

# Impact Teachers Workshop

SURN  
Session 3  
June 5, 2018




WILLIAM & MARY

CHARTERED 1693

Grab a Roll and Poll document and a cube.

Play with a friend.

We'll get started at 9:00.

 <b>Roll &amp; Poll</b> Answer the question that corresponds with the number you roll.	
1	If you could rid the world of one thing, what would it be?
2	What is something you have that is of sentimental value?
3	What one thing (modern convenience) could you not live without?
4	If you had one extra hour of free time a day, how would you use it?
5	If you could add a new room to your house, what would it be?
6	If you could have any view in the world visible from your bed, what would it be?
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Text **books**

PICTURE BOOKS



NEWSPAPERS



Transcripts

ESSAYS



Magazines

ARTIFACTS



Photographs

MAPS

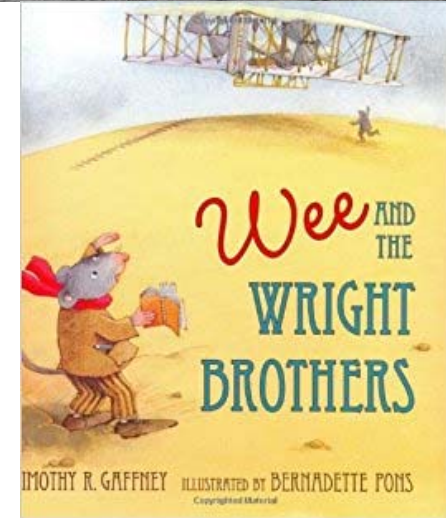
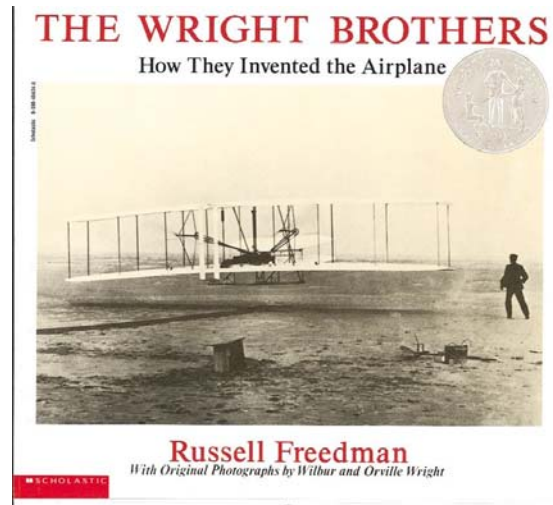
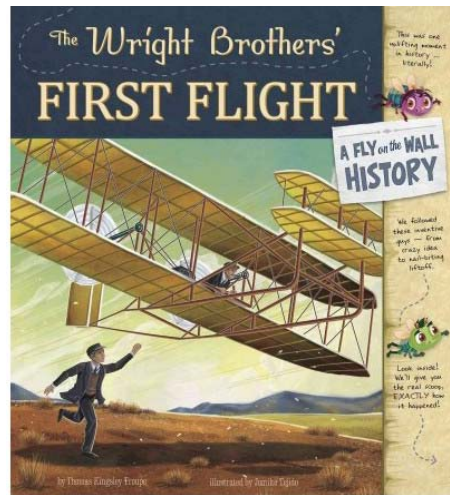
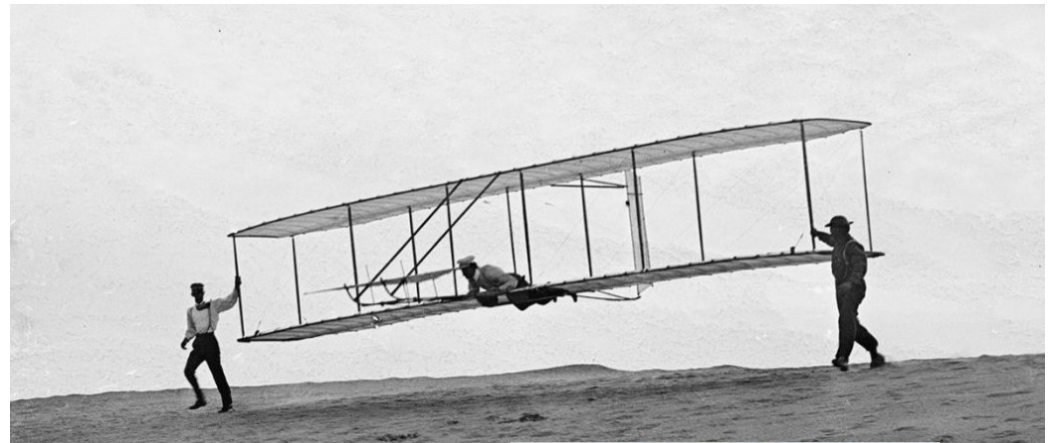
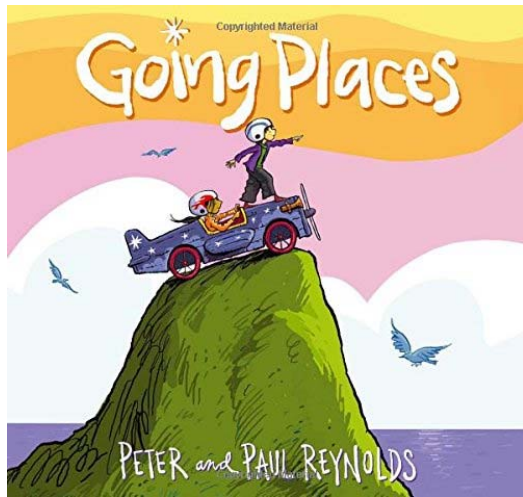


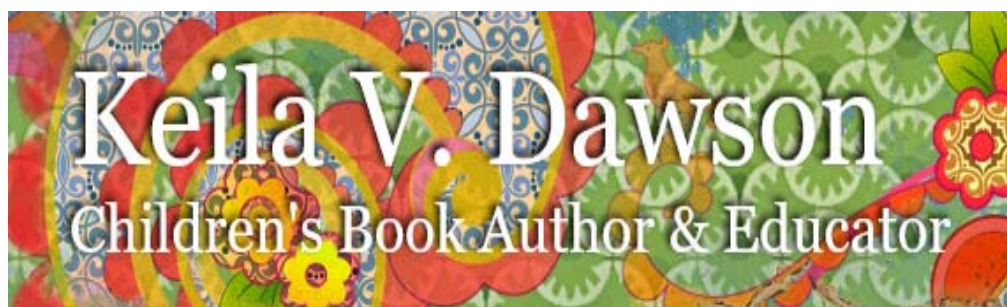
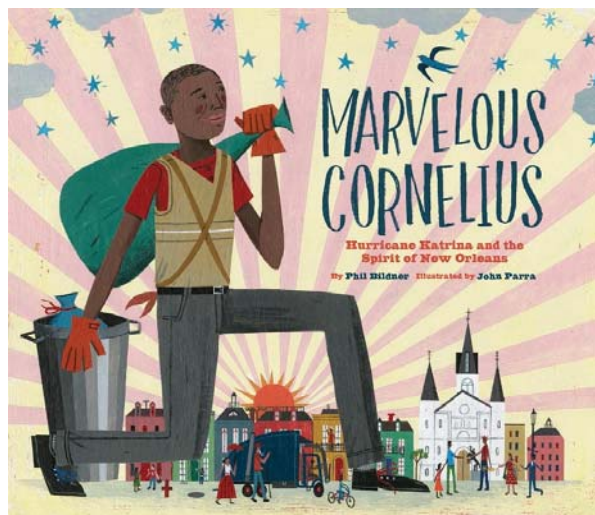
Videos

