Pop-Up DLE Learning #1 - Breakout Notes - Scaffolding Writing (4-28-22)

Social Studies	Mathematics	Science	Language Arts

Social Studies Breakout Notes

Think of a specific purpose for students to write in your class:

  Descriptive, informative research writing

  Critical thinking on paper

Sentence stems to scaffold students' disciplinary thinking, talking, and writing:

- I know this because… (Explaining their knowledge with facts rather than opinions)
- How do you define that? (What experiences/evidence has created that definition)
- How might a person in that "time of history" view it differently?

Mathematics Breakout Notes

Think of a specific purpose for students to write in your class:

  Explaining their thinking

  Providing evidence to support a position

  Relating mathematics to their own lives

  Describing patterns

  What I know, what I wish I knew

  Taking a position and supporting it

  Considering "what if"

  Which one doesn't belong? (Compare & contrast; vocabulary use; explain reasoning)

  Interpreting a graph; create a graph

  Impressions from a set of data

Sentence stems to scaffold students' disciplinary thinking, talking, and writing:

- Another way I might see this is…
- Another way I could use to solve this problem is…
- Given these two choices, I would choose _____ because____
- (Providing feedback to another student): I notice that…and I wonder…
- I think ____ is correct because _____
- I could use this idea in my life when I…
- The pattern I see here is____ and I know that because__
- What I know about this situation is _____, but what I still wonder is___
- The number 0 is (essential, not needed) because…
- If we used base ____ instead of base 10, that would be (great, awful) because…
- So that my reader understands my graph I need to…
- Given this data, I notice…and I wonder…

Science Breakout Notes

Think of a specific purpose for students to write in your class:

Summarize readings

Write explanations/arguments

Sentence stems to scaffold students' disciplinary thinking, talking, and writing:
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Language Arts Breakout Notes
Think of a specific purpose for students to write in your class:
-What is fake news? How do we know if it's truthful? - Writing about what you have learned about identifying bias.

News from social media?

Resource: Donut, DONUT Newsletter
C.R.A.P. or C.R.A.A.P - Currency, relevance, authority, (accuracy) purpose (should add how does the article make you feel?

Sentence stems to scaffold students' disciplinary thinking, talking, and writing:
● The article/image/video or research shows bias by_____.
● The article shows bias because it lacks _____ (CRAP).
● This opinion is ____
● The author does _____, which ____
● The content is opinion because _____
● The information is not reputable because _____
● What surprised me was____
● I'm wondering _____
● When comparing the information from ___ and ___, I found that _____ (works well with DONUT)
● How would someone struggling to find the bias be mixed up?
● Or even better... How MIGHT someone struggling to find the bias be mixed up?
● How does this article want to make you feel?
● What emotion does this text want to evoke in the reader/viewer?

Purpose: