



Wit and Wisdom Update

January 10, 2025



Jaffrey Grade School
Rindge Memorial School



Agenda

- I. Goal Alignment**
- II. Professional Development**
- III. Strengths and Challenges**
- IV. Implementation Updates**
- V. Samples**

Goal Alignment

- I. Literacy
- II. Universal Screeners
and Data-Driven
Instruction



Professional Development

Formal Professional Development with Great Minds Facilitator(s)

- *Lead Wit & Wisdom* (district administrators) - 6 hours
- *Launch Wit & Wisdom* (K-8 teachers) - 6 hours
 - *Abbreviated Launch* for UA teachers and paraeducators (K-5) - 3 hours
- *Module Lesson Study* (K-8 teachers) - 6 hours
- *Getting Started with Geodes* (K-2 teachers) - 3 hours
- Coaching Session (elementary administrators) - 3 hours

District Sponsored Professional Development

- Early Release Collaborative Planning JGS/RMS
- Grade Level Release Time



Professional Development - Next Steps

Formal Professional Development with Great Minds Facilitator(s)

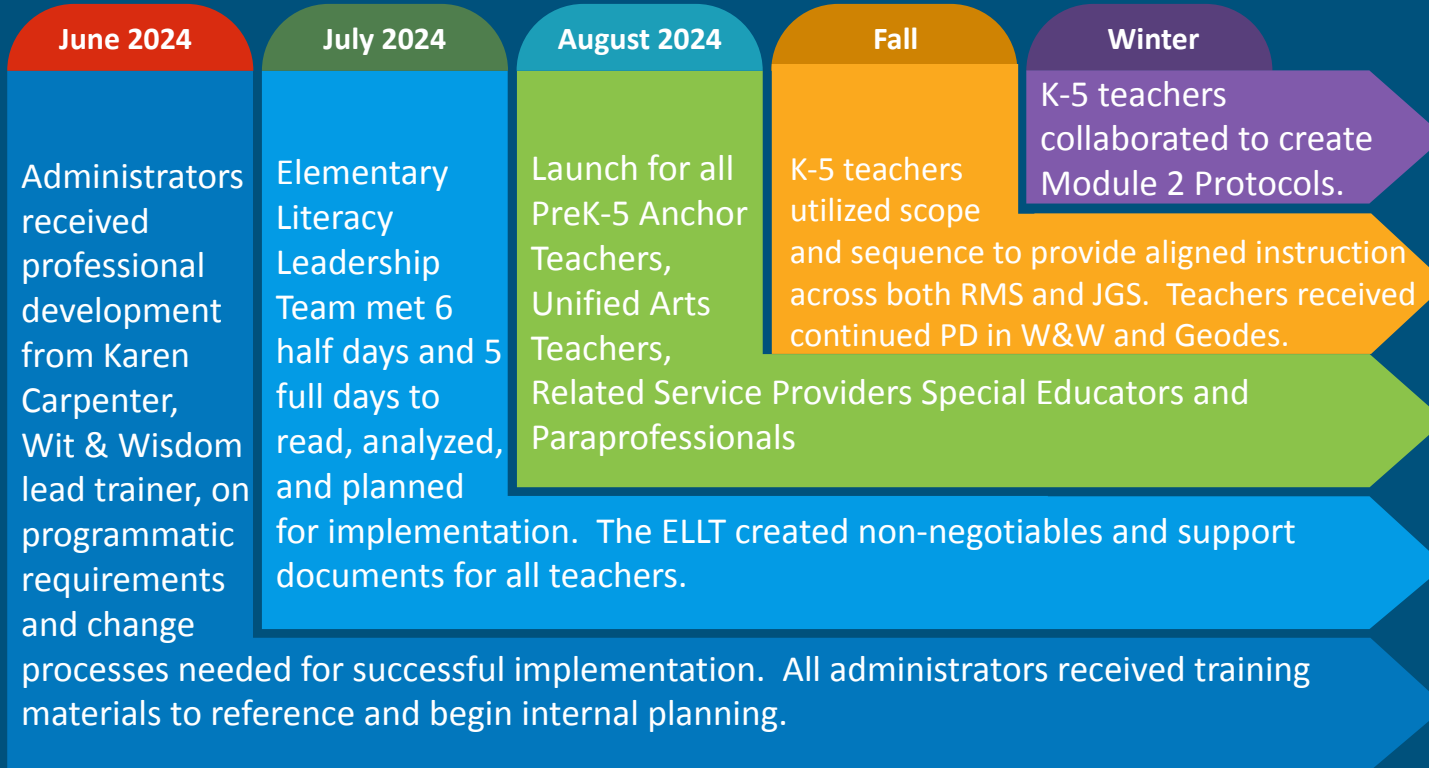
- *Wit & Wisdom Coaching Series* – Spring 2025 and 2025-2026
- *Writing in Wit & Wisdom* (K-8 teachers) – 6 hours
- *Focus on Fluency* (K-8 teachers) – 3 hours

