

SEA B: Handbook for Content Area Teachers  
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### **Abstract/Rational for Handbook Content**

This handbook was created to fulfill the needs of the staff at Penns Grove Middle School based on their responses to a survey gauging their knowledge and use of teaching reading in the content area. Based on the survey, the staff needed many tools and tips to help them incorporate reading instruction into their content area courses. Additionally, due to the low reading and writing scores the students achieved on the New Jersey Assessment of Skills and Knowledge (NJ ASK) it was obvious that the school needed to take drastic measures when it came to literacy instruction.

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<b>NPR Connection:</b>	Comprehension
<b>Strategy:</b>	<b>Summarizing</b>
<b>Definition:</b>	A retelling of text in a student’s own words through the identification of main ideas and supporting details.
<b>Steps:</b> <i>Below is a general suggestion for how the strategy can be implemented and utilized in the classroom.</i>	
<ol style="list-style-type: none"> <li>1. Read an assigned portion of text. This can be an entire text, a specified section, chapter, or designated stopping point.</li> <li>2. Differentiate between both necessary and unnecessary details from the text.</li> <li>3. Using necessary details, determine the main idea of the text.</li> <li>4. After identifying the main idea, use appropriate details from the text to support it.</li> <li>5. Conclude summary with a sentence restating the main idea.</li> </ol>	
<b>Content Application:</b> <i>Below you will find suggested concepts from each content area that would lend themselves to the use of the selected strategy.</i>	
<b>Content Area 1: Social Studies</b>	<b>Content Area 2: Science</b>
<b>Grade 6: Ancient India</b>	<b>Grade 6: Rocks and Minerals</b>
<b>Grade 7: Bill of Rights</b>	<b>Grade 7: Life Cycles</b>
<b>Grade 8: Civil War</b>	
<p><b>Literacy Activity/Tool (LA/T):</b> <i>Suggested activities and tools to incorporate reading instruction and strategies into the content area as a way to aid to student understanding and achievement in the content area. Additionally, the learning style(s) that this activity or tool address are included in parentheses after the strategy/activity title.</i></p> <p><b>Differentiated Instruction (DI):</b> <i>Suggested ways to utilize this strategy so that it reaches students of all levels utilizing a variety of learning styles.</i></p> <p><b>Writing Activity (WA):</b> <i>Ideas to incorporate writing into the content area classroom as a way to introduce, add to, or demonstrate understanding of the concepts being taught.</i></p>	

**Content Area 1: Social Studies****Grade 6: Ancient India****LA/T: Newscast Activity (Verbal Linguistic, Visual-Spatial, Interpersonal, Kinesthetic)**

Students will work in groups to use summarization to write newscast segments about the different sections of the textbook. Each group will become experts on their section and teach the class through the broadcast of their newscast. Segments would include:

- Weather-detail the climate and conditions found in ancient India
- Travel Report-describe some of the important places and sights of that time period
- Breaking News-summarize an important event
- Interview-discuss important historical figures of the the time period.

Students should create visuals or bring props to better teach the class.

Student groups should include a variety of abilities, races, genders, etc.

**DI: Advanced students** should be encouraged to incorporate technology into their segment utilizing slideshows, film, music, etc.

**Below Level/ELL students** should work with a peer partner to help summarize the material in writing and should present using a script that is peer edited.

**WA: End of Segment Quick Write (Formative Assessment):** In order to guarantee student participation and cooperation, each child will be responsible to complete the following quick response after each news segment: *What do you feel was the most important piece of information you've learned from your classmates' news segment? Why? Support your answer with details from the presentation.*

Responses can be used to assess understanding and can be reviewed with the class to reinforce important information from the unit.

**Grade 7: Bill of Rights****LA/T: Jigsaw-Expert Groups (Verbal Linguistic, Visual-Spatial, Interpersonal, Kinesthetic)**<http://www.jigsaw.org/tips.htm>

Students will work with their table partners (those students whom they sit with. \*If students do not sit in groups in your classroom they will need to be grouped in 3s or 4s) to become experts on each of the rights presented in the Bill of Rights. After learning about the required materials, students will teach the class. Students may create worksheets, slideshows or any other type of materials they deem necessary to teach the class. This is a great activity to help move from teacher directed lessons to more student centered teaching. Giving the students ownership of the material is a great way to encourage them to learn.

**DI: Advanced students** could be appointed as team leaders and help with the overseeing and organization of the group.

**Below Level/ELL students** can be included in the group by allowing them to present their information using non-linguistic representations such as pictures. They can also be paired with a stronger student to help them complete the assignment correctly.

**WA: Classroom Bill of Rights:** Students will think of 3-5 rights that all students in the classroom should have. These rights should be written in the style of the actual Bill of Rights. Class will discuss all of the rights presented and determine a classroom bill of rights by summarizing and collaborating ideas from each class member. Students will “ratify” this bill of rights by signing them and posting them in the classroom. These rights should be reflective of the needs of the classroom and its population. These rights should be used throughout the year to help govern the classroom and should be amended as necessary.

**Grade 8: Civil War****LA/T: Cornell Notes (Verbal Linguistic) \*Cornell Notes Worksheet\*** (McKnight, 2010, pp. 76-77)

Using the graphic organizer provided, students should identify key points and/or questions in the left hand column while taking notes in the right hand column to support or answer the key points/questions. After note taking is completed students should review their notes and come up with a summary of what was read.

**DI: Advanced students** should be given a blank graphic organizer and allowed to determine what information is key.

**On-Level students** can be provided with a list of key points from the Civil War (these could be general terms such as “Battles”, “Important People”, “Causes” or they can be more specific (Battle of Gettysburg, Abraham Lincoln, Slavery). Students should then use the notes section of the graphic organizer to find important details about these key points.

**Below Level/ELL students** should be provided with a graphic organizer with the notes filled in and be asked to find the key points from the text.

**WA: Civil War Post Cards:** Students should be paired up to create a series of Civil War Post Cards reflecting the events of the Civil War from the prospective of a person from the North and a person from the South. Each group will have a “Northerner” and a “Southerner” whose task is to create 3 post cards each reflecting on and summarizing the events of the Civil War from their perspective. Post cards should have a visual on one side depicting the event being detailed and a brief summary of the events and the writer’s feelings on the other side.

**Content Area 2: Science****Grade 6: Rocks and Minerals**

**LA/T: Concept Map: (Verbal Linguistic, Visual/Spatial) [\\*Rocks and Minerals Concept Map\\*](#) (Summative Assessment)**

Students will use the Rocks and Minerals Concept map to summarize their learning from the Unit. They will be allowed to use their text, science journal, lab notes, etc. to complete the concept map. Students will distinguish between rocks and minerals, provide characteristics and give examples of each.

**DI: Below Level/ELL students** may benefit from having some of the graphic organizer filled in for them prior to giving it to them.

**Advanced students** who will be able to easily complete the concept map should be challenged to complete the [3D Types of Rocks Graphic Organizer](#) and then create their own Types of Minerals 3-D Graphic Organizer.

**WA: Creative/Descriptive Writing:** At the completion of the unit, students will be asked to tap into their creative sides and respond to the following writing prompt: *Imagine you are a geologist on a rocks and minerals hunting expedition. You've stumbled upon a previously unexplored cave in which you find many new rocks and minerals. Describe your adventure providing descriptions and details about the new rocks and minerals you've discovered. Be sure to include the characteristics that make them rocks and minerals.*

Writing should not only be assessed using the NJ 6 point scoring rubric but should be reviewed to see that it is accurate in the descriptions of characteristics of rocks and minerals.

**Grade 7: Life Cycles**

**LA/T: Life Cycle Game: (Verbal Linguistic, Visual/Spatial, Kinesthetic, Logical/Mathematical)** Students will utilize technology to review the life cycles of various creatures by playing the [Life Cycle Game](#)

After they play the game, students will write a brief summary of the steps of each creature's life cycle in chronological order providing details of specifics at each step.

**DI: Advanced students** should be challenged to create an additional page for the game documenting the life cycle of another creature they've studied.

