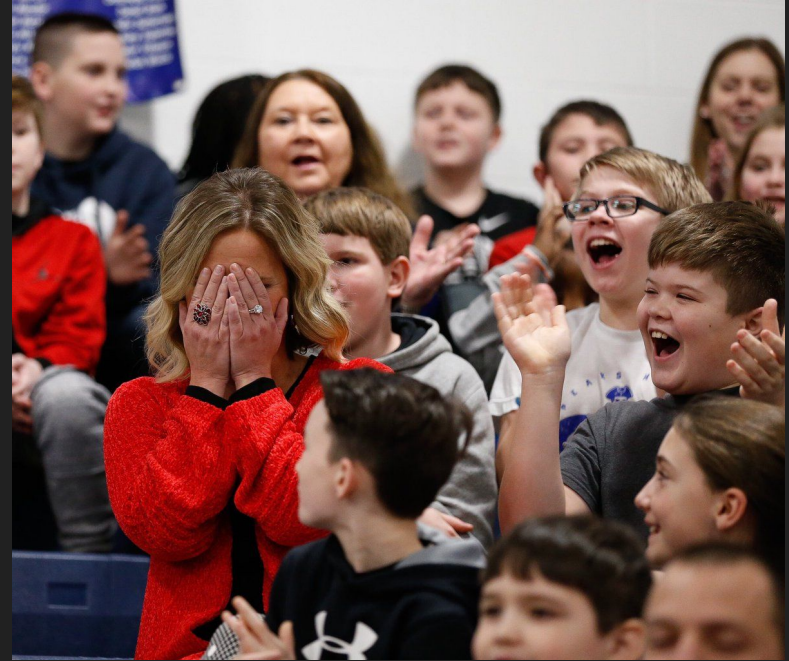


Get Your Students THINKING

In this session you will understand the importance of thinking aloud in front of your students, and the importance of student conversations. These are strategies you can use in all content areas.

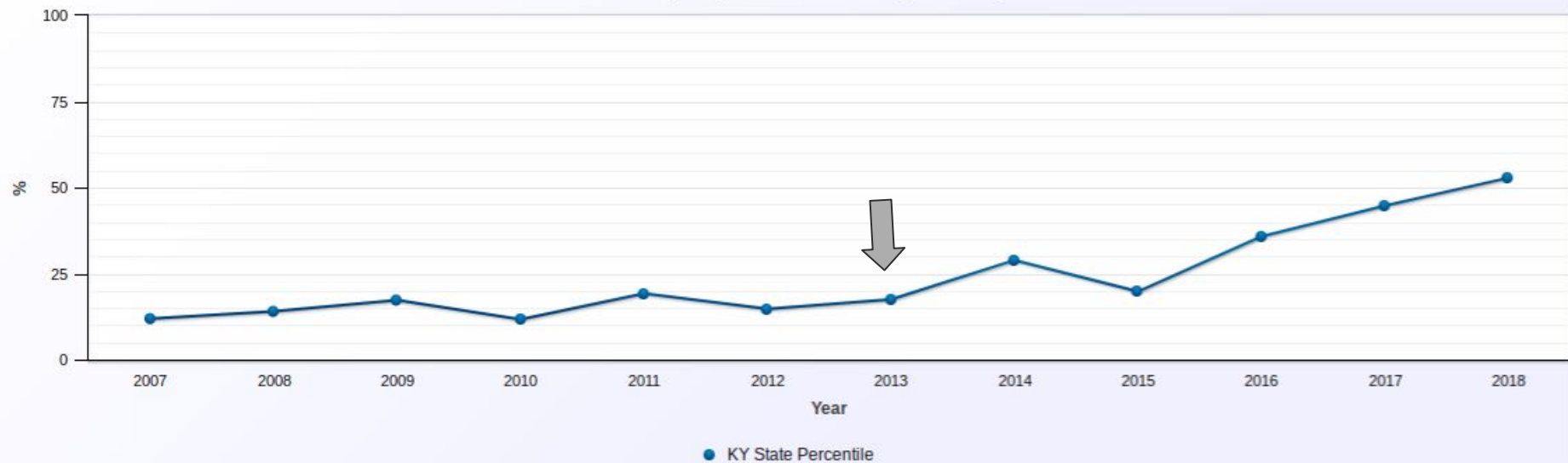
Presented to you by: Angie Beavin and Alison Teegarden

A Little Background...



