

# Impact Teachers Workshop

SURN  
Session 2  
March 13, 2018



WILLIAM & MARY

CHARTERED 1693

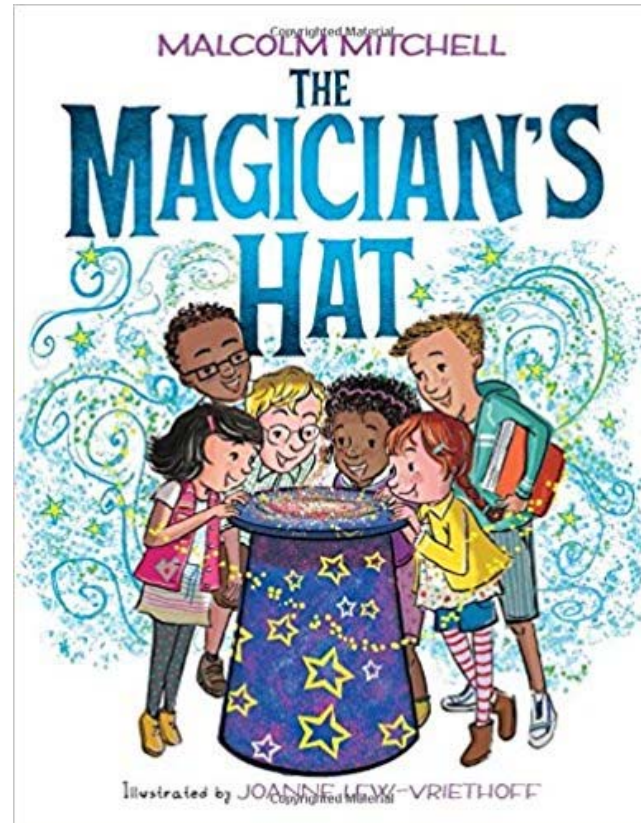
*Welcome  
Back!*

*We will begin promptly at 12:15,  
until then, feel free to:*

Explore any of the items  
on your tables.







<https://www.readwithmalcolm.com/>

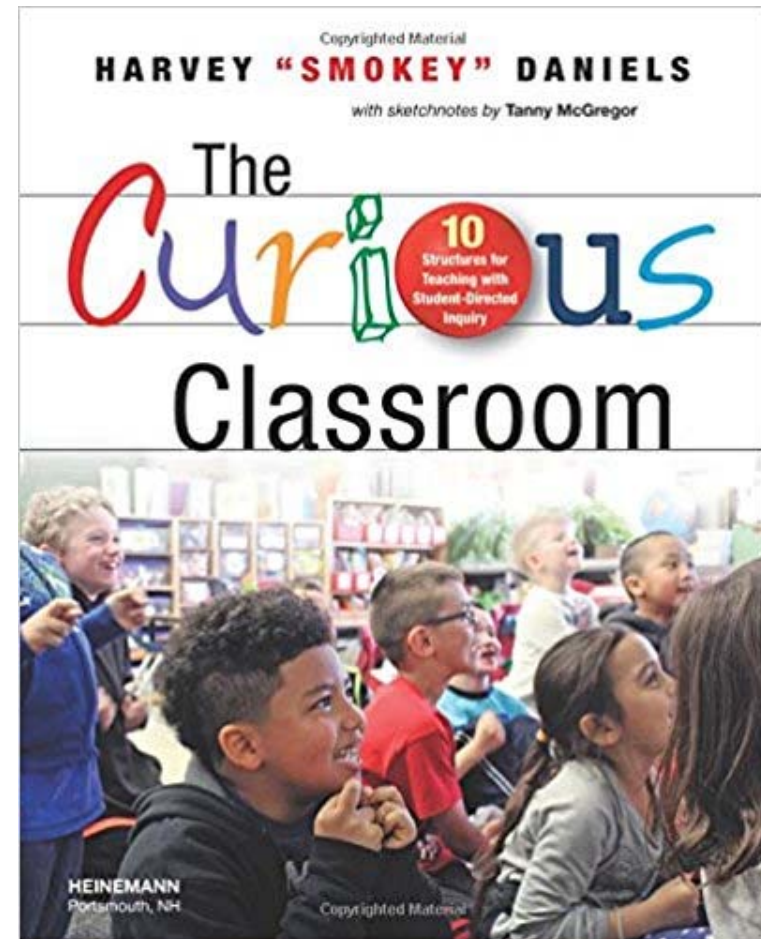




# Indicators of Student Engagement

- ✓ 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.

