

# Training for Teachers, Paras, Teacher Assistants-Anyone who works with struggling students.

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Macon Piatt Regional Office of Education 39

# Please Read

This training is online, self-paced.

Please make sure you are registered for the training at:

<https://www.maconpiattroe.org/> click on sign up for Professional Development

**Please read all slides, view all videos, and answer all the TASK QUESTIONS. They will always be in RED.**

Please send all the task answers when you have completed the entire training to [prestonb@roe39.org](mailto:prestonb@roe39.org) **–Example on next page**

You can put them into a ppt. or WORD document. Please no google docs because I do not have permission to open them.

# Sending the Task Answers

Your name \_\_\_\_\_

Title of the Training: School Improvement

Task one:

Task two:

Task three:

Make sure you send all the tasks together when you complete the training through email [prestonb@roe39.org](mailto:prestonb@roe39.org) with the title of the training at the top. Include pre/post tests too

After I receive them, I will give you feedback through email on our tasks and mark you completed. You will then receive an email evaluation. When you fill it out and submit, Your hours will come to your email.

# Welcome to this training

ParaPros/Teacher Assts. and Teachers

I have worked with districts that ask me to help special education support teams work better together.

What I found out is that time is a problem for working together. So I helped with figuring out what schools needed and then try to make that happen.

This training is filled with ideas and strategies to support anyone that works with students who struggle.

ENJOY!.

## TASK ONE -Pre/Post School Improvement

The following statements related to the targets of this training session.

Please indicate your comfort level with the following:

4 = I am confident in my knowledge

3 = I am on the right track

2 = I am not sure I am doing it right or with the right amount of consistency

1 = I need more information in this area

**Copy the pre and post tests and send to me with your tasks.**

ParaPro/Teaching Asst. Statements	Pre	Post
I understand that relationships are crucial in working with students and teachers.		
My input and support includes looking at my own data on students, identify my and the students' needs, determine the most effective strategies, and seek professional learning to support the plan.		
I can identify all the parts of a school improvement plan and analyze assessment data to improve my teaching for the students I support.		
I realize that using research based, common strategies that have a great effect size on learning is crucial for better achievement for the students I support.		
I know how to become a part of a team that works together for the success of all students. I can find my voice within the team so I can be validated on the work that I do or receive feedback to support my efforts.		
I can find resources to help me in my para/teacher asst. role.		

# Task Two – Overview of Special Education –This is to build knowledge for you.

<https://www.youtube.com/watch?v=H90Po8tHbOU> -10min Overview-please watch these videos to build background knowledge for yourself.

<https://www.youtube.com/watch?v=cFtg2xub10E> -10min. 14 Disabilities in Special Education  
Tell me what you learned.

<https://www.isbe.net/Pages/Special-Education-Disability-Areas.aspx>

The Special Education Disability Areas page includes:

- Autism,
- Deaf-Blindness,
- Deafness,
- Emotional Disturbance,
- Hearing Impairment,
- Intellectual Disability,
- Multiple Disabilities,
- Orthopedic Impairment,
- Other Health Impairment,
- Specific Learning Disability,
- Speech/Language Impairment,
- Traumatic Brain Injury,
- and Visual Impairment.

## Task Three Example of IEP areas in a Middle School Special Education Room

### Summary of what all IEP students were having struggles with:

#### Reading

- Synonyms/antonyms
- Multiple meaning words
- Figurative language
- Comprehension (read alouds) and independent reading
- Phonics (sounding out) unknown words
- Summarizing
- Citing text evidence
- Listening Comprehension
- Compare / Contrast
- Context Clues
- Locating answers in the text
- Implicit to explicit questions to cite evidence
- Genre recognition for younger students
- Inferring

#### Writing

- Organization of a sentence and a paragraph
- Beginnings, Middle, Endings (what goes where)
- Lists, letters, addressing envelopes
- Grammar and Conventions

#### Math

- Coin Identification
- Time/Digital and Analog
- Fractions
- Decimals
- Weight/Measurement
- Operations to solve a problem = - X /
- Regrouping

Some students had weaknesses in :

- Multiplication and cross multiplication for fractions
- Place Value
- Ratios
- Long Division
- Identify and compare fractions
- Fractions into Decimals
- Word problems
- Finding Volume on 3D objects

<https://www.education.com/exercises/>  
online exercises you may need

This is an example from a middle school that I observed in where Para/TA's did not know the IEP of the students they were working with .  
So I summarized the areas for all students so that Para/TA's could gather information in these areas to help.

Going through IEP Summaries, jotting down skills and standards of weak areas. Above is one example:

**Why would it be important for Paras and Teaching Assistants to know these areas?**

## Decoding and Reading Practice with Decodable Text

- Decoding is the **process of reading letters or letter patterns in a word to determine the meaning of the word**; for students, it is a strategy for reading unknown words. Once children develop this skill, they can apply it to reading words **automatically and effortlessly**. (FLUENCY) This allows them to focus on getting meaning from what they read (NRP, 2000; TEA, 2000).
- Students should begin by working with word families, spelling patterns, and onsets and rimes. As they become more sophisticated readers, they will need more advanced decoding strategies that focus on structural analysis: the ability to understand parts of words in order to understand the words as a whole.

These parts of words include:

- **Inflectional endings.** Meaningful word parts (morphemes) that indicate tense, number, person, or gender when added to base words (*-ed, -es*).
- **Prefixes.** Word parts at the beginning of base words (*pre-, in-, un-*).
- **Suffixes.** Word parts at the end of base words (*-ful, -ly*).



# Older Students

More advanced **students can**

- **Use structural analysis to identify word parts and multisyllabic words.** In addition, structural analysis teaches students about letter combinations and **derivatives (words with the same root or base words)—knowledge they can use to segment multisyllabic words into decodable parts to determine their meaning (Henry, 1997).** Teaching students about affixes in particular helps them learn that some word parts are common across words.
- When teaching structural analysis, teachers **should teach meanings along with recognition, and model how to look for word parts.** Structural analysis will increase the number of words students can easily decode. Consider the following:
  - The most common affixes in the primary grades are *re-*, *un-*, *con-*, *-ness*, *-ful*, and *-ion*;
  - The prefixes *un-*, *re-*, *in-*, *im-*, *ir-*, *il-*, and *dis-* are used in 58 percent of all prefixed words; and
  - Three inflectional endings, *-s/-es*, *-ed*, and *-ing*, are found in 65 percent of words that have inflectional endings and suffixes (White, Sowell, & Yanagihara, 1989).

**Task Four –Watch the video in the middle of this link. Tell me why it is important to clearly speak the phonemes. Using a short “l” sound after the phoneme makes it clearer. Never use “uh” after a phoneme.**

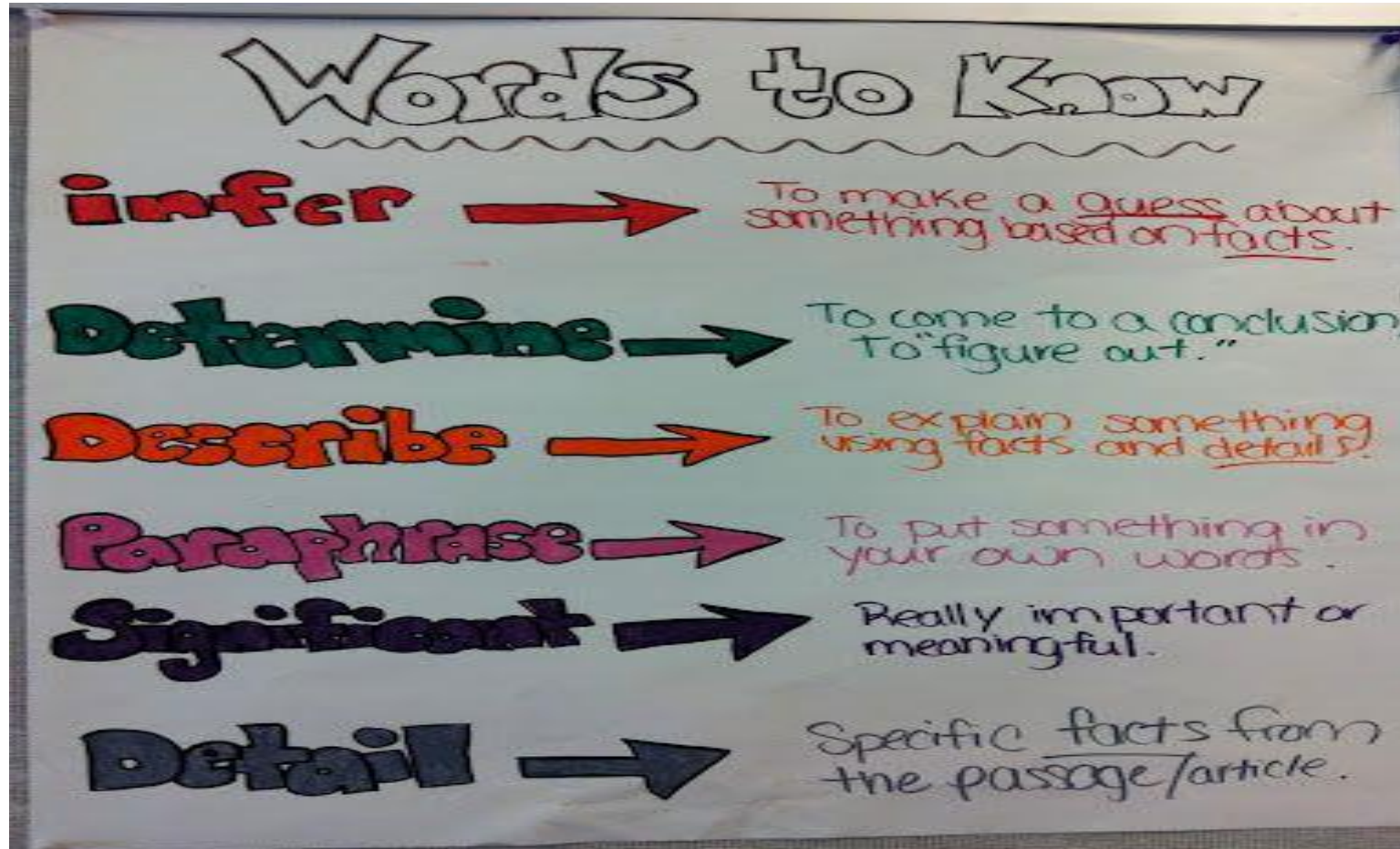
<https://www.readingrockets.org/teaching/reading101-course/toolbox/decoding> Decoding Information

- Students first learn about **letters (graphemes)** and the their relation to **sounds (phonemes)** in kindergarten and first grade when studying the alphabet.
- Then learn to build on their alphabetic knowledge **to be able to decode and sound out simple CVC (consonant-vowel-consonant) words, like *cat*.**
- As students **move to higher grade levels**, they will be exposed to increasingly complex phonetic patterns and **study vowel digraphs like /ow/.**
- Students will **study silent letter patterns, like /kn/.**
- Later, students will be **exposed to multisyllabic words and will chunk word parts, like prefixes and suffixes, to decode.**
- Throughout K-12 English language arts, students will learn phonetic patterns in order to better sound out words and become fluent readers.
- <https://www.spellingcity.com/spelling-games-vocabulary-games.html> online games K-? That can help students with phonics.

# Sounding Out Across the Grades

- When a beginning reader comes across an unfamiliar word, they are often told to sound it out.
- Sounding out involves **decoding, which is applying knowledge of letter-sound correspondence and patterns in order to pronounce words correctly.**
- Decoding is a foundational skill needed to build phonics and reading fluency. Kindergarten and first grade students learn to decode words with simple patterns, like CVC words.
- **From third grade on, students begin identifying word chunks to decode multisyllabic words.** Some words are more difficult to sound out than others, due to irregular phonetic patterns.
- **Some assessments will ask students to decode nonsense words-Please refrain from using that term-THESE ARE SYLLABLES OF WORDS.**

# A few Academic Words Students Should Know



Pay attention to tests and assessments  
Make lists of words that students need  
To know for a state test.

# Level 1 Academic Words

Bruce D. Taylor Chicago

**Compare:** Examine in order to note likenesses between two things or what they have in common

**Contrast:** Examine in order to note significant differences between two or more things

**Describe:** To tell or show with written or spoken words; point out facts or details

**Identify:** To establish as particular by noting individual features or characteristics in isolation.

**Story:** The plot or succession of incidents of a novel, poem, drama, etc.

**Demonstrate:** To describe, explain, display or illustrate through examples

**Determine:** To decide or conclude through reasoning or observation.

**Explain:** To make clear or understandable to others; make plain.

**Support:** To back up, justify your answer, opinion, or claim (with evidence)

**Details:** Elements that support ideas; smaller elements of structure.

# Level 2 Academic Words

**Develop:** Expand, elaborate; add details.

**Narrative:** A sequence of events, experiences, or the like, whether true or fictitious.

**Central/Main Idea:** The author's most important idea or the cognitive catalyst for the creation of his work. **Idea** - Any conception existing in the mind as a result of mental understanding, awareness, or activity.

