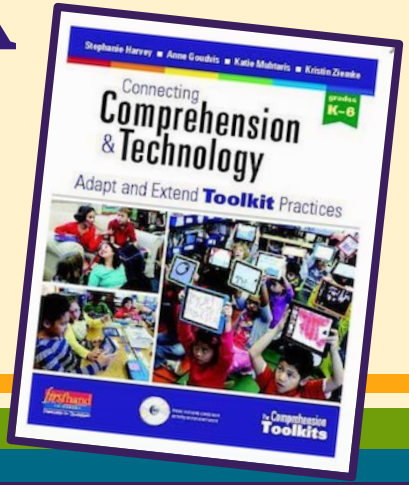
Go Digital with Strategies that Work

Shawnee Mission School District

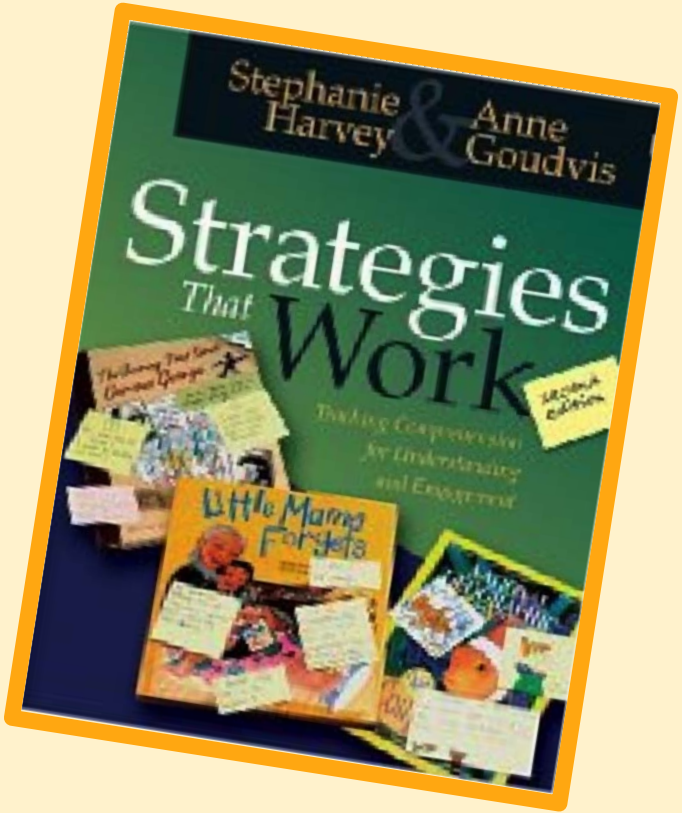
- Tracy Stokes
- Krista Carson



Our Story

2007-Present

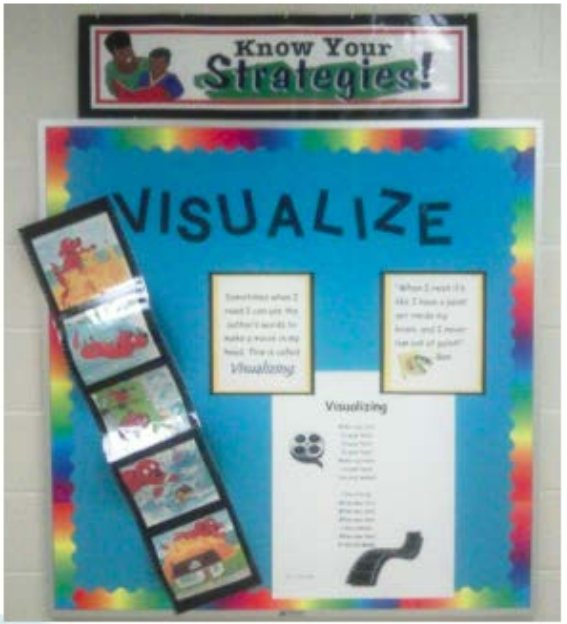
- Explicit Strategy Instruction
- Responding to Reading

