

# Introduction to the Iconic Prompts for Depth & Complexity



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# Icons of Depth & Complexity



- Challenge advanced learners by directing them to extend their understanding of the area of study.
- Encourages students to approach content by “Thinking like a Disciplinarian.”
- Provide students with tiered assignments, tiered lessons, and independent projects to make certain that advanced students are challenged and that struggling students catch up to grade level standards.

# Depth & Complexity



## DEPTH

Moves students toward greater expertise and strikes a balance with the goal of content coverage.

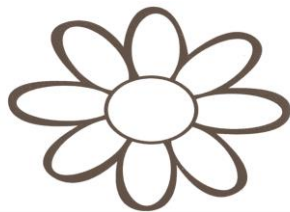
## COMPLEXITY

Students are challenged to make connections across disciplines, over time, and between disciplines.



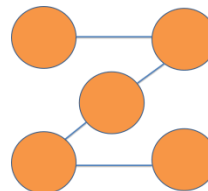
### Language of the Discipline

- What vocabulary is used?
- What tools are used?
- What methods are used?
- What service is provided?
- What products are made?



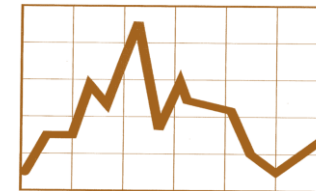
### Details

- Who...? What...?
- When...? Where...?
- Why...? How...?



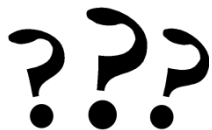
### Patterns

- What patterns do you notice?
- Can you predict what will come next?
- Why do you think so?



### Trends

- Identify cause & effect relationships
- What are influencing factors?



### Unanswered Questions

- What words don't you understand?
- What is unclear?
- What information is missing?



### Change Over Time

- What was it like in the past, the present & what might it be like in the future?
- What caused the change?



### Ethics

- Who believes the behavior or action to be right or wrong and why?



### Big Ideas

- What is the theme?
- Identify the "Big Idea", principle or generalization.

### Depth & Complexity Icons

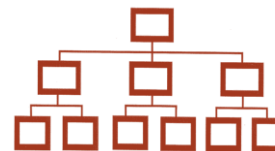
Use this page to guide discussions, as conversation "cues" during literature circles discussions, & as writing prompts to encourage critical thinking.

Shared by Sandra Kaplan



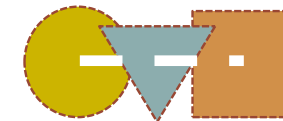
### Multiple Perspectives

- Who agrees & disagrees?
- What are their opinions?
- Who believes what & why?



### Rules

- What are the rules?
- How is it structured?

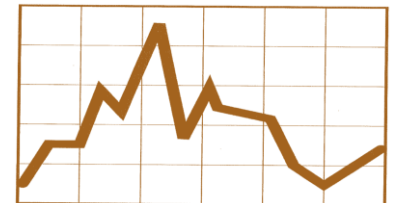
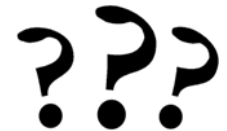
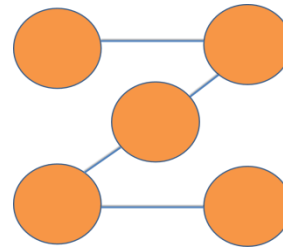
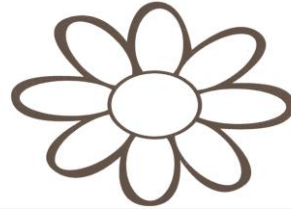


### Across the Disciplines

- What common theme connects the topics?
- How is one topic like the other?

# ICONS of DEPTH

- Necessitates uncovering more details and new knowledge related to a topic of study.
- Encourages students to adopt perspectives and to see patterns in connections.
- Refers to approaching or studying something from the concrete to the abstract, from the known to the unknown.
- Requires students to examine topics by determining the facts, concepts, generalization, principles and theories related to them.





# Language of the Discipline

Refers to:

Terminology

Nomenclature

Lexicon

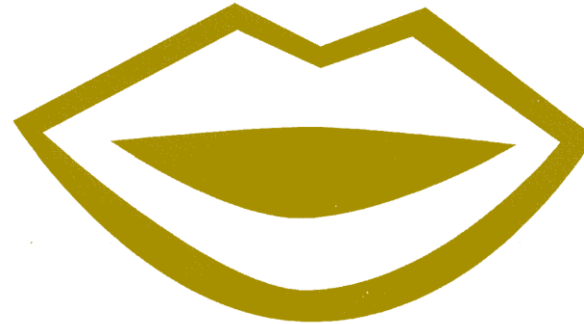
Tools of the discipline

Combinations and patterns of terms

Jargon, idiom

Signs & symbols

Figures of speech



## Language of the Disciplines– A Sample List

E/LA	Math	Social Studies	Science
<ul style="list-style-type: none"><li>• Descriptive words</li><li>• Interpretation of vocabulary</li><li>• Style</li><li>• Plot theme</li></ul>	<ul style="list-style-type: none"><li>• Terms, signs, symbols</li><li>• Operations</li><li>• Measurements</li><li>• Variables</li><li>• Functions</li></ul>	<ul style="list-style-type: none"><li>• Terms of geography</li><li>• History</li><li>• Government</li></ul>	<ul style="list-style-type: none"><li>• Matter</li><li>• Scale</li><li>• Space</li><li>• Atoms</li><li>• Laws</li></ul>

What words are specific to the work in this discipline?  
What tools are used by the experts in this discipline?  
What are the origins of new terms in this discipline?