**Below Level/ELL students** should be provided with a writing scaffold and/or example of how they are to turn what they played in the game into a written summary.

**WA: Life Cycle RAFT (Role, Audience, Format, Topic) [\\*RAFT Video\\*](#)**

Students will create a RAFT taking on the role of one of the creature's whose life cycle they've studied. The audience that they will be writing to are kindergarten students and the topic is explaining his or her life cycle. Students will be provided with a menu of choices for the format that they can use (poster, speech, skit, letter, commercial, etc.).

See attached RAFT Student handout for more information.

**Theory and Research that Guides**

“Effective summarizing leads to an increase in student learning. Helping students recognize how information is structured will help them summarize what they read or hear. For example, summarizing of a reading assignment can be more effective when done within summary frames, which typically include a series of questions the teacher provides to direct student attention to specific content . Students who can effectively summarize learn to synthesize information, a higher-order thinking skill which includes analyzing information, identifying key concepts, and defining extraneous information” (Marzano, Pickering & Pollock, 2001 , p. 29).

“Students who engage in summarizing what they have read often gain greater understanding and retention of the main ideas in text. Students need to become aware of summarization rules and to receive instruction in how to use these rules to write and polish a summary” (Vaca, Vaca & Mraz, 2011, p. 350).

<b>NPR Connection:</b>	Comprehension	
<b>Strategy:</b>	<b>Prediction</b>	
<b>Definition:</b>	Using text features (titles, headings, visuals, vocabulary, etc.) to make a guess as to what the reading will be about. As students read, predictions should be confirmed or denied based on new learning that occurs.	
<b>Steps:</b> <i>Below is a general suggestion for how the strategy can be implemented and utilized in the classroom.</i>		
<ol style="list-style-type: none"> <li>1. Have students preview the text (whole book, section, chapter) looking at text features, including titles, headings, visuals, vocabulary, etc.</li> <li>2. Based on what they preview, ask students what they already know about the topic of the text or what they think they know.</li> <li>3. Then ask students to use the knowledge that they have and the text features that they've seen to make an educated guess as to what they will be reading.</li> <li>4. As they read, have the students reflect on their predictions to see if they were correct. If they weren't correct, have student revise based on new information they have obtained during reading. If they were correct, have students find evidence from the text to support their predictions.</li> </ol>		
<b>Content Application:</b> <i>Below you will find suggested concepts from each content area that would lend themselves to the use of the selected strategy.</i>		
<b>Content Area 1: Social Studies</b>	<b>Content Area 2: Science</b>	<b>Content Area 3: Math</b>
<b>Grade 6: Ancient Egypt</b>	<b>Grade 7: Bacteria and Germs</b>	<b>Grade 6: Measurement and Estimation</b>
<b>Grade 7: Road to Revolution</b>		
<b>Grade 8: Industrial Revolution</b>		
<p><b>Literacy Activity/Tool (LA/T):</b> <i>Suggested activities and tools to incorporate reading instruction and strategies into the content area as a way to aid to student understanding and achievement in the content area. Additionally, the learning style(s) that this activity or tool address are included in parentheses after the strategy/activity title.</i></p> <p><b>Differentiated Instruction (DI):</b> <i>Suggested ways to utilize this strategy so that it reaches students of all levels utilizing a variety of learning styles.</i></p> <p><b>Writing Activity (WA):</b> <i>Ideas to incorporate writing into the content area classroom as a way to introduce, add to, or demonstrate understanding of the concepts being taught.</i></p>		

**Content Area 1: Social Studies****Grade 6: Ancient Egypt****LA/T: Sort/Group/Label (Verbal Linguistic, Visual-Spatial, Interpersonal, Kinesthetic, Tactile)**

Students will work in groups to complete a “sort/group/label” activity. Students will work in small groups to sort a set of cards labelled with vocabulary terms found in the unit. Students will be asked to separate the words into groups that can later be labelled. After the words are sorted, students will be asked to label each group and predict how they relate to the chapter. For example, “hieroglyphics”, “stylus”, and “papyrus” could be grouped together and labelled “items related to writing”. Students may predict that these items were important to ancient Egyptians because they helped them to write and document their history. After a set amount of time, student groups will share how they grouped their terms discussing their rationale and their predictions.

**DI:** This activity can be modified up or down for students. The number of terms given to each group can be limited or increased depending on the student's ability. Additional support can be given by providing students with the labels and having them sort the words into the categories.

**WA: Speculative/Descriptive Prompt:** Students can complete a speculative writing prompt predicting what the inside of the great pyramids looked like. They should support their extended thinking with support from the text.

**Grade 7: The Road to Revolution****LA/T: Historical Picture Prediction (Verbal Linguistic, Visual-Spatial, Interpersonal, Kinesthetic)**

Students will be asked to make predictions about events leading up to the Revolutionary War after looking at art work depicting some important events. Some good images can be found at:

<http://www.revolutionary-war.net/>

As students view the images, they should jot their ideas down in a double entry type journal (see Figure 2.1) with two columns. The first column will contain the student's prediction as to what the image represents and how it relates to the Revolutionary War. The second column will be used to confirm or deny their predictions after reading the text.

**DI: Below Level/ELL students:** For students who have a hard time making predictions, the images of the events leading up to the American Revolution should be captioned to explain what is going on in the picture. By doing this, struggling students will be armed with additional information to help them better make their predictions.

**WA: Reflection:** Upon completion of the historical picture activity, students will be asked to imagine they are one of the people in one of the scenes and write a reflection predicting how they feel and what their role in the American Revolution will be. This can be done in journals or as a quick write.

**Grade 8: Industrial Revolution****LA/T: Chapter Preview CLOZE Assessment (Verbal Linguistic, Logical)**

Prior to beginning a chapter on the Industrial Revolution, students should complete a CLOZE activity. To construct a CLOZE activity select a passage of approximately 275 words from the chapter that the students have yet to read. Leave the first sentence in the selection as is and starting with the second sentence, randomly select one of the first five words for deletion. Delete every fifth word thereafter until you've deleted a total of approximately fifty words. Include the entire sentence after the sentence of the last deleted word. Leave a blank space in place of each word you've deleted. To administer the CLOZE test, give each student a copy and instruct them to fill in the blanks by predicting what word best fits. Remind them that they are not to work together or use the text. To score the CLOZE, count every exact word (not synonyms or other versions of the word even if they make sense) the student fills in. Multiply the number correct by 2 to determine the student's score.

This activity can be used to group the students instructionally. Additionally it can be used to informally assess students understanding of the concepts about to be taught.

**WA: Create a CLOZE:** After the students become familiar with the CLOZE they can be challenged to create their own CLOZE activity based on the unit to help their classmates review for the upcoming test.

**Content Area 2: Science****Grade 7: Bacteria and Germs****LA/T: Bacteria and Germs Are All Around (Verbal Linguistic, Kinesthetic, Tactile)**

For this hands on activity, students will use a [hypothesis guide](#) to make predictions about which area of the school has the highest levels of bacteria. Class will brainstorm a list of possible germ and bacteria infested areas of the school (bathrooms, water fountains, door knobs, locker dials, etc.) and will test them to see the levels of bacteria present. Using information learned in class, students will make a prediction of which of the areas will have the highest levels of bacteria. After collecting data and conducting their tests, students will revisit their predictions on the hypothesis guide and confirm/deny their predictions.

**WA: News Article:** After completing the bacteria testing in school, students will be encouraged to write a reflection of their experiences explaining why they made the predictions that they did and what factors contributed to them being correct or incorrect. This should be written in news article format as if it was going to be published in the school paper.

**Content Area 3: Math****Grade 6: Measurement and Estimation**

**LA/T: Cool to Rule: A Game of Prediction and Measurement (Verbal Liguistic, Kinesthetic, Tactile, Logical, Spatial)**

<http://www.theteachersguide.com/lesson%20plans/Math/MEA0015.html>

In this lesson, students will work in groups to correctly estimate the measurement of items found in the classroom. Students should create a chart to document their predictions and afterwards, the results they after measuring. Class should discuss predictions prior to measuring and then again afterwards discussing why they were correct or incorrect.

