



Studies Weekly

AMERICA'S NEW TEXTBOOK®

Learn to live!™

Welcome to Studies Weekly

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FLORIDA STUDIES WEEKLY—FIRST GRADE

Next Generation Social Studies Standards Coverage

WEEKLY CURRICULUM MAP / STANDARDS CORRELATION



COVERS 100%

of Florida First Grade Next Generation Social Studies Standards

Week 1: Welcome to First Grade (Big Ideas: Historical Inquiry and Analysis; Historical Knowledge; Civic and Political Participation; Structure and Functions of Government / Benchmarks: SS.1.A.1.1, SS.1.A.1.2, SS.1.A.2.2, SS.1.A.2.3, SS.1.C.2.2, SS.1.C.2.3, SS.1.C.2.4, SS.1.C.3.2)

Students will learn about the American flag, the Pledge of Allegiance and the celebration of our independence on the Fourth of July. They will also discuss the importance of being kind to others.

Week 2: Are We There Yet? (Big Ideas: Historical Inquiry and Analysis; Civic and Political Participation; The World in Spatial Terms; Structure and Functions of Government / Benchmarks: SS.1.A.1.1, SS.1.A.1.2, SS.1.C.2.4, SS.1.C.3.1, SS.1.G.1.1, SS.1.G.1.2, SS.1.G.1.3, SS.1.G.1.4, SS.1.G.1.5)

Students will learn the locations of various places in the community and state. They will also discuss fair ways to make decisions.

Week 3: Rules (Big Ideas: Historical Inquiry and Analysis; Historical Knowledge; Foundations of Government, Law and the American Political System; Structure and Functions of Government; Civic and Political Participation/ Benchmarks: SS.1.A.1.1, SS.1.A.2.2, SS.1.A.2.4, SS.1.C.1.1, SS.1.C.1.2, SS.1.C.2.1, SS.1.C.2.2, SS.1.C.2.3, SS.1.C.3.1, SS.1.C.3.2)

Students will discuss similarities and differences in rules and responsibilities at home and at school. They will also learn about responsibilities of authority figures at home and school.

Week 4: Hispanic Americans (Big Ideas: Historical Inquiry and Analysis; Historical Knowledge; Chronological Thinking; The World in Spatial Terms/ Benchmarks: SS.1.A.1.1, SS.1.A.2.2, SS.1.A.2.3, SS.1.G.1.6)

Students will celebrate Hispanic American heritage by learning about Hispanic American culture, including holidays, language, food and traditions.

Week 5: Good Citizens (Big Ideas: Historical Inquiry and Analysis; Historical Knowledge; Foundations of Government, Law and the American Political System; Civic and Political Participation; Structure and Functions of Government / Benchmarks: SS.1.A.1.1, SS.1.A.1.2, SS.1.A.2.2, SS.1.C.1.3, SS.1.C.2.1, SS.1.C.2.2, SS.1.C.2.3, SS.1.C.2.4, SS.1.C.3.1)

Students will understand some basic civic values (e.g., fair play, honesty, sportsmanship) and learn about some ways to handle things if they are bullied.

Week 6: Time (Big Ideas: Historical Inquiry and Analysis; Historical Knowledge; Chronological Thinking / Benchmarks: SS.1.A.1.1, SS.1.A.2.1, SS.1.A.2.2, SS.1.A.2.3, SS.1.A.3.1, SS.1.A.3.2)

Students will understand broad categories of time (e.g., past, present and future) and will apply calendar time to events in their school and community.

Week 7: What is History? (Big Ideas: Historical Inquiry and Analysis; Historical Knowledge; The World in Spatial Terms / Benchmarks: SS.1.A.1.1, SS.1.A.1.2, SS.1.A.2.1, SS.1.A.2.2, SS.1.A.2.3, SS.1.A.2.4, SS.1.G.1.4, SS.1.G.1.5)

Students will discuss what history is and how they can learn about history. They will also discuss family traditions and expand their knowledge of Columbus Day.

