

# IPSWWICH

CREATIVITY, CRITICAL THINKING AND MORE.

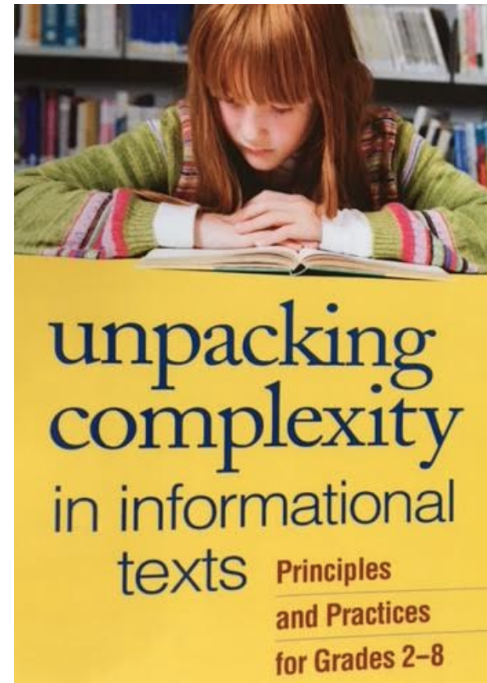
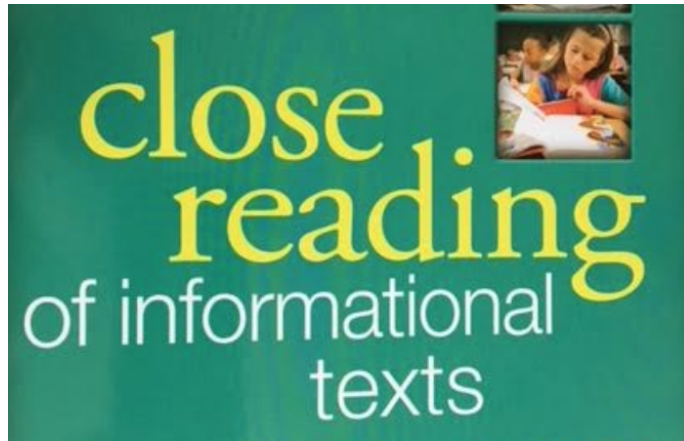
SUMMER PROFESSIONAL DEVELOPMENT COURSE 2018

A photograph of two young people sitting on a large rock in a lush, green forest. The person on the left is a young man with short brown hair, wearing a grey hoodie over a bright green t-shirt and bright green socks with black stripes. He is holding a yellow clipboard and writing with a pencil. The person on the right is a young woman with long brown hair, wearing a blue t-shirt, red shorts, and bright green socks with black stripes. She is holding a brown clipboard and looking down at it. The background is filled with dense green foliage and tree trunks.

