How Do Students Learn? How Do Teachers Teach?
Engaging Students in 21st Century Literacies
Grades K - 3 Literacy Network Meeting
Spring 2009

8:30 – 11:30
Welcome and Introductions

Warm-up Activity: The Way We Were the Way We Are

"Changing Paradigms" by Marc Prensky
   Guided Writing Prompt Choice -- *How do students learn?* OR *How do teachers teach*

Break 10:00ish

Statewide data tell us . . .
Grade Expectations for Writing
Lessons from NECAP Writing Released Tasks – Grade 5
   Writing from a visual prompt

11:30 – 12:30   *Lunch* (on your own)

12:30 – 2:45
Leader Lessons   -- Ruby Bridges Unit
Teaching reading and writing with visual images, picture books, nonfiction
 and Web resources.

Technology Chart

2:45
Evaluation & Wrap-Up

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LITERACY NETWORK LEADERS Spring 2009

Location	K - 3	4 - 5 - 6	7 - 8	9 - 12
Colchester	**Andrea McLaughlin** Barre Town Elementary School **Susan Lemieux** Milton Town School	**Betsy Knox** Hinesburg Community School	**Maggie Eaton** U-32 MS/HS	**Jim Getty** Mississquoi Union HS
Hyde Park	**Lisa Surridge** Lyndon Town School	**Carla Kotas-Lewis** Fayston Elementary **Barb Saxe** Albert D. Lawton	**Jonah Ibson** Waits River Valley School	**Sandy Frizzell** North Country Union HS
Southern Vermont Learning Collaborative (Dummerston)	**Carol Owen** Orange East SU	**Rachel Mark** Manchester Elementary School	**Paul Parsons** Spaulding HS **Angel Colford** Twin Valley MS	**Sue Brennan** Spaulding HS
Rutland Holiday Inn	**Laura King** Mary Hogan Elementary	**Janice Garrow** Rutland Intermediate School	**Nicki Pfister** Floodbrook School	**Anne Kipp** Green Mountain Union HS
Other Contributing Network Leaders	**Kathy Wright** Manchester Elementary School **Deborah Smith** Fair Haven Graded	**Jennifer Barone** Lyndon Town School	**Laura Foley** Rutland Middle School	**Suzanne Buck** Vergennes Union HS **Linda Prinsen** Bellows Falls HS

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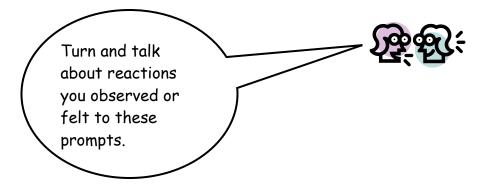**WARM-UP: Thinking about Technology**

If you remember:
The smell of mimeographs (an activity is announced)
Writing a college paper in long hand
Typing on a manual typewriter
Using a rotary phone
Playing Pong
Boom Boxes being carried around
Waiting for the bank to open to get money
Not having a phone in the classroom
Wondering what that irritating noise was coming out someone's pocket
Handwriting report cards
Using electronic report cards

If you:
Visit a personal website regularly
Text regularly
Use Facebook or MySpace
Have high speed Internet access
Use a portable music device (MP3, IPod)

> Activity suggestions: jump, wave, stand-up, whistle, clap, thumbs-up, stamp your feet, twirl, cross your arms, reach for the sky, hands on your hips, stand on one foot

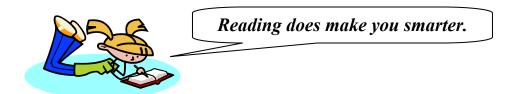Turn and talk about reactions you observed or felt to these prompts.

Podcast on Nine-year-old Wiz Kid posted on the Wiki
http://www.npr.org/templates/story/story.php?storyId=100498198 (from NPR.org)

Prompt: How do you teach this child? How does this child learn?

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Reading does make you smarter.

"Changing Paradigms"

- **Before reading: who is Marc Prensky? This is an article for adult readers.**

Purpose for reading: to think about how students learn and how teachers teach. Look at T-chart p. 8

- **During Reading: Read the following article by Marc Prensky silently. Fill out the T-chart as you go: "Read, stop, think, jot" (Adaptation for young students "Listen, stop, think, draw")**

- **Choose either:**

  - *How do students learn?*

  - *How do teachers teach?*

Ask for 50-50 split, every other person? At table

Changing Paradigms
from "being taught" to "learning on your own with guidance"

By Marc Prensky

The answer to why we are having so much trouble implementing technology in our schools may have less to do with the technology, and more to do with the changing educational paradigm that the technology has enabled. Because of twenty-first century technology, education no longer means the same thing as it did in the past.

