Midwest CPC Professional Development Resources and Links Organized by Topic

Early Literacy (Reading, Writing, Drawing and Dramatizing) **Oral Language Development and Purposeful Conversations** **Balanced Instruction** **Differentiated Instruction** **Learning Environments, Routines and Transitions** **Inquiry Based Learning and Critical Thinking** **Playful and Active Learning** **Relationships and Social-Emotional Learning** **STEM (Science, Technology, Engineering and Math)** **Home/School/Community Connections** **Featured PD Tool: *The Knowing the Child Study***	Use this tool to explore and access the wealth of CPC PD resources created by Erikson Institute for professional development use with PreK through 3rd grade teachers from 2012-2016. **It's as easy as 1-2-3!** 1. Using the menu bar on the left, click on a topic of interest to view the index of PD resources that support instructional practices around that content area. Resources include articles, processing activities, relevant video clips and more, organized by PD year and learning lab. 2. Next, click on the resource title and you will be directed to the CPC Module Overview, where links to each year's modules can be found. 3. Use the link to watch the module or download/print a resource by clicking on the word "Resources" in the upper right corner of the screen. **We encourage you to view each module in full in order to think about the Big Ideas and Learning Goals in the greater context of the topic. This will allow for more effective application of the resources to address the needs and goals of your teaching staff.**

CPC PD Content Search: Early Literacy (Reading, Writing, Drawing, and Dramatizing)

Literacy Related Resources from the PreK Module 1, Learning Lab: Making Read Alouds Matter

- Harvard Literacy Memo
- Fostering Children's Thinking, Speaking and Listening in the Classroom: Guidelines for Read Alouds
- Fostering Children's Thinking, Speaking and Listening in the Classroom: Repeated Read Alouds in the PreK Classroom
- Fostering Children's Thinking through Read Alouds: Example questions for The Three Billy Goats Gruff

Literacy Related Resources from PreK Module 2, Learning Lab: Representing Thinking through Drama

Video: Not a Box (embedded YouTube video clip opens up the learning lab)

- Play Theories and Stages of Pretend Play
- Assessing and Scaffolding Make Believe Play Article
- Bloom's Taxonomy and Representing Thinking through Dramatic Play
- Six Dimensions of Pretend Play: Reflection and Assessment
- Tip Sheet for Acting Out a Story and Story Dictation and Dramatization Template

Literacy Related Resources form PreK Module 2, Learning Lab: Preschool Children as Authors: Representing Ideas through Drawing, Writing and Dictation

- Progression of Drawing and Writing Stages of Young Children
- Ways to bring Drawing and Writing into Centers
- Dictation in a PreK Classroom
- Dictation Performance Rubric for Narrative
- Revisit, Revise and Deepen Thinking about Drawing and Writing
- Bookmaking with Young Children
- Continuum of Balanced Practices for Preschool Children as Authors
- Fostering Children's Thinking Through Conversations (Bloom's Taxonomy Chart with Play Center Questions)

Literacy Related Resources from Kindergarten Module 1, Learning Lab: The Language of Writing

- Progression of Drawing and Writing Ages 2-5 and 5-8
- Ideas for Individualizing the Scaffolding of Children's Writing
- Supporting Student Writing in Kindergarten through Small Groups and One on One Conferencing
- Let Me Tell You a Secret: Kindergartners Can Write!, Article
- *How do I write..?* Scaffolding Preschooler's Early Writing Skills, Article
- Ready, Set, Write (Link to Scholastic Parents Resource)

Video: Meaningful Literacy Routines, video link from Annenberg Learner video series (embedded in Kindergarten Module 1, Learning Lab: The Language of Writing)

Video: Example from Writer's Workshop Mini Lesson (view this embedded video link from Annenberg Learner video series within the CPC module for more instructions on where to start and stop the clip.)

Literacy Related Resources from Kindergarten Module 2, Introduction

- Integrating Science Inquiry with Reading and Writing in Kindergarten
- Developing Vocabulary through Purposeful , Strategic Conversations, Article from The Reading Teacher
- In Support of Scientific Inquiry: Building Literacy Development in Kindergarten, The New York Writing Project

Literacy Related Resources from Kindergarten Module 2, Learning Lab: Linking Inquiry, Literacy and STEM through Read Alouds

- Beck's 3 Tiered System of Academic Vocabulary Chart
- Facilitating Literature Discussions: Strategies that Build Comprehension and Community
- Planning Guide: Using High Quality Texts as a Launching point for Math/Science/STEM Conversations (*Moustronaut Goes to Mars* Read Aloud Planning Guide)

Video: Close Reading is demonstrated in series of PD embedded video clips found in the Learning Lab: Linking Inquiry, Literacy and STEM through Read Alouds

  - Video Observation and STEM Read Aloud Planning Guide

Literacy Related Resources from First Grade, Module 1 Learning Lab: The Power of Purposeful Talk

Video: A Literature Discussion in Action is an embedded clip from Columbia Teacher's College Reading and Writing Project it is used with a Literature Discussion in Action Video Reflection Guide (Strategy 3)

- Procedures and Routines to Support Literature Discussions (Strategy 3 Resource)
- Discussion Prompts: Ways to Listen and Grow Ideas Together (Strategy 3 Resource)
- Vocabulary Visits: Virtual field trips for content vocabulary development, article (PLC Resource)

Literacy Related Resources from First Grade, Module 1 Learning Lab: Active and Authentic Learning

- Thinking About Writing Centers (Strategy 4 Resource)

Video: Embedded video from The Teaching Channel on academic choice in comprehending and retelling (see lab for suggested time frame to view the clip)

Literacy Related Resources from First Grade, Module 1 Learning Lab: Differentiated Small Group Instruction

Video: This lab embedded video shows small group guided reading instruction in a CPC first grade classroom.

Video: Best Practices in Guided Reading- Two portions of this video clip from Annenberg Learner are used to show a teacher's use of assessment data to inform her guided reading and other literacy practices (Strategy 1 Resource)

- Best Practices in Guided Reading: Video Reflection Guide (Strategy 1 Resource)

Literacy Related Resources from Second Grade Module, Learning Lab: Comprehension and Collaboration: Talking and Writing about Our Ideas

- Every Child Every Day, article and reflection resource
- Establishing a Buzz about Books
- Best Practice Tips and Resources for using Technology to Support Vocabulary Development
- Five Recommendations for improving Reading Comprehension in K-3rd Grade
- Fountas and Pinnell Systems of Strategic Actions© for Reading, graphic
- Salvador Late or Early reading selection and comprehension exercise for teachers with leader's example and reflection questions

Video: Clip of Reading Workshop mini lesson on tricky phrases (Strategy 1 Resource)

- Applying the Systems of Strategic Actions, Video Observation Guide (Strategy 1 Resource)

Video: Using the Jigsaw approach with young learners, an embedded video clip from Reading Rockets (Strategy 2 Resource)

- Implementing Jigsaw in Your Class, Planning Guide (Strategy 2 Resource)

- Graphic Organizers: tips for Use in Building Comprehension (Strategy 3 Resource)
- Evaluating Graphic Organizers for Summarizing Text (Strategy 3 Resource)
- Engaging Developing Writers Planning Form (Strategy 4 Resource)
- Family Comprehension and Collaboration Exchange: Planning for Family Engagement (Strategy 5 Resource)
- Talking Stem Cards for Math (PLC Resource)
- What Every Teacher Needs to Know About Comprehension, Article (PLC Resource)

CPC PD Content Search:

Oral Language and Purposeful Conversations

Resources Related to Oral Language and Purposeful Conversations found in PreK Module 1: Fostering Children's Thinking: Speaking ad Listening in the Classroom, Introduction

- A Conversation Vignette: Mollie, Maria, Erik and their teacher (from Paley, V.G. Mollie is Three: Growing Up in School) Used to explore the question, what does higher level thinking look and sound like in young children?
- Bloom's Taxonomy Graphic

Resources Related to Oral Language and Purposeful Conversations found in PreK Module 1, Learning Lab: Making Conversations Matter

- Fostering Children's Thinking Through Conversations (Bloom's Taxonomy Chart with Play Center Questions)

Resources Related to Oral Language and Purposeful Conversations found in Kindergarten Module 2, Introduction: Learning in Action: The Power of Inquiry

- The Quality of Conversations Matter: A Strive for Five Practice Experience
- Developing Vocabulary through Purposeful, Strategic Conversations, Article

Resources Related to Oral Language and Purposeful Conversations found in Kindergarten Module 2, Learning Lab: Inquiry around the Room and throughout the Day

- Planning for Inquiry throughout the Classroom: A Process and Apply Exercise for Teachers and Head Teacher Resource (Lab and PLC Resource)
- Inquiry Questions, Words and Phrases that Foster Curiosity and Thinking in Children

Resources Related to Oral Language and Purposeful Conversations found in Kindergarten Module 2, Learning Lab: Linking Inquiry, Literacy and STEM through Read Alouds

- Facilitating Literature Discussions: Strategies that Build Comprehension and Community
- Using High Quality Texts as a Launching point for Math/Science/STEM Conversations, Moustronaut Goes to Mars Planning Guide
- Beck's 3 Tiered System of Academic Vocabulary Chart

Video: Close Reading is demonstrated in this series of lab embedded video clips.

