

Grades 3-6

GOOD YEAR BOOKS

Differentiated Instruction in Language Arts



Written by Barbara Doherty and Charlotte Jaffe

Differentiated Instruction in Language Arts

- Multiple Intelligences
- Learning Centers
- Flexible Grouping
- Learning Contracts
- Tiering
- Compacting
- Independent Investigations

Written by Barbara Doherty and Charlotte Jaffe



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Section I

Differentiation Strategies

Introduction to Differentiated Instruction

As teachers, we recognize that students are not all alike and that instruction must be designed to meet the needs of the diverse learners in our classrooms. Differentiating instruction is a way to utilize the strengths and interests of all our students as we plan lessons for them. By providing varied educational opportunities, we can increase the chances for their academic success and make learning a rewarding and challenging experience.

According to Carol Ann Tomlinson, an associate professor at the University of Virginia and an authority on differentiating instruction, teachers can differentiate the following classroom elements based on student readiness, interest, or learning profile:

Classroom Elements

- **Content**
Content is what the student needs to learn. It is usually based on school-district curriculum or national standards.
- **Process**
Process is the method the teacher uses to plan and teach the lessons.
- **Product**
Products require students to demonstrate and apply what they have learned.
- **Learning Environment**
Learning environment is the way the classroom looks—the arrangement of furniture and the types of displays—and the types of instructional materials available to students.

Differentiation Strategies

- **Multiple Intelligences**
- **Learning Centers**
- **Flexible Grouping**
- **Learning Contracts**
- **Tiering**
- **Compacting**
- **Independent Investigations**

Applying Differentiated Instruction

By modifying the key elements—content, process, product, and learning environment—to suit the needs of our students, we can support individual learning requirements. Teachers should assume the roles of facilitators rather than direct instructors by effectively organizing students for particular learning experiences. Students may work in a group, cooperate with a partner, or work independently. It is crucial to remember that these organizational patterns must remain flexible. When designing differentiated instruction, keep in mind that the instruction should always be fair and equitable. Higher ability students are sometimes merely assigned more of the same type of classwork to complete instead of being offered enrichment or higher level lessons. Students at all levels should be challenged with engaging and appropriate types of active learning experiences.

Before using differentiated instructional materials for their students, teachers must first gather information about the students. Academic assessments, such as tests, portfolios, and cumulative files, offer information about students' strengths and weaknesses. Interest Inventories or student interviews provide clues to the things students prefer and enjoy. Multiple Intelligence Surveys help teachers understand how students learn best. Classroom observations also reveal differences in learning needs. Talks with family members and other teachers may provide additional insight into determining what method of instruction is the proper match for each child.

In Section II, you will find a variety of strategies for differentiating your language arts literacy instruction. The language arts content that is used in the lessons is based on national standards requirements. Choose the strategy or strategies that fit best with the content that you are teaching and the students in your class.

In Section III, you will find a series of template pages to help organize students into categories based on their learning abilities and styles. The section also contains forms: a student contract to fulfil assignment requirements; and a teacher self-evaluation sheet. There are also organizational charts for teachers to use with the assignments in Section II, Lesson 6.

Multiple Intelligences

What Are Multiple Intelligences?

Educators long believed that verbal/linguistic and mathematical/logical types of intelligence were the essential intelligences to possess. However, in 1983, Dr. Howard Gardner of Harvard University developed the theory of Multiple Intelligences. This theory greatly broadens the vision of intelligence. Dr. Gardner's identified intelligences are listed below.