**Theme:** A unifying or dominant idea or motif. Often the answer to the question, "What did I learn?"

**Explicit:** Clear, leaving no room for interpretation, leaving nothing merely implied.

**Infer:** To deduce, conclude, to derive by reasoning; to guess, figure out or surmise from evidence. An "inference" is the answer to the question, "Why is that/it there?"

**Summarize:** (Note: a specific prompt in the PARCC) To state or express in concise form the essential components of something, usually chronologically.

**Evidence:** That which proves or disproves; that which makes plain or clear. Facts. **Structure:** Essential elements of something. The relationship or organization of component parts.

# Level 3 Academic Words

**Figurative language:** Based in figures of speech, especially metaphorical; not literal; expand meaning.

**Analyze:** To break down into its constituents parts and examine them; determine meaning from.

**Context:** The parts of a written or spoken statement that precede or follow a specific word or passage, usually influencing its meaning or effect: e.g. “You have misinterpreted my remark because you took it out of context.” The set of circumstances or facts that surround a particular event, situation, etc.

**Cite:** To quote specifically, recall.

**Evaluate:** To make a judgment, to set a value on.

**Assess:** To measure, to determine the amount of.

**Argument:** A process of reasoning, a discussion involving different points of view, a set of reasons why something is true.

## PRIORITY STANDARDS FOR ILLINOIS

**Task Five-Go to the LINK and Look at the pages indicated below.**

<https://www.isbe.net/Documents/Illinois-Priority-Learning-Standards-2020-21.pdf> List of Priority Standards for IL 2020-21 These can help you see what a progression looks like for K-12<sup>th</sup> grades that school is to follow and help students master these in each grade level. They may give you some good ideas on where to start if a student is in a certain level in reading or math. In science and social studies, you can begin to see if students even have the basics of K-3 before moving into more complex areas.

- ELA starts on page 32 for a list of them grade by grade
- Math starts on pg. 75
- Science starts on pg. 138
- Social studies on pg. 153

On pg 146 of the Priority Standards in Science there is an experiment kids could do. Measure out a  $\frac{1}{4}$  cup of ice in a take home or Styrofoam cup and a regular glass cup from home and a plastic cup. Then they hypothesize to see which one they think will melt fastest and why. They write it down. Then they time the ice melt –how long in the plastic cup, how long in the Styrofoam, how long in the glass cup. This brings in measurement, time, and vocabulary word hypothesis. This can be done on camera with you or they can do their own experiments in a lesson on line or in class. Give them a heads up on what they will need beforehand.



# ELA-Explicit and Systematic Planning

Page 32 of the Priority Standards can be the BENCHMARK for each of your students.

1. Take one student with an IEP in Reading and go down the list of pg. 32- 59 (depending on their level Pre-K to HS) –
  - See where they are in each of the standards according to what the IEP says.
  - Make a list of the things they have mastered and the things they have not mastered.
  - Then begin to make lessons that highlight the areas of weakness. Work on it for 3 weeks and again see if they have mastered the areas you worked on. If not, try something different with the same standards.

This is the only way we can support these students in mastering skills that will move them forward.

# Example: Some students have this in their IEP and this is a Priority Standards for PRE-K

**With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.**

- If a student has a weakness in this area, you begin by finding out what letters and sounds they do not know.
- Then you explicitly teach those sounds and letters to them.
- After that, you bring words to them to blend and build on that.
- When they have mastered this and begin to move to larger words, begin with words they can sound out by word families that are in context, (in a story, in a quote, in a word problem, in a paragraph, in a sentence etc., )
- Review, review, review with different words and then move into irregular words.

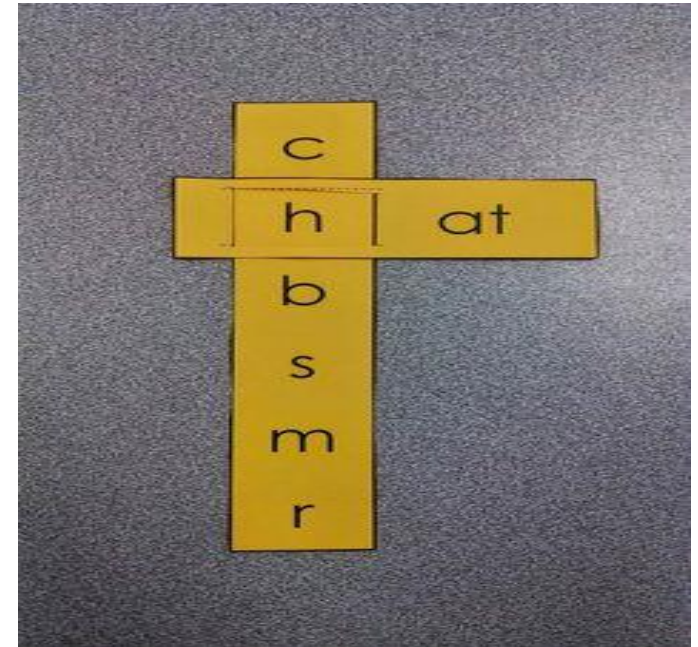
<https://www.enchantedlearning.com/rhymes/wordfamilies/>

# Then move to Irregular Words

- <https://www.phonicshero.com/teach-tricky-words/> This shows you how to teach irregular words
- <https://jolly2.s3.amazonaws.com/Resources/Tricky%20Word%20ChecklistNEW.pdf> list of tricky words for lower ELA students

## 1. Ghost Game

In this game have lots of 'tricky words' in a bag or box. A group of children sit in a circle. You would, for example, have five words in the bag, and about three laminated flashcards of each one. You also have one flashcard that has the picture of a ghost on it. The children take it in turns to pick a card out of the bag. They try to read it (e.g. 'go'). Then they pass the bag to the next child, who picks one out and reads it. When someone picks out the ghost they shout 'Boo!' and they are the winner. Everyone else has to put their cards back in the bag, and you start again. This can get a bit rowdy, but is great for nervous anticipation and heightening focus!



You will have to find some unique ways to play these with virtual learning.

## **Beat the clock round the circle!**

- You say something like ‘Can we pass all of these words around the circle in two minutes?’ Then you let the children get on with it and have a go. Speed challenges are great for many children, as they introduce competition and engagement. (You may have to pass them in front of the camera)

## **Tricky word racetrack**

- Create a racetrack on a large piece of paper, or card. It will have a track that is broken into square, each one with a tricky word on. It is best at least twenty squares from start to finish.
- A small group of children each have a counter. The counters start on the start-line. Then they take turns to roll the dice and then jump that number of squares up the track. Whatever word you land on you say the word. The winner is the player that gets to the finish line first. (This could be shared on camera if the students had the counter. They are easy to make. Name at the top and they just keep a tally mark on the paper.

## **Tricky word bingo**

- This is a very popular game, that I see a lot in schools. In this game a group of up to about six children each have a bingo board with tricky words on. There is then a pot of 'tricky' word flashcards in the middle of the table. They take it in turns to pick a flashcard out of the pot, try to read it and then see if they have it on their board. If they do, then they place it on the word. If not, they put it back. The winner is the first person to fill their board. (Making the boards and cards can be a lesson before you play the game. Writing the words correctly is a lesson on its own)

## **Jump the lily pads Outside game**

- This is just one of many great 'tricky' word games that you can play outside. Have hoops on the ground with 'tricky' words written in chalk inside them. There are many games you can play. You can play a game like the 'racetrack' game described before. Roll a big dice and then jump down the hoops until you get to the correct pad and say the word. The winner is the first person to get to the end.

<https://www.education.com/games/word-patterns/> Lots of games online here

## Task Six -Let's Take A Look for younger students- Pick one of these that you like and tell me how you can use it.

- <https://www.readinga-z.com/> This is a place to start. Lots of everything that is needed for ELA
- <https://www.readingrockets.org/teaching/reading101-course/toolbox/resources> Resources galore
- <https://cdn.education.ne.gov/wp-content/uploads/2019/03/Foundational-Skills-to-Support-Reading-Recommendation-3.pdf> Teaching chunking parts of a word

## Task Seven -Older students and sounding out chunks. Which one of these would be helpful and why?

- <https://www.readingrockets.org/teaching/reading101-course/modules/phonics/phonics-practice#second> Ideas for older students and chunking words
- <https://www.readingrockets.org/teaching/reading101-course/modules/phonics/phonics-practice#adapting> Adapting for different learners

The students will gain automaticity in reading unfamiliar words.

- Materials: For each student:
  - Manila file folder, with the letters of the alphabet written on the inside in rows and columns (Word Folder),
  - misread words written in the corresponding letter square
  - A pen or pencil
  - A set of index cards (3 × 5 inches) with words misread during instructional reading
- A zipper bag Lesson: Tell students they will be reviewing previously misread words.
  - 1. Ask students to take their words out of the bag. Each student will read through his or her set of word cards.
  - 2. Place a check mark on the back of all word cards that the student reads successfully without your help.
  - 3. When a card has five check marks, the student places a small stamp or sticker next to the word in the word folder.
  - After a word has a stamp placed next to it, hold the student accountable for reading that word correctly whenever it appears again.



# Graphic Organizer to Use with Students for Comprehension and Writing

Story Elements in Fiction need to be understood and mastered starting in Kindergarten. Students can Draw them, cut out pictures, or write them in the squares. All they have to do is fold a piece of paper into 4's.

CHARACTERS

SETTING

PROBLEM OR PLOT

END OR RESOLUTION

## COMPREHENSION

Objective: The students will have a thorough understanding of the text that they have read.

- Materials:

Reading material at the students' instructional reading level Lesson: Have the students read through the story.

Discuss the students' reaction to the story. Did they enjoy it?

**1. Who were the characters in the story?**

**2. When did the story happen?**

**3. Where did the story take place?**

**4. What problem occurred in the story?**

**5. Why did the problem occur?**

**6. What was the resolution of the problem/how did the problem get solved?**

**7. What would you do in a similar situation?**

Even small children can draw or find pictures to show a summary using the story elements.



Students could use a 4 square folded like this for Opinion Writing about a book, article, poem etc.,.

## 1<sup>st</sup> & 2<sup>nd</sup> Grade Opinion Graphic Organizer

**Name the book or topic:**

**State Opinion:**

**Support Opinion:**

**Closing:**

# Science - Social Studies - Math

Make sure you **use science and social studies as reading pieces in your reading blocks.** This will **build background knowledge** for the content in upper grades.

This is a way of **getting nonfiction in and reading skills** at the same time.

**Word Problems and using annotations** to figure out the operations is important and it takes **READING SKILLS TO DO THIS.**

**In Science- use these in your lessons that include math**

- Measure liquids,
- finding volume in a 3D object,
- measure lengths,
- multiply, divide, add, subtract with experiments or projects
- Organize a chart of an experiment or a science project
- Use words in science and show them how to break the large words into smaller chunks to understand them.  
<https://www.enchantedlearning.com/wordlist/science.shtml>
- 

**You can even go deeper with this with older students.**

**Generating Questions to Investigate** after exploring phenomena, students ask questions to investigate in their teams.

- Students begin by brainstorming a list of questions. Why did one cup keep the ice longer? Etc.,
- The students collaboratively select essential questions.

**Making Sense of Initial Thoughts**

- **Students create initial models** explaining the how and why of the phenomenon of temperature changes in the cups. Students are asked to represent their initial thinking by writing, drawing, and sharing their own initial models.

**Gathering Evidence to Answer Questions Using students' questions and initial models**, students plan and carry out investigations to gather more evidence regarding the phenomena.

- Students design and evaluate different cup designs to test the effects of specific features when compared to the control cups.

