

Virtual Connections

Hoosier Academy Virtual K-8

9/26/2014

Volume 1, Edition 3

Including Rigor in Lessons

3 Key Ideas

1. *Thinking Deeply*- analyze, discuss, evaluate, justify
2. *Integrate Learning*- different settings, structure, and tools
3. *Showing How They Know*- having students provide proof or evidence

3 Steps for Achieving Rigor

1. Create an environment in which students are expected to learn at high levels
2. Support students while learning at the higher level of thinking
3. Students should demonstrate comprehension at the higher level of thinking

Resources for Achieving Rigorous Lessons

- [Depth of Knowledge](#)
- [Depth of Knowledge Graph](#)
- [Increasing Rigor throughout the Lesson](#)
- [Responding to Rigor Grades 5-9](#)

Teach Like A Champion Schedule

October 6, 2014	#23 Call and Response	#24 Pepper	Lisa Schneider Jill Landers
October 13, 2014	#24 Pepper	#25 Wait Time	Amy Nichols Tammy Dodson

Hoosier Spotlight!

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My name is Alissa Smith and I graduated from Daleville High School with just 48 other students. Then I went on to Ball State University to earn my degree in Elementary Education with a concentration in Kindergarten/Early Childhood. I have wanted to be a teacher since I was in third grade—in second grade my dad suddenly passed away and my teacher at the time went above and beyond to help me through the entire situation. Seeing the difference she made in my life inspired me to want to make the same impact someday. Over time I found that I could explain topics well to my peers and the children that I babysat. I grew to be very driven by the ‘light bulb moment’ in others.

For my practicum, I taught in El Paso, Texas in a Bilingual School and a Dual Lingual School. After that I worked for a year at a Juvenile Detention Center in Muncie. Since then I have taught at Hoosier my entire career including .5 of a year in half day K, 2 years in a 3rd/4th grade split, 1 year in K, and 1 year in a K/1 split at the Muncie Center.

7 Myths About Rigor In The Classroom

1. Lots of homework is a sign of rigor.
2. Rigor means doing more.
3. Rigor is not for everyone.
4. Providing support means lessening rigor.
5. Resources equal rigor.
6. Standards alone take care of rigor.
7. Rigor is just one more thing to do.

TeachThought &
Barbara Blackburn

Create an environment in which students are expected to learn at high levels

- Ask higher level questions- open ended
- Expect higher level responses
- Don't move on: extend, probe, guide students to be able to answer at a higher level
- Student centered- students are doing the heavy lifting

Support Students in learning at high levels

- Standards and objectives are visible
- Standards are written as questions for students to answer
- Scaffold content from basic to complex- work through the taxonomy
- Ask guiding questions
- Real world application- problem solving with different settings, structures, and tools
- Integrate learning
- Chunk information
- Step sheets
- Use technical vocabulary
- Students read challenging text
- Differentiate- create leveled questions and assignments
- Ongoing assessment, exit ticket, assessment questions align to the standard/objective

Students demonstrate learning at high levels

- Hold students accountable for his or her understanding.
- Students make and defend claims with evidence
- Students demonstrate the standards independent of help-
- Ensure all students have the opportunity to demonstrate knowledge and skills in an authentic way- written answers on whiteboard, pair share, respond through chat, deliberately use polling tools, journal, exit ticket

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Which sentence from the passage best shows how powerful the meteorite was?

- A "Suddenly, he heard a sharp, whining sound like the engine of a high-flying jet airplane." (lines 25 and 26)
- B "Then a ball of fire roared overhead, followed by a searing gust of wind." (lines 27 and 28)
- C "The shock wave knocked David to the ground, his ears ringing." (line 29)
- D "A second later, he heard an explosive, hissing crash up ahead." (lines 29 and 30)

This question asks the student to provide evidence to support an inference made about an event in the story. To answer this question correctly, student must consider the part of the text that relates to the meteorite, identify which line or lines from text depict the meteorite's power, and which lines depict this power most effectively.

