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.
<table>
<thead>
<tr>
<th>Language of the Discipline</th>
<th>Details</th>
<th>Patterns</th>
<th>Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>What vocabulary is used?</td>
<td>Who..?</td>
<td>What patterns do you notice?</td>
<td>Identify cause &amp; effect relationships</td>
</tr>
<tr>
<td>What tools are used?</td>
<td>What..?</td>
<td>When...? Where..?</td>
<td>What are influencing factors?</td>
</tr>
<tr>
<td>What methods are used?</td>
<td>When...?</td>
<td>Why...?</td>
<td></td>
</tr>
<tr>
<td>What service is provided?</td>
<td>Where..?</td>
<td>How...?</td>
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<tr>
<td>What products are made?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unanswered Questions</th>
<th>Change Over Time</th>
<th>Ethics</th>
<th>Big Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>What words don’t you understand?</td>
<td>What was it like in the past, the present &amp; what might it be like in the future?</td>
<td>Who believes the behavior or action to be right or wrong and why?</td>
<td>What is the theme?</td>
</tr>
<tr>
<td>What is unclear?</td>
<td>What caused the change?</td>
<td></td>
<td>Identify the “Big Idea”, principle or generalization.</td>
</tr>
<tr>
<td>What information is missing?</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth &amp; Complexity Icons</th>
<th>Multiple Perspectives</th>
<th>Rules</th>
<th>Across the Disciplines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use this page to guide discussions, as conversation “cues” during literature circles discussions, &amp; as writing prompts to encourage critical thinking.</td>
<td>Who agrees &amp; disagrees?</td>
<td>What are the rules?</td>
<td>What common theme connects the topics?</td>
</tr>
<tr>
<td>Shared by Sandra Kaplan</td>
<td>What are their opinions?</td>
<td>How it is structured?</td>
<td>How is one topic like the other?</td>
</tr>
<tr>
<td></td>
<td>Who believes what &amp; why?</td>
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</tbody>
</table>
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

<table>
<thead>
<tr>
<th>E/LA</th>
<th>Math</th>
<th>Social Studies</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Descriptive words</td>
<td>• Terms, signs, symbols</td>
<td>• Terms of geography</td>
<td>• Matter</td>
</tr>
<tr>
<td>• Interpretation of vocabulary</td>
<td>• Operations</td>
<td>• History</td>
<td>• Scale</td>
</tr>
<tr>
<td>• Style</td>
<td>• Measurements</td>
<td>• Government</td>
<td>• Space</td>
</tr>
<tr>
<td>• Plot theme</td>
<td>• Variables</td>
<td></td>
<td>• Atoms</td>
</tr>
<tr>
<td></td>
<td>• Functions</td>
<td></td>
<td>• Laws</td>
</tr>
</tbody>
</table>

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

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## Details - A Sample List

<table>
<thead>
<tr>
<th>E/LA</th>
<th>Math</th>
<th>Social Studies</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Characters</td>
<td>• Numbers</td>
<td>• Documents</td>
<td>• Features</td>
</tr>
<tr>
<td>• Setting</td>
<td>• Factors</td>
<td>• Time</td>
<td>• Time</td>
</tr>
<tr>
<td>• Description</td>
<td>• Points</td>
<td>• Location</td>
<td>• Atoms</td>
</tr>
<tr>
<td>• Connotation</td>
<td>• Lines</td>
<td>• People</td>
<td>• Cells</td>
</tr>
<tr>
<td>• Informative writing</td>
<td>• Curves</td>
<td>• Events</td>
<td>• Cells</td>
</tr>
<tr>
<td></td>
<td>• algorithms</td>
<td>• Cause/effect</td>
<td>• parts</td>
</tr>
</tbody>
</table>

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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

