Integration of Knowledge & Ideas

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Cooperative Learning

Inside Outside Circle

• Form two concentric circles containing the same number of people.

• Inside circle- face a partner standing in the outside circle

• Inside circle- Think of something that you have not previously done in your teaching that you have learned in the last 2 days that you are now going to incorporate- Share

• outside circle share

• inside circle rotate and face new partner - share
Speaking Listening Core Standards

Comprehension and Collaboration

• **SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

• **SL.K.1a** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

• **SL.K.1b** Continue a conversation through multiple exchanges.

• **SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

• **SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

• **SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

• **SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

• **SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.

Comprehension and Collaboration

• **SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

• **SL.1.1a** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

• **SL.1.1b** Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

• **SL.1.1c** Ask questions to clear up any confusion about the topics and texts under discussion.

• **SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

• **SL.1.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

• **SL.1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

• **SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

• **SL.1.6** Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 [here](#) for specific expectations.)
Speaking and Listening

When I speak
I share what I know in my head

When I listen
I add to my knowledge
from what others have said
Recap

• What have we done so far that reinforces the standards for speaking and listening?
Speaking and Listening

The step that connects reading to writing is speaking and listening.
Speaking and listening

• In your table groups:
  • Turn to Speaking and Listening Standards (pages 24-26)
  • Share strategies and practices you use in your classroom for speaking and listening.

• Share as a whole group
• Turn to ELA Practices
• Find and discuss evidence of Speaking and Listening in these practices
Informational Text

Close Reading and Writing for Integration of knowledge and Ideas
R1.K.7-9 Core Standards
7. With prompting and support, describe the relationship between illustrations and the text in which they appear.
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic.

R1.1. 7-9 Core Standards
7. Use the illustrations and details in a text to describe its key ideas.
8. Identify the reasons an author gives to support points in a text.
9. Identify basic similarities in and differences between two texts on the same topic.
Guided Essential Questions

What do penguins look like?
Where do penguins live?
• RI.K.8
8. With prompting and support, identify the reasons an author gives to support points in a text.

• RI.1.8
8. Identify the reasons an author gives to support points in a text.
What evidence does the author use to support her claims?
Classroom Application

- Author’s Claim: Penguin body parts and how they make it perfect for the penguin’s life at sea.
• RI.K.7
  7. With prompting and support, describe the relationship between illustrations and the text in which they appear.

• RI.1.7
  7. Use the illustrations and details in a text to describe its key ideas.
How does a penguins color make it perfect for the sea?

Their black backs make them hard to see from above. Their light bellies make them hard to see from below. But it’s their strong, solid flippers that help them escape predators and get where they want to go.

Penguins can swim about 15 miles an hour. When they want to go faster, they leap out of the water as they swim. It’s called porpoising (por-puh-sing), because it’s what porpoises do.
Core Standards

• RI.K.9
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic.

• RI.1.9
9. Identify basic similarities in and differences between two texts on the same topic.
Integrate Music, Video & Visual Art as text

Spike “Texts”
A Pack of Penguins

Penguins love to be with other penguins. They live with families, just like people!

Penguins find mates. Mates are a male penguin and female penguin that have babies together. Mates stay together for life.

Penguin babies are called chicks. The mates feed and care for the chicks.

Once a year, penguin families return to the land. This big group of penguins is called a colony. Colonies can have thousands of members.

How big is your family?
The Penguin
Tune of Yankee Doodle

I am a bird you know quite well
All dressed in black and white.

And even though I do have wings
They aren't designed for flight.

I waddle waddle as I go
On my furry little feet.

Across the icy snow I go
To find a fishy treat!
Penguin Song
Jack Hartmann

**Chorus**
Have you ever seen a penguin come to tea
When you look at me a penguin you will see
Penguins attention, penguins begin

Right flipper

(Chorus)
Right flipper, Left flipper

(Chorus)
Right flipper, Left flipper, Right leg

(Chorus)
Right flipper, Left flipper, Right leg, Left leg

(Chorus)
Right flipper, Left flipper, Right leg, Left leg, Head

(Chorus)
Right flipper, Left flipper, Right leg, Left leg, Head, Turn around

(Chorus)
Right flipper, Left flipper, Right leg, Left leg, Head, Turn around, Penguin sound

(Chorus)

Penguins Attention!
What similarities and differences do you find between the penguin book and the penguin video?

What new information can we add to our learning?
Literature

Close Reading and Writing for Integration of knowledge and Ideas
Core Standards

literature

Integration of Knowledge & Ideas

RL.K.7-9 Core Standards
7. With prompting and support, describe the relationship between illustrations and the story in which they appear.
8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.1. 7-9 Core Standards
7. Use the illustrations and details in a story to describe its characters, setting, or events.
8. (Not applicable to literature)
9. Compare and contrast the adventures and experiences of characters in stories.
Level 1

- Gist
- Key Details

Level 2

- Vocabulary
- Text Structure
- Point of View

Level 3

- Inference
- Text Connections (Compare and Contrast)
Core Standards

• R1.K.9
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

• R1.1.9
9. Compare and contrast the adventures and experiences of characters in stories.
Essential Guided Questions

• What is Anansi like?
• What is Little Bush Deer like?
Dependent Questions

• What are the magic words?

• Why did Anansi say, “Isn’t this a strange hmm-hmmmmm hmm?”

• What were the magic words supposed to be?

• Why didn’t Anansi just say the magic words?
KPOOM! Down fell Lion. Anansi ran back to Lion’s house and made off with Lion’s yams.

TEXT DEPENDENT QUESTIONS

• Why did Lion fall down?
• What did Anansi do after Lion fell down? Why?
An hour later Lion woke up. His head was spinning. Anansi was nowhere in sight. And when he got home, he found that every single one of his yams was gone. Lion was very sad.

Use illustrations and text to answer questions about Lion and Anansi.

- **TEXT DEPENDENT QUESTIONS**
- Why is Lion’s head spinning?
- Where is Anansi?
- What happened to the yams?
- How does Lion Feel? How do you know?
So Anansi and Elephant went walking, walking, walking through the forest. After a while Anansi led Elephant to a certain place.

"Elephant! Look! Do you see what I see?"

Elephant looked. "Yes I do, Anansi. Isn't this a strange moss-covered rock?"

KPOM! Down fell Elephant. Anansi ran back to Elephant's house and made off with all the bananas.

Text Dependent Question
How did Anansi's trick work on Elephant?

Classroom Idea
- Have students answer this question with a partner. "Turn and Talk" strategy.
GROUP WORK

• As a group look at pg 18 to the end of the book.
• Make a list of level 3 text dependent questions for those pages.
• Write your questions on the chart paper.

*Remember that there has to be evidence in the text to answer each of your questions.*
Guided Essential Questions

- What is Anansi Like?
- What is Little Bush Deer like?
Brain Gym
Cross Crawl

• Stand or sit.
• Place your right elbow across your body to your left knee as you raise your knee.
• Switch sides and repeat for 2-3 minutes!

Helps with spelling, writing, listening, reading, and comprehension by coordinating the left and right brain.
Increases blood flow to the brain. Switches the brain ON and improves attention required for learning and performing.

Brain Buttons

- Stretch one hand so that there is a wide space between the thumb and index finger, like an “L.”
- Place your index and thumb into the indentations below the collar bone of each side of the sternum. Press lightly like a pulse.
- At the same time, put the other hand over your navel. Press gently.
Lazy 8’s

- Align body with a point at eye level. This will be the midpoint of the 8.
- Choose a comfortable position for drawing a Lazy 8.
- Start on the midline and move counterclockwise first, up, over, and around. Then switch to clockwise.
- Do this three times. Keep your neck relaxed!
Arm Activation

• Reach up above your head with your left arm, lengthening from your rib cage. Hold your arm just below the elbow with your right hand.

• Now isometrically activate your left arm for a few seconds in each of four positions away from your head, forward, backward, and toward your ear. Rest your left arm at your side.

• Let your arms hang down, then switch!

Helps increase attention span.
Hook Ups

- Stand or sit with your right leg crossed over the left at the ankles.
- Take your right wrist and cross it over the left; link your fingers so the right wrist is on top.
- Bend the elbows out and gently turn the fingers in towards the body until they rest on your sternum. Hold.
- Keep your ankles and wrists crossed and breathe evenly in this position for a few minutes.

