

Capture the Core

A Publication of the
Illinois State Board
of
Education Statewide
System of Support
Content Specialists

Kindergarten through
Second Grade

Volume 6 Issue III

November 2017

Collect Data on the Whole Child

Teachers make an effort to get to know their students, and many regularly distribute surveys at the start of each school year to speed up that process.

The problem is, most teachers read these surveys once, then file them away. Sure, they might have every intention of returning to the surveys and reviewing them later, but far too often, that time never comes.

We rely on our day-to-day interactions for relationship building, and although we get

to know some students quite well this way, others just fade into the background.

A 360 Spreadsheet is a place for teachers to store and access the “other” data we collect on our students, giving us a more complete, 360-degree view of each student. It’s a single chart that organizes it all and lets us see, at a glance, things we might otherwise forget.

Many teachers already keep track of students’ birthdays. Think of this as a birthday chart on steroids. The chart below is just one possible version of a 360 Spreadsheet

Taken from: “Hacking Education: 10 Quick Fixes For Every School,” by Mark Barnes and Jennifer Gonzalez.

(MINDSHIFT website)



A DIFFERENT KIND OF DATA

In the spring of 2015, Denver elementary teacher Kyle Schwartz asked her students to complete this sentence in writing: **“I wish my teacher knew . . .”** The student responses were so unexpected, so moving, Schwartz shared some of them online, igniting a movement that went viral within hours. Teachers everywhere asked their students the same question, learning in late spring things that had troubled their kids all year:

“I wish my teacher knew I don’t have pencils at home.”

“I wish my teacher knew how much I miss my Dad because he got deported to Mexico when I was 3 years old and I haven’t seen him in 6 years.”

Inside this issue:

ELA 2

Math 3

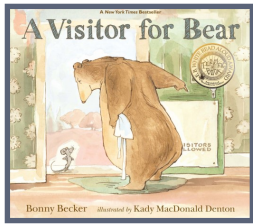
Science 4

Social Studies 5

Learning Support 6

Name	Passions	Family	Activities	Academics	Food and Drink	Physical	Skills	Other
Adams, Toby	STL Cardinals Minecraft Skylanders	Lives w/ mom, dad, brothers, cat	Baseball Chess Drawing	Loves Percy Jackson books Hates cursive	Peanut M&Ms	Asthma Broke arm last year	Knows a little coding	New to area - from Berkley CA Scared of dogs
Carter, Jaylen	Minecraft Sharks Martial Arts	Lives w/ mom, sister, dog	Tae Kwon Do	Just started to like math last year	BBQ Snickers Hates cantaloupe	Left- handed	Cooking omelets and brownies	Loves being outside and roller coasters

PARCC Formative Assessments for K-2



“If we talk about literacy, we have to talk about how to enhance our children’s mastery over the tools needed to live intelligent, creative, and involved lives.”

—Danny Glover

Did you know there are tools to support Kindergarten-Second grade students with the standards and the PARCC assessment? The K-2 English Language Arts Formative Tasks are a set of innovative tools developed to support teachers at Kindergarten, First, and Second grades. The purpose of these tasks is to provide educators with useful information related to how students demonstrate

proficiencies with each grade’s standards.

Each grade level has teacher materials, student texts, and evidence checklists. These tools are housed on illinoisliteracyinaction.org. Select your grade level and then PARCC Assessment Resources.

The K-2 tasks are designed to fit within the regular experience of young students’ instruction and the evidence

gathered by the teacher can be immediately used to adjust instruction. It is recommended that the training module be viewed prior to supporting students so that all considerations for implementation can be considered. Click here for:

- [Kindergarten](#)
- [First Grade](#)
- [Second Grade](#)

New *Reaching All Learners* Button Available

Teachers can find the newly created Reaching All Learners button located at:

www.illinoisliteracyinaction.org

This area of the website houses district guidance, research based instructional practices and video content that can be used by teachers for professional learning activities. There are four

components of this area: Struggling Learners, English Learners, Gifted and Special Needs.

When considering how to plan support for students with literacy challenges, view tools and resources located on [The Rtl Network](#). This network provides

professional development, videos, implementation guides and connecting Rtl to standards instruction. Other items include a network of support, family involvement resources, and newsletters.

