Driven by Standards
Fueled by Vertical Design

Kindergarten, First, Second Grade Team
Liberty Arts Magnet
Lima City Schools
*The Lima City Schools is the largest public school system in Allen County and the region, serving a diverse population of about 4,000 students.*

*Our district is made up of:*

- 4 elementary schools
- 1 fifth and sixth-grade middle school
- 1 seventh and eighth-grade middle school
- 2 kindergarten through eighth-grade magnet schools, an arts magnet school and a science and technology magnet.
Lima City School’s Students

Series 1

*Community Eligibility Option
Arts are CORE

Visual Art
Music
Drama/Theatre
Dance
Orchestra
Band

K-4 students receive 360 minutes of Core Arts instruction every week.
5-8 students receive 800 minutes of Core Arts instruction every week.
# PARRC RESULTS

## ELA

<table>
<thead>
<tr>
<th>Grade</th>
<th>Passage</th>
<th>Percent Scoring 4 or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>68%</td>
<td>27%</td>
</tr>
<tr>
<td>5th</td>
<td>63%</td>
<td>24%</td>
</tr>
<tr>
<td>6th</td>
<td>74%</td>
<td>42%</td>
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<tr>
<td>7th</td>
<td>86%</td>
<td>46%</td>
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<tr>
<td>8th</td>
<td>91%</td>
<td>51%</td>
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</tbody>
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## MATH

<table>
<thead>
<tr>
<th>Grade</th>
<th>Passage</th>
<th>Percent Scoring 4 or Higher</th>
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</thead>
<tbody>
<tr>
<td>3rd</td>
<td>81%</td>
<td>35%</td>
</tr>
<tr>
<td>4th</td>
<td>68%</td>
<td>24%</td>
</tr>
<tr>
<td>5th</td>
<td>52%</td>
<td>15%</td>
</tr>
<tr>
<td>6th</td>
<td>76%</td>
<td>43%</td>
</tr>
<tr>
<td>7th</td>
<td>69%</td>
<td>43%</td>
</tr>
<tr>
<td>8th</td>
<td>87%</td>
<td>52%</td>
</tr>
<tr>
<td>Algebra</td>
<td>91%</td>
<td>44%</td>
</tr>
</tbody>
</table>

1 teacher had 100% passage in 2 of his math classes (6th and 7th grade)
COLLABORATIVE PLANNING
Take the time to make sure that the \textit{way} you do things matches up with the \textit{why} you do things
In the beginning……

- Our Teacher Based Teams were by grade level/content
- Individual Cycles- “silos” working through 5 step process alone
- Very little discussion of strategies or informative assessments
- Very little documentation of effective strategies
- Strategies stayed within team, never shared out
- Often resulted in conversations around discipline
- Just another meeting, during our planning time, when we had a million other things we needed to do
TBT’s - TAKE 2

- Teacher Based Teams were created by Grade Bands
- Arts teachers were scattered among the teams
- Structure/Purpose were formalized
- Cycles were built around Benchmark assessments
- Cycles were typically 9 weeks (1 each quarter)
- Conversation began focusing on effective strategies
- Strategies began to be shared
- Struggled to work as a team
Questions to consider with those around you:

1. What assessments/skills are teachers using for their cycles? Are they driven by standards?
2. Are TBT’s running cycles only in ELA and Math or are all content areas included— even the arts?
3. How long are your cycles? Do they drive immediate instruction?
4. Is the focus of conversation on effective strategies?
5. Do your teachers have the opportunity to observe peers who demonstrate exemplar strategies in their lessons?
6. Who runs the TBT meeting?
7. Do teachers come with data prepared? Do teachers bring student samples?
8. Do teachers see the value in the process? Are norms established? IF not, who is responsible for staff that don’t participate as expected?
NON-NEGOTIABLES OF EFFECTIVE TEACHER BASED TEAMS

- SCHEDULES
- STRUCTURE
- FOCUS ON STRATEGIES
- Informative Assessments
Kindergarten, First, and Second Grade Team

- Kindergarten joined the team
- Teachers were discouraged with current cycles - long and not driving instruction
- Professional development in math focused on the progression of standards and effective strategies - they wanted to track closer
- 1 teacher was willing to try something different
- Team felt supported and safe

