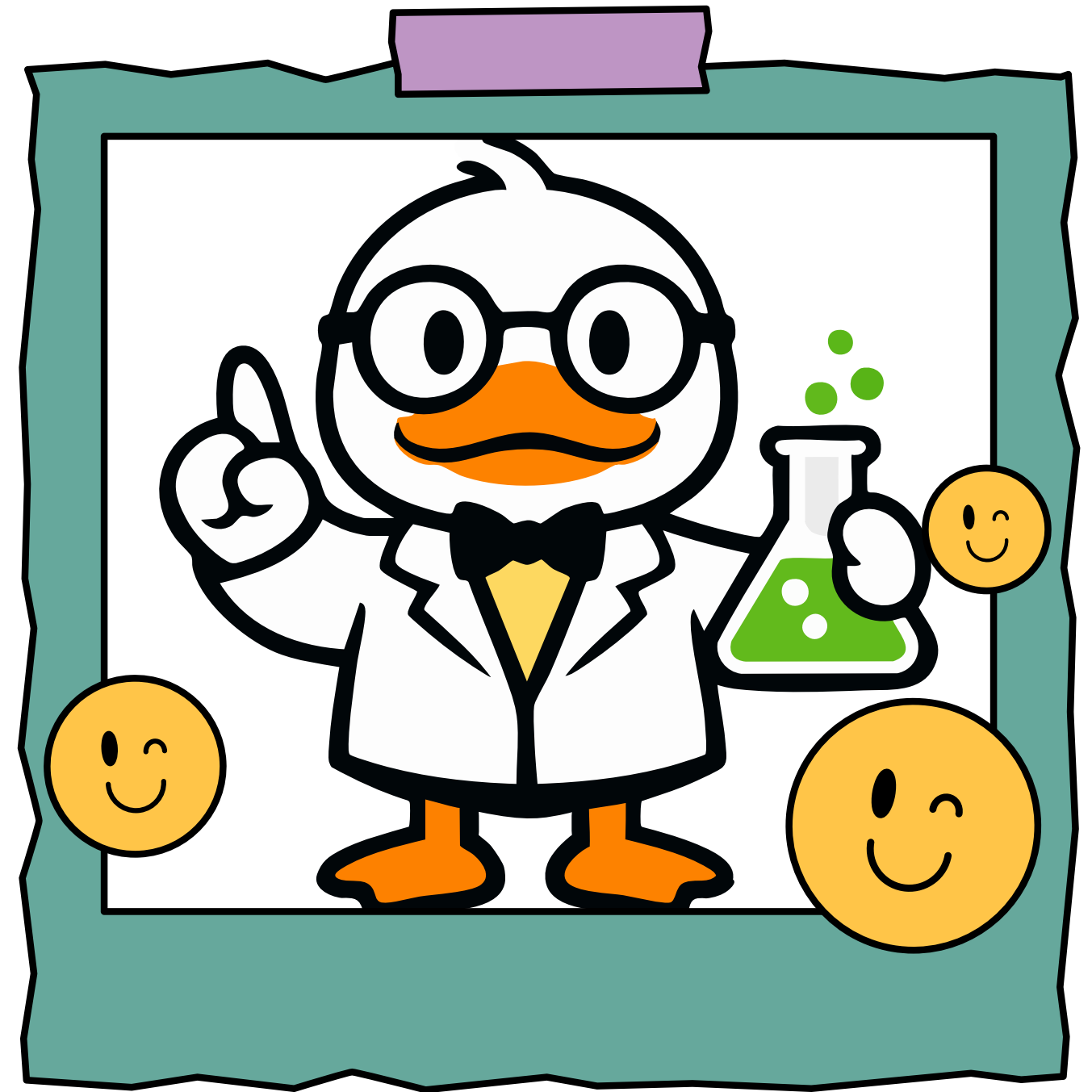
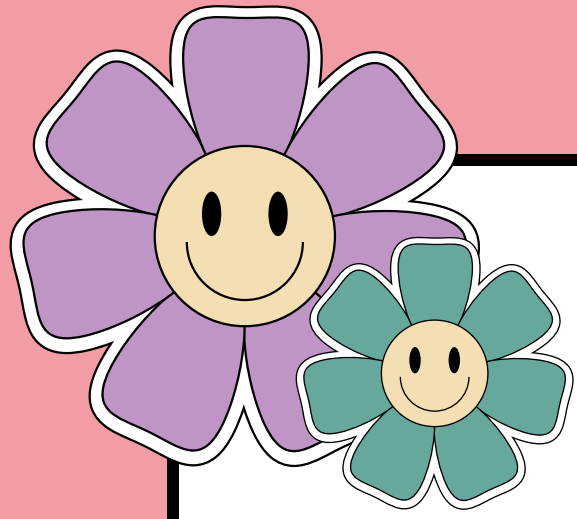


