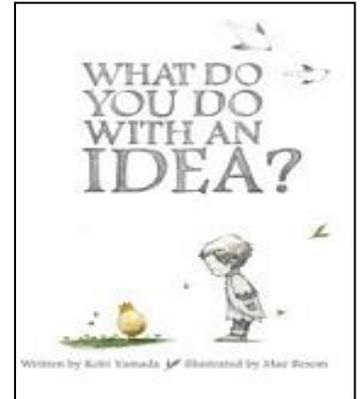


December 2014

Dear Colleagues,

Did you ever stop to think, “What do you do with an idea?” In December’s Book of the Month, What Do You Do With An Idea?, we are excited to share a story about a young boy who has the answer. All readers can enjoy this story at any age. This beautiful, simply illustrated book takes the reader on a journey and teaches us how a simple idea, if cared for and cultivated, can turn into something that can change the world! In the beginning of the book, the boy is reluctant to share his idea with others due to his fear of what they might think or say. However, as the book continues, his confidence, along with his idea, grows and grows. As educators, what better way to encourage, nurture and foster ideas than through the magical tale of one boy’s journey to develop his idea?



This book can be used to engage your class in a variety of ways. First, it lends itself to developing children’s abilities to debate and share their ideas. Secondly, the book connects with this month’s Habit of Mind, **Thinking about Thinking (Metacognition)**, where it can teach children the importance of reflecting on their own thoughts and how to problem solve. “Metacognition means becoming increasingly aware of one’s actions and the effect of those actions on others and the environment.” Lastly, students can have class discussions about how people in history have impacted the world with their ideas.

This month the entire school community will focus on one **Instructional Shift in ELA, Shift 4: Text-based Answers**, where students engage in rich and rigorous evidence based conversations about the text which also aligns with our school-wide instructional focus. Students will also work on one **Common Core Reading Standard in Literature, Standard 3**, which states the following:

Pre-K	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
With prompting and support, ask and answer questions about characters and major events in a story.	With prompting and support, identify characters, settings, and major events in the story.	Describe characters, setting and major events in a story, using key details.	Describe how characters in a story respond to major events and challenges.	Describe characters in a story (e.g. their traits, motivations or feelings) and explain how their actions contribute to the sequence of events).	Describe in depth a character, setting, or event in story or drama, drawing on specific details in the text (e.g. a character’s thoughts, words, or actions).	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. how characters interact).

In continuing to push our students' thinking by asking higher level questions connected to Danielson's Component 3b, using Thinking Maps to organize our thoughts, and increase our academic vocabulary knowledge, the Teacher Leaders Team worked very hard to put together a list of examples of thinking map activities, higher order thinking questions, and vocabulary words to help support your work.

Thinking Maps	Possible Activities
<b>Circle Map</b>	<ul style="list-style-type: none"> <li>➤ Create a class circle map of ideas on how you could change the world.</li> <li>➤ Create a circle map of ideas you have for _____.</li> </ul>
<b>Bubble Map</b>	<ul style="list-style-type: none"> <li>➤ Create a bubble map describing the boy.</li> <li>➤ Create a bubble map using the adjectives in the book that described his idea.</li> </ul>
<b>Double Bubble Map</b>	<ul style="list-style-type: none"> <li>➤ Create a double bubble map comparing and contrasting yourself and the boy.</li> <li>➤ Create a double bubble map comparing and contrasting an idea you and a friend have about changing the world.</li> </ul>
<b>Tree Map</b>	<ul style="list-style-type: none"> <li>➤ Create a class tree map of different kinds of ideas.</li> <li>➤ Create a tree map of ideas on how to help the PS 154Q community.</li> </ul>
<b>Brace Map</b>	<ul style="list-style-type: none"> <li>➤ Create a brace map of parts of an egg.</li> <li>➤ Create a brace map of parts of the brain.</li> </ul>
<b>Flow Map</b>	<ul style="list-style-type: none"> <li>➤ Create a flow map of the sequence of events.</li> <li>➤ Create a flow map of how you can achieve your idea.</li> </ul>
<b>Multi-Flow Map</b>	<ul style="list-style-type: none"> <li>➤ Create a partial multi-flow map with the event, "The boy kept his idea."</li> <li>➤ Create a partial multi-flow map with the event, "The boy thought about giving up on his idea."</li> <li>➤ Create a multi-flow map with the event, "Getting an idea."</li> </ul>
<b>Bridge Map</b>	<ul style="list-style-type: none"> <li>➤ Create a bridge map with the relating factor "had an idea for".</li> </ul>

As we continue our school wide goal of growing our students' academic vocabulary, it is very important that our students gain a strong understanding of the meaning of the words below in different contexts, as well as be able to use them in speaking and in writing. Our hope is that throughout the month you reinforce the meaning of these words, as well as others in the book and have your students engaged in various activities around them.

<i>What Do You Do With An Idea?</i> <b>Vocabulary Words/Phrases</b>		
admit	fragile	realize
ability	burst	encourage
Imagine	Took flight	

We are looking forward to hearing about all of your creative ideas on how we can change the world! Remember, all it takes is one idea!

Sincerely,

Dr. Davidson, Ms. LaPorte, and the Teacher Leaders Team