District Sponsored Professional Development

- Early Release Collaborative Planning JGS/RMS – February and April 2025
- Grade Level Release Time – continued commitment to provide grade level teams time for deep-dive into modules to support internalization of curriculum, analysis of student work for scoring calibration, etc.



July 2024- Present



Challenges

“Wit and Wisdom requires extensive teacher planning time to implement the program with intentionality.”

“The length of time required to teach Wit and Wisdom to students at the early childhood level can be onerous for students.”

“Due to the structured nature of the program and time required to teach it, it is challenging to structure intervention times or modify work to help students with learning needs.”

“I am challenged by the amount of content in the “learning section” of the lessons, and hate the feeling of being rushed and always needing to cut something out. Sometimes what I have to cut out is interesting or somewhat important, but there just is not enough time in the day.”



Strengths

"The curriculum has a large variety of books of many different genres which the children enjoy having read to them. Encourages deep class discussions."

"Another positive is that the program helps children develop their writing skills and content. There is a lot of opportunities to write about the books and the discussions."

"Wit and Wisdom is helping students develop critical thinking skills while exposing them to a range of topics that build background knowledge."

"How the program uses many types of texts for each module theme."

"I appreciate that ALL students are able to participate in discussions and have something to add. Students who have always been on the outside, were some of my deepest thinkers. This is clearly seen in their writing and excitement to participate and share."

"I am excited about next year, when the bulk of the planning has been done. It is a heavy load this first year. That being said, Module 2 planning and implementation is already easier than module 1."



Learner Quotes

- So far, it's been very fun.
- You get a lot of learning about writing.
- I was impressed with my own writing because I could do it all by myself with only looking at the books.
- I liked telling my family about what we learned about.
- I liked challenging myself and I liked learning about commas, FINALLY!
- I liked that it was a lot of facts about leaves and days getting shorter and science and it all was kind of the same thing. I liked that.
- I like learning new things and it was challenging but in a good way.
- Sometimes it was boring but then when we talked about things more, I liked it.
- It has helped me become a better reader because I am able to read the books slowly to understand all the parts.
- Sometimes the writing was hard, but then I liked it when I could do it more.
- Re-reading the book allows us to answer more questions about the books.
- I am learning a lot of new vocabulary. We learned about hemoglobin, arteries, and valves.



Writing Samples (K/1)

Assessment 28A: End-of-Module Task

Directions: Write and draw to tell a narrative about a character whose life has changed because of books.

Time Order Words

Beginning	Middle	End
It started in	Then Next	Last Finally



It started in Kenya, when

The kids didn't have any books.



☐ Complete sentences ☐ Capitalized beginning of sentences and proper nouns. ☐ End punctuation

Next, camels had books for kids.



Now the kids in Kenya have books.



☐ Complete sentences ☐ Capitalized beginning of sentences and proper nouns. ☐ End punctuation

Assessment 28A: End-of-Module Task

Directions: Write and draw to tell a narrative about a character whose life has changed because of books.

Time Order Words

Beginning	Middle	End
It started in	Then Next	Last Finally



It started in Peru

when the children did

not have books.



☐ Complete sentences ☐ Capitalized beginning of sentences and proper nouns. ☐ End punctuation

Next, the donkeys

carry the books for kids.

