



## Elementary Curriculum Conference

July 23-24, 2018

Kingdom Builders Center

6011 W. Orem Drive

8:00 a.m. – 3:30 p.m.

# July 23 - Planner

8:00 – 8:30 a.m.

Welcome and conference opening (*Gymnasium*)

8:30 – 11:30 a.m.

- 478004** Phonics: As Easy as ABC (K–2)
- 826012** Wonderful Word Study (3–5)
- 1060001** Moving Readers Forward: Pre-A/Emergent (K–1)
- 1060002** Moving Readers Forward: Emergent/Early (K–2)
- 1060003** Moving Readers Forward: Transitional/Fluent (2–5)
- 1056002** Independent Reading in K–1
- 1056004** Independent Reading in 2–3
- 1056005** Independent Reading in 4–5
- 1056001** Math Lesson Planning 101 (K, 1, 4, 5)
- 1056014** Mathematical Literacy: Dialogue (K, 1, 4, 5)
- 1062002** Purposeful Planning Using the K–2 Streamlined Science TEKS
- 1062007** Purposeful Planning Using the 3–5 Streamlined Science TEKS
- 1062010** Plan, Build, Test, and Learn: STEM in a PK–2 Classroom

- 1064022** An Integrated Approach (K–2)
- 1062005** The Differentiated Art Room (PK–3)
- 1064003** Unsure How to Appraise the Creative Process? And Give Feedback? (PK–12)
- 1064006** Directing UIL One Act Play with Middle School Students (6–8)
- 1064016** On Theatrical Lighting and Sound (PK–12)
- 1064008** Planning for and Integrating Professional Development into Classroom Instruction (PK–12)
- 1064029** Instructing Dance Classes through Spectrum of Teaching Strategies (PK–12)
- 1064021** The Instrumental Teacher in the General Music Classroom (General Music Teachers)
- 1064025** Classroom Concepts, Management and Appraisal (General Music Teachers)

12:30 – 3:30 p.m.

- 478004** Phonics: As Easy as ABC (K–2)
- 826012** Wonderful Word Study (3–5)
- 1060001** Moving Readers Forward: Pre-A/Emergent (K–1)
- 1060002** Moving Readers Forward: Emergent/Early (K–2)
- 1060003** Moving Readers Forward: Transitional/Fluent (2–5)
- 1056002** Independent Reading in K–1
- 1056004** Independent Reading in 2–3
- 1056005** Independent Reading in 4–5
- 1056006** Interactive Notebooks (K, 1, 4, 5)
- 1059002** Mathematical Literacy: Dialogue (K, 1, 4, 5)
- 1062002** Purposeful Planning Using the K–2 Streamlined Science TEKS
- 1062007** Purposeful Planning Using the 3–5 Streamlined Science TEKS
- 1062011** Plan, Build, Test, and Learn: STEM in a 3–5 Classroom

- 1064024** An Integrated Approach (3–5)
- 1062008** The Differentiated Art Room (4–8)
- 1064003** Unsure How to Appraise the Creative Process? And Give Feedback? (PK–12)
- 1064016** On Theatrical Lighting and Sound (PK–12)
- 1064018** Classroom Management for Theatre (PK–12)
- 1064032** Playwriting (PK–12)
- 1064010** Using Vision to Enhance and Drive the Learning Experience (Campus Administrators & Teachers)
- 1064019** Movement Workshop: Dance Techniques and Composition (PK–12)
- 1064021** The Instrumental Teacher in the General Music Classroom (General Music Teachers)
- 1064025** Classroom Concepts, Management and Appraisal (General Music Teachers)

8:30 a.m. – 3:30 p.m.

- 1064013** STARRting Write in Kindergarten
- 1064014** STARRting Write in 1–2
- 1064026** STARRting Write in 3–4
- 1064027** STARRting Write in 5
- 1056009** Math Boot Camp K
- 1056010** Math Boot Camp G1
- 1056011** Math Boot Camp G4
- 1056012** Math Boot Camp G5
- 1056013** Grade 2 and Grade 3 Guided Math (2 Day Training)

- 1061001** B.E.S.T<sub>3</sub> Practices in a PK–2 Science Classroom
- 1061002** B.E.S.T<sub>3</sub> Practices in a 3–5 Science Classroom
- 1065005** Pre-K Building Blocks: Literacy
- 1065007** Pre-K Building Blocks: Math
- 1065016** GLAD Strategies Review (Year 3–4 Dual Language Teachers, Bilingual Teachers)
- 1065020** Biliterate Readers: A Closer Look (DL PK–5)
- 1065021** Biliterate Writers: A Closer Look (DL PK–5)
- 1064001** Contest, Competition, and Grants...Oh My! (PK–12)

# July 24 - Planner

## 8:30 – 11:30 a.m.

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| <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>478004</b> Phonics: As Easy as ABC (K–2)</li> <li><input type="checkbox"/> <b>826012</b> Wonderful Word Study (3–5)</li> <li><input type="checkbox"/> <b>1060001</b> Moving Readers Forward: Pre-A/Emergent (K–1)</li> <li><input type="checkbox"/> <b>1060002</b> Moving Readers Forward: Emergent/Early (K–2)</li> <li><input type="checkbox"/> <b>1060003</b> Moving Readers Forward: Transitional/Fluent (2–5)</li> <li><input type="checkbox"/> <b>1056002</b> Independent Reading in K–1</li> <li><input type="checkbox"/> <b>1056004</b> Independent Reading in 2–3</li> <li><input type="checkbox"/> <b>1056005</b> Independent Reading in 4–5</li> <li><input type="checkbox"/> <b>1056007</b> Implementing Math Workstations (K, 1, 4, 5)</li> <li><input type="checkbox"/> <b>1059003</b> Mathematical Literacy: Reading (K, 1, 4, 5)</li> <li><input type="checkbox"/> <b>1062002</b> Purposeful Planning Using the K–2 Streamlined Science TEKS</li> <li><input type="checkbox"/> <b>1062007</b> Purposeful Planning Using the 3–5 Streamlined Science TEKS</li> <li><input type="checkbox"/> <b>1062011</b> Plan, Build, Test, and Learn: STEM in a 3–5 Classroom</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>1064022</b> An Integrated Approach (K–2)</li> <li><input type="checkbox"/> <b>1062005</b> The Differentiated Art Room (PK–3)</li> <li><input type="checkbox"/> <b>1063010</b> Adaptive Arts for All (PK–12)</li> <li><input type="checkbox"/> <b>1064006</b> Directing UIL One Act Play with Middle School Students (6–8)</li> <li><input type="checkbox"/> <b>1064016</b> On Theatrical Lighting and Sound (PK–12)</li> <li><input type="checkbox"/> <b>1064008</b> Planning for and Integrating Professional Development into Classroom Instruction (PK–12)</li> <li><input type="checkbox"/> <b>1064012</b> Building Music Programs that Build Your School (Campus Administrators &amp; Teachers)</li> <li><input type="checkbox"/> <b>1064030</b> Instructing Dance Classes through Spectrum of Teaching Strategies (PK–12)</li> <li><input type="checkbox"/> <b>1064021</b> The Instrumental Teacher in the General Music Classroom (General Music Teachers)</li> <li><input type="checkbox"/> <b>1064025</b> Classroom Concepts, Management and Appraisal (General Music Teachers)</li> </ul> |
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## 12:30 – 3:30 p.m.

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# Literacy

## **478004** Phonics: As Easy as ABC (K–2)

Room: Connection Center

*July 23 or 24; 8:30 – 11:30 a.m. or 12:30 – 3:30 p.m.*

Participants will learn about and practice explicit phonics instruction. The session will provide teachers an opportunity to learn and practice different instructional strategies and activities that will set the foundation for phonics/word study development in grades K-2. (3 hrs.)

