

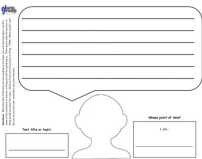






Nonfiction Choice Board:

Thinking with *Depth and Complexity* *

Directions: Please choose a nonfiction book or text you have read recently to engage your child in the following activities. This choice board is meant to prompt conversations that can lead to deep thinking and problem-solving. It is suggested that you allow your child to choose one activity a day or complete them as you see fit. Have fun digging deep with your child!

 <p>Unanswered Question: Who is your topic most valuable to? Choose a person that you think would want to read about your topic.</p> <ul style="list-style-type: none"> • Draw a picture or write a letter to this person about the topic you have read about. <ul style="list-style-type: none"> ◦ Convince this person why they should read your text. • If the chosen person does not live with you, mail your picture or letter to them. 	 <p>Multiple Perspectives: Pretend to be a scientist, teacher, or doctor. What would this person say about the topic you read about?</p>  <ul style="list-style-type: none"> • Fill out the attached speech bubble. <ul style="list-style-type: none"> ◦ Be sure to use vocabulary you learned from the book or text. • Complete the person's face to show their feelings on the topic. 	 <p>Language of the Discipline: Play "Word Bowl" with your text!</p> <p>After you are finished reading:</p> <ul style="list-style-type: none"> • List 6 important words from the text on a piece of paper. • Cut out the words. • Put the words in a bowl. • Blindly draw out 3 of the words. • Now, create a poem or drawing that incorporates those 3 words. • Share your poem or drawing with a family member.
 <p>Family Game Time: What is your book or text mostly about?</p> <ul style="list-style-type: none"> • Choose 5-10 important verbs that relate to your topic. • Write each verb on a piece of paper. • Cut apart the verbs and put them in a bowl. • As a family, play charades. <ul style="list-style-type: none"> ◦ Each family member will choose one verb to act out to the other family members. ◦ Which family member can get the others to guess their verb the fastest? 	 <p>Change Over Time: Teach someone about the topic in your text. Include the following ideas and questions in your lesson:</p> <ul style="list-style-type: none"> • Tell about the topic you read about. • How might this topic change in 10 years? • When do you think someone would use this in the future? • Teach your lesson to a family member either over the phone or by FaceTime. 	 <p>Details: Using what you learned while reading, create an acrostic poem to explain a topic from the book or text.</p> <p>Example:</p> <p style="text-align: center;">FISH</p> <p> Freely swimming In the ocean Schooling together Hiding in coral </p> <p>**If you have sidewalk chalk, feel free to write this outside.</p>

***Research behind *Depth and Complexity* by Gould and Kaplan**

Gifted specialist, Ian Byrd, shares insight on *Depth and Complexity*:

The overarching goal of *Depth and Complexity* is to **move students towards expert knowledge of content**. Bette Gould and Sandra Kaplan looked to understand how an expert understands their field differently from a layperson. Through interviews, they saw that **these experts knew things like repeating patterns, required rules, ethical dilemmas, changes over time, and essential vocabulary within their field**.

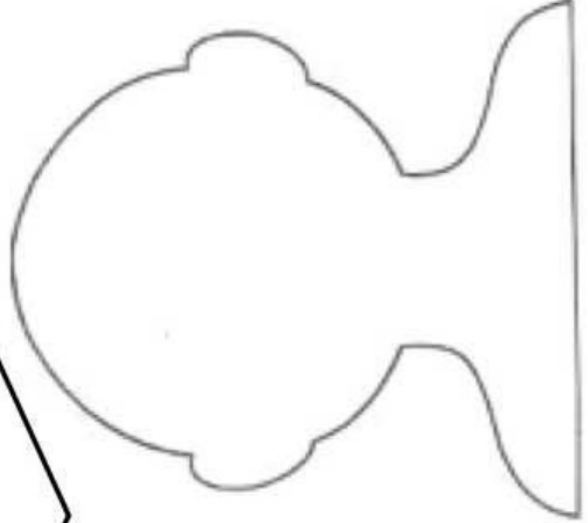
They identified eleven of these traits and assigned a name and a symbol to each. The idea is that **students can use these same ways of thinking** to move closer to an expert's level of understanding.

To find out how you can incorporate more *Depth and Complexity* into your family discussions, feel free to visit the following website:

<https://www.byrdseed.com/introducing-depth-and-complexity/>

Directions: Write the title of the text you are reading or the topic you are learning about. List the name of the character or person or thing you will be speaking as. Think about what this person or thing would say about the topic. Write as if you are this person or thing. THINK-What would I say? Be sure to use any new vocabulary you have learned.

A large speech bubble with a tail pointing to the right. Inside the bubble are ten horizontal lines for writing, alternating between solid and dashed lines.



Whose point of view?

I am...

Text title or topic:

FIGURE 4.8:

QUESTIONING FOR HIGH-LEVEL THINKING

Engaged students should elaborate, clarify, and support ideas with examples, paraphrase as they build on and question input from others, and synthesize and reach decisions as group work concludes. Provide time for academic conversations so students use key vocabulary in context, learn from one another, benefit from multiple points of view, and extend meaning beyond prior knowledge. To facilitate critical and creative thinking, ask these questions as you interact with students or provide a selection of these questions as guides to small groups applying respectful questioning.

- “Tell me about your work.”
- “What do you already know and understand about this?”
- “How would you _____?”
- “Why did you _____?”
- “How do you know _____?”
- “How did you decide whether _____?”
- “Describe what you did.”

AS STUDENTS WORK, ASK...

- “Elaborate what you mean.”
- “How did you figure that out?”
- “Why do you think that?”
- “Is that a reasonable answer? Why?”
- “What if _____?”
- “How is this like _____?”
- “How could you do this another way?”
- “What is a significant question you would ask?”
- “Identify a potential problem or issue.”



AFTER STUDENTS FINISH, ASK...

- “How did you arrive at your answer?”
- “What evidence do you have to support that?”
- “Who might have a different perspective? Why?”
- “How might someone get the same answer but by a different way of reasoning?”
- “How would you explain this to someone else?”
- “What question is essential to this topic?”
- “How could you use this to _____?”
- “What is the most important thing you learned?”
- “What do you not understand?”
- “What is something you are doing to help yourself learn?”
- “Does this lead you to another question or problem? Explain.”