

Term Two Reflection

Criteria

- **Honest**
- **Thorough and detailed**
- **Provides context:** assumes your reader is a very smart person who knows nothing about what you are describing—you don't need to talk down to them, but you cannot assume knowledge about your topic; you were there, they were not
- **Descriptive:** you are using words in such a way that your reader can experience what you experienced—they can see and feel it
- Use of **specific examples**—embracing the use of examples as opportunities to tell **specific, detailed short stories**, with you as the main character
- Digs into **how** and **why**; digs below the surface and resists surface answers
- Answers all parts of both questions
- **Proofread** for errors in conventions and opportunities for **precise word choice**
- *Optional:* the Suncrest class also had the following as a key aspect of the criteria: use a **signature**, in case you become famous—I'll leave that one up to you!

Big Idea: How are you applying the **feedback** you received on your first reflection to this second attempt? What forward steps and what new risks are you taking?

And don't forget: The Lloyd Alexander Challenge (see next page)...

The Lloyd Alexander Challenge

What have you learned from studying the work of master writer Lloyd Alexander that might be useful here? You might consider some of the following:

- Image-building through purposeful verb, adjective, and adverb choice
- Variety in word choice: when is using specific descriptive language the right choice? When is using simpler words the more effective choice?
- Variety in sentence structure and length
- Use of literary devices, such as:
 - simile and metaphor
 - alliteration, in order to draw attention to key words
 - onomatopoeia
 - personification
 - repetition
- An effective use of punctuation
- Moving the “camera” to direct the reader’s inner eye as you tell the stories of your learning: what do you want them to see?

Questions for Exploration

A key part of this assignment is answering the following questions:

1. In what area or areas do you feel you have demonstrated the most **growth** since starting the school year? This could be in an area related to **academics** or **work habits** or **social-emotional development**.

- Clearly identify the area or areas** where you experienced growth— be specific (not just Group Work, but my ability to make others feel included by doing X, Y, and Z, etc.)
- Tell the story of how this growth occurred**—what were you doing (or not doing)? Do your best to make this story detailed and specific. Take your time. Create a moment-to-moment story, with you as the main character, experiencing growth in the area you have identified. Bring the reader inside your inner world.

Think about all our Daily Diary work (“I am...”); and consider what you have learned about effective storytelling from Lloyd Alexander.

Remember that your audience (your parents) has not experienced these things in the ways that you have, so you need to provide them with enough **context** to follow your ideas.

- Explain how this growth may help you in the future**, short-term (this month) and long-term (a year, five years, ten years from now). **Use specific examples.**

2. Where do you feel **stuck** right now? What is challenging for you? Again, this could be in the area of **academics** or **work habits** or **social-emotional development**.

- Explain the idea**
- Tell a story**, with you as the main character, about you engaging with this thing and encountering stuck-ness or challenge. Do your best to make this story specific and detailed. Create a moment-to-moment story, with you as the main character, experiencing being stuck in the area you have identified. Focusing on the details of what is happening around you and what you are thinking and feeling as a result will help bring the reader inside your inner world.

Remember to provide **context** for your reader so that they can follow your story with ease. What do you need to explain to them (who, what, where, when, why, how) to help them understand what you are talking about?

- Explain why, for you, this is particular thing is challenging.** What is it about you—the way you work, your typical ways of being, your upbringing, your past experiences—that makes this challenging?
- Explain why unlocking change in this area might bring greater ease and happiness in your life:** what has life been like in the past for you, being stuck in this area? How is it negatively affecting your present? What does the future look like with this way of being unchanged? What does the future look like if you get unstuck? How will getting unstuck help you in the future?

Try to use specific examples.

After you have written your first draft:

- Reread the criteria.** Have you done your best to address each of those aspects?
- Reread the questions** in this document. Have you done your best to address **each of the bullet points**?
- Proofread carefully, line by line.** In addition to looking for errors in spelling, punctuation, and sentence construction, also keep an eye out for opportunities for precise word choice. Keep an eye out for comma splices and sentence fragments.
- Find a private place to **read your work out loud to yourself**—this is the best way to spot uncaught errors and to listen for flow between ideas.

