

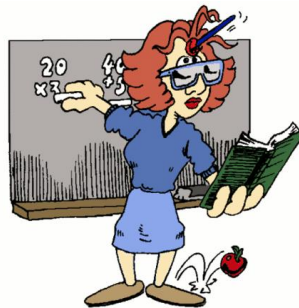
T.F.C. Packet

(Thanks for Coming!)

Here are a few extra items I thought ya'll might enjoy seeing... just as a little thank you for attending this session! Ya'll were awesome!!!!

Thanks for making the day great!

Feel free to get in touch!



Deirdre Kelly, M.Ed., NBCT

deirdre.kelly@ocps.net

<http://teacherpress.ocps.net/deirdrekelly/>

Flag Conference, Oct. 2014

Extra Handout Packet



instagram it



Name: _____

Date: _____

Caption: _____

Hashtag Practice Space

#makingprogress

instagram it

Name: _____

Date: _____

Caption: _____

Hashtag Practice Space

#makingprogress

Self-Reflections: Tweet It!

Tweeters' Names: _____ **Date:** _____

Directions: Write three "tweets" that share your/our learning from today. Remember – a tweet can only have 140 characters! You can include a hashtag if you like! Check off which Challenge Elements you use!

___ What I learned ___ How well I learned it. ___ What I need next Extras: _____



Create a thoughtful hashtag: **#** _____

___ What I learned ___ How well I learned it. ___ What I need next Extras: _____



Create a thoughtful hashtag: **#** _____

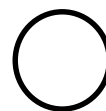
___ What I learned ___ How well I learned it. ___ What I need next Extras: _____



Create a thoughtful hashtag: **#** _____



Video Reflection Feedback Form



Directions: When journal time starts, spend a few minutes jotting down some notes in your journal – preparing what you’re going to talk about in your video. When you’re ready, get camera # 1 and head into the Photo Booth! Turn the lights on, start the camera, and start talking! When time is up, write your name and today’s date on this Video Slip and stick it in your journal (like a bookmark on today’s journal page). Put the camera on Miss Kelly’s desk – right on top of your journal. Miss Kelly will write feedback on this slip and will tape it into your journal! Don’t fill anything else out – just your name and the date!

Name: _____

Date: _____

What I learned: ----- yes ----- No ----- Somewhat

How I learned it: ----- yes ----- No ----- Somewhat

What I need next: ----- yes ----- No ----- Somewhat

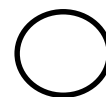
Tallies for Extra Elements: _____

Notes: _____

Miss Kelly, 2014 <http://teacherpress.ocps.net/deirdrekelly/> Lake Sybelia Elementary, OCPS



Video Reflection Feedback Form



Directions: When journal time starts, spend a few minutes jotting down some notes in your journal – preparing what you’re going to talk about in your video. When you’re ready, get camera # 1 and head into the Photo Booth! Turn the lights on, start the camera, and start talking! When time is up, write your name and today’s date on this Video Slip and stick it in your journal (like a bookmark on today’s journal page). Put the camera on Miss Kelly’s desk – right on top of your journal. Miss Kelly will write feedback on this slip and will tape it into your journal! Don’t fill anything else out – just your name and the date!

Name: _____

Date: _____

What I learned: ----- yes ----- No ----- Somewhat

How I learned it: ----- yes ----- No ----- Somewhat

What I need next: ----- yes ----- No ----- Somewhat

Tallies for Extra Elements: _____

Notes: _____

Miss Kelly, 2014 <http://teacherpress.ocps.net/deirdrekelly/> Lake Sybelia Elementary, OCPS

What goal did you choose
to work on today?

How do you think you did?