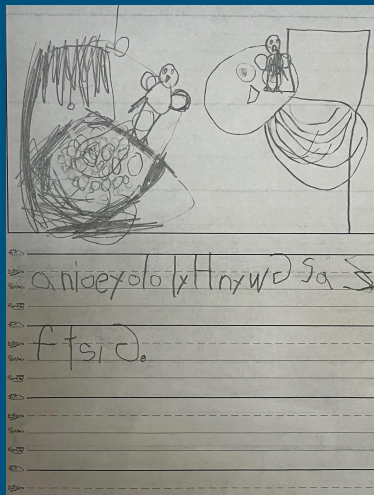


Lastly, the kids in Peru have books now.

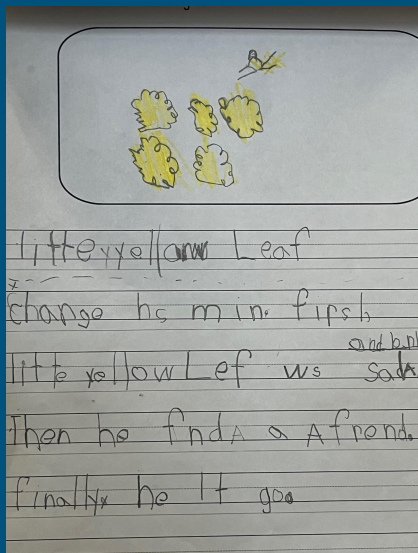


☐ Complete sentences ☐ Capitalized beginning of sentences and proper nouns. ☐ End punctuation

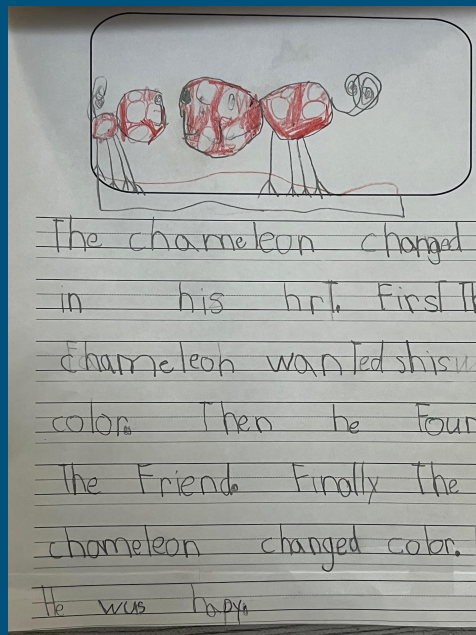
Writing Samples (2nd)



