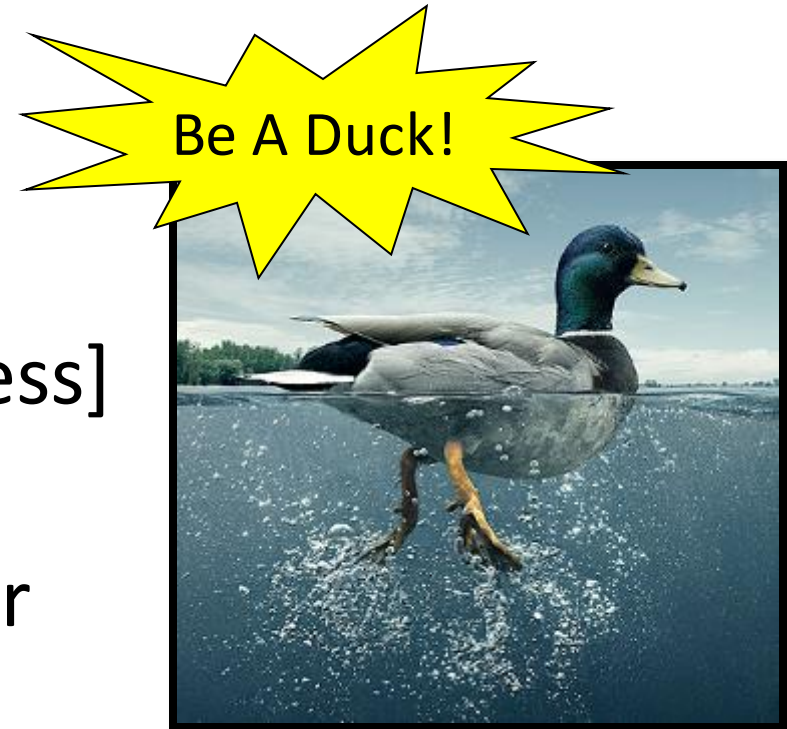


# Welcome New Prague Teachers!



On the Post-it Note, reflect on your most **embarrassing moment** this past year with one of the following:

- Write a Facebook post & draw a photo
- Write a Tweet [140 characters or less]
- Draw a Snapchat photo with a filter





Educational  
Leadership is to strive  
for both excellence  
and equity –  
*everyday* for  
*every one.*



David Wolff  
Teacher, Coordinator,  
Principal

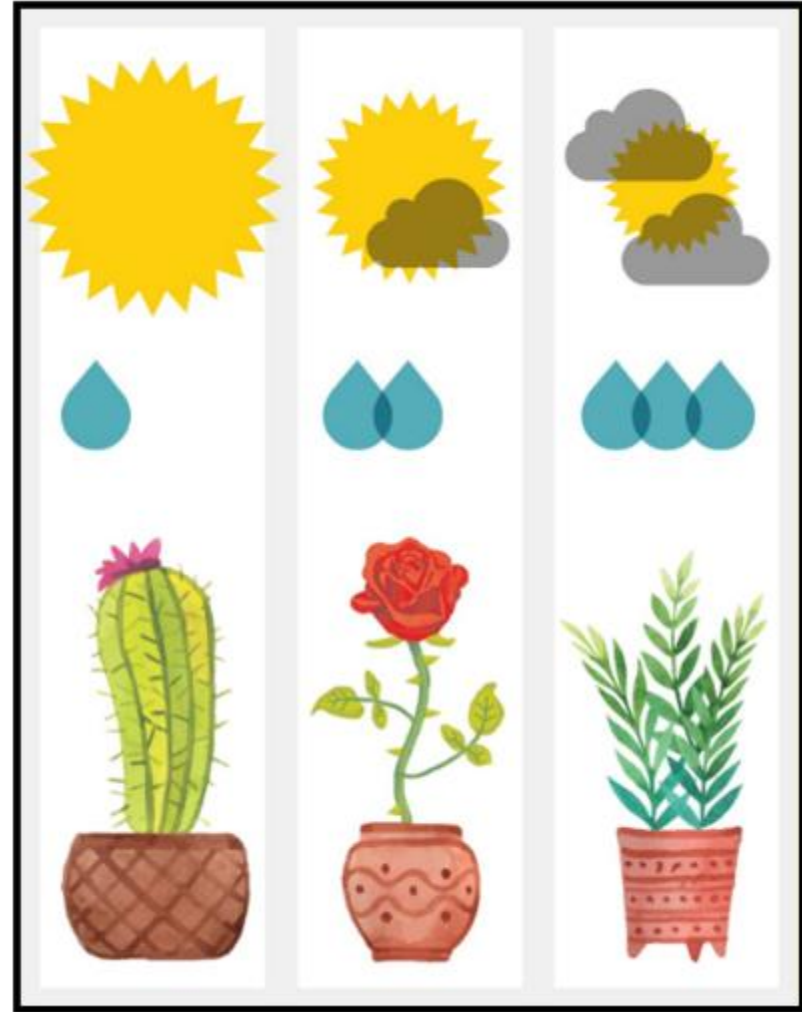
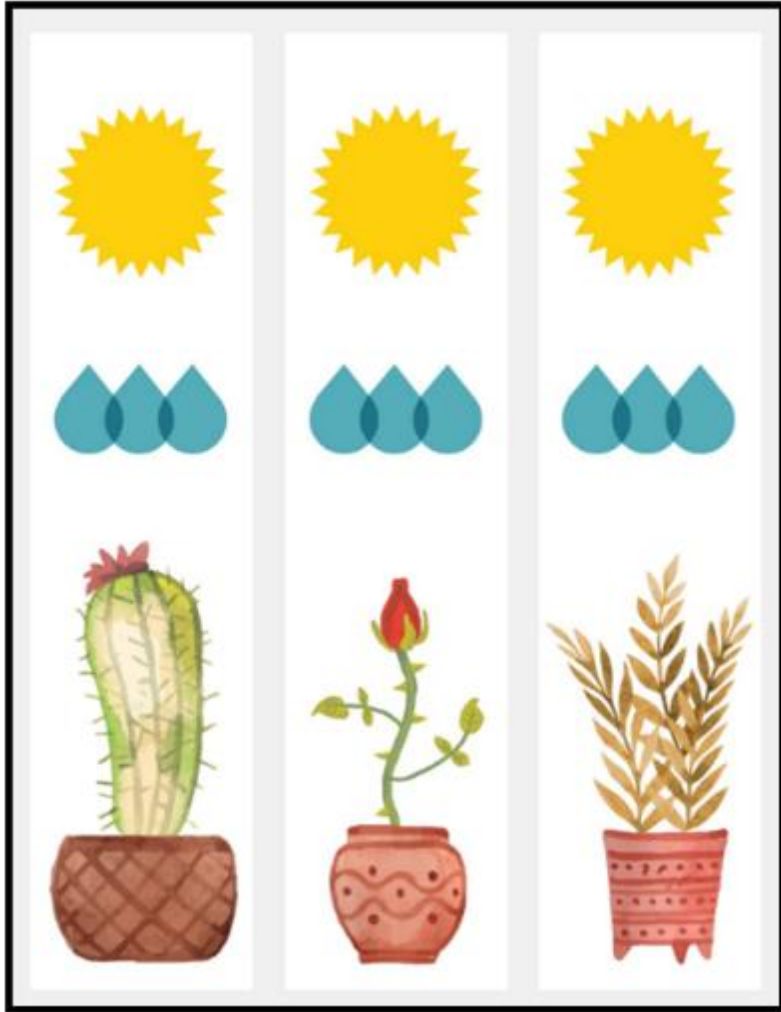
# Essential Question:

How do I support all three learners thrive?



EQUAL

EQUITY





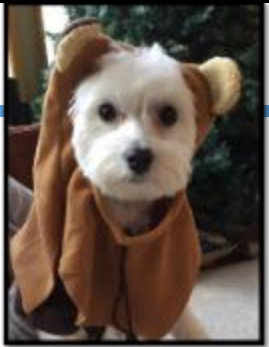
Elementary Classroom Teacher  
10 years

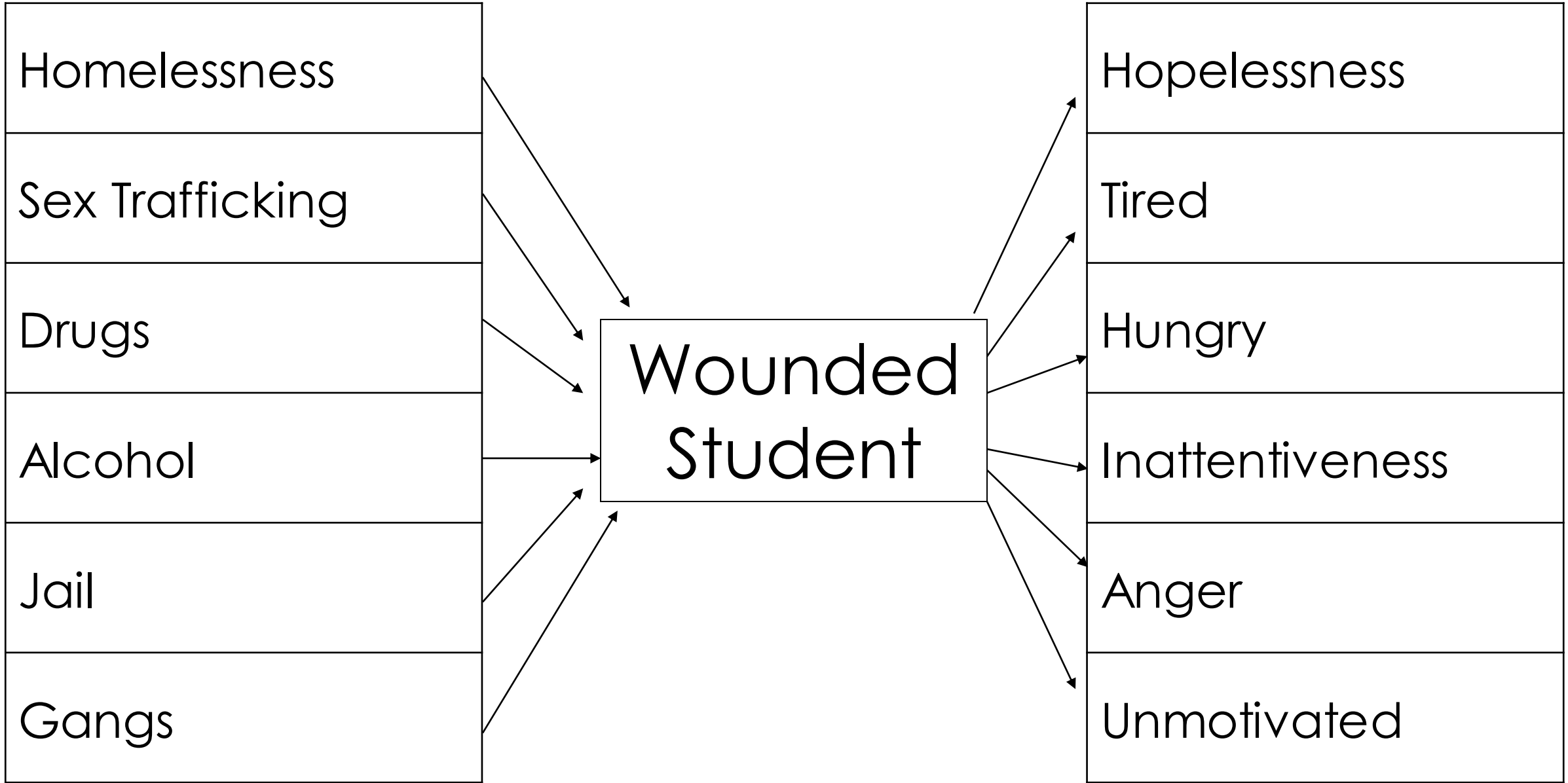
District Coordinator of Gifted & Talented Services  
5 years