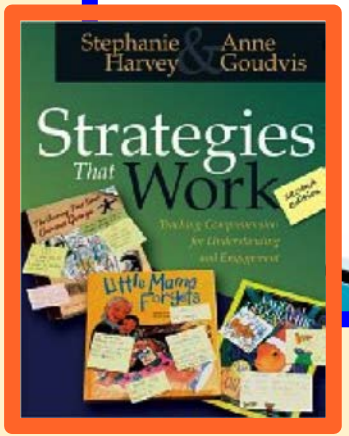


Our Story

- Reading First
- book study
- quarterly comprehension strategy focus

Strategy Focus Bulletin Board





Responding To Reading

Leaving Tracks of our Thinking

Show Your Work

Have students show what they are comprehending

- "Show Your Work" is not for math only
- leave tracks to show your thinking

SMSD

Guiding Students to Success

http://www.smsd.org/assets/newsimages/1778/storyimage_1778_1.jpg

Critical Thinking
Collaborating
Communicating
Creative Thinking
Information Literacy
Literacy Skills
Technology Literacy
Media Literacy
Problem solve
Life Skills
Social Skills
Critical thinking
Proble solving
Interpretation
Collaborate
Build
Engage
Leadership
Flexibility
Teamwork
Invent
Synthesizing
Productivity
Reasoning
Perseverance
Creativity
Curiosity
Cooperation
Imagination
Initiative
Inititiative
Self-direction
Self-discipline
Problem solve
Research skills
Scientific literacy
Personal expression
Global awareness
Media Literacy
Leadership
Collaborate
Cooperation
Invent
Critical Thinking
Personal expression
Creativity
Media Literacy
Imagination
Problem solve
Build
Initiative
Flexibility
Leadership
Proble solving
Self-direction
Curiosity
Build
Research skills
Invent
Problem solve
Innovation
Initiative
Collaborating
Invent
Self-direction
Problem solve
Flexibility
Curiosity
Teamwork
Engage
listening
Interpretation
Critical thinking
Synthesizing
Creativity
Reasoning
Build
Innovation
Life Skills
Life Skills
Social Skills
Self-direction
Scientific literacy
Leadership
Inititiative
Engage
Inititiative
Synthesizing
Productivity
Engage
Self-direction
Social Skills
Initiative
Leadership
Leadership
Flexibility
Curiosity
Build
Creativity
listening
Reasoning
Leadership
Initiative
Imagination
Cooperation
Teamwork
Perseverance
Social Skills
Global awareness
Creative Thinking
Productivity
Social Skills
Media Literacy
Collaborate
Life Skills
Research skills
reasoning
Cooperation
Creative Thinking
Teamwork
Research skills
Self-discipline
reasoning
Flexibility
Life Skills
reasoning
Leadership
Teamwork
Self-discipline
Engage
Invent
Critical thinking
Life Skills
Proble solving
Leadership
Critical thinking
Synthesizing
Curiosity
Literacy Skills
Technology Literacy
Communicating
Self-discipline
Information Literacy
listening
Leadership
Information Literacy
Global awareness
Interpretation
Collaborating
Innovation
Proble solving
Interpretation
Information Literacy
Literacy Skills
Perseverance
Communicating
Innovation
Problem solve
Curiosity
Perseverance
Reasoning
Technology Literacy
Technology Literacy
Inititiative
Perseverance
Communicating
Interpretation
Personal expression
Productivity

“Technology does not make teaching better; only teachers can do that.”

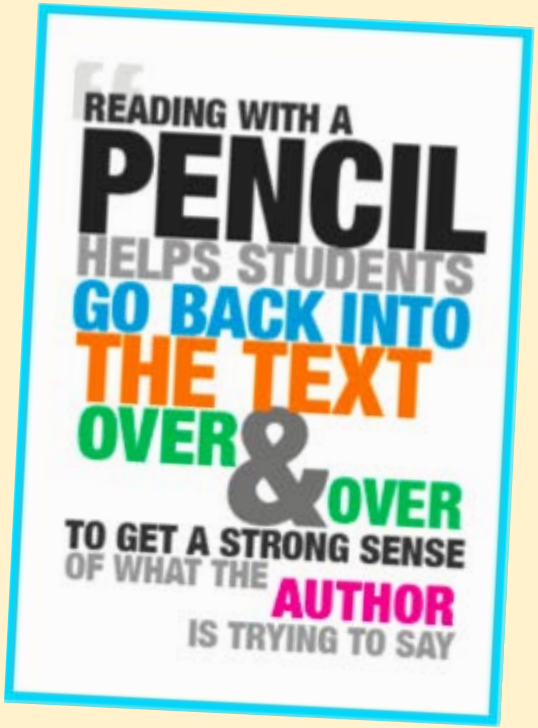
“When we begin our technology journey by grounding it in time-tested strategy instruction, we ensure that our use of technology is meaningful and authentic.”

Harvey, Stephanie, Anne Goudvis, Katie Muhtaris, and Kristin Ziemke. *Connecting Comprehension & Technology: Adapt and Extend Toolkit Practices*. Porstmouth: Heinemann, 2013. Print.