Examples:

Compare fractions with different numerators and denominators

Maria, Leah, and Jonas ran these distances on Saturday:

- Maria ran $\frac{5}{6}$ mile.
- Leah ran $\frac{2}{3}$ mile.
- Jonas ran $\frac{3}{4}$ mile.

Who ran the shortest distance?

Show your work.

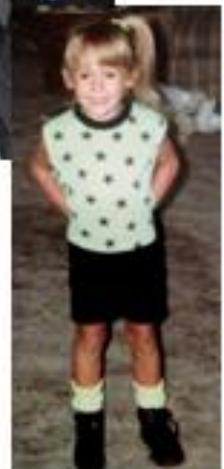
*The student must include a set of computations or visual models to explain and justify each step in the process.

Hoosier Spotlight!(cont'd)

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Last year was my first year teaching virtual K and this year I'm back in just 3rd virtual. I am a connected educator and join twitter chats each week to network with teachers across the US and when I have time I share ideas in my blog.

This is my last year as Miss Smith because I will be getting married on May 30th to the boy that had a crush on me in Jr. High. After that Cappie (my dog) and I will take on the last name Davis!



Little sis me

Cappster

Did you Know???

- **IN DOE Communities of Practice:** The IN DOE has launched a NEW way to interact and collaborate with educators across the state! Online Communities of Practice are Goggle+ communities that link teachers in same disciplines and grade levels to support sharing of resources and support one another as we prepare our students for college and careers. There are over 56 communities with over 2500 Indiana teachers already participating!
Take a moment to learn more, join a new community and start connecting with fellow teachers!

Visit the DOE website [here](#)

*This is not replacing Learning Connection; it is an enriching piece to LC.



- **Toshiba America Foundation** provides grants to public school teachers. Their mission is to provide teachers with additional funds to support classroom projects. The Foundation strongly encourages projects planned and led by individual teachers or teams of teachers for their own classrooms. Many successful grantees have designed projects that tap into the natural curiosity of their students, enable students to frame their own scientific questions, and incorporate the expertise of community partners. Science and math teachers may apply for grants to support science and math education. To apply and/or find out what the fund will/will not cover, go to [Toshiba America Foundation](#).

- How do we build a math lesson or develop a unit that builds on student's prior knowledge, allows them time to extend and discover solutions to new problems, encourages higher-level thinking, collaboration, and so much more? Using three-part lessons! The three-part lesson is adapted from a teaching model developed by mathematician Robert Ashlock and later used in Japan and Singapore. In this complimentary webinar, Ricky will define and explain the "three-part lesson," covering: 1) Initiating Stage-Anchor Task, 2) Consolidating Stage-Guided Practice, and 3) Transferring Stage-Independent Practice. Register [here](#) to attend this webinar on Monday, October 20 at 3pm.

Shout Outs!

...to Melissa Strange, Erin Rollen, and the 8th grade special ed teachers for their hard work on NWEA make-ups for the 8th grade team this week
-Jill Landers

...to my first grade team! We keep each other sane and work so well together. An extra shout out to Kristen for making our lives so much more easier!! ☺
-Angie Baker

...to Erin and Melissa! They have offered to do all of the NWEA make-ups for 8th grade!
-Heather Messersmith

...to Lacy Spears, Jill Landers, Lindsay Krieger, Corey Berry, and Caryn Ellison for stepping up and joining the National Junior Honor Society.
-Patti Herron

...to all of the teachers for keeping calm, cool, and collected during NWEA! With Blackboard going down daily and NWEA crashing, your professionalism did not go unnoticed.

The second grade team for working so well with their Title 1 teachers for AWESOME attendance.
-Patti Herron

Cassidy Cosner, your data was OUT OF THIS WORLD!!!

-Patti Herron

Big thanks to Liz Breeden for not only organizing our Book It program but also for sending us *everything* we need to get our families started...even the kmail to copy and paste!
-Kristen Bauer