



Read, Write, Create

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Kilmer Middle School, Vienna, VA
Fairfax County Public Schools

BubbleUpClassroom.org

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#BubbleUpASCD

About Us

Corey Thornblad



Corey is in her twelfth year as a social studies teacher at Kilmer Middle School. The students, teachers, and community make it her happy place. Prior to becoming a teacher, Corey worked in politics, including in the U.S. Senate as a speechwriter and as a Communications Director in the House of Representatives. Now, she loves helping her students make connections between their lives and social studies. She promotes writing, reading, project based learning, exploration of primary sources, and historic simulations in her flexible-seating classroom.

Corey earned a Bachelor of Arts in History and Theatre Arts from the University of the South and a Master of Education from the George Washington University in Washington, DC.

She was recognized as the 2016 Fairfax County Public School's Outstanding Teacher of the Year and is a *Washington Post* Teacher of the Year Finalist.



@coreythornblad
@thornbladclass

Gretchen Hazlin



Gretchen has been Head Librarian at Kilmer Middle School for more than ten years. After working in corporate and special libraries at Johnson & Johnson, Grey Advertising, and The New York Academy of Medicine, she is finally exactly what she wants to be when she grows up--she loves teaching information literacy and critical thinking skills, sharing young adult literature, and collaborating with teachers. Gretchen brought the Kilmer Library Makerspace to her school, aiming to inspire messy and creative thinking in her students .

She received her Bachelor of Arts in English and History from Boston College and a Master of Library Studies from Rutgers University in New Jersey.

Gretchen was recently selected as the 2016 Virginia School Librarian of the Year, an award granted by the Virginia Association of School Librarians (VAASL).



@libraryms
@kilmerlibrary

BubbleUp Classroom Lessons & Activities

READ

Emoji Notes

Handouts: Non-fiction Emojis, Fiction Emojis

Using an emoji key, students note important ideas and take-aways on sticky notes from a reading, video, podcast or really any "text."

Sketchnotes

Handout: Directions/Organizer

A form of visual notetaking, or "purposeful doodles." Students synthesize learning using text, images, shapes, colors, and connectors.

What's the Scoop?

Handout: Organizer

A strategy for making the OPVL method of document analysis more approachable for our middle school students in order to set the stage for their success in high school.

If this Artifact Could Talk...

Handout: Question Sheet

A series of questions designed to get students thinking critically about objects and artifacts.

WRITE

Thesis Statement Graphic Organizer

Handout: Organizer

A simple organizer used to help students write strong, clearly-written thesis statements, preparing them to tackle Document-Based Question essays.

Thesis Statement Writing Workshop

Handouts: Collection Page, Exit Ticket

50-minute workshop that gets students thinking, creating and collaborating. Kids travel from station to station to learn about thesis statements and they have fun while they're at it. At the conclusion of the workshop, students know how to write a thesis statement using evidence.

Fairy Tale Grab Bags

Handout: Once Upon a Time Organizer

Using bags of materials related to familiar stories, students write evidence-based thesis statements based on the contents.

Essay Outline Generator

This tool is electronic -- visit our website

Using an online outline generator tool, students complete a graphic organizer which then puts their thesis statements into an essay format, offering guided comments to take students through their writing. The generator also includes an editing checklist for students.

Essay Roadmap

Handout: Essay Roadmap

A foldable graphic organizer that allows students to add details to their thesis statements and organize their thinking before writing a full essay.

CREATE

Book Spine Poetry

Handout: Directions

Challenged to collect a selection of books with titles that reflect a unit of study, students then stack the books into a readable poem on that unit.

Think, Build, Tweet

Handout: Planning Sheet

Students work in groups to imagine a topic or concept relevant to a particular unit of study and then represent their idea physically using given materials (LEGOs, play dough, pipe cleaners, etc.) Upon completion, they write a tweet as a caption for their sculpture.

Think Outside the Box

Handouts: Mission, Organizer

In this activity, students are given a problem in a box (along with materials) and a guide that walks them through steps aimed at finding the best solution to the problem. For teachers who want to keep things simple, the graphic organizer can be substituted for the box.

EMOJI NOTES

Nonfiction

DIRECTIONS: As you read, create sticky notes to collect your ideas. Mark your notes with the corresponding emoji and then write down important information related to that emoji. Add your notes to a piece of notebook paper for safe-keeping. Feel free to be creative and add additional emojis to help you clarify your reading.



Important idea



New historical figure or important person



Cool! I didn't know that

LOL

Funny



Love this! Important detail that I want to remember



Connection to my life



Important date



Agree



Disagree



Find out more



Summary after reading

EMOJI READING

Fiction

DIRECTIONS: As you read your novel, use sticky notes to collect your ideas. Mark your notes with the corresponding emoji and then write down important information related to that emoji. Be sure to include the page number on the sticky note!



Important IDEA



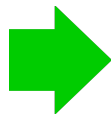
Key CHARACTER introduced



LOVE this! Cool! Funny! Interesting!



WOW! Surprising!



I PREDICT...(guess what's going to happen next)