Changing Paradigms

Currently, a great many teachers and administrators still see education as transferring "stuff" (i.e. a textbook) into students' heads. They spend their class time lecturing, and teaching our kids to use a variety of "tools" from the past – from the multiplication tables to the long division algorithm, to the encyclopedia, the library, conjugations, spelling rules, and essays. They see their measure of "success" as student's ability to answer multiple choice questions. (NCLB certainly abets this view.)

But to today's kids, none of that is education. To them, education is getting prepared for the future – their future. It begins with stuff they know from all their connections to the world and its people – from television, You Tube, the Internet, IM, chat, social networking – and then lets them follow their own interests, learning things only as they become useful, sharing their views with each other along the way. More than anything else, kids today want their education to be, and feel, meaningful, worthwhile, and relevant to the future. To them, facts, explanations, tools, and reasoning are worth learning only in so far as they support the students' own, personal goals.

Technology, in service of the old paradigm, makes little sense to them. "Some teachers make a PowerPoint and they think they're so awesome," says a student. "But it's just like writing on the blackboard," says another. "And then they read it to us," says a third. "why should we go to hear it read?"

Yes, today's kids hate being lectured to, but what do they want from their schools? The answer, they tell us, is community. Working in groups. Doing projects. Having the opportunity to share their ideas with their peers and hear what their peers have to say. Being challenged. Being asked interesting questions. Being listened to. Being respected.

Where Technology Fits

Digital technology fits only awkwardly into the old "tell-test" paradigm of education. In that paradigm, you keep your best ideas to yourself, rather than sharing. You don't go looking up information during a test, because it's "cheating." You don't take other people's work and use it in new ways because it's "plagiarism." You can't use your cell phone as a lifeline, (like you can do on TV to win a million bucks) because it's taking "unfair advantage."

But modern technology fits perfectly with the kids' twenty-first century educational paradigm, i.e. Find information you think is worthwhile anywhere you can. Share it as early and often as possible. Verify it from multiple sources. Use the tools in your pocket – that's what they're there for. Search for meaning through discussion

Twenty-first Century Teaching Should Be Easy

Teaching, which is getting harder and harder to do in the old paradigm, ought to be a breeze in the new one. Just think up interesting problems and challenges relative to the curriculum and let the kids use their tools, working in groups and sharing, to solve them. No more need to prepare lectures and lesson plans – just tell your kids where you want them to go and let them get there. (That's exactly what they ask for.) Keep the computer lab open till midnight. (Another oft-heard request.) Keep the kids motivated, on track, and watch them learn.

Within 30 years, which is well within the working lifetimes of today's kids and the careers of today's starting teachers, the power of technology will have increased by a factor of a billion. How long do you think it will it be before the growing power of technology dooms the old educational paradigm in our schools? How long will it be before there is a videocam in every classroom, opening up the closed world of the old paradigm to parents, administrators, and other cultures. The demise of the classroom itself, replaced by a combination of online group activities, telepresence and other things, is not far behind.

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Smart educators are realizing, in the words of Nicholas Negroponte of MIT, that learning comes from passion, not discipline. They are welcoming the new educational paradigm, and morphing into the role of challenger, observer, guide and coach to their students. Yes they teach about "intellectual rigor." But first, they work with the kids to define educational goals that are more worthwhile to them than stuffing the textbook into their heads and teaching them to use old tools.

The twenty-first century is all about creating and inventing – tools, art, videos, writing, programs, simulations – and sharing those things with an increasingly connected world. Our new, digital technology is dictating not only our kids' future, but also the new paradigm for educating them. Our educators need to begin understanding this, and moving with its tide. If we're smart, we'll give our kids their heads (as we say about horses) to use all their technology and passion to learn, as we steer them in positive directions and truly enjoy the ride.

Marc Prensky is an internationally acclaimed thought leader, speaker, writer, consultant, and game designer in the critical areas of education and learning. He is the author of Digital Game-Based Learning (McGraw Hill, 2001) and Don't Bother Me, Mom, I'm Learning (Paragon House, 2006). Marc is the founder and CEO of Games2train, a game-based learning company, whose clients include IBM, Bank of America, Pfizer , the U.S. Department of Defense and the LA and Florida Virtual Schools. He is also the creator of the sites www.SocialImpactGames.com, and www.GamesParentsTeachers.com . Marc holds an MBA from Harvard and a Masters in Teaching from Yale. More of his writings can be found at www.marcprensky.com/writing/default.asp . Marc can be contacted at marc@games2train.com

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How do students learn? **OR** *How do teachers teach?* *(Notes from text)*	*Responses / thoughts*

After reading: Talk with someone who wrote on the student/ teacher prompt that you did not respond to. Use a sticky note to write any "Aha" or "Reaction" and post it on the chartpaper.

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What do statewide data tell us?

