

# Anderson's Impact on 2<sup>nd</sup> Graders



# Day to Day Planning

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- Focus on specific verbs and rephrase questions to increase rigor of daily teaching
  - Guided reading
  - Math lessons
  - Science hands-on work
  - Social Studies group work

# Impact on Student Learning

- Focus on differentiation and expose students to all levels of questioning, increasing higher-level thinking and 21<sup>st</sup> century skills
  - Academic choice
  - Group work
  - Partner work
  - Student-to-student dialogue
  - Student ownership of learning

# 21<sup>st</sup> Century Unit

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- Collaborate with Kris Feda to infuse inquiry and higher-order questioning into our Soil/Fast Plants Unit
  - Sophisticated vocabulary
  - Student generated experiments involving dependent and independent variables
  - “I notice.....I wonder.....”

## **Lesson:1.2 Soil Settlement**

### **Essential Question(s):**

- What happens when we add water to soil?
- Which type of soil do you think will sink the fastest?

### **Materials:**

Package #1.2

- 5 clear 8 oz. bottles with caps
- 5 spoons
- 5 funnels
- set of soil samples from previous activity
- water

### **Outline/Procedure:**

- See page 6 of Sand or Soil manual.

### **Anderson's Taxonomy**

What will happen after the jar is shaken? (Understanding)

Which soil will settle the fastest/slowest? Why?(Understanding)

What conclusions can you draw from this experiment? (Analyzing)

If you could change something, which factors would you change? Why?(Applying)

### **21<sup>st</sup> Century Skill(s):**

- accountability and adaptability
- communication skills
- creative and intellectual curiosity
- critical thinking skills
- interpersonal and collaborative skills

### **Extension Activities:**

Activity 1.2 Soil Settlement Observe and compare the settling of 4 different kinds of soil in water.



**I predict** \_\_\_\_\_



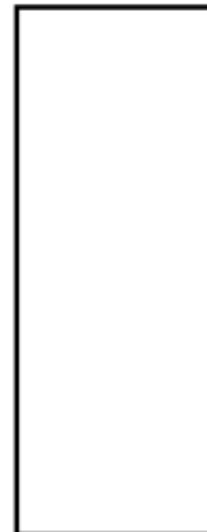
Sand



Gravel



Compost



Clay

I noticed the \_\_\_\_\_ settled the fastest.

I think this happened because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# PLC Reflections

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- Aware of Anderson's Taxonomy levels and their impact on raising the rigor and expectations on our teaching.
  - Tweaked verbs, sentence starters and activities/products
  - Collaborated in our PLCs to infuse questioning and plan rounds