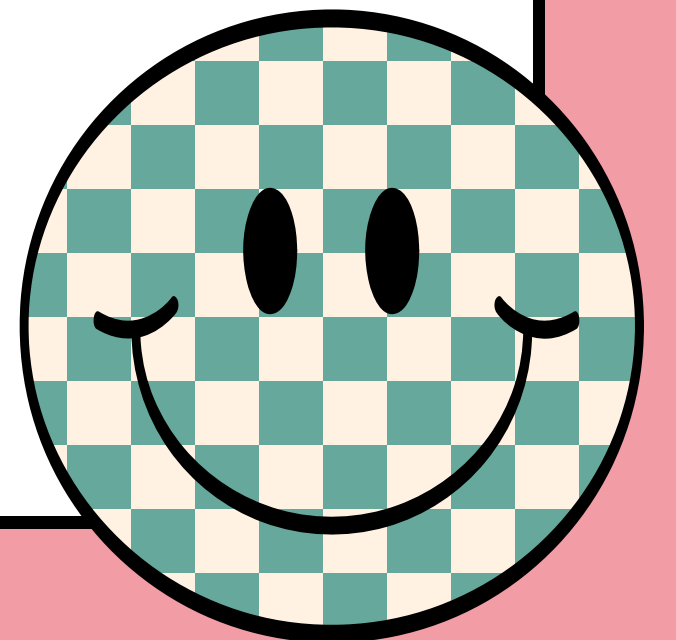
Welcome
READ IT LIKE
A SCIENTIST



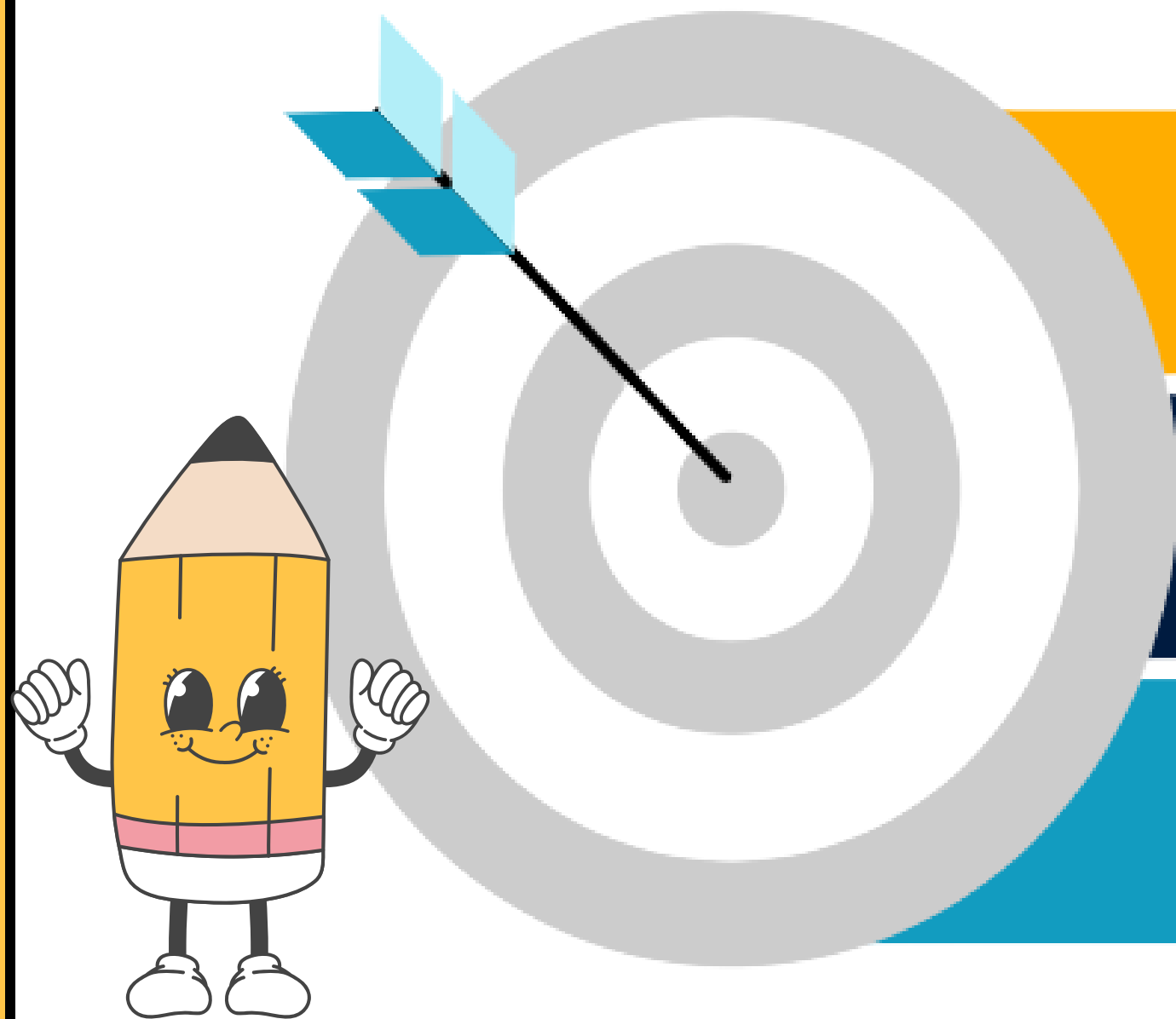


Credit

To Receive Credit for this session,
make sure you complete the
survey at the end



Learning Target



Today I will

explore the "THINK"
process

So I can

help students break down
complex text.