- Coordinate Gr. K-6 Services
- Resource at Gr. 7-12
- Gifted & Talented Interventionist [Gr. K-5]
- Coordinator of Project E<sup>3</sup> [Gr. 4-6]
- Elementary Instructional Coach

High School & Middle School Principal  
1 year

Intermediate Classroom Teacher  
1 year





Homelessness

Sex Trafficking

Drugs

Alcohol

Jail

Gangs

Wounded Student

Hopelessness

Tired

Hungry

Inattentiveness

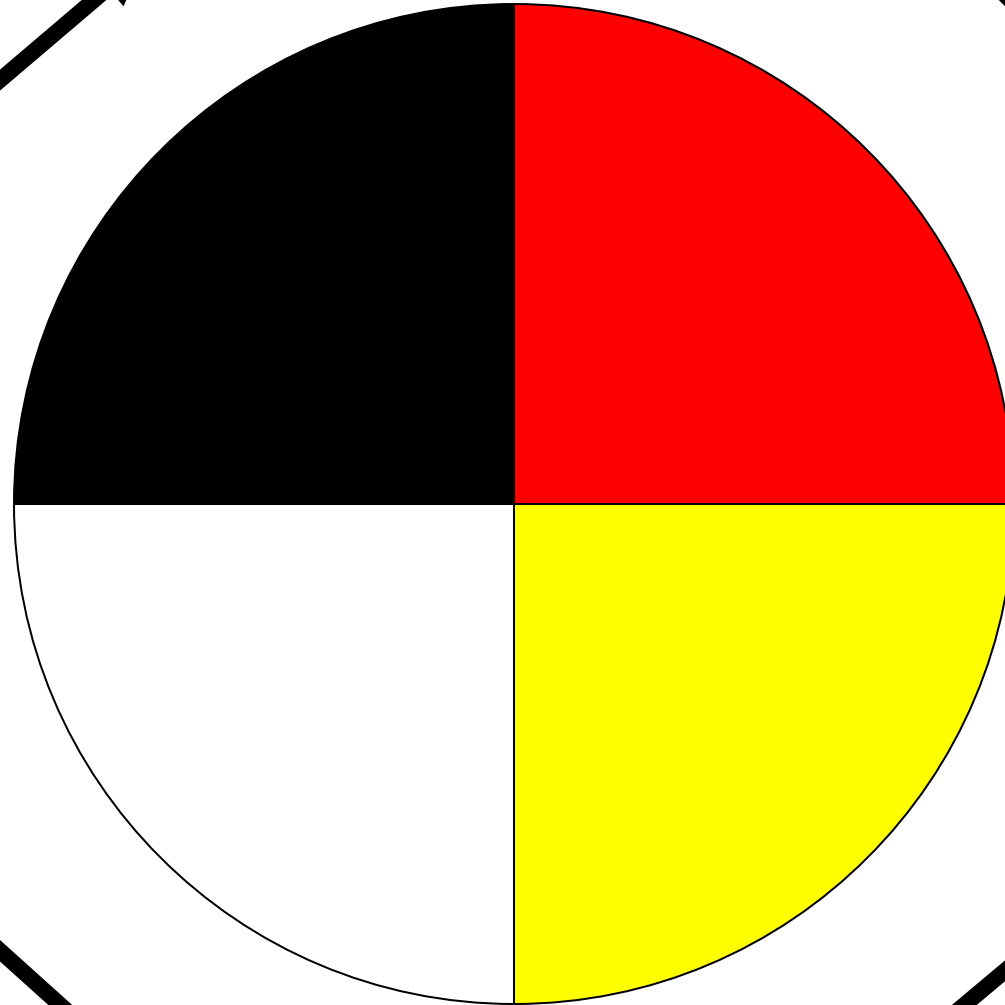
Anger

Unmotivated

Circle of  
Courage

**Generosity**

**Independence**



**Belonging**

**Mastery**



Who were your three this past year?  
How did you meet their needs to thrive?





Shantel



Bucky



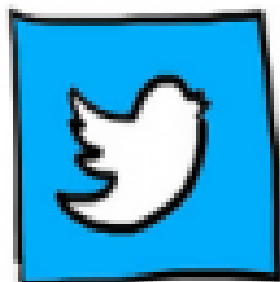
Tia



[david.wolff@austin.k12.mn.us](mailto:david.wolff@austin.k12.mn.us)



[www.davidwolff.weebly.com](http://www.davidwolff.weebly.com)



@wolffdavid11  
#wolffden492  
@MEGT\_MNGifted  
#MNGifted



507-460-1525



[www.facebook.com/wolffdavid](http://www.facebook.com/wolffdavid)



1800 4<sup>th</sup> Ave. SE  
Austin, MN 55912

Go here now to download  
this presentation!



Norms



Ask Questions



Engage Fully



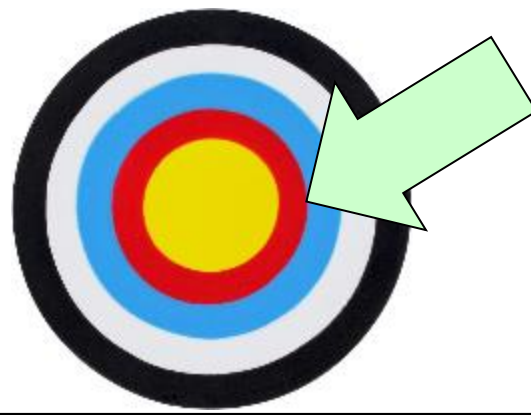
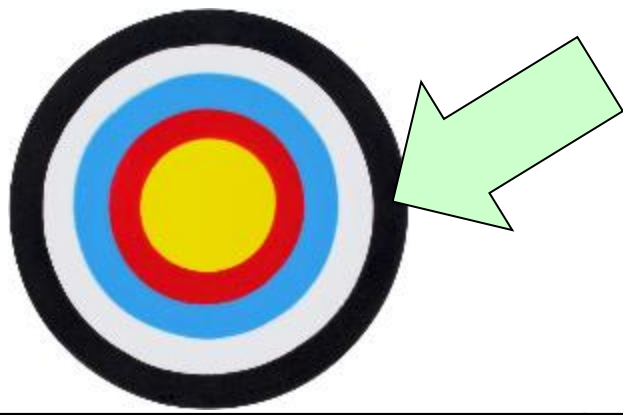
Integrate new information



Open your mind to diverse views

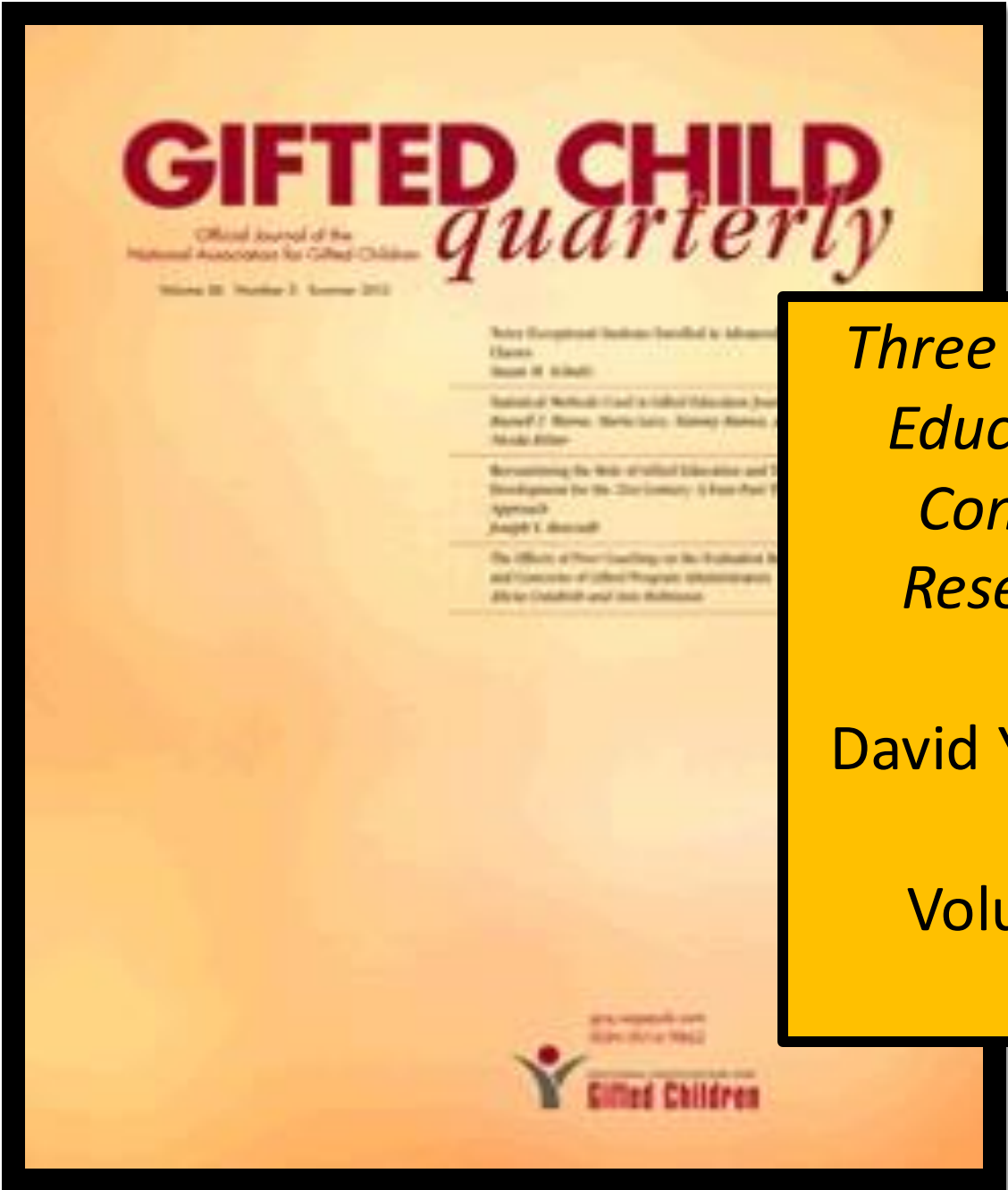


Use what you learn



<b>Big Target: What I am learning about</b>	<b>Target Today: What I can do or Why I can do it</b>	<b>Target Today: My Proof of Success</b>
<p>I am learning about how to support advanced learners in my multi-cluster classroom.</p>	<p>I can describe the three paradigms of gifted education.</p> <p>I can describe similarities and differences between gifted learners and advanced learners.</p> <p>I can defend how DOK supports students' engagement in class.</p>	<p>I will be able to use strategies to support my advanced and gifted learners to think deeper in the learning process.</p> <p>I will be able to use strategies like Tales They Have to Tell; Art of Curiosity; Kohlberg's Levels of Moral Development; and Bibliotherapy.</p>