- Video Observation and STEM Read Aloud Planning Guide

Resources Related to Oral Language and Purposeful Conversations found in First Grade Module 1, Learning Lab: The Power of Purposeful Talk

- The Ladder of Inquiry
- A Strive for Five Conversation Experience (Strategy 1 Resource)
- Exploring Oral Language Disparities: An Oral Language Challenge (Strategy 2 Resource)
- Increasing Vocabulary Through Oral Language (Strategy 2 Resource)

Video: A Literature Discussion in Action is an embedded clip from Columbia Teacher's College Reading and Writing Project (Strategy 3)

- Literature Discussion in Action Video Reflection Guide (Strategy 3 Resource)
- Procedures and Routines to Support Literature Discussions (Strategy 3 Resource)
- Discussion Prompts: Ways to Listen and Grow Ideas Together (Strategy 3 Resource)
- Ladder of Inquiry Literature Discussion Planning Form (Strategy 4 Resource)
- Realizing the Promise of Open-Ended Questions, Article (PLC Resource)
- Vocabulary Visits: Virtual field trips for content vocabulary development (PLC Resource)

Resources Related to Oral Language and Purposeful Conversations found in First Grade Module 1, Learning Lab: Active and Authentic Learning Centers

Video: This lab embedded clip highlights how real objects can facilitate learning and language development for Dual Language Learners (DLLs)

Resources Related to Oral Language and Purposeful Conversations found in First Grade Module 2, Learning Lab: the Power of Purposeful Talk

Video: Dr. Luisiana Melendez explores tips around Purposeful Talk with the Dual Language Learner in this lab embedded video.

- Dual Language Learners and Purposeful Talk: Seven Important Things to Consider
- Spanish-English Cognates List with Math Content Words
- Strategies to Scaffold Conversations with Dual Language Learners (Strategy 1 Resource)
- Six Tips when Discussing Math with the English Language Learner (Strategy 2 Resource)

Videos: 2 clips of teachers and children engaging in Think-Pair-Share strategy to support thinking, talking and learning. One clip shows a very structured example with high amount of teacher-guided support for children learning to engage in this structure. (Strategy 1)

Videos: 2 clips show classroom examples of the Number Talk/Math Talk routine. One video highlights how to get started, teaching children the expectations of number talk, the other, from a CPC CPS classroom, shows a number talk routine with students who are familiar with the process. (Strategy 2) *Additional Number Talk resources found in STEM content category

Resources Related to Oral Language and Purposeful Conversations Found in Second Grade Module, Learning Lab: Comprehension and Collaboration: Talking and Writing about Our Ideas

Video: Math Problem of the Day Routine. Learning structures to support purposeful talk and critical thinking are used in this video that opens this learning lab on Comprehension and Collaboration

- Talking Stem Cards for Math (PLC Resource)

CPC PD Content Search:
Balanced Instruction

Resources Related to Balanced Instruction Found in PreK Module 1, Introduction

- A Classroom Continuum, the Balance of Teaching and Learning Graphic

Resources Related to Balanced Instruction Found in PreK Module 2

- A Classroom Continuum For Dramatization (Learning Lab: Acting Out Ideas)

Resources Related to Balanced Instruction Found in PreK Module 3

Video: Embedded video clip of teacher guided block play to support spatial reasoning and geometry from Erikson's Early Math Collaborative. (Learning Lab: Building Blocks for Learning: Representing Thinking through Construction)

- A Classroom Continuum for Powerful Movement (Learning Lab: Movement Matters)

Video: This video link highlights movement, math and engaging teacher guided instruction as preschoolers move through an obstacle course. (Learning Lab: Movement Matters)

Video: Embedded video clip shows CPC teacher using movement and positive reinforcement to guide whole group literacy lesson. (Learning Lab: Movement Matters)

Resources Related to Balanced Instruction Found in PreK Module 4

- A Classroom Continuum, a Transition from PreK to K Processing Experience

Resources Related to Balanced Instruction Found in Kindergarten Module 1, Introduction

- Balanced Teaching and Learning Continuum
- Gradual Release of Responsibility Graphic

Resources Related to Balanced Instruction Found in Kindergarten Module 2, Inquiry Around the Room and Throughout the Day

Video: This lab embedded video clip shows kindergarten inquiry in action as children take the lead in developing and researching their questions about the human body.

Resources Related to Balanced Instruction Found in First Grade Module 2, Learning Lab: Differentiated Small Group Instruction

- Cooperative Learning Structures for Heterogeneous Groups, Jigsaw Experience (Strategy 1 Resource)
- Tips to Support Implementation and Assessment of Cooperative Learning Experiences (Strategy 1 Resource)
- Moving from Traditional Math Groups to Guided Math Groups (Strategy 2 Resource)
- The Structural Approach to Cooperative Learning, Article (PLC Resource)

Video: Embedded video from The Teaching Channel on academic choice in comprehending and retelling (Strategy 2, see lab for suggested time frame to view the clip) **This clip is also used in the Second Grade Module, Active and Authentic Learning, Strategy 3.*

Resources Related to Balanced Instruction Found in Second Grade Module, Active and Authentic Learning

Video: Embedded video from The Teaching Channel on academic choice in comprehending and retelling (Strategy 3, see lab for suggested time frame to view the clip) * This clip is also used in First Grade Module, Active and Authentic Learning, Strategy 2.

Blog Post, Images and Video: The Genius Hour routine to support child initiated inquiry from teacher blog: Learning and Laughing with Room 200 (Strategy 4 Resource)

Resources Related to Balanced Instruction Found in Second Grade Module, Comprehension and Collaboration

Video: Using the Jigsaw approach with young learners. This embedded video clip comes from Reading Rockets and is found in Second Grade Module, Learning Lab: Comprehension and Collaboration: Talking and Writing about Our Ideas, Strategy 2.

- Implementing Jigsaw in Your Class, Planning Guide (Strategy 2 Resource)

Resources Related to Balanced Instruction Found in Second Grade Module, Active and Authentic Learning

Video: Respecting and Valuing Kids Ideas, a short embedded clip of teacher's talking about sharing and respecting ideas in the classroom. (Lab embedded video)

CPC PD Content Search:
Differentiated Instruction

Resources Related to Differentiated Instruction Found in First Grade, Module 1, Learning Lab: Active and Authentic Learning

Video: This lab embedded video shows a teacher sharing three ways differentiate instruction and engage learners in learning station work.

Resources Related to Differentiated Instruction found in First Grade Module 1, Learning Lab: Differentiated Small Group Instruction

- Types of Small Groups: Pros and Cons (Lab Resource)

Video: This lab embedded video clip shows small group guided reading instruction from a CPC Classroom

Video: Best Practices in Guided Reading- Two portions of this video clip from Annenberg Learner are used to show a teacher's use of assessment data to inform her guided reading and other literacy practices (Strategy 1 Resource)

  - Best Practices in Guided Reading: Video Reflection Guide (Strategy 1 Resource)

- Applying the Pros and Cons of Small Groups: Where Do Your Groups Fit In? (Strategy 3 Resource)
- Using Assessment to Guide Instruction (Strategy 4 Resource)
- Flexible Grouping During Literacy Centers: A Model for Differentiating Instruction, Article (PLC Resource)
- First Grade Study Groups Deepen Math Learning, Article (PLC Resource)

Resources Related to Differentiated Instruction Found in First Grade, Module 2 Learning Lab: Differentiated Small Group Instruction

- Cooperative Learning Structures for Heterogeneous Groups, Jigsaw Experience (Strategy 1 Resource)
- Tips to Support the Implementation and Assessment of Cooperative Learning Experiences (Strategy 1 Resource)
- Moving from Traditional Math Groups to Guided Math Groups (Strategy 2 Resource)
- The Structural Approach to Cooperative Learning, Article (PLC Resource)

Video: In this clip Dr. Nicki Newton explains, "Why do Guided Math?" (Strategy 2 Resource)

Video: First Grade Guided Math in Action embedded link (Strategy 2)

  - Guided Math Groups in Action Discussion Guide (Strategy 2)

Resources Related to Differentiated Instruction found in the Second Grade Module, Learning Lab: Differentiation: Moving Beyond the Kidney Table

- What Does Differentiation Look Like: A Completed Chart (Lab Resource)
- Best Practice Tips and Resources for Using Technology to Support Differentiation (Lab Resource)

Video: Two embedded video clips from The Teaching Channel highlight the use of "Technology for Differentiated Math" (Strategy 1 Resource)

  - Technology for Differentiated Math Video Viewing Guide (Strategy 1 Resource)

- Differentiated Lesson Plan template (Strategy 1 Resource)

Video: This embedded video link highlights classroom working agreements to support Social-Emotional Learning (Strategy 2 Resource)

- Guide to Using The Resources for Interest-Based Differentiated Groups (Strategy 2 Resource)
- Student Interest Survey for Differentiated Small Groups (Strategy 2 Resource)
- Tips to Support the Implementation and Assessment of Cooperative Learning Experiences (Strategy 2 Resource)
- Cooperative Learning Structures for Heterogeneous Groups (Strategy 2 Resource)
- Using Assessment to Guide Differentiated Instruction (Strategy 3 Resource)
- Planning for Differentiated Instruction, blank chart (Strategy 3 Resource)
- Family Connections that Support Differentiation (Strategy 5 Resource)
- Learning to Love Assessment, article from Educational Leadership Family Connections that Support Differentiation (PLC Resource)

CPC PD Content Search:
Learning Environments, Routines and Transitions

Resources Related to Environments, Routines and Transitions found in the PreK Module 1, Children's Thinking in Action Introduction

