

CLOSE WRITING

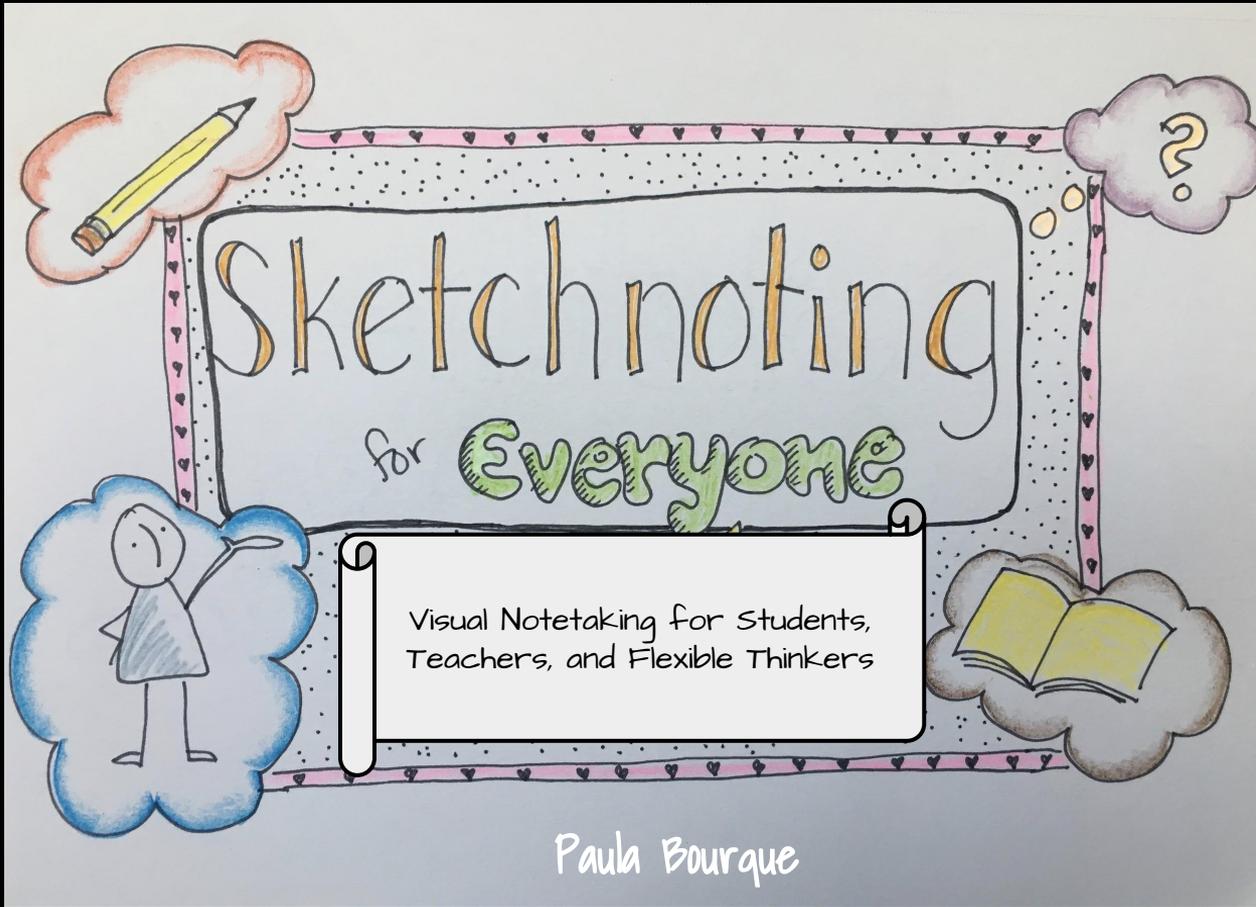
**EXPANDING OUR DEFINITION OF
WRITING FOR GREATER
ENGAGEMENT**

**Edgecomb Eddy School
June 20, 2018**

PAULA BOURQUE

Today we'll explore and expand our definitions of writing with 3 areas of focus:

- Sketchnoting
- Process Writing (content or ELA)
- Quick Writing



Sketchnoting

for **Everyone**

Visual Notetaking for Students,
Teachers, and Flexible Thinkers

Paula Bourque

Read the following word and take 1 minute
to sketch your mental image.

House

Were they all the same?

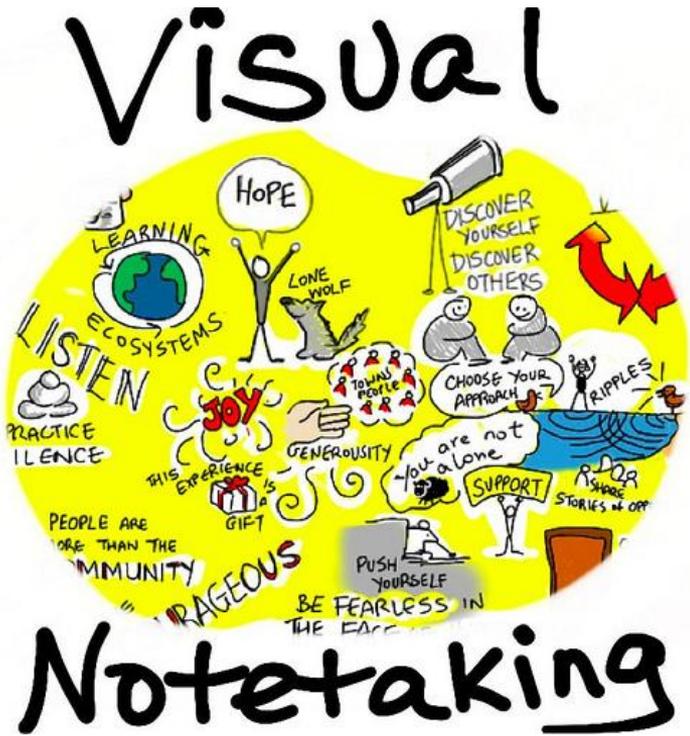
If the seemingly simple concept of “house” can have so many manifestations, imagine our students thinking on more complex concepts from verbal or written information in class.

Although our students may be receiving identical information from us, the brain’s unique processing nearly assures nonidentical outcomes.

Having them create visuals based on their understanding will provide us with valuable formative assessment information within minutes.

Why Visual Notetaking?

“Studies show that when you hear a piece of information, you’ll recall about 10% of it three days later. If you add a picture to that information for your students they’ll be able to recall 65%”.*



*Medina, Brain Rules

We are visual thinkers.

Some research suggests that 75% of our incoming information is processed visually.*

If we hear or read a word, an image comes to mind.

Farm

Alligator

Soccer



Roam, Blah, Blah, Blah; What to Do When Words Don't Work. 2011

Build On Our Strengths

Our minds visualize, but it is so automatic we often don't pay attention and the learning doesn't stick.

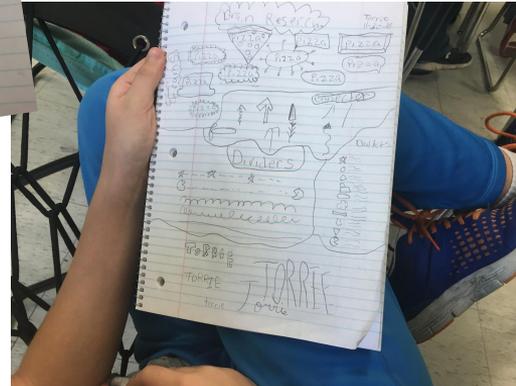
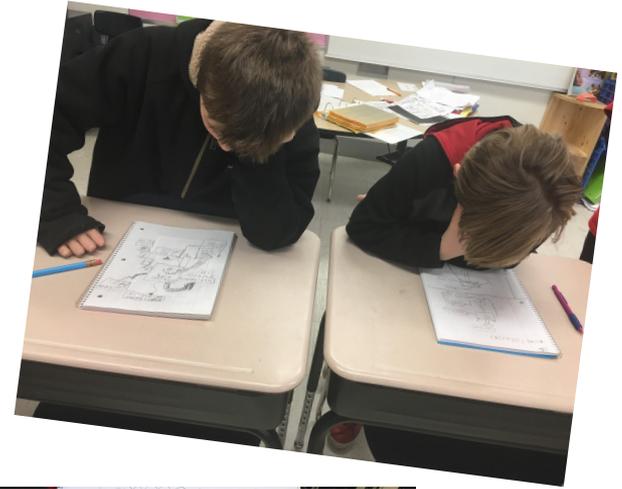
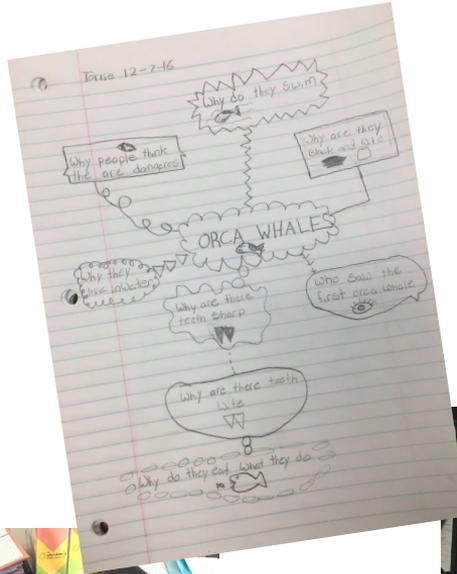
Physically writing notes and images activates multiple regions of the brain that involve thinking, language, visual processing, and working memory.

When your mind and body act together you can recall more of what you hear and draw.*

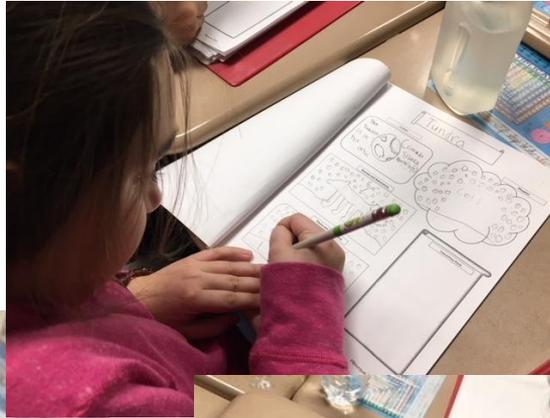
Student Learning

Helps them:

- Take notes
- Ask questions
- Organize ideas
- Plan writing
- Express thinking



Templates



You can use a graphic organizer type template to support your students' visual notetaking.

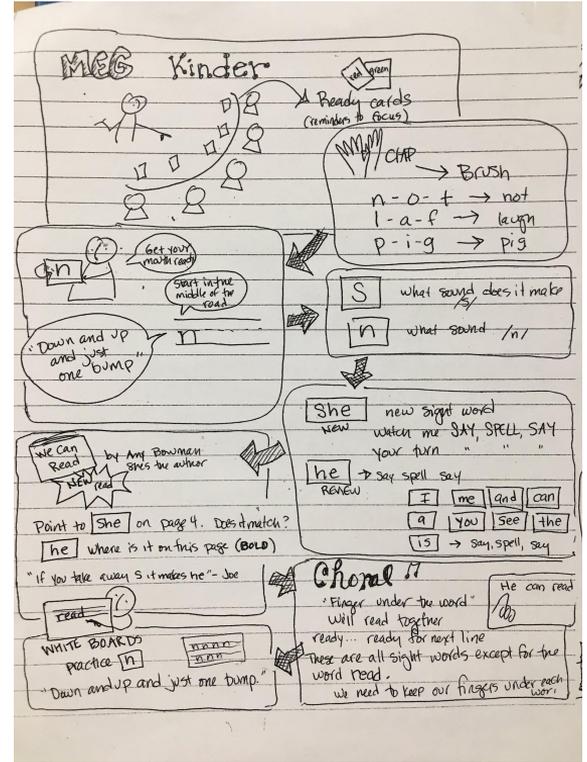
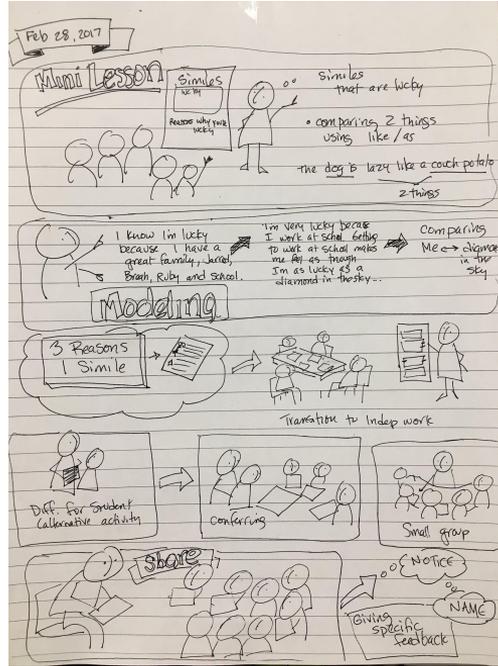
Professional Learning

Capture, Explore and Express thinking from:

- Professional Reading
- Workshops
- Idea Planning
- Personal learning
- TED Talks
- Podcasts
- ANYTHING!



Coaching and Observing



So Let's Get Started!

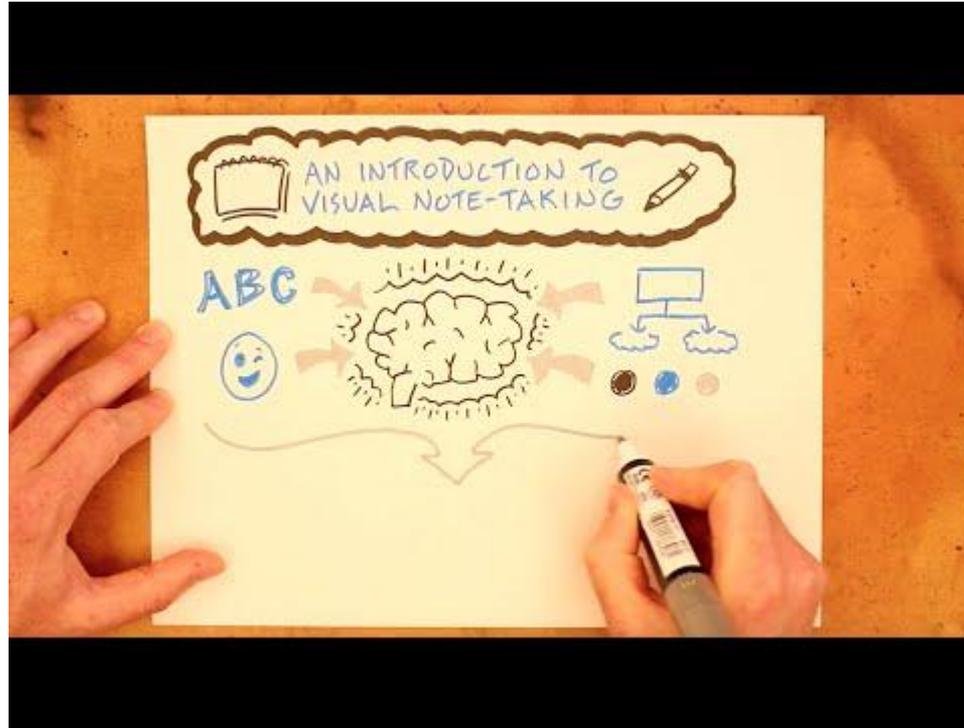
What do you need?