Responding to Reading in Writing

- **Text Coding**
  - Visualize: V
  - Infer: I
  - Connections: R (reminds me of)
    - T-T text-to-text
    - T-W text-to-world
    - T-S text-to-self
- **Margin Notes**
  - Explain thinking of text codes
- **Sticky notes**
  - Keep track of thinking
  - Record of thinking

- **Think sheets**
  - Graphic organizers, webs, double-entry journals
  - Open ended to allow for deep thinking
- **Response Journals**
  - Allow for writing, drawing, pasting information, etc.

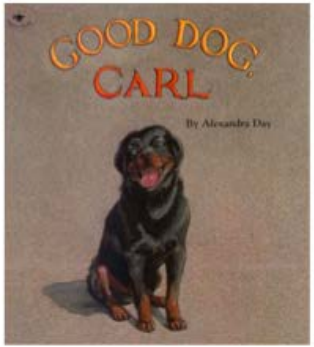


Before

Responding to Reac
Stop, Think, ar

Responding to Text

- Listening to the inner conversation.

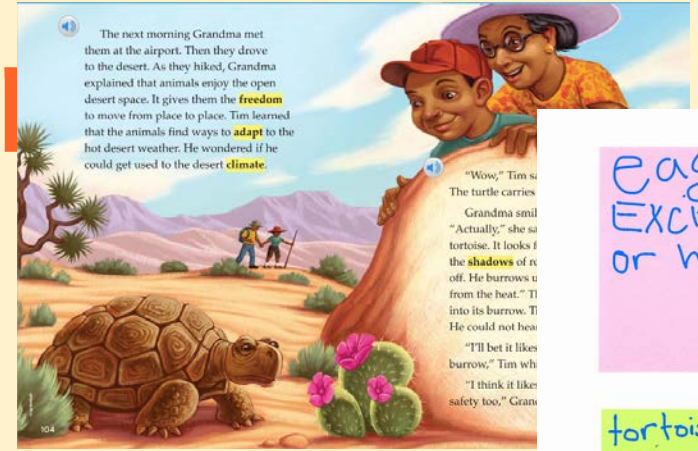


After

Respondi
ng to

Reading

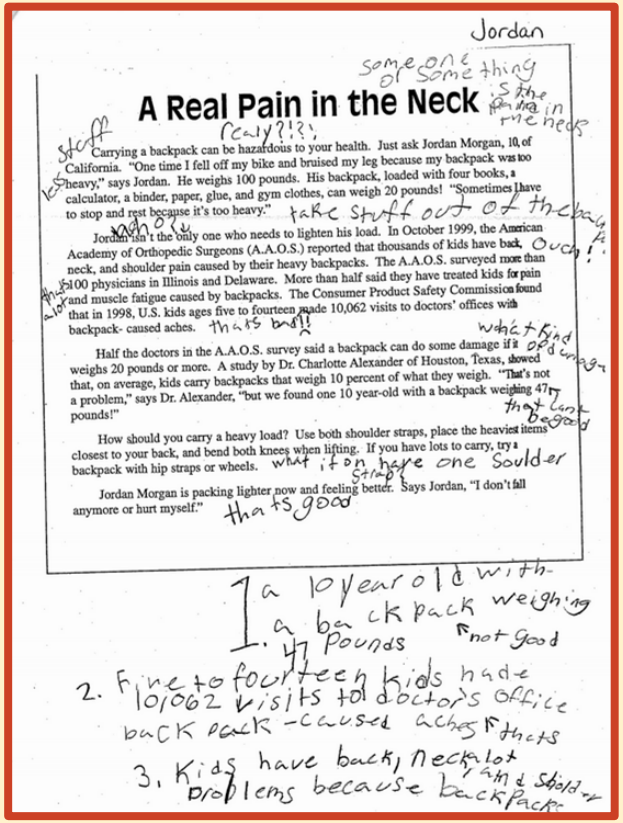
Stop,
Think,
and



Notability

Before

Annotating:



Jordan

someone or something is the pain in the neck

A Real Pain in the Neck

really?!?!