AND OUR JOURNEY TOOK A TURN! !
Common Standards

Integration

Formative Assessment

Shared Effective Strategies

Checkpoints and Reflection
Integrated Math and Writing Cycle
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade One</th>
<th>Grade Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. 4. Fluently add and subtract within 5.</td>
<td>Represent and solve problems involving addition and subtraction. 1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Understand and apply properties of operations and the relationship between addition and subtraction. 3. Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)</td>
<td>Represent and solve problems involving addition and subtraction. 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. Work with equal groups of objects to gain foundations for multiplication. 3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. 4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns;</td>
</tr>
</tbody>
</table>

(Ohio Department of Education)
UNWRAPPING THE STANDARDS

Need to Know (Concepts)
- recognize number/digit
- counting on (add/subtraction)
- counting back (-)
- putting numbers together
- numbers can be decomposed/composed
- digits have value (groups of 10)
- relationship between +/−

Need to Do (Skills)
- add/subtract
- represent (+/−) by drawing objects
- count by 1s, 2s, 3s, 5s, 10s,
- use # line, objects, tens frame
## Step 2 - Integration

**LANGUAGE STANDARDS K-5, CONT.**

### KINDERGARTNERS:
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Capitalize the first word in a sentence and the pronoun *I*.
  - b. Recognize and name end punctuation.
  - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
  - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### GRADE 1 STUDENTS:
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Capitalize dates and names of people.
  - b. Use end punctuation for sentences.
  - c. Use commas in dates and to separate single words in a series.
  - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

### GRADE 2 STUDENTS:
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Capitalize holidays, product names, and geographic names.
  - b. Use commas in greetings and closings of letters.
  - c. Use an apostrophe to form contractions and frequently occurring possessives.
  - d. Generalize learned spelling patterns when writing words (e.g., cage, badge; boy, boil).
  - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Anchors Charts

decompose 7

3 ways
tens frame
explain in words (verbally)

12 + 7 =
3 ways
model
explain

7 4 - 3 6 =
3 ways
Explain model

9 pts

* at least 1 
complete

K

18

2nd

Tasks

Other anchors

36

56

76

9 pts

* at least 1
complete
Step 3- "inFormative" Assessments

Solve the problem.

5 + 4 =   

I put 37 in my head. I counted on 24 more. Then I had 61.

Write how you solved the problem.

I wrote a number line. The first number was five and I hoot for 37. And the answer was nin.
1. 24 + 37 = 61

24 is 2 tens 4 ones.
37 is 3 tens 7 ones.
I made a ten so I had 6 tens 1 one or 61.

I used a quick pic and drew 27.
Next I crossed out the correct number of ones but regrouped my tens. Then I crossed off 5 tens and one hundred 1.
I had 1 dime, 1 nickel, 1 penny.

I spent 60 cents.

It was split into 5 nickels and 2 dimes.

I used money to solve the equation. I started with $1.59. I had 2 half dollars, 2 dimes & 1 nickel. I pretended that $1.59 was spent. Then there was 1 dollar bill.
I used the number line strategy to find the difference. I started with 150, then I skip counted by tens 1 time then I put into tens. I regrouped the tens then added 70. 70 + 30 + 10 + 10 + 5 + 1 = 116

I used a fact family to check my answer. I used stacked form to show my answer first I was trying to take away 5 and 9 but I had to regroup I had to turn the 5 into a 15 then I got 275 then it was 7 and 6. I counted for the 7 made it into a 8 but 1 got 1 then
## Shared Effective Strategies

**Step 3: Determine Instructional Strategies that Will Be Used (15-20 minutes)**

1. **How will you teach this to the students?**
   (Describe how you will present.)

2. **What differentiated activities will your students do? How will you group your students?**
   - Blue:
   - Green:
   - Yellow:
   - Red: 1:1, Small Group, Partner Work, Drill and Practice

3. **What resources/materials will your students need?**

4. **Length/frequency of instruction? 60 minutes daily core instruction with 30 minutes of weekly intervention.**

5. **What will your post-test be?**

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**http://olc.spsd.sk.ca/DE/PD/instr/intera.html**
**http://www.pzartfulthinking.org/index.php**

### Marzano Strategies:

- Identifying Similarities and Differences
- Summarizing and Note Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Nonlinguistic Representation
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Generating and Testing Hypothesis
- Questions, Cues and Graphic Organizers

### 1. How Will I Deliver that Instruction?

**A. Direct Instruction (Teacher-led):**
This strategy is effective for providing information or developing step-by-step skills.

- Explicit teaching (state objective, give explanation, model, guided learning)
- Drill and practice

**B. Indirect Instruction (Student-centered):**
The role of the teacher shifts from lecturer/director to that of facilitator, supporter, and resource person.