- Pen, Pencil, or Markers
- Paper
- Can-Do Attitude!



An Introduction to Visual Notetaking

Verbal to Visual



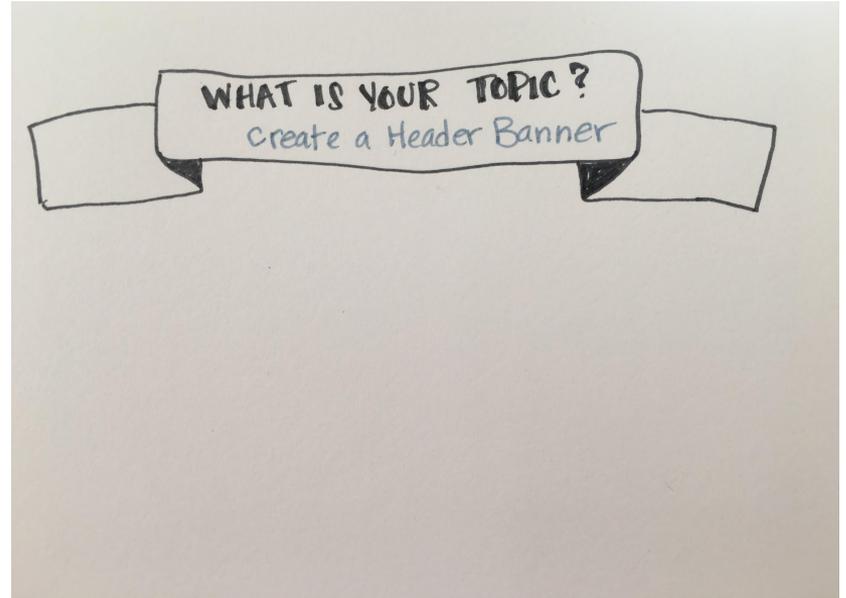
The basics...Headings

Create some kind of heading for your topic. **Banners** work well for this.

Often I include the speaker or date for reference.

Anticipate structure. Will sequence or main idea/details be most likely?

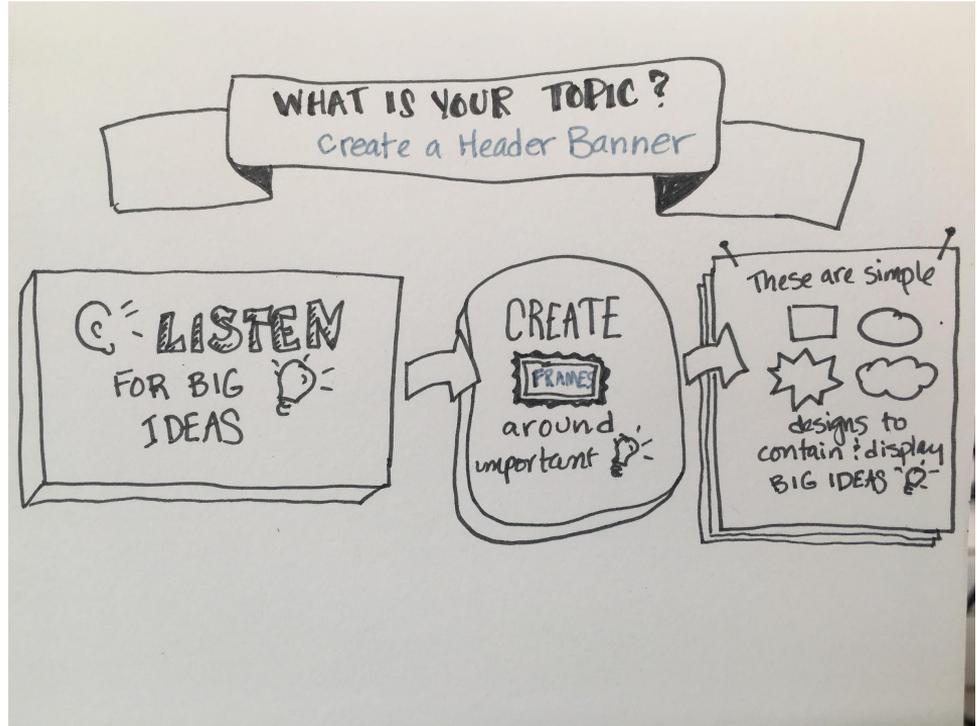
That will help you plan a layout concept.



The basics...Frames

If speakers have presentation materials you capture only the big ideas you see and want to remember. If not, listen for key ideas with phrases
(“Most importantly”, “First”, “Remember”...)

Frames: Jot down key ideas and frame them to set them off. Later you can add details, make connections, etc.

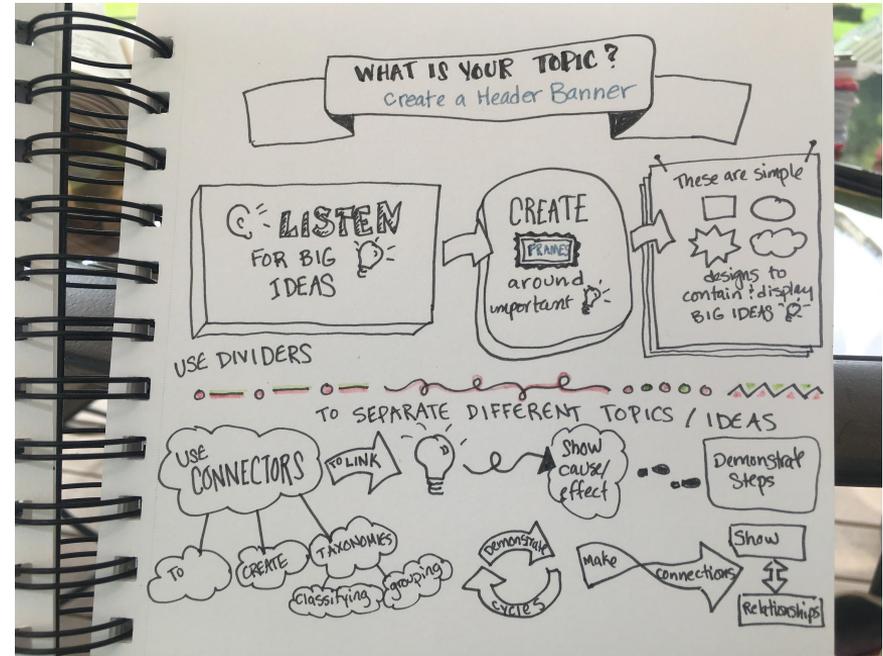


The basics...Dividers and Connectors

Dividers can be used to separate ideas, speakers, or perspectives.

Connectors can:

- Link ideas
- Show cause and effect
- Demonstrate steps/sequence
- Show If/Then ideas
- Demonstrate cycles
- Create taxonomies to classify/group ideas/details

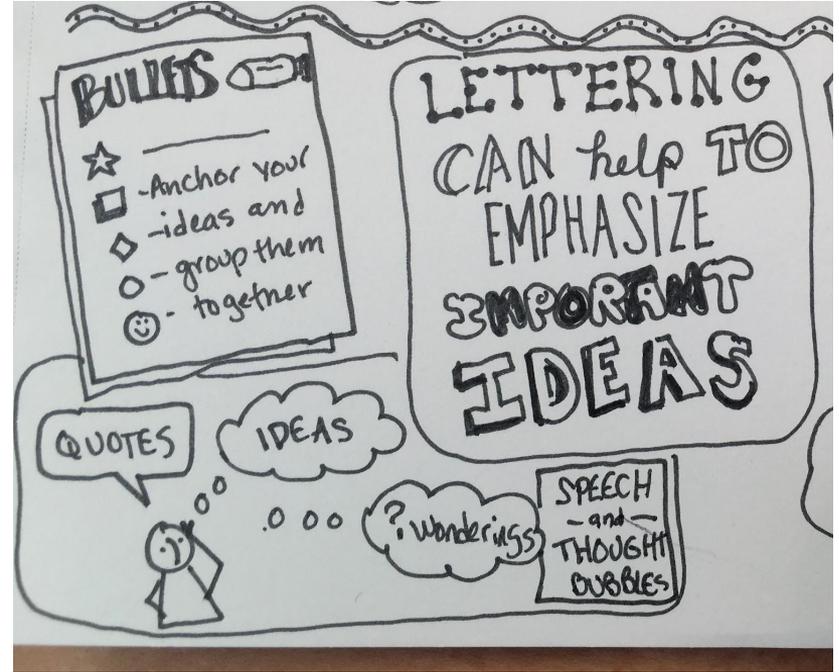


The basics...Bullets, Fonts, Bubbles

Bullets: we use this in regular notetaking-be creative w sketchnoting

Fonts: Lettering can emphasize or demonstrate ideas & help us determine/recognize importance

Speech/Thought Bubbles: Use these to share direct quotes, express your own ideas, pose questions/wonderings, and denote dialogue.



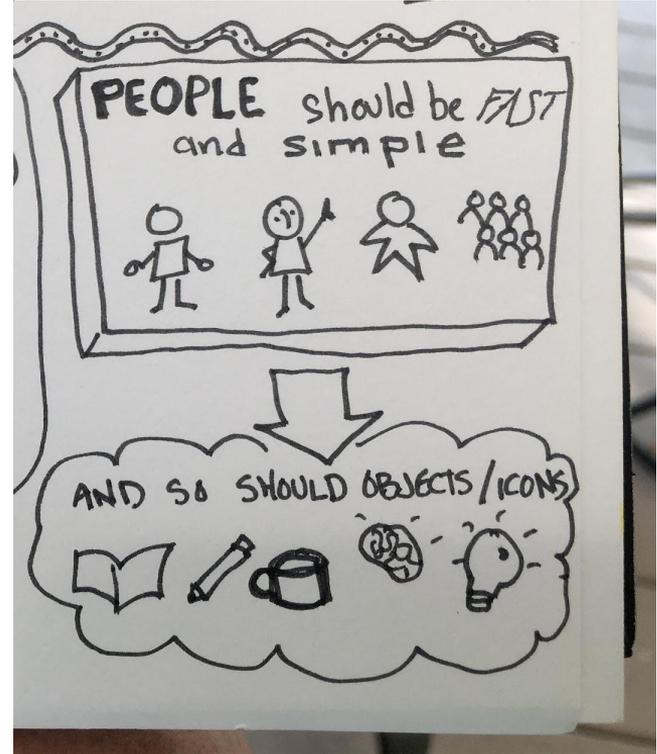
The Basics...Icons and People

Sketchnoting is not about realist artwork. It is a way of capturing verbal ideas visually.

Doodles should be simple and quick.

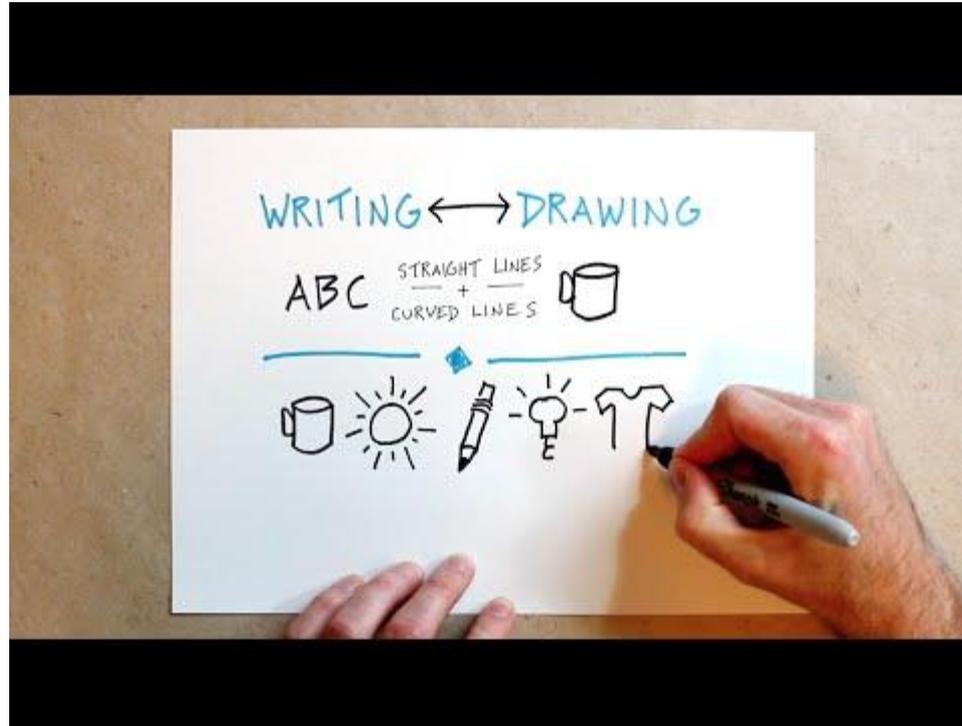
Practicing ahead of time and anticipating what you might hear can help you become more efficient and even creative.

Create a 'dictionary' of common icons, people, facial expressions, etc. and practice. It's fun!



Can't Draw? I I Don't Believe You!