Rank History for Peaks Mill Elementary

Statewide Rank Position Percentile
Peaks Mill Elementary compared to other Kentucky Elementary Schools



Statistics show... Since we have started incorporating the Workshop Model and teaching our students Thinking Strategies, Peaks Mill Elementary has gone from being consistently at the bottom in the district to being consistently at the top.

Year	Avg Standard Score	Statewide Rank	Total # Ranked Elementary Schools	KY State Percentile	SchoolDigger Rating
2007	19.25	562 nd	638	11.9%	★☆☆☆☆
2008	20.63	560 th	651	14.0%	★☆☆☆☆
2009	23.49	544 th	658	17.3%	★☆☆☆☆
2010	17.10	603 rd	683	11.7%	★☆☆☆☆
2011	26.36	556 th	688	19.2%	★☆☆☆☆
2012	23.79	608 th	713	14.7%	★☆☆☆☆
2013	26.31	593 rd	719	17.5%	★☆☆☆☆
2014	36.08	501 st	705	28.9%	★☆☆☆☆
2015	27.29	560 th	698	19.8%	★☆☆☆☆
2016	40.34	443 rd	690	35.8%	★★☆☆☆
2017	47.56	384 th	694	44.7%	★★☆☆☆
2018	53.90	326 th	691	52.8%	★★★☆☆

Data source: test scores: Kentucky Department of Education, rankings: SchoolDigger.com

PEBC

Thinking Strategies was brought to us by PEBC
(Public Education Business Coalition)

<https://www.pebc.org/>

Learning Goal for today...

As educators we will understand how to get kids thinking and discussing their thinking with each other in ways that truly make an impact on student understanding. We will do this by modeling how to think, and giving students tools to extend their thinking and conversations.