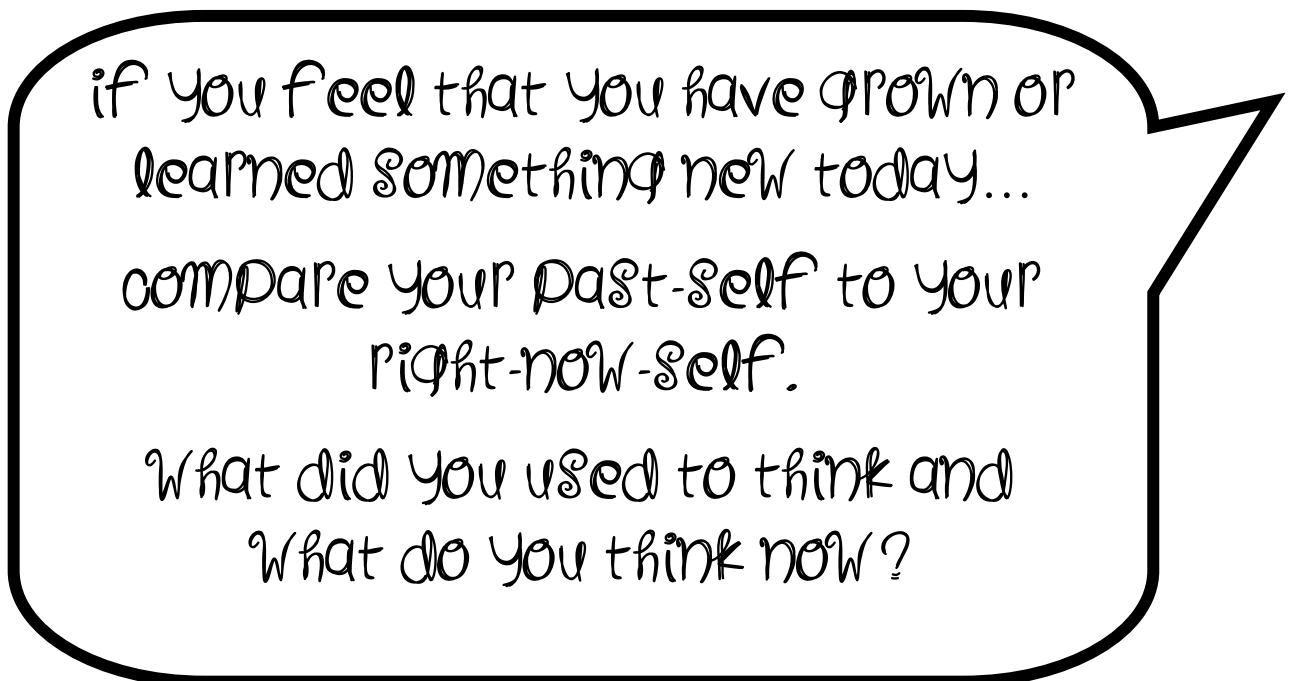
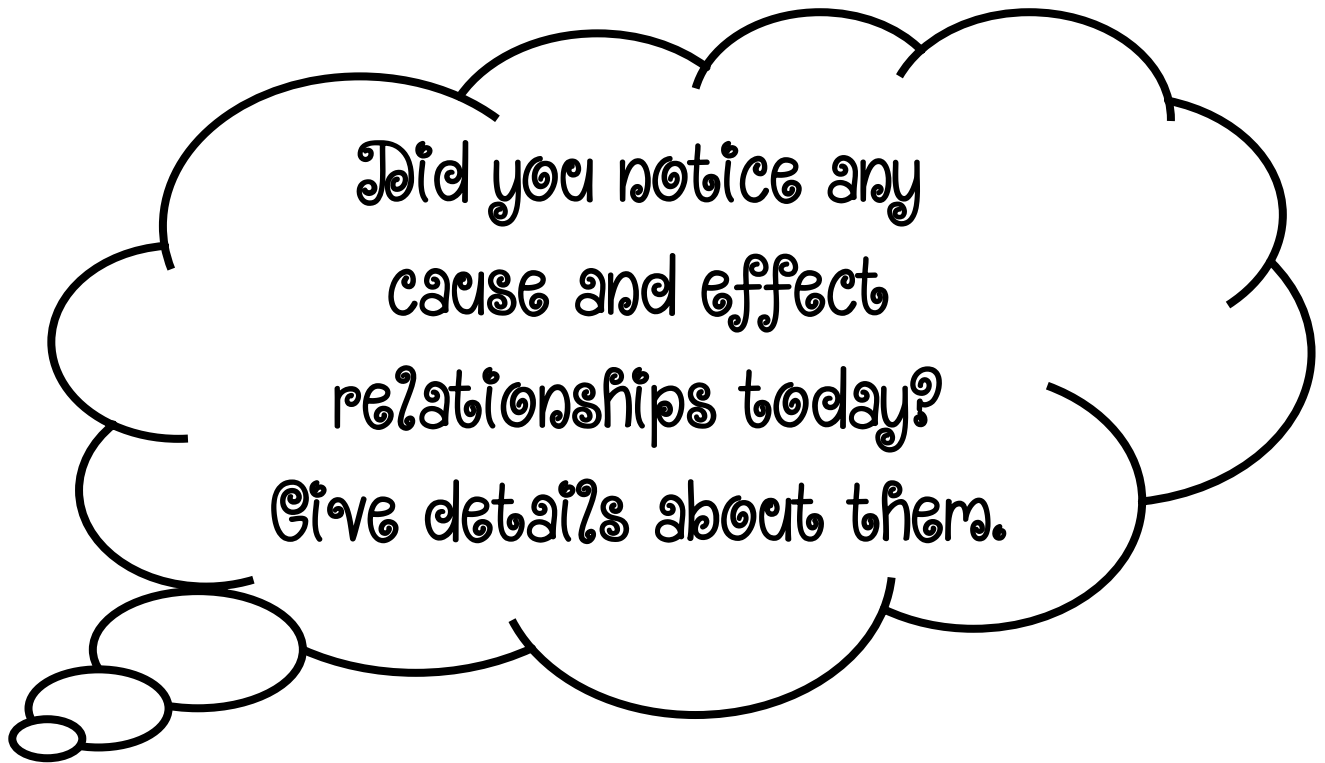
Did you make progress towards
mastering your goal? How do you know?

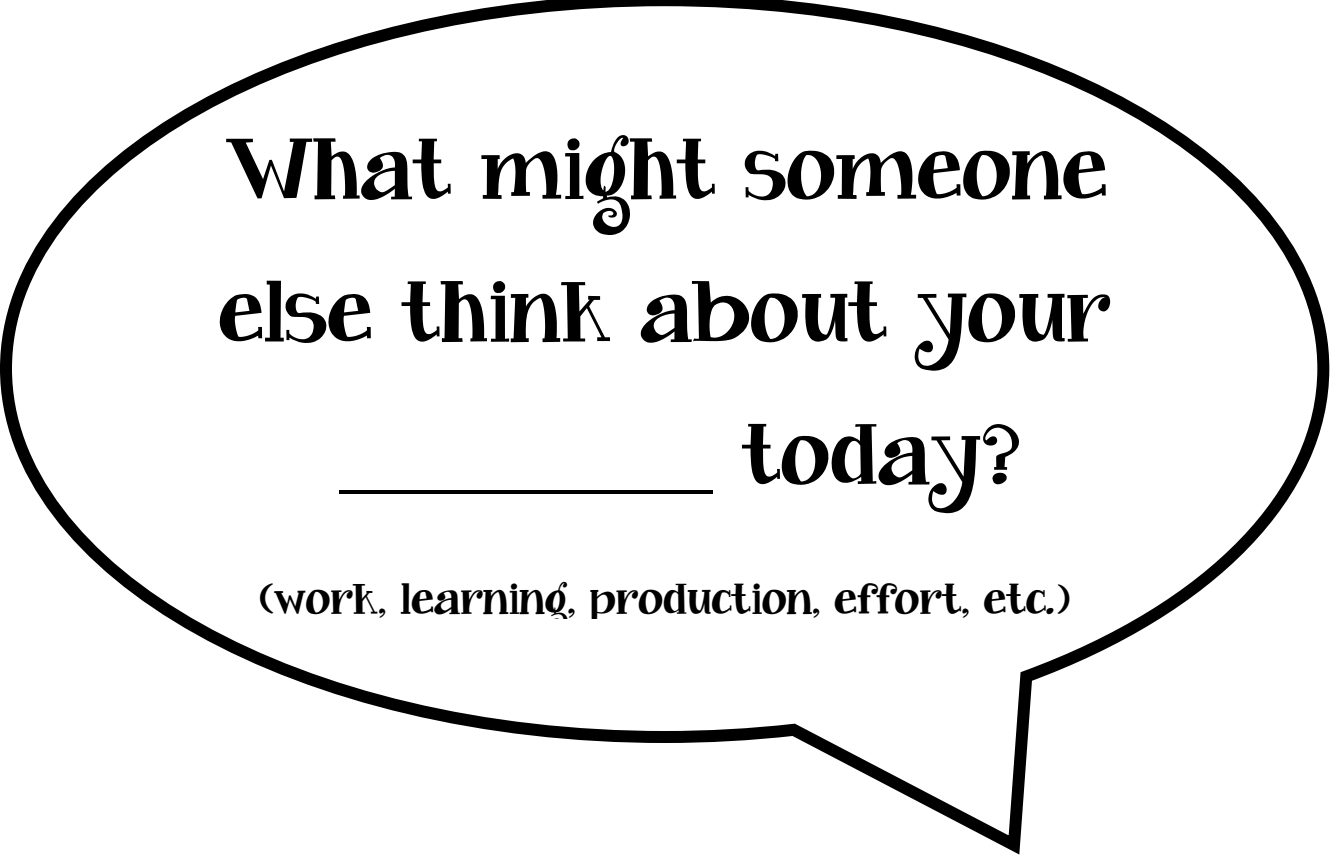
What judgments
can you make
about today?