- What If's Related to Planning Daily Schedule (Module Introduction Resource)
- Examples for Daily Preschool Schedules (Module Introduction Resource)

Resources Related to Environments, Routines and Transitions found in the PreK Module 3, Learning Lab: Movement Matters

- Movement Within the PreK Daily Routine (Lab Resource)
- Tip Sheet for Meaningful Movement Activities (PLC Resource)

Video: This lab embedded video shows a CPC Teacher and students using movement and positive reinforcement to guide a whole group literacy lesson and transitions

Resources Related to Environments, Routines and Transitions found in the PreK Module 4, Learning Lab: Continuity and Transition from Pre-Kindergarten to Kindergarten

- Continuity and Transition from PreK to K: the Best of Both Worlds Educator Show and Tell (Lab Resource)
- A PreK to K transition Checklist and Planning Tool (Lab Resource)
- Transitions Practices Menu (Lab Resource)
- Enhancing the Transition to Kindergarten: Linking Children, Families and Schools (PLC Resource)

Resources Related to Environments, Routines and Transitions found in First Grade Module 1, Learning Lab: Differentiated Small Group Instruction

Video: Guided Reading Organization Made Easy: This clip from scholastic.org offers tips for organizing the Guided Reading process and learning structure. (Strategy 2 Resource)

- Tips for Keeping Your Small Groups Organized: Try This! (Strategy 2 Resource)

Resources Related to Environments, Routines and Transitions found in First Grade Module 1, Learning Lab: Environments that Scaffold Learning

- The Classroom Environment Checklist (Strategy 1 Resource)
- Classroom Layout Blueprint (Strategy 1 Resource)
- The Wall Space Worksheet: Increase the Effective Use of Your Classroom Walls (Strategy 2 Resource)
- Consider the Walls, Article (Strategy 2 Resource)
- Tips for Procedures to Promote Respect and Responsibility in your Classroom (Strategy 3 Resource)
- Linking the Primary Classroom Environment to Learning, Article (Strategy 4 Resource)

- The Classroom Environment: First, Last and Always, Article from The Reading Teacher (PLC Resource)

Video: This embedded clip of teacher and children explaining their use of the Peace Table to support conflict resolution and learner responsibility (Strategy 3 Resource)

Video: Embedded clip of first grade transition using rhythmic drumming/clapping (Strategy 3 Resource)

Resources Related to Environments, Routines and Transitions found in First Grade Module 2, Learning Lab: Differentiated Small Group Instruction

- Cooperative Learning Structures for Heterogeneous Groups, Jigsaw Experience (Strategy 1 Resource)
- Tips to Support the Implementation and Assessment of Cooperative Learning Experiences Moving from Traditional Math Groups to Guided Math Groups (Strategy 1 Resource)

Resources Related to Environments, Routines and Transitions found in First Grade Module 2, Learning Lab: Environments that Scaffold Learning: The Mind Body Connection

- Classroom Make-Over Fact Sheet (Lab Resource)
- Understanding a Brain-Based Approach to Learning and Teaching (Lab/PLC Resource)
- Six Tips for Brain-Based Learning (Lab/PLC Resource)

Video: This embedded clip highlights how one teacher thinks about the choreography of the classroom to foster smooth transitions as kids move from area of the room to another. (Strategy 1)
  - Classroom Choreography Worksheet (strategy 1 Resource)

Video: Dr. Jennifer Rosinia leads video based content of this lab focusing on her "Fabulous Four" ideas to foster optimal learning that connect brain development to the classroom environment and learning routines (Strategy 2 Resource)
  - Brain Body Connection Worksheet (strategy 2 resource)

Resources Related to Environments, Routines and Transitions found in Second Grade Module, Learning Lab: Differentiation: Moving Beyond the Kidney Table

Video: This embedded video link highlights classroom working agreements to support Social-Emotional Learning (Strategy 2 Resource)

Resources Related to Environments, Routines and Transitions found in Second Grade Module, Learning Lab: Comprehension and Collaboration: Talking and Writing about Our Ideas

Video: Math Problem of the Day Routine. Learning structures to support purposeful talk and critical thinking are used in this video that opens this learning lab on Comprehension and Collaboration

CPC PD Content Search:

Inquiry Based Learning and Critical Thinking

Resources Related to Inquiry Based Learning and Critical Thinking found in PreK Module 1, Learning Lab: Making Read Alouds Matter

- Blooms Taxonomy (Module Introduction Resource)
- Blooms Taxonomy with Questions for Three Billy Goats Gruff

Resources Related to Inquiry Based Learning and Critical Thinking found in PreK Module 1, Learning Lab: Making Conversations Matter

- Fostering Children's Thinking Through Conversations (Using Bloom's Taxonomy to support learning through play)
- Fostering Children's Thinking Field Trip Connections (PLC Resource)

Resources Related to Inquiry Based Learning and Critical Thinking found in PreK Module 2, Learning Lab: Representing Thinking through Drama

- Bloom's Taxonomy and Representing Thinking through Dramatic Play

Resources Related to Inquiry Based Learning and Critical Thinking found in PreK Module 3, Learning Lab: Building Blocks for Learning: Representing Thinking through Construction

- Blocks as a Source of Inquiry (use with Bloom's Taxonomy)

Video: Embedded video clip of teacher guided block play to support spatial reasoning and geometry from Erikson's Early Math Collaborative.

Resources Related to Inquiry Based Learning and Critical Thinking found in Kindergarten Module 1, Introduction to The Power of Inquiry

- Important Shifts Toward an Inquiry Approach
- Inquiry as a Link across New Kindergarten Learning Standards Developing Self-Directed Learners and Thinkers

Resources Related to Inquiry Based Learning and Critical Thinking found in Kindergarten Module 2, Introduction

- Integrating Science Inquiry with Reading and Writing in Kindergarten, Article (PLC Resource)
- In Support of Scientific Inquiry: Building Literacy Development in Kindergarten, Article (PLC Resource)

Resources Related to Inquiry Based Learning and Critical Thinking found in Kindergarten Module 2, Learning Lab: Inquiry Around the Room and Throughout the Day

- Planning for Inquiry throughout the Classroom: A Process and Apply Exercise for Teachers and Head Teacher Resource
- Inquiry Questions, Words and Phrases that Foster Curiosity and Thinking in Children

Video: This lab embedded video clip shows kindergarten inquiry in action as children take the lead in developing and researching their questions about the human body.

Resources Related to Inquiry Based Learning and Critical Thinking found in First Grade Module 1, Learning Lab: The Power of Purposeful Talk

- The Ladder of Inquiry

Resources Related to Inquiry Based Learning and Critical Thinking found in First Grade Module 1, Learning Lab: Active and Authentic Learning

- Curiosity Helps Us Learn, but Why? Article (Strategy 1 Resource)

Video: Embedded video from The Teaching Channel on academic choice in comprehending and retelling (Strategy 2 Resource, also used in the Second Grade module, Strategy 3)

Resources Related to Inquiry Based Learning and Critical Thinking found in Second Grade Module, Learning Lab: Active and Authentic Learning

- Process and Discuss: Quality Intellectual Work…is engaging, exploratory and self-evaluative (Lab Resource)
- Curiosity Helps Us Learn, But Why?, Article (Strategy 1 Resource)
- Plan Curiosity or Investigation Work (Strategy 1 Resource)
- Ideas for Building a Disposition toward Inquiry (Strategy 2 Resource)
- Building a Disposition toward Inquiry with Standards (Strategy 2 Resource)
- Reflecting on Independent Work: Cute Ideas or Big ideas? (Strategy 3 Resource)

Video: Respecting and Valuing Kids Ideas, a short lab embedded clip of teacher's talking about sharing and respecting ideas in the classroom.

Blog post, images and video: Explore "The Genius Hour" routine to support child-initiated inquiry and technology from teacher blog: Learning and Laughing with Room 200 (Strategy 4 Resource)

Resources Related to Environments, Routines and Transitions found in Second Grade Module, Learning Lab: Comprehension and Collaboration: Talking and Writing about Our Ideas

Video: Math Problem of the Day Routine. Learning structures to support purposeful talk and critical thinking are used in this video that opens this learning lab on Comprehension and Collaboration

CPC PD Content Search:
Playful/Active Learning

Resources Related to Playful and Active Learning found in the PreK Module 1

- Classroom Connections: Skill Building through Games and playful activities to maximize the use of routines and transitions (PLC Resource)
- Bloom's Taxonomy Chart with Play Center Questions (Learning Lab: Making Conversations Matter)

Resources Related to Playful and Active Learning found in the PreK, Module 2, Learning Lab: Acting Out Ideas: Representing Thinking Through Drama

Video: This embedded clip of *Not a* Box picture book reading is used to open the learning lab

- Play Theories and Stages of Pretend Play
- Assessing and Scaffolding Make Believe Play, Article
- Bloom's Taxonomy and Representing Thinking through Dramatic Play
- Six Dimensions of Pretend Play: Reflection and Assessment
- Tip Sheet for Acting Out a Story and Story Dictation and Dramatization Template

Resources Related to Playful and Active Learning Found in PreK Module 3, Learning Lab: Movement Matters

- Movement Within the PreK Daily Routine
- Benefits of Physical Activity Movement: What the Research Says (PLC Resource)
- Tips for Meaningful Movement Activities (PLC Resource)

Video: This video link highlights movement, math and engaging teacher guided instruction as preschoolers move through an obstacle course. (Learning Lab: Movement Matters)

Video: This lab embedded video shows a CPC Teacher and students using movement and positive reinforcement to guide a whole group literacy lesson and transitions

Resources Related to Playful and Active Learning found in First Grade Module 1, Learning Lab: Active and Authentic Learning Centers

- Plan an Investigation Center (Strategy 1 Resource)
- Plan an Active Learning Center (Strategy 2 Resource)
- Making Learning Center's Stronger (Strategy 3 Resource)

Video: This lab embedded video shows a teacher sharing three ways differentiate instruction and engage learners in learning station work.

