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| Slide 1 |  | Set up teachers into Break Out Rooms – you need at leas 3-4 teachers in each group. Tell each group their number – they will need it later on the Jamboard.  Open up all of the documents and the Jamboard.  If you have any notebooks you can show, make sure to have them next to you. |
| Slide 2 |  | Share one fun fact about yourself in the comments section – an example, I am a twin.  This is a time killer until everyone joins. |
| Slide 4 |  | Have teachers download the manuals to save time later in the session. They will need to open the *Active Notes!* and *Social Studie Strategies Manuals*. |
| Slide 20 |  | Type response in chat box. |
| Slide 23 |  | I am going to model a lesson for you that uses the Interactive Student Notebook. While this lesson is on the computer, I want you to imagine that it is in an Interactive Student Notebook. |
| Slide 24 |  | Tell them to look for these different parts during the lesson. |
| Slide 25 |  | Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context. |
| Slide 26 |  | You will need to create a poll in Zoom with these questions prior to the workshop.  Response on poll in question |
| Slide 27 |  | Go to breakout session to read and discuss the ISN model. |
| Slide 28 |  | In just a moment you will need to click on the link opening up this activity.  If you need to send the link during the presentation – here it is https://docs.google.com/presentation/d/1Cn8kHb69W6bOLuwA8LviLYGUXen2nw7R2JeFNJDaFIY/copy  Complete the preview activity on Why Study History.  Then… |
| Slide 29 |  | Read the page on Why Study History and choose the one most important sentence. |
| Slide 30 |  | Then read the second page and complete the Opinion / Proof |
| Slide 31 |  | Then complete your spectrum. |
| Slide 33 |  | What did they see in the model lesson? |
| Slide 34 |  | Break slide – move where you need it |
| Slide 35 |  | We are now going to look at the interactive student notebook, using the Why Study History lesson as our reference model. |
| Slide 36 |  | We are going to look at what makes an ISN – Structure  and how we can personalize it in our classroom - Style |
| Slide 38 |  | This is the analogy we use for the ISN. |
| Slide 40 |  | In our model lesson, this was our preview. |
| Slide 42 |  | Sample for the 7 Principles of Government |
| Slide 44 |  | Example for Texas History |
| Slide 45 |  | Example for World History |
| Slide 46 |  | Example for Geography |
| Slide 47 |  | Geography |
| Slide 48 |  | Go to breakout session to read and discuss |
| Slide 49 |  | Place teachers into a small group. Refer to the Social Studies Strategy manual and conduct this activity. They can be found by looking at the table of contents. |
| Slide 50 |  | Debrief in chat box. |
| Slide 52 |  | As a reference, this is what we used in our model in our Interactive Student Notebook. |
| Slide 53 |  | Now as we look at the note making portion of the Interactive Student Notebook, we are going to look at *Active Notes!* - Notes that are designed to reinforce Social Studies Skills. |
| Slide 54 |  | Let’s take a look at Processing Standards. |
| Slide 55 |  | Read to teachers and remind them that this is more than 60% of what is tested on STAAR |
| Slide 56 |  | Next we are going to look at the Social Studies Skills and see how they provide the framework for our notes in the Interactive Student Notebook. Take them to the Jamboard and let them work in their breakout room to sort the “cards” into skills, when they are done, share how the skills are connected with the next slides.  The first slide is for you to model how to move the images and add a sticky note onto the Jamboard. |
| Slide 57 |  | Go to breakout session to complete Jamboard activity – the link is on the website and also here:  https://jamboard.google.com/d/1rWg2UUJ\_9v3mE2Y9vKD5vdHCRnhcZnJUi79dfFl2bTw/viewer  Give them 5-7 minutes to complete this activity. |
| Slide 58 |  | Review the Social Studies Skills.  The first set of skills naturally fit with Social Studies – sequencing skills |
| Slide 61 |  | This is a standard inferred by the STAAR test – it includes historical influences on the Constitution. |
| Slide 62 |  | The next set of skills has to do with categorization. |
| Slide 63 |  | Categorization helps our students organize information |
| Slide 64 |  | Comparing and contrasting of categories |
| Slide 65 |  | Quick Debrief – have them type in chat box |
| Slide 66 |  | The next set of skills are usually associated with reading historical text. |
| Slide 73 |  | Type in chat box. |
| Slide 74 |  |  |
| Slide 75 |  | Put them in a breakout group to do this.  Free Enterprise Handout is on the website. |
| Slide 76 |  | Type in chat box. |
| Slide 78 |  | This was our sinker in the model lesson. |