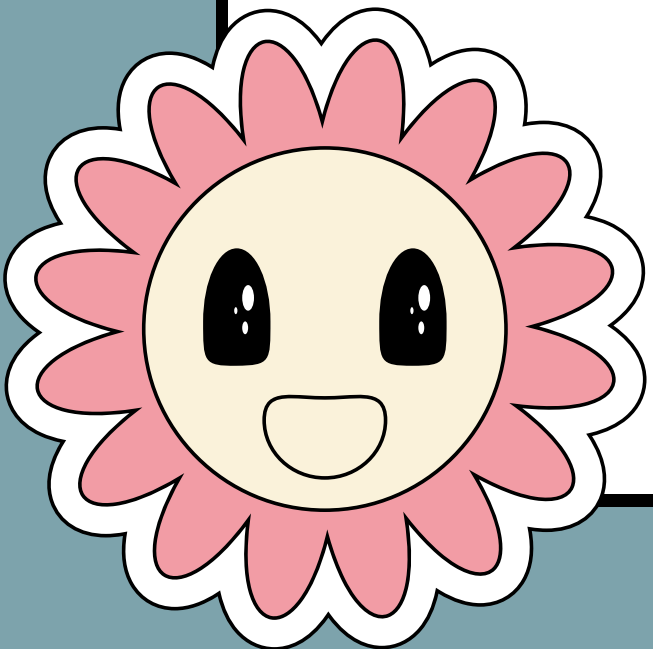
I'll know I
have it
when

I can create a plan to
implement the THINK
process in my classroom.

Academic Discourse

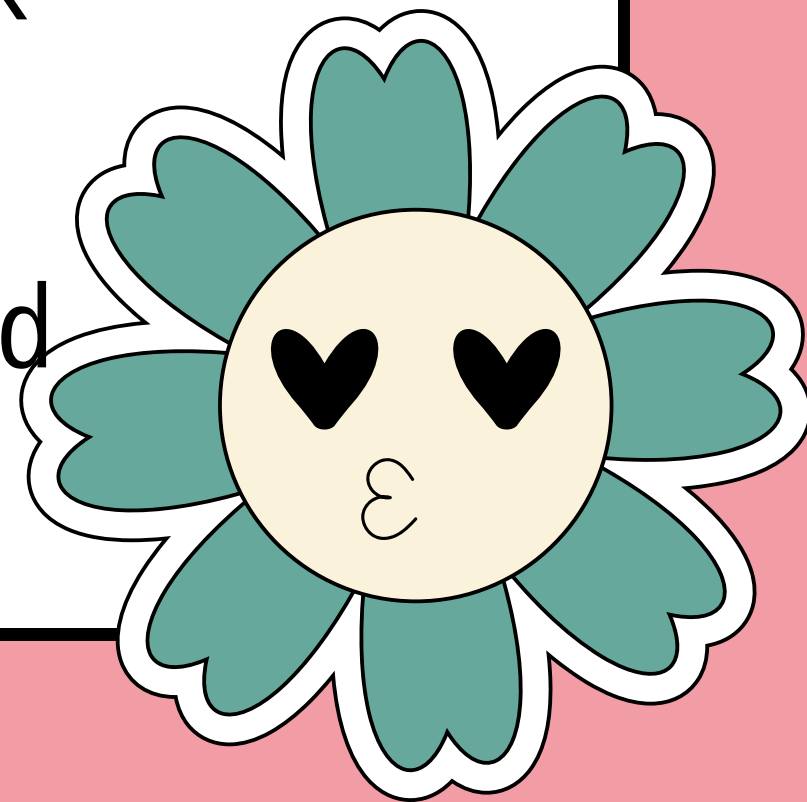
How many times have you watched a student quickly scroll through a passage, click an answer within seconds, and move on without fully processing the question?

