

Literacy Mini-Series

Session 1: September 14, 2017



Cindy McGarroch, District PSC Coach & Literacy Resource Teacher
& Nadine Parker, Primary Literacy Resource Teacher

Who we are...

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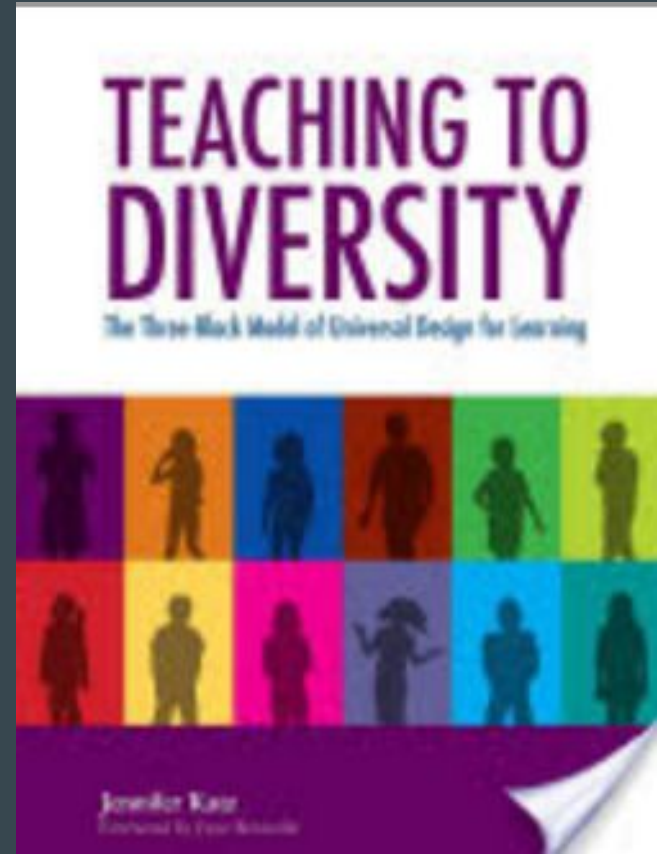
Learning Intentions & Agenda:

- Katz Block 1 & Relationships (ch 1)
- Growth Mindset (Sept. & Oct.)

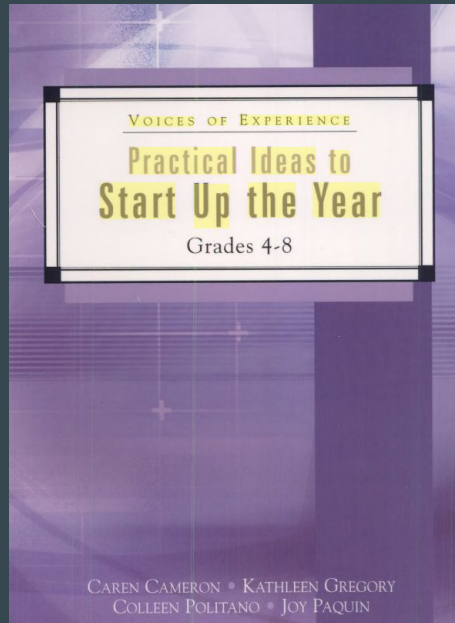
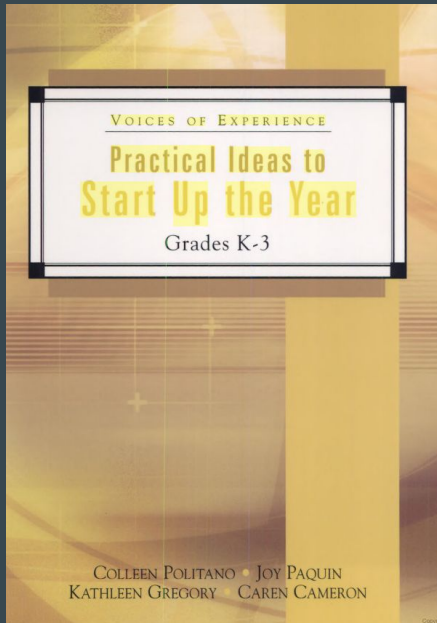
Jennifer Katz - Teaching to Diversity & Relationships

Spirit Buddies

- Find a group of two to three people that you don't know, work directly with or are outside of your department
- You are asked to: Greet your buddies, welcome each other & check in
- Then you may talk about anything you wish as a group



Relationships



Establish trust and build relationships before anything else.
Then, place relationships above the rest.