- **Verbal/Linguistic Intelligence**
This intelligence describes people who excel in reading, writing, speaking, and other forms of communicating.
- **Logical/Mathematical Intelligence**
This intelligence describes people who excel at diverse mathematical skills, computer programming, scientific studies, abstract thinking, and solving problems logically.
- **Visual/Spatial Intelligence**
This intelligence describes people who excel in visual perception; these people are often artistically talented.
- **Bodily/Kinesthetic Intelligence**
This intelligence describes people who excel at using physical activity, such as in sports or in dance. They may be builders or performers. They express themselves through bodily movement.
- **Musical Intelligence**
This intelligence describes people who excel at playing musical instruments, singing, composing music, and dancing; they possess a special sensitivity to sounds.
- **Interpersonal Intelligence**
This intelligence describes people who excel at working with and cooperating with others. They communicate well and are sympathetic to the problems of other people.
- **Intrapersonal Intelligence**
This intelligence describes people who excel at working alone. They have a good sense of themselves, their emotions, and their abilities.
- **Naturalist Intelligence**
This intelligence describes people who excel in living with nature. They are sensitive to the needs and problems of the natural world, interact well with animals, and like to grow things.

Multiple Intelligences in the Classroom

The educational connection of multiple intelligences to classroom practices is that teachers should be aware of different types of multiple intelligence-based activities in order to engage all of their students in the lesson they are teaching. It is important to note that researchers agree that people who excel in one type of multiple intelligence usually excel in some other types as well. Most activities that people successfully complete require the combined use of several types of intelligences. Therefore, teachers must help students explore and develop many kinds of intelligences by designing lessons that focus on all types, not just the intelligence that is the strongest for each child. Most of us will never reach the height of Beethoven or Picasso, but we may improve our ability to create a musical composition or paint a picture.

Assessments may vary according to intelligences. Consider allowing choice in the method of assessment given at the end of a unit. For example, you might give the following direction: Write a story to show what you learned about a mythological hero of ancient Greece, or compose the lyrics to a song that a mythological character might sing.

In Section II you will find examples of multiple-intelligence options used to reinforce language-arts skills lessons.

Learning Centers

How Are Learning Centers Used?

Learning centers, sometimes called learning stations, offer a variety of opportunities to engage students in working independently or with a small group on differentiated activities. While involved in center activities, students can reinforce, apply, or extend skills that they have been taught. Centers can be designed according to student readiness, interest, or learning style. Therefore, it is important that the students be pre-assessed before starting.

These learning areas may also be called interest centers or learning stations. Learning centers can be permanent or portable. Usually the centers are set up in special areas of the classroom and contain a work surface, supplies, and instructions. However, some learning centers are comprised of student desks arranged in an appropriate configuration. After the center time is over, center materials can be stored in a folder, a manila envelope, or another type of container.

Learning centers may be scheduled at various times during the day or week, and the duration varies according to available class time. Sometimes it is convenient to schedule them at the same time as guided reading, allowing the teacher to work with small groups of students while the other students are involved in independent or group activities. At other times, you may want to devote the entire class period to learning-center activities so that all the students take part in the center projects.

Each learning center should have clearly worded rules and instructions for students to follow independently. Teachers also may include guidelines for students to self-check their tasks. Some teachers like to create task cards related to readiness, interest, or learning style for students to use. Expected behavior and directions for cleaning up and storing work should be reviewed with students before beginning the learning-centers project.

Evaluation

Although initially it takes time to design a learning center, once it is completed, it can be used year after year, with easily revised variations. The proper evaluation tools are necessary to ensure that the students are learning successfully while participating in the learning-center activities. Some of them include ongoing observation checklists and anecdotes; review of portfolios of student work, project products, participation in sharing sessions; and tests. Students can be evaluated on a variety of learning skills in addition to academics; these include responsibility, cooperation, planning, and decision making.

Learning centers can be used to successfully accomplish differentiated instruction in classrooms from kindergarten through twelfth grade. Section II of this book shows how to use a variety of learning-center activities to reinforce language skills lessons.

Flexible Grouping

Applying the Strategy of Flexible Grouping

Flexible grouping is a valuable strategy to use when differentiating instruction. As with other types of differentiating techniques, it is necessary to get to know your students' strengths and weaknesses and likes and dislikes in order to appropriately place them in flexible learning groups. A student may have a higher level of readiness or interest in a particular area but show weakness or lack of interest in another. Teachers can use a variety of instructional patterns to group and regroup students in order to provide the best learning experience for each of them. Students may be grouped in small or large collaborative groups or in pairs according to the particular learning task that they are required to do. At times, students may be put into groups depending on their learning style or their choice.