What behaviors did you notice, and what might those behaviors tell us about how students are reading and thinking in a digital environment?



The Cost of Speed in a Scroll Culture

- The 2022 NAEP reading assessment showed the largest decline in reading scores for 9-year-olds in over 30 years.
- ACT research found that performance on complex texts is one of the strongest indicators of college readiness, and millions of secondary students read below grade level.



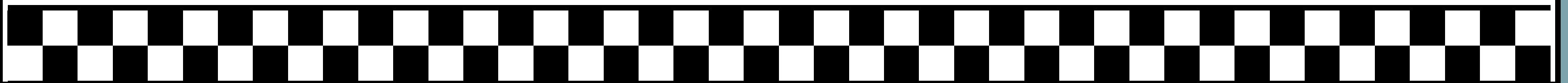
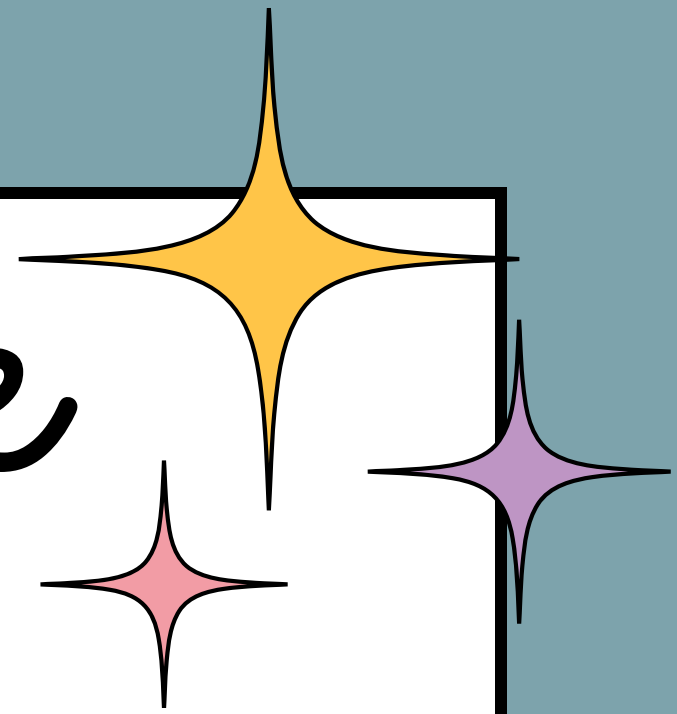
How does it affect our Students?

Since moving to a digital assessment, research suggests that students often read digital informational texts more quickly, spend less time rereading, and may sacrifice comprehension for speed.



