

WIFI network: FPCVB

Password: lifecenter

# Moonshot Institute Workshop

# Literacy on the Move

## Follow the Moon to Applied Literacy

April 28, 2018



The Learning Alliance





---

## **Moonshot Quest**

What does it take to achieve 90% literacy by third grade such that we create literate, compassionate, creative citizens who will improve the world?

---



---

# Adventures in Literacy

To create a compassionate community that supports risk-taking, perseverance, and adventure.

---



---

# Enriched Literacy

- Social Emotional
  - Foundational
  - **APPLIED**
-



---

**Welcome Marie O'Brien**

Digital Media & Community Outreach

Why Summer Learning?

#MoonshotKidsCan

---



---

# Logistics

- Agenda
  - Objectives
  - Agreements
-

---

## **Workshop Objectives:**

- Experience key strategies in a comprehensive, interdisciplinary plan
  - Understand how Project Based Learning can be embedded with standards-based instruction
  - Continue to unpack all learning as connected - the WHAT, HOW and WHY of Applied Literacy
-





---

# Agreements

- Be open
  - Be bold
    - Be present

*\*Push into your growth zone!*

---



---

"Every day, young people are changing the world, making it better. I hope you find your special place to explore and to be inspired, just like I did when I was a kid. Then stand up...go out there...and change the world.



I believe in you."

- Philippe Cousteau

---



---

## Essential Question

How is every living thing in our community connected? How can we care for each other?

---



---

## Power Standards

- RL/RI.1.1: ask & answer questions
  - RI.1.2: main idea & key details
  - W.1.2 & W.1.3: informational & narrative writing
  - SC.2.L.17.2. Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs. (Science - Big Idea 17: Interdependence)
-



**FOLLOW  
THE  
MOON  
HOME**

*A Tale of One Idea, Teeny Kids, and a  
Hundred Sea Turtles*

by **PHILIPPE COUSTEAU**  
and **REBORAH ROYENSON**

Illustrated by **MELO SO**

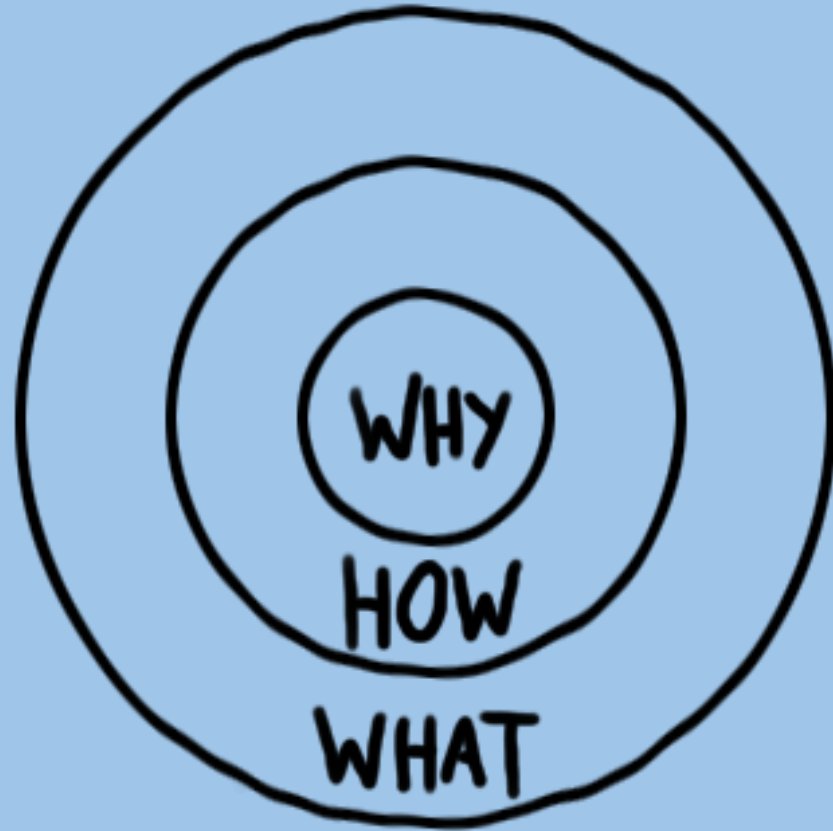
---

# Applied Literacy: PBL





# THE GOLDEN CIRCLE





---

WHAT we do is connected to  
WHY we do it by  
HOW we do it

---



---

---

**“Engage the world,  
change the world.”**

***-Paulo Friere***

---



---

## WHY?

- Social Emotional (success skills, attitudes)
- Foundational (standards & skills)
- Applied (agency & compassion)

*\*Think about assessment of each -  
how do we measure what matters?*

---



Seesaw

## Seesaw

- Hold students accountable for independent work
  - Students can document and share their learning
  - Communicate with parents
  - Send assignments
  - Students' job is to document their work
-



---

# Mindful Moonshot Morning Routine

One serves oneself best  
when one is serving others.

