pacific such as Washington state or British Columbia. They mostly attempt to stay close to their pod or family group (30-40 whales) and their home base. Very rarely will these whales travel away from what they've known since birth.

**Transients**

Transient orcas feed mostly on salmon and occasionally squid if their food source is taken away. It's a very serious issue because of their feeding habit to their home base.

1. Which of these tells how a whale is different than a fish?  
 a. Whales give birth to the babies.  
 b. Fish need oxygen.  
 c. Whales can swim fast.  
 d. Fish are from the same way as whales.

2. Which statement is true?  
 a. Sharks are a type of whale.  
 b. Monkeys are bigger than pigs.  
 c. People don't get wants like roads.  
 d. Alligators don't eat the same foods as crocodiles.

3. What have  
 a. feathers.  
 b. bigger heads than birds.  
 c. very large teeth.  
 d. fur.

4. What is different about alligators and crocodiles?  
 a. There isn't a difference. They're the same.  
 b. Crocodiles have many more teeth than alligators.  
 c. Alligators have big teeth.  
 d. Crocodiles have a long tooth on each side that hangs out when their mouths are closed.

5. Where do alligators live?  
 a. In water.  
 b. In hollow trees.  
 c. Hanging over their mouths.  
 d. Hanging over trees.

6. What is the difference between a crocodile and an alligator?  
 a. Crocodiles have a longer tail, an animal's short and thin.  
 b. No difference. Both bodies are about the same.  
 c. Both have leathery antennae and butterflies have thin wings.

### Wally the Whale

Wally is a big blue whale. Wally lives in the ocean. He swims with his whale friends. Sometimes Wally dives deep then he jumps high into the air. When he lands in the water, Wally makes a big splash.

1. What kind of animal is Wally?  
 a. A whale.  
 b. A fish.  
 c. A shark.  
 d. A seal.

2. What does the word *hairy* mean in the sentence below?  
 After school, Mother always gives us a hairy walk to school.  
 a. A walk.  
 b. A game.  
 c. A good job.  
 d. A long good-bye.

3. Where does Wally live?  
 a. In the ocean.  
 b. In a tank.  
 c. In a zoo.  
 d. In a pond.

4. Who does Wally swim with?  
 a. His friends.  
 b. His family.  
 c. His mother.  
 d. His father.

5. What does Wally do after he dives deep?  
 a. He jumps high into the air.  
 b. He swims fast.  
 c. He makes a big splash.  
 d. He makes a big noise.

6. What happens when Wally lands in the water?  
 a. He makes a big splash.  
 b. He makes a big noise.  
 c. He makes a big splash and a big noise.  
 d. He makes a big splash and a big noise.

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### From Seed to Plant

Lesson 25

1. Which word has the same VOWEL sound as well?  
 a. A. whole  
 b. B. hold  
 c. C. hole  
 d. D. well

2. What does the word *hairy* mean in the sentence below?  
 After school, Mother always gives us a hairy walk to school.  
 a. A. walk  
 b. B. game  
 c. C. good job  
 d. D. a long good-bye

3. What does the word *pad* mean in the sentence below?  
 A seedling fell on the ground below the tree in the backyard.  
 a. A. mother  
 b. B. garden  
 c. C. small tree trunk  
 d. D. covering that grows around a seed

### Synopsis of Whale Test

1. The whale is the largest animal in the world.  
 2. The whale is the largest animal in the world.  
 3. The whale is the largest animal in the world.  
 4. The whale is the largest animal in the world.  
 5. The whale is the largest animal in the world.

### Whale Test

1. The whale is the largest animal in the world.  
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 2. The whale is the largest animal in the world.  
 3. The whale is the largest animal in the world.  
 4. The whale is the largest animal in the world.  
 5. The whale is the largest animal in the world.

### Adelina's Whale

Unit 3 Book 2

#### Question of the Week:

What is the main idea of the text?

#### Genre: Expository Text

1. Adelina's whale is the largest animal in the world.  
 2. Adelina's whale is the largest animal in the world.  
 3. Adelina's whale is the largest animal in the world.  
 4. Adelina's whale is the largest animal in the world.  
 5. Adelina's whale is the largest animal in the world.

### The Enormous Crocodile

1. The enormous crocodile is the largest animal in the world.  
 2. The enormous crocodile is the largest animal in the world.  
 3. The enormous crocodile is the largest animal in the world.  
 4. The enormous crocodile is the largest animal in the world.  
 5. The enormous crocodile is the largest animal in the world.

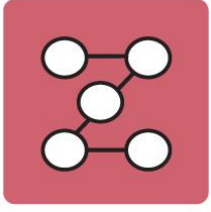
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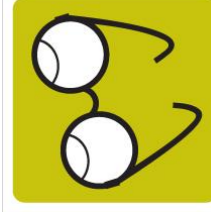
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 3. The enormous crocodile is the largest animal in the world.  
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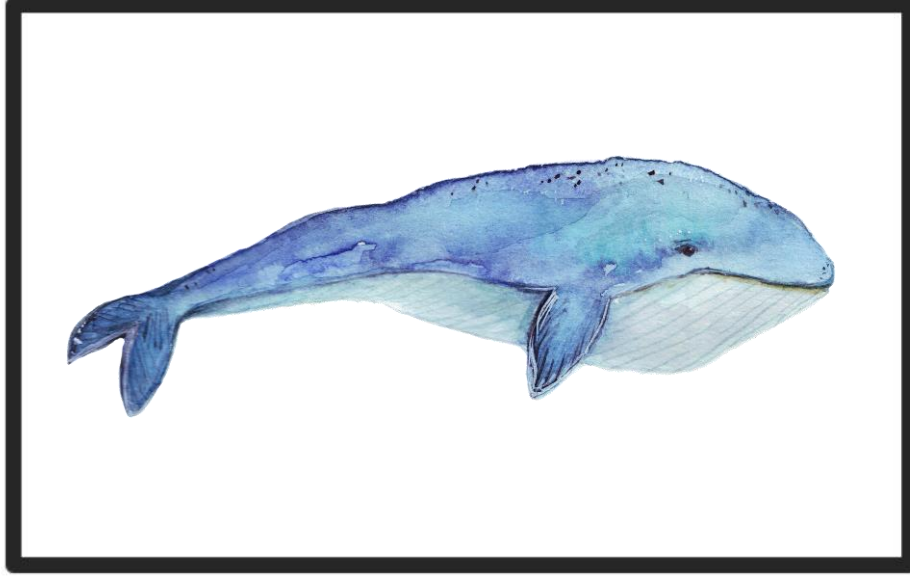


- What would happen if you moved the blue whale
- up one level in the food chain?

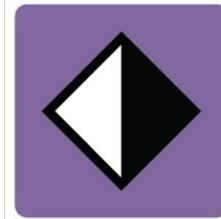


What animal is the closest land animal to the blue whale in size AND personality?

- What do you think is a blue
- whale's favorite number and
- why?



- Why is it a good idea or not for one animal to be so
- much bigger than the other animals in the ocean?
- 



**IDEA # 21**

Go to [www.menti.com](https://www.menti.com) and use the code **24 80 78**

i




**Which thing in the picture is the most important thing to Bud?**

 Mentimeter



Go to [www.menti.com](http://www.menti.com) and use the code **24 80 78**

Which thing in the picture is the most important thing to Bud?

0	0	0
		
Option 1	Option 2	Option 3



**IDEA # 22**

# The *problem*(s):

- Absent students often didn't complete the make-up work.
- Students said they didn't do the make-up work because they "didn't understand it."

**The** *solution!*

# Use it with screencasting for when kids are absent...it clues in on thinking, not just doing!



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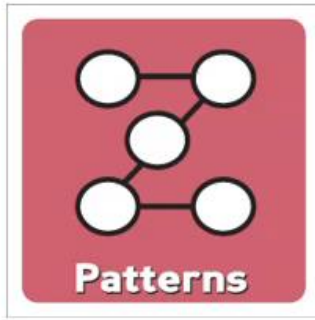
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2018

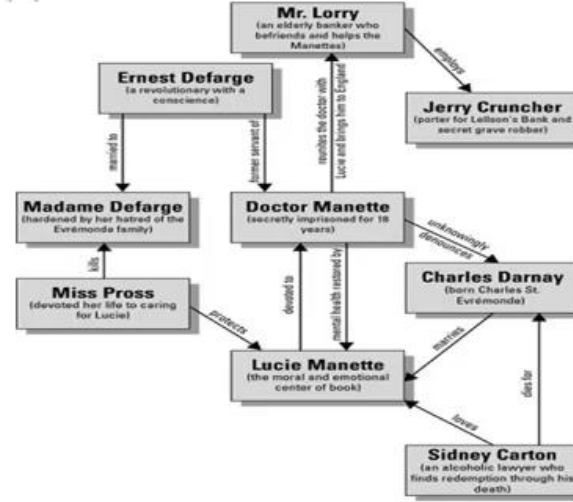
Capture






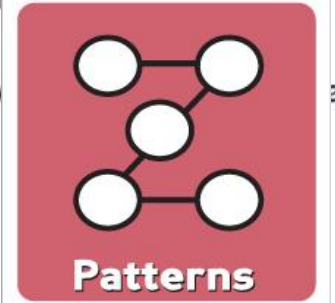

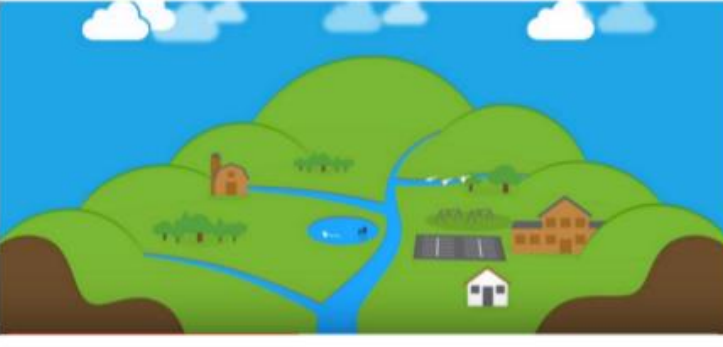



20 21 22



**IDEA # 23**

# Hyperdocs

Engage	
	<p>Discuss with a partner: What observations can you make from the image?</p> <p>What patterns do you see?</p> <p>What changes over time?</p> <div data-bbox="1719 278 2051 578"><p>Patterns</p></div> <div data-bbox="2076 278 2382 578"><p>Over Time</p></div>
Explore/Explain	
<p><u>What is a watershed?</u></p> 	<p>What is watershed? In your own words write the definition of watershed:</p> <div data-bbox="1898 878 2178 1163"><p>Language of the Discipline</p></div>
<p><u>Watershed Model 1</u></p>	<p>List the parts of watershed List at least 4 human factors that affect watershed</p>

# Apply

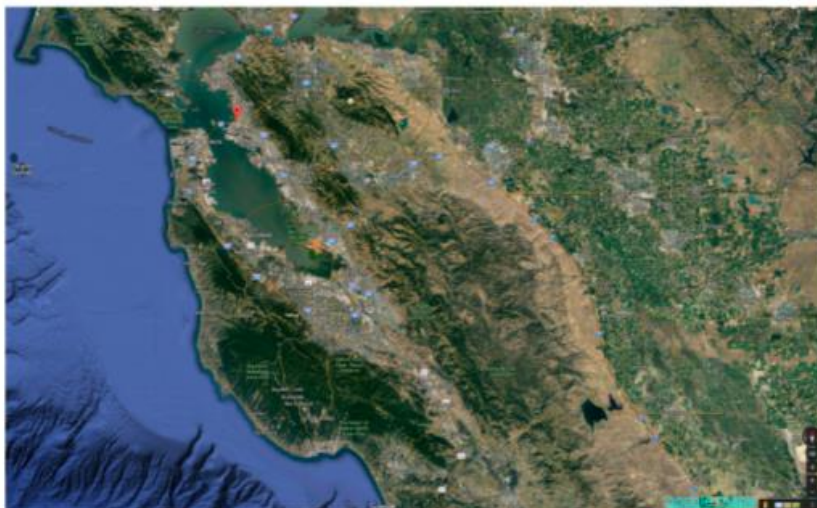
## Make your own watershed



### Hands on Activity:

Please gather: one sheet of paper, green, yellow, blue and brown crayola markers

[For teachers only](#) this is a link to the directions for the activity and , please remove the link when creating student copy



[Google maps](#)

Copy the map (on the left) and create your own interactive watershed map.

<p><b>Across Disciplines</b></p>	<p><b>Tools</b></p>	<p><b>Rules</b></p>
----------------------------------	---------------------	---------------------

Mark and label on the map:

- our school



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## The Art of teaching with HyperDocs: Student Centered Lessons that Inspire Curiosity and Creativity

Submitted by Kelly Hilton on Sat, 01/27/2018 - 12:34



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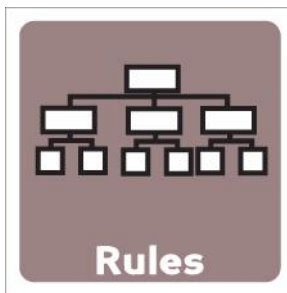
The HyperDoc Girls





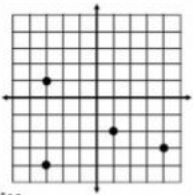
**IDEA # 24**

# First: Task Cards



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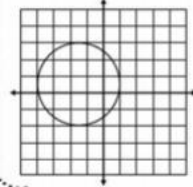
**8** Answer the following questions given the graph below.



a) What is the domain?  
b) What is the range?  
c) Is this relation a function?

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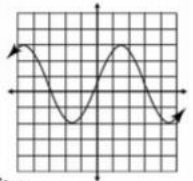
**12** Answer the following questions given the graph below.



a) What is the domain?  
b) What is the range?  
c) Is this relation a function?

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**15** Answer the following questions given the graph below.



a) What is the domain?  
b) What is the range?  
c) Is this relation a function?

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**18** Answer the following questions given the equation below.

$$y = x^2 + 8x + 15$$

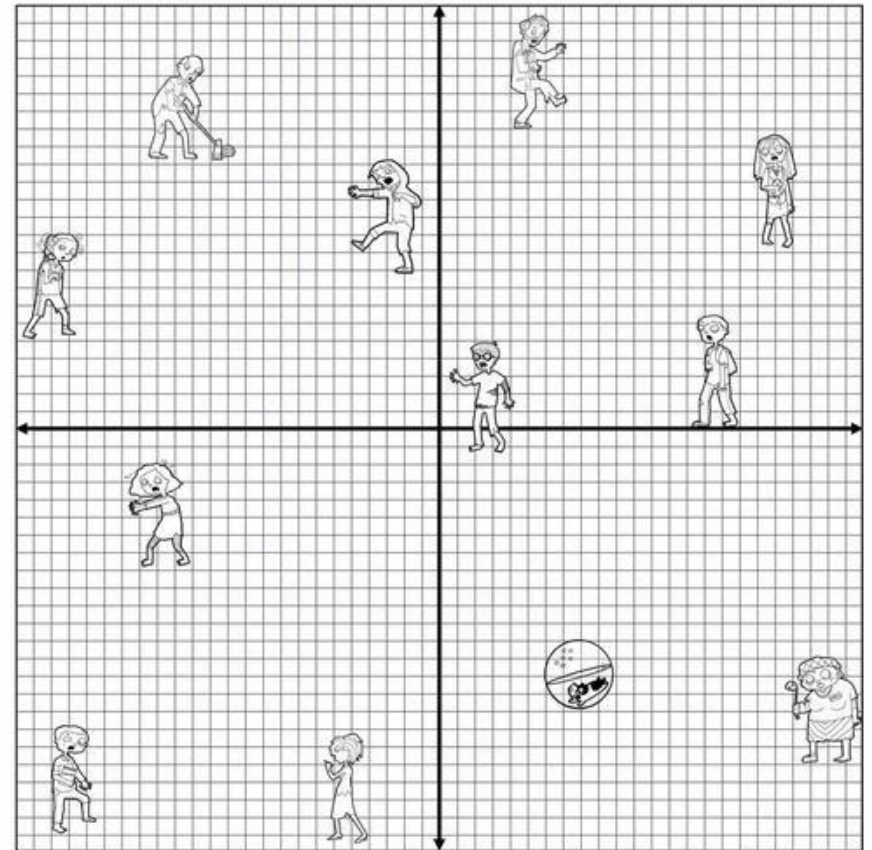
a) What is the domain?  
b) What is the range?  
c) Is this relation a function?

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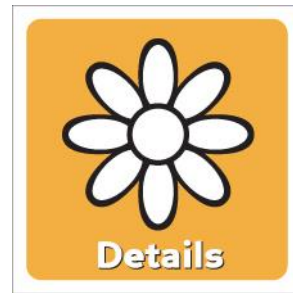
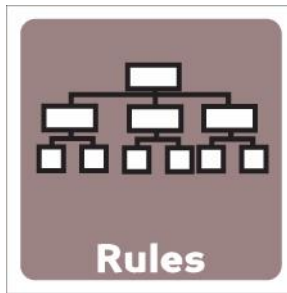
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# Graphing Lines & Killing Zombies

Name \_\_\_\_\_



## First: Graphing Lines & Killing Zombies



Graph each line and match it to the zombie that it "kills".  
 To kill a zombie the line must run through any part of its body.  
 Each line should only kill one zombie. If you kill more than one you were not precise enough.


# Next: Mad Libs!



**1** Simplify the expression below:  
 $18x + 5 - 7x - 9$

A)  $25x - 4$  Mrs. Wilson  
B)  $25x + 14$  Mr. Patterson  
C)  $11x - 4$  Mrs. Kohlman  
D)  $11x + 14$  Mr. Innis  
E)  $25x - 14$

**4** Simplify the expression below:  
 $-18k - 1 + 12 + 5k$

A)  $-23k + 13$  Elmo  
B)  $23k - 13$  Justin Bieber  
C)  $-23k + 13$  Taylor Swift  
D)  $23k - 13$  Lady Gaga  
E)  $23k - 13$  Peyton Manning

**9** Simplify the expression below:  
 $7a^2 + 10a - 3a - 2a^2$

A)  $9a^2 + 13a$  doing back-flips  
B)  $9a^2 - 13a$  eating pies  
C)  $9a^2 + 7a$  solving equations  
D)  $5a^2 - 13a$  juggling  
E)  $5a^2 + 7a$  wrestling a bear

**Combining Like Terms "MATH LIB!"**  
Directions: Write down each expression, then simplify by combining like terms. Identify your answer and fill in the blanks at the bottom to complete the story.

1) \_\_\_\_\_ = \_\_\_\_\_  
\_\_\_\_\_ = \_\_\_\_\_  
\_\_\_\_\_ = \_\_\_\_\_  
\_\_\_\_\_ = \_\_\_\_\_  
\_\_\_\_\_ = \_\_\_\_\_  
\_\_\_\_\_ = \_\_\_\_\_  
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\_\_\_\_\_ = \_\_\_\_\_  
\_\_\_\_\_ = \_\_\_\_\_  
\_\_\_\_\_ = \_\_\_\_\_

2) let (5) \_\_\_\_\_ and (2) \_\_\_\_\_ with \_\_\_\_\_  
in (5) \_\_\_\_\_ at \_\_\_\_\_  
(4) \_\_\_\_\_ in (7) \_\_\_\_\_ interesting  
(8) \_\_\_\_\_ while (9) \_\_\_\_\_ because they \_\_\_\_\_  
wanted (10) \_\_\_\_\_!

**10 Stations & Student Worksheet**  
(You can change the teacher names!)

**An important way to check if you've given multiple,  
different possible ways to arrive at the skill or  
content mastery is to evaluate**

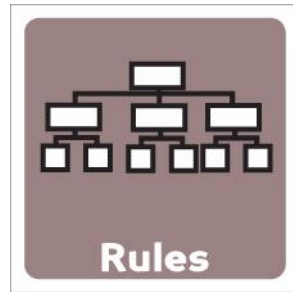
*how many lenses  
of the framework*

**you've used.**

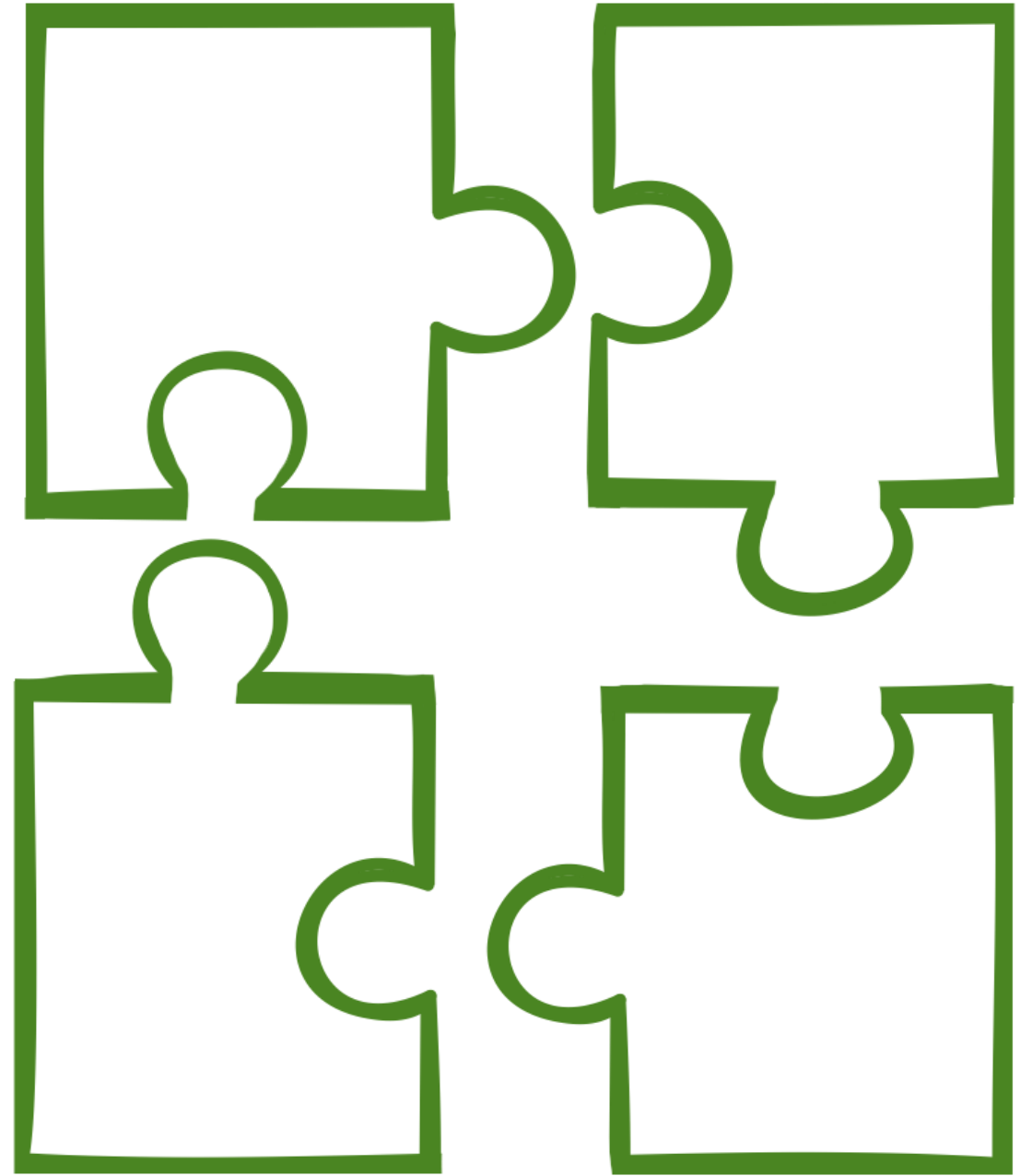


**IDEA # 25**

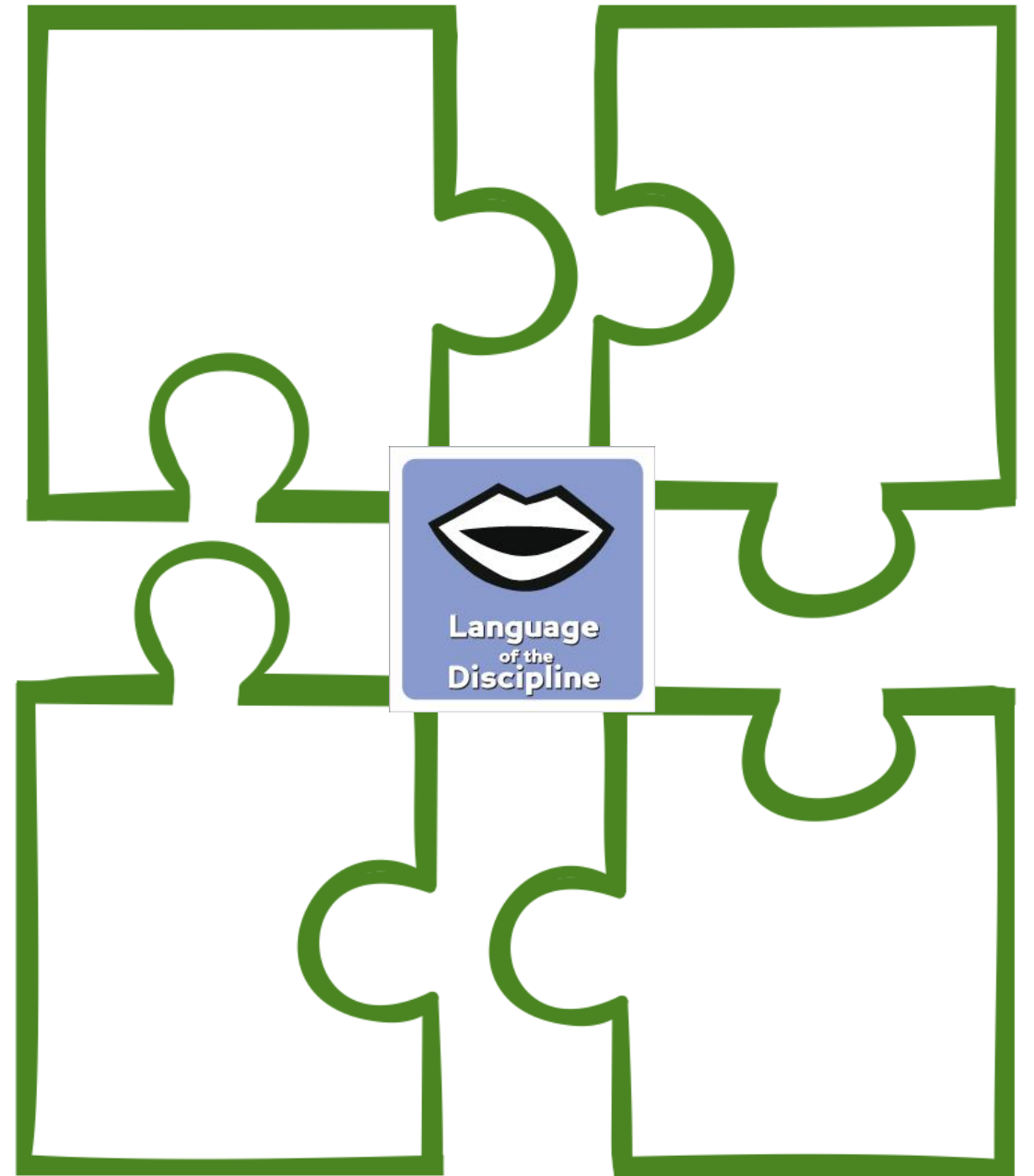
What are the three basic ways animals get food in the food chain?