Helps improve mood and lessen anxiety.
Thinking Caps

- Use your thumbs and index fingers to gently pull and unroll the outer part of your ears, starting from the top and slowly moving to the lobe.
- Pull the lobe gently.
- Repeat three times.

Helps with spelling, listening, short-term memory, and abstract thinking.
Improves concentration, attention, comprehension, imagination, and endurance.

Calf Pumps

- Stand an arm’s length away from a wall or chair. Place your hands (shoulder-width apart) against it.
- Extend your left leg straight out behind you so that the calf of your foot is on the floor and your heel is off the floor and your body is slanted at 45 degrees.
- Exhale, leaning forward against the wall or chair while also bending your right heel and pressing your left heel against the floor.
- Inhale and raise yourself back up while relaxing and raising the left heel. Do three or more times, breathing each cycle.
- Switch and repeat!
The Elephant

• Place the left ear on the left shoulder, then extend the left arm like the trunk of an elephant.

With the knees relaxed, draw a Lazy 8, crossing in the middle, in front of you.

Switch arms after making 3-5 complete Lazy 8’s.

Helps with attention and activates all areas of the mind and body.
Energy Yawn

- Gently massage the muscles around the temporal-mandibular joint (TMJ) at the junction of the jaws.

Helps with stress that interferes with learning and performance.
Helps relieve stress and improve memory.

Positive Points

• Lightly touch the point above each eye halfway between the hairline and the eyebrow with the fingertips of your hand.

• Close your eyes and breathe slowly and deeply for a few seconds.

• Release and repeat three times.
Educational Kinesiology

1. SAY LETTER - RAISE HAND
2. REPEAT BACKWARDS

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Learning Problems: Blockages in Corpus Colosium
Assessment
• New testing system - SAGE
  • Student Assessments for Growth and Excellence

• Provided by AIR
  • American Institutes for Research

• Standards Based

• Authentic

• Adaptive

• Instant Reporting (after 2014)

• Link to formative helps
Assessment Types

- SAGE FORMATIVE Tools
  - Formative assessments
  - Other Formative Learning Tools/Lesson Plans/Activities
  - Guides instruction

- SAGE INTERIM ASSESSMENT
  - Used to measure growth and progress
  - Same bank of items as summative
  - Predictive of summative
  - Beginning and Middle of the Year (optional)

- SAGE SUMMATIVE ASSESSMENT
  - End of year final assessment
  - School reporting measure
  - Training Test will be provided
Assessment Timeline

• SAGE Formative Fall 2013
  • Teachers may start using this to guide their instruction
  • Teachers can start creating their own tests and adding their own items Spring 2014

• SAGE Summative Spring 2014
  • No instant scoring available yet until cut scores are determined

• ALL Assessments FALL 2014
Question types

When students get to think about how to solve or respond the depth of knowledge increases

• **Natural Response**
  • Students type in a written response

• **Equation Response**
  • Response is an expression, equation, inequality, or number

• **Hot Text**
  • Active text. Portions of text can be highlighted or dragged to one or more response boxes

• **Graphical Response**
  • Student drags objects, selects regions, or constructs with tools in a graphical space

• **Simulation**
  • Interactive- Students acts and item responds. Implemented as item or stimuli.
The tree in this passage is important to the family. Name two ideas that the tree symbolizes to the family.

Type your answer in the space provided.

How does the tone change from the beginning of the story to the end of the story?

A. From optimistic to pessimistic
B. From avoidance to involvement
C. From sad to jubilant
D. From anger to acceptance
Equation Response
Sample Question

William has 3 times as many baseballs as Jim.

Use the equation tool to write an equation that shows this relationship. Use $w$ for William and $j$ for Jim.
Hot Text
Sample Question

Excerpt from The Adventures of Sherlock Holmes

I had called upon my friend Sherlock Holmes upon the second morning after Christmas, with the intention of wishing him the compliments of the season. He was lounging upon the sofa in a purple dressing-gown, a pipe-rack within his reach upon the right, and a pile of crumpled morning papers, evidently newly studied, near at hand. Beside the couch was a wooden chair, and on the angle of the back hung a very seedy and disreputable hard-felt hat, much the worse for wear, and cracked in several places. A lens and a forceps lying upon the seat of the chair suggested that the hat had been suspended in this manner for the purpose of examination.