WHAT MIGHT YOU
DO NEXT IN THIS
TOPIC?

What will your learning from
today lead you to be able to do?

Identify 2 or 3 related
facts from your day today.
What conclusion can you
draw from them?





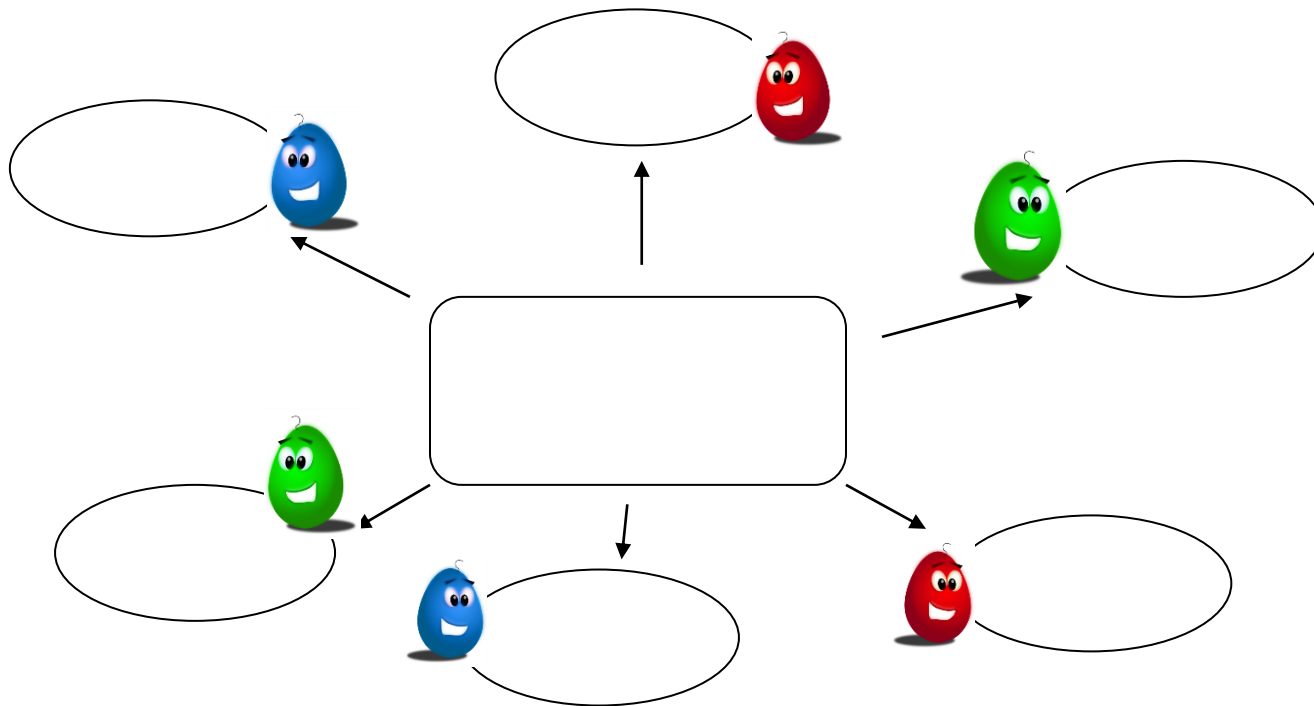
**What might someone
else think about your
_____ today?**

(work, learning, production, effort, etc.)

