

Diocese of Wheeling-Charleston

CASE Unit Planner

Name of Teacher: Dianne Lee – Grade 5, Parkersburg Catholic Elementary, Parkersburg, WV- dlee@pceswv.org	Grade Level: 5
Subject Area: Reading/Language Arts	Cross Curricular Opportunities: Science; Social Studies; Art; Catholic Education
Unit Title: Me, Myself, and I <i>Important note about this unit:</i> Adoption/Foster Care – due to these two elements in today’s society, students may not have a record of their early years. Everyone’s life story is unique, which makes this an engaging unit.	Estimated Duration of Unit: 4 weeks
<p>Overview of Unit: Students will explore their life experiences and feelings to establish a deeper understanding of their self (their personal qualities, morals, beliefs). This will be accomplished through an interdisciplinary study including narrative writing, reading nonfiction text, expressing their self in math terms, creating a personal interest island, creating a bioglyphs, physical excise activity, art activities options, and using technology to create slide shows and word documents. This unit provides many unique and creative end products.</p> <p>Copies of handouts are provided at the end of the Unit Planner.</p>	
Forms of Text (nonfiction/fiction): Nonfiction Diocese of Wheeling-Charleston Unit Resource: Narrative Writing, Gr. Level 5, Patty Cole, Our Lady of Fatima	Teaching Strategies: direct instruction, project base, conferencing, cooperative learning groups, modeling, technology skills, hands-on activities; choice boards; visual, audio, and kinetic learning activities,
<p>Catholic Identity Connections:</p> <p>Genesis 1:27 So God created mankind in his own image, in the image of God he created them; male and female he created them.</p> <p>Job 12:10 In His hand is the life of every creature and the breath of all mankind.</p> <p>Ephesians 2:10 For we are God’s handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.</p>	

1 Peter 3:3-4 (3) Your beauty should not come from outward adornment, such as elaborate hairstyles and the wearing of gold jewelry or fine clothes. (4) Rather, it should be your inner self, the unfading beauty of a gentle and quiet spirit, which is of great worth in God’s sight.

This Autobiography Unit begins with prayer:




Fifth Graders drew their hands their own ‘Hands of Prayer’; they shared with their first grade prayer partners and assisted him/her to make their individual ‘Hand of Prayer’.



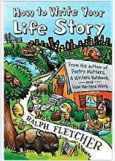
Look to Him & Be Radiant , Thursday , August 8, 2013



<http://looktohimandberadiant.blogspot.com/2013/08/hands-of-prayer.html>

Assessment (authentic/published - summative/formative): formative

Standard Number	Standards	Description of Activity	Resources	Date of Completion
ELA.5.SL.C 13.1	Students will engage effectively in a range of collaborative discussions.	Students create an interactive notebook (composition notebook) for their autobiography project. Scholastic Lesson Plan: “The Best Part of Me” Students will listen/view <i>The Best Part of Me</i> by Wendy Ewald. The book is available in text and can be viewed on YouTube. Students will be read/listen to the way different children express the ‘best of	https://www.scholastic.com/teachers/lesson-plans/teaching-content/best-part-me/ Student read: If link doesn’t work, search: YouTube “Best Part of Me Read Aloud” MeghanBarron89 https://www.youtube.com/watch?v=Q0Sk1EAD8JY	


<p>ELA.5.SL.C 14.2</p>	<p>Include multimedia components (sound) and visual displays in presentations when appropriate to enhance the development of the main ideas or themes.</p>	<p>their selves</p> <p>Evaluation: Students will create a power point slide using Google Slides expressing their “best part”.</p>	<p>Teacher read: If link doesn’t work, search: YouTube “The Best Part of Me” by Wendy Ewald Wendy Williams VID00201 https://www.youtube.com/watch?v=36z71q6Avs</p> <p>Student Created Video example: If link doesn’t work search YouTube: “The Best Part of Me! Valerie Wells Penny</p> <p>https://www.youtube.com/watch?v=G1d12kwVi6s</p> <p>If link doesn’t work search YouTube: “The Best Part of Me- A Collection of Poems” Kjuffre</p> <p>https://www.youtube.com/watch?v=201ec15Mvco</p> <p>Digital Camera Permission Form from guardian/parent to use student’s pictures.</p>	
<p>ELA.5.WC9. 2</p>	<p>Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Students will start the unit using Poetry Writing with Karla Kuskin’s lesson plans provided by Scholastic. Students will view their self in a manner that will boost creativity and critical thinking skills, but positive self esteem, self awareness, and confidence.</p>	<p>https://www.scholastic.com/teachers/activities/teaching-content/poetry-writing-karla-ruskin/</p> 	
<p>ELA.5.WC9. 2</p>	<p>*use precise language and domain-specific vocabulary to inform about or explain the topic</p>	<p>Bio Poems: Students will create about their self. In this lesson, students will review nouns, pronouns and adjectives. The personal topics addressed in this lesson includes: their passion, worries, fears feelings, talents, and dreams.</p>	<p>TPT free Down load Biopeoms made easy by Laura Chandler</p>	

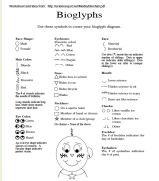

			 <p>https://www.teacherspayteachers.com/Product/FREE-Bio-Poems-Made-Easy-124825</p>	
ELA.5.R.C2.E	Describe how a narrator's or speaker's point of view influences how events are described in literary text.	<p>Read a single incident autobiographical account: "It's Easier in Daydreams", <i>Reading Street West Virginia</i>, Scott Foresman</p> <p>Read Gary Soto's account of an experience in his life: "The Gymnast", <i>Reading Street West Virginia</i>, Scott Foresman</p> <p>Read: "Meet the Author: Gary Soto". <i>Reading Street West Virginia</i>, Scott Foresman</p> <p>Place information on a <i>story map</i>. Lesson from "A Learning Experience" (The School Box) Eliza, April 5, 2010</p>	<p><i>Reading Street West Virginia</i>, Scott Foresman (2008) Unit 4, p. 487</p> <p>Unit 4, p. 489</p> <p>Unit 4, p. 499</p> <p>Since this is an autobiography unit, this plot map enhances the theme. Worksheet below.</p> <p>https://schoolbox.wordpress.com/2010/04/05/the-plot-thickens-a-graphic-organizer-for-teaching-writing/</p> 	
ELA.5.W.C9.3	Write a narrative to develop real experiences using effective technique, descriptive details, and clear event sequence.	<p>Students will use their life experiences and write 'their story'. Read aloud: <i>How to Write Your Life Story</i> by Ralph Fletcher. There are 14 'short' chapters. (Ages 8-12)</p> <p>Unit Created by Patty Cole provides learning experiences, enhancing this unit.</p> <p>Brainstorm ideas from the student's life they feel would make an interesting story. As Fletcher's book advises, writing about tough situations makes interesting reading and learning experiences for the writer and the reader.</p> <p>Students will examine their life's experiences from the brainstorm, list experiences they would be willing to share. Ask student to</p>	<p>Use as reference: <i>How to Write Your Life Story</i>, by Ralph Fletcher</p>  <p>Reference: Diocese of Wheeling-Charleston Unit Plan written by Patty Cole; Our Lady of Fatima Elementary School,</p>	