Week 8: Let's Review ... (Big Ideas: Historical Knowledge; Chronological Thinking; Foundations of Government, Law, and the American Political System; Civic and Political Participation; Structure and Functions of Government; The World in Spatial Terms / Benchmarks: SS.1.A.2.1, SS.1.A.2.4, SS.1.A.3.1, SS.1.A.3.2, SS.1.C.1.1, SS.1.C.1.3, SS.1.C.2.1, SS.1.C.2.2, SS.1.C.2.3, SS.1.C.2.4, SS.1.C.3.1, SS.1.C.3.2, SS.1.G.1.1, SS.1.G.1.5)

Students will review content covered in Weeks 1-7.

Week 9: Past, Present and Future (Big Ideas: Historical Inquiry and Analysis; Historical Knowledge; Chronological Thinking / Benchmarks: SS.1.A.1.1, SS.1.A.2.1, SS.1.A.2.2, SS.1.A.2.3, SS.1.A.2.4, SS.1.A.3.1, SS.1.A.3.2)

Students will learn to order events sequentially and use vocabulary that indicates sequence. They will also learn the meaning of past, present and future.

Continued

FLORIDA STUDIES WEEKLY—FIRST GRADE

Next Generation Social Studies Standards Coverage

WEEKLY CURRICULUM MAP / STANDARDS CORRELATION

Continued

Week 10: Changes in Transportation (Big Ideas: Historical Inquiry and Analysis; Historical Knowledge; The World in Spatial Terms / Benchmarks: SS.1.A.1.1, SS.1.A.2.2, SS.1.G.1.4)

Students will compare life now with life in the past. They will refer to a primary source photograph and locate physical features on a map.

Week 11: Fact or Fiction (Big Ideas: Historical Inquiry and Analysis; Historical Knowledge; Chronological Thinking / Benchmarks: SS.1.A.1.1, SS.1.A.1.2, SS.1.A.2.1, SS.1.A.2.3, SS.1.A.2.4, SS.1.A.2.5, SS.1.C.3.2)

Students will distinguish between fact and fiction and recognize the difference between real people and fictional characters.

Week 12: The First Thanksgiving (Big Ideas: Historical Inquiry and Analysis; Historical Knowledge; The World in Spatial Terms; Beginning Economics / Benchmarks: SS.1.A.2.2, SS.1.A.2.4, SS.1.G.1.4, SS.1.E.1.6)

Students will expand their knowledge of the history of this American holiday. They will discuss reasons the pilgrims came to America and what life was like for them in a new land.

Week 13: Festivals and Holidays (Big Ideas: Historical Inquiry and Analysis; The World in Spatial Terms / Benchmarks: SS.1.A.1.1, SS.1.A.1.2, SS.1.A.2.1, SS.1.A.2.3, SS.1.G.1.2)

Students will learn about various festivals and holidays around the world.

Week 14: Maps (Big Ideas: Historical Inquiry and Analysis; Historical Knowledge; The World in Spatial Terms / Benchmarks: SS.1.A.1.1, SS.1.A.1.2, SS.1.A.2.1, SS.1.G.1.2, SS.1.G.1.3, SS.1.G.1.4, SS.1.G.1.5)

Students will learn about the parts and purposes of maps. They will identify physical features on maps and globes.

Week 15: Earth (Big Ideas: Historical Inquiry and Analysis; The World in Spatial Terms/ Benchmarks: SS.1.A.1.1, SS.1.A.1.2, SS.1.G.1.1, SS.1.G.1.2, SS.1.G.1.3, SS.1.G.1.4, SS.1.G.1.5, SS.1.G.1.6)

Students will learn about landforms and bodies of water found on Earth. They will become familiar with a globe and learn to point out the continent, country and state where they live on a map or globe.

Week 16: Let's Review ... (Big Ideas: Historical Knowledge; The World in Spatial Terms / Benchmarks: SS.1.A.2.1, SS.1.A.2.2, SS.1.A.2.3, SS.1.A.2.4, SS.1.A.2.5, SS.1.G.1.1, SS.1.G.1.2, SS.1.G.1.3, SS.1.G.1.4, SS.1.G.1.5, SS.1.G.1.6)

Students will review content covered in Weeks 9-15.

