

Reeds Ferry School School Board Presentation

9/20/2020

Presenters: RFS Principal, Kimberly Yarlott, Kindergarten teachers, Mrs. Papp and Mrs. Cibotti, Fourth Grade Teacher, Mrs. Merva, Assistant Principal, Bonnie Painchaud



2020 RFS Presentation to educators at JMUES, MES, and TFS during August Academy



Topic: Integrated Practices - initiative designed by RFS staff



Purpose: To share with colleagues the successes of our IP days

To maximize lesson designs for District-wide 'at home' learning

To address science and social studies standards

What is IP?

INTEGRATED PRACTICES

INTEGRATED CURRICULUM ACROSS
CONTENT AREAS: SOCIAL STUDIES, SCIENCE,
ELA, AND MATH STANDARDS.
ART AND MUSIC CONTENT

Why did we start designing and teaching Integrated Practices?

There was a need to delve more deeply into social studies and science content and teach our writing curriculum.

IP days enable teachers to create lessons and activities that integrate multiple subject areas, including the arts.

IP practices reflect the principles of UDL (Universal Design for Learning).

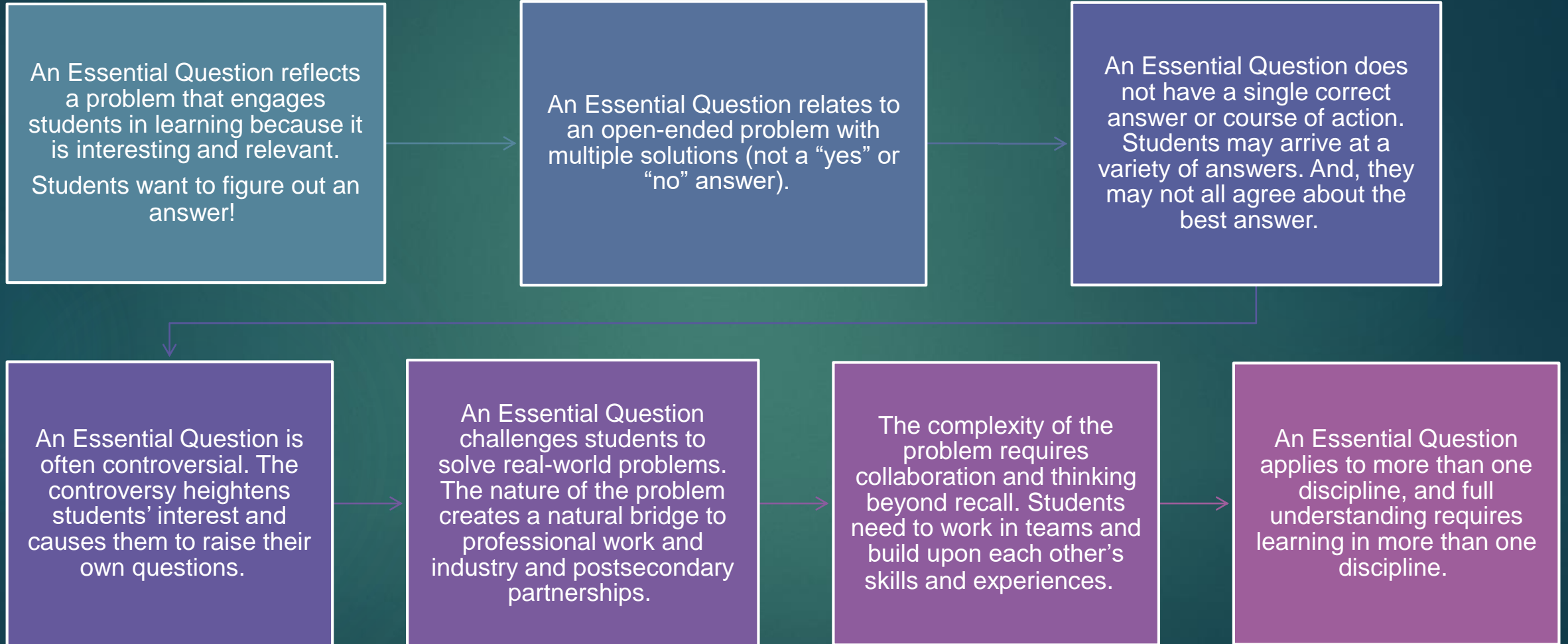
It addresses the principles of student voice and choice, and provides the opportunity for students to take ownership of their learning.