Carrying a backpack can be hazardous to your health. Just ask Jordan Morgan, 10, of California. "One time I fell off my bike and bruised my leg because my backpack was too heavy," says Jordan. He weighs 100 pounds. His backpack, loaded with four books, a calculator, a binder, paper, glue, and gym clothes, can weigh 20 pounds! "Sometimes I have to stop and rest because it's too heavy." take stuff out of the bag

Jordan isn't the only one who needs to lighten his load. In October 1999, the American Academy of Orthopedic Surgeons (A.A.O.S.) reported that thousands of kids have back, neck, and shoulder pain caused by their heavy backpacks. The A.A.O.S. surveyed more than 100 physicians in Illinois and Delaware. More than half said they have treated kids for pain and muscle fatigue caused by backpacks. The Consumer Product Safety Commission found that in 1998, U.S. kids ages five to fourteen made 10,062 visits to doctors' offices with backpack- caused aches. thats bad!

Ouch!

what kind of damage

Half the doctors in the A.A.O.S. survey said a backpack can do some damage if it weighs 20 pounds or more. A study by Dr. Charlotte Alexander of Houston, Texas, showed that, on average, kids carry backpacks that weigh 10 percent of what they weigh. "That's not a problem," says Dr. Alexander, "but we found one 10 year-old with a backpack weighing 47 pounds!"

that's a lot backpack

How should you carry a heavy load? Use both shoulder straps, place the heaviest items closest to your back, and bend both knees when lifting. If you have lots to carry, try a backpack with hip straps or wheels. what if on have one Soulder strap

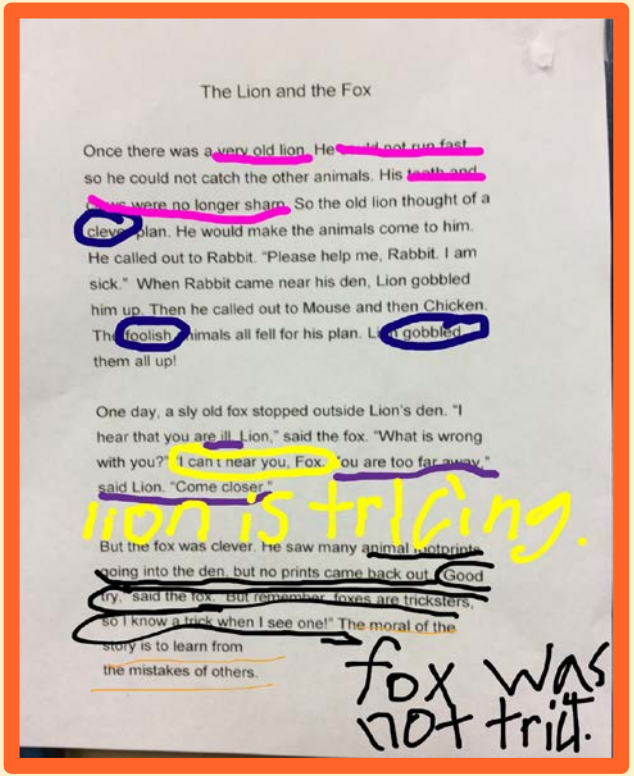
Jordan Morgan is packing lighter now and feeling better. Says Jordan, "I don't fall anymore or hurt myself." thats good

1. a 10 year old with a backpack weighing 47 pounds not good
2. Five to fourteen kids made 10,062 visits to doctor's office back pack -caused aches thats
3. Kids have back, neck, a lot of & shoulder problems because backpacks

After

Annotating:

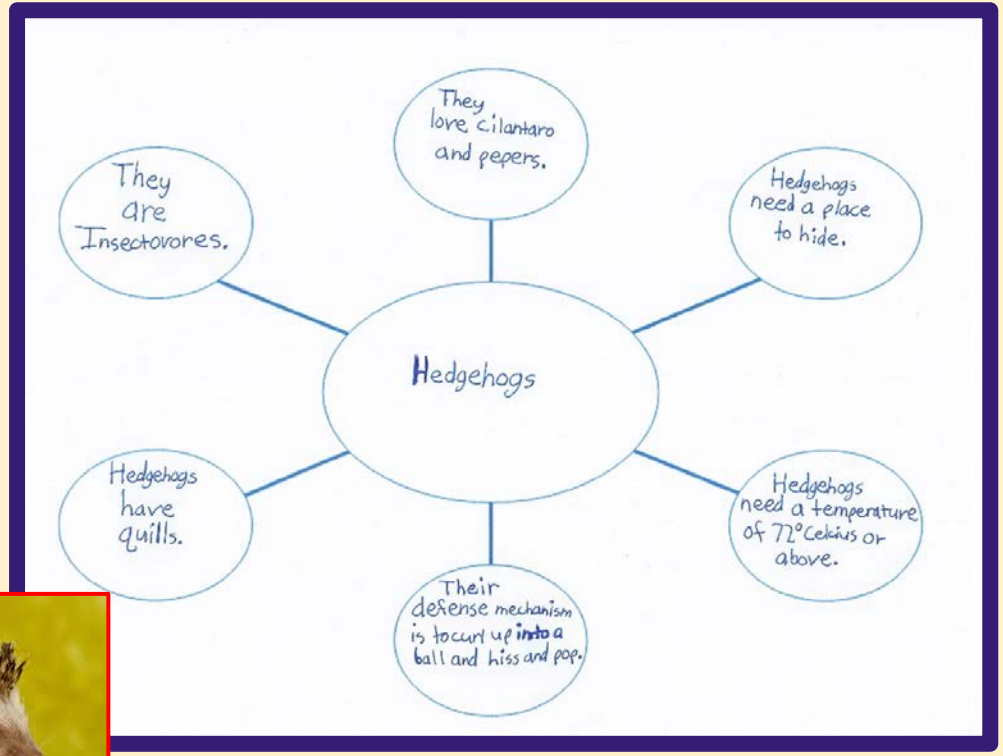
3rd Grade



Notability

Before

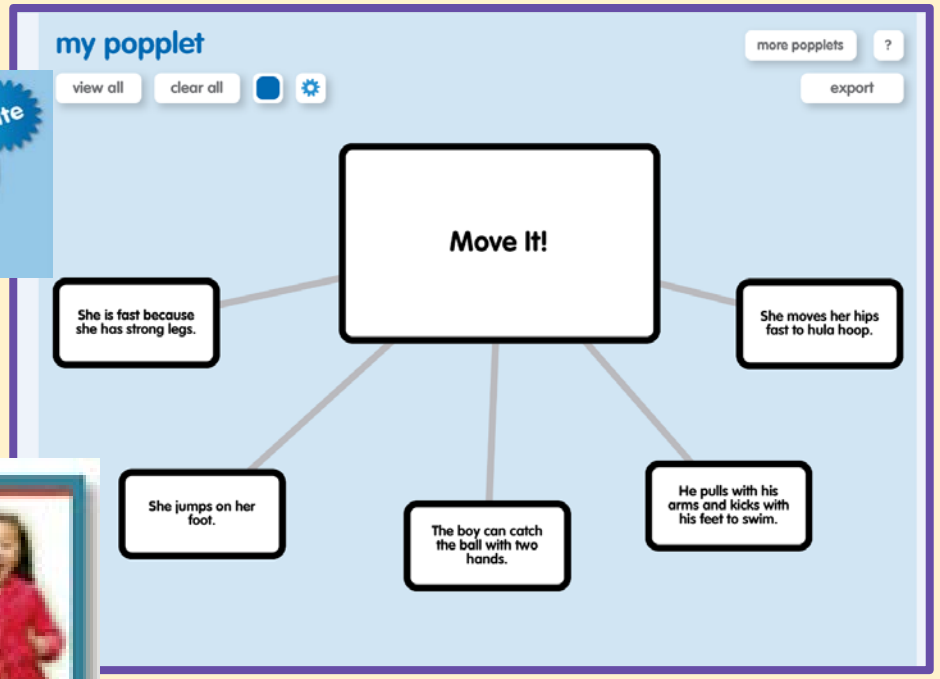
Graphic Organizers



After

Digital Graphic Organizers

1st Grad



Before

Visualizing

Visualizing for Spaghetti Challenge Name Abel

Sometimes the author's words help me create a movie in my mind. This is called ***visualizing***.

Listen to the author's words. Sketch what you are visualizing in your mind. Write down any powerful words that helped you visualize.

See

noodles meatballs

Hear

slithers

the man

Taste

sauce

tomato

Smell

Feel

The Spaghetti Challenge
by Leslie D. Perkins

My mom's spaghetti is the best;
no other mom can beat it;
and every time she cooks it
I can hardly wait to eat it.

I twist the strands around my fork
with wonderful control,
but as I raise them to my mouth
they fall back in the bowl.