Advertisements

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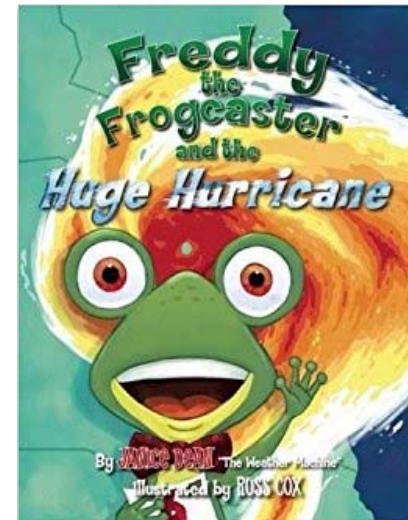






# In 'Marvelous Cornelius,' a Katrina story recalls New Orleans' beloved trash talker

Updated August 6, 2015 at 7:39 AM; Posted August 5, 2015 at 2:32 PM



# Let's **Talk** about it

*The future belongs to the curious. The ones who are not afraid to try it, explore it, poke at it, question it and turn it inside out.*



**“CURIOSITY EPISODES”**  
**(Asking or investigating)**

**At home: 26-76 per hour**  
**In Kindergarten: 1 per hour**  
**In Fifth Grade: -1 per hour**

**Susan Engel**  
**“Curiosity and School”**  
**Harvard Ed Review, 2011**

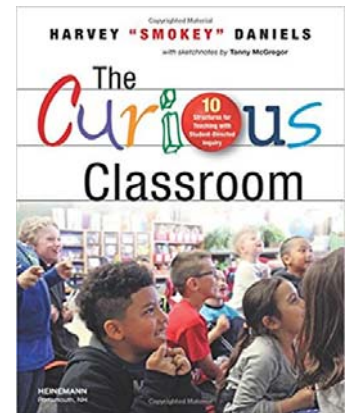
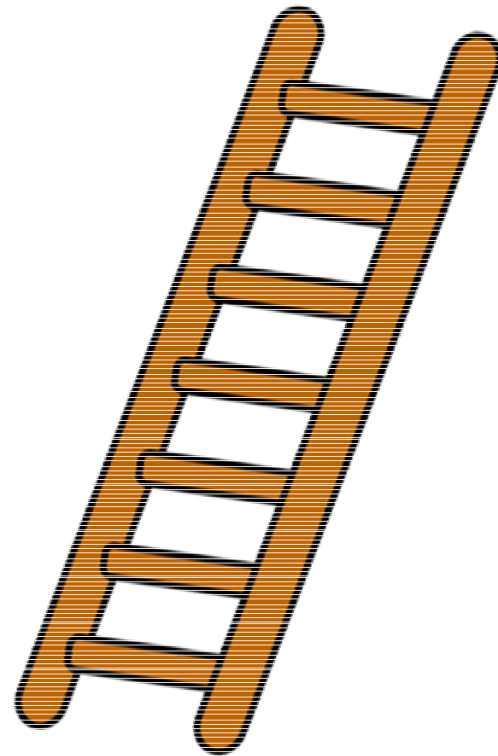






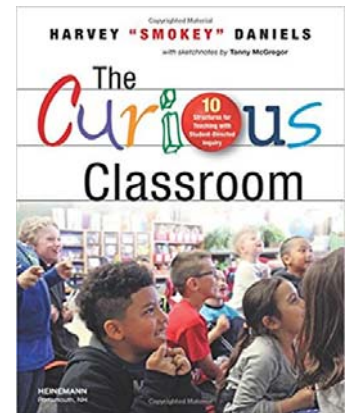
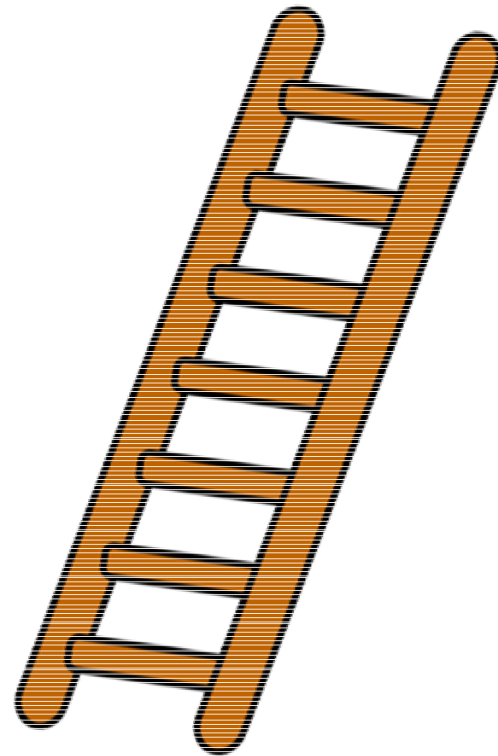
## *Ten steps towards a curious classroom*

10. Learn from partners and pioneers.
9. Lean into a crisis.
8. Launch curriculum units with mini-inquiries
7. Pursue kids' questions with mini-inquiries.
6. Hang out with an expert.
5. Check our news feed
4. Begin the day with soft starts
3. Capture and honor kids' questions
2. Investigate classmates and ourselves
1. Demonstrate our own curiosity



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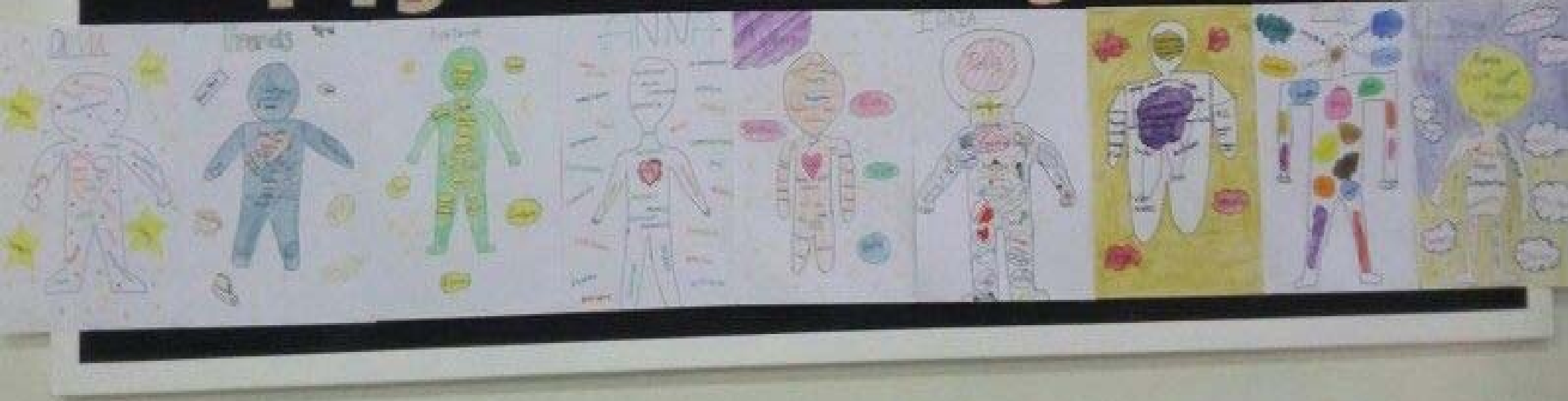
## #2 Investigate Ourselves and Our Classmates

*Who am I? and Who are we?*

Deepening our self-knowledge and broadening our acquaintances help grow a supportive climate where curiosity and risk taking are always welcome.