# Differentiating among the Paradigms



*Three Paradigms of Gifted Education: In Search of Conceptual Clarity in Research and Practice*

David Yun Dai and Fei Chen

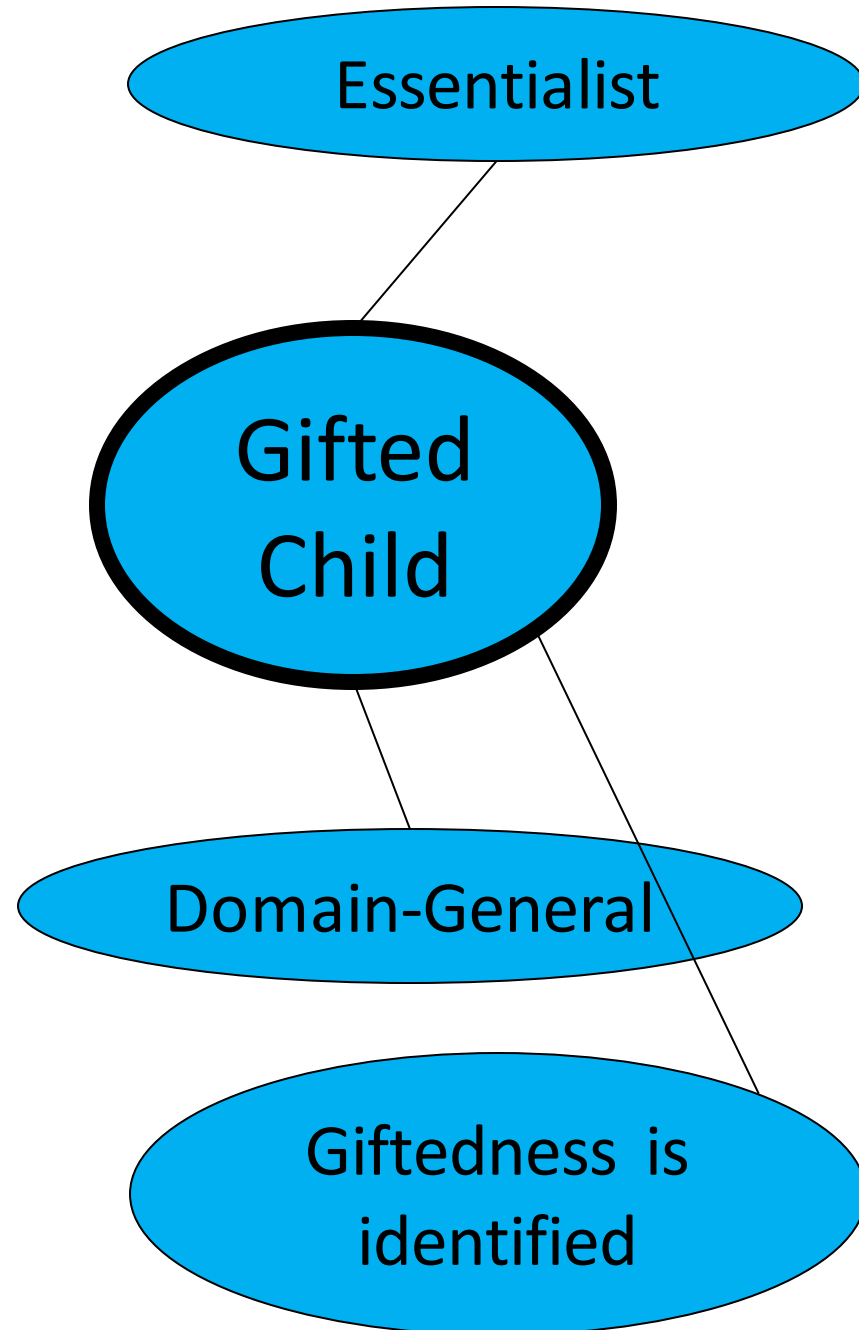
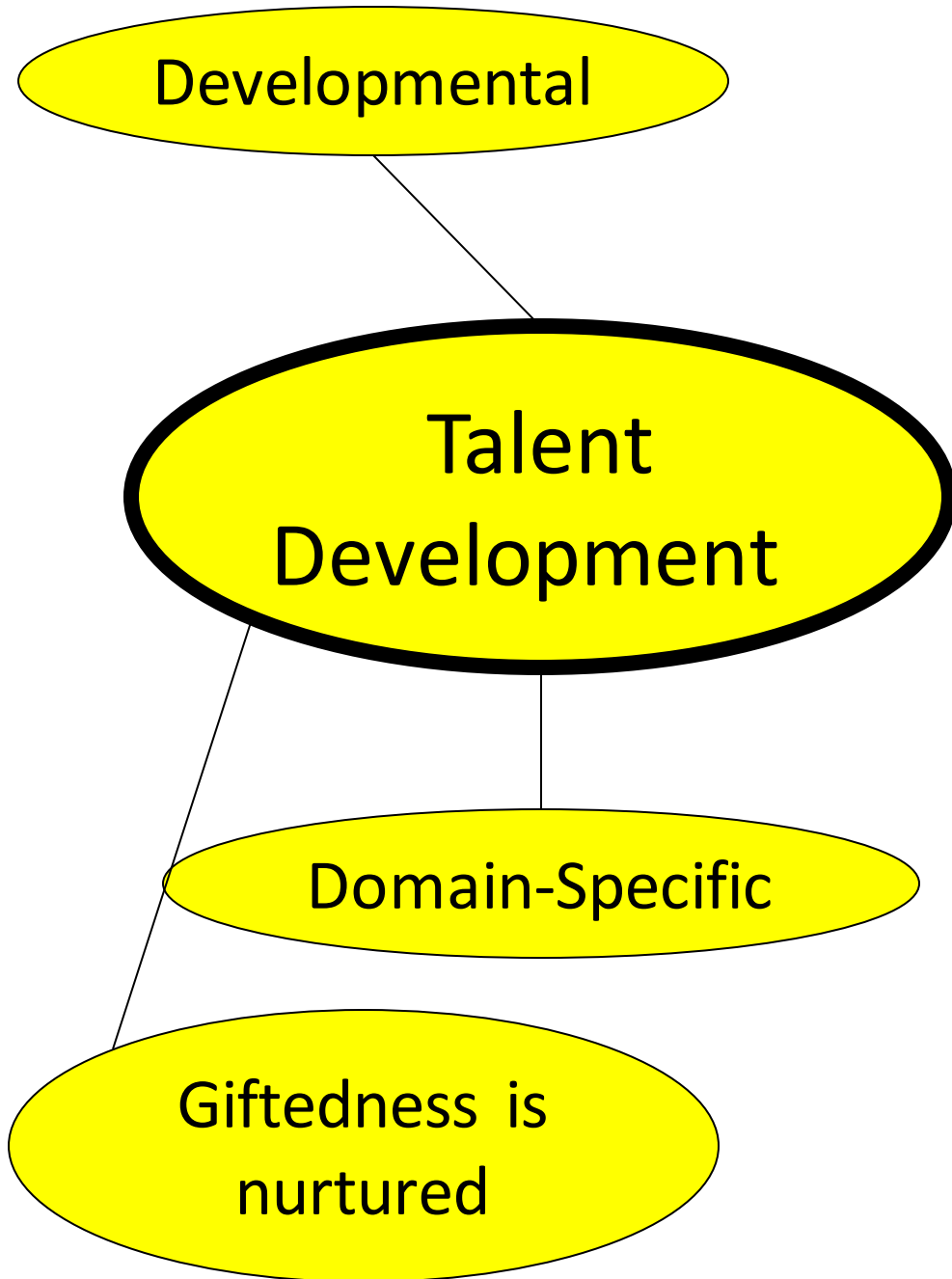
Volume 57 Number 3  
Summer 2013

