

Ohio Literacy Conference for K-3rd Grade Teachers

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A-6 Creating a Cultures of Thinking, Understanding & Independence (Gr. K-3)

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Reading Comprehension Strategies

Active, thoughtful proficient readers...

- *Activate relevant prior knowledge (schema) and make connections between what they know and new learning.
- *Determine the most important ideas and themes in a text.
- *Ask questions of themselves, the authors, and the texts they read.
- *Create visual and other sensory images from text during and after reading.
- *Draw inferences from text in the form of conclusions, predictions, or new ideas.
- *Synthesize information within and across texts.
- *Monitor the adequacy of their understanding.
- *Use a variety of fix-up strategies to best solve a given problem in a given reading situation (i.e. skip ahead, re-read, use context and syntax, sound it out, etc.)

In each lesson, I work hard to...

*explain to students what we're going to be learning, why it's important and how it will help them as learners

*show kids how by modeling, thinking aloud, and/or demonstrating in authentic ways what I want them to learn how to do

*give children time to practice in a variety of authentic ways

*assess where students are and where we need to go next

*provide time for student reflection and sharing

Teaching with Intention: Creating Cultures of Thinking, Understanding and Independence

We can begin by...

- *making thinking visible
- *being intentional with our language/fostering agency and growth mind-sets
- *carefully selecting books and materials that encourage a variety of perspectives, provoke discussion, and focus on big ideas
- *giving students time/gradually releasing responsibility
- *creating and co-creating response options that are authentic, purposeful, and serve as means to comprehension as well as a measure ↑
- *creating thoughtful environments and classroom communities that reflect what we believe about teaching and learning

Making Thinking Visible

Language that makes thinking visible

I'm thinking...

I'm wondering...

Maybe...

This seems to be important because...

This reminds me...

Hmm. What do I already know about this topic? This type of text? This author? This kind of problem?

I don't get this. Let's see, first I'll...

Language that encourages student thinking

Keep going, I think you are on to something!

What else?

Say more about that..

Are you saying...?

This is what I think I heard you say. Do I have it right?

Language that promotes student reflection/agency

What's your plan?

What will you do next?

Have you encountered this kind of problem before? What did you do then?

How did you figure that out?

What exactly did you do?

What did you learn about yourself as a reader, writer, mathematician or scientist today?

I'm not sure everyone knows/understands this. Would you be willing to share this with everyone when we come back together?

Bureaucracy/3

Sixto Martinez completed his military service at a barracks in Seville.

In the middle of the courtyard of that barracks was a small bench.

Next to the small bench, a soldier stood guard. No one knew why the bench had to be guarded. The bench was guarded around the clock, just because: every day, every night, and from one generation of officers to the next the order was passed on and the soldiers obeyed it. No one expressed any doubts or ever asked why. If that's how it was done, there had to be a reason.

And so it continued until someone, some general or colonel, wanted to look at the original order. He had to rummage through all the files. After a good bit of poking around, he found the answer. Thirty-one years, two months and four days ago, an officer had ordered a guard to be stationed beside the small bench, which had just been painted, so that no one would think of sitting on the wet paint.

From *The Book of Embraces*, by Eduardo Galeano