



1



2



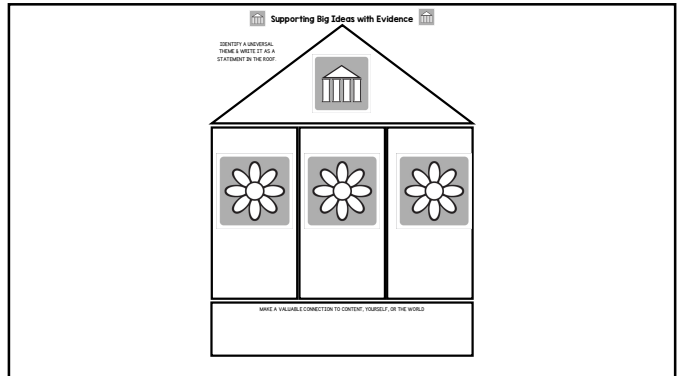
3



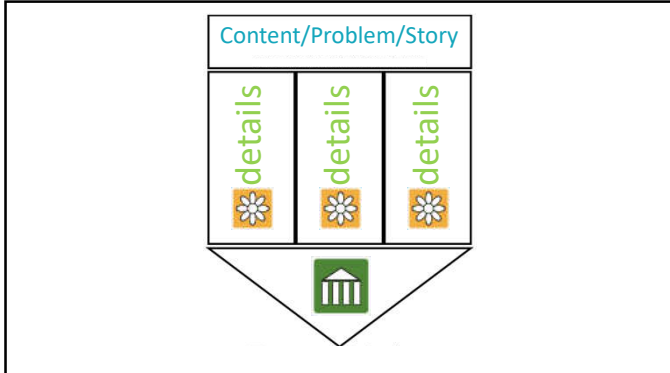
4



5



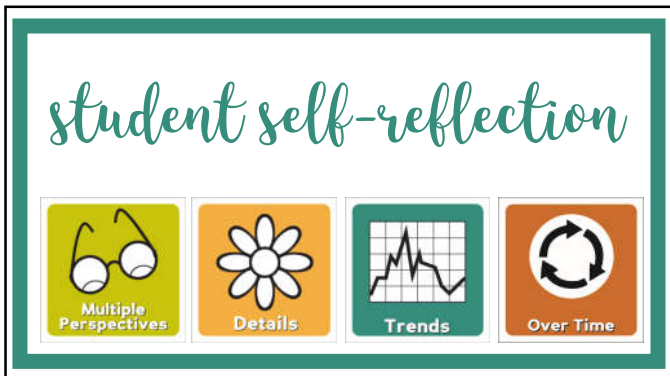
6



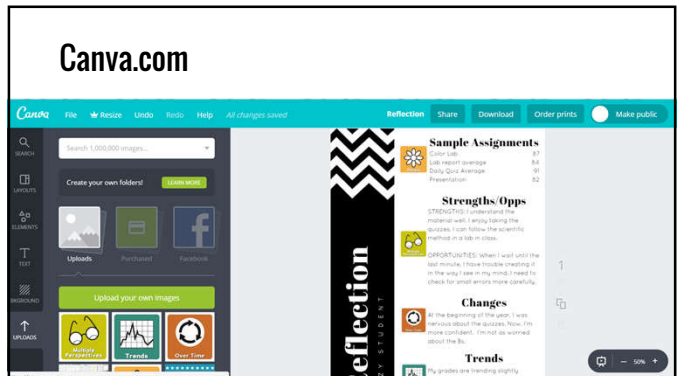
7



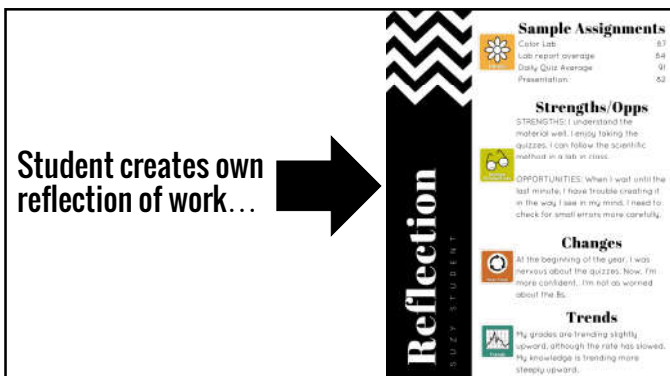
8



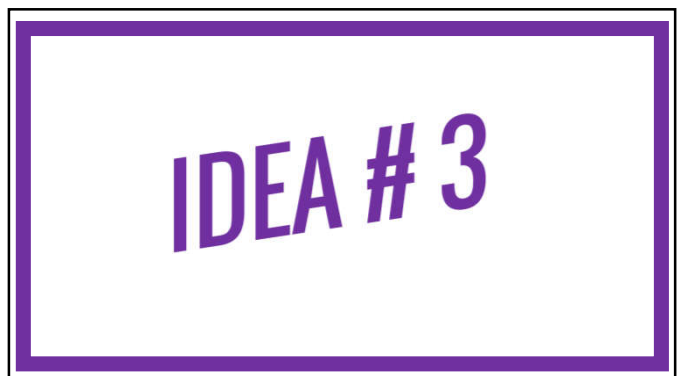
9



10



11



12

Write better questions







Over Time







Multiple Perspectives

13

-  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?

14

-  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?

15

6th 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)















16



1st 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?

17



1st 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?

18

IDEA # 4

19

Goal-setting

Details Over Time Unanswered Questions Rules Big Idea

20

Student creates own goals for grading period...

My Goals Tracker

My goals for this grading period are:

These goals are different from my earlier goals in these ways:

What might influence my performance and work?

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

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

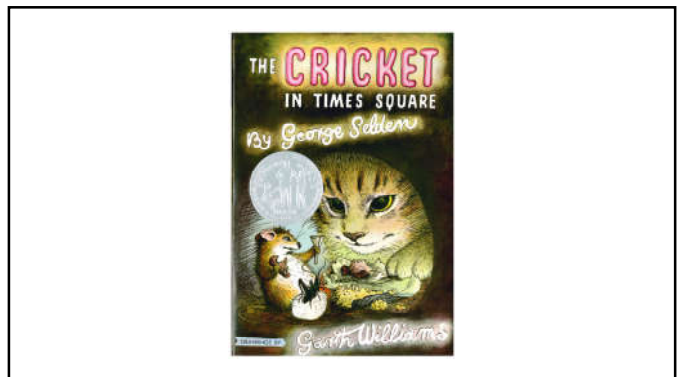
21

IDEA # 5

22

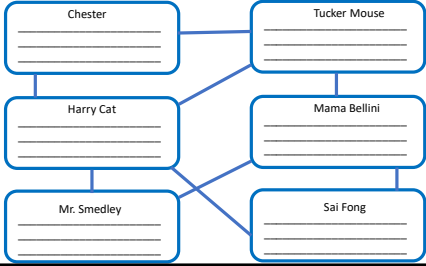
sociograms with Details

23



24

List three traits of each character and then show how that character is connected to the character(s) with whom they share connectors.



25

IDEA # 6

26

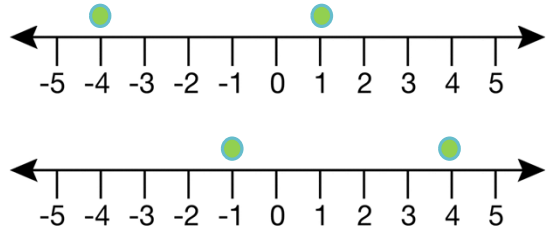
Move from fluency
to mastery

27



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

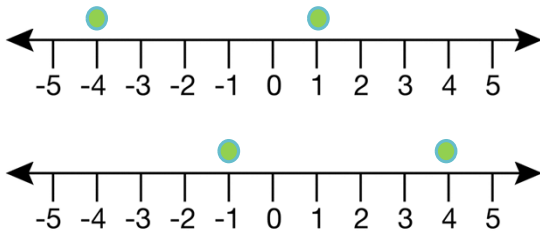
7th Grade Math



28



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




29



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?




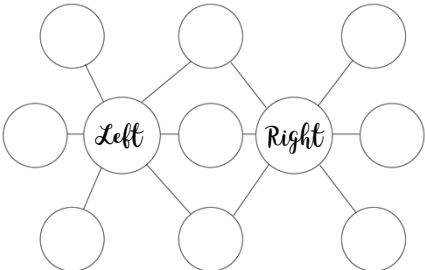
30



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?


31

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

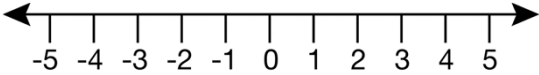
32

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?



33



What are these except different types of *thinking*?