List them in a puzzle piece.

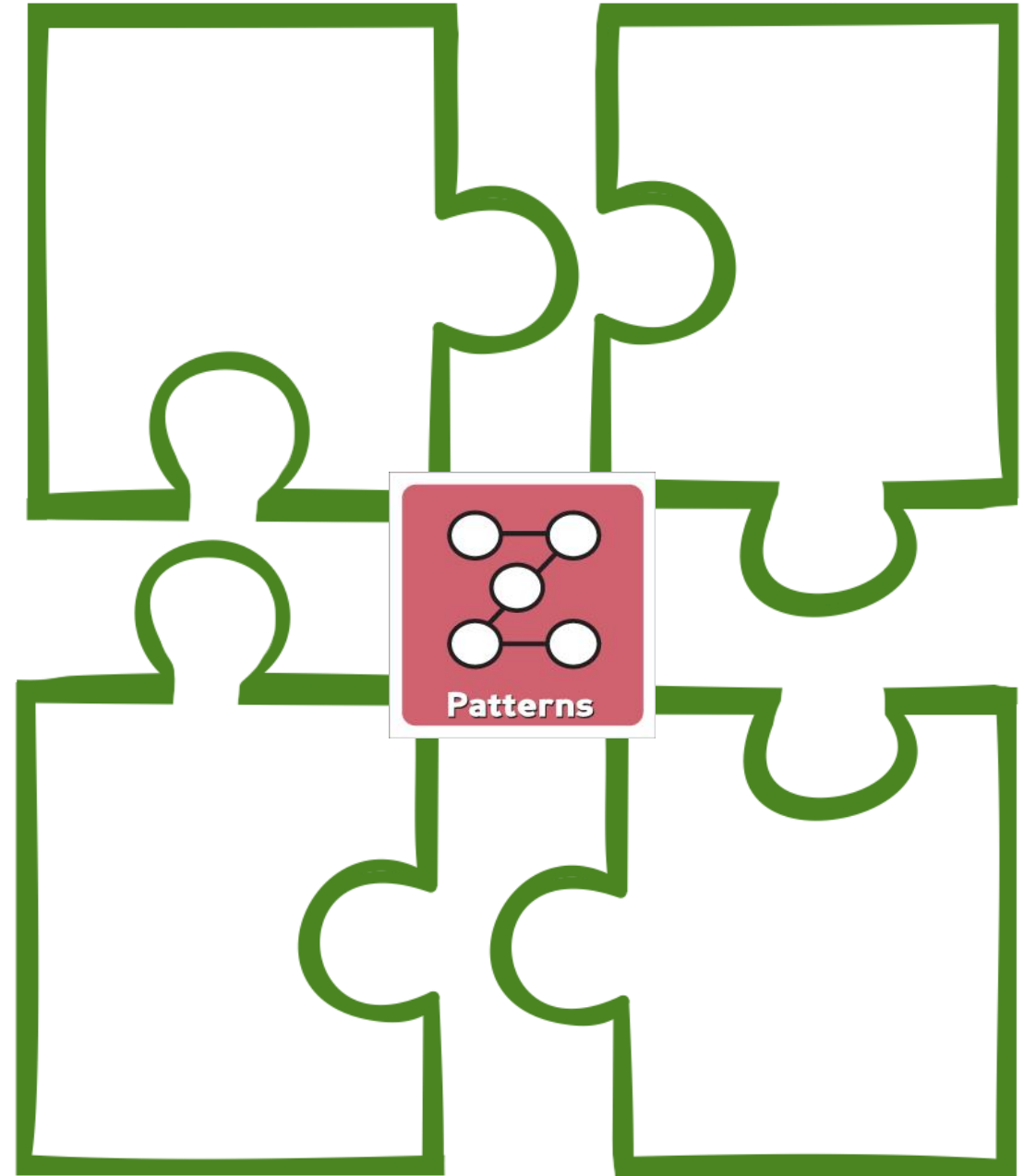


Define an apex predator on the back of a puzzle piece & draw one on the front of the puzzle piece.



Create a food pyramid of specific animals with five trophic levels.

List the animals in order on a puzzle piece, apex predator on top.



On the last puzzle piece, you may choose to do any of the following:



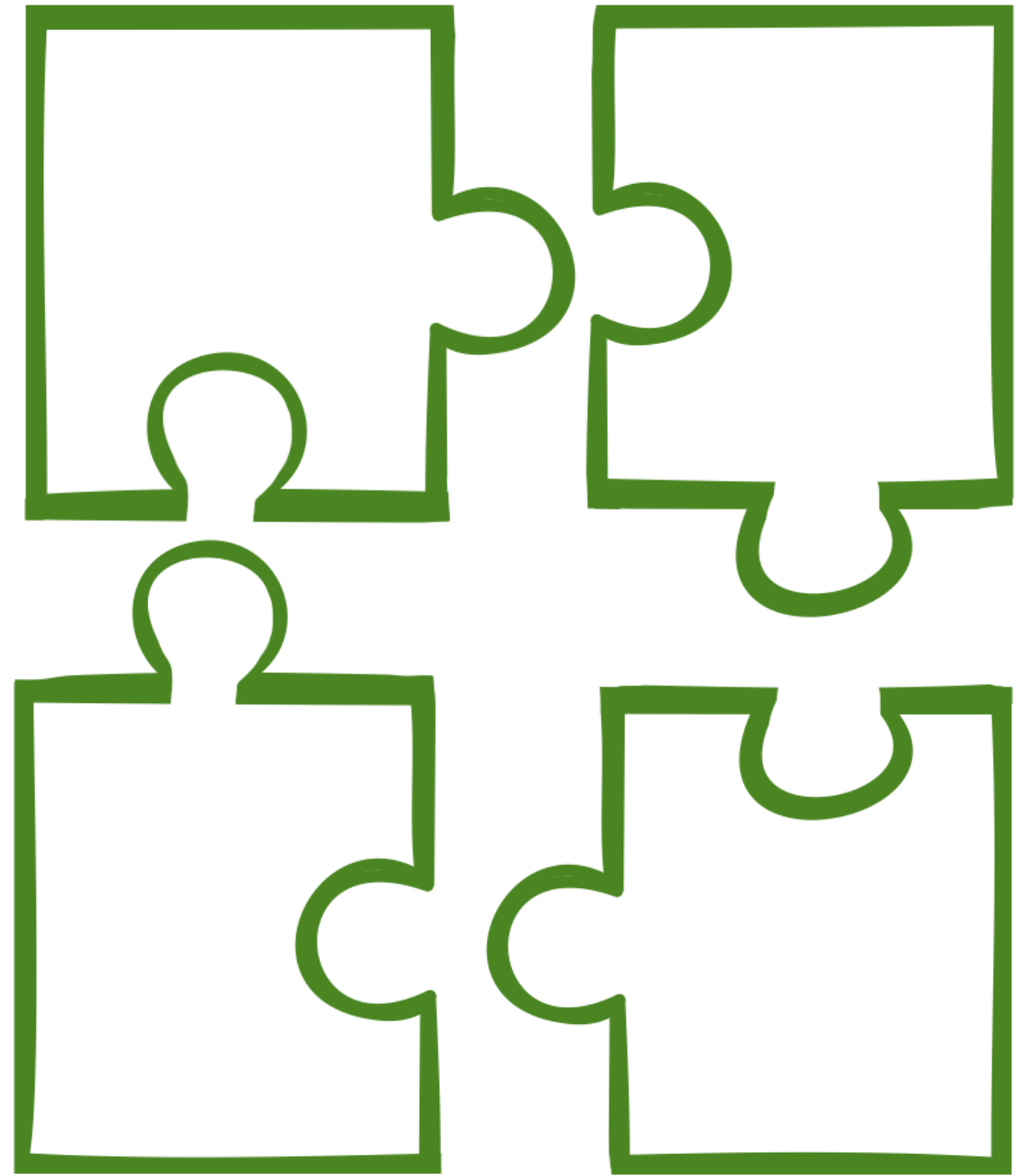
Write an epitaph for the grave of a decomposer.



Describe what would happen to your food chain if your apex predator became extinct.



Investigate & share your findings on which is more vulnerable to climate change, producers or consumers?





**IDEA # 26**

# menus!

Draw a triangular prism. Label how many faces, edges, and vertices it has.



Which stop sign do you think most drivers prefer, the octagon, or the circle with an inverted triangle & why?



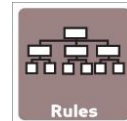
Create a map using a rhombus, a pentagon, a hexagon, an octagon, and a decagon.



Create a riddle involving a hexagon.



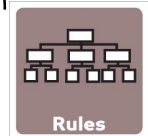
Following the naming convention, name the polygons with 65, 47, and 82 sides.



Why should/should not monogons and/or digons be recognized as polygons?



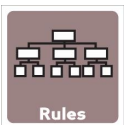
Draw three non-examples of a polygon.



Describe the connection between polygons and honeybees or lava.

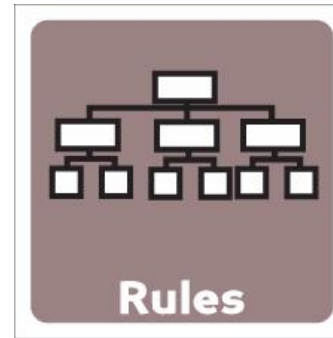
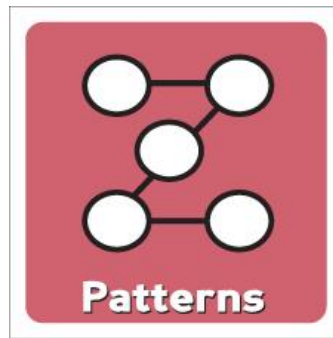


Create a t-chart naming five shapes and their number of vertices.



**IDEA # 27**

# Ian's Idea:



## Reflecting With Depth and Complexity

Do you ask your students to look back at their work and reflect on their progress? If so, are you integrating the tools of depth and complexity into these reflections?

- Ask students to *examine the change over time* in their scores.
- Tell students to *look for patterns in the type of questions missed*.
- Encourage them to notice if they simply *misunderstood a rule*.
- Perhaps students need to *notice a recent trend* in their work.

**IDEA # 28**

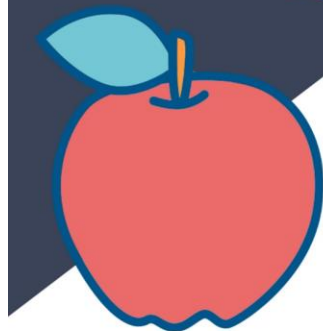


**Use it to organize foldables for interactive notebooks!**





**IDEA # 29**



# MRS. VAN GEMERT

## STUDENT UPDATE

### SKILL STRENGTHS

- math fundamentals
- short answers
- inference
- turning in work

### SKILL OPPORTUNITIES

- long-form writing
- taking turns
- story problems

### FAVORITE QUOTE

"Lunch at school is good because I can have two fruits and cake. Like fruit cake. Get it? Fruit cake?"

### CONTACT ME

P: 817.458.8767  
E: lvangem@aisd.net

### DETAILS



This is where you share specifics about the student is doing - grades on big projects, any missing work.

### OVER TIME



Jose has really improved in his ..... and I've noticed ....

and on and on...

### TRENDS



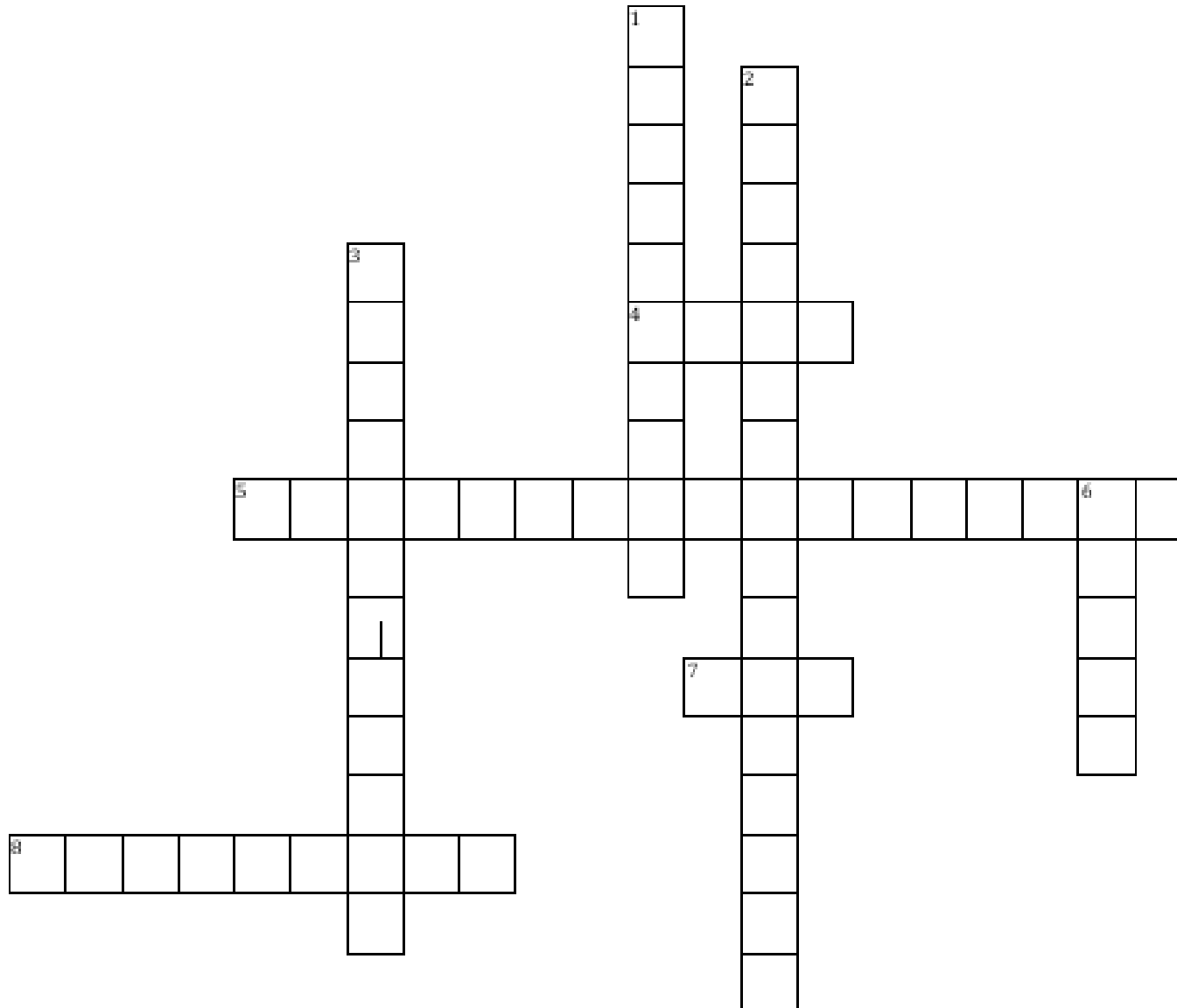
Jose's grades are trending gently upward.

His social skills are trending upward dramatically, with particular strengths in his patience with others.

**IDEA # 30**



# Colonial Exploration

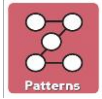




## Across



4. monetary motivation for exploration



5. the transfer of plants, animals, culture, and humans and the transfer of disease and invasive species

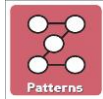


7. religious motivation for exploration

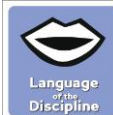


8. founded in 1607

## Down



1. slave trade - movement of slaves, crops, and goods among European, East African, and colonial ports



2. 1620 beginning of self-governance by the colonists



3. of 1763 forbade settlement west of the Appalachians



6. fame and international recognition motivation for exploration



**You**  
*did it!*



*Now, let's look at a couple  
of elements in depth.*



Disrupting Details



1. Stop throwing shade.



EVERYTHING ELSE

DETAILS

IMPLY

THE WHY

2. They're pretty kumbaya.



They cannot be  
isolated. Think  
archipelago,  
not island.







Details + Big Idea



+

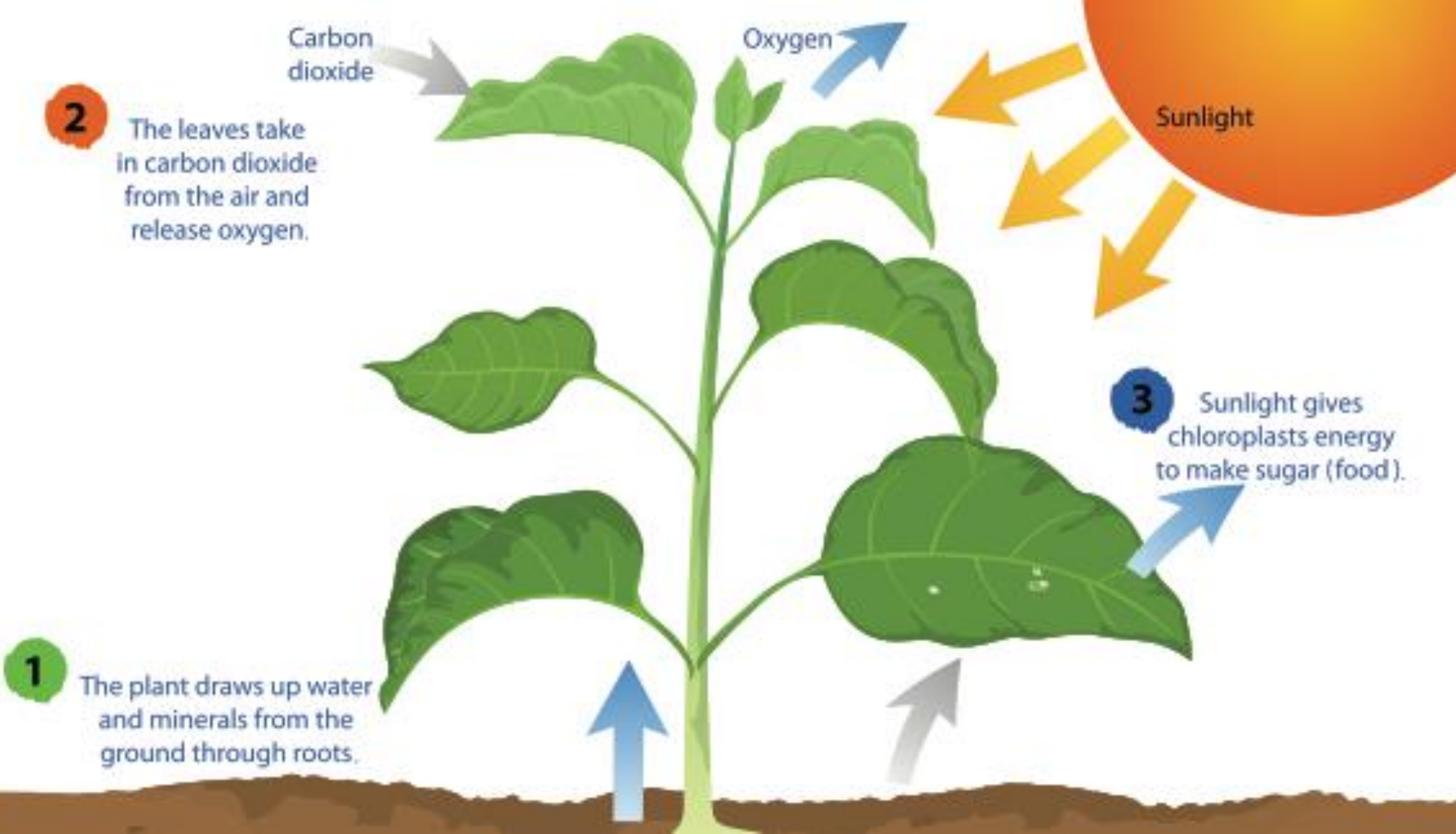


Prove 🌿 that Nick  
Carraway is an  
unreliable  
narrator. 🌳

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

Details + Patterns





Carbon dioxide

Oxygen

Sunlight

2

The leaves take in carbon dioxide from the air and release oxygen.

3

Sunlight gives chloroplasts energy to make sugar (food).

1

The plant draws up water and minerals from the ground through roots.

Carbon dioxide

Oxygen

Sunlight

2

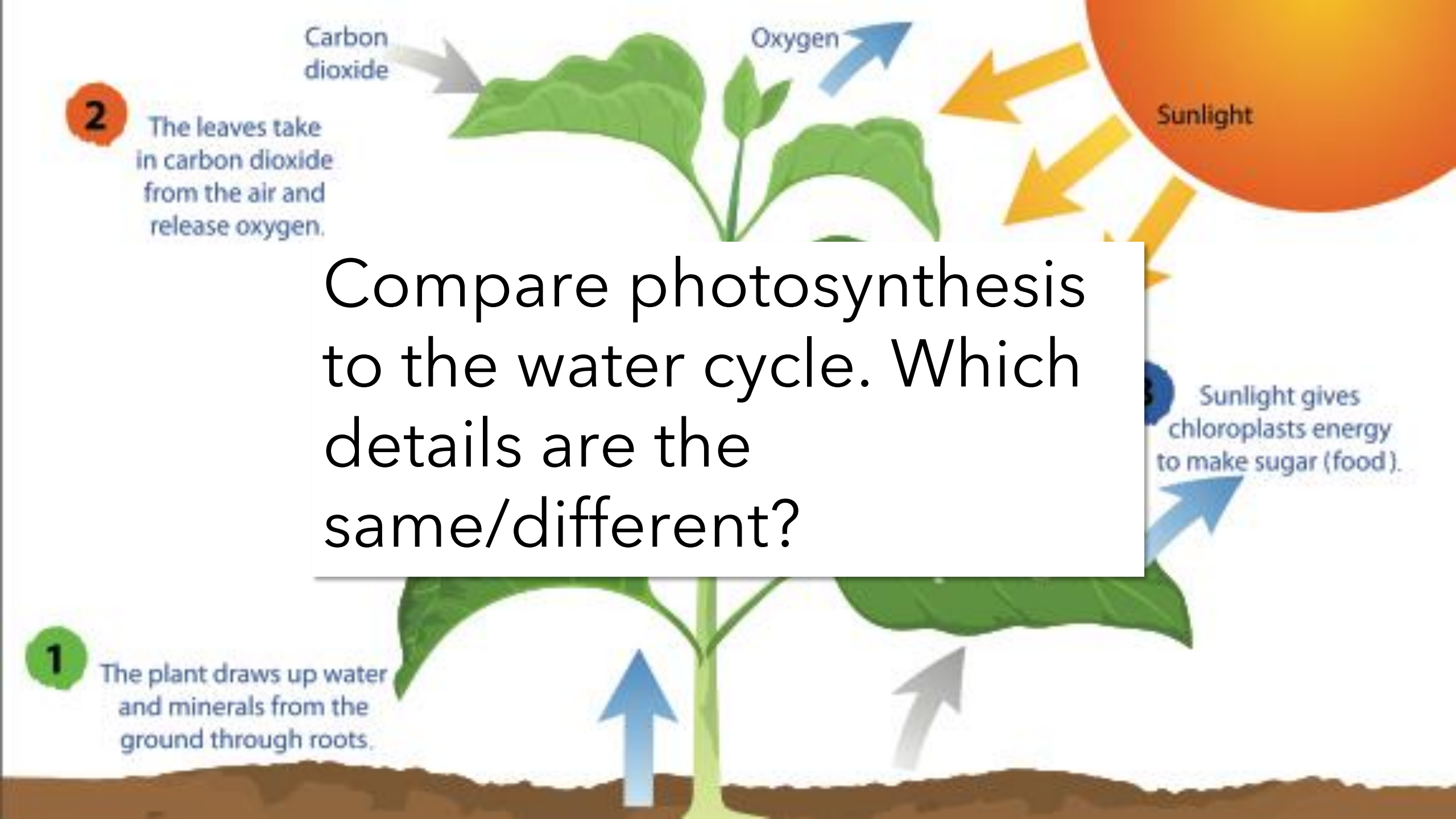
The leaves take in carbon dioxide from the air and release oxygen.

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

Sunlight gives chloroplasts energy to make sugar (food).