Name: _____

Date: _____

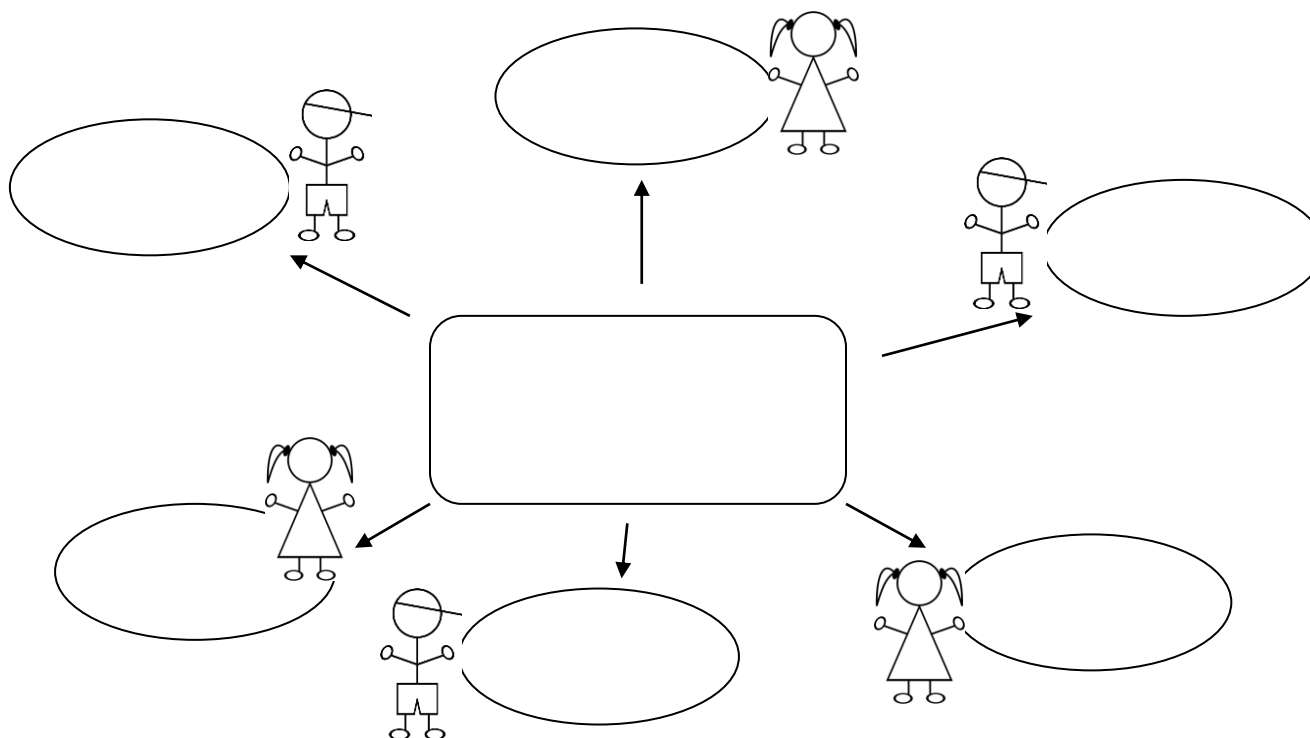
Looking at a Situation from Multiple Perspectives



Name: _____

Date: _____

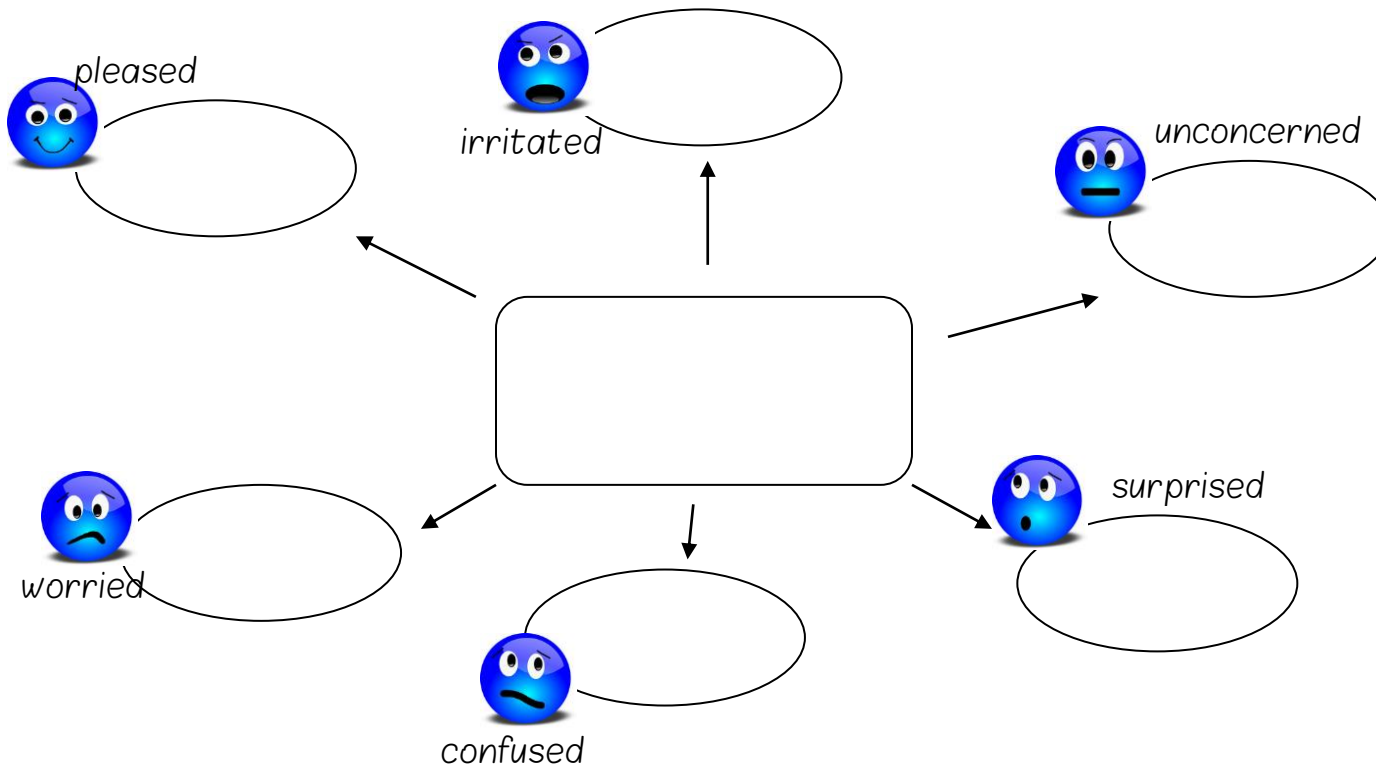
Looking at a Situation from Multiple Perspectives