READING ⟹
- **Student achievement in analysis and interpretation of reading lags behind initial understanding.**

- **Students do not perform as well on constructed response items, as they do on multiple choice.**

Statewide results 2008: Grades 3-8 – 71% proficient and above

WRITING ⟹
- **Student writing overall shows they know how to focus and organize.**

- **Student performance on both reading and writing reflects a fluency with written language and lack of elaboration/ supporting evidence.**

Statewide results 2008: Grades 3-8 – 54% proficient and above

Expressive Writing: Narratives
End of Grade 2 Expectations

Writing GE

Standard 1.9: Narratives

Standard 5.11: Literary Elements and Devices

Expressive Writing: Narratives

W2: 11: In written narratives, students organize and relate a story line plot/series of events by…
- Creating a clear understandable story line, <u>with a beginning, middle, and end</u>, when given a structure

W2: 12 Students demonstrate use of narrative strategies by…
- Using details
- Identifying character(s)

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Standard 1.6: Writing Conventions

Writing Conventions

W2: 2 In independent writing, students demonstrate command of appropriate English conventions by…
- Using capital letters for the beginning of sentences and names
- Using correct *end* punctuation in simple sentences (e.g., period)

W2: 3 In independent writing, students demonstrate command of conventional English spelling by…
- Correctly spelling grade-appropriate, high-frequency words
- Correctly spelling past tense (three sounds for -*ed*) and plural endings (-*s* and -*es*), with no alterations required, on common vocabulary
- Giving a readable and accurate phonetic spelling for words that have not been taught
- Representing each sound heard in a word with a feature of print
- Correctly spelling phonetically regular words with short vowels, consonant digraphs and blends, silent *e* words

Reading GE (Connections)

R1: 10   Demonstrate initial understanding of elements of literary texts (including text read aloud, reading independently or in a guided manner) by…
- Identifying characters in a story
- Retelling the beginning, middle, and end of a story
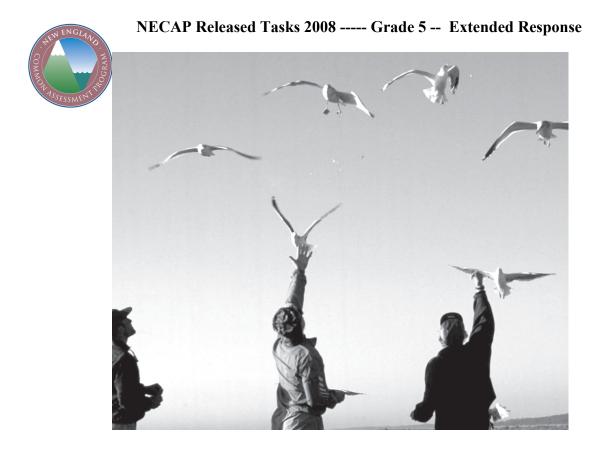- Responding to simple questions about a book's content (e.g., "Where did Sylvester go?")

R2: 10 Demonstrate initial understanding of elements of literary texts by…
- Identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text

                                                                                 R–2–4.1

- Retelling the key elements of a story
- Sequencing key events in order
- Distinguishing among a variety of types of text (e.g., **literary texts:** poetry, plays, realistic fiction, fairy tales, fables, tall tales, or fantasy)

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Write a story about what is happening in this picture.

Your story should include

• a clear story line with a beginning, middle, and end;

• details to describe the characters and what is happening to them; and

• a problem and its solution.

For actual prompt and student work go to:
http://education.vermont.gov/new/pdfdoc/pgm_assessment/necap/released_items/08/grade_5_writing.pdf

Discuss this type of prompt and its accessibility to students in grades K-4. (Beginning of grade 5 – NECAP). Look at student work from released tasks.

How do we get students to elaborate in their independent writing? How do we instruct students in writing so that elaboration becomes a habit?

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http://networkleader09.pbwiki.com/

Ruby Bridges for all K-3 Meetings: Student work in k-3 – reading and writing responses, narratives, response to visual image (prior and post) Celebrating differences

Prior to introducing this topic (could be adapted for any unit in topics related with social studies type content) find a visual image that ties in with the unit. Without providing students with information about the picture ask them to write a story about what is happening in the picture. With the youngest students you might have an oral discussion about what is happening in the picture without reference to what you'll be teaching.

For this activity teachers used this print (copied in black and white) without identifying its background:

In the student work packet you can see how some 2nd grade children responded when asked to write a picture about what is happening in this picture.

The teacher then began the unit on Ruby Bridges with an assortment of materials that are described on the Network Leader Wiki (**http://networkleader09.pbwiki.com/**). The final writing response (to this image) was a nonfiction piece about Ruby Bridges based on what the children had learned. While the class was learning about Ruby Bridges the class kept notes using the Reading and Analyzing Nonfiction (RAN) system. Children created notes about what they already knew about Ruby Bridges and confirmed this knowledge throughout the unit. They also added sticky notes related to what they learned as new learning. They could refer to these charts as they returned to the image to write their nonfiction piece.