Verbal to Visual



Let's Try It: Icons

See if you can create an icon that represents each of these objects/ideas

desk pencil

book math school

Let's Try It: People

See if you can create a doodle for the following people:

Teacher

Student

Parent

Let's Try It: Actions

Create a sketchnote doodle to represent these actions:

Reading

Counting

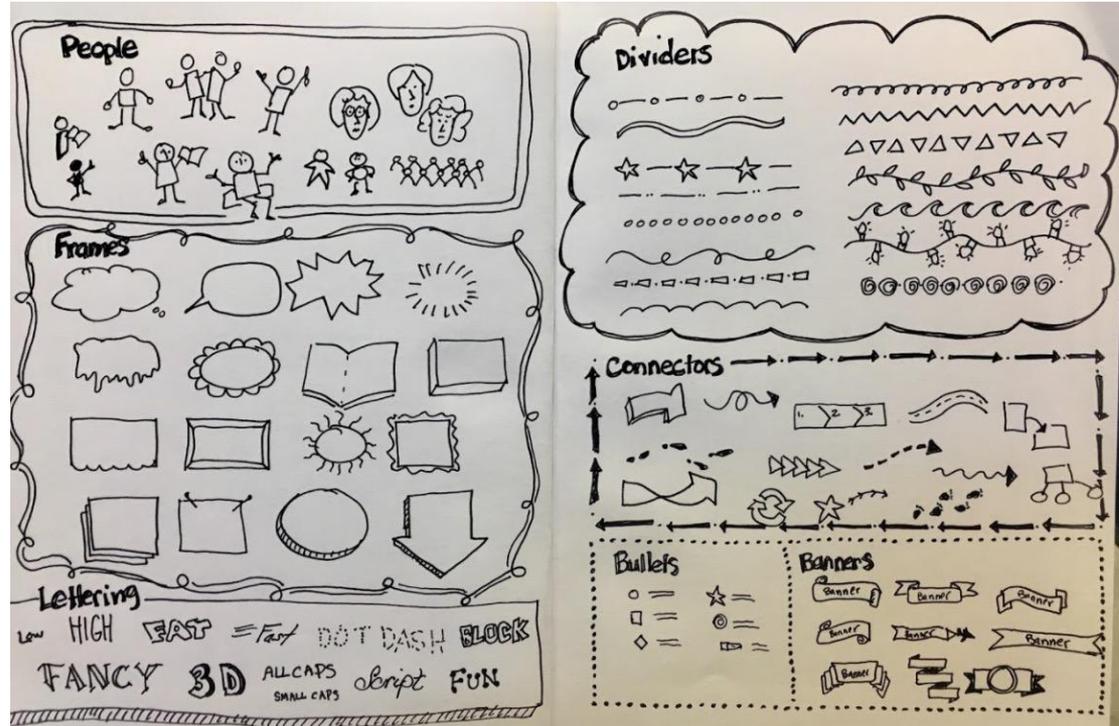
Thinking

Running

Let's Try It: Dictionary of Elements

Take a few moments to create your own "cheat sheet" of visual notetaking elements

- Banners
- Frames
- Bullets
- Dividers
- Connectors
- Fonts

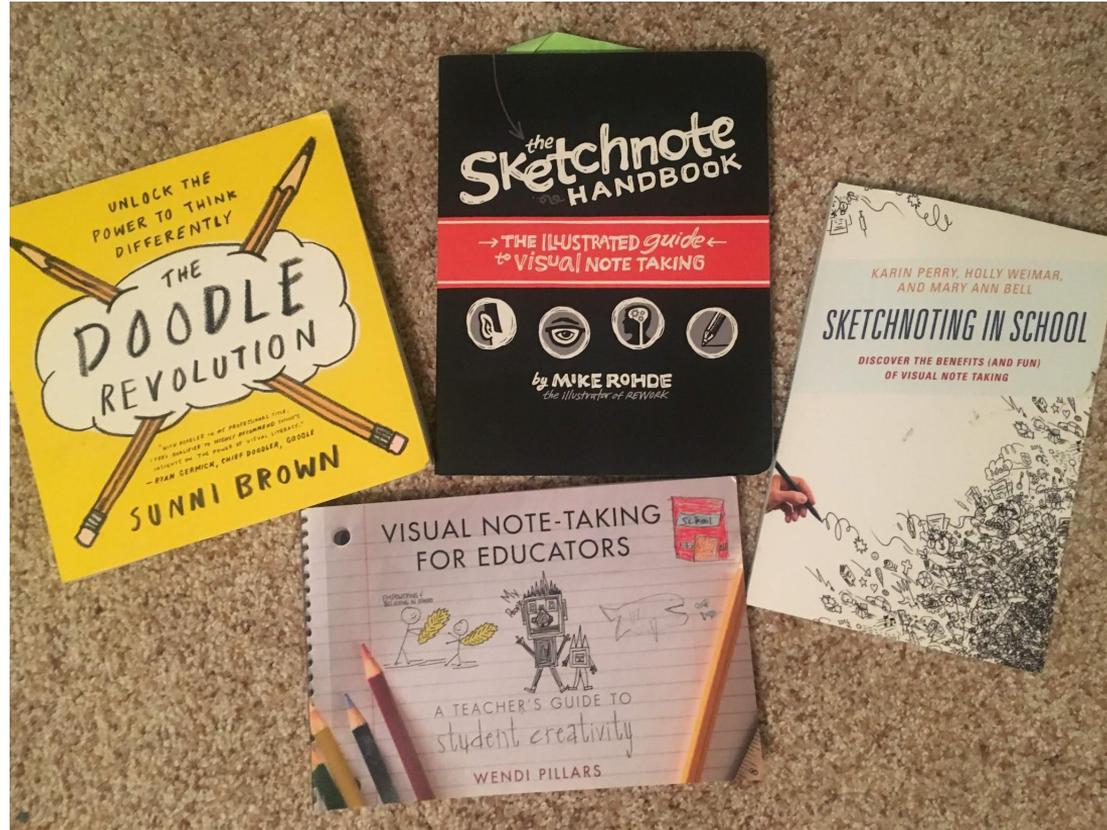


Let's Try It

Create a quick sketchnote of something you want to remember from this morning.

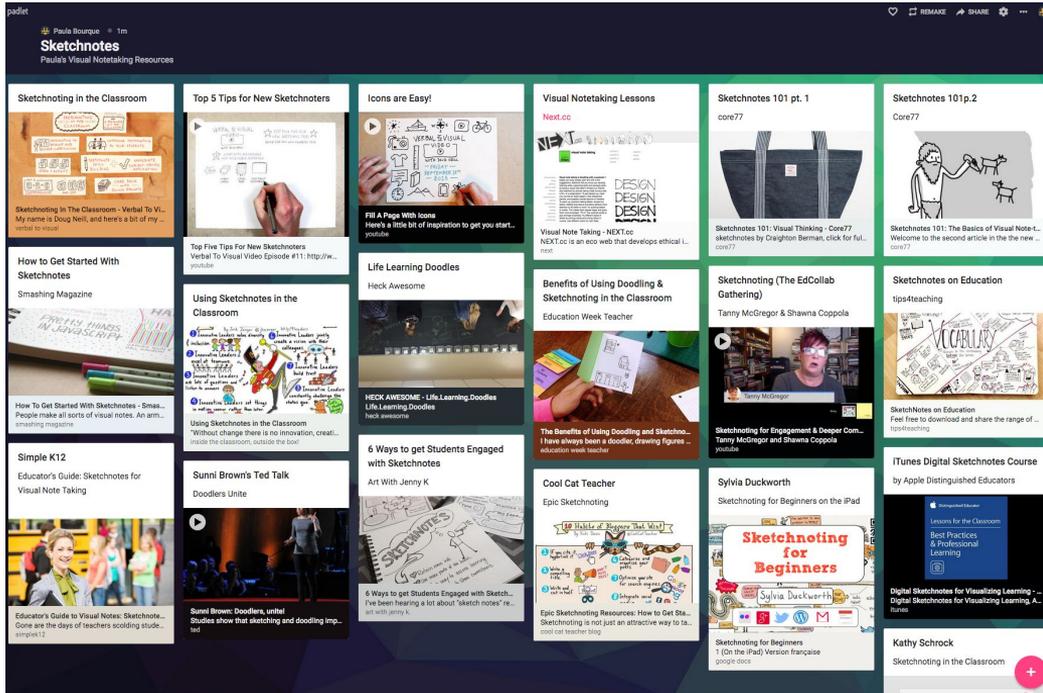
Resources

These books are great resources.



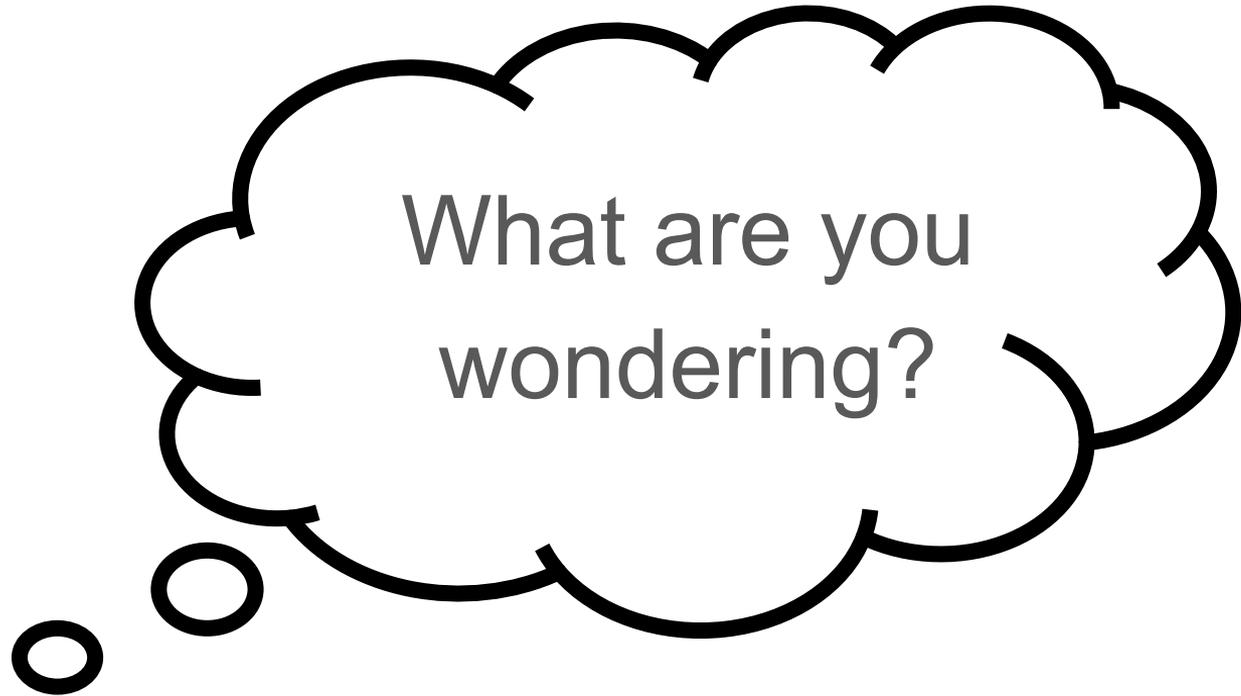
Resources

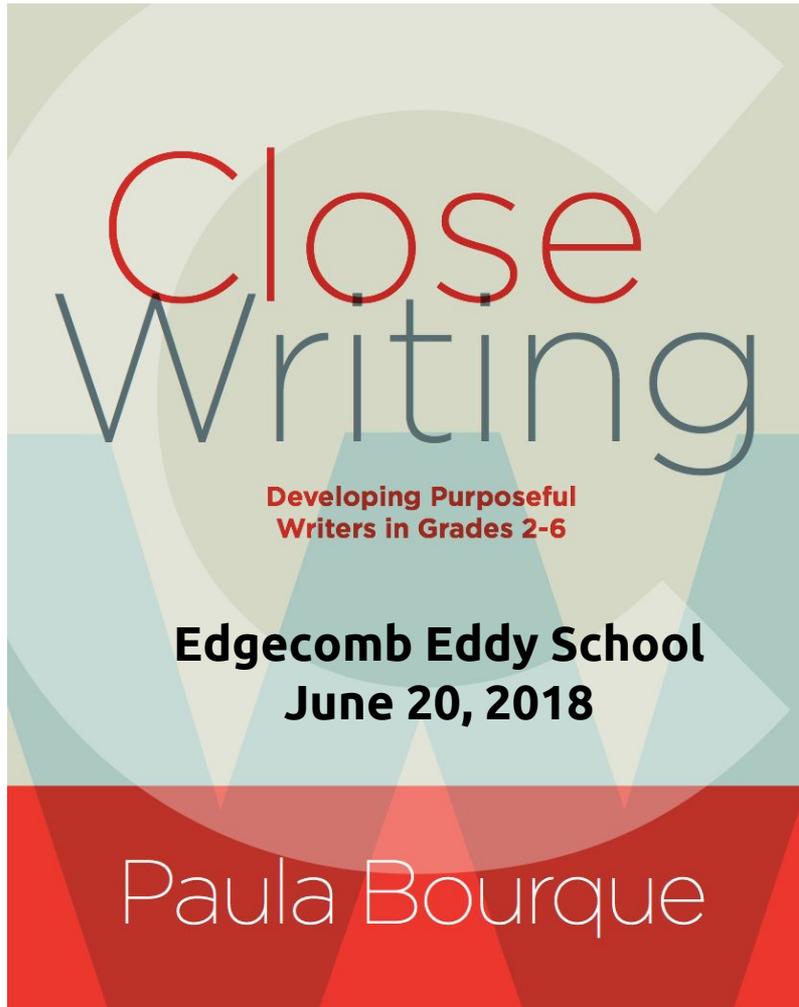
Here is a link to my Padlet with Sketchnoting Resources.



<https://padlet.com/theitcoachlady/ns5qsg710a4>

Questions?





What *is* Close Writing?

Close Writing: Cultivating a relationship between the writer and his or her writing through mindful and purposeful rereading, reflecting, and revising.

How is that different?

Writing Process / Close Writing Process

Prewrite Brainstorm, Graphic Organizers, Outline

Draft 1st draft, 'sloppy copy'

Prewrite Reread previous work, Analyze/understand genre structure, Oral Rehearsal - "Talk it Out", "Pictures in My Head", "Making Movies"

Discovery Draft Explore a topic, character, plotline-maybe with the end in mind-but the route is being discovered. "Quick Write", "Talk It Out" "Movie in my Mind" Self-awareness of routines/attitudes

Close Reading -With a variety of lenses, stances, and/or purposes. Writer Reading (Pace, Pause, Punch, Play) Authorial Reading (Read for Me/Read for You)

Revise 2nd draft, 3rd draft...
Confer with teacher-apply suggestions,
Try revision mini-lesson ideas

Revise Focus on a growth mindset, not about
“fixing” up this one piece,
Envisioning possibilities, trying on techniques/ideas,
learning from mentors, writing conferences invite
reflection/imitation/imagination

Close Reading

“Read for Me”-how do these revisions meet my
purpose,strengthen my piece, enhance my writing?

“Read for You”- what else my readers want to
know or need from me?

