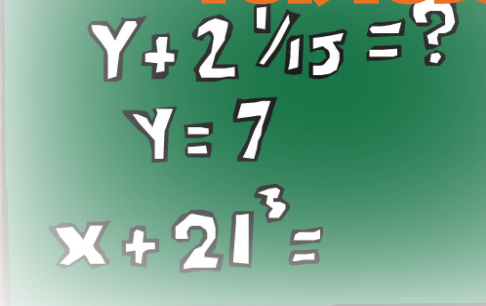


CHALK TALK

FOR TODAY'S CLASSROOM



CURRICULUM AND INSTRUCTION BULLETIN

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Thanksgiving Reflections

Be thankful that you don't already have everything you desire.
If you did, what would there be to look forward to?

Be thankful when you don't know something, for it gives you the opportunity to learn.

Be thankful for the difficult times.
During those times you grow.

Be thankful for your limitations, because they give you opportunities for improvement.

Be thankful for each new challenge, because it will build your strength and character.

Be thankful for your mistakes.
They will teach you valuable lessons.

Be thankful when you're tired and weary, because it means you've made a difference.

It's easy to be thankful for the good things.

A life of rich fulfillment comes to those who are also thankful for the setbacks.

Gratitude can turn a negative into a positive. Find a way to be thankful for your troubles, and they can become your blessings.

~~ Author Unknown ~~



Thank you, Father, for having created us and given us to each other in the human family. Thank you for being with us in all our joys and sorrows, for your comfort in our sadness, your companionship in our loneliness. Thank you for yesterday, today, tomorrow and for the whole of our lives. Thank you for friends, for health and for grace. May we live this and every day conscious of all that has been given to us. Amen.

On Being Contemplative

“Being contemplative,” states Silver in *Drumming to the Beat of Different Marchers*, “means that teachers should spend time and energy thinking about how to improve their techniques and strategies. Expert teachers did not become experts overnight. They tried new things, made mistakes, had successes and failures, reflected on the results, decided what to keep and what to toss, and repeated the process over and over again.” The key, according to Silver is “for teachers to be constantly thinking about what they are doing and why they are doing it.”

We all know the importance of spending time planning, preparing, and reflecting on what we are doing in the classroom. According to Silver, “contemplative teachers plan, prepare, and reflect so that when almost any situation comes up they have considered the consequences to their responses in advance.” To this end, Silver suggests the following:

Contemplative Teachers Plan How They Will:

- react to different situations
- reinforce positive behavior
- extinguish negative behavior
- individualize discipline practices for difficult students
- engage all learners
- differentiate instruction for diverse learners
- foster a classroom community
- build their own resiliency so that they will be at their personal best

(Silver, Debbie. 2010. *Drumming to the Beat of Different Marchers*. Nashville, TN: Incentive Publications. Page 54.)



“The greatest sign of success for a teacher...is to be able to say
“the children are now working
as if I did not exist”

Maria Montessori



Using the Depth of Knowledge to Enhance Instruction

In the last issue of *Chalk Talk*, we briefly reviewed our acquaintance with the original version and the revised version of Bloom’s Taxonomy. We also began to look at a newer concept being used to help teachers develop lessons for the 21st Century learner – the **Depth of Knowledge**.

The **Depth of Knowledge (DOK)** was adapted from a model used by Norman Webb, senior research scientist at the National Institute for Science Education, to align standards with assessments. The **DOK** is a tool used to ensure that teachers are teaching to a level that will promote student achievement.

The **Depth of Knowledge** is broken into 4 levels. Level One is the most basic level, essentially the “definition” stage. As the levels increase, students must demonstrate increasingly complex mental strategies. Higher levels of **DOK** require that students solve problems in new and creative ways, and allow for multiple solutions to solve those problems.

Depth of knowledge can vary on a number of dimensions, including

- the level of cognitive complexity of information students should be expected to know;
- how well they should be able to transfer this knowledge to different contexts;
- how well they should be able to form generalizations;
- how much prerequisite knowledge they must have in order to grasp ideas.

In addition, the depth of knowledge required by a learning activity or within an assessment is related to the number of connections with regard to concepts and ideas a student needs to make in order to produce a response, the level of reasoning required, and the use of a self-monitoring process.

In Level One the focus is primarily on knowledge and comprehension while Level Two focuses on application.

Applying Level One in reading, for example, the student would read or recite facts, do basic recall of information read, and exhibit a simple understanding of what was read. In writing, students may be able to write simple facts, list ideas, and use simple spelling and vocabulary. Some of the key words that signify Level One include *identify, define, recognize, use, describe, identify purposes, label, measure, and illustrate*.

When Level Two is applied to reading one finds the student able to comprehend and process the material found in the text. They are able to do some analysis and make inferences. In writing, students are able to connect ideas using a simple organizational

structure or graphic organizer. Working in Level Two, students are able to do first draft writing for a limited number of purposes and audiences. Key words that signify a Level Two include *classify, predict, describe, compare, relate, graph, organize, categorize, construct, separate, cause/effect, estimate, observe, interpret, distinguish, show, infer, relate, give an example, and solve multi-step problems.*



Level Three involves *strategic thinking*. When a student is using strategic thinking (Level Three) in reading, s/he goes beyond the text to explain, generalize, and connect ideas. The student seeks to determine the author's purpose and describe how it affects the interpretation of the text. In addition, s/he is able to summarize information from multiple sources. When a student is able writing at Level Three s/he is able to construct multiple-paragraph essays using complex sentence structure, support ideas with details and examples, and edit writing to produce a logical progression of ideas. *Assess, revise, critique, and cite, formulate, draw conclusions, investigate, construct, hypothesize, cite evidence, make and support decisions, and recognize and explain misconceptions* are key words that signify Level Three.