Name: _____

Date: _____

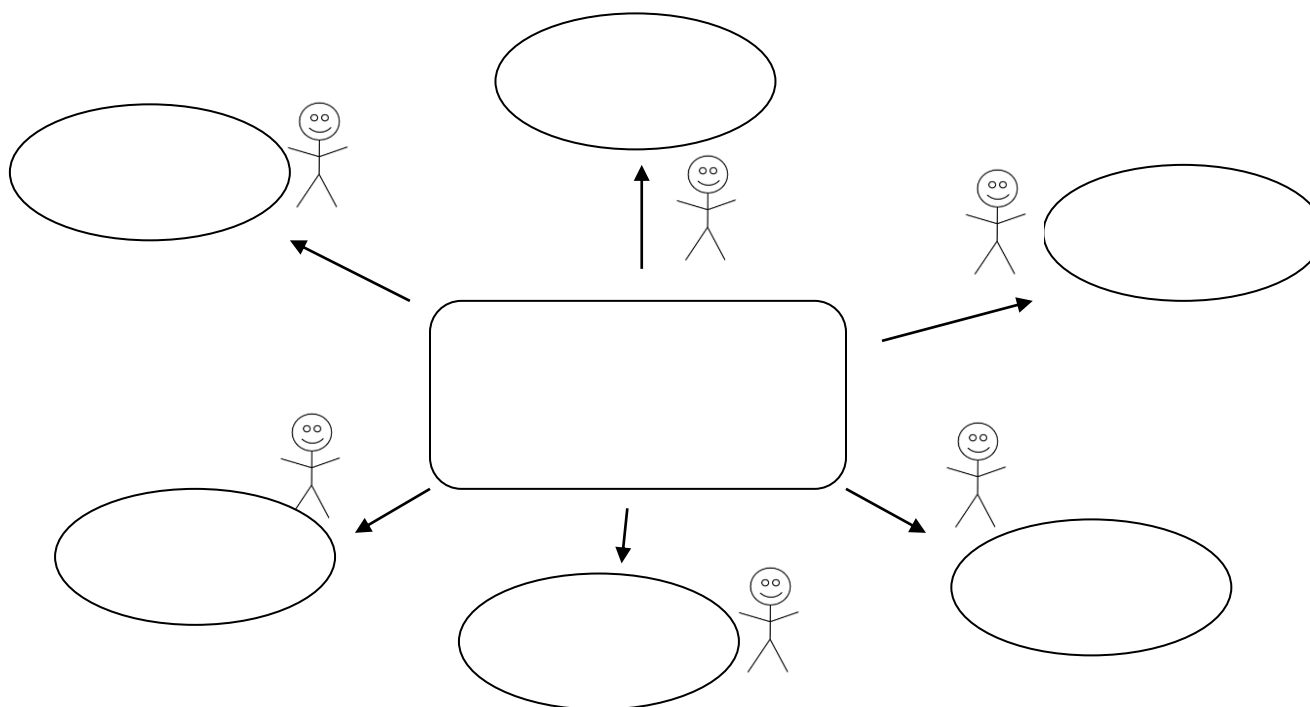
Looking at a Situation from Multiple Perspectives



Name: _____

Date: _____

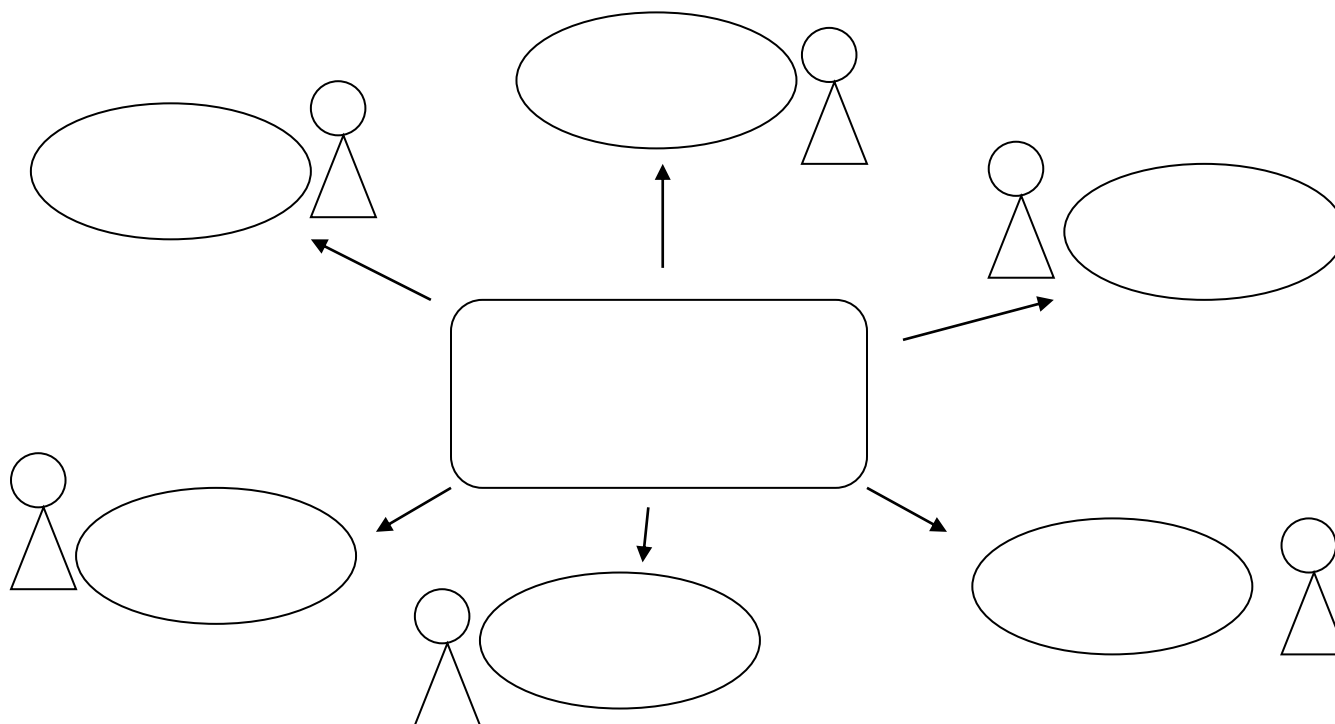
Looking at a Situation from Multiple Perspectives



Name: _____

Date: _____

Looking at a Situation from Multiple Perspectives



Name: _____

Date: _____

Kentucky bans goldfish as prizes

Goldfish given as prizes at carnivals may not go home with winners if a western Kentucky county has its way.

The Daviess County Fiscal Court is weighing an ordinance that would prohibit using live animals, including goldfish, as prizes in any game of chance.



County Commissioner George Wathen on Thursday pushed to include goldfish, which are frequently given as prizes in plastic bags, in the ordinance. Commissioners approved the inclusion on the first reading of the ordinance.

The Daviess County Animal Control Board pushed for the measure.

Judge-Executive Al Mattingly told the Owensboro Messenger-Inquirer that children have won bunnies or chicks at carnivals, and their parents haven't wanted to care for the animals. Mattingly said many end up at the animal shelter.