Resources Related to Playful and Active Learning found in First Grade Module 2, Learning Lab: Active and Authentic Learning Centers

Video: Brains at Play: an embedded video from NPR opens this learning lab and serves to highlight play, brain development, and social skills.

Video: This embedded learning lab clip highlights how real objects support learning and language development for DLLs

Video: Embedded video from The Teaching Channel on academic choice in comprehending and retelling (Strategy 2 Resource, also used in Second Grade Module, Strategy 3)

- Curiosity: It Helps Us Learn, but Why? Article (Strategy 1 Resource)
- Plan a Creation Center (Strategy 2 Resource)
- Boosting Language Skills of English Learners Through Dramatization and Movement, Article (PLC Resource)

Resources Related to Playful and Active Learning found in First Grade Module 2, Learning Lab: Environments That Scaffold Learning

- Understanding a Brain Based Approach to Learning and Teaching, Article
- Six Tips for Brain Based Learning, article

Video: Dr. Jennifer Rosinia leads video based content of this lab focusing on her "Fabulous Four" ideas to foster optimal learning that connect brain development to the classroom environment and learning routines

Video: The choreography of a classroom, video link to The Teaching Channel (Strategy 1 Resource)

- Classroom Choreography worksheet (Strategy 1 Resource)
- Brain body connection Worksheet for a Brain Research Based Learning Environment (Strategy 2 Resource)

Resources Related to Playful and Active Learning Found in Second Grade Module, Learning Lab: Active and Authentic Learning

- Plan for Choice in Representing Learning (Strategy 3 Resource)
- Best Practice Tips and Resources for Using Technology for Active and Authentic Learning (Strategy 4 Resource)
- Making Active Learning Stronger (Strategy 5 Resource)
- Family Connections for Active and Authentic Learning (Strategy 6 Resource)

CPC PD Content Search:
Relationships/Social-Emotional Learning

The Knowing the Child Study (a direct link to a staple CPC Summer Institute Resource that focuses on building strong relationships and knowledge of the children we teach)

Resources Related to Relationships and SEL found in Prek Module 2, Introduction

- Executive Function: Skills for Life and Learning (PLC Resource)
- Using Developmental Science to Transform Children's Early School Experiences (PLC Resource)

Resources Related to Relationships and SEL found in Prek Module 4, Continuity and Transitions from PreK to Kindergarten

- Self-Regulation: A Foundation for Early Learning, Article
- Developing Self-Regulation in Kindergarten: Can We Keep all the Crickets in the Basket?, Article

Resources Related to Relationships and SEL found in First Grade Module 2, Learning Lab: Active and Authentic Learning

Video: Brains at Play, an embedded video from NPR on play, brain development, and social skills opens this learning lab

Resources Related to Relationships and SEL found in First Grade Module 2, Learning Lab: Differentiated Small Group Instruction

- Cooperative Learning Structures for Heterogeneous Groups, Jigsaw Experience (Strategy 1 Resource)
- The Structural Approach to Cooperative Learning, Article (PLC Resource)

Resources Related to Relationships and SEL found in First Grade Modules 1 and 2, Learning Lab: Environments that Scaffold Learning

- Classroom environment Checklist (Mod. 1 Strategy 1 Resource)
- Tips for Procedures to Promote Respect and Responsibility in the Classroom (Mod. 1, Strategy 3 Resource)
- Linking the Primary Environment to Learning, Article (Mod. 1, Strategy 4 Resource)
- The Classroom Environment: First, Last, Always, Article (Mod. 1 PLC Resource)
- Understanding a Brain-Based Approach to Learning and Teaching (Mod. 2, Lab Resource)
- Six Tips for Brain-Based Learning (Mod. 2 Lab Resource)
- Mind-Body Connection Worksheet (Mod. 2, Strategy 2 Resource)

Resources Related to Relationships and SEL found in Second Grade Module, Learning Lab: Differentiation: Moving Beyond the Kidney Table

Video: This embedded video clip opens the learning lab and highlights building social skills as a critical component to supporting differentiated instruction.

Video: Classroom Working Agreements to support SEL (Strategy 2 Resource)

- Student Interest Survey for Differentiated Small Groups (Strategy 2 Resource)
- Tips to Support the Implementation and Assessment of Cooperative Learning Experiences (Strategy 2 Resource)

CPC PD Content Search:
STEM (Science, Technology, Engineering and Math)

Resources related to STEM found in PreK Module 3, Learning Lab: Building Blocks for Learning: Representing Thinking through Construction

- Learning Across the Curriculum (Block play supports multiple content areas and learning standards)
- Assessing Block Play, Stages of Block Building and Tips to Enhance Building and Learning in Your Block Area (3 resources)
- Constructive Play: Building Connections to Learning Outcomes Across the Curriculum

Video: Embedded video clip of teacher guided block play to support spatial reasoning and geometry from Erikson's Early Math Collaborative.

Resources related to STEM found in PreK Module 3, Learning Lab: Movement Matters

Video: This video link highlights movement, math and engaging teacher guided instruction as preschoolers move through an obstacle course.

Resources Related to STEM found in Kindergarten Module 1, Learning Lab: The Language of Math and Science

- Where's the STEM in Shoes*?*
- Erikson Math Project Research Lesson: Data Analysis Using Shoes (PLC Resource)
- The Big Ideas of Sets and The Big Ideas of Data Analysis (PLC Resources)

Video: This lab embedded video focuses on the question, *Where's the STEM in Shoes*? Participants are guided in an Interactive STEM based experience.

Video: In this 4 part, lab embedded video segment, a lesson involving shoe graphing is highlighted. Clips come from the Erikson Early Math Collaborative.

Resources Related to STEM found in Kindergarten Module 2, Introduction to The Power of Inquiry

- Science in the Air, Article (PLC Resource)
- Integrating Science Inquiry with Reading and Writing in Kindergarten, Article (PLC Resource)
- In Support of Scientific Inquiry: building Literacy Development in Kindergarten, Article (PLC Resource)
- Science Practice Chart (Learning Lab: Inquiry Around the Room and Throughout the Day)

Resources Related to STEM found in Kindergarten Module 2, Learning Lab: Linking Literacy and STEM through Read Alouds

- Using High Quality Texts as a Launching point for Math/Science/STEM Conversations

Resources Related to STEM found in First Grade Module 2, Learning Lab: The Power of Purposeful Talk

- Spanish-English Cognates List (including math content words)
- Six Tips when Discussing Math with the English Language Learner (Strategy 2 Resource)
- Number Talks Hand Signals (Strategy 2 Resource)
- Planning for Effective Number Talks (Strategy 2 Resource)
- Number Talks Build Mathematical Reasoning, Article from Teaching Children Mathematics, Article (Strategy 2 Resource)

Resources Related to STEM found in First Grade Module 2, Learning Lab: Differentiated Small Group Instruction

- Moving from Traditional Math Groups to Guided Math Groups (Strategy 2 Resource)

Video: Dr. Nicki Newton explains, "Why do Guided Math?" in this embedded video clip (Strategy 2 Resource)

Video: Guided Math in Action, an embedded clip from a first grade classroom (Strategy 2 Resource)

  - Guided Math Groups in Action Discussion Guide (Strategy 2 Resource)

Resources Related to STEM Found in Second Grade Module, Learning Lab: Active and Authentic Learning

- Integrate Literacy and STEAM worksheet (Strategy 2 Resource)
- Best Practice Tips and Resources for Using Technology for Active and Authentic Learning (Strategy 4 Resource)

Blog post, images and video: Explore "The Genius Hour" routine to support child-initiated inquiry and technology from teacher blog: Learning and Laughing with Room 200 (Strategy 4 Resource)

Resources Related to STEM Found in Second Grade Module, Learning Lab: Comprehension and Collaboration

Video: Math Problem of the Day Routine. Learning structures to support purposeful talk and critical thinking are used in this video that opens this learning lab on Comprehension and Collaboration

- Talking Stem Cards for Math (PLC Resource)

CPC PD Content Search:
Home/School/Community Connections

*Keep in mind that many PD resources developed for teacher use can be adapted as parent/family resources

Resources Related to Home/School/Community Connections Found in PreK Module 1

- Field Trip Connections (PLC Resource)
- Extending Preschool Children's Thinking and Learning by Engaging Families (PLC Resource)
- Classroom Connections: Skill Building Through Games and Playful Activities to Maximize Learning Routines and Transitions (this PLC Resource)

Resources Related to Home/School/Community Connections Found in PreK Module 1, Making Conversations Matter

- Fostering Children's Thinking Through Conversations (Bloom's Taxonomy Chart with Play Center Questions)

Resourced Related to Home-School-Community Connections from PreK Module 2, Learning Lab: Preschool Children as Authors: Representing Ideas through Drawing, Writing and Dictation

