



1

30 Ideas in ? Minutes

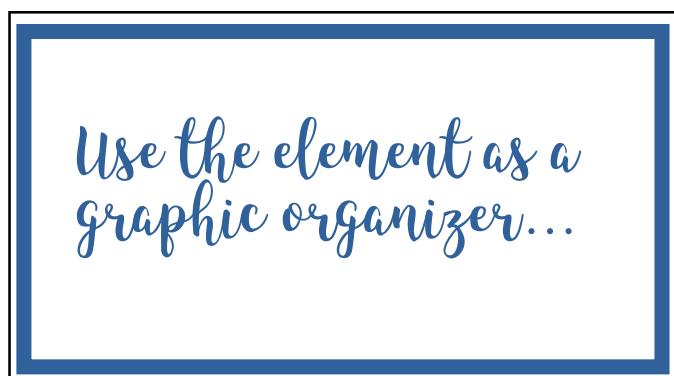
2



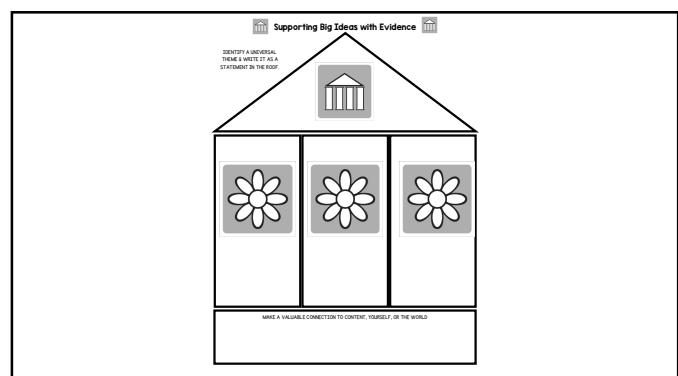
3

IDEA # 1

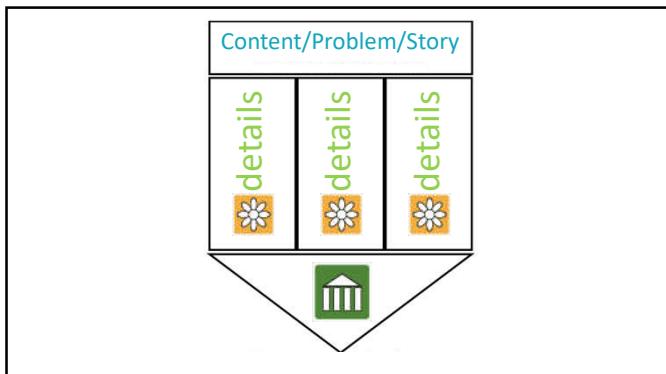
4



5



6



7



8



9

Sample Assignments

Assignment	Score
Lab report Average	84
Daily Quiz Average	91
Presentation	82

Strengths/Opps

STRENGTHS: I understand the concepts well. I enjoy taking the quizzes. I can follow the scientific method in a lab or class.

OPPORTUNITIES: When I wait until the last minute, I have trouble creating it in the way I see in my mind. I need to check for small errors more carefully.

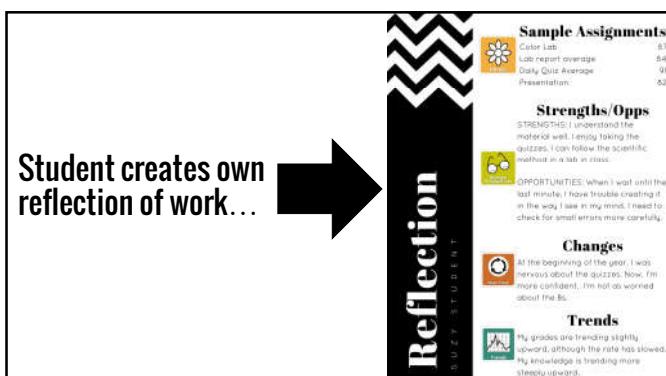
Changes

At the beginning of the year, I was nervous about the quizzes. Now, I'm more confident. I'm not as worried about the quizzes.

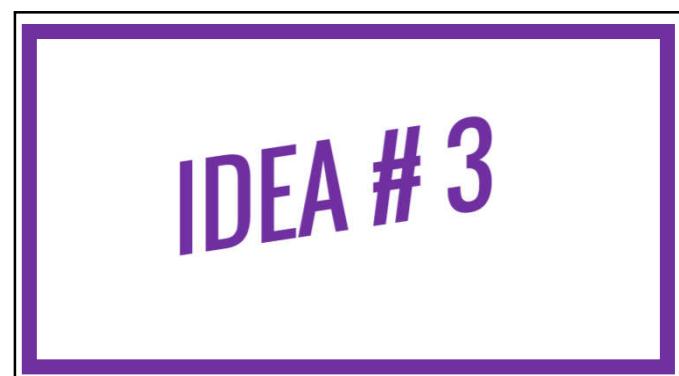
Trends

My grades are trending slightly upward.

10



11



12

Write better questions




13

-  How would your teacher last year have explained this?
-  Why would you use this in science?
-  When do you think you'll use this again in your future?
-  Is this more important to a writer or an reader?

14

-  Do you think this will become more or less important to you over time?
-  Why would a test writer think this was worth creating a test question for?
-  How different do you think this is from when your parents learned it?
-  How different do you think you feel about this than your teacher does?