CONNECTION to my life



QUESTION



VOCAB word I need to look up



SUMMARY after reading--use at end of chapter or section

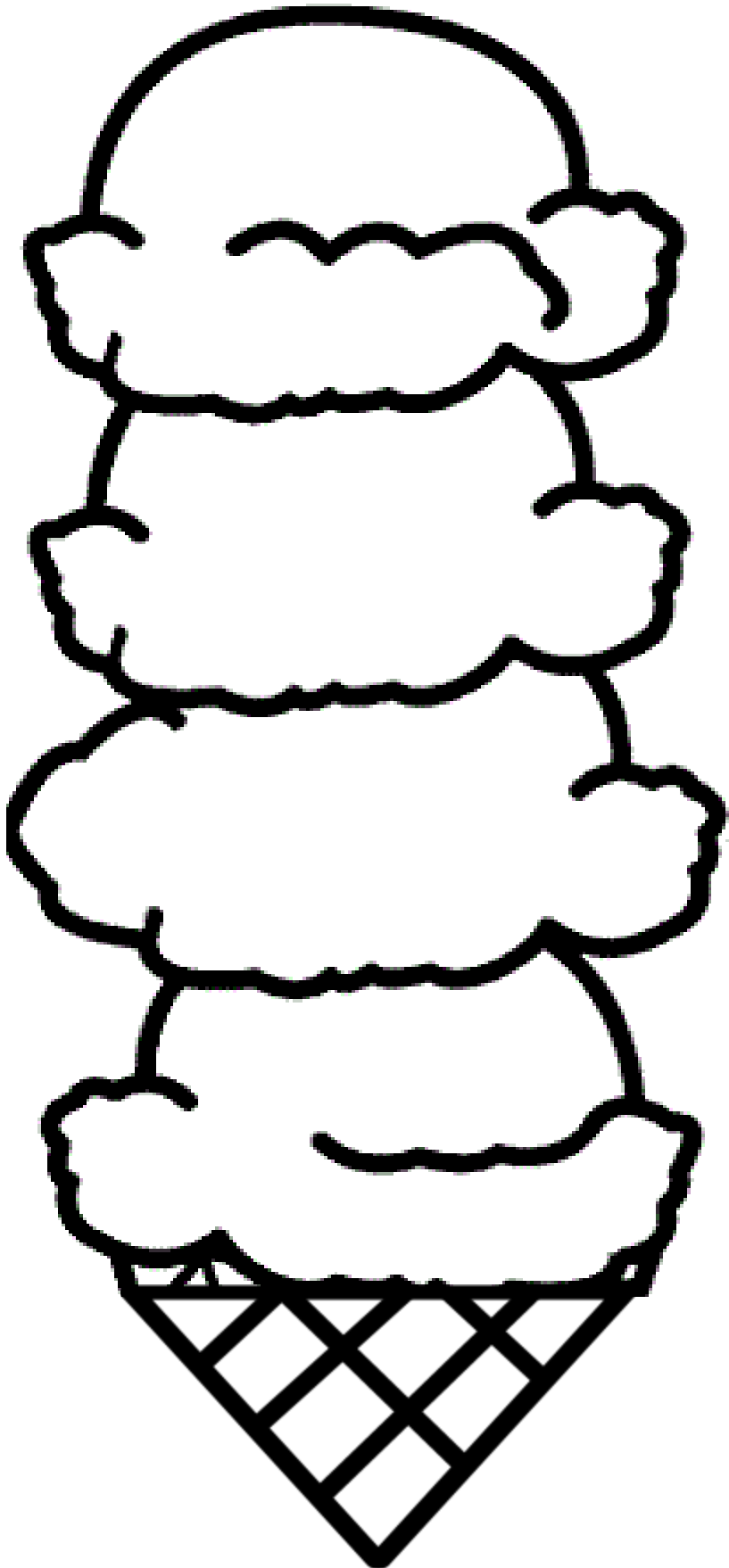
SKETCHNOTES

Directions: In the space below, sketch, doodle, draw, or write about anything you find interesting or important in the reading. You should also feel free to sketch any personal ideas, reflections or “aha” moments.

What's the Scoop?

Doc _____

Lemon
Vanilla
Peppermint
Orange



Origin

Who created it?

Purpose

Is this designed to
PERSUADE, INFORM, or
ENTERTAIN? Explain.

Value

What does it tell you? Find
three things.

Limitations

List two things it doesn't
tell you.

Question:

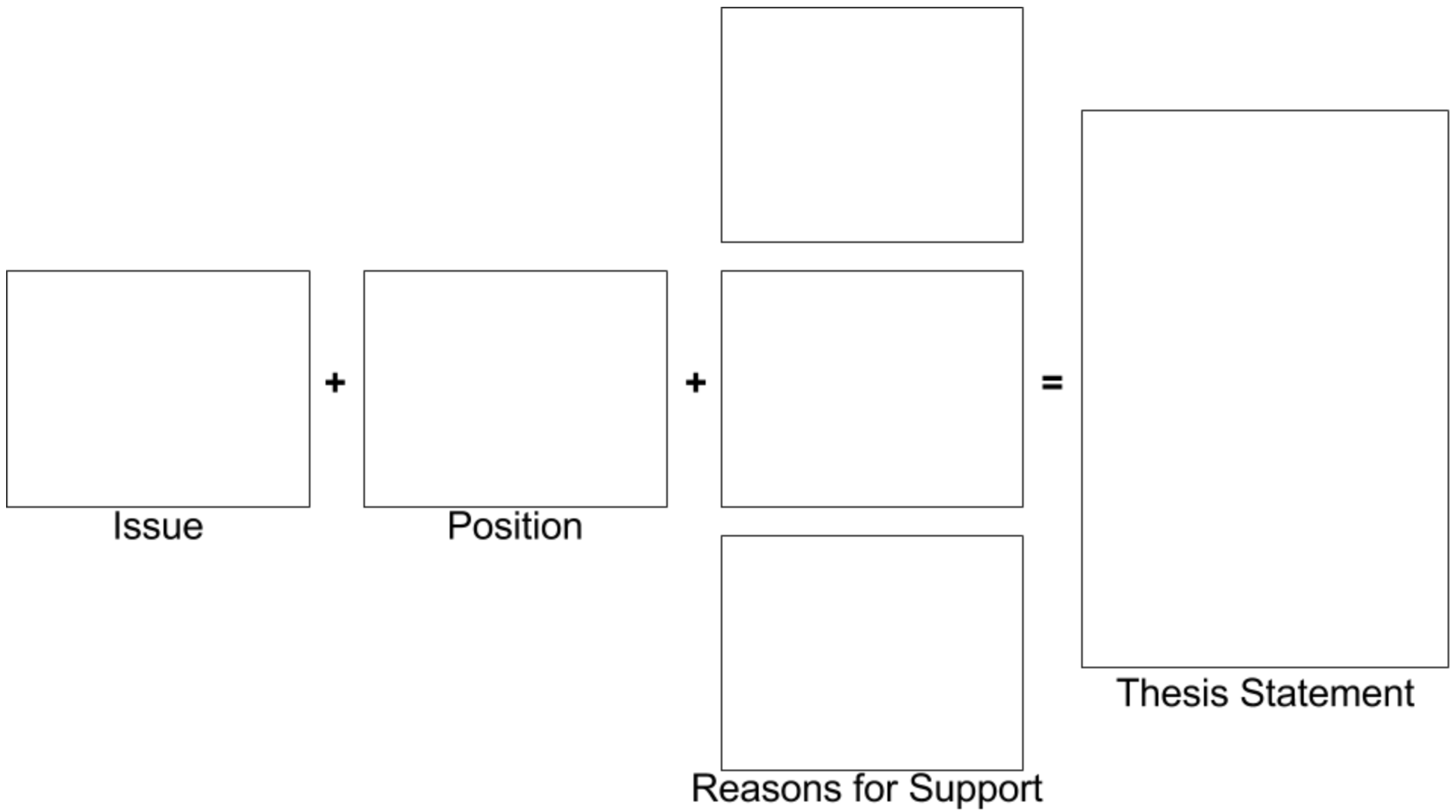
If this artifact could talk, what would it say?

To "read" an artifact, you have to ask it A LOT of questions.

What color is the object?	
Is it heavy or light?	
Is it shiny or dull?	
Is it smooth or rough?	
Is it cold or warm to the touch?	
Does it have a smell?	
Does it make a sound?	
What is it made of?	
Is it large or small?	
Does it have any writing or markings on it? If so what are they?	
Do you think it is made by humans or machines? Who do you think made it?	
Does it have an orientation -- a front, back, top, bottom?	
Does it have parts that open or close?	
What do you think is the object's purpose?	

What is your emotional response to the object?	
Does the object prompt some kind of action or performance?	
Where was it made?	
How old do you think the object is?	
Do you think it is part of a larger group of objects? Is it part of a set?	
Do you think the object relates to a certain culture or belief system (religion)?	
Is the object part of a system of economic exchange? A payment? A gift?	
What is the object's value?	
What is special about the object?	
How would you describe the object to others?	