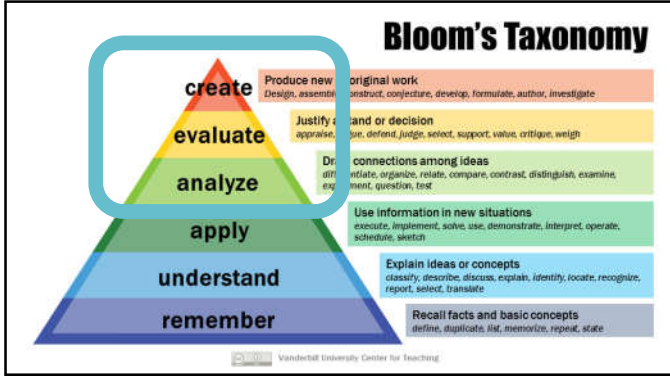
34

IDEA # 7

35

Moving around Bloom's

36



37

7th Grade Science:

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

38

7th Grade Science:

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

39

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

40

IDEA # 8

41

let student interest influence task

42

8th Grade US History: American Revolution

An escape room for the math lovers



National Park Service

Escape the Battlefield, Win the War!

COOPER 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 stalemated, and by 1780 the British decided to focus their efforts on utilizing the support of Loyalists in the South, and to establish royal colonies. The Southern Campaign began with the British siege of Charleston, SC in the spring of 1780. The British continued to march through South Carolina with early victories at Waxhaws and Mitty Oaks Lake. 11

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

- How did Thomas Young enter service of Thomas Brudenel's regiment in late May, 1781 at #10?
- Where did Thomas Young reside when he joined Thomas Brudenel's regiment?
- After the battle of Edge Mountain what battle was Thomas Young's next assignment?
- How long was Thomas Young disabled by his wounds received at the Battle of Cowpens?
- Where was the last battle Thomas Young fought in?

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


The 8th letter of #1
 8th letter of #6
 Seventh and ninth letter of #1, and fourth letter of #5
 12th letter of #6
 Second letter of #2
 10th letter of #3

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

43



A scavenger hunt for struggling learners

Artsy students create a rebus of the Declaration



Language Discipline

Details

44

IDEA # 9

45

lesson pacing

46

Lessons are a lot like this.



47

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



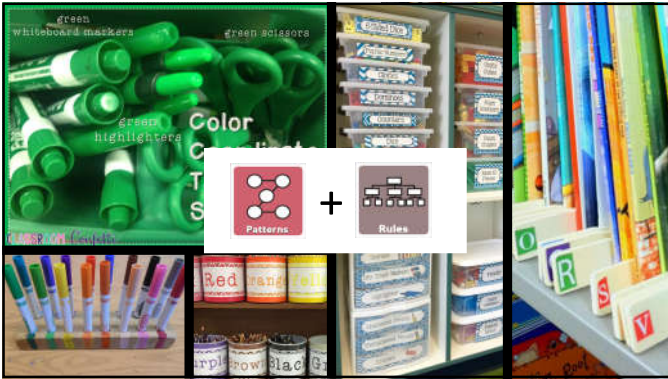
48

IDEA # 10

49

setting up a classroom

50



51



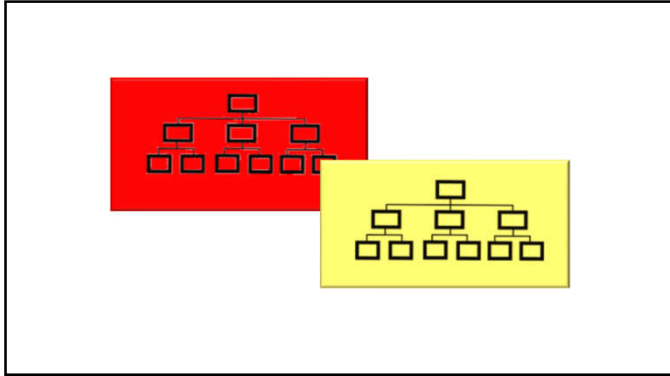
52

IDEA # 11

53

classroom management

54



55

Thank you for making a better choice.

