

BALANCED LITERACY AT THE ELEMENTARY SCHOOLS

BOARD OF EDUCATION MEETING
CURRICULUM PRESENTATION
JANUARY 22, 2020

Tara Goldberg, Principal- Daniel Warren School
Michael Scarantino, Principal- F.E. Bellows School

TIMELINE OF IMPLEMENTATION (TO-DATE)

- 2016-17- Teachers and administrators explored a variety of instructional approaches/models/curricula as well as staff developers/consultants
- 2017-18- Teachers implemented the five **Reading** units of study
- 2018-19- Teachers implemented the five **Writing** units of study while continuing their learning/work within the Reading units
- 2019-20- Teachers continue to refine their Reading and Writing Workshop approach with coaching and support from administration and ELA consultant

WHAT IS BALANCED LITERACY?

SCHEDULE	
	Morning Meeting
	Foundations
→	Reading Workshop
	Math
	Shared Reading
	Lunch
	Read Aloud
→	Writing Workshop
	Art
	Science



WHAT IS DIFFERENT OR HAS CHANGED FOR STUDENTS?

- Proven and research-based approach
- Rich reading and writing experiences for students
- Framework is flexible, engaging and student-centered
- Maximizes the teacher as practitioner
- Supports the varied needs and readiness of all students
- Inherently differentiated
- Incorporates authentic, literature-based activities
- Instruction is explicit and purposeful

Choice- choosing books to read, choosing topics to write

Differentiated Instruction- goals for the unit of study, goals for the learner

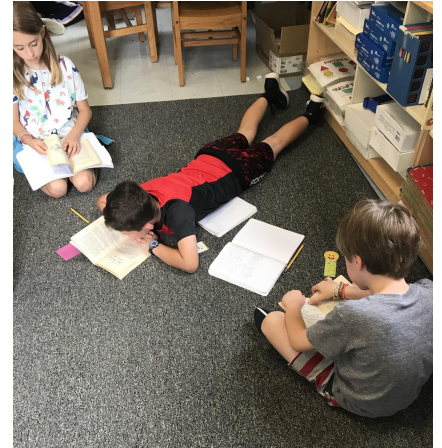
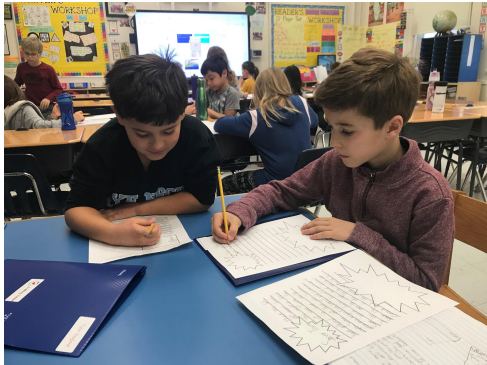
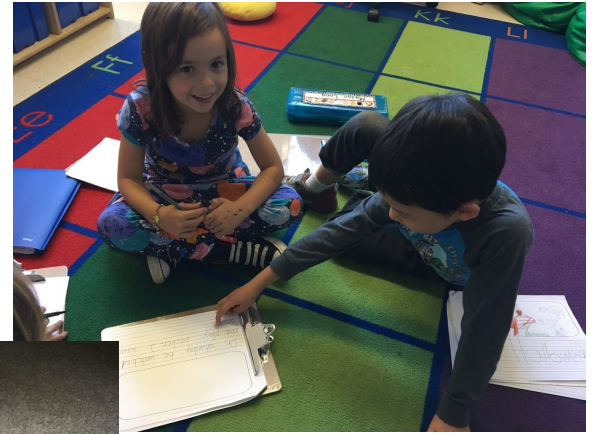
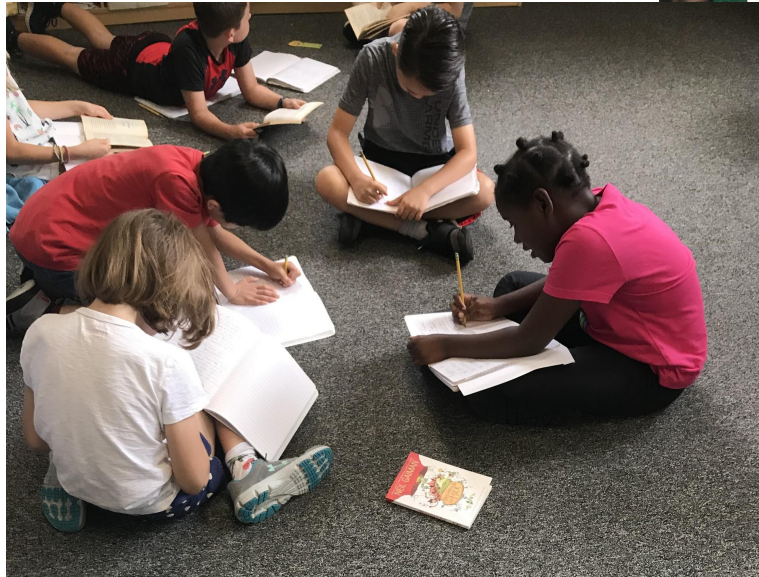
Workshop Approach- whole class, small group, individual