Sum it up. If this object could talk what would it tell us about the past?



Name: _____

Date: _____

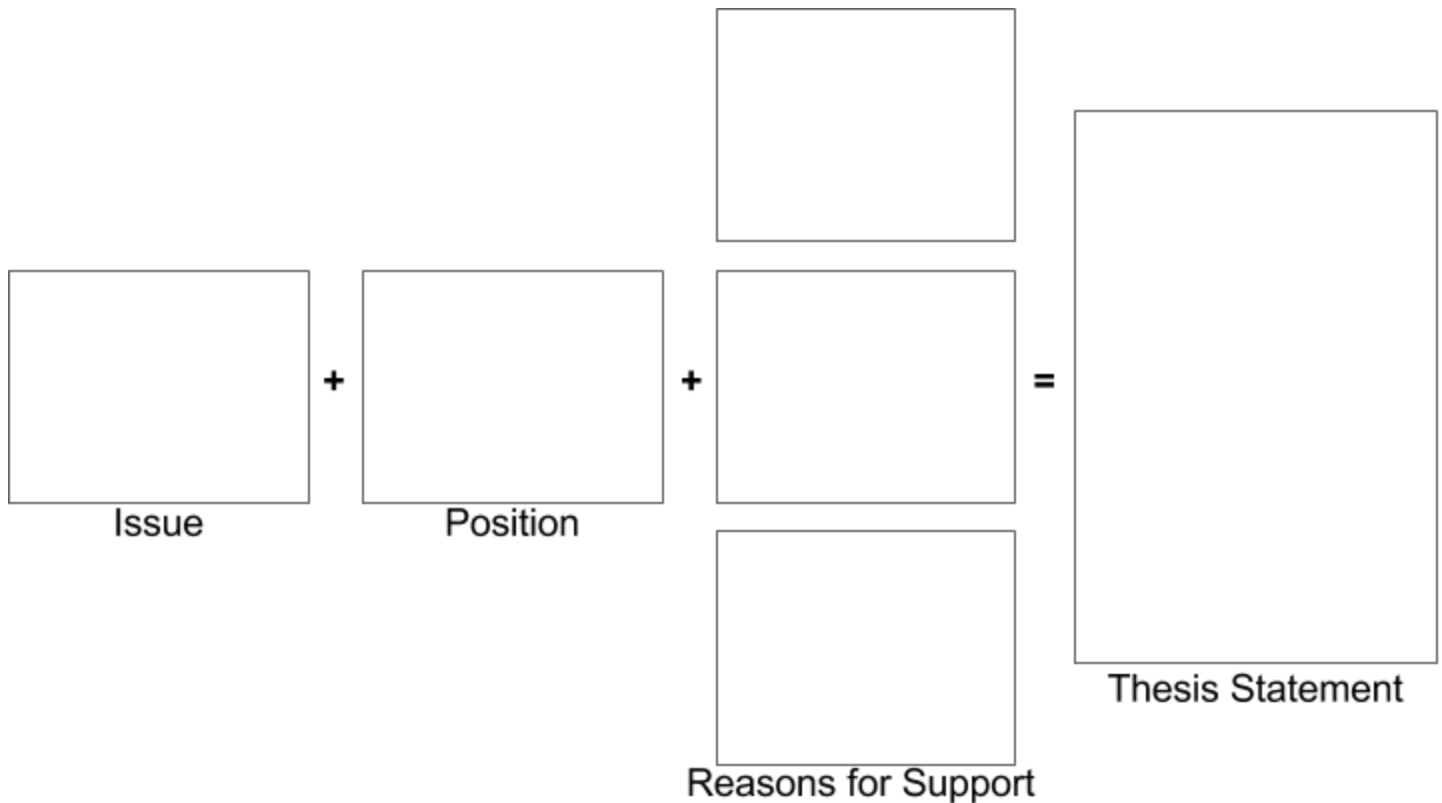
Class Period: _____

A thesis statement is one or more sentences on an issue or topic which takes a position and offers reasons for support.

Thesis Statement Writing Workshop

Directions: Today, you will visit a variety of stations that will help you learn to write clear and concise thesis statements. At all but one of the stations, you will need to record your answers on this page; one station has an electronic response. Descriptions and instructions for each station can be found below.

LEGOLand. There are thesis statements made out of LEGO bricks at each table. Construct the best statement you can with the LEGO bricks provided. Next, record your LEGO bricks thesis statement Below. Don't forget to mix up the LEGO bricks at your table before you depart.



Rewrite It. Select a thesis statement out of the box. Rewrite it, using the organizer below to make it clear and concise. Record it in the space below. Rewrite TWO thesis statements.

Original Thesis Statement: _____

Rewritten Thesis Statement

--	--

--

Issue

+

--

Position

+

--

==

Thesis Statement

--

Reasons for Support

Original Thesis Statement: _____

Rewritten Thesis Statement

--

--

Issue

+

Position

+

--

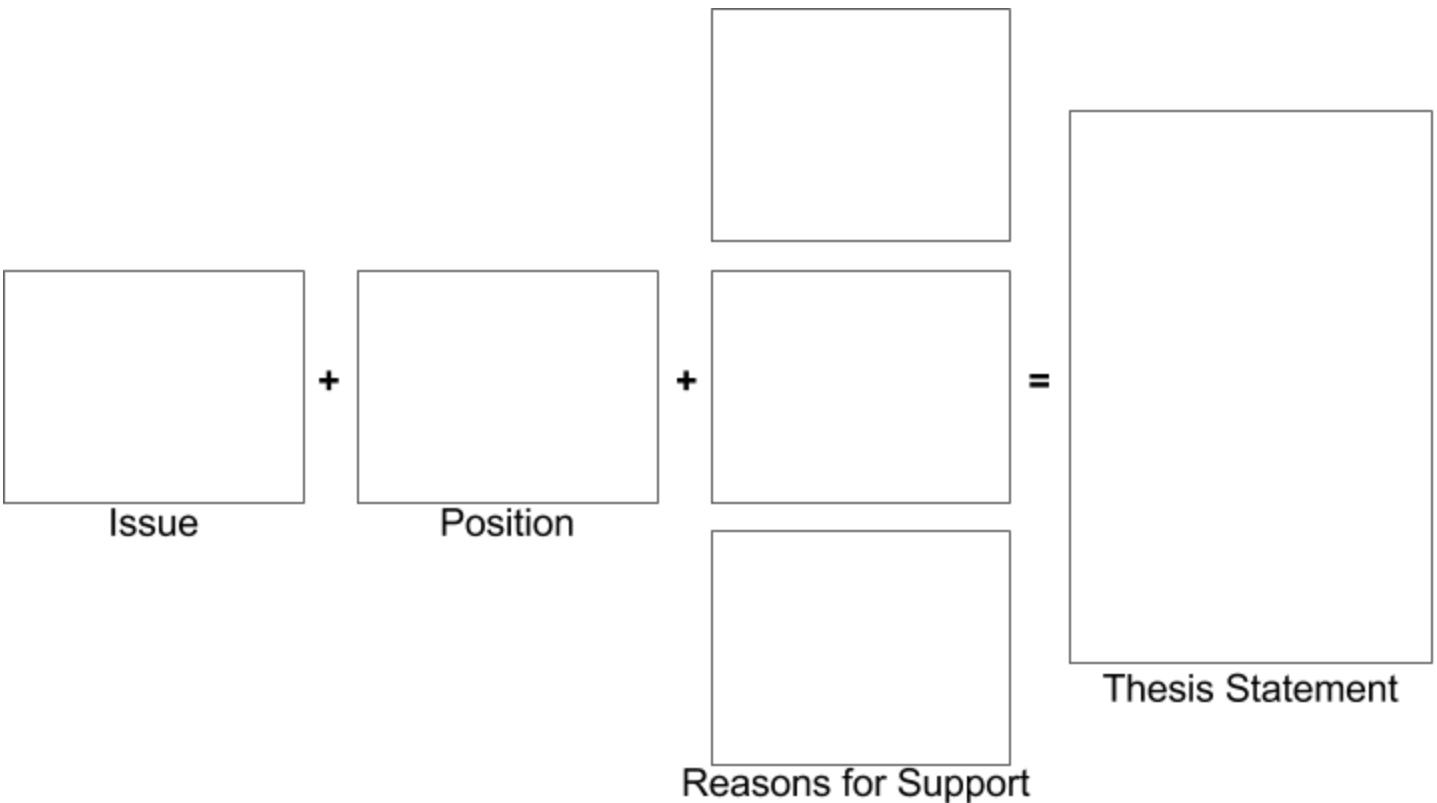
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Thesis Statement