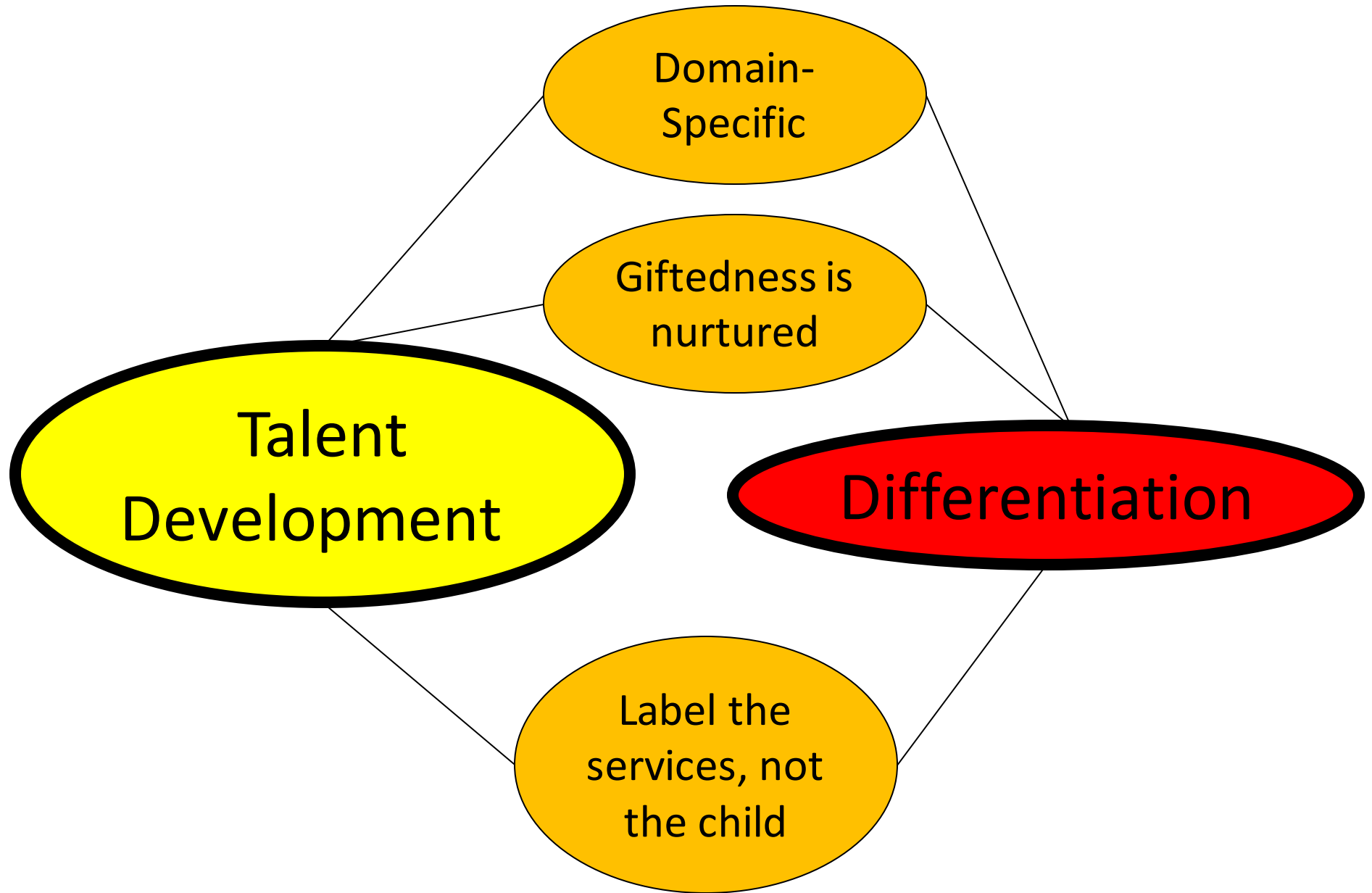
Talent  
Development

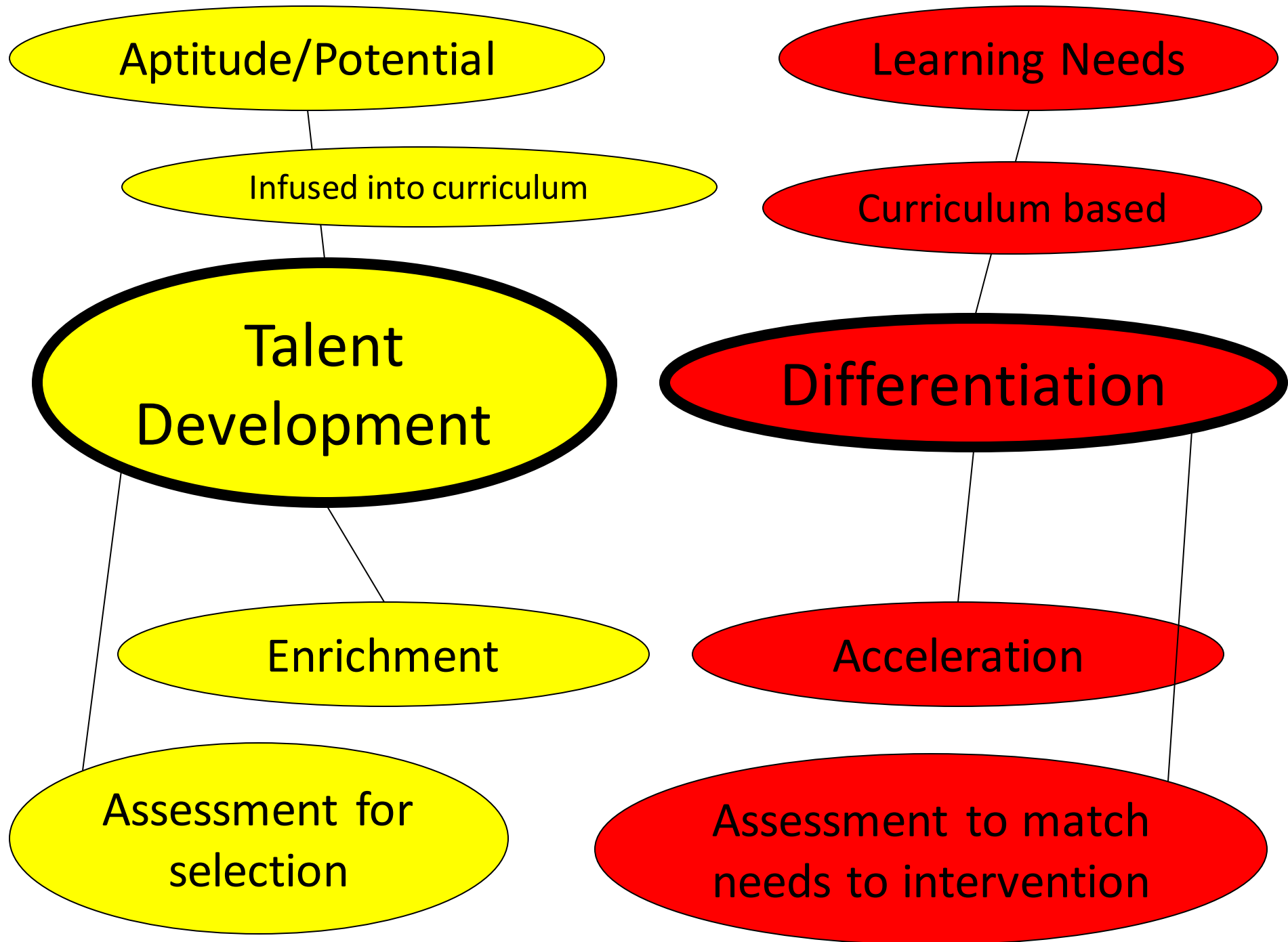
Gifted  
Child

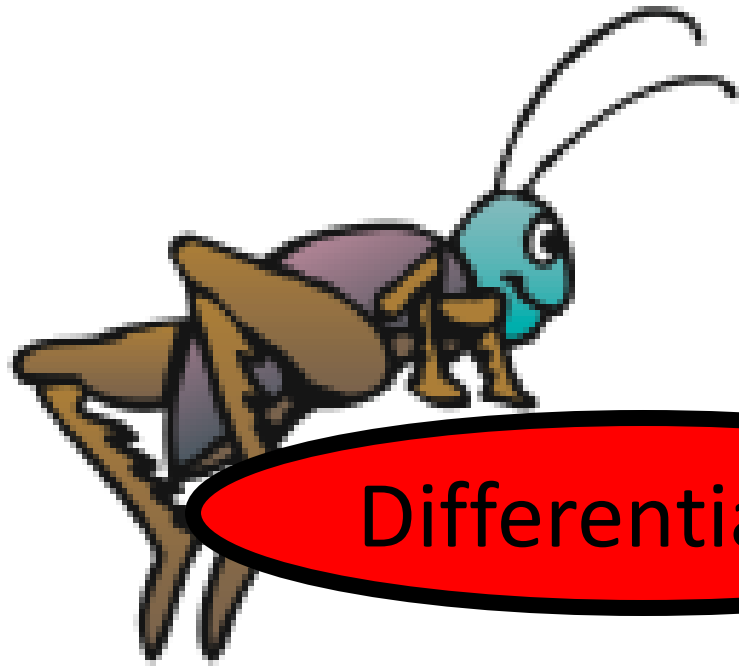
Focus on the  
aptitude /  
potential of  
the child



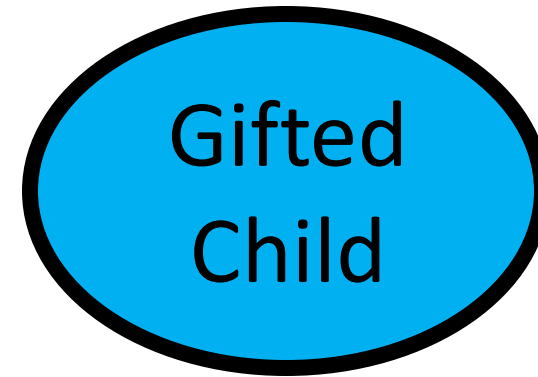








Differentiation



Gifted  
Child

Identification is a diagnostic tool

Identification is a categorical tool

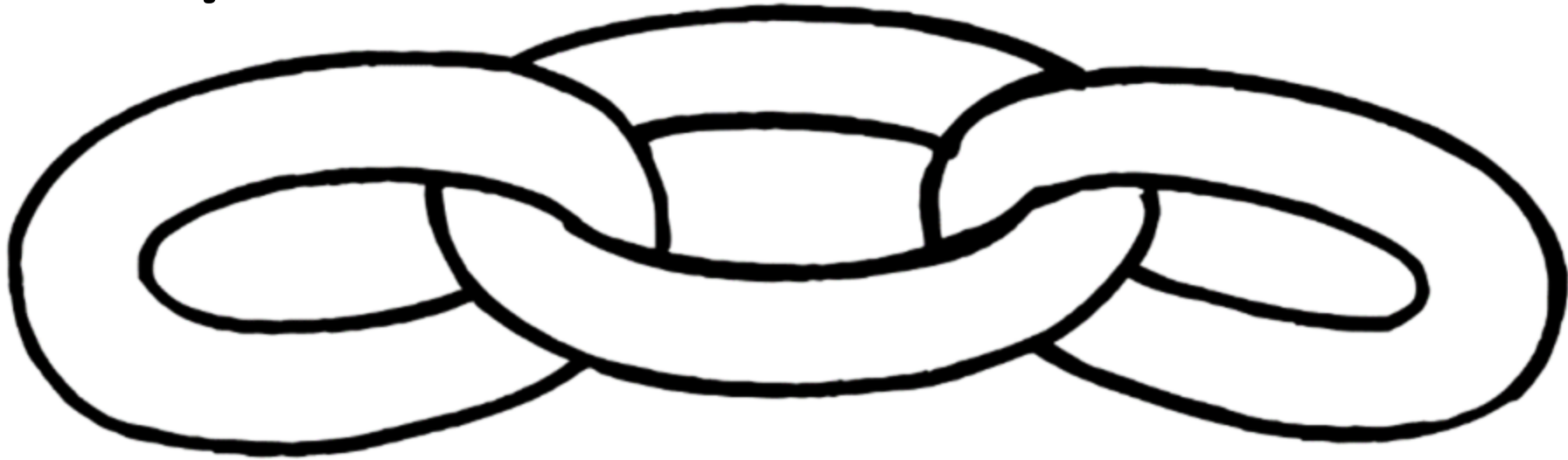
Differentiation

Gifted Child

Happens within the school day

It is a way of life

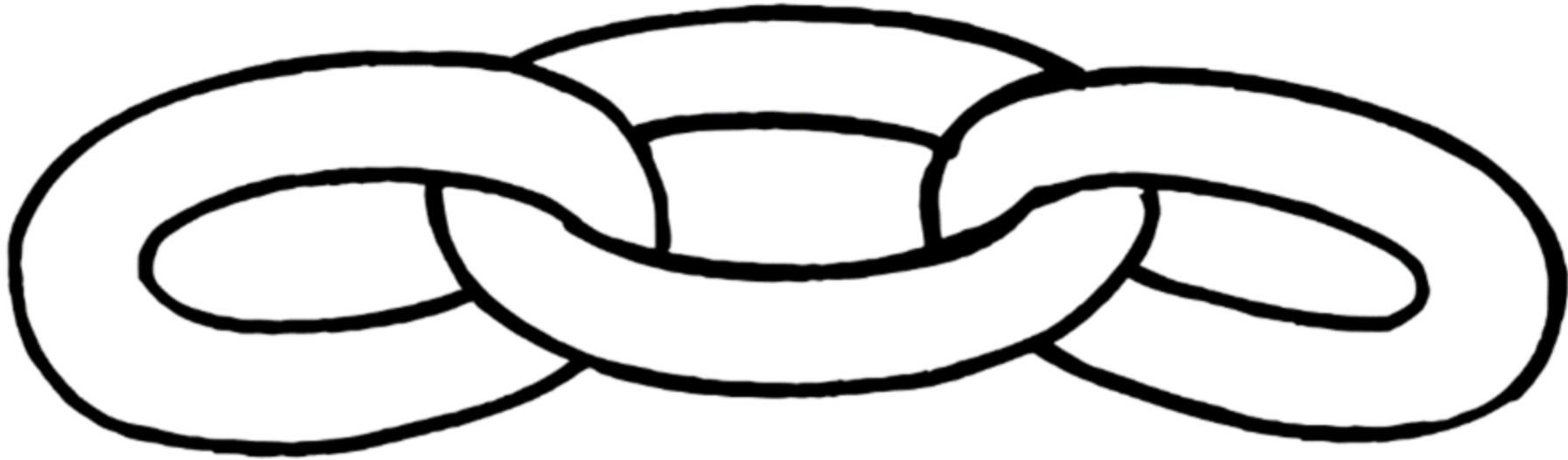
# What do you believe?