1

The plant draws up water and minerals from the ground through roots.



Carbon dioxide

Oxygen

Sunlight

2

The leaves take in carbon dioxide from the air and release oxygen.

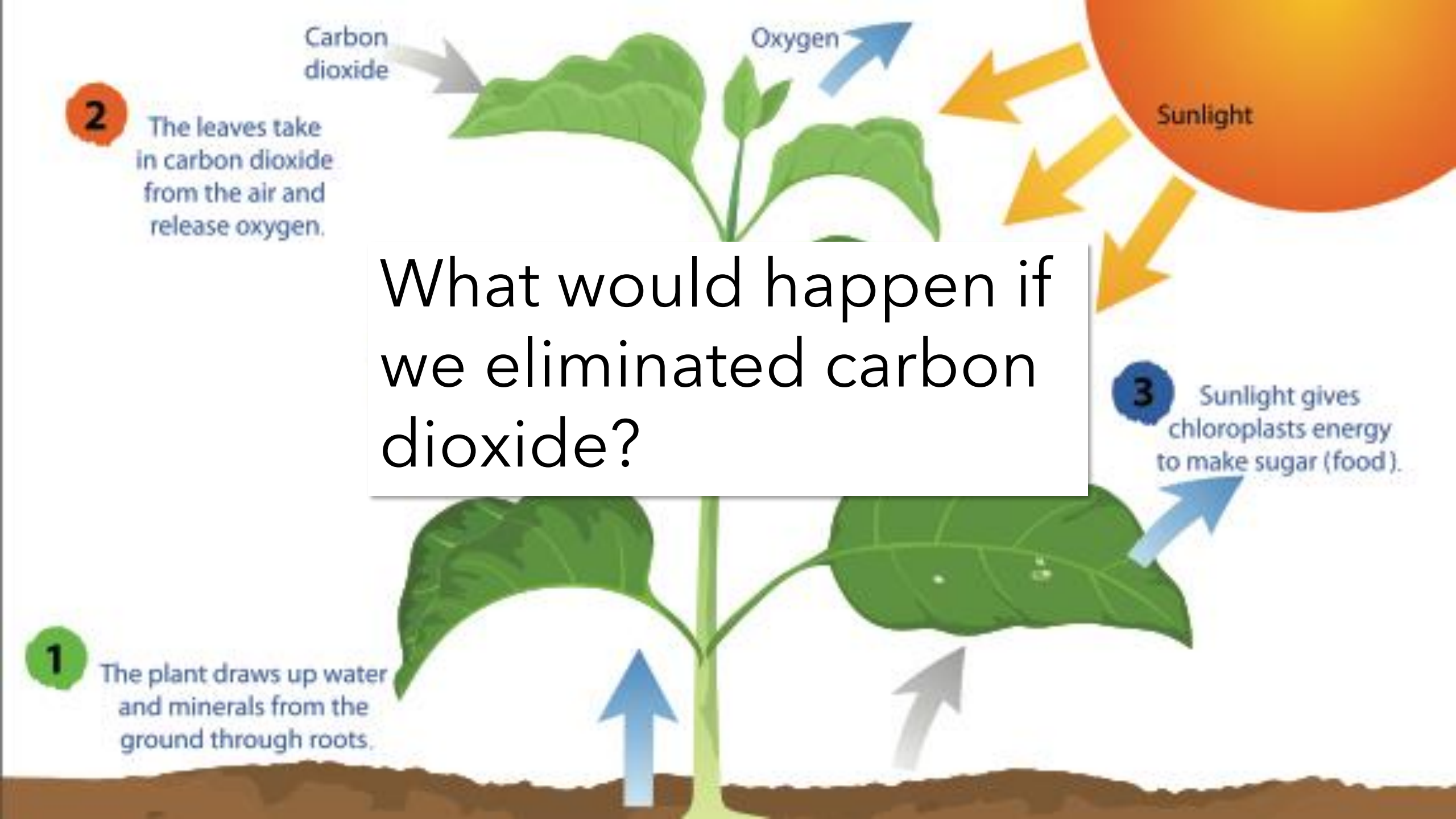
What would happen if we eliminated carbon dioxide?

3

Sunlight gives chloroplasts energy to make sugar (food).

1

The plant draws up water and minerals from the ground through roots.





Carbon dioxide

Oxygen

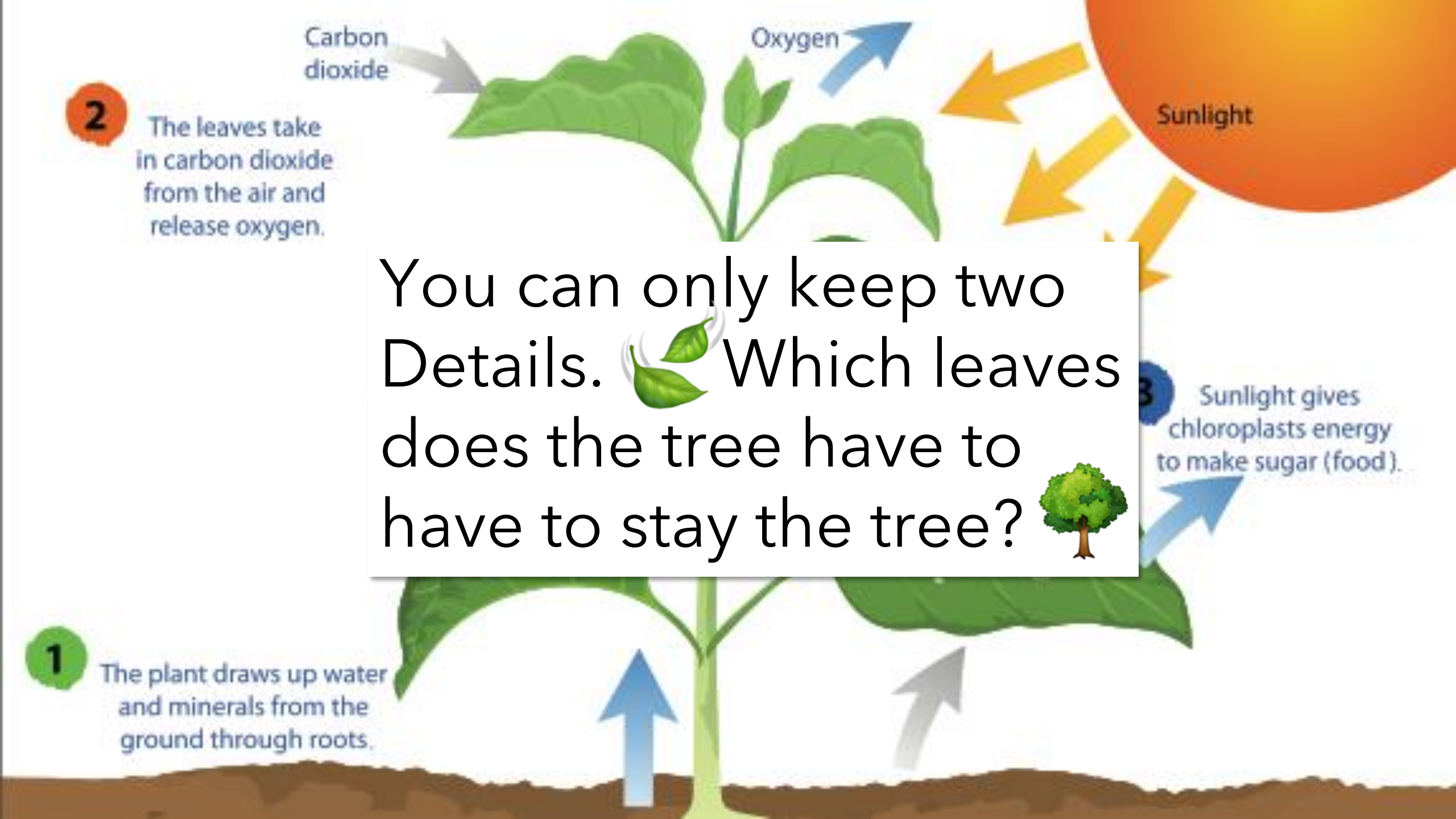
Sunlight

**2** The leaves take in carbon dioxide from the air and release oxygen.

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

**3** Sunlight gives chloroplasts energy to make sugar (food).

**1** The plant draws up water and minerals from the ground through roots.



Details + Ethics =  
Unanswered  
Questions





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?

3. Be like Sherlock.





Use  
Details to  
zoom in.  
Because  
he totally  
would.

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

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





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

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



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?

4. They're not an endgame.



Details have to lead  
students  
somewhere.





Think + Move

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

NOTE: This will  
often lead to  
another element.

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

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



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

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

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

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

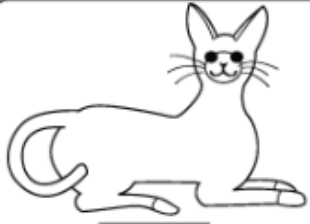
t \_ \_ n



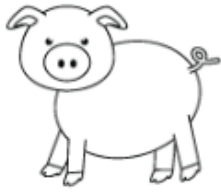
d \_ \_ ck

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

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.



accuracy

precision

logic

significance

origin

relevance

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?

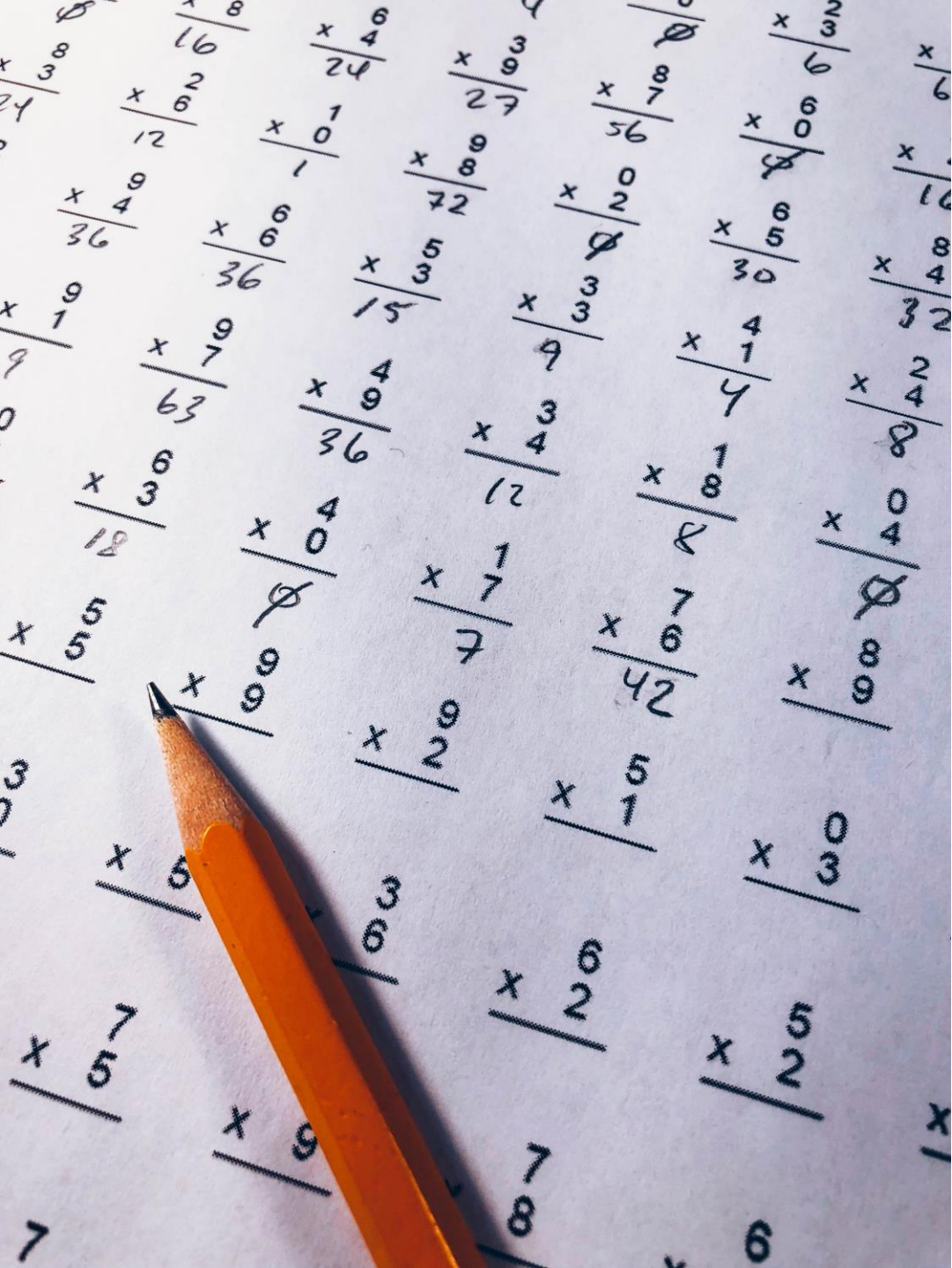
What is the relevance of having multiple antagonists in the story?

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



WHAT IS  
JUST NOISE?





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

6. Put Details in the rubric.


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

7. There's a whole other layer.



Use as an SEN  
tool as well.



A silhouette of a person stands with their back to the camera, looking out over a vast landscape at sunset. The sky is a mix of soft pinks, oranges, and blues, with a range of mountains visible in the distance. The person's figure is dark against the lighter sky.

Will this  
event be as  
important to  
me in one  
year/ five  
years/ ten  
years?

Disrupting LotD

Indulge me while I get  
all research-y.

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

(Anderson & Freebody, 1981)



This is pretty tricky.



knowledge of specific words

(Anderson & Freebody, 1981; Mezynski, 1983)

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



knowledge of concepts  
referred to by the words

# What am I talking about?

divide

incubate

membrane

cytoplasm

mitosis

cell wall

depth and fluency of their  
knowledge of the words



✓<sup>+</sup> 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.

✓<sup>-</sup> 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.

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

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

(Senechal & Cornell 1991).

And it also predicts their 11<sup>th</sup>  
grade reading comprehension.

(Cunningham & Stanovich, 1997).

If I know the terms, I'll read  
& understand the text.

And the reverse is also true.



Are you in yet?

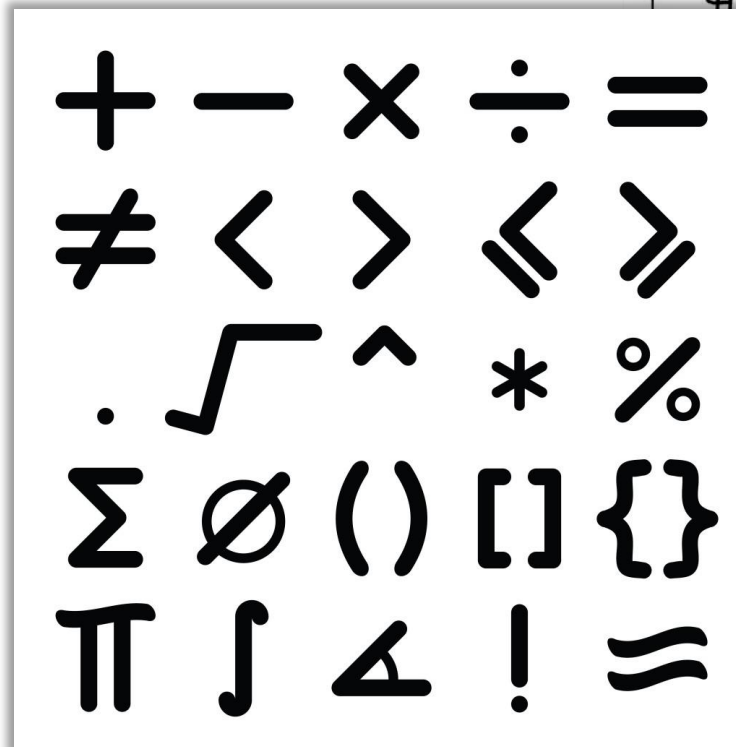
Can I stop now?

LotD includes...

tools of the discipline



# LotD includes...



# signs or symbols

Proofreading Marks		
The mark	What it means	How to use it
	Delete: take out something here.	car <del>r</del> mufflers should <del>shou</del> d
	Insert: add something here.	You <sup>are</sup> afraid <sup>f</sup> mice.
	Add space here.	Jugglers <sup> </sup> buy <sup> </sup> a lot of eggs.
	No space: close the gap.	some <del> </del> body
	Delete and close the gap.	the gir <del> </del> affe
	New paragraph here.	"Yes," said Jack. <sup>¶</sup> "All right," said Jill.
	No paragraph: keep sentences together.	The meeting was brief. It lasted twenty minutes.
	Transpose: switch these things.	( <del>r</del> ands/ <del>b</del> oth were <del>f</del> )
	Change or insert this letter.	<sup>i</sup> ake <sup>c</sup> uccess
	Make this a capital letter.	old <u>dr.</u> smith
	Make this a small letter.	My <u>uncle</u> lost a <del>sh</del> ovel.
	Spell it out.	His <del>@</del> friends are Fido <del>@</del> Spot.
	Insert a period.	It was raining. <sup>o</sup> I got wet <sup>o</sup> .
	Insert a comma.	"London, <sup>,</sup> England," he said.
	Insert an apostrophe.	it's a dog's life.
	Insert quotation marks.	"You're a pane," <sup>v</sup> said the door.
	Is this correct? Check it.	Columbus sailed in <u>1942</u> <sup>?</sup>



LotD includes...  
the people in the field

LotD includes...

SHIBBOLETH

idiomatic expressions/jargon



LotD includes...

expression  
conflict  
balanced

how words differ across content areas

LotD does NOT mean

*spelling words*

So let's use it!

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

NOT THIS: What  
were the Dark Ages?



**THIS:** How does  
Odysseus calling  
himself “formidable  
in guile” move the  
plot forward?

NOT THIS: What is  
“formidable in  
guile”?

**THIS:** How are  
“hospitality” and  
“hospital” connected  
in meaning?

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

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

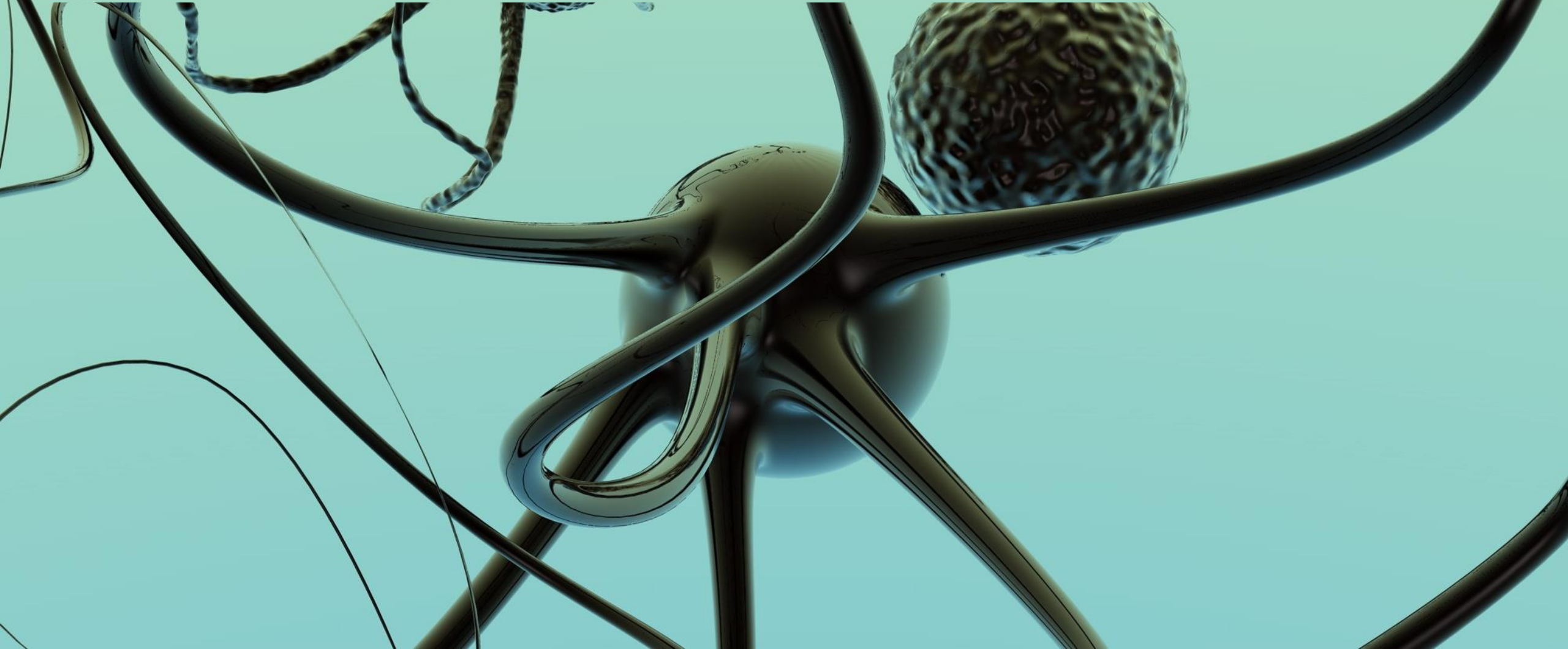


NOT THIS: Which  
words rhyme with  
"can"?

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

**NOT THIS:** Explain what it means to “plod”.

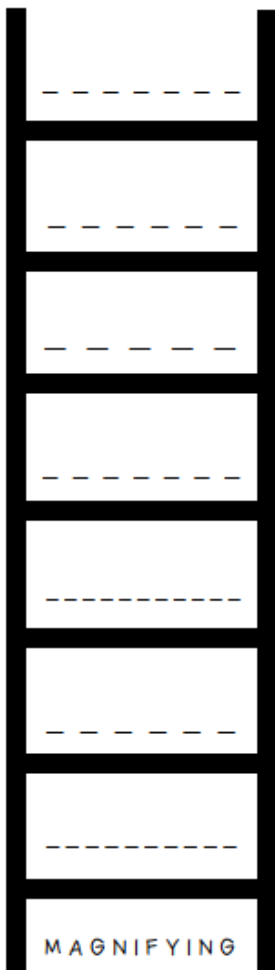
Different levels of questions make these behave very differently.



# LAB EQUIPMENT

## WORD LADDER

- Keep only the first letter the same and add six letters to name the object used for finding mass.
- Keep the last two letters the same. Add three letters to name a device used for measuring length.
- Move the last letter to the front. Add ten more letters to name an object that measures temperature.
- Drop all letters but the first one to name the item you use to make objects look bigger. Add nine letters.

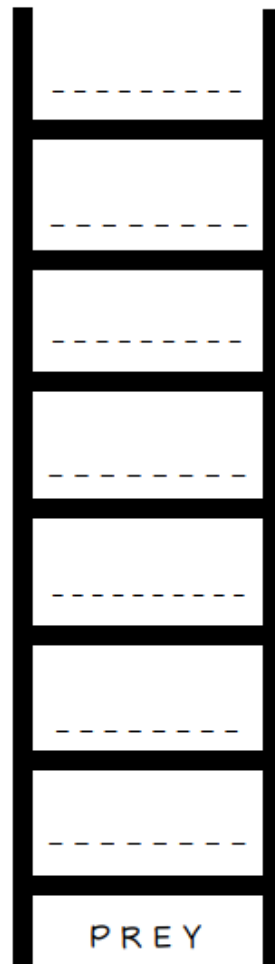


- Keep the last two letters the same. Add four letters to name a glass device used for holding liquids.
- Keep only the last two letters the same. Add five more letters to name the objects used for transferring tiny drops of liquid.
- Keep the first letter the same and add five letters to name an object with a north and south pole.

# FOOD CHAIN

## WORD LADDER

- Keep the last five letters the same. Add four letters to describe an animal that only eats plants.
- Keep the first letter the same and add eight letters to describe an animal that only eats meat.
- Drop all letters but the last two. Add eight letters to name an organism that breaks down dead organisms.
- Keep the first two letters the same. Add six more letters to name an organism that hunts other organisms for food.



- Keep the last six letters the same. Add two letters to name an organism that eats both plants and animals.
- Keep only the last two letters the same. Add six letters to name an organism that eats other organisms.
- Keep the first two letters and the last letter the same. Add five middle letters to name an organism that makes its own food.

Mathematical Practice	Characteristics of Mathematically Proficient Students*
<p><b>Model with mathematics.</b></p>	<p><b>Mathematically proficient students can:</b></p> <ul style="list-style-type: none"> <li>Use a variety of methods to model, represent, and solve real-world problems.</li> <li>Simplify a complicated problem by making assumptions and approximations.</li> <li>Interpret results in the context of the problem and revise the model if necessary.</li> <li>Choose a model that is both appropriate and efficient to arrive at one or more desired solutions.</li> </ul>
<p><b>Use appropriate tools strategically.</b></p>	<p><b>Mathematically proficient students can:</b></p> <ul style="list-style-type: none"> <li>Identify mathematical tools and recognize their strengths and weaknesses.</li> <li>Select and use appropriate tools to best model/solve problems.</li> <li>Use estimation to predict reasonable solutions and/or detect errors.</li> <li>Identify and successfully use external mathematical resources to pose or solve problems.</li> <li>Use a variety of technologies, including digital content, to explore, confirm, and deepen conceptual understanding.</li> </ul>
<p><b>Attend to precision.</b></p>	<p><b>Mathematically proficient students can:</b></p> <ul style="list-style-type: none"> <li>Understand symbols and use them consistently within the context of a problem.</li> <li>Calculate answers efficiently and accurately and label them appropriately.</li> <li>Formulate precise explanations (orally and in written form) using both mathematical representations and words.</li> <li>Communicate using clear mathematical definitions, vocabulary, and symbols.</li> </ul>





## variable (adj.)

late 14c., of persons, "apt to change, fickle," from Old French *variable* "various, changeable, fickle," from Late Latin *variabilis* "changeable," from *variare* "to change" (see **vary**). Of weather, seasons, etc., attested from late 15c.; of stars, from 1788.