The key is to be part of a community

-Martin Sheen

---



---

OOPS IT'S COOL

ATTENTION GRABBER

---



---

## Activity to Unite

*Everyone does the same thing at the same time with the same purpose*

Arch You Glad  
to See Me?



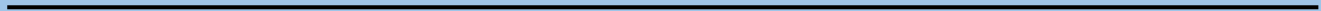


---

# Activity to Disengage Stress

## *Breathing*

Phases of  
the Moon







---

# Activity to Connect

*Ways to connect with partners:*

*Eye Contact ~ Presence ~ Touch ~ Playful Situation*

Micro-  
Storytelling





---

Toe to Toe Partner

What kind of animal would you be  
and why?

Elbow to Elbow Partner

How are your animals  
connected/related?

High Five Partners

How do you think your animal helps  
us?

---



---

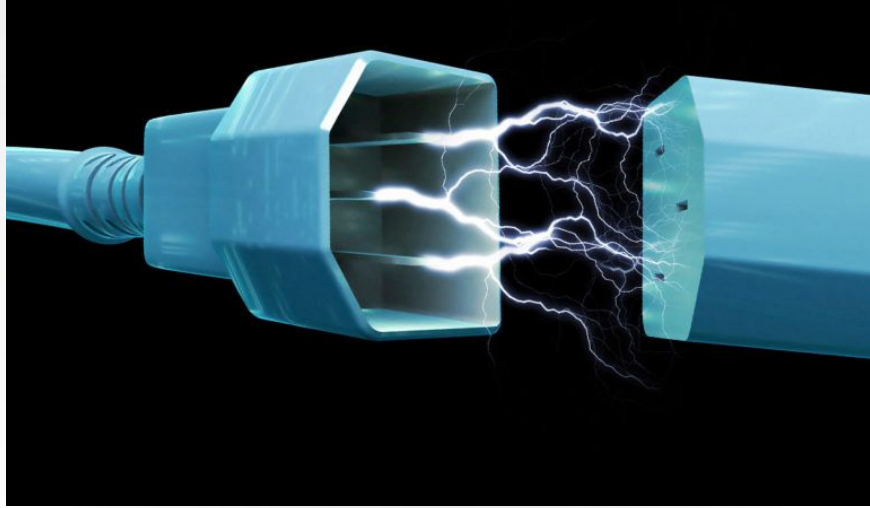
## Activity to Commit

Group Commitment: Reflect on your part of the connection rubric and share out

Individual Commitment: Set a goal for yourself for day.

*This workshop will be successful if...*

---



# Learning is a Connection Project

*A Moonshot Talk with Liz  
Remington*

# Acknowledgments:

There is nothing that a little bit of science can't help

Dr. David Kilpatrick

Dr. Stanislas Dehaene

Dr. Kate Cain

Dr. Maryanne Wolf

Dr. Jane Oakhill

Dr. Rita Carter

Dr. Susan Smart

Dr. Russell Barkley

David Sousa

Pat Wolf

Dr. Robert Brooks

Dr. Tracy Alloway

Dr. John Medina

---

How do we create a **learner** centered  
**connected** classroom that focuses on  
making **meaning**?

