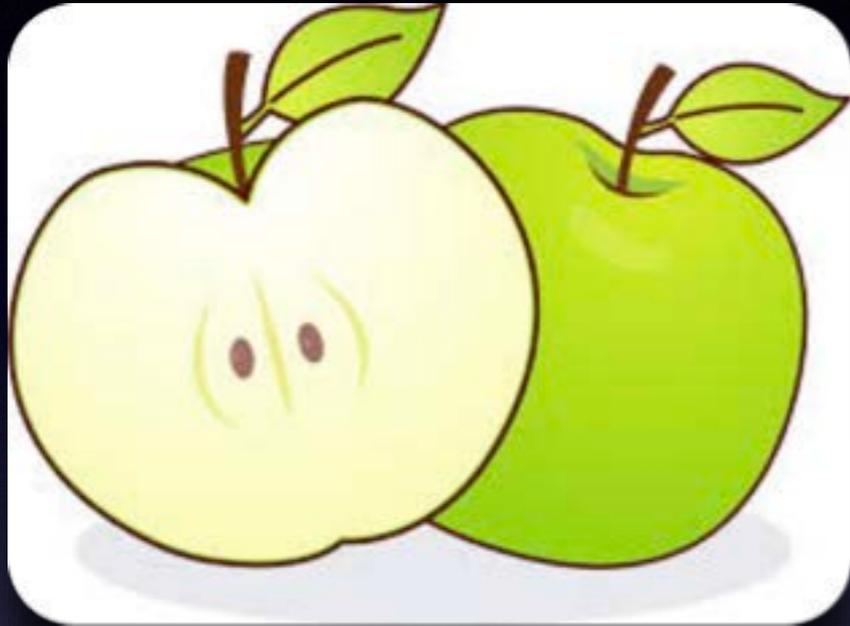
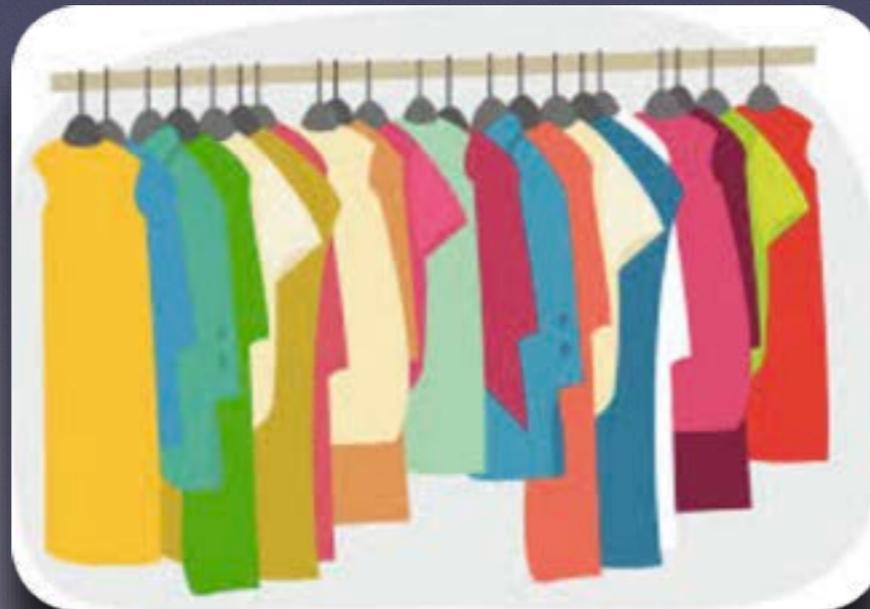


Agriculture

A common theme!



Basic
needs



Workshop targets:

Moving from explicit learning, to implicit learning.

Exposure to graphic organizers to teach complex reasoning and text structure (compare & contrast) through Agricultural concepts.

Identifying common themes across multiple text.

Making generalizations of information gathered in multiple text, with a common theme, to make real world connections.

Asking Questions Based on Bloom's Taxonomy

Level of Complexity



Category	Definition	Question words	Example
Evaluation	Judgment, making value decisions about issues	Judge, appraise, evaluate, assess	How successful will President Bush's ownership society be in addressing the concerns of the lower-income elderly?
Synthesis	Combining ideas, Creating an original product	Compose, construct, design, predict	Design an experiment that will allow you to separate the components in this solution.
Analysis	Subdividing into component parts, determining motives	Compare, contrast, examine, analyze	Analyze the Supreme Court actions of the late nineteenth century in terms of Social Darwinism.
Application	Problem solving, applying information	Interpret, apply, use, demonstrate	Apply the law of supply and demand to explain the current increase in fruit prices.
Comprehension	Interpreting, paraphrasing	Restate, discuss, describe, explain	Describe the major differences between modern and postmodern art.
Knowledge	Memorizing, recalling information	Who, what, when? Define, recall, list	What are the main theories used in discussing different learning styles?

Taxonomy

Adapted from: Dimensions of Learning (Marzano & Pickering); The New Taxonomy of Educational Objectives (Marzano & Kendall)

USING KNOWLEDGE: Generating & Testing Hypotheses to...

...Address Situations & Issues

...Clarify Phenomena & Events

Decision Making

Select from among seemingly equal alternatives

- Select the best alternative
- Generate criteria to select
- What is the best way
- Which has the most suitable

Situational Problem Solving

Accomplish a goal for which obstacles exist

- Figure out a way to
- Given the conditions/obstacles, how will you reach your goal

Invention

Develop a new product/process that fulfills a perceived need

- Create a new way to
- Devise something that will
- Change the way
- Improve this situation with a new

Experimental Inquiry

Offer and test explanations for what is observed

- If....then...
- What can be predicted
- What would happen if
- How would you determine if
- How can this be explained

Investigation

Historical-Projective-Definitional
Resolve confusions related to concepts or events

- What actually happened when
- What would have happened if
- Resolve the confusion about
- What will happen if
- Construct a definition of

Systems Analysis

Explain parts of a system and how changing one part influences others

- Explain purpose of system
- Describe how parts affect each other
- What would happen if this part changes

ANALYZING KNOWLEDGE: Examining & Generating....

...Similarities & Differences

...Arguments & Assertions

...Logical Inferences

Comparing

Identify similarities & differences among items and ideas

- Compare
- Contrast
- Differentiate
- Discriminate
- Distinguish

Classifying

Group items according to similarities

- Sort
- Categorize
- Organize

Analogical Thinking

Show similar relationships for items across domains

- Create an analogy for
- ___ is to ___ as ___ is to ___
- Show the same pattern in both

Analyzing Perspectives

Identify reasons & logic for perspectives on an issue

- Clarify the reasons for
- Identify the logic behind
- Find out why someone might think

Constructing Support

Build support for assertions or opinions

- Take a position on
- Defend your position on
- Explain your reasons
- Offer arguments for

Analyzing Errors in Reasoning

Identify logical or factual errors

- Question the validity of
- Listen to insure
- Assess
- Expose fallacies in

Deductive Reasoning

Apply general statements to specifics; draw conclusions

- Make and defend
- Predict what will happen
- Complete: If...then
- Because this is A, what do you know

Inductive Reasoning

Draw general conclusions from multiple specifics

- Create a principle
- Create a rule
- What conclusions can be drawn

COMPREHENDING KNOWLEDGE

Symbolizing: Construct symbolic representations of information

Integrating: Identify basic elements/structure of knowledge

- Symbolize
- Represent
- Draw/Illustrate
- Show the organizational patterns in
- Diagram to highlight
- Chart

- Describe how or why
- Identify the key parts of
- Trace the development of ideas in
- Describe in your own words the effects
- Explain ways in which
- Paraphrase, Summarize

RETRIEVING KNOWLEDGE

Recognizing: Identify information related to targeted knowledge

Recalling: Produce information related to targeted knowledge

Executing: Carry out a mental or physical procedure

- | | | | | | | |
|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Select • True, False • Match | <ul style="list-style-type: none"> • Identify • Point to | <ul style="list-style-type: none"> • State • Describe • Explain the major | <ul style="list-style-type: none"> • Who, what, when where • How, why • List, name | <ul style="list-style-type: none"> • Read • Write • Demonstrate | <ul style="list-style-type: none"> • Add, Subtract • Multiply, Divide • Solve for | <ul style="list-style-type: none"> • Complete • Use • Perform |
|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|