Finally, at Level Four the student is engaged in *extended thinking*. At this level they would *design, create, evaluate, analyze, synthesize, approve, and apply and adapt information to real-world situations*. In addition, Level Four calls for *complex reasoning with planning, investigating or developing a product that will most likely require an extended period of time-must require applying significant conceptual understanding and higher-order thinking.*



In reading, this would mean that the student would be able to apply information from one text to another, analyze and synthesize information from multiple sources, and examine and explain alternative perspectives across a variety of sources. In writing, students would be able to construct multiple-paragraph essays that demonstrate synthesis and analysis of complex ideas. They would include voice and style in compositions.

Why is **DOK** so important? "Teachers can no longer rely solely on "tell-me-what-I-told-you" assessments; new assessments must be created requiring students to demonstrate and apply what they have learned. Instruction, assignments, and classroom assessment must incorporate the same expectations. **DOK** levels for a targeted objective must mirror the **DOK** level for the assessment. Teachers need to examine if their required student work and activities are keeping students engaged in activity or engaged in learning. Not all activities help students learn." (www.ecarter.k12.mo.us/dept/curriculum/dok.html)

Feast Days in November

| | | |
|-------------|---|--|
| November 1 | All Saints Day |  |
| November 2 | The Commemoration of All Faithful Departed | |
| November 3 | St. Martin de Porres |  |
| November 4 | St. Charles Borromeo | |
| November 5 | St. Elizabeth | |
| November 6 | St. Leonard | |
| November 7 | St. Achillas | |
| November 9 | St. Benignus |  |
| November 10 | St. Leo the Great | |
| November 11 | St. Martin of Tours | |
| November 13 | St. Frances Xavier Cabrini | |
| November 15 | St. Albert the Great | |
| November 21 | Presentation of the Blessed Virgin Mary in the Temple | |
| November 22 | St. Cecilia | |
| November 24 | St. Andrew Dung Lac | |
| November 26 | St. John Berchmans |  |
| November 29 | St. Saturninus | |
| November 30 | St. Andrew | |

DID YOU KNOW?

- * Reindeer eat bananas.
- * Dreamt is the only word that ends with 'mt'.
- * Switzerland eats the most chocolate equating to 10 kilos per person a year. (How much is that in pounds?)
- * Macadamia nuts are toxic to dogs
- * Stewardesses is the longest word that is typed with only the left hand.



Special Days in November

National Child Protection Month!

| | | |
|--------------------|-----------------------------------|--|
| November 1 | National Author's Day |  |
| November 2 | Warren G. Harding's Birthday | |
| November 3 | Sandwich Day |  |
| November 5 | Book Lovers Day | |
| November 6 | Saxophone Day |  |
| November 6 | Daylight Savings Time Ends | |
| November 8 | Young Readers Day | |
| November 10 | Forget-Me-Not Day |  |
| November 11 | Veteran's Day |  |
| November 12 | Chicken Soup For the Soul Day | |
| November 13 | World Kindness Day |  |
| November 15 | Clean Your Refrigerator Day | |
| November 16 | Button Day |  |
| November 17 | Homemade Bread Day |  |
| November 20 | Beautiful Day | |
| November 24 | HAPPY THANKSGIVING!!! | |
| November 25 | Black Friday | |
| November 27 | Pins & Needles Day |  |
| November 29 | Square Dance Day | |



A Prayer for Veterans Day

Father, we could never thank our military men and women enough for their courageous service and sacrifice to our country and its people. Yet today we lift up our voices to express gratefulness and honor to these military troops both from the past and present. Show us ways in our communities, churches, and families to thank and love them better. Keep and protect these heroes and their families, we ask this in the name of Jesus. Amen.

Bible Quote of the Month

"Honor to me is a sacrifice of thanksgiving; to the upright I will show God's salvation."

Psalm 50

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Elementary

- November 11 Live Session on K-8 Religion – Worship
St. Michael's Woodside
7:45am-3:30pm
- November 17 Science/Technology Integration
St. Joseph Amherst
4:00-6:30pm (K-8)

High School

- November 14 Theology: History of Church Part II
St. Michael's Woodside
8:30am-2:30pm
- December 02 Theology: History of Church Part III
St. Michael's Woodside
8:30am-2:30pm

All Grades

- November 9 Cohort Meeting Master Catechist
Office Of Catholic Education
3:30-6:30pm
- November 10 Digital Citizenship Academy
St. Thomas More
4:00-6:30pm
- November 15 Resident Educator: Mentors Only
St. Michael's Woodside 4:00-6:30pm
- November 17 Cohort Meeting Master Catechist
Office of Catholic Education
3:30-6:30pm
- December 6 Digital Citizenship Academy
St. Pashcal Baylon
4:00-6:30pm
- December 7 Cohort Meeting Master Catechist
Office of Catholic Education
3:30-6:30pm

Where to Register? Have Questions?

www.oce-ocs.org/oce/register
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Need Assistance? Have Questions or Concerns?

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