**In Social Studies:**

Civic and Political Institutions SS.CS.1.1: Explain how all people, not just official leaders, play important roles in a community Civics Process, Rules, and Laws

SS.CV.2.1: Identify and explain how rules function in various settings, inside and outside of school

Civic and Political Institutions SS.CV.2.3: Explain how groups of people make rules to create responsibilities and protect freedoms Civic and Political Institutions

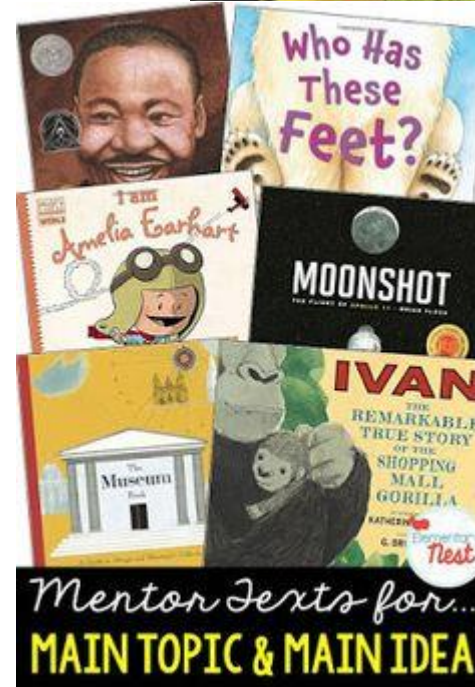
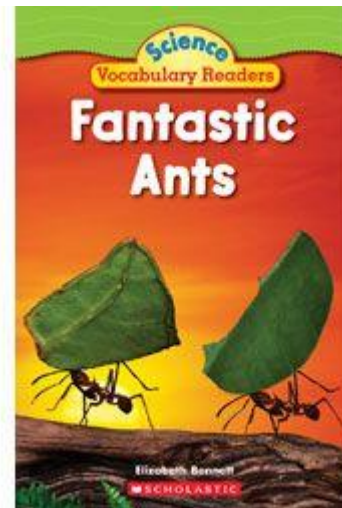
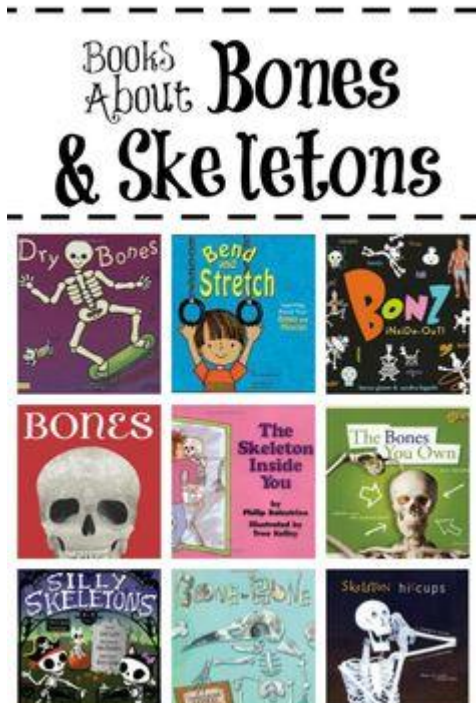
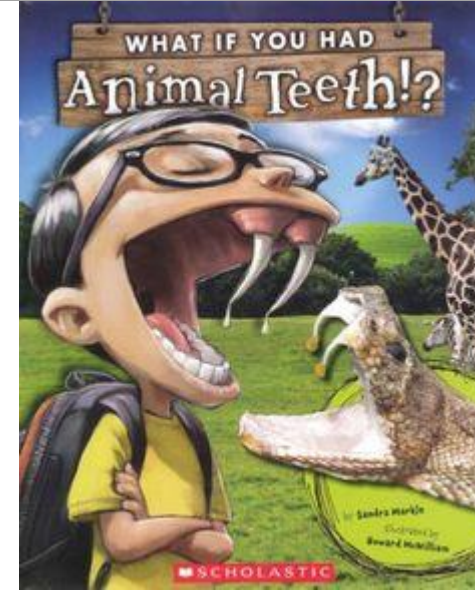
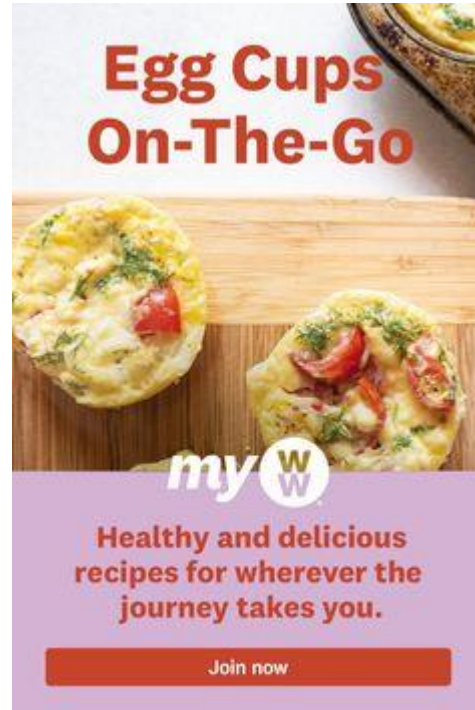
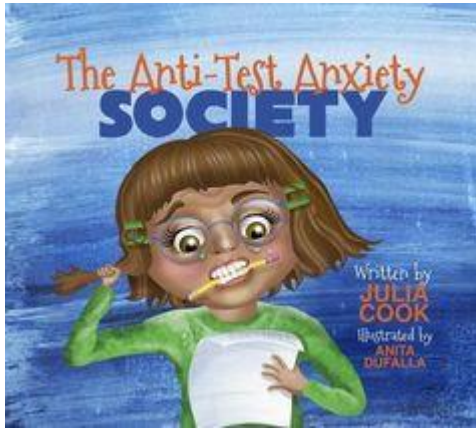
SS.CV.1.4: Distinguish the responsibilities and powers of government officials at the local, state, and national levels Civic and Political Institutions

SS.CV.2.5: Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions.

\*\*\*\*You might even introduce them to the Constitution and just look at the 1<sup>st</sup> Amendment. Helping with the words and how to chunk them and find out what they mean by looking at the roots and prefix/suffixes.



MENTOR TEXTS THAT CAN HELP YOU TEACH CONTENT AREA

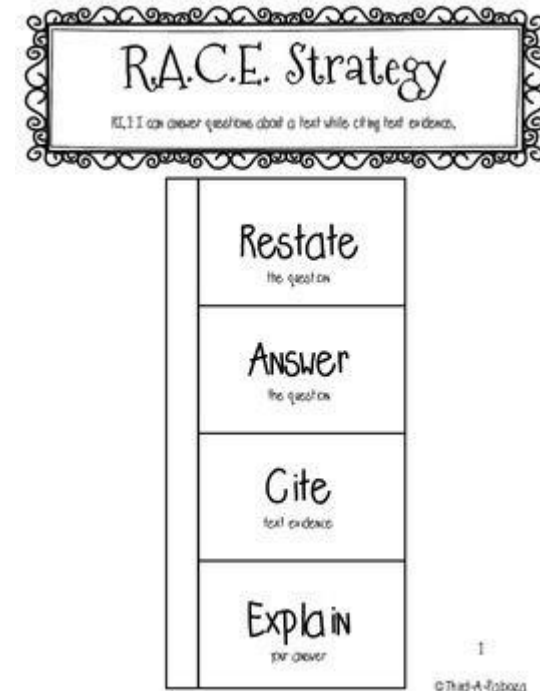
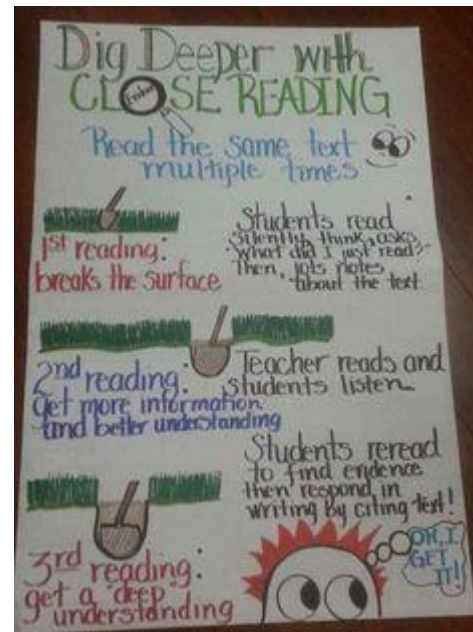




# Find out Important things that regular ed teachers are using in their classrooms.

THINK ALOUD	
STRATEGY	SENTENCE STEM
Predicting	I predict... In the next part I think... I think this is...
Questioning	Why did? When did?... What did? How did? Where was?... Should there?...
Visualizing	I see... picture... visualize...
Response	I feel... My favorite part... I like... dislike... agree... disagree...
Clarifying	I got confused when... I am not sure of... I didn't expect...
Summarizing	This is mainly about... The summary of...
Reflecting	I realized that... Next time I'll... I wonder if...
Connecting	This is like... This reminds me of... This is similar to... This connects

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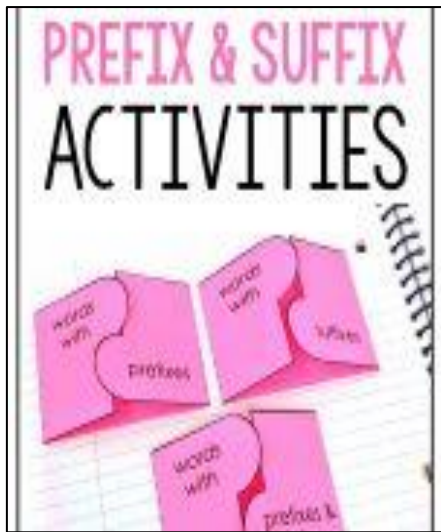


# Roots and Affixes that are common .....

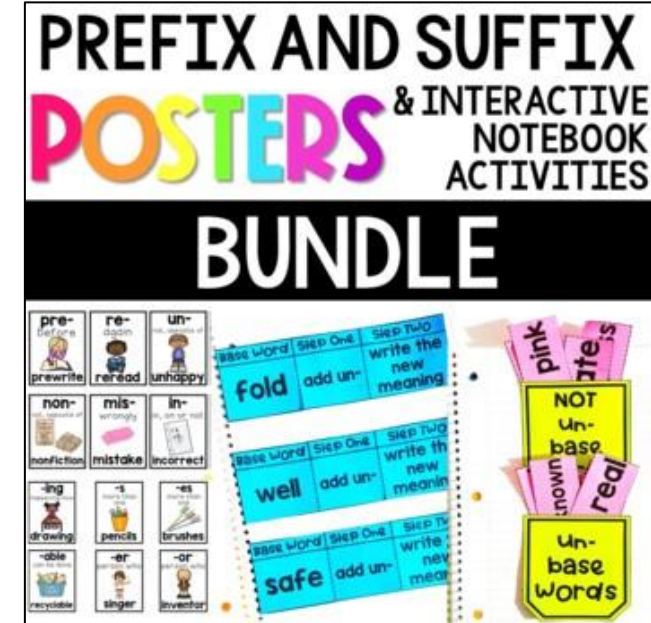
## ROOTS AND AFFIXES LIST

<http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf>

[http://www.readwritethink.org/files/resources/lesson\\_images/lesson880/match.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson880/match.pdf) game to play



A simple way to introduce the terms prefix, affix, and root word/base word is to list some words that share a common prefix or suffix and asking students what they notice. (With younger students, you can write the affix in a different color.) Students should see that adding an affix to a word changes its meaning.



<https://www.khanacademy.org/ela/cc-4th-reading-vocab/x5ea2e43787f7791b:cc-4th-growth-mindset/x5ea2e43787f7791b:applying-knowledge/v/latin-and-greek-roots-and-affixes-reading> Video to watch

# Task Eight -Reading and Language Videos

Choose one to watch and tell me how you will use with students.

- <https://www.youtube.com/watch?v=bBWm3-mxL1U> 4 min video on synonyms and antonyms
- <https://www.youtube.com/watch?v=9l-snjiESmc> video music about synonyms and antonyms
- <https://jenniferfindley.com/figurative-language-videos/> 2 min personification video
- <https://jenniferfindley.com/figurative-language-videos/> 3 min similes and metaphors video
- <https://jenniferfindley.com/figurative-language-videos/> 3 min metaphors
- Hyperbole is also on this website as the ones above Jennifer Findley
- <https://www.readingrockets.org/strategies/summarizing> teaching summarizing

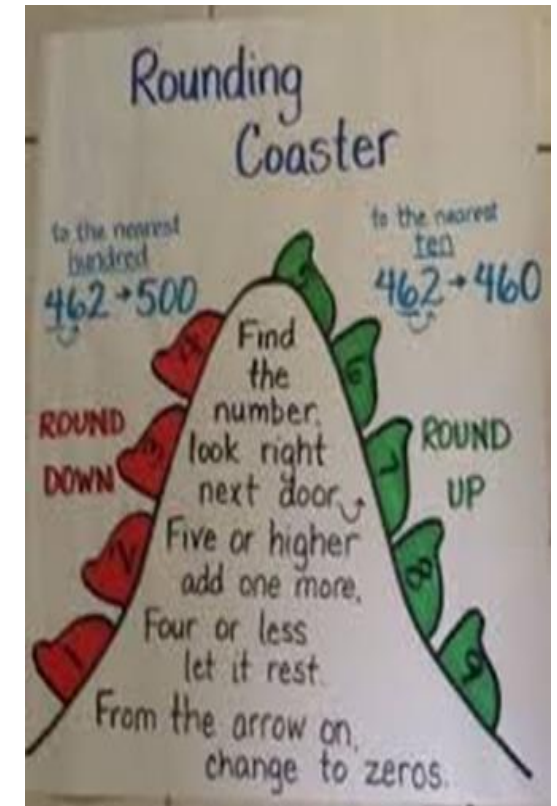
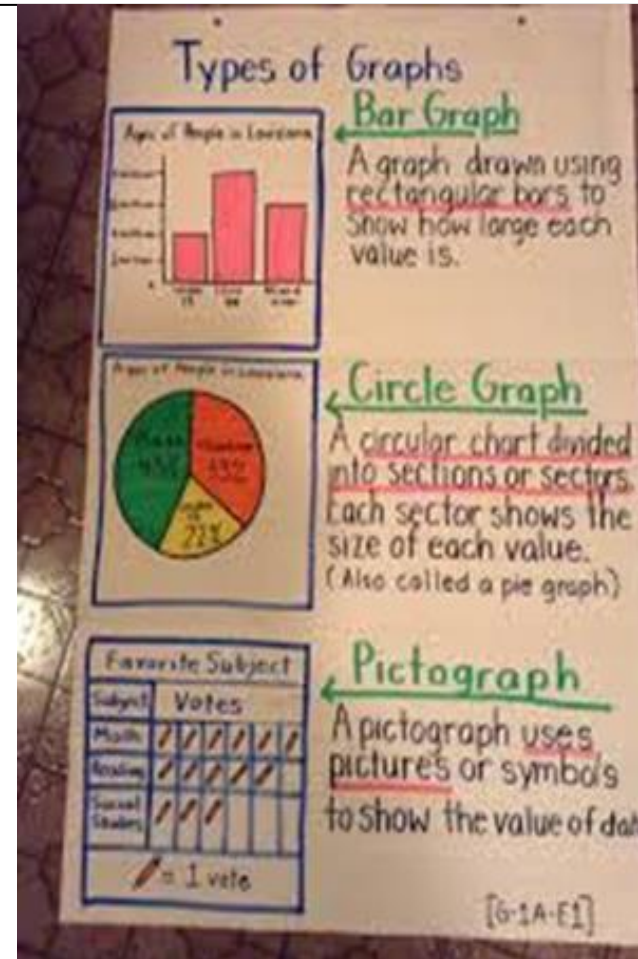
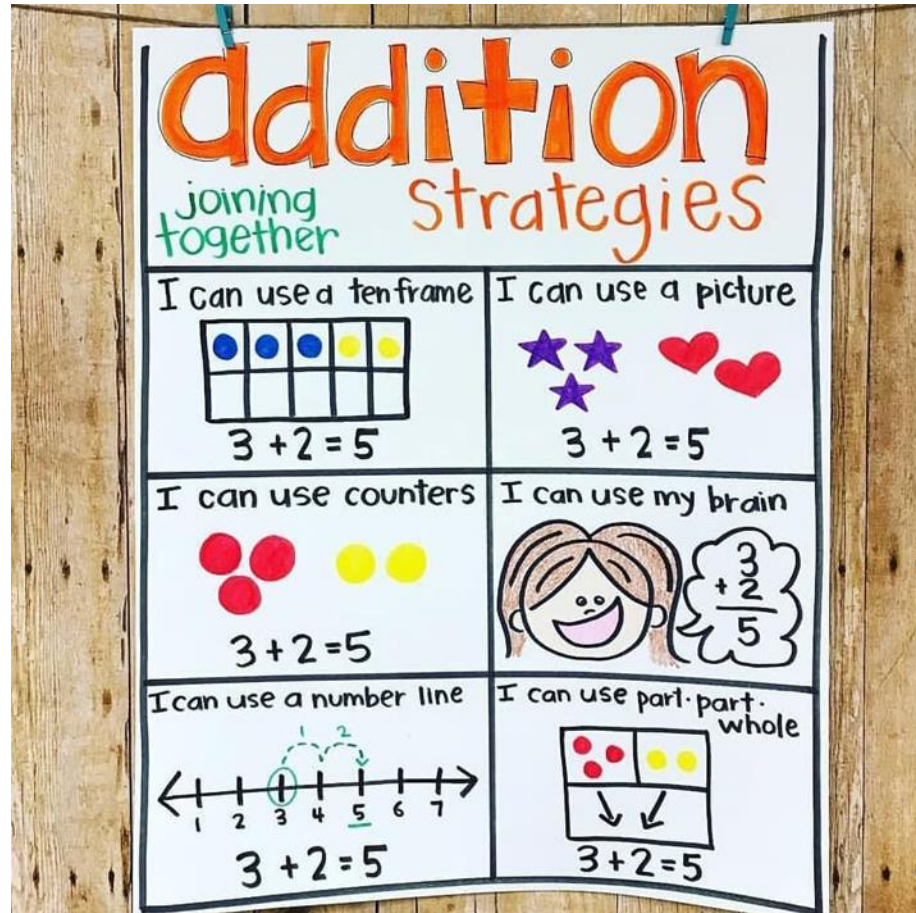
# *Math Practices* –Standards are trying to get students to understand these things:

- MP.1 Make sense of problems and persevere in solving them.
- MP.2 Reason abstractly and quantitatively.
- MP.3 Construct viable arguments and critique the reasoning of others.
- MP.4 Model with mathematics.
- MP.5 Use appropriate tools strategically.
- MP.6 Attend to precision.
- MP.7 Look for and make use of structure.
- MP.8 Look for and express regularity in repeated reasoning.

These Practices are  
for K-12 students and  
are the goal of the  
Math Standards.



# Math Anchor Charts





### Decimal Place Value

H	T	O	$\frac{1}{10}$	$\frac{1}{100}$
hundreds	tens	ones	tenths	hundredths
100	10	1	$\frac{1}{10}$	$\frac{1}{100}$

### Post-It Notes for EASY to Change Numbers!

## Long Division

$$\begin{array}{r} 15 \text{ r. } 4 \\ 5 \overline{) 79} \\ \underline{-5} \phantom{0} \\ 29 \\ \underline{-25} \\ 4 \end{array}$$

**Steps**

**D** Daddy Divide

**M** Mommy Multiply

**S** Sister Subtract

**B** Brother Bring Down

**R** Rover Do it over!

### ANCHOR CHART!

## Multiplication Strategies

#### Using Equal Groups

$6 \times 4 = ?$   
(6 groups of 4)  
Create 6 groups. Now put 4 dots in each group. How many total dots do you have? That's your answer!

24 total dots so the answer is 24

#### Using a Numberline

$7 \times 4 = ?$   
(7 jumps of 4)  
Create a number line. Make 7 jumps of 4. That means jump 4 spaces a total of seven times. What is your ending point? That is the product (answer)!

You made 7 jumps of 4 so the answer is 28

#### Using an Array

$8 \times 4 = ?$   
(8 rows of 4)  
You know that your first factor is 8. That means you will have 8 rows. Your second factor tells you how many are in each row (4). How many total dots are there? That is the product!

8 rows with 4 in each row, the product is 32!

#### Repeated Addition

$5 \times 6 = ?$   
(5 addends of 6)  
Start at 0 and add 6 a total of 5 times. What is the number you ended at? That is the answer!

$0 + 6 = 6$   
 $6 + 6 = 12$   
 $12 + 6 = 18$   
 $18 + 6 = 24$   
 $24 + 6 = 30$

Adding 6 five times will give you an answer of 30

**5 x 4 = 20**

factor    factor    product

## Properties of Multiplication

There are four properties of multiplication. Understanding these properties are rules that will make solving multiplication problems easier.

Commutative Property	Associative Property
<p>You can switch the order of the factors, and it won't change the answer.</p> <p><math>3 \times 6 = 18</math> <math>6 \times 3 = 18</math></p>	<p>You can change the placement of the parenthesis but it won't change the answer.</p> <p><math>(3 \times 2) \times 4 = 24</math> <math>6 \times 4 = 24</math> <math>3 \times (2 \times 4) = 24</math> <math>3 \times 8 = 24</math></p>
Distributive Property	Identify Property
<p>A multiplication fact can be broken into (distributed) a sum of two other multiplication facts.</p> <p> <math>24 \times 3 = ?</math>  <math>(20 + 4) \times 3 = ?</math>  <math>(20 \times 3) + (4 \times 3) = ?</math>  <math>(60) + (12) = 72</math> </p>	<p>The product of any number and 1 is always that number.</p> <p><math>4 \times 1 = 4</math> <math>32 \times 1 = 32</math></p> <p>The product of any number and 0 is 0.</p> <p><math>4 \times 0 = 0</math> <math>32 \times 0 = 0</math></p>

## Math Strategies

- circle key numbers
- underline the question
- box any math action words
- evaluate (what steps do I take?)
- solve & check

## Addition and Subtraction Strategy Posters

#### Use a Number Line

$3 + 1 = 4$

#### Use a 10 Frame

$3 + 1 = 4$

#### Draw a Picture

$3 + 1 = 4$

#### Use Objects

#### Part Part Whole

$3 + 1 = 4$

#### Count On

$3 + 1 = 4$

### PLACE VALUE

THOUSANDS			HUNDREDS		
2	5	3	6	2	4
hundred thousands	ten thousands	thousands	hundreds	tens	ones

Standard Form: 253,624

Expanded Form:  $200,000 + 50,000 + 3,000 + 600 + 20 + 4$

Word Form: two hundred fifty three thousand, six hundred twenty four

[teachertrap.com](http://teachertrap.com)

## Alternative Division Strategies

#### Repeated Subtraction (by Adding Up)

$36 \div 6 = ?$   
Start at 0 and add 6 until you get to 36. Then count the number of times you added 6. That is the answer!

$0 + 6 = 6$   
 $6 + 6 = 12$   
 $12 + 6 = 18$   
 $18 + 6 = 24$   
 $24 + 6 = 30$   
 $30 + 6 = 36$

You added 6 times so the answer is 6

#### Fact Families

$21 \div 7 = ?$   
Division is the inverse (or opposite) of multiplication. You can use multiplication fact families to solve!

$7 \times 3 = 21$   
 $3 \times 7 = 21$   
 $21 \div 3 = 7$   
 $21 \div 7 = 3$

#### Using Equal Amounts and Making Groups

$12 \div 3 = ?$   
Make sets of 3 dots until you have a total of 12 dots. Now circle each group. How many groups are there? That's your answer!

There are 4 groups so the answer is 4

#### Using an Array

$28 \div 4 = ?$   
You know that your divisor is 4. That means you can make rows with 4 dots on each row until you reach 28. How many rows do you have? That is the quotient!

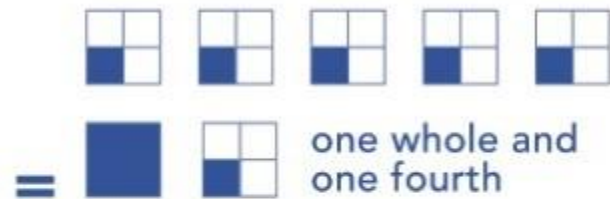
There are 7 total rows so the answer is 7

## MULTIPLY A FRACTION BY A WHOLE NUMBER

$$5 \times \frac{1}{4} = \boxed{\phantom{00}}$$

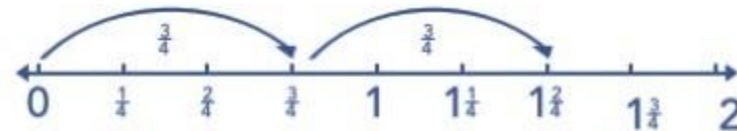
$$2 \times \frac{3}{4} = \boxed{\phantom{00}}$$

DRAW AN AREA MODEL



$$5 \times \frac{1}{4} = \frac{5}{4} = 1\frac{1}{4}$$

USE A NUMBER LINE



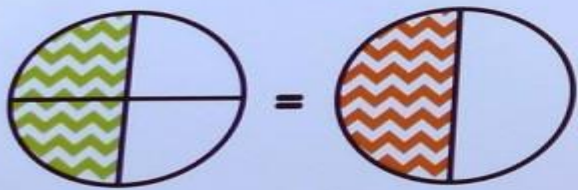
2 jumps of  $\frac{3}{4} = 1\frac{2}{4}$

$$2 \times \frac{3}{4} = 1\frac{2}{4}$$



# EQUIVALENT Fractions

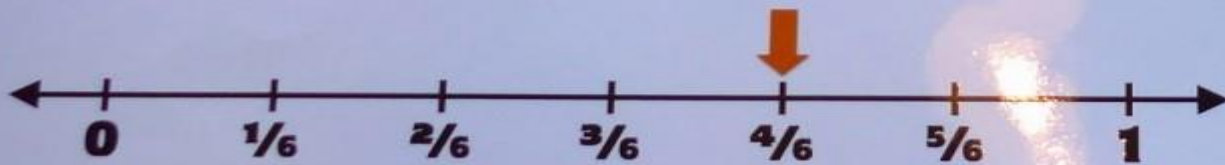
Equivalent fractions are fractions that are the same size or are on the same point on a number line.



$$\frac{2}{4} = \frac{1}{2}$$



$$\frac{1}{3} = \frac{2}{6}$$



## EQUIVALENT Fractions

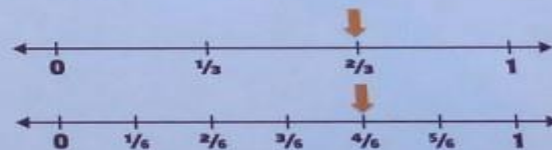
Equivalent fractions are fractions that are the same size or are on the same point on a number line.



$$\frac{2}{4} = \frac{1}{2}$$



$$\frac{1}{3} = \frac{2}{6}$$





# Games to use in Math for younger students

- **Guess the weight**
- Children love playing guessing games, and when it comes to whether something is heavy or light, there can certainly be a few surprises in store for them.
- Gather several items and spread them across a table. One at a time, ask students to guess the weight of each item and write their predictions in one column on a page (you can create a simple template for this too). Using kitchen scales, invite individual students to weigh each item and record the correct answers in a second column. You can also add a column in between and pass each item around the class, so students can guess the weight after holding each in their hand.