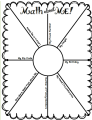

		prioritize the list in the order that they may want to write a series of short essays.	Grade 5	
ELA.5.W.C9.3	Write a narrative to develop real experiences using effective technique, descriptive details, and clear event sequence. *orient the reader by establish a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<p>Single Incident Autobiography: Selecting one event from their list, decide if their story will be written in first or third person point-of-view, list of characters, and organize the event to be retold.</p> <p>Establish the audience/reader of the narrative.</p> <p>Review the Story Plot Map. Students are to identify the ‘conflict’ of their narrative. With this established, plan the exposition, rising action, the climax, falling action and resolution will be plotted on the graphic organizer. As suggested by Patty Cole’s unit, using a familiar child’s story (ie. “The Three Little Pigs”), create a plot map.</p> <p>Explain to student their plot map is only a plan, and may be changed as many times during the writing processes as needed.</p>	<p>Narrative Graphic Organizer</p> <p>Story Map Graphic Organizer</p>  <p>Free resource from Teacher Pay Teacher https://www.teacherspayteachers.com/Store/My-Teaching-Hobby</p>	
ELA.5.2.C10.1	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	<p>Writing Leads. This resource provides mini posters for the following leads: Question Lead, Snapshot Lead, Talking Lead, and Action Lead. Poster set will introduce the student to new and engaging ways to begin their single incident autobiography account.</p> <p>End Product Variation: Fingerprint Imagemulsion.</p>	<p>http://lightdarkroom.tumblr.com/post/6671315888/bring-an-ink-pad-to-art-class-let-every-student</p>  <p>LIGHTDARKROOM, July 18, 2011</p>	
ELA.5.W.C.9.3	*use narrative techniques, such as	Students will examine non-fiction novels that they are currently reading for the author’s use of dialogue, description, and pacing of the story. In	Computer lab/starting the writing process using Google Docs.	



	dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.	their Interactive Notebook, students will write dialogue sentences that could be included in their story.																																											
ELA.5.W.C.9.3	*use concrete words and phrases and sensory details to convey experiences and events precisely. *use a variety of transitional words, phrases and clauses to manage the sequence of events.	Brainstorm sensory details with students. The use of vivid verbs to convey sensory details. Discuss vague vs. concrete. Is the reader able to 'see' the action? Do not tell the action. The reader is not able to ask the author questions, so be as explicit as possible.	Computer Lab/Google Docs																																										
ELA.5.W.C1 0.3	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Students will be taught how to peer edit. What is constructive criticism? Students will make a duplicate copy of their document in Google Docs, so they will have the original document as a reference in case they are not happy with changes that they have made.	Peer Editing Check List- Handout below. http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf Google Docs																																										
ELA.5.L.C.1 5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		<p>Rubric:</p> <table border="1"> <thead> <tr> <th>WRITING RUBRIC</th> <th colspan="2">/25points/ (expecting errors and good revision of ones.)</th> <th colspan="2">Assignment</th> <th></th> </tr> </thead> <tbody> <tr> <td>CONTENT (WHAT YOU SAY) Clear for the topic Some details Clear beginning, middle, and end Evidence of planning</td> <td>3 Clear, central idea Well-developed details Clear organization of ideas</td> <td>2 Central idea Some details Some of planning and feature Mostly organized</td> <td>1 Unclear central idea Few details Lacks repetitive structure Simple or no closure</td> <td>0 No or many central ideas No or unrelated details Confusing No closure present</td> <td>+5</td> </tr> <tr> <td>STYLE (HOW YOU SAY IT) Topic, precise vocabulary Well-chosen facts/information Range of sentence lengths Beginning, 8 types Voice (personality—reader can get a picture of the writer) Appropriate Tone Strong writer's voice</td> <td>3 Creates images that support the topic Precise selection of details Voice (mood) Wide variety of sentence structure Appropriate Tone Strong writer's voice</td> <td>2 Some specific vocabulary Some sentence variety Informative Possibly shifting voice Not always clear</td> <td>1 General vocabulary Repetitive or confusing information Little sentence variety Tone is choppy & flat Voice is dim & rarely heard</td> <td>0 Basic vocabulary Monotone or repetitive information No sentence variety Tone is flat & boring Voice is flat because of lack of details</td> <td>+5</td> </tr> <tr> <td>SENTENCE FORMATION Sentences are complete Sentence fragments are not present Run-ons & comma splices are not present Sentences are in natural order</td> <td>3 Variety of well-constructed sentences Fragment used only for effect</td> <td>2 Few to no errors—most sentences are well-constructed</td> <td>1 Many errors May be missing words</td> <td>0 Serious errors so as to hinder understanding May be one long sentence</td> <td>+5</td> </tr> <tr> <td>USAGE (WHAT YOU HEAR) Subject-verb agreement Correct tense is used throughout Contextual words are used for meaning Some errors speaking</td> <td>3 Strong grammar skills Correct tense is used throughout Contextual words are used for meaning Some errors speaking</td> <td>2 Shows some weakness in grammar skills Misapplication of context, tense if not consistent</td> <td>1 Pattern of errors Reading interrupted due to errors</td> <td>0 Little knowledge of rules of grammar Context Serious errors as to hinder understanding</td> <td>+5</td> </tr> <tr> <td>MECHANICS Capitalization is correct Punctuation is correct (comma, apostrophe, hyphen, etc.) Spelling is correct including homophones</td> <td>4 All features are handled well, but not necessarily perfect</td> <td>3 Few errors, but responsible for this grade level</td> <td>2 Pattern of errors across most or all features</td> <td>1 Little knowledge of rules displayed</td> <td>+5</td> </tr> <tr> <td>ADVANCED 100-90</td> <td>PROFICIENT 89-70</td> <td>BASIC 69-60</td> <td>BELOW BASIC 59-0</td> <td>TOTAL SCORE</td> <td></td> </tr> </tbody> </table> <p><small>©2010 Pearson Education, Inc. All rights reserved. www.pearsoned.com</small></p>	WRITING RUBRIC	/25points/ (expecting errors and good revision of ones.)		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Differentiated Instruction Opportunities/Overview:				
Cross Curricular Opportunities level:				
Standard Number	Standards	Description of Activity	Resources	Date
Technology: 21C.S.5-8.1	<p>Learning skills enable students to acquire new content, knowledge and skills, connect new information to existing knowledge, learn new software programs, and learn new ways of doing things using technology tools. Student, when presented with a problem, identifies the information needed, uses text, people, online databases and search engines to filter relevant information efficiently, analyzes information for biases, synthesizes information gathered and creates an effective and efficient response to the problem</p>	<p>Virtual Blog: Students will create a blog of their interest, life event, etc.</p> <p>Required: 5 blog entries/one on each slide. Must include some type of visual.</p> <p>Mini lesson on Blogs. Scholastic created lesson on how to write a blog.</p> <p>Adoption/Foster Care – due to these two elements in today’s society, students may not have a record of their early years.</p>	<p>Google Slides; digital photos; video clips; scanner</p> <p>http://www.scholastic.com/browse/article.jsp?id=3749958</p> <p>Scholastic: How to Use Blogs: Grades 3 – 5 Lesson Plans and hand outs are provided on this site.</p>	

