

The Courage to Present! Call for conference program proposals

by Matt Copeland

2006 Conference Chair

One of the hallmarks of the annual KATE Conference has always been our outstanding breakout sessions, a chance to network and share ideas, lessons, activities and philosophies with other teachers from across the state.

This year's conference theme "The Courage to Teach: Facing Today's Challenges" will hopefully serve as a supportive backdrop to inspire and facilitate even more of those quality collaborative conversations.

Program proposal forms for those breakout sessions can be found on the KATE website <web.jccc.net/kate> and are due before June 3. Presentations for the 45-minute sessions might include any aspect of teaching or the education profession with special attention given to proposals that address overcoming and exceeding the pitfalls and obstacles of classroom life. Sessions might include such topics as...

- Innovative Teaching Practices
- Effective Uses of Technology
- English Language Learners
- Creative Cross-Curricular Units
- Multiple Intelligences Incorporations
- Reading and Comprehension Strategies
- Critical Thinking Strategies
- No Child Left Behind
- Annual Yearly Progress
- Teacher Recruitment and Retention
- Composition Strategies
- Professional Learning Communities

A number of KATE members have already submitted presentation ideas as early proposals are always welcome! Those early proposals include such topics as...

- Secondary Literacy
- Teaching English in Azerbaijan
- Reflective Portfolios
- Ready-to-Use Activities for New State Standards and Indicators
- Teaching Grammar
- Teacher Leadership

Be a part of the strong tradition of sharing at the annual KATE Conference and submit a program proposal today!

Using art to find the main idea, find details, and make inferences: an idea exchange

by Stacy Siegele

Fredonia Middle School

Objective: Students will be able to find the main idea and details of a passage and use those to make inferences.

Materials needed:

Transparencies of art work, pictures, or magazine pictures to share.

Several short reading selections which have details which allow students to make inferences.

Steps:

Explain that we make inferences every day. Give examples. (If it is 5:00 P.M., mom is in the kitchen, she is probably making supper.)

Show a transparency with art work. (I have used: *Writing to Father* by Eastman Johnson, *Christmas* by Palmer Hayden, *Lewis and Clark with Sacagawea at the Great Falls on the Missouri* by O.C. Seltzer, and others.)

Have students write the main idea and details for each picture in complete sentences. The details need to be things that are actually in the picture. If they make an inference (and many will) you need to point out that it is an inference and which details support the inference.

You can also ask for inferences and lead a discussion about how details in the painting allow us to infer things.

Discuss with the class how good readers use details to make inferences when they read. Model this skill using a passage on a transparency.

Have the students practice this skill reading passages with partners or teams and discussing what the main ideas, details and inferences for the passage are. Have the partners or teams report their findings to the class.

Students can individually practice this skill with a passage from their literature books or some other short passage.