Characteristics	Item 1 	item 1 	Item 3 	Similarities/ differences May be able to teach bias/ stereotypes with this section too
Characteristic 1 Coat	Fur coat Short or long hair May shed	Fur coat Short or long hair May shed	Fur Coat Short or long hair May Shed	All have fur coats, short or long hair, may shed, but Hamsters live in cages so may not get it on the furniture
Characteristic 2 What they eat	Dog food, that has meat and veggies	Cat food with meat and veggies	Veggies only	Hamsters are the only ones to eat only veggies (herbivore) cats and dogs are omnivores
Characteristic 3 How they are to keep as a pet	Daily care-feeding, walks, must go outside to the bathroom	May be able to leave out food, must change a liter box, don't usually take for a walk	May be able to leave extra food, need to change shaving	All need care and feeding, but some not as often as others dogs have to be taken on walks
Characteristic 4 Size	Can be large, medium or small	Most cats aren't too big, they are usually medium to small	smaller than both dogs and cats	Hamsters are usually smaller than dogs and cats, but you can get some miniature dogs

Cats, Dogs, and Hamsters

Our class did a comparison of cats, dogs and Hamsters. *First* we noticed that both cats and dogs fur coats. Some have long hair, some short some and most shed **their** fur. One student talked about seeing a cat with no fur however, this made us wonder if **there** were dogs like this. *Next* the class looked at what each of these animals eat. Hamsters were the only ones that were just veggie eaters. (Herbivores). Cats and Dogs are omnivores, they eat both. Someone said wolves, that are dogs, may be carnivores, meat eaters only. *Did you know* hamsters are the smallest of these three **animals**. Cats and dogs have large and small sizes. *Finally* we compared which would be best as a pet. All three have to have care and feeding, but you could leave a cat with food and water and a liter box, and possibly a hamster, but you can't usually leave a dog. These are just a few of the things we compared about cats and dogs.

Used/ edited/ lessons in Transitions words-students had Next, Next or I learned, I learned etc. The new transition words are in *Italic*

Bold words are a lesson in homophones They're, their and there

Red word -animals used to work on synonyms-animals used twice what else could we use their (creatures, mammals)-lesson also about word choice and how it can affect the writing

I use students work (with permission) and model how the use of the Editing sheet to make changes

Students then self/peer edit and make changes to their work

Analyzing

Focus Area's	Level	Tasks	Self	Peer	Teacher
Capitals	1	Is skilled at capitalizing the first word in a sentence and the word "I".			
	2	Is skilled at capitalizing days of the week, months, and names of people.			
	3	Is skilled at capitalizing holidays, product names, and geographic names.			
Punctuation	2	Is skilled at using the correct end punctuation for sentences (. ? !)			
	3	Is skilled at using commas in dates and to separate words in a series.			
	4	Is skilled at using apostrophes to form contractions and frequently occurring possessives.			
Informative/Explanatory	2	Is skilled at providing multiple facts, a title that fits the content, and a concluding statement.			
	3	Is skilled at introducing a topic, using facts and definitions to develop ideas, and providing a distinct concluding statement.			
	4	Is skilled at grouping related information using linking words and phrases.			

Students use the abstracting (big ideas I can take away) to create a conclusion

We share the various conclusions they create

Student example:
(First conclusion)

I hope you learned a lot from my report.