# DISCIPLINARY LITERACY

AUGUST 2018

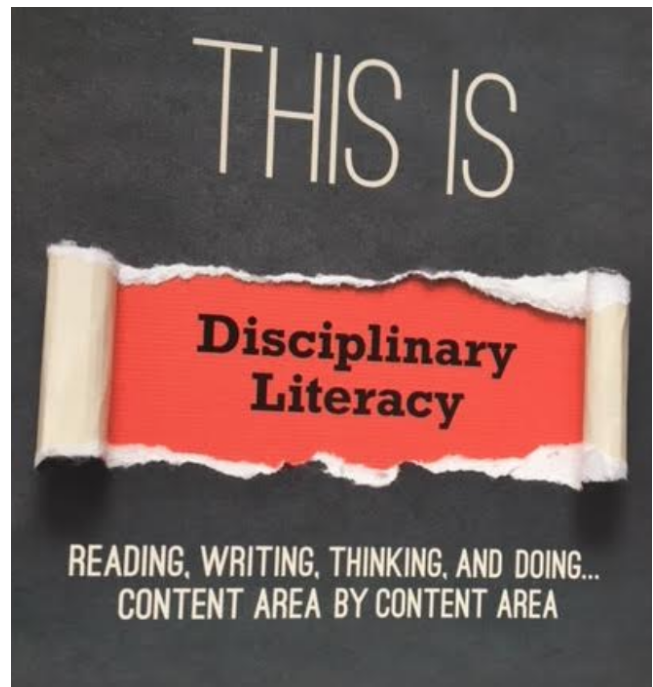
# Course Overview



What does it mean to “read like a historian?” versus “read like a scientist” versus “read like an English professor” versus “read like a mathematician?” What text features and types of vocabulary are particular to core contents areas and how does this impact student achievement? How can I help students connect to and make sense of complex texts? Does critical thinking while reading look the same in all content areas? In this new course, educators learned, practiced and applied strategies for close reading, vocabulary development, coding, and annotating within a diverse array of content areas and texts. Educators in the course completed work in July and early August in reading the courses texts and submitting a working draft of a curriculum unit. The course facilitators provided a round of feedback, with an eye to places in the curriculum where the educators could apply reading strategies to best support all learners. Then, the group met together for three days in August 2018.

# Course Overview

These class sessions were grounded in learning more about and applying the reading strategies shared in the course texts and resources. This included curriculum development time and, then, Learning Cycles rounds where participants met in small groups to use a protocol to share curriculum and receive feedback for enhancement and revision. Throughout, participants had the option of meeting in a break-out group with Ipswich Middle School/High School Reading Specialist Diane Tarr for a closer focus on "Reading and the Brain." Final products of the course were Understanding by Design-style curriculum units with integrated use of the reading strategies learned in the course. This course was open to all teachers, grades 3-12.



# Course Teachers

## Tracy Wagner

Tracy Wagner is the Director of Teaching and Learning for Ipswich Public Schools. She has served as a teacher, administrator and educational leader



for the past twenty plus years, including at Harvard University, Boston Public Schools and the Madison Metropolitan School District in Madison, Wisconsin. In Ipswich Public Schools, Tracy is proud to support and guide faculty in standards-based curriculum development, assessment, instructional techniques and pedagogy as she builds learner-centered professional development for the district. Originally a farm girl from northern Wisconsin, Tracy now holds a Masters in Education from the Harvard Graduate School of Education and a B.A. in English and teaching certification from the University of Wisconsin-Madison. Tracy is especially interested in STEAM education, literacy development, trans-disciplinary learning and strategies to support students and educators in practicing creativity and critical thinking. She lives in Medford, Massachusetts with her partner Kris, son Grant and a whole lot of gears, gadgets and D.C. superhero accessories.

# Course Teachers



**Diane Tarr**

Diane Tarr is a Special Education teacher at the Ipswich Public Schools. She currently teaches students at both the Ipswich Middle School and Ipswich High School from grades 7 through the post-grad program.

She is beginning her sixth year of teaching and twenty-first year with the Ipswich Public Schools.

Originally from Long Island, New York, Diane graduated from Gordon College where she is currently working on completing her Reading Specialist degree.

Diane is especially interested in learning about the latest research on how the brain functions as we read and what that tells us as educators as we teach reading to our students. Diane lives in Wenham with her children Trevor and Jennie.

# Elementary School Teachers

## Betsy Castonguay

**Name and Title:** Nonfiction Reading and Research

**School and Grade Level:** Paul F. Doyon Elementary School, 3rd Grade

**Essential Questions:** How do the varying key elements of nonfiction structure and features help us understand nonfiction text?

How can we identify the author's point of view?

How does the energy flow from one organism to the next in a food chain or web?

### Reading Strategies:

1. Annotate nonfiction reading (using underlining/highlighting, margin notes, circling, starring) when locating and identifying information. 2. Use sticky notes to Code information, questions, confusion, questions, etc. 3. Making connections (T-T, T-S, T-W) 4. Summarizing and paraphrasing 5. Use of Graphic Organizers 6. create a content area specific vocabulary word wall 7. predict using the THIEVES bookmark.

### Description of Unit:

This unit was written to incorporate the reading work and best practices of Lucy Calkins and Sunday Cummins into one cohesive unit. In this unit I have incorporated many reading strategies to help facilitate the unpacking of the many embedded components of nonfiction. In the end students will do a research project that they will incorporate many of these elements. Some key components include: predicting using text features, looking closely at text features and what information can be gained, looking at different text structures and identifying them, pulling out main ideas and supporting evidence, summarizing, paraphrasing, and synthesizing.