Academic Discourse

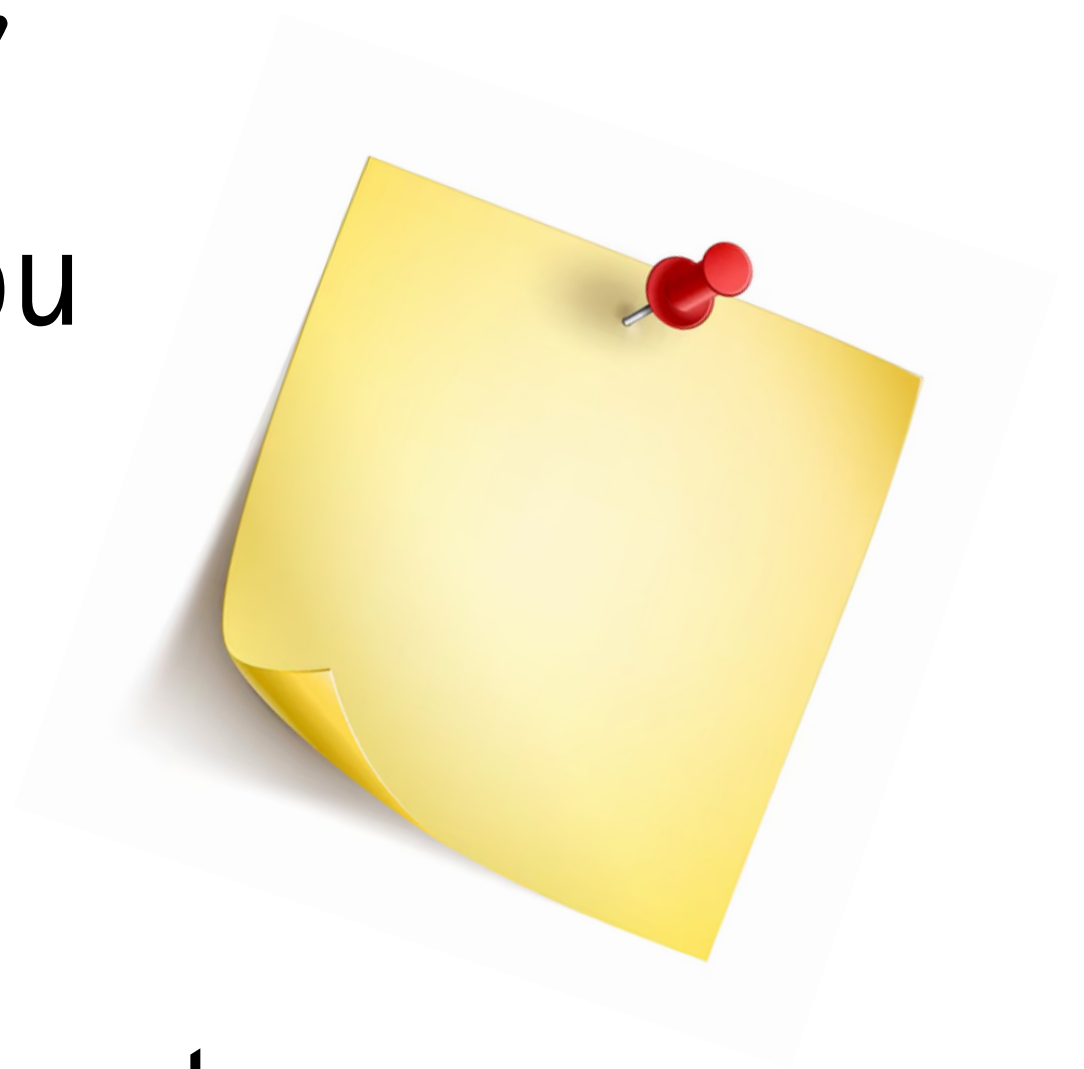
Comprehension is the foundation of learning. If that foundation is weak, what other academic skills begin to crumble?
Discuss specific examples from your classroom.



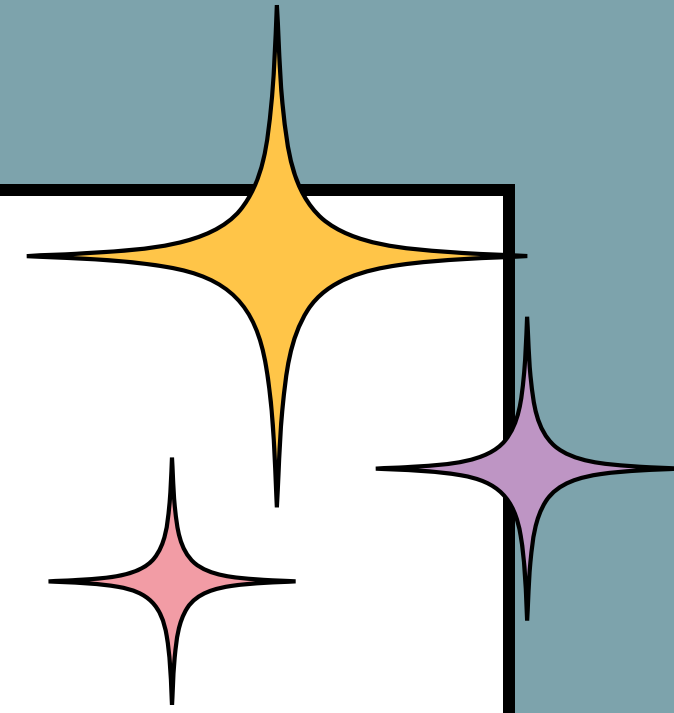
Chalk Talk

On a sticky note, write down things you hope students would do as they read through a problem to enhance their comprehension.

Put each strategy on a different sticky note.



THINK Process



THINK

Annotate like a Scientist!



T

Topic

Write the topic of the question or paragraph.