“You are engaged,” said I; “perhaps I interrupt you.”

“Not at all. I am glad to have a friend with whom I can discuss my results. The matter is a perfectly trivial one”—he jerked his thumb in the direction of the old hat—“but there are points in connection with it which are not entirely devoid of interest and even of instruction.”

I seated myself in his armchair and warmed my hands before his crackling fire, for a sharp frost had set in, and the windows were thick with the ice crystals. “I suppose,” I remarked, “that, homely as it looks, this thing has some deadly story linked on to it—that it is the clue which will guide you in the solution of some mystery and the punishment of some crime.”

I took the tattered object in my hands and turned it over rather ruefully. It was a very ordinary black hat of the usual round shape, hard and much the worse for wear. The lining had been of red silk, but was a good deal discoloured. It was pierced in the brim for a hat-securer, but the elastic was missing. For the rest, it was cracked, exceedingly dusty, and spotted in several places, although there seemed to have been some attempt to hide the spots.

Part A
Choose one word that describes Sherlock Holmes based on evidence from the text.

Affectionate
Competitive
Humorous
Judgmental
Lighthearted

Part B
Find a sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.

Part C
Find another sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.
Graphical Response
Sample Question

Your teacher gives you two unknown materials and tells you that one material conducts electricity very well and the other does not.

Using the two circuits, design an experiment that will allow you to see which material is the better conductor.

Place an object in each box in the circuit diagram to complete the circuit.
Sample Questions

- [http://demo.tds.airast.org/airassessment](http://demo.tds.airast.org/airassessment)
- Must have Firefox Browser to Access
Sources

• The Key Word Strategy adapted from:
  • Hoyt, L. (2009). *Revisit, Reflect, Retell; Time Tested Strategies for Teaching Reading Comprehension*. Portsmouth, NH: Heinemann

Penguin Spike text from:


• Writing Ideas adapted from:

• Children’s Books:
Integration of Arts
Using music as text

- Listen to this song. Write down all the key words you can.
- Listen to this song again. Add to your key words.
Classroom application
Using Music as a text in kindergarten
Student writing
Happiness is...

Happiness is...

Happiness is...

Fixing your shoe for the very first time.

Two kinds of ice cream

Telling the time
Art Integration

Peter Rabbit
Paper Mache

Space Exploration
Tin Foil Paper Mache

Force and Motion
Blow paint with straw
Art Integration

Inca Civilization
Paper Mache Masks

Shell Detail Observation
Oil Pastel Wax
Watercolor Relief

Force and Motion
Balance Point Mobile
Art Integration

Ink Prints
Carve foam plates and dip in paint
Also did American Symbols

Plants
Plant Part Wire Sculpture

Spider Research
Paper Mache
Art activity - Sea Turtle

- Head
- Flippers
- Shell
- Scutes
- Tail
• How do you integrate art into your classrooms?
INTEGRATION OF KNOWLEDGE AND IDEAS

Reread selected chunk of text or read a spike text

Text Dependent Questions: Level 3

What are the magic words?
Why did Anansi say, “Isn’t this a strange hmm-hmmmmm hmmmm?”
What were the magic words supposed to be?
Why didn’t Anansi just say the magic words?

Why did Lion fall down?
What did Anansi do after Lion fell down? Why

Why is Lion’s head spinning?
Where is Anansi?
What happened to the yams?
How does Lion Feel? How do you know?

How did Anansi’s trick work on Elephant?

Synthesize, analyze, compare, and integrate information from the text

Writing (modeled, shared, independent)
“Case for Liberty”

• Adult close reading
Work Session

• With your group, write an “Integration of Knowledge and Ideas” Lesson Plan.
  • Include:
    • Text Dependent Questions
    • Writing
    • Arts Integration
Wrap Up

- Individually write down your "Hearts and Wishes":
- What do you love (heart) about what you've learned?
- What do you wish for? (What do you want to make sure that we cover?)