Let's Talk  
about it





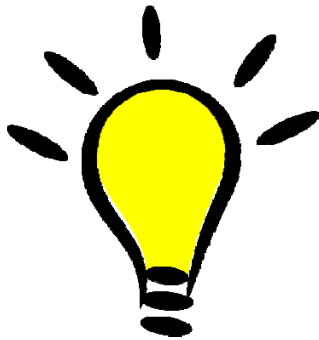
Think back to a time you were really curious about something. This could be during your childhood, outside of school, or today in your adult life. Use the list of “symptoms” of curiosity to help you locate such an experience in your own life.

Felt energized	Got totally involved	Lost track of time
Was highly focused	Couldn't be distracted	Stuck to it
Found extra time to pursue it	Felt pleasure or delight	Kept having more questions
Remembered what you learned	Later shared your learning with others	



try  
this!

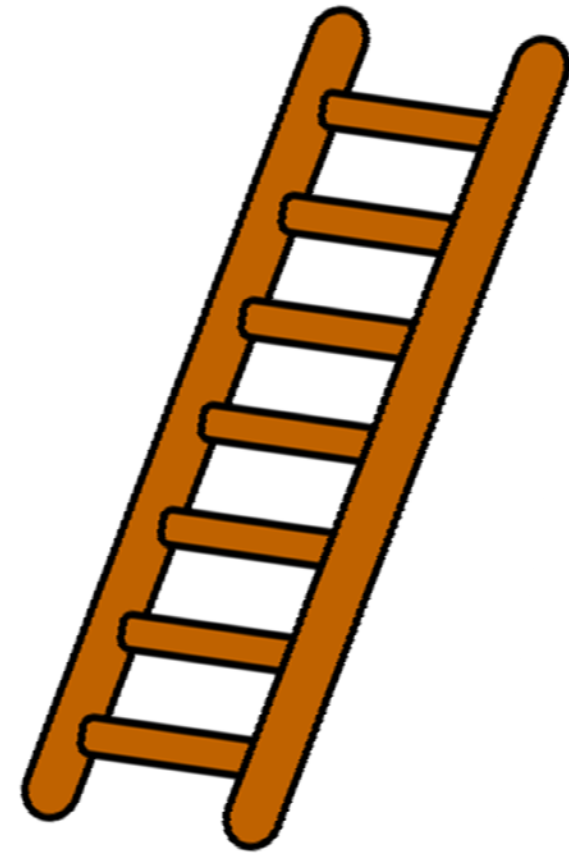
- What was the topic or activity?
- How did you get hooked?
- Where did this happen?
- Was anyone else involved as a mentor or partner?
- How did you feel emotionally?
- How would you describe your state of mind?



As you recollect these conditions, compare them to your own classroom today and think able changes.

## Ten steps toward a curious classroom

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



# Chapter 1 Demonstrate Your Own Curiosity

“When you regularly mention what you are reading, watching, following, or investigating, you show kids that you are an engaged learner in your “real life.”

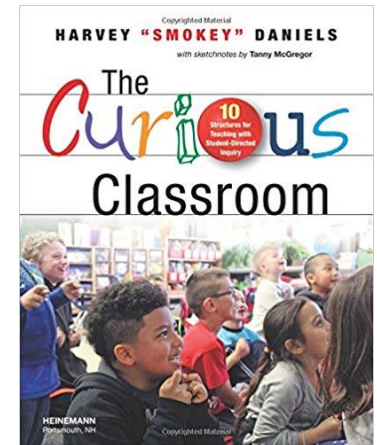
- Curious Classroom

“Maybe kids are not ready to be taught by us until they know ten things about our real lives.”