Another project related to Ruby Bridges involved using Margaret Wise Brown's book The Important Book. The children learned about Ruby Bridges and then wrote a page following a similar format. This writing application is applicable in even the youngest grades due to its structure. Students may dictate their learning if they aren't yet writing and then illustrate appropriate to what is written.

The most important thing about Ruby Bridges is _____.
She _____.
She _____. As many times as necessary.
But the most important thing about Ruby Bridges is _____

http://networkleader09.pbwiki.com/laura%27s-page

Reading Strategies implemented for the Ruby Bridges lessons:

Reading and Analyzing Nonfiction (RAN) from Reality Checks Teaching Reading Comprehension with nonfiction K-5 by Tony Stead

Before reading: prediction, imagery, prior knowledge, asking questions, vocabulary related to the unit.

During reading: inferences, imagery, asking questions, vocabulary, connections to self, text, world

After reading: drawing conclusions, making connections, responding in writing, summarizing, author's message,

Writing instruction:
Responding to text and images for fiction and nonfiction writing
Using mentor text

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W E B   For helpful videos that explain some of the Web tools below,
go to --   **http://www.commoncraft.com/show**

Web Tools

Tool	Description	Suitable for --
Blog	A linear collection of posts (writing) that is organized chronologically	• Responses to reading • Newsletters • Personal writing
Wiki	A collaborative website with layered pages for content	• Classroom curriculum unit
Podcast	An audio broadcast that has been converted to an MP3 file or other audio file format for playback on the Web	• Sharing written work orally • Creating an awareness of the need for revision • Increasing effective oral expression
Google Tools	Suite of "office" tools: documents, spreadsheets, database, maps, surveys; can be shared online	• Collaborative editing/revision (Docs) • Google Lit Trips! Enables students to see locations geographically
TeacherTube	YouTube for teachers	• Content suited for education; students demonstrating knowledge
WebQuest	Inquiry-driven, web-based project template	•
Twitter	Blogs limited by number of characters	• Quick soundbites
Flickr	Online photo sharing/cataloging tool	•
Skype/Oovo	Free online phone; can be used with a webcam	• Enables dialogue with others anywhere in the world
Digital Storytelling	Content created with video, images, text	•
Facebook, MySpace	Template for social networking	•
Ning	You create your own social network, instead of using a template	•
Wordle	a tool for generating visual "word clouds" from text that you provide. The clouds give greater prominence to words that appear more frequently in the text	•
Bridgit	Conferencing software that allows people at a distance to view the same computer screen in real time	•
Delicious	Social bookmarks manager allows to easily add sites to a personal collection of links, to categorize those sites with keywords, and to share your collection	•

Resources

Beers, Kylene, Robert E Probst, and Linda Rief. *Adolescent Literacy: Turning Promise into Practice.* Portsmouth, NH: Heinemann, 2007. (a collection of readings by renowned experts in literacy instruction – grades 7 – 12)

DeSena, Laura Hennessey. *Preventing Plagiarism.* Urbanan, IL: National Council of Teachers of English, 2007.

Kajder, Sara. *The Tech-Savvy English Classroom.* Portland, ME: Stenhouse Publishers, 2003.

Lane, Barry. *51 Wacky We-search Reports.* Shoreham, VT: Discover Writing Press, 2003. (just what the title says, imbued with humor – all grades)

Lipson, Marge. *Teaching Reading Beyond the Primary Grades.* New York: Scholastic, 2007.

Pink, Daniel H. *A Whole New Mind: Why Right-Brainers Will Rule the Future.* New York: the Berkley Publishing Group. 2006. (for teachers and parents of all ages)

Ray, Katie Wood. *About the Authors: Writing Workshop with Our Youngest Writers.* Portsmouth, NH: Heinemann, 2004. (excellent resource – grade K – 2)

Stead, Tony. *Reality Checks Teaching Reading Comprehension with Nonfiction K-5.* Portland, ME: Stenhouse, 2006.

Warlick, David. *Classroom Blogging: A Teacher's Guide to Blogs, Wikis, and Other Tools that are Shaping a New Information Landscape* (2nd Edition)*.* Raleigh, NC: The Landmark Press, 2007. (a how-to guide with step-by-step directions and applications for using technology in the classroom -- all grades)

Writing Now Document from NCTE (esp. "Common Myths about School-based Writing") http://www1.ncte.org/store/books/writing/130170.htm?source=gs

Many other resources can be found at the Network Leader Wiki: http://networkleader09.pbwiki.com/

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