## **826012** Wonderful Word Study (3–5)

Room: 1134

*July 23 or 24; 8:30 – 11:30 a.m. or 12:30 – 3:30 p.m.*

Participants will engage in effective word study lessons and learn how to transfer the learning to create aligned word work workstation activities. (3 hrs.)

## **1060001** Moving Readers Forward: Pre-A/Emergent (K–1)

Room: 1135

*July 23 or 24; 8:30 – 11:30 a.m. or 12:30 – 3:30 p.m.*

Participants will engage in transitioning from foundational guided reading instructional practices to using the assess-decide-guide framework for Pre-A and Emergent readers. (3 hrs.)

## **1060002** Moving Readers Forward: Emergent/Early (K–2)

Room: 1136

*July 23 or 24; 8:30 – 11:30 a.m. or 12:30 – 3:30 p.m.*

Participants will engage in transitioning from foundational guided reading instructional practices to using the assess-decide-guide framework for Emergent and Early readers. (3 hrs.)

## **1060003** Moving Readers Forward: Transitional/Fluent (2–5)

Room: 1113

*July 23 or 24; 8:30 – 11:30 a.m. or 12:30 – 3:30 p.m.*

Participants will engage in transitioning from foundational guided reading instructional practices to using the assess-decide-guide framework for Transitional and Fluent readers. (3 hrs.)

## **1064013** STAARting Write in Kindergarten

Room: 1133

*July 23 or 24; 8:30 a.m. – 3:30 p.m.*

Participants will learn the nuts and bolts of teaching writing in their assigned grade level. Creating a community of writers, planning effective mini-lessons for composition and conventions, using student writing samples to identify instructional focus, and assessing student writing using rubrics will be covered in this interactive session. (6 hrs.)

## **1064014** STAARting Write in 1–2

Room: 1420

*July 23 or 24; 8:30 a.m. – 3:30 p.m.*

Participants will learn the nuts and bolts of teaching writing in their assigned grade level. Creating a community of writers, planning effective mini-lessons for composition and conventions, using student writing samples to identify instructional focus, and assessing student writing using rubrics will be covered in this interactive session. (6 hrs.)

## **1064026** STAARting Write in 3–4

Room: Party Room 1240

*July 23 or 24; 8:30 a.m. – 3:30 p.m.*

Participants will learn the nuts and bolts of teaching writing in their assigned grade level. Creating a community of writers, planning effective mini-lessons for composition and conventions, using student writing samples to identify instructional focus, and assessing student writing using rubrics will be covered in this interactive session. (6 hrs.)

## **1064027** STAARting Write in 5

Room: Hang Time College 2233

*July 23 or 24; 8:30 a.m. – 3:30 p.m.*

Participants will learn the nuts and bolts of blending reading and writing to create authentic texts in their assigned grade level. Creating a community of writers, planning effective mini-lessons for composition and conventions, using student writing samples to identify instructional focus, and assessing student writing using rubrics will be covered in this interactive session. (6 hrs.)

## **1056002** Independent Reading K–1

Room: 1114

*July 23 or 24; 8:30 – 11:30 a.m. or 12:30 – 3:30 p.m.*

Participants will understand the rationale for independent reading during the school day and how to make sure the reading is targeted and purposeful. A framework, built around research-based best practices in the kindergarten/grade 1 classroom, will be demonstrated and practiced. Participants will also receive teaching tips for getting independent reading started and sustaining success. (3 hrs.)

## **1056004** Independent Reading in 2–3

Room: 1115

*July 23 or 24; 8:30 – 11:30 a.m. or 12:30 – 3:30 p.m.*

Participants will understand the rationale for independent reading during the school day and how to make sure the reading is targeted and purposeful. A framework, built around research-based best practices in the grade 2-3 classroom, will be demonstrated and practiced. Participants will also receive teaching tips for getting independent reading started and sustaining success. (3 hrs.)