- Harvey Daniels

“You are not ready to teach a child until you know ten things about her life outside of school.”

- Donald Graves



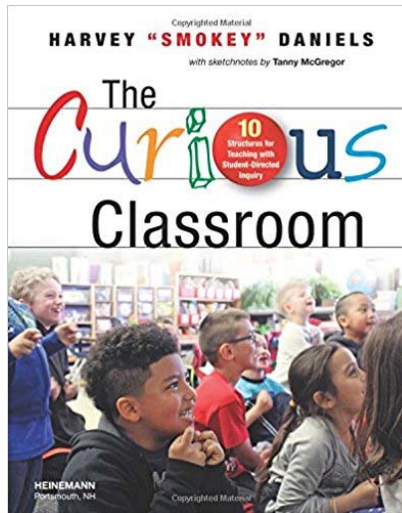


<b>Self Questions</b> (my personal, local concerns)	<b>World Questions</b> (wider topics that many other people also wonder about)
How much longer will my Highlander last?	What does trauma instruction look like and sound like?
Why does Kensi not want to stick with anything?	What is the brain research around empathy?
What and how should I include from the information I learned at the state reading conference this past week?	How will students around the con



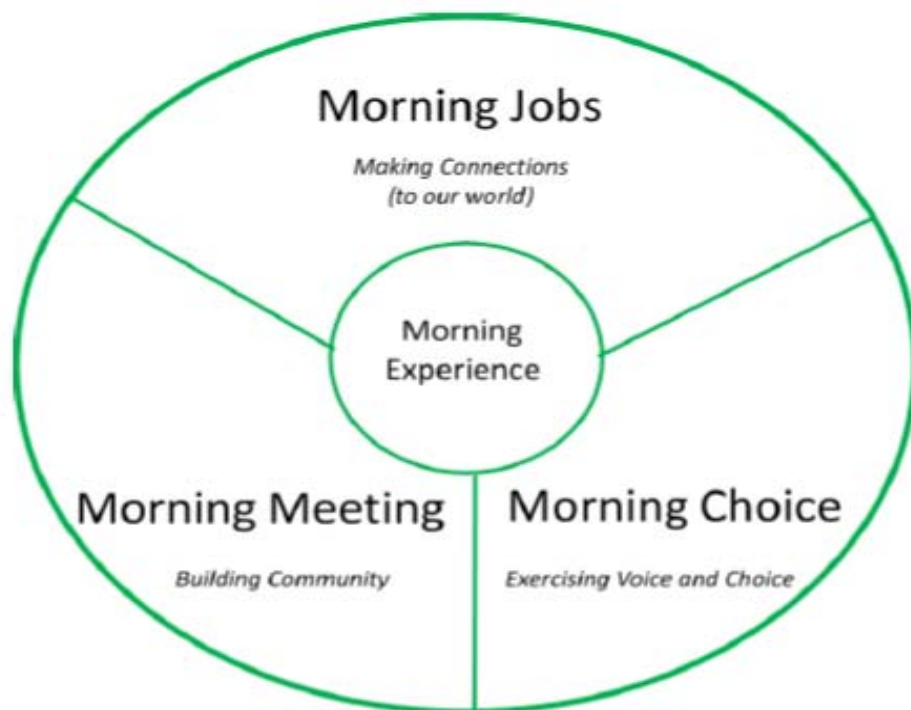






*“When we let kids find their own way into the day, we activate their curiosity and sense of self-direction, mindsets that serve learners well in the formal inquires that follow.”*

## The NNPS PK-5 Morning Experience



When we let kids find their own way into the day, we activate their curiosity and sense of self-direction, mind-sets that serve learners well in the formal inquiries that follow. Kids will accomplish more "net learning" if they start that day in the driver's seat.