Turn -N- Talk



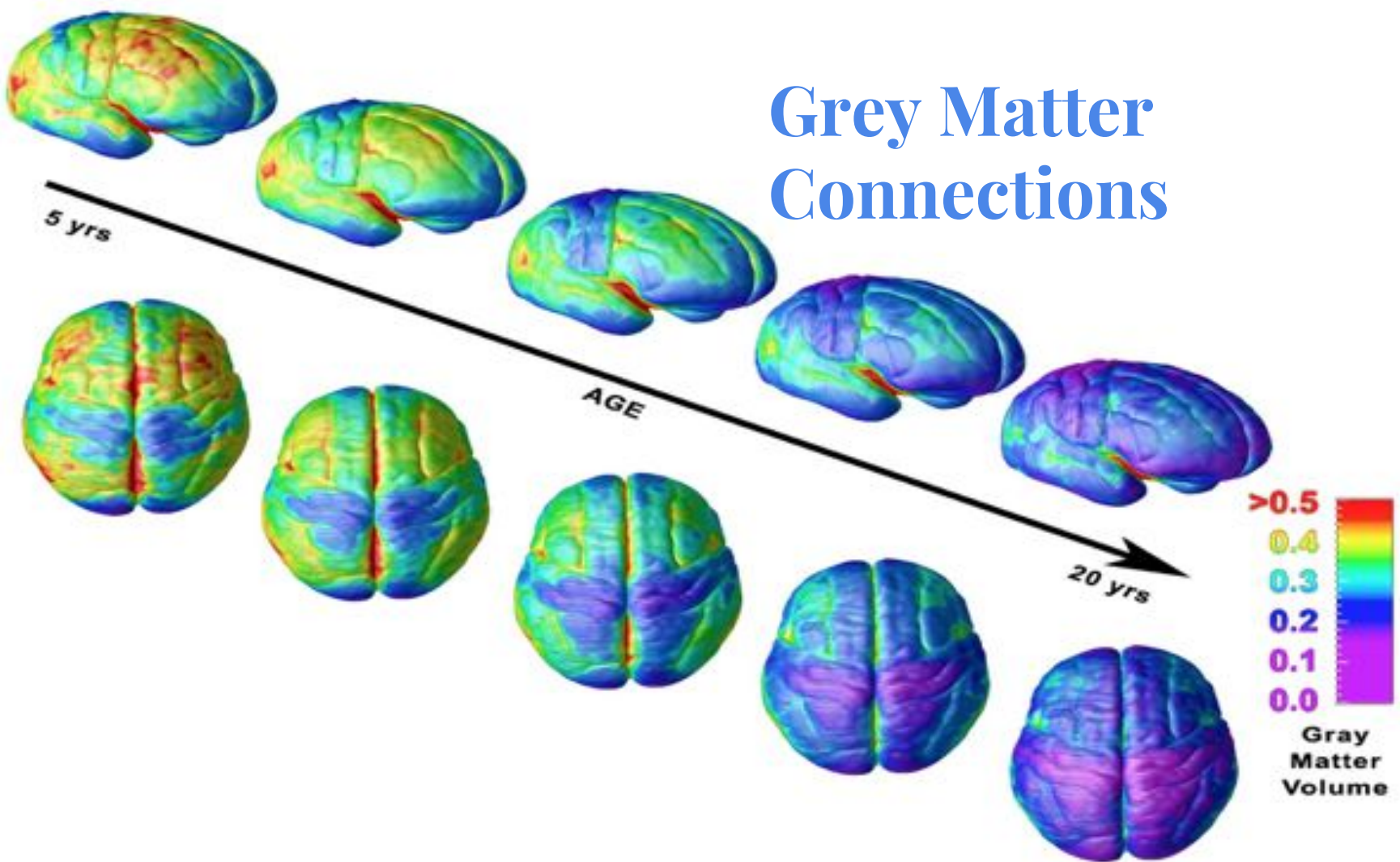
**Executive State**  
Prefrontal Lobes

**Emotional State**  
Limbic System

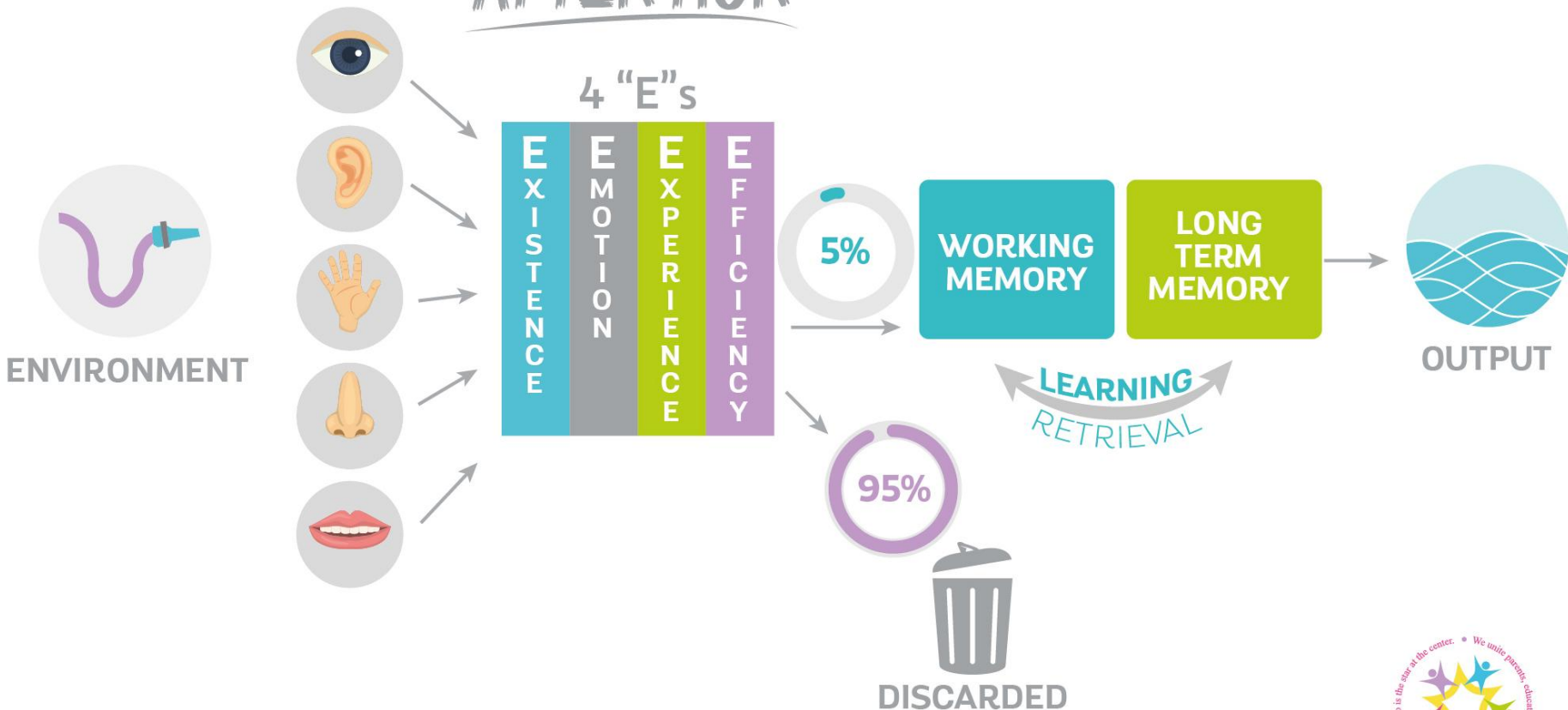
**Survival State**  
Brain Stem



# Grey Matter Connections



# ATTENTION



# Our