- Progression of Drawing and Writing Stages of Young Children
- Dictation in a PreK Classroom
- Book making with Young Children (PLC Resource)

Resources Related to Home/School/Community Connections Found in PreK Module 3, Learning Lab: Building Blocks for Learning: Representing Thinking through Construction

- Extending Construction Play Beyond the Classroom

Resources Related to Home/School/Community Connections Found in Kindergarten Module 1, Learning Lab: the Language of Writing

- Ideas for Scaffolding Children's Writing
- Ready, Set, Write! Link to Scholastic Parents website article, Article (PLC Resource)

Resources Related to Home/School/Community Connections Found in First Grade, Learning Lab: The Power of Purposeful Talk

- Realizing the Promise of Open-Ended Questions, Article (Mod. 1 PLC Resource)
- English-Spanish Cognates with Math Cognate List (Mod. 2 Resource)

Resources Related to Home/School/Community Connections Found in Each Lab of the Second Grade Module

- Family Connections for Active and Authentic Learning
- Family Connections that Support Differentiation
- Family Comprehension and Collaboration Exchange: Planning for Family Engagement

Overview of Erikson CPC PD Module Content: Pre-Kindergarten Modules

Module 1 Introduction: Childrens' Thinking in Action
Time: 1 hour
Link to Module 1: http://www2.hhh.umn.edu/hcrc-resources/PreK/Module_1_Fostering_Childrens_Thinking/story.html

Key Ideas:
The focus is on strengthening the language and thinking capabilities of preschoolers through intentional teacher child interactions and conversations; including focus on teacher's attention to children's thinking and introducing Bloom's Taxonomy describing Levels of Thinking. Teachers reflect on their daily schedules and how to incorporate the balance of teacher guided and child initiated activities. They reflect on creating a rich classroom environment to scaffold children's learning and thinking. The emphasis is on the intentional consideration of the social-emotional, language, and physical environments of the classroom.

Resources:
Mollie Story Excerpt
Blooms Taxonomy
A Classroom Continuum
"What If" Prompt Sheet
Examples for Daily PreK Schedules
"Where Am I Now?" Tool
Goal Sheet

M 1 Learning Lab: Making Read Alouds Matter
Time: 1 hour

Key Ideas:
Teachers are the key to children's learning a love for reading, a wish to know more and the desire to talk about their new ideas. Read alouds are one of the most influential experiences young children have and so, a foundation for learning opportunities.
4 critical language ideas that children are learning during read alouds:

- Concepts of books
- Book language
- Language that is beyond here and now
- Vocabulary and concepts

Resources:
Harvard Literacy memo
Blooms Taxonomy with Billy Goat Gruff Questions
General Guidelines for Read Alouds
Repeated Read Aloud

M 1 Learning Lab: Making Conversations Matter
Time: 1 hour

Key Ideas:
That active and intentional participation in conversations with children positively impacts literacy development and higher order thinking skills
Teachers must attend to children's actions beyond their words. They must plan and think about what they will say to children to engage them in meaningful conversation.
Participants are asked to review ways of extending the thinking of children at play in various areas of the classroom
Teachers are encouraged to use time wisely, to make "I wonder" statements, to be intentional, and to allow time for children to share what is on their minds.

M 1 Learning Lab: Making Conversations Matter Continued

Teachers are encouraged to intentionality make a difference in children's understanding of new ideas and words.
The use of 3 *High Impact Strategies* is discussed:

- Seleceted high quality books
- Repeated readings
- Book discussions as conversations

The teacher's role as a model questioner and conversation leader is all-important.
The emphasis on eliciting deeper understandings of read alouds through the art of intentional questions and conversations.

Resources:
Script for Air and Tires Conversation
Blooms Chart With Play Center Questions

M 1Doing What Works

PLC Resources:
PLC Intro
PLC Activities
Field Trip Connections
Extending Preschool Children's Thinking by Engaging Families
Classroom Connections: Skill Building Through Games and Playful Activities to Maximize the Use of Routines and Transitions
Module 1 Feedback Sheet
CPC Online Module FAQ

Module 2 Introduction: Fostering Young Children's Thinking: The Power of Representation
Time: 30 minutes
Link to Module 2: http://www2.hhh.umn.edu/hcrc-resources/PreK/CPC_Module_2_Final_output/story.html

Key Ideas:
In order to construct meaning, engage in higher-level thinking, and remember information, children must have supported opportunities to represent and express their thoughts through diverse modalities including talking, drawing, writing, play, drama, and movement.

These representational experiences in preschool spur the development of symbolic thought and self-regulation, both of which are essential foundations for children's school success.

Resources:
"Where Am I Now?" Tool
Goal Sheet
Module 2 Feedback Form

PLC Resources:
Executive Function: Skills for Life and Learning Handout
Using Developmental Science

M 2 Learning Lab: Acting Out Ideas: Representing Thinking Through Drama
Time: 1 hour

Key Ideas:
Support of dramatic play in the classroom is crucial in providing a meaningful and appropriate arena for the development of symbolic thinking as well as self-regulation skills. Both are fundamental to kindergarten readiness. Processes required to understand and to use symbolic systems such as number and letter-sound concepts are applied and developed through pretend play.

M 2 Learning Lab: Acting Out Ideas: Representing Thinking Through Drama Continued

The teacher's role is to understand the stages of such play development, to provide ample opportunities and resources for optimal engagement of dramatic play by children, and to intentionally scaffold play toward more complex levels of symbolic thinking. Strategies to support both child initiated pretend play and teacher guided story dramatizations are the focus of this hour-long lab.

Resources:

Review of Play Theories
YC Article: *Assessing and Scaffolding make Believe Play*
Blooms Taxonomy Dramatic Play
6 Dimensions of Pretend Play: Reflections and Assessment

PLC Resources:

Blooms Taxonomy Centers
Tip Sheet for Acting Out a Story

M2 Learning Lab: Preschool Children as Authors: Representing Ideas through Drawing, Writing, and Dictation
Time: 1 hour

Key Ideas:

The oral language foundations for thinking and learning in the preschool classroom, emphasizing the importance of intentional conversations to foster higher levels of thinking and learning. Module 2 explores how young children represent, communicate, and deepen their ideas, thinking, and skills through drawing, writing, and dictation.
Teachers will utilize a range of child-initiated and teacher-guided strategies to intentionally foster preschool children's development as authors.
Teachers will emphasize drawing, pretend writing, and other mark-making as "tools" that advance children's ability to think about, represent, and communicate ideas.
Teachers will respond to young children's drawing and writing from a developmental perspective, and will provide differentiated support for children at various developmental stages.

Resources:

Progression of Drawing and Writing Stages
Chart of Ways to Bring Drawing and Writing into Centers
Dictation in a PreK Classroom
Dictation Performance Rubric for Narrative
Revisit, Revise and Deepen Thinking About Drawing and Writing

PLC Resources:

Bookmaking With young Children
Continuum of Practice for Preschool Children as Authors
New: Blooms Taxonomy Centers

Module 3 Introduction: Fostering Young Children's Thinking: The Power of Representation, Part 2
Time: 30 minutes
Link to Module 3: http://www2.hhh.umn.edu/hcrc-resources/PreK/cpc_module_3/story.html

Key Ideas:

In order to construct meaning, engage in higher-level thinking, and remember information, children must have supported opportunities to represent and express what they are thinking about and learning through diverse modalities including talking, drawing, writing, play, drama, three-dimensional construction (i.e., block building) and movement.
These representational experiences in preschool spur the development of symbolic thought and self-regulation, both of which are essential foundations for children's school success. They also provide important teaching-learning settings for building children's background knowledge, language, vocabulary, literacy concepts and skills, and math concepts and skills.

Module 3 Introduction: Fostering Young Children's Thinking: The Power of Representation, Part 2 Continued

Resources:
"Where Am I Now?" Tool
Goal Sheet
Module 3 Feedback Form

M3 Learning Lab: Building Blocks for Learning: Representing Thinking through Construction
Time: 1 hour

Key Ideas:
Module 3 explores how young children represent, communicate, and deepen their ideas, thinking, and skills through both constructing and moving.
Teachers will recognize and utilize blocks and other construction materials as important learning tools that, along with intentional guidance, can support critical thinking and learning across all domains and content areas.
Teachers will foster constructive activities as a springboard for inquiry based learning, where children are investigating, solving problems, representing ideas and making meaning through their building schemes.

Resources:
Learning Across the Curriculum
Constructive Play Connections

PLC Resources:
Blocks as a Source of Inquiry-Participants
Blocks as a Source of Inquiry-Answer Key
Blooms Taxonomy
Assessing Block Play
Stages of Block Play
Tips for Enhancing Your Block Area
Extending Construction Play Beyond the Classroom

M3 Learning Lab: Movement Matters: Using Brains *and* Bodies as Tools for Thinking
Time: 1 hour

Key Ideas:
Teachers will explore how young children represent, communicate, and deepen their ideas, thinking, and skills through movement, and not just movement for movement's sake, but "powerful movement" that communicates ideas and deepens thought. This learning lab contains strategies for utilizing movement to foster children's motivation, thinking and learning organized around these two big ideas:

- Movement, along with dance and music, are all cognitive strategies that are foundations to brain development that is essential for learning
- When multiple senses are used in the learning experience, more neural networks are created in the brain
- Teachers will incorporate planned movement into the daily routine as a tool for children to represent ideas, thinking and emotions.
- Teachers will share and develop additional ways of deepening their student's learning and self-regulation through the use of movement.