<b>Factual</b>	<b>Analytical</b>	<b>Evaluative</b>
What do I do to intentionally meet advanced learners' needs in my classroom?	How do I advocate for advanced learners' needs in my school, district, or state?	Do my words and actions match my beliefs about gifted education?



# What does NP believe?



<b>Factual</b>	<b>Analytical</b>	<b>Evaluative</b>
What does NP intentionally do to meet advanced learners' needs?	How does NP advocate for advanced learners' needs in the community and state?	Does NP's words and actions match their beliefs about gifted education?



“STAFF MEETING”





**CLASSROOM DONE.  
LABELS MADE.**



**GET THE CALL, TWO  
NEW STUDENTS....**

imgflip.com

**WHEN THE SECRETARY NOTIFIES YOU  
THAT YOU WILL BE GETTING  
A NEW STUDENT.**



KINDERGARTEN  
*smarts*

# Surprise! YOU are getting a NEW student!

## New Kid

### What we know:

- You are the class with lowest numbers
- New the New Prague; moved from Eden Prairie
- Parent claims the child is gifted; unsure of previous services at this time
- Cum File is anticipated next week
- Parents want a call by 12:00pm
- Tell me what cluster you would place this child to best meet their learning needs



# Caleb

## Gr. 5

Name: Caleb

Grade: 5

Age: 10

Gender: Male

### Medical Details:

Father diagnosed with Depression

Born with Hydrocephalies [Water on the Brain]

Suffers from seizures

### Household:

Siblings – not yet entered

Father – unemployed

Mother – multiple employers

### Academic Details:

Learned to read at age 3

Enjoys science

### Social/Behavioral Details:

Isolates self from peers

Bullied by peers

Recently moved off of the reservation

# Mark

## Gr. 4

Name: Mark

Grade: 4

Age: 9

Gender: Male

Household:

Siblings – one sister

Father – not yet entered

Mother – not yet entered

Uncle – not yet entered

Medical Details:

Often sick/ill

Frequent medically certified emotional breakdowns

Academic Details:

Delayed Speech Development

Frequent Reader

Excels in Mathematics

Social/Behavioral Details:

Expelled from previous school

Frequent emotional outbursts

Rebels strict rules

Unsociable

Isolates himself

# Janice

## Gr. 3

Name: Janice

Grade: 3

Age: 8

Gender: Female

Household:

Siblings – one sister

Father – deployed; military engineer

Mother – not yet entered

Grandmother – not yet entered

Medical Details:

Not yet entered

Academic Details:

Dreams to be a writer

Difficultly concentrating on work

Teachers, 'she is capable of more'

Social/Behavioral Details:

Intensely interested in animals and nature

Has many pets

# Ada

## Gr. 2

Name: Ada

Grade: 2

Age: 7

Gender: Female

Household:

Siblings – one sister; one brother

Father – Carpenter

Mother – Elementary Teacher

Medical Details:

Not yet entered

Academic Details:

Enjoys going to the library

Reads about astronomy

Quick grasp of science concepts

Goal oriented

Social/Behavioral Details:

Enjoys school

Always has a smile on her face

Loves to dance

# Katie

## Gr. 1

Name: Katie

Grade: 1

Age: 6

Gender: Female

Household:

Siblings – two brothers; one deceased

Father – deceased

Mother – not yet entered

Medical Details:

Not yet entered

Academic Details:

Recently immigrated from China

Struggles with school

Enjoys learning

Avid reader

Tells elaborate stories

Social/Behavioral Details:

Works hard

Accomplished piano player

# Nathan

## Gr. K

Name: Nathan

Grade: K

Age: 5

Gender: Male

Household:

Siblings – not yet entered

Father – Bishop

Mother – Homemaker

Medical Details:

Awake at night; sleeps during the day

Academic Details:

Highly imaginative

Inventive

Builds electrical devices

Social/Behavioral Details:

Eccentric

Difficultly relating to peers

Isolates self from peers



THANK  
YOU!

To Purdue University's GERI Staff  
for the biographies!

# Descriptive Terms for G & T

Academically Talented [Bright]	Intellectually Gifted
<p><b>High achievement</b> [performance]</p> <p><b>Nurture</b> [Dev. over time]</p> <p><b>Performance</b></p> <p><b>Environment</b> [catalysts]</p> <p><b>Accomplishments</b></p> <p><b>Output</b> [productivity]</p> <p>Est. 10% of population</p>	<p><b>High aptitude</b> [ability beyond age]</p> <p><b>Nature</b> [from birth]</p> <p><b>Ability</b></p> <p><b>Potential</b></p> <p><b>Threshold</b> [just the beginning]</p> <p><b>Endowment</b> [natural gift]</p> <p>Est. &lt; 1% of population</p>

## BRIGHT CHILD

- Knows the answers
- Is interested
- Is attentive
- Has good ideas
- Works hard
- Answers the questions
- Top group
- Listens with interest
- Learns with ease
- 6-8 repetitions for mastery
- Understands ideas
- Enjoys peers
- Grasps the meaning
- Completes assignments
- Is receptive
- Copies accurately
- Enjoys school
- Absorbs information
- Technician
- Good memorizer
- Enjoys straightforward, sequential presentation
- Is alert
- Is pleased with own learning

## GIFTED LEARNER

- Asks the questions
- Is highly curious
- Is mentally and physically involved
- Has wild, silly ideas
- Plays around, yet tests well
- Discusses in detail, elaborates
- Beyond the group
- Shows strong feelings and opinions
- Already knows
- 1-2 repetitions for mastery
- Constructs abstractions
- Prefers adults
- Draws inferences
- Initiates projects
- Is intense
- Creates a new design
- Enjoys learning
- Manipulates information
- Inventor
- Good guesser
- Thrives on complexity
- Is keenly observant
- Is highly self-critical