Senses

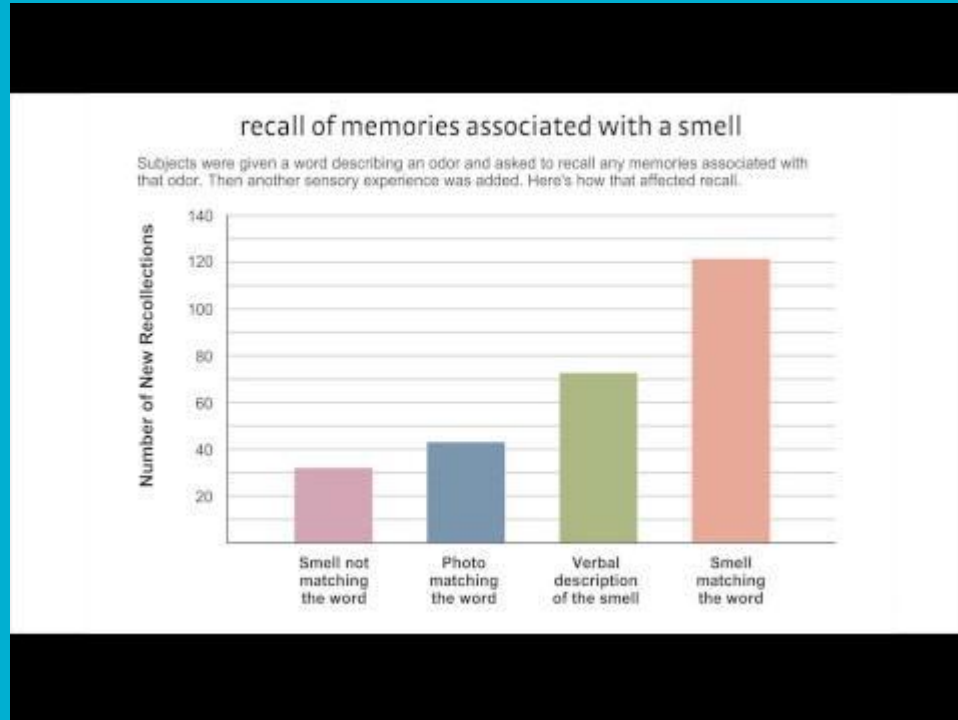


As touch, taste, sight, smell and hearing boarded the charter flight for Havana, Professor Nicholson knew in his heart that he had lost more than just good friends. In fact, he had finally lost his senses.