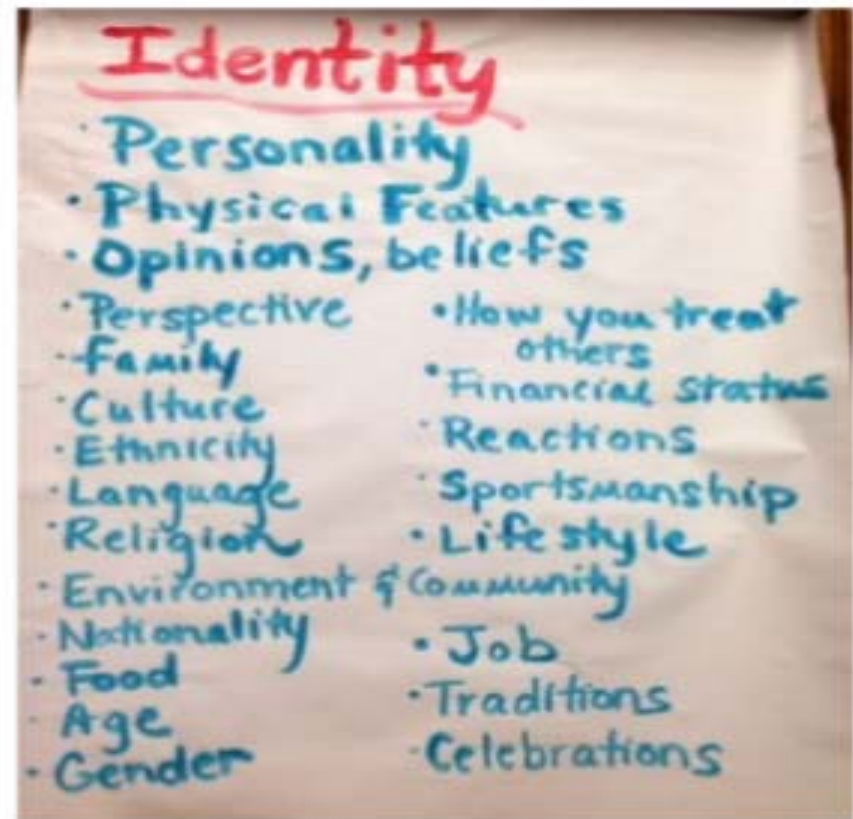
# My Identity Map





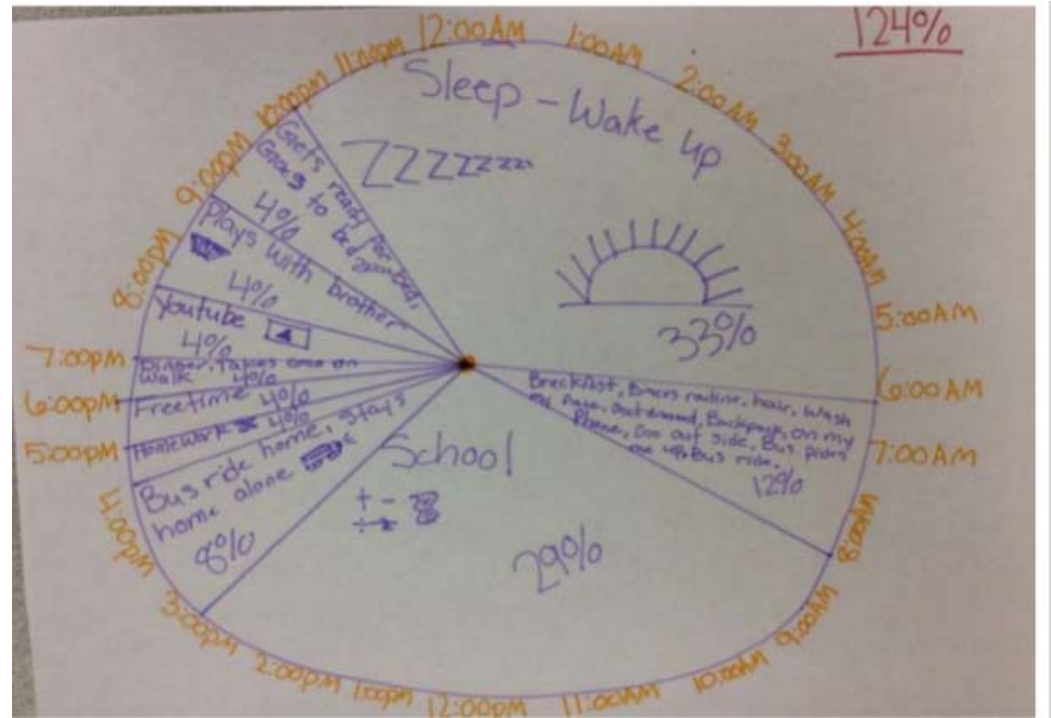


# Try your own!









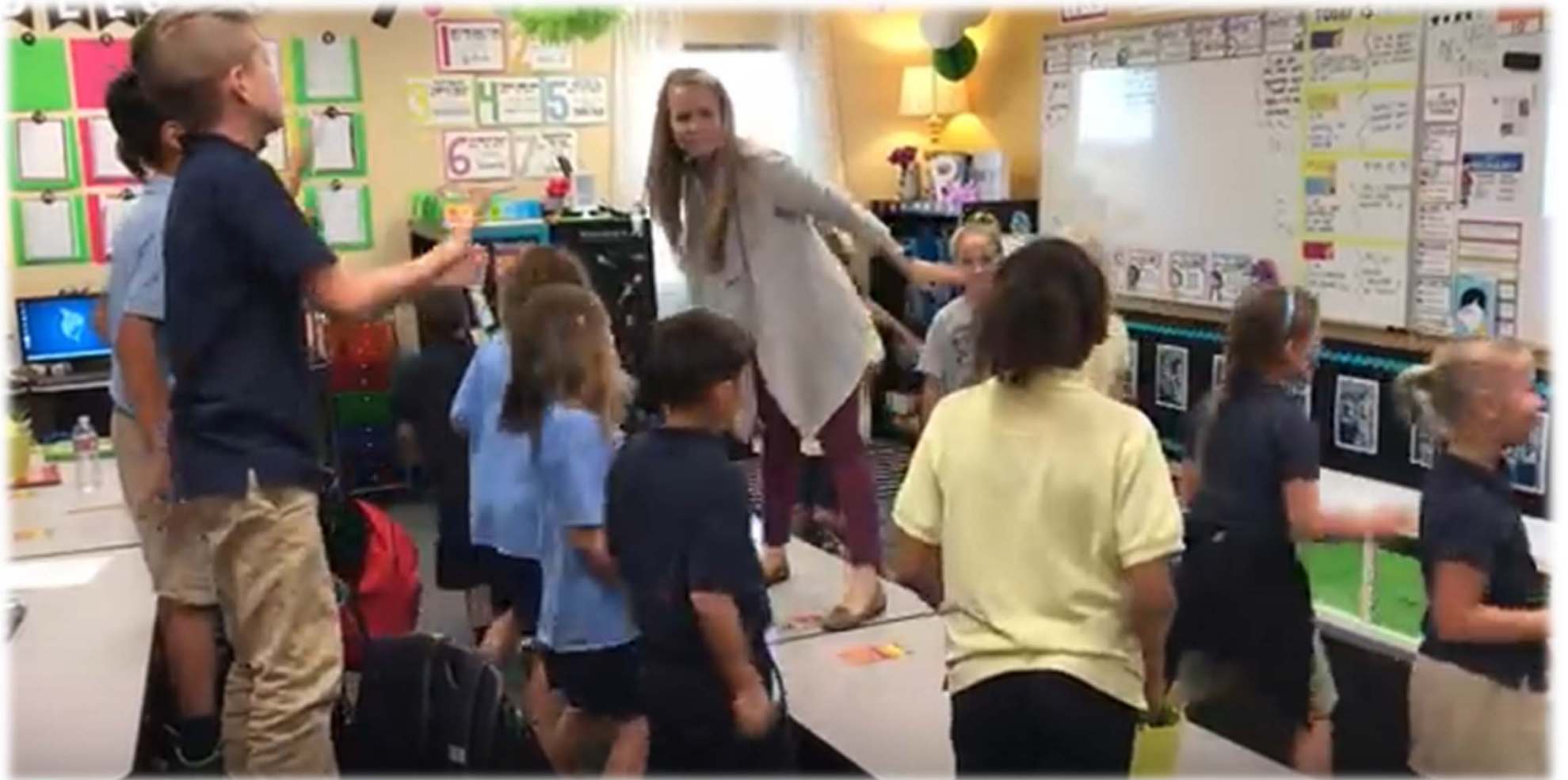


Barry White Jr.



abc NEWS





***THIS*** **OR** ***THAT***





Think about: events, people, scenes, stories or other input that grabs your interest, that makes you want to learn more, dig deeper, and understand what's going on.

### #3 Capture and Honor Kids' Questions



*What activates your brain's  
"wonder center"*



Disney World

Instructional Coaching

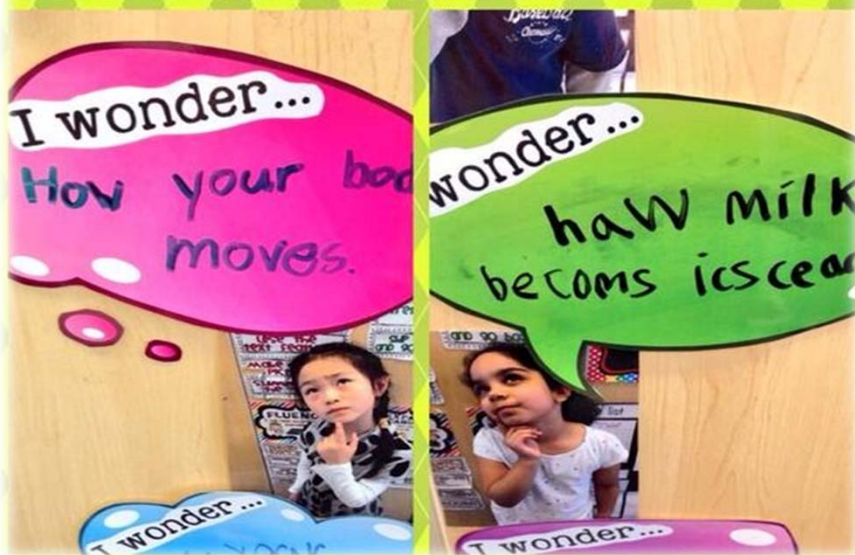
Children's Literature

Social emotional learning

Brain Research

# Wonder Wall

*When we wonder about something,  
we need to know more...*



I can read and understand informational text on a 2nd grade level.



I can ask and answer questions about a story.



## I Wonder... (Questions)

Are there different kinds of tornadoes? ✓

Jordyn

Does water make ~~tornado~~ tornadoes? ✓

Justin

