



STEM INTEGRATION IN LITERACY

By: Amy Chevalier

Welcome!

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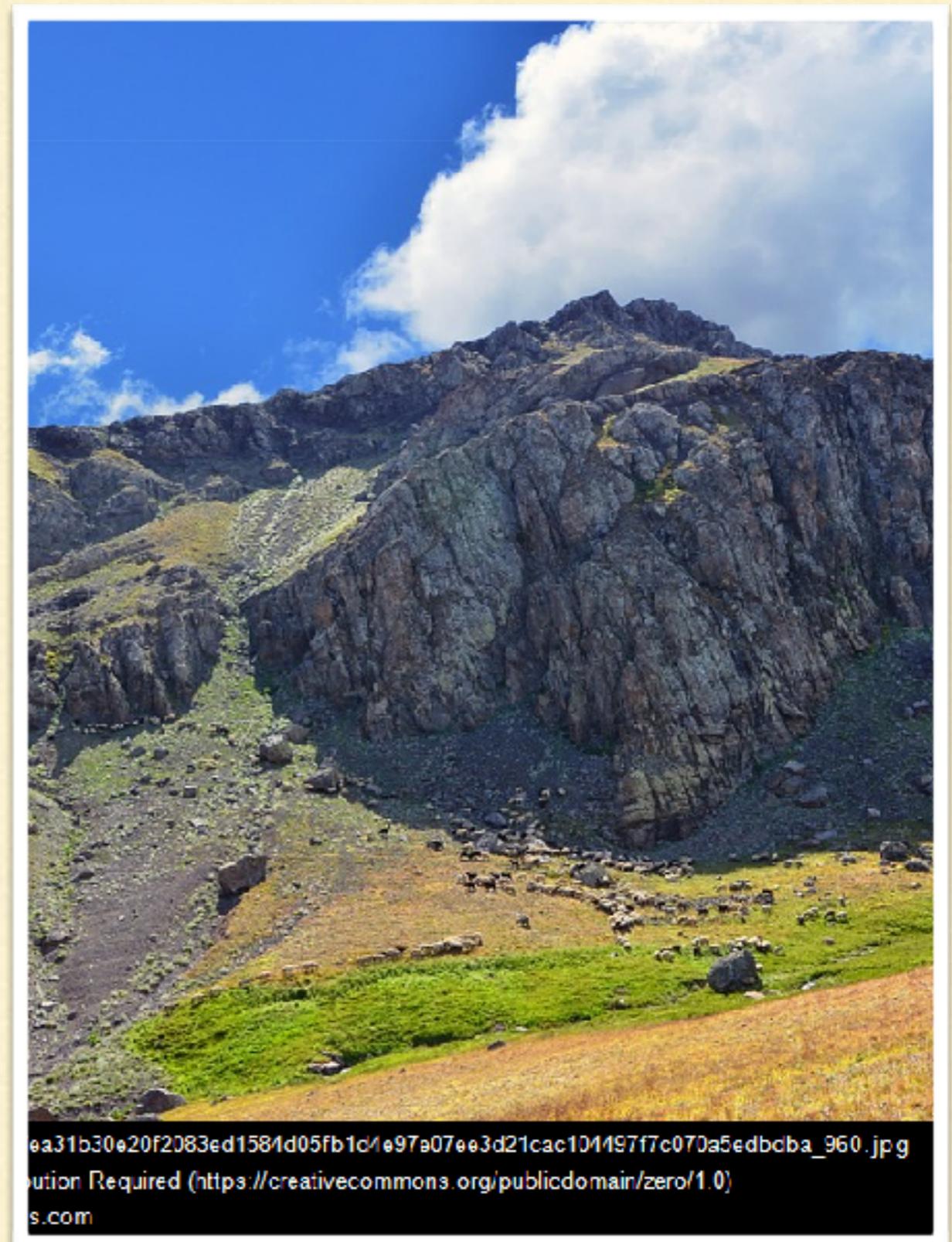
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About Me:

- Was a 1st Grade Teacher at a STEM Magnet, now moving to STEM Coach position
 - NM PED Teacher Liaison Network
 - Taught for 15 years, preschool through 2nd grade levels
 - Completed Apple Vanguard
 - Apple Teacher
 - Golden Apple Nominee
 - ClassDojo and GoNoodle Ambassador
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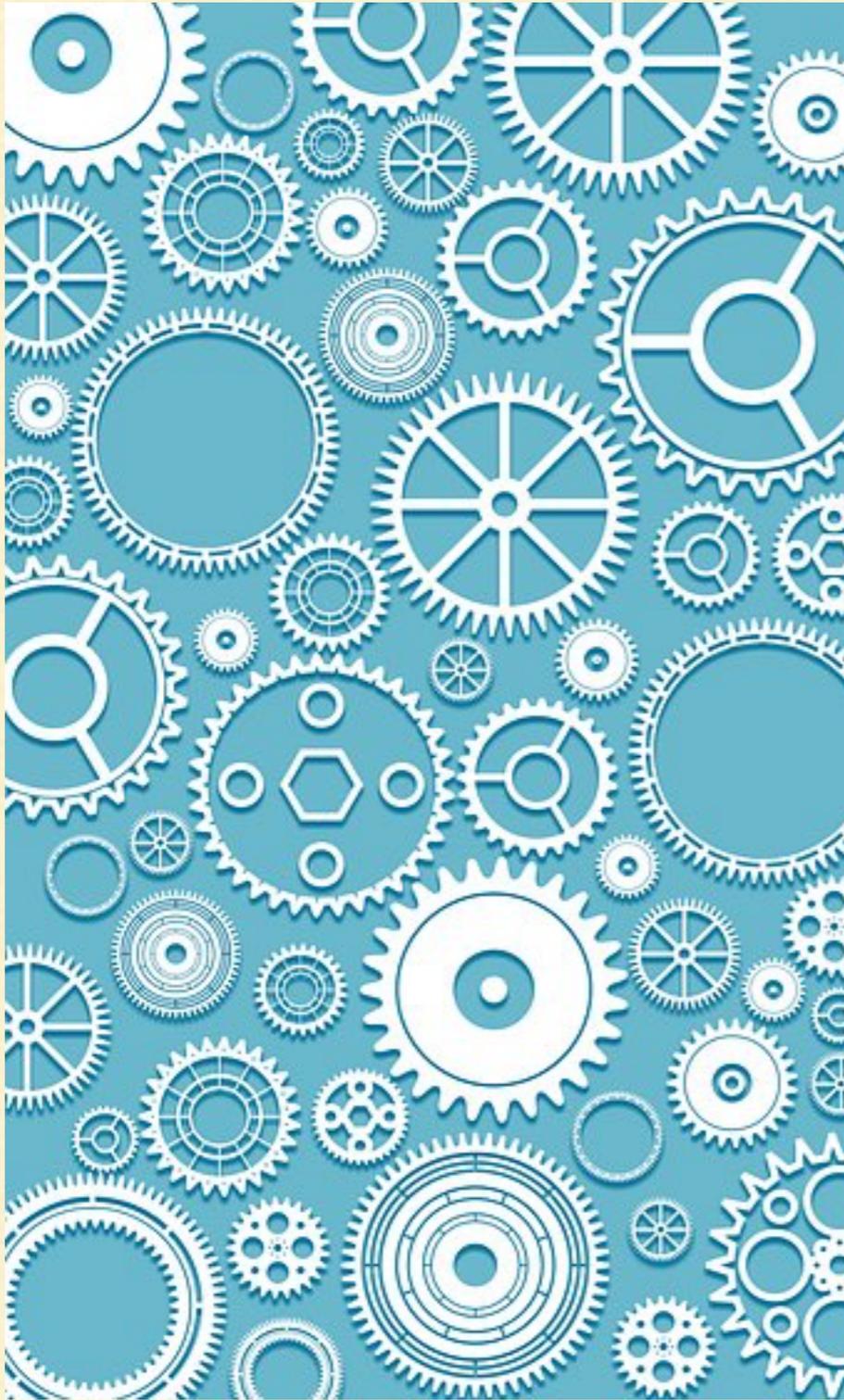
How do I complete all requirements AND integrate?

- No one gets it all done, ever!
- Focus on the standards NOT the curriculum books.
- All you can do is your best.
- Try changing a little at a time.
- It's ok to fail or feel frustrated. That's how you grow!
- Integration is about completing standards in a comprehensive way not adding more to your plate.



HOW DO I GET STARTED?