AP Associated Press

Taken without permission but within fair use from: <http://tweentribune.com/content/kentucky-bans-goldfish-prizes>

Name: _____

Date: _____

Elaboration Map

<p>Start with a simple event...</p>	<p>Add a detail...</p> <p>(If you're stuck, think of something you love to do.)</p>	<p>Add another detail...</p> <p>(If you're stuck, think of something you only do on special occasions.)</p>
<p>Add another detail...</p> <p>(If you're stuck, think of something you can't do now, but want to do someday.)</p>	<p>Add a Force-Fit detail...</p> <p>(A Force-Fit is when you don't get to choose the detail you must add.)</p>	<p>Add another detail...</p> <p>(If you're stuck, think of a neat attribute of something you've only seen in a book or movie.)</p>

guidelines for creative thinking (rubric)

When... designing * producing * problem solving * improving * constructing

Pick & choose from the elements below depending on the creative process used or product created. A "product" may be a model, drawing, blueprint, plan, timeline, etc. A "product" may also be an idea or description of a solution to a problem. Elements included in each level below: Criteria, Planning, Idea Generation, Elaboration/Revision, Thoroughness,

Justification, Incorporation of Content, and Engagement in process

4

- product exceeds criteria in broad appeal, innovation, durability, efficacy, and/or efficiency.
- visual plan was created, modified, and followed. planning may have incorporated multiple perspectives.
- Many, varied, & unusual ideas generated before production. Idea generation continued during production.
- Evidence of product going through several revisions. Risk taking, originality, innovation, &/or complexity present.
- product is focused on a main idea/solution and is complete & elaborate. All steps/stages were followed. (cps)
- Able to explain and justify ideas and choices. Justification incorporates research/new knowledge.
- product is information-rich and incorporates various resources.
- full, independent, & thoughtful engagement throughout process. Demonstrated leadership in process & use of tools.

3

- product meets criteria.
- visual plan was created and followed. plan is well-developed.
- Many & varied ideas were generated before production began. Refrained from early-judgment.
- Evidence of product going through some revision and/or experimentation. Attempts made at originality/complexity.
- product is focused on a main idea/solution and is complete. All steps/stages were followed. (cps)
- Able to explain and justify some ideas and choices. Justification shows research/new knowledge.
- product recalls some important information.
- full, independent, & thoughtful engagement in process throughout. creative thinking tools used correctly.

2

- product meets some criteria. product may demonstrate limited usefulness / appeal.
- product doesn't match design. / plan is poorly developed.
- partial list of ideas/plans included. some ideas are reproductive / variations on theme. initial idea was selected.
- Minimal details in design. initial ideas incorporated into product.
- product is not focused on a main idea/solution and is only somewhat complete. some steps/stages were followed. (cps)
- struggles to express thoughts and justify ideas. New knowledge/research not included.
- product recalls limited amount of information/research.
- Assistance needed for participation/focus/contribution and use of creative thinking tools.

1

- product meets few, if any, criteria.
- Unable/Unwilling to show thinking/ideas in visual form.
- idea generation limited to only one idea or a small list of largely reproductive ideas.
- only minor attempts made to revise/improve ideas or product.
- There is no final product or the product is too incomplete to be evaluated.
- Unable/Unwilling to share or justify ideas.
- product recalls minor amounts of information.
- significantly limited contribution / participation. Dependent on the work of others. creative thinking tools unused.

create:

to generate ideas, employ resources, or put information to work in order to develop a new product, idea, response, or solution.

my creative thinking rubric

circle one: designing * producing * problem solving * improving * constructing

student name: _____ date: _____ topic: _____

4

- ___ My product goes beyond what was asked for.
- ___ I made a visual plan which I modified and followed. I considered multiple perspectives.
- ___ I showed that I generated Many, varied, & unusual ideas before beginning. I continued to generate ideas.
- ___ I spent time revising my work so that I could take risks, show originality, and make a complex product.
- ___ My product is focused on a main idea/solution and is complete & elaborate. I followed all the steps of the process.
- ___ I can include new information (research) when I explain and justify my ideas and choices.
- ___ My product is information-rich. It's clear that I used multiple resources.
- ___ I showed total independence & thoughtfulness throughout my work. I showed leadership during our work time & with tools.

3

- ___ My product shows exactly what was asked for.
- ___ I made a visual plan and followed it. My plan was clear and thorough.
- ___ I showed that I generated Many & varied ideas before beginning. I didn't settle for my first idea.
- ___ I spent time revising my work so that I could improve it along the way. I tried to show originality and complexity.
- ___ My product is focused on a main idea/solution and is complete. I followed all the steps of the process.
- ___ I can explain and justify some of my ideas and choices. I tried to use research/new knowledge in my explanations.
- ___ My product shows some important information.
- ___ I showed independence & thoughtfulness while I worked. I used our thinking tools used correctly.

2

- ___ My product shows some of what was asked for. My product is mostly useful.
- ___ My product doesn't match my design plan. My plan wasn't very good.
- ___ I showed that I generated some ideas, but my ideas are like other people's ideas. I picked one of my first ideas and used it.
- ___ My product shows only a few details. I didn't spend much time improving my work.
- ___ My product isn't focused on a main idea/solution and isn't totally complete. I followed some of the steps I was asked to follow.
- ___ I struggled when I was asked to share my ideas and explain my thinking. I forgot to include information when I shared.
- ___ My product shows a little bit of information.
- ___ I needed help to work on this product.

1

- ___ My product does not show what was asked for.
- ___ I did not make a plan.
- ___ I only thought of one idea or a small list of ideas that were just like other people's ideas.
- ___ I did not spend time improving my ideas or product.
- ___ I did not make a finished product.
- ___ I did not share my ideas or work.
- ___ My product does not show information.
- ___ I did not contribute or participate. I relied on other people's work. I did not use our thinking tools.

create:

to generate ideas, employ resources, or put information to work in order
to develop a new product, idea, response, or solution.

My Creative Thinking Checklist

Student Name: _____

Date: _____

Circle one: drawing

blueprint

model

4

- ☐ I did extra work to make my product special.
- ☐ My plan shows many details and ideas I added on to improve my work.
- ☐ I wrote down many different and special ideas before I started my work.
- ☐ My work is finished and shows that I stretched my thinking.
- ☐ I explained my work and the choices I made.
- ☐ I did my work all on my own! I helped my friends understand what to do.