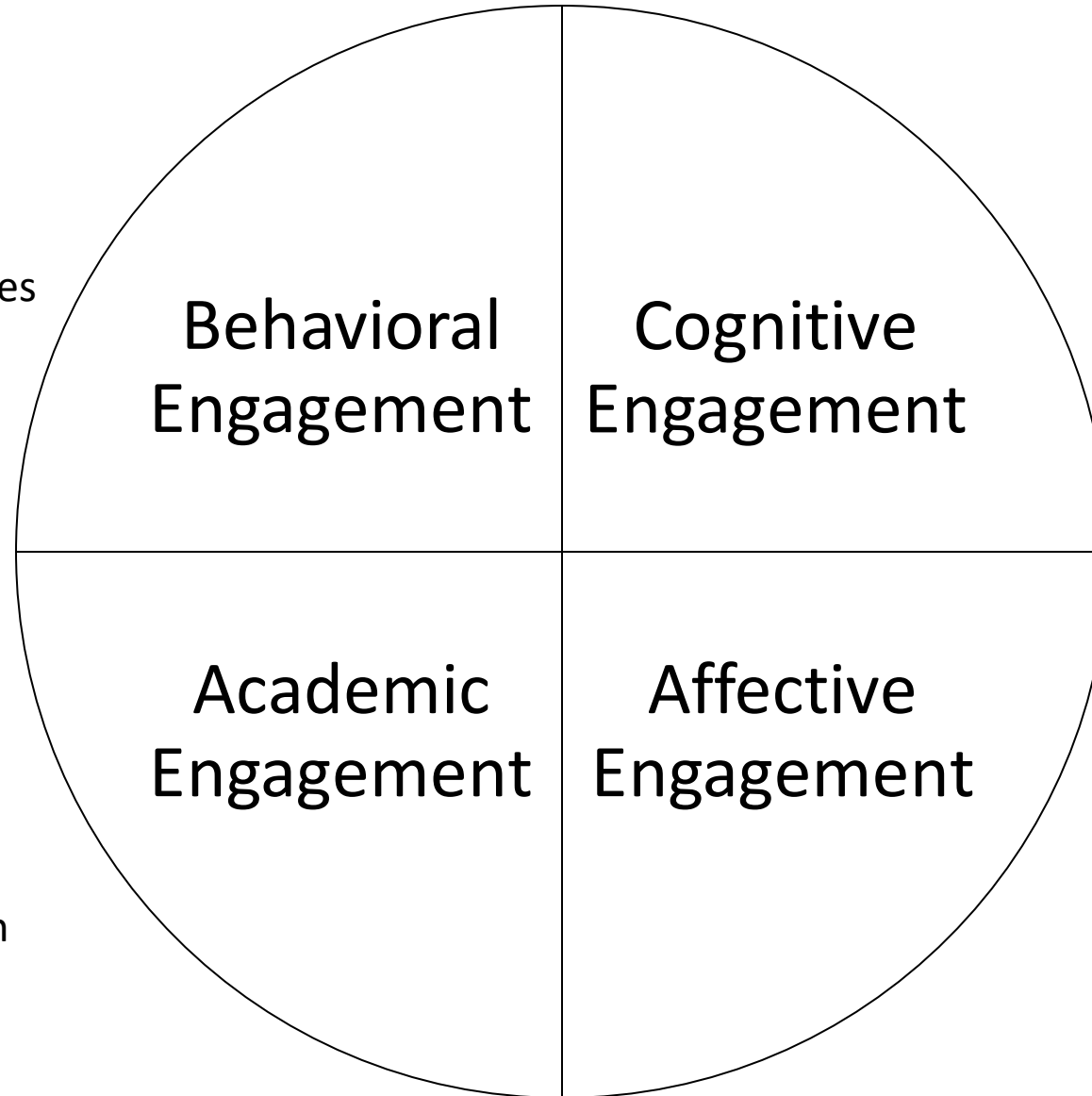
Student  
Engagement

# External Engagement

# Internal Engagement

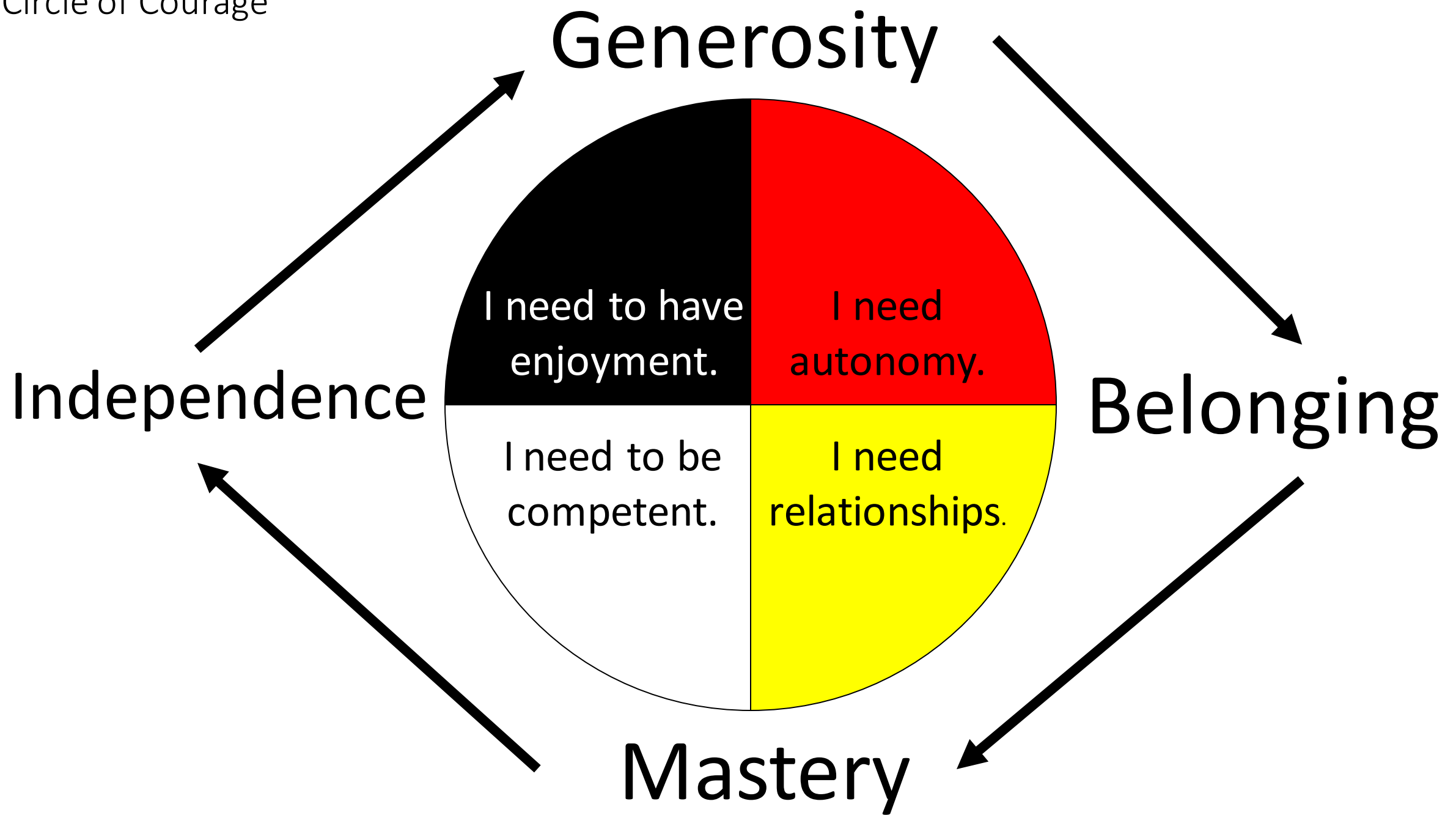
- Attendance Rate
- # of Suspensions
- Participation in Activities
- Timeliness/Tardiness

- Relevance of School
- Personal Goals
- Autonomy
- Value in Learning
- Success in School



- Time on Task
- Credit Accrual
- Grades
- Homework Completion

- Connectedness
- Sense of Belonging
- Identity with School



# Generosity

- I need to have enjoyment.
- Attendance Rate
  - # of Suspensions
  - Participation in Activities
  - Timeliness/Tardiness

- I need autonomy.
- Relevance of School
  - Personal Goals
  - Autonomy
  - Value in Learning
  - Success in School

Behavioral  
Engagement

Cognitive  
Engagement

Independence

Belonging

Academic  
Engagement

Affective  
Engagement

- I need to be competent.
- Time on Task
  - Credit Accrual
  - Grades
  - Homework Completion

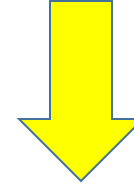
- I need relationships.
- Connectedness
  - Sense of Belonging
  - Identity with School

Mastery

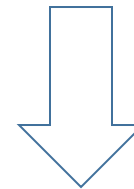
Student  
Engagement

Internal  
Engagement

**Belonging:** Affective Eng.

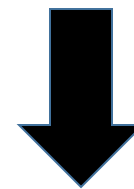


**Mastery:** Academic Eng.



External  
Engagement

**Independence:** Behavioral  
Eng.



**Generosity:** Cognitive Eng.

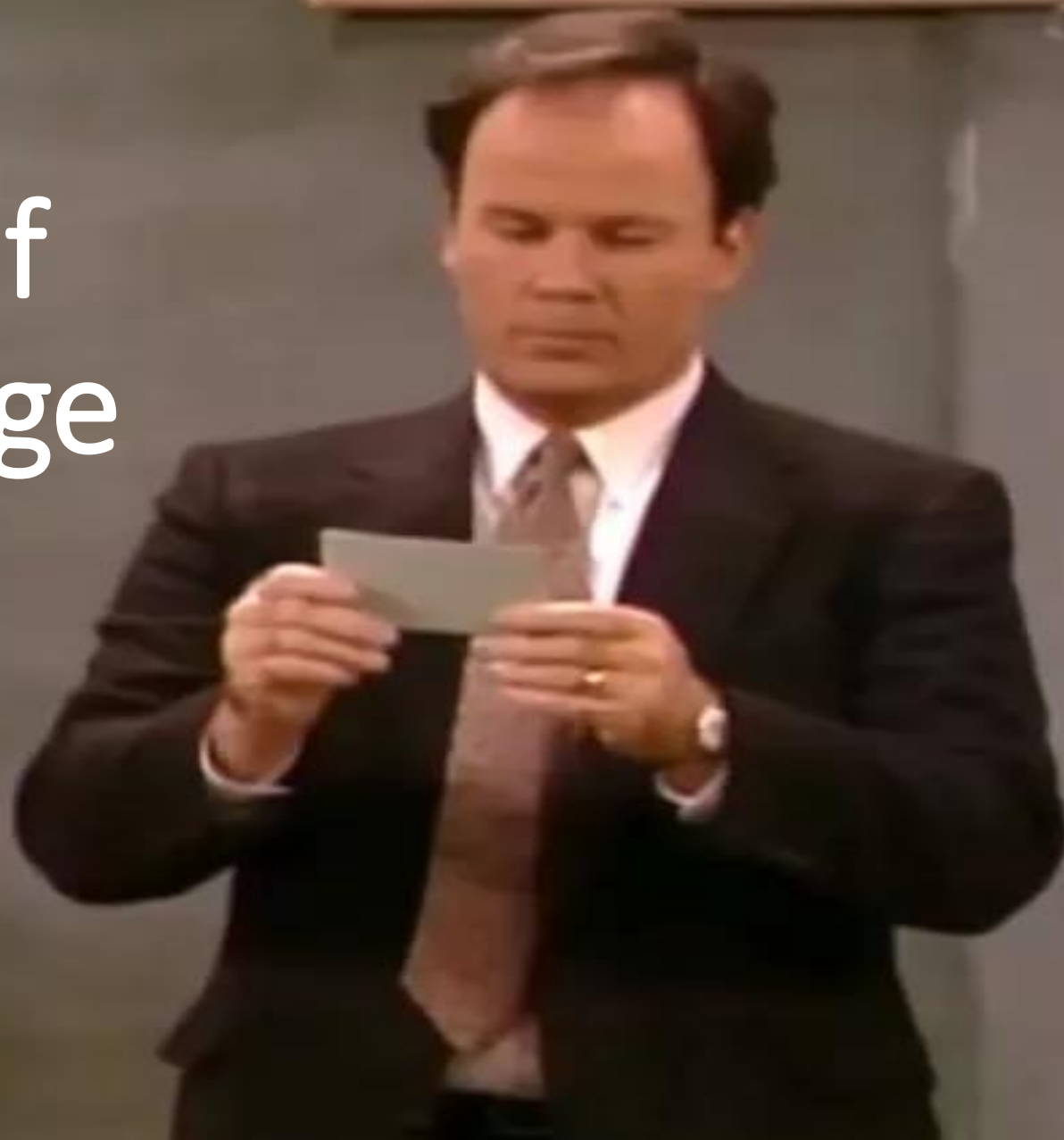




# National Survey of Student Engagement

<i>Benchmarks</i>	Academic Challenge	Active & Collaborative Learning	Student & Faculty Interactions	Supportive Campus Environment
<i>Indicators</i>	Higher-Order Thinking Depth of Knowledge	Collaborative Learning	Student & Faculty Interactions	Quality of Interactions
	Reflective & Integrated Learning	Discussions with diverse learners	Effective Teacher Practices	Supportive Environment
	Learning Strategies			
	Quantitative Reasoning			

# Depths of Knowledge



HISTORY

WORD

ASSOC

Create	Brainstorming	Generate hypotheses based on prior knowledge or observations	Formulate original problem Develop model for a situation Synthesize information from one source	Design a model to solve a real world or complex issue Synthesize information from multiple sources
Evaluate			Cite evidence and develop logical argument Verify reasonableness Justify conclusions	Gather, analyze, evaluate relevancy and accuracy Draw & Justify conclusions
Analyze	Retrieve information from a table or graph Identify information from maps, charts, tables, graphs	Categorize, classify materials Compare/Contrast figures or data Extend patterns Identify use of literary devices or text structure in a paragraph	Compare information within or across data sets or text Analyze and draw conclusions Generalize a pattern Organize and interpret data	Analyze multiple sources Analyze complex or abstract themes
Apply	Follow routine procedures Solve one step problems Calculate, measure, apply a rule Use rules to edit	Select procedure based on tasks needed Solve routine problem using multiple concepts Solving multi step problems	Use concepts to solve non routine problems Conduct a designed investigation Revise for meaning and progression of ideas	Select an approach from many alternatives to solve a problem Illustrate how multiple themes may be interrelated
Understand	Compose/decompose numbers Write simple sentences Describe how or why Locate points on a grid	Explain relationships Give examples and non-examples Summarize results or ideas Infer or Predict; Identify main idea	Explain, generalize, and connect ideas using evidence Identify themes Write full composition for reason	Explain how concepts connect with others Develop generalizations of results obtained
Remember	Recall, recognize, locate basic ideas, facts, and principles Recall facts and details in text Recall conversions of units			
	DOK 1	DOK 2	DOK 3	DOK 4

A sunset landscape with silhouetted trees and mountains. The sky is filled with warm, golden-orange and yellow hues, transitioning to a darker blue at the top. In the foreground, there are several trees, including a large, leafless tree on the left and a smaller, weeping tree to its right. The background shows a range of mountains under the colorful sky.

# Deep Thinking

## Topics:

- DOK with Art
- Tapping into DOK with Curiosity
- DOK with Moral Development
- DOK through Bibliotherapy

# DOK: Tales they have to Tell

Academic skills supported by viewing art

# Academic Skills

Identifying Key Details	Making Inferences	Using Evidence to Support Thinking	Determining Themes and Big Ideas	Making Connections
Find details provided by the artist.	Without a narrator, viewers must use evidence provided by the artist with their own background knowledge to make inferences.	After making inferences, viewers use key details to prove their thinking.	Art is always about something. Themes are found after identifying key details and inferences.	Viewers can make connections with other art, books, movies, songs, and shows.