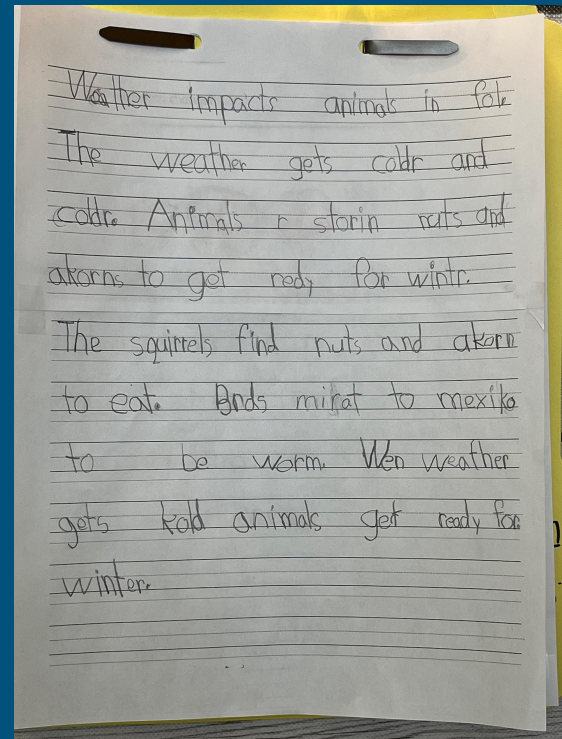
September



October

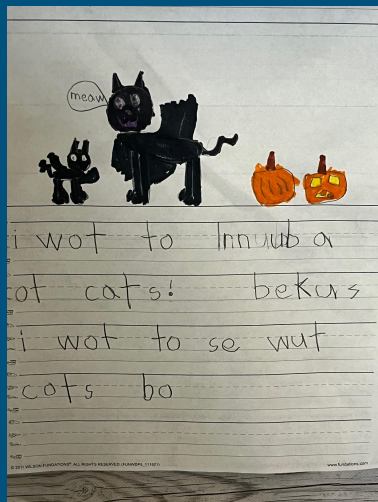


November

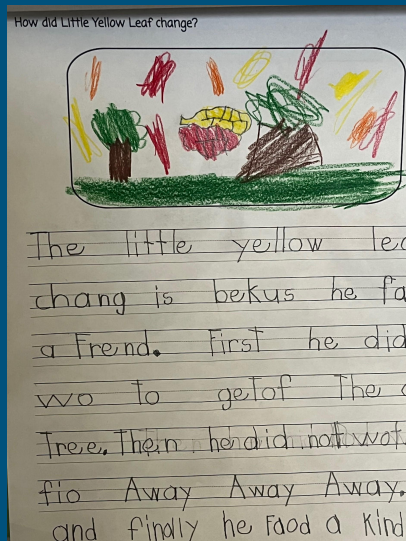


December

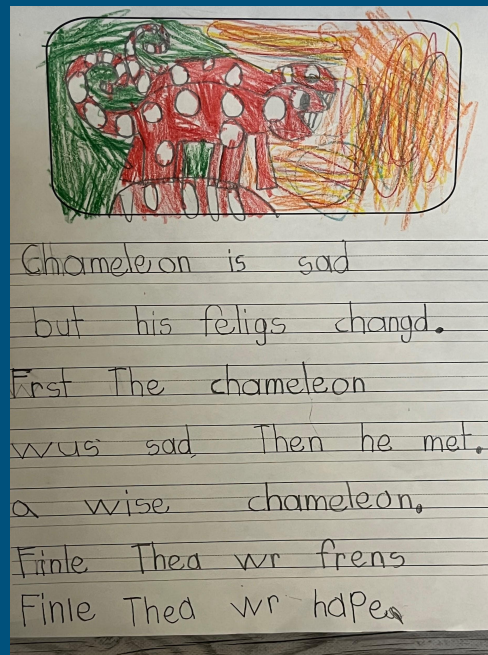
Writing Samples (2nd)



