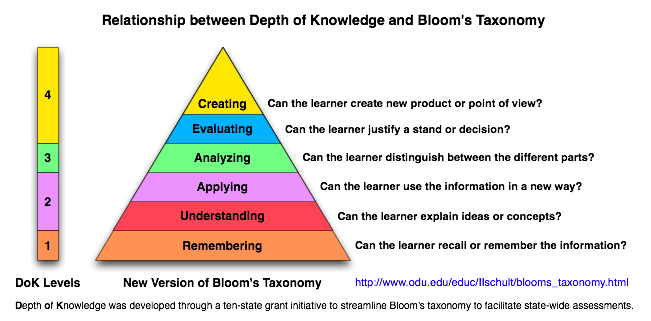
**Goals & Strategies for Coherence for Deep Learning**

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| --- | --- |
| **Blooms Taxonomy Levels** | **Art Based Skill/Strategy or GLAD Strategy**  **GRADE: 5**  **ABSS/GLAD Strategy: Tableau Artful Learning into reading…**  **Unit Concept: Interdependence**  **Learning Objective (quick summary) : Students create 3 part tableau exemplifying deep understanding of character analysis, author perspective, fresh point of view and unit concept using A *Wrinkle in Time.*** |
| Creating | * Create rough draft of scene 1 (flip video playback and revise) * Large thought bubbles/dialogue boxes for character emotion and action(had to revise using Learning HQ Action Verbs and Literary Themes- an essential adjustment) * Class Cooperative Strip paragraph: Wrinkle in Time develops interdependence through….(not completed) |
| Evaluating | * Adapted What? So What? Now What? Used responses and arguments to 3 step interview to develop character perspective/analysis for Tableau then formulate a key question from character to author regarding circumstance or traits given or taken from character * Team task: Sketch n design scenes, transition signals, * Review Tableau Rubric with You Tube video examples * Suspending Your Disbelief: Learning objectives   Understand the differences between science fiction and realistic fiction.  Recognize ways in which science fiction incorporates elements of the realistic and the imaginary. |
| Analyzing | * Venn Diagram with Meg/Charles Wallace, debate shared characteristics and habits, * Ozskus Read Like a Writer Fiction Mark(loved this!!!!!) * Three Step Interview: “If you were on Camazotz how would you have survived IT?” “Would you have chosen to leave C.W., defend your response” |
| Applying | * Ozskus FAB 4 Clarifier- close reading context clues for character development and unit theme, * GLAD high lighting, clunkers/linkers, * I SEE, I KNOW, I WONDER (every chapter) |
| Understanding | * GLAD Sentence Patterning Charts, Think/Pair/Share (10/2’s and Numbered Heads paired with Oczkus Mark the Spot Icons) |
| Remembering | Ozskus: FAB 4 summarizer, GLAD Character T-Graph (see/hear/feel), ABSS: Alteration Observation – then modified charades(character changes over time- facially, posture, stance/placement in group of characters), Character “Interviews” (questions designed from Ozskus Question Asker and GLAD character pictorial  Establish Rubric for Tableau, note taking and secure in AVID binder |

Critical Thinking Strategies

* Turn & Talk
* Venn Diagram Organizer
* Three Step Interview
* 3 – 2 – 1
* Quick Write
* What? So What? Now What?



**Goals & Strategies for Coherence for Deep Learning**

* **List an Art Based Skill/Strategy or GLAD Strategy that you currently enjoy using with your students.**
* **Locate the Bloom’s Taxonomy Level in which you think the strategy is taught. Describe the evidence that led you to this conclusion.**
* **Now, teach the strategy while applying one of the Critical Thinking Strategies listed below.**
* **Reassess. At what level of Bloom’s Taxonomy was the strategy taught. Why?**