~Harvey "Smokey" Daniels, *The Curious Classroom*



### Morning Choice Suggestions

- Artifacts
- Book Shopping\*
- Breakfast\*
- Card Games\*
- Creativity Area (Legos, Play-Doh, Puzzles, Paper/Markers, etc.)
- Estimation\*
- Inquiry
- Manipulatives
- Music
- Peaceful Area
- Provocations\*
- Question of the Day/Answer of the Day
- Reading\*
- Science Probes
- Scientific Drawings
- Special Projects
- Tactile Station (Blocks, Kinetic Sand, Play-Doh, Stress Balls)
- Technology\*
- Wonder Wall
- Word Games (Boggle, Scrabble, Banagrams, etc.)
- Writing\*

\*choices open to students every week

# *Morning Experiences:* *Student-Directed Soft Start*

**Problem Solving:** Estimation 180, Which One Doesn't Belong?

**Collaboration:** board games

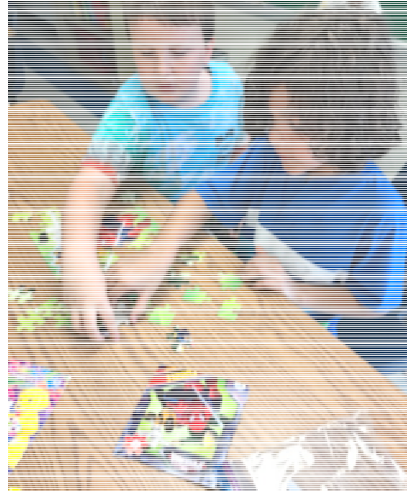
**Technology:** Read to Self, Inquiry, Publishing

**Book Shopping**

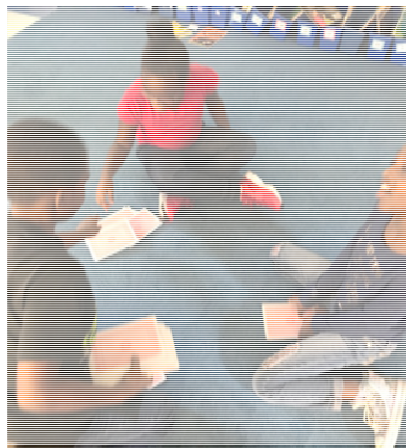
**Inquiry:** Researching a topic, quick science probe, examining artifacts