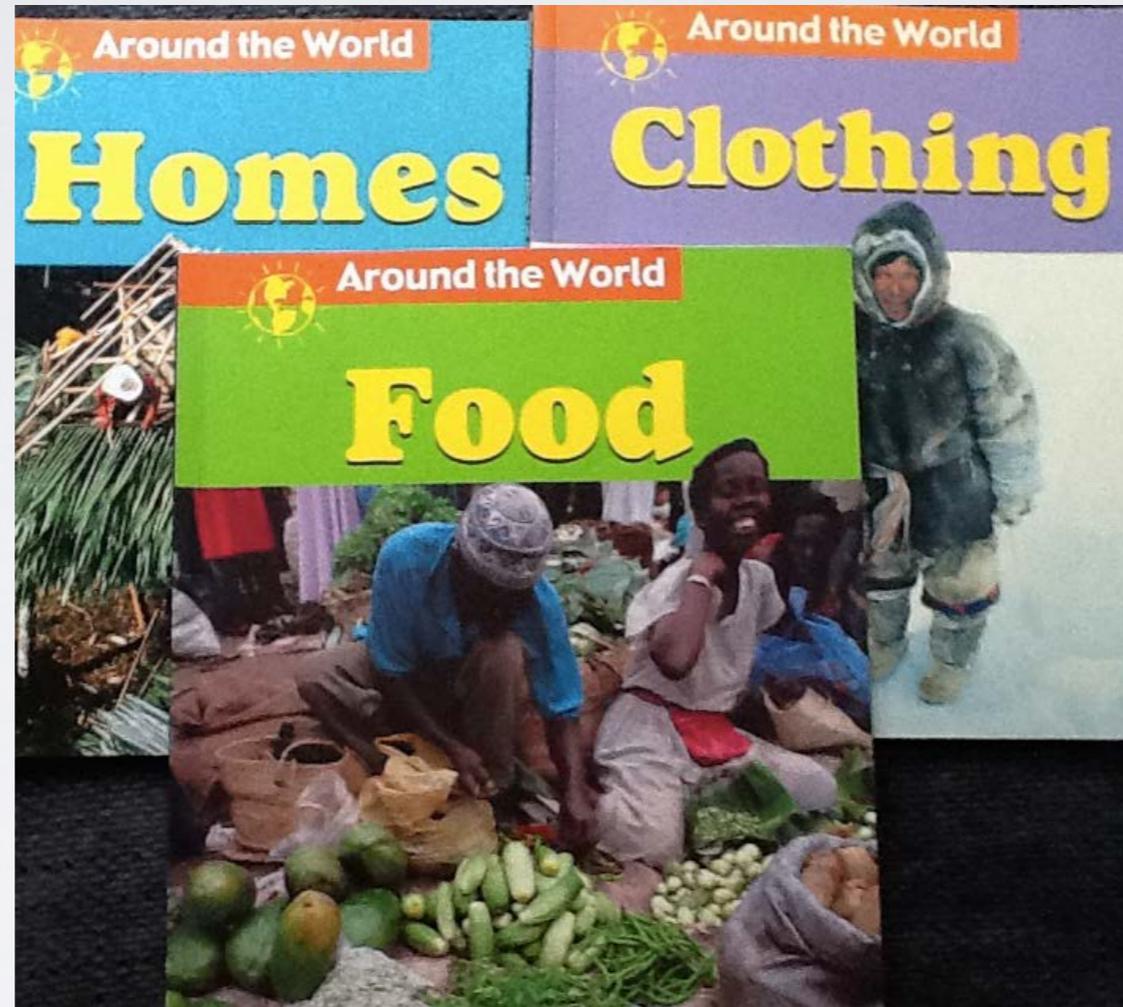


Student Example:
(Second conclusion)

Overall, I learned that cats, dogs and hamsters are all mammals and have more similarities than differences.

Explicit Reasoning

stated clearly and in detail, leaving no room for confusion or doubt



Predicting: What is the Common Theme of these Informational books?

Implicit Reasoning

implied though not plainly expressed

Characteristics	Item 1 Food	Item 2 Clothing	Item 3 Shelter	Similarities/ differences Generalizations
Characteristic 1				
Characteristic 2				
Characteristic 3				
Characteristic 4				

What factors have an effect on the food we eat, the clothing we wear and the homes we build?



**Informational Text Structure:
(Compare & Contrast)**

Opening: (tell effect 1-4 in opening)

Effect 1:

Effect 2:

Effect 3:

Effect 4:

Closing: (restate effect 1-4 from opening)

Targeted lessons:
(or practice/ assessment, depending on the needs of the student)

Reading:

Use of Informational text features
Use of Informational text structures
Finding Common themes across texts

Writing:

Informational Text structure
Use of Transition Words
Developing a Strong Conclusion
Punctuation/Capitalization
Grammar
Self editing/peer editing

Social Studies:

Maine Economics/Basic Needs

Science:

Sources of food & Fiber

Complex reasoning:
Compare/contrast

Growth mindset:
Peer editing

Classify Agricultural products of the Regions of the U.S.

categories

Northern States	Southern States	Western States	Midwestern states

Abstracting: **What did you notice about what each area grows or raises?**

Describe how you can use this information to help you decide a what to grow in your school garden?



Analyzing Perspectives

Name:

Issue:

What should we grow in our school garden?

perspective 1:

Reasons/ Reasoning:

Perspective 2:

Reasons/ Reasoning:

Should School Lunches be able to
serve Nachos and cheese as the
main course?