## variable (n.)

"quantity that can vary in value," 1816, from **variable** (adj.) in mathematical sense of "quantitatively indeterminate" (1710). Related: *Variably*; *variability*.



In what ways does the adjective form of "variable" help us understand the more mathy noun form?



Come up with another word that could be substituted for "variable" that would be even more precise.



+



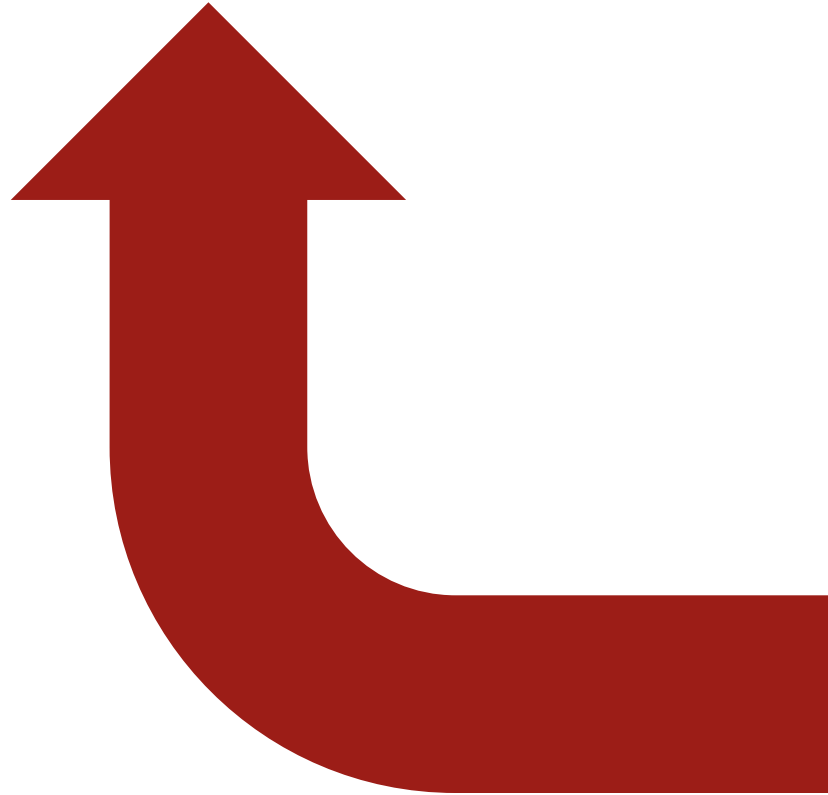
Compare the idea of a variable in mathematics to a changeable idea in another content area (verb endings, weather patterns, etc.)

Lisa's LotD

*secret weapon*



# CONCEPT CAPSULES



## DEFINE: ALLITERATION

- a number of words starting with the same first consonant sound appearing in a series close together
- an example is: Pound the peanuts on the purple plate.
- alliteration depends upon the sound, not the letter
- alliteration must have both the sound similarity *and* the closeness of the sequence
- from the Latin *latira*, meaning "letters of the alphabet"

**BED BATH & BEYOND**

**BEST BUY**

*Krispy Kreme*  
DOUGHNUTS™

Businesses sometimes use alliteration in their names. Notice how Krispy Kreme changed the first letters of the words. Would you have done that? Can you think of any others in addition to these?



Ed Heck's book *Many Marvelous Monsters* is chock full of alliteration. Can you think of others?

What it looks like on a test:

In this excerpt from Shakespeare's play *Romeo and Juliet*, underline the examples of alliteration (hint: there are two different sounds and six words involved).

"From forth the fatal loins of these two foes; A pair of star-cross'd lovers take their life."

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: \_\_\_\_\_

\_\_\_\_\_



# First, DEFINE

{make sure to add in a little trivia}

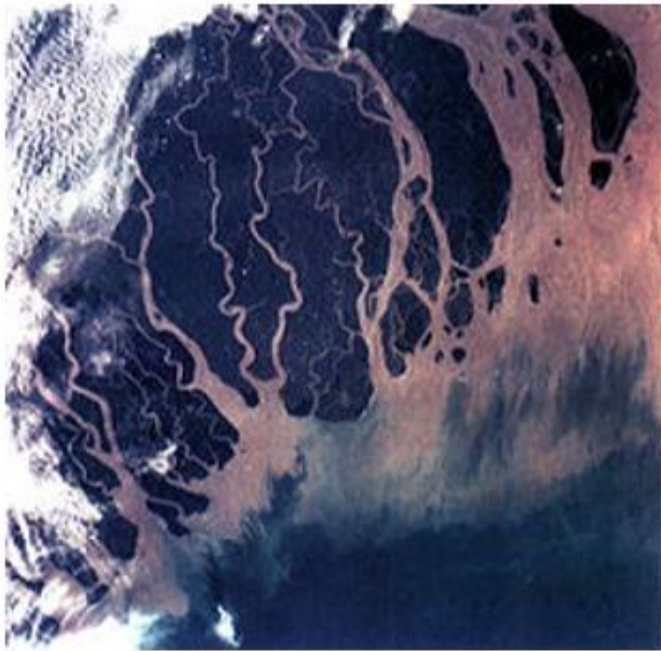
## DEFINE: DELTA

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

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

The definition follows in short, bulleted phrases.

# Next, IMAGE & INVITE



an image and invitation to apply the concept

This is the Ganges River delta as seen from space. Quick! What country is this in?

an invitation to extend learning

at deltas' role in [t.ly/deltahistory](https://t.ly/deltahistory) or scan the code above.



# 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?

- (a) It's formed by a river.
- (b) It is shaped like a triangle.
- (c) The river is small.
- (d) There is silt build up visible where the land meets the river.



an example of  
how the concept  
will be tested

# Last, get ACTIVE

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

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

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: \_\_\_\_\_

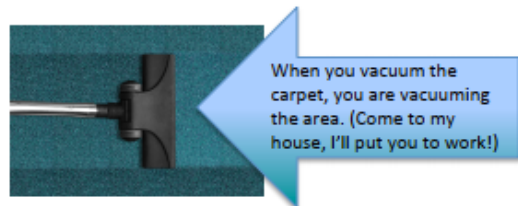
\_\_\_\_\_



You can do it, promise!

# 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



Watch this video about area.  
[bit.ly/1\\_area](https://bit.ly/1_area) or scan the QR code below:



Show what you know!

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

$A=lw$      $A=2l+2w$      $a^2+b^2=c^2$      $A=bh$

$A=\frac{1}{2}bh$      $A=3.14r^2$      $A=2(3.14)r$



Each letter represents another letter. Solve the code to reveal Mrs. Rosenblatt's tip for labeling your answers when finding area.

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

$\frac{U}{Y K D O}$      $\frac{U}{P X H}$      $\frac{U}{V G S V H S G L D}$      $\frac{R}{G T D G}$      $\frac{C D}{I H T D}$      $\frac{U}{L X}$      $\frac{U}{H I D}$      $\frac{U R}{I M H G T D G}$      $I$

The *logistics*.

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

*Sharing...*

my students' fave game.

WILL THE  
WINNERS  
LOSE?



earn 100  
points

your team  
loses a turn

take 50 points  
from the  
other team

earn 75  
points



earn 150  
points



take 150 points  
from the  
other team



lose 150  
points



triple your  
points



add 50 points  
to the other  
team's score

earn 100  
points

lose 100  
points

get a bonus  
turn

Disrupting LotD

# Planning

	<b>Across the Disciplines</b> Where else do we see it?	<b>Change over Time</b> How is it/was it/will it be?	<b>Multiple Perspectives</b> Who or what sees it differently?
<b>Details</b> Just the facts.			
<b>Patterns</b> Details combined into relationships.			
<b>Trends</b> Details combined into directions (temporal relationships).			
<b>Rules</b> Details combined into ordering principles (hierarchical relationships).			
<b>Big Ideas</b> Concepts and theories.			
<b>Ethics</b> Moral principles and controversies.			
<b>Unanswered Questions</b> "Here be dragons."			
<b>Language of the Discipline</b>			

Unit: \_\_\_\_\_

Lesson: \_\_\_\_\_



	<b>Across the Disciplines</b> Where else do we see it?	<b>Change over Time</b> How is it/was it/will it be?	<b>Multiple Perspectives</b> Who or what sees it differently?
<b>Details</b> Just the facts.			
<b>Patterns</b> Details combined into relationships.			



	<b>Across the Disciplines</b> Where else do we see it?	<b>Change over Time</b> How is it/was it/will it be?	<b>Multiple Perspectives</b> Who or what sees it differently?
<b>Trends</b> Details combined into directions (temporal relationships).			
<b>Rules</b> Details combined into ordering principles (hierarchical relationships).			
<b>Big Ideas</b> Concepts and theories.			
<b>Ethics</b> Moral principles and controversies.			

**Across the  
Disciplines**

Where else do we see  
it?

**Change over  
Time**

How is it/was it/will  
it be?

**Multiple  
Perspectives**

Who or what sees it  
differently?

**Unanswered  
Questions**  
“Here be dragons.”

**Language of the Discipline**

# *Resource Review*

*But first, video.*

*Begin Day 2*

## More ideas

*Do one thing at a time*

The brain is a sequential processor, unable to pay attention to two things at the same time. Businesses and schools praise multitasking, but research clearly shows that it reduces productivity and increases mistakes. Try creating an interruption-free zone during the day—turn off your email, phone, and social-media sites—and see whether you get more done. If you have trouble untangling yourself, download software that blocks your access to certain websites for a certain amount of time that you specify.

*Divide presentations into 10-minute segments*

Remember my students who said they got bored in 10-minute lectures into a mediocre lecture? The 10-minute rule, which I have known for many years, provides a guide to creating presentations people can pay attention to. Here's the model I developed in giving a lecture, for which I was named the Hoechst Career Counsel Teacher of the Year (awarded at one of the largest annual meetings in psychiatry).

I decided that every lecture I'd ever give would be organized in segments, and that each segment would last only 10 minutes. Each segment would cover a single core concept—always general, and always explainable in one minute. The brain likes starting with meaning before detail, and the brain likes hierarchy. Starting with general concepts naturally leads to explaining information in hierarchical fashion. Give the general idea first, before diving into details, and you will see a 40 percent improvement in understanding.

Each class was 50 minutes, so I could easily burn through five large concepts in a single period. I would use the other nine minutes

in the segment to provide a detailed description of that single general concept. The trick was to ensure that each detail could be easily traced back to the general concept with minimal intellectual effort. I would regularly pause to explicitly explain the link. This is like walking through the forest to see the trees between stuffings. In addition to walking through the forest, I had a plan at the beginning of the class, I sprinkled liberal repetitions of "here we are" throughout the hour.

This prevents the audience from trying to multitask. If the instructor pays no attention without telling the audience where the focus is, the audience will try to multitask and attempt to do something else. The result of what the instructor is saying, the audience will be unable to pay attention to ANY two things at the same time. This will cause a series of millisecond delays throughout the presentation.

Remember the presentation I gave? After 10 minutes had elapsed, I had to be able to explain the next 10 minutes. Why did I construct my lecture that way? I knew that I only had about 600 seconds to give my lecture. I knew that I had only about 600 seconds to "buy" another 10 minutes.

*Find the hook*

After 10 minutes, the audience's attention is getting ready to plummet to near zero. If something isn't done quickly, the students will end up in successively losing bouts of an effort to stay with me. What do they need? Not more information of the same type. Not a completely irrelevant cue that breaks them from their train of thought, making the information stream seem disjointed, unorganized, and patronizing. They need something so compelling that they break through the 10-minute barrier—something

The part where Lisa tells a story.





ROLL

A 01

SCENE

1

TAKE

9

FPS

23.98

18:24:34.28

CAM

PROD

decide

DIR

on your

CAM

action

# Yesterday Takeaway



# Disrupting Frames



Linger Longer

This, not this





the desired effect



is to stop them  
in their tracks

What would it be like to be a drone?

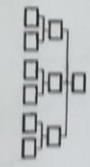


exciting - see new places  
fearful - dangerous fall and break



What are the ethical issues involved with flying drones?

People who want drones = excitement + learning  
People who don't want drones = invading of privacy & could fall on something or someone & break it



What rules should we have for flying drones?  
ask permission from every one in the area that you will be flying in

1. ask permission from every one in the area that you will be flying in  
2. certain height allowed (not above or below depending on the area) <sup>under flying</sup>

They could be used:

for police - disguised with color black (night), blue/white (day - clouds) to follow criminals (manual controls) and map out an area where the criminal went

???

How do you think drones will change over time?

So the police are familiar with the surroundings.

about the world



What-itis

is too shallow


for our

purposes.

What are the ethical issues involved with flying drones?

People who want drones = excitement + fun  
People who don't want drones = invading  
of privacy & could fall on (hurt if)  
something or someone else that  
harm + 1000

There is no room here for an evaluation of the issues. The student cannot help but stay shallow. #drivethru



What are the ethical issues involved with flying drones?

People who want drones = excitement + fun  
People who don't want drones = invading  
of privacy & could fall on (hurt it) that  
something or someone else (hurt it) that  
1.0.015

Especially distressing, as this is clearly a kid who cares.

Modest, yet important, possible change

Which of the ethical issues surrounding drones do you feel is...

...most difficult to solve?

...most likely to impact safety?

...least likely to be an issue in twenty years?

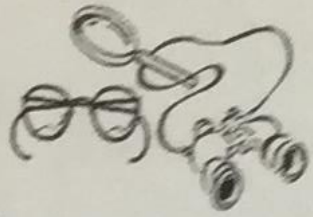
black (night), blue/white (day-clouds) to  
follow criminals (manual controls) and map out  
???

How do you think drones will change over an area  
time? where the

criminal went  
so the police  
are familiar  
with the surroundings.

Compare the development of satellites  
with the changes in drones over time.





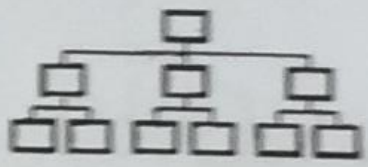
What would it be like to be a drone?

exciting - see new places

- ∞ What would be the best thing about being a drone?
- ∞ What would be the scariest thing about being a drone?
- ∞ How do drones feel about birds?
- ∞ Are drones more envious of birds or kites?



flying



What rules should we have for flying drones?

1. ask permission from every one in the area that you will be flying in

out  
an area  
the

Give it a shot.

Think of a better question.

Oh, here's  
something else I  
don't like. #biglist

## Teacher Directions

This depth and complexity frame is an alternative to the traditional biography report.

Students can use it to report on a quick research project or it can be part of a longer unit of study.

Students complete each section of the frame. The center space is provided for students to either draw or find a picture of the person they are researching.



What is this person most famous for? Provide a famous quote from this person and explain its meaning.

62

How do historians view this person? What are your opinions? Provide evidence to support your opinion.

provide 8-10 facts about this person's life.

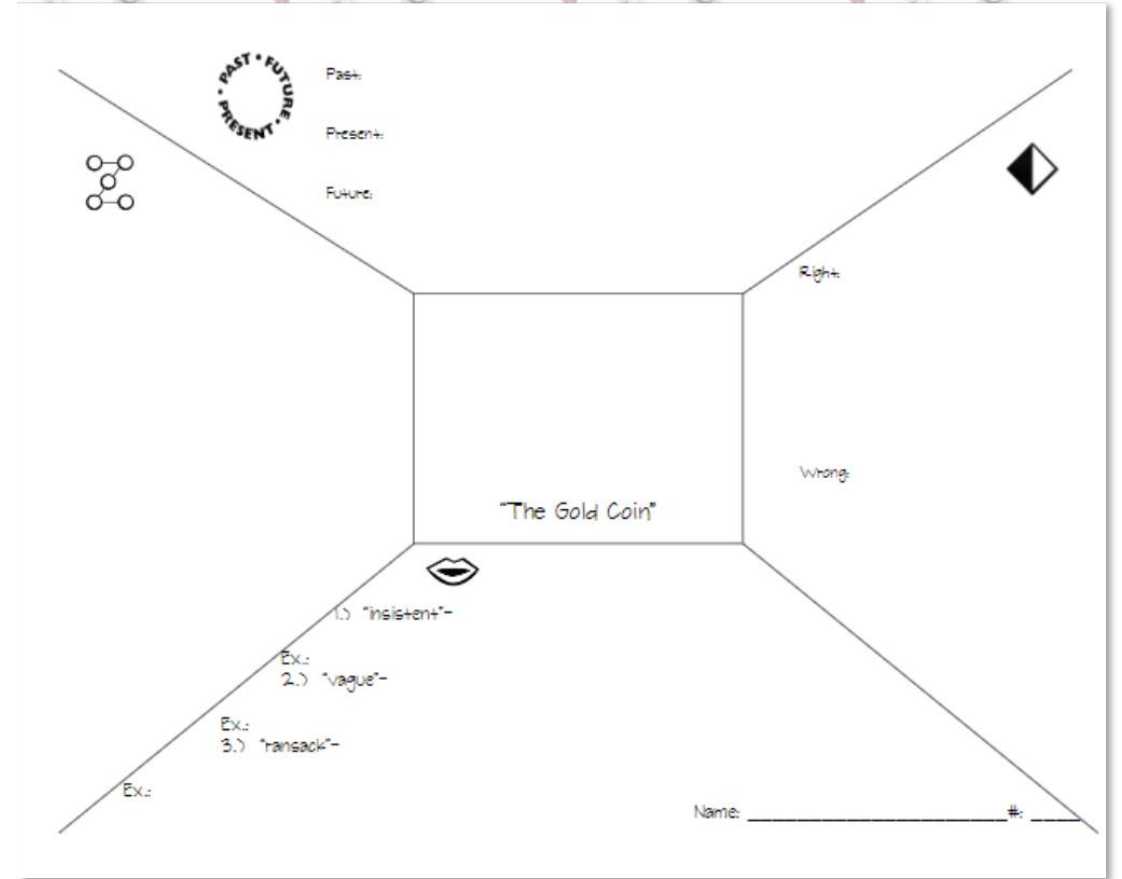
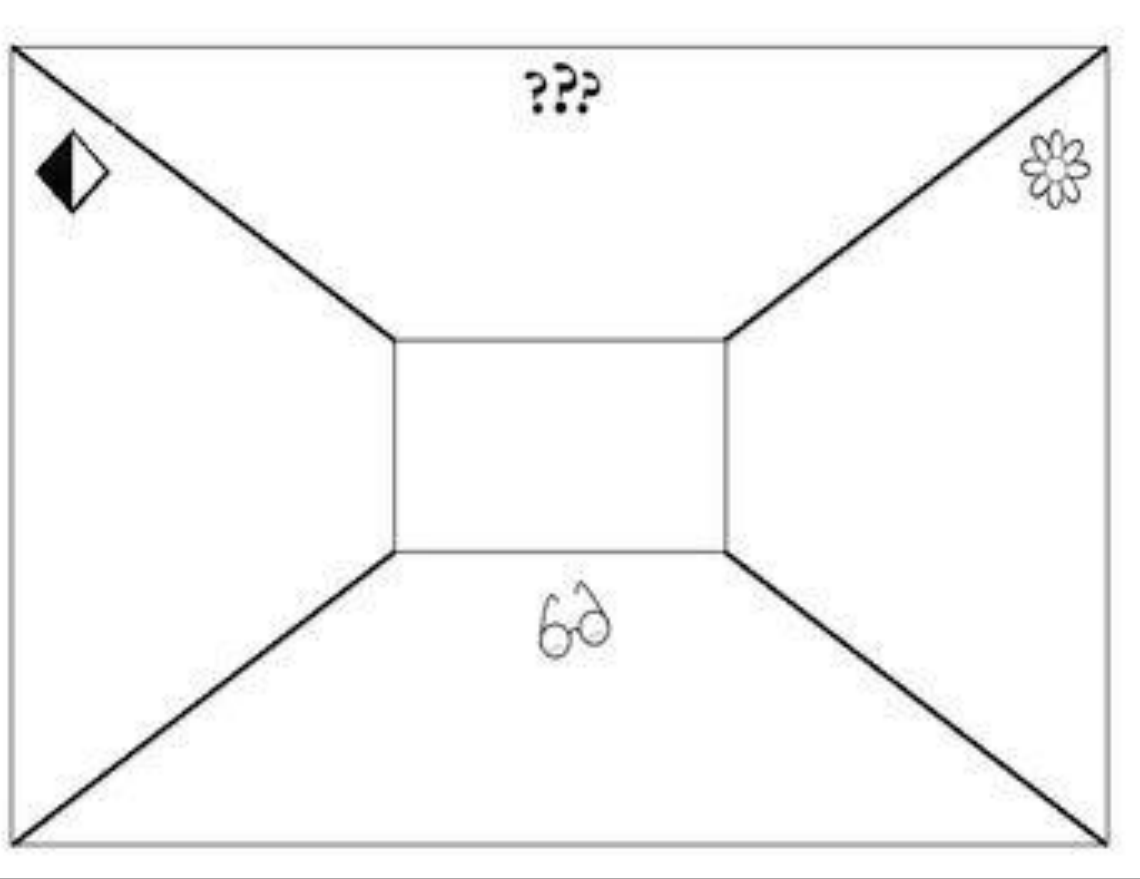


???

What are 2 unanswered questions you have about this person? Research the answers.

*Cute* is not  
synonymous  
with *high-level thinking*.

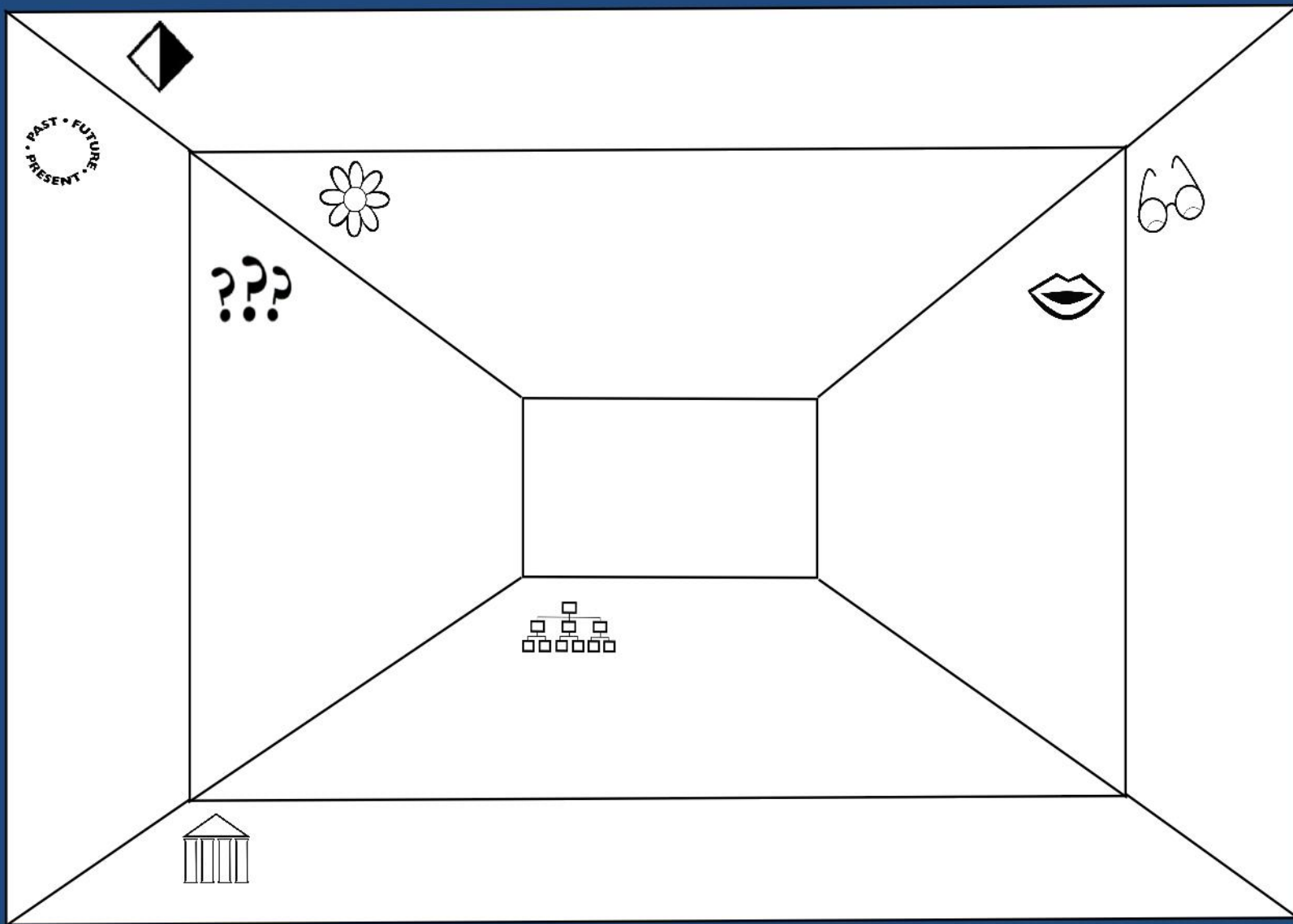
# Don't do this. Like, ever. Or I'll tell Santa.