It is important to note that students who need extra practice or instruction on a particular learning skill might be grouped together, but once they have mastered that skill, they will no longer be part of that same group. If no longer needed, that group will be dissolved. Students will be placed in other instructional groups based on their special needs. Continuous assessment is necessary to evaluate student progress.

According to educational research, students should not be placed in static ability groups for long periods of time. Short-term, flexible groupings provide more learning opportunities for students of all abilities. They are more successful in helping students reach their individual achievement goals.

Learning Contracts

About Learning Contracts

Learning contracts are an effective way to differentiate a unit or a portion of a unit of study. Usually, background or introductory information is provided before the contract begins. In a learning-contract situation all students complete a set of activities. When these activities are completed, students complete another set of activities with different levels of complexity.

In some cases, there will be an actual contract that describes the responsibilities of the student; the contract is signed by the teacher, the student, and the student's parent or guardian. In this way, the parent or guardian is aware of the expectations. The first time you use learning contracts with your students, go over the directions, expectations, and activities carefully. Provide plenty of opportunities to stop student work and discuss the progress and any problems the students may have.

The Teacher's Role

- Allow plenty of time to get to know your students before beginning learning contracts.
- Gather resource materials on several different reading levels. The teacher will identify the academic objectives or outcomes of the contract activities, as well as the affective-learning objectives.
- In a learning contract, the teacher's role is one of support, encouragement, and facilitation.
- The teacher must also develop a schedule and evaluation methods for monitoring students' progress.

The Students' Role

- All students will have a deadline for completion of activities and projects.
- Students may work on the assignments at their own pace and in any order. Their most important responsibility is to work constructively.
- Students must keep a log of their daily work time and progress.
- Work must be kept in a folder in a central location and be accessible to the teacher.
- Students must ask for help when needed and not rely on the teacher to identify that they need assistance.

Tiering

How to Use Tiering to Meet Student Needs

Tiering is the leveling of the difficulty of the activities students will be asked to do. All students are capable of achieving the same learning goal if that goal is a broad one. The tiered activities are meant to follow whole-class instruction. You can usually meet your students' readiness and challenge levels by using three tiers of activities. While completing the tiered activities, the students will be using and extending the information and skills that had been presented earlier in whole-class lessons. Think of these activities as different ways for all students to reach the same basic understandings and goals of your lesson or unit.

The tiered activities can be color coded by putting them on differently colored sheets of paper or index cards, by putting colored dots on the cards or paper, or by filing them in differently colored file folders. Students will be asked to do the tiered activities after the more structured, teacher-led lesson is completed. Sometimes the tiered activities will be used as follow-up by which you extend or assess the learning that has taken place. These activities can be designed to be done independently, in pairs, or as small-group experiences.

When creating the tiered activities for your students, you must keep in mind students' abilities, the background information needed, the goals and objectives you hope to reach, the materials needed, and the time necessary to complete the activities reasonably. Also of importance is the method by which you will evaluate the work accomplished by your students.

Once you have designed tiered activities for a particular lesson or part of a unit, you can use them the next time you teach that topic by making a few accommodations. They can become the basis for other tiered activities and can be modified to suit the needs of your students.

Evaluation

As in all teaching, your assessments must be closely aligned with your goals. While students are working, you may circulate throughout the room, acting as facilitator, observing behavior, and noting the behavior on a checklist. Each activity need not be formally evaluated. By completing the activities, your students should be prepared to successfully perform well on a general quiz or test.

Curriculum Compacting

What Is Curriculum Compacting?

Compacting a curriculum is a method of differentiating that is determined by the ability or readiness of your students. In this method of differentiating, the time normally devoted to the objectives and activities necessary to achieve them is shortened. In other words, the pacing of the material is accelerated. Compacting encourages your students to become more independent and responsible for their own learning. It motivates students and can help to eliminate the boredom associated with drill and practice.