**Multi-sensory learning is the deliberate use of our visual, auditory, tactile, and kinetic pathways to ensure correct and automatic encoding and then retrieval of information.**

*- John Medina*

# Learning linked to our senses



# 4'E's

**Existence** - wired to survive. Need an environment that is safe supportive and challenging

**Emotion** - Emotions as an invisible rudder driving the meaning making of learning. Learning is relationship driven.

**Experience** - connect-reflect-make meaning

**Efficacy** - if we don't use it we lose it. Teach for transfer

# 95% Discarded

---

If there is no meaningful reason for information to be retained then it is discarded

Too much to fast won't last- we race to cover curriculum but we are not learning

Why?

# Working Memory

—  
The table space  
where conscious  
processing and  
learning happens

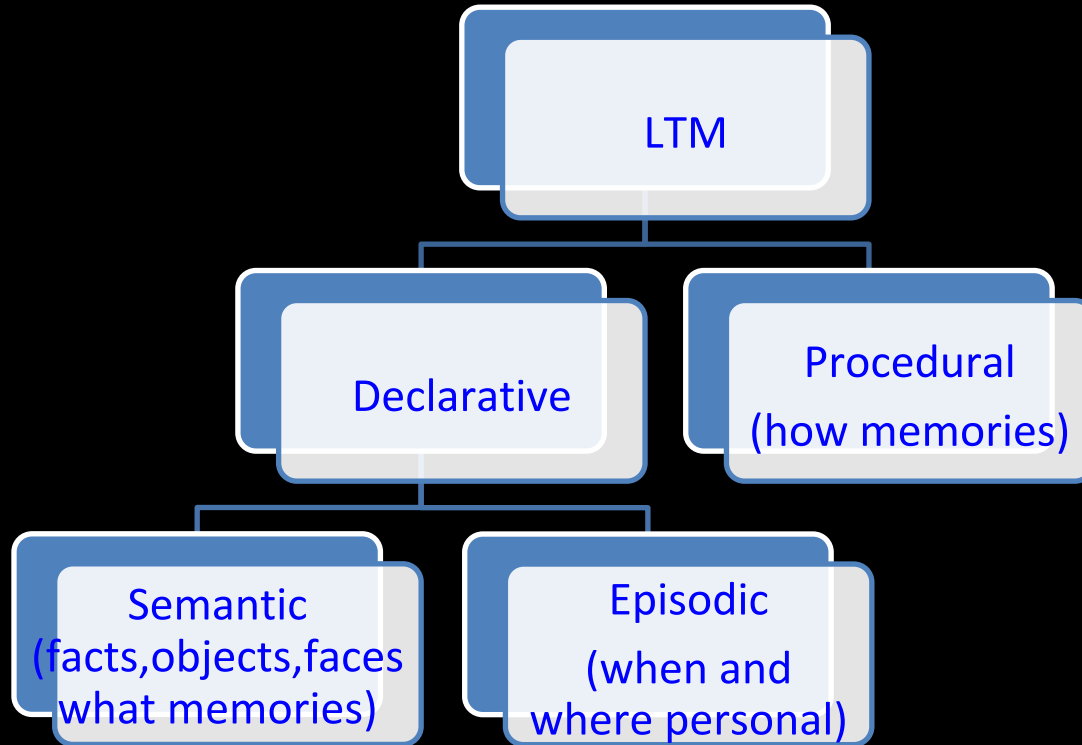




# How important is Memory?



# Long Term Memory



---

# OUTPUT

What do we want students to know and be able to do?

How do we design learning experiences to support output?

# Layered Approach to Literacy and Learning

---

SEE IT

SAY IT

BE IT

FEEL IT

# ATTENTION



## Building Community: Meaning Making Machines

**“Tell me and I forget. Teach me and I remember. Involve me and I learn.”  
– Benjamin Franklin**



---

# Entering Text with Vocabulary

Sentence Predictions

Trying Out the Words

Vocabulary Chain Link

---



---

## Sentence Predictions (Guess My Word)

Then they were off! \_\_\_\_\_  
over the sand and into the sea.

---





---

## Trying Out the Words (Plug It In)

crept

gasp

whirled

observe

dehydrated

scurrying

brainstorm

packed

---



---

## Vocabulary Chain Link

Creating a human concept map to show extensions of meaning beyond synonyms and antonyms.