**Constructing/Create:** Legos, puzzles, drawing/writing/coloring





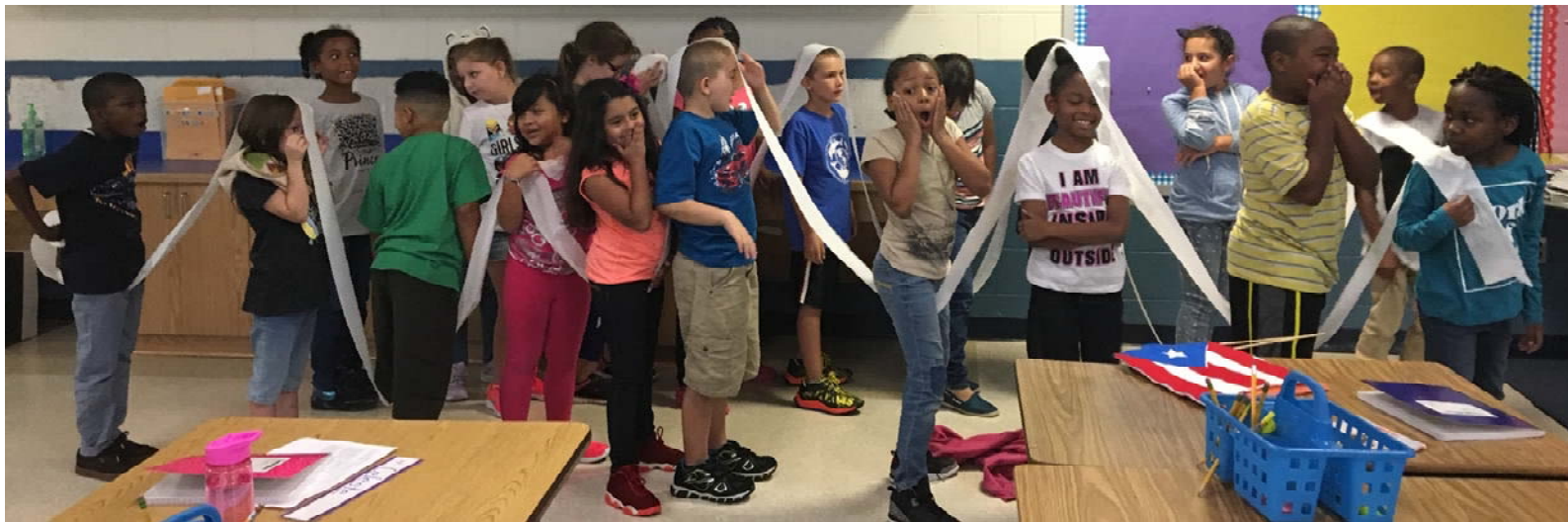
## Morning Choices



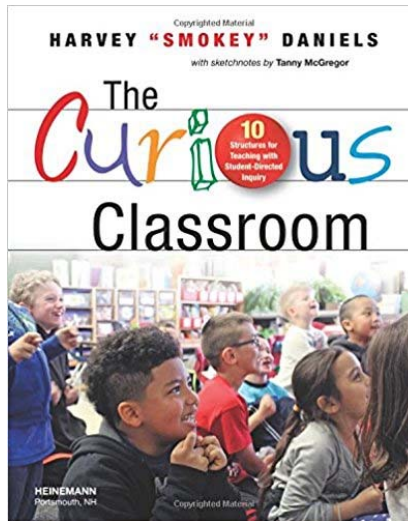




## Morning Meeting







*First we needed to change our classroom environments to be more conducive to student-initiated exploration, investigation, and creation.*





# AN INTRODUCTION TO SKETCHNOTES

A TALK BY @ANNATAMASI

Sketchnotes are **FAB** because they are visual, easy-to-understand, and **FUN**

Traditional note taking is too text **HEAVY**

Sketchnotes engage the mind  
They improve memory and recall

**VISUAL BRAINSTORM**

Sketchnotes don't have to be perfect or pretty.

TRANSMITTING IDEAS

There is NO **RIGHT** or **WRONG** way!

It's OK if you cannot draw very well.

- PLAN
- CAPTURE
- REFINE
- SHARE

THE ANATOMY OF A SKETCHNOTE

**LISTEN**  
**SYNTHESIZE**  
**VISUALIZE**

**HAVE FUN**  
and enjoy!

**PEN'S SHIBUOSE**  
Don't forget to sign it!

@blue\_latitude



Spetcho  
Prenay

0:05 / 3:02



GIVE  
IT  
a go!

# SKETCH-NOTE BIBLE

## VISUAL LIBRARY



## FONTS

FANCY

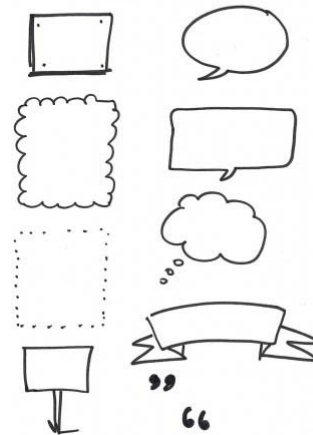
SPACING

TAIL CAPITALS

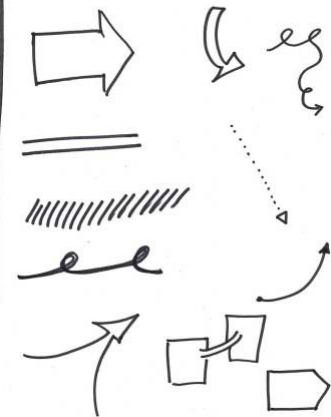
BLOCK

SEARY *Script*

## CONTAINERS



## CONNECTORS





# a Letter to my Teacher

words by  
Deborah  
Hopkinson



pictures by  
Nancy  
Carpenter

# Exit Card

Name: \_\_\_\_\_ School \_\_\_\_\_

**I learned/ thought...**

**This will help me...**

**Comments:**