<table>
<thead>
<tr>
<th></th>
<th>E/LA</th>
<th>Math</th>
<th>Social Studies</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Plot</td>
<td>• Number lines</td>
<td>• Documents</td>
<td>• DNA</td>
</tr>
<tr>
<td></td>
<td>• Conflict</td>
<td>• Geometric patterns</td>
<td>• Time lines</td>
<td>• Periodic table</td>
</tr>
<tr>
<td></td>
<td>• Themes</td>
<td>• Probability</td>
<td>• Themes</td>
<td>• Biology</td>
</tr>
<tr>
<td></td>
<td>• Writing structures</td>
<td>• Order of operations</td>
<td></td>
<td>• Molecules</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Measurement</td>
<td></td>
<td>• Crystals</td>
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<tr>
<td></td>
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<td>• Solar system</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>E/LA</th>
<th>Math</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Genres</td>
<td>• Problem solving</td>
<td>• Supporting evidence</td>
<td>• Measurement</td>
</tr>
<tr>
<td>• Grammar</td>
<td>• Operations</td>
<td>• Primary documents</td>
<td>• Data collection</td>
</tr>
<tr>
<td>• Word usage</td>
<td>• Computation</td>
<td>• Government</td>
<td>• Systems</td>
</tr>
<tr>
<td>• Style</td>
<td>• Ratios</td>
<td>• Economics</td>
<td>• Chemical reactions</td>
</tr>
<tr>
<td>• Poetry</td>
<td>• Accuracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Matching writing to purpose</td>
<td>• Arithmetic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mathematics</td>
<td>• Geometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Writing to purpose</td>
<td>• Algebra</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>E/LA</th>
<th>Math</th>
<th>Social Studies</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Historical fiction</td>
<td>• Application of principles</td>
<td>• Cultural</td>
<td>• Research</td>
</tr>
<tr>
<td>• Nonfiction</td>
<td>• Tools &amp; machines of measurement</td>
<td>• Different eras</td>
<td>• Financial support</td>
</tr>
<tr>
<td>• Character types</td>
<td>• Data collection</td>
<td>• Voter patterns</td>
<td>• Environmental</td>
</tr>
<tr>
<td>• Spelling</td>
<td></td>
<td>• Exploration</td>
<td>• Space exploration</td>
</tr>
<tr>
<td>• Word usage</td>
<td></td>
<td>• Government</td>
<td>• health</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>E/LA</th>
<th>Math</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Anonymous authors</td>
<td>• Equations</td>
<td>• Cause &amp; effect</td>
<td>• Experiments</td>
</tr>
<tr>
<td>• Author’s message</td>
<td>• Historical math problems</td>
<td>• The future</td>
<td>• Ethical implications</td>
</tr>
<tr>
<td>• Author’s motivation</td>
<td>• Unforeseen relationships</td>
<td>• Ancient civilizations</td>
<td>• The future</td>
</tr>
<tr>
<td>• Likes/dislikes</td>
<td></td>
<td></td>
<td>• consequences</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
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<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plot</td>
<td>• Statistics</td>
<td>• Human conflicts</td>
<td>• Experimental bias</td>
</tr>
<tr>
<td>• Conflicts</td>
<td>• Problem-solving</td>
<td>• Immigration</td>
<td>• DNA</td>
</tr>
<tr>
<td>• Controversies</td>
<td>• Logic</td>
<td>• Laws</td>
<td>• Research</td>
</tr>
<tr>
<td>• Plagiarism</td>
<td>• Applied math</td>
<td>• Dissent</td>
<td>• Expert disagreement</td>
</tr>
<tr>
<td>• Media</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• themes</td>
<td></td>
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</tbody>
</table>

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

<table>
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<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Themes</td>
<td>Principles, laws</td>
<td>Origins</td>
<td>Energy</td>
</tr>
<tr>
<td>Poetry</td>
<td>Accuracy</td>
<td>Cultures</td>
<td>Gravity</td>
</tr>
<tr>
<td>Conflict</td>
<td>Systems</td>
<td>Migration</td>
<td>Waves</td>
</tr>
<tr>
<td>Critical analysis</td>
<td>Validity</td>
<td>Exploration</td>
<td>Light</td>
</tr>
<tr>
<td></td>
<td>Scale</td>
<td>Innovation</td>
<td>Change</td>
</tr>
</tbody>
</table>

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

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<tbody>
<tr>
<td>• Setting</td>
<td>• Interpretation of data</td>
<td>• History</td>
<td>• Geology</td>
</tr>
<tr>
<td>• Relevance</td>
<td>• Time measurement</td>
<td>• Issues of importance</td>
<td>• Change</td>
</tr>
<tr>
<td>• Science fiction</td>
<td>• Origins</td>
<td>• Contributions</td>
<td>• Climate</td>
</tr>
<tr>
<td>• Biographies</td>
<td>• Problem solving</td>
<td>• Big ideas</td>
<td>• Innovation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Formulas</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
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<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Characterization</td>
<td>• Interpretation</td>
<td>• Historical roles</td>
<td>• Perspectives</td>
</tr>
<tr>
<td>• Persuasive writing</td>
<td>of data</td>
<td>• Multi-cultural</td>
<td>• Environmental perspectives</td>
</tr>
<tr>
<td>• Editorials</td>
<td>• Representation</td>
<td>studies</td>
<td>• ethics</td>
</tr>
<tr>
<td>• Points of view</td>
<td>of data</td>
<td>• Interpreting</td>
<td></td>
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<td></td>
<td>• Statistics</td>
<td>evidence</td>
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<tr>
<td></td>
<td>• Charts</td>
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<td></td>
<td>• Graphs</td>
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</tr>
</tbody>
</table>