Revise as needed

Edit Fix up errors in conventions
-Self edit, Peer Edit, Teacher Edit

Edit “Flash Edit”- Don’t save editing for
“The End”, focus on 1 aspect at a time
Vary how we look AND listen,
Reflect on Strengths/Weaknesses

Publish
Type it, copy in neatest handwriting

Share Presentation fits the purpose,
Establish “Look Fors”,
Reflect on new learning
Connect with **Author Identity**,
Save work as Student Mentor Texts

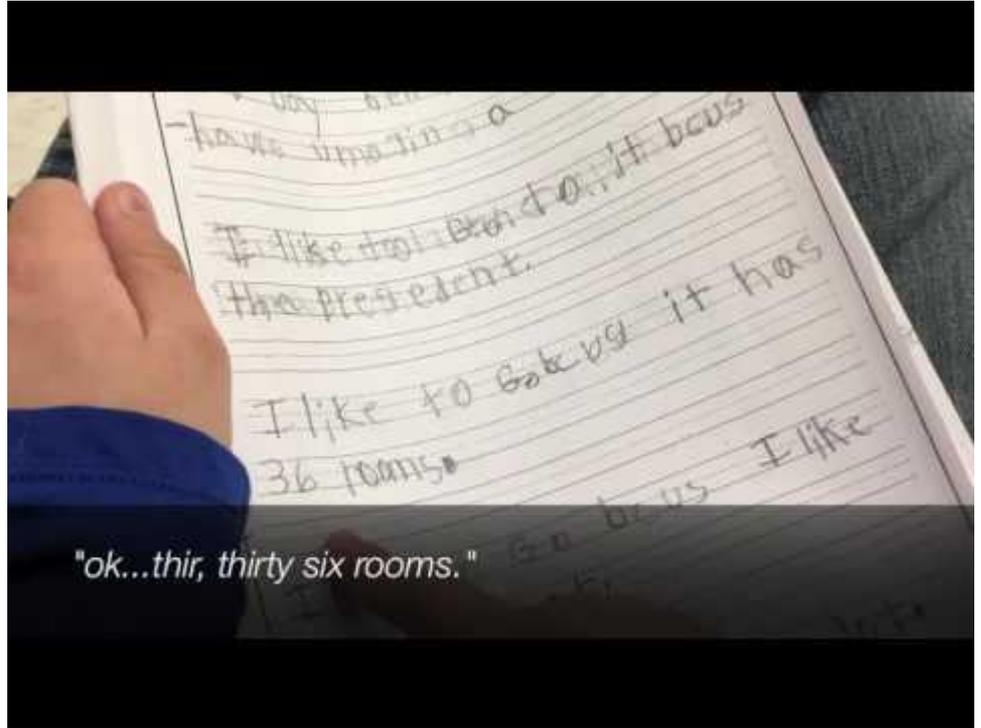
CLOSE WRITING



paula barque

1. **Rereading** (Close Reading)

What do you notice about each of these writers and their ability to closely read their own work?



Writer Reading:

Developing an ear for writing

The way an author reads his/her writing helps the listener to interpret the story. The listener can hear what the author thinks are important ideas, what the mood is supposed to be, and how the characters talk to one another.

When the listener is also the author, this can help them to be more purposeful in evaluating the clarity and cohesiveness of their writing.

Writer Reading

PACE (purple)
How quickly or slowly the author reads.
Helps - to convey a mood, gives listeners time to visualize

PAUSE (blue)
Stopping at various points
Helps - Let an image or idea sink in
Creates a sense of importance

PUNCH (black)
Emphasizing words or phrases with stress in your voice
Helps - lets listener hear what is important

PLAY (red)
Adding some drama to your voice - accents, intensity or musicality.
Helps - shows mood, character traits more interesting

Pace	Pause	Punch	Play
How quickly or slowly an author reads their writing gives some insight into the mood they are trying to create.	When authors choose to pause and for how long helps us to stop and consider important ideas, images or words.	What words or phrases authors choose to emphasize in a sentence helps the reader to think about ideas in a specific way.	The dramatic quality to the author's voice helps the reader to think about the writing in a specific way.
How this works:	How this works:	How this works:	How this works:
Slow reading may create tension or suspense. Fast reading may show chaos, confusion, fear or joy.	A pause allows the listener to stop and think, let something soak in, create an image that lingers	<i>You can't have that.</i> <i>You can't have that.</i> Are the same words, but convey different ideas. The words authors emphasize help create specific meaning.	A silly voice evokes happiness, a sinister voice evokes fear or suspense, a regional accent gives you a hint at the characters.

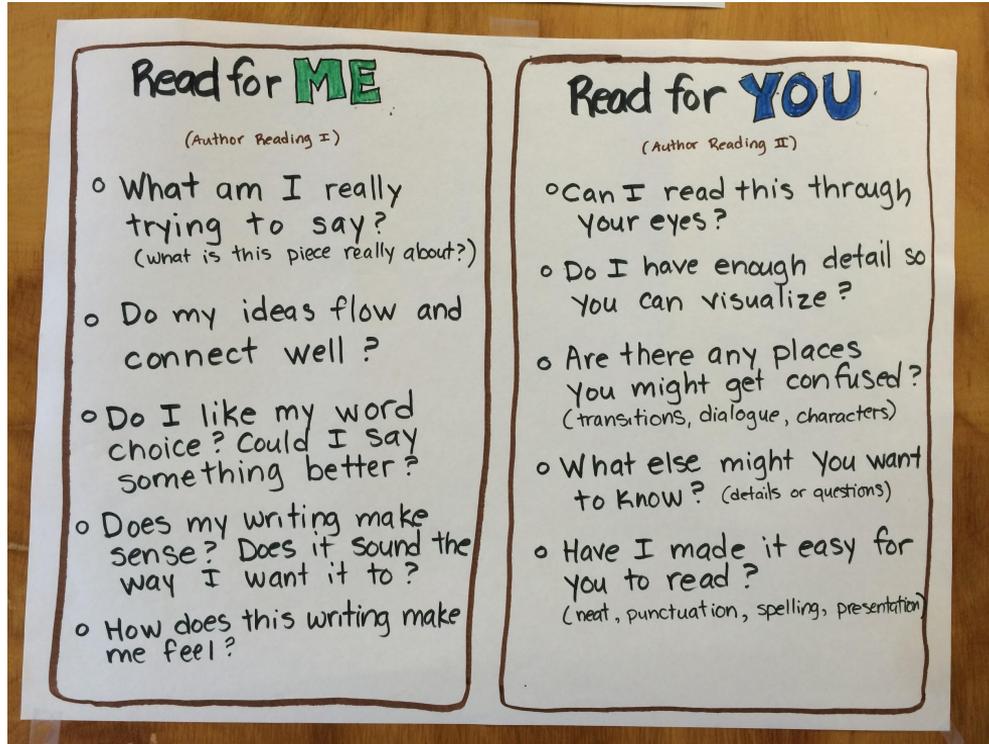
Giving our students specific techniques helps them to be more intentional and reflective than suggestions to “read it with expression”.

Fast Forward vs. Play

“The ear is the only true writer and the only true reader. I know people who read without hearing the sentence sounds and they were the fastest readers. Eye readers we call them. They get the meaning by glances. But they are bad readers because they miss the best part of what a good writer puts into his work.” -Robert Frost



Authorial Reading Stances



Close writers vary the way they look at and listen to their writing so they can effectively edit or revise with consideration for their readers.

2. Reflecting

Once we help student **LEARN TO LOOK** (closely read)
we need to help them **LOOK TO LEARN** (reflect)
about their writing and their writing identities.

Learning to Look

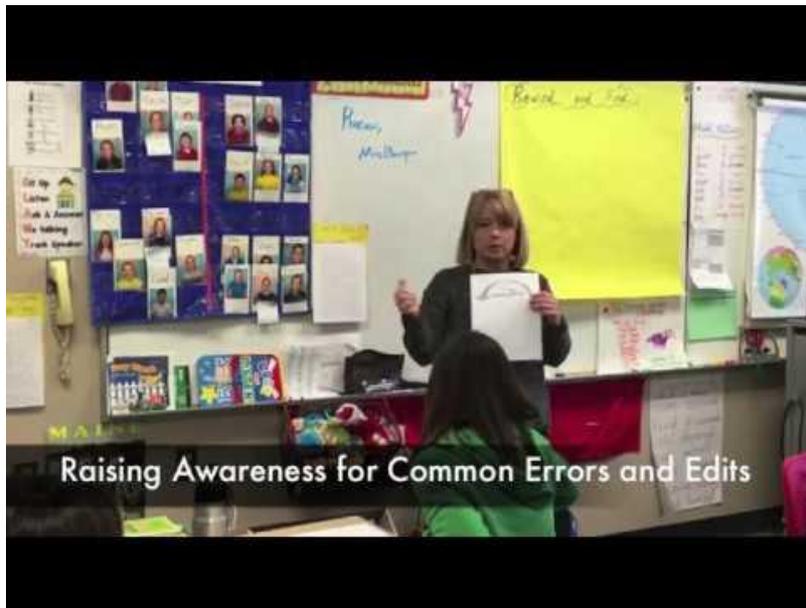
Sometimes we want writers to reread with a specific focus. (narrow lens).

Sometimes we want them to reread to see what THEY notice. (wide lens)

Thinking about purpose will help us to determine the best lens.



Rewind and Find



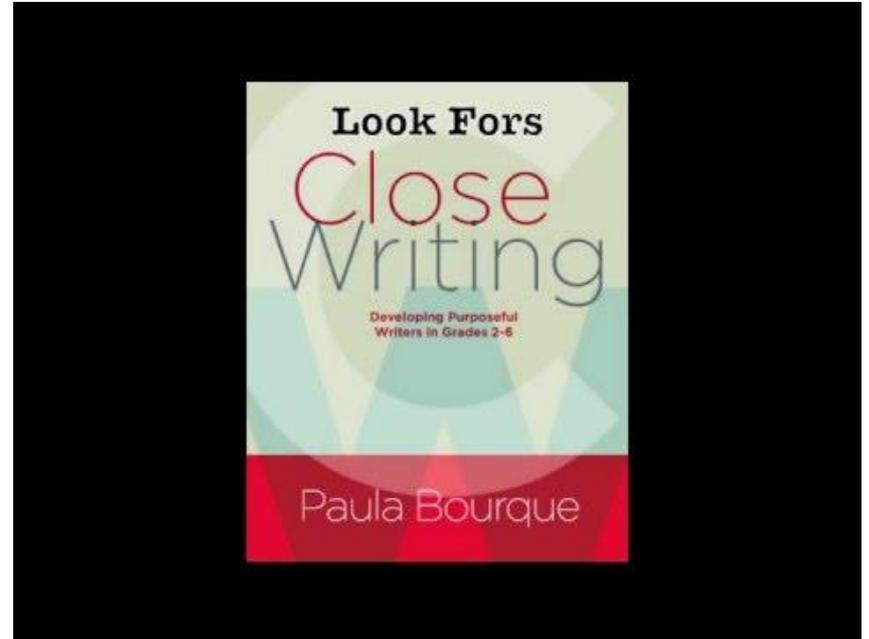
Reflecting with a wide lens gives us insight into what students are noticing.

You cannot address (fix, revise, etc) what you do not notice. How can we turn over more responsibility to our students to begin noticing?

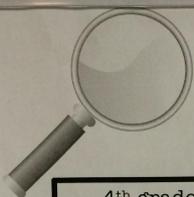
Look Fors- Reflecting on Process

Help direct the audiences to notice the effort and intention the writers gave to their writing.

We can easily see the **PRODUCT** of writing, but what is less obvious and equally important is the **PROCESS**.



Teacher/Class Created



Mini-Biography *Look Fors*

4th graders have been working on character development in narrative writing.

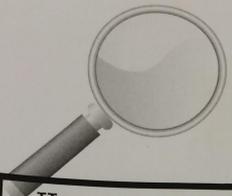
In this project:
MINI-BIOGRAPHIES

They are trying to incorporate some of those elements about themselves that we'd like you to notice:

- Physical Appearance/Description
- Personality Traits
- Thoughts and Feelings
- Actions
- Other's Reactions to the Character
- Dialogue (what they say/how they say it)

You can follow up by encouraging students to discuss how authors develop their characters in the books they are reading at home!

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Look Fors

Here are some examples of work our class would like to share.

We will continue to grow as the year goes on and we would like you to notice some things we have been working on:

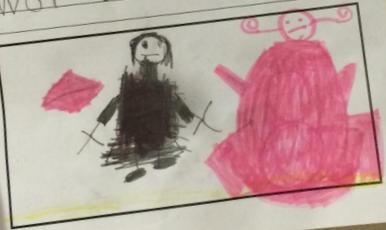
- We start our sentences with an uppercase letter.
- We have an ending mark at the end of our sentence.
- We have a beginning, middle, and end to our story.

Mrs. DeJongh's Class — We used evidence from the story to explain why it was fantasy

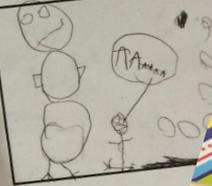
Date 10-15-10
A BIG Snow



Name Anthony
Date 10-15-11
I know The Bunnies and The Fox is fantasy because they DON'T war Jokits.



Name Ian
Date 10-15-15
I know The Bunnies and The Fox is fantasy because WARMING WAS PING. CLOS WAS PING. PTC.



Are you ready for snowy weather? Take a look at these recipes on how to enjoy some adventurous winter activities. See if you can find a variety of transition words, strong verbs, and fancy adjectives!



Yuletide Winter Recipes



YOU



Look for:

- Introduction to the books
- Reasons and examples that make this a good book

Are



Sababul Bakorah
 Illustrated by Abby Carter
 Written by Khalaf Crestani
 Reviewed by Sarah Truman

What topic and what message are the children in this book most likely to learn about? How does the author use the illustrations to help you understand the story? How does the author use the illustrations to help you understand the story? How does the author use the illustrations to help you understand the story?



Mini-Biography Look Fors

An author's name has been working on character development to describe the main character.

Mini-BIOGRAPHY

They are trying to describe the main character in a way that is interesting and informative.

What are the main points of the story? How does the author use the illustrations to help you understand the story?

• **Character**
 • **Setting**
 • **Plot**
 • **Theme**

What are the main points of the story? How does the author use the illustrations to help you understand the story?