You have the power to choose:

1. Talk with me.
2. I talk with a parent.
3. You talk with the principal.

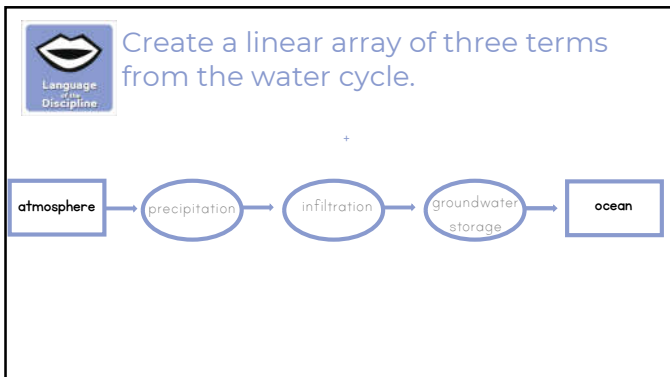
56

IDEA # 12

57

Let's go through the whole list o' elements!

58



59

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

SCREENCAST-O-MATIC for Education for Work for Developers Features Plans My Videos lisa@lisavangemert.com

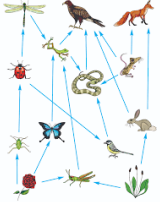
The original screen recorder
 Unlock the power of Screencast-O-Matic's screen recorder for Chromebook, Mac, and PC. Capture any area of your screen. Add audio narration or video from your webcam. Record lectures, tutorials, demos, games and more!

Get FREE screen recorder


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

60

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



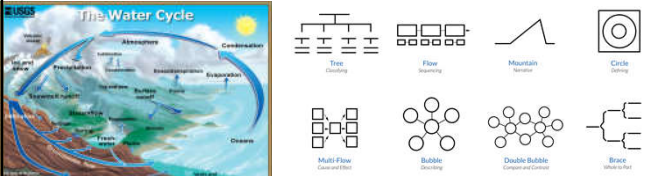
VS.



61

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

Explain why you chose the Thinking Map you did.



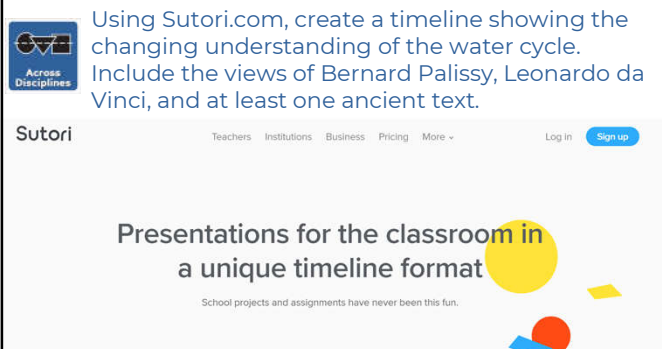
62

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



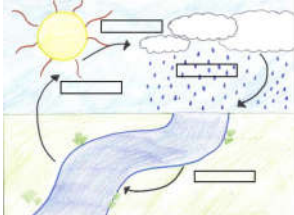
63

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.



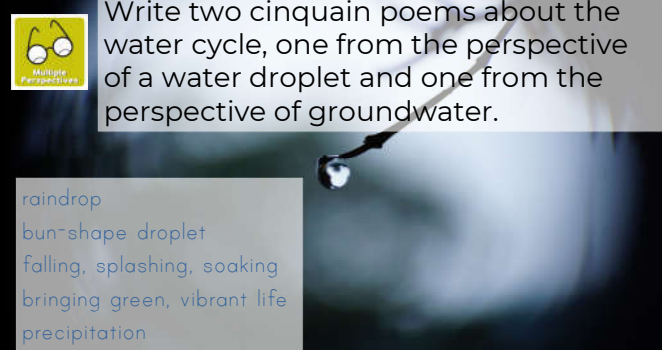
64

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




65

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

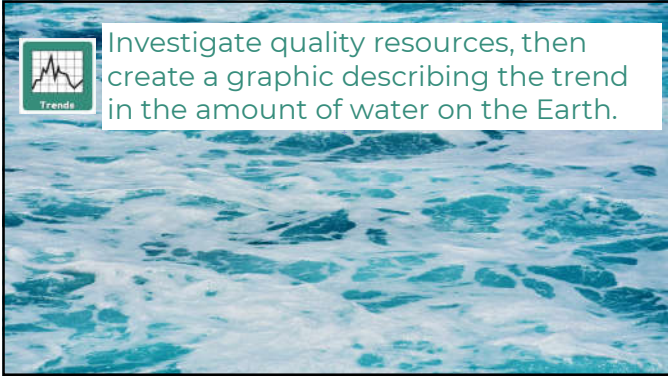


raindrop
 bun-shape droplet
 falling, splashing, soaking
 bringing green, vibrant life
 precipitation

66




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



67


How many kinds of ice are there?