Resources:
Movement Within the PreK Daily Routine

PLC Resources:
Research: Movement and Academic Achievement
Tip Sheet for Meaningful Movement Activities

M4 Continuity and Transition From Pre-Kindergarten to Kindergarten
Time: 2 hours
Link to Module 4: http://www2.hhh.umn.edu/hcrc-resources/PreK/Module4_output/story.html

Key Ideas:
PreK and K teachers will reflect upon and share best practices in order to identify and advance the continuity and alignment of learning expectations and experiences for children.

- 21st Century expectations for early educators
- What do we teach, what matters most?
- Excellence and effectiveness in PreK-3rd grade

During Educator Show and Tell, teachers bring an artifact (a student work sample, a photo, or other evidence) to share a successful teaching-learning experience from this past year. This experience should have demonstrated high levels of learning, active student engagement, collaborative peer interactions or other meaningful child outcomes.
The PreK teachers compared their expectations for students completing PreK with K teacher's expectations for students entering kindergarten.

Resources:
Where Am I Now? Tool
Educator Show and Tell Instructions
Continuum Bubble
Multidimensional PreK to K Checklist and Planning Tool
Professional Development for the 2013-2014 School Year Survey
Articles:
Developing Self-Regulation in Kindergarten, Can We Keep All the Crickets in the Basket
Self-Regulation, A Foundation for Early Learning

PLC Resources:
Article: *Enhancing the Transition to Kindergarten*

Overview of Erikson CPC PD Module Content: Kindergarten Modules

Module 1 Introduction: Learning in Action: The Road Map
Time: 45 minutes
Link to Module 1: http://www2.hhh.umn.edu/hcrc-resources/K/Module1_Final/story.html

Key Ideas & Goals:
In the introduction to Module 1, teachers gain an overview of the big ideas and guiding tools that will be integrated across both kindergarten professional development modules. Teachers also explore the ways in which they are coming to develop relationships with children, families and colleagues, reflecting upon the ways in which they are gaining knowledge of children's individual strengths and learning characteristics and building effective instructional teams as a means to foster continuity in learning experiences for all children.

Goals for Teachers in Module 1 Introduction:

- To provide an understanding of the framework and guiding principles of CPC Professional development (Relationships Matter, Balance in Teaching and Learning Matters, and Shared Responsibility for Learning Matters)
- To revisit and utilize the *Knowing the Child* assignment (introduced during 2013 Summer institute) as a jumping off point for planning interactive and well-balanced learning experiences across the curriculum and throughout the day and to support student readiness for greater independence in learning

Resources:
Leader's Guide to Introduction
The Road Map PowerPoint Slides PDF
Pause and Reflect Questions for Knowing the Child
Balance in Teaching and Learning Continuum
Gradual Release of Responsibility
Process and Apply Questions for Knowing the Child

Module 1 Learning Lab: The Language of Writing
Time: 1 hour

Key Ideas:
This learning lab emphasizes the importance of intentional and differentiated support of young children's writing using a developmental framework for beginning writers. Teachers reflect upon their practices, share ideas with colleagues, and set personal goals for extending student opportunities for authentic and developmentally informed writing experiences throughout the Kindergarten day.

Goals for Teachers in The Language of Writing Learning Lab:

- To use balanced instructional approaches and strategies in facilitating children's writing development
- To consider the developmental progression of writing to provide differentiated guidance and scaffolding to advance each child's progress as a writer

Resources:
Leader's guide to the Language of Writing
Language of Writing PowerPoint Slides PDF
Developmental Progression of Writing Ages 2-5 & 5-8
Pause and Reflect Analysis of Writing
Ideas for Scaffolding of Children's Writing
Where am I Now? Tool

PLC Resources:

Tip Sheet: Supporting Student Writing in Kindergarten Through Small Groups and One on One Conferencing
Journal Article: Let me tell you a secret: Kindergartners can write!
Journal Article: How do I write? Scaffolding early writing skills
Journal Article for Parents: Ready, Set, Write!

Module 1 Learning Lab: The Language of Math and Science
Time: 1 hour

Key Ideas:
This learning lab emphasizes the importance of conversing with children with the intention of creating connections to the math and science all around them. The use of interactive read alouds with high quality books and extension activities to deepen such conversations and connections is highlighted.

Goals for Teachers in The Language of Math and Science Learning Lab:
- To converse with and connect children to the math and science all around them
- To use interactive read alouds with high quality books to deepen conversations and extend learning around STEM content

Resources:
Leader's Guide to Language of Math and Science
Language of Math and Science PowerPoint Slides PDF
Where's the STEM in Shoes?
Process and Apply Strategies that Work
Where Am I Now? Tool

PLC Resources:
Bibliography and Links to Resources
Erikson Math Project Research Lesson
Big Ideas of Sets
Big Ideas of Data Analysis

Module 2 Introduction: Learning in Action: The Power of Inquiry
Time: 40 minutes
Link to Module 2: http://www2.hhh.umn.edu/hcrc-resources/K/Module2/story.html

Key Ideas & Goals:
In this introduction to Module 2, teachers examine the complementary roles that language, literacy, STEM, and related inquiry experiences in the kindergarten classroom assume in fostering powerful learning, thinking, and long-term school success.

Goal for Teachers in Module 2 Introduction:
- To draw connections between inquiry approaches to teaching and learning and purposeful conversations as a means to advance children's learning and support them in meeting Common Core and NGS Standards

Resources:
Leader's Guide to the Introduction
The Power of Inquiry PowerPoint Slides PDF
"Strive for Five" Practice Conversation
Important Shifts Toward an Inquiry Approach
Inquiry as a Link Across New Kindergarten Learning Standards

PLC Resources:
Balance in Teaching and Learning Continuum
Journal Article: Science in the Air
Journal Article: Integrating Science Inquiry with Reading and Writing in Kindergarten
Journal Article: Developing Vocabulary Through Purposeful, Strategic Conversations
Journal Article: In Support of Scientific Inquiry: Building Literacy Development in Kindergarten

Module 2 Learning Lab: Inquiry Around the Room and Throughout the Day
1 hour (Or can be viewed in two 30-35 minute segments)

Key Ideas:
Inquiry is defined, not as a set of skills, but as a habit of mind, a tendency to wonder why and how, whatever the situation. In this lab, teachers are introduced to strategies that can help them model this habit of mind and to plan for ways in which their environment, routines and interactions with children can foster the habit of inquiry within their learning community.

Goals for Teachers in Inquiry Around the Room and Throughout the Day Learning Lab:

- To evaluate and adapt classroom environments and routines to inspire and support inquiry in their students
- To extend conversations to get to the "why" and support children in developing the habit of inquiry within a community of learners

Resources:
Leader's Guide to Inquiry Around the Room and Throughout the Day
Inquiry Around the Room and Throughout the Day PowerPoint Slides PDF
Planning for Inquiry Throughout the Classroom
Inquiry Questions, Words and Phrases that Foster Curiosity and Thinking in Children
Where Am I Now? Tool

PLC Resources:
Inquiry Throughout the Classroom Head Teacher Resource
Science Practice Chart

Module 2 Learning Lab: Linking Inquiry, Literacy and STEM through Read Alouds
1 hour (or can be viewed in two 30 minute segments)

Key Ideas:
As an extension of Module 1, Learning Lab: The Language of Math and Science, this learning lab builds upon STEM content by placing a greater emphasis on intentionality when selecting curriculum standards, text, and targeted vocabulary when planning an inquiry approach to math/science read aloud lessons. Intentional planning is emphasized as a critical element for teachers to consider as they design experiences to build students' vocabulary and extend language interactions and use of text evidence in literacy based inquiry.

Goals for Teachers in Linking Inquiry, Literacy and STEM through Read Alouds

- To extend and deepen language interactions in the classroom as a means of fostering children's understanding and application of STEM concepts and vocabulary.
- To demonstrate how an inquiry approach addresses important shifts in practices called for across the CCSS/ELA, CCSS/Math, and Next Generation Science Standards

Resources:
Leader's Guide to Linking Inquiry, Literacy and STEM through Read Alouds
Linking Inquiry, Literacy and STEM through Read Alouds PowerPoint Slides PDF
Video Observation Guide and STEM Read Aloud Planning Guide
Beck's 3 Tiered System of Vocabulary
Facilitating Literacy Discussions: Strategies that Build Comprehension and Community
Where Am I Now? Tool

PLC Resources:
Planning Guide to Mousetronaut Goes to Mars

Overview of Erikson CPC PD Module Content: First Grade Modules

Link to both Modules: http://www2.hhh.umn.edu/hcrc-resources/1st/CPC_2014_2015/story.html

Module 1: Learning in Action

Module 1 of the CPC Professional Development for 2014-15 offers 4 Learning Labs created to address a range of best practice ideas and strategies that can be applied across content areas, curricula, and spaces utilized for first grade instruction. Each lab provides an introduction to the topic and 4 distinct strategy options that invite teachers to further explore learning experiences intended to support greater engagement in and deeper understanding of the content being taught. The CPC Professional Development model relies upon the active guidance of a site based coach/head teacher familiar with the needs and interests of their teachers to enhance the facilitation of the PD. The provision of time for teachers to share, plan, process and/or reflect upon their teaching practices together is also a key element of the success of this blended on-line/in-person professional development system.