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

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</tr>
</thead>
<tbody>
<tr>
<td>Biographies &amp; auto biographies</td>
<td>Geometry, architecture</td>
<td>Culture</td>
<td>Origins of laws</td>
</tr>
<tr>
<td>Journals</td>
<td>Economics</td>
<td>Patterns</td>
<td>Research findings</td>
</tr>
<tr>
<td></td>
<td>Data collection</td>
<td>Human behavior</td>
<td>Geobotany</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sociology</td>
<td>Biophysics</td>
</tr>
</tbody>
</table>

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

It seemed unfair when...
Looking for the Details

1. Little Willy's grandfather was inside.
2. Grandfather 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.
GIANT PANDA

Appearance:
- Born when they are born
- Have, fluffy tail
- Round, and cuddly
- Melan, broad and flat
- Thumbs and five fingers
- Are about 1.5 m long
- They are big and heavy
- Has thick, wavy fur
- The black fur around eyes and neck
- They have sharp claws.
- They are the smallest bear.
- Has 4 deciduous teeth and 40-42 permanent teeth
- Black spots on eyes
- An adult weighs about 90 kilograms, although the biggest ever weighed was 180 kilograms
- They have black and white fur
- Their nose, which about 60 cm, looks like the teddy bear's small tail
- They only eat bamboo

Characteristics:
- Pandas are solitary.
- A pair of eating a day
- Don't hibernate.
- Climb on trees.
- Lone generally.
- They are quiet.
- Sometimes pandas walk right up to a tasty bamboo shoot because they simply don't see them.
- They make 10-15 sounds.
- Care for their young.
- Father leaves mother to take care of baby.
- Spends 14 hours a day sleeping. 15 hours active.
- At birth, a panda is only 10-13 pounds of bamboo each day.
- Females can only have 1 baby a year.
- Adapts have defined territory.

Predators:
- Carnivorous
- Yellow-throated marten
- Mongoose
- Foxes
- Tigers

Other Information:
- They are endangered.
- Today, only around 1,500 pandas.
- Scientific name: Ailuropoda melanoleuca
- The Chinese call the giant panda "the bamboo bear." The Chinese have a sealskin coat that is called "the bamboo bear." The bamboo bear is not a bear, but a giant panda.
- Chinese scientists are working with other scientists from other countries.
- Can live to be 20 years old in the wild.
- World Wildlife Fund is helping to save pandas.
- Other scientific claims that it is not true. The giant panda is still wild and needs enough land to live on and enough bamboo to eat.

Food:
- *Flowers, grass
- *Rubs mainly bamboo for the report
- *Eats bamboo
- *Eats fruit

Habitat:
- All of the wild giant pandas in the world live in western China.
EEK! There's a Mouse in the House

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

[Diagram with post-its arranged in a grid]
How are Johnny Appleseed and Miss Rumphius alike? Different

Miss Rumphius

- Planted Lupine seeds
- Traveled the world
- Helped people
- Used soup to feed
- Taught words from catalog
- Used beautiful clothes
- Did good to the world
- Was a gardener
- Taught people
- Spoke to animals

Johnny Appleseed

- Man
- Planted apple seeds
- Traveled by foot
- Helped people
- Used soup
- Taught words
- Used beautiful clothes
- Did good to the world
- Was a gardener
- Taught people
- Spoke to animals

Older Woman:
- She came back from traveling
- She grew white hair
- Stayed mostly in bed
- She scattered lupines
- Next spring, her lupines bloomed

Young Woman:
- She worked at a library
- Organized books, helped people
- Taught them how to find books, dusted books

Young Girl:
- She pointed pictures
- She helped her grandmother
- Listened to her Grandpa's stories

Alice:
- She helped her grandmother
- She read to her Grandpa's stories

Miss Rumphius in Action

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 helps save a tree.
- I would plant many trees and flowers seeds.
- When I shop I would bring my own plastic bag instead of the plastic.
- 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 clean up the oil in the ocean.
- I would plant more tree seeds.
- I will recycle.
- I will save flowers and trees alone.
- I will ride cars less because it would pollute air.
- I will pick up trash in the sea and garden.
- I will not litter.
- Instead of buying so many plastic bottles I will refill my water bottle.
- I plant grass in a plain patch 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?