**DI:** This activity can be differentiated to make it easier or more difficult. To make it easier, objects that the students will be estimating should be smaller items that can be placed on their desks and easily handled/manipulated. To make this activity a bit more difficult, students can be asked to estimate the measurements of items/buildings found in the world (the Statue of Liberty, Empire State Building, EiffelTower, etc.) Since they will not be able to actually measure these items students will have to conduct research using the Internet and other sources).

**WA: Exit Ticket:** Upon completion of this activity, students should complete an exit ticket reflecting on which item was easiest to estimate the measurements of versus which was most difficult. Students should also make a guess at why they had such a difficult time with some items while others were easier.

**Theory and Research that Guides**

“Readers do not normally attend to print with their minds blank, with no prior purpose and with no expectation of what they might fin in the text...The way readers look for meaning is not consider all possibilities, nor to make reckless guesses about just one, but rather to predict within the most likely range of alternatives...Readers can derive meaning from text because they bring expectations about meaning to text” (Smith (1988) quoted in Vacca, Vacca & Mraz, 2011, p. 180).

## Double-Entry Journal


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Figure 2-1

<b>NPR Connection:</b>	Comprehension, Vocabulary	
<b>Strategy:</b>	<b>Visualizing &amp; Non-Verbal Representation of Data</b>	
<b>Definition:</b>	Representing what has been learned through visuals and other non-verbal representations of data ranging from mental images to sketches.	
<b>Steps:</b> <i>Below is a general suggestion for how the strategy can be implemented and utilized in the classroom.</i>		
<ol style="list-style-type: none"> <li>1. Assign a portion of text to be read (passage, chapter, unit, book).</li> <li>2. At designated stopping points, ask students to use what they've read to create pictures in their minds.</li> <li>3. Have students describe what they are picturing either verbally or in writing justifying or supporting their visualization with information from the text. They may also sketch what they are visualizing.</li> <li>4. Allow students to revise or add to their mental pictures as new information/knowledge is gained.</li> <li>5. Students should be encouraged to use non-verbal representations of data to help them better connect to the content material.</li> </ol>		
<b>Content Application:</b> <i>Below you will find suggested concepts from each content area that would lend themselves to the use of the selected strategy.</i>		
<b>Content Area 1: Social Studies</b>	<b>Content Area 2: Science</b>	<b>Content Area 3: Math</b>
<b>Grade 6: Ancient Rome</b>	<b>Grade 6: Weather</b>	<b>Grade 6: Fractions</b>
<b>Grade 8: Inventors &amp; Inventions</b>	<b>Grade 7: Life Cycle</b>	
<p><b>Literacy Activity/Tool (LA/T):</b> <i>Suggested activities and tools to incorporate reading instruction and strategies into the content area as a way to aid to student understanding and achievement in the content area. Additionally, the learning style(s) that this activity or tool address are included in parentheses after the strategy/activity title.</i></p> <p><b>Differentiated Instruction (DI):</b> <i>Suggested ways to utilize this strategy so that it reaches students of all levels utilizing a variety of learning styles.</i></p> <p><b>Writing Activity (WA):</b> <i>Ideas to incorporate writing into the content area classroom as a way to introduce, add to, or demonstrate understanding of the concepts being taught.</i></p>		

**Content Area 1: Social Studies****Grade 6: Ancient Rome****LA/T: Unit Collage (Visual-Spatial)*****See Figure 3.1 for handout***

As students read the text chapter on Ancient Rome they will create a Unit Collage using visual images to help organize what they're learning. For each section of the text, students will create a visual that best represents the main idea of that section. At the end of the unit, students can use this unit collage to review what was learned.

**DI: Below Level/ELL students** can be given the graphic organizer with examples already done or with the main ideas of each section already filled in.

**WA: Character Sketch:** As students learn about the Roman Gods and Goddesses, they can create a character sketch for each. After sketching the god or goddess, students will write a brief description of each utilizing descriptive language. One way that this can be modified is that the characters can be created on trading cards

**Grade 8: Inventors & Inventions****LA/T: Story Board Notes (Visual-Spatial)*****Story Board Notes handout***

As students read through a chapter on inventors and inventions they will complete the story board notes graphic organizers. For each invention, students will sketch a picture of it and label it on the line below. Students should also include who invented it. Having students sketch each invention will help them to better understand them.

**DI: Advanced students** could sketch how each invention impacted society and then label each image with the name of the invention and inventor. Another possible challenge would be to have students sketch a picture of a the problem or need in society that caused the invention to be created. The invention should be sketched in a corresponding box.

**WA: Sum It Up:** Upon completion of the story board notes, students should write a summary based on what they drew commenting on the impact that each invention had on society.

**Content Area 2: Science****Grade 6: Weather****LA/T: Concept or Vocabulary Map II (Visual/Spatial)*****Concept Map Handout***

Students will use the concept map to visually describe the various types of weather. For each type of weather being studied (hurricane, monsoon, typhoon, tornado, drought, blizzard, etc.) the student will create a concept map. Rather than writing their notes in words they are to sketch the information. The concept map includes examples, what the concept is like and what it's not like and what the concept is. Creating a concept map for each type of weather will help students to better understand each and learn more details about each.

**DI: Below Level/ELL students** would benefit from having less number of spaces on the concept map. Eliminating one box from each category would make this activity less overwhelming and more manageable.

**WA: Sketch It, Write It:** After students learn about each type of weather they should be given the opportunity to sketch a scene involving one type of weather. After they sketch their scene, students should write a story imagining what it would be like to be living through that type of weather. Students will share their pictures and their writing.

**Content Area 2: Science****Grade 7: Life Cycles****LA/T: Sketch and Stretch: (Verbal Linguistic, Visual/Spatial, Interpersonal)**

*Retrieved from: <http://www.learner.org/jnorth/tm/InstrucStrat29.html>*

As students learn about the life cycles of various animals they will be asked to complete sketch and stretch assignments periodically to document learning. This activity can be used to assess student understanding of the concept being taught, in this case, the different stages of the life cycle of various animals.

**DI: Below Level/ELL** may require more structure so it would be beneficial to provide them with a framework for the sketch and stretch. Providing them with suggestions on what they should be sketching will make it less abstract for those struggling to come up with ideas.

**WA: Chronology:** Students can use their stretch and sketches to write a chronological summary of the lifestyle of the animal being studied. The sketch and stretch should provide a framework for the writing and can be used as a visual to accompany the writing.

**Content Area 3: Math****Grade 6: Fractions****LA/T: Quick Draw/Quick Write Fractions (Verbal Linguistic, Visual/Spatial)****See Figure 3.2 for handout**

Students will use the Quick Draw/Quick Write graphic organizer to demonstrate knowledge of equivalent fractions. Teacher will pose the question, “What do you visualize when you think of equivalent fractions?” Students will sketch what they saw in their minds on the blank side of the graphic organizer. On the lined side of the graphic organizer students will detail, in writing, what they visualized. Class will discuss and students will be expected to use information from the text and what was learned about equivalent fractions to support their sketch.

**DI: Advanced students** could be challenged to sketch certain equivalent fractions ( $1/2$ ,  $2/4$ ,  $8/16$ ) and then write about why they did it the way that they did.

**Below/ELL students** may benefit from having the sketch portion completed ahead of time either completely or partially. If they are provided with the visual, it may be easier for them to write about it.

**WA: Process Writing:** Students will write step by step directions on how to find equivalent fractions. These directions can be added to the students math portfolios and referenced when needed.

**Theory and Research that Guides**

“Proficient readers spontaneously and purposefully create mental images while and after they read. The images emerge from all five senses, as well as the emotions, and are anchored in a reader’s prior knowledge. . . . Proficient readers use images to draw conclusions, to create distinct and unique interpretations of the text, to recall details significant to the text, and to recall a text after it has been read” (Keene & Zimmerman, 2007, p. 141).

“When students visually represent what they are learning, they increase their understanding and comprehension...” (McKnight, 2010, p. 88).