Module 1 Learning Lab: The Power of Purposeful Talk

Time: Up to 2 hours of content, but can be broken down into smaller sections

Key Ideas: Teachers will consider how the use of intentional conversations serves as a critical strategy for extending children's language, vocabulary, content knowledge, and thinking across the curriculum. Teachers will explore routines, settings and instructional practices where purposeful conversations with and between children can support learning and language development

4 Strategies That Work:

- A "Strive for Five" Conversation Experience
- Exploring Oral Language Disparities: An Oral Language Challenge
- Purposeful Literature Discussions (Pt. 1)
- Purposeful Literature discussions (Pt. 2)

Resources:

Learning Lab PowerPoint Slides
Leader's Guide to Lab Content
Ladder of Inquiry
Where Am I Now? Reflection and Goal Setting Document
Leader's Guide to the Strategies for The Power of Purposeful Talk
Strategies PowerPoint Slides
Strategy 1 Handout: Strive for Five Overview
Strategy 2 Handouts: Oral Language Challenge Overview
Increasing Vocabulary Through Oral Language
Strategy 3 Handouts: Literature Discussions in Action-Video Reflection Guide
Procedures and Routines to Support Literature Discussions
Discussion Prompts
Strategy 4 Handout: Ladder of Inquiry Literature Discussion Planning Form
Article: *Realizing the Promise of Open-Ended Questions*
Article: *Vocabulary Visits: Virtual field trips for content vocabulary development*

Module 1 Learning Lab: Active and Authentic Learning Centers

Time: Up to 2 hours of content, but can be broken down into smaller sections

Key Ideas: Teachers will explore how active and authentic Learning Centers build independence and cooperation within a classroom community. They will consider how their Learning Centers can give children purposeful choices that enhance their learning, allow for differentiation and compliment teacher led small group instruction. Learning Centers are also explored as a classroom structure for building children's independence in learning.

4 Strategies That Work:

- Allowing for Discovery and Investigation
- Teaching with Active Learning Centers in Mind
- Making Centers Stronger
- Writing, Writing, Writing!

Resources:
Learning Lab PowerPoint Slides
Leaders Guide to Lab Content
Pause & Reflect Handout
Where Am I Now? Reflection and Goals Setting Document
Leader's Guide to the Strategies for Active and Authentic Learning Centers
Strategies PowerPoint Slides
Strategy 1 Handout: Plan an Investigation Learning Center
Strategy 2 Handout: Plan an Active Learning Center
Strategy 3 Handout: Making Centers Stronger
Strategy 4 Handout: Thinking About Writing Centers

Module 1 Learning Lab: Differentiated Small Group Instruction: Using Knowledge of Children to Guide our Work

Time: Up to 2 hours of content, but can be broken down into smaller sections

Key ideas: Teachers will explore strategies for initiating and sustaining effective small group teaching and learning routines. Teachers will evaluate the pros and cons of various types/models of instructional small groups and how they currently use them with their children. The role of ongoing assessment in the planning and implementation of individualized small group lessons is also addressed in this learning lab.

4 Strategies That Work:

- Best Practices in Guided Reading
- Keeping Your Small Groups Organized
- Applying the Pros and Cons of Small Groups
- Using Assessment to Guide Small Group Instruction

Resources:
Learning Lab Power Point Slides
Leader's Guide to the Lab Content
Types of Small Groups- Pros and Cons
Where Am I Now? Reflection and Goal Setting Document
Leader's Guide to the Strategies for Differentiated Small Group Instruction
Strategies PowerPoint Slides
Strategy 1 Handout: Best Practices in Guided Reading: Video Observation and Reflection Guide
Strategy 2 Handout: Tips for Staying Organized with Guided Reading: Try This!
Strategy 3 Handout: Pros and Cons of Small Groups: Where Do Your Groups Fit In?
Strategy 4 Handout: Using Assessment to Guide Differentiated Instruction
Article: *Flexible Grouping During Literacy Centers: A Model for Differentiating Instruction*
Article: *First Grade Study Groups Deepen Math Learning*

Module 1 Learning Lab: Environments that Scaffold Learning

Time: Up to 2 hours of content, but can be broken down into smaller sections

Key Ideas: Teachers will explore how honoring children's family, culture and language in the classroom increases a sense of belonging, engagement and motivation toward learning. This learning lab invites teachers to look at their room arrangement, materials and wall space as they assess how such environmental elements can serve to support a positive social and learning atmosphere while also increasing children's independence and autonomy as learners.

4 Strategies That Work:

- Using the Classroom Checklist to Maximize the Impact of your Environment
- Using the Walls to Speak and Teach

- Four Procedures to Promote Respect and Responsibility
- Using Multiple Perspectives to Reflect on Your Classroom Environment

Resources:
Learning Lab PowerPoint Slides
Leader's Guide to Lab Content
Where Am I Now? Reflection and Goal Setting Document
Leader's Guide to the Strategies for Environments that Scaffold Learning
Strategies PowerPoint Slides
Strategy 1 Handouts: The Classroom Environment Checklist
Your Classroom Environment Floor Plan Template
Strategy 2 Handouts: The Wall Space Work Sheet
Journal Article: *Consider the Walls*
Strategy 3 Handout: Tips for Procedures to Promote Respect and Responsibility in Your Classroom
Strategy 4 Handout: Article: *Linking the Primary Classroom Environment to Learning*
Article: *The Classroom Environment: First Last and Always*

Module 2: Learning in Action: Extensions

Module 2 offers teachers and their CPC Coaches/Curriculum Liaisons the opportunity extend upon the ideas and strategies explored in Module 1. Each learning lab provides teachers with 2 additional strategies as well as added resources intended to strengthen their understanding of the topic while allowing for processing and/or planning time so that they might apply such strategies to their work in the classroom.

Module 2 Learning Lab: The Power of Purposeful Talk

Time: Up to 1 hour of content, but can be broken down into smaller sections

Key Ideas: Teachers will continue to consider ways to increase the use of intentional conversation in their classrooms as a teaching practice for extending children's language, vocabulary, content knowledge and thinking across the curriculum. Teachers will also take into consideration strategies that support dual language learners in purposeful talk routines and contribute to the progress of all language learners.

2 Strategies that Work:

- Think, Pair, Share
- Exploring Number Talks

Resources:
Learning Lab PowerPoint Slides
Leader's Guide to Lab Content and Strategies
Dual Language Learners and Purposeful Talk: Seven Important Things to Consider
English-Spanish Cognates with Math Cognate List
Strategy 1 Handout: Strategies to Scaffold Conversations with Dual Language Learners
Strategy 2 Handouts: Six Tips for Discussing Math with Language Learners
Number Talk Hand Signals
Planning for Effective Number Talks
Article: *Number Talks Build Numerical Reasoning*

Module 2 Learning Lab: Active and Authentic Learning Centers

Time: Up to 1 hour of content, but can be broken down into smaller sections

Key Ideas: Teachers will continue to explore how active and authentic Learning Centers build independence and cooperation within a classroom community. Teachers are asked to consider how they are providing opportunities or invitations for children to interact with others, to create representations of their learning and to explore new ideas during Learning Centers.

2 Strategies that Work:

- Investigation Centers
- Creation Centers

Resources:
Learning Lab PowerPoint Slides
Leader's Guide to Lab Content and Strategies
Pause and Reflect Handout
Where Am I Now? Updated Reflection and Goals Document
Strategy 1 Handouts: Plan an Investigation Center
Article: Curiosity: *It Helps Us Learn, But Why?*
Strategy 2 Handout: Plan a Creation Center
Article: *Boosting Language Skills of English Language Learners Through Dramatization and Movement*

Module 2 Learning Lab: Differentiated Small Group Instruction

Time: Up to 1 hour of content, but can be broken down into smaller sections

Key Ideas: Teachers will continue to explore strategies for initiating and sustaining effective small group teaching and learning. This lab gives teachers an opportunity to examine the benefits of using heterogeneous groupings to facilitate social and academic learning as well as to explore differentiated small groups for math instruction.

2 Strategies that Work:

- Cooperative Learning Structures for Heterogeneous Small Groups
- Getting Started with Guided Math

Resources:
Learning Lab PowerPoint Slides
Leader's Guide to Lab Content and Strategies
Strategy 1 Handouts: Cooperative Learning Structures for Heterogeneous Groups Jigsaw
Tips to Support Implementation and Assessment of Cooperative Learning Experiences
Strategy 2 Handout: From Traditional to Guided Math Groups Self-Assessment
Article: *The Structural Approach to Cooperative Learning*

Module 2 Learning Lab: Environments that Scaffold Learning: Using the Brain and Body Connection

Time: Up to 1 hour of content, but can be broken down into smaller sections

Key Ideas: Teachers will continue to explore how their room arrangement, materials, wall space, etc., can serve to support a positive and productive social and learning atmosphere. The concept of the *Fabulous Four* is introduced as four ideas that use brain research to optimize the impact of the learning environment.

1. The brain and body are interconnected
2. Environments are experienced through our senses
3. Learning is enhanced by a challenge, but inhibited by a threat
4. Intentionally designed environments foster student exploration.