How to make IP work?

We created a ten-day schedule, at every grade level, placing IP days into the calendar, incorporating science & social studies within an “Inquiry Workshop”

CORE WORD WORK	CORE READING	CORE READING	CORE WRITING	CORE WRITING	CORE MATH	CORE MATH	CORE MATH	CORE MATH	INQUIRY WORK SHOP
READING WORK SHOP SERVICES	READING WORK SHOP SERVICES	READING WORK SHOP SERVICES	WRITING WORK SHOP SERVICES	WRITING WORK SHOP SERVICES	MATH WORK SHOP SERVICES	MATH WORK SHOP SERVICES	MATH WORK SHOP SERVICES	MATH WORK SHOP SERVICES	
CORE MATH	CORE MATH	CORE MATH	CORE MATH	INQUIRY WORK SHOP	CORE WORD WORK	CORE READING	CORE READING	CORE WRITING	
Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess	Recess
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
MATH WORK SHOP SERVICES	MATH WORK SHOP SERVICES	MATH WORK SHOP SERVICES	MATH WORK SHOP SERVICES	INQUIRY WORK SHOP	READING WORK SHOP SERVICES	READING WORK SHOP SERVICES	READING WORK SHOP SERVICES	WRITING WORK SHOP SERVICES	WRITING WORK SHOP SERVICES

Design Process: What is an Essential Question?



Examples of an Essential Question



How do natural events bring changes to the Earth? (gr 4)



How does climate effect living things? (gr 3)



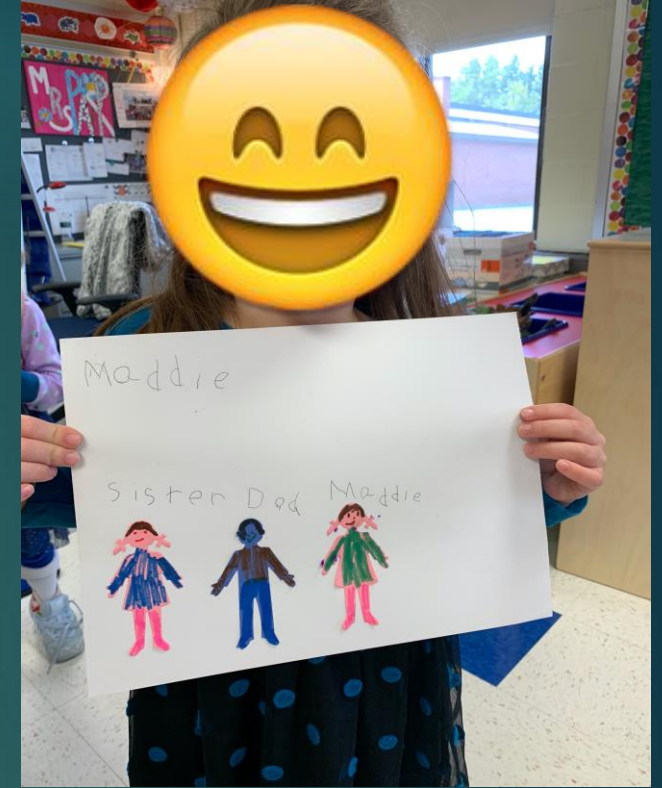
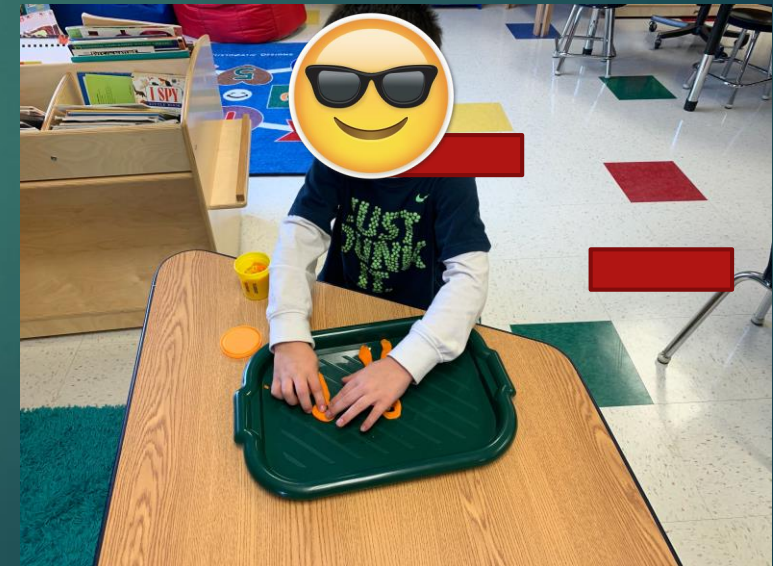
How do our senses explore, investigate and understand the world around us? (K)