How to Compact

Determine which of your students are candidates for compacting by pretesting. Experts advise that a pretest should be an opportunity offered to the entire class. A score of 90 percent or better is usually accepted as mastery. Textbook publishers often offer pretests. A final test can also be used as the pretest. You may create a pretest of your own by using the questions at the end of a chapter or unit or by basing questions on the main ideas and concepts of the chapter or unit. Students who have scored at the mastery level will then be given an alternative, meaningful assignment. You will find many students interested in compacting. Keeping appropriate records will substantiate that the students have achieved the curriculum requirements.

Example of Compacting

Here is a practical explanation. We have all experienced those students in our classrooms who already know the spelling words in the weekly list before it is formally introduced. There is no need for these students to go through the regular weekly activities that support the learning of the words in the weekly list. These students may proceed to the next level of spelling. In some cases the student is tested through any and all spelling lists and may complete the usual (year-long) set of spelling lists in just a few months. They have completed the spelling curriculum.

These students are now free to pursue other areas of interest, receive additional instruction in a subject in which they need more help, or move on to spelling words of more complexity.



Independent Investigation

About Independent Study

The independent investigation agreement allows both teacher and student to identify the areas of interest that the student wants to explore. The independent study satisfies the student's curiosity, promotes work at advanced levels, and allows long-term, in-depth work on a topic of interest. The teacher and student together will create a plan of investigation and develop the types of activities that will be accomplished. There will be a written agreement signed by the teacher, student, and a parent/guardian. The teacher will facilitate the student's progress and provide resources when applicable. It is necessary to establish timelines and to plan progress checks at various intervals. Graphic organizers or work logs will allow both student and teacher to set up and maintain short- and long-term goals for time management.

Evaluation

Evaluation of independent study is usually in the form of a product. This product should make it evident that the student understands the original question, problem, or subject. The teacher should develop with the student a method of assessment that is clear and easily understood.

The product can be in the form of a report, a display, a PowerPoint presentation, a chart, a bulletin-board display, a story, a poem, a game board, or any other format agreed to by both the teacher and the student.

Section II

Differentiation in Language Arts Lessons

Language Arts Literacy Lessons

In this section of the book, eight skill lessons are presented. For each skill, a whole-class lesson is followed by a series of lessons that use a particular differentiation strategy.

Skill Lessons

- **Skill 1: Character Development**
Strategy: Multiple-intelligences.
- **Skill 2: Figurative Language**
Strategy: Learning Centers.
- **Skill 3: Dialogue**
Strategy: Tiering.
- **Skill 4: Cause and Effect**
Strategy: Learning Contracts.
- **Skill 5: Mood**
Strategy: Tiering.
- **Skill 6: Compare and Contrast**
Strategy: Learning Centers.
- **Skill 7: Point of View**
Strategy: Multiple Intelligences.
- **Skill 8: Fact and Opinion**
Strategy: Learning Contracts.

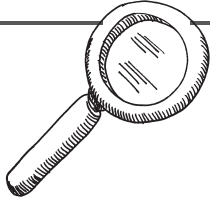
Tiered strategies are labeled according to readiness levels: A (Introductory), B (Intermediate), and C (Advanced).

Multiple-Intelligence strategies are labeled according to various learning styles.

Learning Centers are labeled according to interest. Materials are listed.

Learning Contracts are labeled according to level of difficulty: A (Basic) and B (More Challenging).

These are self-directed activities. Students may work independently or cooperatively to complete them. The lessons provided are samples. You may increase or decrease the complexity of each. Some activities require more than one class period to complete. Consider adding other types of differentiating strategies—compacting, independent investigations, or flexible grouping—that meet the needs of your students and enhance the skill lesson. Special resource materials, writing materials, and art supplies may be needed for some lessons. Suggested resources are provided at the end of the book. Please check websites before using them.