# Unit Collage

Name \_\_\_\_\_ Date \_\_\_\_\_

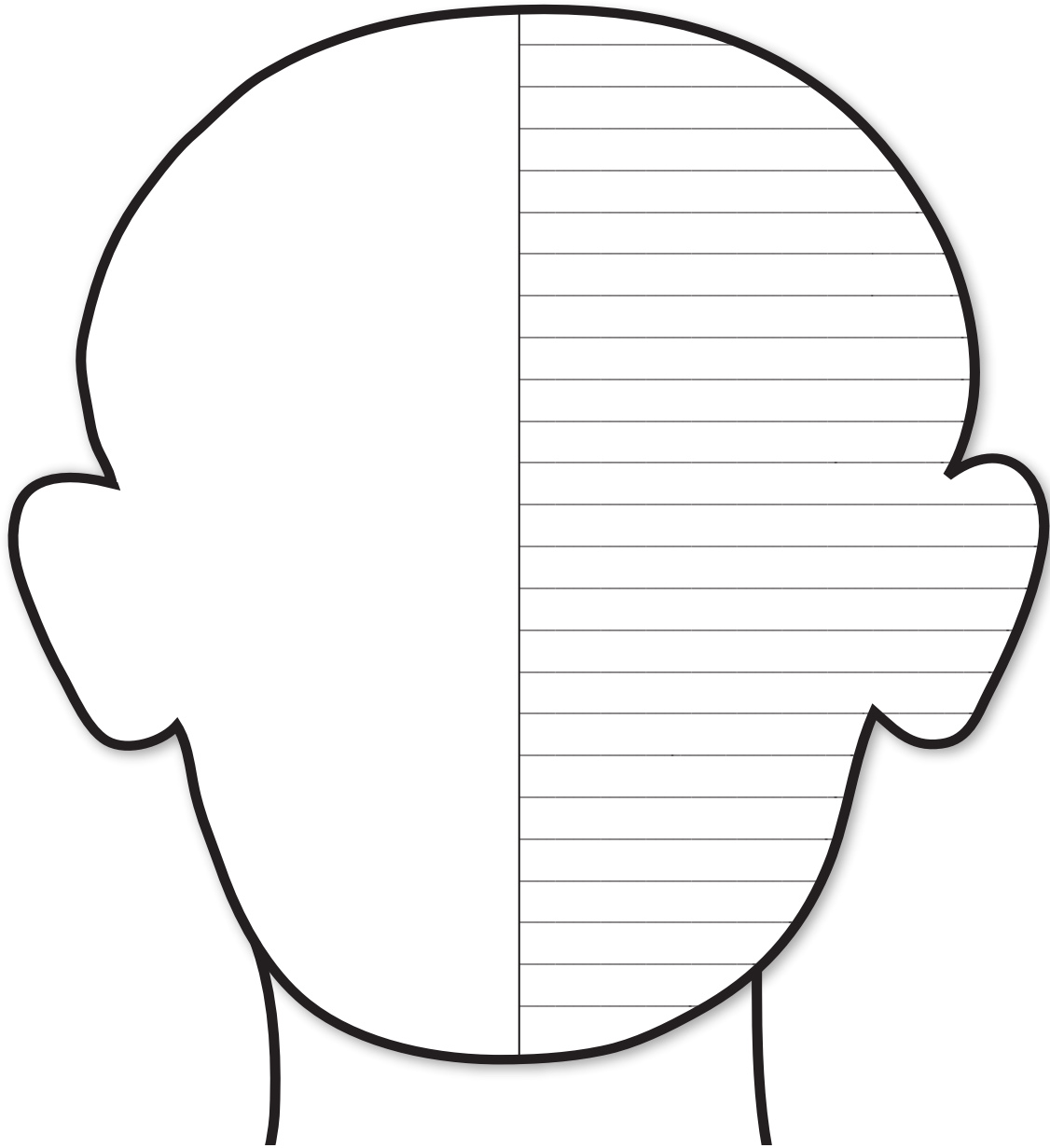
<b>Subtopic/Question:</b>	<b>Subtopic/Question:</b>
<b>Subtopic/Question:</b>	<b>Subtopic/Question:</b>
<b>Topic</b>	
<b>Subtopic/Question:</b>	<b>Subtopic/Question:</b>
<b>Subtopic/Question:</b>	<b>Subtopic/Question:</b>

25 Quick Formative Assessments for a Differentiated Classroom • © 2009 by Judith Dodge • Scholastic Teaching Resources

Figure 3.1

# QuickWrite/QuickDraw

Name \_\_\_\_\_ Date \_\_\_\_\_



25 Quick Formative Assessments for a Differentiated Classroom • © 2008 by Judith Dodge • Scholastic Teaching Resources

Figure 3.2

<b>NPR Connection:</b>	Comprehension
<b>Strategy:</b>	<b>Activating Prior Knowledge/Building Background</b>
<b>Definition:</b>	Tapping into students’ schema or information that they already know in order to generate interest and/or help students to connect to new material. Building background can also help students to better understand new materials as they connect it to previously learned items.
<b>Steps:</b> <i>Below is a general suggestion for how the strategy can be implemented and utilized in the classroom.</i>	
<ol style="list-style-type: none"> <li>1. To activate prior knowledge, plan an activity that will help students tap into things that they’ve previously learned to help them prepare to learn something new. For example, provide students with a list of topics that they will be learning about and allow them time to think about what they already know about them.</li> <li>2. Give students time to reflect on concepts and create links to information that they’ve already learned.</li> <li>3. Allow students to discuss their reflections and encourage them to predict how their previously knowledge could connect to what they are going to learn.</li> <li>4. As you begin working on the new material, build in time for students to revisit their reflections and decide if their thinking was correct.</li> </ol>	
<b>Content Application:</b> <i>Below you will find suggested concepts from each content area that would lend themselves to the use of the selected strategy.</i>	
<b>Content Area 1: Social Studies</b>	<b>Content Area 2: Health</b>
<b>Grade 6: Middle Ages</b>	<b>Grade 6: Tobacco, Drugs &amp; Alcohol</b>
<b>Grade 7: 13 Colonies</b>	<b>Grade 7: Diseases</b>
<b>Grade 8: Civil Rights Movement</b>	
<p><b>Literacy Activity/Tool (LA/T):</b> <i>Suggested activities and tools to incorporate reading instruction and strategies into the content area as a way to aid to student understanding and achievement in the content area. Additionally, the learning style(s) that this activity or tool address are included in parentheses after the strategy/activity title.</i></p> <p><b>Differentiated Instruction (DI):</b> <i>Suggested ways to utilize this strategy so that it reaches students of all levels utilizing a variety of learning styles.</i></p> <p><b>Writing Activity (WA):</b> <i>Ideas to incorporate writing into the content area classroom as a way to introduce, add to, or demonstrate understanding of the concepts being taught.</i></p>	

**Content Area 1: Social Studies****Grade 6: Middle Ages****LA/T: ABC Brainstorm (Verbal Linguistic, Interpersonal)**

To help students build background when beginning a unit on the Middle Ages, an [ABC Brainstorm](#) is a way to help students share their background knowledge of a topic. Prior to starting a lesson on the Middle Ages, students will be asked to fill out the ABC Brainstorm graphic organizer coming up with topics or ideas that they relate to the Middle Ages, one for each letter of the alphabet. For example, some students may use the word “castle” for the letter “C”, “king” for the letter “K” and “queen” for the letter “Q”. Students should be reminded that they may not have a topic for each letter. After some time has passed, students should share their graphic organizers with classmates. As class begins reading the material, students should be encouraged to add new learning to their graphic organizers. The finished project can be used as an assessment to gauge student learning and help to determine the need for reteaching.

**DI: Advanced students** should be encouraged to use phrases and sentences instead of single words.

**WA: Compare and Contrast Writing:** After students complete the ABC Brainstorm, they should use the terms that they’ve written to write a brief summary of their prior knowledge. After the lesson or unit, when students have added new information to their graphic organizers, students should complete another summary, discussing what they’ve learned and comparing/contrasting their learning.