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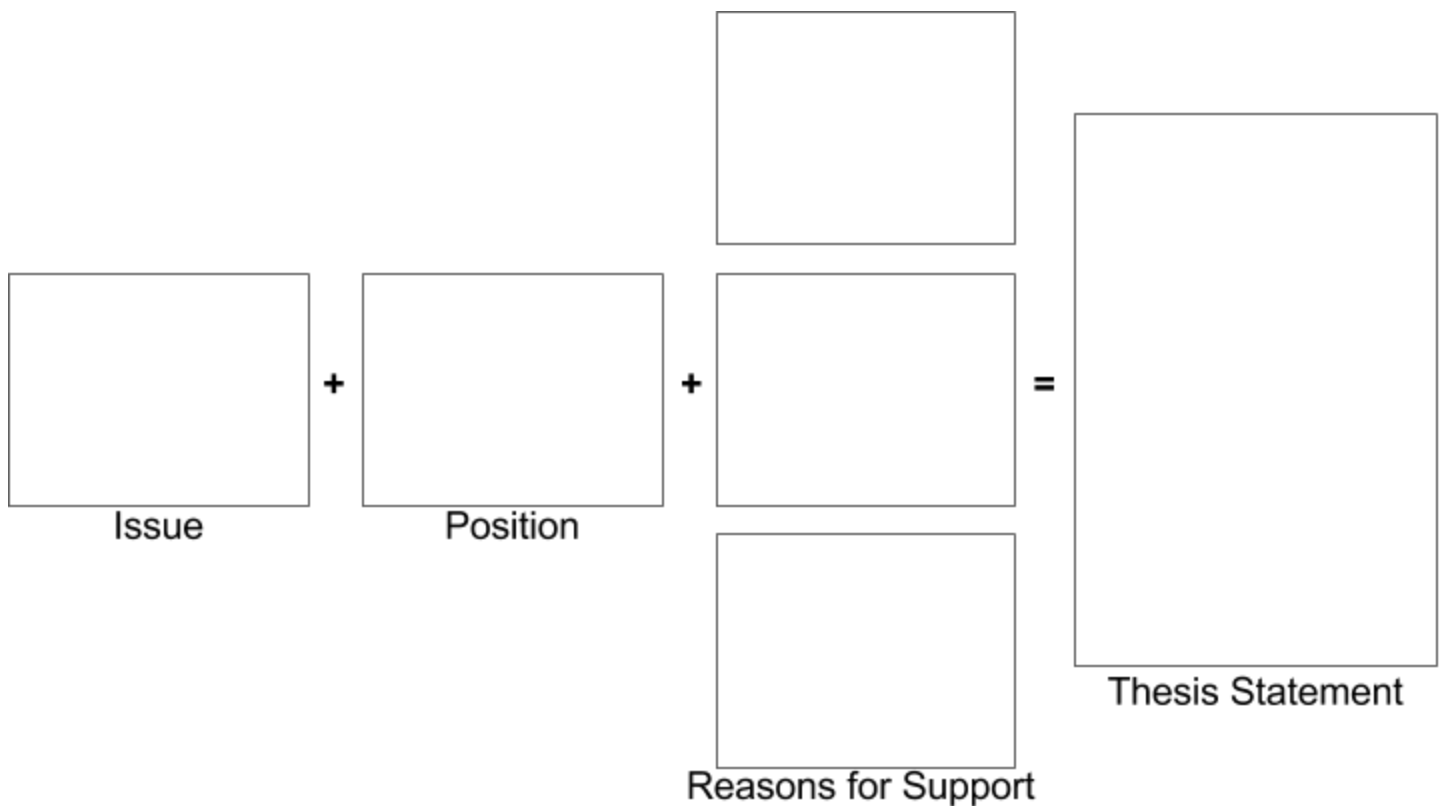
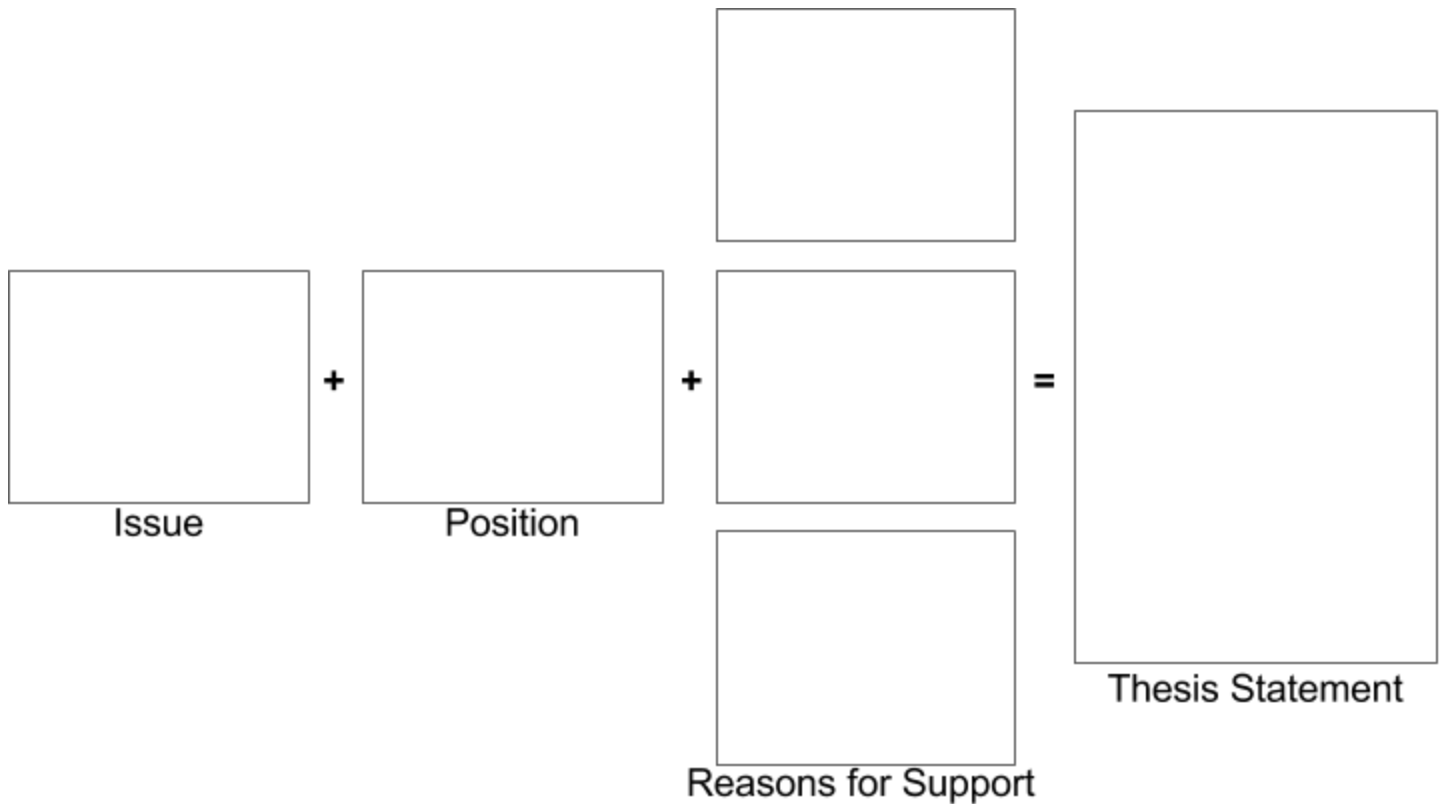
Reasons for Support

