

# The Book of Brilliant Ideas

<b>Best Practice</b>	<b>Explanation</b>
Adding sound effects to text	Give each student a sound for characters/events. Practice sounds before reading, and then do throughout read-aloud. Book examples: The Little Old Lady Who Was Not Afraid of Anything, The Three Little Pigs
Visual Thinking Strategy	Show students pictures at beginning of unit. Ask guiding questions to encourage discussion.
Gallery Walk	Students will create a piece of artwork demonstrating knowledge. Students will take turns commenting on their work and the work of others.
Incorporate student background and culture	Create a collage with pictures of student interests, culture, etc. Pair with writing activity (can modify with pictures, phrases, sentences). Idea: I am _____ (can be done independently or as a family project)

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Opposites	Use to practice vocabulary Examples: act out, make sounds Use at beginning of year to practice procedures (pair quiet picture with walking in the hallway and practice, pair loud picture with playground)
Translanguaging	Create a collage (with pictures or cut-outs) and pair with text Can be done with any theme as a class or individually
Break down tasks	Break down project into steps to make it manageable for students and deepen student understanding Ex: Day 1 paint and learn to use watercolors, Day 2 add to artwork, Day 3 incorporate literacy

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Sound Read	This would be a great way to engage kids in a read aloud. Adding sounds, performing, digging into power of words and sounds. NGSS - incorporate different objects and how sound is produced(Grade 1). Pushes/pulls (Grade K) and how the sound changes.
In This Moment Writing	Support with pictures (given, drawings), sentence frames to begin. Use images to bring details into their writing.
Colors=Moods (watercolors)	Kids could use art/colors to help identify/explain their moods, feelings, emotions.
Digital Exhibition	This could be used to showcase student artwork; motivator; celebrate work as culminating activity. We can see their personalities through their artwork.

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Water Cycle Sounds	In a whole group, brainstorm different bodies of water and precipitation & how they are part of the water cycle. Short video on foley sound lab. Break up students into small groups to discover objects and model sounds for: rushing waterfall, trickling stream, drizzling rain, gentle snowfall, rolling rapids, etc.
Algebraic Patterns with Sounds	Use cups or different items to create patterns individually, in small groups, or whole group. Can also with multiplication and skip counting.
Poetry Unit incorporating Sounds, Translanguage, and Visual Arts	Cross-curricular unit based on sound, translanguage, and visual arts, appealing to the five senses. Take a poem and bring it to life through artwork and sounds.
Culture Study in Social Studies	Take a picture of a window in your house that shows their interpretation of their lives inside and outside. Then they can compare their version to other regions in the U.S. or the World. Extend this into making a collage.

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Translanguaging	Making sure that students know that it is ok for them to use the language with which they are most comfortable to do the work.
Translanguaging	Experiment with using dual languages in classrooms, even where one is normally used (i.e. science classes).
Sound Lab (engagement)	Using sound can really help to get students engaged in the material. The sound recording software can be great for collaborative work.
Sound Lab	Can use sound to represent symbols (i.e. cuneiforms, science symbols, etc.). Sound can also be used to tell the story in a more visceral way.

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Connecting with students	Understand their experience (i.e. language acquisition) and allowing students to personalize their learning and own their experience. Helping students to understand each other's experiences.
Arts integration	Giving students a safe space to explore their own experience.
Making sure that projects and content have broad representation	Bring in the cultural and racial backgrounds of our students.

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Sound Reading	Student engagement, participation. Our students need vocabulary, visuals, and sound reading would add comprehension. By making sounds students would be able to demonstrate their knowledge. Less stressful way to participate when you do not know how to read.
Translanguaging	Allowing the students to use both languages to express their ideas. Home connection with a generational project where parents participate in their native language and the students continue it in English. Parent/Child connection. Talk about identity with monolingual, bilingual students.
En este momento.../In this moment...	Academically speaking we could be taking the voice of the character, making predictions in the character's voice. You lose inhibition when you pretend to be someone else. Explaining character traits with actions within the text and how they look. Could be used as a reflection at the end of the day or a lesson.
Gallery	Have students be curators of their own art work. Choose the pages or illustrators that retell the story. Promotes social interaction if we pair them together. Grade 3rd and up.

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Same song being performed by various artist around the world.	Building background. It shows how we are all connected despite our cultural backgrounds.
Warm-ups	Opposites. Incorporate more movement. Ask their students to make faces, screenshot the faces and create an assignment where students match the feelings and vocab words.
Mentor text	Modeled poem based on the mentor text or mentor artwork. Visual thinking strategies. Builds confidence because we can clearly see we are on the right track. Front-loading of concepts. You can use previous students' work as mentor texts/art pieces to show current group of students.
VTS	Comparative VTS. Show a picture of a text, preview it, get the kids talking about the picture and have them start talking about it. Or you can show your favorite page as well.