## Details

Refers to:

Clues

Facts

Features

Data

Ideas

Traits

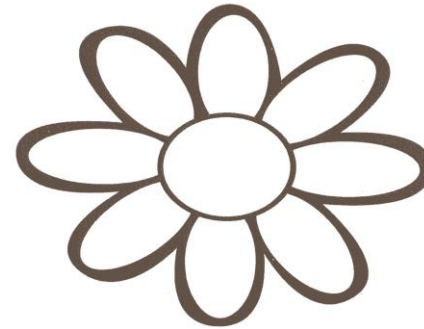
Items

Parts

Particulars

Specifics

Attributes



### Details— A Sample List

E/LA	Math	Social Studies	Science
<ul style="list-style-type: none"><li>• Characters</li><li>• Setting</li><li>• Description</li><li>• Connotation</li><li>• Informative writing</li></ul>	<ul style="list-style-type: none"><li>• Numbers</li><li>• Factors</li><li>• Points</li><li>• Lines</li><li>• Curves</li><li>• algorithms</li></ul>	<ul style="list-style-type: none"><li>• Documents</li><li>• Time</li><li>• Location</li><li>• People</li><li>• Events</li><li>• Cause/effect</li></ul>	<ul style="list-style-type: none"><li>• Features</li><li>• Time</li><li>• Atoms</li><li>• Cells</li><li>• parts</li></ul>

What details define \_\_\_\_\_?

What distinguishes this from other things?

What are its attributes?



# Patterns

are:

Predictive

Able to be replicated

Cycles

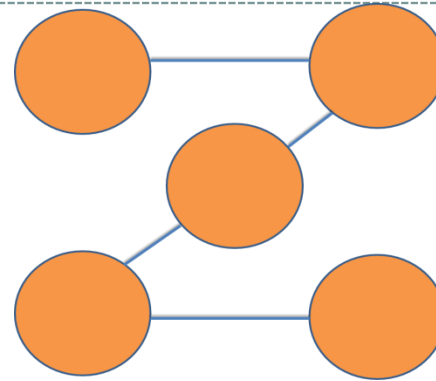
Motifs

Repetitive

Made up of details

Person-made and natural designs

Recurring elements



## Patterns within the discipline– A Sample List

E/LA	Math	Social Studies	Science
<ul style="list-style-type: none"><li>• Plot</li><li>• Conflict</li><li>• Themes</li><li>• Writing structures</li></ul>	<ul style="list-style-type: none"><li>• Number lines</li><li>• Geometric patterns</li><li>• Probability</li><li>• Order of operations</li><li>• Measurement</li></ul>	<ul style="list-style-type: none"><li>• Documents</li><li>• Time lines</li><li>• Themes</li></ul>	<ul style="list-style-type: none"><li>• DNA</li><li>• Periodic table</li><li>• Biology</li><li>• Molecules</li><li>• Crystals</li><li>• Solar system</li></ul>

Describe the patterns you find.

How does one pattern compare to another?

Identify primary & secondary patterns.





# Rules

are:

Standards

Related to structure

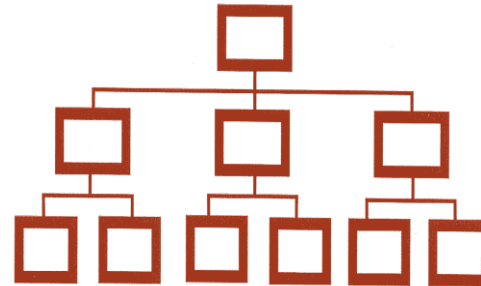
Usual courses of action or behavior

Methods

Organizational elements

Statements of truth

Authoritative directions for conduct or procedure



## Rules within the discipline– A Sample List

E/LA	Math	Social Studies	Science
<ul style="list-style-type: none"> <li>• Genres</li> <li>• Grammar</li> <li>• Word usage</li> <li>• Style</li> <li>• Poetry</li> <li>• Matching writing to purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Operations</li> <li>• Computation</li> <li>• Ratios</li> <li>• Accuracy</li> <li>• Arithmetic</li> <li>• Geometry</li> <li>• algebra</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting evidence</li> <li>• Primary documents</li> <li>• Government</li> <li>• Economics</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement</li> <li>• Data collection</li> <li>• Systems</li> <li>• Chemical reactions</li> </ul>

Describe the rules

How are rules related to patterns and details?

How do you evaluate rules' efficiency and validity?



# Trends

are:

General directions

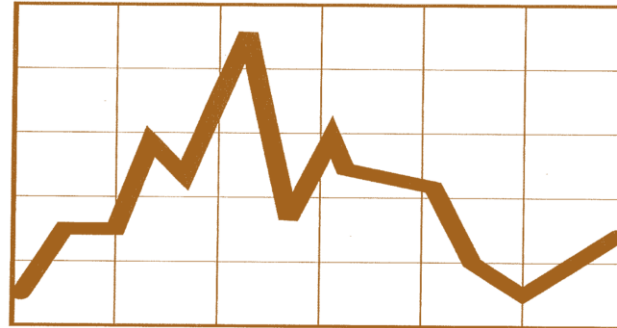
Tendencies

Current styles

Drifts

Influences

Changes over time



## Trends within the discipline– A Sample List

E/LA	Math	Social Studies	Science
<ul style="list-style-type: none"><li>• Historical fiction</li><li>• Nonfiction</li><li>• Character types</li><li>• Spelling</li><li>• Word usage</li></ul>	<ul style="list-style-type: none"><li>• Application of principles</li><li>• Tools &amp; machines of measurement</li><li>• Data collection</li></ul>	<ul style="list-style-type: none"><li>• Cultural eras</li><li>• Voter patterns</li><li>• Exploration</li><li>• Government</li></ul>	<ul style="list-style-type: none"><li>• Research</li><li>• Financial support</li><li>• Environmental</li><li>• Space exploration</li><li>• health</li></ul>

Describe the trends

Identify causes and results of a trend.

How do you evaluate a trend's importance?



## Unanswered Questions

are:

A puzzle

A conundrum

Unsolved

An unknown

Something unexplained

A dilemma

Doubtful or uncertain



### Unanswered Questions– A Sample List

E/LA	Math	Social Studies	Science
<ul style="list-style-type: none"><li>• Anonymous authors</li><li>• Author's message</li><li>• Author's motivation</li><li>• Likes/ dislikes</li></ul>	<ul style="list-style-type: none"><li>• Equations</li><li>• Historical math problems</li><li>• Unforeseen relationships</li></ul>	<ul style="list-style-type: none"><li>• Cause &amp; effect</li><li>• The future</li><li>• Ancient civilizations</li></ul>	<ul style="list-style-type: none"><li>• Experiments</li><li>• Ethical implications</li><li>• The future consequences</li></ul>

Describe the unknown details or stimuli for the event?  
Identify the origins of an unanswered question.  
How do you evaluate an unanswered question's importance?