2 Strategies that Work

- The Choreography of Your Classroom
- Maximize Your Classroom Environment Using Brain Based Research

Resources:
Learning Lab PowerPoint Slides
Leader's Guide to Lab Content and Strategies
Fact Sheet for Classroom Makeover
Article: Understanding a Brain-Based Approach to Learning
Six Tips for Brain-Based Learning
Strategy 1 Handout: Classroom Choreography Worksheet
Strategy 2 Handout: Brain and Body Connection Worksheet

Overview of Erikson CPC PD Module Content for Second Grade

Link to Module: http://www2.hhh.umn.edu/hcrc-resources/2nd/SecondGradeModules/story.html

Second Grade Module: Engaging All Learners

The CPC Professional Development for 2015-16 offers three Learning Labs created to address a range of best practice ideas and strategies that can be applied across all content areas and curricula in order to support a variety of school based PD initiatives serving to advance teaching practices that result in better learning outcomes for children. Each lab provides an introduction to the topic and five to six distinct strategy options that invite teachers to further explore learning experiences that support greater student engagement in and deeper understanding of the content being taught. One specific strategy in each lab is dedicated to helping teachers and families come together to exchange ideas, learn from one another, and experience the content of the PD as it relates to practices in both the classroom and home settings.

The CPC Professional Development model relies upon the active guidance of a site based Coach/Curriculum Liaison or Head Teacher familiar with the needs and interests of their teachers and able to take into consideration the goals and initiatives of the school, so that the content can be selected and enhanced through their leadership and facilitation of the PD. The provision of time for teachers to share, plan, process and reflect upon their teaching practices together is also a key element of the success of this blended on-line and in-person professional development system.

Learning Lab: Active and Authentic Learning
Time: Up to 3 hours of content that can be broken down into smaller sections

Key Ideas: Teachers will explore how active and authentic learning experiences help to build a culture where student ownership of learning is encouraged, where inquiry and curiosity are valued, and where students' interests and diverse approaches to learning are respected and utilized to advance curricular goals. Teachers will consider how learning experiences that integrate elements of choice and embed a range of options for representing knowledge, such as units of study that incorporate STEAM (Science, Technology, Engineering, Art and Math), are motivating factors that engage children in quality intellectual work. Strategy options for integrating technology resources in support of active and engaged learning as well building stronger connections with families around this topic are also included in this lab.

6 Strategies That Work:

- Curiosity and Investigation
- Inquiring Minds Want to Know
- Choice in Representing Learning
- Technology Choices to Represent Learning
- Making Active Learning Stronger
- Family Connections for Active and Authentic Learning

Lab and Strategy Resources:
Learning Lab PowerPoint Slides
Leader's Guide to Lab Content
Pause and Reflect Questions to Consider
Process and Discuss
Where Am I Now? Reflections and Action Plan

Strategy 1 Handouts: Article: *Curiosity: It Helps Us Learn, But Why?* by Maanvi Singh
Plan Curiosity or Investigation Work

Strategy 2 Handouts:	Ideas for Building a Disposition Toward Inquiry
	Building a Disposition Toward Inquiry with Standards
	Integrate Literacy and STEAM
Strategy 3 Handouts:	Reflecting on Independent Work
	Plan for Choice in Representing Learning
Strategy 4 Handout:	Best Practice Tips and Resources for Using Technology for Active and Authentic Learning
Strategy 5 Handout:	Making Active Learning Stronger
Strategy 6 Handout:	Family Connections for Active and Authentic Learning

Learning Lab: Differentiation: Moving Beyond the Kidney Table
Time: Up to 3 hours of content that can be broken down into smaller sections

Key Ideas: Teachers will consider the foundational ideas that support differentiated instruction; teachers having a growth mindset and understanding of how formal and informal assessment inform differentiation and students having the needed Social Emotional Learning skills to ask for and receive help. Classroom routines, structures and strategies that support differentiation will be explored as teachers consider the Social, Emotional and Academic Systems of Support that they provide in their classrooms as part of the cycle of planning, implementing and assessing instruction. Teachers will consider how they can provide differentiated instruction by using students' interests, readiness and learning profile to modify the learning content, process and product. Suggestions for technology resources to support differentiation are provided by the Erikson TEC Center and a strategy option is included that provides tips for strengthening family connections to support differentiation.

5 Strategies That Work:

- Technology for Differentiated Math
- Interest-Based Differentiated Groups
- Assessment #1 What's in Your Data?
- Assessment #2 Using Data to Differentiate
- Family Connections That Support Differentiation

Lab and Strategy Resources:
Learning Lab PowerPoint Slides
Leaders Guide to Lab Content
What Does Differentiation Look Like? Completed Chart
Best Practices Tips and Resources for Using Technology to Support Differentiation
Where Am I Now? Reflections and Action Plan

Strategy 1 Handouts:	Technology for Differentiated Math Video Viewing Guide
	Differentiated Lesson Plan Template
Strategy 2 Handouts:	Guide to Using the Resources for Interest-Based Differentiated Groups
	Differentiated Lesson Plan Template
	Student Interest Survey for Differentiated Small Group Instruction
	Tips to Support Implementation and Assessment of Cooperative Learning Experiences
	Cooperative Learning Structures for Heterogeneous Groups
Strategy 3 Handout:	Using Assessment to Guide Differentiated Instruction
Strategy 4 Handouts:	What Does Differentiation Look Like? Completed Chart
	Planning for Differentiation
Strategy 5 Handout:	Family Connections That Support Differentiation
PLC Resource:	Journal Article: *Learning to Love Assessment* by Carol Ann Tomlinson

Learning Lab: Comprehension and Collaboration: Talking and Writing About Our Ideas
Time: Up to 3 hours of content, but can be broken down into smaller sections

Key ideas: Teachers will explore how what they know about the children they teach (their interests, experiences, background knowledge, behavioral dispositions, etc.) and what they understand about the multiple cognitive processes and strategic actions critical to the development of comprehension, can serve to guide instructional decisions that nurture the growing competence of young readers. Teachers will consider learning structures, teaching resources, and other practical strategies to engage students in conversations, collaborative experiences, and writing activities that serve to strengthen word knowledge and deepen understanding of text used across the curriculum. Resources and best practices for integrating technology to support student comprehension is explored in this lab as well as an option for planning a family exchange focused on the building of comprehension skills both in school and at home.

5 Strategies That Work:

- The Systems of Strategic Actions Continued
- Using the Jigsaw Cooperative Learning Structure
- The Power and Purpose of Graphic Organizers
- Engaging Developing Writers
- Comprehension and Collaboration Family Exchange

Lab and Strategy Resources:
Learning Lab Power Point Slides
Leader's Guide to the Lab Content
Every Child, Every Day Reflection Resource
Establishing a Buzz About Books
Best Practice Tips and Resources for Using Technology to Support Vocabulary Development
Five Recommendations for Improving Reading comprehension in K-3rd Grade
Fountas and Pinnell Systems of Strategic Actions Graphic
Salvador Late or Early Reading Comprehension Exercise
Salvador Late or Early, Reader Notes Leader's Example
Reading Reflections for Salvador Late or Early
Where Am I Now? Reflections and Action Plan

Strategy 1 Handout:	Applying the Systems of Strategic Actions Video and Observation Guide, Part 1 & 2
Strategy 2 Handout:	Implementing Jigsaw in Your Class Tips and Planning Form
Strategy 3 Handouts:	Graphic Organizers: Tips for use in Building Comprehension
	Evaluating Graphic Organizers for Summarizing Text
Strategy 4 Handouts:	Engaging Developing Writers Planning Form
Strategy 5 Handout:	Family Comprehension and Collaboration Exchange Planning and Tips Form

PLC Resources:	Talking Stem Cards for Math
	Journal Article: *What Every Teacher Should Know About Reading Comprehension* by Laura Prado

Knowing the Child: Building Relationships with Children and Families Through Intentional Observations and Interactions

"Every day teachers make hundreds of decisions – big and small – about what to say and do as they build relationships with children and promote their learning. These decisions matter. Teachers matter."

-Amy Laura Dombro

Directions

Over the next 6 weeks or so, we ask that you take a closer look at the ways in which you are coming to know a particular student in your class this year. Perhaps there is a student/family new to your school that you are wondering about or a child who seems to be in need of some extra support. Consider the following suggestions to guide you in this process.

- Be intentional in your observations of this child. Make an effort to connect with him or her in a personal way on a daily basis.
- Document insights that have come as a result of your observations, your engagement in conversations, listening to and watching a child's interactions with peers and his/her response to the classroom environment.
- Consider assessment data as well as how the child responds to the curriculum and the structures of your classroom (such as peer to peer interactions, independent work, choice time, etc.)
- Children's families are a valuable source of information. Gather information that you have gained about this student's family or home life through conversations with the child's family members and regular communications with other CPC staff.

Your focused observations and sources of knowledge about this child, and all the children you teach, will be revisited in the CPC Professional Development Module this year.

erikson child-parent center

HCRC Human Capital Research Collaborative

Knowing the Child: Building Relationships with Children and Families
Through Intentional Observations and Interactions

Reflections

How has coming to know this child and his/her family allowed you to make more meaningful connections to their instructional needs? How has it informed the decisions you make about your learning environment, routines, and structures?

_____
_____
_____
_____

What did you learn about this child's characteristics and development by observing him/her closely? (e.g. physical, social-emotional, intellectual or dispositional)

_____
_____
_____
_____

What does it feel like to be a child in your classroom day after day? In what ways has your knowledge of this child (and all children) helped you to create a community of learners where school is a safe and positive place?

_____
_____
_____
_____