We welcome any feedback to the newly developed Reaching all Learners button.

Two Favorite Tools

Tool 1: As teachers work with students to gain valuable literacy goals and skills, the use of technology in classrooms must be considered. It can be a daunting task to review apps and sites for quality, ease of use, and cost. The guess work has been removed if you visit

ilclassroomtech.weebly.com

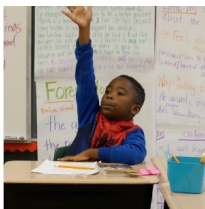
Updates are made regularly to keep teachers in the loop about all the best tech that even early elementary can utilize during the week.

Tool 2: UnboundEd Fluency Guides focus on fluency in Grades K-2. The guides demonstrate how fluency practice can be integrated into ELA and instruction across content areas.

The guides include four parts. The first part defines reading fluency and why it is important for overall reading proficiency. The second part provides insight into how fluency develops within a thoughtfully

structured ELA block. The third part provides proven and practical activities, framed by the expectations of the standards, that can be integrated into the ELA block. The fourth part provides guidance on many activities that can be used to support fluency beyond the ELA Block. The Guides can be accessed under each grade level’s Foundational Skills buttons on

www.illinoisliteracy.org



UnboundEd ELA Guide
Building Fluency: Unbound
A Guide to Grades K-2 ELA Standards

What's Your Piece in the Progression?

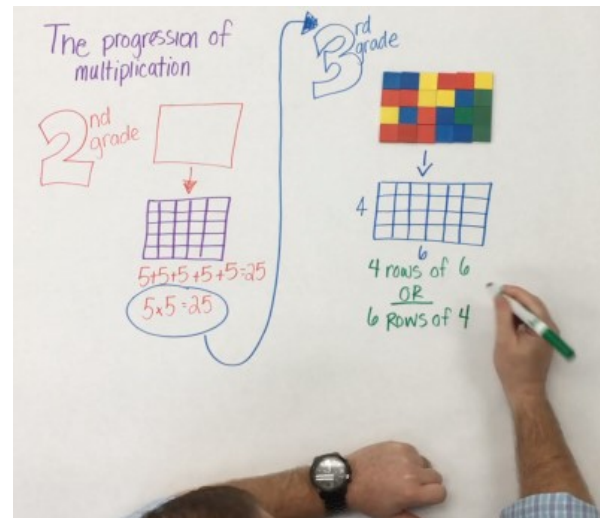
“The Common Core State Standards in mathematics were built on progressions: narrative documents describing the progression of a topic across a number of grade levels, informed both by research on children's cognitive development and by the logical structure of mathematics.” *The University of Arizona - Institute for Mathematics & Education. (2017). Ime.math.arizona.edu. Retrieved 30 October 2017, from http://ime.math.arizona.edu/progressions/*

Knowing how the content you are responsible for teaching fits into the grand progression of

mathematical understanding is vital for helping students successfully build their understanding. What skills have your students developed before they reach your class? What will your students be expected to do at the next grade level? The [Progression Documents for the Common Core Math Standards](#) are an essential foundational tool for all educators.

Graham Fletcher has created and shared [progression videos](#) on his site, [gfletchy.com](#), that illustrate and illuminate these progressions beautifully. These are the topics he has shared so far:

- [Early Number and Counting](#)
- [Addition and Subtraction](#)
- [Progression of Division](#)
- [Progression of Multiplication](#)
- [Fractions: The Meaning, Equivalence, and Comparison](#)



Mathematics is not about numbers, equations, computations, or algorithms: it is about understanding.

~William Paul Thurston

[openmiddle.com](#)

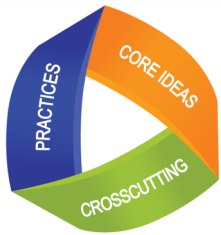
Open-ended math problems are a great way to engage all levels of learners in your classroom. Students are able to approach these problems using the skills with which they are most comfortable making this a simple, effective way to differentiate. Problems that have many correct answers or many solution paths help students develop a

deep understanding of the mathematical reasoning behind the problem. [Openmiddle.com](#) provides a bank of open-ended problems organized by grade level and topic. Use these problems as whole-class activities, stations, or as enrichment activities. Here is an example from Grade 2, Number and Operations in Base Ten.