# Ethics

are:

Controversies

Dilemmas

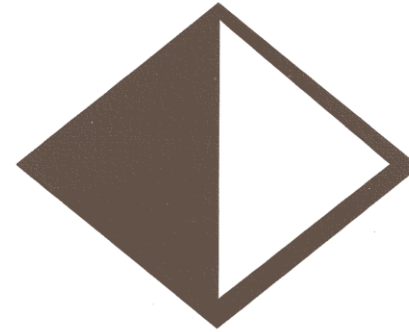
Biases

Prejudices

Found in decision making

Principles of right behavior

A set or theory of moral values



## Ethics within the disciplines– A Sample List

E/LA	Math	Social Studies	Science
<ul style="list-style-type: none"> <li>• Plot</li> <li>• Conflicts</li> <li>• Controversies</li> <li>• Plagiarism</li> <li>• Media</li> <li>• themes</li> </ul>	<ul style="list-style-type: none"> <li>• Statistics</li> <li>• Problem-solving</li> <li>• Logic</li> <li>• Applied math</li> </ul>	<ul style="list-style-type: none"> <li>• Human conflicts</li> <li>• Immigration</li> <li>• Laws</li> <li>• Dissent</li> <li>• Propaganda</li> </ul>	<ul style="list-style-type: none"> <li>• Experimental bias</li> <li>• DNA</li> <li>• Research</li> <li>• Expert disagreement</li> </ul>

Describe the ethical issues you find.  
 How do ethics get developed?  
 What are universal ethics or values?



# Big Ideas

are:

Generalizations

Related to many instances

Developed from many facts

Overarching

Principles, laws, theories

Related to universal or global themes



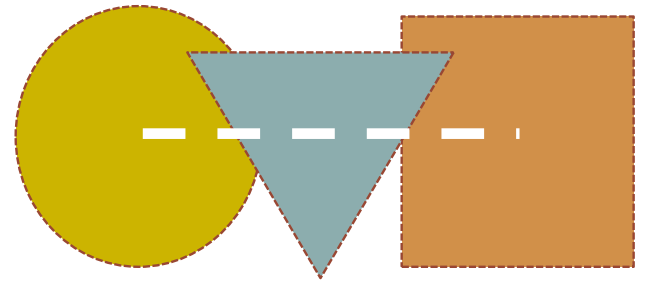
## Big Ideas within the disciplines– A Sample List

E/LA	Math	Social Studies	Science
<ul style="list-style-type: none"><li>• Themes</li><li>• Poetry</li><li>• Conflict</li><li>• Critical analysis</li></ul>	<ul style="list-style-type: none"><li>• Principles, laws</li><li>• Accuracy</li><li>• Systems</li><li>• Validity</li><li>• Scale</li></ul>	<ul style="list-style-type: none"><li>• Origins</li><li>• Cultures</li><li>• Migration</li><li>• Exploration</li><li>• Innovation</li><li>• Conflict</li></ul>	<ul style="list-style-type: none"><li>• Energy</li><li>• Gravity</li><li>• Waves</li><li>• Light</li><li>• Change</li><li>• Laws, theories</li></ul>

List the evidence needed to support a big idea.  
How does working with big ideas help you learn?  
How do you evaluate a big idea's importance?

# ICONS of COMPLEXITY

- Includes making relationships, connecting other concepts, and layering.
- Why/how approach that connects and bridges to other disciplines to enhance the meaning of a unit of study.
- Relate concepts and ideas at a more sophisticated level
- See associations among diverse subjects, topics or levels
- Find multiple solutions from multiple points of view





# Over Time

means:

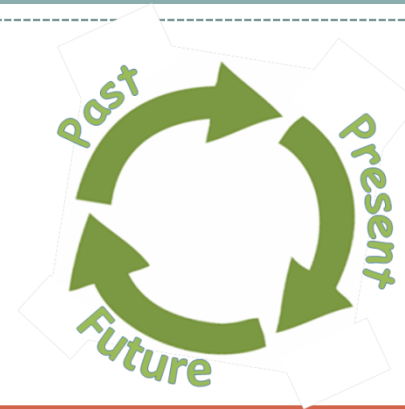
Looking at past, present, future

Applying something historic to present knowledge

Noting change

Predicting something based on present knowledge

Applying from the past to the present



## Over Time within the disciplines– A Sample List

E/LA	Math	Social Studies	Science
<ul style="list-style-type: none"> <li>• Setting</li> <li>• Relevance</li> <li>• Science fiction</li> <li>• Biographies</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretation of data</li> <li>• Time measurement</li> <li>• Origins</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• History</li> <li>• Issues of importance</li> <li>• Contributions</li> <li>• Big ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Geology</li> <li>• Change</li> <li>• Climate</li> <li>• Innovation</li> <li>• Formulas</li> </ul>

Identify a time that this issue or topic was different. How does knowing things over time affect what we learn?

How is history being made every day?



# Multiple Perspectives

are:

Different points of view

Ways of seeing and reporting things

Often dependent on time and place

Different slants

Affected by roles and responsibilities



## Perspectives within the disciplines– A Sample List

E/LA	Math	Social Studies	Science
<ul style="list-style-type: none"><li>• Characterization</li><li>• Persuasive writing</li><li>• Editorials</li><li>• Points of view</li></ul>	<ul style="list-style-type: none"><li>• Interpretation of data</li><li>• Representation of data</li><li>• Statistics</li><li>• Charts</li><li>• Graphs</li></ul>	<ul style="list-style-type: none"><li>• Historical roles</li><li>• Multi-cultural studies</li><li>• Interpreting evidence</li></ul>	<ul style="list-style-type: none"><li>• Perspectives</li><li>• Environmental perspectives</li><li>• ethics</li></ul>

Identify a different point of view and explain it.  
How does point of view affect what we learn?  
When is your perspective different from others?