Week 17: Who's in Charge? (Big Ideas: Foundations of Government, Law and the American Political System / Benchmarks: SS.1.C.1.1, SS.1.C.1.2, SS.1.C.1.3, SS.1.C.2.1, SS.1.C.2.4, SS.1.C.3.1)

Students will learn about authority figures at home, in school, and in the community. They will also learn examples of power without authority.

Week 18: I Am Responsible (Big Ideas: Civic and Political Participation; Structure and Functions of Government / Benchmarks: SS.1.C.2.1, SS.1.C.2.2, SS.1.C.2.3, SS.1.C.2.4, SS.1.C.3.1)

Students will describe the characteristics of responsible citizenship. They will explain how decisions can be made and conflicts can be resolved in fair ways.

Week 19: African American History (Big Ideas: Historical Inquiry and Analysis, Historical Knowledge, Foundations of Government, Law, and the American Political System, Civic and Political Participation, Structure and Functions of Government / Benchmarks: SS.1.A.1.1, SS.1.A.1.2, SS.1.A.2.1, SS.1.A.2.2, SS.1.A.2.3, SS.1.A.2.4, SS.1.C.1.1, SS.1.C.1.3, SS.1.C.2.4, SS.1.C.3.2)

Students will learn about African Americans from Harriet Tubman to Barack Obama who worked to give African Americans freedom, opportunity and equality.

Week 20: Celebrate America (Big Ideas: Historical Inquiry and Analysis; Historical Knowledge; Structure and Functions of Government / Benchmarks: SS.1.A.1.1, SS.1.A.2.1, SS.1.A.2.3, SS.1.A.2.4, SS.1.A.2.5, SS.1.C.3.2)

Students will expand their knowledge of how American symbols and patriotic activities reflect the shared values, principles and beliefs of Americans. They will also discuss how diversity and respect for others help make America a great place to live.

Week 21: American Monuments (Big Ideas: Historical Knowledge; Structure and Functions of Government; The World in Spatial Terms / Benchmarks: SS.1.A.1.1, SS.1.A.1.2, SS.1.A.2.1, SS.1.A.2.4, SS.1.C.3.2, SS.1.G.1.5)

Students will expand their knowledge of important buildings, statues and monuments associated with American history. They will identify people from the past who have shown character ideals and principles.

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Continued

Week 22: Presidents and Patriots (Big Ideas: Historical Inquiry and Analysis; Historical Knowledge; Structure and Functions of Government; The World in Spatial Terms / Benchmarks: SS.1.A.1.1, SS.1.A.2.1, SS.1.A.2.3, SS.1.A.2.4, SS.1.C.3.2, SS.1.G.1.5)

Students will expand their knowledge of presidents and other patriotic men and women in the U.S. prior to 1880 (e.g., George Washington, Betsy Ross, Crispus Attucks).

Week 23: Rights and Responsibilities (Big Ideas: Historical Inquiry and Analysis; Historical Knowledge; Foundations of Government, Law and the American Political System; Civic and Political Participation; Structure and Functions of Government / Benchmarks: SS.1.A.1.1, SS.1.A.2.1, SS.1.A.2.3, SS.1.C.1.1, SS.1.C.1.2, SS.1.C.2.1, SS.1.C.2.2, SS.1.C.2.3, SS.1.C.2.4, SS.1.C.3.2)

Students will learn about major elected officials (e.g., president, governor) and understand that there are sources of authority for those who make laws and rules.

Week 24: Let's Review ... (Big Ideas: Historical Inquiry and Analysis, Historical Knowledge, Foundations of Government, Law, and the American Political System, Structure and Functions of Government, Civic and Political Participation, The World in Spatial Terms / Benchmarks: SS.1.A.1.2, SS.1.A.2.1, SS.1.A.2.4, SS.1.C.1.1, SS.1.C.1.2, SS.1.C.2.1, SS.1.C.2.2, SS.1.C.2.4, SS.1.C.3.1, SS.1.C.3.2, SS.1.G.1.5)

Students will review content covered in Weeks 17-23.

