The mission of GISD is to ensure that every student achieves maximum potential.

GISD Curriculum News

rigor/engagement/higher-order thinking

From the Desk of Keri Thoele, GISD Asst. Superintendent

The Power of Movement

Students naturally like to talk, move, and doodle. Teachers should embrace these and incorporate them into the classroom.

For our GT update, Kidprov came and showed us strategies to differentiate for GT students through movement. The thing is, all kids – not just gifted ones – like to move. The key is to get students out of their seats and COGNITIVELY ENGAGED. Kids need to interact and they need to process information. There is research that tells us "movement is inescapably linked to learning and memory" (Sousa 2006).

KIDPROV GAMES

- Professor
- Morph
- Beep
- Taxi
- Letter Point
- Word Wide Web
- Connections
- Story Time
- Give and Take

Many of the Kidprov games could easily adapted to fit your subject matter!

Strategy of the Week:

Inside-Outside Circles

Inside-Outside Circles

Concept: Inside-Outside Circles is a physical version of Think-Pair-Share.

Procedures: 1. Students number off into two groups (1,2 or A,B or Red, White – you decide). The first group forms a circle and then members turn and face out. The second group then stands, each member facing a person in the first circle, forming an outside circle. (For an odd number of students, the teacher can "play" or have a student rotate into and one out of the circle each move.) 2. The teacher poses a question or a stem. The two students discuss the question for a set amount of time. (Ring a bell if you want to signal that time is up.) 3. When time is up, the outside circle only rotates once to the discussion with a new partner. 4. The teacher can conclude this activity in a number of ways, including calling on students to report out some of their discussions, having students then right what they feel was the best answer to the question, etc.

USE QUESTIONS OR PROMPTS THAT REQUIRE DISCUSSION, CONNECTION-MAKING, AND JUSTIFICATION FOR STUDENT RATIONALES.

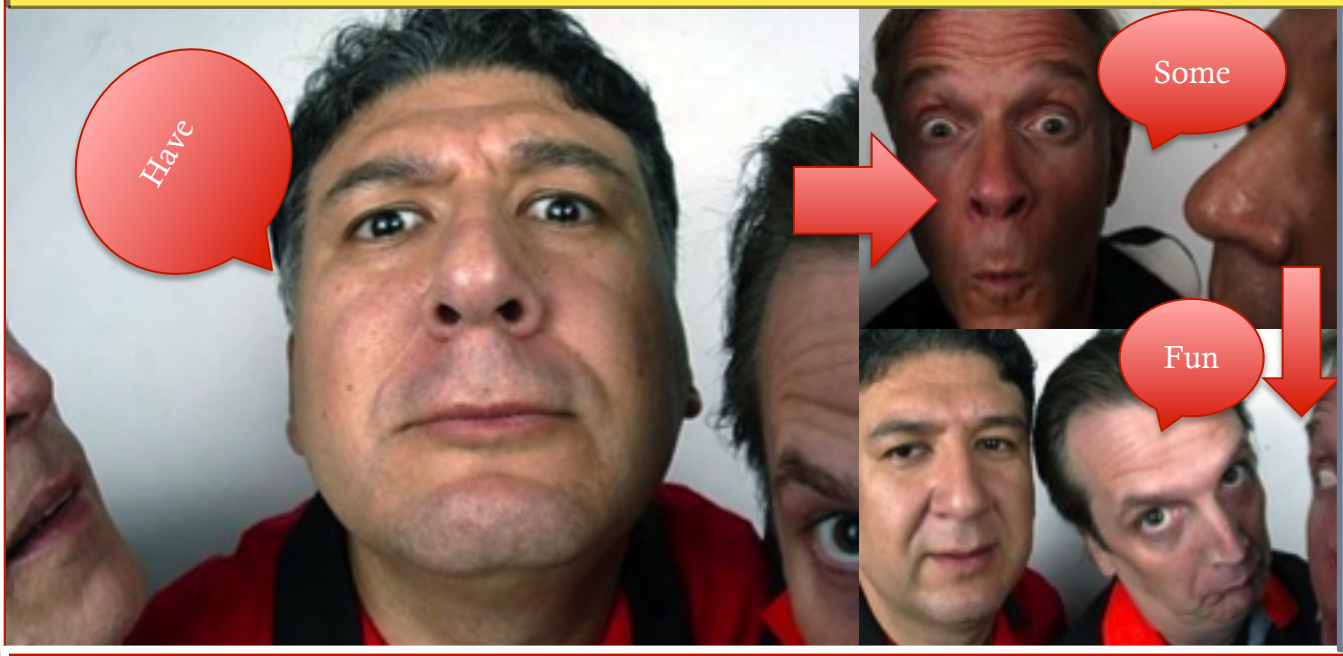
HINT: This activity is only as good as the question asked. To promote higher-level thinking, be sure that the question or prompt lends itself to analysis or evaluation. Also, if there is not room in your classroom for circles, two lines facing one another can accomplish the same thing. The more closely the teacher monitors the activity, the more the students will stay on task and have meaningful discussion.

Movement

Physical activity increases the number of capillaries in the brain, thus facilitating blood transport. It also increases the amount of oxygen in the blood, which the brain needs for fuel. The concentration of oxygen affects the brain's ability to carry out its tasks. Studies confirm that higher concentrations of oxygen in the blood significantly enhance cognitive performance in healthy young adults. **(Sousa 2006)**

KIDPROV INC.

THE EDUCATIONALLY-BASED IMPROV COMEDY TROUPE



LEARNING IS FUN

The Professor

Game: The Professor

Aliases: The Oracle, Mr. Know-It-All, (Whatever you come up with – for example, in science you could call the group Mr. Einstein or in English you could call the group Silly Socrates, etc.)

Ages: k-12

Link: http://www.kidprov.com/

1. Get a group of volunteers up front (4-6). The group becomes "The Professor."
2. Ask a question of the professor, and each person in the group gives one word at a time of the answer, moving from one end to the other and repeating as many times as needed.
3. You can add a level of COGNITIVE ENGAGEMENT to the game by expecting the students to come up with an answer (or a vocabulary definition, etc.) that is accurate or somewhat accurate.
4. This game could be varied for spelling, and called the "Spelling Bee" or something similar. Students would have to collectively spell words correctly.
5. The game could be varied for math, and called "The Calculator" or something. Students would have to create an operation and solve it. Five students are ideal for this game (the first student gives a number, the second an operation, the third a number, the fourth an operation, the fifth says "equals.") At this point, the audience solves the equation.