## **1056005** Independent Reading in 4–5

Room: Dance Studio 2420

*July 23 or 24; 8:30 – 11:30 a.m. or 12:30 – 3:30 p.m.*

Participants will understand the rationale for independent reading during the school day and how to make sure the reading is targeted and purposeful. A framework, built around research-based best practices in the grade 4-5 classroom, will be demonstrated and practiced. Participants will also receive teaching tips for getting independent reading started and sustaining success. (3 hrs.)

# Math

**1056001** Math Lesson Planning 101 (K, 1, 4, 5)

Room: 2112

*July 23; 8:30 – 11:30 a.m.*

Participants will plan effective lessons using the components of the unit planning guide in the context of a 5E model and engage in lesson planning practices that will help support with leveraging the HISD district resources. Please bring a fully charged laptop to this training. (3 hrs.)

**1056006** Interactive Notebooks (K, 1, 4, 5)

Room: 2112

*July 23; 12:30 – 3:30 p.m.*

Participants will gain a deeper understanding on the benefits of implementing interactive notebooks in the math classroom. They will engage in creating and setting up a personal Math Interactive Notebook and walk away with strategies for implementation. Please bring a fully charged laptop to this training. (3 hrs.)

**1056007** Implementing Math Workstations (K, 1, 4, 5)

Room: 2112

*July 24; 8:30 – 11:30 a.m.*

Participants will engage in best practices for instruction. Join us and walk away with small group templates and strategies to support small-group implementation. Please bring a fully charged laptop to this training. (3 hrs.)

**1056008** Small-Group Math Instruction (K, 1, 4, 5)

Room: 2112

*July 24; 12:30 – 3:30 p.m.*

Participants will engage in best practices for instruction. Join us and walk away with small group templates and strategies to support small-group implementation. Please bring a fully charged laptop to this training. (3 hrs.)

**1056014** Mathematical Literacy: Dialogue (K, 1, 4, 5)

Room: 2113

*July 23; 8:30 – 11:30 a.m.*

Participants will gain a deeper understanding on the benefits of embedding student dialogue in the math classroom. They will engage in best practices aligned to building mathematical literacy and walk away with strategies for implementation. Please bring a fully charged laptop to this training. Don't miss out! (3 hrs.)

**1059002** Mathematical Literacy: Vocabulary (K, 1, 4, 5)

Room: 2113

*July 23; 12:30 – 3:30 p.m.*

Participants will gain a deeper understanding on the benefits of embedding vocabulary instruction in the math classroom. They will engage in best practices aligned to building mathematical literacy and walk away with strategies for implementation. Please bring a fully charged laptop to this training. Don't Miss Out! (3 hrs.)

**1059003** Mathematical Literacy: Reading (K, 1, 4, 5)

Room: 2113

*July 24; 8:30 – 11:30 a.m.*

Participants will gain a deeper understanding on the benefits of embedding reading in the math classroom. They will engage in best practices aligned to building mathematical literacy and walk away with strategies for implementation. Don't miss out! Please bring a fully charged laptop. (3 hrs.)

**1059004** Mathematical Literacy: Writing (K, 1, 4, 5)

Room: 2113

*July 24; 12:30 – 3:30 p.m.*

Participants will gain a deeper understanding on the benefits of embedding writing in the math classroom. They will engage in best practices aligned to building mathematical literacy and walk away with strategies for implementation. Don't Miss Out! Please bring a fully charged laptop. (3 hrs.)

**1056009** Math Boot Camp K

Room: 2114

*July 23 or 24; 8:30 a.m. – 3:30 p.m.*

Participants will work collaboratively in a high-impact learning experience to practice aligned, rigorous and engaging research-based strategies for grade-level standards to increase student achievement in elementary mathematics for Cycle 1. Please bring a fully charged laptop to this training. (6 hrs.)