Agency- transfer of learning and application of skills

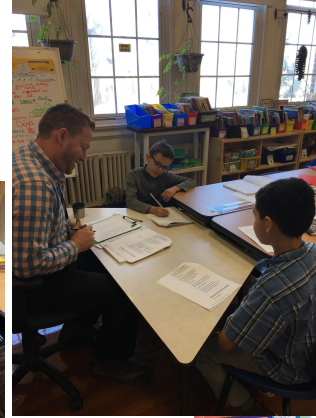
MINI-LESSON



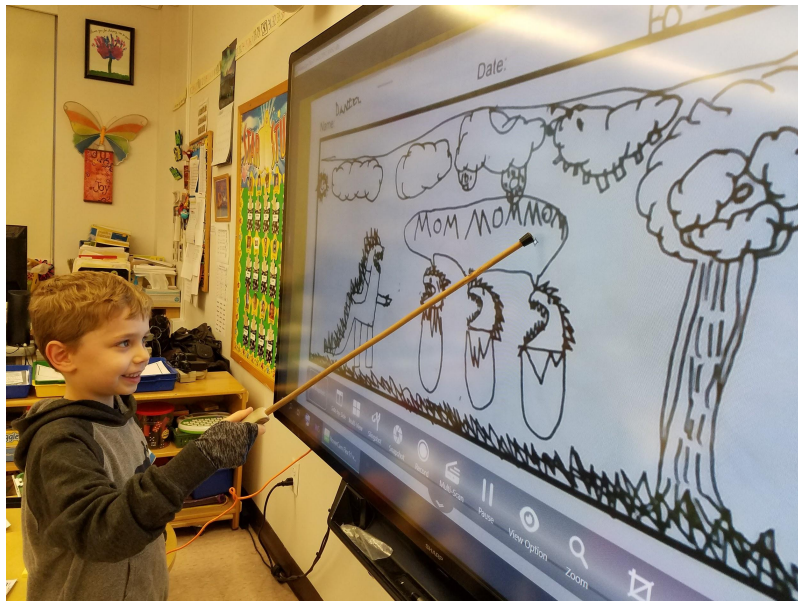
INDEPENDENT AND PARTNER PRACTICE



CONFERRING AND SMALL GROUP INSTRUCTION



THE SHARE



ON-DEMAND ASSESSMENTS AND RUNNING RECORDS

Recording Form Part One: Oral Reading



Bedtime for Nick • Level G • Fiction

Student: Kelly
 Teacher: Benfroe

Grade: 1 Date: January
 School: Patrick Henry

Place the book in front of the student. Read the title and introduction.

Introduction: Nick went to bed but something was missing, and he could not go to sleep. Read to find out how his mom helped him find what was missing.

Summary of Scores:
 Accuracy: 94% Comprehension: 4
 Self-correction: 13 Writing About Reading:
 Fluency: 1

Sources of Information Used

Page	Text	E	SC		E		SC	
			M	S	V	M	S	V
2	Nick was looking at his book. His mom <u>came</u> in and said, "It's time for bed." R "Okay, Mom," said Nick. R	1	M	S	V			
4	Nick put on his pajamas. He washed his face and brushed his teeth. He was <u>ready</u> for bed.	2	M	S	V			
5	Nick got into his bed. R	1	M	S	V			
Subtotal		6	2	4	4	5	0	0

Recording Form Part One: Oral Reading (continued)

Bedtime for Nick • Level G

Accuracy Rate	Errors %	23 or more	21-22	19-20	17-18	15-16	12-14	10-11
		Below 90%	90%	91%	92%	93%	94%	95%