CLOSE TO 1000

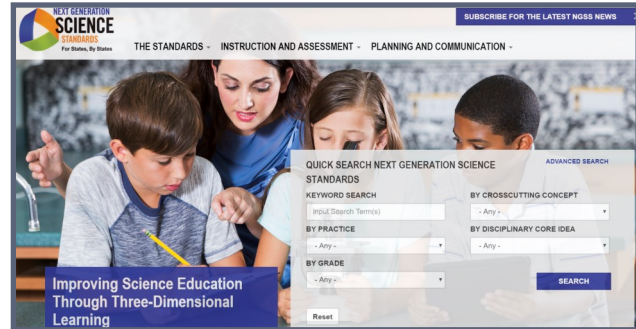
Directions: Arrange the digits 1-9 into three 3-digit whole numbers. Make the sum as close to 1000 as possible.

+			



Changes to the Next Gen Science Website

The NGSS website, www.nextgenscience.org has been updated! Achieve Inc, based on multiple rounds of feedback from teachers, parents and administrators, have opted to redesign the website to make it easier to navigate, with quicker access to the standards and associated materials. Visit the updated site and reacquaint yourself with the resources.

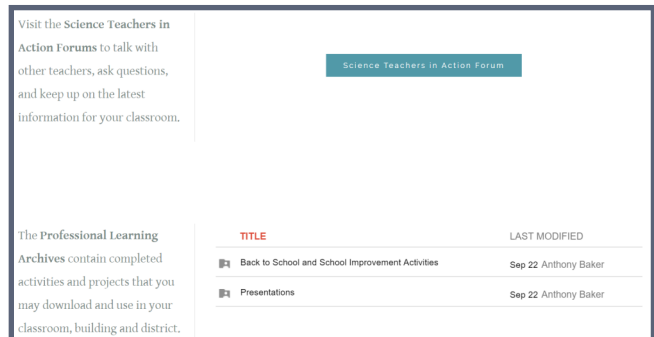


“There's nothing I believe in more strongly than getting young people interested in science and engineering, for a better tomorrow, for all humankind.”

Bill Nye

New Feature on Science Teachers in Action

Science Teachers in Action, the ISBE Science Content Specialists webpage, has a new feature. Now you can access the Content Specialist's Google Drive, which is embedded on the Professional Learning Page. Get access to webinars, classroom resources and more at www.scienceteachersinaction.org/professional-learning.html



Teach Your Students about Inclined Planes

TeachEngineering offers aligned lessons and curricular units that focus on engineering and science. This lesson gets kids exploring inclined planes, simple machines and how they make work easier, Visit www.teachengineering.org/lessons/view/duk_heaveho_music_less



Social Science in the Elementary School Day!

The Social Science standards for Kindergarten—5th grades are theme based and aligned to the disciplinary concepts of geography, history, civics and economics. The themes include:

- Kindergarten: My Social World
- First Grade: Living, Learning, and Working Together
- Second Grade: Families, Neighborhoods, and

Communities

- Third Grade: Communities Near and Far
- Fourth Grade: Our State, Our Nation
- Fifth Grade: Our Nation, Our World

So where do teachers begin?

1. Determine if current Social Science lessons/units align to the standards or if they need to be adapted or

changed in order to meet the standards.

2. Look at the informational texts taught in the ELA block and identify those that, when developed could align to the grade level Social Science Standards. If so, start there and work towards developing those texts into inquiry-based lessons/units.



Creating Elementary Classrooms of Inquiry

The Illinois Social Science Standards are based on the C3 Framework and therefore resources from C3 are beneficial to Illinois teachers.

[C3 Teachers](#) is a place to learn more about the process of incorporating inquiry into the social science classroom and to share your experiences with other social studies teachers. Information

about the Inquiry Design Model (IDM) and sample inquiries that have been created using the model are available.

To access these resources, click on the C3 Teachers link. Then click on Inquiries at the top. Then grade level specific resources can be searched. Lessons and units from a

variety of states are available for use.