Thesis CSI. Pick three pieces evidence from one of the topic tables. Use the pieces of evidence to write a clear concise statement. Record it in the space below.



Pick the Best. Look at each colored pair of thesis statements. As you pick the best thesis statement out of a pair, you will collect a piece of a QR code. When you are finished collecting all four pieces of the QR code puzzle, put the QR code pieces together and scan with the iPad to see if you picked the best thesis statements. Response is electronic (no paper).

Map It. Break the thesis statements at this station into key components by diagramming them. Simply read the thesis and then dissect it into parts, putting each part into the correct location on the diagram below. “Map” two thesis statements below.



Name: _____

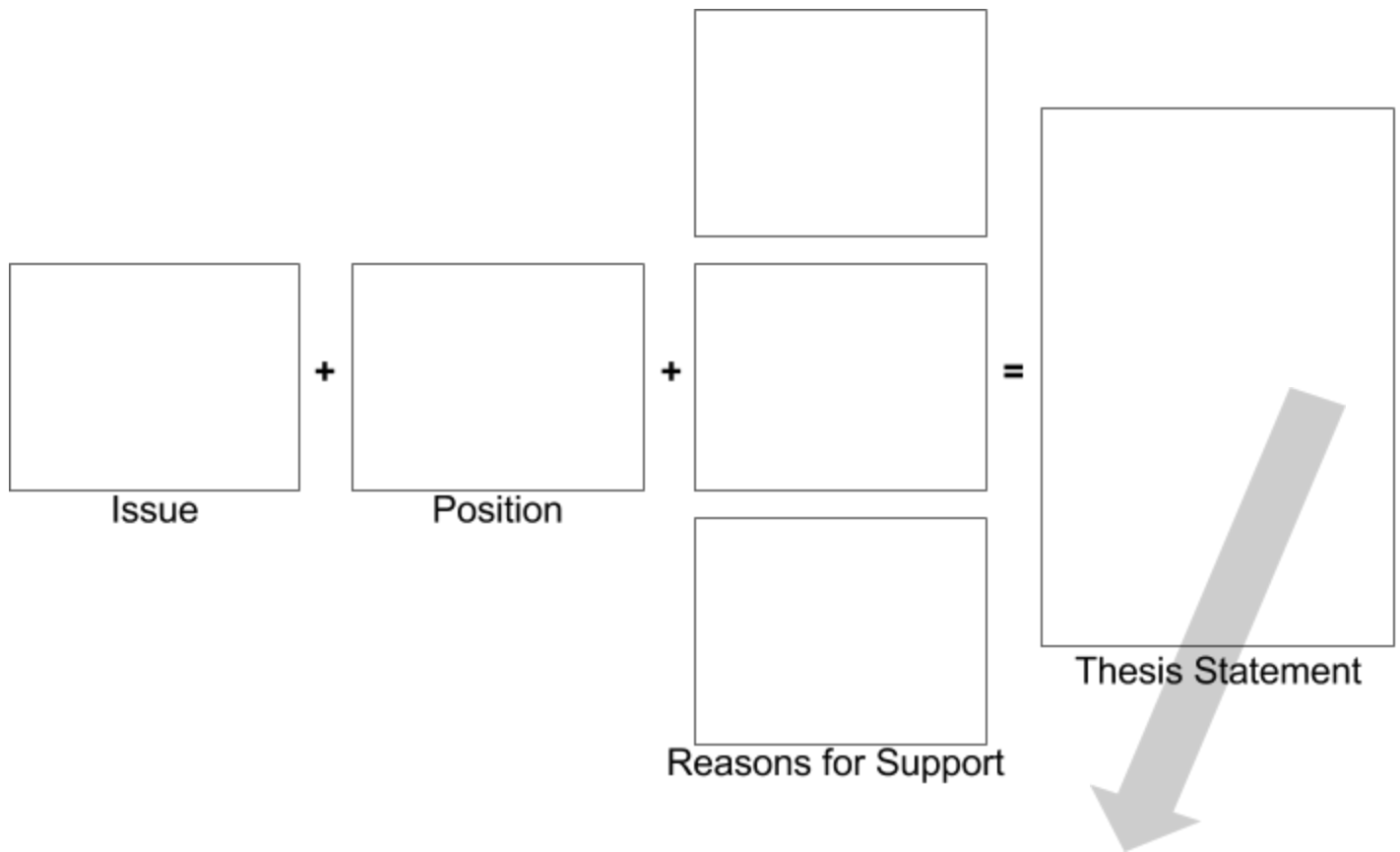
Date: _____

Class Period: _____

A thesis statement is one or more sentences on an issue or topic which takes a position and offers reasons for support.