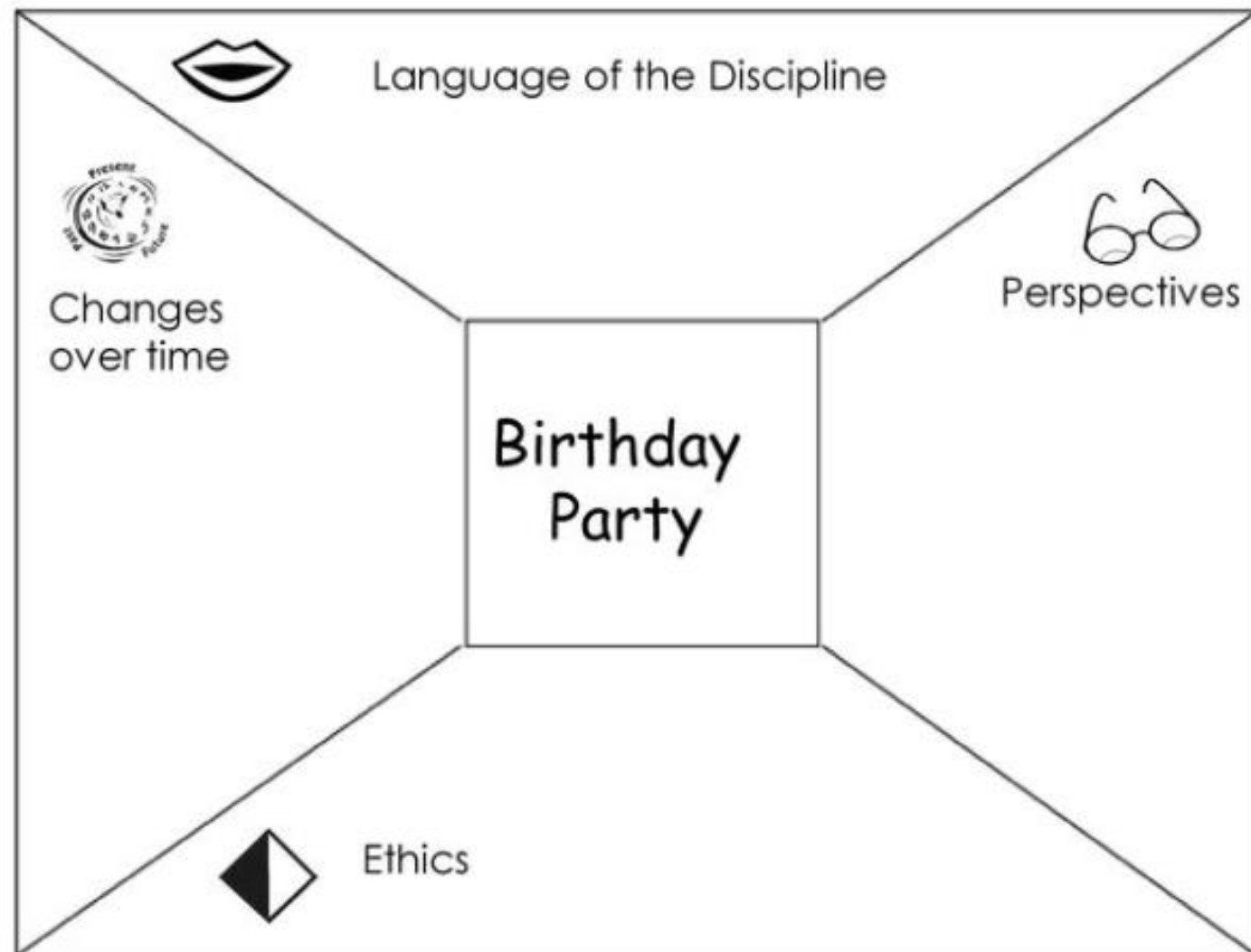


And we'll pull your  
Guild card if you do this:

Double up the icons in a double frame!



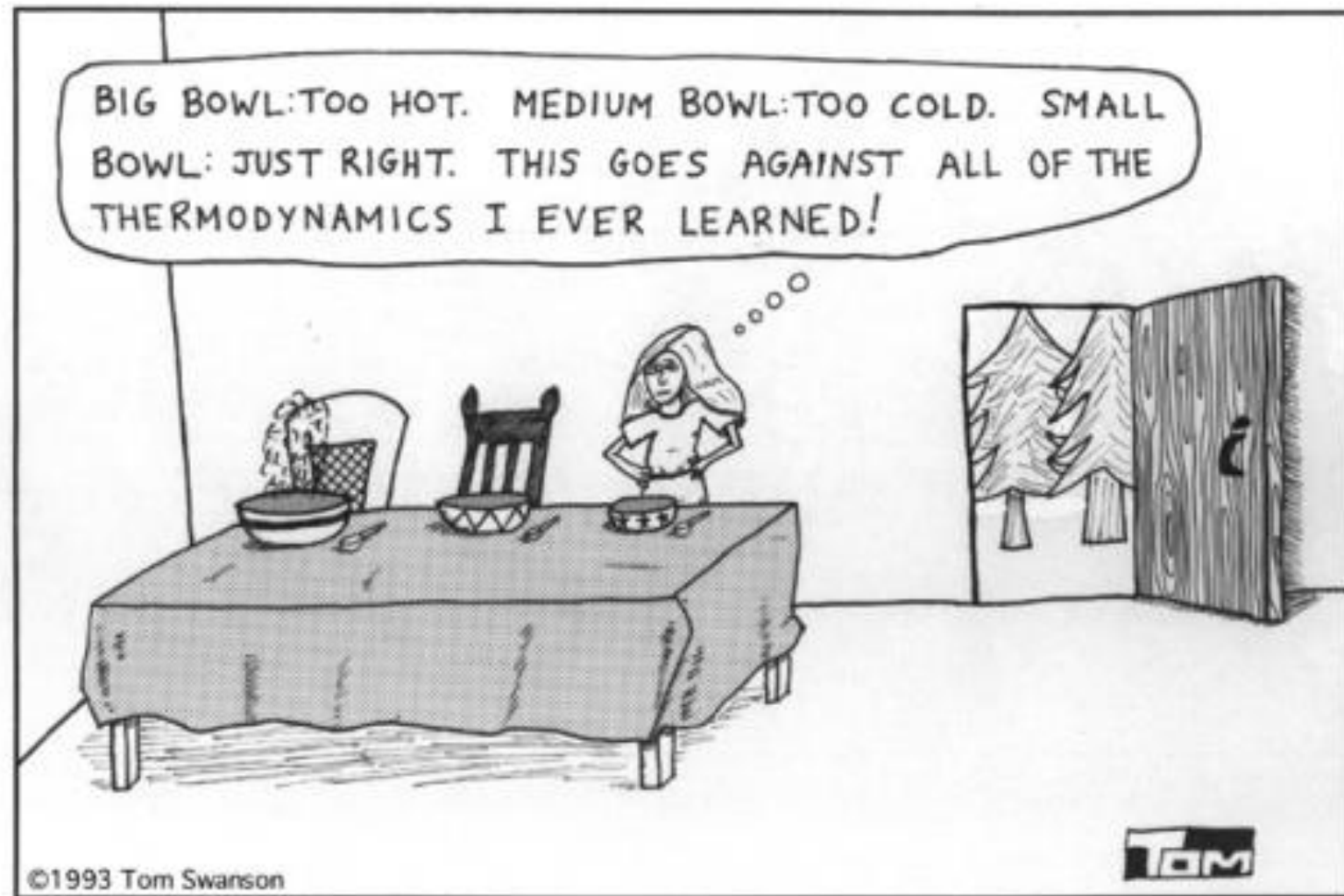
Bless their .




*Just say no.*

It's all and  
always about  
the *questions.*

# go all Goldilocks with the examples





Oh, this absolutely looks like a second-grader did it. 

♥PETRILLI'S primary post♥

Characters ~ The Lorax, the Brown Bar-B. Loots, The Onceler, The Humming Fish, The Swomee Swans, and The Boy.

Lorax sent the animals away.

Truffula Trees cut down and made into Thneeds.

Truffula Trees/ No Truffula Trees

Humming Fish/ NO Humming Fish

No smog/pollution in air/ Smog pollution in air

Happy/ not happy

Onceler - one ax, 3 axes, 4 axes

Onceler - destroying environment

Lorax trying to save environment

The Lorax tried to save his habitat from the Onceler. The Truffula Trees were being chopped down - environment destroyed.

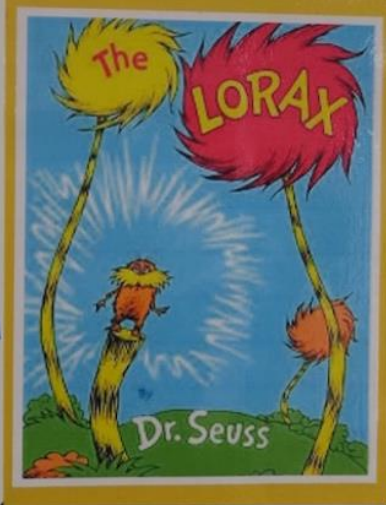
The Onceler was unethical because he cut down trees and destroyed the environment.

The Lorax was ethical because he was trying to save the trees, the animals, and the environment.

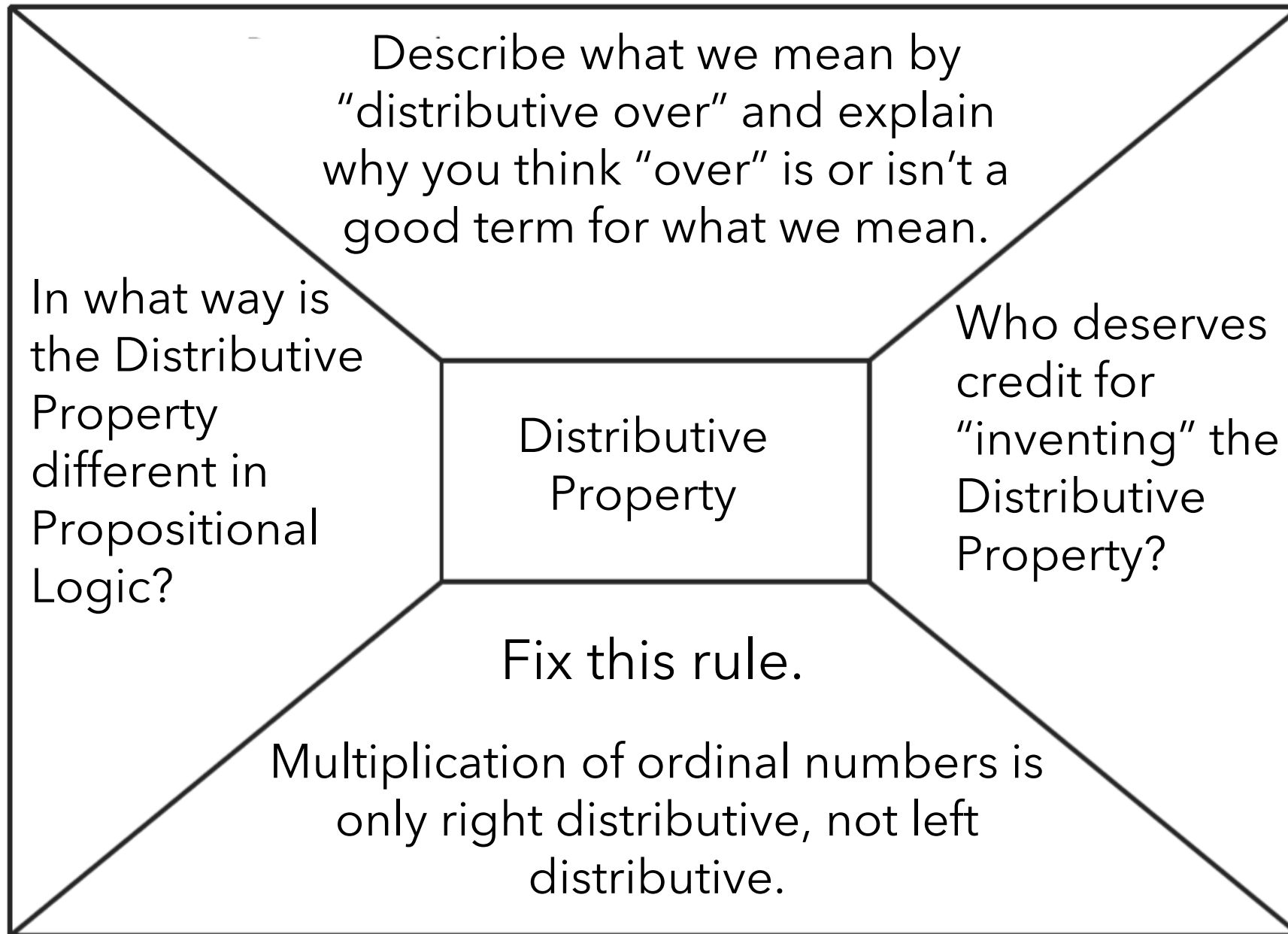
The animals were ethical because they listened to the Lorax and left their environment.

The Onceler changed over time & became ethical when he gave the boy the Truffula seed to plant.

Why don't we see the Onceler's face? Did the Boy plant the seed and take care of the Truffula Tree? Did the Lorax come back? What inspired you to write this book? Did the animals come back? What is the boy's name? Where did the animals go? If you could add or change 1 thing, what would it be?



# give a slightly different one as an example



It means basically "it works for." "Over" is an appropriate preposition because it demonstrates a hierarchy almost like the Order of Operations.

In Propositional Logic, it refers to two specific laws of replacement. In math, it applies to all real numbers.

## Distributive Property

Since it's always existed, no one really invented it, but you could give credit for exploration/description to mathematicians in the early to mid 1850s.

Multiplication of ordinal numbers is only LEFT distributive, not RIGHT distributive.

In my examples, I want to show expected levels of:

∞ response length

∞ depth of thinking

∞ precision

Why use a frame, anyway?



1) Focus more closely on an aspect of a piece of content.



Another older name for it was "assimilation." Why would that be a good word for it? Why is "photosynthesis" better?

Look up the etymology of "photosynthesis" and explain.

Make a rebus that represents the word "photosynthesis".

Come up with a new word for this process & explain why it is appropriate and precise.

How does the etymology of photosynthesis help explain the science?



A photograph of a field of yellow flowers, likely mustard, with a single purple flower standing out in the center. The purple flower is taller and has several small, light purple blossoms. The background is a dense field of yellow flowers, slightly out of focus.

2) Differentiate instruction.

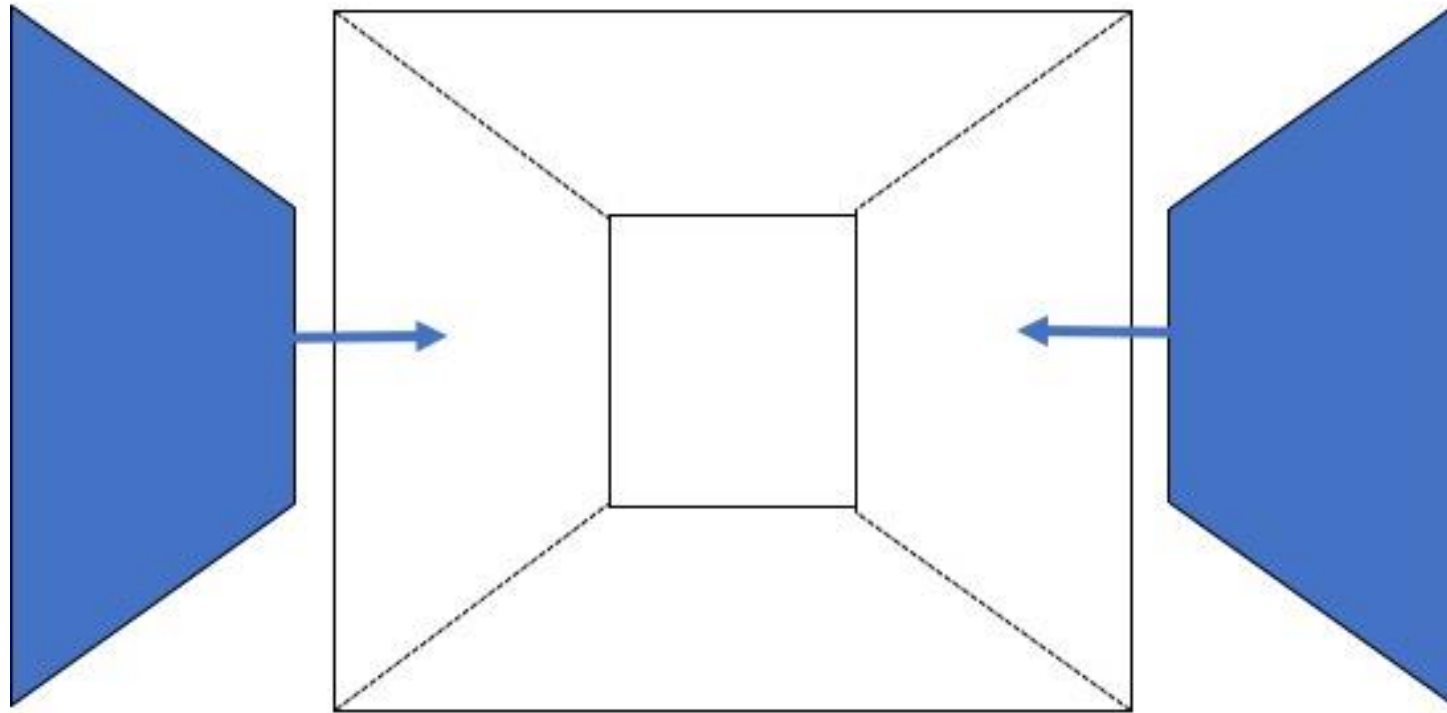


I've got three ideas for this  
(and there are more, more,  
more!).

Idea #1: Have students work in a group using the same Frame.

I call this "Break Apart."

Give each group 2 copies of the frame.  
Have them cut one into the different sections  
and keep one for the final product.



Idea #2: Have students respond to different questions using the same prompts & same topic.



Okay, so my high level  
kids do this:

simile

Why do you think we need  
similes?

In addition to  
"resembles",  
what's another  
verb that implies  
a simile?

Which is more powerful, a simile  
or a metaphor?

Who needs  
similes more,  
authors or  
songwriters?

Then my on level kids  
do this (note the  
SAME content, SAME  
elements):

Which do you think is more common, similes or metaphors?

"like", "as", "than"  
or a verb such as

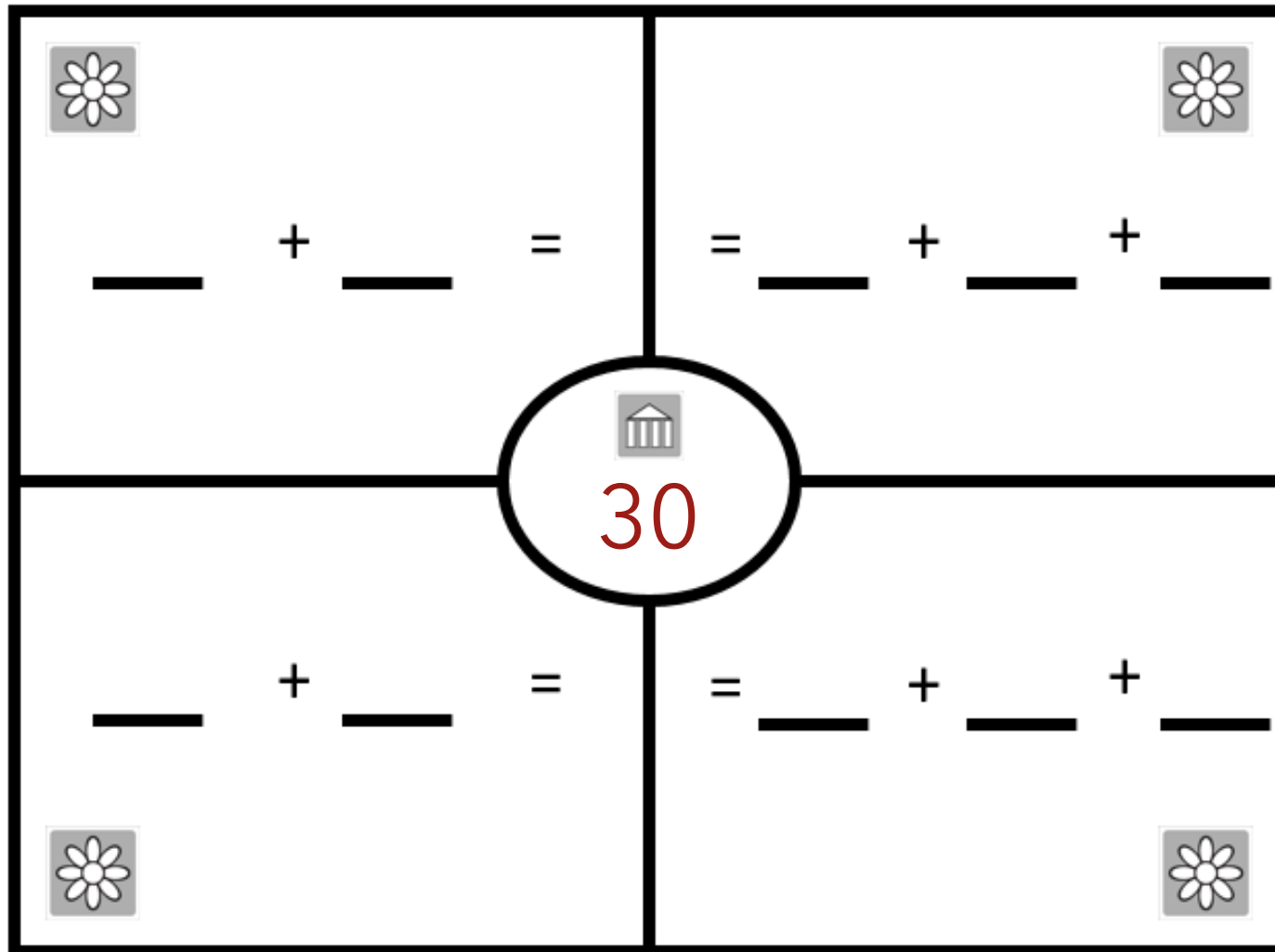
---

simile

Which you prefer,  
similes or  
metaphors?

Do you see more similes now  
than you did last year?

You can make this self-differentiating.



Idea #3: Use same prompts and questions, but different topic.



Identify 3 words  
associated with  
them that are also  
used with  
something else.

Who uses these?

map  
projections

Do you think that  
digital formats will  
ever replace them  
completely?

If you could only have one, which  
would you choose?

Who uses these?

Do you think that digital formats will ever replace them completely?

maps

Identify 3 words associated with them that are also used with something else.

If you could only have one, which would you choose?



3) Help students  
unpack their thinking.

	<hr/> <hr/> <hr/> <hr/>	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<div data-bbox="825 411 1735 982" style="border: 2px solid black; width: 357px; height: 399px; margin: 0 auto;"></div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/>	

If you had to  
solve it again,  
what would you  
do differently?

What was your first  
clue that it was going  
to be a challenge?

What strategy  
did you try  
first?

What was the  
most difficult  
problem on the  
test for you?

Scale of 1 - 10: how  
anxious did you get?

4) Replace a quiz/other assignment.



Rewrite your favorite line of the play in a different verb tense or voice.



	<p>Write one fact you found interesting from the "The Ancient World and Ours" section.</p>	
<p>... create a Rules ... question about the ... Sun God.</p>	<p>[Empty box for writing]</p>	<p>We're reading an abridged version. Why might that be a bad idea?</p>
	<p>Which Odysseus would make a better president, the one in the <i>Iliad</i> or the one in the <i>Odyssey</i>?</p>	

5) Allow for interest-driven engagement.

Which part of a cell  
would you most like to  
be?

*cells*

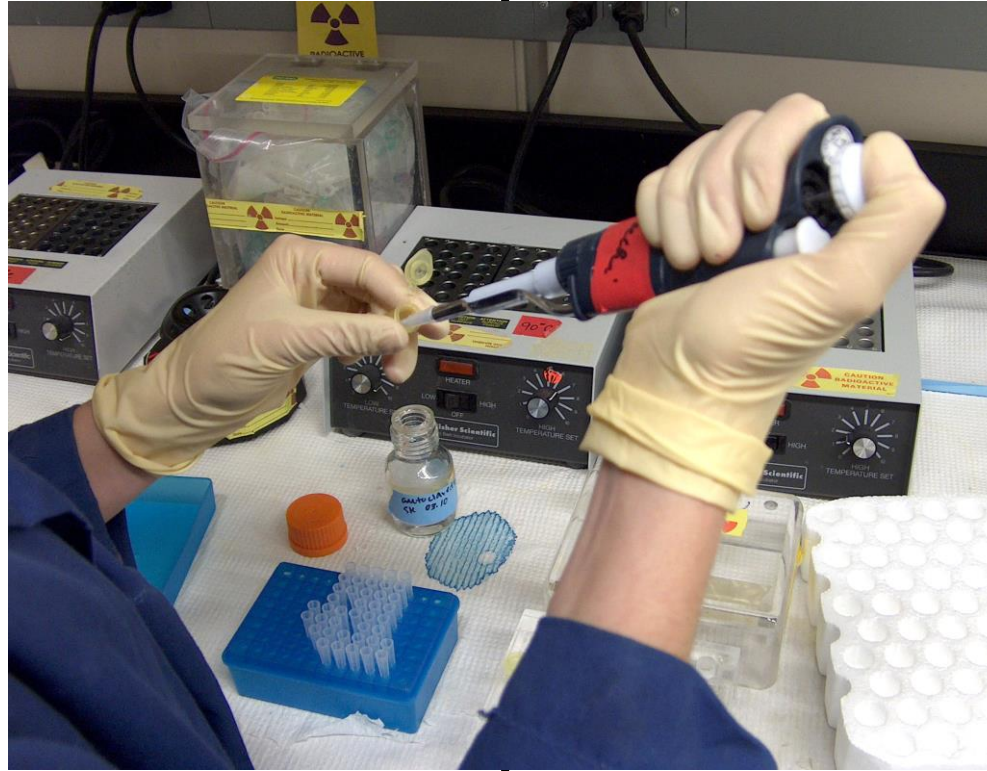
Would you rather  
study cells or  
atoms?