Identifying Character Traits

Whole-Class Lesson

In addition to the way a character looks, each character has specific traits. Throughout the story the author gives us clues about each character. Often the clues are found in what the character says, does, thinks, or feels, or by how he or she reacts to others and to events in the story.

Choose one character from the story you are reading and tell what you have learned about that character.

Story Title: _____

Character: _____

In each box give examples of the character's traits according to the label above the box.

Actions

--

Feelings

--

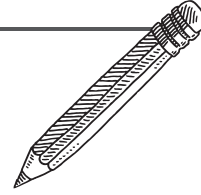
Reactions

--

Comments and Remarks

--

A Character Sketch



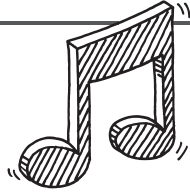
Create a visual description of one of the characters from the story you are reading. In the center of a large piece of oaktag or similar poster-quality paper mount an illustration of that character. Surround the picture with words, illustrations, and photos of things that represent this character's personality. Display your poster for others to see.

Story Title: _____

Character: _____

Use this space to plan your poster. Draw a rough sketch in the space provided.

NOTES



Be a Composer

Skill 1: Character Development

There are many songs that are written about an individual or are dedicated to a person. Choose a story character and think about all that you know about that character. Brainstorm a list of words and phrases that describe this character. Use these ideas to write a song about that character. One way to do this is to use a well-known tune and change the lyrics to describe your character.

Story Title: _____

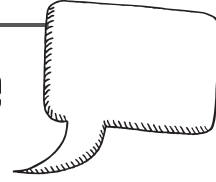
Character: _____

Words and Phrases

Song (Sung to the Tune of _____.)

Make copies of your new lyrics to share with your classmates. You may want to record the song or perform it with some of your friends.

Narrative to Dialogue



Work with a group to develop a skit about a favorite story character. After selecting a character, make a chart of his or her traits. Use the examples of traits mentioned in the whole-class lesson. Remember to write your skit in dialogue form. Keep your script true to the story. You do not need scenery. You may use basic costume parts such as hats, wigs, and glasses to enhance your skit. Prepare your skit and perform for your classmates. Use the space below to begin your work.

Story Title: _____

Character: _____

Other Characters in Skit: _____

Brief Description of Story Part _____

Opening:

Middle:

End:

Prop/costume ideas:

Identifying Figurative Language

Whole-Class Lesson

Figurative language is a device that authors use to help readers visualize the people and events in a story more clearly.

Types of Figurative Language

Simile

A comparison of two unrelated things usually using the words “like” or “as.”

Example: Her smile lit up the room like a Christmas tree.

Her smile is compared to a Christmas tree.

Metaphor

A comparison of two unlike things without the use of “like” or “as.”

Example: During the winter, his fingers turn into icicles.

Fingers are compared to icicles.

Personification

An inanimate object or abstract idea is given human characteristics.

Example: It was a windy day, and the flowers danced on the hillside.

Irony

The use of words to express the opposite of their literal meaning.

Example: What a perfect day! I lost my wallet and came in last in the race.

Alliteration

A repetition of initial, or beginning, sounds in two or more consecutive or neighboring words.

Example: Sue’s secret is certainly safe with Sandy.

Onomatopoeia

Words whose sounds imitate or suggest the sound that the words represent.

Example: Buzz, thud, click, hiss, meow, and tick are examples.

Hyperbole

Exaggeration used for effect.

Example: There were about a million people at our barbecue.

Skill 2: Figurative Language***Whole-Class Lesson continued***

As you read your assigned chapter or story, look for examples of figurative language. Then use the figurative-language examples to fill in the chart below. When all students have completed the assignment, share the results in a whole-class discussion. You may not find examples of every type of figurative language in a particular reading.

Excerpt	Type of Figurative Language	Meaning
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		



Radio Talk Shows

Radio talk shows provide information and entertainment for their listeners. Work in groups of three or four students and role-play the host and callers. The host will lead a discussion on any topic relating to school. Continue until each has had a turn to play host.

