

# North Florida South Carolina Region



## Common Core <sup>TIP</sup> Corner



Be Mine HUGS AND KISSES  
**FEBRUARY 14**  
 always & forever  
 hearts **CANDY**  
 XO **LOVE**  
 XO valentine's day  
**CANDY** cHoCoLate  
**CUPID SWEET**

consider this as we relate rigor to the common core ...

Rigor is more than what you teach and what standards you cover; it's how you teach and how students show you they understand. True rigor is creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels (Blackburn, 2008).

Notice the key aspects of that definition:

- ♥ **Create an environment that is conducive to growth.** Rigor is about achieving at a higher level, but that doesn't happen immediately. Focus on progress, on the small steps that gradually show student growth. Encouraging students not to give up, using language that shows students you know they can learn, and celebrating the positive will help you create an environment to support rigor.
- ♥ **Focus on high expectations.** The CCSS are reflective of higher expectations, but you have to reinforce that belief. How can we put high expectations into practice? By not allowing the word "can't" — not from students and not from ourselves. By continually reminding students you know they can do it. A friend of mine says that sometimes you have to believe for your students until they believe in themselves.
- ♥ **Support students so they can learn at higher levels.** This requires scaffolding within a lesson. Focus on prior knowledge, model the thinking process, and provide support for gaps that occur between students' current knowledge and the new standards. Some students will need extra help outside of class.
- ♥ **Allow each student to demonstrate learning.** Provide a variety of ways students can demonstrate understanding. It's fine to use questions that are similar to the final assessment, but also provide opportunities that play to students' strengths. Allow students to show what they know through technology, drawings, projects, etc. In addition, as you use formative assessments, incorporate strategies that require each student to participate. Using whole group instruction and asking one student to answer does not accomplish this goal. Use think-pair-shares, clickers, dry erase boards or thumbs-up thumbs-down strategies so you can see if each student understands each part of the lesson.

# Thinking Stems

To encourage high-order thinking

## Synthesizing Thinking Stems

- \* Now I understand why...
- \* I'm changing my mind about...
- \* I used to think... but now I think...
- \* My new thinking is...
- \* I'm beginning to think...

Synthesis is changing your thinking along the way!

## Inferring Thinking Stems

- \* My guess is...
- \* Maybe...
- \* Perhaps...
- \* It could be that...
- \* I infer...
- \* This could mean...



Schema + Evidence = Inference

## Metacognition Thinking Stems

- \* I'm thinking...
- \* I'm noticing...
- \* I'm wondering...
- \* I'm seeing...
- \* I'm feeling...
- \* I'm realizing...



Thinking About Our Thinking

## Determining Importance Thinking Stems

- \* What's important here...
- \* What matters to me...
- \* One thing we should notice...
- \* I want to remember...
- \* It's interesting that...

What matters most?

## Visualizing Thinking Stems

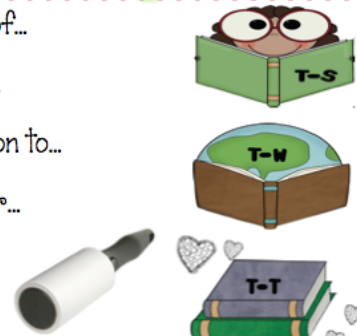
- \* I'm picturing...
- \* My mental images include...
- \* I can feel...
  - see...
  - smell...
  - taste...
  - touch...
  - hear...
- \* I can imagine...



Create Mental Images!

## Schema Thinking Stems

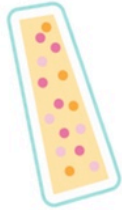
- \* That reminds me of...
- \* I'm remembering...
- \* I have a connection to...
- \* I have schema for...
- \* I can relate to...
- \* I already know...



Strategic Thinkers Make Connections Using Our Prior Knowledge-- What We Know!

## Are you differentiating your instruction??

### Differentiated Instruction Is Guided By Three General Principles



Instruction must focus on essential principles and skills. Teachers must be able to identify instructional goals and outcomes for students.



Teachers recognize and attend to the differences in their students. They do not attempt a one-size-fits-all approach to instruction.



Assessment and instruction go hand in hand. Teachers pre-assess to understand their students' starting point and continue with on-going assessments and make adjustments as needed.