How good of a job did I do  
teaching you about cells? How  
good of a job did you do  
learning?

Which would you  
rather have a poster  
of in your room, a  
plant cell or an  
animal cell?

6) Integrate a graphic/design  
element

What is one question you'd need to ask to know if rules of lab safety are being followed here?



What is something that could be done to be more safe here, even if it isn't an actual rule?

Be a *shape shifter*.



Unanswered Questions  
& Paradox:  
In what ways is erosion  
a force of both  
destruction and  
construction?

Trend: Sketch out the  
most destructive force  
in the rock cycle.

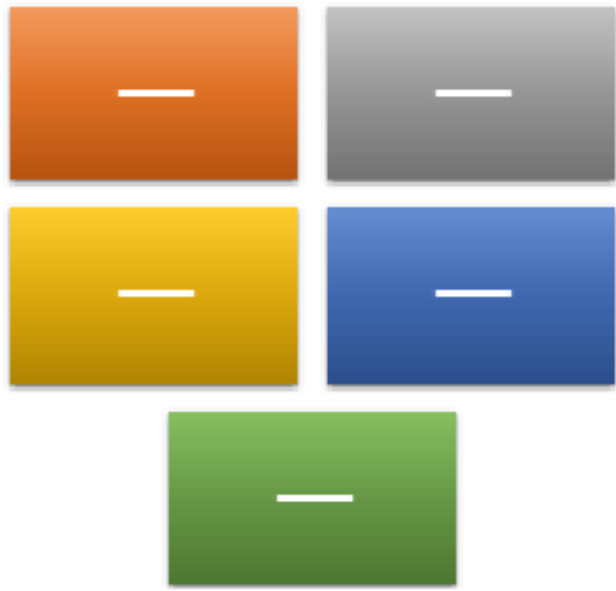
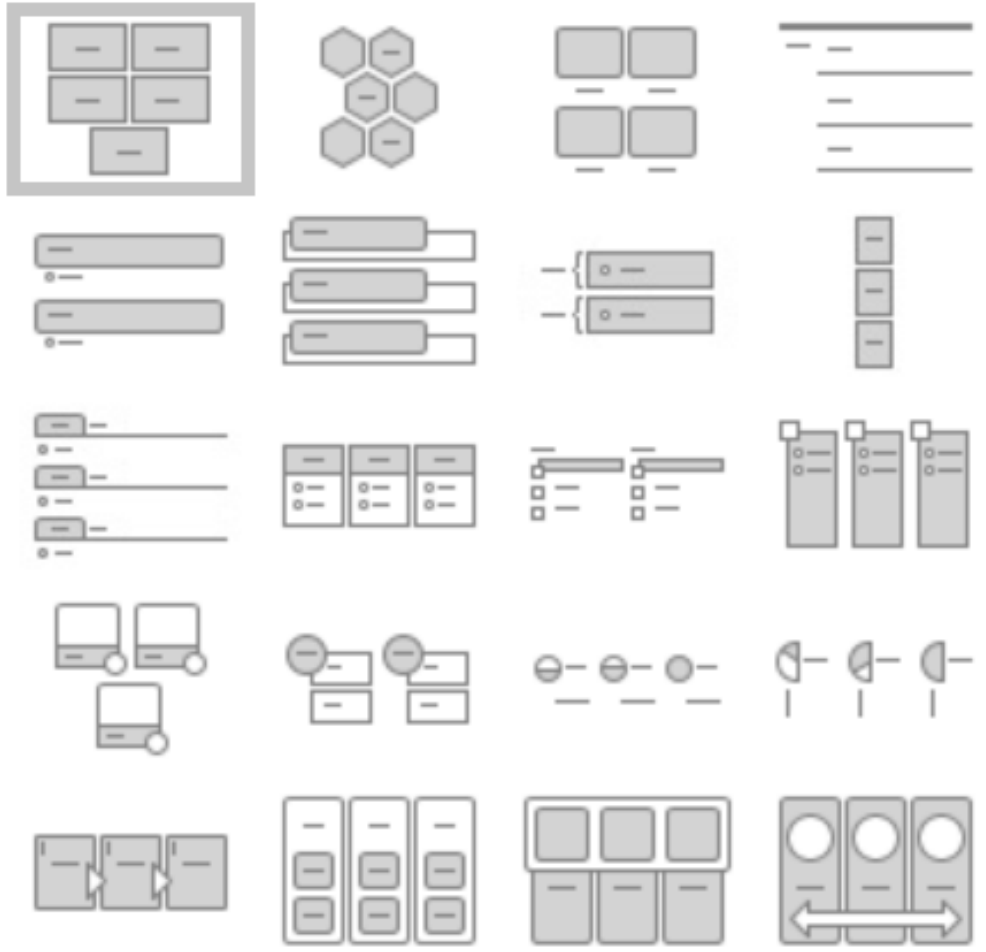
Language of the  
Discipline: If you  
had to come up  
with a completely  
different word to  
describe erosion,  
what would be  
three possibilities?

Change over Time:  
Describe how that  
destructive force will  
impact a famous  
geological site in the next  
1,000 years.

All

- List
- Process
- Cycle
- Hierarchy
- Relation...
- Matrix
- Pyramid
- Picture
- Office.c...

### List



#### Basic Block List

Use to show non-sequential or grouped blocks of information. Maximizes both horizontal and vertical display space for shapes.

OK

Cancel

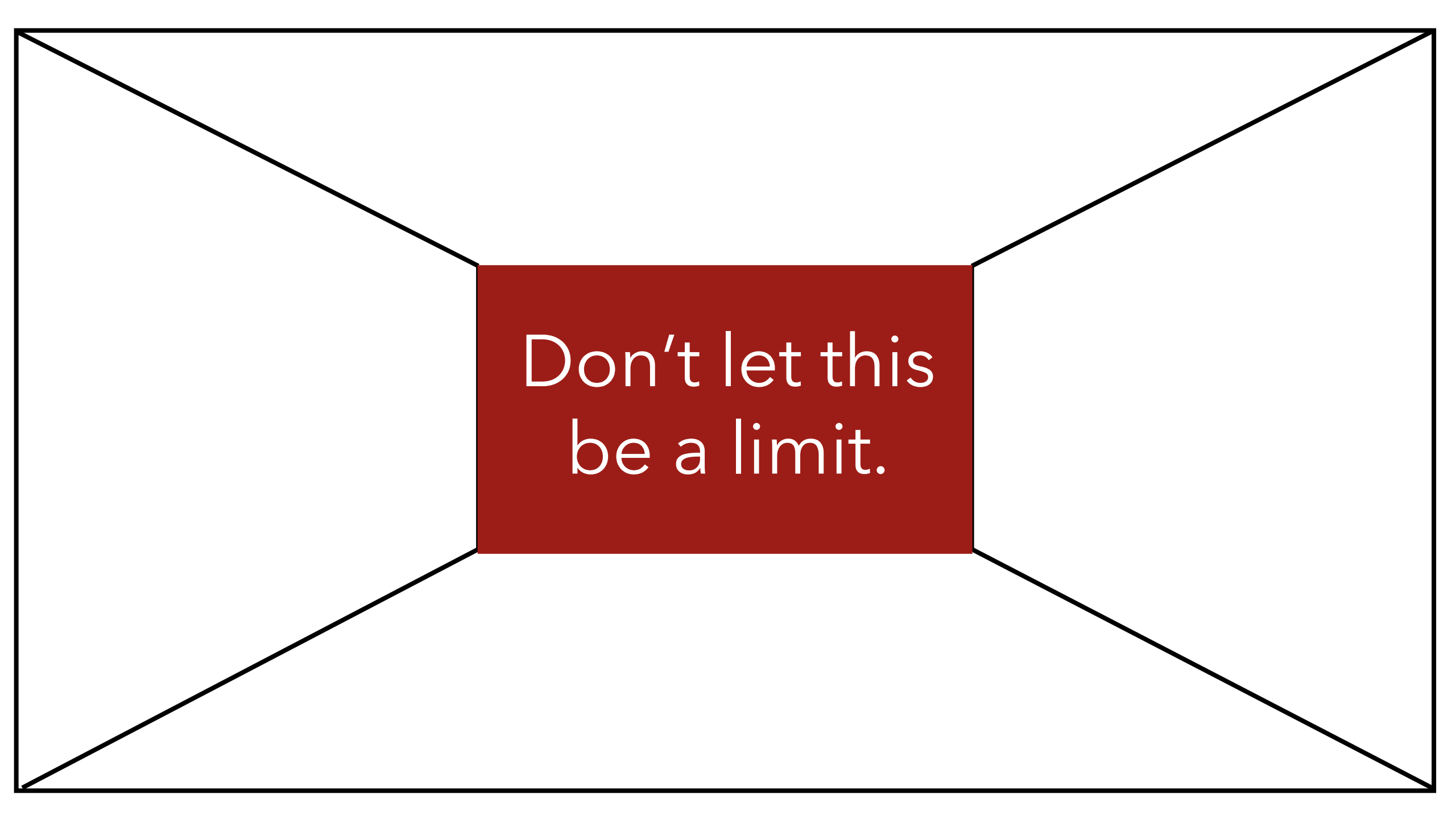
Have them *trade frames*.

Have them *add on*.

Best of four...

Try a 3D frame.



A diagram consisting of a large outer rectangle with a smaller, solid red rectangle centered inside it. The four corners of the outer rectangle are connected to the corners of the inner red rectangle by diagonal lines, creating four trapezoidal regions. The text "Don't let this be a limit." is written in white, sans-serif font within the red rectangle.

Don't let this  
be a limit.

# Disrupting Frames

<http://bit.ly/familyhistory15x52>

A diagram consisting of a large white rectangle with a black border. Inside this rectangle, there is a smaller, horizontally-oriented red rectangle with a black border. The red rectangle is centered both horizontally and vertically. Inside the red rectangle, the text "Apply What You've Learned" is written in a white, sans-serif font, centered and arranged in three lines. The text is "Apply What" on the first line, "You've" on the second line, and "Learned" on the third line. The white space between the red rectangle and the outer white rectangle is divided into four trapezoidal sections by the corners of the red rectangle meeting the corners of the white rectangle.

Apply What  
You've  
Learned



the directions





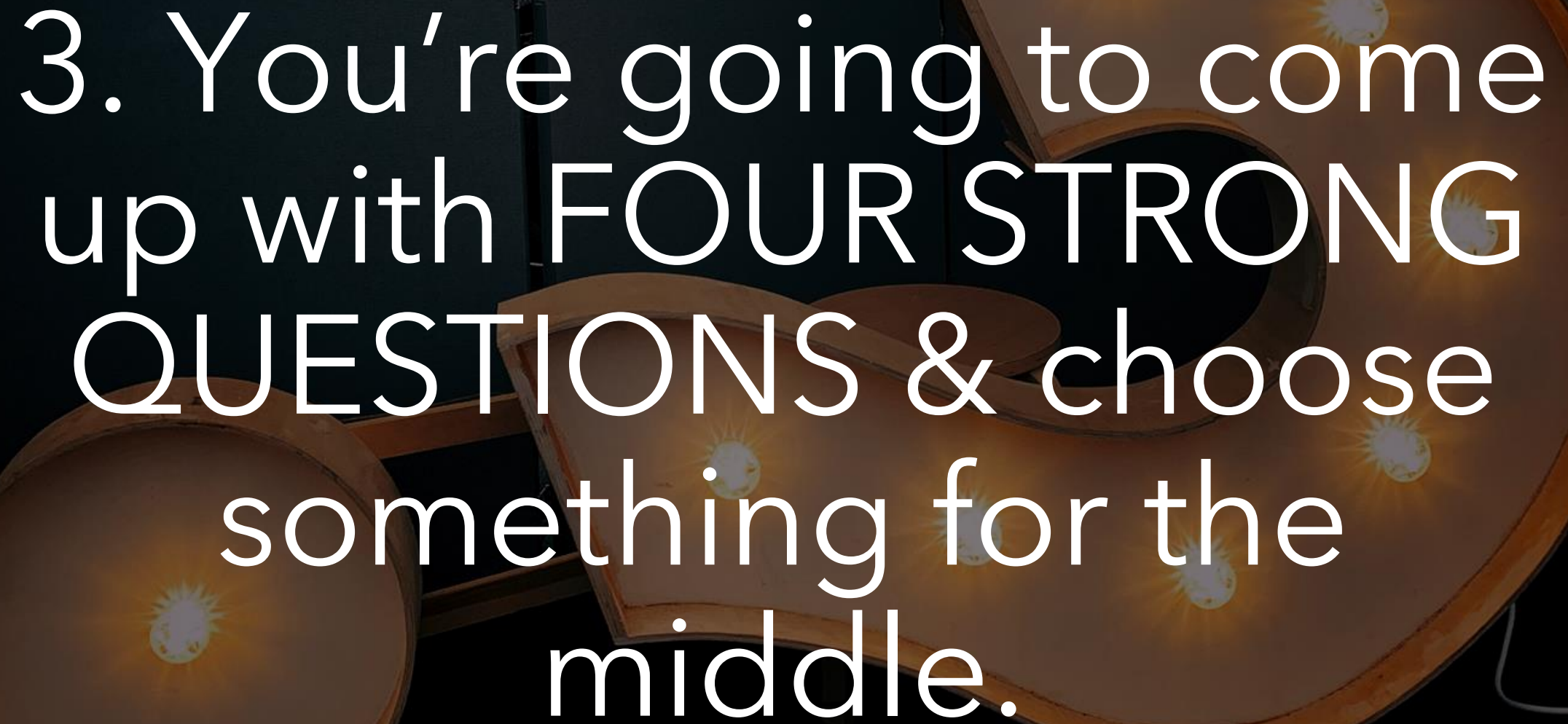
1. You're going to put yourselves in groups of 2(ish).



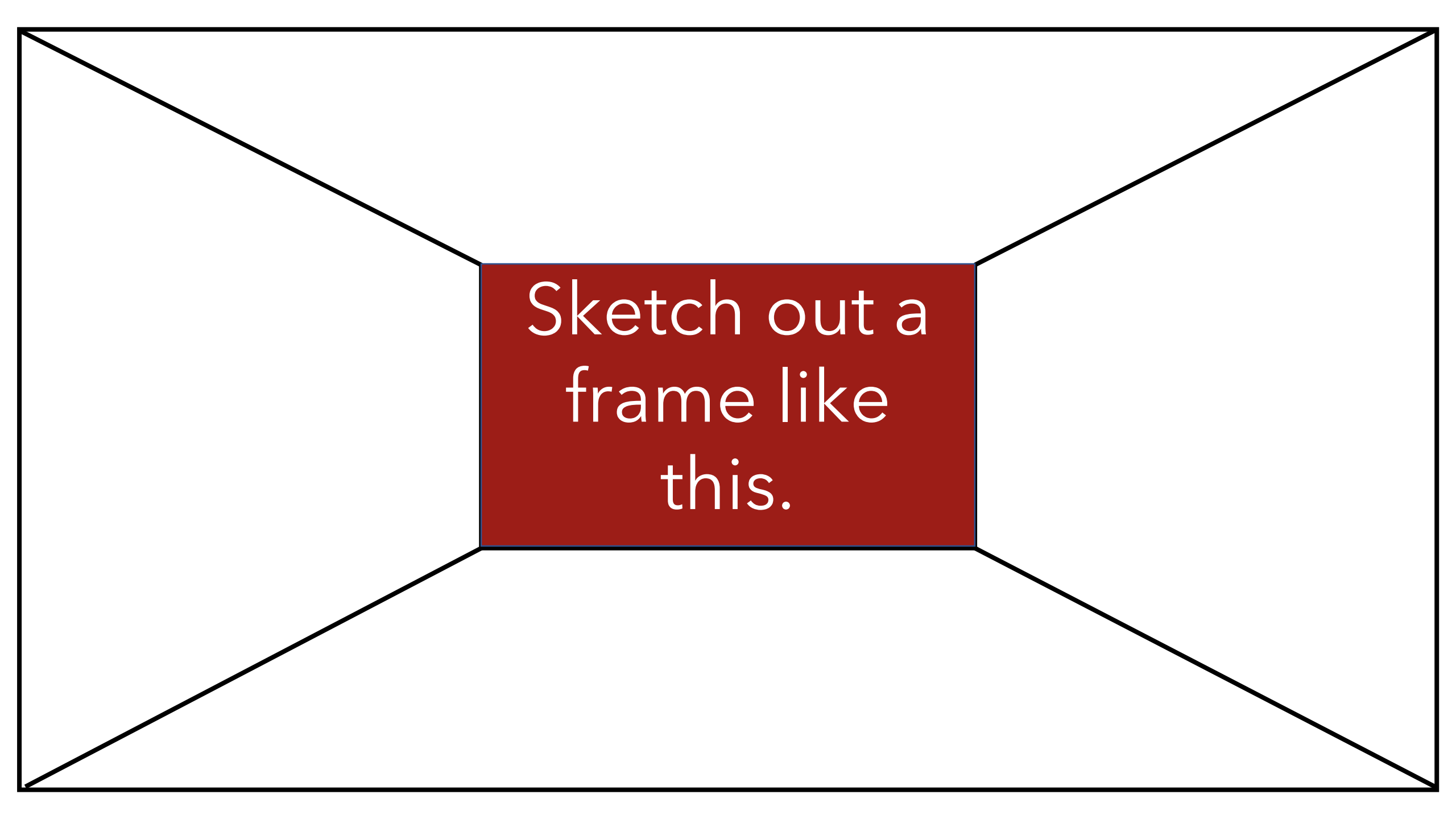




2. Decide  
on a topic.



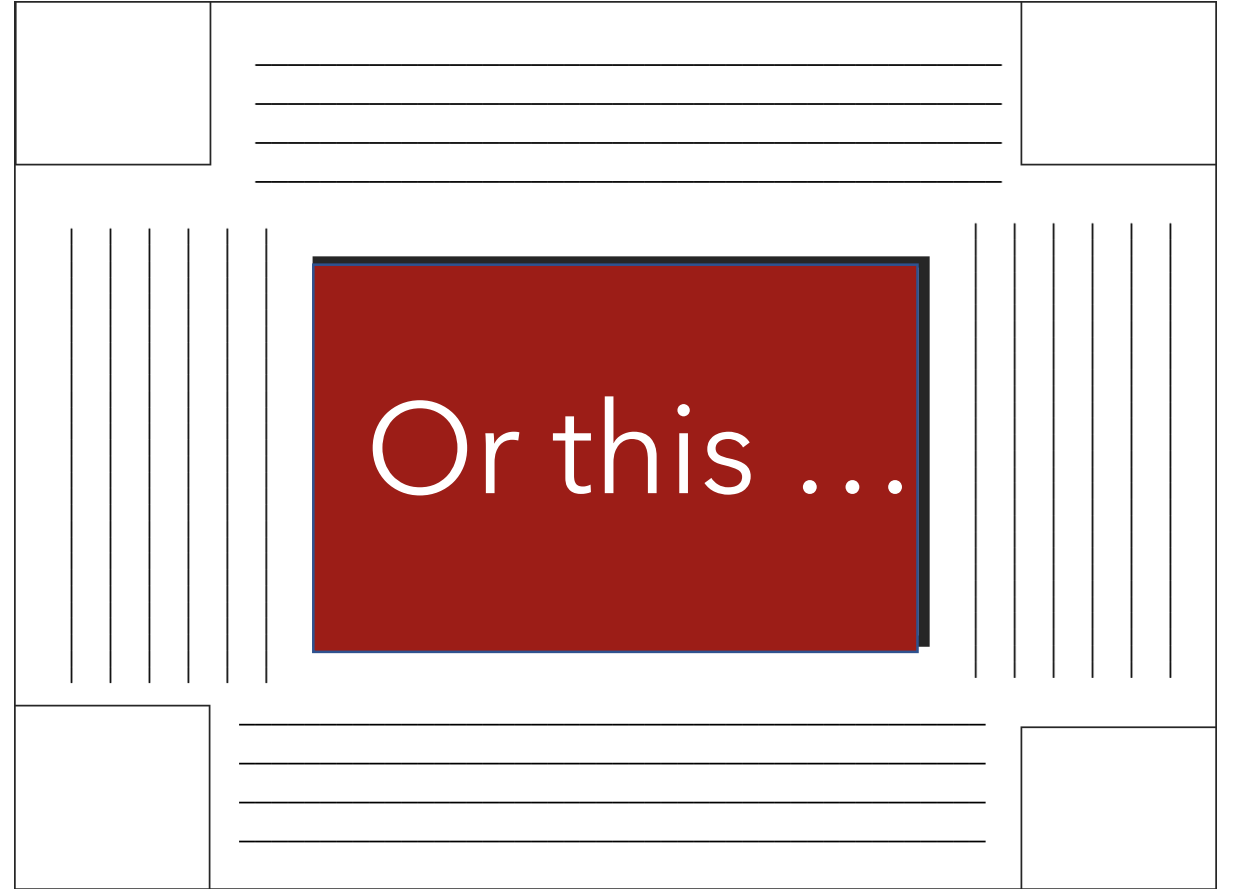
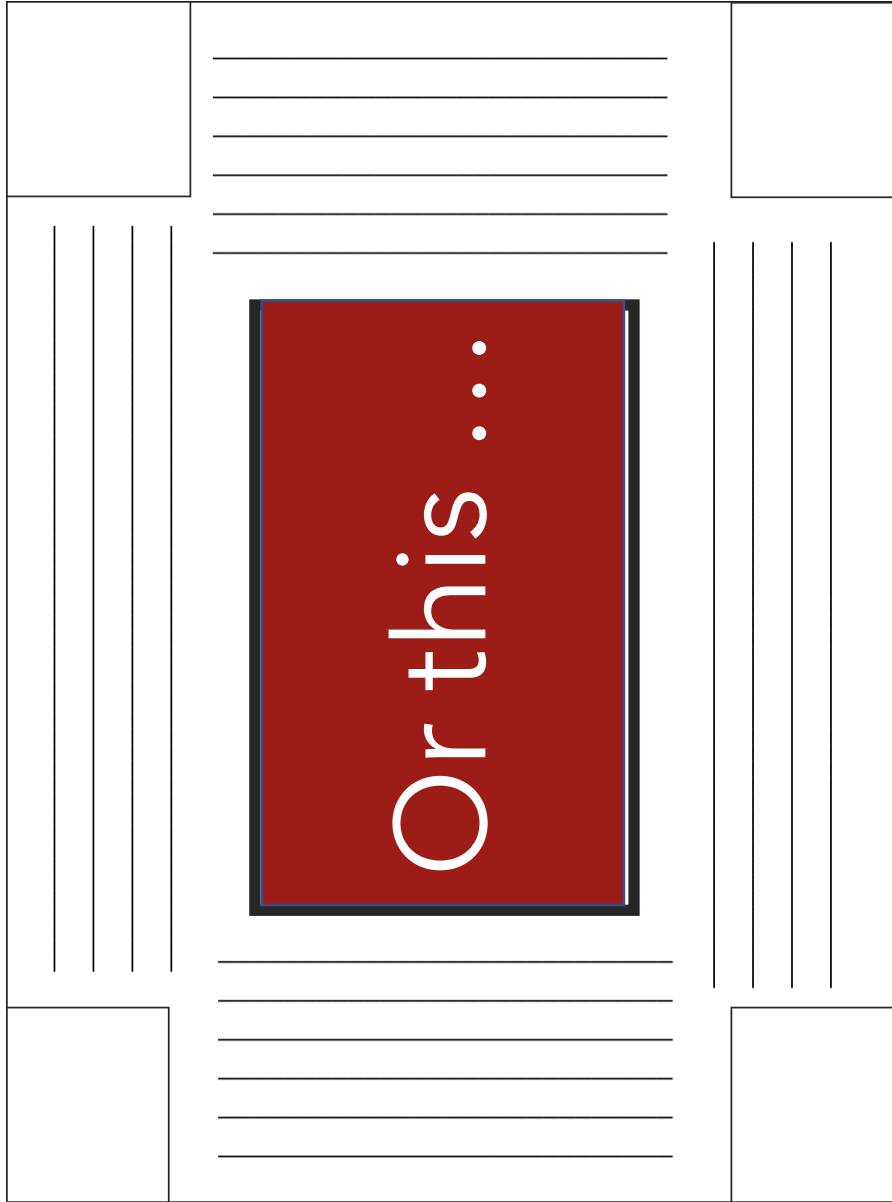
3. You're going to come up with **FOUR STRONG QUESTIONS** & choose something for the middle.

The image shows a large white rectangle with a black border. Inside this rectangle, there is a smaller, horizontally-oriented rectangle with a dark red fill and a black border. The text "Sketch out a frame like this." is centered within the red rectangle in a white, sans-serif font. The four corners of the white rectangle are cut off by diagonal lines that meet the corners of the red rectangle, creating a frame-like appearance.