**Grade 7: 13 Colonies****LA/T: The Five Ws (Verbal Linguistic, Interpersonal)**

Students will use the [Five Ws](#) graphic organizer to activate prior knowledge about the 13 Colonies. The topic (13 Colonies) should be written on the board and students should be given the graphic organizer. Teacher should explain to the class that they are beginning a unit on the 13 Colonies and that the class is going to use the graphic organizer to think about what they already know about the topic. Students can work independently or in groups to answer the questions on the graphic organizer. Prior to starting the unit, the class can discuss what students already know about the topic. While students work through the unit, they should continue to add new learning to the graphic organizer connecting it their prior knowledge.

**WA: Write Around:** Students can activate prior knowledge on this topic by completing a group write around using the same questions on the graphic organizer. Starting with one member of the group, the student begins answering the first question and writes for a minute without stopping. After a minute, the first question is passed to the next group member who has one minute to add to what the first person wrote. This continues until each member of the group has had each question. This is a great method to activate prior knowledge and get students thinking about what they are going to be learning.

**Grade 8: Civil Rights Movement****LA/T: KWLTL (Verbal Linguistic)**

Students will utilize the [KWLTL](#) chart to organize prior knowledge about the Civil Rights Movement. They will fill out the chart prior to conducting research for an oral presentation on the topic. In the “K” column of the chart, students will write everything they know about the Civil Rights Movement. In the “W” section, they will jot down any information that they want to know in order to better present information to their classmates. After conducting their research, students will jot down what they learned in the “L” category. Finally, in the “T” section, students will sort through their learning and determine what information they’ve learned about the Civil Rights Movement that they want to present to their classmates.

**W.A.: Research Report:** Students will use their KWLTL charts as a starting point for an in depth research report about the Civil Rights Movement. Students can research famous figures or events of the time and the paper should be a formal research paper. Students will be expected to go through all parts of the research process including note taking and citation of sources. This is a great opportunity for cross curricular unit planning with the language arts/writing teacher.

**Content Area 2: Health****Grade 6: Tobacco, Drugs & Alcohol**

**D.I.:** : (Verbal Linguistic, Visual/Spatial)

**Below Level/ELL students**

**Advanced students**

**W.A.:** :

**Grade 7: Diseases**

**D.I.:** : (Verbal Linguistic, Visual/Spatial, Kinesthetic, Logical/Mathematical)

**Advanced students**

**Below Level/ELL students**

**W.A.:**

**Theory and Research that Guides**

“Activating prior knowledge and generating interest create an instructional context in which students will read with purpose and anticipation” (Vacca, Vacca & Mraz, 2011, p. 167).

“What students *already know* about the content is one of the strongest indicators of how well they will learn new information relative to the content. Commonly, researchers and theorists refer to what a person already knows about a topic as “background knowledge.” Numerous studies have confirmed the relationship between background knowledge and achievement” (Marano, 2004, p. 5).

<b>NPR Connection:</b>	Vocabulary, Comprehension	
<b>Strategy:</b>	<b>Making Connections</b>	
<b>Definition:</b>	Thinking about what information is already known (background) and connecting that prior knowledge to what is being read to facilitate a deeper understanding. Readers can make connections between one text to another text, a text to the reader’s own life, or a text to things going on in society or the world.	
<b>Steps:</b> <i>Below is a general suggestion for how the strategy can be implemented and utilized in the classroom.</i>		
<ol style="list-style-type: none"> <li>1. Preview the text or topic that is going to be taught.</li> <li>2. Ask students to think about what they already know or have read about the topic. It may be helpful to model your thought process as you make connections to the topic or text.</li> <li>3. Have students jot down the connections that they’ve made prior to reading the text.</li> <li>4. As students read, they should continue to make connections, building bridges between current knowledge and new information.</li> <li>5. After reading, discuss with the class the connections that they made. Be sure to have students provide information from the text to support the connections being made.</li> </ol>		
<b>Content Application:</b> <i>Below you will find suggested concepts from each content area that would lend themselves to the use of the selected strategy.</i>		
<b>Content Area 1: Social Studies</b>	<b>Content Area 2: Health</b>	<b>Content Area 3: Literature</b>
<b>Grade 7: Progressive Era</b>	<b>Grade 6: Bullying</b>	<b>Grade 8: Gift of the Magi</b>
<b>Grade 8: Roaring 20s</b>	<b>Grade 7: Peer Pressure</b>	
<p><b>Literacy Activity/Tool (LA/T):</b> <i>Suggested activities and tools to incorporate reading instruction and strategies into the content area as a way to aid to student understanding and achievement in the content area. Additionally, the learning style(s) that this activity or tool address are included in parentheses after the strategy/activity title.</i></p> <p><b>Differentiated Instruction (DI):</b> <i>Suggested ways to utilize this strategy so that it reaches students of all levels utilizing a variety of learning styles.</i></p> <p><b>Writing Activity (WA):</b> <i>Ideas to incorporate writing into the content area classroom as a way to introduce, add to, or demonstrate understanding of the concepts being taught.</i></p>		

**Content Area 1: Social Studies****Grade 7: Progressive Era****LA/T: Reform Plan: Text to World/Self Connection (Verbal Linguistic, Interpersonal, Logical)**

Text to World Connection. Roosevelt, Taft and Coolidge made reforms to help make the government and economy better during their time in office. Students should research these different reforms. Class should then discuss the current state of the economy and government. Students should then assume the role of advisor to the president and come up with a reform plan to help the current state of the economy and government.

**WA: Journal Reflection:** Students will write a response to the following journal prompt: *If you could reform one aspect of your life-social, school, family, community, how would you do it and why?*

**Grade 8: Roaring 20s****LA/T: Compare and Contrast: Text to World/Text Connection (Verbal Linguistic, Interpersonal)**

Students will use the [Compare and Contrast Matrix](#) to compare life in the Roaring 20s (economy, government, politics, etc.) to life today. After reading the textbook section on the Roaring 20s and looking at several other sites (<http://americanhistory.mrdonn.org/powerpoints/roaring20s.html> and <http://www.history.com/topics/roaring-twenties> have many resources for the Roaring 20s) students will use the Compare and Contrast Matrix to make connections between what they've learned about the Roaring 20s to the country today.

**DI:** Students can work with partners or in groups to complete the Compare and Contrast Matrix. Visual learners can make connections to the material by creating a [comic strip](#).

**WA: Roaring 20s Advertisement Series:** Students will use the persuasive writing strategies that they have learned in language arts class to create a series of ads for products or services that would be of value in the Roaring 20s. For each ad, students will find a comparable product or service from today and compare/contrast it to what they've created.

**Concept 2: Health****Grade 6: Bullying-Traditional vs. Cyber****LA/T: Compare and Contrast (Verbal Linguistic, Logical)****Articles:** [Cyberbullying](#) and [Stay Safe Online](#)

Students will read the above articles and compare and contrast traditional bullying to cyber bullying using the [Hand Graphic Organizer](#) students will come up with five characteristics of each type, listing them on each of the two hand organizers given to them. Class will discuss the characteristics creating a large chart, comparing and contrasting each.

**DI: Advanced Students** can use the hand graphic organizer to compare and contrast the characteristics of each type of bullying by using the five fingers to compare/contrast similar characteristics. This will provide more of a challenge to students who are more likely to get done more quickly as they have to extend their thinking as they try to compare and contrast the characteristics.

**W.A.: 10 Ways to Stop a Bully****Materials:** [Role Playing Cards](#) and [10 Ways to Stop a Bully](#)

Challenge students to generate a list of 10 Ways to Stop a Bully. After they do this, have them review the list provided at the link above and compare/contrast it to the list they've created. Students will then use the Role Playing Cards to act out the scenarios on the cards. After each scene is acted out, students will reflect in their journals, comparing and contrasting how students handled each situation utilizing the lists they created.

**Grade 7: Peer Pressure "Bag of Tricks" [Lesson Plan](#)****LA/T: (Verbal Linguistic, Kinesthetic, Visual/Spatial, Logical)**

Students will review the types of peer pressure (spoken and unspoken) using a [compare and contrast 4 way chart](#) to give examples of each type. After class discusses, the above linked lesson plan can be used to help students continue to review the types of peer pressure and use role playing scenarios to better understand each.