# Fraction Game

- **Pizza fractions**
- Fractions can be tricky, so this activity can really help students to visualize key concepts. Create an instruction sheet with five different fractions on each (you can create several so different students get a different set). Students should create a pizza (using construction paper, or even the inside of an empty pizza box) and decorate the toppings to represent each fraction.
- For example, if they had a quarter (fourth), they should cover one-quarter of the pizza with a specific ingredient (e.g. mushrooms or pepperoni).

# Measuring

- **'Lengthy' scavenger hunt**
- Divide students into groups and give each group a list of measurements and a measuring tool (e.g. a ruler, tape, trundle wheel). Instruct students to find items that are exactly the length of what they have listed. For younger students who haven't yet been introduced to measurement, draw various lines on their sheet and ask them to find items that are exactly the same length.
- Make sure you prepare items beforehand and place them in a safe and visible spot. This activity can be done outside or in the classroom.

# 1. Roll the dice to count and move.

- Get practice with low number counting and addition using action dice. Write activities like jump, clap, or stomp on a small wooden block, then roll it along with a pair of dice. Kids add them up (you could do this with subtraction too) and complete the activity the number of times shown.



# Fact Work



Tape a series of flashcards to the floor and challenge kids to see who can correctly make their way from start to finish the fastest. They can call out the answers or write them down, but they have to get it right before they move on. Kids can race side by side, or work independently to beat their own best time.

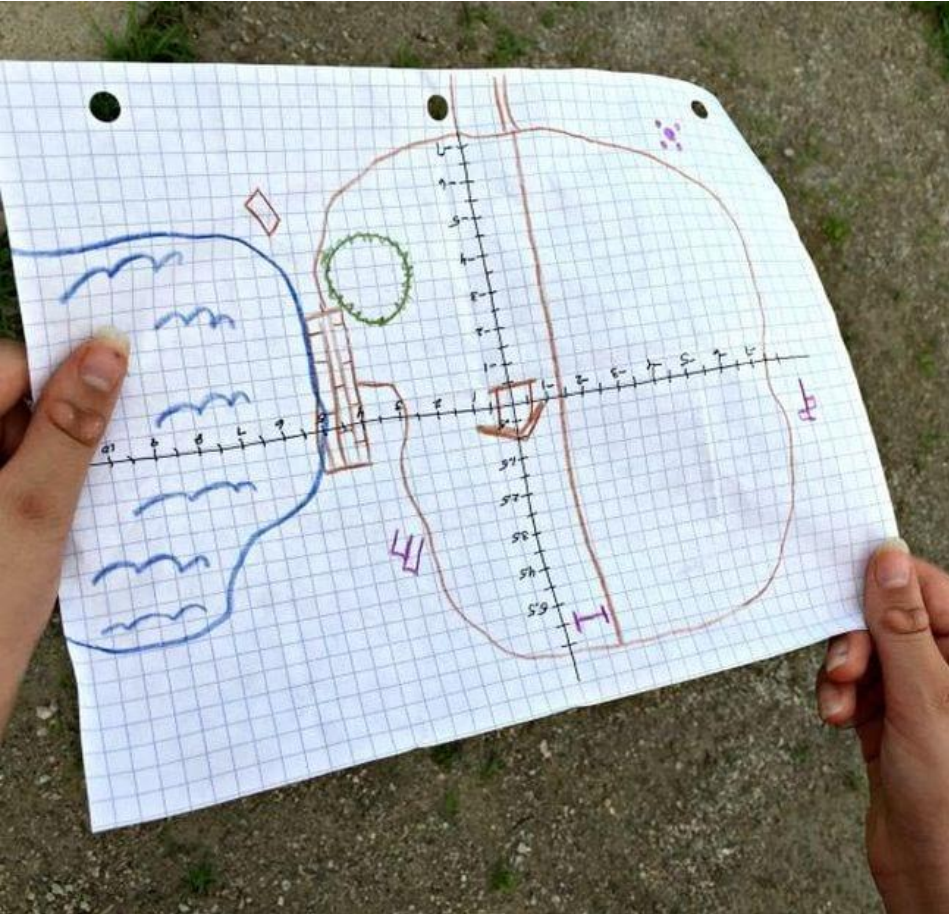
# Draw a Giant Clock-



Draw a giant clock face with hours and minutes on the playground with sidewalk chalk. Choose two students to be the hour and minute hands, then call out a time and send them out to become the clock. Add more complicated elements by having them add to or subtract from the initial time too. ("Now it's 23 minutes later!")



# Graph and Plot Line



Create a map of your school, playground, or other area using graph paper (or even better – have kids help you do it). Then choose plot points for them to visit to find notes or small prizes. They'll feel like real treasure hunters!

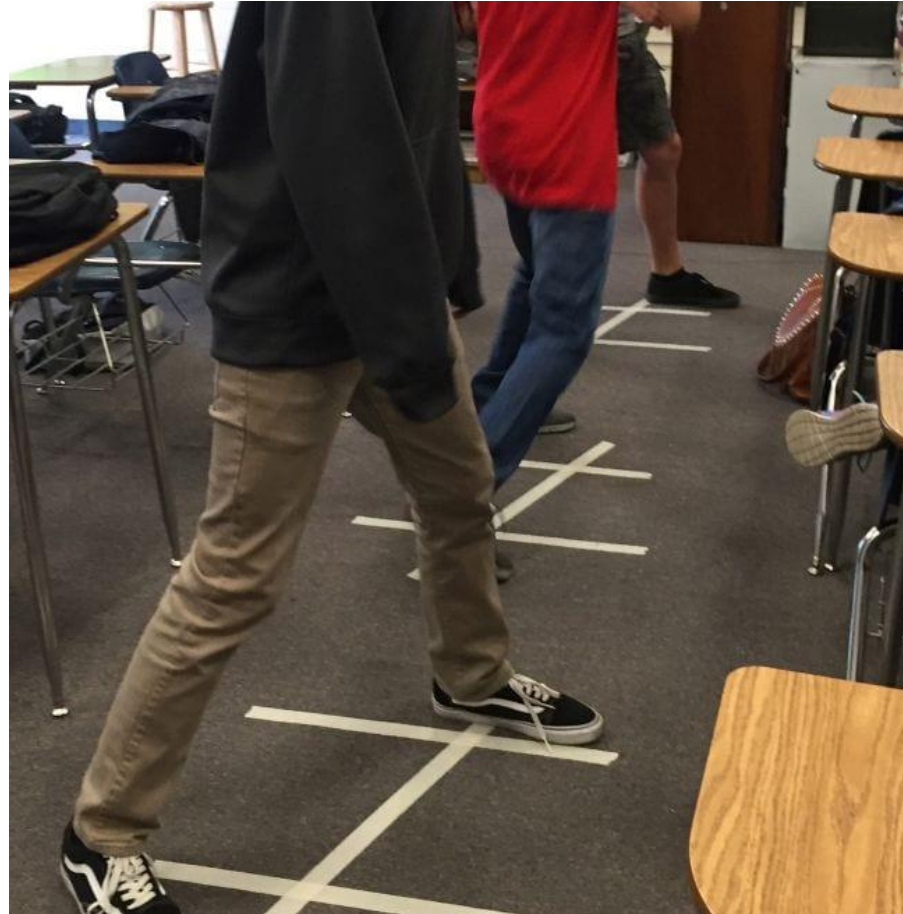


Kids who love “Dance Dance Revolution” will get into this one. Make a number mat for each student like the ones shown. Flash an equation with an answer between 10 and 99 on the screen. Kids figure out the answer and jump to put their left foot on the correct tens place, right foot on the ones. They’ll be dancing and spinning as they learn!



# Dance with Angles

Teach kids about transversals and the angles they create with some fun dance moves! Get the details for “Dance Dance Transversal” at the link below.



10. Measure the height of a tree (no ladder needed).



<https://fromabcstoacts.com/outdoor-stem-measure-tree-height/> Information here but estimation is so important for kids to grasp.

# Shape Hunts-Take a Picture of Your Finds





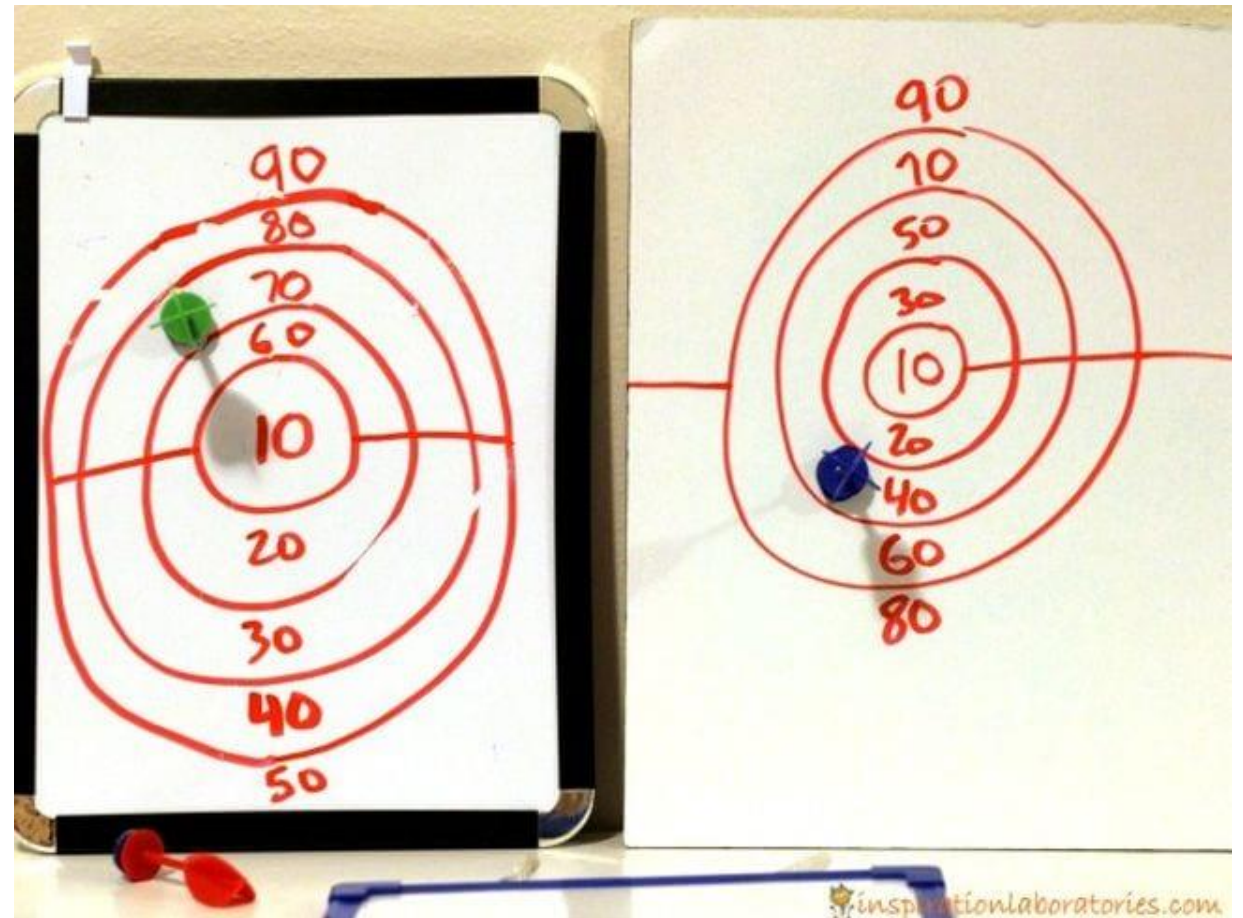
# Math Fact Garden

It's amazing how many math games you can play with sidewalk chalk! For this one, kids draw a basic flower with 10 numbered petals as shown. Then they write a number to multiply (or add or subtract) by in the middle, and fill in the petals with the correct answers.



# Darts and Math

Pick up a set of Sticky Darts and draw two dartboards side by side. You can label the rings with any numbers you like. Kids throw the darts and then add, subtract, multiply, or divide the numbers – your choice!





# Put Math and Science Recycling Together

Math games [using recycled materials](#) are economical and good for the environment. Set up empty plastic bottles labeled one through 10, then roll the ball to see how many you can knock down. Add up the numbers of the knocked-over bottles to get your score.



# Putt Putt Math

Pick up a few dollar store supplies and make your own putt putt course. This can be a simple game where kids simply shoot for the highest (or lowest) number. But you can also drive up the complexity by putting equations on the cups that kids have to solve first to determine which is the best cup to aim for.



# New Twist on Twister

Give new life to your Twister mat by adding numbers! For more advanced players, instead of saying "Right hand 5," try saying "Right hand  $14 - 9$ " to make them think.





# Task Nine- After looking at all the Math Ideas from slide 35-56 tell me 3 that you will use with students.

- Just go back through the slides and pick 3 and tell me how you will use them with students.
- If you do not help with math, choose 3 anyway that you liked. Tell me why.