<p>21C.0.5-8.1.LS2</p>	<p>Student interprets abstract visuals and creates products (e.g. digital storytelling) that reflect a growing understanding of visual language and require the effective use of tools (e.g. cropped photos, original charts and graphs, well-chosen images from databases; video clips.</p>			
<p>Social Studies Connection SS.5.G.7</p>	<p>Identify the characteristics and purposes of maps, globes, GIS and other geographic tools.</p>	<p>I-Land Project: Students will use their imagination to create an "I"-Land. The theme of the island will be items related to their life. A Salt Dough Map is constructed in class. Required Items: 2 different landforms, 2 water-forms, capital city, 3 other cities, attraction, Catholic Church (or church of the student's denomination), key/legend, Compass Rose, longitude/latitude lines (with degrees)</p>	<p>Idea modified: http://artteacher.yolasite.com/autobiography-maps.php Search: Mrs. Lopez in the Art Room: Autobiography Maps; this site provide pictures and handout resources.</p> <p>Supplies required on handout/rubric below. (teacher created)</p>	
<p>SS.5.G.9</p>	<p>Display information on maps, globs, geographic models and in graphs, diagrams, and charts (e.g., designing map keys and legends, etc.)</p>			

<p>Science Connection S.5.GS.3</p>	<p>Make observations and measurements to identify materials based on their properties.</p>	<p>Student must be able to make observations and to classify objects. In this lesson, students are going to practice these science process skills, observation and classification, used in all areas of science.</p> <p>Plus 1 Students will be given the Bioglyphs , Your Life in Symbols (8th Grade Science)</p> <p>Power Pont provided by T. Trimpe, http://sciencespot.net/</p>	<p>http://sciencespot.net/Media/Biochal.pdf Copies of worksheet are below. To download Power Point: Seach <i>Bioglyph Power Point Science Spot</i> and clicking the link the .ppt file will download automatically.</p> 
<p>S.5.GS.2</p>	<p>Develop a model to describe that matter is made of particles too small to be seen</p>	<p><u>After completing Standard S.5.GS.2</u>, students can complete this activity as a Plus 1. Periodic Table of Me, Myself, and I. Student answers questions about their age, month they were born, number of siblings, etc., then records the element that corresponds with his/her numeric response.</p>	<p>Free Download from Teacher Pay Teacher Made by AwesomeScoeince. United States-New York https://www.teacherspayteachers.com/FreeDownload/Scavenger-Hunt-Periodic-Table-of-Me-Myself-I-1739662</p>
<p>Math Connection</p>	<p>M.5.NBT.5 M.5.NBT.6 M.5.NF.1</p>	<p>Students make a poster using math problems to share about their self. TPT free download for student handout. (Permission to share actual download.) Require students to use: multiply multi-digit whole numbers; whole-number quotients of whole numbers with up to four-digit divisors Bonus points for descriptions in which students add and subtract fractions with unlike denominators</p>	 <p>If URL doesn't work search: Fourth Grade Fun In Florida, Friday, September 12, 2014/Figure Me Out 2 (with postal code) http://4thgradefunfl.blogspot.com/2014/09/figure-me-out.html</p> <p>https://www.teacherspayteachers.com/Product/Math-about-Me-799773 Permission to share download. Mrs. Sol/Teacher Pay Teacher Copy of worksheet below.</p>

			 <p>Also available for free: Mad About Me</p>	
Physical Education		What's your name? This activity may be modified due to the abilities of students.	 <p>Larger image below.</p>	
Art Connection	VA.O.5.2 Student will identify selected elements and principles of design as they relate to art and the environment	<p>3-D Hand Art</p> <p>Lego Selfie: Students can create their self as a Lego™ person.</p> <p>Cursive Name Symmetry</p>	<p>See attachment below for instructions. If URL doesn't work, search: The Lost Sock, Teaching & Creating Art with all of heart.... Monday, October 8, 2012/Art Elements using Hands (Tabby Anny) http://tabithaanthelostsock.blogspot.com/2012/10/art-elements-using-hands.html?m=1 Lego selfie template below. http://elementaryartfun.blogspot.com/search/label/1st%20day%20of%20school Lego Group Whole School Mural, Saturday, November 10, 21012 Blog: Art to Remember</p> <p>Search Cursive Name Symmetry and there examples. Scholastic Scholastic provides a</p>	

		<p>Note: This lesson could be intergraded in Science with the Objective: S.5.GS.5/S.5.GS.7 (Matter and Energy in Organisms and Ecosystems)</p> <p>Frist Day of School: Candle Decoration</p>	<p>detailed, easy to follow lesson plan. https://www.scholastic.com/teachers/articles/teaching-content/cursive-name-bug-craft-project/</p>  <p>Scholastic Calls their project: Cursive Name Bug Craft Project.</p>  <p>Resource: Self. Handout below.</p>	
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Teaching Strategies Checklist

Writing	
X	Paragraph
x	Essay (narratives, fairy tales, realistic fiction)
	Summary
	Research
	Detailed answers (text supported)
	Notes (note taking skills, outlines)
x	Complete sentences
Reading	
x	Informational text
x	Lexile
	Complex literature
x	Speaking
x	Listening
x	Varied strategies and instructional methods
x	Critical thinking in whole class discussion
x	Student led activities

	common core standards (literature circles)
Technology	
x	Smart board
x	Computers
	iPads
x	PowerPoint, Elmo etc.
Differentiated Instruction	
x	Used multiple resources
x	Domain Vocabulary
x	Cross-Curricular
x	Collaborative engagement (meaningful feedback)
x	Higher level learning and teaching
Assessment	
x	Project based
x	Writing prompt
x	Portfolio – <i>Interactive Notebook</i>
x	Observation
x	Quiz
x	Technology based
x	Test
	Student created test
x	Presentation
x	Journal
x	Think, pair, share
	Summary
x	Oral questioning
	Analogy
x	PowerPoint, or movie maker
Authenticity	
x	Various activities

x	Inquiry, research and evidence
x	Evidence of time management and planning
x	Problem solving strategies
Summary of unit upon completion:	
I have included several optional activities in this unit to incorporate all areas of the curriculum.	