Self-Correction Ratio

$$\frac{14 + 9 \div 9}{(E + SC) \div SC} = 1: \underline{3}$$

Fluency Score 0 1 2 3

Fluency Scoring Key

- 0 Reads primarily word-by-word with occasion no smooth or expressive interpretation, irreg meaning or punctuation; no stress or inappr
- 1 Reads primarily in two-word phrases with so word-by-word reading; almost no smooth, ex by author's meaning and punctuation; almost slow rate most of the time.
- 2 Reads primarily in three- or four-word phras interpretation and pausing guided by author appropriate stress and rate with some slowd
- 3 Reads primarily in larger, meaningful phras expressive interpretation and pausing guided appropriate stress and rate with only a few s

Recording Form Part Two: Comprehension Conversation

Bedtime for Nick • Level G

Beginning with the first prompt, have a conversation with the student. Note the key understandings the student expresses. Use the prompts to give you information about the student's understanding. Score for evidence of all understandings expressed—with or without a prompt. For scoring details, see the rubric in the Assessment Guide. Circle the number in the score column that reflects the level of understanding demonstrated.

Comprehension Scoring Key

- 3 Student demonstrates **proficiency** in understanding the text.
- 2 Student is **approaching proficiency** in understanding the text.
- 1 Student demonstrates **limited proficiency** in understanding the text.
- 0 Student's comprehension is **not proficient**.

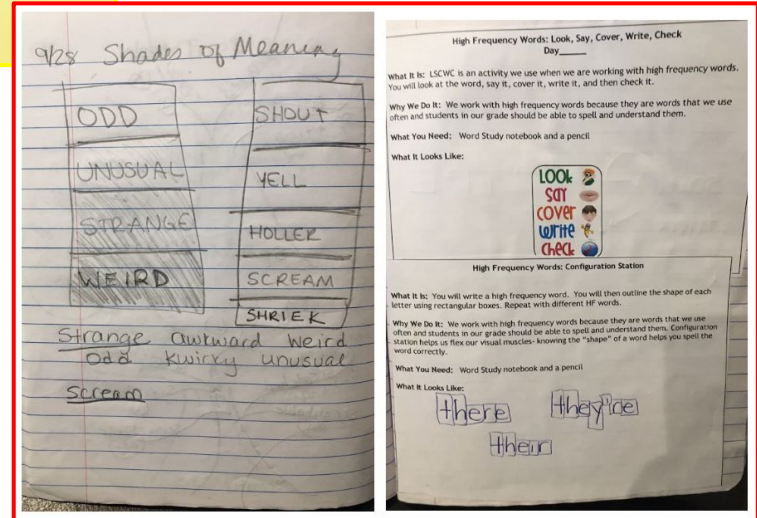
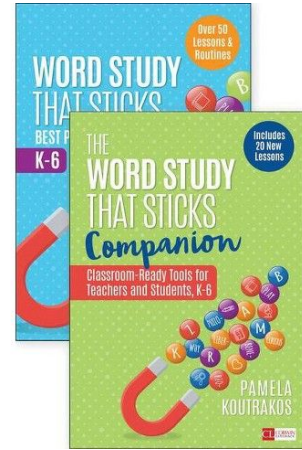
Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Nick gets ready for bed, but he can't sleep.</p> <p>He asks his mom to do different things to help him sleep: read a story, turn on the nightlight, give a kiss, and open the door.</p> <p>Nick's dog Wags comes in the room and Nick is able to go to sleep.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell the important things that happen in the story.</p> <p>Is there anything else?</p>	0 1 <u>2</u> 3
<p>Beyond and About the Text</p> <p>Nick misses Wags and that's why he can't sleep. He says something is missing, but when Wags comes in he says now we can go to sleep.</p> <p>Nick loves Wags and misses him. That's why he can't sleep. The picture shows how happy Nick is to see Wags.</p> <p>Sample response: I have trouble sleeping when I'm sick. When that happens my mom helps me by sitting with me until I fall asleep. Nick had his dog and I have my mom to help me sleep. (Accept logical responses that make a connection between the student's personal experiences and the content.)</p> <p><i>Note any additional understandings:</i></p>	<p>What is the real reason Nick can't sleep? How do you know that?</p> <p>How do you think Nick feels about Wags? What makes you think that?</p> <p>Tell about a time when you had trouble sleeping or doing something else. Was your problem like Nick's? Why or why not?</p> <p><i>When I'm sick, my mom sits with me. I want my mom. Nick wanted his dog.</i></p>	0 1 <u>2</u> 3

Guide to Total Score, Levels A-K

5-6 Proficient
 4 Approaching Proficiency
 3 Limited Proficiency
 0-2 Not Proficient