---



---

## WHY READ ALOUDS?

Being read to is the biggest predictor of reading ability.

WHY?

TURN N TALK

---



---

# Why Read Alouds?

- Phonology
- Connections
- Meaningful conversation
- Deepen comprehension
- Expand vocabulary
- Complex language patterns
- Characteristics of genres
- Compassion
- EF skills and Attention Networks



---

# Interactive Read Aloud Strategies

- Introduce the text
- Read the Text
- Respond to Text
- Revisit the Text



---

## Your Turn

- Choose one table member to read the rest of the story aloud
  - The listeners put on your “teacher hat” and jot down on post-its:
    - Vocabulary to discuss
    - Questions to ask about genre, characters, or content
  - Discuss your questions and vocabulary choices with your table group.
-

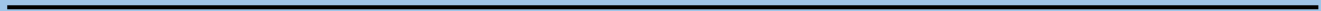




---

## Respond to the Text

Write about something you found interesting in the story, learned from the story, or what you would've done differently.





---

## REFLECTION



- Where do you see evidence of connections so far today?
  - Use your checklist and discuss your table focus as a group.
  - Find your “toe partner” and share.
  - Share out with the room.
-





---

## Key Word Outline

1. Read the text or section of text
  2. Choose 3-4 important words for each line (highlight/circle)
  3. Number a line for each sentence
  4. Write the highlighted words on each line (separate the words with commas)
  5. Write your own (more exciting) sentence using the important words.
-

## Copperhead Snakes

Copperheads are venomous snakes and members of the pit viper family. Pit vipers have a heat sensing organ in a facial pit located between the eye and nostril. The organ is useful in locating food by detecting the body heat of prey species. Copperheads are not generally aggressive snakes and rarely injure people. They are secretive but valuable members of the wildlife community in Georgia. They range throughout most of Georgia and occupy a variety of habitats. This note discusses general aspects of their life history.



---

## Slide Show

- Read about your table's animal.
- Use the slide show template as a graphic organizer for your research

---

# ALL ABOUT MY ANIMAL

- Habitat
  - Life Cycle
  - Food Chain
  - Interesting Facts
  - Why Is This Animal Important?
  - What Problems does this animal face?
  - How can we help?
-



---

## Tea Party

*EQ: How is every living thing in our community connected? How can we care for each other?*

- Become your animal
  - In character, share why you matter and find out about the other animals in our community
-



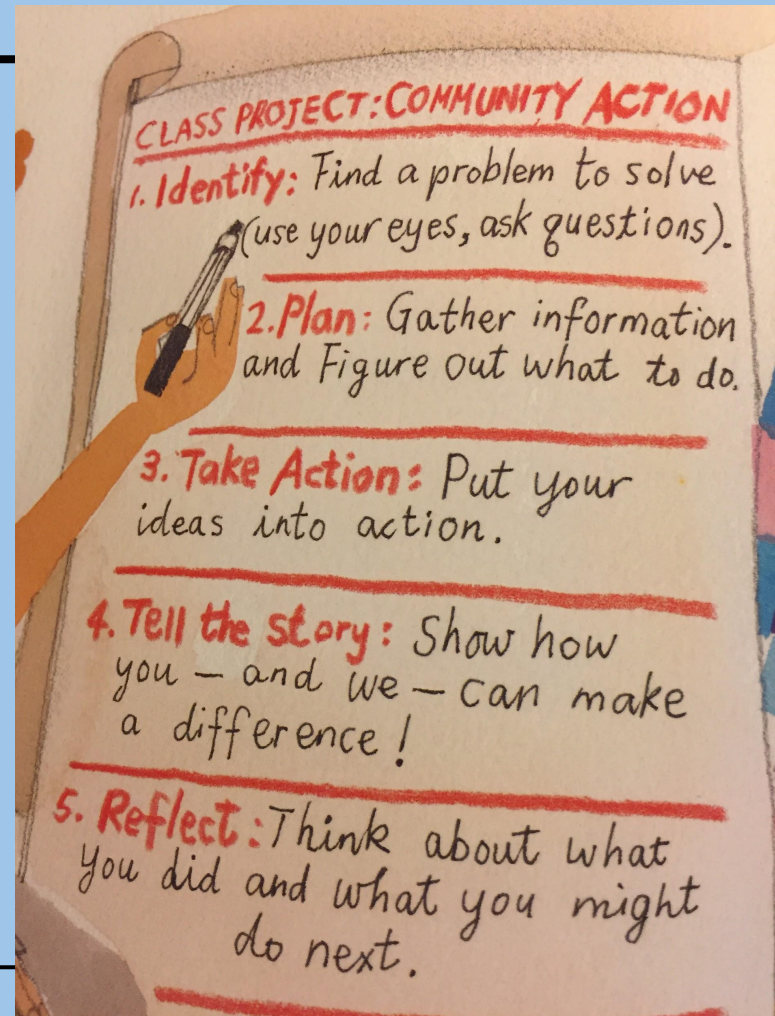
---

# Digital Group Presentation

So what? Time to make a plan!