Week 25: Communities (Big Ideas: Beginning Economics; The World in Spatial Terms; Civic and Political Participation / Benchmarks: SS.1.A.1.2, SS.1.C.2.2, SS.1.E.1.6, SS.1.G.1.5, SS.1.G.1.6)

Students will learn about ways location, weather and the environment affect people in different communities. They will compare life in Florida with life in other places.

Week 26: Changes in Communities (Big Ideas: Historical Knowledge; The World in Spatial Terms; Beginning Economics / Benchmarks: SS.1.A.1.1, SS.1.A.1.2, SS.1.A.2.2, SS.1.E.1.6, SS.1.G.1.6)

Students will expand their knowledge of the ways location and the environment affect people. They will understand that people make choices based on scarce resources.

Week 27: Life Long Ago (Big Ideas: Historical Inquiry and Analysis, Historical Knowledge, The World in Spatial Terms, The World in Spatial Terms / Benchmarks: SS.1.A.1.1, SS.1.A.1.2, SS.1.A.2.1, SS.1.A.2.2, SS.1.A.2.3)

Students will learn about children's lives long ago by examining primary source images. They will compare life long ago to their lives today.

Week 28: Goods and Services (Big Ideas: Beginning Economics / Benchmarks: SS.1.E.1.1, SS.1.E.1.2, SS.1.E.1.3, SS.1.E.1.4, SS.1.G.1.6)

Students will know the differences among buyers, sellers and producers and between goods and services. They will recognize that money can be used in the exchange of goods and services.

Week 29: Jobs People Do (Big Ideas: Historical Inquiry and Analysis; Beginning Economics / Benchmarks: SS.1.A.1.1, SS.1.A.2.1, SS.1.E.1.1, SS.1.E.1.3, SS.1.E.1.4)

Students will expand their knowledge of different types of work benefit families and communities. They will discuss how human resources are used to produce goods and services.

Week 30: Money and Trade (Big Ideas: Beginning Economics / Benchmarks: SS.1.A.1.1, SS.1.A.2.2, SS.1.E.1.1, SS.1.E.1.2, SS.1.E.1.3, SS.1.E.1.4, SS.1.E.1.5, SS.1.E.1.6)

Students will learn ways people exchange goods and services, including bartering and using money. They will also identify goods that come from other countries and discuss different ways to save money.

Week 31: Spend or Save? (Big Ideas: Civic and Political Participation; Beginning Economics / Benchmarks: SS.1.A.1.2, SS.1.C.2.4, SS.1.E.1.1, SS.1.E.1.2, SS.1.E.1.3, SS.1.E.1.4, SS.1.E.1.5, SS.1.E.1.6)

Students will recognize the importance of saving money and will understand that an opportunity cost is giving up one thing for another.

Week 32: Let's Review ... (Big Ideas: Historical Inquiry and Analysis, Beginning Economics, The World in Spatial Terms, The World in Spatial Terms / Benchmarks: SS.1.A.1.2, SS.1.E.1.1, SS.1.E.1.2, SS.1.E.1.3, SS.1.E.1.4, SS.1.E.1.5, SS.1.G.1.1, SS.1.G.1.6)

Students will review content covered in Weeks 25-31.

Components of Studies Weekly Hard Copy Components

Student Edition – Your Studies Weekly student edition includes 32 weekly publications and is the student text that provides access for the history/social studies curriculum. Each student edition has been correlated to the Florida social studies content standards. The weekly publication has been developed to flow through the topics and cover the curriculum in a sequentially developed format.

Teacher Supplement – The teacher supplement provides instructionally sound lessons and implementation suggestions for the entire school year. The teacher supplement is formatted to include components such as learning target statements, literature links, academic vocabulary development, strategic questions focused on relevance and rigor, common misconceptions and background information. Each teacher supplement additionally provides suggestions and support for English learners, developing learners and gifted and talented learners. A writing and technology section provide opportunities to integrate written narrative, opinion and expository writing practice as well as the use of technology to supplement and enhance the weekly lessons. Each weekly unit also provides an end-of-the-week assessment.