Total Score: 4 / 6

WORD STUDY



SHARED READING AND WRITING AND INTERACTIVE READ ALOUD



UNITS OF STUDY K-5 READING

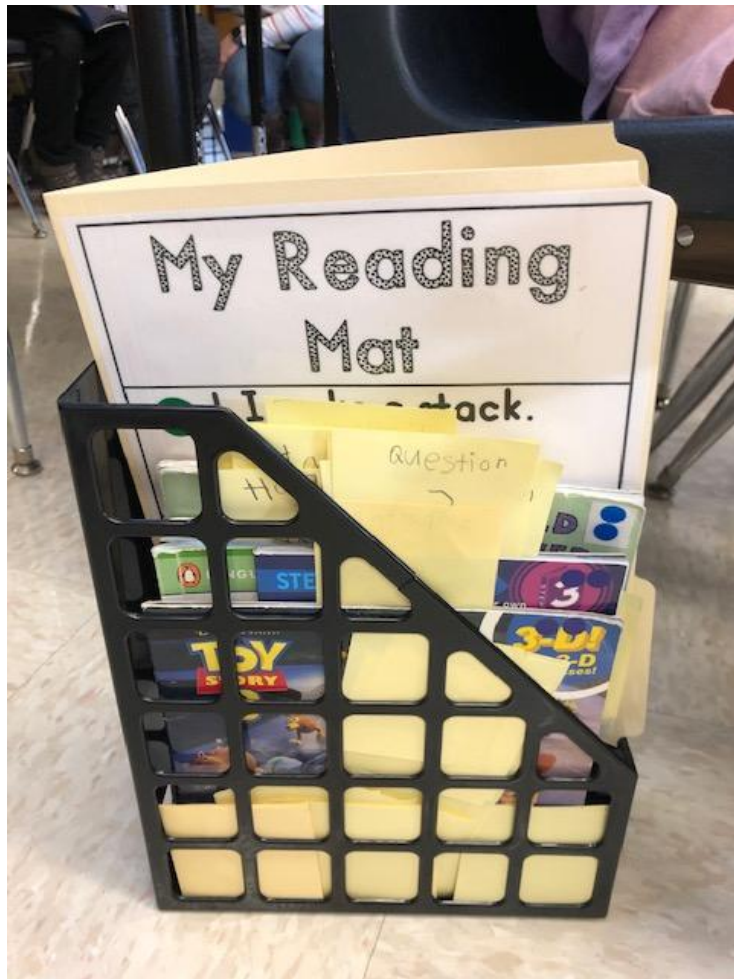
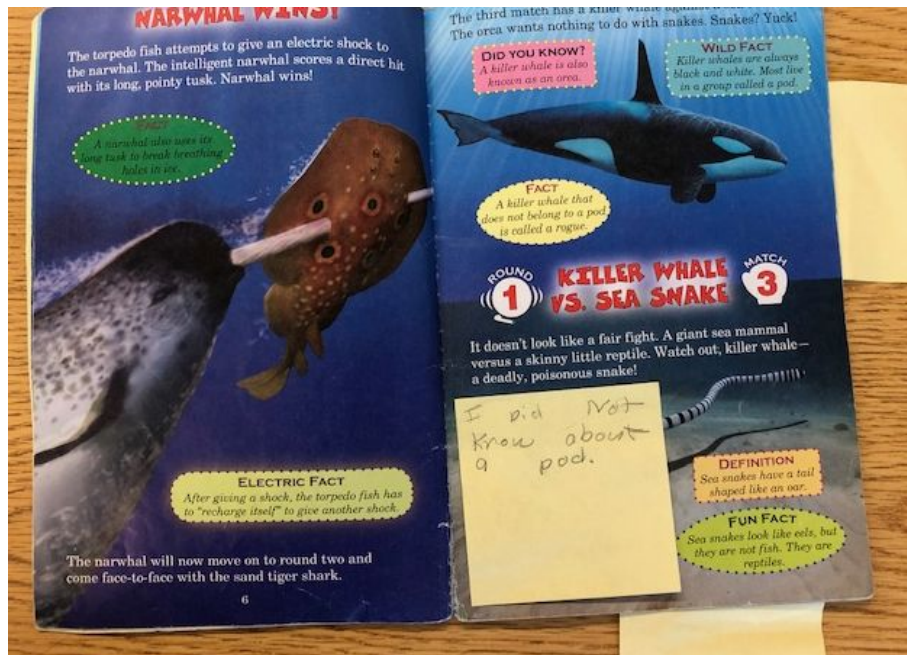
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Kindergarten	We are Readers	Reading by Heart: Emergent Story Books	Reading Together	Reading Books that Fit	Reading Teaching Books
First Grade	Building Your Reading Toolbox	Tackling the Tricky Parts	Reading to Learn About the World	Becoming Friends with Characters	Questions You Are Curious About
Second Grade	Understanding Characters' Journeys & Adventures	Reading to Learn Information	Developing Ideas About Characters	Pursuing Topics of Interest	Forming and Supporting Opinions About Series Books
Third Grade	Nurturing our Reading Lives	What's the Point? Determining the Main Ideas Authors Most Want us to Know	Forming Ideas about Real and Fictional Characters	Reading Across Informational Texts to Gather Research	Interpreting Character Relationships in Book Clubs
Fourth Grade	Studying and Sharing Our Thinking	Synthesizing Ideas Across Texts	Thinking Deeply About Characters	Understanding Perspectives (NF)	Interpreting Themes in Book Clubs & in Our Lives
Fifth Grade	Nonfiction: Narrative, Non-Narrative, and Mash-Up Texts	Author Study: Reading Like a Fan to See the World Through an Author's Eyes	Making Claims Across Different Genres in Short Texts Sets	Comparing Themes Across Novels...A Series	Becoming Digitally Literate

