

HONORING EDUCATORS' LEARNING PRACTICES



Upcoming District Wide Trainings

December 5 (**Tuesday**)- Guided Reading at Paul Bunyan room 13 3:45-5:00 (PK-8) ****Date Change****

December 7- Rethinking RtI (PK-12) in the Lincoln Computer Lab 3:45-5:00

December 14- Writing Workshop (PK-8) in the JW Smith Library 3:45-4:45

Book Club

Beginning after winter break, we will be offering a book club featuring the book, *Even on Your Worst Day You Can Be a Student's Best Hope* by Manny Scott. He is one of the students that the movie *Freedom Writers* was based on. Please watch the "District News" for more information.

Teaching Strategies

K-2 Reading: Here is an intervention for students who are having trouble blending phonemes together. This intervention should be conducted at least 3 times per week for 10-15 minutes each day. Begin with an appropriate word list for the student's instructional level. Do the first item with the student, saying, "/b/ /ee/." Hold your left arm out. When saying /b/, touch the crook of your left arm (inside of your left elbow) with your right hand. When saying /ee/, touch your left wrist with your right hand. (Make the sounds 1 second apart.) Then, starting at the crook, sweep down to your wrist, blending the sounds /b/ and /ee/ together to make "bee". Next, have the student copy what you did with /b/ /ee/ on his arm. Continue modeling this task for each of the items until the student seems to catch on. When the student understands the task, all you need to do is segment the sounds orally. The student can segment and sweep on his own arm. Make sure the student says the whole word blended as he sweeps down his arm. If the student does not do this correctly, the teacher should go back to

modeling the sweep/blend. When the student is able to sweep and blend 2-phoneme words correctly without a teacher model with 95% accuracy, move on to 3-phoneme words. For 3-phoneme words, the sweep moves from the shoulder, to the crook, to the wrist. When a student has achieved at least 95% accuracy on the segmented words given with no teacher model for at least 3 consecutive days, begin working on the next word list. See all of the steps and word lists on this link:

<http://www.bemidji.k12.mn.us/wp-content/uploads/2013/11/Phoneme-Blending1.pdf>

K-2 Math: “Gradual Release of Responsibility” As educators, we all know the importance of re-teaching or pre-teaching a concept in order to promote student mastery and true comprehension. This intervention can be practiced in a small group setting. Several stations can occur based on the mathematical and differentiation needs of your students with each group focusing on a different intervention. It is recommended that this intervention be implemented three times a week for 10-15 minutes and should only focus on one math concept at a time. The intervention follows the following process: modeling, guided practice, guided practice mixed with a previously known skill, teacher-monitored independent practice, and independent practice. The goal of this intervention is for the students involved to achieve 90% accuracy for two consecutive sessions. This intervention will allow students to become less dependent on the teacher and more confident in applying their new knowledge to the concept at hand. The resource for this intervention can be found linked below:

<http://www.bemidji.k12.mn.us/wp-content/uploads/2013/11/Gradual-Release-of-Responsibility.pdf>

3-5 Reading: “Think Aloud” As you are reading a book aloud, pause every few pages and think out loud. Voice questions and comments good readers would be thinking as they read. For example, “I wonder why the boy is crying on this page?” “I notice that the illustrations just got really bright.” “The girl in the story is acting just like my little brother does which drives me crazy!” Eventually, have students model thinking aloud during a read aloud or small group.

3-12 Math (Two Choices): Hands on application and learning from our mistakes provide deeper cognitive conceptual understanding and stronger connections within the brain to form. As a result, students realize the relevance and significance behind the mathematical concepts being taught. The two interventions listed below allow peers to learn from their mistakes in an encouraging and positive environment, thus, reducing math anxiety within the classroom. These interventions encourage students to take academic risks and allow mistakes to be embraced without the fear of consequence.

“Classwide Peer Tutoring” - 30 minutes a day, 5 days a week

<http://www.bemidji.k12.mn.us/wp-content/uploads/2013/11/Classwide-Peer-Tutoring.pdf>

“Cover, Copy, Compare” - 10-15 minutes per session, 3 times a week

<http://www.bemidji.k12.mn.us/wp-content/uploads/2013/11/Cover-Copy-Compare.pdf>

6-12 Reading: “Active Questioning” For students who struggle with comprehension (and even those who don’t), have them write down questions as they read a text. Questions can be about the

text, or what an author means in a particular sentence or paragraph. Questions can be written on a sticky note and put directly into the book, or written elsewhere. By questioning, it forces students to pay closer attention to the text and allows students to analyze text more thoroughly.

American Indian Culture Tip: “Cultural Connections: Don’t Be Afraid to Ask Questions” As you know many of our students in Bemidji are American Indian. But they all have a different backgrounds, cultural connections and family life. The three local American Indian reservations are Red Lake, Leech Lake and White Earth and although they are all Ojibwe nations they have their own backgrounds and history.

It can be tough to know what a student practices culturally as such you should always focus on creating an inclusive and inviting space in your classroom for every student’s culture. A way to get to know your student’s cultural background is to just ask in a respectful way. Students will be surprised and happy that their teacher is taking time to get to know them. Often they will be excited to share a bit of their families cultural traditions and beliefs.

K-12 Technology: “Google Keep” Google Keep is an easy easy to use note taking option for staff and students alike. Capture ideas with your voice, add images to notes, check tasks off your to-do list, and much more. With Google Keep, you can create, share, and collaborate with people on notes and lists. Keep synchronizes across all your devices, so your notes and lists go with you, wherever you are.

Use it to bookmark interesting links, write notes to yourself, share information with others, color-code notes, set time and location based reminders, record audio, share a picture and ask students to record their thoughts and create a shared-responsibility bullet list for the class.

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