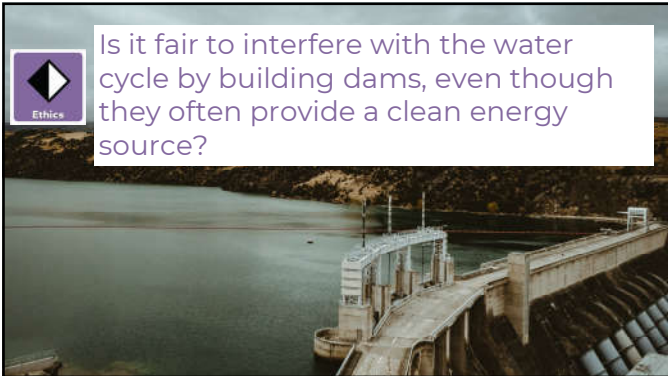
Why do some bodies of water get polluted while others don't?

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

68



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



69

IDEA # 13

70

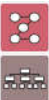
self-differentiate
math

71

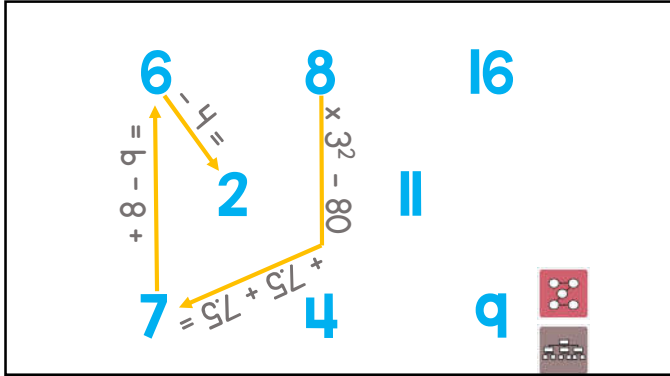
6 8 16

2 ||

7 4 9



72



73

IDEA # 14

74

strengthen existing resources

75

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?

76

Result

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
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	or	oy	oy				
mom	dad	dog	rat	cut	pet	fin						
ham	sad	vet	win	nod	cab	job						

77

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. _____

“We’re learning the -am pattern.”

“How does Tam feel about yams?”

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

78

-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 or ham.

1. Tam likes _____
 buns
 eggs
 jam

2. Do you like yams?
 yes
 no

3. Tam likes _____
 eggs
 ham
 buns

4. _____

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 responses to the high level questions & let them record their answers.

79

Result [track differences]

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				
Reading sounds												
mom	dad	dog	rat	cut	pet	fin						
hem	sad	vet	win	nod	cup	job						

80

IDEA # 15

81

Half-way there!

Isn't this just so fun? #teacherhack

82

Be generous

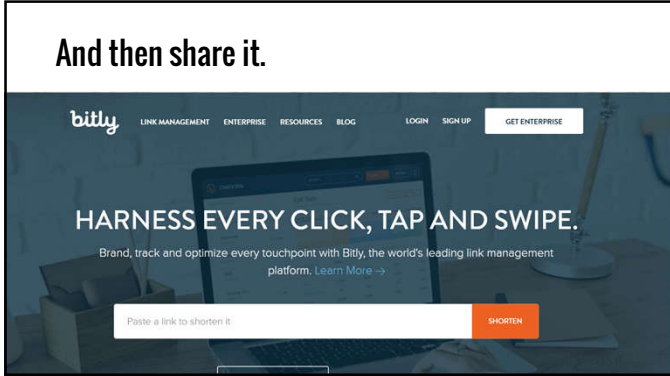
83

Store your stuff.

Choose the right Dropbox for you

For individuals		For teams	
Plus	Professional	Standard	Advanced
Get started	Get started	Try for free	Try for free
		<small>or purchase now</small>	<small>or purchase now</small>

84



85



86



87



88



89



90



91



92



93



94

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.).

Animal	Characteristic/Quality
Wolf	
Chicken	
Dog	
Eagle	
Can you think of any others?	
Can you think of any others?	

95

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	
Owl	
Cat	
Lion	
Wolf	
Chicken	
Dog	
Eagle	
Can you think of any others?	
Can you think of any others?	


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


96

The Allegorical Meaning of Animals
 Use this chart to compare the primary, secondary, and tertiary meanings of the following animals. Fill in the table to compare and contrast.

Animal	Characteristic/Quality
Donkey	
Dog	
Fox	
Owl	
Bull	
Cow	
Cat	
Lion	
Wolf	
Chicken	
Dog	
Eagle	

Can you think of any other? _____
 Can you think of any others? _____

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

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

97

IDEA # 18

98

combine with graphic organizers

99

I like Thinking Maps™. A lot.