H

Highlight Key Words

Underline or write the important words. (Trap Words)



I

Identify Vocabulary

Write any science vocabulary you notice.



N

Note an Experience

Write a connection, experiment, or real-life example.

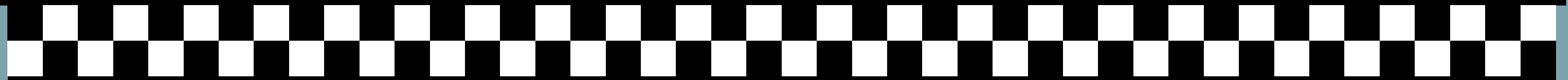


K

Keep It Visual

Draw a picture or diagram to help visualize the problem or text.

The Simsational Science Lab



3rd Grade Math

9. Ms. Green had some fabric to make costumes for three different plays at school. The table shows the number of yards of fabric Ms. Green used to make the costumes for each play.

Fabric Used

Play	Fabric (yards)
X	69
Y	48
Z	53

Ms. Green had 27 yards of fabric left over after making costumes for these plays. How many yards of fabric did Ms. Green start with?

Ⓐ 170 yards

Ⓑ 197 yards

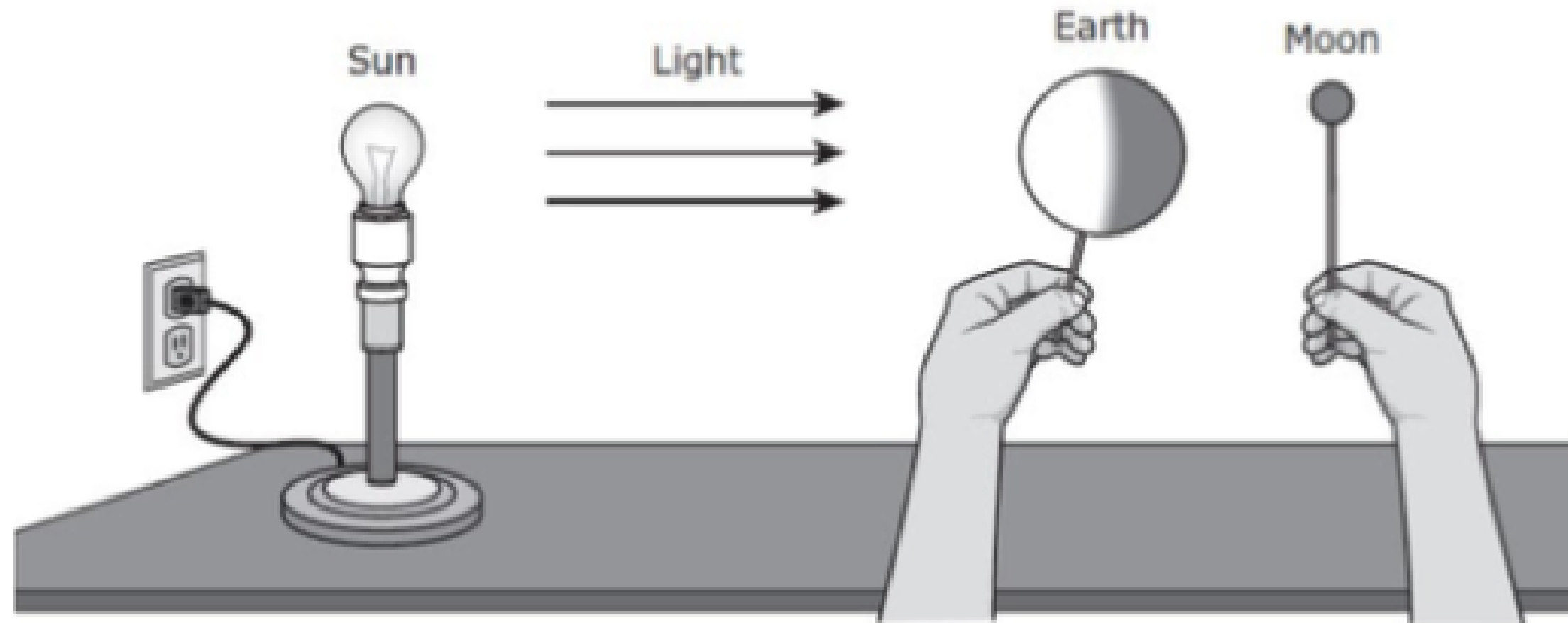
Ⓒ 143 yards

Ⓓ 177 yards



5th Grade Science

26 A student makes the model shown with objects representing the sun, Earth, and the moon to use in a class demonstration.