3

- ☐ I did everything that I was asked to do.
- ☐ My plan shows many details.
- ☐ I wrote down many different ideas before I started my work.
- ☐ My work is finished. I followed all the steps I was supposed to.
- ☐ I explained my work and my thinking.
- ☐ I did my work all on my own!

2

- ☐ I finished some of my work, but not all of my work.
- ☐ My plan shows some details.
- ☐ I wrote down a few ideas before I started my work.
- ☐ I needed help to explain my work and my thinking.
- ☐ I struggled to do my work. I needed some help to do my work.

1

- ☐ I forgot to make a plan.
- ☐ I forgot to write down ideas before I started my work.
- ☐ My work is not finished yet.
- ☐ I did not share my work or my thinking with the class.
- ☐ This work felt very hard. I had lots of help to do my work.

Create:

To generate ideas, employ resources, or put information to work in order to develop a new product, idea, response, or solution.

Leadership Log

Name: _____

Grade: _____

Date of Position	Activity Name	Position	Self-Score	Peer Score	Teacher Score

Leadership Log

Name: _____

Grade: _____

Date of Position	Activity Name	Position	Self-Score	Peer Score	Teacher Score

Name: _____

Date: _____

MY NINE

WHAT?

Name 3 main “subjects” or “topics” you worked in today.

Example: Problem Solving, Questioning, Non-Fiction Text, Production

HOW?

Write three key words (or phrases) that describe how you did your learning today.

Examples: read, generated ideas, solved, built, drew conclusions, etc.

Feeling Stuckish? Think about action verbs that describe how you used your time today.

WHY?

Give three key phrases that explain the reasons why you did what you did today.

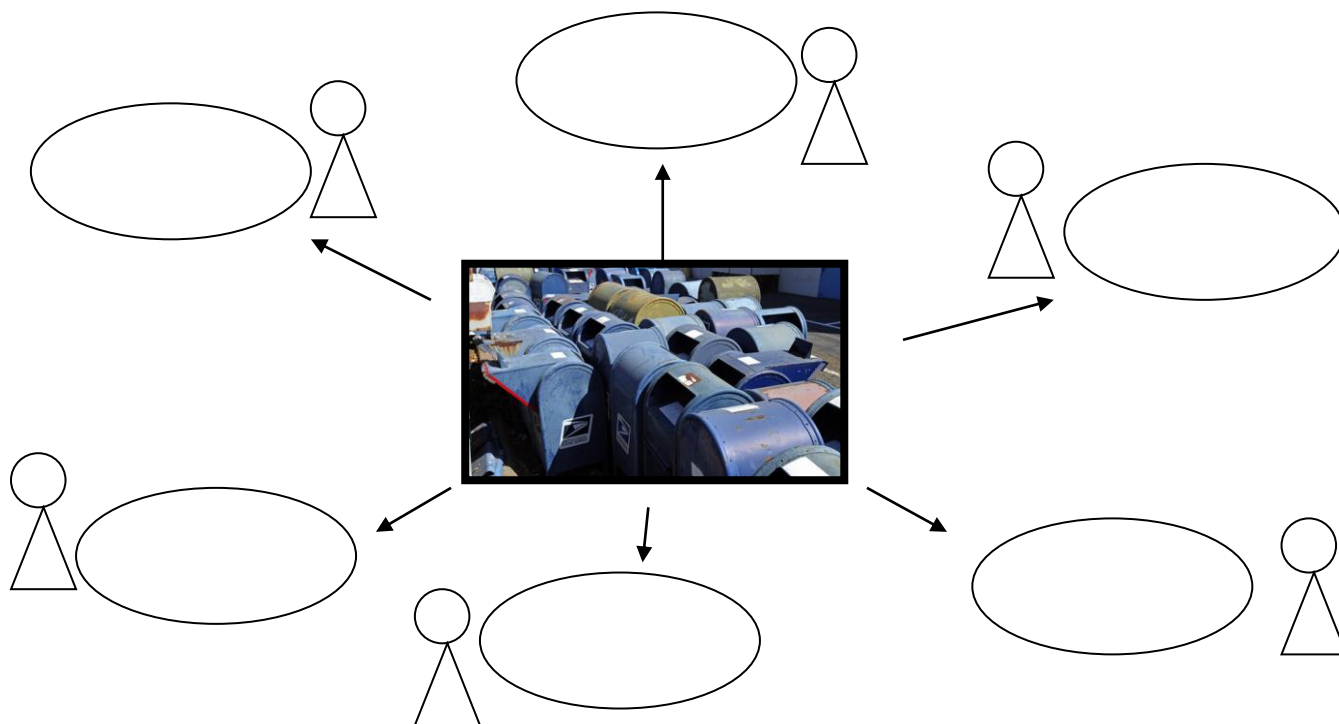
Example: “to practice”, “to improve”, “to try out”, “to experience”, “to find out”

Feeling Stuckish? Why do you think Miss Kelly wanted you to do what you did today?

Name: _____

Date: _____

Looking at a Situation from Multiple Perspectives



Name: _____

Date: _____

TODAY: PYRAMID OF PROGRESS

A pyramid diagram with three levels of rounded rectangular boxes. The top level has one box with the label 'PLAN IT' written vertically to its left. The middle level has two boxes with the label 'JUDGE IT' written vertically to the left of the first box. The bottom level has three boxes with the label 'DID IT' written vertically to the left of the first box.

DID IT:

Name 3 main "subjects" or "topics" you worked in today.

Examples: Problem Solving, Questioning, Production

JUDGE IT:

Write two words that describe either your work-products or your work-efforts today.

Examples: thorough, detailed, incomplete, thoughtful, rushed

PLAN IT:

Write one word to identify the main part of your plan for improving your efforts or making progress next time.