How can you - and we - make a difference to care for your animal?

- Identify the main problem
  - Share the key details you have learned - WHY should we help?
  - Include a Call to Action - HOW can we help?
- 





---

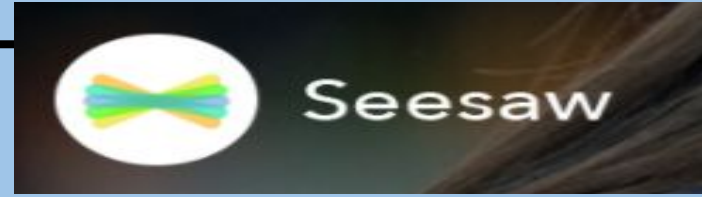
## Making Connections is organized around 3 big criteria:

- Goals
- Understanding
- Engagement



---

## REFLECTION



- Where do you see evidence of connections so far today?
  - Use your checklist and discuss your table focus as a group.
  - Find your “elbow partner” & share.
  - Share out with the room.
-



---

What new connections have you made today so far?

Post your thoughts and ideas!

#MoonshotInAction #MoonshotMoment

#MoonshotAcademy

@tla\_moonshot

@moonshotmoment



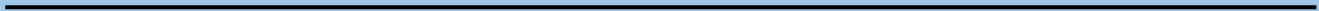


---

# GOING DEEPER

**3 x 20 min rotations**

- Framing Your Thoughts
- PBL Design & Implementation
- Applied Literacy in the Community





---

## REFLECTION



Seesaw

- Where do you see evidence of connections?
- Use your checklist and discuss your table focus as a group.
- Find your “high five partner” and share.
- Share out with the room.

---

*\*Please complete your Exit Ticket before you leave!*



Help build the movement of five million students publicly sharing their learning

SHARE YOUR  
LEARNING

[Home](#)

[Toolkit](#) ▾

[Community](#)

[Collaborators](#)

[Why Now?](#)

[Commit](#)



#shareyourlearning

SCHOOLS<sup>®</sup>  
THAT CAN

Because students can.

WILLIAM + FLORA  
Hewlett Foundation



BUCK INSTITUTE  
FOR EDUCATION

BIG  
PICTURE  
LEARNING

NWP

NATIONAL WRITING PROJECT



HIGH TECH HIGH

Education



#deeperlearning

Deeper  
learning <sup>210</sup>/<sub>17</sub>



When I share my learning...

I'm known.

I'm supported.

I can contribute.

My work has value.



#shareyourlearning



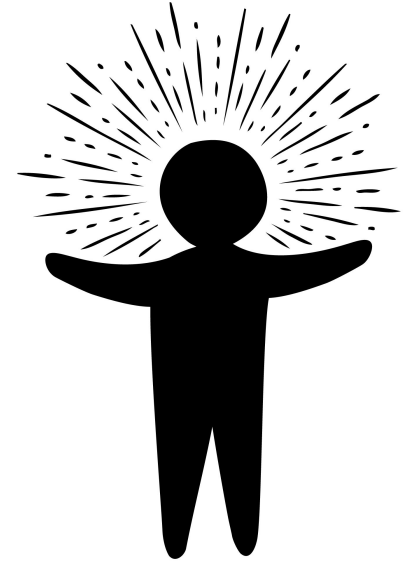


Student-led Conferences

## Choose your adventure



Exhibitions



Presentations of Learning



#shareyourlearning

# The Ask

1. Sign Up.

[www.shareyourlearning.org](http://www.shareyourlearning.org)