15

6th Grade World Cultures: Student Task:
Develop **five** questions about the growth of urban societies and changes in societies (due to social class divisions, slavery, divisions of labor between men and women) using at least **four** Depth & Complexity elements.

(add Blooms or DOK or constrict to specific elements for even more direction)



16

1st Grade Science:

- What do plants do to spread seeds when there aren't enough birds?
- What would make a bird eat one seed over another?

17

1st Grade Science:

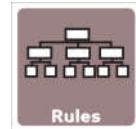
- Which do you think came first, ice or water?
- Both plants and animals need water, animals need food, and plants need light. What does water need? Ice?



18

IDEA # 4

Goal-setting



19

20

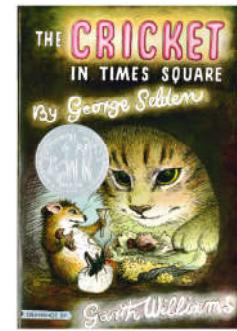
Student creates own goals for grading period... ➔

My Goals Tracker	
My goals for this grading period are:	
1.	_____
2.	_____
3.	_____
These goals are different from my earlier goals in these ways:	
1.	_____
2.	_____
3.	_____
What might influence my performance and work?	
1.	_____
2.	_____
3.	_____
Some methods and strategies I will use this grading period include:	
1.	_____
2.	_____
3.	_____
The most important thing I need to focus on to achieve my goals is:	
1.	_____
2.	_____
3.	_____

21

IDEA # 5

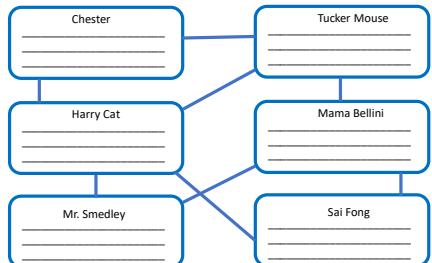
Sociograms with Details



23

24

List three traits of each character and then show how that character is connected to the character(s) with whom they share connectors.



25

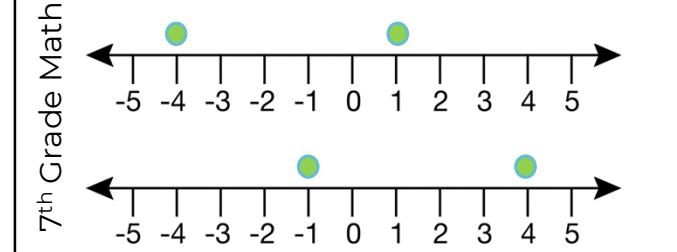
IDEA # 6

26

Move from fluency to mastery

27

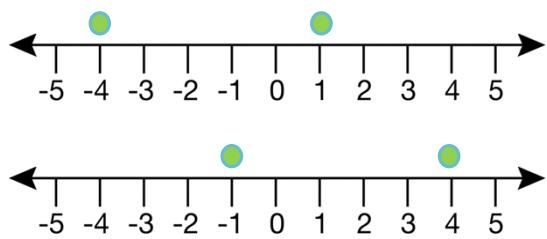
 Find the distance between the two points on each number line by counting the number of spaces between the two points.



28



Write a rule that explains how to find the distance between a positive integer and a negative integer.



29

 The word “integer” is from the Latin from *in-* “not” + root of *tangere* “to touch.” It means “whole” or “untouched.”

Why is this a good name for this set of numbers?

30

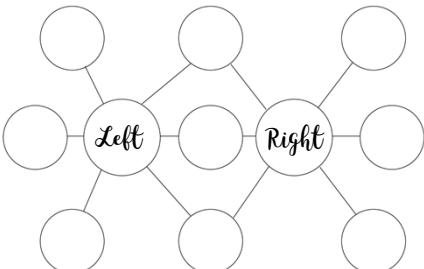
 Language Arts Discipline

The section of the number line between two numbers is called an “interval.” What would be another word that would be a good term for this?

31

Compare & contrast the numbers to the left and right of zero on the number line.

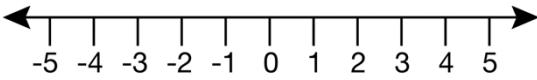
 Patterns
 Language Arts Discipline
 Details



32

 Unanswered Questions

What would happen if a number line were not a straight line?
Create a visual representation of real numbers that is not a straight line.
What are the advantages and disadvantages of your representation?



33

 Icons

What are these except different types of thinking?

 Icons

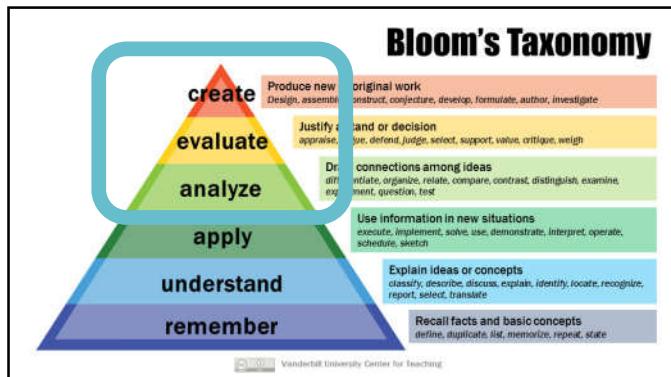
34

IDEA #7

35

Moving around Bloom's

36



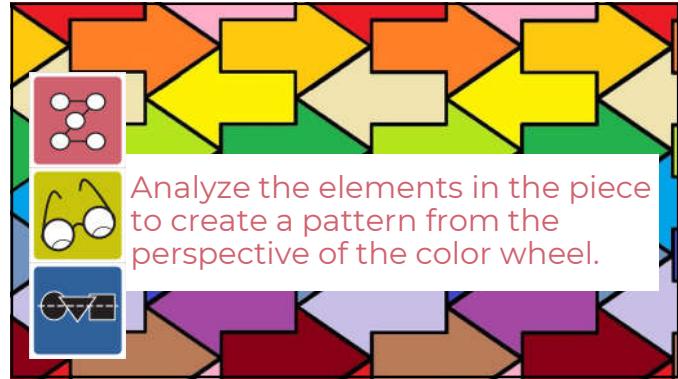
37



38



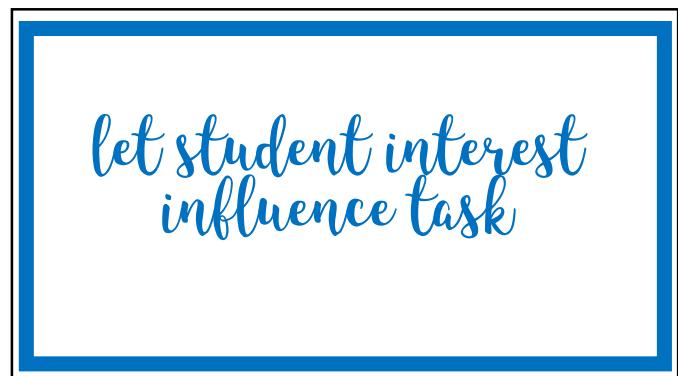
39



40



41



42

8th Grade US History: American Revolution

An escape room for the math lovers

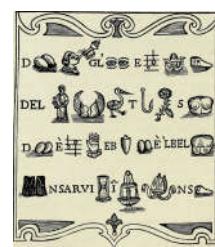
This screenshot shows a lesson plan from the National Park Service. The title is "Escape the Battlefield, Win the War!". It includes sections for "Background", "Objective", and "Lesson Plan". The "Lesson Plan" section contains a "OVERALL RATING" of 4 stars, a "ADD YOUR REVIEW" button, and a "Language Arts Discipline" icon. It also lists "LESSON PLANS" such as "Remember the Raisin" Adventure" and "A Day in the Life". The "Background" section provides historical context about the Southern Campaign of the American Revolution. The "Objective" section states that students will learn how the Southern Campaign of the American Revolution led to the eventual surrender of General Cornwallis and the British troops at Yorktown, Virginia in 1781. The "Lesson Plan" section details the activity, including objectives, materials, duration (90 minutes), and standards (e.g., 5.BH.1, 11-12.BH.2, 11-12.BH.3, 11-12.BH.4, 11-12.BH.5, 11-12.BH.6, 11-12.BH.7, 11-12.BH.8, 11-12.BH.9, 11-12.BH.10). It also includes a "Details" section with a lock box code.

43

A scavenger hunt for struggling learners

This screenshot shows a scavenger hunt activity. It features a "Language Arts Discipline" icon and a grid of boxes. A legend indicates that each box contains a letter: "The 8th letter of #4" (blue box), "Fourth letter of #4" (orange box), "Second and fourth letter of #4, and fourth letter of #5" (yellow box), "Second letter of #4" (green box), and "Second letter of #3" (purple box). Below the grid is a key for letters A-Z and numbers 1-20.

Artsy students create a rebus of the Declaration



44

IDEA # 9

lesson pacing

45

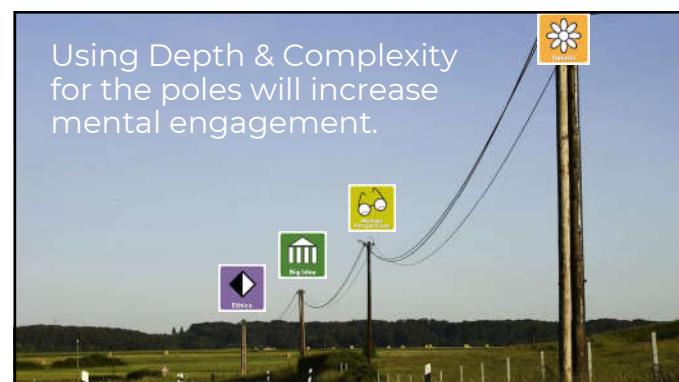
46

Lessons are a lot like this.



47

Using Depth & Complexity for the poles will increase mental engagement.



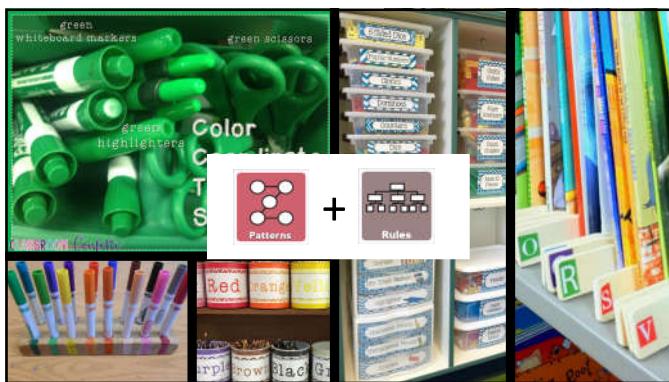
48

IDEA # 10

setting up a classroom

49

50



51



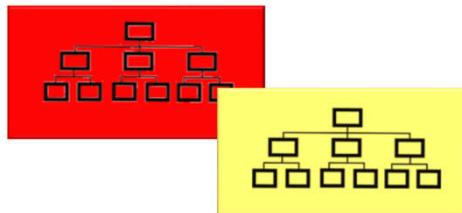
52

IDEA # 11

classroom management

53

54



Thank you for making a better choice.

- You have the power to choose:

 1. Talk with me.
 2. I talk with a parent.
 3. You talk with the principal.

55

56

IDEA # 12

Let's go through the whole list o' elements!

57

58



Create a linear array of three terms from the water cycle.



1

Using Screencast-o-Matic, record a tutorial explaining the top ten facts about the water cycle.

SCREENCASTOMATIC for Education for Work for Developers Features Plans My Videos lisa@lisavangement.com

The original screen recorder
Unlock the power of Screencast-O-Matic's screen recorder for  Chromebook

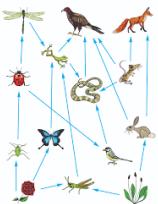
A screenshot of the OBS Studio application. The main window shows a scene titled "Pyramids". Inside the scene, there is a video feed of a woman smiling and a camera icon. On the left side of the interface, there is a control panel with a "Record" button at the top, followed by icons for "Switcher", "Preview", and "Dash". Below these are buttons for "Start", "Stop", and "Record". A "Composition Audio" section is also present. At the bottom of the control panel, there is a "Proficiencies" dropdown menu.

59

60

 Compare a Big Idea of the water cycle to a Big Idea of the food web. Present your findings in an infomercial.

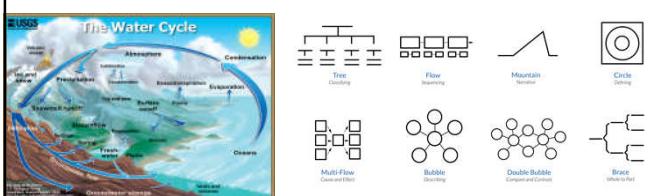
VS.




61

 Using the Thinking Map of your choice, illustrate the water cycle.

Explain why you chose the Thinking Map you did.



62

 Follow the water cycle over the course of two days in this demonstration.



63

 Using Sutori.com, create a timeline showing the changing understanding of the water cycle. Include the views of Bernard Palissy, Leonardo da Vinci, and at least one ancient text.

Sutori

Teachers Institutions Business Pricing More ▾ Log In Sign up

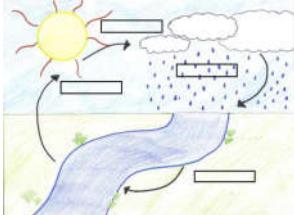
Presentations for the classroom in a unique timeline format

School projects and assignments have never been this fun.



64

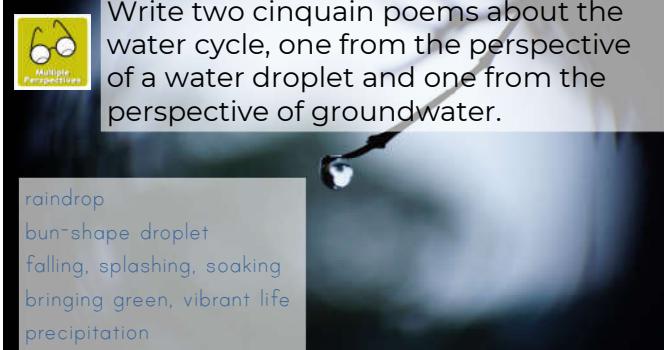
 Give them the water cycle out of order and have them correct it.



65

 Write two cinquain poems about the water cycle, one from the perspective of a water droplet and one from the perspective of groundwater.

raindrop
bun-shape droplet
falling, splashing, soaking
bringing green, vibrant life
precipitation



66



Trends

Investigate quality resources, then create a graphic describing the trend in the amount of water on the Earth.

67

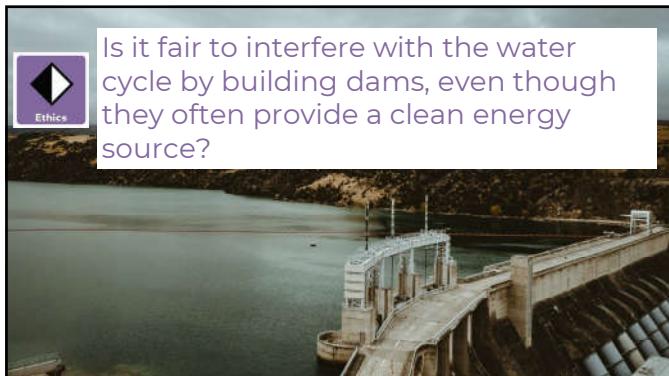
How many kinds of ice are there?

Unanswered Questions

Why do some bodies of water get polluted while others don't?

Which is more valuable to animals, a river or a lake?

68



Ethics

Is it fair to interfere with the water cycle by building dams, even though they often provide a clean energy source?