# Academic Skills

Identifying Key Details	Making Inferences	Using Evidence to Support Thinking	Determining Themes and Big Ideas	Making Connections
Find details provided by the artist.	Without a narrator, viewers must use evidence provided by the artist with their own background knowledge to make inferences.	After making inferences, viewers use key details to prove their thinking.	Art is always about something. Themes are found after identifying key details and inferences.	Viewers can make connections with other art, books, movies, songs, and shows.
<p><i>What are the people doing?</i></p> <p><i>Where do they live/work?</i></p> <p><i>What color are the clouds?</i></p>	<p><i>How fast are the people traveling?</i></p> <p><i>Where are they going?</i></p> <p><i>What time of the year is this?</i></p> <p><i>What do dark clouds mean?</i></p> <p><i>What do we already know about ___?</i></p>	<p><i>How do you know?</i></p> <p><i>Why?</i></p> <p><i>Why do you think that?</i></p> <p><i>What is your proof?</i></p> <p><i>Would you give me an example of ...?</i></p> <p><i>Are you saying ___ or ___?</i></p>	<p><i>What title would you give this piece of art?</i></p> <p><i>The storm is like ___ because ___.</i></p>	<p><i>What does this remind you of?</i></p> <p><i>How does this painting remind you of a scene in a book or movie?</i></p> <p><i>How does this apply to my life?</i></p>

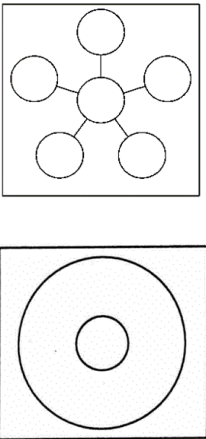
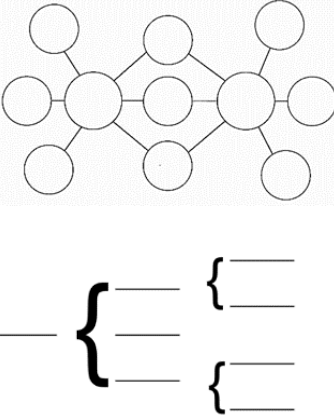
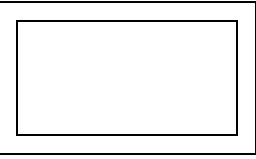

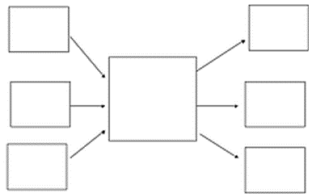
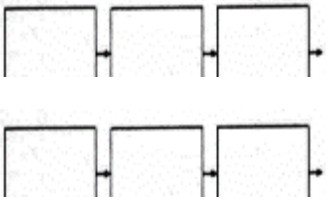


Going Beyond DOK:

Art of Curiosity

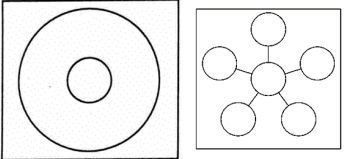
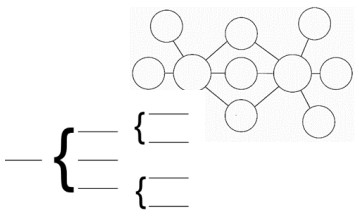
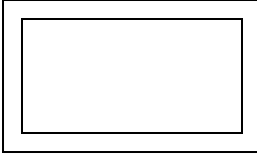

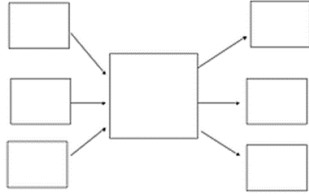
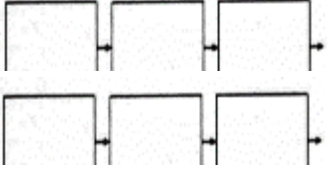
The Line Storm by John Steuart Curry

# Art of Curiosity

1 – Examine small part to whole	2 – See it as part of a bigger picture	3 – Ponder what was/is behind it	4 – Describe what came before it	5 – Describe the effects	6 – Describe what was/is happening at the same time
What are small nuances in this event?	What are other objects or ideas that are in the same group?	What is the driving idea?	What came before this event?	How is this relevant and authentic?	What are other events happening at the same time?
					



# Art of Curiosity

1 – Examine small part to whole	2 – See it as part of a bigger picture	3 – Ponder what was/is behind it	4 – Describe what came before it	5 – Describe the effects	6 – Describe what was/is happening at the same time
					
<p><i>Describe the line storm.</i></p> <p><i>Tell me what is happening with the farmers?</i></p>	<p><i>How is a line storm different from a rainy day?</i></p> <p><i>What are the parts of a thunderhead cloud?</i></p>	<p><i>What causes line storms to develop?</i></p>	<p><i>What was the weather like earlier that day?</i></p> <p><i>What were the farmers doing earlier that day?</i></p> <p><i>What will farmers need to do after the storm?</i></p>	<p><i>What do you predict will happen to the farmers?</i></p> <p><i>How will the farm look like/sound like after the storm is over?</i></p> <p><i>How do storms impact farmers?</i></p>	<p><i>How would the storm look like/sound like if you were in the red barn? Out in the fields? In a storm cellar?</i></p>

Going Beyond DOK:

# Kohlberg's Levels of Moral Development

The Line Storm by John Steuart Curry

# Essential Question: Why do you do the right thing?

Self Motivation		Social Motivation		Empowerment	
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Avoid Punishment	Seeking Rewards	To Please Others	To Help Society	Seek to improve the Rules	Choose to Follow a Personal Code
<p>“I don’t want to get in trouble.”</p> <p>“Somebody told me it was right.”</p>	<p>“I want to earn a reward.”</p> <p>“I will get something in return.”</p>	<p>“I want to please somebody.”</p> <p>“I try to have the right intent.”</p>	<p>“I follow rules.”</p> <p>“If there were no rules, there would be chaos.”</p>	<p>“It’s what good people do.”</p> <p>“I helps my community.”</p>	<p>“It is what I believe.”</p> <p>“It helps make the world better.”</p> <p>“I am the change.”</p>

# Moral Dilemma

The line storm is not the major conflict in this story. It may appear that there are only three characters but there are really four.

In the farm house is a very sick baby with pneumonia. Due to the Great Depression, the number one health concern was the lack on money to pay for medicine.

The three adults in the wagon were fortunate to acquire medicine for the sick infant but time is of the essence. They must hide the medicine in the hay to conceal it from looters and thieves. If the adults and medicine get caught in the storm, the infant will die.

The donkeys cannot pull a wagon with all the weight of three adults very fast; the fewer adults on the wagon the faster they donkeys will be able to run.

For the infant to survive, the medicine must get to the farm house before the line storm hits.

What should they do?



# Moral Dilemma

Simon has a goal to be more accepted at school. He has few friends and is appreciated by his peers more for his intellect and being gullible than his personality or athletic build. To help being accepted by his classmates, Simon has started lifting weights to build muscles.

Yesterday, Simon took a bold step to wear a tank top to school to show off his developing arm muscles. Upon arrival, 12 upperclassmen ridiculed and humiliated Simon for wearing the tank top.

At lunch, you decide to stand up for Simon and wear a tank top the next day. Through the day, you convince 23 other classmates to follow suit and wear tanks the next day.

A teacher noticed your efforts to support Simon and suggest you notify the principal of your stand. The principal said he would not stop you but would hold you fully responsible if any type of violence erupted. What should you do?





## Examine the Historical Influence

- Painted in 1935 in Kansas
- Amelia Earhart – flies solo from Hawaii to New York
- Charles Lindbergh's son kidnapped
- Dust Bowl
- FDR's New Deal [Social Security Act & others]
- Hoover Dam

## Examine the Social Influence

- abolition, regionalist painting, The Great Depression

**Deeper  
with DOK:**

## Examine advanced vocabulary

- Donkey – burro, mule, jenny, jennet,
- Farm – C/C to a plantation, ranch, vineyard, orchard, meadow, pasture
- Farm – acreage, estate, homestead
- Wagon – C/C to a Conestoga

## Examine Inter-discipline Connections

- Shelf Clouds
- Weather impacts on Farming – tornadoes, hail, flooding

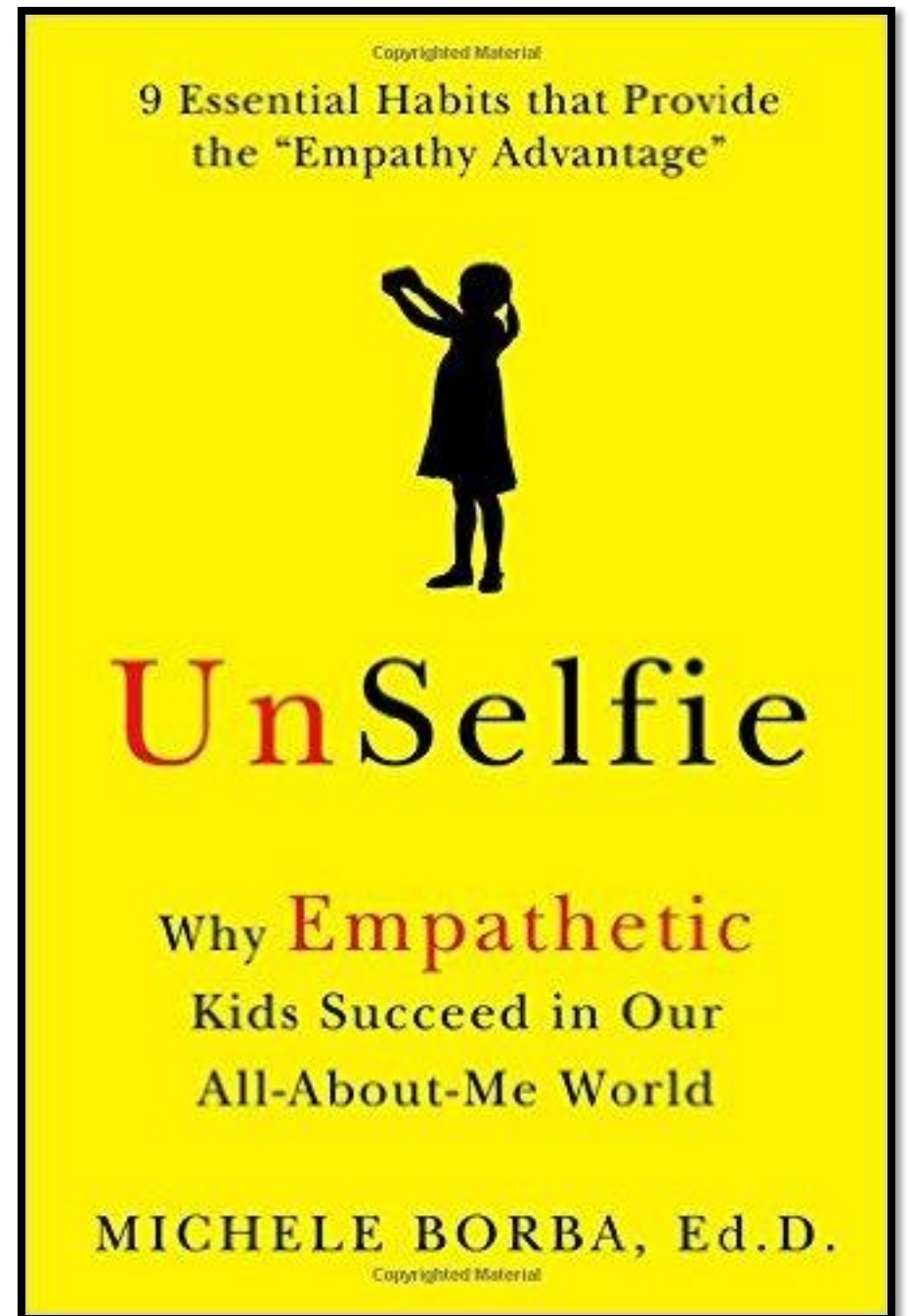
# Going Beyond DOK:

# Bibliotherapy

Stephanie's Ponytail by Robert Munsch

# Being Empathetic

UnSelfie by Michele Borba, Ed.D.