Which action should the student do with the objects to demonstrate a complete day-night cycle of Earth?

- F Move the moon around Earth once
- G Spin the sun in a circle once
- H Move Earth around the sun once
- J Spin Earth in a circle once



8th Grade Social Studies

31 Which description is an example of an unalienable right from the Declaration of Independence?

- A** Equality — People's education should be equal in every state.
- B** Wealth — People's salaries should be dependent on their skills.
- C** Happiness — People can do lawful things that they enjoy.
- D** Patriotism — People can choose to join any of the armed forces.



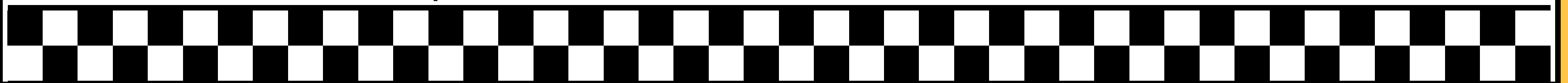
Other Strategies

Stand, Stick, Stray

Students are given a statement and some think time. They will go to a part of the room to either agree or disagree. After sharing ideas, they will either "stick" by keeping their original choice or "stray" if the other side of the room convinced them to move spots.

Think, Pair, Share

Students have time to think individually about an answer before partnering up with someone to discuss. Partners can then share out to the whole group.



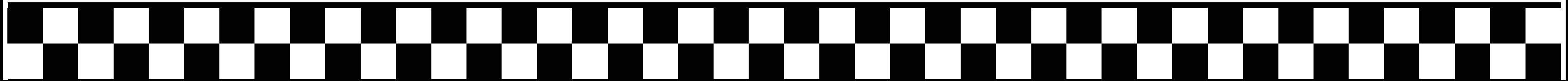
Other Strategies

IQ Slapdown

Students analyze or practice assessment questions by determining the worst answer, the distractor, and the correct answer through a slap-down game.

Think and Throw

Students respond to a question on a piece of paper that they crumple up and throw. After a few rounds of throws, they pick up a paper and get in groups to discuss responses. Each group chooses a "best response" to share aloud to the class.



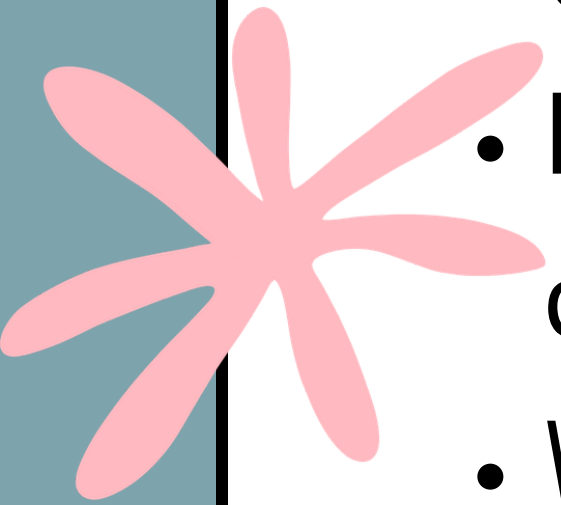
***These are lead4ward strategies and are linked*

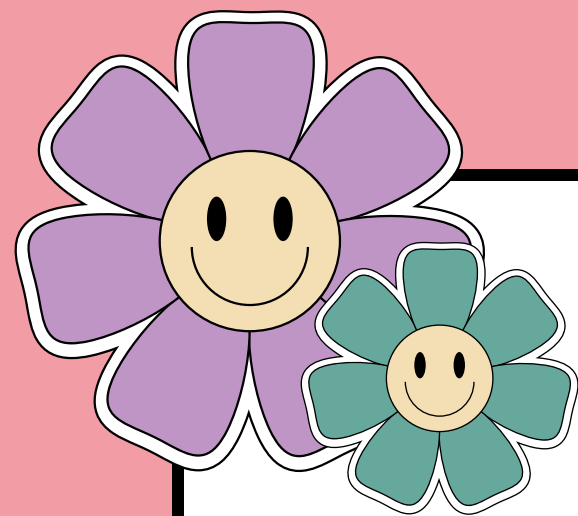
Graffiti Wall



Put It Into Practice

- Find an upcoming lesson in your Scope and Sequence.
- Choose one strategy from today's PD to embed into that lesson.
- Be prepared to explain how it will strengthen comprehension, critical thinking, or academic discourse.
- Write it on the Graffiti Wall and provide feedback to 3 other people.