Assessments – Weekly assessments are provided along with progress monitoring suggestions. The assessments are formatted to include both multiple choice and extended response questions. Multiple Choice questions include picture-based answers as well as text-based answers. They are tied to levels of complexity and coded by history/social science content standard. Each extended response question provides practice in writing that supports practice with close reading and text based questions.

Blackline Masters – Blackline masters have been developed to support the weekly lessons as well as provide information that teachers can use to help monitor the progress of learning the content standards. Each blackline master is easily accessible and coded for both the history/social studies standards as well as the English language arts/English language development standards to help provide an integrated approach to teaching social studies.

Words To Know (WtK) – The vocabulary section of the teacher supplement provides weekly focus and exposure to domain-specific words that are needed for comprehension. Teachers are encouraged to set up a notebook for each student using the Words to Know templates provided. The templates include directions for the students to write and illustrate the word and include it in a sentence (2nd grade).

Components of Studies Weekly Online Components

Online Teacher Edition (OTE) - The Online Teacher Edition provides all materials and resources online and includes such things as additional blackline masters and related media. Related media content includes videos and primary source documents. The materials are completely aligned and provide continuity in delivering the full scope and sequence of grade level standards for the year.

Online Assessments - All assessments are available online for students to take interactively.

Project-Based Assignments - A project-based assignment is included for each quarter. These assignments can be found in the blackline master section of the Online Teacher Edition.

Related Media - We have a vast media library of primary sources including virtual field trips, interviews, pictures, documents, maps, etc., and we have enhanced each of our articles with these relevant media resources. Teachers who use the online and print edition together will enjoy optimum student engagement.

Audio Reader - All student editions are also located online and provide an audio reader format that provides students an opportunity to hear the text being read to them from a real person as well as see each word in the text highlighted as it is being read.

Incentive Game - With each student's individualized account, they not only can read the articles and take the online assessments, they also have access to Revere the Rat. Revere is an avatar, animated rat that lives in a cage in the Studies Weekly classroom. Students earn points for their avatar by reading articles, taking tests or answering the differentiated questions attached to the related media. Once students have earned their points, they can spend them on embellishments for Revere's cage.

Student Learning Index (SLI) - Administrators have access to the Student Learning Index on their online Studies Weekly dashboard. We correlate every assessment whether it be in a quiz, quarterly assessment, crossword or other game, etc. to the content standards. This tool allows administrators to see how many students have been assessed on each standard and what their success rate is.

Connection to the Florida Framework and Content Standards

Studies Weekly follows the Florida framework criteria which includes:

- A. Alignment with Curriculum Requirements
- B. Level of Treatment of Content
- C. Expertise for Content Development
- D. Accuracy of Content
- E. Currentness of Content
- F. Authenticity of Content
- G. Multicultural Representation
- H. Humanity and Compassion

All material in the student edition, teacher supplement and online components are tied and correlated to the Florida history and social studies content standards, English language arts and English language development standards.

The lessons have been developed by teachers and are paced to provide a full instructional course for the entire school year. Each unit has been coordinated to emphasize the standards that are relevant. Progressions across each grade level to the next can be seen as evidence by adherence to the Florida framework in the development of the scope and sequence for instruction.

The instructional materials provide universal access teaching suggestions, as well as information on differentiation. The materials that are provided are ready to use and require minimum modifications.

The materials provide clear directions for teachers and differentiate between teacher support and instructional delivery. When delivered as designed, the Studies Weekly program will provide all curriculum concepts that a student should know and be able to do at each grade level.

