**NM HSTW Start Up Symposium: August 29-30, 2011--Albuquerque**

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Integrated strategies usable for all content areas, as well as Social Studies

Are we aligned with the common core standards???

STRATEGIES:

1. Richard Suchman “Inquiry process”: analyze, evaluate, create

(Try not to guess, but rather, listen and evaluate: questioning!!!)

1. Name that Category, good one. Like $10,000 Pyramid

“TEACH KIDS HOW TO THINK, PROCESS INFORMATION, not just your content!!!”

* Create essential questions
* Then create Essential knowledge

1. The FRAME Routine: are we aligned? Essentially outlines chapters or units or even today’s lesson, like a MAPQUEST, organizing the materials used like a skeleton.
2. Cubing (Action verbs), in teams draw a card and do what it asks based on the verbs in your stds.
3. Clarifying Table organizer: students will fill in template, taking notes. To include: topic, core idea, clarifiers (things you need to know), knowledge connections, describe and example, don’t confuse with…, example sentence. See template for organization.

Identifying **similarities and differences** has proven a 45% gain according to Marzano’s studies on student achievement.

**Common Core Standards: 5 areas of emphasis:**

1. Reading comprehension
2. Writing
3. Speaking/listening
4. Language
5. Media and technology

Day 2: Assessments of students—August 30, 2011

Assessing Rigor at a higher level: through oral/written questions

**HALO**: types of achievers

High achievers: 6-8 interactions

Average “: 8-14 “

Lower “: 14-21 “

Others”: 21 + “

Deductive reasoning Activity:

Name the category and clues on a note card, then with a partner, give other clues as to what it might be, keep cards face down, go back and forth 2-3 cards in a row, and switch. Create 10 cards.

Syntax: making sure your wording of higher level rigor is clear and fairly concise, so students actually understand what is being asked of them.

**Cooperative Problem Solving**: Groups are given task on 4 cards needed to solve the problem, clue cards are in riddles and need to be deciphered to solve the problem. Each student gets an info card, all 4 cards have info that is pertinent, and some that is not pertinent. Figure out what is pertinent and what is fluff.

Books by Michael “Mickey” Hickman:

Catch Them Thinking in Social Studies

Cooperative Problem Solving, Grade 6-12, 2nd edition 2008

Incorporate Bloom’s with Webb’s Depth of Knowledge when creating M.C. tests to create higher rigor.

Reading emphasis: try to find historical documents like speeches, letters, Constitution’s, etc.

Writing emphasis: with higher level Bloom’s

Engagement of students:

**What/Who am I**: Use stickers to “change someone else’s identity, students will have to ask questions about what or who is on the sticker on your back. Rotate throughout the class and remember your yes or no answers and ask others in the room, until you figure out who/what you are.

**A to Z Review**: use words that correlate with themed words or concepts, that begin with that letter

Create words from another word that pertains to such word: DEMOCRACY: use a word for each letter.

**Pattern Puzzles**: sequencing exercises, see “Manual” on jump-drive

**Zip Around-Card Review Activity**: using start card, see narration from jump-drive resources, then final end card: P.22:38 in Manual of A to Z

**Hunt for Solutions:** review exercise: number off, read review question and have a number get up and find the answer somewhere in the room, use of music is a biggy

**Find someone who**:

**T-G-T Card Review**: with deck of cards, reviewing a topic, chapter, etc., e.g. nicknames/proper names

Object is to win as many game cards as possible by knowing the answer. Aces, two’s , etc. collect one from each # and suit. 5 seconds to respond. If you don’t know, you may pass, or if you answer wrong you will have card given to, challenges are acceptable, but if challenge is incorrect, they are deducted.