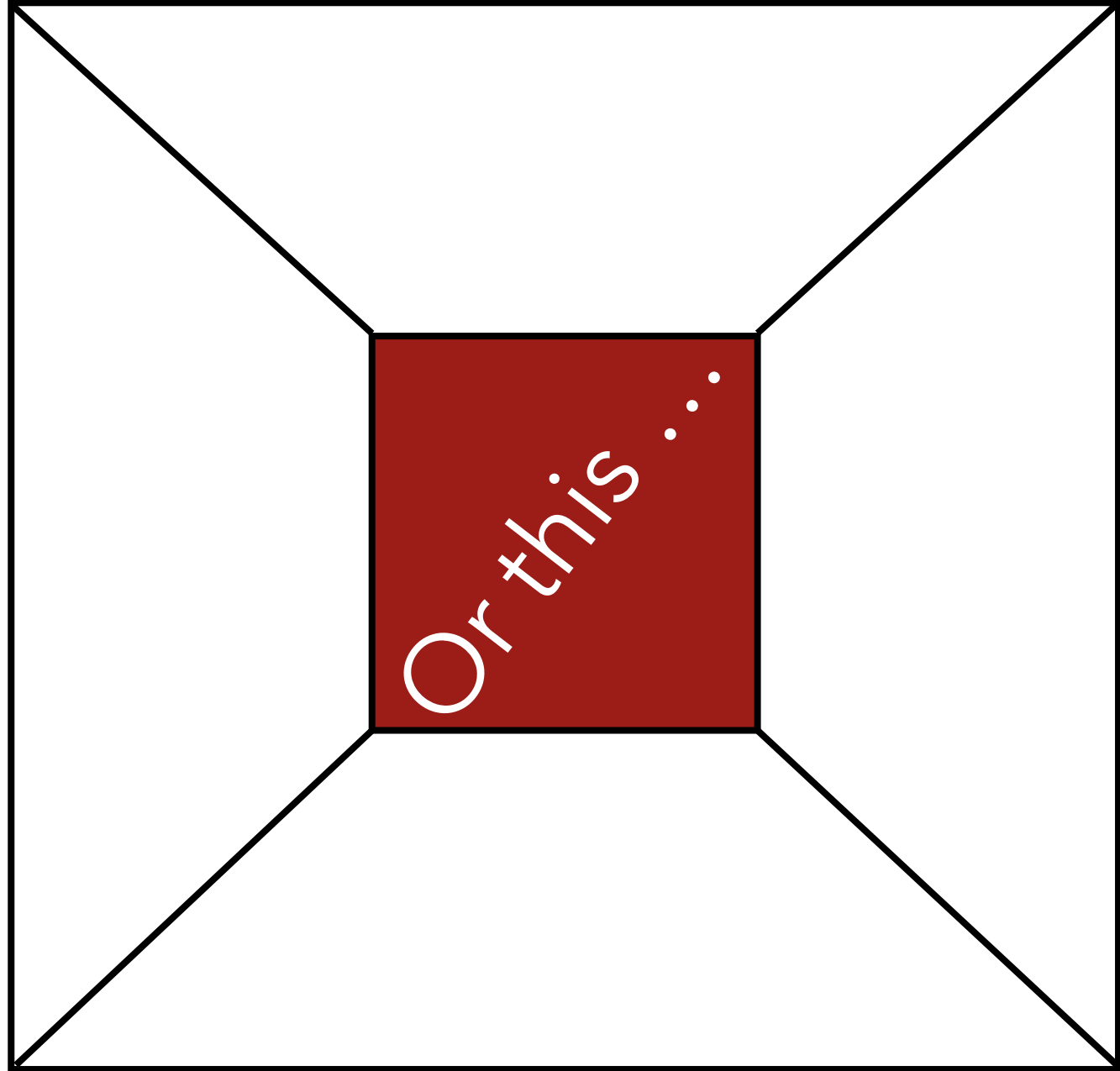
Sketch out a  
frame like  
this.

Or this ...

The image shows a wireframe layout for a page. It features a central red rectangular box with a dark blue border, containing the white text "Or this ...". This central box is surrounded by a white border. The border is composed of several elements: four horizontal lines at the top and bottom, and four vertical lines on the left and right sides. The corners of the page are filled with white rectangular boxes, suggesting a header, footer, or side panel area.







Or this ...



I think you  
get the  
picture.



*Showtime*

IN 20 MINUTES

20 minutes

*remaining*

19 minutes

*remaining*

18 minutes

*remaining*

17 minutes

*remaining*



16 minutes

*remaining*

15 minutes

*remaining*

14 minutes

*remaining*

13 minutes

*remaining*

12 minutes

*remaining*

1 1 minutes

*remaining*



10 minutes

*remaining*

9 minutes

*remaining*

8 minutes

*remaining*

7 minutes

*remaining*

6 minutes

*remaining*

5 minutes

*remaining*



4 minutes

*remaining*

3 minutes

*remaining*

2 minutes

*remaining*

1 minutes

*remaining*



And it's  
showtime!



Now it's time for prizes.





# Most Likely To Show Up On Pinterest.



Pinterest brand guidelines | Pinterest ...  
business.pinterest.com



Brand New: New Logo for Pinterest  
underconsideration.com



Pinterest Logo transparen...  
stickpng.com



badge Logo Vector (.EPS) ...  
seeklogo.com



Meaning Pinterest logo and symbol ...  
1000logos.net



Pinterest Logo Vector (.EPS) ...  
seeklogo.com



Pinterest Icon Square | | Vecto...  
vectorico.com



logo says goodbye to script text ...  
creativebloq.com



Pinterest icon logo - Transpar...  
vexels.com



Pinterest PNG images free download  
pngimg.com

# The Bermuda Triangle Award





# The MacGyver Award



The Most  
Unexpected  
Award



The I Wish I'd  
Done That Award

Content Imperatives



**ORIGIN:** the beginning of the idea

**CONTRIBUTION:** how factors affect an idea

**CONVERGENCE:** impact of factors coming together

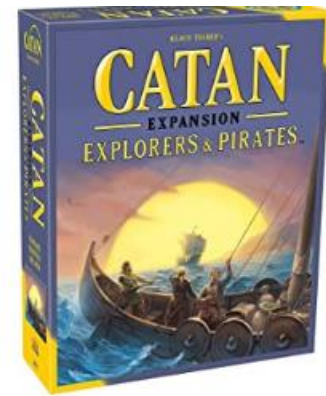
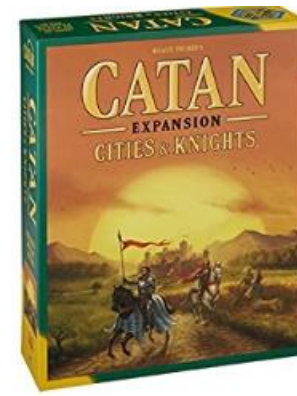
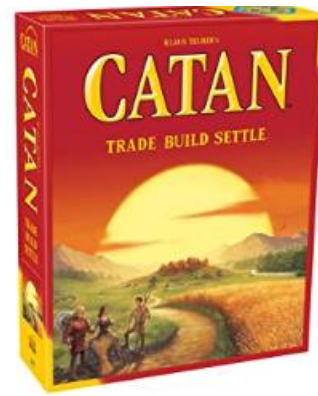
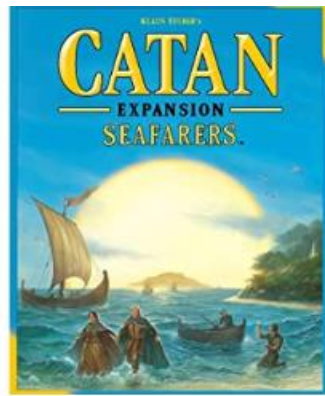
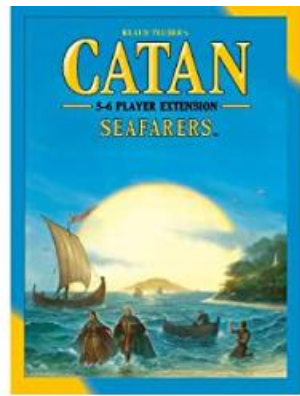
**PARALLEL:** how ideas can be similar

**PARADOX:** how an idea can be pulled in different directions

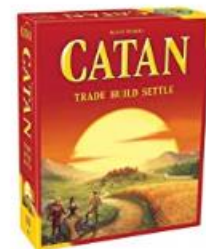
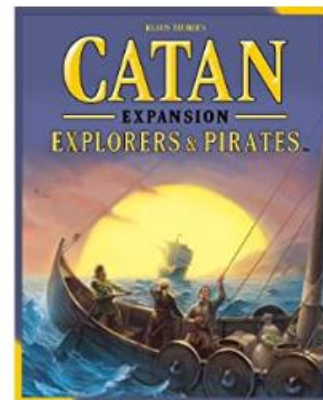
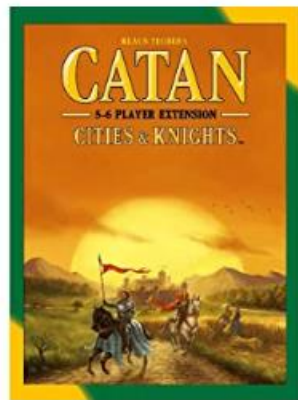
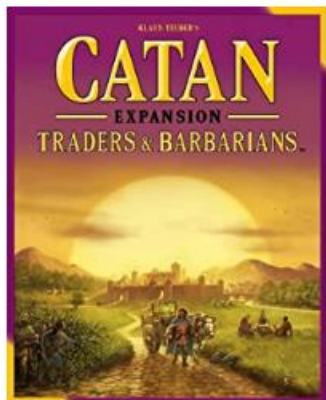
up your game







Content Imperatives are the *expansion pack*.



This: Combining with elements

Decide which factors  
**CONTRIBUTED** the most to  
make the **ETHICAL**  
problem in the story  
more/less complicated?

Not this: Using in isolation

What **CONTRIBUTED** to the  
story?

This: Combining with elements

Decide which math  
skills/concepts in **PATTERNS**  
& **RULES** of math  
**CONVERGED** to allow you to  
solve the problem?



## Not This: Using in Isolation

Decide which math skills/concepts **CONVERGED** to allow you to solve the problem?



The Content Imperatives keep us on prompts for much longer.



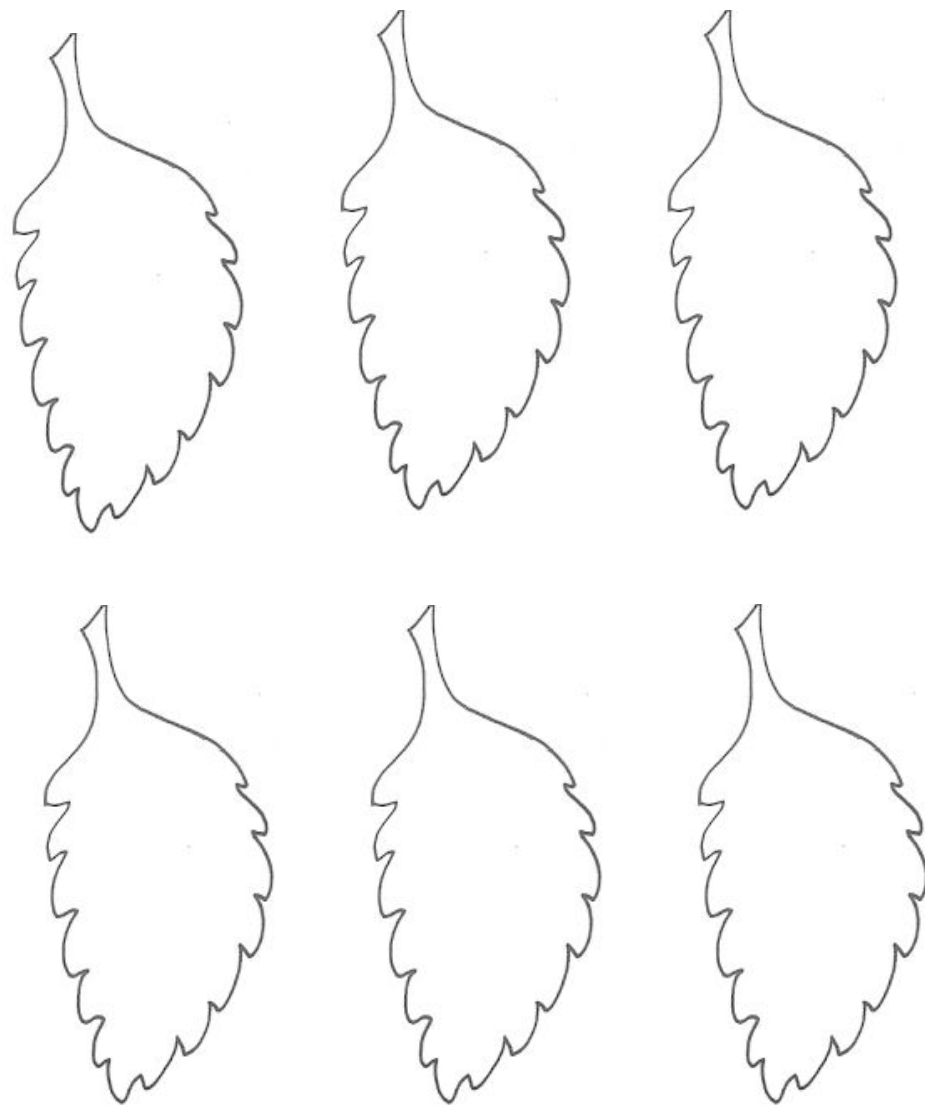
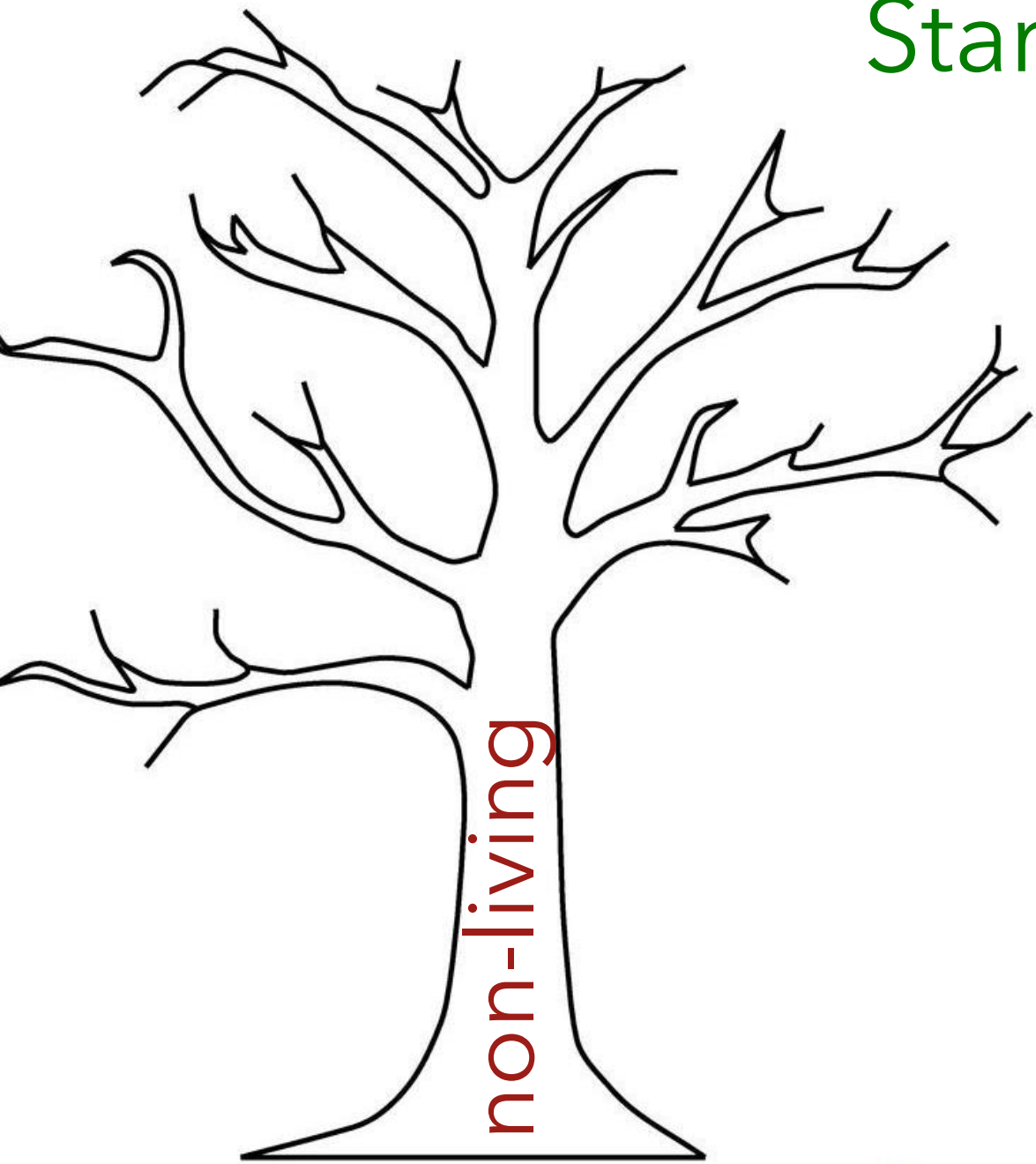


You must scaffold.

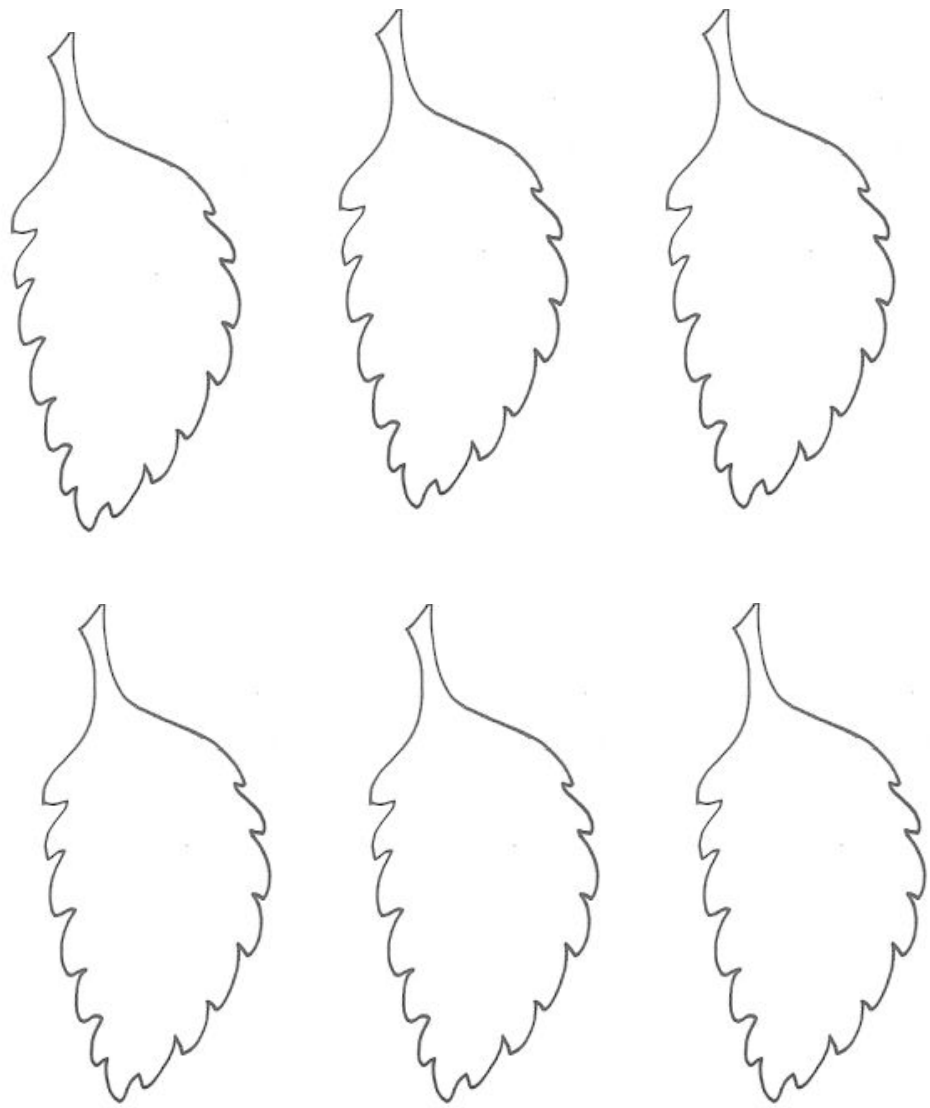
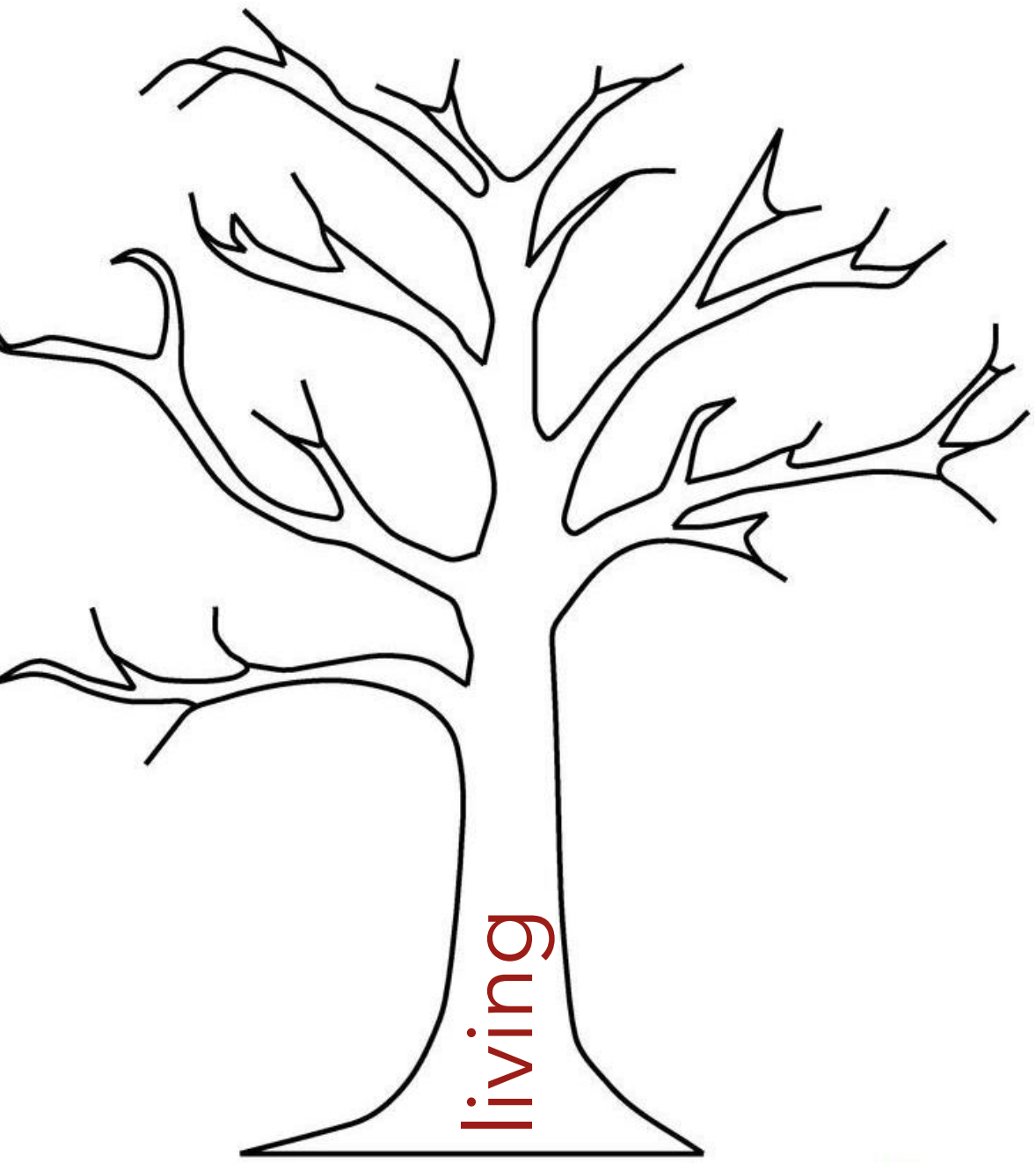
Let's say you want them to get here:

Compare the **details** that make something living vs. non-living. How would you rank the **parallels** between living and non-living things on a scale of 1 - 5? How similar/dissimilar are living things from non-living things?

Start here.



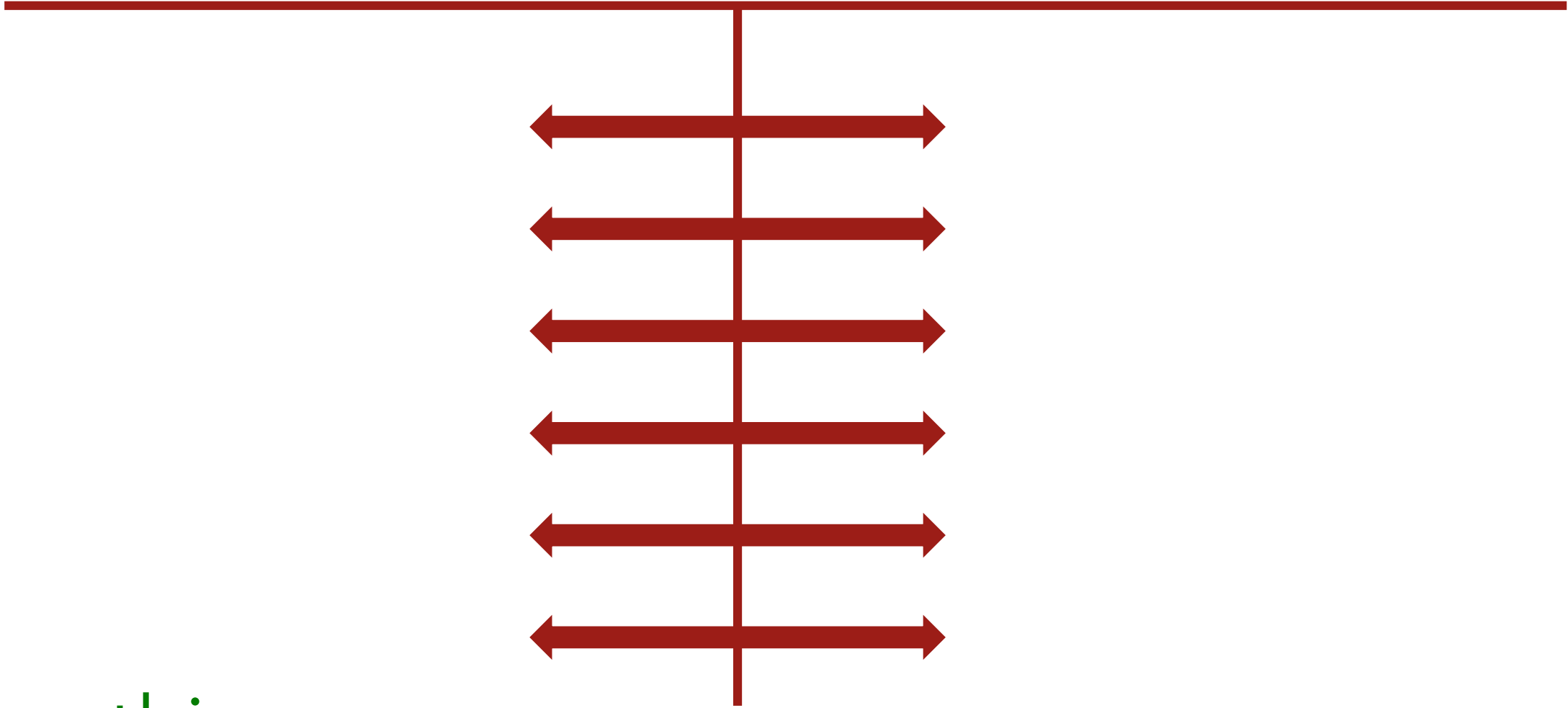






Living

Non-living



Then this.