Thesis Statement Writing Workshop Exit Ticket

Directions: Now that you have successfully completed Kilmer's Thesis Statement Writing Workshop, it's time to show us what you can do. Write your own thesis statement on a topic of your choice using the organizer below. Be prepared to hand this completed exit pass to your teacher when you walk into class tomorrow.



Once upon a time there was a
Thesis Statement...

Name: _____

Date: _____ Class Period: _____

Story Name: _____

The diagram illustrates the formula for constructing a thesis statement. It consists of four main components arranged horizontally, separated by plus signs and an equals sign. On the far left is a rectangular box labeled "Issue" below it. To its right is a plus sign, followed by another rectangular box labeled "Position" below it. To the right of that is another plus sign, followed by a vertical stack of three rectangular boxes. The bottom box of this stack is labeled "Reasons for Support" below it. To the right of the stack is an equals sign, followed by a large rectangular box labeled "Thesis Statement" below it.

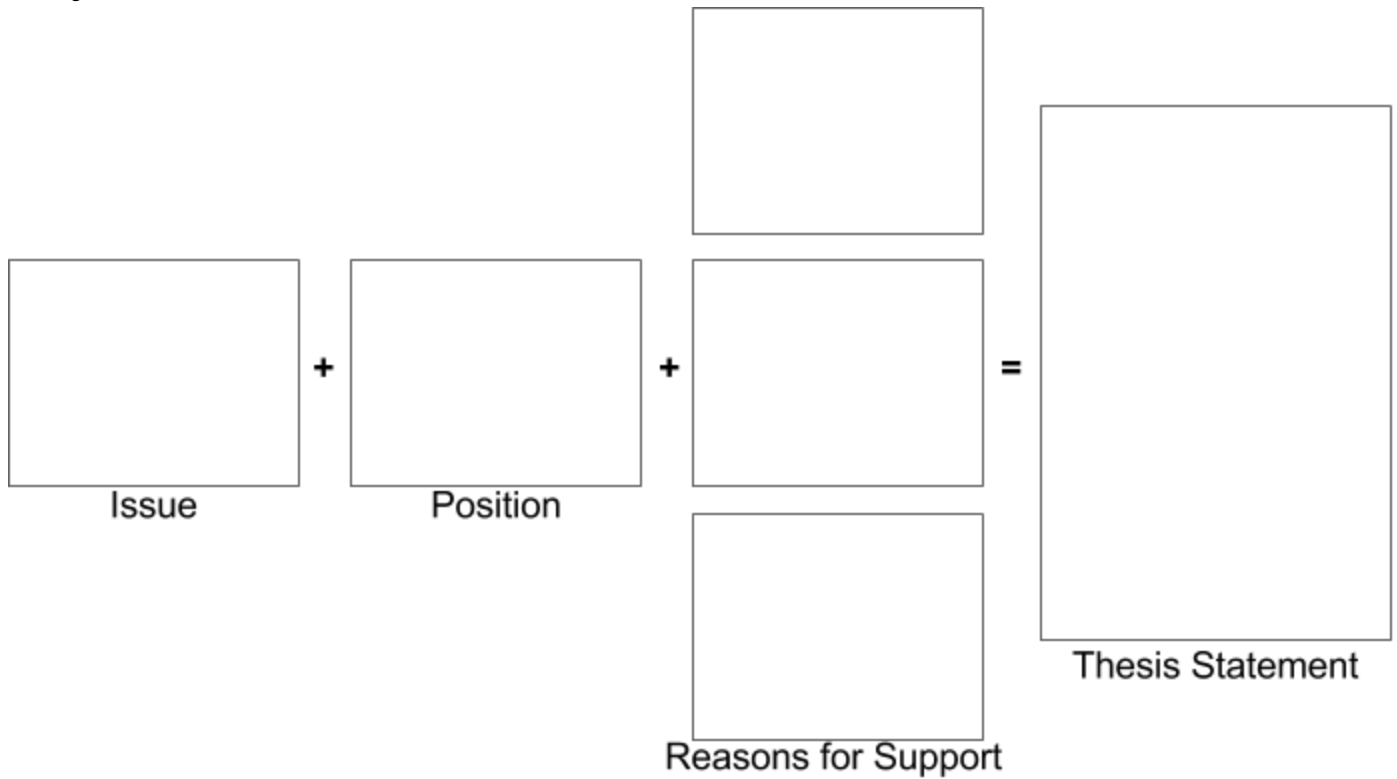
Story Name: _____

The diagram illustrates the formula for constructing a thesis statement. It consists of four main components arranged horizontally, separated by plus signs, followed by an equals sign and the final result. The components are represented by empty rectangular boxes:

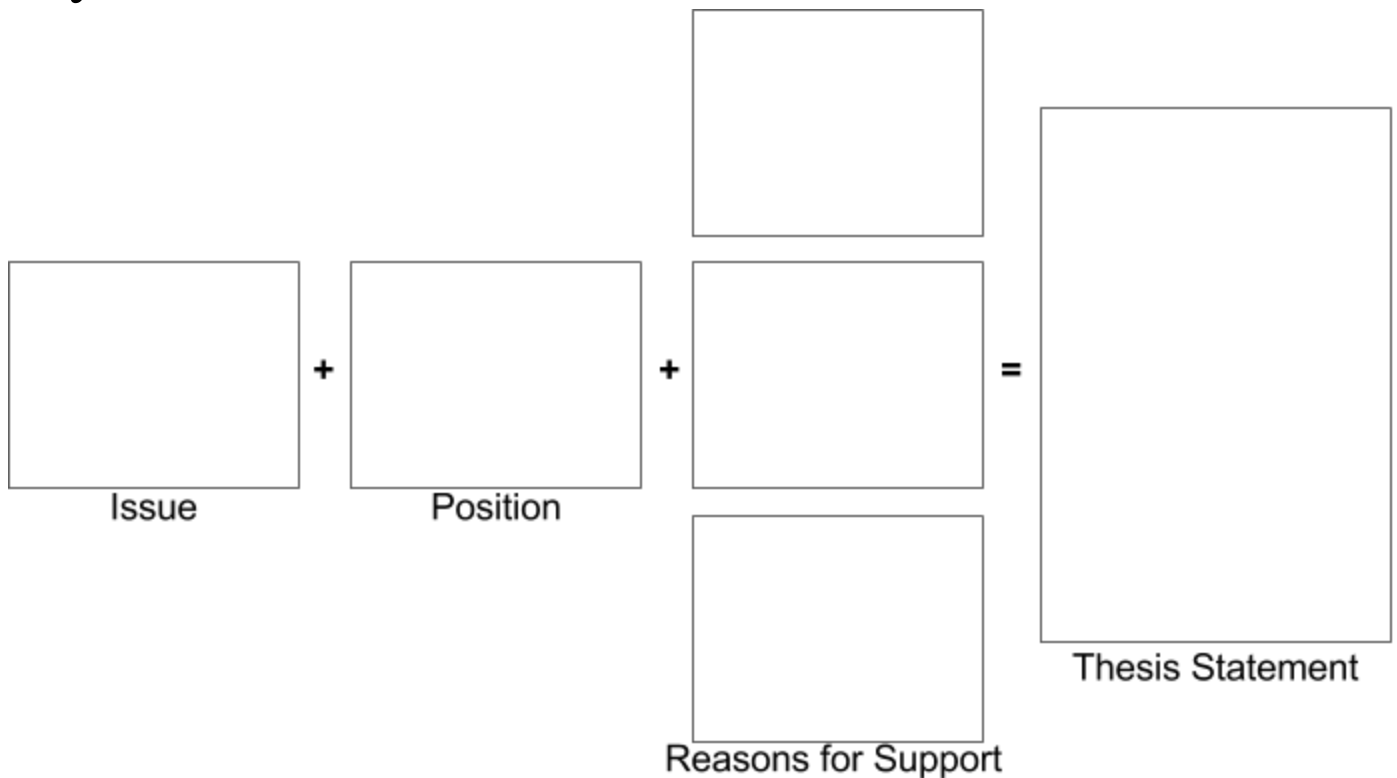
- Issue**: A horizontal box on the left.
- Position**: A horizontal box in the middle.
- Reasons for Support**: Two vertical boxes stacked on the right.
- Thesis Statement**: A large vertical box on the far right, representing the final result.