Planning page for an Inquiry Project

Unit:			
Essential Questions:			
Integrated Standards:			
ELA:	S.S.:	Science:	Math:
Key Ideas:			
Lessons/Projects:			
Assessments:			

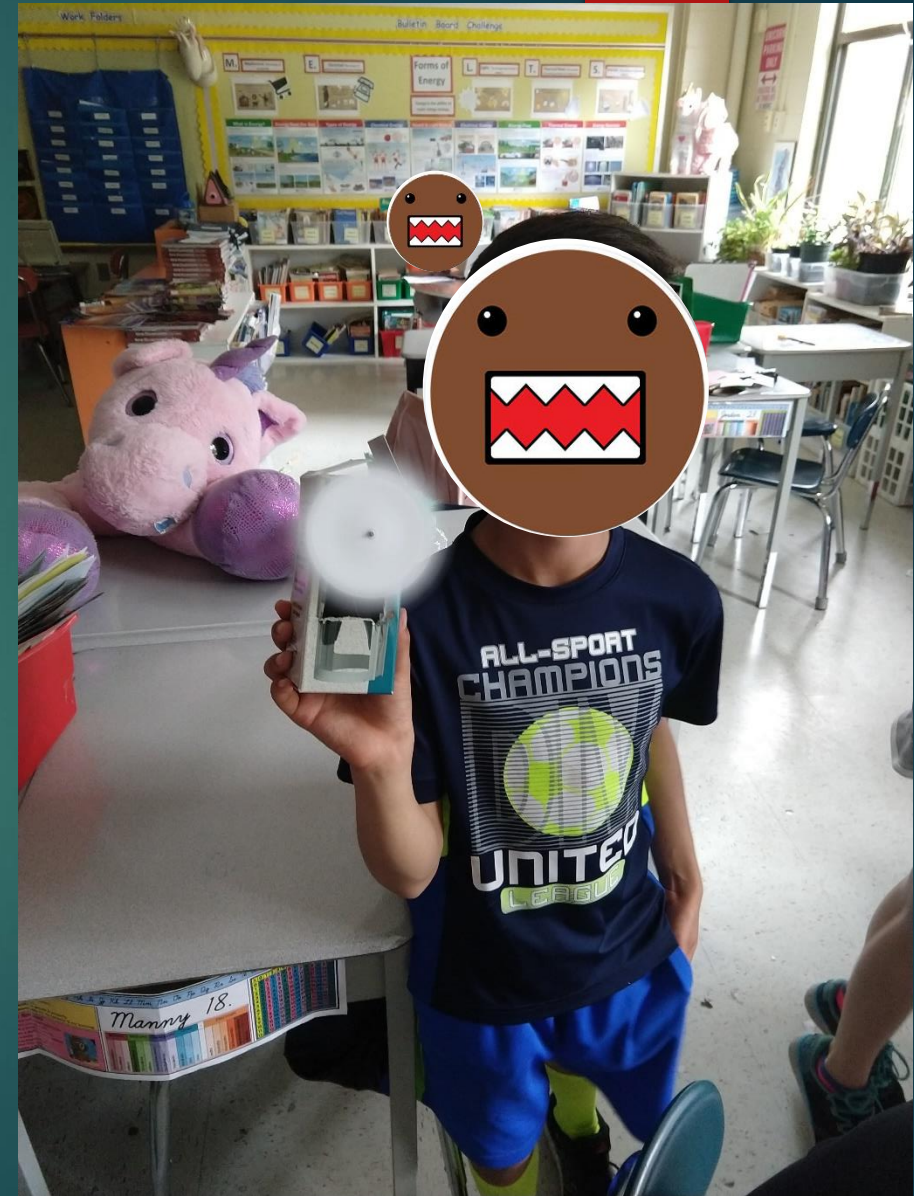
How are families different and similar? How are school communities different and similar?

- Kindergarteners created and presented a project displaying the members in their family.
- Students developed and labeled their family project by using materials of their choice, such as playdough, watercolor paints, paper figures and more.



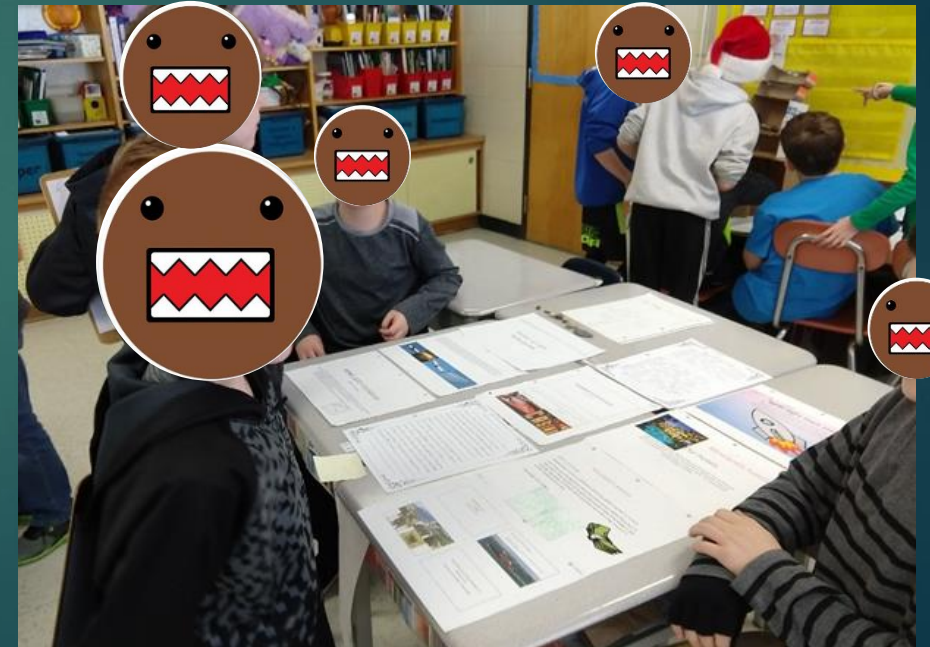
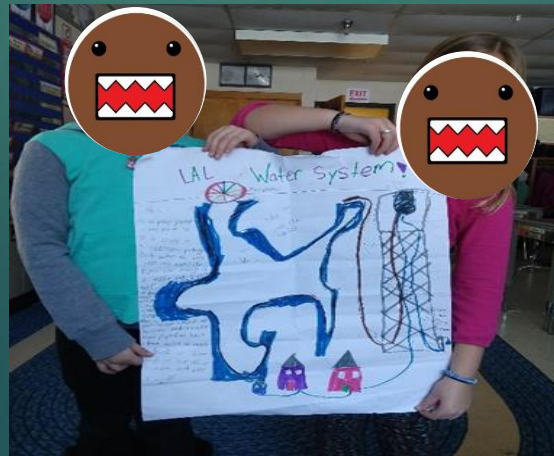
What is energy and how is it transferred?