Pick a popsicle stick and  
analyze the thing on it  
using your trees and chart.  
Is it **living** or **non-living**?

**Then this.**

If it was **living**, think of something as close to it as possible that is **non-living**. What would have to change to make it **non-living**?

If it was **non-living**, think of something as close to it as possible that is **living**.  
What would have to change to make it **living**?

Compare the **details** that make something living vs. non-living. How would you rank the **parallels** between living and non-living things on a scale of 1 - 5? How similar/dissimilar are living things from non-living things?

And that's how you get them here.



Wait to introduce until they have a solid foundation with the elements.



Origin

ORIGIN: the  
beginning of the idea

THIS: It's about **how**  
**effective** that start was &  
**the implications** of that  
beginning.

NOT THIS: It's not **just**  
about **how** something  
started.

THIS: It's also about when the idea begins to shift. When does the beginning end?

In plot, the exposition is  
the Origin.

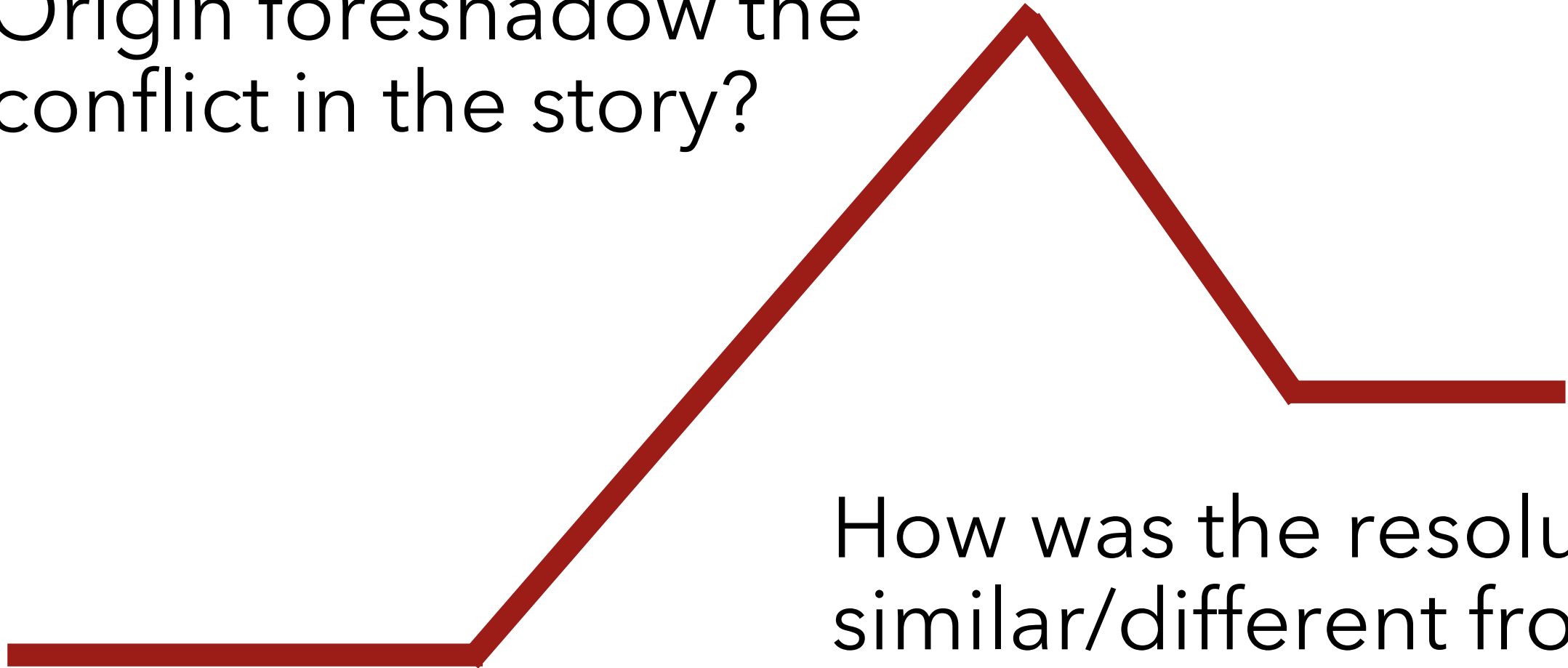






The Origin ends at the inciting incident when the pattern breaks.

In what ways did the Origin foreshadow the conflict in the story?



How was the resolution similar/different from the Origin?

What is the best first step in solving this inequality?

$$5x - 3 \geq 2?$$

What sparked x to break off  
from y?





OKAY: What are two important details of Luke Skywalker's origin story?



EVEN BETTER:  
How important  
is Luke  
Skywalker's  
origin story to  
the central  
conflict?





BETTER YET:  
Which one detail  
of Luke's origin  
story could you  
change that  
would  
fundamentally  
change the  
central conflict in  
the story?



GOOD:  
Assuming a  
typical path,  
trace this river  
from its origin  
to this delta.





BETTER: Assume this river's origin is in the mountains. How would changing the origin to a plain affect it?





BEST: How could you alter the origin of a river to make it more or less hospitable to aquatic life?

For how long after the experiment began could you have interrupted the process? Where was the point of no return?





On the SEN side...How would so-and-so say this disagreement began?





On the SEN side...What was the third step in making this problem worse?





On the SEN side...If you could change one choice you made at the beginning of this argument, what would it be?



Contribution



CONTRIBUTION: how  
factors affect an idea



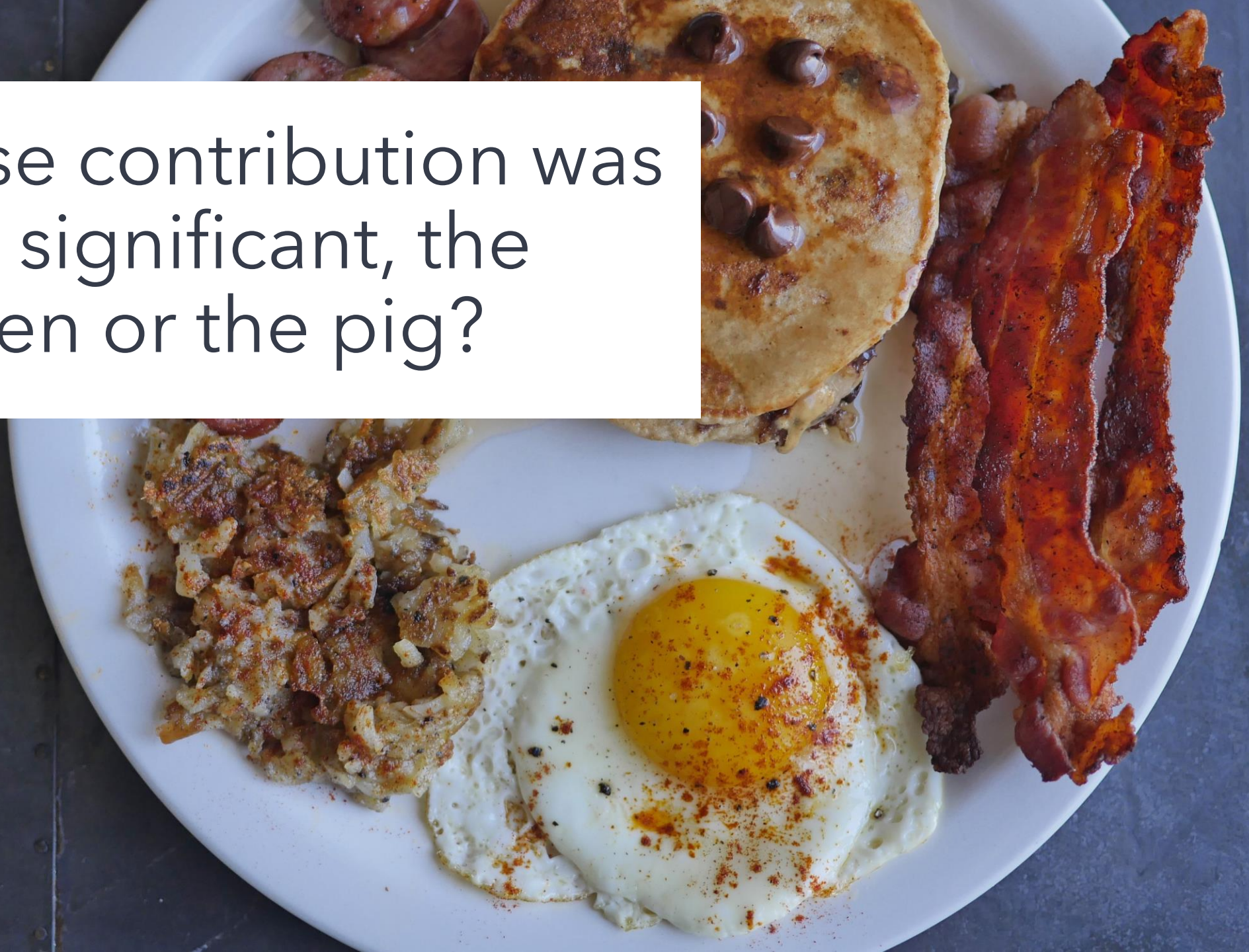
A close-up photograph of a person's face, with their eyes looking directly at the camera. They are holding a large fan of US dollar bills in front of their mouth and nose. The bills are fanned out, showing various denominations including \$1, \$5, \$10, \$20, and \$100. The person's hands are visible at the bottom, holding the bills. The background is dark and out of focus.

This: analyze the value of  
the contribution

Not This: look only at what  
the contribution is/was



Whose contribution was more significant, the chicken or the pig?



*Note:*

Contribution is not always **positive**.

# This:

In what way did \_\_\_\_\_ confuse the characters, increasing the conflict?


# Not (Just) This:

How did these actions contribute to the conflict?

This:

Whose contribution had the most deleterious effect?

# This:

How would the river see  its contribution to the development of the canyon? Would wind erosion have the same perspective?



Convergence



CONVERGENCE: impact of  
factors coming together

*Con-* with or together  
*vergere-* to bend, turn,  
or turn toward



**This:** analyzing the impact of  
everything coming together at one time

Not This:

looking at sequential events



We're not just looking at if there was a convergence; we're analyzing the impact and effect of this convergence.

Which factors converge  
to make this problem  
more difficult?

$$6x_2 - 2x_3 + x_4 = 7$$

$$2x_3 - 3x_4 = 13$$

GOOD: Which of your math skills must converge to solve this problem?

$$6x_2 - 2x_3 + x_4 = 7$$

$$2x_3 - 3x_4 = 13$$

BETTER: Which is the most important of the math skills converging to help you solve this problem?

$$6x_2 - 2x_3 + x_4 = 7$$

$$2x_3 - 3x_4 = 13$$

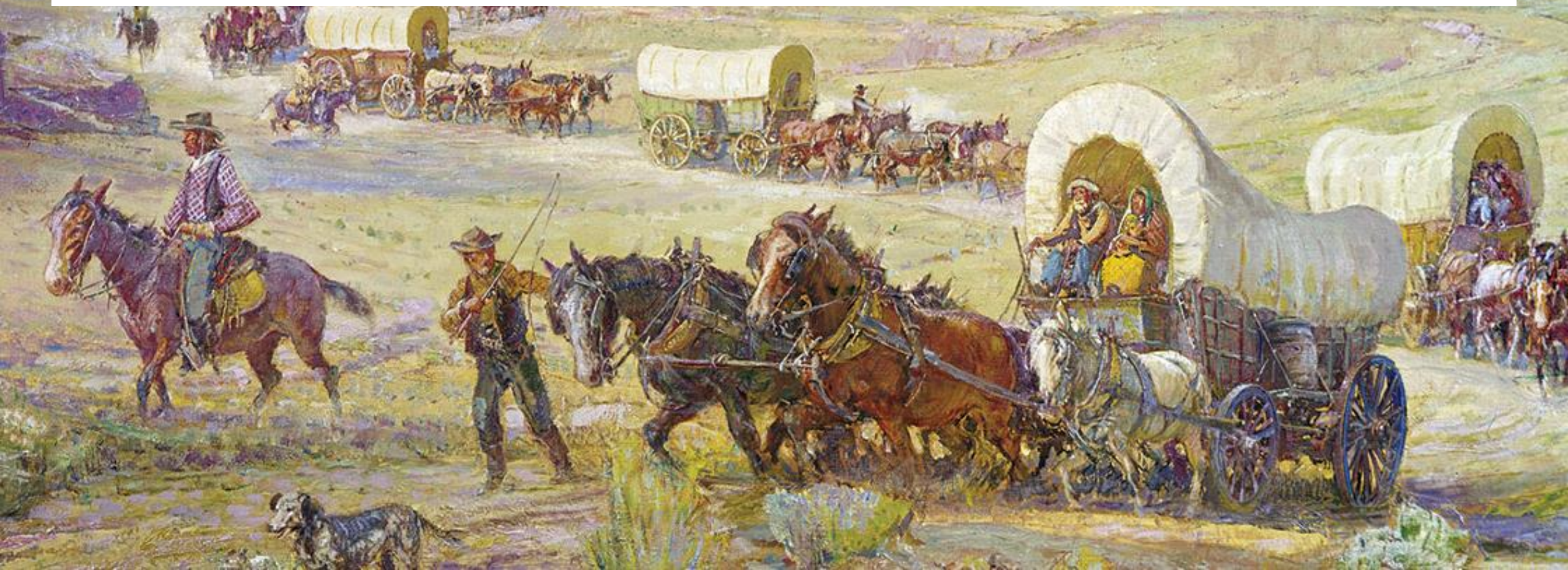


GOOD: How did the convergence the Louisiana Purchase, the Gold Rush, the idea of Manifest Destiny, and the Oregon Trail lead to Westward Expansion?





EVEN BETTER: Which of the converging factors had the most impact on Westward Expansion?



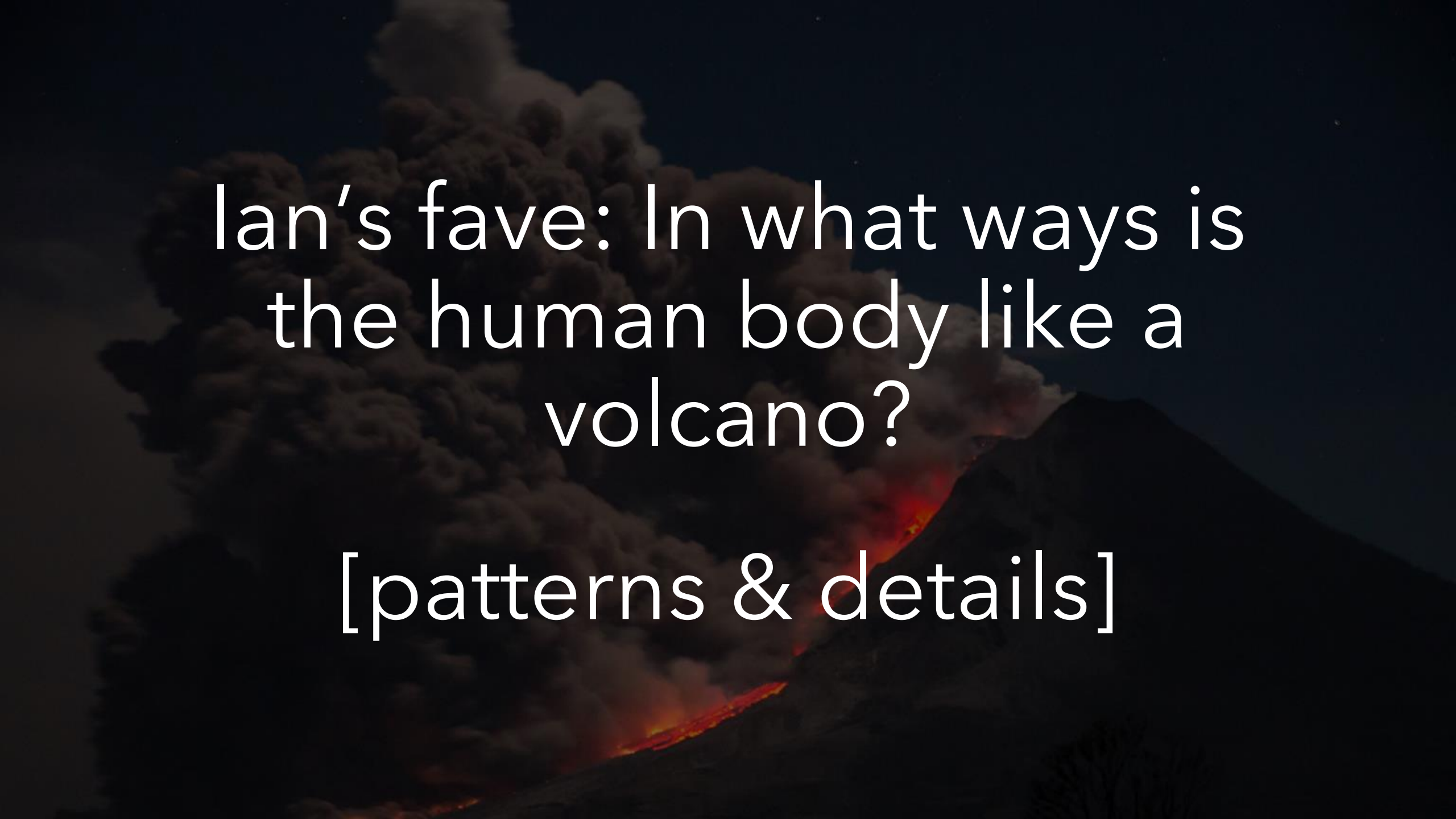


Parallel



PARALLEL: how ideas  
can be similar

Find the  
unexpected  
connection.

A photograph of a volcanic eruption at night. A large, dark plume of smoke or ash rises from the left side of the frame. In the lower right, a bright, glowing lava flow is visible, cascading down a dark slope. The background is a dark, clear night sky.

Ian's fave: In what ways is  
the human body like a  
volcano?

[patterns & details]

For best results, the  
parallels shouldn't be  
too obvious.

How are trains like  
buses?



conjugations

v

How are ~~trains~~ like  
buses?

Use it simply.

How is multiplication like cooking?

Which patterns in  $x, y, z$  are similar?

How are democracies & republics similar?

Create a parallel scenario...

What is the \_\_\_ equivalent of \_\_\_?

Or more complexly.

Cell division is like \_\_\_\_\_  
because \_\_\_\_\_.

a river

skydiving

an iron

cooking

The Age of Expansion is like  
\_\_\_\_\_ because \_\_\_\_\_.

a river

skydiving

an iron

cooking



Writing an essay is like

\_\_\_\_\_ because \_\_\_\_\_.

a recipe

dancing

a gift card

a storm

Solving a problem is like  
\_\_\_\_\_ because \_\_\_\_\_.

a recipe

dancing

a gift card

a storm

# SEN Connection:

What did you do to solve that problem you had last month that you could use to solve this problem?

# SEN Connection:

How is this similar to how you felt when...?

# SEN Connection:

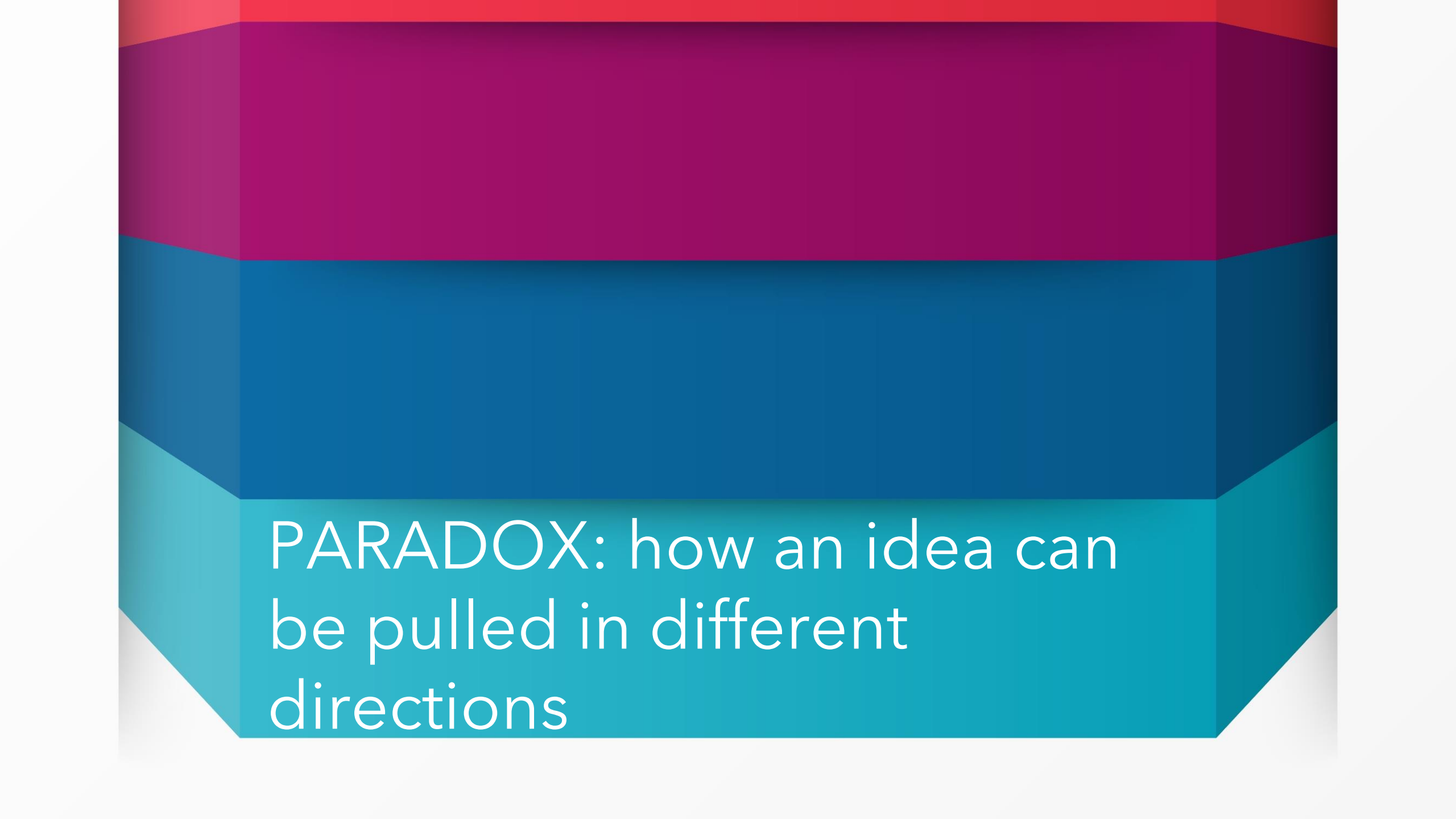
Think of a character in a movie whom you are acting most like right now.

OKAY: In what ways are  
condiments and content  
imperatives similar?



BETTER: In what ways are content imperatives like clothes?

Paradox



PARADOX: how an idea can  
be pulled in different  
directions

There should be some tension.



How can these things both  
be true simultaneously?

What is ironic?





It should be a little  
uncomfortable.

This is what Ian calls "sweaty brains".





This: In what ways were the colonists both traitors and patriots?





Not (Just) This: Is there a paradox in the American Revolution?







This: Argue that pushing and pulling are same thing.





Not (Just) This:  
How is pushing  
like pulling?



# This: How could we best solve this paradox?

In the US and UK,  
I'll use  $\cdot$  as a  
decimal point and  $,$   
to break up large numbers...



... and in Europe,  
I'll do precisely  
the opposite.



# Not This: Where is a decimal point used to break up large numbers? Where is it not?

In the US and UK,  
I'll use  $\cdot$  as a  
decimal point and  $,$   
to break up large numbers...



... and in Europe,  
I'll do precisely  
the opposite.



Who was least happy with the Great Compromise of the Constitutional Convention?

Evaluate the fairness of having two chambers of congress. Who is most benefitted? Who is most harmed?

Combine with elements.

Make their brains a little sweaty.

Keep the thinking level high.

Scaffold them to higher heights.

Use with SEN also.

# Content Imperatives

*Debrief/reflection/Q&A*



Let's revisit our  
intention.

To show respect and appreciation to my fellow gt educators by honoring their time and sharing practical information they can use in their classrooms & share with others to help them meet the needs of gifted learners.

What was yours? Was it met?  
Why was the experience the way it  
was for you?