# The next slide

The next slide has many videos that can be used for supporting math students.

Pick a few and watch them.

Some are for younger students, but sometimes a song or acronym can help an older student too.

## **MATH VIDEOS AND LESSONS**

<https://www.youtube.com/watch?v=MbtmucV-U2c> coin song for value of coins

<https://www.youtube.com/watch?v=a4FXl4zb3E4> place value song and video

<https://www.youtube.com/watch?v=ZnZYK83utu0> 3D shapes AFTER THIS ONE THEY COULD FIND EXAMPLES IN THEIR HOME FOR EACH ONE OF THE SHAPES and show them on camera to you

<https://www.youtube.com/watch?v=sAYiUZSRmk0> Telling time analog and digital video

<https://www.youtube.com/watch?v=DMml9PoTE8E> Liquid Measurement song video

<https://www.khanacademy.org/math/early-math/cc-early-math-measure-data-topic/cc-early-math-measuring-length/v/measuring-lengths-with-different-units> measurement with Kahn Academy 3<sup>rd</sup> -8<sup>th</sup> grade

<https://www.youtube.com/watch?v=P9sYvDCnl0g> Video on inch, foot, yard

<https://study.com/academy/lesson/standard-units-of-measure.html> All types of measurement

<https://www.youtube.com/watch?v=iTtPj2ijT74> Time, months, years, days Video

<https://www.youtube.com/watch?v=rgYqXUzopKM> Intro to Ratios Video

<https://www.youtube.com/watch?v=SZaXtOHNh6s> Fractions on a number line

[https://www.youtube.com/watch?v=n0FZhQ\\_GkKw](https://www.youtube.com/watch?v=n0FZhQ_GkKw) Fractions Video

<https://www.youtube.com/watch?v=AtBUQH8Tkqc> Reducing Fractions Video

<https://www.youtube.com/watch?v=HyXBqA9vwuo> Video for you to watch on the BUCK system of solving word problems.

<https://www.youtube.com/watch?v=WV5VY76Pf5U> fractions into decimals video and song

# SCIENCE PRIORITY STANDARDS –K-2 grades

## Overarching Standards

- K-PS2: Motion and Stability: Forces & Interactions
- K-PS3: Energy
- K-LS1: From Molecules to Organisms: Structures & Processes
- K-ESS2: Earth's Systems
- K-ESS3: Earth and Human Activity

## Overarching Standards

- 1-PS4: Waves and their Applications in Technologies for Information Transfer
- 1-LS1: From Molecules to Organisms: Structures & Processes
- 1-LS3: Heredity: Inheritance and Variation of Traits 1-ESS1: Earth's Place in the Universe

## Overarching Standards

- 2-PS1: Matter and its Interactions
- 2-LS2: Ecosystems: Interactions, Energy, and Dynamics
- 2-LS4: Biological Evolution: Unity Diversity
- 2-ESS1: Earth's Place in the Universe 2-ESS2: Earth's Systems

# SCIENCE PRIORITY STANDARDS 3-4 grades

## Overarching Standards

- 3-PS2: Motion and Stability: Forces and Interactions
- 3-LS1: From Molecules to Organisms: Structure and Processes
- 3-LS2: Ecosystems: Interactions, Energy, and Dynamics
- 3-LS3: Heredity: Inheritance and Variation of Traits
- 3-LS4: Biological Evolution: Unity and Diversity
- 3-ESS2: Earth's Systems 3-ESS3: Earth and Human Activity

## Overarching Standards

- 4-PS3: Energy
- 4-PS4: Waves and their Applications in Technologies for Information Transfer
- 4-LS1: From Molecules to Organisms: Structures and Processes
- 4-ESS1: Earth's Place in the Universe
- 4-ESS2: Earth's Systems
- 4-ESS3: Earth and Human Activity

# Science Priority Standards 5<sup>th</sup> grade

## Overarching Standards

- 5-PS1: Matter and its Interactions
- 5-PS2: Motion and Stability: Forces and Interactions
- 5-PS3: Energy
- 5-LS1: From Molecules to Organisms: Structures and Processes
- 5-LS2: Ecosystems: Interactions, Energy, and Dynamics
- 5-ESS1: Earth's Place in the Universe
- 5-ESS2: Earth's Systems 5-ESS3: Earth and Human Activity

# Priority Standards Science Middle School

## Overarching Standards

- MS-PS1: Matter and Its Interactions
- MS-PS2: Motion and Stability: Forces and Interactions
- MS-PS3: Energy MS-PS4: W

## Overarching Standards

- MS-LS1: From Molecules to Organisms: Structures and Processes
- MS-LS2: Ecosystems: Interactions, Energy, and Dynamics
- MS-LS3: Heredity: Inheritance and Variation of Traits
- MS-LS4: Biological Evolution: Unity and Diversity and their Applications in Technologies for Information Transfer

## Overarching Standards

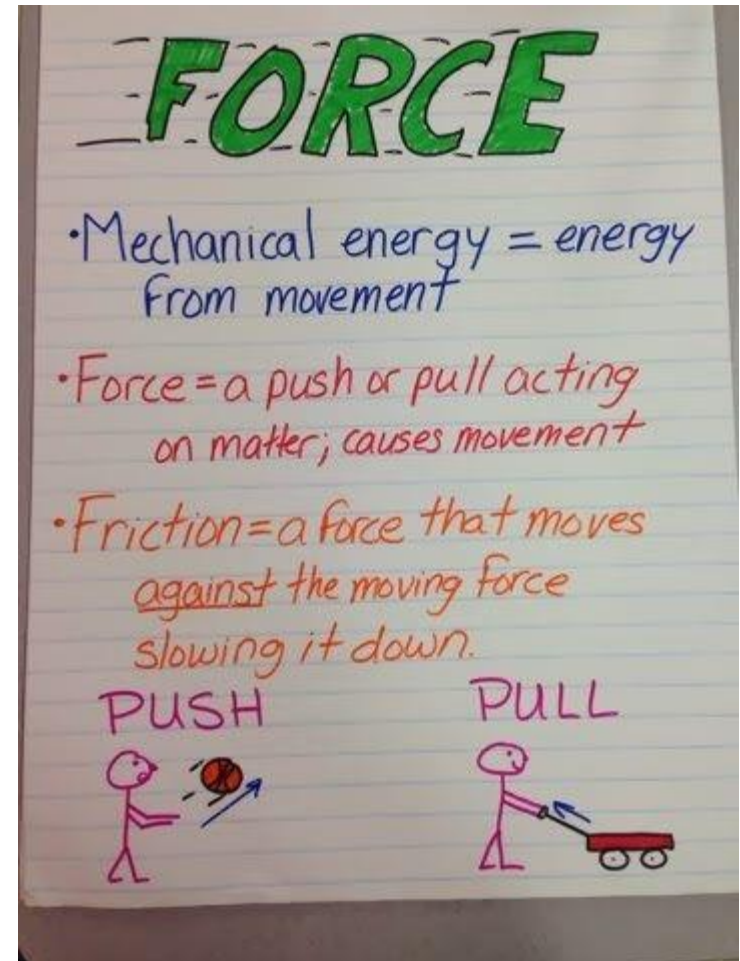
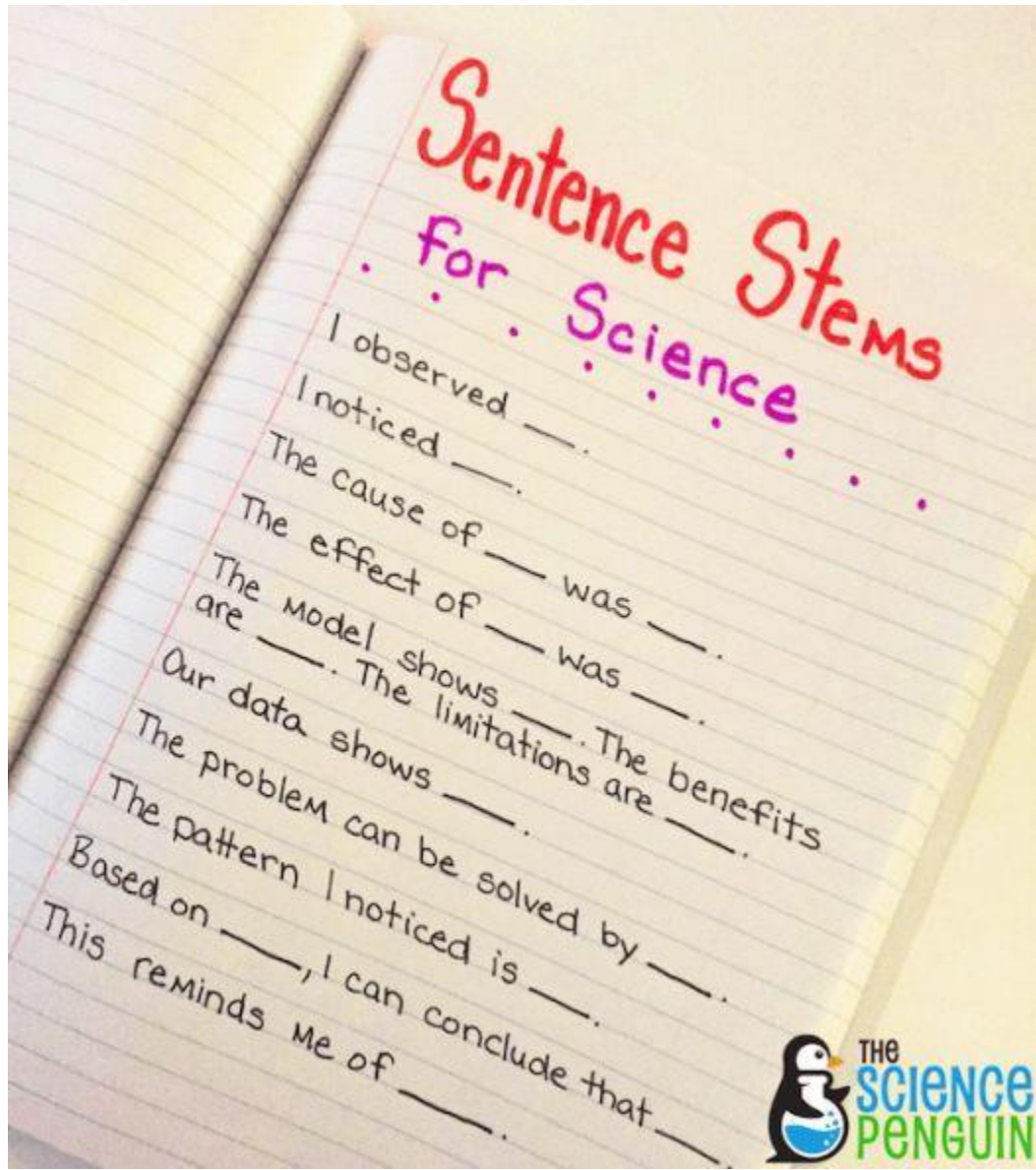
- MS-ESS1: Earth's Place in the Universe
- MS-ESS2: Earth's Systems
- MS-ESS3: Earth and Human Activity