69

IDEA # 13

70

**self-differentiate
math**

71

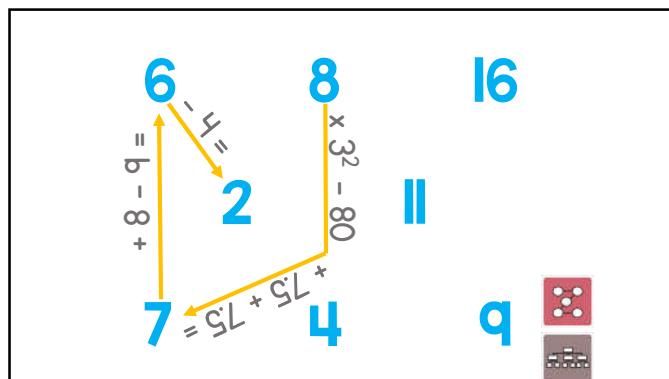
6 8 16

2 II

7 4 q



72



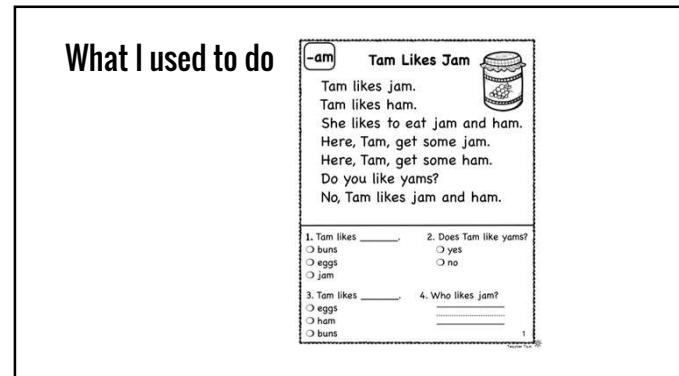
73



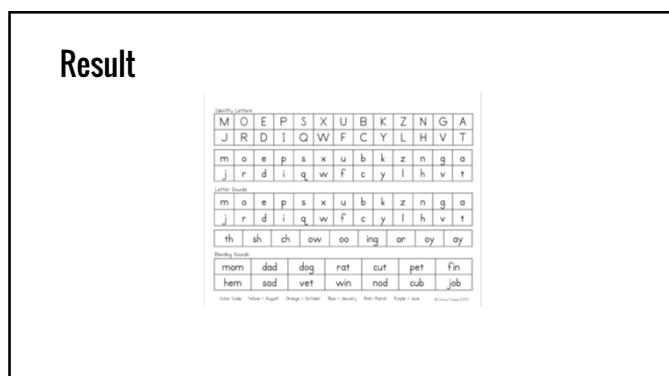
74



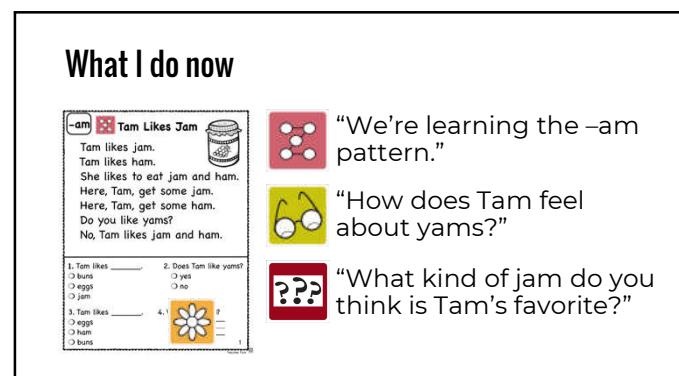
75



76



77



78

Note: We need this level, but we **cannot stay there.**

When they can't read or write responses to the high level questions, **record your questions & let them record their answers.**

The worksheet contains the following text:
-am Tam Likes Jam
Tom likes jam.
Tom likes ham.
She likes to eat jam and ham.
Here, Tom, get some jam.
Do you like yams?
No, Tom likes jam and ham.

1. Tom likes _____
2. Does Tom like yams?
3. Tom likes _____
4. ?

The flower icon is located at the bottom right of the worksheet.

79

Result [track differences]

M	O	E	P	S	X	U	B	K	Z	N	G	A	
J	R	D	I	Q	W	F	C	Y	L	H	V	T	
m	o	e	p	s	x	u	b	k	z	n	g	a	
j	r	d	i	q	w	f	c	y	l	h	v	t	
Letter Sounds	m	o	e	p	s	x	u	b	k	z	n	g	a
th	sh	ch	ow	oo	ing	ar	oy						
Blending Sounds	mom	dad	dog	rat	cut	pet	fin						
hem	sad	vet	win	nod	cub	job							

Color Guide: Yellow = Aight, Orange = Schwa, Blue = Jersey, Red = Hard, Purple = Awk

80

IDEA # 15

81



82

Be generous

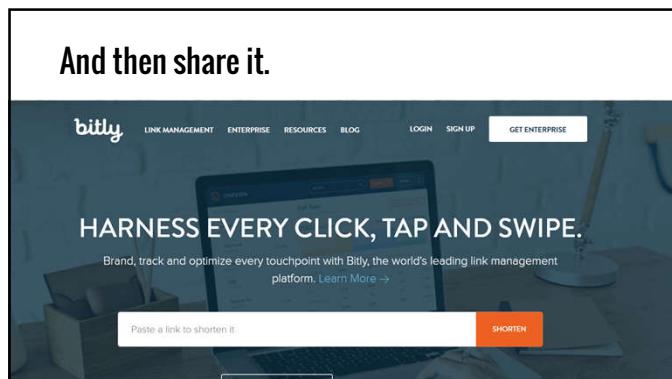
83

Store your stuff.