# Across Disciplines

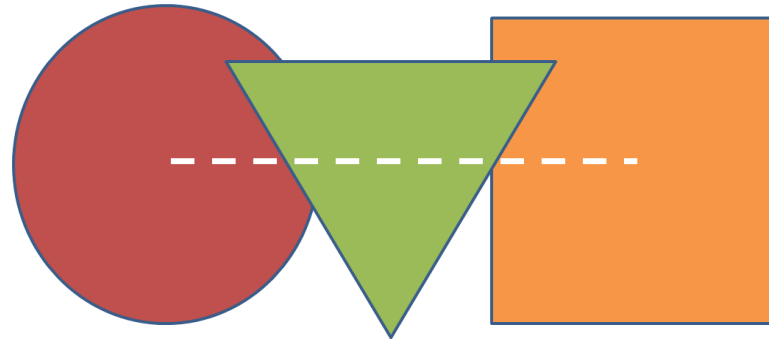
means:

Multidisciplinary

Interdisciplinary

Connections among disciplines

Touching on many subjects at once



## Across the disciplines– A Sample List

E/LA	Math	Social Studies	Science
<ul style="list-style-type: none"><li>• Biographies &amp; auto biographies</li><li>• Journals</li></ul>	<ul style="list-style-type: none"><li>• Geometry, architecture</li><li>• Economics</li><li>• Data collection</li></ul>	<ul style="list-style-type: none"><li>• Culture</li><li>• Patterns</li><li>• Human behavior</li><li>• Sociology</li></ul>	<ul style="list-style-type: none"><li>• Origins of laws</li><li>• Research findings</li><li>• Geobotany</li><li>• Biophysics</li></ul>

Sort information you are studying into several disciplines

How do experts in a discipline learn from experts in other disciplines?

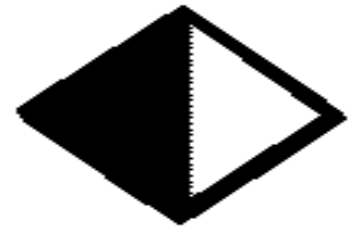
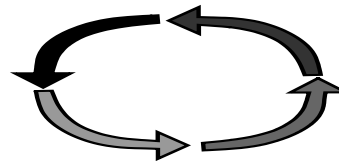
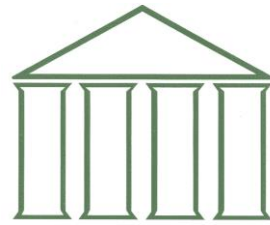
## Icon-Based Questions and Prompts May Be Used...



- After reading assignments
- In academic discussion
- In lab write-ups
- In math reviews
- As summary activities
- As comparison-contrast activities
- In practice of a world language
- In reflection on learning in physical education
- On tests
- As essay prompts
- As formative assessment

# *The Velveteen Rabbit*

- Listen to *The Velveteen Rabbit*
- Complete the frame
- Share responses with your small group





An item that was really important to

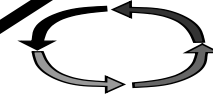
\_\_\_\_\_ was \_\_\_\_\_ because...



Another way to solve the problem of

\_\_\_\_\_ might have been to...

By the end of the story,



\_\_\_\_\_ learned....

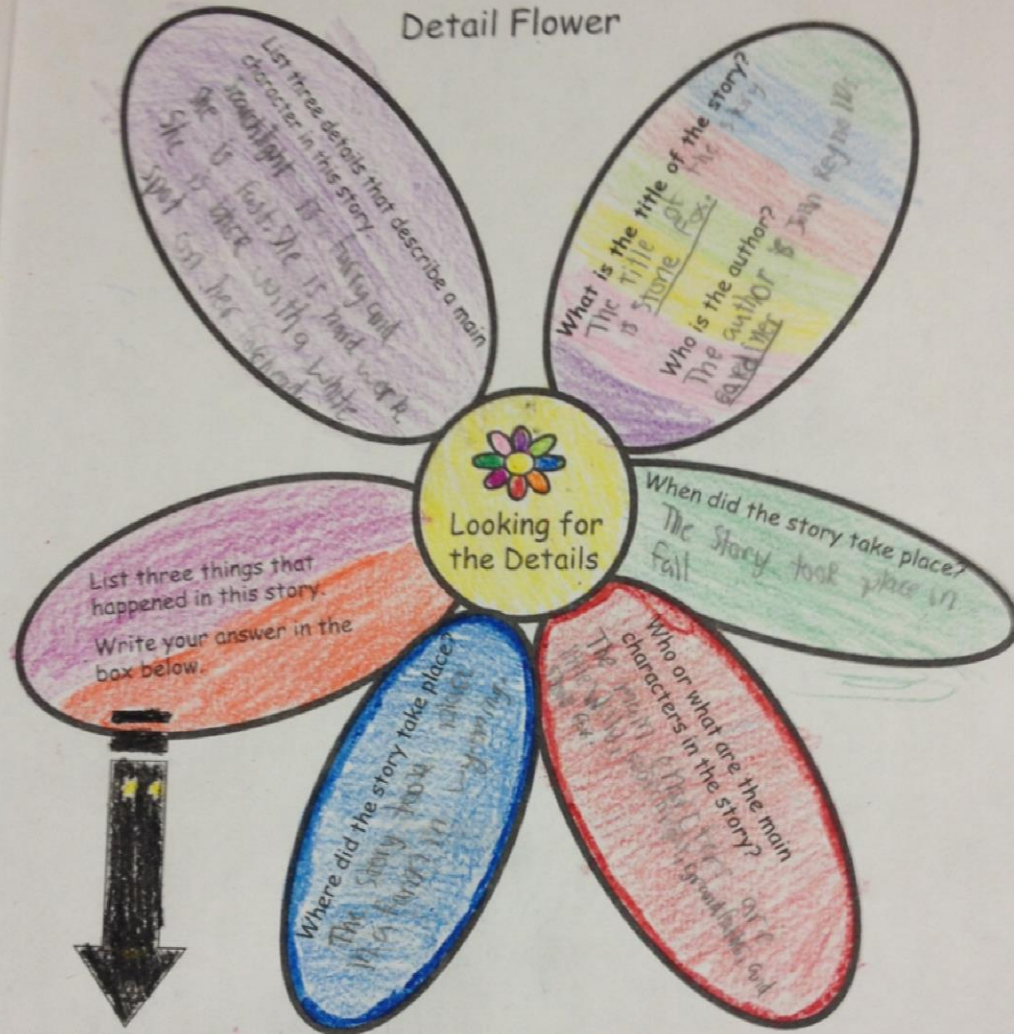
*The Velveteen Rabbit*

The author was trying to help readers understand that....