UNITS OF STUDY K-5 WRITING

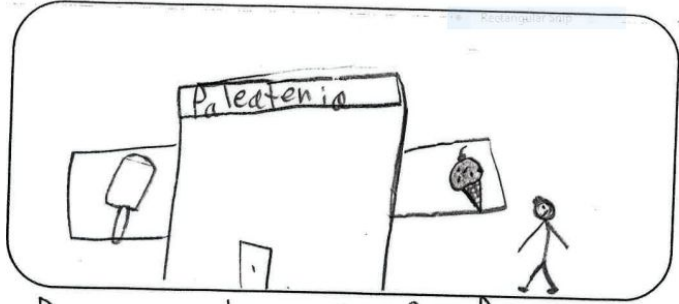
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Kindergarten	We are Writers	Telling Our Stories	How to Books	Opinion Writing	All About Books
First Grade	Building Your Writing Toolbox	Adding Trouble	Informational Manuals	Who Says? Writing Reviews	Writing About Our Learning
Second Grade	One Scene Stories	Expert Books with Text Features	Realistic Fiction Picture Books	Research Slideshow Presentations	Sharing Our Opinions about Book Series
Third Grade	Reviving Our Writing Lives	Question/Answer Books	Character-Based Literary Essay	Class Informational Magazine	Edge of our Seat Stories
Fourth Grade	Perspective Short Fiction	Wikis (Informational)	Cross-Text Literary Essay	Blogging About Our Beliefs	One-Scene Plays
Fifth Grade	Fifth Graders Take Action on Issues	Fan Fiction-Writing Inspired by Our Favorite Stories	Designing Video	Threading Together Themes-Comparative Literary Essays	Speech Writing



STUDENT WORK SAMPLES



STUDENT WORK SAMPLES



Do you like treats? Do you like creamy treats? Well I got the place for you. Paleateria Fernandez Ice cream is the place for you. It is in mamamuck go now! One time I went there and I drooled because it was so so good! If you like Caramel you'll like Paleateria better! Eat

Give
Reasons

Explain
Opinion

quicker it will melt. It's for the whole family. The pops are good because on a hot day you shiver! and the P.I.C.E. cream waters your mouth! Some people might say Caramel is better because it has cake but paleateria has toys. I go to paleateria now! I give it five stars and two thumbs up!

STUDENT WORK SAMPLES

The Adventures of Jack and the Impossible Twins

Inspired By: "Wendy Mass' Book, "Every Soul A Star"

Jack is super nervous. He has to babysit the twins. There is a lot of pressure on him because this is one of Jack's biggest responsibilities and he can't blow it. A lot of people are relying on him. All Jack is thinking is... "I can't mess up, I can't mess up, I can't mess up."

The night before, he couldn't sleep. He had heard some rumors that the twins gave past babysitters a hard time. That night Jack had been pacing his cabin assuring himself that it would be okay, but it didn't help, he still extremely worried.

The next day, he gets to the twins' cabin and rings the doorbell. The door is quickly opened and the first thing Jack sees is two red-headed, excited twins that are jumping up and down. "Hello," said one of the twins in a peppy and very positive voice. "I'm so excited for you to babysit us Jack!" The twins are still jumping. Then the twins' parents come to the door. "Thank you so much for coming Jack," says the twins' mother, sounding a little stressed out. "Sorry Jack, we are in a bit of a rush. We need to be somewhere in one minute and it's a ten minute walk." "It's okay," said Jack. The parents leave and Jack steps inside the cabin.

twins. "Well, stay out of trouble." Jack says as he steps inside the house. "We will," reply the twins.