Hands of Prayer

Pray for your friends + family

Pray for the community, school, neighborhood

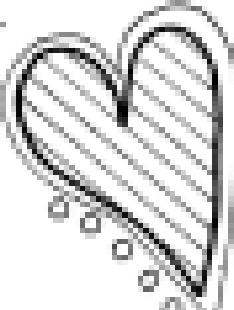
Pray for the world

Pray for those in positions of leadership - The President, government leaders, principals, employees

Pray for those in need

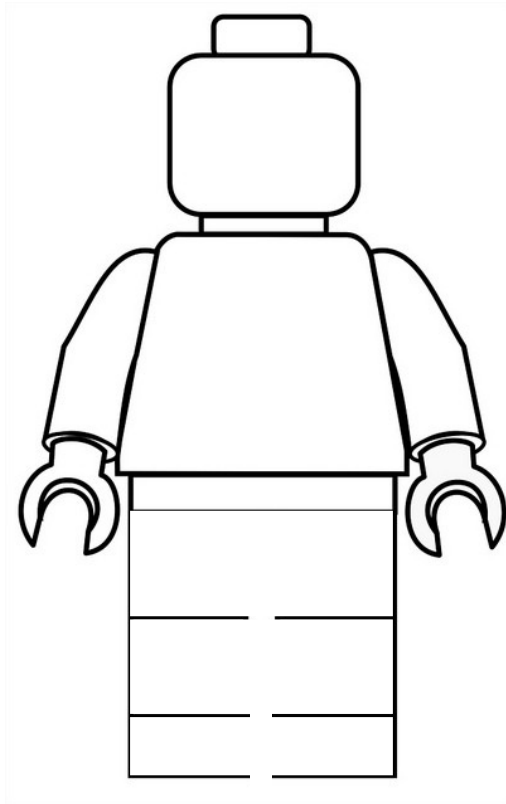
Pray for your community, school, neighborhood

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Autobiography Project - Lego Selfie

Lego Selfie: Provide each student with a Lego™ template to create a self portrait of their self. The completed Lego™ may be used as a bulletin board or mural in the classroom or school hallway.



Template revised by DLee.

Idea and template from: <http://elementaryartfun.blogspot.com/search/label/1st%20day%20of%20school>

Autobiography Art Project

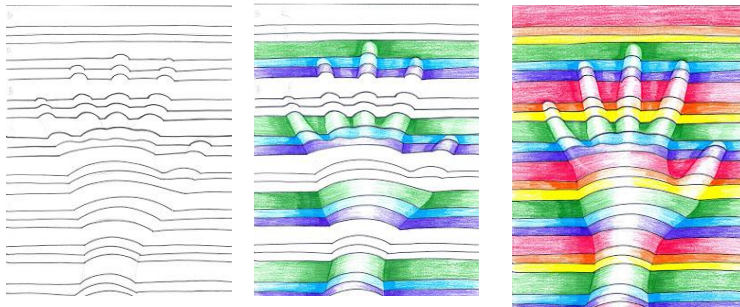
Optical Illusion Hand

Art Elements using Hands

Tracing your hand.

<http://tabithaannthelostsock.blogspot.com/2012/10/art-elements-using-hands.html?m=1>

OP ART HANDS



<http://tabithaannthelostsock.blogspot.com/2012/10/art-elements-using-hands.html?m=1>

Variation



Religious
Chalk on black paper



<http://tabithaannthelostsock.blogspot.com/2012/10/art-elements-using-hands.html?m=1>

Bioglyphs

Use these symbols to create your bioglyph diagram.

Face Shape:

- Male
- ◌ Female

Hair Color:

- Blonde
- ⌚ Black
- ⌚ Brunette
- ⌚ Red

The # of strands indicates the month of birthday.

Long strands indicate long hair, while short strands represent short hair.

Eye Color:

- ⦿ Green
- ⦿ Blue
- ⦿ Brown
- ⦿ Hazel

An oval eye shape indicates glasses or contacts. A circular shape indicates perfect vision.

Eyebrows:

- (Favorite color)
- ∩ ∩ Red
 - ∩ ∩ Blue
 - ∩ ∩ Green
 - ∩ ∩ Purple
 - — Other

Nose:

- △ Rides bus to school
- ▽ Rides in car
- Rides bicycle
- Walks

Necklace:

- On a sports team
 - Member of band or chorus
 - ☆ Member of a club/group
- No charms = None of the above



Ears:

- (Sister(s)
-) Brother(s)

Use dots (•) inside the ear indicates number of siblings. Dots in upper ear indicates older sibling(s). Dots in the lower ear refer to younger sibling(s).

Mouth:

- ∪ Loves science
- Thinks science is ok
- ∩∩∩ Thinks science is scary
- ∩ Does not like science

Cheeks:

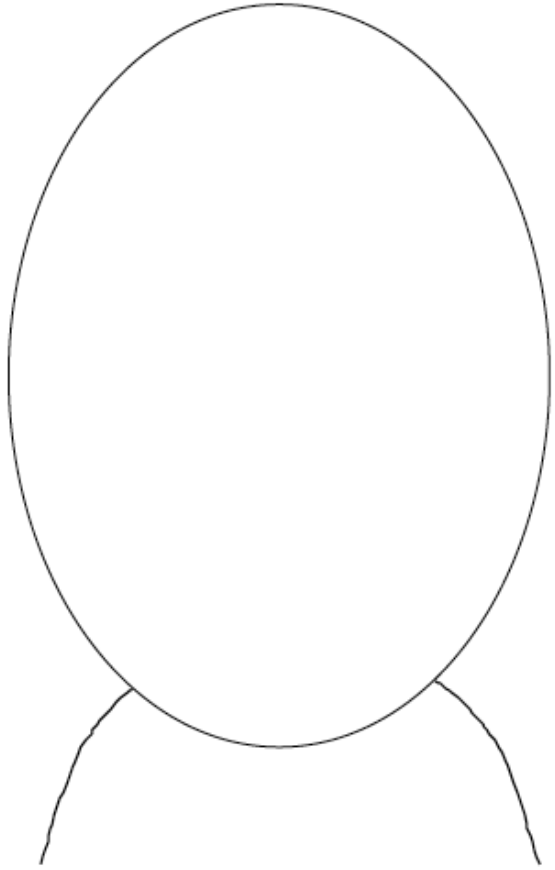
- ○ Likes vanilla ice cream
- ∪ ∩ Likes chocolate ice cream
- ∩ ∩ Other