It seemed unfair when...

# Detail Flower



1. Little Willy's grandfather was inside.
2. Grand father did not want to pay his tax.
3. Little Willy decided to win a case.

# Video: Dr. Kaplan explains the Icons



<https://www.youtube.com/watch?v=McEldMETSnw>

- While viewing, take notes on the template provided.



Literature

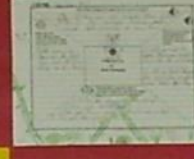
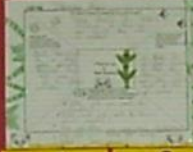
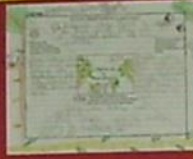


big idea

# GIANT PANDA



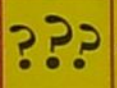
Science



multiple perspectives



details



unanswered questions



ethics



## Appearance:

- pink when they are born
- have puffy tails
- Round and cuddly
- Molar, broad and flat
- Thumb and five fingers
- Are about 1.1-1.5m long
- They are big and heavy
- has thick, wooly fur
- Her black fur around eyes and ears
- They have sharp claws
- They are the smallest bears
- Has 24 deciduous teeth and 40-42 permanent teeth
- black spots on eyes
- An adult weighs about 90 kilograms although the biggest one ever weighed was 180 kilograms
- They have black and white fur
- Large males weigh about 200 pounds
- looks like teddy bears
- small tail
- big eyes
- round face

## Characteristics:

- pandas are solitary
- 12 hours of eating a day
- Don't hibernate
- climb on trees
- live alone generally
- They are quiet
- Sometimes, pandas walk right past tasty bamboo shoots because they simply don't see them!
- They make bleating sounds.
- Good swimmers and climbers.
- Father leaves mother to take care of cub.
- Spend lots of time eating bamboo
- Spend 41% of the day sleeping and 59% active
- active 15 hours a day
- will lower head when mad
- can sit down with legs apart
- eat 10-15 pounds of bamboo each day
- female can only have 1 baby a year
- Adults have defined territories

## Predators:

- Golden Cats
- leopards
- tigers
- Yellow throated Martens
- foxes
- snow leopards

## Food:

- flowers
- grass
- eat mostly bamboo (with ferns)
- eat long
- eats fruits
- eats fish

## Habitat:

- All of the wild giant pandas in the world live in western China

## Other Information:

- They are endangered.
- Today, only about 1,600 pandas survive on earth.
- Scientific name *Ailuropus melanoleuca*
- The Chinese call the giant panda *giant bear* which means 'large cut bear'
- Chinese scientists are working with other scientists from other countries to find out more about wild pandas
- can live to be 20 years old in the wild
- some watch bears that live in a zoo
- World Wildlife Fund is helping to save pandas
- other scientists claim that it belongs to the bear family
- to save these wild will need enough land to live in and enough bamboo to eat



3rd Grade



Art



# EEK! There's a Mouse in the House

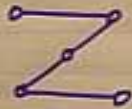
Use a post-it and write a "new something" you  
from the story. (Make it different from your other



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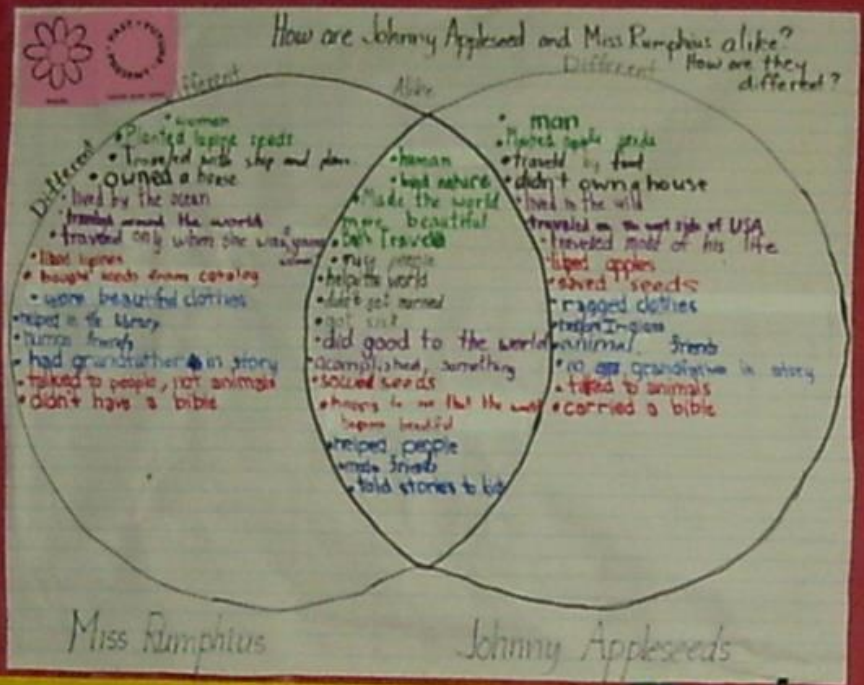
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Change  
over time

[ ] [ ] [ ]





Miss Rumphius in Action

Young Girl:

- She painted pictures.
- She helped her grandfather.
- Listened to her Grandpa's stories.

Alice

Young Woman:

- She worked at a library
- Organized books, helped people
- talked books, dusted books
- She visited a Conservatory
- (It reminded her of a tropical island)
- she traveled to different places

Miss Rumphius

Older Woman:

- She came back from traveling
- She grew white hair.
- She stayed mostly in bed.
- She scattered lupines.
- Next spring, her lupines bloomed

Crazy Old Lady

Lupine Lady

Miss Rumphius Barbara Cooney







Miss Rumphius scattered lupine seeds to make the world more beautiful. What would you do to make it more beautiful?