The components are connected by plus signs (+) and an equals sign (=), indicating that the thesis statement is the sum of these parts.

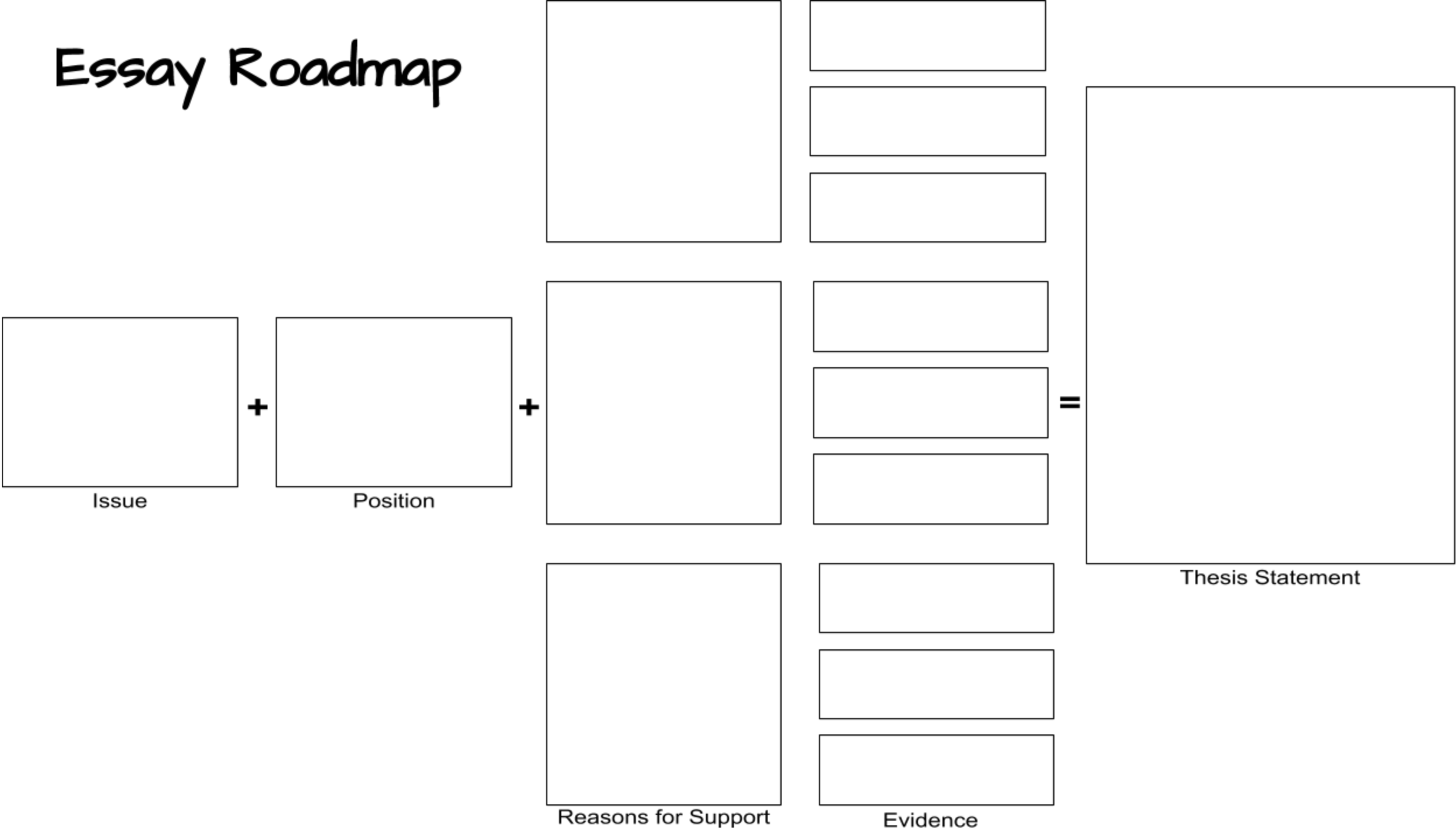
Story Name: _____



Story Name: _____



Essay Roadmap



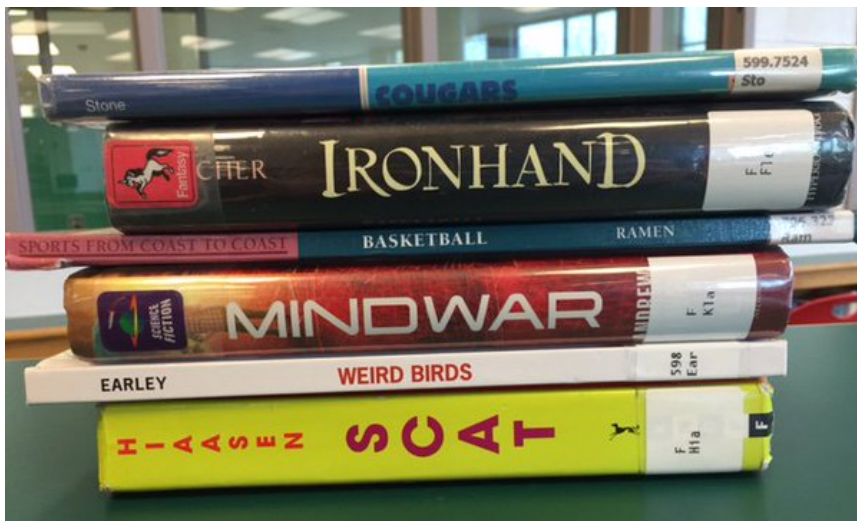
Book Spine Poetry

Step 1: Your teacher will give you and your partner a card with a topic. Shhhhhh....keep it a secret.

Step 2: Now work with your partner to create a poem about that topic. But wait! There's a catch. You can only use the titles of books (on the spine of the book) to write your poem.