By: A. Arfany

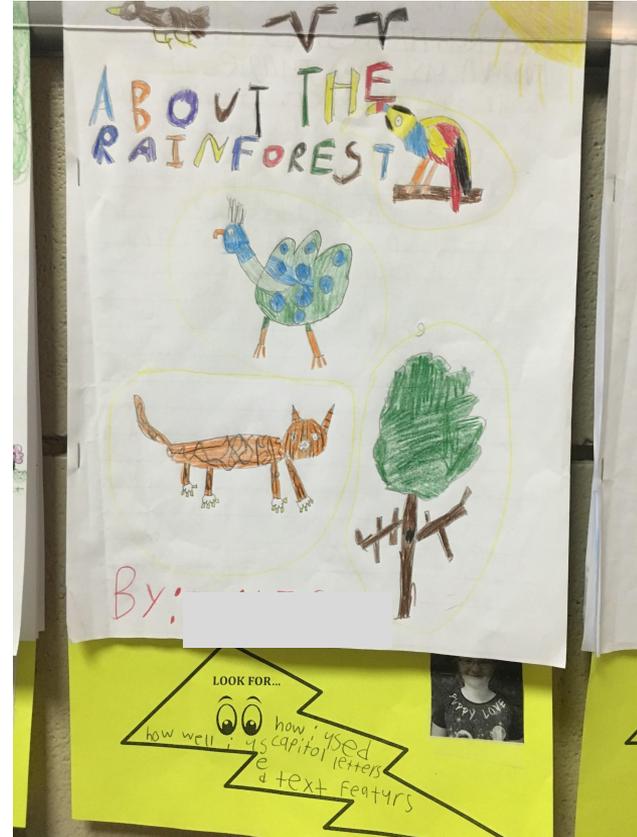
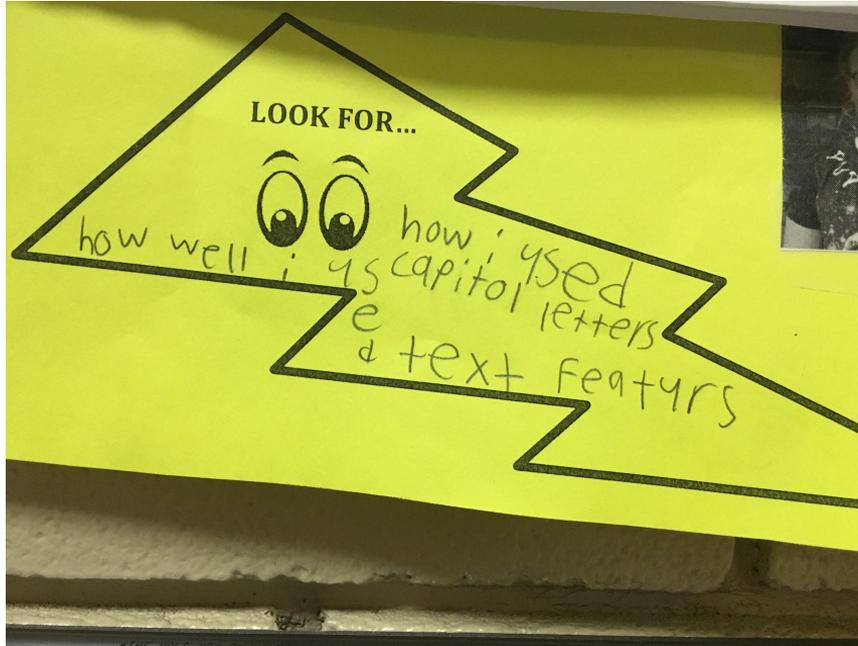
Peppermint

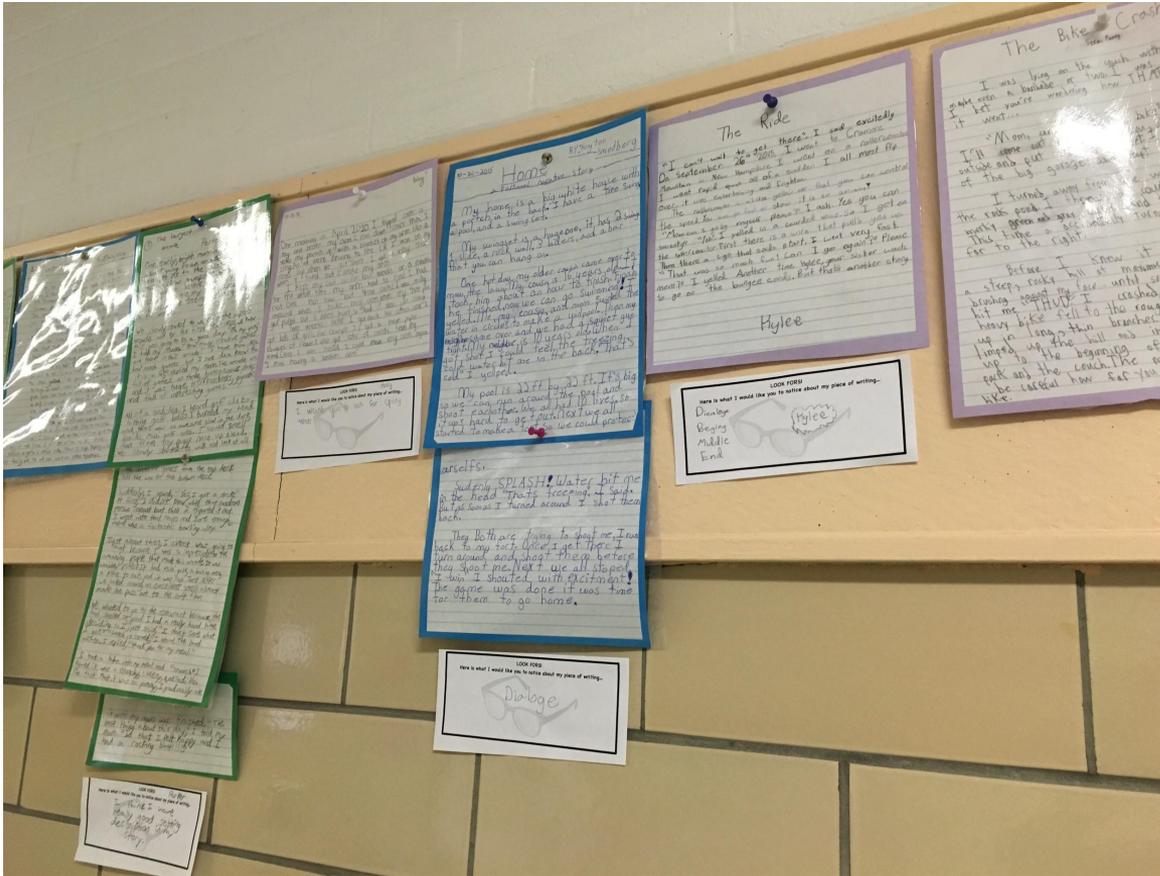
Student Created

LOOK FORS!

Here is what I would like you to notice about my piece of writing...

I would like you to notice
character Descriptions about my
man.





The Bike Crash

I was lying on the couch watching a baseball game. I had just let you're watching how THAT it went...

Mom said I'll come out and get the big garage door. I turned away from the couch and got up. I had to go to the far to the right.

Before I know it a sleepy couch fell on me. I was with me. I HAD I was heavy like fell to the couch up for long than branches limped up the hill and up to the couch. The car fell and the couch. The car was careful how far you HAD.

The Ride

I can't wait to get there. I was excited. On September 26, 2011, I went on a roller coaster ride. I had read quite a bit of a guidebook. I was excited to see the roller coaster. I had read quite a bit of a guidebook. I was excited to see the roller coaster. I had read quite a bit of a guidebook. I was excited to see the roller coaster.

LOOK FORTH

Here is what I would like you to write about my piece of writing.

Danger
Raging
Middle
End

Hycle

Honey

My home is a big white house with a porch on the left. I have a nice sunny spot and a swing set.

My neighbor is a pig. He has a big black and white pig.

One day, my older cousin came over to see the pig. He was very excited. He was very excited. He was very excited. He was very excited.

The pig is 20 ft by 20 ft. It is big and very cute. It is very cute. It is very cute. It is very cute.

LOOK FORTH

Here is what I would like you to write about my piece of writing.

Divorce

LOOK FORTH

Here is what I would like you to write about my piece of writing.

Divorce

LOOK FORTH

Here is what I would like you to write about my piece of writing.

Divorce

LOOK FORTH

Here is what I would like you to write about my piece of writing.

Divorce

3. **Revising:** Making the Potential, Possible

REVISE literally means to “see again”.

You cannot see *again*, if you haven’t really seen in the first place!

Once students learn to look and listen closely, they can begin to envision the possibilities and recognize their potential as writers.

What does REVISION mean to your students?

What does revision mean to you?
How do you revise a piece of writing?

I don't think I should do
revising because how
wants to change ~~your~~ ^{their} work
they just spent a long time
on and revision sands
werd Cindur Sands like Davison

Figure 8.1

What does revision mean to you?
How do you revise a piece of writing?

What revision means to me is
to go over your writing and words
to make it more detail and take
away words that do not belong
in your story. Or maybe you
put the same word twice that is
what revision means to me.
The way I revise a piece of
writing is to do a closer read and
see how I like the words and how they
fit.

Figure 8.2

Recognizing the Need for Revision

1. See it differently
2. Narrow the scope
3. Develop some distance

Notice and Next Steps

There is often resistance to revision because writers see it as fixing what is **WRONG**.

Focusing on what is wrong is rather unpleasant!

Developing a growth mindset is imperative to becoming a close writer.

Notice and Next Steps

What I'd like readers to notice...

- My lead sentence because it ^{sums up} you want to read more.
- My effective dialogue because it helps move the story/plot along.
- paragraphing

Some possible next steps...

- use more voice
- more descriptive ^{words}
- show don't tell

Figure 8.3

Students reflect on what they did well and possible revisions.

Revision Strips

There is often resistance to revision because writers have often worked very hard and don't wish to "mess up" their writing.

Adding revision strips to the edges of the paper preserves the integrity of the original work and is a concrete example of a growth mindset!

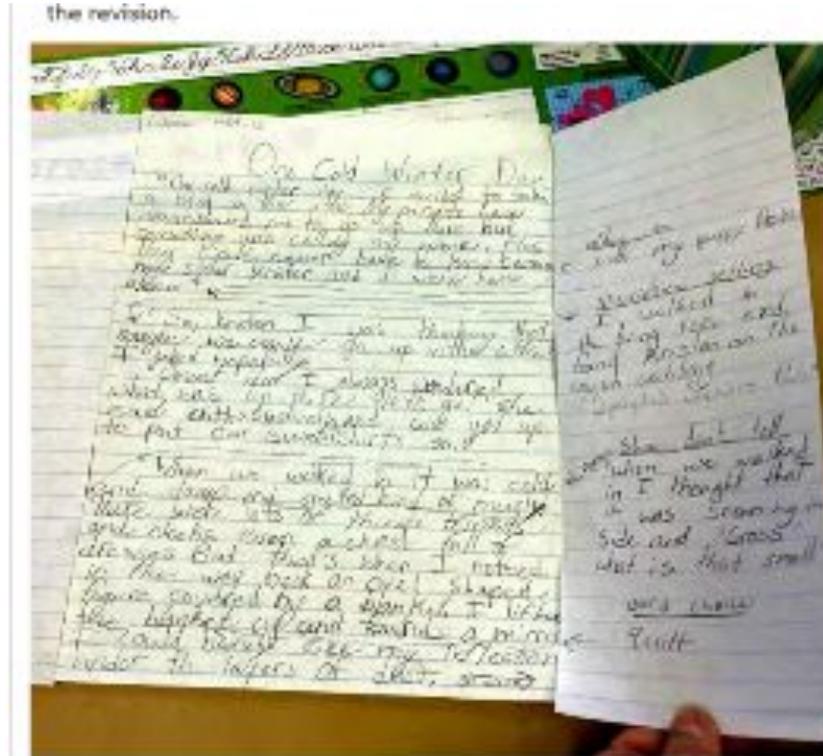
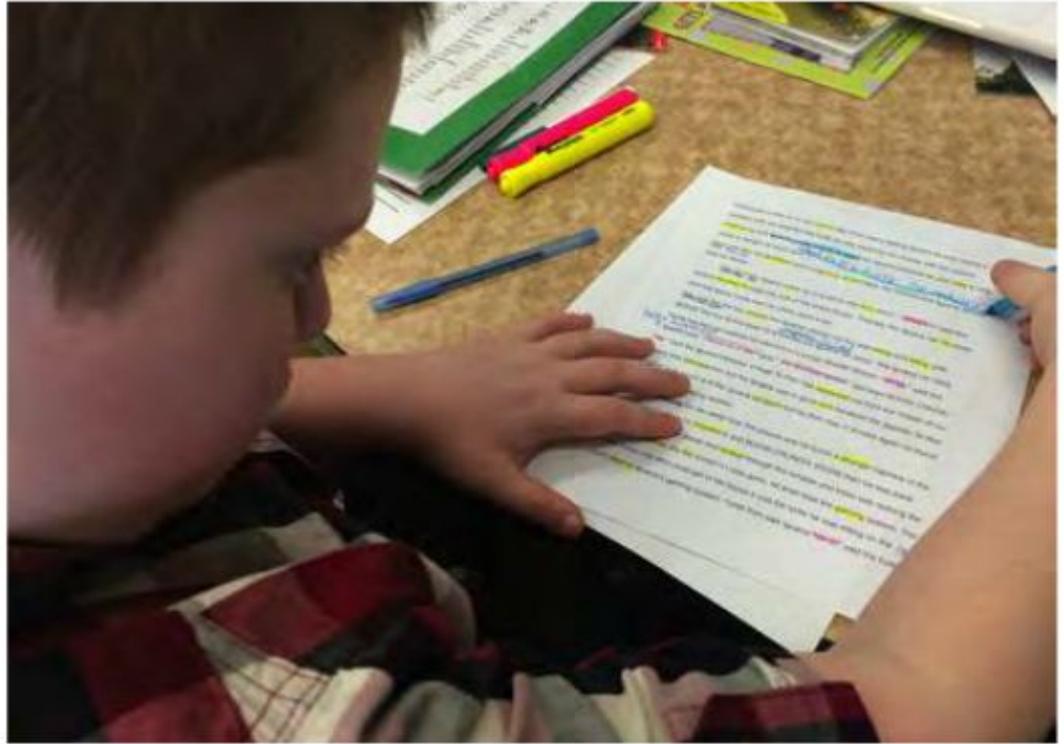


Figure 9.4
Using revision strips makes thinking visible.

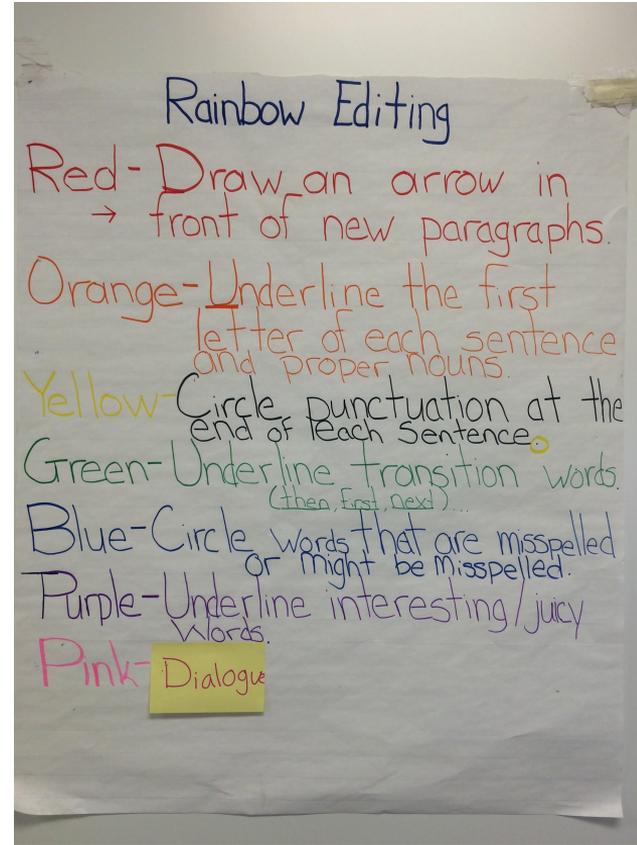
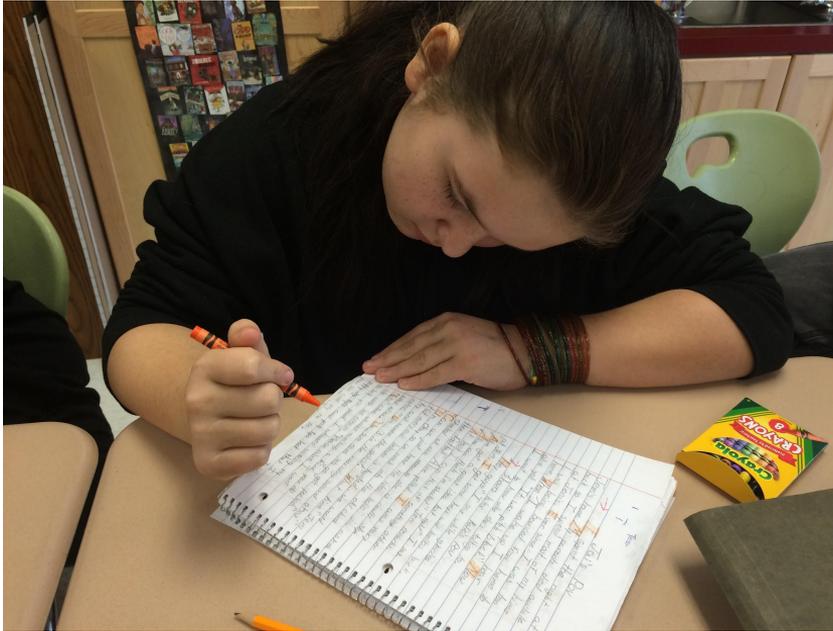
Reflecting on 'revision history' when word processing can also be helpful!

Rainbow Revision

For students who do not want to “mess up” their original work, a photocopy may be necessary. Students closely read their writing to highlight evidence of specific techniques or writing craft. A lack of color alerts the writer to potential revisions!



(It works for editing, too!)



Talk It Out

It is MUCH easier to rehearse potential revisions orally than it is to commit them to paper and then evaluate them.

Invite students to read small sections and then “talk it out” with a partner to orally rehearse ideas.

Then invite students to add revisions. The big ideas and important details tend to stick!



Talk It Out



Reread and Talk
What else can I say?

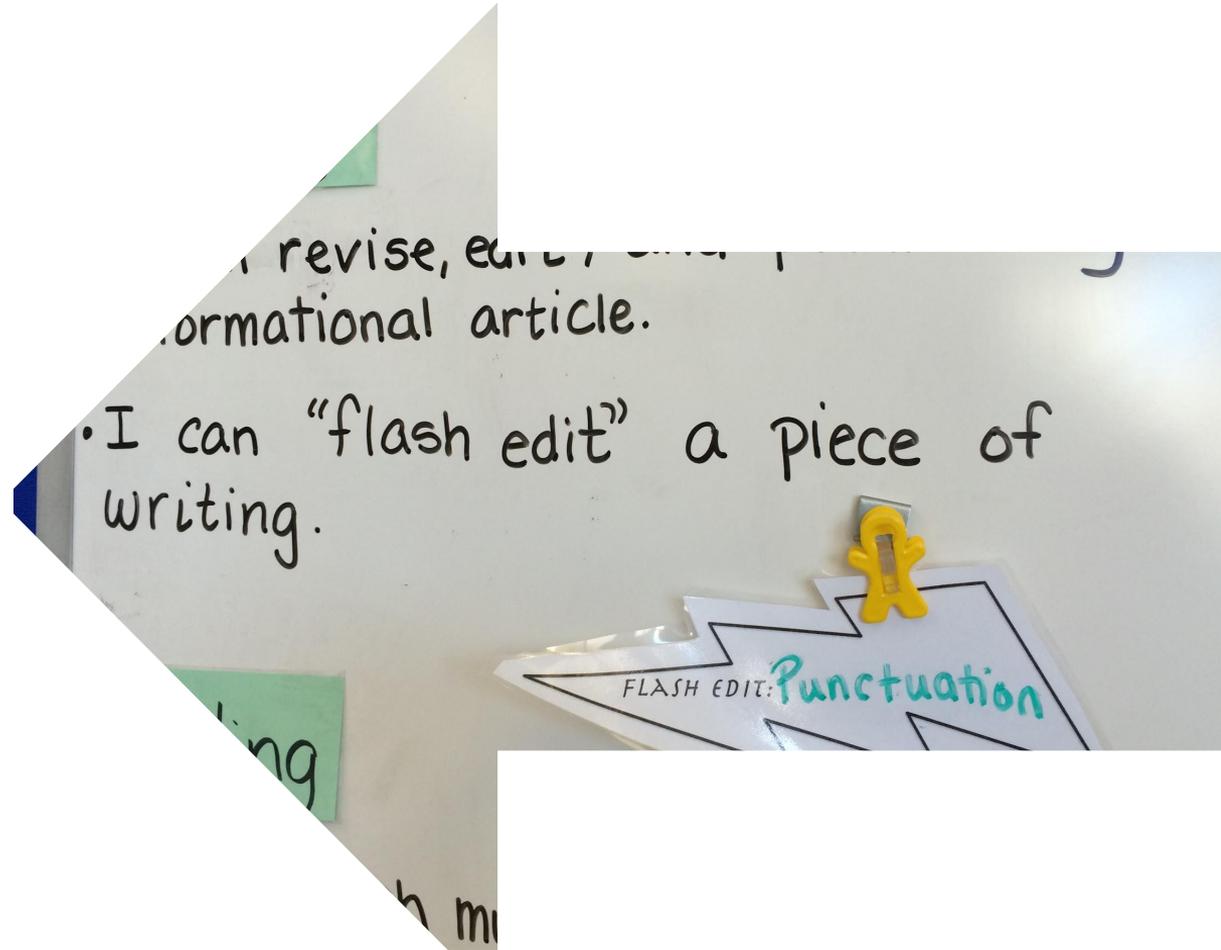
We can support “**Close Editing**” when:

- We show them how punctuation affects sound of the reading, especially as it is used in each genre.
- We encourage them to listen for punctuation as they compose and edit.
- We help them understand that our brains often fill in the gaps and make it more difficult to spot mismatches when the work is so familiar and compensate for this by varying how we look at our writing.
- We focus on one aspect at a time to edit, repeating the process with a variety of lenses.
- We raise students’ awareness of what is easy and what is tricky to notice, so they can learn to adjust their attention more effectively.

We can support “**Close Editing**” when:

- We gradually release our level of support for noticing in response to students’ increasing skill and awareness.
- We review and reteach the rules for grammar and punctuation in response to student need.
- We use mentor texts to analyze and appreciate how writers use punctuation to make their message clear and credible.
- We don’t always save editing for the end. Flash editing at various points in the writing process invites success and engagement before students decide they are *done*.

Flash Editing



... revise, edit, ...
... informational article.

• I can "flash edit" a piece of writing.



...ing

h m

Caution Chart

SLOW
PROCEED WITH CAUTION

Slow down and read closely for:

(These are some CAUTION areas for us in our writing!)

- end punctuation (., !, ?, ...)
- Quotation marks (dialogue)
- commas
- double words/missing words
- spelling (missing letters, too)
- indenting (paragraphs)
- capitals
- apostrophes

Dry Erase Editing



Gradual Release Editing

Teaching Writers to Edit with Greater Independence and Less Scaffolding



Example 1

Teacher does all editing notation

Q. IF I were president, I would have a ^{LC} gourmet dinner every night. I would also try to in my presidency, visit all the countries. I would also invit all my school friends and give them a tour of the white house. I would also make stuf people dont cut down rainforests.

Example 2

Teacher labels edits at beginning of line (S, P, C)

P	IF I were president I would
C	have a Gourmet dinner every
SPP	night I would also try to in
PSP	my presidency visit all the countries
S	I would also invit all my
	School friends and give them a
CC	tour of the white house. I would
S	also make sure people dont cut
P	down rainforests

Example 3

Teacher puts dots at the beginning of line but does not distinguish specific areas of correction

Q. If I were president I would
• have a gourmet dinner every
••• night I would also try to
••• my presidency visit all the countries
• I would also invit all my
School friends and give them a
•• tour of the white house. I would
• also make sure people dont cut
• down rainforests

Example 4

Teacher puts dots at bottom of the page for S, P, C but does not locate them in the text

Q. IF I were president I would have a gourmet dinner every night I would also try to win my presidency visit all the country I would also invit all my school friends and give them a tour of the white house. I would also make sure people dont cut down rainforests

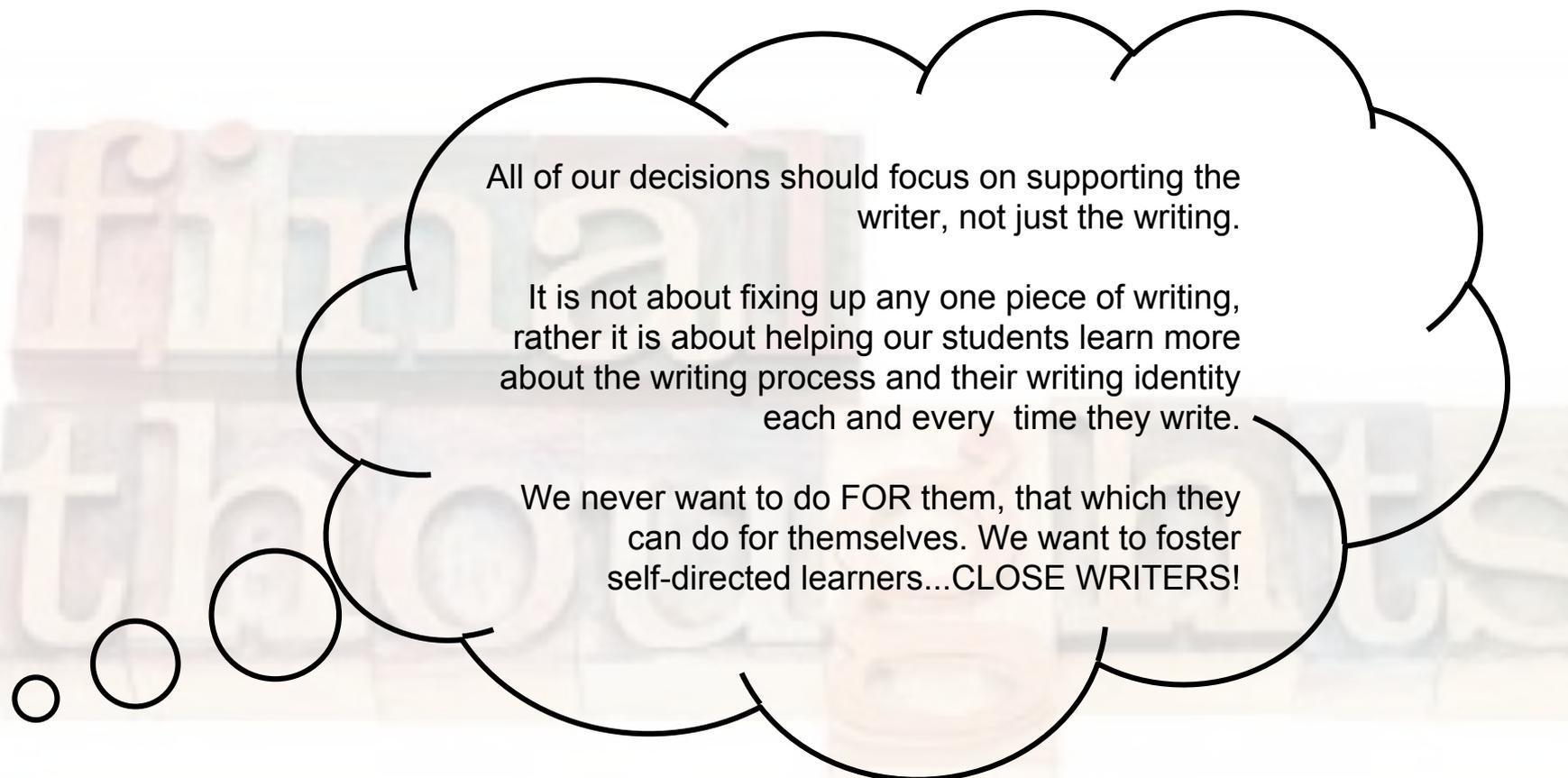
P..... C... S.....

Example 5

Teacher notes areas of focus, but not quantity
S, P, C

Q. IF I were president I would have a Gourmet dinner every night I would also try to inw my presidency visit all the countrys I would also invit all my school friends and give them a tour of the white house. I would also make sure people dont cut down rainforests

P, C, S



All of our decisions should focus on supporting the writer, not just the writing.

It is not about fixing up any one piece of writing, rather it is about helping our students learn more about the writing process and their writing identity each and every time they write.

We never want to do FOR them, that which they can do for themselves. We want to foster self-directed learners...CLOSE WRITERS!

Head
Learn. Organize. Create.

COMPOSITION

100 sheets/200 pages

Quick Writes

RULES

QUICK WRITES

LOW-STAKES /
HIGH ENGAGEMENT WRITING
FOR ALL

“Short and frequent bursts of low-stakes writing in response to a stimulus, that do not allow for planning, revising, or overly-cautious forethought. They are thinking on paper that help students creatively explore ideas while boosting their volume of writing.”

In other words

“Thinking and inking.”

From: Quick Writing: Nurturing Hearts and Minds in Elementary Classrooms

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What Can Quick Writing Do For Our Students?

1. Boost the volume of low stakes writing for our students
2. Develop valuable “soft skills” beyond literacy
3. Reset students’ default approach to writing
4. Strengthen relationships with our students
5. Increase enjoyment of writing

Writing in Our Classrooms

Take a moment and jot down some writing tasks, assignments, projects, activities, etc. your students engaged in this year.