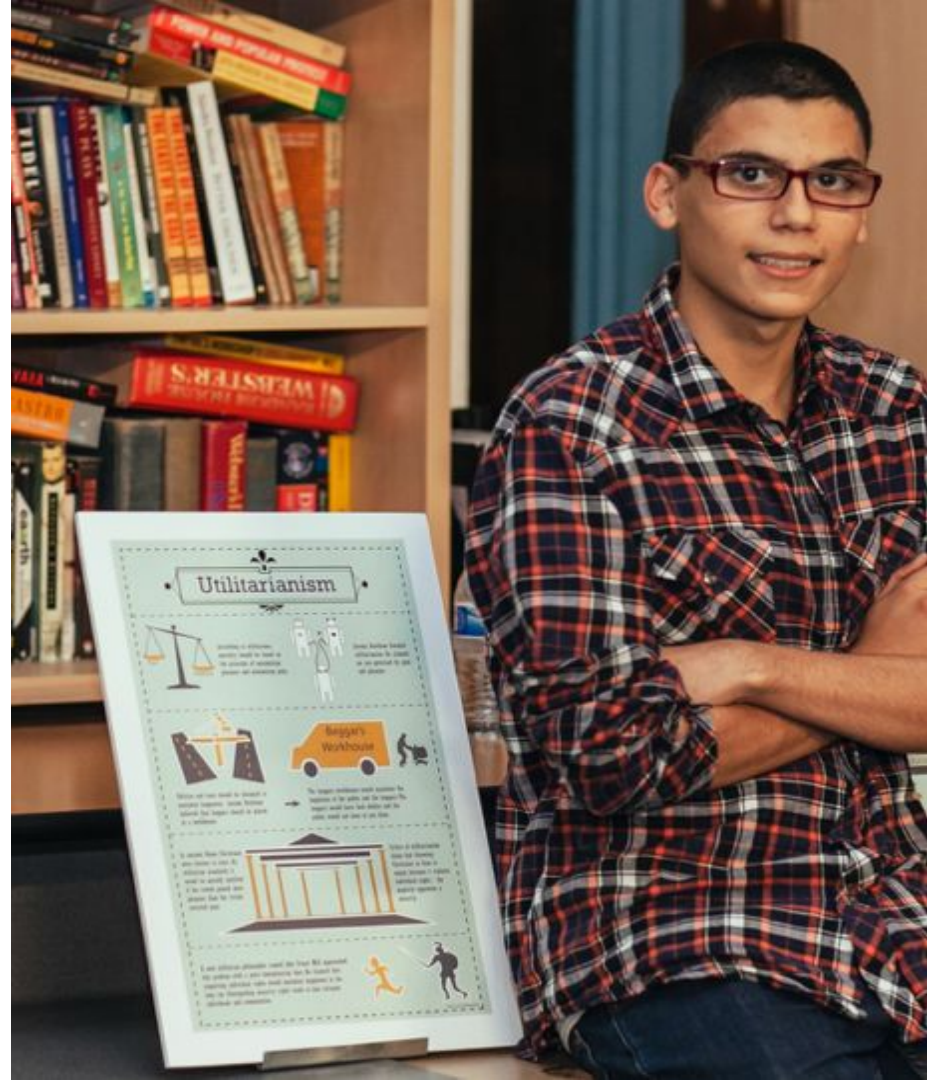
2. Do it.

3. Share it.

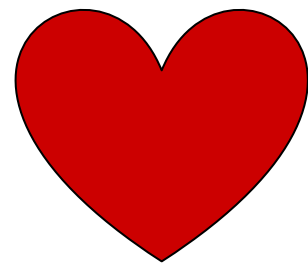
4. Invite others.



#shareyourlearning







STUDENT  
AGENCY



TEACHER  
AGENCY

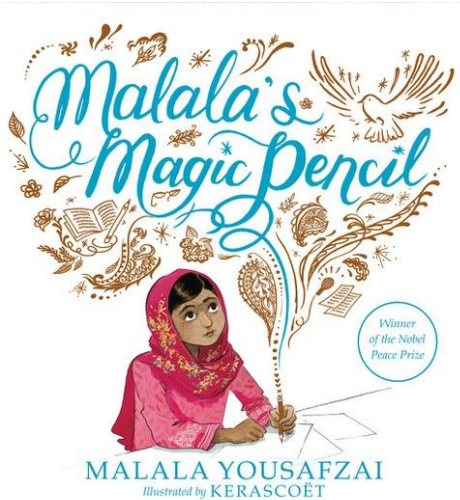


ONE CHILD, ONE TEACHER, ONE BOOK, AND ONE PEN  
CAN CHANGE THE WORLD. – MALALA YOUSAFZAI

# Moonshot Summer Teacher Institute

## *The Magic Pencil: Creating a Better Future*

July 16-20, 2018



The Learning Alliance