<http://differentiatedkindergarten.blogspot.com>

"differentiation is making sure that the right students get the right learning tasks at the right time. Once you have a sense of what each student knows and what he or she needs in order to learn, differentiation is no longer an option it is an obvious response."

### The ABC'S OF Differentiated Strategies!

**A** Alternative Assessments

**B** Book variety and choice

**C** Choice boards for work assignments

**D** Data to make decisions

**E** Entry points – Introducing students to a topic through different avenues

**F** Flexible grouping – Students are put in groups that do not remain the same and the composition of the group is determined by interest, skills, learning style, compacting.

**G** Graphic organizers – A visual representation of organizing thinking

**H** Homework options – Students are provided with choices

**I** Independent study – Students choose a topic of interest that, then produces a product to share learning with classmates.

**J** Jigsaw – Individual students or groups are asked to study one component of learning while other students or groups study another component. Sharing information gathered puts the pieces together and the students learn from each other.

**K** Kagan Structures like Think Pair Share

**L** Literature circles – Flexible grouping of students who engage in different studies of a piece of literature.

**M** Mini workshop to re-teach or extend skills – A short, specific lesson with a student group who is focused on one area of interest or who needs review and repetition of a specific skill.

**N** NEED – Student accountability and Buy-In

**O** Options for varied modes of expression – students express or present information they have learned in a variety of ways.

**P** Personal to-do list of tasks the teacher wants each student to accomplish in a given day/lesson/unit.

**Q** Questions – Teachers use level of thinking and verbs that match those levels to advance the thinking of student response.

**R** RAFT – acronym that stands for Role of student, Audience, Format, and Topic

**S** Scaffolding (for example) provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.

**T** Tiered lesson/assignment/product/center – The content and objective are the same but the process and/or the products are varied according to level of skill attained.

**U** Understanding and Patience

**V** Varied supplementary activities – Provide a variety of extra activities for students to use to supplement the main lesson.

**W** Working together to develop individual learning goals for the student.

# Teaching with Technology: ScootPad



**By Jennifer Badeaux**

This month's article became a no brainer after I implemented ScootPad.com over the winter break. I mentioned it briefly in the last countdown of best ways to use technology in the classroom but since then I've become much more familiar with the app and all that it can do for you.

First off I do want to mention that I teach first grade and within one week of using Scoot Pad my students' spelling scores went up drastically and I have 100% of my class using the site. This can happen to you as well!

But what is ScootPad.com? It's a website and app designed specifically with teaching the standards in mind for grade K to 5. The main purpose of ScootPad is to reinforce what you are teaching in the classroom at home. This can be done through practices or it can be homework that you set up for your students. For example my kids need to do 1 practice round of questions for math and another for reading. They must also practice their spelling words at least 3 times during the week. I can look at the dashboard at any given time and see who has done their work, what students have not and even what score they have gotten. Wait! It goes one step further! I can even get a percentage for the different standards I assign to see exactly where they are low in the skills I have taught.

The easiest way to start using ScootPad is to watch their webinars or view their Prezis on their site. Then when you are ready you begin by adding your class list and creating the user names and passwords for your students. The next step is to divide your standards (And yes, Common Core Standards are included!!) into 10 units for both Math and Reading. This may be the biggest challenge but you can do it a week at a time or if you're brave, all at once. You can also remove a standard from one unit and add it to the next if the students are still working on that standard.

Let's talk differentiation for a second. One of the best features on ScootPad is that even though my students may have the same homework it can be on different units. When I review their scores on Friday I can easily look to see who has mastery of 80% or higher in a math or reading unit and then bump them up to the next unit. No need to have them bored. I'd rather give that additional challenge. And if they aren't ready for that challenge I can keep them on that same unit. I can customize it any way needed for my class.

The students can also earn reward coins for the work they do. Be prepared for this and set some rewards in the store on the site. Rewards can be for lunch with a friend, lunch with the teacher, extra computer time, read to the class or another class or anything else you can dream up.

So what if you don't think your kids have access to an iPad, Kindle Fire, Android tablet or computer at home? Can you still use ScootPad if that is the case? Yes. You can also use it in class and offer it as extra practice at home for those that do have access. One of my parents actually thought I should make it mandatory since they likened using a computer and a tablet to being able to drive a car. It is a skill for the students that they do need to be successful.