- Use old trash for many.
- Help clean house.
- Listen to mom and dad.
- Vacuum the room.
- Help my mom eat.
- Help my mom take care of my sister Alexia.
- Help pick up litter up the street.
- Help put trees in the ground.
- I can help them with the chores.
- Can wash my clothes.
- I can help my dad and mom do chores.
- I can help my mom fold my clothes.
- I can carry heavy bags for them.
- I can get food for my mom and dad.
- I would try not to be noisy.
- I like to move the clean and water the plants.
- I would help by helping them do the cleaning.
- 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 oceans.
- People cut down trees.
- They throw away lots of things which get changed into landfills.
- Some people are polluting our rainforest and that is changing things.
- People throw trash in the sea and make the sea unhealthy.
- People are throwing trash and not recycling.
- Us to make dirty air.
- Litter in grass and ocean.
- Save electricity.
- Global warming.
- They are picking up flowers and throwing them away.
- People cut down trees. Then the forest is made.
- They pollute the ocean.
- They litter because they don’t care and that isn’t 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 bed and kissed him before bed.
- 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, Eliza, Jason, Mia, Jonathan

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 kill it because you might get sick.
  - It's 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 is a little.
  - It's not worth killing a pig for money.
  - It's wrong because I don't want animals killed.
  - It's wrong because you won't know if it will work.
  - It's always a bad idea to kill a pet.

Thomas, Justin, Shaka, Smart, A

What unfamiliar words did you come across in the story?

- Turt - undersized animal or person (noun)
- Radiant (adj) glowing with brightness
- Agilible (adj) easily fooled
- Crafty (adj) skillful at planning
- Skillful (adj) having the ability to do something well

- Ability (noun) talent, intellince

- Steve, Tom
How are 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, eggs).

Maps often have:

**Compass Rose**

A compass rose shows directions.

**Map Key**

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
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 won’t have fun in life.

Patterns
I think that when I am in Mrs. Haris’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.

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

Rules
1. no playing ball in the house
2. no electronics in bed
3. no dinner at friend’s house during week
4. no playing with friends after 9
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 bunk away at 10:00
10. brush my teeth and get my pg on at 6:00
My Story... A Tale About Me

Multiple Perspectives
My perspective is that the most fun thing to do is go and play 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 [Name]
I am [Age] years old.
My hair is [Color]
My eyes are [Color]
My favorite color is [Color]

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, my height, my hair.
### Details
Some details about me are:
- My name is **Ezrael**
- I am 8 years old.
- My favorite color is **red**
- This is a picture of my face.

### Language of the Discipline
Words and actions that are important to my job as a student/scholar are:
- Lean facts
- Math
- Reading

### Patterns
A pattern in my life is:
- Every Friday, I play laser tag with my friends

### Rules
A rule at my home is:
- A rule at my home is to not play soccer in my home.

### Multiple Perspectives
People often have different opinions or perspectives about topics. My perspective about working hard in school is:
- Daily Bible study because it's a lot of witch.

### Ethics
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 ethics about bullying on our campus?
- Bad because bully can hurt someone.

### Big Idea
A "Big Idea" 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?
- To go to sunshine and go on the ride we what ride.

### Unanswered Questions
I am still wondering about:
- An unanswered question I have is my birthday at Dione gets a pizza.

### Change Over Time
Some things I would like to see change this year are:
- What to see all of the homes to be mud at of rocks.

### Point of View
My perspective about working hard in school is that it is stressful, time consuming, but sometimes it is fun and exciting.

### Ethics
Some rules in my house are:
- No TV or video on week nights.
- Always play piano every night
- We go to bed between 9:00 or 9:30.

### Study of the Discipline
The study of the discipline is teeth and bone. Always be active for that.

### Patterns
A pattern in my life is:
- I usually go to school, I always have breakfast, but school break every three weeks.
- Every morning I eat three.
What are the ethics about bullying on our campus? Wrong about bullying because it hurts people feelings.

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

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

Words and actions that are important to the Disciplines scholar are: paper, pencil, desk, name tag.

A pattern in my life is every Sunday I see my dad then I see my mom.

Details: My name is Dani. I am 7 years old. My favourite colour is red. My favourite sport is soccer.
Framing Plants

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

Life Cycle

1. Seedling
2. Adult plant with seeds

Leaves on a branch make food for the plant.
Leaves inside the plant help in the growth of the plant.

The roots hold the plant in the ground.
The roots have nutritional roots to the plant.

Leaves, stems, leaves, pollen, petals, nectar, flowers, roots.
Provide details about what all living things need to survive. How do living things get the food they need?

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

Directions: Using the textbook, chapter three, answer the following questions.

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

1) ???

2) ??

Describe the sequence of feeding relationships in a food chain.

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.
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