Are tornadoes different colors? ✓

Eric

Can tornadoes be different shapes? ✓

Alan

Do tornadoes exist? ✓

Renata

Can a tornado suck up a shark? ✓

Philip

Can tornadoes make someone lose their belongings? ✓

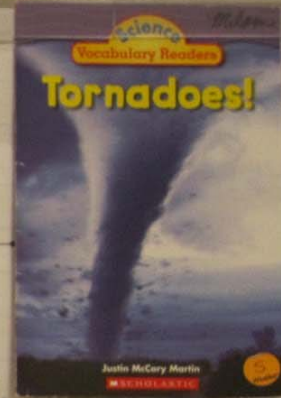
Dymond

Can a rainbow + a tornado go together? ✓

Braylon

## I Learned... (Answers)

- Tornadoes exist.
- A tornado can pick up a fish out of the ocean.
- Tornadoes come in different shapes and sizes.
- Tornadoes that happen over water are called waterspouts.
- Tornadoes can destroy homes.
- Tornadoes can be different colors depending on where they are located.
- You can see a rainbow + a tornado at the same time.





# An enduring culinary curiosity

The Original Chicken Sandwich has been a menu mainstay since 1964. But how did our founder come up with it? And how has it changed since then? We're dishing the whole story.

Check it out

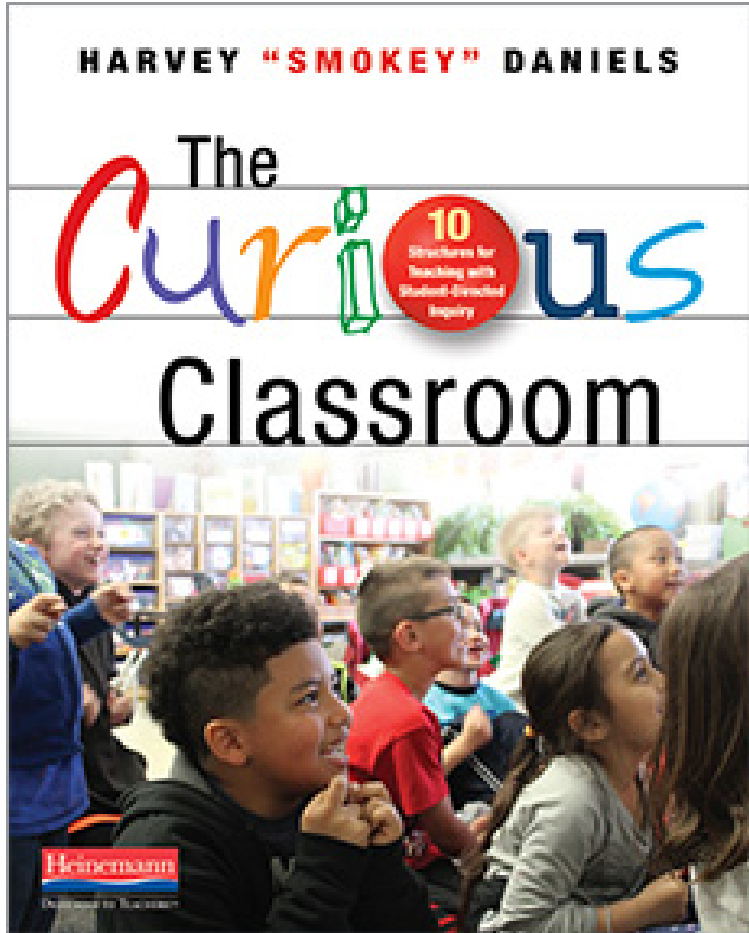


How many coconuts does it take to make a bar of Native Deodorant?

