• Use your ISN to guide a conversation about yourself at your table.

• Make sure you get a stamp for completing your homework (covers, notebook setup, clock buddies).
3 to 4 sentence summary across the bottom of the last page of the day’s notes
VIDEO
Cornell Notes Feedback

- Score a section at a time
- Score for overall organization
- Score collaborative work
- Have students score each others notes by using a check list
- You can provide the questions at the left and have students fill in the notes section
- You can provide the notes section and have students create the questions
Incorporating Cornell Notes into ISN

- Cornell Notes for students are a must here at ED9.
- Make it a **PART** of their grade for the ISN.
- Have fun and be creative!
Day 2 Feedback

• Based on your tickets out the door from yesterday....
  – Questions and Concerns
Reading and Writing Strategies

Mari Gonzales, Jessica Pussman
Sylvia Santoyo, Connie Campos-Reyes

July 28, 2010
Clock Buddy Discussion

• Meet with your 6 O'clock partner and discuss the following:

Which reading and writing strategies do you use in your classroom?
Agenda

• Inquiry Based Discussion
• Rule-Based Strategy
• Sketch to Stretch
• Summary Pyramid
• The Big Picture
Inquiry Based Discussion

Article: More Family Dinners Mean Fewer Drug Problems

Instructions:
∙ Read the article silently to yourself
∙ Create 3 higher level questions about the article and write them at the bottom of the page
Pages 10 and 11 in ISN

• On page 10 glue in your pink sheet.

• On page 11 you will glue in your article with questions.
<table>
<thead>
<tr>
<th>Questions Posed:</th>
<th>Solutions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One person from the table shares out one of their questions, everyone copies it down here</td>
<td>1. As a group, discuss this person’s question and decide on a possible solution, write solution</td>
</tr>
<tr>
<td>2. Another person shares out a question, everyone copies it down</td>
<td>2. Discuss this next person’s question and decide on a possible solution, write down</td>
</tr>
<tr>
<td>3. Repeat process until everyone has addressed their questions</td>
<td>3. Repeat process until all possible solutions have been discussed</td>
</tr>
</tbody>
</table>
Inquiry Based Discussion

- When the process is done, groups can share out their most pressing questions and solutions with entire class.
- This inquiry based discussion is a hybrid of Cornell Notes and a Socratic seminar.
- It is similar to Cornell Notes because questions are on the left and answers are on the right. Students can fold it in half to quiz themselves.
- It is similar to Socratic Seminar because students pose questions and discuss in depth.
- It is student centered as it removes the teacher from the equation (teacher just monitors and evaluates).
- This can be graded just like a Socratic seminar as either a project grade, daily grade, or test grade.
Pages 12 and 13 in ISN

• On page 12 glue in the salmon colored foldable.

• On page 13 you will glue in the “Rule –Based Summarizing” Flow Map.
Rule-Based Summarizing

Summary Rule #1
– Strike out trivial material unnecessary to understanding

Summary Rule #2
– Strike out redundant materials

Summary Rule #3
– Substitute super ordinate terms for lists
  (e.g., “flowers” for “daisies, tulips and roses”)

Summary Rule #4
– Select a topic sentence, or invent one if it is missing
– Take the relevant information remaining to write a succinct summary.
Sketch to Stretch

- Listen and Enjoy
- Turn to page 14 and 15 in your ISN.
- Please paste instructions on page 15 and the Sketch to Stretch sheet on page 14.
- Complete the Sketch to Stretch sheet and be ready to share.
Summary Pyramid

• Trim and paste the “how to use” sheet on page 17.
• Trim and paste Summary Pyramid sheet on page 16.
• Read the article silently.
• Complete and be ready to share.
Strategies

- Circle Map (brainstorming)
- Jigsaw
- Clock Buddies
- Charting (Leveled Questions)
- Modeling
- Fickle Finger
## Reflection on Day 2 and 3

- On page 19 trim paste the 5-3-1 activity sheet and fill out accordingly.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>List 5 things you learned in Day 2 and 3</td>
</tr>
<tr>
<td>3</td>
<td>List 3 things you will implement in your classroom</td>
</tr>
<tr>
<td>1</td>
<td>List one thing you are still unsure about</td>
</tr>
</tbody>
</table>
The Big Picture

- In your content area discuss how you will incorporate the four reading and writing strategies you learned today.
- Paste “The Big Picture” sheet on page 18 and begin filling out.
- Remember to include Costa’s levels of questioning piece we discussed yesterday.
Our Gift to You