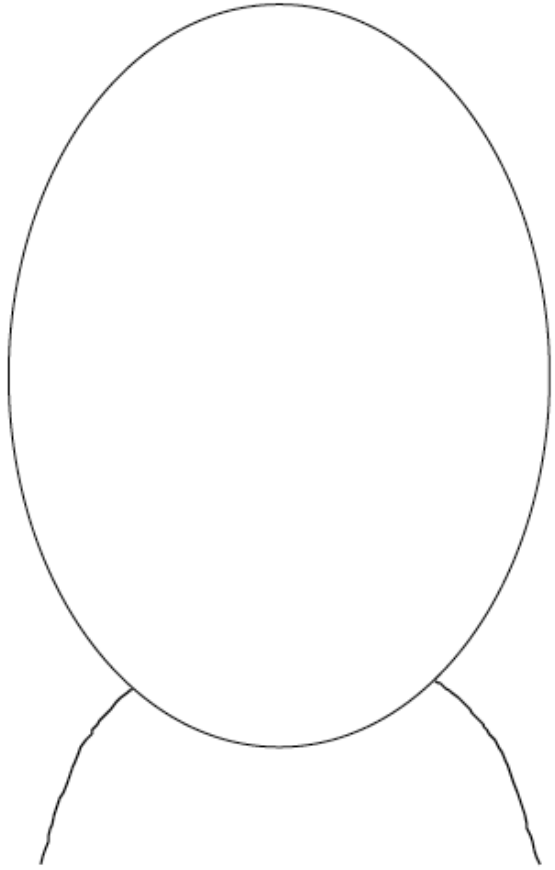
Freckles:

The # of freckles indicates the day of birthdate.

Eyelashes:

The # of eyelashes indicates the # of pets.





Bioglyph Challenge

Name _____

Use your investigative powers to match each classmate with their bioglyph.
You are allowed to ask questions that require a yes or no answer.
("Is this your bioglyph?" is not an acceptable question!)

- | | |
|-----------|-----------|
| 1. _____ | 16. _____ |
| 2. _____ | 17. _____ |
| 3. _____ | 18. _____ |
| 4. _____ | 19. _____ |
| 5. _____ | 20. _____ |
| 6. _____ | 21. _____ |
| 7. _____ | 22. _____ |
| 8. _____ | 23. _____ |
| 9. _____ | 24. _____ |
| 10. _____ | 25. _____ |
| 11. _____ | 26. _____ |
| 12. _____ | 27. _____ |
| 13. _____ | 28. _____ |
| 14. _____ | 29. _____ |
| 15. _____ | 30. _____ |

Math about ME!

Letters in My Name

My House Number

My Height

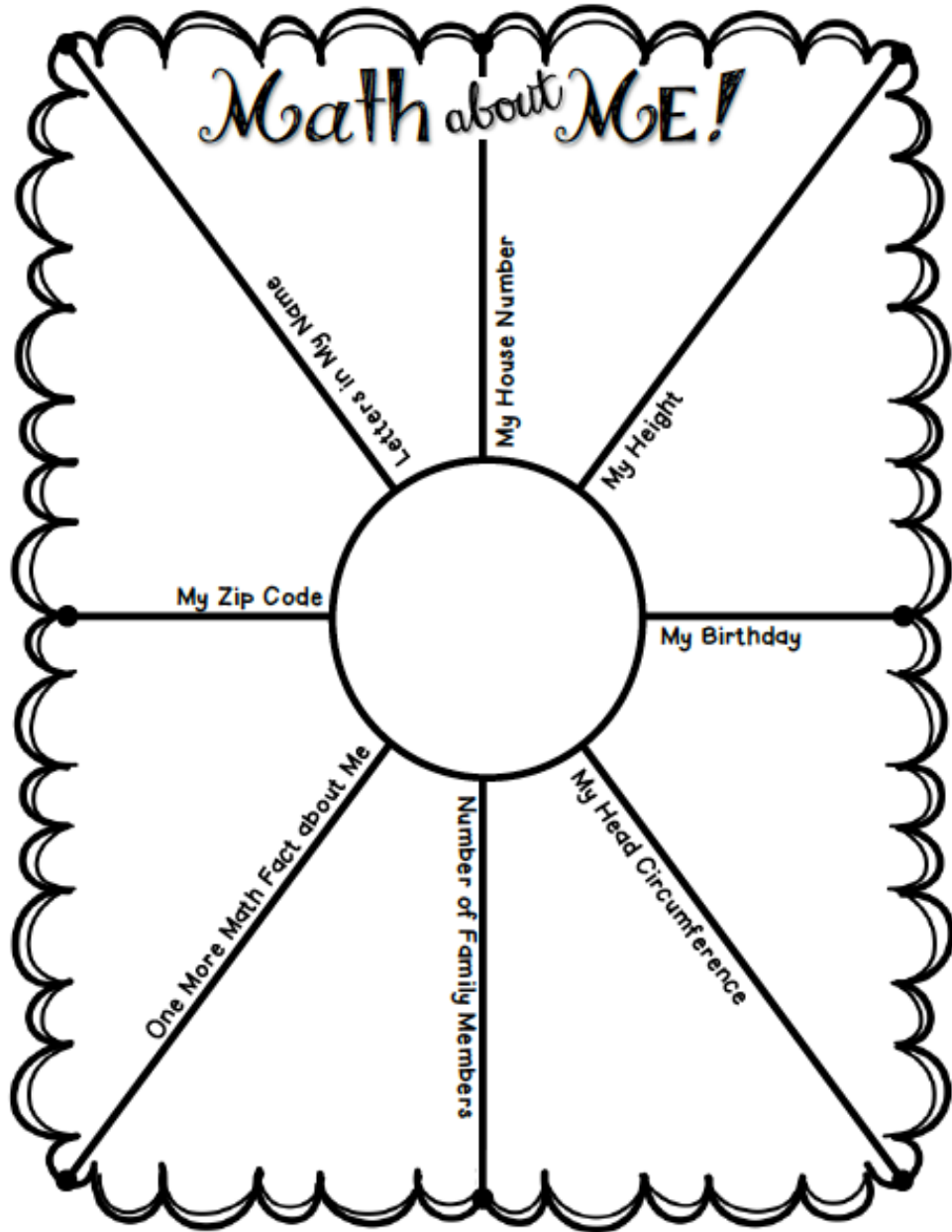
My Zip Code

My Birthday

One More Math Fact about Me

Number of Family Members

My Head Circumference



Using the website in the resources, I created a power point with these examples:



Students in my class made salt dough maps constructed in pizza boxes. Pizza boxes provide a sturdy base, sides and cover to protect the maps during the construction process.

what's *fit* activity for kids your name!