FIND OUT NOW



Pages 54-55





## #5 Check Our News Feed

Among the strongest sparks for kids' inquiry projects are current news items.



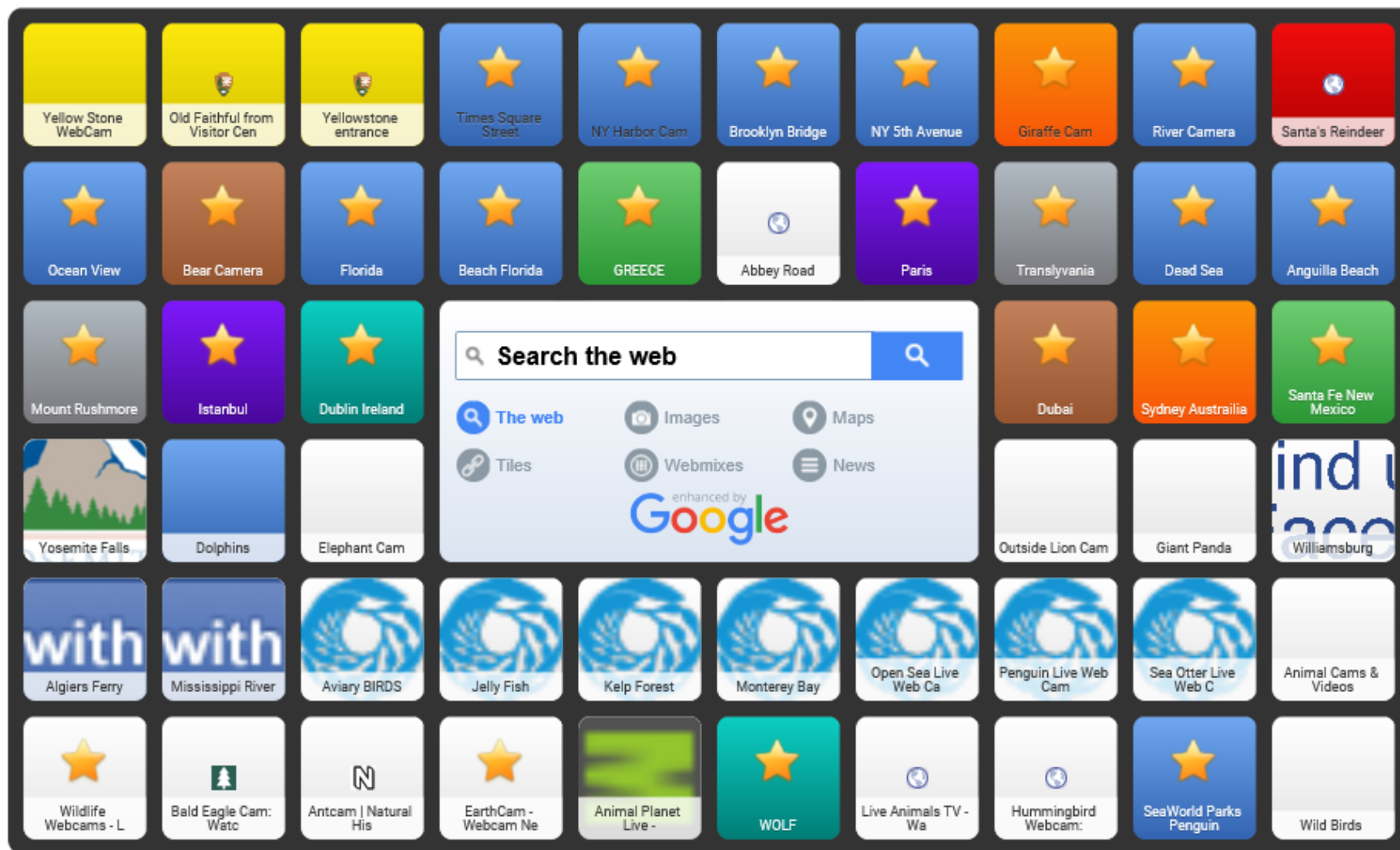




Jot down every news source you consult during a normal weekday.

*Categories:*

- magazines, books, television, radio, web apps/sites



# Wonderopolis / Newsela

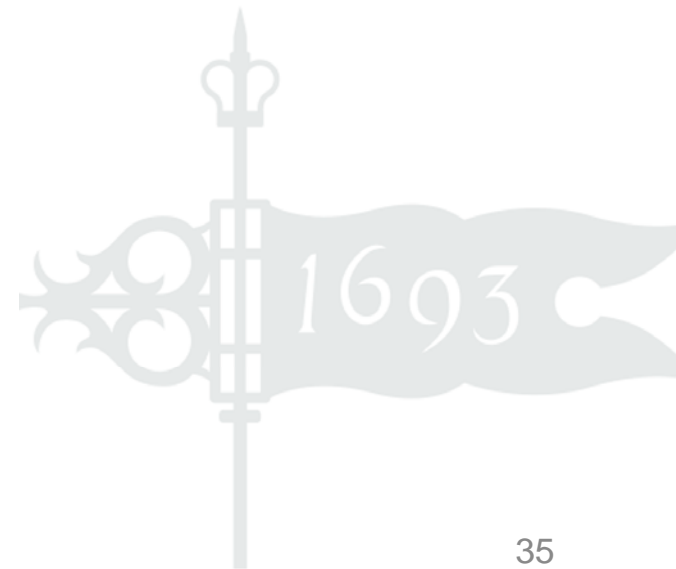
Wonder of the Day #397

## Can You Unwrap a Mummy?

**Kids to Parks Day: Find your local park on May 19**

By Susan B. Barnes, USA Today, adapted by Newsela staff  
05/18/2018

Text Level 6  
Word Count 848









## #6 Hang Out with an Expert

In inquiry projects, we try to connect kids with adult specialists in the field. By getting face time with experts, students learn authentic and reliable information, and also witness what passionate and sustained devotion to a specialty looks like.



# Kids Cooking Class

## #6 Hang Out with an Expert

- Host a Live Visit
- Digital Hangout
- Building an Ongoing Relationship  
(beginning with simple email exchanges)