| Slide 79 |  | Character collages allow students to process information about historical figures by adding images and quotes. |
| Slide 80 |  | Sensory figures process by inferencing senses. |
| Slide 81 |  | Flow charts show the movement of an idea. |
| Slide 82 |  | Point of view stories are great for inferencing as well. |
| Slide 83 |  | Students bring to life images by adding text. |
| Slide 84 |  | A mosaic is great for showing the parts of a topic. |
| Slide 85 |  | Challenge students to create summaries for the topic with Alpha Boxes. |
| Slide 86 |  | Explain an acrostic poem. |
| Slide 87 |  | Students write or draw what they would see beyond the picture frame. |
| Slide 88 |  | Students rank the importance of certain events. |
| Slide 89 |  | These can be found in the table of contents. |
| Slide 91 |  | This is your personal choice in the classroom (share all your tips in this section). |
| Slide 92 |  | There are also things that you can do to individualize them. As you go over these, give your tips and experiences using notebooks.  For reduce the number of lost notebooks explain that the students have invested their time and personality into them, so they now have value to the kids. |
| Slide 93 |  | There are also things that you can do to individualize them. As you go over these, give your tips and experiences using notebooks.  For reduce the number of lost notebooks explain that the students have invested their time and personality into them, so they now have value to the kids. |
| Slide 94 |  | This will help kids know what the assignment is about and when it was done. This will help absent kids too. |
| Slide 95 |  | Discuss with participants how you can number pages. There are a variety of ways you can do this. Share the above with them and what you have done or tried in the past. You might need to explain that we are teaching without left-side/right-side if you have some folks who were taught the ISN by an old-schooler!   * Number as you go - Explain to participants it is best to number as you go so if a kid messes up their whole notebook is not messed up. * Number by activity – each activity has a number * A,B,C method – Can use this with either. Preview is 2A, Notes 2B, Processing 2C or if you number as you go, if a kid needs more room than the page you gave them, they can make that A and move to page B.   Explain that all kids should be on the same number system and do not let them number on their own or their will be a lot of confusion when you want to grade or have the kids find something. |
| Slide 96 |  | I showed two examples, if you do something different, explain that to them.  I also share how I go to the teacher center and use a poster maker to make a big poster of the Table of Contents and laminate it. That way I can use dry erase markers on it and keep it up where the kids can see. |
| Slide 97 |  | You can include other things besides preview, notes, and processing in your notebooks as well. Vocabulary, maps are a few examples. |
| Slide 98 |  | You can give the example of 5-5-5 5 terms, 5 phrases, 5 colors required for a unit page. This picture does not have it, but that is something they can require their students to do. |
| Slide 99 |  | Debrief with these stems. |
| Slide 100 |  | There are rubrics for teachers to download on the website. |
| Slide 101 |  | Turn and Talk  This decides how you grade the notebook – either looking for perfection or grading the learning process. |
| Slide 102 |  | * Monitor often at the beginning of the year. * Stamp, initial, or place stickers to indicate you have seen the item. * Write comments, especially positive comments or suggestions, on sticky notes. |
| Slide 103 |  | Allow students to use notebooks on a quiz   * Helps students understand the importance of taking notes. * Encourages students to bring their notebooks daily. * Builds good work habits for the future.   z or test. |
| Slide 104 |  | Have studentslook at other student examples.   * Examples from previous years * Gallery walk * Peer Review |
| Slide 106 |  | Share any tips you have for grading. Don’t forget the rubrics on the website. If you want to include your own, just send it to me and I will upload it. |
| Slide 108 |  | * Discuss by bullet points * Notes with highlighting key terms are easier to use to study for tests * Model when give notes use different color pens on overhead or in powerpoint. * Put color as part of the grade – stress color for organizing not for “prettiness” |
| Slide 109 |  | Discuss point   * Can help them study; is a portfolio of evidence of learning * Help with test at state level; give story of student who kept and used their notebook |
| Slide 111 |  | Point out my blog on social studies success if they want to learn more. |