Choose the right Dropbox for you

	For individuals		For teams	
	plus	Professional	Standard	Advanced
Get started	Get started	Try for free <small>or purchase now</small>	Try for free <small>or purchase now</small>	

84



85



86



87



88



89



90



91



92



93



94

The Allegorical Meaning of Animals
See if you can determine the common, accepted depictions/meanings of the following animals. Fill in the table as comprehensively as possible.

Animal	Characteristic/Quality
Donkey	
Dog	
Fox	
Owl	

HAND OUT the worksheet *The Allegorical Meaning of Animals* and instruct students to work through it in pairs, filling it in as comprehensively as possible.

FEEDBACK and discuss what the students have decided for the animals. Some might have slightly different answers – this doesn't matter, as long as they all identify that there are human qualities often ascribed to animals (*dog – loyalty, lion – bravery, owl – wisdom etc.*).

Animal	Characteristic/Quality
Wolf	
Chicken	
Dog	
Eagle	
Can you think of one more?	
Can you think of any others?	

Source: Scholastic

95

The Allegorical Meaning of Animals
See if you can determine the common, accepted depictions/meanings of the following animals. Fill in the table as comprehensively as possible.

Animal	Characteristic/Quality
Donkey	
Dog	
Fox	
Cat	
Bird	
Cow	
Lion	
Wolf	
Chicken	
Dog	
Eagle	
Can you think of one more?	
Can you think of any others?	

Sort the animals into three categories based on what you think they mean.

Source: Scholastic

96

The Allegorical Meaning of Animals
See if you can determine the common symbolic allegorical meanings of the following animals. Fill in the table below.

Animal	Characteristic/Quality
Donkey	
Pig	
Fox	
Owl	
Bat	
Crow	
Cat	
Lion	
Wolf	
Chicken	
Dog	
Eagle	
Can you think of any others?	
Can you think of any others?	

Is it fair to say that the donkey means...? 

What would have to happen or change to make the wolf more dog-like? 

97

IDEA # 18

98

combine with graphic organizers

99

I like Thinking Maps™. A lot.

Learning Skill	Element(s)	Thinking Map
Main Idea		
Details		
Sequence		
Cause and Effect		
Compare/Contrast		
Making Predictions		
Meaning in Context		
Fact v. Opinion/ Fiction v. Nonfiction/ Fantasy v. Reality		
Making Inferences		
Author Purpose		
Figurative Language/ Literary Devices		

100

Pick a character from the story.

Identify four traits of that character.

For two of the traits, list two consequences of that trait. If the consequence is positive, put a + sign next to it.

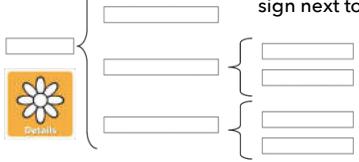


101

 Details

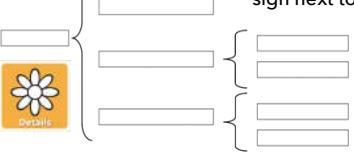
sign next to it.

Thinking of what you just identified and considered, do you think the character's traits were a hindrance or a help to him/her and why?



102

 sign next to it.

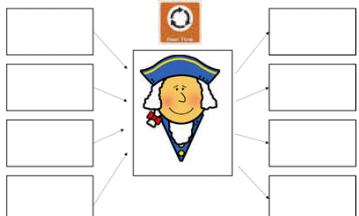


Big Idea

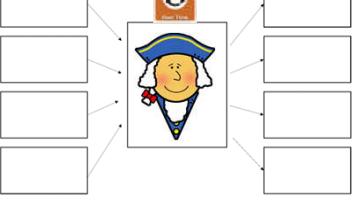
Thinking of what you just identified and considered, do you think the character's traits were a hindrance or a help to him/her and why?

103

Think of four reasons George Washington should have been a king instead of the president. Then, on the **Other** side, think of four future consequences that would have happened if he had become a king.



104

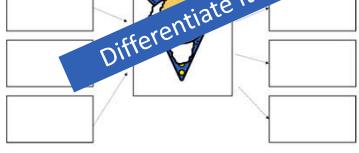


Ethics

Is it fair for one person to be the king or queen for life? Why would it be better or worse to take turns?

105

 **Differentiate it!**



Is it possible for a truly free people to have a king or queen? If not, is England really free? Would the English agree they are less free?