[Nonfiction Reading/Researching](#)

# Elementary School Teachers



## Carrie Clasby

**Name and Title:** Ancient Civilizations of North America

**School and Grade Level:** Paul F. Doyon Elementary, Fourth Grade

**Essential Questions:** How does understanding early civilizations help us understand how the United States expanded over time?

**Reading Strategies:** Coding, TELL, 5-3-1, and Close Reading

**Description of Unit:** Our fourth grade Social Studies unit will help students to understand how early civilizations affected the expansion of the United States. Students will use reading strategies taught in this class to activate their learning and make meaning of this topic.

## [Ancient Civilizations of North America](#)

# Elementary School Teachers



## Kimberly Meaney

**Name and Title:**

Ancient Civilizations of North America

**School and Grade Level:**

Paul F. Doyon Memorial, Fourth Grade

**Essential Questions:**

How does understanding early civilizations help us understand how the United States expanded over time?

**Reading Strategies:** Coding Method, 5-3-1, TELL and Close Reading.

**Description of Unit:** Students will evaluate competing theories about the origins of people in North America. Through different reading strategies, fourth graders will explain how archaeologists conduct research. Additionally, they will give examples of some archaeological sites of Native Peoples in North America.

[Ancient Civilizations of North America](#)



# Elementary School Teachers

**Courtney Segee**

**Name and Title:** The First People: Wampanoags and Pilgrims

**School and Grade Level:** Winthrop, Grade 3

**Essential Questions:** What do good problem solvers do when they are stuck?  
How does collaboration help create a rewarding end result?  
How are new societies formed?

**Reading Strategies:** Word Wall  
Coding

**Description of Unit:** Students will uncover what it was like to be a Pilgrim coming over to North American on the Mayflower. They will learn about the relationship between the Pilgrims and Wampanoags and understand that the Pilgrims would not be successful without them! Information is presented in a variety of different ways to give students a more hands on approach to learning about the First People of America!



[The First People:  
Wampanoags and  
Pilgrims](#)

# Elementary School Teachers

**Meg Smith**

**Name and Title:** Everyday Life for the Early Colonists

**School and Grade Level:** Winthrop, Third Grade

**Essential Questions:**

How does conflict shape culture?

How can learning about the early colonies help me understand my world today?

**Reading Strategies:** Coding Method, Interactive Read Aloud, Shared Writing, Synthesizing, Annotating, Using Text Features

**Description of Unit:** In this unit, students will code reading assignments in the new textbook, "The Massachusetts Story" and will participate in interactive read alouds and shared writing of the difficult topics of slavery and war found in the text. Students will enjoy working independently and with a partner on hyperdoc! An engineering design project and a field trip are included in the unit as well.



[Everyday Life for the Early Colonists](#)

# Middle School Teachers

**Scott Jewell**

**Name and Title:** Transportation System,  
Airplane Unit

**School and Grade Level:** Middle School 6-8  
Technology Engineering

**Essential Questions:** How does an airplane fly  
and how do you control it?  
How do I make sense of complex directions in  
order to build a model that works?

**Reading Strategies:** Applied Word Wall

**Description of Unit:** This is the fourth  
transportation systems unit students experience  
in my classroom. They cover land, sea & space  
based systems first and this one is a air based  
system. Students go about learning about what  
makes a airplane fly the same way the Wright  
Brothers did, they start by solving one problem  
at a time using a model of a glider.



[Transportation  
Systems,  
Airplane Unit](#)

# Middle School Teachers



## Joanne Ryan Walsh

**Name and Title:** Equations

**School and Grade Level:** Ipswich Middle School, Grade 7 general math and advanced grade 7 math

**Essential Questions:** How english text of a real life situation be translated to the language of math to solve problems?

Where are algebraic equations a tool to solving math problems beneficial in multiple areas of math?

How can mathematical properties be applied to solve mathematical equations?

**Reading Strategies:** Word wall, coding text, assessment of evidence of active reading strategies, mathematical vocabulary development through decoding

**Description of Unit:** Recognizing math as a language to be used to solve real world problems. How the creation of equations represented a situation can then be used to solve a problem.

[Math is a language: Excerpt Equations](#)

# Middle School Teachers

## Christine Senechal

**Name and Title:** Sustainability

**School and Grade Level:** Ipswich Middle School - Grade 6  
Science

**Essential Questions:** How can we increase a sustainability mindset in ourselves and others?

How can evidence can be used to support the idea that Ipswich has made sustainable living a priority?