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		

100

Pick a 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.


 _____

_____ { _____

101


_____ 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?

102

_____ sign next to it.


 Details

 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?


103

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

104

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

105

 **Differentiate it!**

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?

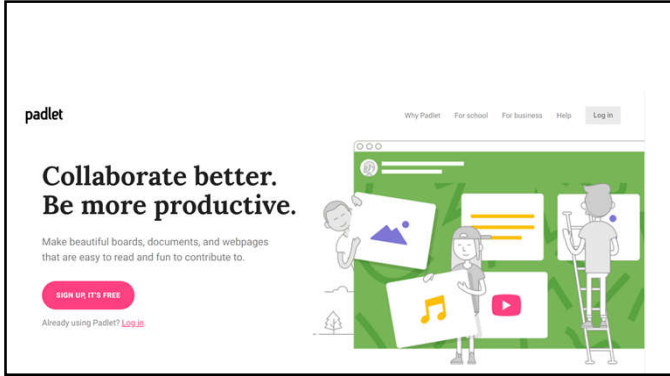
106

IDEA # 19

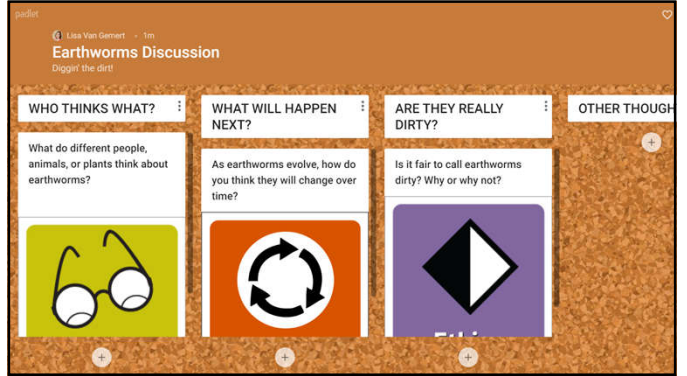
107

use with digital activities

108



109



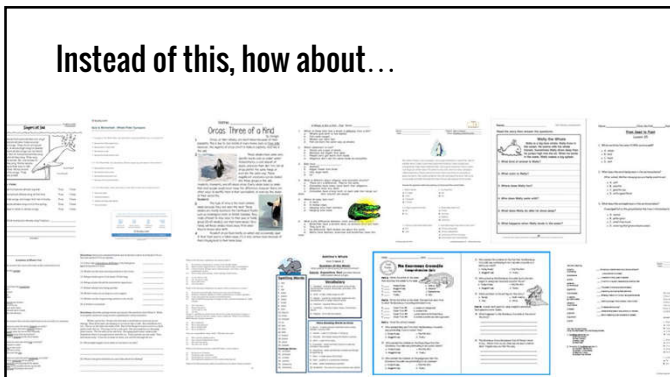
110



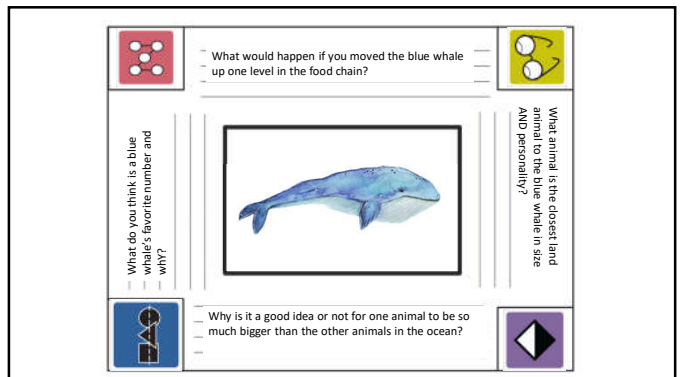
111



112



113



114

IDEA # 21


115

better than KWL

116

Go to www.menti.com and use the code 24 80 78




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



117

Go to www.menti.com and use the code 24 80 78

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

0	0	0
		
Option 1	Option 2	Option 3

118

IDEA # 22

119

*Making it easier for
absent students to
catch up*

120

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."

121

The *solution*!