Show students you care about them as people,
and let them see you as a person.



When relationships are established, students
can take risks and accept new challenges.



Emotion is a huge part of the classroom;
it often sets the stage for learning.



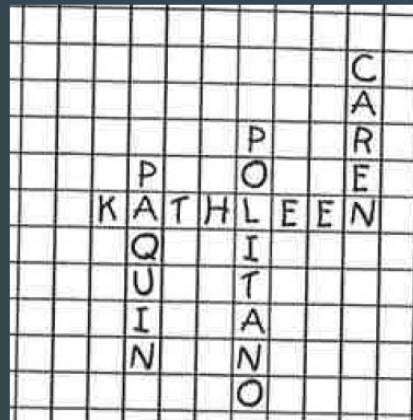
Relationships: First in the book. First in our classrooms.

In this chapter on relationships, we offer practical
ideas for you and your students for the start of the
school year. Activities include ways to:

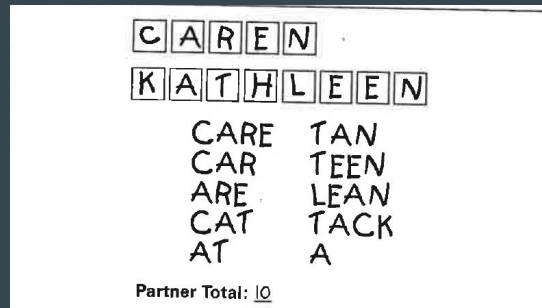
- use name games to get to know one another
 - develop class rules with your students
 - have students focus on their talents
 - teach students facts about how they learn
- let students know your expectations for group work

Name Games: Getting to know each other...

1. Name Crossword



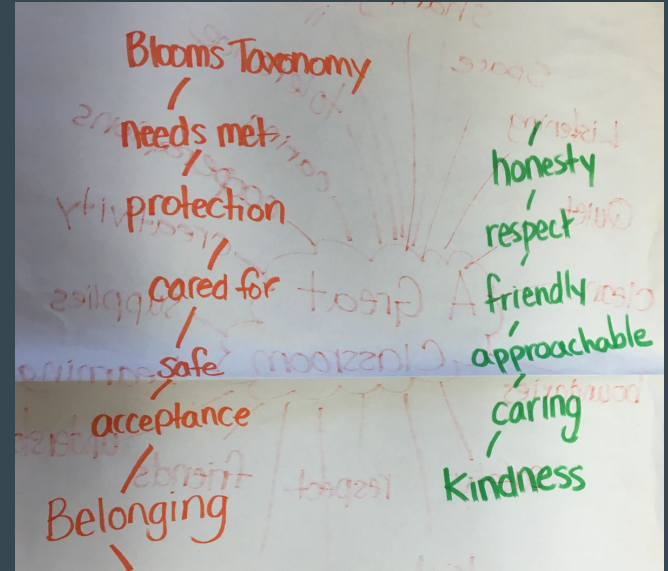
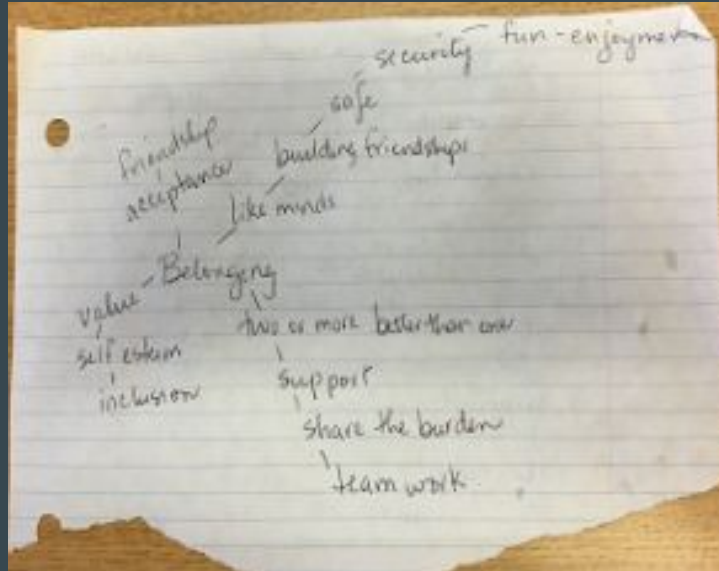
2. Name Arrange