**1056010** Math Boot Camp G1

Room: 2115

*July 23 or 24; 8:30 a.m. – 3:30 p.m.*

Participants will work collaboratively in a high-impact learning experience to practice aligned, rigorous and engaging research-based strategies for grade-level standards to increase student achievement in elementary mathematics for Cycle 1. Please bring a fully charged laptop to this training. (6 hrs.)

**1056011** Math Boot Camp G4

Room: 2116

*July 23 or 24; 8:30 a.m. – 3:30 p.m.*

Participants will work collaboratively in a high-impact learning experience to practice aligned, rigorous and engaging research-based strategies for grade-level standards to increase student achievement in elementary mathematics for Cycle 1. Please bring a fully charged laptop to this training. (6 hrs.)

**1056012** Math Boot Camp G5

Room: 2117

*July 23 or 24; 8:30 a.m. – 3:30 p.m.*

Participants will gain a deeper understanding on the benefits of implementing interactive notebooks in the math classroom. They will engage in creating and setting up a personal Math Interactive Notebook and walk away with strategies for implementation. Please bring a fully charged laptop to this training. (6 hrs.)

**1056013** Grade 2 and Grade 3 Guided Math (2 Days) (2–3)

Room: Hangtime Mid

*July 23 & 24; 8:30 a.m. – 3:30 p.m.*

Participants will explore HISD Guided Math Curriculum Framework and experience components of Guided Math and Four Recommended Workstations. Join us and walk away with a startup toolkit for the 2018-2019 HISD grade 2 and 3 Guided Math implementation. Please bring a fully-charged laptop. (12 hrs.)

# Science

## **1061001** B.E.S.T<sub>3</sub> Practices in a PK–2 Science Classroom

Room: Hangtime High/Room 2130

*July 23 or 24; 8:30 a.m. – 3:30 p.m.*

Participants will learn (1) what the top 10 B.E.S.T<sub>3</sub> practices for science instruction are, (2) how to set up a science classroom, (3) how the environment supports content mastery, and (4) engage in experiences from Reporting Category 1: Matter and Energy, to start the year off strong! (6 hrs.)

## **1061002** B.E.S.T<sub>3</sub> Practices in a 3–5 Science Classroom

Room: The Promenade/Room 2430

*July 23 or 24; 8:30 a.m. – 3:30 p.m.*

Participants will learn (1) what the top 10 B.E.S.T<sub>3</sub> practices for science instruction are, (2) how to set up a science classroom, (3) how the environment supports content mastery, and (4) engage in experiences from Reporting Category 1: Matter and Energy, to start the year off strong! (6 hrs.)

## **1062002** Purposeful Planning Using the K–2 Streamlined Science TEKS

Room: The Great Room A

*July 23 or 24; 8:30 – 11:30 a.m. and 12:30 – 3:30 p.m.*

Participants will receive timely communication around the updates to the streamlined K-2 science TEKS in preparation for the 2018-19 school year implementation. Participants will engage in experiences that support learning of the impact across grade levels, strands, and other content areas. (3 hrs.)

## **1062007** Purposeful Planning Using the 3–5 Streamlined Science TEKS

Room: 2111

*July 23 or 24; 8:30 – 11:30 a.m. and 12:30 – 3:30 p.m.*

Participants will receive timely communication around the updates to the streamlined 3-5 science TEKS in preparation for the 2018-19 school year implementation. Participants will engage in experiences that support learning of the impact across grade levels, strands, and other content areas. (3 hrs.)

## **1062010** Plan, Build, Test, and Learn: STEM in a PK–2 Classroom

Room: The ELC/Room 1430

*July 23, 8:30 – 11:30 a.m. or July 24, 12:30 – 3:30 p.m.*

Participants will receive timely communication around the updates to the streamlined 3-5 science TEKS in preparation for the 2018-19 school year implementation. Participants will engage in experiences that support learning of the impact across grade levels, strands, and other content areas. (3 hrs.)

