

Curriculum Connection

1/17/12

DIBELS and TRC- MoY (K – G5)	1/9/12 – 2/3/12
ACUITY (G6 – G8)	1/9/12 – 1/30/12
District Writing Prompt (give)	By end of January
mCLASS: Math – MoY (K – G2)	1/30/12 – 2/24/12
ISTEP+ -Writing and Open Ended	3/6/12 – 3/14/12

Comprehension

Real comprehension has to do with thinking, learning, and expanding a reader's knowledge and horizons.

1. Create mental images
2. Use background knowledge
3. Ask questions
4. Make inferences
5. Determine the most important ideas and themes
6. Synthesize information
7. Use "fix up" strategies

This week's focus: Synthesizing

Synthesizing is closely linked to determining importance. Basically, as we identify what's important, we interweave our thoughts to form a comprehensive perspective to make the whole, greater than just the sum of its parts. Synthesis occurs as you summarize what has happened and what it means to YOU.

Activities for teaching:

- ✓ **Concrete experience: Use nesting dolls (or nesting objects like boxes)**
 - Ask students how these nesting dolls represent their thinking?
 - After letting students share their thinking ask students to watch you.
 - Silently put the nesting items together starting with the smallest one. Again, ask the students to compare this model to their thinking.
- ✓ **Sensory Experience: Wonka Everlasting Gobstoppers**
 - The picture on the box shows how this treat is constructed: layer upon layer of candy shell. The layers of "thinking" disappear one by one, revealing the original "thought" at the center. This candy is a perfect model of unpacking your thinking!

Technology

Comprehension posters

[https://learningconnection.doe.in.gov/Library/FilingCabinet/ViewFile.aspx?lfid=14030](https://learningconnection.doe.in.gov/Library/Filing Cabinet/ViewFile.aspx?lfid=14030)

<http://www.liberty.k12.ga.us/jwalts/comp%20strategies%20chart.pdf>

Five Easy Steps to a Balanced Math Program

Math Review and Mental Math– DMR Chapter 1 and Reproducibles

Focus skill: Teacher choice

- Foundational skills, review skills, or prior grade level skills

Framework: 6 boxes – 1 problem each

- Boxes 1-5, labeled with specific skill,
 - i.e. Double-digit addition
- Last box for bonus problem , higher level skill, or introduction to new skill
- Oral response K – G1
- Oral or written G2 – G8

Length of review: 15 – 20 minutes

- 5 min. individual, 5 min. partner, 10 minutes teacher/student model with think aloud for only 1-2 problems (think>pair>share)

Quiz: every 5 – 10 days

- Page set up without boxes; 2 problems per skill covered over the last 4 – 9 days

When to give DMR?

- Possibly at the beginning of math block
- When teacher can **monitor and analyze student work** to find key errors to focus instruction

Mental Math – G3 – G8(right after DMR)

- 3 multi-step problems that focus on a common mathematical theme

Math Adoption Training

K – 2 **January 25** - 4:00 – 5:15 Park Hill SDR
G3 – G5 **January 26** - 4:00 – 5:15 Park Hill SDR
NEW DATES

Science Adoption Training

K – 2 February 1 - 4:00 – 5:15 Park Hill SDR
G3 – G5 February 2 - 4:00 – 5:15 Park Hill SDR
Sign up online