122

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



Screen Capture & Screen Recording Made Easy

BUY NOW

Compatible with Windows and Mac

Newly Released Snagit 2018

123



124






IDEA # 23

125

use with hyperdocs


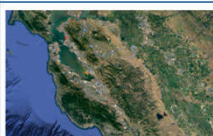

126

Hyperdocs

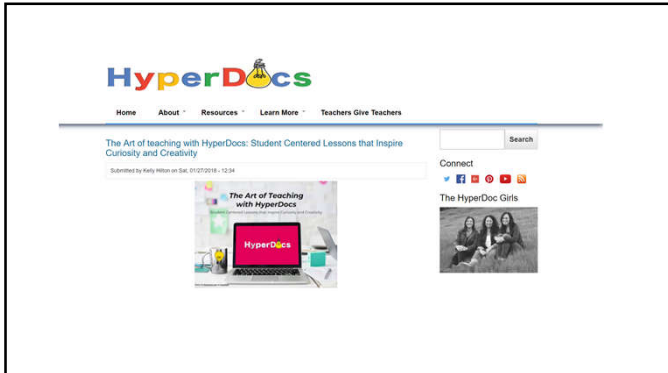
Engage	
 Click on the image <i>How</i> wolves change rivers	Discuss with a partner: What observations can you make from it?  
Explore/Explain	
What is a watershed? 	What is a watershed? In your own words write the definition of watershed. 
Watershed Model 1	List the parts of watershed List of least 4 human factors that affect watershed

by Halina HC2465@gmail.com

127

Apply	
Make your own watershed 	Hands on Activity: Please gather: one sheet of paper, green, yellow, blue and brown crayola markers <i>For teachers only:</i> 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. Tools 
Mark and label on the map: • our school	

128



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

Submitted by Kelly Wilson on Sat, 01/17/2018 - 12:34

Connect

The HyperDoc Girls

129

IDEA # 24

130

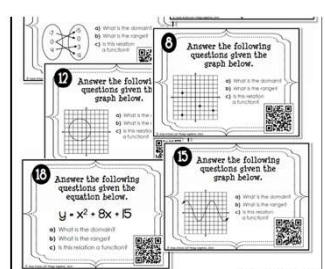
give lots of different kinds of practice

131

First: Task Cards

Rules

Details



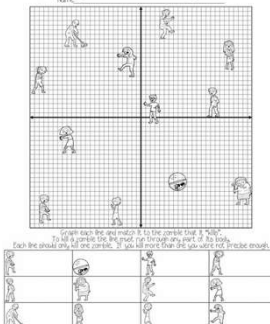


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132

Graphing Lines & Killing Zombies



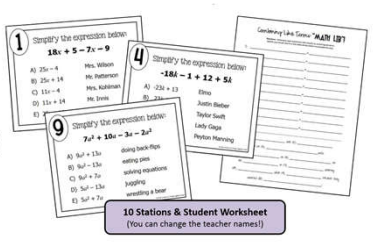
First: Graphing Lines & Killing Zombies

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133

Next: Mad Libs!

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

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134

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.

135



IDEA # 25

136

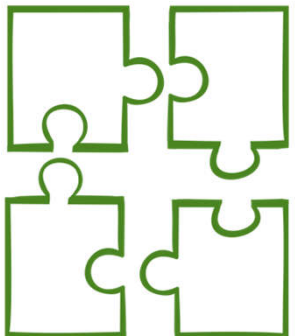
diversifying an activity

137

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

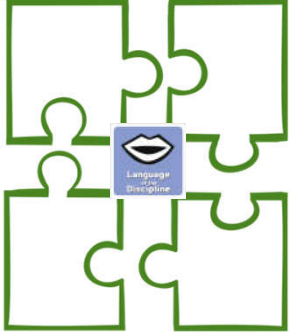



List them in a puzzle piece.



138

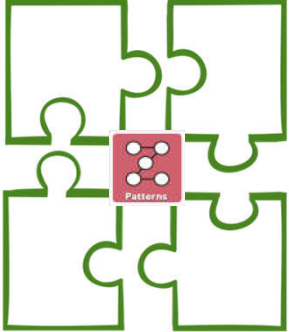
Define an apex predator on the back of a puzzle piece & draw one on the front of the puzzle piece.



139




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

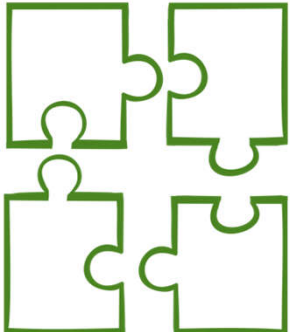
List the animals in order on a puzzle piece, apex predator on top.



140

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?