- * Students researched, sketched, and built their own “energy-transferring” robots for their inquiry unit on the forms of energy.
- * Several students even carried this new interest into their science projects by choosing topics that further delve into energy.



What does it mean to be a citizen within a community? What are the components of a community?

- * Fourth graders created and presented their own island projects.
- * Students developed their own lines of inquiry, researched, and designed entire nation states, complete with a system of government.
- * Some students developed water systems, while some created geographical maps, or building models. Others created governmental bodies, currency, and national symbols.
- * All students had the opportunity to follow their own interests, while still exploring what it means to be a citizen.



An example of standards addressed during the Citizenship/Government unit.

Standards Addressed:

Reading	Writing	Speaking & Listening	Social Studies	Math
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas & expressing their own clearly.	I can identify the three branches of the United States & New Hampshire government, & the role of each.	4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.
	W.4.2a Introduce a topic clearly & group related information in paragraphs & sections; include formatting, illustrations, & multimedia when useful to aiding comprehension.		I can explain how public officials are chosen.	4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
	W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	I can discuss how the US & NH Constitutions are the foundations of our state & national government.	4.MD.1 Know relative sizes of measurement units within one system of units. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents
RI.4.9 Integrate information from two texts on the	W.4.4 Produce clear and coherent writing in which the development and	SL.4.4 Report on a topic or text, tell a story, or recount an experience in	I can compare different types of governments	

Integration:

- Reading
- Writing
- Speaking & Listening
- Social Studies
- Math

How do we assess student IP projects?

- ▶ Rubrics
- ▶ Observations
- ▶ Student reflections
- ▶ Students articulation or demonstration on what they have learned

Island Nation:		Members:				
Questions We Are Trying to Answer:		How are we demonstrating our learning?		S	P	T
			1 Not Met 2 Approaching 3 Meeting 4 Exceeding			
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	Not Met	Approaching	Meeting	Exceeding
Goal Setting	Learner doesn't participate in goal setting. Teacher sets goals.	Learner receives guidance throughout goal-setting process.	Learner is offered guidance for goal-setting as needed.	Learner independently sets goals.
Planning	Learner shows no evidence of planning strategies.	Learner receives guidance through the creation of the plan.	Learner is provided occasional assistance in planning.	Learner independently chooses planning strategies.
Focused/On Task	Learner does not remain on focus & is not on task	Learner is provided with frequent redirection	Learner is provided with occasional redirection.	Learner is independently engaged .
Problem Solving Strategies	Learner doesn't use problems solving strategies	Learner receives guidance in choosing appropriate strategies for problem solving	Teacher & student discuss & choose appropriate problem-solving strategies together.	Learner independently chooses appropriate problem-solving strategies.
Self Reflection	Learner does not self-reflect	Learner receives guidance with a series of questions to assist in the reflection process.	Learner receives guidance in the beginning of the reflection process.	Learner independently recognizes what s/he learned during the task.

The Results:

- Increased Student Engagement and Motivation
- Increase in 'on task' behaviors
- Learning is Relevant
- Learning is Interest Based and Personalized
- It's messy, fun and full of creativity
- The Process became the emphasis, while diversity in final products and how students show their understanding
- Students demonstrate excitement!
- Students choose to work in groups, across the grade level, or, independently.

How can IP units of study be optimized during remote teaching?

For Educators:

- * Ongoing communication between the Elementary Schools, working to develop rigorous units that are common across grade levels.
- * Educators have shared files so that all can access information, from the design of lessons, to shared rubrics, etc. This collaboration enhances rigor and consistency.

For Students:

- * Students can work creatively at home, after receiving explicit instruction on key content and vocabulary from their teachers.
- * The students work independently to design, create, innovate and apply their understandings.

Future:

- * Analyze the effectiveness beyond the hybrid model and consider continuous refinements.

Questions?