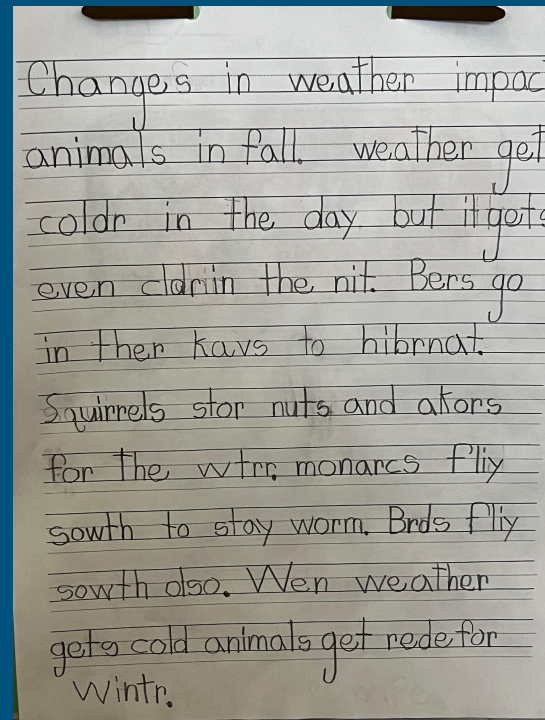
September



October



November

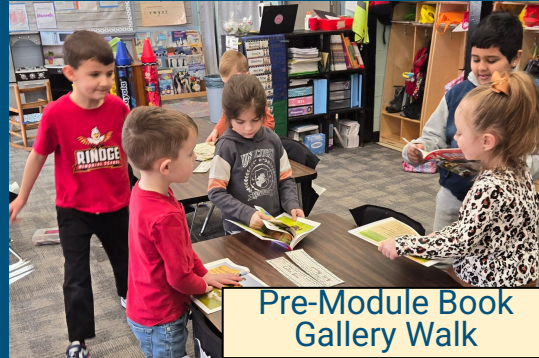


December

Interactive Learning Structures



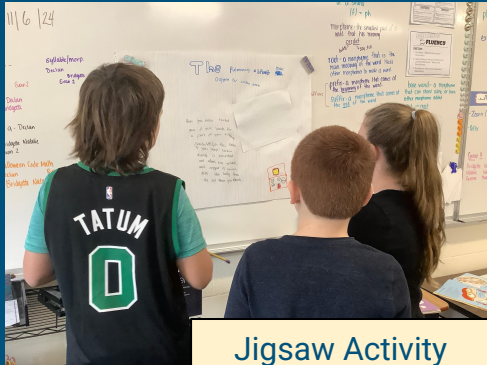
Socratic Seminar



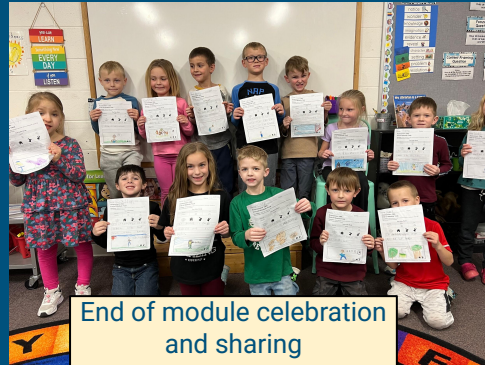
Pre-Module Book Gallery Walk



Tableaux



Jigsaw Activity



End of module celebration and sharing



Text Evidence Gallery Walk

Wit & Wisdom In Action

ELA FOCUS WALL

Module 1, Lesson 18

Essential Question
How do cultural beliefs and values guide people?

Focusing Question
What important beliefs and values guide Chief Joseph and his daughter, Sound of Running Feet?

Content Framing Question
What does a deeper exploration of characters reveal in the novel?

Craft Question(s)
How do I gather and elaborate on evidence to prepare for Writing Task 5?

Learning Goals
Analyze how characters' words and actions in *Thunder Rolling in the Mountains* in the classroom reveal their beliefs and values, and explain how these beliefs and values guide the characters' actions in the novel.
Explain and interpret the meaning of figurative language from the novel.

Word Wall

Characters

- Chief Joseph** (Chief Joseph's son): N.P. chief, not a warrior, well-respected, *Thunder Rolling in the Mountains*
- Suan Necklace** (Chief Joseph's son): artist, quiet strength, bias Suffer not a warrior, obedient (loyal)
- General Howard**: leader of white soldiers, impatient, one arm
- Too-hut-hut-sot**: another N.P. leader, warrior, spiritual honored priest among his people
- Wah-hit-tis** (warrior) and **Red Moccasins Tops**: warrior → Red Coat → leader, wants to avenge his father's death, at the hands of Chief Joseph
- Sound of Running Feet**: bold, believes in justice, not afraid, daughter of C.J. leader among women in tribe, accurate, loyal, thoughtful

Word Meaning

Word	Meaning
Prosperity	Wealth, riches, well off
Reservation	an area of land given to American Indians by the U.S. government as payment for taking the land of their original homes. The government forced American Indians to move and live on reservations.
treaty	a formal agreement between two or more sides



Book Tasting: Learners review texts in upcoming module and create noticings and wonderings. This creates excitement about the upcoming module study.



All instructional spaces have a focus wall that includes essential and focusing questions, key vocabulary, art work and anchor charts.



Implementation Updates

Impact on Instruction

- Educators in all teams (Unified Arts, special education, etc.) are using and implementing instructional practices and teacher language tied to the Wit & Wisdom tool.
 - *Notice and Wonder protocol*
 - *Socratic Seminars*
 - *Focusing questions*
 - Focus on vocabulary instruction and the use of anchor charts and bulletin boards

ELLT will survey all teachers regarding implementation of newly adopted literacy tools. The results of this survey will be analyzed by the ELLT during the months of January and February. The ELLT will use this information to determine focus steps for the Spring and Summer of 2025.