- I will recycle a lot because I feel it recycle save a tree.
- I would sow many tree and flower seeds.
- When I shop I would use my own plastic bag instead of the others.
- pick up trash
- reduce, reuse, recycle, and rethink
- use less electricity
- clean up
- I would plant lots of trees for animals to live.
- I would not pollute.
- I would clear up the air in the ocean.
- I would plant more tree seeds.
- I will recycle.
- I will love flowers and trees close.
- I will ride cars less because it would pollute air.
- I will pick up trash in the sea and land.
- I will not litter.
- Instead of buying so many plastic bottles, I will refill my water bottle.
- I'll plant grass in a plastic pot of soil.
- I will not use a lot of paper so trees won't get cut.



Alice helped her grandfather paint pictures. What are some ways you can help a grandparent or an older person in your family?

- take out trash for mom
- help clean house
- listen to mom and dad
- vacuum the roof
- help my mom cook
- help my mom take care of my sister Alivia
- help pick up litter up the house
- help get things for them on the ground
- I can help them with the shoes
- I can wash my clothes
- I can help my dad and mom do bands
- I could help my mom fold her clothes
- I can carry heavy bags for them
- I can get food for my mum and dad.
- I would try not to be noisy.
- I like to mow the lawn and water the plants.
- I would help by helping them cross the crosswalk.
- I would make them not feel lonely.
- I like to help my grandparents clean up their house.



What are some of the things people do that ruin the beauty of our world?

- Some people are polluting the air with gases.
- Some people don't recycle.
- A lot of people pollute the ocean.
- People cut down trees.
- We throw away a lot of things, which get dumped into land.
- People are destroying our rainforest and that is causing floods.
- People throw trash in the sea and make the sea unhealthy.
- People are littering trash and not recycling.
- use gas to make dirty air
- litter in grass and ocean
- waste electricity
- global warming
- They are picking up flowers and throwing them away.
- People cut down trees from the forest to make houses.
- They pee and spit in the ocean.
- They litter because they don't care and that's not good.
- They dump oil in the ocean and rivers.
- People throw away their appliances instead of recycling.
- People buy things that they can make.







How was Fern a friend to Wilbur?  
Describe how she treated him.

- Fern saved Wilbur's life.
- She fed Wilbur milk before she went to school and in the afternoon when she came home.
- Fern built a wooden house for Wilbur to sleep in.
- She brought Wilbur to school and showed him to the class.
- Fern let Wilbur ride in her doll carriage when Wilbur got tired of walking.
- She held the milk bottle while Wilbur sucked from it.



Tanner

Elisa

Jason

Mia

Jonathan



What lessons did you learn from reading the story, Charlotte's Web?

- A friend in need is a friend indeed.
- It tells about a spider's life cycle.
- It shows how a community can help one another.
- It's about how to help one if need.
- When you have problems, don't give up because you're not alone. Someone will help you.
- It's about life and death.
- Always be nice to one another.



Augustine

James

Elukya

Andrew



Do you think Mr. Arable's idea to kill the pig (because it was a runt) was right or wrong?



☺ Right

- It's right to kill it to have some food to eat.
- It's right to eat it because you might get some flu.
- Killing the pig is right because they can get money by selling the meat.
- It's right because you don't have to waste your time raising it.
- It's right to get rid of it if your family is allergic to pigs.

☹ Wrong

- It's wrong to kill an animal just because it's little.
- It's not worth it killing a pig's life just for money.
- It's wrong because I don't want another pig.
- It's wrong because you won't know if it will die.
- It's always a bad idea to kill a pet.

Thomas

Justin

Shayna

Anthony



What unfamiliar words did you come across in the story?

- runt - undersized animal or person (noun)
- radiant - (adj) glowing with brightness
- gullible - (adj) easily fooled
- crotchety - (adj) stiff or peevish
- skilful - (adj) having the ability to do something well
- ability - (noun) talent, intelligence



something, especially a work of art


Ami

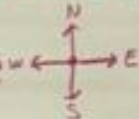
Steve

Tommy

# How<sup>Are</sup> Maps Helpful?

- 1) They tell us where to find places.
- 2) They give us directions.
- 3) They can show where mountains, lakes, deserts are.
- 4) They show the capitals of states and countries.
- 5) They show big cities and rivers.
- 6) They show where one place is compared to other places.
- 7) They show how far things are apart.
- 8) They can show where things are located (fossils, <sup>dinosaur</sup> eggs).

 Maps often have:

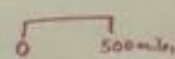
Compass Rose 

A compass rose shows directions.

Map Key

-  Mountains
-  Water
-  Desert
-  Cities
-  Forest

The map key explains the symbols on the map. It can be pictures or colors.

Map Scale 

The map scale can be used to find out how far one place is from another.



# Introducing Iconic Prompts



## Make a Connection

- Show students pictures of different signs and symbols
- Ask how these signs help us.
- Then relate those signs to the symbols we use to represent the D& C icons.
- Explain that these symbols will help us along our pathway of learning in school

## Relate to Self

- Introduce yourself to the class using each element of D&C
- Then students can relate the elements to themselves
- Students can then frame themselves using 4 of the elements, using the frames to introduce themselves to each other.

## Relate to Text

- Look at a simple story in a more sophisticated way.
- Using a simple story, have the students identify the elements of D &C



Name: \_\_\_\_\_

From the story of \_\_\_\_\_

# A Tale About Charli



## Details

My name is Charli.  
I was born on  
September 4, 2004.  
I am in 4th grade and  
in Mrs. Stowers class.



## Ethics

I think that kids  
should be able to  
have fun because  
if kids aren't  
able to have fun  
we would have  
a hard time  
living life.



Big Idea

I am all about having  
fun, playing around, figuring  
out things, and a little bit  
of seriousness.



## Returns

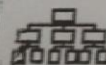
I think that when  
I am in Mrs. Harris's  
class it will be a fun  
year and I will have  
many projects.

## Multiple Perspectives

I believe that  
everyone should be  
able to think what  
ever and everyone  
have freedom.



