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| Slide 1 |  | Several slides have been deleted to save space |
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| Slide 17 |  | Have teachers discuss |
| Slide 19 |  | I share my rule of the socks:   * They have never been on my feet * They are not a souvenir of the workshop * Put your cellphones away in the sock (model with your own) |
| Slide 20 |  | If you provide teachers notebooks, use the next two slides. If not, delete. |
| Slide 21 |  | If you want to use a TOC |
| Slide 22 |  | This is a great lesson for the beginning of the year! Use within the first week if possible.  Let them know they all have a subscription to Social Studies Success and to reach out to me via the website if they do not yet have access. |
| Slide 23 |  | This lesson is a dog and pony show as you will be modeling as many different strategies as you can. The lesson in their own classroom will be much simpler. |
| Slide 25 |  | Just read – this is the skill the students will be using in the lesson. |
| Slide 26 |  | This is the essential question |
| Slide 27 |  | This is the preview question – have them put into their ISN. |
| Slide 28 |  | These are the vocabulary terms we are going to learn |
| Slide 29 |  | **Pass out Predict This**  Give each teacher one of these and place them with a partner. Have them all come up to the word wall and discuss with their partner to see what they think the correct answer is. |
| Slide 30 |  | Use the following slides to debrief the answers. |
| Slide 38 |  | Now pass out your own artifacts in an envelope. In their groups, have them examine the artifacts to see if they can answer any of thee questions. |
| Slide 39 |  | You can discuss or have them add to their ISN under the other preview. |
| Slide 40 |  | Pass out the first page of the reading. Follow the directions on the slide. |
| Slide 42 |  | Pass out Doodle Notes and just do for about 5 minutes. Glue into ISN |
| Slide 43 |  | Pass out the spectrum and have them read and discuss. Write their top 3 responses into their interactive student notebook with an explanation. |
| Slide 46 |  | Give them 5 minutes to write down reflections on their Doodle Notes. |
| Slide 50 |  | Have them respond 1-Don’t know anything, 5 – close to an expert |
| Slide 51 |  | We are going to look at what makes an ISN – Structure  and how we can personalize it in our classroom - Style |
| Slide 53 |  | This is the analogy we use for the ISN. |
| Slide 56 |  | Sample for the 7 Principles of Government |
| Slide 59 |  | Example for World History |
| Slide 60 |  | Example for Geography |
| Slide 61 |  | Geography |
| Slide 62 |  | Place teachers into a small group. Pass out the literacy strategy manual and conduct this activity. They can be found by looking at the table of contents. |
| Slide 63 |  | Debrief after chalk talk |
| Slide 65 |  | Graphic Organizers come in a variety of forms. |
| Slide 66 |  | Other types of Graphic Notes include 2 –Column notes, with the topic and a summary. |
| Slide 67 |  | Sketch notes are created by students while they are reading. |
| Slide 75 |  | Character collages allow students to process information about historical figures by adding images and quotes. |
| Slide 76 |  | Sensory figures process by inferencing senses. |
| Slide 77 |  | Flow charts show the movement of an idea. |
| Slide 78 |  | Point of view stories are great for inferencing as well. |
| Slide 79 |  | Students bring to life images by adding text. |
| Slide 80 |  | A mosaic is great for showing the parts of a topic. |
| Slide 81 |  | Challenge students to create summaries for the topic with Alpha Boxes. |
| Slide 82 |  | Explain an acrostic poem. |
| Slide 83 |  | Students write or draw what they would see beyond the picture frame. |
| Slide 84 |  | Students rank the importance of certain events. |
| Slide 85 |  | These can be found in the table of contents. |
| Slide 86 |  | Have participants hold up their hands in a “gimmie five”. Then for each finger up they have to say one thing they learned. For their thumb, they need to say one question they still have. |
| Slide 87 |  | Now examine the sample notebooks you brought to look for these parts in the notebook. |
| Slide 89 |  | This is your personal choice in the classroom (share all your tips in this section). |
| Slide 90 |  | 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 91 |  | 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 92 |  | This will help kids know what the assignment is about and when it was done. This will help absent kids too. |
| Slide 93 |  | 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 94 |  | 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 95 |  | You can include other things besides preview, notes, and processing in your notebooks as well. Vocabulary, maps are a few examples. |
| Slide 96 |  | 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 97 |  | Low look at the organization in the ISN. |
| Slide 98 |  | Debrief with these stems. |
| Slide 100 |  | Turn and Talk  This decides how you grade the notebook – either looking for perfection or grading the learning process. |
| Slide 101 |  | * 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 102 |  | Allow students to use notebooks on a quiz or test   * Helps students understand the importance of taking notes. * Encourages students to bring their notebooks daily. * Builds good work habits for the future. |
| Slide 103 |  | Have studentslook at other student examples.   * Examples from previous years * Gallery walk * Peer Review |
| Slide 106 |  | Share any tips you have for grading. Remind teachers that they have sample rubrics on the website in the folder on Interactive Student Notebook resources. |
| 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 |