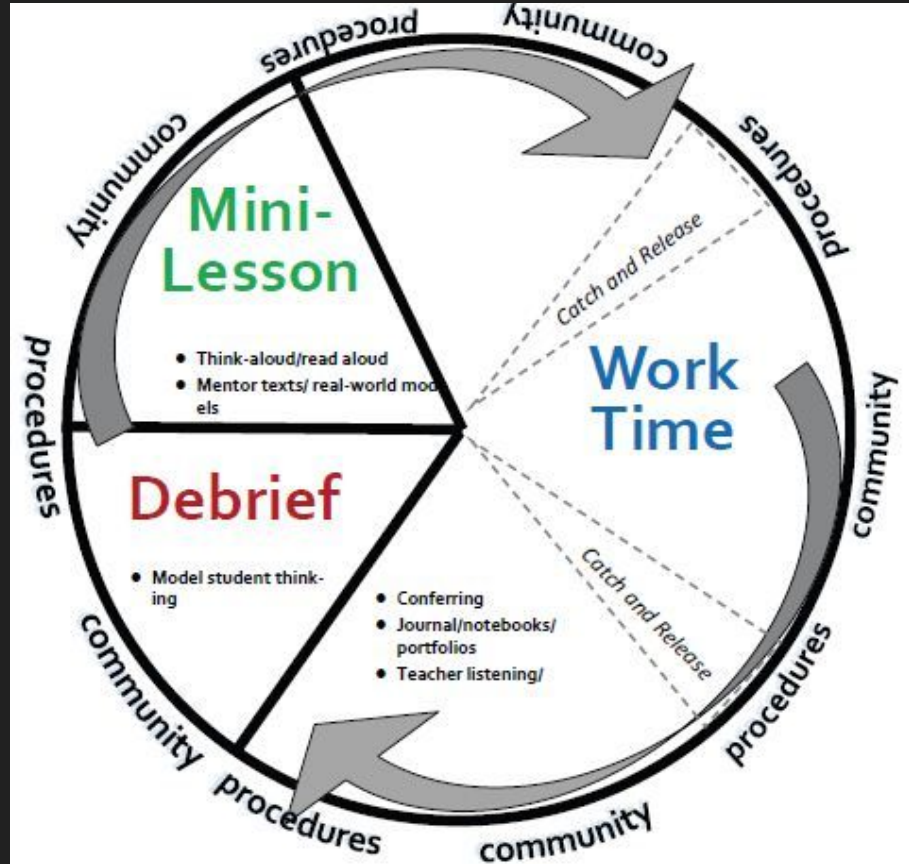
Workshop Model

Community is KEY!!!

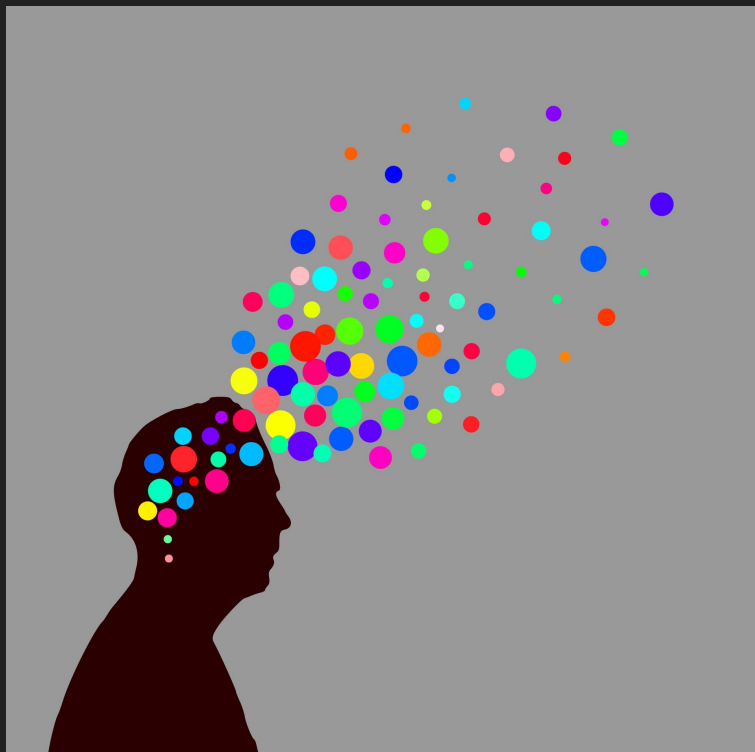
- Morning Meeting
- Greeting Kids at the Door
- Google Classroom Chats (Check Ins)

Provides a safe learning environment where its ok to make mistakes and struggle through the process.

#thestruggleisreal
#itsokaytostruggle



Think Aloud



Thinking Strategies

Accessing Schema- Thinkers search for and create connections between what they know and new information.

Asking Questions- Thinkers ask questions of themselves and texts or content before/, during and after learning.

Making Inferences- Thinkers merge what they know with new information to arrive at conclusions, make predictions, or come to big ideas.

Visualizing- Thinkers create mental images and models to better understand.

Determining Importance- Thinkers distinguish important from less important information, based on their purpose.

Synthesizing- Thinkers notice how their understanding evolves and changes.

Monitoring for Meaning- Thinkers are aware of their thinking. They monitor and reflect on their understanding. They have the tools they know to use when they don't quite understand.

Student Discourse

Student Discourse, or students talking on-topic in an academic environment, is vital to language acquisition, student engagement and ultimately student achievement. Student discourse can happen at the partner, group, whole class, or student-to-teacher level.

DISCOURSE NORMS

- Make eye contact
- Speak clearly
- Listen to each other
(Silent gestures to show you are listening)
- Be respectful
- Ask questions
- Understand
- Patience
- Add to each others thinking

Sentence Starters / Sentence Stems

- I wonder...
- I notice...
- I'm thinking...
- I can imagine...
- Now I understand why...
- I'm changing my mind about...
- I used to think___ but now I think...
- My new thinking is...
- What I'm hearing you say is...
- I predict...
- I'm inferring...
- I'm seeing...
- I'm feeling...