## Rules



1. no playing ball in the house.
2. no electronics in bed.
3. no dinner at friends house during week.
4. no playing with friends after 8:00.
5. no tv after 8:00.
6. be in bed at 8:30.
7. no pajamas on after 12:00.
8. start to play with friends at 9:00.
9. put my book away at 10:00.
10. brush my teeth and get my pg's on at 8:15.

# My Story... A Tale About Me



## Multiple Perspectives

My perspective is that the most fun thing to do is go and play a lot and learn more.

My perspective is that something I don't like to do is work because I work every day going back and forth.



## Details

Some details that tell about me

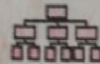
My Name is Tecuan Xiang

I am nine years old.

My hair is black and brownish.

My eyes are brown.

My favorite color is Black.



## Rules

A rule that is important to me is

be friends with others and to know people more.



## Patterns

A pattern in my life is

I do work every week and it repeats.



## Ethics

I believe it is wrong to

hate others.

I believe it is right to

respect people.













## Change Over time

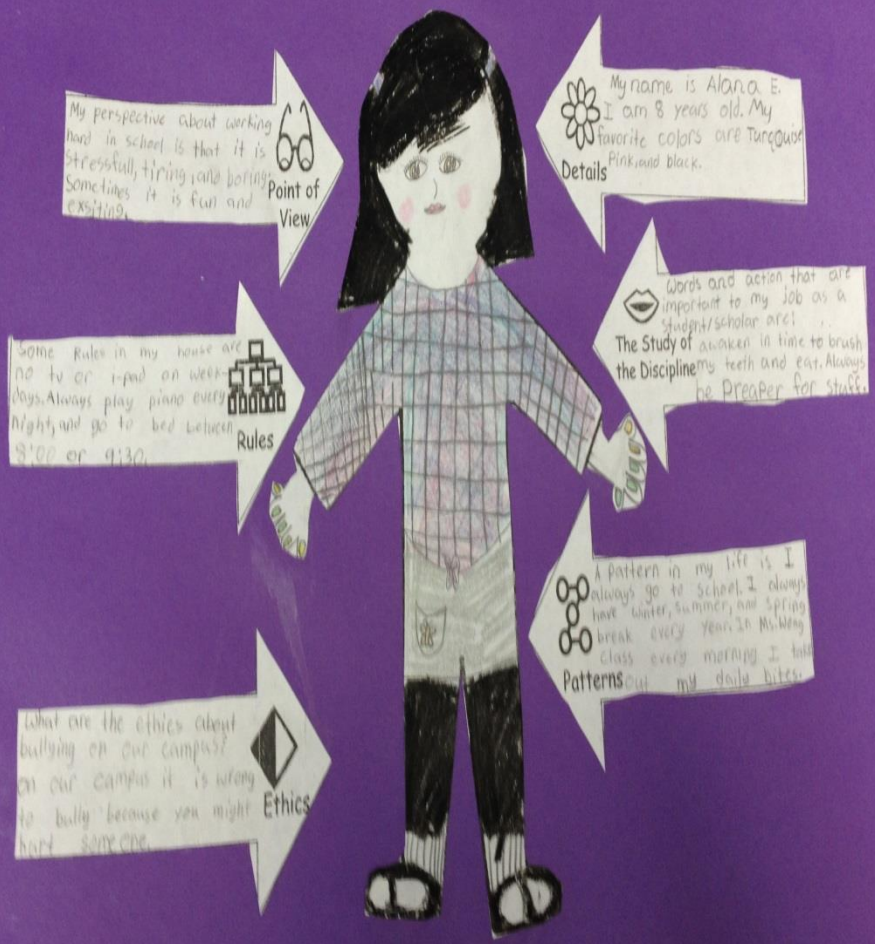
Some things about me that have changed over time are

My age. Height, My hair.



# Ezrael

<p><b>Details</b> </p> <p>Some <u>details</u> about me are</p> <p>My name is <u>Ezrael</u></p> <p>I am <u>8</u> years old.</p> <p>My favorite color is <u>red</u></p> <p>This is a picture of my face.</p> 	<p><b>Language of the Discipline</b> </p> <p><u>Words and actions</u> that are important to my job as a student/scholar are:</p> <p>learn facts and math and reading.</p>	<p><b>Patterns</b> </p> <p>A <u>pattern</u> in my life is</p> <p>every Friday I play laser tag with my friends</p>
<p><b>Rules</b> </p> <p>A <u>rule</u> at my home is</p> <p>A rule at my home is to not play soccer in my home.</p>	<p><b>Multiple Perspectives</b> </p> <p>People often have different opinions or perspectives about topics. My <u>perspective</u> about working hard in school is</p> <p>Daily bite pen why becus its a lot of witea.</p>	<p><b>Ethics</b> </p> <p>Issues that people have strong feelings about involve ethics. Problems or conflict can result when people don't agree on what is "right" or "wrong" about an issue. What are the <u>ethics</u> about bullying on our campus?</p> <p>bad becus bully can hurt some yaks</p>
<p><b>Big Idea</b> </p> <p>A "<u>Big Idea</u>" can be a lesson or message an author wants a reader to learn. If you wrote a story about being a good friend, what "Big Idea" would you want to share?</p> <p>to go to sunspash and go on the kids we what to go on ever</p>	<p><b>Unanswered Questions</b> </p> <p>I am still wondering about</p> <p>An <u>unanswered question</u> I have is</p> <p>my birthday at donse gettle pizza.</p>	<p><b>Change Over Time</b> </p> <p>Some things I would like to see <u>change</u> this year are</p> <p>I what to see all of the homes to be mad at of roks.</p>





Dani

What are the ethics about bullying on our campus wrong about bullying because it hurts people feelings.  
Ethics

My perspective about working hard at school is reading because it makes your brain smart.  
Point of View

A rule at my house is doing homework before watching TV.  
Rules



Words and actions that are important to the Study of my job as student the Discipline scholar are: Paper pencil Desk name tag

a patterns in my life is every Sunday I see my dad then I see my mom.  
Patterns

My name is Dani I am 7 years old my favorite color is red my favorite sport is soccer.  
Details

# Study of A Discipline



Details about what someone in this discipline does:



What is a topic of debate or conflict in this field?