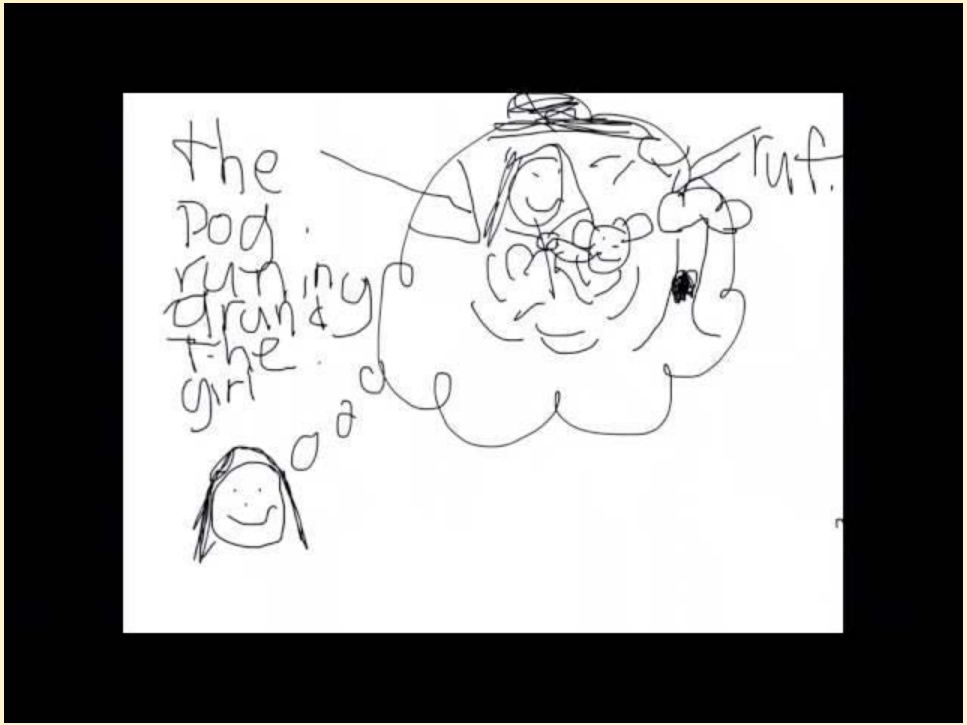
I twirl the noodles once again
with all the skill I'm able,
but as I lift them up to eat
they tumble to the table.

I spin my fork; spaghetti winds
around and round once more;
but as it nears my waiting lips
it slithers to the floor.

My mom's spaghetti is the best;
no other mom can beat it;
but I would like it better
if I got a chance to eat it.

After

Visualizing 2nd Grade



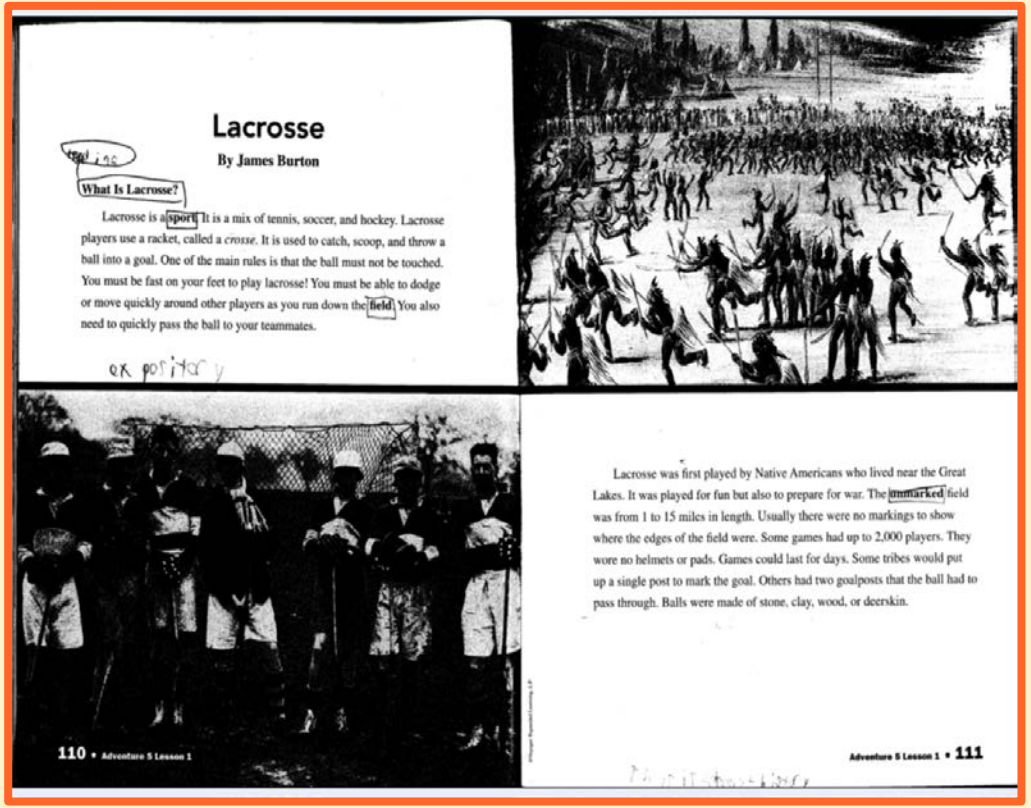
Explain Everything

Before

Notice Visual and T

"We help students see the natural links between strategies they use in print text and the strategies they need to use when navigating the vast digital world."