Think again about that data. You can also use that in class for interventions and track your data on specific standards. Now, that may not be exactly the thing that ScootPad was designed for but I do see that possibility within the application. It's fairly easy to set up separate class lists so that you can target students differently.

One of the best things about ScootPad is how excited my kids are about the site and how much both they and their parents love it. I have parents telling me that they had to pry the iPad out of their child's hands. Another parent told me that her son stays on it until bedtime and wakes up at 6 to get right back on again.

ScootPad is a free site and accessible to teachers, parents and students. Check out the site at [www.scootpad.com](http://www.scootpad.com) and start your classroom today.



## valentines day facts and trivia to interest kids...

- ♥ Teachers will receive the most Valentine's Day cards, followed by children, mothers, wives, sweethearts and pets.
- ♥ Approximately one billion Valentines are sent out worldwide each year according to estimates by the U.S. Greeting Card Association. That's second only to Christmas.
- ♥ In addition to the United States, Valentine's Day is celebrated in Canada, Mexico, United Kingdom, France, Australia, Denmark, and Italy.
- ♥ Richard Cadbury produced the first box of chocolates for Valentine's Day in the late 1800's.
- ♥ More than 35 million heart-shaped boxes of chocolate will be sold for Valentine's Day.
- ♥ Over \$1 billion worth of chocolate is purchased for Valentine's Day in the U.S.



## Birthdays in February

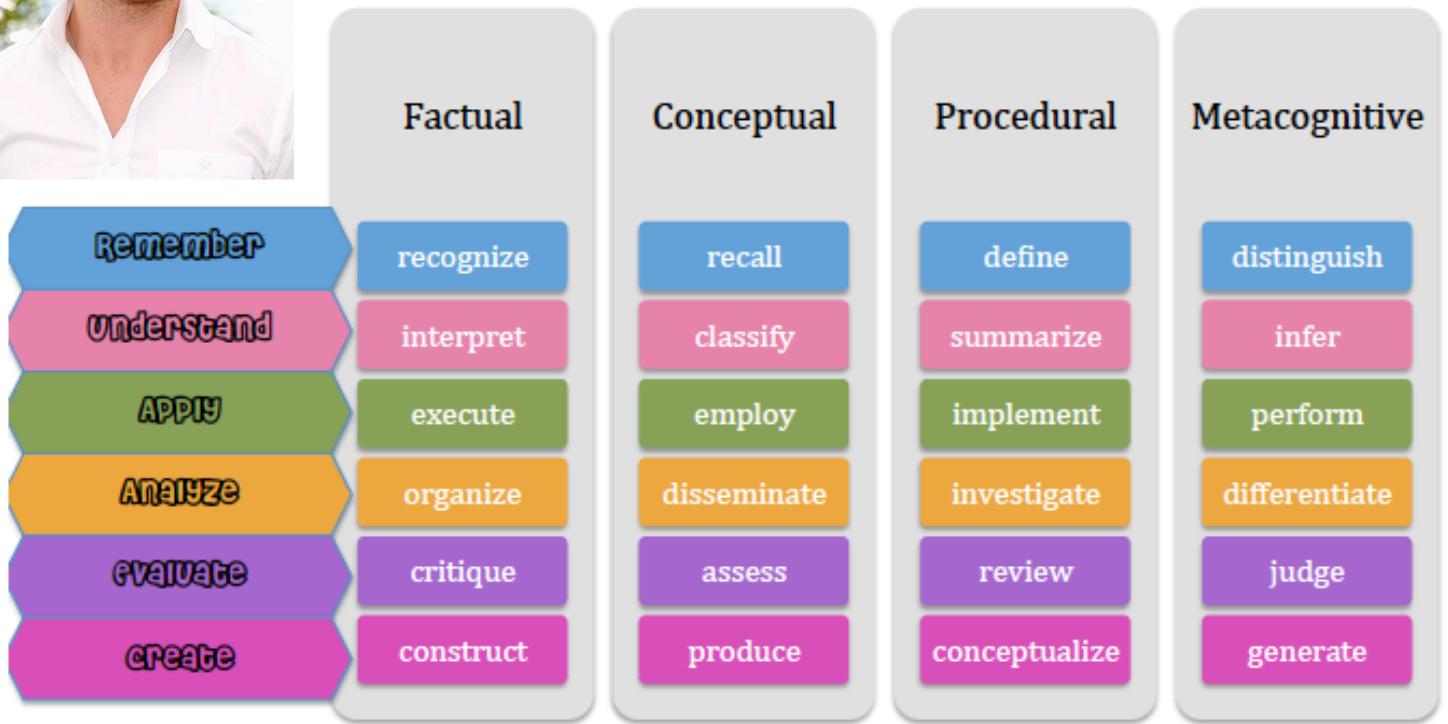
- 4- Brenda Curry
- 4 – Amanda Garner
- 6 – Rachel Branstrator
- 6- Dawn McBride
- 7- Donna Pemberton
- 8 – Cami Brocksmith
- 8 – Marilyn Gundry
- 9 – Lisa Cruz
- 10 – Beth Vollmer
- 12 – Kimberly Jackson
- 13 – Jessica Bear
- 13- Zach Martin
- 14 – Rachel Moore
- 14- Maury Dillender
- 17 – Allison Chamberlin
- 18 – Eileen Bellefleur
- 20 – Stephanie Smith
- 26- Trini Dixon
- 29 – Beth Ault