# Essential Question: How do we raise empathetic children?

Developing Empathy				Practicing Empathy			Living Empathy	
Emotional Literacy	Moral Identity	Perspective Taking	Moral Imagination	Self-Regulation	Practice Kindness	Collaboration	Moral Courage	Altruistic Leadership
Ability to identify an emotion in yourself and in others	Valuing other people's thoughts and feelings	Ability to understand another's thoughts, feelings, wants, and needs	Cultivating empathy through literature, films, and emotionally charged images	Ability to manage strong emotions	Developing and Exercising Compassion	Cultivating empathy through teamwork ; "We" not "Me"	Embolden children to speak out, step in, and help others	Growing Change-makers who want to make a difference

# Pre-Reading Discussion

# Stephanie's Ponytail

Story by  
Robert Munsch

Art by  
Michael Martchenko

CLASSIC  
MUNSCH

<https://youtu.be/9USyJRK0IO4>

# Essential Question: How can we empathize with Stephanie?

Developing Empathy				Practicing Empathy			Living Empathy	
Emotional Literacy	Moral Identity	Perspective Taking	Moral Imagination	Self-Regulation	Practice Kindness	Collaboration	Moral Courage	Altruistic Leadership
<p>How did Stephanie feel when the students called her pony tail ugly?</p> <p>What clues [nonverbal cues] helped you know that?</p>	<p>When the classmates teased Stephanie, what does that say about that their character?</p> <p>What would happen if they were compassionate?</p>	<p>Imagine how Stephanie felt at the middle of the story.</p> <p>What does she need to feel better?</p> <p>How would Stephanie's parents feel when Stephanie is teased?</p>	<p>What are other stories that you've heard or watched that someone was teased about their looks?</p> <p>Compare the endings of the stories.</p>	<p>What are strategies that Stephanie could have used to calm herself?</p> <p>Describe the strategies that help you calm down?</p>	<p>If you were a student in Stephanie's class, how could have you showed kindness to Stephanie?</p> <p>Explain how kindness affect you? Your class?</p>	<p>Stephanie enjoys hair styles that are different from others. What hair styles do you enjoy that are different from others?</p>	<p>How could you step in and speak up and stand up for Stephanie?</p> <p>Have you stood up for a classmate when they were in trouble?</p>	<p>What are examples you've seen in the news or social media about someone showing they cared for others?</p> <p>How can you make a difference?</p>

# Reading Group Example



# Moral Dilemma



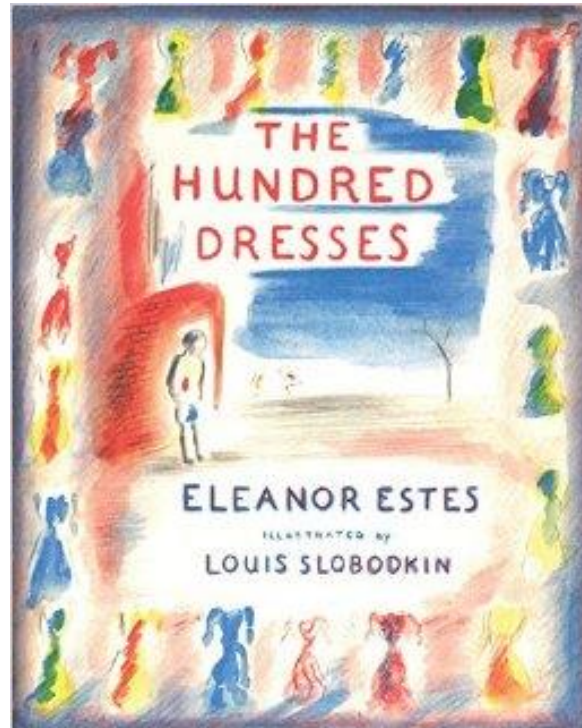
Tia, Shantel, and Dayna are all in Mr. Wolff's 5<sup>th</sup> grade class. Shantel is the most popular girl in 5<sup>th</sup> grade and Tia is her best friend. Dayna recently moved to Austin and everyone notices she wears the same shirt and hoodie to school everyday. When Shantel started teasing Dayna, Tia stood by and watched in fear she would be next to be teased. No one knows that most of Tia's clothes were 'hand-me-downs' from her older sisters and she didn't want to be next. Tia believes that there is little she can do to stop Shantel's comments and teasing.

What can Tia do? How can Tia make a difference?

# The Hundred Dresses by Eleanor Estes

## Historical Influences

- Copy write in 1944
- Estes grew up in World War I
- Grew up in West Haven, Connecticut
- Ellis Island
- Great Depression



## Social Influences

- Eastern European Immigration to USA
- Great Depression impact on jobs and livelihood
- Mix of culture groups – new languages, traditions, belief systems

# Advanced Vocabulary: The Hundred Dresses by Eleanor Estes

Precarious

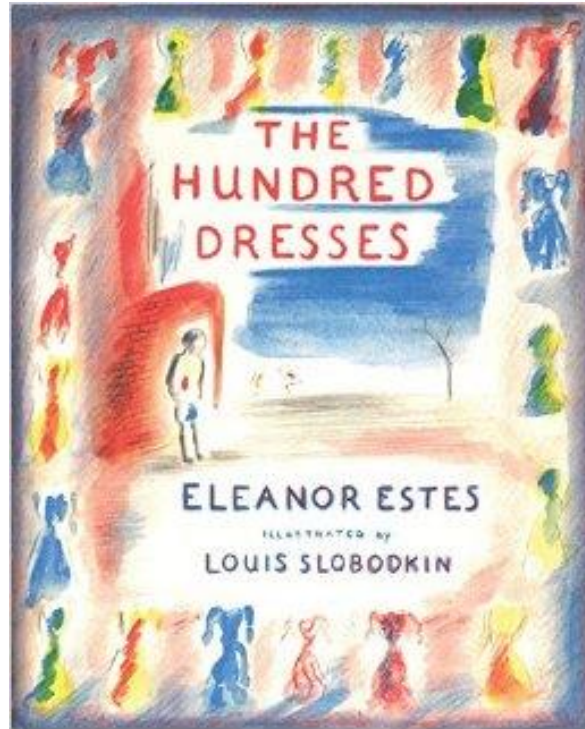
Derisively

Sapolio

Incredulously

Dilapidated

Askew



Vaguest

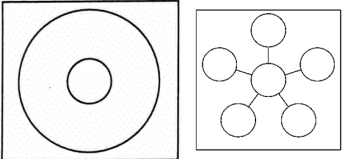
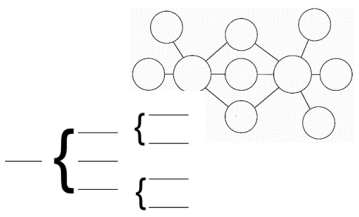
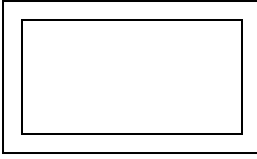

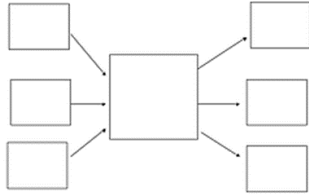
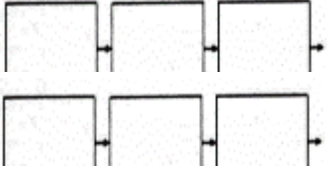
Stolidly

Cerise

Disconsolate

Jaunty

# Art of Curiosity

1 – Examine small part to whole	2 – See it as part of a bigger picture	3 – Ponder what was/is behind it	4 – Describe what came before it	5 – Describe the effects	6 – Describe what was/is happening at the same time
					
<p><i>How would you describe Wanda?</i></p> <p><i>Use quotes from the book that help paint a picture of what Wanda looks like.</i></p>	<p><i>How has Maddie changed from the beginning of the story to the end of the story?</i></p>	<p><i>I wonder what historical influences impacted Wanda and her family the most? Why?</i></p>	<p><i>I wonder what happened in Maddie's life before Wanda moved to town that caused her to be friends with Peggy?</i></p> <p><i>I wonder what happened in Poland that caused Wanda's family to move?</i></p>	<p><i>I wonder what were the greatest challenges Wanda faced as a new student in Room 13?</i></p>	<p><i>In New York City in the early 1940s, I wonder what were the children's responsibility? [At school? At work? At home?]</i></p>

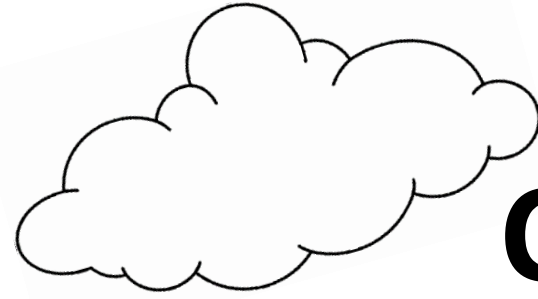
# Essential Question: How can stand up rather they stand by?

Developing Empathy				Practicing Empathy			Living Empathy	
Emotional Literacy	Moral Identity	Perspective Taking	Moral Imagination	Self-Regulation	Practice Kindness	Collaboration	Moral Courage	Altruistic Leadership
<p>How do you think Maddie &amp;/or Wanda felt during the following statements in the book:</p> <p>Pg. 24 ¶ 4 Pg. 28 ¶ 3 Pg. 30 ¶ 2 Pg. 31 ¶ 8 Pg. 31 ¶ 9</p>	<p>When Maddie stands by and watches the girls tease Wanda, what does that say about her character?</p>	<p>Imagine if this story happened in 2018. What things do students brag about to outdo each other? How does that affect others? What does that say about their character?</p>	<p>How is The Hundred Dresses similar to Chrysanthemum?</p> <p>What can we learn from both stories?</p>	<p>What is Maddie in fear of by standing by?</p> <p>How can Maddie control her fear to stand up for Wanda?</p>	<p>How could you Right a Wrong that you made in the past?</p> <p>How can you show kindness to someone you have hurt?</p>	<p>Exclusion is a subtle form of bullying. How can you and your friends make sure you are welcoming others into your social group?</p> <p>How might you unintentionally be excluding others?</p>	<p>How could you step in and speak up and stand up for Wanda?</p> <p>Have you stood up for a classmate when they were in trouble?</p>	<p>How can you make our class a more welcoming place for new students?</p> <p>What is your action plan?</p>



**Clear**

I clearly understand...



**Cloudy**

I am cloudy about...

# Lunch Break

**IF STEVE EATS A DELICIOUS LUNCH  
WITHOUT POSTING A PICTURE OF IT  
TO FACEBOOK**

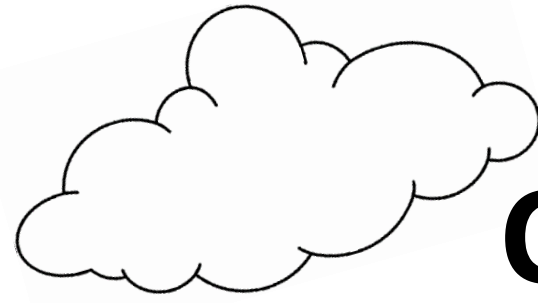


**DID STEVE EAT A  
DELICIOUS LUNCH?**



**Clear**

I clearly understand...



**Cloudy**

I am cloudy about...





# Group Work Time!





D.U.C.K.

We **Discussed**:



We both **Understand**:



We are **Curious** about:



**Knowledge** from another group:





# Flock of D.U.C.K.s



<b>We Discussed:</b>	<b>We both Understand:</b>	<b>We are Curious about:</b>	<b>Knowledge from another group:</b>