-Stephanie Harvey, Anne Goudvis, Katie Muhtaris, Kristin Ziemke



Lacrosse

By James Burton

What Is Lacrosse?

Lacrosse is a sport. It is a mix of tennis, soccer, and hockey. Lacrosse players use a racket, called a *crosse*. It is used to catch, scoop, and throw a ball into a goal. One of the main rules is that the ball must not be touched. You must be fast on your feet to play lacrosse! You must be able to dodge or move quickly around other players as you run down the field. You also need to quickly pass the ball to your teammates.

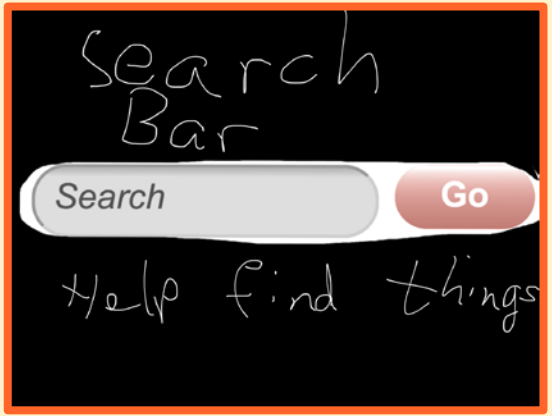
Lacrosse was first played by Native Americans who lived near the Great Lakes. It was played for fun but also to prepare for war. The unmarked field was from 1 to 15 miles in length. Usually there were no markings to show where the edges of the field were. Some games had up to 2,000 players. They wore no helmets or pads. Games could last for days. Some tribes would put up a single post to mark the goal. Others had two goalposts that the ball had to pass through. Balls were made of stone, clay, wood, or deerskin.