- Always begin with the CCSS you need to cover. Think about your most difficult or boring standards and consider integrating with those.
 - Integration tends to be more engaging and fun. Use that novelty and joy to help your students to learn the difficult standards.
 - Choose NM STEM Ready (Next Gen) standards that you feel work with the CCSS that you are covering.
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Example Standards

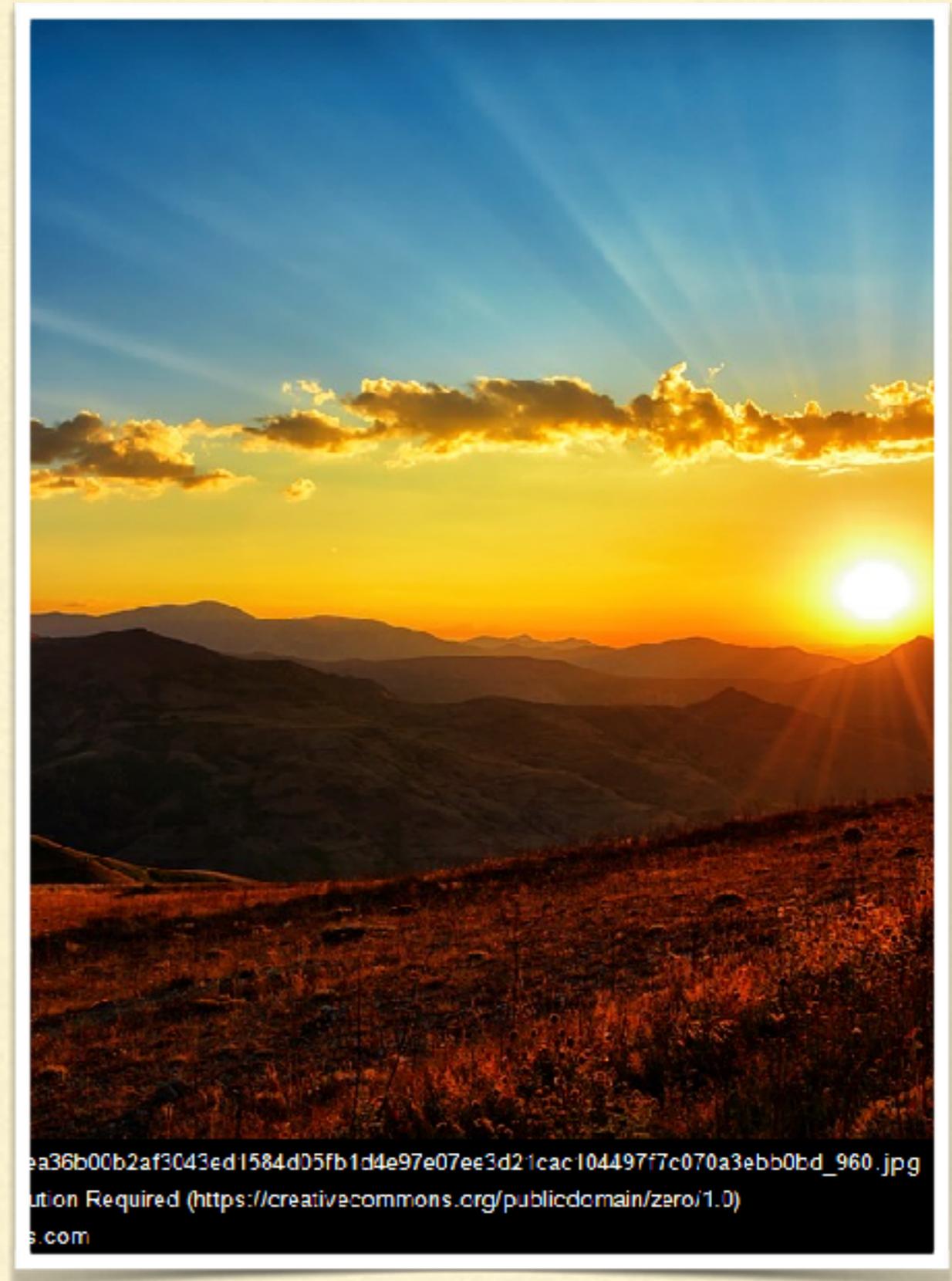
- CCSS for ELA: CCRA.R.2
Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.
- NGSS Science and Engineering Practices: 1.3, Define a simple problem that can be solved through the development of a new or improved object or tool.

