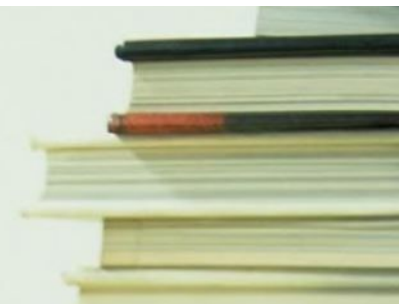


District Specialists

H.E.L.P. NEWSLETTER

November 2017

HONORING EDUCATORS' LEARNING PRACTICES



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Upcoming District Trainings

November 2- Using MAP to Create Small Groups at Lincoln 3:45-4:45 (K-12)

November 30- Teaching Cultural Competence at Lincoln 3:45-5:00 (PK-12)

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

New Resource

We have created a new website to help and support teachers. It is called H.E.L.P. (Honoring Educators' Learning Practices). Our goal is for this to be a resource that teachers in grades K-12 can

use when they have a quick question about reading, math, cultural integration, or technology integration. You can find the link on the district homepage.

Teaching Strategies

K-2 Reading: “Think-Pair-Share” This cooperative learning strategy allows all students to engage in thinking before being asked to answer in front of the whole group. This strategy can work across many subject areas. 1. Students need to be placed in groups of two. 2. Teacher asks a question and students are given time to think of their response. 3. Pairs of students share/discuss their responses. 4. A few students share their responses with the whole group.

K-2 Math: “Number Identification” At this time of the year, we clearly see, as teachers, the needs of our students. This is where missing information and holes within their learning become apparent. To meet these needs, students need a strong understanding in place value through the practice of accurately identifying numbers. This can be done through a simple flashcard activity in a class-wide, small group, or individual format. Remember, when using flashcards it important to remember that three of the five flashcards used at a time need to be familiar to that student. By only introducing two “unknowns” with each practice, you are allowing the child to gently step outside their comfort zones in a manner that will not be overwhelming or cause math anxiety. It is, also, important to allow the child to see their own improvement in order to promote intrinsic motivation. This activity can be found on the District Rtl website. Here is the link for this resource:

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

3-5 Reading: “Mix-Pair-Share” This cooperative learning strategy can be done at during any subject area. 1. Students mix around the room. 2. Teacher calls “Pair.” 3. Students pair up with the person closest to them and high fives them. Those without a partner raise their hand and pair up. 4. Teacher asks a question and gives wait time. 5. Students share with their partner.

3-5 Math: “Math Flashcard Procedure” Being “good at math” does not mean being speedy. It requires the foundational understanding of looking for patterns and learning how numbers can relate to each other. When using flashcards it important to remember that three of the five, or eight of the ten flashcards used at a time need to be familiar to that student. By only introducing two “unknowns” with each practice, you are allowing the child to gently step outside their comfort zones in a manner that will not be overwhelming or cause math anxiety. It is, also, important to allow the child to see their own improvement in order to promote intrinsic motivation. This flashcard procedure can be found on the District Rtl website. Here is the link to this resource:

<http://www.bemidji.k12.mn.us/wp-content/uploads/2013/11/Basic-Facts-Flashcards.pdf>

6-12 Reading: “Quiz-Quiz-Trade” This cooperative learning strategy would work great in many subject areas. It would be a great review before a test or midterm. The teacher needs to prepare a set of question cards ahead of time or students can each prepare one question. 1. The teacher tells students to “Stand up, put a hand up, and pair up.” 2. Partner A quizzes partner B. 3. Partner B

answers the question and partner A either praises or coaches them towards the correct answer. 4. Switch roles and quiz each other. 7. Repeat steps 1-6 as many times as you would like.

6-12 Math: “Four Square Vocabulary” Research is showing that there is a student trend occurring in math. This trend is that students are only able to identify “perfect” examples of a math concept because that is all they were ever shown. For instance, when you think of a hexagon you tend to think of a six-sided shape where all the sides are equal in terms of length and all the angles measure to the same degree. Researchers are finding that when students were shown a six-sided shape with different side and angle lengths, the students, typically, cannot identify the figure as a hexagon. The same outcome was found with the concept of parallel lines when three lines were introduced instead of the stereotypical two lines modeled when talking about whether or not the lines were parallel. So, it is important, for student to learn and be exposed to examples, non-examples, and “not perfect examples” when teaching new math concepts within our classrooms. A vocabulary journal, is one way to teach this. This model can be found on the District RtI website. Here is the link to this resource: <http://www.bemidji.k12.mn.us/wp-content/uploads/2013/11/Four-Square-Vocabulary2.pdf>

American Indian Culture Tip: “Thanksgiving Education” Thanksgiving can be tough to teach in the classroom, with misinformation surrounding the subject it may be hard to know what to cover. Focuses should include historical facts, outcomes and the groups involved. The American Indian nation, the Wampanoag, should be an equal focus of the teachings as much as the Pilgrims and event itself. Educating about the American Indian nation goes a long way in creating a picture of the Wampanoag as real people. Avoiding stereotypical and hurtful images should always in the mind as well when teaching Thanksgiving for any grade level. Some resources to use are provided below: https://docs.google.com/a/isd31.net/document/d/1ULQFtRL4-nKx1Zc_ay4Cuth05Pva35b4bqFqYcJPRMY/edit?usp=sharing

K-12 Technology “Team Drives” Google Team Drives are shared spaces where teams can easily store, search, and access their files anywhere, from any device. Unlike files in My Drive, files in Team Drive belong to the team instead of an individual. Even if members leave, the files stay exactly where they are so your team can continue to share information and get work done. All members of a Team Drive see the same content and When you add a user to a Google Group, that user is automatically added to all the Team Drives that include that group. Team Drives are also a fantastic way to improve collaboration by creating a shared space for projects.