Examples: Focus, Details, Choices, Depth, Challenge

Right-Side Left-Side Note Taking

Main Idea

Questions

Wonders

Connections

Ideas/Theories

Cause/Effect

One person can have a big effect on the world. Being the youngest of 7 lead him towards being an inventor because he had lots of time to do things he liked. Back then, did all kids work at such a young age?					Thomas Edison <u>Biographical Information:</u> - 1847 - born; youngest of 7; 1931 - died - 1859 - job on railroad selling stuff - 1866 - married; 1871- remarried
Why didn't they like it that he asked so many questions? Did people always expect big things from him after that? Asked too many questions → kicked out of school Did he love what he was doing or did he <u>have to</u> work 18 hours? Thomas Edison AND A lifeguard					A Great Mind: - asked too many questions; home schooled - brave - saved station master's son - never gave up - 1 st success/sale in 1870 - worked 18 hours a day
Thomas Edison AND Mozart Which invention was Edison's favorite? Did he learn Morse Code on his own? Menlo Park, NJ was proud that such a brilliant man lived there. Did Edison have anyone to give his work to when he died?					Accomplishments: - 1 st patent @ 22 y.o.; total = 1,093 patents - electric light bulb; phonograph; movies w/ sound - 15 y.o. - own newspaper; telegraph operator - 1869 - 1 st invention; 1933 = last invention - 1876 - laboratory; Menlo Park, NJ; called: "The Wizard of Menlo Park"
Being an inventor is a good thing to be.					
Laboratory in basement as a kid → becoming an inventor How did Edison lose his hearing?					Interesting Info.: - kid - laboratory in basement - became deaf - wife did Morse Code on knee - worked all night, slept all day

make a
Judgment

lesson
learned

identify
someone
else's
perspective

make a plan
for the
future

identify a
cause ? its
effect

draw a
conclusion

What is it?

The “How Tall Is Your Character” wall is a project for the whole school. The product we made is a wall which shows many of LSE’s students’ favorite characters and asks us to think about their Character and why we love them. This is a reading and research project from Miss Kelly’s 4th grade class.

How did we do it?

Lake Sybelia students and families were asked to vote for their favorite characters from literature. Miss Kelly’s class took those votes and turned them into this wall to honor our favorite characters and to get us to think about why we love them and what character traits they have. When we examine the Character of our favorite characters, we might also take some time to examine our own Character. When we examine our Character, we improve it!

In order to complete this project, Miss Kelly’s class started by separating into three teams: the Selection Team, the Research Team, and the Production Team. The selection team evaluated the characters using criteria. The Research Team worked on finding evidence from the books to help us figure out the height of the characters. The Production Team made the height chart, the binder, and the ballot boxes. This whole project was a process of the teams: selection -> research -> production.

What is this binder?

This binder is being used to contain all of the information about the characters we researched. We needed to gather information like height and age - and our evidence of how we got that information. We call these papers “proof slips”. These proof slips helped us make our final product.

How Tall is YOUR Character: Proof Slip

Character Name: _____

Details (if any): _____

Title: _____

Author: _____

Character Height:

_____ feet

_____ inches

Other: _____

Evidence from the Text: (put the page number for each piece of evidence)

Evidence from the Images:

(put the page number for each piece of evidence)

Other Evidence:

(put the page number for each piece of evidence)

Initials of researcher: _____

Initials of fact checker: _____

Andrew Henry

Madeline

Edward Tulane

BLERBANT

Pigeon

Melonhead

Jack

Hermione

Granger

Judy Moody

Tax

Stuart Little

The Lorax

Charlotte G.

Cavatita

Matilda

Harry Potter

The Boy

Pete the Cat

The

CATERPILLAR

Winnie the Pooh

Rubens Hagrid.



My Favorite Character Ballot (3rd – 5th graders)



Use the spaces below to vote for your most favorite character from literature (books). Turn your ballot in to the Ballot Box outside Miss Kelly's classroom or to the one in front office.

*Please Note: You may vote only once. Be sure to fill in **all** the information asked for below and write neatly if we cannot read your ballot, it will not be counted. Your character should come from FICTION books, not movies, TV, video games, etc. (If a book was made into a movie, like Harry Potter, that's fine ballots must be filled out completely and thoughtfully in order to be counted.)*

Student Name: _____ **Grade:** _____ **Teacher Name:** _____

My favorite book character of all time is: _____

Why is this your favorite character? _____

Title of the Book: _____

Author of the Book: _____

*Thank you for voting! Turn your ballot in to the Ballot Box outside Miss Kelly's classroom or to the one in front office.
Miss Kelly's class will be using your vote in a very special project. Stay tuned for more information!*



Favorite Character Ballot (3rd – 5th graders)



Use the spaces below to vote for your most favorite character from literature (books). Turn your ballot in to the Ballot Box outside Miss Kelly's classroom or to the one in front office.

*Please Note: You may vote only once. Be sure to fill in **all** the information asked for below and write neatly if we cannot read your ballot, it will not be counted. Your character should come from FICTION books, not movies, TV, video games, etc. (If a book was made into a movie, like Harry Potter, that's fine ballots must be filled out completely and thoughtfully in order to be counted.)*

Student Name: _____ **Grade:** _____ **Teacher Name:** _____

My favorite book character of all time is: _____

Why is this your favorite character? _____

Title of the Book: _____

Author of the Book: _____

*Thank you for voting! Turn your ballot in to the Ballot Box outside Miss Kelly's classroom or to the one in front office.
Miss Kelly's class will be using your vote in a very special project. Stay tuned for more information!*

My Favorite Character

Student Name: _____

Teacher Name: _____

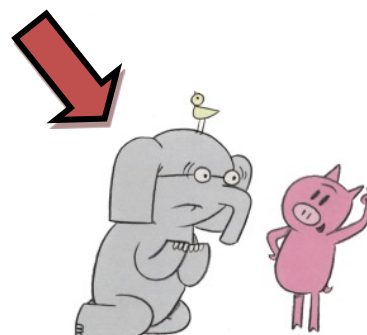
Directions: Please circle your favorite character. You can only circle one character on the page.



Miss. Bindergarten



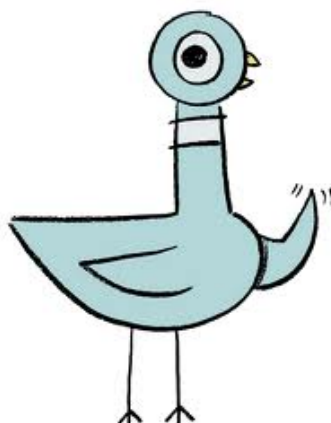
The Cat in the Hat



Elephant



Frog



Pigeon



Pete the Cat