We learn more by looking for the answer to a question...than we do from learning the answer itself."

Lloyd Alexander

Economics and Financial Literacy in the Elementary Classroom

Each grade level of the Illinois Social Science Standards includes four Disciplinary Concepts. They include Civics, Geography, History and Economics and Financial Literacy. Economic and Financial Literacy lessons can be challenging to find. Two quality sites that house a number of elementary resources include:

The [United States Mint](#) provides teachers with economics lesson plans, games, activities and resources. In order to access grade specific resources, click on the United States Mint link and select a grade level.

The [Federal Reserve](#) website includes lessons, articles, blogs, games,

children's literature and other resources to help teach the economics and financial literacy standards. Teachers can choose "Resources by Audience" and select a grade level band to access the options.





Comprehensive System Of Learning Supports



The main difference in the effectiveness of teaching comes from the thoughts the teacher has had during the entire time of his or her existence and brings into the classroom. A teacher concerned with developing humans affects the students quite differently from a teacher who never thinks about such things.
-Rudolf Steiner

Check us out on the web:

[Illinois Classrooms in Action](#)



Mid-Year Rejuvenation

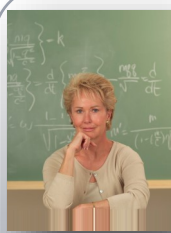
The beginning of the school year holds so much excitement and promise of what is to come that by November educators can find themselves in a slump. Everyone has set the norms in the classroom and lessons are running smoother as students become settled. How can educators ignite the spark that was in the classroom at the beginning of the year? Here are some ideas from the 2017 State and National Teachers of the Year. <http://bit.ly/2yMKgti>

Find strength in students—Students that have figured out that you truly care can be a go to when feeling down. Look for inspiration/motivation in the students that show a passion in the classroom. It can be amazing to just watch the passion of students when they are connected to the work and their educators.

Pull out all the instructional stops— The mid-year slump can affect students as well. Including the most engaging lessons and activities can re-energize students. Using inquiry-based lessons, project-based or student directed activities can excite students and in turn energize educators.

Battle your boredom— Doing the same units/lesson for multiple years can become tedious. Are they still working or current? Can they be adjusted or redone to be more relevant and engaging? Is there a new subject/idea that could become a new unit? Changing what is “scheduled” in the classroom is a great way to battle boredom.

Find your tribe— When things get overwhelming, find that person who sees the bright side, who listens, gives advice, or shares lesson ideas. When frustrated by student behavior, difficult parents, paperwork make sure there is someone to talk to and decompress. They can be in school, district or a supportive network on social media or a digital PLN.



Hit pause and reflect— Reflect on the positive from time to time. Keep a “treasure chest” of notes, emails, drawings from parents, colleagues and students. Take time to look back on all that has been accomplished since August and celebrate the tiny successes that will lead up to where the classroom will be in May or June.

Have a coffee with a mentor— New educators can feel even more overwhelmed than others. Take time outside of the school building to meet with a mentor or mentors. Hearing stories from veteran educators helps to put struggles in perspective and gives an open environment for expressing frustrations. Become a mentor to a new or struggling educator can also give educators purpose.

Resist the isolation— All educators face “dark days”. Reach out to others in the school for help with the struggle. Having difficulties mid-year does not make an educator bad or missing the spark. Reach out, invite teachers to the classroom, go to another classroom to observe. **TEAMWORK!**

Learn something new— When the school year starts educators are energized by their summer learning...conferences, travel, PD...by mid-year many return to using the same material from previous years. Find a new book, resource, video or other new connection to the topic that is coming up next in the class. Look to peers for new ideas that they started off with this year.



Never let your flame go out— It can be difficult to keep educator’s intrinsic motivation going when there are procedures, paperwork, curriculum revisions taking time away from the classroom. Educators need to keep focus on autonomy, mastery and purpose in their craft. Practice finding a need in the teaching and apply new skills to inspire improvement.

Take a hike— Even the most passionate educators feel depleted. Engage in some stress relief! Take a walk outside during lunch or planning, do breathing exercises or just sing in the car. Finding what works for educators and then purposefully include these activities everyday or week. Self care is the key to tackling anything during the day.