Jack goes inside and looks for another ball. It takes him a while but he eventually finds one. He walks back outside and is shocked. The twins aren't there! Jack immediately starts panicking and yelling "Twins, twins!" He runs to the neighbor's cabin and frantically knocks on the door. The door is finally opened by a woman still in her pajamas. She sees Jack's distraught face and says "Are you okay? What happened?" Jack tries to answer but nothing comes out. Jack starts crying. Through his sobs he manages to say "I was babysitting the twins and now they are missing!" The woman says "Go to every door and tell them what happened. Tell them to whistle if they see the twins. I will help too." Jack runs from house to house, tears streaming down his face. He wonders if he would ever do anything right. Along the way he finds the twins' parents. They are a little stressed but not too worried because it had happened before with past babysitters and the twins were found easily with them.

A little while later, there are people running around worriedly yelling for the twins. Dirt is flying through the air from people's shoes. Jack is devastated. He has failed one of his biggest responsibilities. The smell of dirt and scented the cloudy sky damp and cold makes everything worse. Jack is seeing the twins will never be found. There are so many sounds going on all around him. People screaming and arguing, bushes rustling, and then the rain started to fall and is rapidly getting stronger and stronger. But all the sounds Jack can hear are coming from his own mind. Those words were "You failed, you failed." And they keep coming back like a boomerang.

Jack sees the interior of the house and is immediately blown away by how messy it is. Like a gust of wind the thought strikes him. He knows that it is his job to help the twins clean up the house. His mind is doing somersaults and Jack is thinking "How am I supposed to do this?" But then he has an idea. He can play a cleaning game with the twins, timing them cleaning up each room as fast as they can. And each time they clean a different room, they can try to beat their time from before. Jack tells the twins his plan and they excitedly agree.

Jack and the twins clean and clean and clean, beating their time after each room. Beating their times gives them more motivation to work faster. By the time they get to the last room, the playroom, the twins are running out of steam. But they push through and end with a score that is two times faster than the last room. Jack and the twins are so out of breath that they can barely speak. "Amazing guys," says Jack, gasping for air. "Let's have a water break." "Good idea," say the twins. Jack and the twins have their water. "What do you want to do?" Jack asks. "Play board games!" shouts one of the twins excitedly. So they go to play board games, trying not to make a big mess. They are having a lot of fun. The twins mostly cheat to win but Jack doesn't care. Jack is feeling great. Everything is going well, or at least he thinks so.

After they are playing a while the twins start to get a little noisy. "Can we go outside?" said one of the twins. "Yeah," says Jack. "I'm bored of board games." "Okay," said Jack. He is a little bored himself so he is happy to go outside. Jack and the twins went outside and they throw a ball around. The twins are little, so they don't really know how to throw and catch, and keep dropping the ball. They all think it's hilarious and keep having to stop because they are laughing so hard. At one point, one of the twins throws the ball up so high, it gets caught on a tree branch and pops "Oh no!" said Jack. "I'll go get another one. I won't be long." "Okay," say the

Suddenly, there is a boom of thunder and a strike of lightning. The storm is getting worse. People have more worry in their voices knowing that the twins are in a bad thunderstorm. Then, Jack hears a whistle. He thought it was in his brain but then he hears another whistle. Jack sees two little figures coming in closer and closer. Jack is so overjoyed that he starts crying again, but this time they are tears of relief.

The twins are coming closer. They jump into their parent's arms. "We were so worried about you," says the twins' parents. Jack immediately feels like a huge weight had been lifted off his shoulders. He is filled with relief. It feels like a breath of fresh air. The twins are safe and sound. The twins' parents say, "Why did you leave poor Jack, he was so worried about you." The twins didn't answer. "You guys are in big trouble, don't do that again." "Okay mommy," the twins say obediently. "Good," say the twins' parents. "This is normal for the twins Jack," the twins' moms says. "You don't need to get so worried." "Okay," says Jack sounding calm, but on the inside he is astonished. The twins' parents didn't care about what the twins did! Jack decides that it is to keep his feelings to himself. So he goes back to his cabin and relaxes. Everything is better and no one is mad at him.