- What's important here...
- What matters to me...
- One thing that we should notice...
- I want to remember...
- It's interesting that...
- My guess is...
- It could be that...
- That reminds me of...
- I'm remembering...
- I'm wondering...
- I have a connection to...
- I have schema for...
- I can relate to...

Sentence Starters for Analyzing...

- The fact that....proves that...
- This evidence shows...
- Based on this evidence I'm inferring...
- Based on this piece of evidence historians may conclude that...
- This is significant because...
- This proves...
- This explains how...
- This describes how...
- This emphasizes the fact...
- These facts work together to build a case...

Student Discourse in Action!!! (5th Grade Peaks Mill Elementary)

As you watch this video, notice student interactions and conversation.

Turn and Talk...

I notice the students are...



Learning Goal and Standard for Lesson

Learning Goal: As Readers, we will make inferences throughout the story. We will do this by using our schema and explicit details from the story.

Standard: RL 5.1-*Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.*

Crafting Time / Think Aloud

CHAPTER FOURTEEN

In all his plottings, Luke had never thought of the screen door being locked. Though he knew his own parents locked up at night—when they didn't forget—the doors at his house had always been open for him. And he'd never been near anyone else's door.

"Idiot," he muttered to himself.

He tugged harder on the door, but he couldn't concentrate enough to make his hands work together. Each second that passed made the hair on the back of his neck stand up more. He'd never been so exposed in his entire life.

Hurry, hurry, hurry. Get out of sight....

The door didn't budge. He'd have to turn around. Now.

That was what his brain said. What his hand did was plunge through the screen. He pulled the wire away from the frame and reached through. The screen scraped the back of his hand and his arm, but he didn't stop. He fiddled with the lock inside until he heard it click.

He silently slid the screen door back and stepped past the hanging blinds into the Sports Family's house.

Even with the blinds blocking every window, the room he entered was airy and bright. From the freshly painted walls to the sparkling glass tables to the polished wood floor, everything looked new. Luke stared. Almost all the furniture in his own house had been around as long as he could remember, and whatever patterns and designs it originally carried had long ago been worn away. At his house, even the once-orangish couch and the once-greenish chairs were now all a matching sort of brownish gray. This room was different. It reminded him of a word he'd never heard, only read: "pristine." Nobody had ever stepped on these white rugs with manure-covered boots. Nobody had ever sat on those pale blue couches with corn-dust-covered jeans.

Luke might have stood by the door forever, in awe, but someone coughed in another room. Then he heard a strange *be-be-beep*. He tiptoed forward. Better to discover than to be discovered.

He went down a long hallway. The beeps had turned into a drawn-out "buzzzzz," coming from a room at the end.

Holding his breath, Luke stopped outside the door to that room and gathered the nerve to peek in. His heart pounded. There was still time to escape unseen, to go back to his house and attic and normal, safe life. But he'd always wonder—

Luke leaned forward slowly, moving a fraction of an inch at a time, until he could just barely see around the door.

Composing Time / Student Work Time

Now you will finish reading Chapter 14. You will practice making inferences throughout the chapter. Keep your thinking in your journal.

Student's Reading Journal

Schema	Text Evidence	Inference
I know that Luke is risking his life to run over to the neighbor's house. I also know that when your hairs on your arms or neck stand up you are very scared.	"Each second that passed made the hair on the back of his neck stand up more. He'd never been so exposed in his life."	I'm inferring that Luck is very much frightened. Because he is so scared of getting caught I'm inferring he will break into the house just to get out of sight.



Reflection

1) How did making inferences help you as a reader today?

2) What do you infer / predict will happen next?

3) How do you use in the “real world”? Give examples

Different ways to have reflection

- Whole group
- Pencil talk
- What stuck with you board
- [Campfire reflection](#)
- Small group
- Partner reflection
- Wagon wheel reflection
- Mix-n-mingle
- Rate yourself
- Learning target reflection
- Personal reflection

Table Reflection

What are some takeaways that you are willing to try this school year?

Any Questions?