Things We Have Done in Term Two (a non-exhaustive list)

Language Arts

The Black Cauldron

- class discussion while reading
- vocab development and Dictionary Wars
- applying CEC work to reading mindset
- index cards recalling important images from chapters
- written responses after chapters, using evidence from the text while exploring ideas about:
 - word choice
 - literary devices
 - character development
 - image building
 - mood/atmosphere
 - character motivation
- reading character roles aloud
- noticing Prof. Wu Wei's oral language techniques

The Black Cauldron Daily Diary entries

Sharing ideas in partnerships, groups, and with the whole class

Active listening during class and small group discussions and during the instructive phase of lessons

Science research (decoding content while reading and while viewing videos)

Science writing (lapbooks)

Interconnectivity Contest

Socratic Circle prep and discussion

Find evidence to support mural creation

The tossing the coins into the bucket thingy

Vocal warm-ups

Math

Number Theory: fractions; percents; comparing and ordering fractions, decimal numbers, and percents

Order of operations (BEDMAS) with decimal numbers

Algebra

Using proper math vocabulary

Decoding word problems

Following the problem-solving criteria

Measurement for art and design activities

Socials

Civ V

- The challenge of balancing the competing needs of your civilization: economy, food, production, citizen happiness; military, technological advancements, access to resources, diplomacy with other civilizations
- Gross National Happiness
- Important technological advances
- Cabinet Meeting
- Responsibility with log and applying feedback to subsequent attempts

Science

Communicating scientific learning about the brain in lapbooks

Sustaining intellectual curiosity about a scientific topic of your choice (inquiry projects)

Note-taking skills: applying feedback from Term One and

- Using systems of organization to categorize information
- Recording ideas in your own words
- Using the fewest number of words to capture the essence of an idea or concept
- Using visuals to capture complex ideas or concepts
- Thoroughness of approach
- Focusing on how and why

Fears and Phobias

Art

Index Cards—image creation, silencing The Two Questions (“Is it good?” “Does it suck?”)

Lapbooks: covers and comics (and other visual representations)

Todd Parr art

The Book of Three mural art

Four-panel *Star Wars* art

Card Project art

Physical Health Education

Good sportspersonship – all-out participation, encouraging of teammates, celebrating wins and losses equally, trying to make steps forward from your current level of skill

Minor games

Rugby

Hip Hop

6-Square

Tennis videos—applying skills to gym

Kilometer Club (we did it twice!) (Yay!!)

Morning Check-ins—emotional intelligence

Consciousness Explorers Club: guided meditations and other mindfulness techniques (like breathing and the Five Grounding Senses)

Applying mindset work to academic work and social life

The Urn of No Longer Useful Ways of Being

Bullying workshop

French

Days of the week

Months of the year

Asking someone’s age; sharing your age and the age of others

Conjugating *avoir*

ADST

Lapbook design

The Book of Three mural art—drafting characters and places; honoring Lloyd Alexander’s vision; whole-class discussions for mural planning; project manager work and coordinating individual efforts with the project managers

Career

Actively working to create a respectful, inclusive, positive, and on-task environment while working in groups, partnerships, and with the class as a whole

Group work jobs: Chairperson, Diplomat, Questioner, Reporter, Encourager

Small groups work: *The Black Cauldron* small group discussions; Interconnectivity Contest discussions; *Civ V* groups

Proficiency Scale skits

Class jobs

Actively creating a respectful, inclusive, and positive work environment

Partner work in Math

Clean-up

Staying on task during work blocks and other class activities

Applying mindset exploration to class work (silencing the Two Questions, approaching work with pliable awareness and Lynda Barry’s calm and friendly way of being, etc.)

Responsibility with homework

Organization of materials

Attempt at thoroughness

Using criteria to shape the approach to the work

Self-regulation: adjusting your voice and body to suit the environment

Music

Friendships and social interactions—in class, at recess and lunch, before and after school

Volunteer positions in the Highlands community