**DI: For all students** completing the above linked lesson/activity prior to having students compare and contrast the types of peer pressure could better help students understand and recognize the specific characteristics of each.

**W.A.: Descriptive Writing:** After completing the compare and contrast charts, students should use the various examples to write scenarios in which that type of peer pressure is taking place. Students should be descriptive using strong adjectives and verbs to help their classmates identify the peer pressure that is taking place. These scenarios may be read aloud in class as a review of the types of peer pressure, having students identify the types present.

**Concept 3: Literature****Grade 8: Gift of the Magi****LA/T: Novel vs. Film, Compare and Contrast Activity (Visual/Spatial, Verbal Linguistic)**

After students read the story, *The Gift of the Magi*, the class will view the modernized version of the [film](#). While viewing, students will use the [compare and contrast chart](#) to look at the differences and similarities between the characters, setting, and plot of both. After the film is complete, students will summarize the differences and similarities of each section in the area provided below the compare/contrast section. Students will then use this to write a compare and contrast essay explaining the similarities and differences between the two.

**WA: Situational Irony**

A major part of this story is the situational irony or what is suspected to happen in the situation doesn't but instead the complete opposite happens. After discussing this with students, have them find examples of situational irony in both the film and the story. Students should then reflect on instances of situational irony found in their own lives and detail them in their journals.

**Theory and Research that Guides**

“Students who make connections while reading are better able to understand the text they are reading. It is important for students to draw on their prior knowledge and experiences to connect with the text. Students are thinking when they are connecting, which makes them more engaged in the reading experience. Students gain a deeper understanding of a text when they make authentic connections. However, teachers need to know how to show students how a text connects to their lives, another text they have read, or the world around them. In this strategy guide, you will learn how to model text-to-self, text-to-text, and text-to-world connections for your students so that they may begin to make personal connections to a text on their own” (NCTE, 2011, retrieved from <http://www.readwritethink.org/professional-development/strategy-guides/making-connections-30659.html> )

<b>NPR Connection:</b>	Comprehension, Vocabulary
<b>Strategy:</b>	<b>Synthesizing</b>
<b>Definition:</b>	Connecting new knowledge gained from text to prior knowledge through reflection in order to create new insights, ideas, concepts and to form a deeper understanding.
<b>Steps:</b> <i>Below is a general suggestion for how the strategy can be implemented and utilized in the classroom.</i>	
<ol style="list-style-type: none"> <li>1. Have students read an excerpt of text and record their thinking.</li> <li>2. Repeat this process several more times until students reach the end of the assigned text.</li> <li>3. Have students review what they thought as they read.</li> <li>4. Ask students to explain how their thought process changed as they read the text and what new understandings/ideas they came up with. Students should explain what types of questions they asked themselves, how they summarized new information and incorporated it with prior knowledge to formulate new thinking. (It would be helpful for the teacher to model these steps for the students walking them through the process.)</li> <li>5. Have students share their thinking with each other and explain how they came upon their ideas.</li> </ol>	
<b>Content Application:</b> <i>Below you will find suggested concepts from each content area that would lend themselves to the use of the selected strategy.</i>	
<b>Content Area 1: Social Studies</b>	<b>Content Area 2: Science</b>
<b>Grade 7: Major Events in History-Harpers Ferry and 911</b>	<b>Grade 6: Weather</b>
<b>Grade 7: Historical Figures-Sitting Bull</b>	<b>Grade 8: Solids, Liquids and Gases</b>
<p><b>Literacy Activity/Tool (LA/T):</b> <i>Suggested activities and tools to incorporate reading instruction and strategies into the content area as a way to aid to student understanding and achievement in the content area. Additionally, the learning style(s) that this activity or tool address are included in parentheses after the strategy/activity title.</i></p> <p><b>Differentiated Instruction (DI):</b> <i>Suggested ways to utilize this strategy so that it reaches students of all levels utilizing a variety of learning styles.</i></p> <p><b>Writing Activity (WA):</b> <i>Ideas to incorporate writing into the content area classroom as a way to introduce, add to, or demonstrate understanding of the concepts being taught.</i></p>	

**Content Area 1: Social Studies****Grade 7: Major Events in History-Harpers Ferry and 911****LA/T: [3 Minute Pause](#) (Verbal Linguistic, Logical, Interpersonal)**

Using a modified version of the 3 Minute Pause Strategy outlined in the link above, students will be able to synthesize information from the text about Harpers Ferry and make connections to 911 in particular focusing on the roles of John Brown and Osama Bin Laden. After reading information about John Brown leading the raid on Harpers Ferry, students will participate in a modified 3 Minute Pause. First, students will work in groups to review the information that they've just read. Then they will be asked to think about the term "terrorist" examining how some considered John Brown a terrorist. Lastly, students will be asked to synthesize what they have learned about Harpers Ferry with what they know about 911 and Osama Bin Laden. After the 3 minutes is up, the students will share what they synthesize creating a class chart documenting similarities and differences between Harpers Ferry/John Brown and 911/Osama Bin Laden.

**W.A.: Major Events in History:** After this lesson, students should be able to choose another event in history and link it to what they've learned, adding their own insight and making connections to both Harpers Ferry and 911 and explaining how one or more of the historical figures discussed could have been considered a terrorist.

**Grade 7: Historical Figures-Sitting Bull****LA/T: [Get the GIST](#) (Verbal Linguistic, Interpersonal)**

Students will use the [GIST worksheet](#) when reading the article on [Sitting Bull](#). Prior to reading, students should answer the questions helping them to "generate interactions between schemata and text" (readwritethink.org). As they read, students should continue to add ideas and answers to the questions they answered while previewing. After they read the article, students should use the answers that they've come up with to write a 20 word summary. Upon completion, students should choose another historical figure and complete the GIST worksheet for that person. When both Sitting Bull and an additional historical figure are completed on the GIST worksheets, students should be challenged to write a 25 word synthesis of the two historical figures.

**D.I.: Below Level/ELL students** could be provided with the GIST worksheet with some topics and/or questions answered for them. Additionally, the summary could be completed with CLOZE type blanks to better help students who would struggle with this assignment. A list of historical figures should also be provided in order for the students to best complete the synthesis portion of the assignment.

**W.A.: Sitting Bull Today:** After completing the lesson on the life of Sitting Bull, students will be asked to write a series of letters between Sitting Bull and his future relatives giving them advice on how to live in modern day society. Students should correspond back and forth between Sitting Bull and his future relative in written form. Details should be historically accurate and relevant while at the same time demonstrating synthesis of learned information and schemata that leads to new ideas and concepts being formed.

**Content Area 2: Science****Grade 6: Weather****LA/T: [Frayer Model](#) (Verbal Linguistic, Visual/Spatial, Interpersonal)**

As students begin a unit of study on weather, they should use the Frayer Model (linked above) to help them organize and synthesize their thoughts on the weather types and terms. As students work through the vocabulary, they should fill out a Frayer Organizer for each. The Frayer model helps students to synthesize their thoughts and organize their ideas by having them define the term in their own words, sketch a picture, provide examples and then further synthesize by providing non-examples. Having students do this will allow them to form a stronger connection between their existing schema and the new material.

**W.A.: [Weather Poetry](#):** Using weather poetry to teach personification is a great way to also teach synthesis. Using the example linked above, show students how weather can be personified (using the simplified worksheet will help them to get the gist of the activity but remind them that their writing will need to be reflective of the grade they are in). Encourage students to connect to the weather, taking what they've learned and connecting it with past experiences, prior knowledge, etc. and have them synthesize this information to help them write a weather poem.

**Grade 8: Solids, Liquids, Gases****LA/T: [Classifying States of Matter](#) (Verbal Linguistic, Visual/Spatial, Kinesthetic, Logical/Mathematical)**

The above linked lesson plan is a great way to end a unit on Solids, Liquids and Gases. Students will use their new learning and prior knowledge to synthesize information while classifying pictures of solids, liquids and gases. Students will be asked to stretch their minds as they ponder whether a balloon is a solid or gas or both. After each picture is classified, students must explain their synthesis in writing.