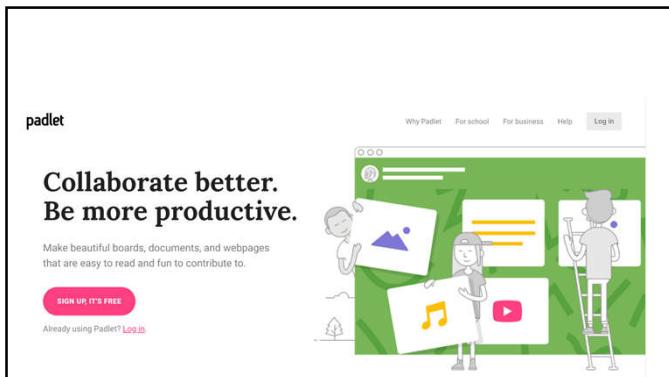
106

IDEA # 19

107

use with digital activities

108



109

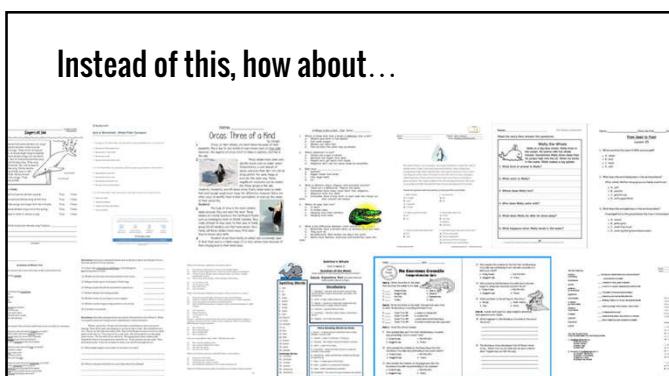
110



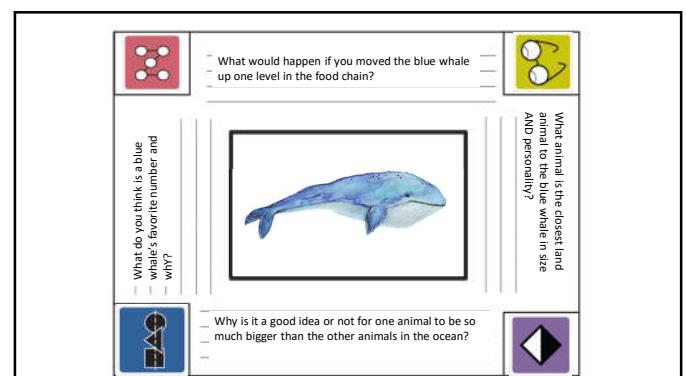
111



112



113



114

IDEA # 21

115

better than KWL

116

Go to www.menti.com and use the code 24 80 78
Which thing in the picture is the most important thing to Bud?

 MentiMeter

117

Go to www.menti.com and use the code 24 80 78
Which thing in the picture is the most important thing to Bud?

 MentiMeter

118

IDEA # 22

119

Making it easier for
absent students to
catch up

120

The *problem*(s):

- Absent students often didn't complete the make-up work.
- Students said they didn't do the make-up work because they "didn't understand it."

121

The *solution*!

122

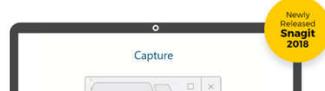
Use it with screencasting for when kids are absent...it clues in on thinking, not just doing!

SSnagit®

Screen Capture & Screen Recording Made Easy

BUY NOW

iPad iPhone Compatible with Windows and Mac



123



124

IDEA # 23

125

use with hyperdocs

126

Hyperdocs

The Engage section features a video thumbnail of a wolf howling and asks students to discuss with a partner what observations they can make from the video. It includes two interactive icons: 'Patterns' (a network diagram) and 'Over Time' (a circular arrow).

The Explore/Explain section includes a diagram of a watershed, a definition of a watershed, and a 'Language of Discipline' icon. It also lists parts of a watershed and factors affecting it.

by Halina HC2465@gmail.com

127

Apply

The Apply section includes instructions for creating a watershed model using paper, crayons, and markers. It features a 'Google maps' thumbnail of a coastal area, a 'Tools' icon, and a 'Rules' icon. It also includes a 'Across Disciplines' icon.

Hands on Activity:
Please gather: one sheet of paper, green, yellow, blue and brown crayola markers

For teachers only: this is a link to the directions for the activity and, please remove the link when creating student copy

Copy the map (on the left) and create your own interactive watershed map.

Mark and label on the map:
• our school

128

The website features a colorful logo with the word 'HyperDocs' and a graduation cap icon. The navigation bar includes 'Home', 'About', 'Resources', 'Learn More', and 'Teachers Give Teachers'. Below the navigation is a search bar and a 'Connect' section with social media links for Facebook, Twitter, YouTube, and Google+. A thumbnail image shows a laptop displaying a presentation slide about 'The Art of Teaching with HyperDocs'.

129

IDEA # 24

130

give lots of different kinds of practice

131

First: Task Cards

The task cards include:

- Question 12: Answer the following questions given the graph below.
 - a) What is the domain?
 - b) What is the range?
 - c) Is it a function?
- Question 13: Answer the following questions given the equation below.

$$y = x^2 + 8x + 15$$
 - a) What is the domain?
 - b) What is the range?
 - c) Is this relation a function?
- Question 14: Answer the following questions given the graph below.
 - a) What is the domain?
 - b) What is the range?
 - c) Is it a function?

132

First: Graphing Lines & Killing Zombies

Graphing Lines & Killing Zombies

Name: _____

Rules **Details**

133

Next: Mad Libs!

1 Simplify the expression below
 $18x + 5 - 7x =$
 A) $25x - 4$
 B) $25x + 14$
 C) $11x + 14$
 D) $11x - 14$
 E) $2x + 14$

4 Simplify the expression below
 $-28x - 1 + 22 + 5x$
 A) $-23x + 13$
 B) $-23x - 13$
 C) $11x + 13$
 D) $11x - 13$
 E) $5x + 7x$

9 Simplify the expression below
 $7x^2 + 10x - 3x - 2x^2$
 A) $9x^2 + 13x$
 B) $9x^2 - 13x$
 C) $9x^2 + 7x$
 D) $5x^2 + 13x$
 E) $5x^2 - 7x$

10 Stations & Student Worksheet
 (You can change the teacher names!)

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An important way to check if you've given multiple, different possible ways to arrive at the skill or content mastery is to evaluate **how many lenses of the framework** you've used.