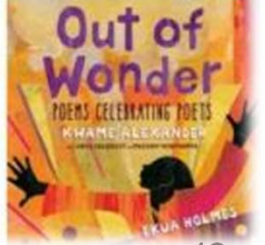
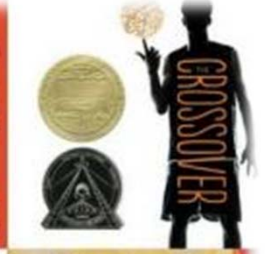
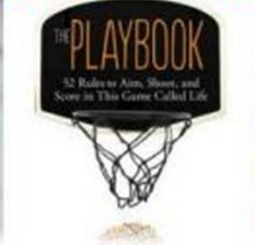
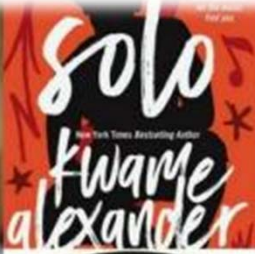
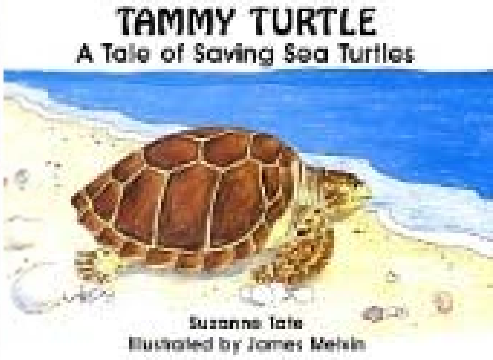
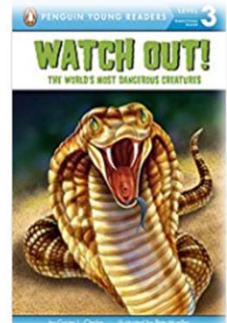
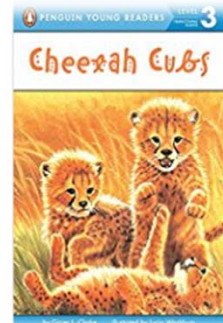
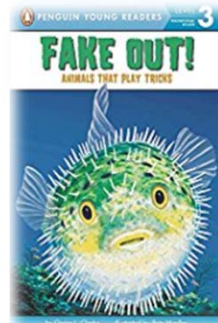
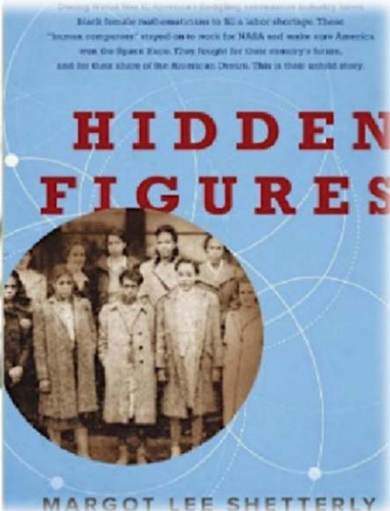




## Where to Find Guest Experts

- Start with parents.
- Look within your school community.
- Ask professional acquaintances and friends.
- Think about local businesses and organizations.
- Consider government agencies.
- Contact local colleges or universities.
- Be on the lookout when you are in the community.
- Older children can be great experts, too.
- Ask children for their suggestions.
- Cast a wide net and think outside the box!







## #7 Pursue Kids' Own Questions with Mini Inquiries

Providing time for kids to investigate their own questions allows us to honor their curiosity, to spark engaging and authentic inquiries, and to model for them how experienced researchers seek answers.



The image features the Google logo centered against a dark background filled with a pattern of green binary code (0s and 1s). The logo itself is multi-colored: the 'G' is blue, the first 'o' is red, the second 'o' is orange, the 'g' is blue, the 'l' is green, and the 'e' is red. The background consists of rows of binary digits that are slightly blurred and have a subtle glow, creating a digital or data-centric atmosphere.

Google

A wide-angle photograph of a snowy landscape. In the foreground, a dirt road with tire tracks leads into the distance. To the right of the road, a wooden post holds a warning sign. The sign is triangular with a red border and a yellow background, featuring a black exclamation mark. Below the triangle, a rectangular sign reads "CAUTION IMPASSABLE". The background shows rolling hills under a dramatic, cloudy sky with a hint of sunset or sunrise. The overall color palette is dominated by blues, greys, and whites, with a touch of orange from the sky.

# WHAT IF...

...I ALLOWED YOU TO LEARN ABOUT ANYTHING YOU WANTED?