Typical Week with Studies Weekly

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Introduction and BAV (1 period)</p> <ul style="list-style-type: none"> • Present the learning target statement. • BAV: Introduce the weekly vocabulary words. If grade appropriate, post the words in the classroom. • Begin reading and discussing the cover story. • Read and discuss the article(s) on Page 1. • Ask the Teacher Guided Questions for the Cover Story. 	<p>Lesson (1 period)</p> <ul style="list-style-type: none"> • Review BAV words and topics discussed on Day 1/Page 1. • Read and discuss the Lesson on Pages 2-3. • Ask the Teacher Guided Questions for the Lesson. • Choose content-related activities, writing prompts and/or blackline masters for students to complete independently/cooperatively. 	<p>Lesson Continued (1 period)</p> <ul style="list-style-type: none"> • Review BAV words and topics discussed on Days 1 and 2/Pages 1-3. • Read and discuss the articles featured at the bottom of Pages 2 and 3. • Choose content-related activities, writing prompts and/or blackline masters for students to complete independently/cooperatively. 	<p>Page 4 Activities/Project Extensions (1 period)</p> <ul style="list-style-type: none"> • Review BAV words and concepts discussed in the unit. • Assign/Complete the Page 4 activities independently/cooperatively. • Choose content-related activities, writing prompts and/or blackline masters for students to complete independently/cooperatively. • Review unit concepts for the assessment. 	<p>Assessment (1 period)</p> <ul style="list-style-type: none"> • Have students take the weekly assessment online or distribute hard copies for students to complete. • To conclude the lesson, choose an activity, blackline master or writing prompt not completed earlier in the week.

Studies Weekly Journal

Throughout this teacher supplement, you will see suggestions for the implementation of a social studies journal. The journal will help students with note taking, organization and overall comprehension and reflection of their understanding of the content. While the journal suggestions below are encouraged, they are not necessary to complete with every weekly unit.

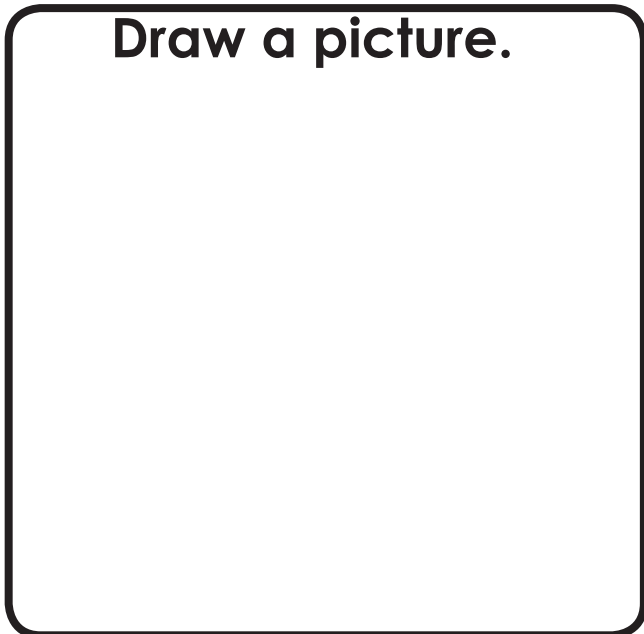
Suggested Journal Components

- 1. Words to Know and BAV (Building Academic Vocabulary) Words:** Students should complete the vocabulary template included on the next page for each vocabulary word and paste them into their journal.
- 2. Sketch notebook:** Certain lesson suggestions might suggest students sketch or draw a picture about a given topic.
- 3. Let's Write:** Students can draw a picture or write their response to the weekly writing prompt.
- 4. Weekly Reflection:** Students should write the hardest/easiest vocabulary words for them, write their favorite fact from the unit and write or draw a picture about how the unit connects to their lives.

Words to Know Template
Write the word.

Write the definition of the word.