10-28-11 Jack is walking to the twins cabin 1

Jack is super nervous. He has to babysit the twins. There is a lot of pressure on him because this is one of Jack's biggest responsibilities and he can't blow it. A lot of people are relying on him. All Jack is thinking is "I can't mess up, I can't mess up." The night before, he couldn't sleep. He had heard some rumors that the twins gave past babysitters a hard time. That night Jack had been pacing his cabin assuring himself that it would be okay, but it didn't help, he still extremely worried. The next day, he gets to the twins' cabin and rings the doorbell. The door is quickly opened and the first thing Jack sees is two red-headed, excited twins that are jumping up and down. "Hello!" said one of the twins in a peppy and very positive voice. "I'm so excited for you to babysit us Jack!" The twins are still jumping. Then the twins' parents come to the door. "Thank you so much for coming Jack," says the twins' mother, sounding a little stressed out. "Sorry Jack, we are in a bit of a rush. We need to be somewhere in one minute and it's a ten minute walk." The parents leave and Jack steps inside the cabin.

10-28-11 Jack and the twins are playing 2

Jack sees the interior of the house and is immediately blown away by how messy it is. Like a gust of wind the thought strikes him. He knows that it is his job to help the twins clean up the house. In his mind he is thinking "How am I supposed to do this?" But then he has an idea. He can play a cleaning game with the twins, timing them cleaning up each room as fast as they can. And each time they clean a different room, they can try to beat their time from before. Jack told the twins his plan and they excitedly agreed. First they started with the kitchen. Their time was one minute and two seconds. Then they cleaned all the bedrooms. It took them two minutes and ten seconds. The twins were so motivated that they cleaned the next room, the living room, with 2 hours the speed and ended with 5 minutes and 17 seconds. "Great job guys," said Jack smiling. "Only 2 more rooms to go the bathroom and the playroom which one do you want to do first?" "The bathroom!" the twins yelled in response. "Let's do it!" said Jack. He finally finished the bathroom with a time of 4 minutes and 18 seconds. By the time they

10-28-11 The twins go missing and they search 3

After they had been playing for a while the twins were getting a little noisy. "Can we go outside?" said one of the twins. "Yeah," said the other twin agreed. "I'm bored of board games!" "Okay," said Jack. He was a little bored himself so he was happy to go outside. Jack and the twins went outside and they were throwing a ball around. The twins were little, so they didn't really know how to throw and catch, and kept dropping the ball. They all thought it was hilarious and kept having to stop because they were laughing so hard. At one point one of the twins threw the ball up so high it got caught on a tree branch and popped. "Oh no!" said Jack. "I'll go get another one. I won't be long." "Okay," said the twins' mother. "Stay out of trouble," said Jack as he stepped inside the house. "We will reply the twins. Jack went inside and looked for another ball. It took him a while but he eventually found one. He went back outside and was shocked. The twins weren't there! Jack immediately starts panicking and yelling "Twins, twins!" He runs to the neighbor's cabin door

10-28-11 The twins are found 4

The rain was getting stronger and stronger. Suddenly, there was a boom of thunder and a strike of lightning. The storm was getting worse. People had more worry in their voices knowing that the twins were in a bad thunderstorm. Then, Jack heard a whistle. He thought it was in his brain but then he heard another whistle. Jack saw two little figures coming in closer and closer. Jack got so excited he started crying. All over again. But this time they were tears of relief. The twins were coming closer. They jumped into their parent's arms. "We were so worried about you," said the twins' parents. Jack was so relieved that he felt like a huge weight had been lifted off his shoulders. He was filled with relief. It felt like a breath of fresh air. The twins' parents said, "Why did you leave poor Jack, he was so

STUDENT WORK SAMPLES

10-28-19

Jack and the twins are playing

2

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This mind is doing somersaults and things

TEACHING POINT OF LESSON

WRITERS LOOK CLOSELY AT THE WAY THE AUTHOR USES DIALOGUE-- SPECIFICALLY THE WAY THE CHARACTERS TALK-- AND MAKE SURE THE CHARACTERS TALK IN SIMILAR WAYS IN FANFICTION

NOTE FROM ONE TO ONE WRITING CONFERENCE

TEACHING POINT OF LESSON
OFFSETTING TRANSITIONAL PHRASES WITH COMMAS TO SHOW THE PASSING OF TIME OR SEQUENCE OF EVENTS

NOTE FROM ONE TO ONE WRITING CONFERENCE

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STUDENT WORK SAMPLES

Note-taking strategies

10/18/19

Tiger Rising

Rob

- secretive - "doesn't open up his suit-case", doesn't like to say things about mom (died), tells everything to Sisten, like tiger and mom
- determined - towards the end of the story, Rob is determined to not tell Sisten about tiger keys. Also, when Sisten found out about it, she and Rob were determined to get the tiger out of the cage
- pushy - kept on saying to Rob, we have to let the tiger go, but when Sisten found out about the keys, she got more pushy and said things to Rob that were a-little harsh
- responsible - towards the end when the tiger died, Sisten just thought it was her fault b/c when the tiger got baricled she said that if she didn't force Rob to open the tiger cage the tiger wouldn't get shot.
- strict (a-little-bit) - when Rob cried in the beginning, Dad slapped Rob and told him not to cry anymore.