## **1062011** Plan, Build, Test, and Learn: STEM in a 3–5 Classroom

Room: The ELC/Room 1430

*July 23, 12:30 – 3:30 p.m. or July 24, 8:30 – 11:30 a.m.*

Participants will experience an adapted, student- friendly research model that incorporates real life learning with grade-level standards. Learn how to develop activities to encourage original research, independent study, and problem solving that are authentic to each discipline. Participants will experience a series of STEM Design Challenges which will incorporate ELA Literary Texts and STEM. Through this hands-on/minds-on session, participants will explore the Engineering Design process and make connections, learning ways to include STEM challenges with variety of genres. (3 hrs.)

# Social Studies

## **1064022** An Integrated Approach (K–2)

Room: 1142

*July 23 or 24; 8:30 – 11:30 a.m.*

Participants will discover how Social Studies fits into a jam packed day. You will learn how to integrate content within the Read Aloud, Mini Lesson, Independent Workstations and practice a variety of writing strategies. These strategies will strengthen and refine your informational tool box. (3 hrs.)

## **1064024** An Integrated Approach (3–5)

Room: 1142

*July 23 or 24; 12:30 – 3:30 p.m.*

Participants will discover how Social Studies fits into a jam packed day. You will learn how to integrate content within the Read Aloud, Mini Lesson, Independent Workstations and practice a variety of writing strategies. These strategies will strengthen and refine your informational tool box. (3 hrs.)

# Early Childhood

## **1065005** Pre-K Building Blocks: Literacy

Room: Great Room A

*July 23 or 24; 8:30 a.m. – 3:30 p.m.*

Participants will focus on enhancing the literacy block and differentiating instruction in literacy workstations. Participants will also receive a Bee Bot for literacy workstation implementation. (6 hrs.)

## **1065007** Pre-K Building Blocks: Math

Room: Great Room B

*July 23 or 24; 8:30 a.m. – 3:30 p.m.*

Participants will focus on enhancing the math block and differentiating instruction in math workstations. Participants will also receive a Math Start kit for literacy and math connections. (6 hrs.)

# Dual Language

**1065016** GLAD Strategies Review  
(Year 3-4 Dual Language Teachers, Bilingual Teachers)  
Room: 1143  
*July 23 or 24; 8:30 a.m. – 3:30 p.m.*

Participants will engage in review, application and practice of selected GLAD strategies. Participants will create sample charts aligned to the units of study in our district curriculum. (6 hrs.)

**1065020** Biliterate Readers: A Closer Look (DL PK–5 Teachers)  
Room: 1144  
*July 23 or 24; 8:30 a.m. – 3:30 p.m.*

Participants will take a closer look at the Literacy Block with emphasis on supports for biliterate readers. Participants will focus on the alignment between the Read Aloud/Mini-Lesson, Guided Reading, Small Group, and Workstations. (6 hrs.)

**1065021** Biliterate Writers: A Closer Look (DL PK–5 Teachers)  
Room: 1145  
*July 23 or 24; 8:30 a.m. – 3:30 p.m.*

Participants will take a closer look at Writer’s Workshop with emphasis on supports for biliterate writers. Participants will focus on the alignment between the Mini-Lesson using Mentor Text, Conventions, and Composition. (6 hrs.)

# Fine Arts

**1062005** The Differentiated Art Room (PK–3)  
Room: Jean Hines Caldwell Elementary  
*July 23 or 24; 8:30 – 11:30 a.m.*

How does true differentiation play a part in the art room? What does “True differentiation” mean? Explore ways to reach all learners with various artistic abilities through the practice of differentiated planning and implementation. How can lessons be used for all learner of all ages and all abilities? This session will answer this question and more. (3 hrs.)