Genius Hour



# Genius Hour





WHAT HAPPENS IF STUDENTS ARE GIVEN TIME TO

**DREAM?**

WHAT HAPPENS IF STUDENTS ARE ENCOURAGED TO

**EXPLORE?**

WHAT TAKES PLACE IF THEY HAVE THE FREEDOM TO

**CREATE?**

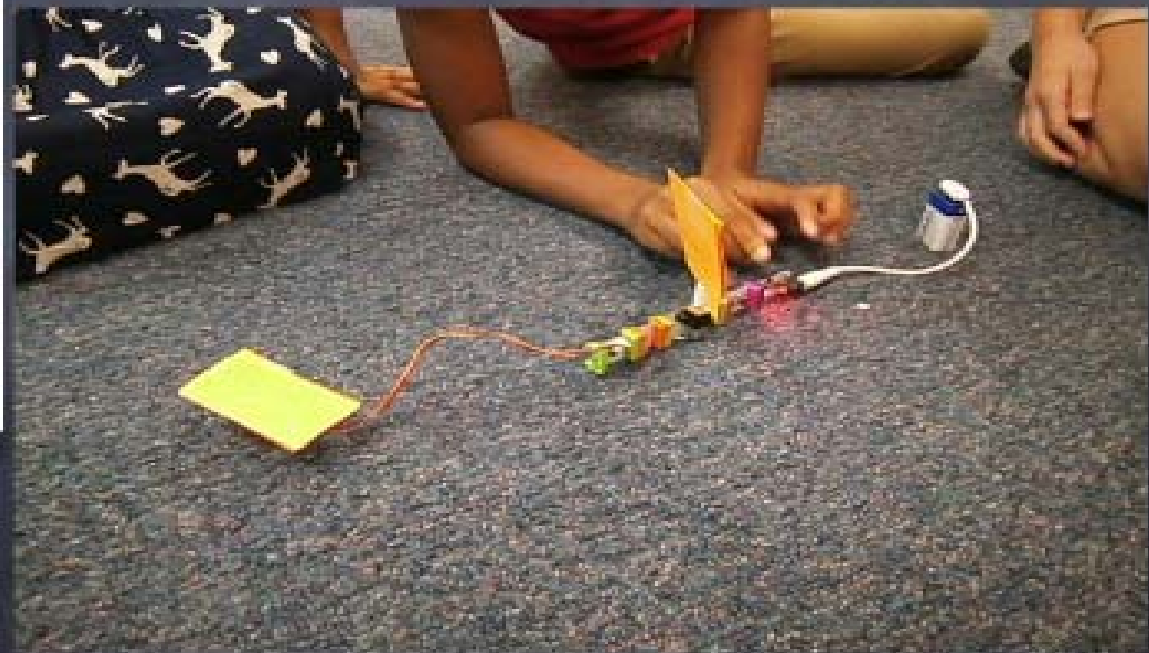




**GENIUS HOUR IN**  
*lower elementary*  
**CREATING LIFELONG LEARNERS**

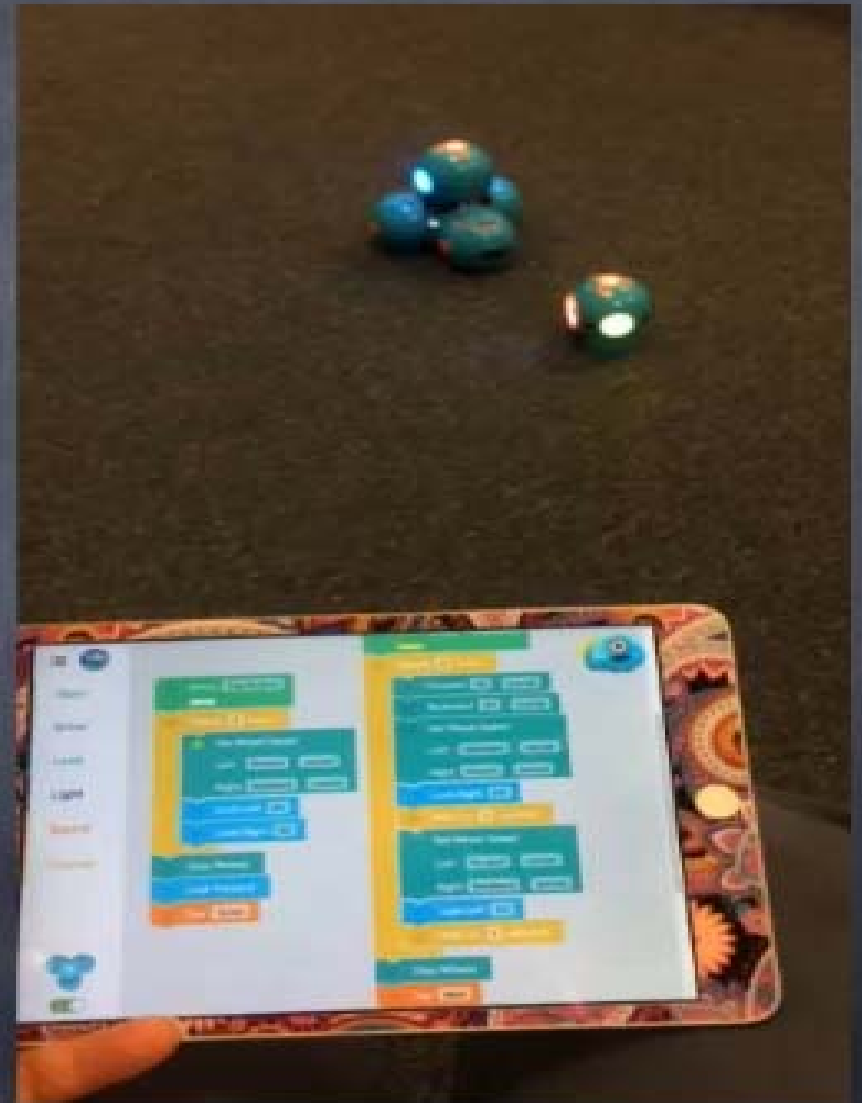
**POET PRINTS**  
BY *Rachel* POETKER

# Learning About Electric Circuits with littleBits



littleBits  
ELECTRONICS

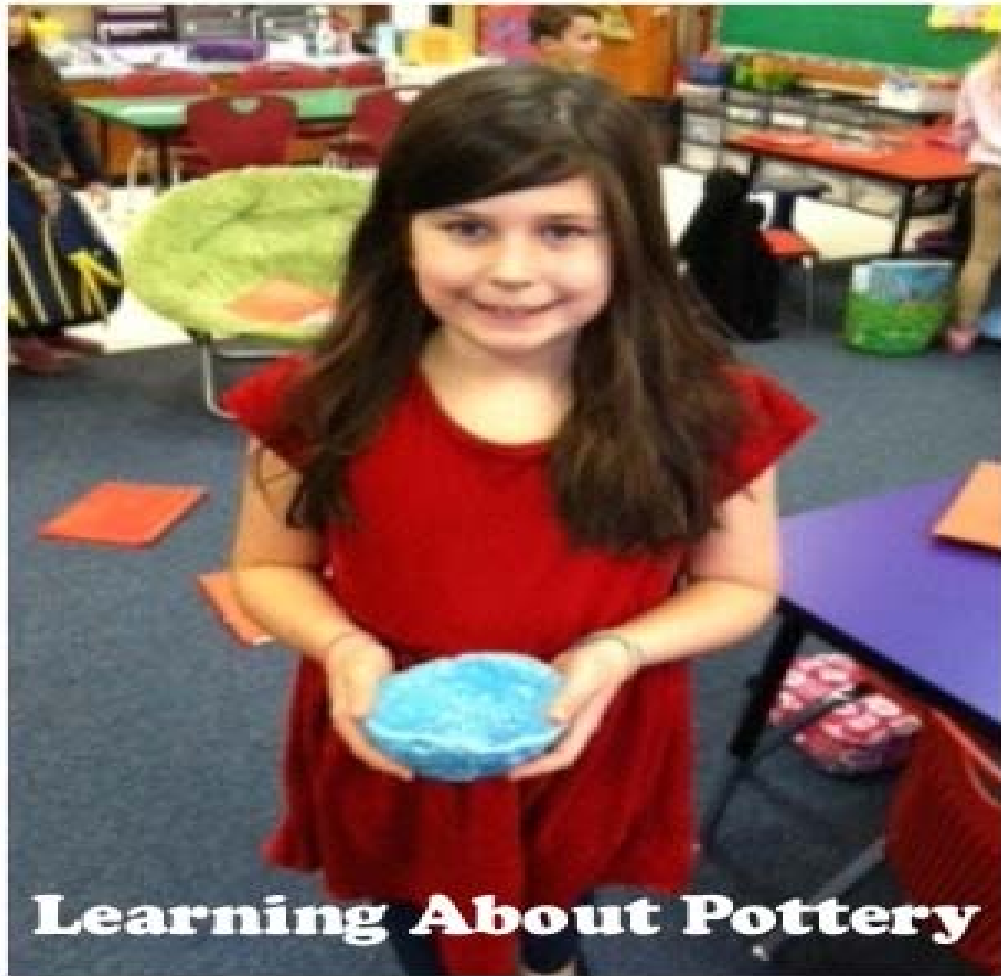
# Learn About Programming with Dot and Dash



# Learning About Computer Programming







**Learning About Pottery**



**Creating a Model  
of a Volcano**

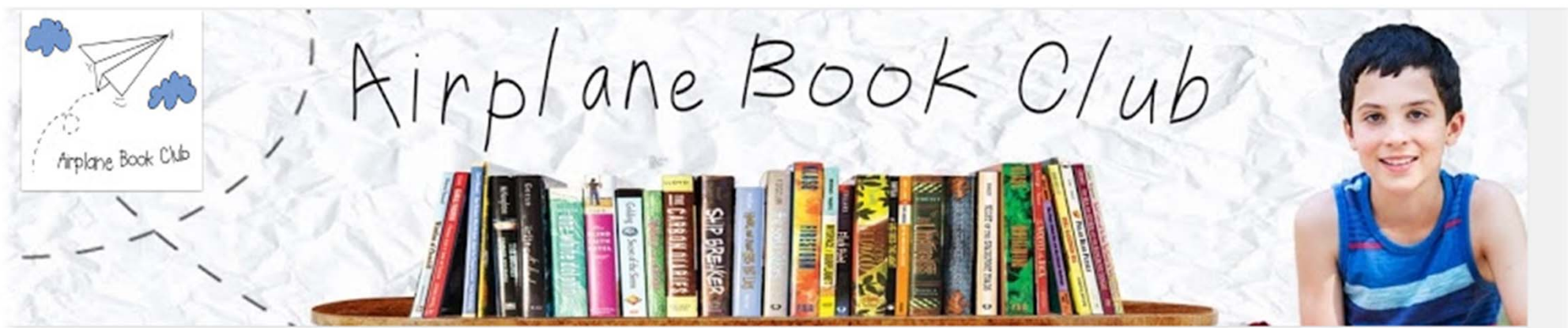




**Learning About  
Stop Animation**



**Learning About  
Engineering with  
Goldiblocks**





## Get Involved in Your Community



Look around your class. What do you see? People! Almost everyone in the world lives with others. This is called living in a society.

The word *civics* describes the rights and responsibilities of people who live in a society. These people are called its *citizens*. In fact, the word *citizen* means “someone who lives in a city.”

What does it mean to be a good citizen? In the United States, we usually think that voting is the most important civic responsibility. People don't have to vote, but responsible citizens vote to help make decisions and voice their opinions.