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IDEA # 26

142

making choice menus stronger

143

menus!

<p>Draw a triangular prism. Label how many faces, edges, and vertices it has.</p> 	<p>Which stop sign do you think most drivers prefer, the octagon, or the circle with an inverted triangle & why?</p> 	<p>Create a map using a rhombus, a pentagon, a hexagon, an octagon, and a decagon.</p> 
<p>Create a riddle involving a hexagon.</p> 	<p>Following the naming convention, name the polygons with 65, 47, and 82 sides.</p> 	<p>Why should/should not monogons and/or digons be recognized as polygons?</p> 
<p>Draw three non-examples of a polygon.</p> 	<p>Describe the connection between polygons and honeybees or lava.</p> 	<p>Create a t-chart naming five shapes and their number of vertices.</p> 

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IDEA # 27


145


test reflection


146

Ian's Idea:


Over Time


Patterns


Rules


Trends

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.

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IDEA # 28

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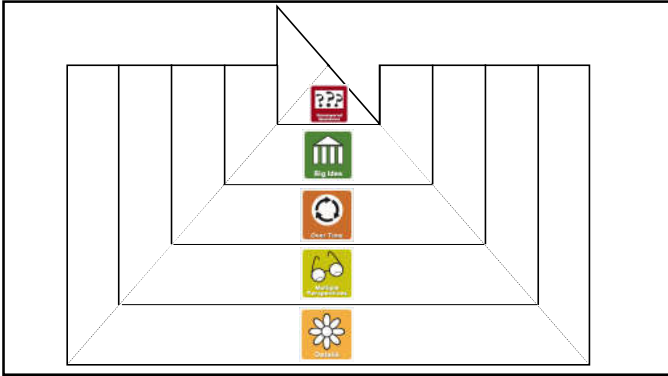
with foldables

149

Use it to organize foldables for interactive notebooks!



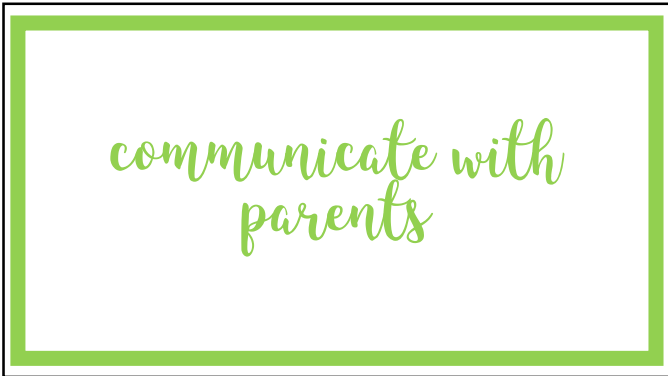
150



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152



153



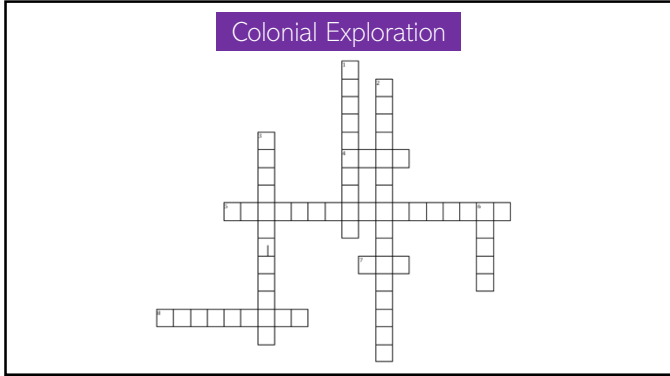
154



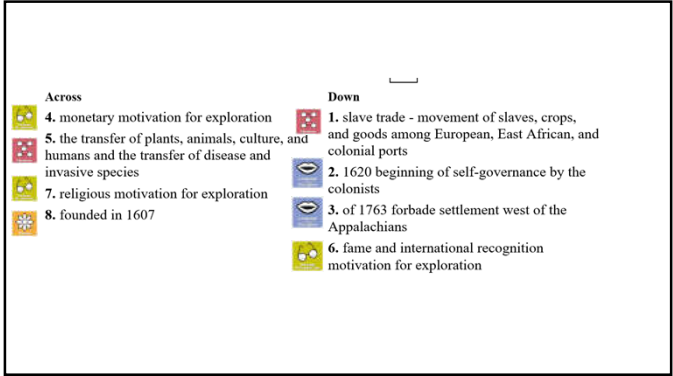
155



156



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