SPELL OUT YOUR FULL NAME AND COMPLETE THE ACTIVITY LISTED FOR EACH LETTER. FOR A GREATER CHALLENGE INCLUDE YOUR MIDDLE NAME & DO EACH ONE TWICE! FOR VARIETY YOU CAN USE A FAVORITE CHARACTER'S NAME OR A FAMILY MEMBER'S NAME.

A jump up & down 10 times

B spin around in a circle 5 times

C hop on one foot 5 times

D run to the nearest door and run back

E walk like a bear for a count of 5

F do 3 cartwheels

G do 10 jumping jacks

H hop like a frog 8 times

I balance on your left foot for a count of 10

J balance on your right foot for a count of 10

K march like a toy soldier for a count of 12

L pretend to jump rope for a count of 20

M do 3 somersaults

N pick up a ball without using your hands

O walk backwards 50 steps and skip back

P walk sideways 20 steps and hop back

Q crawl like a crab for a count of 10

R walk like a bear for a count of 5

S bend down and touch your toes 20 times

T pretend to pedal a bike with your hands for a count of 17

U roll a ball using only your head

V flap your arms like a bird 25 times

W pretend to ride a horse for a count of 15

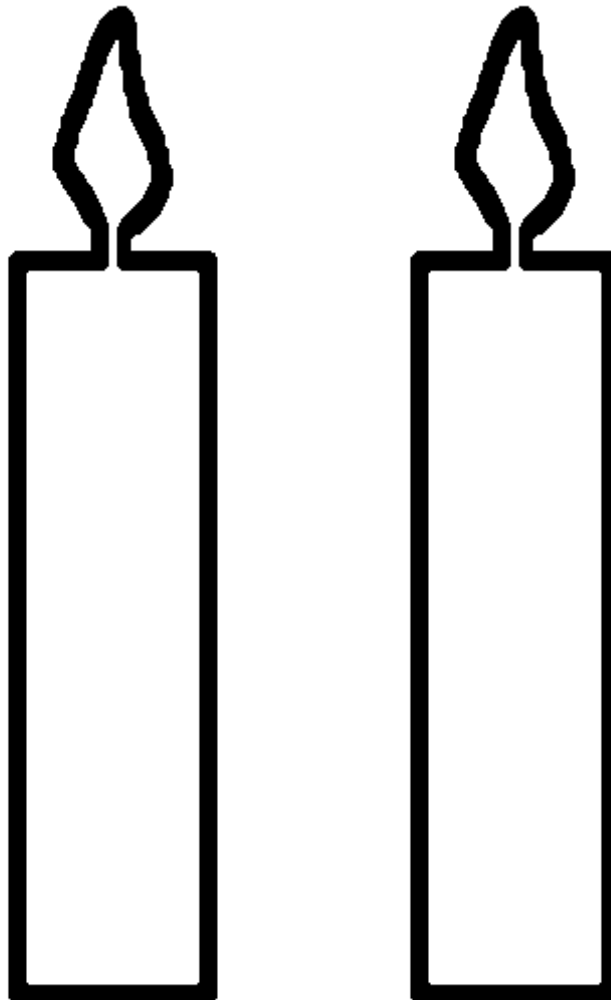
X try and touch the clouds for a count of 15

Y walk on your knees for a count of 10

Z do 10 push-ups

Birthday Candle Bookmarks: First day of school activity. Student writes name, birthday (not date) and color/decorates as he/she wishes. Laminate and give to student, or keep for display on his/her special day. Real birthday is used, for summer birthday's, use ½ date to display.

Instructions: Birthday Candle: Write your name and birth day (not year) on the candle base. Trace your name and birth day with a permanent marker. Decorate the candle and color the flame.



<http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf>

Once downloaded the file includes fillable form fields. The completed form can be printed and saved to your computer.

Author's Name: _____

Date: _____

Peer's Name: _____

Date: _____

.....

Editing Checklist for Self- and Peer Editing

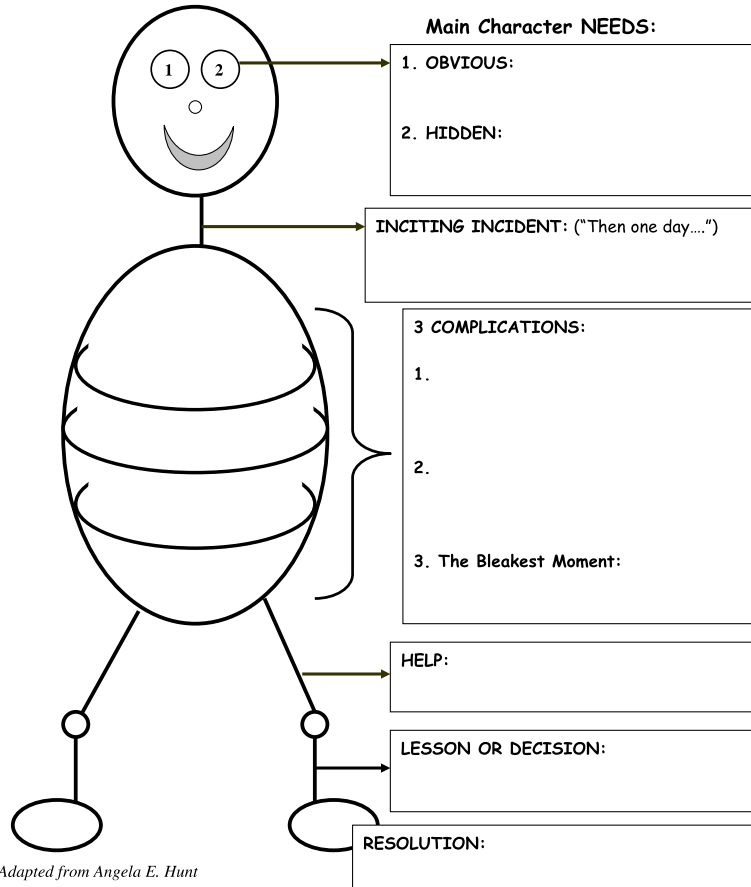
.....