**1062008** The Differentiated Art Room (4–8)  
Room: Jean Hines Caldwell Elementary  
*July 23 or 24; 12:30 – 3:30 p.m.*

How does true differentiation play a part in the art room? What does “True differentiation” mean? Explore ways to reach all learners with various artistic abilities through the practice of differentiated planning and implementation. How can lessons be used for all learner of all ages and all abilities? This session will answer this question and more. (3 hrs.)

**1063010** Adaptive Arts for All (PK–12)  
Room: Jean Hines Caldwell Elementary  
*July 24; 8:30 – 11:30 a.m. or 12:30 – 3:30 p.m.*

This session will explore the adaptive tools, techniques and strategies to help students with physical disabilities to thrive in the art room. Learn ways to equalize the physical act of making art for all students. This session will explore the visual, tactile and auditory adaptation practices to meet the needs of our special artists. (3 hrs.)

**1064001** Contest, Competition, and Grants...Oh My! (PK–12)  
Room: Jean Hines Caldwell Elementary  
*July 23 or 24; 8:30 a.m. – 3:30 p.m.*

This session will explore the adaptive tools, techniques and strategies to help students with physical disabilities to thrive in the art room. Learn ways to equalize the physical act of making art for all students. This session will explore the visual, tactile and auditory adaptation practices to meet the needs of our special artists. (6 hrs.)

**1064003** Unsure How to Appraise the Creative Process? And Give Feedback? (PK–12)  
Room: Jean Hines Caldwell Elementary  
*July 23; 8:30 – 11:30 a.m. or 12:30 – 3:30 p.m.*

Participate in a presentation and round table discussion to create a growth environment for your enrichment teachers. This session will explore the appraisal process for all fine arts teachers. Learning the difference between best practices of management and organization and the creative process will help the teacher, campus and administrator grow. How is meaningful feedback given when the appraiser is unsure of what is available and helpful? Giving appropriate feedback to teachers to encourage the creative process for children will be explored in depth. (3 hrs.)

**1064006** Directing UIL One Act Play with Middle School Students (6–8)  
Room: Jean Hines Caldwell Elementary  
*July 23 or 24; 8:30 – 11:30 a.m.*

Participants will leave armed with suggestions and examples of planning, organization, script selection, working with parents, administration, holding students accountable, actor coaching, staging, working with student suggestions, and helping 11-14 year olds to appreciate an adjudicator/clinician’s critique. (3 hrs.)

**1064016** On Theatrical Lighting and Sound (PK–12)  
Room: Jean Hines Caldwell Elementary  
*July 23 or 24; 8:30 – 11:30 a.m. and 12:30 – 3:30 p.m.*

Participants will learn the basics of running a light board, hanging a light, connecting lights to a board, creating pools of light, recording cues, programming LED lights, running a sound board, using CDs vs an iPhone/android/iPod/iPad. And much more! (3 hrs.)

**1064018** Classroom Management for Theatre (PK–12)  
Room: Jean Hines Caldwell Elementary  
*July 23; 12:30 – 3:30 p.m.*

Participants will learn the basics of classroom management as it pertains to the uniqueness of the theatre classroom. We will address ways to set rules and procedures from day 1, how and when to refer students to administration (and what steps to take beforehand). (3 hrs.)

# Fine Arts

**1064032** Playwriting (PK–12)  
Room: Jean Hines Caldwell Elementary  
*July 23 and 24; 12:30 – 3:30 p.m.*

Participants will learn from the teacher of an existing playwriting course how to go about creating lessons and opportunities for aspiring student authors. (3 hrs.)

**1064034** Panel Discussion on Directing Plays with School-aged Students (PK–12)  
Room: Jean Hines Caldwell Elementary  
*July 24; 12:30 – 3:30 p.m.*

Participants will hear opinions and anecdotes from numerous HISD Theatre teachers on their philosophies of creating theatre with students aged 4 to 18. Be prepared to leave with lots of ideas for next year! (6 hrs.)