### Reading Strategies:

Reading Apprenticeship Curriculum-Embedded Reading  
Assessment

Coding

Annotation

Concept Mapping

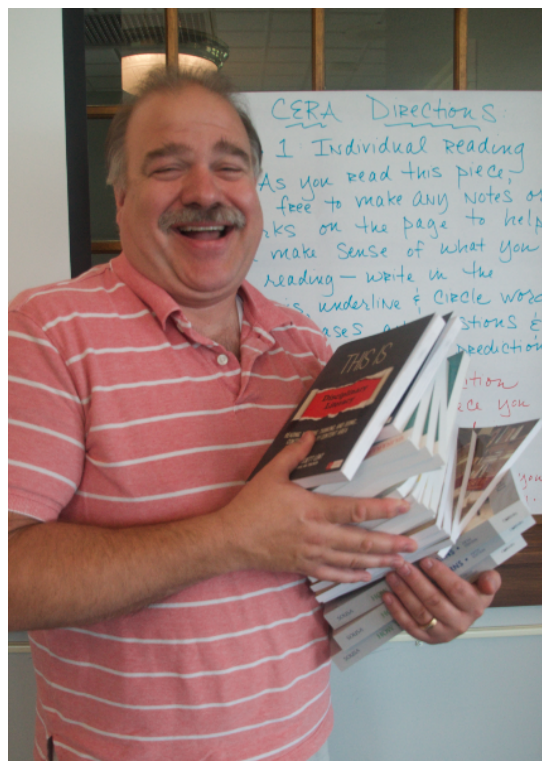
Chunking

Primacy-recency

**Description of Unit:** The idea of sustainable living begins with the idea that living things have 4 basic needs in order to survive. Students will explore characteristics of sustainable living during the year through studies as large as space exploration to small-scale local environments . Connections and research students make in will help them determine whether Ipswich has made sustainable living a priority. With assistance from Change is Simple students will create a plan to become involved in this community endeavor through a on site - local gardening project.



# High School Teachers



**Scott Ames**

**Name and Title:** The purpose of the Media in informing the American Public, and the potential pitfalls used to achieve that goal: Bias; Purpose; Style

**School and Grade Level:** Ipswich High School: Current Events, Grades 9-12

**Essential Questions:** Is there a benefit to news/media literacy in a democratic society? How can individuals become informed consumers of news and media? How can the need to "sell" the product potentially affect the quality and veracity of reporting?

The purpose of the Media in informing the American Public, and the potential pitfalls used to achieve that goal: Bias; Purpose; Style

**Reading Strategies:** CATAPULT; Current Events Shorts

**Description of Unit:** To explore the idea, purpose, and definition of a free press in a democracy. What role does bias have in shaping information, perceptions, and presentations through an exploration of the current events around the our nation. Students will research a topic in the news and compare/contrast different perspectives on that topic and make a "What Really Happened" presentation.

# High School Teachers

**Gregory Chmura**

**Name and Title:** Summer Assignment: Ecology & Animal Behavior

**School and Grade Level:** Ipswich High School, Grades 11-12, AP Biology

**Essential Questions:** 1. How do I complete a scientific study of an animals behavior?  
2. How do biotic and abiotic factors interact in ecosystems?

**Reading Strategies:**1. Students are using poster paper to create concept maps of the summer reading. Students will research new examples of each essential knowledge in the AP curriculum as a part of a jigsaw activity.  
2. Students will participate in a book discussion related to the "Secret Lives of Lobsters". In this discussion protocol, students will finish by sharing a word, a phrase, and a golden line from the book.

**Description of Unit:**This unit is a summer assignment relate to AP biology. In this unit student use the textbook to learn about the topics of animal behavior and ecology. Students also conduct and independent project related to animal behavior.



[Summer Assignment: Ecology Unit](#)

# Special Thanks to:

Brian Blake, Superintendent of  
Ipswich Public Schools

Ipswich Town Hall

IPS School Committee

The IPS Leadership Team

Nicole Dziadose, Secretary to the  
Office of Teaching and Learning

Mel Powsner, Director of the  
Performing Arts Center &  
Social Media