May 12, 2014

It’s Monday (Yuck)

But, today, we’re in perennial luck
Let’s work in groups of 3 or 4 to practice oral communication. The goal: speak articulately, do not laugh, try your best, and be precise with pronunciation.

Take Turns (& Be Careful)
# Speaking & Listening

<table>
<thead>
<tr>
<th>Grade</th>
<th>CCSS.ELA-LITERACY.SL</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kingergarten</td>
<td>SL.K.6</td>
<td>Speak audibly and express thoughts, feelings, and ideas clearly.</td>
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<tr>
<td>1st Grade</td>
<td>SL.1.6</td>
<td>Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</td>
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<tr>
<td>2nd Grade</td>
<td>SL.2.6</td>
<td>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)</td>
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<tr>
<td>3rd Grade</td>
<td>SL.3.5</td>
<td>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</td>
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<tr>
<td>4th Grade</td>
<td>SL.4.6</td>
<td>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)</td>
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<tr>
<td>5th Grade</td>
<td>SL.5.5</td>
<td>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</td>
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<tr>
<td>6th Grade</td>
<td>SL.6.6</td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</td>
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<tr>
<td>7th Grade</td>
<td>SL.7.5</td>
<td>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</td>
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<tr>
<td>8th Grade</td>
<td>SL.8.5</td>
<td>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</td>
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Task

➢ Look at the political cartoons provided.
➢ Take time to respond to the prompt.
Pair/Share
Collect Your Thoughts:

Now that you’ve written, I want to turn this into a discussion:

What do you have to say about the Cartoon? How do you feel?
What do you want others to know about your truth as a teacher?

In other words, what are your thoughts about testing on Young people in the United States?
"Do you know ANYTHING about teaching?"

"Well in school, but what real-world skills do you have?"

"Tests. I can take tests."

"Is this the test to test us for the test to see if we are ready for the test?"

"Can you believe thirty percent of US high schoolers will drop out? Dude! That's like half!"

"No problem, I'm gonna work for the Chinese when they take over."
What’s the point, Crandall?

- This year, CWP-Fairfield has guided an ongoing, albeit slow-moving, writing project.
- The CCSS say SPEAKING matters, to, especially as we record audio.
- We are a place where VISUAL literacy matters, too - collecting images for the stories.
Commitment

❖ For the rest of this month, I’m committed to being at Hill Central to get our digital stories moving.

❖ I wondered, too, if there’d be interest in PD on using free blogging software to create a classroom community.
One more thing

Perennials