High-Stakes Writing	Low-Stakes Writing
<ul style="list-style-type: none">● Graded or used as Evaluation● Taken through the Writing Process● Specific criteria for success● Often in response or related to texts● Often demonstrates learning● Focus on learning to write● Must adhere to the prompt● Used as a summative assessment	<ul style="list-style-type: none">● Not graded (at least for content)● Focus on rehearsal or drafting element of Writing Process● No specific criteria for success● Often personal response/reflection● Often stimulates curiosity and wonder● Focus on writing to learn or create● May be inspired by a prompt

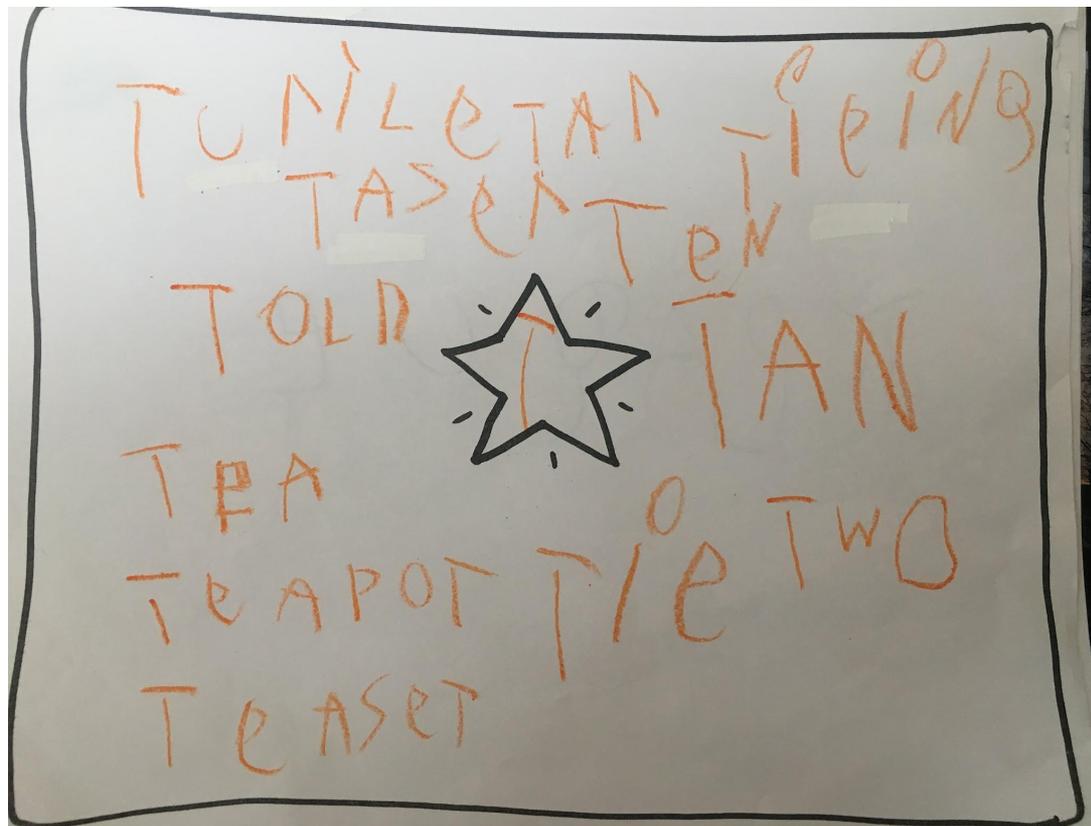
Primary Writers

Meet your writers where they are. That may mean at the letter or word level.

Three Quick Write Approaches

- Mystery Letter
- Word Bursts
- Label Maker

Mystery Letter



Word Bursts

Name: Elizabeth

MAR 31 2017

Date: _____

Write as many words as you can in 3 minutes.

_____	MOM
Sat	dog
mat	cat
rat	Fat
mag	_____
big	_____
wet	_____
man	_____

Name: MAYLA

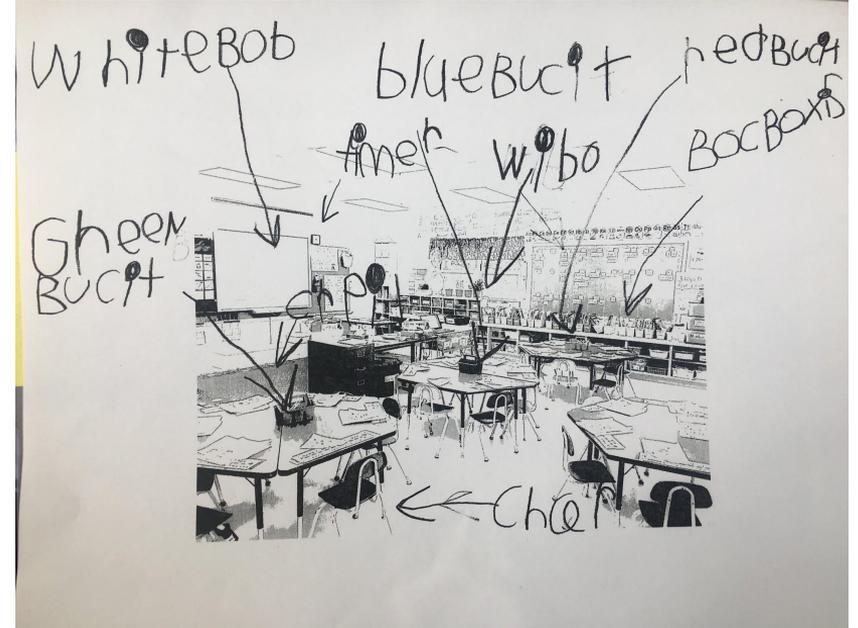
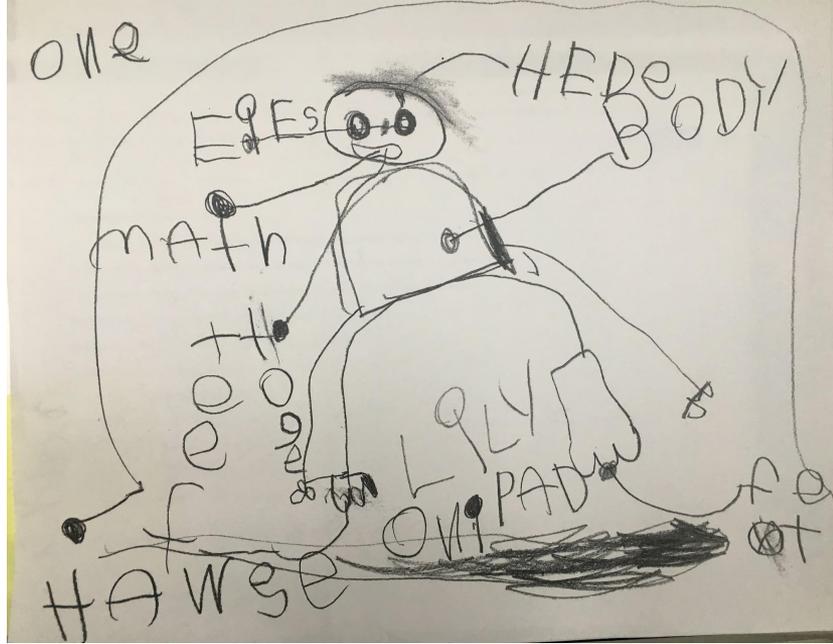
MAR 31 2017

Date: _____

Write as many words as you can in 3 minutes.

_____	to
AHT	FE
SFE	EX
LYV	VUY
OWX	SI
BOG	SEL
PTU	FEL
HYO	VEV
SXB	VOO

Label Maker



Informational Quick Writes

Think KWL as a constructivist theory for building our schema and knowledge.

K= What I Know

W= What I Wonder

L= What I'm Learning

MYSTERY DOUG SCIENCE (<https://mysterydoug.com/>)

What is the moon made of?

Maybe a little bit of iron and rock because of the color of the moon.

The moon is made out of granite and basalt, which might've been oceans of lava, and I think that hole might've once been an active volcano. The white parts of the moon is the light-colored granite, and the dark part is the basalt.

What is The moon made of?

The moon is made of rock but I believe (because I watched 9-1-1 with my mom) that the Moon is a part of the earth that fell off many years ago and when it is a full moon it makes people do crazy things. But, the moon is made of rock and colors in outer space that is now known as the moon. Some people say it is made of cheese but it isn't.

The moon is made of rocky but the light parts are granite and the dark spots are lava rocks that have cooled. Which means at one point in time the moon could have been white and orange.

People used to think that the dark spots were oceans but when they invented the telescope, they did not think that any more. They invented rockets, upon the obsted of they found that the light spots are granite and the dark is lava that is cooled. Instead of oceans of water they could have been oceans of really very hot lava.

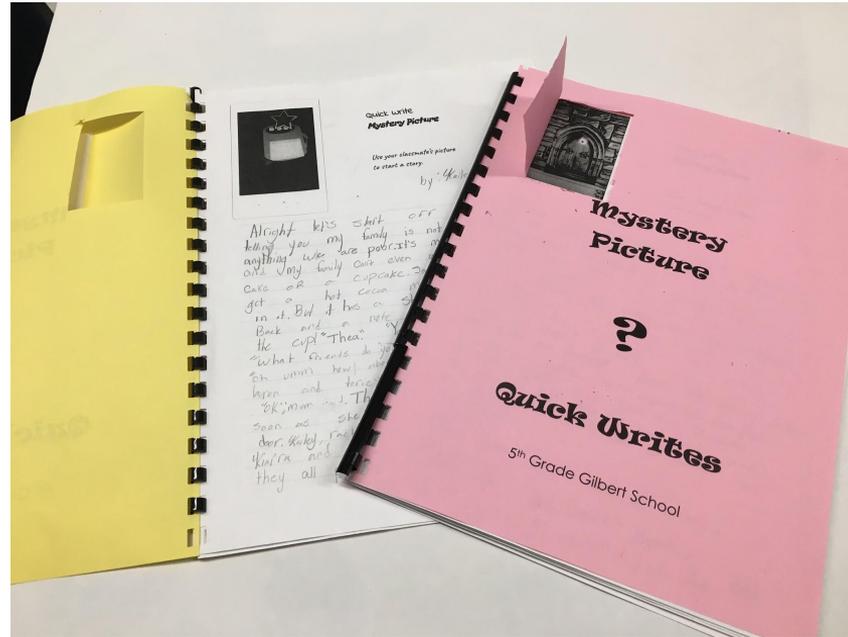
Appreciation Quick Writes

Appreciation can only happen when we tune in, notice, and become more aware.

We can't always take our students out into the world to do this, so we can look for ways to bring the world into the classroom.

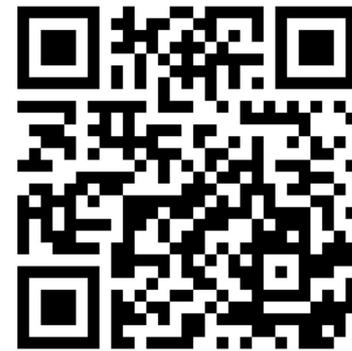
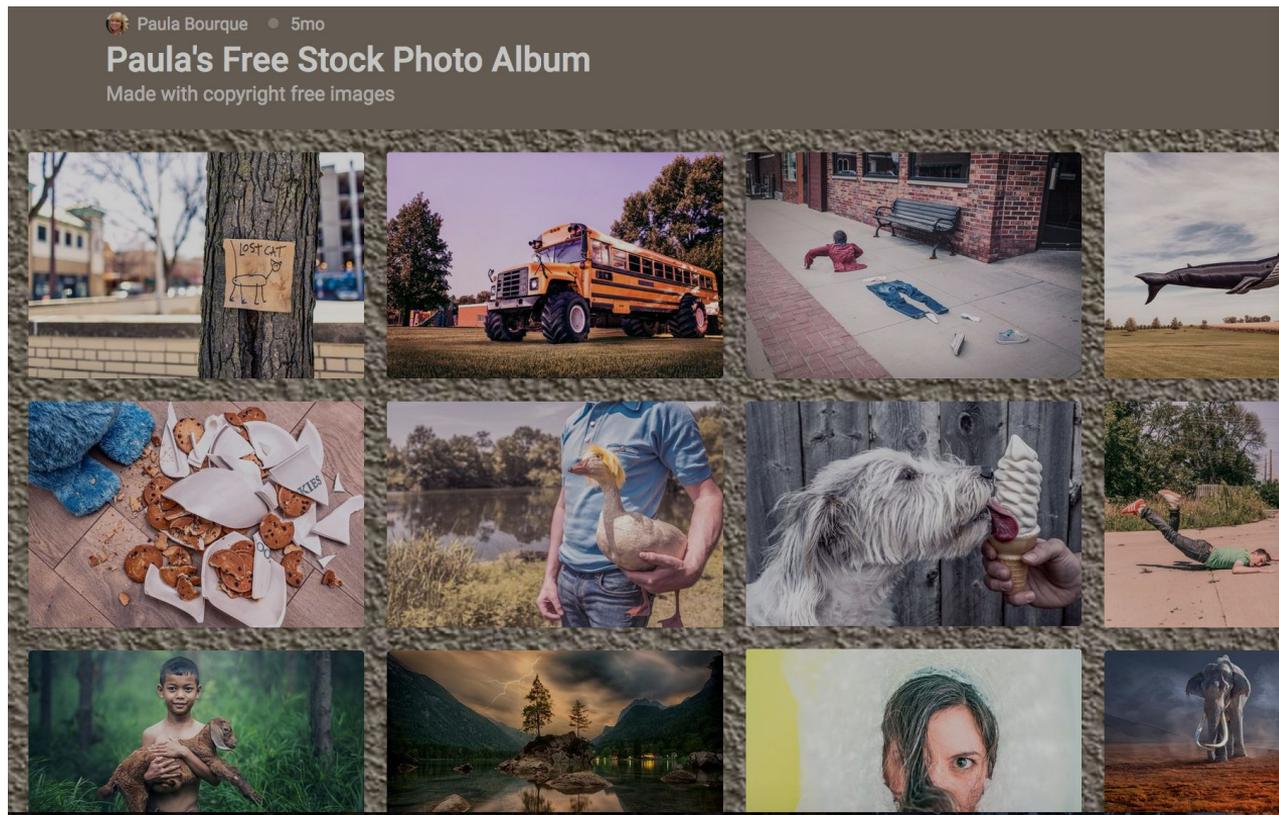
Think about bringing the ARTS
back into Language Arts!

- Photos
- Art
- Videos
- Music



Photos

<https://padlet.com/thelitcoachlady/gyvb1ytel60l>



Art

<https://padlet.com/thelitcoachlady/l52x31h05bd5>

Paula Bourque • 3mo

Art for Quickwrites

Invite Students to Respond to These Works of Art With a Quickwrite

The Jolly Flatboatmen
George Caleb Bingham
(PD)



2015.18.1
nga

Self Portrait with Thorn Necklace & Hummingbird
Frida Kahlo



Young Woman With a Water Pitcher
Johannes Vermeer



Red Studio
Henri Matisse



A Peaceable Kingdom
Edward Hicks



The Banjo Lesson
Henry Ossawa Tanner



Whistler's Mother
James Whistler



The City Rises
Umberto Boccioni





Ekphrastic Quick Writes

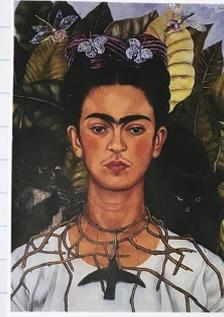


1.
A face so colorful
and bright A part
filled with only
black and white
long beautiful eye
ashes and a pretty
hat where only one
tear stands

2.
different shapes
all different
colors where
only a small part
of black and
white
stand

3.
Green, yellow, red, and
blue with a touch of
white and some
black oh look purple
+0

Weird man
By. Jiesee mills



Girl or Boy
Look like eating
Paper Grosse and
Big Eva grows stars
in Eyes BIG Eye lashes
Pretty Green hands
(Probably did it was the same) (dark)
LONG Blue hair Nice Blake
Caught Red hat yellow exosory
Blue flower yellow walls
Little Bit of Blue and
ears smashed by eating or
a Ring I Don't know Red
flowers lots of red and
Blue yellow skin to
Toy dont took he must
have never wash his
self. You can kinda see
! If Bones

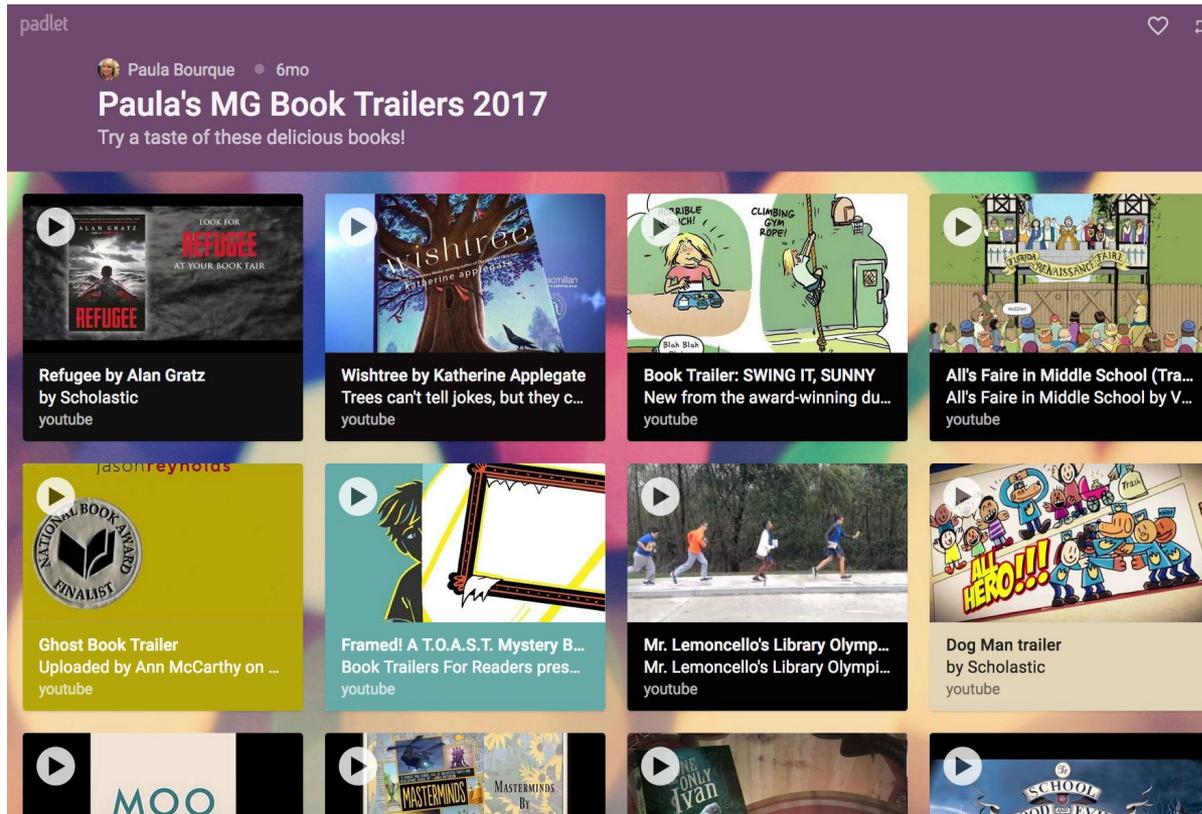
Videos (Book Trailers) <https://padlet.com/thelitcoachlady/ittklr74rm5s>

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Paula's MG Book Trailers 2017

Try a taste of these delicious books!



- Refugee** by Alan Gratz by Scholastic youtube
- Wishtree** by Katherine Applegate youtube
- Book Trailer: SWING IT, SUNNY** New from the award-winning du... youtube
- All's Faire in Middle School (Tra... All's Faire in Middle School** by V... youtube
- Ghost Book Trailer** Uploaded by Ann McCarthy on ... youtube
- Framed! A T.O.A.S.T. Mystery B...** Book Trailers For Readers pres... youtube
- Mr. Lemoncello's Library Olymp...** Mr. Lemoncello's Library Olympi... youtube
- Dog Man trailer** by Scholastic youtube
- MOO**
- MASTERMINDS** BY
- THE ONLY IVAN**
- SCHOOL OF GOD**



Videos (Content Area) <https://padlet.com/thelitcoachlady/tw73vn5rvkbw>

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Video Learning

Educational Videos for Curious Kids of All Ages

REMAKE SHARE

Mystery Doug

Free Science Videos

Show a video every week that i...
mystery doug

Khan Academy

Free- math, science, test prep



KHANACADEMY

Khan Academy
Learn for free about math, art, c...
khan academy

Wonderopolis

Free

BECOME A SUPPORTER



DONATE

Wonderopolis | Where the Won...
Where the Wonders of Learning...
wonderopolis

National Geographic Kids



NATIONAL GEOGRAPHIC

Videos for Kids -- National Geo...
Watch amazing and science sh...
nationalgeographic

the Houston Zoo

Observing Animals



Houston Zoo
Videos from the Houston
youtube

The Brain Scoop

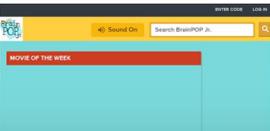
Chicago Field Museum



THE BRAIN SCOOP

Brain Pop Jr.

\$175/year



Search BrainPOP Jr.

DOGGO News

Free



DOGGO News

How Stuff Works

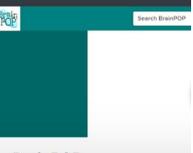


howstuffworks

HowStuffWorks - Learn How Ev...
HowStuffWorks explains thous...
howstuffworks

Brain Pop

\$230/year



Search BrainPOP



Music

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Music for Quickwrites

Invite students to listen to a piece of music and respond. No right answers!

START HERE!

a primer for music and emotion

Peaceful

Class Notes: A Journey Through...
This video offers four vivid exa...
youtube

Antonio Vivaldi-Storm
The Four Seasons (Italian: Le q...
youtube

Carl Orff - O Fortuna ~ Carmina...
by Beatriz
youtube

Nocturno - Chopin
by Monina0311
youtube

HUIJ ERGO PARCE DEUS (LORD, HAVE MERCY ON HIM)

8.Mozart's Requiem-Lacrimosa...
Lacrimosa (III. Sequentia) from ...
youtube

Beethoven - Für Elise
Connect @ <https://twitter.com/...>
youtube

Bach - Gloria - Mass in B minor
Gloria in excelsis and Et in terra...
youtube

Turkish March Mozart
The famous Mozart's Turkish M...
youtube

The Best Of Classical Music

8.Mozart's Requiem-Lacrimosa...



Social Emotional Quick Writes

3Ms of Social-Emotional Learning

The three areas we have explored for social-emotional awareness and learning are

- Mindfulness,
- Metacognition
- Mindset

Mindfulness

We can train our brains to ask:

What do I notice?

What am I feeling?

What does this make me think?

What does this mean for me?"

Mindful Videos

<https://photos.app.goo.gl/c9yHkQvhoTOjzlr22>

A Moment of Zen Videos

Jun 17, 2017 - Jun 9, 2018



Metacognition

Metacognition is the awareness and understanding of our thought process. This *thinking about thinking* is a crucial skill needed for students to take charge of their own learning.

Generic Exit Slip Quick Writes

- What did you learn today?
- What is still tricky, confusing, unclear?
- What are you wondering?
- What were you feeling during the lesson?
- What will you try to remember?

Metacognition: Self Reflection

- What did you focus on to make this work stronger?
- What do you want me to notice about this work you are submitting?
- What is something new you tried with this work?
- What makes this your best work/effort?
- What did you learn today/this week that you want to remember?
- If your family asks, “*What did you learn today?*” What would you say?

Mindset

Mindset is essentially the beliefs and attitudes we hold about ourselves. We want our students to develop healthy personal identities so that they feel empowered with a positive mindset.

- I'm the kind of reader who...
- I'm the kind of writer who...
- I'm the kind of student who...
- I'm the kind of friend who...

Quotes

- ❑ “If you always do what you’ve always done, you’ll always get what you always got.”- Mark Twain
- ❑ “Everything you can imagine, is real.” -Pablo Picasso
- ❑ “Remember, no one can make you feel inferior without your consent.” Eleanor Roosevelt
- ❑ “Do what you can, with what you have, where you are.”-Theodore Roosevelt
- ❑ “I can accept failure; everyone fails at something. But I can’t accept not trying.”- Michael Jordan
- ❑ “Anyone who has never made a mistake has never tried anything new.”– Albert Einstein

Teacher Quick Writes

- The best part of teaching is...
- I know I've succeeded when...
- There is nothing better than...
- Our school ROCKS because...
- When you visit our school, I hope you notice...
- A teacher I admire is...
- At the end of a school (day/week/year) I feel...
- Summers are a time for...

Sticky Situations

Quick Writes offer a rehearsal for response:

Think of a situation in which you wish you had more time to think about how you would respond.

Ex. Must be nice to have summers off.

You can't just keep throwing money at schools.

Take Away

Take 3 minutes and write a letter to yourself

Dear _____,

As we start back to school I just wanted to remind you to try...
Something I explored June 20th that I wanted to try out this year was...

Put these in an envelope.

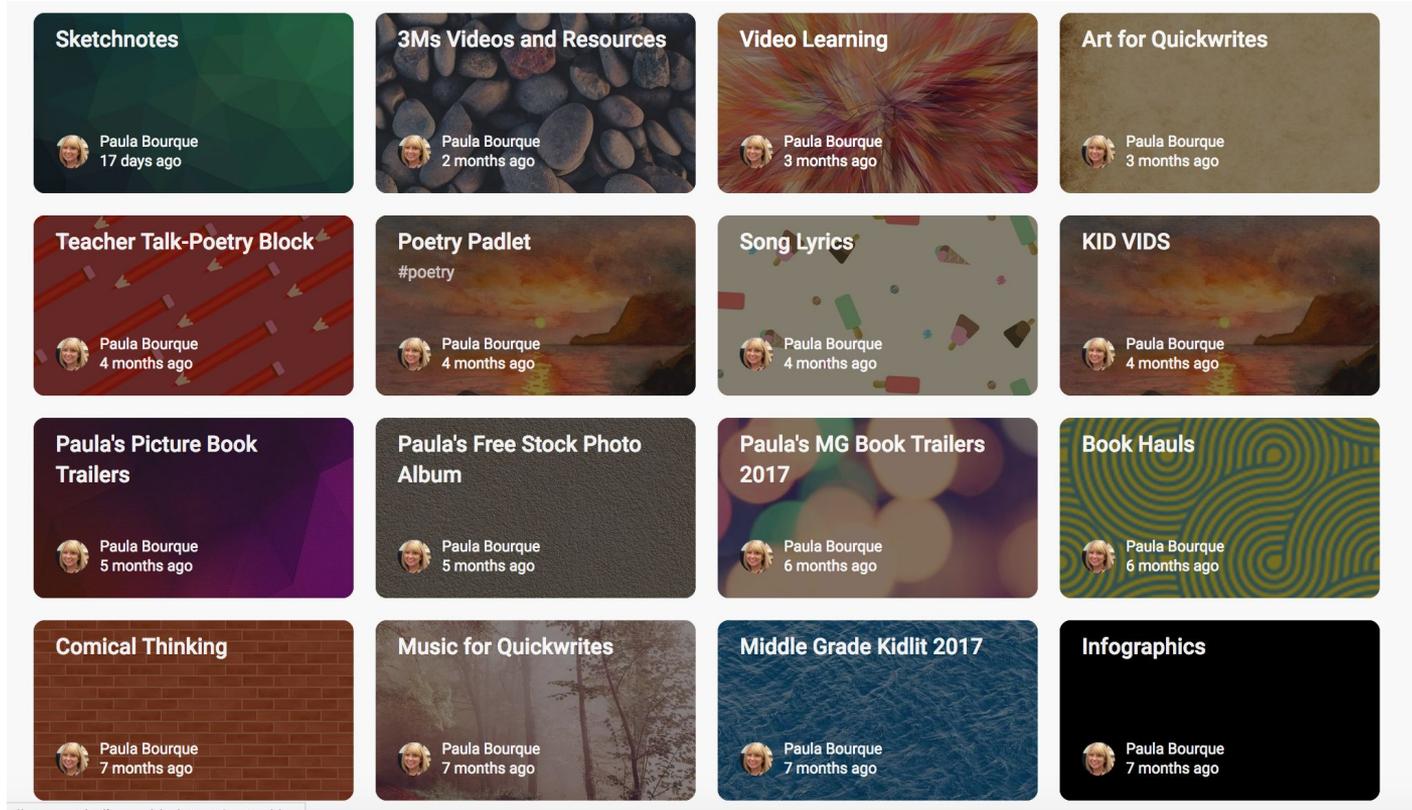
Give them to Ira.

Explore your interests and passions.

Enjoy your summer.

Paula's Padlets

<https://padlet.com/thelitcoachlady>



<https://padlet.com/thelitcoachlady/73u5Fubw>