## Dates to celebrate in January!



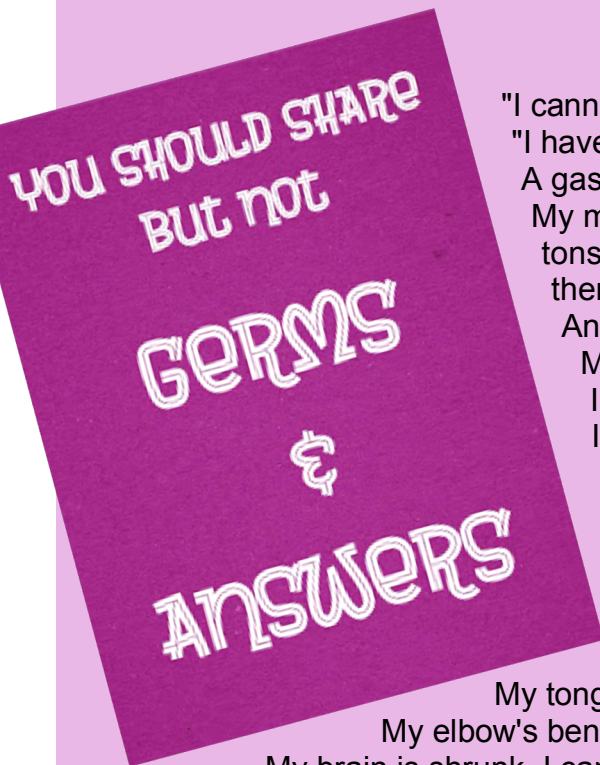


# new Blooms Taxonomy of educational objectives



## Sick

by Shel Silverstein



"I cannot go to school today," Said little Peggy Ann McKay.  
 "I have the measles and the mumps,  
 A gash, a rash and purple bumps.  
 My mouth is wet, my throat is dry, I'm going blind in my right eye. My  
 tonsils are as big as rocks, I've counted sixteen chicken pox And  
 there's one more--that's seventeen,  
 And don't you think my face looks green?  
 My leg is cut--my eyes are blue-- It might be instamatic flu.  
 I cough and sneeze and gasp and choke,  
 I'm sure that my left leg is broke—  
 My hip hurts when I move my chin, My belly button's caving in,  
 My back is wrenched, my ankle's sprained,  
 My 'pendix pains each time it rains. My nose is cold,  
 my toes are numb. I have a sliver in my thumb.  
 My neck is stiff, my voice is weak,  
 I hardly whisper when I speak.  
 My tongue is filling up my mouth, I think my hair is falling out.  
 My elbow's bent, my spine ain't straight, My temperature is one-o-eight.  
 My brain is shrunk, I cannot hear, There is a hole inside my ear. I have a hangnail, and  
 my heart is--what? What's that? What's that you say?  
 You say today is. . .Saturday? G'bye, I'm going out to play!"