Want Attendance Credit

To receive attendance credit for all sessions, you must fill out the feedback form after each session. You can get to the feedback form by using the tinyurl

below or scanning the QR code. Please do so within 30 minutes of the session

ending. You will receive a copy of your response, so you can make sure you did

your survey and to check attendance. Save this for your records!

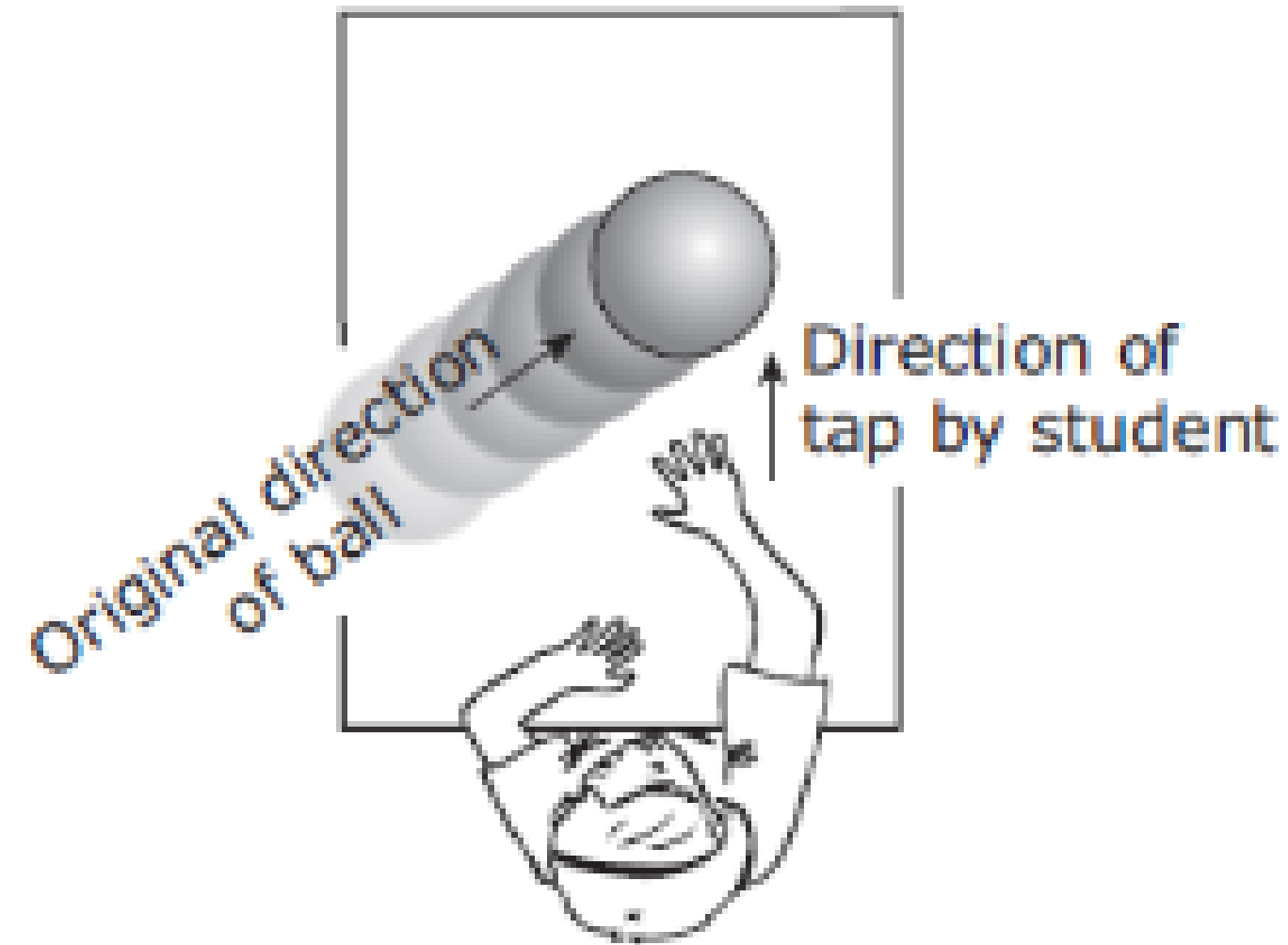
<https://tinyurl.com/ENGAGE26FB>



It is colder in the
winter because we
are further away
from the sun.



The diagram below shows a view of a ball from above a table. The ball is rolling across the table. A student lightly taps the rolling ball in the direction shown below



In which direction does the ball most likely move after the student taps the ball?