Directions: Edit your written work using the Self-Edit columns, fixing any errors you notice. Then, have a peer complete the Peer Edit columns while you observe.

	Self-Edit		Peer Edit		Comments and Suggestions
	Checklist Items	After completing each step, place a check here.	Checklist Items	After completing each step, place a check here.	
Punctuation	I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.	<input type="checkbox"/>	I read the author's piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.	<input type="checkbox"/>	
	Quotation marks are included where needed.	<input type="checkbox"/>	Quotation marks are included where needed.	<input type="checkbox"/>	
Capital Letters	I checked for capitals at the beginning of sentences.	<input type="checkbox"/>	I checked for capitals at the beginning of sentences.	<input type="checkbox"/>	
	Proper nouns begin with capital letters.	<input type="checkbox"/>	Proper nouns begin with capital letters.	<input type="checkbox"/>	
Grammar	My sentences are complete thoughts and contain a noun and a verb.	<input type="checkbox"/>	Sentences are complete thoughts and contain a noun and a verb.	<input type="checkbox"/>	
	I don't have any run-on sentences.	<input type="checkbox"/>	There are no run-on sentences.	<input type="checkbox"/>	
Spelling	I checked spelling and fixed the words that didn't look right.	<input type="checkbox"/>	Spelling is correct.	<input type="checkbox"/>	

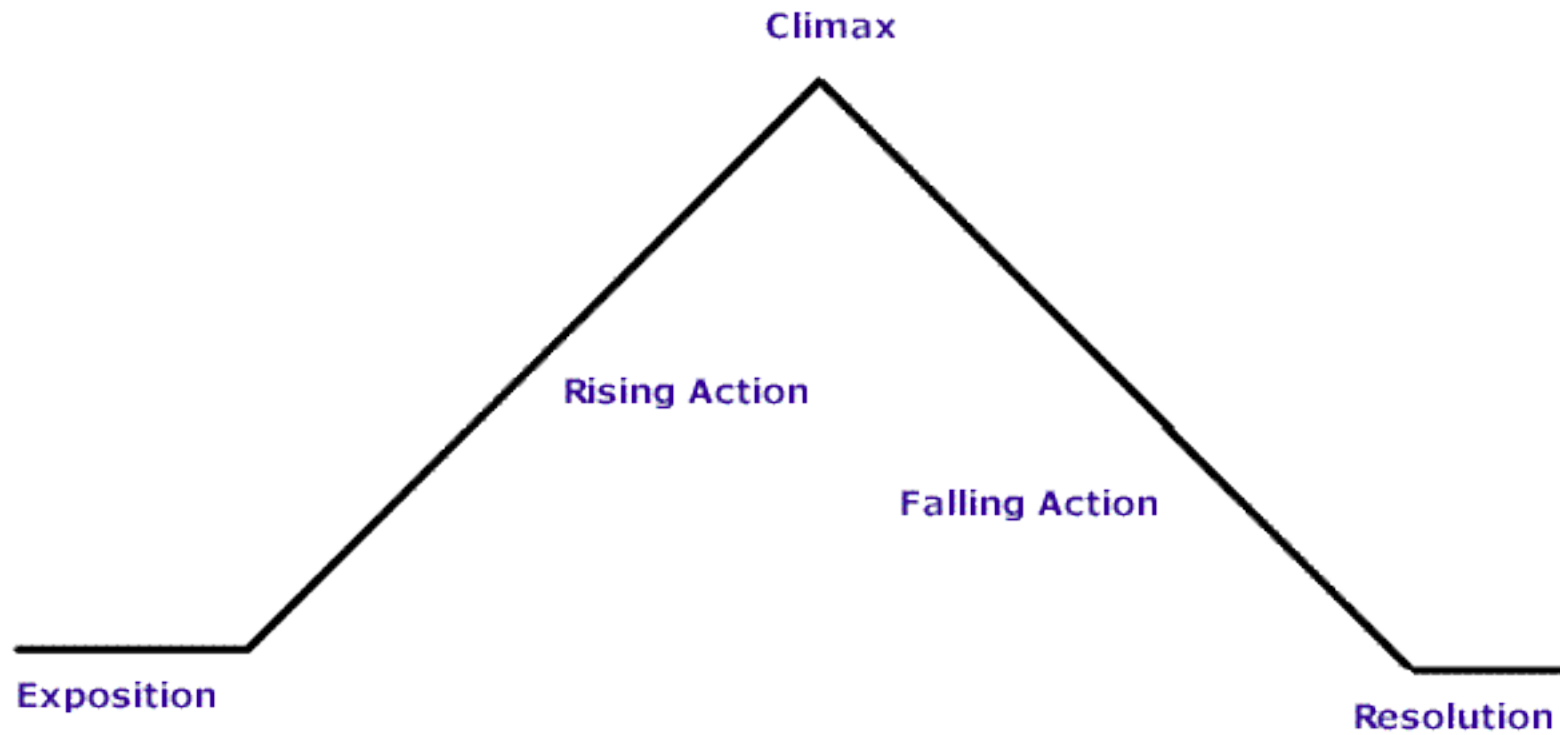
Plot Skeleton

Name: _____



Adapted from Angela E. Hunt

<http://alanavalle.blogspot.com/p/plot-diagram.html> <http://alanavalle.blogspot.com/p/plot-diagram.html>



I WAS BORN IN A SMALL TOWN OUTSIDE OF CHICAGO. I ALWAYS LIKED MATH. I WAS PRETTY GOOD AT IT TOO. WHICH I GUESS IS WHY I ENDED UP PURSUING FINANCE AS A CAREER. IN MY SENIOR YEAR AT COLLEGE I TRANSFERRED TO A SCHOOL ON THE WEST COAST. I WORKED HARD AND EARNED EVERY BIT OF MY DEGREE IN ACTUARIAL SCIENCES. IT FEELS LIKE YESTERDAY BUT IT'S BEEN NEARLY 14 YEARS SINCE I STARTED MY FIRST JOB AS AN ADVISOR. AT FIRST IT WAS JUST A FEW CLIENTS. I TOOK MY TIME AND PUT IN A LOT OF HARD WORK BUT LITTLE BY LITTLE I BUILT MY BOOK. A FEW GOOD REFERRALS REALLY HELPED ME EXPAND MY BUSINESS AND SOLIDIFY MY REPUTATION AS A TOP PRODUCER. I TRIED EVERYTHING FROM SMALL COMPANIES TO WIREHUSES. I'VE ALWAYS BEEN INDEPENDENT AND I'VE ALWAYS LIKED THE IDEA OF WORKING AT THE KIND OF PLACE WHERE YOU CAN GET THINGS DONE THE WAY YOU LIKE THEM DONE. I PREFER THE FEELING OF A SMALL COMPANY, BUT YOU CAN'T BEAT THE SOURCES OF A LARGER COMPANY. I MET A LOT OF GREAT PEOPLE ALONG THE WAY BUT WHERE I AM NOW JUST DOESN'T EXMORE DIFFERENT. SOMETHING FIT FOR ME. NOW I'M LOOKING FOR SOMETHING WITH A LITTLE MORE FREEDOM AND A LITTLE MORE FLEXIBILITY. I'M LOOKING FOR A PLACE WHERE I CAN REALLY MAKE MY MARK.