- Problem-solving (reflective solutions, creative brainstorming)
- Concept formation: students classify information and provide reasons (Talk Moves)

**C. Interactive Instruction (discussion and sharing among students):** Interactive instruction relies heavily on discussion and sharing among participants. Students can learn from...
Artful Thinking Integrated Writing and Visual Art
## Writing Standards

### Grades K – 2

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text Types and Purposes</strong></td>
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<td><strong>Text Types and Purposes</strong></td>
</tr>
<tr>
<td>1. Use a combination of drawing, dictating, and writing to compose opinion</td>
<td>1. Write opinion pieces in which they introduce the</td>
<td>1. Write opinion pieces in which they introduce the</td>
</tr>
<tr>
<td>pieces in which they tell a reader the topic or the name of the book</td>
<td>pieces in which they introduce the topic or name the book they</td>
<td>pieces in which they introduce the topic or name the book they</td>
</tr>
<tr>
<td>they are writing and state an opinion or preference about the topic or</td>
<td>are writing about, state an opinion, supply a reason for the opinion,</td>
<td>are writing about, state an opinion, supply a reason for the opinion,</td>
</tr>
<tr>
<td>book (e.g., My favorite book is ...)</td>
<td>provide some sense of closure.</td>
<td>provide some sense of closure.</td>
</tr>
<tr>
<td>2. Use a combination of drawing, dictating, and writing to compose</td>
<td>2. Write informative/explanatory texts in which they name a topic,</td>
<td>2. Write informative/explanatory texts in which they introduce a topic,</td>
</tr>
<tr>
<td>informative/explanatory texts in which they name what they are writing</td>
<td>supply some facts about the topic, and provide some sense of</td>
<td>supply facts and definitions to develop points, and provide a</td>
</tr>
<tr>
<td>about and supply some information about the topic.</td>
<td>closure.</td>
<td>concluding statement or section.</td>
</tr>
<tr>
<td>3. Use a combination of drawing, dictating, and writing to narrate a single</td>
<td>3. Write narratives in which they recount two or more</td>
<td>3. Write narratives in which they recount a well</td>
</tr>
<tr>
<td>event or several loosely linked events, tell about the events in the</td>
<td>appropriately sequenced events, include some details regarding</td>
<td>elaborated event or short sequence of events, include</td>
</tr>
<tr>
<td>order in which they occurred, and provide a reaction to what happened.</td>
<td>what happened, use temporal words to signal event order, and provide</td>
<td>details to describe actions, thoughts, and feelings, use</td>
</tr>
<tr>
<td></td>
<td>some sense of closure.</td>
<td>temporal words to signal event order, and provide a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sense of closure.</td>
</tr>
<tr>
<td><strong>Production and Distribution of Writing</strong></td>
<td><strong>Production and Distribution of Writing</strong></td>
<td><strong>Production and Distribution of Writing</strong></td>
</tr>
<tr>
<td>4. (Begins in grade 3) With guidance and support from adults, respond</td>
<td>4. (Begins in grade 3) With guidance and support from adults, focus on</td>
<td>4. (Begins in grade 3) With guidance and support from adults and peers,</td>
</tr>
<tr>
<td>to questions and suggestions from peers and add details to strengthen</td>
<td>a topic, respond to questions and suggestions from peers, and add</td>
<td>focus on a topic and strengthen writing as needed by revising and</td>
</tr>
<tr>
<td>writing as needed.</td>
<td>details to strengthen writing as needed.</td>
<td>editing.</td>
</tr>
<tr>
<td>6. With guidance and support from adults, explore a variety of digital</td>
<td>6. With guidance and support from adults, use a variety of digital</td>
<td>6. With guidance and support from adults, use a variety of digital</td>
</tr>
<tr>
<td>tools to produce and publish writing, including in collaboration with</td>
<td>tools to produce and publish writing, including in collaboration</td>
<td>tools to produce and publish writing, including in collaboration</td>
</tr>
<tr>
<td>peers.</td>
<td>peers.</td>
<td>peers.</td>
</tr>
<tr>
<td><strong>Research to Build and Present Knowledge</strong></td>
<td><strong>Research to Build and Present Knowledge</strong></td>
<td><strong>Research to Build and Present Knowledge</strong></td>
</tr>
<tr>
<td>7. Participate in shared research and writing projects (e.g., explore</td>
<td>7. Participate in shared research and writing projects (e.g., explore</td>
<td>7. Participate in shared research and writing projects (e.g., read</td>
</tr>
<tr>
<td>a number of books by a favorite author and express opinions about them).</td>
<td>a number of &quot;how-to&quot; books on a given topic and use them to write a</td>
<td>a number of books on a single topic to produce a report; record</td>
</tr>
<tr>
<td>8. With guidance and support from adults, recall information from</td>
<td>sequence of instructions).</td>
<td>science observations).</td>
</tr>
<tr>
<td>experiences or gather information from provided sources to answer a</td>
<td>8. With guidance and support from adults, recall information from</td>
<td>8. Recall information from experiences or gather information from</td>
</tr>
<tr>
<td>question.</td>
<td>experiences or gather information from provided sources to answer</td>
<td>provided sources to answer a question.</td>
</tr>
<tr>
<td>9. (Begins in grade 4)</td>
<td>9. (Begins in grade 4)</td>
<td>9. (Begins in grade 4)</td>
</tr>
<tr>
<td><strong>Range of Writing</strong></td>
<td><strong>Range of Writing</strong></td>
<td><strong>Range of Writing</strong></td>
</tr>
<tr>
<td>10. (Begins in grade 3)</td>
<td>10. (Begins in grade 3)</td>
<td>10. (Begins in grade 3)</td>
</tr>
</tbody>
</table>