Character -traits

What Goes on in a "Think and Jot?"

Use the S.N.O.T.S. (Short Notes on the Side) Strategy

A Think & Jot is really a S.N.O.T.S. that helps you think about reading.

S.N.O.T.S. Examples:

- ★ Things you wonder
- ★ questions you're asking
- ★ strong reactions you are having
- ★ parts you like or dislike
- ★ connections you are making
- ★ words that are powerful
- ★ favorite lines you want to remember
- ★ words you don't know
- ★ sketches or descriptions that help you visualize (mental movie)
- ★ notes to talk to a partner about
- ★ when you learn something new about a character
- ★ when a character does something that is unusual
- ★ times when you disagree
- ★ when something is confusing
- ★ when you have a prediction include evidence
- ★ when something really important/interesting happens
- ★ when the story or the information makes you wonder
- ★ at the end of a chapter or section
- ★ to retell or summarize
- ★ When you are able to make a prediction

Stone Fox
by Jonh Reynolds Gardner

Wonder...

maybe the Dog will save him! (?!?!?)

Stone Fox

I wonder...

- 1 if the dog is going to save someone
- 2 the dog turns to stone
- 3 people trying to save the dogs

is the grand-father sick?
will he die?
maybe he is sick?

interesting...

I think someone is trying to steal the farm

who's Doc Smith is she a Post-eri?!

he's gone Die!

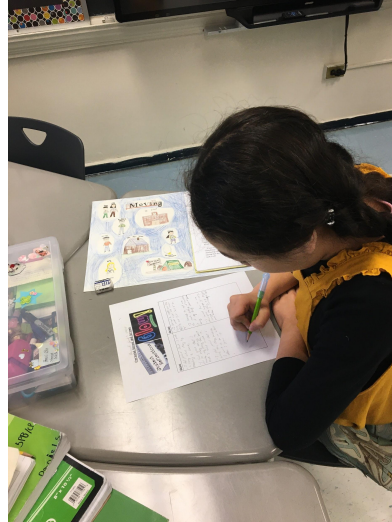
Facts:

willy lives on a pol farm, he lives with grand-father!

Short Notes On The Side

Important Facts:	My Reaction
<p>Introduction 11 exersit</p> <ul style="list-style-type: none"> • Lita was on Youtube watching Bar show-ho King. • Adds popped up to buy tickets • She felt creeped out • "Someone is following me!" 	<ul style="list-style-type: none"> • This happens to me too! • I think it's creepy too. • Only !!!/Wow not good • Do her parents know about her being traded!
<p>Getting to Know You</p> <ul style="list-style-type: none"> • Websites gather data about you • laws to protect kids but not all sites know how old you are. • companies track you to make \$ each targeting. 	<ul style="list-style-type: none"> • It's not good that companies know so much about you, who knows what they will do with it. • Creepy • No ads should be sent to kids! • It can freak them out...
<p>Invasion of Privacy</p> <ul style="list-style-type: none"> • Problem • Most people don't realize they are being tracked. • There's privacy policy laws but they are hard to find. • companies do sth away from kids but they do not know true age. • kids see things not appropriate. 	<ul style="list-style-type: none"> • Why would only some companies ask your age. • true • true - at the end - people just click not read • happens all the time! All the time
<p>You're Not Alone</p> <ul style="list-style-type: none"> • You can limit what companies learn about you. • The online world is public place • Care full what you use online someone might be watching. 	<ul style="list-style-type: none"> • It's very important to remember don't go anywhere online you don't want anyone to see cause someone might actually see it.
<p>Additional information from the features</p> <p>You have the Power</p> <ul style="list-style-type: none"> • Make sure you think about what you want to search before you search it. • Don't share personal information • I agree, companies should not know too much information. 	<p>How Targeted Ads Work</p> <ul style="list-style-type: none"> • targeted ADS let companies gain money! • targeted ADS let companies know you would buy, then they sell you information to other companies to gain money. • I don't think we should have targeted ads mostly for kids.

CELEBRATING!



IN CLOSING...

- Continued Reflection and Refinement
- Identifying Student Needs
- Culture of High Engagement