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IDEA # 25

136

diversifying an activity

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What are the three basic ways animals get food in the food chain?

Language & Discipline **Rules**

List them in a puzzle piece.

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Define an apex predator on the back of a puzzle piece & draw one on the front of the puzzle piece.

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Create a food pyramid of specific animals with five trophic levels.

List the animals in order on a puzzle piece, apex predator on top.

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On the last puzzle piece, you may choose to do any of the following:

- Write an epitaph for the grave of a decomposer.
- Describe what would happen to your food chain if your apex predator became extinct.
- Investigate & share your findings on which is more vulnerable to climate change, producers or consumers?

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IDEA # 26

142

making choice menus stronger

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menus!		
Draw a triangular prism. Label how many faces, edges, and vertices it has.	Which stop sign do you think most drivers prefer, the octagon, or the circle with an inverted triangle & why?	Create a map using a rhombus, a pentagon, a hexagon, an octagon, and a decagon.
Create a riddle involving a hexagon.	Following the naming convention, name the polygons with 65, 47, and 82 sides.	Why should/should not monogons and/or digons be recognized as polygons?
Draw three non-examples of a polygon	Describe the connection between polygons and honeybees or lava.	Create a t-chart naming five shapes and their number of vertices.

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IDEA # 27

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test reflection

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Ian's Idea:

Reflecting With Depth and Complexity

Do you ask your students to look back at their work and reflect on their progress? If so, are you integrating the tools of depth and complexity into these reflections?

- Ask students to *examine the change over time* in their scores.
- Tell students to *look for patterns in the type of questions missed*.
- Encourage them to notice if they simply *misunderstood a rule*.
- Perhaps students need to *notice a recent trend* in their work.

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IDEA # 28

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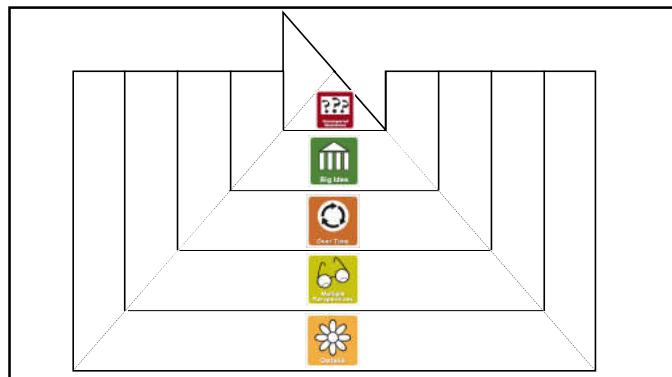
with foldables

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Use it to organize foldables for interactive notebooks!



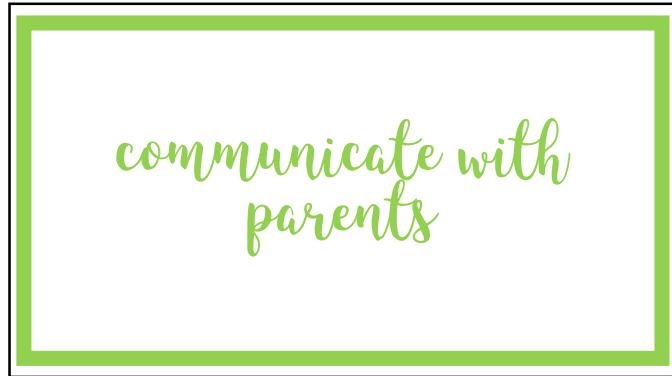
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STUDENT UPDATE

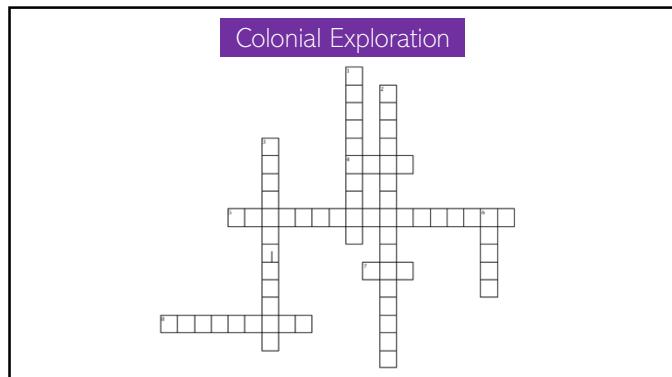
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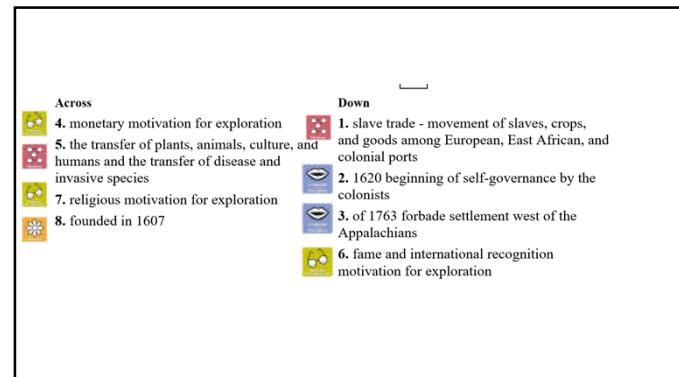
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