People have to be 18 to vote in the United States, so you might wonder what you can do to be a responsible citizen now. You can do community service! *Community service* means donating your time and energy to help your community.

Responsible citizens learn what problems people face and how these problems might be solved. They learn

how different people think and feel. They even learn that working hard feels good because it makes a difference in others' lives. Then they volunteer their time to help in any way they can.

Being a good citizen doesn't just include volunteering to help people, though. It also includes volunteering to help endangered animals and to reduce pollution. There are many things people of all ages can do to help the Earth. They can work to protect animals' habitat, or their homes. They can also start recycling programs.

The first thing to do is to think about what interests you. You should also ask a parent or other adult who will be volunteering with you what they might like to do. You might want to donate your time working for the environment, animals, or older people. Talk to your teacher about ways to volunteer in your community, too. There are lots of ways you can make a difference in the world!



For more information about TextProject and FYI for Kids, visit [textproject.org](http://textproject.org).  
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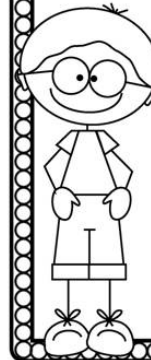


## Wonder Walk

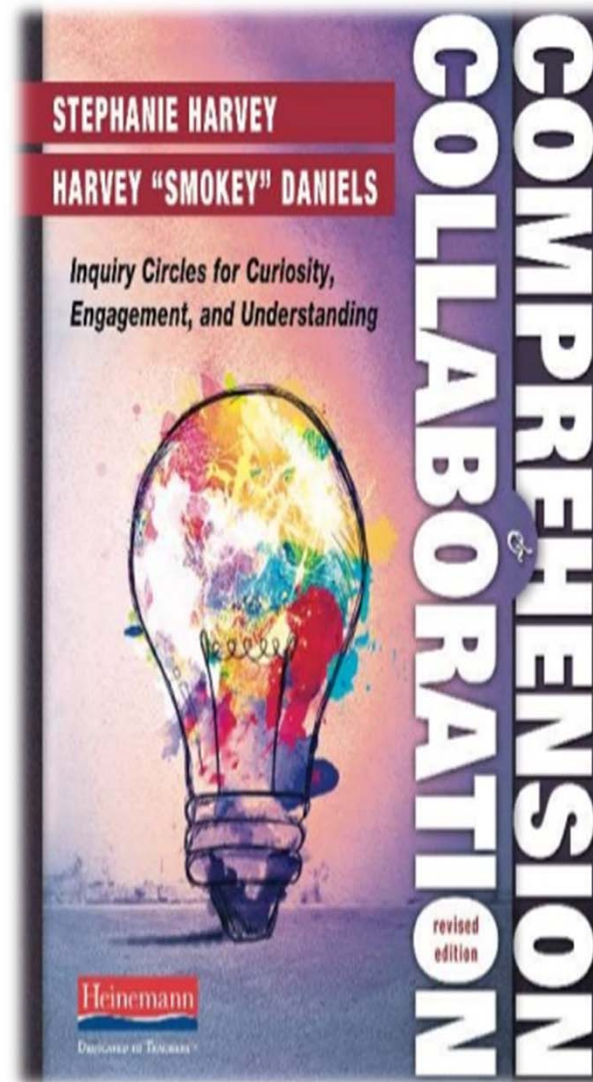
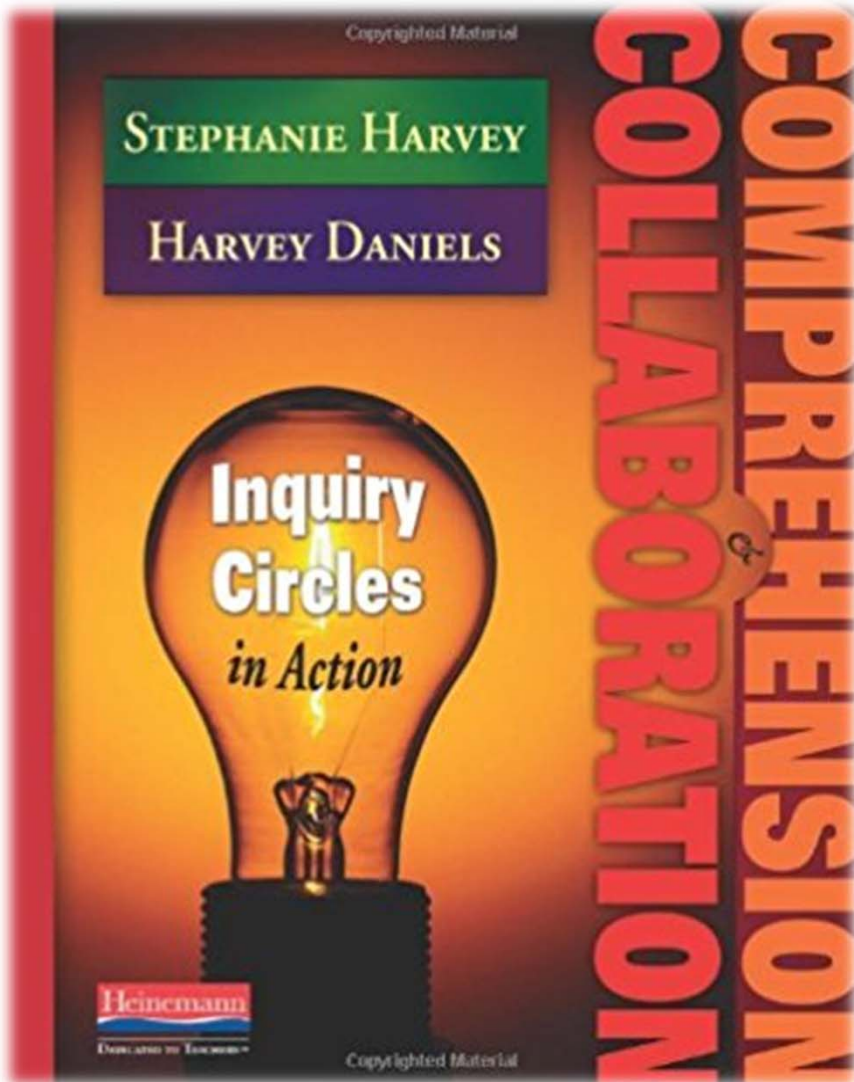
I notice...

I Like...

I Wonder...



©Danielle Nystrom



- Mini-  
Inquiries**
- Curricular  
Inquiries**
- Lit Circle  
Inquiries**
- Open  
Inquiries**

**Let's try it!**

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**IT'S NOT ABOUT  
"HAVING" TIME.  
IT'S ABOUT  
**MAKING** TIME.**

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# Indicators of Student Engagement

- ✓ Engages in setting learning goals.
- ✓ Engages in making choices.
- ✓ Engages in reading.
- ✓ Engages in writing.
- ✓ Engages in discussing text or other input.
- ✓ Engages in problem-solving.
- ✓ Creates products.
- ✓ Engages in peer tutoring, cooperative learning, reciprocal teaching, and other cooperative group structures.
- ✓ Engages in relevant, real-world learning experiences.
- ✓ Applies metacognitive strategies (specify).
- ✓ Creates/uses learning tools (specify).
- ✓ Engages in self-assessment of their work, what they learn, and how they learn.
- ✓ Engages in asking for and giving specific feedback to peers and the teacher.