Step 3: Wander around the library's fiction section and find books that "spark" or remind you of the topic. You can also use the non-fiction or biography section but only two books can be directly about your topic.

Step 4: Arrange book spines into a poem - like this one about a basketball game between Kilmer and Thoreau.



Step 5: Arrange your poem on the shelf.

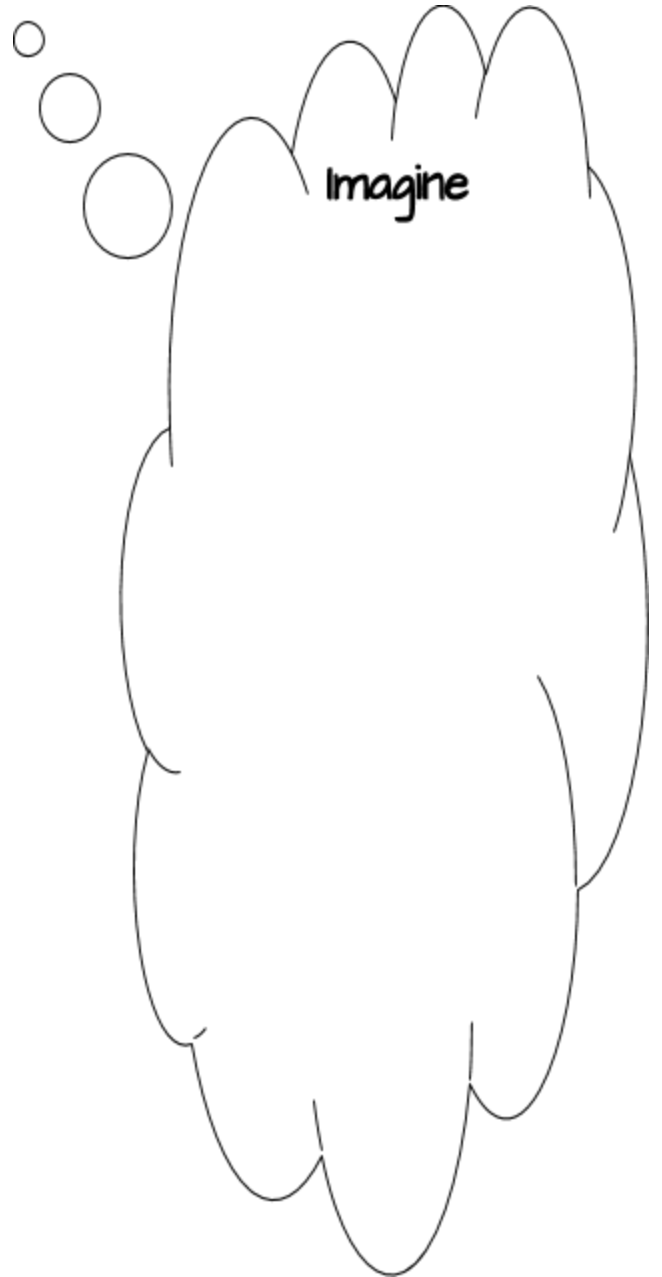
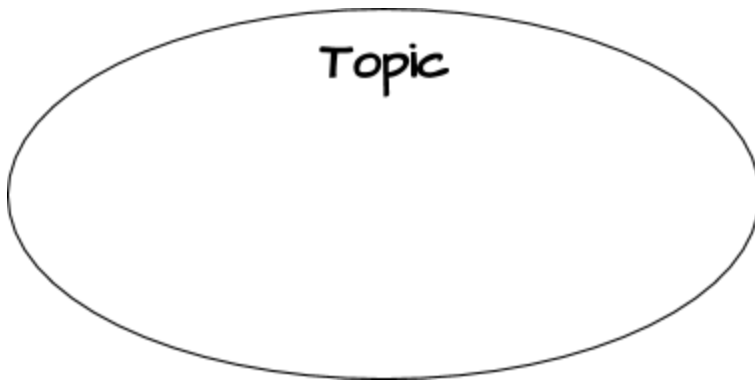
Step 6: Be prepared to share. Students in the class will try to guess what your poem is about.

HAVE FUN!

Think - Build - Tweet

Name: _____

Date: _____ Class Period: _____

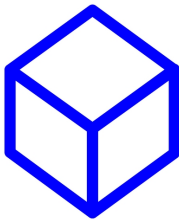


Plan

1. _____
2. _____
3. _____
4. _____
5. _____






Tweet

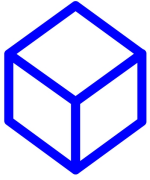




Think Outside the Box

Your Mission: To find the best solution to the problem.

<p>ROLES</p> 	<p>Step 1: Each person should pick one of the roles from the role cards.</p> <p>You need a RECORDER to write down the info.</p> <p>You need a READER to read the directions step by step.</p> <p>You need a TASK MANAGER to help people stay on task.</p> <p>You need a PRESENTER to explain your ideas to the group.</p>
<p>READ</p> 	<p>Step 2: Read the problem. Make sure each person in your group understands the problem and task.</p>
<p>BRAINSTORM</p> 	<p>Step 3: Using a piece of the paper provided, work as a group to brainstorm as many solutions you can to the problem. Record your ideas using the supplies in your box or chart paper.</p> <p>Be sure to consider pros and cons for the ideas.</p>
<p>PICK THE BEST</p> 	<p>Step 4: Discuss the options. Pick the best idea! This may require your group to compromise. Is there something that could go wrong with your solution? Discuss. Is there something you should change about your solution?</p> <p>Once you have got it, record your solution on chart paper.</p>
<p>PRESENT & REFLECT</p> 	<p>Step 5: Present your problem (as a group) and explain the solution. Be sure to include the reasons for your solution..</p>



Think Outside the Box

Your Mission: To find the best solution to the problem.

PROBLEM

ROLES

Reorder

Reader

Task Manager

Presenter

READ

Does everyone understand the problem? What questions do group members have?

KNOW

Record a list of everything you already know about the problem.

CONNECT

Discuss personal connections. Write down any connections group members have to the problem.

BRAINSTORM

Brainstorm any and all solutions you can think of to the problem. No solution is too big or too small, too simple or too crazy.

PRO & CON

Pick your top three ideas. List the ideas along with pros and cons for each.

1.

Pros

Cons

2.

Pros

Cons

3.

Pros

Cons

PICK THE BEST

Select the best solution of your top three. Remember this may require group members to compromise.

WAIT

Is there something that could go wrong with your solution? How can you resolve the CONs you thought of previously. Discuss and write down potential issues. What can you change about your solution to prevent something from going wrong?

WRITE & PRESENT

Explain the problem, your chosen solution and reasons why this solution is the best one. Use a clearly stated argument. Consider how you can best present this to the class.

REFLECT

What did you learn about problem solving in this process?

What was the most frustrating part of finding a solution?

What questions did the class ask after your presentation? Did these questions make you think of any way you could make your group's solution better?