# Task Ten Resources for Science 3-8-Pick one and look at the link. Tell me how you would use it.

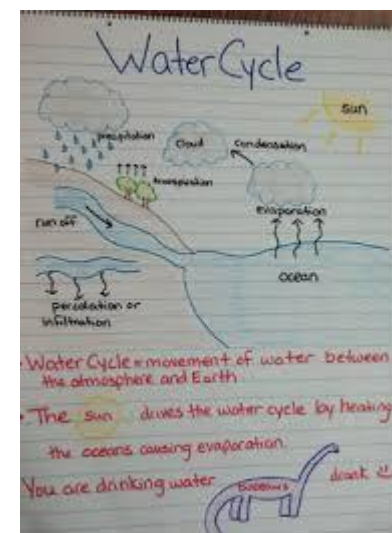
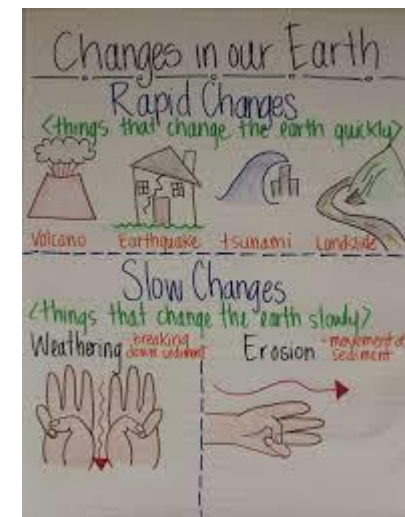
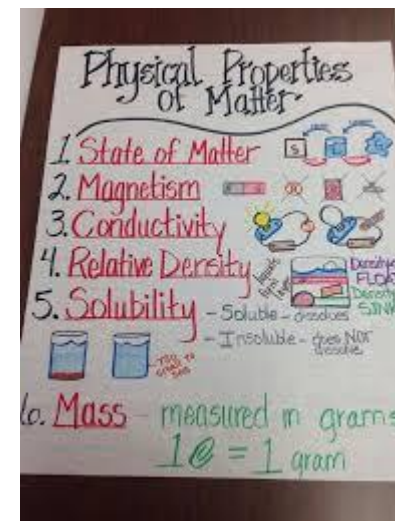
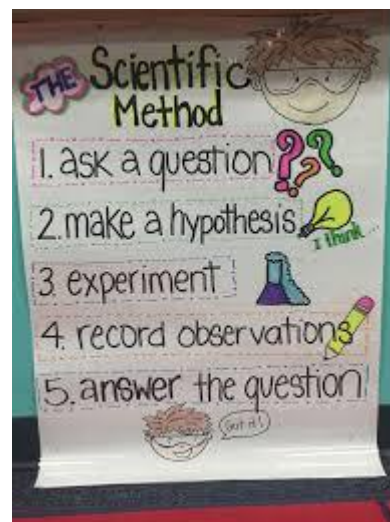
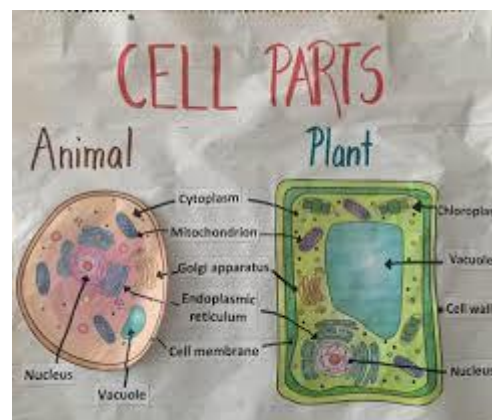
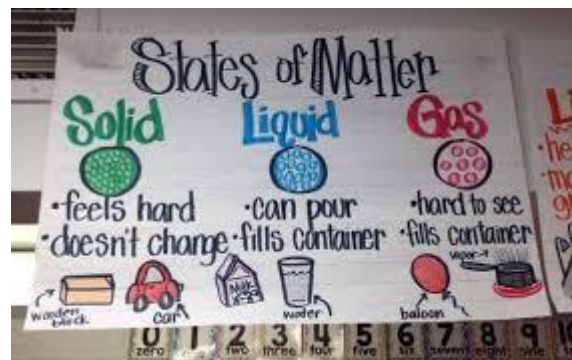
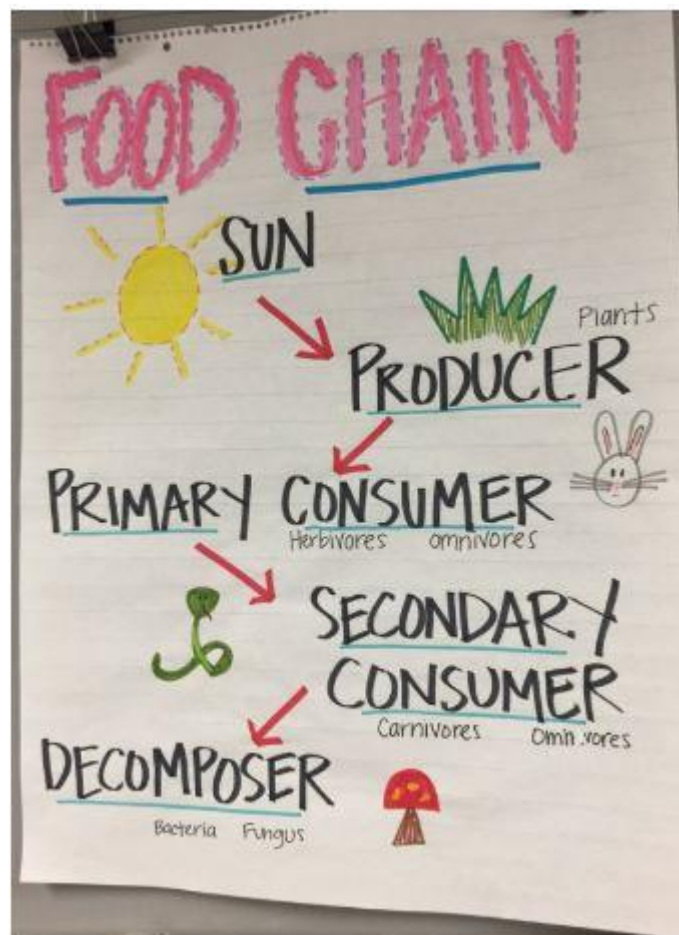
- [https://www.generationgenius.com/trial-B/?gclid=EAlaIQobChMIxZaJt7TB7AIVxsDACH3K3QTJEAAYASAAEgLGtvD\\_BwE](https://www.generationgenius.com/trial-B/?gclid=EAlaIQobChMIxZaJt7TB7AIVxsDACH3K3QTJEAAYASAAEgLGtvD_BwE) Video and fun activities for Science Scroll to see all of them
- <https://www.education.com/activity/third-grade/science/>
- <https://www.ecosystemforkids.com/3rd-grade-science-games.html>  
online games
- <https://www.education.com/activity/science/> Lots of activities
- <https://www.acs.org/content/acs/en/education/resources/k-8/science-activities.html> Chemical Reactions



## SCIENCE ANCHOR CHARTS





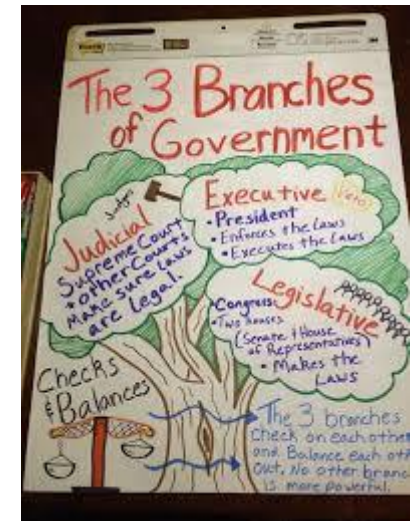
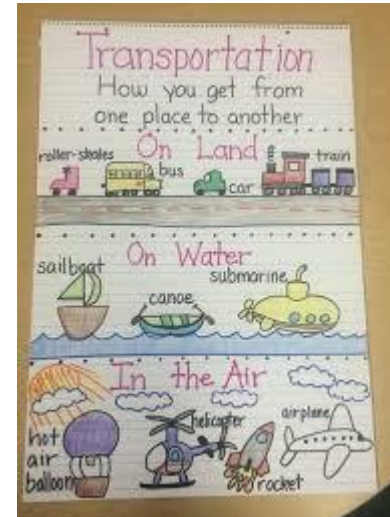
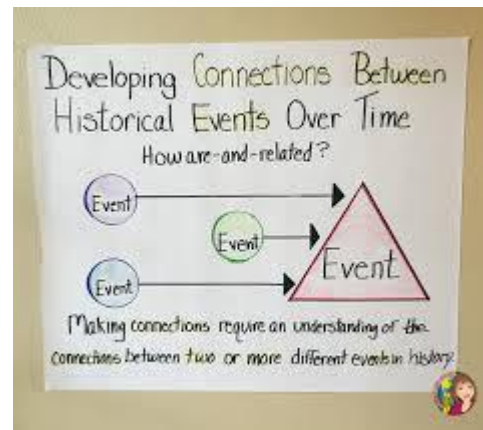
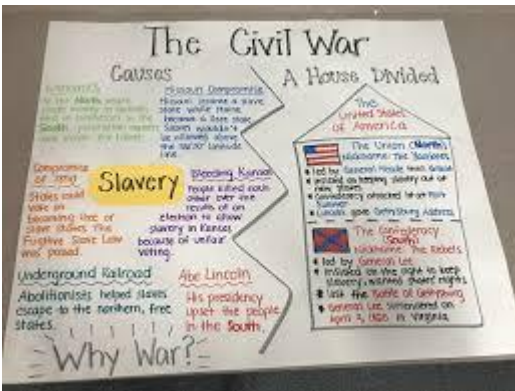
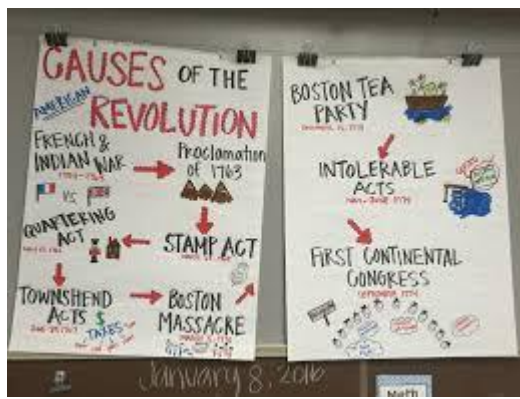


# 6-8 Social Studies –Check out the standards because some of the themes have changed.

- SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time.
- SS.H.4.6-8.LC: Explain multiple causes and effects of historical events.
- SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts.
- SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras.
- SS.H.2.6-8.MC: Analyze how people’s perspectives influenced what information is available in the historical sources they created
- SS.H.4.6-8.MC: Organize applicable evidence into a coherent argument about the past.



# Anchor charts for Social Studies





Rural	Suburban	City
<ul style="list-style-type: none"> <li>in the country</li> <li>houses are far apart</li> <li>open spaces</li> <li>travel greater distance to get to store, neighbors or school</li> <li>farms</li> <li>might see fields of crops</li> <li>might see animals: horses, cows, or sheep</li> <li>quiet</li> <li>fewer people</li> <li>few attractions</li> </ul>	<ul style="list-style-type: none"> <li>near a large city</li> <li>houses close together</li> <li>workplaces nearby</li> <li>for their jobs</li> <li>houses close together</li> <li>some around town</li> <li>the people there only must travel short distances</li> <li>usually very quiet</li> <li>but some people live in the city</li> <li>schools</li> </ul>	<ul style="list-style-type: none"> <li>lots of people</li> <li>lots of traffic</li> <li>not quiet</li> <li>full "bustling" city centers</li> <li>lots of apartment buildings, houses, public buildings, etc.</li> <li>lots of services</li> <li>public transportation: buses, trains, taking trains</li> <li>restaurants, stores, etc.</li> <li>(amusement parks)</li> </ul>

Native Americans	
<b>Cherokee</b> wattle and daub (Southeast)	<b>Apache (Hopi)</b> adobe (Southwest)
<b>Plains</b> teepee (Great Plains)	<b>Woodlands</b> wigwam (Eastern Woodland)



### Primary & Secondary Sources

<ul style="list-style-type: none"> <li>diary</li> <li>speech</li> <li>interview</li> <li>videotape</li> <li>autobiography</li> <li>photograph</li> <li>original artwork</li> <li>architecture</li> <li>actual words of people who witness an event</li> </ul>	<ul style="list-style-type: none"> <li>newspaper</li> <li>textbook</li> <li>biography</li> <li>encyclopedia</li> <li>words written after an event has occurred</li> </ul>
---	---

Both provide evidence about history.

### American Symbols

A **symbol** is an object that represents something.  
An **American Symbol** is an object that represents America.

### The Bill of Rights

is the first 10 amendments to the United States Constitution

<b>1st Amendment</b> Freedom of speech, religion, and the press.	<b>2nd Amendment</b> The right to bear arms.
<b>3rd Amendment</b> Right to refuse quarters to soldiers.	<b>4th Amendment</b> Protects people from unreasonable search and seizure.
<b>5th Amendment</b> Protects people from being held for a crime, unless accused, double jeopardy, and self-incrimination.	<b>6th Amendment</b> The right to a fair and speedy trial.
<b>7th Amendment</b> Right to a trial by jury.	<b>8th Amendment</b> Protects from cruel and unusual punishment.
<b>9th Amendment</b> Not all rights are listed in the constitution.	<b>10th Amendment</b> Power not granted to the federal government belongs to the states and the people.



### Fifth Amendment

This Amendment protects against double jeopardy and self-incrimination and guarantees the rights to due process, grand jury screening of criminal indictments, and compensation for the seizure of private property under eminent domain.

### Characteristics of Communities

PHYSICAL	HUMAN	CULTURAL
What is in a place that was NOT added by people?	How have people changed the land?	What makes the people of a place unique?
land, climate, natural resources, natural hazards	homes, buildings, roads, farms, parks, trains, bridges	celebrations, clothing, traditions, food, customs, language
natural features of the environment	a feature of the environment that has been added by people	a common behavior or belief shared by a group of people

### Our Local Government

11.1 The Mayor and City Council	11.2 The City Manager	11.3 The City Clerk
11.4 Parks and Recreation	11.5 Public Library	11.6 Fire Department
11.7 Police Dept.	11.8 Planning Dept.	11.9 Public Works Department

### Timelines

A timeline is used to keep track of things that happened on certain days or certain years.

2006	Mia was born!
2009	Mia's first birthday!
2013	Mia's first year in school for a full day!
2015	Mia's family moved to a new house!