Some vocabulary used in this discipline:

Think Like A

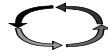
\_\_\_\_\_,

whose job it is to...

Some tools used in this discipline:



Who has different perspectives on the issue? Who believes what & why?



Describe something that has changed over time in this discipline or "field"

name Leah Lu 723-04

# Framing Plants Leah Lu



big ideas or generalizations

A plant is a system of parts that work together for a purpose.



language of the disciplines

Life Cycle

- 1 Seed
- 2 seedling
- 3 Adult plant with seeds



Roots, Stem, leaves, pollen, petals, Seed, thorns, trunk, fruit, branches, nectar, flower.



patterns

Plants have roots that hold the plant in the ground. The roots suck the water in the plant. The stem holds the plant up straight. The stem holds the leaves on. A leaves make food for the plant.



details





### Details

Provide details about what all living things need to survive.  
How do living things get the food they need?

### Text Analysis

The Discipline of Science



Identify the different kinds of eaters or consumers.

List & define at least 5 vocabulary terms used in this chapter.

Big Idea: To survive, all living things depend on other organisms in their environment.

Support this generalization with at least three examples. Use page numbers to cite your examples.

Fourth Grade: Life Science 3. Living organisms depend on one another and on their environment for survival.

Directions: Using the text book, chapter three, answer the following questions

In the space below, write two questions you would like to know more about..

1)

???

2)



### Rules

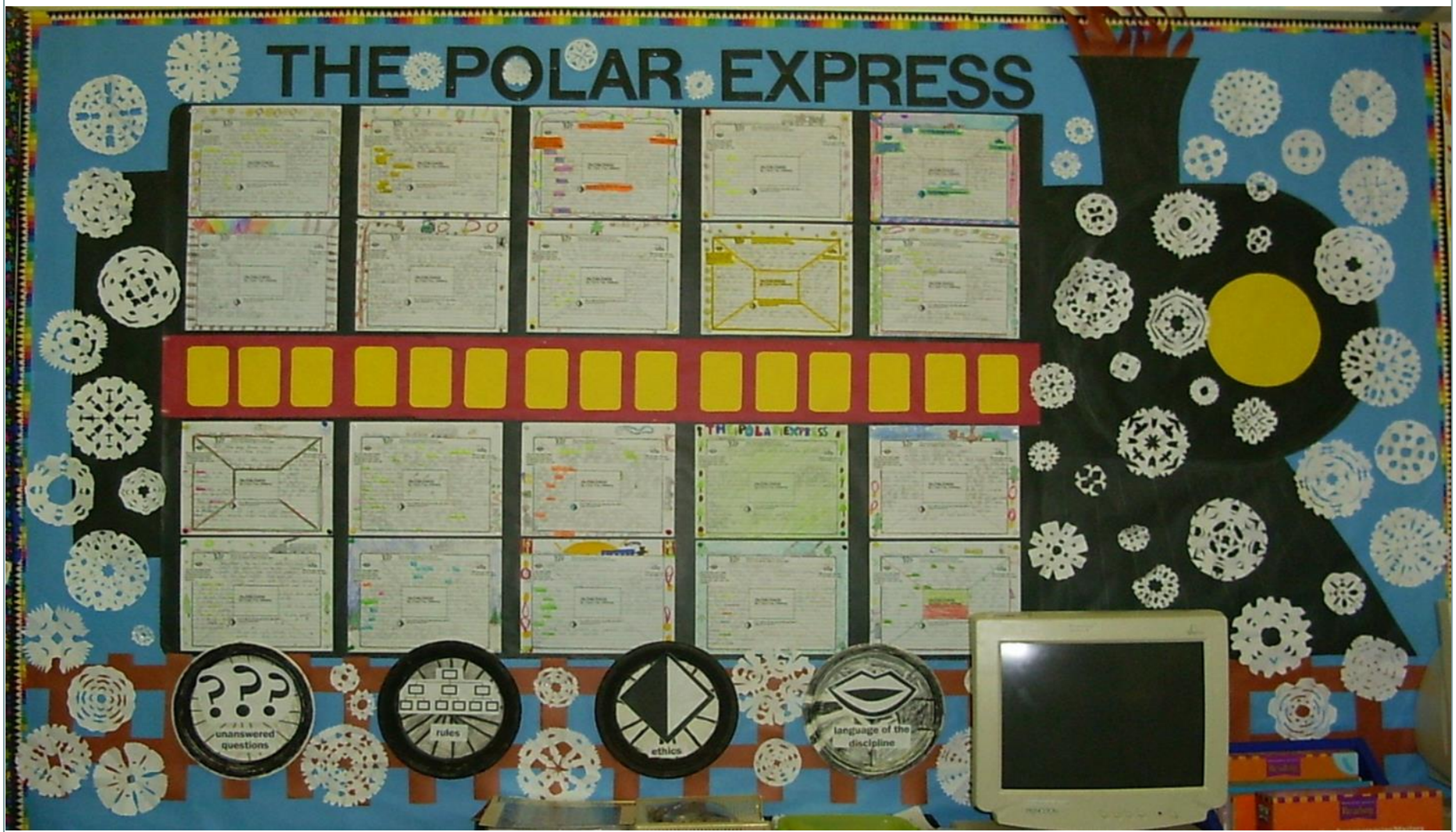
Describe the sequence of feeding relationships in a food chain.

# THE POLAR EXPRESS

Handwritten notes with diagrams	Handwritten notes with diagrams	Handwritten notes with diagrams	Handwritten notes with diagrams	Handwritten notes with diagrams
Handwritten notes with diagrams	Handwritten notes with diagrams	Handwritten notes with diagrams	Handwritten notes with diagrams	Handwritten notes with diagrams

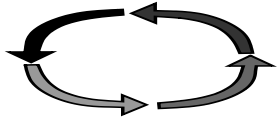


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Handwritten notes with diagrams	Handwritten notes with diagrams	Handwritten notes with diagrams	Handwritten notes with diagrams	Handwritten notes with diagrams



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Change Over Time**



**First,**

**Title:**

\_\_\_\_\_

**Author:**

\_\_\_\_\_

**Genre:**

\_\_\_\_\_

**Next,**

**Finally,**

**Then,**