3. Name Grid

or Find People Who ...

Find People Who...		
Same number of letters as is in your first name	Same number of names	A first name that has <i>no</i> letters that are in your first name
Jane	Aaron Long	Nate Alice
A last name that follows your last name in the alphabet	Your name goes here	Same beginning letter as is in your first name
Thom Taylor	John Smith	Jalem Jake Janis
A name that contains a consonant that is not in <i>any</i> of your names	At least one of the same vowels as is in your first name	Same number of syllables as is in your last name
Alice	Joan	Stone King
Number of matches made: <u>14</u>		



RESOURCE 4

My Beliefs About Intelligence

Please share your beliefs about intelligence and/or what you were taught about student intelligence as you prepared to become a teacher.

My beliefs about intelligence are:

Upon completion, put this in an envelope and put your name and today's date on the front of the envelope.

Later in the year, open the envelope and look at the response you wrote today. Reflect on any changes in your response.

Note. From *Mindsets in the Classroom* (p. 15) by M. C. Ricci, 2013, Waco, TX: Prufrock Press. Copyright 2013 by Prufrock Press. Reprinted with permission.

This is from the Book that will be handed out at the PSC (PBS) rep sessions, so all schools will have the resource.

TEACHING TO DIVERSITY

The Three-Block Model of Universal Design for Learning



Jennifer Katz
Foreword by Peter Senge

Multiple Intelligences

The Growth Mindset Coach

Survey



1. ____ There are just some things I'll never be good at.
2. ____ When I make a mistake, I try to learn from it.
3. ____ When others do better than me, I feel threatened.
4. ____ I enjoy getting out of my comfort zone.
5. ____ When I show others I'm smart or talented, I feel successful.
6. ____ I feel inspired by the success of others.
7. ____ I feel good when I can do something others cannot.
8. ____ It's possible to change how intelligent you are.
9. ____ You shouldn't have to try to be smart—you just are or you aren't.
10. ____ I enjoy taking on a new challenge or task with which I am unfamiliar.

FIXED MINDSET: Assumes that intelligence and other qualities, abilities, and talents are fixed traits that cannot be significantly developed.

Those with a fixed mindset have bought into the idea, often from a very early age, that things like intelligence and other talents and abilities are of a fixed nature—they cannot be changed. A fixed mindset believes people have a certain amount of talent and intelligence in any given area. In other words, if you aren't naturally gifted at something or don't catch on to it right away, you might as well forget it. Often people of the fixed mindset work very hard to shed light on those areas in which they "naturally" excel and cover up areas in which they don't.

GROWTH MINDSET: Assumes that intelligence and other qualities, abilities, and talents can be developed with effort, learning, and dedication.

Think, Pair, Share

School Start Up → Think of a time when something didn't go well. Share with a partner the experience, what you learned and the outcome. You each get one minute to share. Think of a time when something went well ... repeat the process. Can discuss/compare both scenarios. If you have time - can find a new partner & repeat process.