# Summary Charts

**ANCHOR CHART:**  
*Non-Fiction Summary*

**Writing a NON-FICTION SUMMARY**

**1. Topic Sentence:**

<b>A. TELL</b> text title author	<b>B. CHOOSE A VERB</b> states describes provides teaches compares shows contrasts tells explains gives	<b>C. FINISH YOUR THOUGHT</b> What's the big idea? What's the big concept?
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**Example:**

Stomachs by Jo Windsor	tells	about animals' stomachs.
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**Supporting Sentences:**


The text explains that some animals have one stomach and some animals can have four stomachs. The text also explains that some animals have big stomachs and some animals have small stomachs. The text also explains that animals can have stomachs in different parts of their body.

**Closing Sentence:**

The text tells a lot about animals' stomachs.


**MADE BY:**

look  
in a  
book



## The Keys to Unlocking a Nonfiction Summary

- ① Read the text.
- ② Identify the text structure. - sequence  
- cause & effect
- ③ "Unlock" the main idea sentence.



**I** Identify text → In this lesson,

**V** erb → the author examines

**T** opic → our global economy

**B** ig Idea → and explains how it's a result of communication and transportation innovations.

- ④ Identify 2-3 important details. - imports and exports  
- benefits and costs
- ⑤ Write your summary.

In this lesson, the author examines our global economy, and explains how it's a result of communication and transportation innovations. Because of importing and exporting, companies can use parts from all over the world to create a product. There are both benefits, like lower prices, and costs, like a loss of jobs due to outsourcing, associated with our global economy.



# Writing a Summary


Name \_\_\_\_\_

## Summarizing

- Retells the main events in a fiction story in a shorter version
- Demonstrates a reader's understanding of the main idea and details

### How to Summarize

1. Identify the Story Elements →

- 
- Characters
  - Setting
  - Problem
  - Plot (what happens)
  - Solution

2. Organize your Thoughts

3. Use the 5 Finger Summarizing Strategy



## The Retelling Hand

1. Thumb

- ♦ Main character (s)

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2. 1<sup>st</sup> finger

- ♦ Setting: where and when the story takes place

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3. Middle finger

- ♦ Problem: the problem in the story

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4. Ring finger

- ♦ Events: name at least three

---

---

5. Pinky

- ♦ Solution to the problem

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## Sentence Frames Students Can Use

Name \_\_\_\_\_ Date \_\_\_\_\_

### Organizer for Summarizing

**Someone**  
Who is the main character?

**Wanted**  
What did the character want?

**But**  
What was the problem?

**So**  
How did the character try to solve the problem?

**Then**  
What was the resolution to the problem?

**Summary**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Fiction Summary

\_\_\_\_\_ The story \_\_\_\_\_ is  
\_\_\_\_\_ in \_\_\_\_\_  
\_\_\_\_\_ Characters \_\_\_\_\_ Setting  
first \_\_\_\_\_. Next,  
\_\_\_\_\_. Finally, \_\_\_\_\_.  
\_\_\_\_\_ Middle \_\_\_\_\_ End  
the problem was \_\_\_\_\_ Problem  
the solution was \_\_\_\_\_ Solution  
learned \_\_\_\_\_ Lesson, theme or main idea

### Building a STAAR Persuasive Argument

Read - Think - WRITE

**My Position (Thesis)**  
Be a lawyer!  
Convince the reader! **Only 1**

↓

**Here are my reasons**

- 1.
- 2.
- 3.

One could argue that  
But, here is the WEAKNESS

**STRONG FINISH**

Win the case!



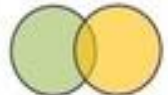
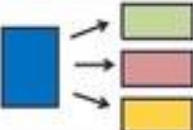

Do you have enough support for a 3rd reason?

restate don't repeat




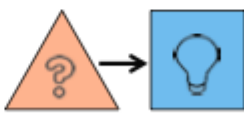
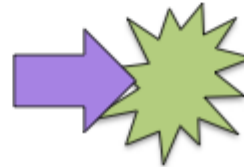
CONCLUSION

# Text Structure Students Need to know.

*Non-Fiction Text Structures*

Text Structure	Signal Words	Visual
<i>Description</i>	<i>for example, for instance, characteristics include, specifically, in addition</i>	
<i>Sequence &amp; Order</i>	<i>before, in the beginning, to start, first, next, during, after, then, finally, last, in the middle, in the end</i>	
<i>Compare &amp; Contrast</i>	<i>similar, alike, same, just like, both, different, unlike, in contrast, on the other hand</i>	
<i>Cause &amp; Effect</i>	<i>since, because, if, due to, as a result of, so, then, leads to, consequently</i>	
<i>Problem &amp; Solution</i>	<i>problem, issue, cause, since, consequently, therefore, as a result, because of, leads to, due to, solve, so, then</i>	

Jordan © 2012

Structure	Definition	Visual	Clues
Description	the author provides several details of something to give the reader a mental picture		many adjectives, characteristics, or examples
Compare & Contrast	the author discusses similarities and differences between people, things, concepts, or ideas		likenesses and differences are discussed; also, both, in contrast, etc.
Order & Sequence	the author provides readers with chronological events or a list of steps in a procedure		events in order of occurrence, instructions given step-by-step, order words first, next, etc.
Problem & Solution	the author gives information about a problem and explains one or more solutions		a problem is solved or needs solving; problem, solution, solve
Cause & Effect	the author describes an event or several events (cause) and the events that follow (effect)		cause, because, effect, as a result of, due to, reason




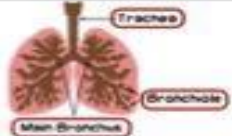

# Text Features All Students Need to Know

Nonfiction Text Features Chart

Text Feature	Purpose	Example
<b>Title</b>	Identifies the topic of the text/tells what the text will be about	<b>Bones and More Bones</b> The Skeletal System The skeletal system is made up of all the bones in your body. It is also made of the things that connect your bones together: tendons, ligaments, and cartilage. The skeletal system also includes one set of hard objects that aren't bones: your teeth!
<b>Title Page</b>	Tells a book's title, author, illustrator, and publisher	<b>The Amazing Human Body</b> Author: Steve Spikard Illustrator: John Ryan Publisher: Scholastic
<b>Table of Contents</b>	Tells the names of chapters and what page the chapters can be found	<b>Bones</b> .....Page 1 <b>Muscles</b> .....Page 4 <b>Skin</b> .....Page 10 <b>Brain and Nerves</b> .....Page 12 <b>Major Organs</b> .....Page 15 <b>Visits and Activities</b> .....Page 18
<b>Index</b>	Tells what pages the reader can find certain topics	<b>A</b> Anatomy, 24 Arms, 16 Arms, 15-16 Arteries, 75-76 <b>B</b> Back, 16 Body Button, 28 Body Parts, 51-65 Bones, 3-16 Brain, 12-30 Brain Stem, 43 Breastfeeding, 54-60 Breasts, 61-66 Byproduct, 87
<b>Glossary</b>	Tells the definitions of some of the words found in a text	<b>Skull</b> - the front of the leg bone that runs from the knee to the ankle. <b>Skin</b> - the outer layer of tissue that covers the entire body. <b>Skull</b> - the large structure of bones in the head. <b>Thigh</b> - the part of the leg that runs from the knee to the hip. <b>Tooth</b> - a hard bony object in the jaw, used for chewing.
<b>Heading</b>	Divides the text into sections and explains what the sections will be about	<b>Central Nervous System</b> The central nervous system (CNS) is the part of the nervous system that controls the body. It includes the brain and spinal cord. The brain is the main part of the CNS. It is located in the head. The spinal cord is a long tube of nerve tissue that runs down the back. It is connected to the brain. The CNS is responsible for controlling the body's movements and actions.

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Nonfiction Text Features Chart

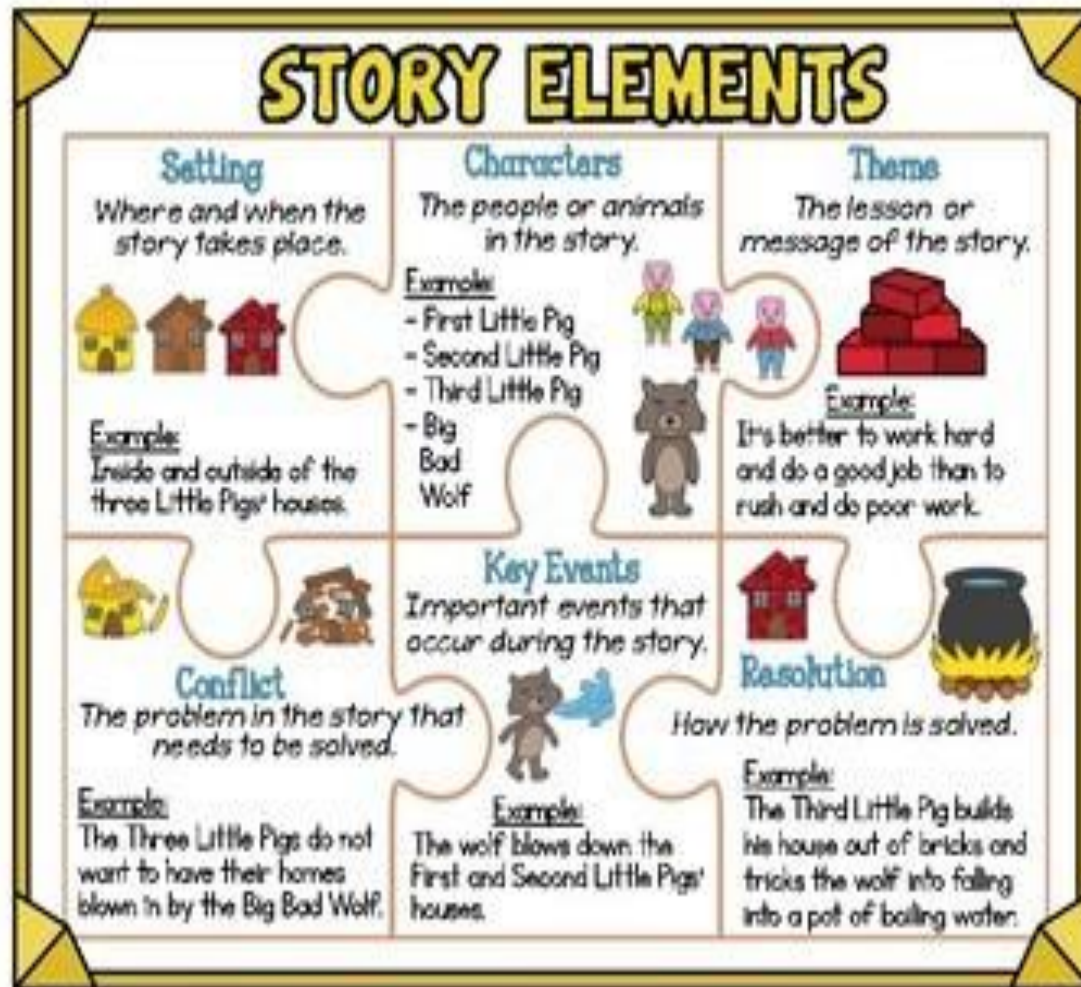
<u>Text Feature</u>	<u>Purpose</u>	<u>Example</u>										
<b>Photograph</b>	Shows what something looks like (taken with a camera)											
<b>Illustration</b>	Shows what something looks like (drawn by an artist)											
<b>Caption</b>	Explains what a photograph or illustration is about	 This is a side view of a human brain.										
<b>Labels</b>	Tells the names of certain parts of a photograph or illustration											
<b>Graph</b>	Organizes and helps compare information in a visual way	The human body is made of:  53% water 47% other substances										
<b>Table</b>	Organizes facts and numbers in a visual way so it is easier to read	How much does your heart beat? <table><tr><th>Number of Beats</th><th>Amount of Time</th></tr><tr><td>90</td><td>MINUTE</td></tr><tr><td>129,600</td><td>DAY</td></tr><tr><td>3.6 million</td><td>MONTH</td></tr><tr><td>47.3 million</td><td>YEAR</td></tr></table>	Number of Beats	Amount of Time	90	MINUTE	129,600	DAY	3.6 million	MONTH	47.3 million	YEAR
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90	MINUTE											
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Students could find their own text features for a homework project. Use a magazine, newspaper, ad, etc., or look up a nonfiction article that has these for them and they can look at it and identify text features.




# Story Elements for Fiction-Need to Know



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## Story Elements

<b>Illustrator</b>	Draws the pictures.	
<b>Title</b>	The name of the book or poem.	
<b>Author</b>	Writes the story.	
<b>Poet</b>	Writes the poem.	
<b>Setting</b>	Where the story takes place.	
<b>Problem</b>	Causes trouble for the characters.	
<b>Solution</b>	How the problem is solved.	
<b>Characters</b>	The people or animals in the story.	
<b>Plot</b>	The events of the story.	

# Task Eleven

Tell me why this training was helpful.

Thank you for taking the time to learn.



# We have come to the end of the training

## OVERWHELMED????

1. Go Slow-find things that you need right now
2. Go Slow-try some things out and see if they work
3. Go Slow to Go Fast-We are all learning to be our best selves. It takes being kind to ourselves and being persistent.
4. Pat yourself and your students on the back when one of these ideas actually supports them.