WHAT NEXT?

- Choose literature that connects with the ELA CCSS.
 - Pick out vocabulary from the story that you need to introduce at the start of the lesson.
 - Decide if there is a theme or specific materials that will work well with these standards.
 - Consider differentiation needs within your classroom.
 - Decide if there is music, costumes, or decorations that will connect your students even more to the lesson.
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HOW MIGHT THAT LOOK?

- Using the book, *What Do You Do With a Chance?* by Kobi Yamada intro the following vocabulary- fluttered, unsure, courage, and foolish.
- Using the central idea of taking chances when you have them, have students draw or write about a chance they took. (i.e. not using training wheels, a new game, a new friend, etc.)
- Have students take a picture of their writing/drawing and add it to SeeSaw. Students will complete a voice recording connecting their writing to the story in a few ways. (i.e. I was scared to take the chance like the character.)



Your Turn!

- Using the QR Code, go to web.seesaw.me or use the SeeSaw app on your device.
 - Listen to the book recording. Keep in mind, this method can be used for absent students to catch up on missed work.
 - Using the paper provided, briefly write about a chance you took in your teaching method. Just a quick sentence or two, as I am not grading you!
 - Tap on the lightbulb section called Activities and hit the green add button.
 - Follow the written and/or audio directions. This is great for non-readers and for students who need the directions repeated several times.
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HOW MIGHT THAT LOOK (CONT'D)?

- Give the students a “chance” yellow puff ball. Invite students to engineer a method to make their chance fly using a paper airplane. Intro the voc- gravity, lift, drag, and aerodynamic
- Have students- Consider the Problem, Research (this can be done whole group using a paper airplane book), Plan, Create a Prototype, Test, Improve, and Test again.



Your Turn!

- Do a little research on how to make a paper airplane... or just give it a go if you wish.
 - Talk to your elbow buddy about your engineering plan.
 - Create an airplane and test it out with your “chance”.
 - Try something different if it doesn't work.
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HOW DO I GRADE THIS TYPE OF LEARNING?

- Rubrics, rubrics, rubrics. There are several resources in the cyber world that have pre-made rubrics or easy edit rubric makers. Rubistar, Rubric Maker, and Quick Rubric are a few.
 - Use *Numbers* or *Word* to create your own specific rubrics.
 - TpT has good pre-made rubrics. Kristin Jones' Engineering and Design Process rubric pack is good for the engineering portion of integration lessons.
 - Incorporate information that relates directly to the students understanding of the standards with which you began. This way, you know you are connecting back to the standard to assess your students learning.
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Writing and Comprehension Rubric

What Do You Do With a Chance?

	Excels	Proficient	Some Support Needed	Needs Improvement
	4	3	2	1
Ideas	Idea described is well thought out and connects to the central theme of the story.	Idea described makes sense and is understandable.	Idea described needs more thought but makes sense.	Idea described is not understandable or does not relate to the story discussion.
Writing	Writing has complete sentences and thoughts. Proper grammar, punctuation, and interesting vocabulary is used.	Writing has complete sentences and has mostly correct punctuation and conventions.	Writing needs support but is mostly understandable to the reader.	Writing needs support and is difficult to understand or needs a great deal of development.
Explanation of Chance	The chance is explained thoroughly and with 4 or more details.	The chance is explained with 2-3 details.	The chance is explained with one detail.	The chance is not explained with any details.
Reasoning	The voice recording connects the chance writing to the story in a few ways.	The voice recording connects the chance writing to the story in 2 examples or ways.	The voice recording connects the chance writing to the story in one detail or way.	The voice recording does not connect the chance to the story.

WHY INTEGRATE STEM INTO YOUR LITERACY BLOCK?



- What kinds of learners do you have in your room? Are they all the same?
 - How could your students benefit from this lesson format? Would it make a difference in your classroom?
 - What makes school fun in your room or at your current school location?
 - Does integration make a difference in how children feel and how they absorb information?
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ONE MORE THING...



- Using SeeSaw add one more item.
 - Tap on the green add button and add an exit ticket video or picture with an audio recording of what you learned today and what you plan on trying in the fall.
 - Any questions?
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THANK YOU FOR LISTENING!