110 • Adventure 5 Lesson 1

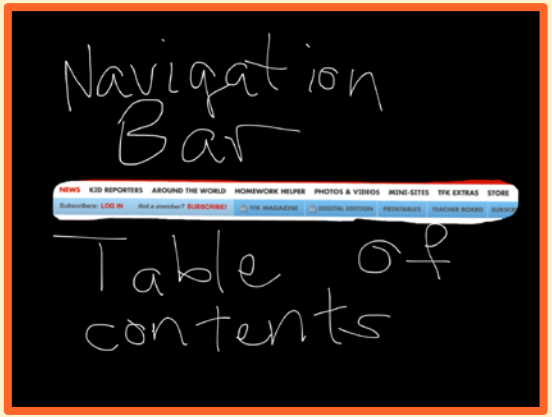
Adventure 5 Lesson 1 • 111

After

Notice
Visual and
Text
Features



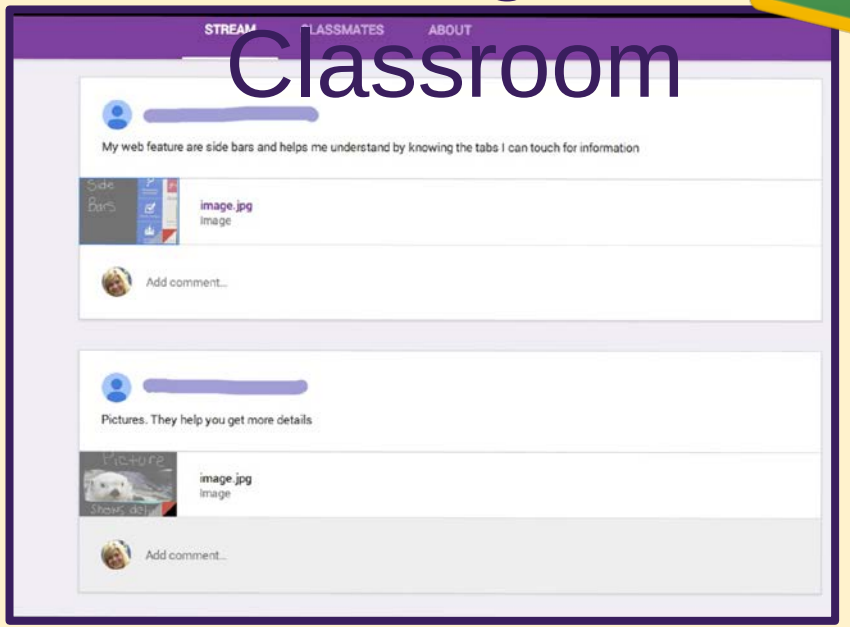
Explain
Everything



After

Notice Visual and Text Features

Google Classroom



Before

Kansas College and Career Ready Standards

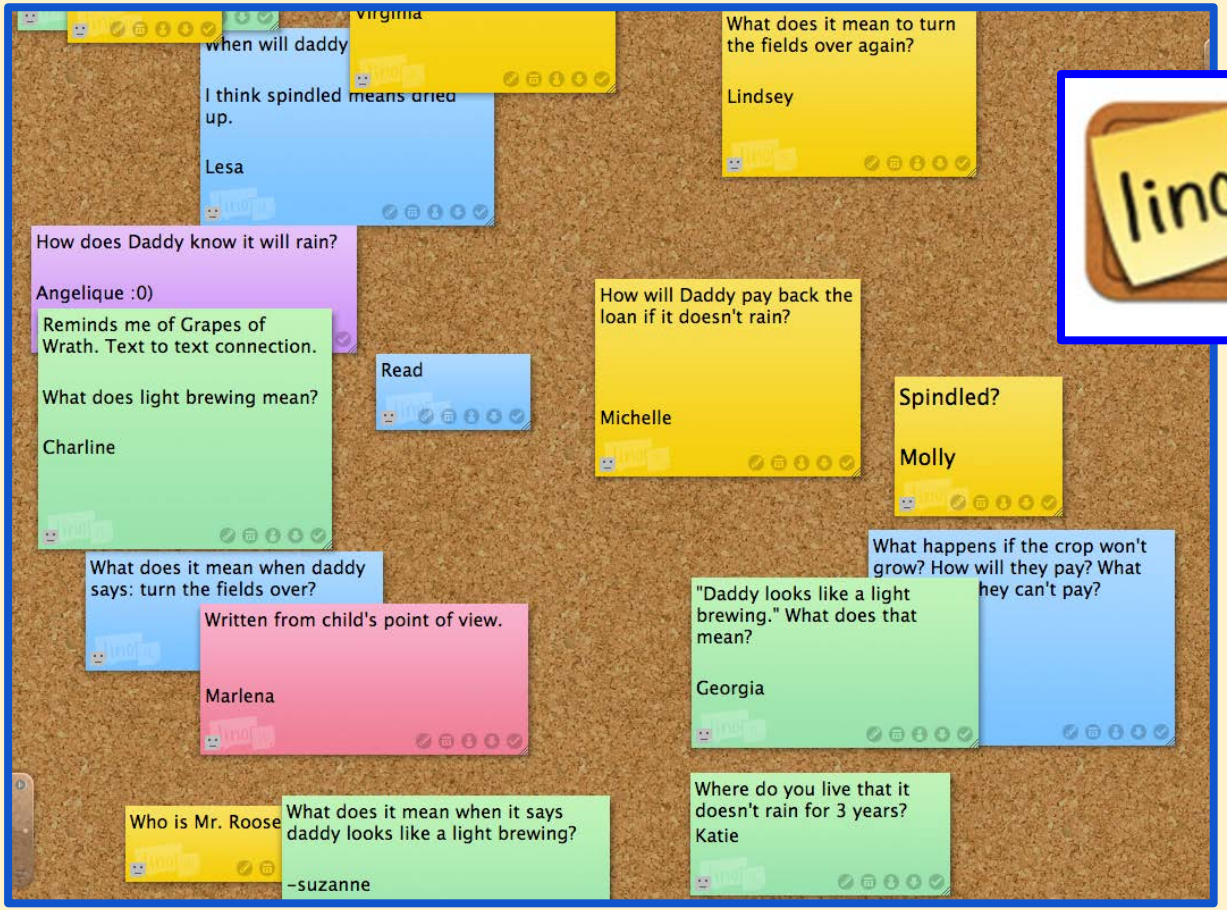
Collaborative Conversation

Turn and Talk

Afte

r

www.linoit.com



After

Engaging in a Backchannel Discussion

Aft
er

Backchannel conversation

- ConnectEd
- Edmodo
- Google Classroom
- Today's Meet

5th grade

TodaysMeet

www.todaysmeet.com/GoDigital

Go Digital Backchannel Conversation

- What will you take away from today's session?
- How might you incorporate the information that was shared?
- What similar activities have you tried?
- Questions???
- General reflections???