Constructing Support

Position or Point of View	Evidence (data, examples, quotes):
Reason 1:	
Reason 2:	
Reason 3:	
Opposing view/qualifier	Acceptance, refutation

Experimental Inquiry

Topic:

**What happens with a seed grown in the window,
to one out of the light?**

What do I Observe?

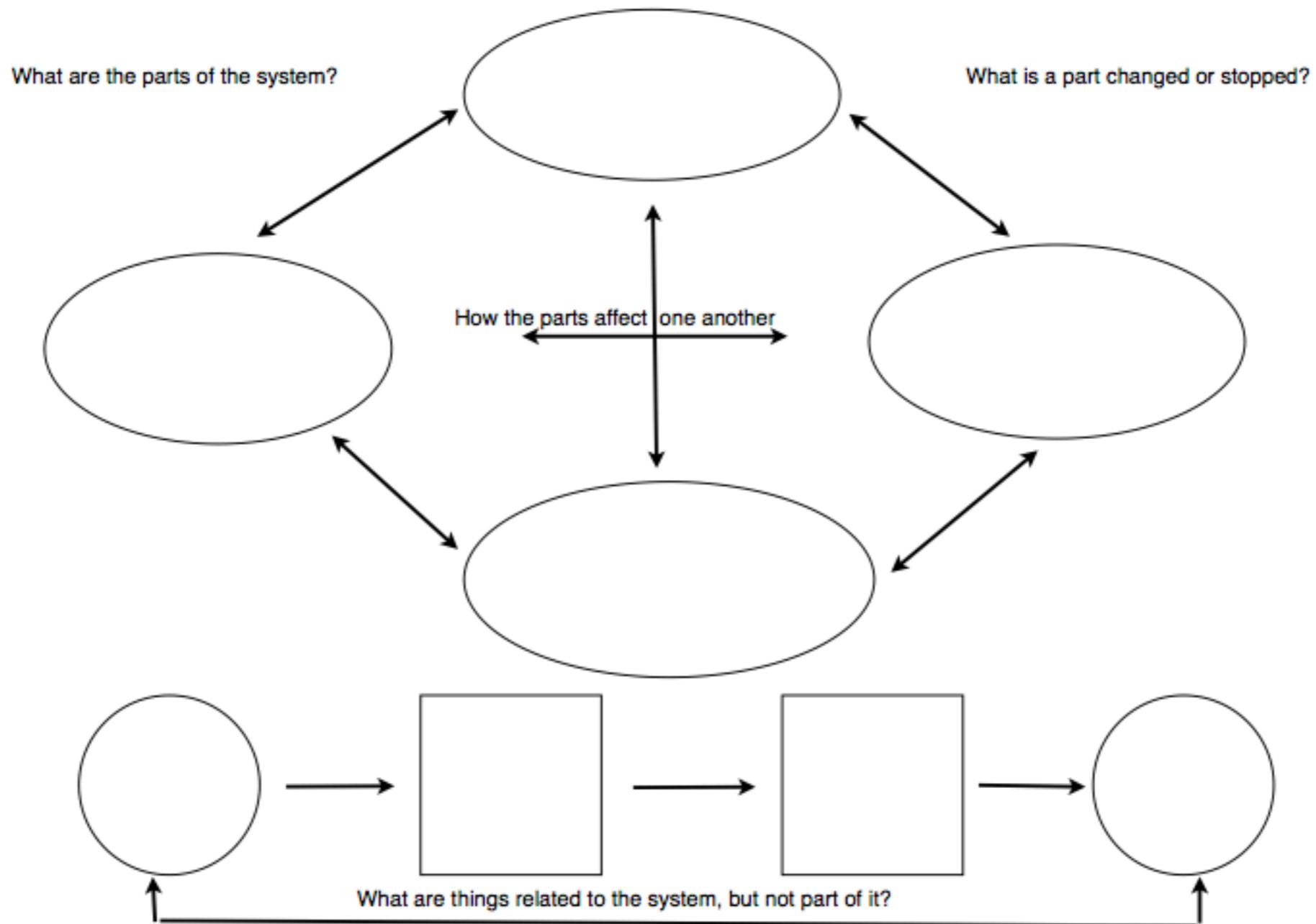
How might I explain what I observed?

What do I predict based on my explanations?

How can I test my prediction?

Was my prediction correct? Why or why not? Conclusions

Milking Parlor



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