**DI: Below Level/ELL students** can use the differentiated worksheet attached to the lesson plan to help them remember the differences between the states of matter.

**W.A.: States of Matter Riddles:** To help students review for an assessment on the unit about solids, liquids, and gases, have them write riddles about items falling into each category. As they creatively describe their item, they can give classmates clues as to what and which state they are talking about.

**Theory and Research that Guides**

“When readers synthesize, they use a variety of strategies to build and enhance understanding. They summarize the information, listen to their inner voice, and merge their thinking so that the new information makes sense and is meaningful to them. They connect the new to the known, they ask questions, they pick out the most important information—all of these strategies intersect to allow us to synthesize information and actively use it” (Harvey & Goudvis, 2007, p. 180).

<b>NPR Connection:</b>	Comprehension	
<b>Strategy:</b>	<b>Questioning</b>	
<b>Definition:</b>	In order to better understand text being read, students ask themselves questions to guide their thinking as they seek out the author’s purpose and better understand what they are reading. Questioning can be done before, during, and after reading.	
<b>Steps:</b> <i>Below is a general suggestion for how the strategy can be implemented and utilized in the classroom.</i>		
<ol style="list-style-type: none"> <li>1. Teacher should model the strategy to the students through think aloud.</li> <li>2. Introduce the text to the class and read aloud, pausing to model questioning to the class.</li> <li>3. As questioning is modeled to the class, the thought process behind the questioning should be modeled as well.</li> <li>4. After modeling lesson, students should be given post it notes to jot questions down as they read an assigned text, sticking the questions to the spot in the text where they found the answer to their question.</li> <li>5. At the end of the reading assignment, any sticky note questions that are not in the text should be reviewed to see if an answer can be found or if further reading/research is necessary. This will also allow the teacher to see if students are on the right track with the types of questions they are asking.</li> <li>6. If students questions are not appropriate, more teacher modeling should occur. If students seem to be getting the hang of the strategy, more independent practice should occur.</li> </ol>		
<b>Content Application:</b> <i>Below you will find suggested concepts from each content area that would lend themselves to the use of the selected strategy.</i>		
<b>Content Area 1: Social Studies</b>	<b>Content Area 2: Health</b>	
<b>Grade 6: Hebrews</b>	<b>Grade 7: Diseases</b>	
<b>Grade 6: Great Wall (China)</b>	<b>Grade 8: Drugs</b>	
<p><b>Literacy Activity/Tool (LA/T):</b> <i>Suggested activities and tools to incorporate reading instruction and strategies into the content area as a way to aid to student understanding and achievement in the content area. Additionally, the learning style(s) that this activity or tool address are included in parentheses after the strategy/activity title.</i></p> <p><b>Differentiated Instruction (DI):</b> <i>Suggested ways to utilize this strategy so that it reaches students of all levels utilizing a variety of learning styles.</i></p> <p><b>Writing Activity (WA):</b> <i>Ideas to incorporate writing into the content area classroom as a way to introduce, add to, or demonstrate understanding of the concepts being taught.</i></p>		

### Content Area 1: Social Studies

#### Grade 6: Hebrews

##### LA/T: [SQ4R](#) (Verbal Linguistic, Visual-Spatial, Interpersonal)

Prior to reading the text section on the Hebrews, students will use the SQ4R worksheet to preview the text by surveying the title, end of chapter summary, main subheadings, graphics/visuals, questions and vocabulary. Students will then use the major subheadings to generate questions about the chapter. Next, students will read the chapter, answering each question as they get to the answer. After this, students should review the entire chapter, creating an outline using the headings, vocabulary, etc. Lastly, students will reflect on the chapter, synthesizing their previous information with new material learned.

**W.A.: Questioning-an interview with Moses:** As students review the 10 commandments, they should come up with a list of questions that they would ask Moses in regards to the writing of the 10 Commandments.

**DI: Advanced students** will additionally write their own version of the 10 Commandments as well as come up with Moses answers to the interview questions.

#### Grade 6: Great Wall (China)

##### LA/T: [REAP](#) (Verbal Linguistic, Visual-Spatial, Interpersonal)

Students will use the above linked REAP worksheet as they read the text section on the Great Wall of China. First students will read the text, jotting down the title and the author. Then students will encode the text by restating the main idea in their own words. Next, students will annotate the text by making a statement that summarizes the main points. Lastly, students will ponder the text by thinking and talking about what they've learned asking themselves why the author wrote the text and what they think the author hopes readers will learn.

**W.A.: Summarization Using Questioning:** Students will use the questions stems: who, what, where, when, how, and why to summarize their reading about the Great Wall of China by conducting a Q & A with the author.

### Content Area 2: Health

#### Grade 7: Diseases

##### LA/T: 3 Column FQR Chart (Facts/Questions/Response) (Harvey and Goudvis, pp. 171-174) (Verbal Linguistic, Visual/Spatial, Interpersonal)

Each student will create a 3 columned chart using a sheet of paper, labeling the top of the page with F/Q/R (it may be beneficial to have students fold their paper into thirds. As student read through their text about diseases they will list facts in the F column. In the Q column students will jot down any questions they have about the text and in the R column, students will formulate a personal response based on their questions and the facts that they came up with.

**W.A.: Public Service Announcement Script:** Using the questions that they've formulated about their readings, students will write a script for a disease prevention public service announcement.

**DI: Below Level/ELL Students** would benefit from a script format to follow and example PSAs from YouTube. [Kidney Awareness PSA](#)

**On Level/Advanced Students** should be encouraged to record or video tape their PSAs.

**Grade 8: Drugs****LA/T: What I Wonder About Drugs...** (Harvey and Goudvis, pp.113-115) (**Verbal Linguistic, Interpersonal**)

Prior to starting a unit on Drugs students will be encouraged to create a “Wonder” notebook. In a blank notebook, students will jot down all the things that they wonder about drugs. These “I Wonder” questions will guide the students reading and research throughout the unit. As they read, students will try to locate the answers to their questions. These answers should be recorded in their notebooks. At the end of the unit, any unanswered questions will be presented to the class to see if others have the answer or if the answer can be found.

**DI:** Rather than having students keeping the “I Wonder” questions in a notebook, have them write them on Sticky Notes and as they find the answers, stick the notes in the text or write the answers on the notes and stick them on a designated location in the classroom.

**W.A.: Reflection Journal:** At the conclusion of the unit, students should reflect back on their “I Wonder” statements and the answers they’ve found. A reflection journal should be written having students focus on what was learned and how this information will affect their lives.

**Theory and Research that Guides**

“Questions are the master key to understanding. Questions clarify confusion. Questions stimulate research efforts. Questions propel us forward and take us deeper into reading. Human beings are driven to find answers and to make sense of the world.” (Harvey & Goudvis, 2007, p. 109)

Additional Resources

Resource/Summary	Type	Appropriate Content Area	Multicultural/Ethnic
<p><b><i>John, Paul, George and Ben</i></b> (Hyperion, 2006)            Author/Illustrator: Lane Smith            Author/illustrator Lane Smith's book introduces readers to five young men: John (Hancock), Paul (Revere), George (Washington), Ben (Franklin) and Tom (Jefferson). Despite taking many artistic liberties in both his illustrations and storyline, Smith provides readers with important information about each of the famous historical figures through comic tales of their childhood. Additionally, Smith includes an actual timeline and references which clear up any exaggerations and explains how the boys grew up to start a revolution that would change this country forever.</p>	Picture Book	Social Studies	No
<p><b><i>Moses: When Harriet Tubman Led Her People to Freedom</i></b> (Hyperion 2006)            Author: Carole Boston Weatherford            Illustrator: Kadir Nelson            Weatherford's book describes Tubman's first and subsequent journeys along what has now become known as the Underground Railroad. Using beautiful illustrations and moving text, this is much more than a simple picture book. Rather, it captures the spirit, bravery, and courage of Harriet Tubman, who risked her life to help others reach the freedom that they didn't have in the south.</p>	Picture Book	Social Studies	Yes