Each student in the group must contribute a form of figurative language to the conversation. Group members will take turns recording the types of figurative language used.

Example

Host: I'm still as hungry as a wolf. Our lunchroom needs to serve larger portions of food. What do our callers think?

Caller: I agree. By the time I get home, I am so hungry I eat everything in the refrigerator!

Example and Type

Explanation

1. *hungry as a wolf: simile*

host and wolf are compared using "as"

Materials:
Writing paper
Pencils, pens
Microphones (simulated)

Skill 2: Figurative Language*Radio Talk Shows continued*

In the space below, keep a record of the figurative language used by your group. Which types were used most frequently? How did they improve the conversation?

EXAMPLE AND TYPE	EXPLANATION
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	

Comments and Analysis _____

Combining Art and Poetry

In this activity, you will combine your skills in art and poetry. First, create a poem that contains at least two forms of figurative language. You can select any topic that appeals to you. Next, design a setting for your poem based on its subject matter and mood. The example below is titled “Travel.” Do you think the poem’s setting is appropriate? Can you find examples of alliteration and personification in it?

Travel

The mountains seem to beckon me
With peaks that meet the sky.
The open road around the bend
Is one I’d like to try!
The sun sets on a sandy beach,
Then rises with the dawn,
But when the tide begins to crest
I must be traveling on!
The desert sands may warm my feet
And make me want to stay,
But when the night winds start to blow,
I must be on my way!

Materials:
Writing paper
Construction paper
Pen, pencils
Crayons, markers, paint

Section II: Differentiation in Language Arts Lessons

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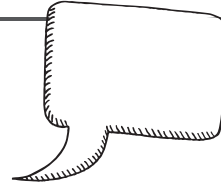
Learning Centers: Writing Corner

Think of a special event that you have experienced that is full of special sounds. Some examples might be a football game, a day at the beach, and a parade. In the space below, write a poem, a short story, or a description that re-creates that event. Use the two sound forms of figurative language—onomatopoeia and alliteration—in your writing. Read your completed work aloud to your classmates.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Identifying Dialogue

Whole-Class Lesson



Dialogue, the spoken words of the characters, is an important feature of most types of writing. Characters seem to come alive when we hear them speak to each other. Through dialogue we learn more about how each character thinks, feels, and relates to others. The use of dialogue allows readers to feel present at the scene of the action.

Sometimes writers use “talk bubbles” to show the words of characters. When using talk bubbles, there must also be a picture of the character speaking. Then a talk, or speech, bubble is drawn above or alongside that character. The words of the character are written inside the bubble.

Another way to show spoken words is to use quotation marks. Read the following excerpt from *Stone Fox* and notice the dialogue between little Willy and Mr. Snyder, two characters in the story:

The man was dressed as if he was going to a wedding.
A city slicker. He was short, with a small head and a thin
droopy mustache.

“What do you want?” little Willy asked.

“Official business. Can’t the old man inside talk?”

“Not regular talk. We have a code. I can show you.”

As little Willy reached for the door, Clifford Snyder
again aimed his gun at Searchlight, who had begun to
growl. “Leave that . . . thing outside,” he demanded.

“She’ll be all right if you put your gun away.”

“No!”

“Are you afraid of her?”

“I’m not . . . afraid.”

“Dogs can always tell when someone’s afraid of them.”

Name _____ Date _____

Skill 2: Figurative Language
Whole-Class Lesson continued

Now, find examples of interesting dialogue in the story you are currently reading. Give a reason for each choice.

DIALOGUE EXAMPLES	REASONS
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Writing Quotations



The exact words of the speaker are called direct quotations. Follow these rules for writing direct quotations:

Rules for Writing Direct Quotations

Quotations are placed inside quotation marks to show where the direct quote begins and ends.

A comma usually separates a direct quote from the rest of the sentence. The comma is always placed before the quotation marks.