<http://vickidavis.me/post/7494855076/kbconnected-imagemulsion-bring-an-ink-pad-to>

Original Source: <http://lightdarkroom.tumblr.com/post/6671315888/bring-an-ink-pad-to-art-class-let-every-student>

Bring an ink pad to art class. Let every student make a fingerprint onto white paper. Blow up on the photocopier to 8x10 or larger, preferably printing onto a high-quality paper. Have your kids write words and phrases about themselves along the lines and whorls of their fingerprints, and sign. These would look great turned into encaustic paintings. :)

Name: _____ Date: _____ Assignment: _____

WRITING RUBRIC

(Reminder: Repetitive errors are only counted off once.)

<p>CONTENT (WHAT YOU SAY) "Stuck" to the topic Details (describe, explain, examples) Clear beginning, middle, end Evidence of planning</p>	<p style="text-align: center;">4</p> <p>Clear, central idea Well developed details Logical order Clear progression of ideas</p>	<p style="text-align: center;">3</p> <p>Central idea Some details Sense of planning and closure Mostly organized</p>	<p style="text-align: center;">2</p> <p>Unclear central idea Few details "Listy", repetitive Wandering ideas Simple or no closure</p>	<p style="text-align: center;">1</p> <p>No or many central ideas No or unrelated details Confusing No closure present</p>	<p style="text-align: center;">x5_____</p>
<p>STYLE (HOW YOU SAY IT) Vivid, precise vocabulary Well-chosen facts/information Variety of sentences: lengths, beginnings, & types Tone (mood) Voice (personality- reader can get a picture of the writer)</p>	<p style="text-align: center;">4</p> <p>Creates images that support the topic Purposeful selection of details Wide variety of sentence structure Appropriate Tone Strong writer's voice</p>	<p style="text-align: center;">3</p> <p>Some specific vocabulary Some sentence variety Tone appropriate, but possibly shifting Has voice, but may be fading</p>	<p style="text-align: center;">2</p> <p>General vocabulary Repetitive or confusing information Little sentence variety Tone is choppy & flat Voice is dim & rarely heard</p>	<p style="text-align: center;">1</p> <p>Basic vocabulary Minimal or repetitive information No sentence variety Tone is flat & boring Voice is flat because of lack of details</p>	<p style="text-align: center;">x5_____</p>
<p>SENTENCE FORMATION Sentences are complete Sentence fragments are not present Run-ons & comma splices are not present Sentences are in natural order</p>	<p style="text-align: center;">4</p> <p>Variety of well-constructed sentences Fragment used only for effect</p>	<p style="text-align: center;">3</p> <p>Few to no errors - most sentences are well-constructed</p>	<p style="text-align: center;">2</p> <p>Many errors May be missing words</p>	<p style="text-align: center;">1</p> <p>Serious errors so as to hinder understanding May be one long sentence</p>	<p style="text-align: center;">x5_____</p>
<p>USAGE (WHAT YOU HEAR) Subject-verb agreement Correct tense is used throughout Correct words are used for meaning Same person speaking throughout</p>	<p style="text-align: center;">4</p> <p>Strong grammar skills (conventions) Same tense is used throughout</p>	<p style="text-align: center;">3</p> <p>Shows some weakness in grammar skills Reasonable control, even if not consistent</p>	<p style="text-align: center;">2</p> <p>Pattern of errors Reading interrupted due to errors</p>	<p style="text-align: center;">1</p> <p>Little knowledge of rules of grammar evident Serious errors as to halt understanding</p>	<p style="text-align: center;">x5_____</p>
<p>MECHANICS Capitalization is correct Punctuation is correct Organization is correct (paragraph formation, etc.) Spelling is correct including homophones</p>	<p style="text-align: center;">4</p> <p>All features are handled well, but not necessarily perfect</p>	<p style="text-align: center;">3</p> <p>Few errors, but reasonable for this grade level</p>	<p style="text-align: center;">2</p> <p>Pattern of errors across most or all features</p>	<p style="text-align: center;">1</p> <p>Little knowledge of rules displayed</p>	<p style="text-align: center;">x5_____</p>
<p>ADVANCED 100-90</p>	<p>PROFICIENT 89-70</p>	<p>BASIC 69-60</p>	<p>BELOW BASIC 59-0</p>	<p>TOTAL SCORE</p>	<p style="text-align: center;">_____ →</p>

Your Name and Number: _____

Parent Signature: _____

I-Land Project - Salt Dough Map will be constructed in class.

Task: Students are create an island that represents their interest.

Required Items: 2 Landforms (must be different); 2 Water-forms (1 river; 1 lake),Capital, 3 Cities, Attraction, Catholic Church (or Christian Church), Key/Legend, Compass Rose, Longitude Line (with degree), Latitude Line (with degree)

Product: Salt Map of I-land with typed labels, key, Compass Rose, Longitude/Latitude Lines (w/degrees), landforms, water-forms, cities/capital, Catholic/Christian Church, and Attraction.

Salt Dough Recipe: (If a parent/guardian could make some of the dough or provide supplies for it to be made in class, it will be appreciated.)

2 Cups of flour

1 Cup of salt

1 Cup of water w/green food coloring (Please make sure water and food coloring equals 1 cup.)

1 Tablespoon Cream of Tartar

Rubric:

Your Name and Number (1 point) _____

Expectations	Above 4.5 pt	At 4	Below 3.4	Not Done 0
Requirements:				
Landform #1				
Landform #2				
River				
Lake				
Capital				
City #1				
City #2				
City #3				
Attraction				
Catholic/Christian Church				
Key/Legend				
Compass Rose				
Scale				
Latitude Line				
Longitude Line				
Title (Name of I-Land)				
Your Name and Number on Project				
Completed Salt Dough Map				
Labeled Each Feature				
Used Correct Color/Symbol for Feature				
Plan				

Dianne Lee, 2016-PCES, Parkersburg, WV

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