Growth Mindset Sort - 3 ways ... CROSS THE LINE :)

For younger students ...

Teacher lead the discussion or have small groups sort a set of fixed and growth mindset cards. Review each statement and discuss the mindset association.

For older students ... have students, partners or small groups sort cards in groups and then brainstorm growth mindset statements to replace the fixed mindset statements. For example, change 'I'm not good at this' to 'I need more practice at this'.

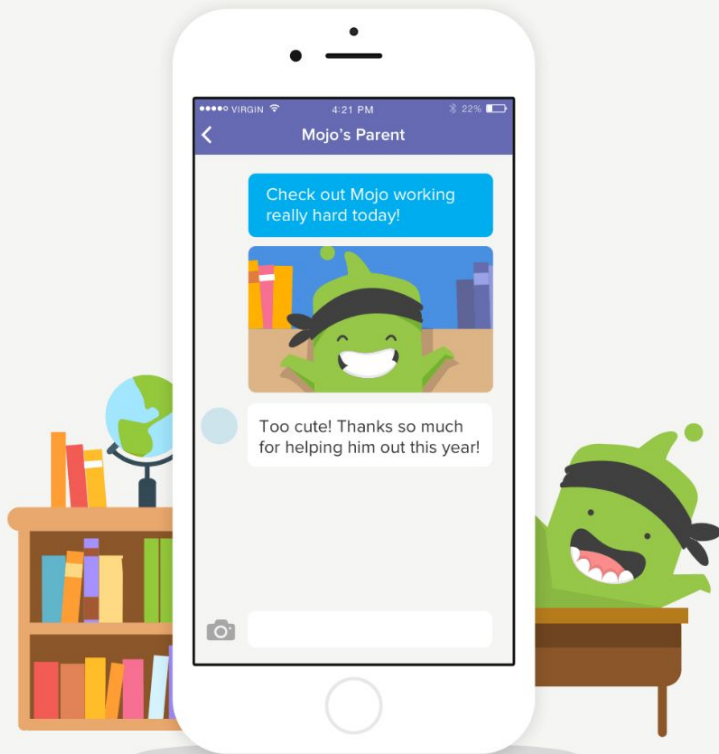
[Class Dojo Link](#)

Happier Classrooms

The simple way to build an amazing
classroom community

[Sign up](#)

Used in 90% K-8 schools in US | Always free for teachers



before i go...

growth mindset exit ticket



i'm always thinking!

one question i have today...

one positive thought...



name _____

TEACHER JOURNAL: Reflection is a critical part of any lesson. Write a journal entry answering one or more of the following questions to determine what went well with your lesson and how it can improve next time.

- What went well with your lesson?
- How can you improve the lesson?
- What can you do as you prepare for the next month's lesson?
- What are your future goals with delivering growth-mindset lessons?

A PLACE OF GROWTH MRS. H'S JOURNAL

In my class of kindergarteners, it is essential that I begin each school year establishing the expectation that we will resolve as individuals and as a community of learners to be the best problem solvers we can be. The most

MY GROWTH-MINDSET SMART GOAL

Specific — Write a specific description of your growth-mindset goal

Measurable — Write how you plan to track progress toward the goal

Actionable — Write specific steps you can take toward attaining your goal

Realistic — Write what resources and supports you need to achieve the goal

Timely — Write your deadline for achieving your goal

Here is an example of what a SMART goal related to growth mindset might look like:

- By the second week of school, I will be able to call my students by name and know one of their personal interests outside school. To achieve my goal, I will make a point to use student names as often as possible and have students fill out an interest inventory. I will keep track of this information on my photo seating chart, and test myself on my progress weekly.

Now, you try! First, break down the components of your SMART goal.

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Next session
Thursday **October**
12th from **4-5 pm** @
DDC!!

One thing I will try ...

Please feel free to
bring a picture, story
or sample of a growth
mindset or community
building activity you
have implemented.