Resource/Summary	Type	Appropriate Content Area	Multicultural/ Ethnic
<p><b><i>The Lorax</i></b> (Random House, 1971)            Author/Illustrator: Dr. Seuss            In <i>The Lorax</i>, Dr. Seuss introduces to many important concepts including sustainable development and conservation. Using the character of the Lorax, Seuss shows readers what could happen if companies aren't careful and take the environmental impact of their product production into account. <i>The Lorax</i> illustrates the interdependence of things in an ecosystem but does it in a way that even young children will understand. Readers will walk away from this timeless story with a sense of the importance of caring for each part of the environment.</p>	Picture Book	Science	Yes
<p><b><i>Henry's Freedom Box: A True Story of the Underground Railroad</i></b> (Scholastic Press, 2007)            Author: Ellen Levine            Illustrator: Kadir Nelson            Levine's picture book chronicles the real life adventures of Henry Brown, a slave. Many details of slavery are shared in this story including the fact that no one kept a record of slave's birthdays. As Henry grows up, his family is continually being torn apart as members get sold off. One day, when working on the docks moving large cargo crates, Henry comes up with a plan to escape a life of slavery once and for all. He decides he will mail himself to the North. Readers will be drawn into Henry's life and adventure to the north and possible freedom while learning some of the harsh realities of slavery. This book is an interesting look at the extent to which a person will go to create a better life for himself.</p>	Picture Book	Social Studies	Yes

Resource/Summary	Type	Appropriate Content Area	Multicultural/Ethnic
<p><b><i>Rosa</i></b> (Squire Fish, 2007)            Author: Nikki Giovanni            Illustrator: Bryan Collier            One of the most well known figures of the Civil Rights Movement, Rosa Parks’s story is told in Giovanni’s words and Collier’s beautifully detailed pictures. The book takes a look at Rosa’s personal life and at what eventually led to her December 1, 1955 nonviolent protest on a Montgomery, Alabama bus. Additionally, the book describes subsequent Civil Rights Movement events taking place during that time period. Students will be so enthralled with this picture book, they won’t even realize they are learning important, world changing, historical events.</p>	Picture Book	Social Studies	Yes
<p><b><i>Do Penguins Have Knees and Other Imponderables</i></b> (Quill, 2004)            Author: David Feldman            Feldman’s book presents readers with many thought-provoking and challenging questions about everyday life. Questions including do penguins have knees; what makes new cars smell the way that they do; and many more “imponderables”. This book will have readers hooked as they search out the answers to questions they thought didn’t have answers (or may have never thought to ask at all!). Additional books in this series follow the same tradition so this book is a great way to hook reluctant readers and encourage them to continue reading.</p>	Nonfiction Book	Science Social Studies Health Math	Yes

Resource/Summary	Type	Appropriate Content Area	Multicultural/ Ethnic
<p><b><i>The Forbidden Schoolhouse-The True and Dramatic Story of Prudence Crandell and Her Students</i></b> (Houghton Mifflin Books for Children, 2005)            Author: Suzanne Jurmain            This book chronicles the life Prudence Crandall who ran a private girls' boarding academy in Canterbury, Connecticut. After allowing an African American girl to attend, Crandall decided to open a school for "young Ladies and little Misses of color" in 1833. The ensuing legal battle is detailed in the book that explains some of the laws of the late 1800s that discriminated against African Americans. This little known story will be inspirational to students and will also capture their interest as they may be unfamiliar with it.</p>	Nonfiction/ Biography Book	Social Studies	Yes
<p><b><i>Lives of Extraordinary Women: Rulers, Rebels (And What the Neighbors Thought)</i></b> (Harcourt Children's Books, 2000)            Author: Kathleen Krull            Illustrator: Kathryn Hewitt            Krull's collection of biographies is filled with not only background information but interesting facts and anecdotes. Included in the collection are Joan of Arc, Catherine the Great, Marie Antoinette, Indira Gandhi, and many more famous women. Additionally, Krull addresses myths and skewed stories about the women, clearing up any confusion that readers may have. Hewitt's illustrations play a key role in adding additional information and details by including it in the pictures. Readers will love examining the illustrations and matching them to the details presented in the biographies. The format of this book will hold readers attention while providing them with a wealth of knowledge.</p>	Nonfiction/ Biography Book	Social Studies Science Math Health Literature	Yes

Resource/Summary	Type	Appropriate Content Area	Multicultural/ Ethnic
<p><b><i>Girls Think of Everything: Stories of Ingenious Inventions by Women</i></b> (Sandpiper, 2002)            Authors: Catherine Thimmesh and Melissa Sweet            Thimmesh's and Sweet's biographical collection of women inventors describes how their ideas turned into reality. Highlighting the creativity and hard work that was behind each and every invention detailed in the book, readers will learn that many products were created out of a need for them while others were designed to make living easier. Several of the inventors in the book are younger girls which can be inspiring to readers.            The book also encourages young people to start inventing themselves and offers a list of organizations with postal and Internet addresses to help them get started.</p>	Nonfiction/ Biography Book	Social Studies Science Math Health Literature	Yes
<p><b><i>Oil Spill! (Let's-Read-And-Find-Out Science 2)</i></b> (Harper Collins, 1994)            Author: Melvin Berger            Illustrator: Paul Mirocha            Berger starts his book out describing the events and effects of the <i>Exxon Valdez</i> oil spill. The book then goes on to explain to readers causes of oil spills, the ecological damage, and the ideas and technologies developed to deal with them. The book ends with suggestions for preventing oil spills, from conserving energy at home to writing letters to members of Congress requesting better oil transport legislation. This book is a great resource for introducing readers to the hazards of oil spills. Other books in the "Let's-Read-And-Find-Out Science 2" series can be recommended to students who find this type of book interesting.</p>	Nonfiction Book	Science	Yes

Resource/Summary	Type	Appropriate Content Area	Multicultural/ Ethnic
<p><b><i>The Watsons Go to Birmingham, 1963</i></b> (Laurel Leaf, 2003) Author: Christopher Paul Curtis Kenny Watson's (the narrator of this book) family is known in his Flint, Michigan hometown, as the Weird Watsons. Readers will love this book and the hysterical stories of the Watson family from their dealings with the arctic Michigan weather to older brother Byron's "juvenile delinquent" behavior. Using vivid language and humor, author Christopher Paul Curtis tells welcomes readers into the Watson family's daily life. After acting up one to many times, Mr. and Mrs. Watson decide that their oldest son Byron needs some time away from Flint to get his act together. Deciding that his maternal grandmother and a different way of life in Birmingham might make him appreciate what he has, the family travels to the deep south of 1963 United States. This journey soon turns tumultuous as the family finds themselves in Birmingham on one of the most historic days in American history. This story is about the strength of family love and endurance during a tough time for African Americans in the United States.</p>	Historical Fiction	Social Studies Literature	Yes
<p><b><i>Ben's Guide</i></b> <a href="http://bensguide.gpo.gov/">http://bensguide.gpo.gov/</a> This website is great for students in grades 3-12. It provides numerous resources and games for teaching students about the United States and its government.</p>	Website	Social Studies	Yes

Resource/Summary	Type	Appropriate Content Area	Multicultural/Ethnic
<p><b><i>Flocabulary</i></b>  <a href="http://flocabulary.com/">http://flocabulary.com/</a>            The Flocabulary website provides resources for all grade levels and a wide variety of subject areas. The site provides numerous videos and rap songs that provide content area information to students in a fun and catchy way. Before long, your students will be singing along. Additional supplemental materials are available for teachers' use.</p>	Website	Social Studies Science Math Health Literature	Yes
<p><b><i>Brainpop</i></b>  <a href="http://www.Brainpop.com/">http://www.Brainpop.com/</a>            The Brainpop website provides resources for all grade levels and a wide variety of subject areas. The site provides numerous videos featuring the popular Tim and Moby answering letters that provide content area information to students in the form of responses to letters. Additional supplemental materials are available for teachers' use.</p>	Website	Social Studies Science Math Health Literature Arts	Yes

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