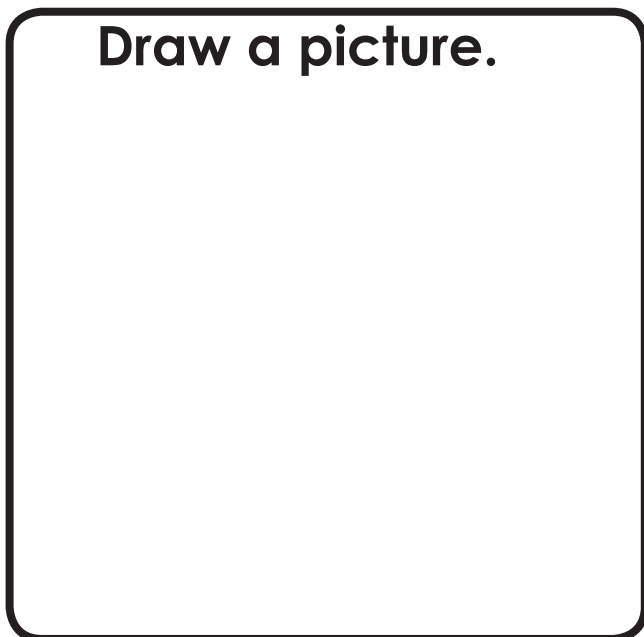
Draw a picture.



Write the word.

Write the definition of the word.

Draw a picture.



What is rigor and relevance?

Rigor – measured on a thinking continuum based on a knowledge taxonomy

Relevance – measured on an action continuum moving from acquisition to application of knowledge

- In many states, the Department of Education uses a modified Webb's Depth of Knowledge Taxonomy and this overlaps Bloom's Taxonomy.
- This framework was developed by the staff at the International Center for Leadership in Education.
- The framework identifies Cognitive Complexity levels. In classrooms across America we are asking students to think in a complex way by applying their knowledge and then analyzing the results while making multiple connections.

Cognitive Complexity levels are classified as **LOW**, **MODERATE** or **HIGH**.

Remember, some levels do overlap.

- Here are some examples of **LOW** level complexity tasks: sequence, define, explain, label
- Here are some examples of **MODERATE** level complexity tasks: interpret, modify, compare, contrast, summarize, infer
- Here are some examples of **HIGH** level complexity tasks: judge, recommend, hypothesize, investigate, analyze

Relevance is really knowledge in action! In order to move students from acquisition to application teachers need to create or utilize lessons that allow students to use current data from real world situations.

Here is the continuum for relevance:

1 = Knowledge in discipline

2 = Apply knowledge in discipline

3 = Apply knowledge across disciplines

4 = Apply knowledge to real world predictable situations

5 = Apply knowledge to real world unpredictable situations

Common Differentiated Instruction Strategies

- Make abstract concepts more concrete through the use of photos, pictures, graphs, realia, etc.
- Provide more or less structure and support as needed.
- Provide additional resources/alternative resources for students to use during activities, projects and lessons (e.g online audio reader).
- Provide students with frequent feedback.
- Pair lower-functioning students with a higher-functioning peer.
- Extend time to complete tasks as needed.
- Chunk the task (break task into smaller tasks and possibly provide a checklist).
- Reduce the number of problems to show mastery (e.g. complete 10 math problems instead of 20).
- Allow students to choose different types of methods to learn and complete projects (3x3 – The teacher provides appropriate choices, and the student selects from a “choice board.”).
- Provide whole-group, small-group and individual instruction.
- Incorporate lessons designed to reach different intelligences (Gardener’s Multiple Intelligences theory).

Recommended Reading Strategies (Grades K-2)

- Place text in students' hands.
- Form letters in various media (paint, sand, pebbles, dough, etc.).
- Match letters on flashcards with different fonts.
- Use anticipation guides. Before reading, make statements and allow students to agree or disagree.
- Concept Maps – Have students categorize info and concepts into a logical concept map.
- DRTA – Directed (orient to task) Reading (make predictions before each part) Thinking (confirm/deny predictions) Activity
- Think-Pair-Share – Think about a topic or passage, pair up and share in short bursts.
- Teacher Think-Aloud – Model what's going through your head as you read.
- Use and model how to formulate “I wonder” statements. Make predictions.
- Practice pairing “parent letters” to their “babies” (match upper/lower case flashcards).
- ABCD whisper – For groups of four students, assign each a letter (A, B, C and D). When asked a question, students reflect and create a writing or visual representation. They then share their work with the rest of the group at a whisper.
- Utilize Kagan structures during instruction.