### Description

- The above standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

- The complexity options of these standards assure that all students, including those with the significant cognitive disabilities, have access to these core standards through appropriate instructional tasks.
Artful Thinking Strategies...

I See/ I Think/
I Wonder

To help students make careful observations and thoughtful interpretations; to stimulate curiosity and set the stage for inquiry.
I SEE, I THINK, I WONDER!
An Artful Thinking Routine

SEE
What do you see?

THINK
What do you think about that?

WONDER
What does it make you wonder?

What Makes You Say That?
Name: ___________________________  Period:___

What’s going on (happening) in this picture?

What makes you say that? What evidence is there?
Student samples from 2\textsuperscript{nd} grade
Effective Strategies Across Content

- Talk Moves
- Anchor Charts
- Integration
- Artful Thinking
- Sparking Student Creativity-Grab and Go Ideas
Video of Amanda using Talk Moves
The hardest part of teaching by challenging is to keep your mouth shut, to hold back. Don’t say; instead ask!....Keep asking “Is this right? How do you know? Are you sure? Don’t say “no”; ask “why?”

-Paul Halmos (I Want To Be a Mathematician, 1985, 272)
Talk Moves

“In thirty seconds I am going to ask for your ideas. Think quietly about what you want to say.”

“Does anyone have another way of looking at it?”

“Who can add on to what ________ said?”

“Who can put that into their own words?”

“Why do you think that? Can you prove it to us?”

“It sounds like you think…..is that right?”
A Good Anchor Chart:

• Has a single focus
• Reflects recent lessons/introductions needing continued support and scaffolding
• Helps students remember the process of a skill or strategy
• Supports the development of precise language/vocabulary
• Is organized and accurate
• *Is co-constructed with students during the lesson*
• Keep relevant and current learning *accessible* to students to remind them of prior learning, and to enable them to make connections as new learning happens.
• Supports all learners—especially our visual learners
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>re-</td>
<td>-ly</td>
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<tr>
<td>re-</td>
<td>-ly</td>
</tr>
<tr>
<td>again</td>
<td>&quot;in a way&quot;</td>
</tr>
<tr>
<td>read</td>
<td>&quot;...</td>
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<tr>
<td>do</td>
<td>&quot;...</td>
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<tr>
<td>rewatch</td>
<td>&quot;...</td>
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<tr>
<td>recycle</td>
<td>&quot;...</td>
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<tr>
<td>unhappy</td>
<td>&quot;full of&quot;</td>
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<td>undo</td>
<td>&quot;full of&quot;</td>
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<td>undress</td>
<td>&quot;full of&quot;</td>
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<td>untie</td>
<td>&quot;full of&quot;</td>
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<tr>
<td>unable</td>
<td>&quot;full of&quot;</td>
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<tr>
<td>mis-</td>
<td>-ful</td>
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<tr>
<td>wrongly</td>
<td>&quot;full of&quot;</td>
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<tr>
<td>misplace</td>
<td>&quot;full of&quot;</td>
</tr>
<tr>
<td>misread</td>
<td>&quot;full of&quot;</td>
</tr>
<tr>
<td>misable</td>
<td>&quot;full of&quot;</td>
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<tr>
<td>misunderstand</td>
<td>&quot;full of&quot;</td>
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<tr>
<td>mislead</td>
<td>&quot;full of&quot;</td>
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<tr>
<td>softly</td>
<td>&quot;without&quot;</td>
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<tr>
<td>hardly</td>
<td>&quot;without&quot;</td>
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<tr>
<td>friendly</td>
<td>&quot;without&quot;</td>
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<tr>
<td>gently</td>
<td>&quot;without&quot;</td>
</tr>
<tr>
<td>sadly</td>
<td>&quot;without&quot;</td>
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<tr>
<td>helpful</td>
<td>&quot;without&quot;</td>
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<tr>
<td>hopeful</td>
<td>&quot;without&quot;</td>
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<tr>
<td>beautiful</td>
<td>&quot;without&quot;</td>
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<tr>
<td>careful</td>
<td>&quot;without&quot;</td>
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<tr>
<td>playful</td>
<td>&quot;without&quot;</td>
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<tr>
<td>helpless</td>
<td>&quot;without&quot;</td>
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<tr>
<td>heartless</td>
<td>&quot;without&quot;</td>
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<tr>
<td>hopeless</td>
<td>&quot;without&quot;</td>
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<tr>
<td>painless</td>
<td>&quot;without&quot;</td>
</tr>
<tr>
<td>careless</td>
<td>&quot;without&quot;</td>
</tr>
</tbody>
</table>
**Addition**