**1064008** Planning for and Integrating Professional Development into Classroom Instruction (PK–12)  
Room: Jean Hines Caldwell Elementary  
*July 23; 8:30 – 11:30 a.m.*

Participants will develop strategies to identify their strengths and weaknesses and plan for professional development that will further strengthen their “Glows” and support their “Grows”. Participants will also learn strategies to integrate learning from PD sessions into their planning and daily instruction. Participants will be given a list of PD sessions and professional organizations that have PD available. These resources will be both division specific (band, orchestra, mariachi, jazz/stage, and Orff) and general classroom areas (classroom management, lesson planning, organization) (3 hrs.)

**1064010** Using Vision to Enhance and Drive the Learning Experience (Campus Administrators & Teachers)  
Room: Jean Hines Caldwell Elementary  
*July 23; 12:30 – 3:30 p.m.*

Participants will learn how to develop a program vision. This vision will help to inform which performances to participate in; how to build their calendars and budgets; how to select literature and supplemental exercises, how to elicit support from the learning community (co-workers, parents, local businesses and churches, etc. Participants will leave with a focused plan for structuring their programs and fulfilling their vision. (3 hrs.)

**1064012** Building Music Programs that Build Your School (Campus Administrators & Teachers)  
Room: Jean Hines Caldwell Elementary  
*July 24; 8:30 – 11:30 a.m.*

Participants will learn how the modern music classroom effects the culture and enrollment of a campus. Topics discussed include: Selecting the Right Type of Program, Getting the Community to Support Your Program without Sacrificing Quality, Building A Realistic budget and Calendar, Being culturally sensitive and UIL Successful. (3 hrs.)

**1064029** Instructing Dance Classes through Spectrum of Teaching Strategies (PK–12)  
Room: Jean Hines Caldwell Elementary  
*July 23; 8:30 – 11:30 a.m.*

Participants will learn the principles of The Spectrum of Teaching Styles, and its application in daily instruction. The Spectrum will: enhance the teaching skills; provide teachers with more options for presenting the subject matter; give teachers and students many pathways to knowledge. (3 hrs.)

**1064019** Movement Workshop: Dance Techniques and Composition (PK–12)  
Room: Jean Hines Caldwell Elementary  
*July 23; 12:30 – 3:30 p.m.*

Participants will learn the warm up strategies, dance techniques and a variety of combinations to accommodate the readiness and needs of beginning, intermediate and advanced dance students. (3 hrs.)

**1064030** Instructing Dance Classes through Spectrum of Teaching Strategies (PK–12)  
Room: Jean Hines Caldwell Elementary  
*July 24; 8:30 – 11:30 a.m.*

Participants will learn the principles of The Spectrum of Teaching Styles, and its application in daily instruction. The Spectrum will: enhance the teaching skills; provide teachers with more options for presenting the subject matter; give teachers and students many pathways to knowledge. (3 hrs.)

**1064020** Movement Workshop: Dance Techniques and Composition (PK–12)  
Room: Jean Hines Caldwell Elementary  
*July 24; 12:30 – 3:30 p.m.*

Participants will learn the warm up strategies, dance techniques and a variety of combinations to accommodate the readiness and needs of beginning, intermediate and advanced dance students. (3 hrs.)

**1064021** The Instrumental Teacher in the General Music Classroom (General Music Teachers)  
Room: Jean Hines Caldwell Elementary  
*July 23 & 24; 8:30 – 11:30 a.m. or 12:30 – 3:30 p.m.*

Participants will explore practical and effective ways the instrumental teacher can be successful in the general music classroom. (3 hrs.)

**1064025** Classroom Concepts, Management and Appraisal (General Music Teachers)  
Room: Jean Hines Caldwell Elementary  
*July 23 & 24; 8:30 – 11:30 a.m. or 12:30 – 3:30 p.m.*

Participants will explore instructional concepts for the music classroom, classroom management and understanding the HISD appraisal expectations. (3 hrs.)