- Doubles:
  - \(4 + 4 = 8\)
  - \(5 + 5 = 10\)
  - \(3 + 3 = 6\)

- Near Doubles:
  - \(8 + 3 = 11\)

- Count On:
  - \(8 \rightarrow 9 \rightarrow 10 \rightarrow 11\)

- Make A 10:
  - \(8 + 3 = 11\)

- Number Line:
  - \(8 + 3 = 11\)

- Fact Family:
  - \(8 + 3 = 11\)
  - \(3 + 8 = 11\)
  - \(11 - 3 = 8\)
  - \(11 - 8 = 3\)

- Check with Subtraction:
  - \(11 - 3 = 8\)

- Quick Pic:
  - \(8 + 3 = 11\)

- Explain: I took 8 and made a 10. So, \(8 + 3 = 11\). One was leftover. \(10 + 1 = 11\), so 11 is the sum.

**Subtraction**

- Doubles:
  - \(14 - 7 = 7\)
  - \(14 - 6 = 8\)
  - \(14 - 8 = 6\)

- Counting Back:
  - \(6 - 4 = 2\)

- Near Doubles:
  - \(5 - 4 = 3\)

- Quick Pic:
  - \(8 \rightarrow 0 \rightarrow 0 \rightarrow 0 \rightarrow 0 \rightarrow 0\)

- Subtract All:
  - \(14 - 14 = 0\)

- Subtract Zero:
  - \(14 - 0 = 14\)

- Fact Family:
  - \(4 + 2 = 6\)
  - \(2 + 4 = 6\)
  - \(6 - 2 = 4\)
  - \(6 - 4 = 2\)

- Check with Addition:
  - \(4 + 2 = 6\)
  - \(2 + 4 = 6\)
Artful Thinking Routines

*I See, I Think, I Wonder
*What Makes You Say That?
*Looking (Listening) 10 x2
*Claim/ Support/ Question
*Beginning, Middle, End
*Creative Questions
*Connect/ Extend/ Challenge
*Perceive, Know, Care About
*Headlines
*Creative Comparisons

Project Zero: Harvard University
http://pzweb.harvard.edu/tc/routines.cfm
Grab and Go Idea #11  “Lost and Found”
A great activity to do with a piece of literature, even a read-a-loud. Have students create a missing chapter or scene to elaborate on the story without changing the plot or major events.
Identify the Problem
Tool 2

1. What are current challenges to successful implementation of TBT’s?
2. How does your team or staff feel about these challenges?
3. What are you currently doing to overcome these challenges?
4. Have you learned anything today that would help your teams overcome these challenges?
5. What action steps will you complete when you return to your district?
And the journey continues....
Resources

Math Solutions Professional Development - Houghton Mifflin Harcourt

Sparking Student Creativity by Patti Drapeau

Ohio Department of Education - Progression of Standards

Artful Thinking Strategies / Pat Klos

http://pzweb.harvard.edu/tc/routines/cfm
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