When a direct quote ends with either a question mark or an exclamation point (or mark), no commas are needed. Put the question mark or exclamation point inside the quotation marks and whatever punctuation is appropriate at the end of the sentence. Begin a new paragraph for each new speaker.

When a direct quotation is interrupted, the second part of the quotation does not begin with a capital letter unless it begins a new sentence.

Examples

“I think that we should leave for the game in five minutes,” Mom said.

“I think,” Mom said, “that we should leave for the game in five minutes.”

“It’s getting late,” Mom said. “We should leave for the game in five minutes.”

Rewrite the following sentences, adding the missing punctuation. Then check your answers using the corrected sentences on the following page. There may be more than one way to punctuate them. Notice how different punctuation can change the meaning of what is being said.

1. I don't like strawberries said Steven angrily

2. Mom yelled Colin Dad just fell into the pool

3. Was that your dog asked Tina that just ran into the street

4. Have you caught any fish today asked John

5. Where did you have your dog trained Pat wanted to know

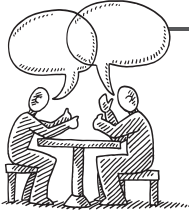
6. Drew where did you find that color of paint Mike asked

7. I think that the laundry I hung out this morning is finally dry said Mom

8. I don't like visiting the dentist said Dan but he made the appointment anyway

Answers

1. "I don't like strawberries," said Steven angrily.
2. "Mom!" yelled Colin. "Dad just fell into the pool!"
Mom yelled, "Colin, Dad just fell into the pool!"
Notice the difference in meaning even though the words are in the exact same order!
3. "Was that your dog," asked Tina, "that just ran into the street?"
4. "Have you caught any fish today?" asked John.
5. "Where did you have your dog trained?" Pat wanted to know.
6. "Drew, where did you find that color of paint?" Mike asked.
7. "I think that the laundry I hung out this morning is finally dry," said Mom.
8. "I don't like visiting the dentist," said Dan, but he made the appointment anyway.



From One Character to Another

Think about a story you are currently reading. Imagine a conversation between two characters in the story that the author did not write. Identify the characters who will be speaking. Describe the setting and the situation in which the conversation takes place. Then write the dialogue. Think about the punctuation rules for direct quotations as you compose your dialogue.

Story Title: _____

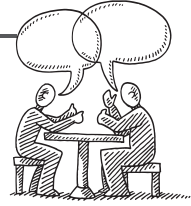
Character No. 1: _____

Character No. 2: _____

Background Information (Where, When, and Why the Conversation Occurred)

Conversation

Making Conversations



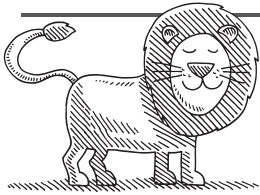
Think about a story you are currently reading. Create a conversation between you and one of the characters in that story. Explain the background of the conversation, including where, when, and why the conversation takes place. Think of all the ways people speak to each other. Are the words shouted or whispered? Are they said angrily, excitedly, sadly, or lovingly? Remember to use the correct punctuation needed for dialogue.

Story Title: _____

Story Character: _____

Background Information (Where, When, and Why the Conversation Occurred)

Conversation



Identifying Cause and Effect

Whole-Class Lesson

Writers often use the relationship between cause and effect to develop their ideas. Some words and phrases that are used to help make these connections are caused by, due to, if . . . then, as a result, therefore, so, because, for, and brought about. Many times, however, we must make these connections without the help of these words and phrases.

Aesop's fable "Androcles and the Lion" contains several examples of cause and effect. See if you can find them as you read the story. Record your causes and their effects on the next sheet. Be ready to discuss them with your class.

Androcles and the Lion

A slave named Androcles once escaped from his master and fled into the forest. As he wandered about, he came upon a Lion. The Lion was lying down, moaning and groaning. Androcles started to flee, but when he saw that the Lion did not pursue him, he turned back and went up to him. As he came near, the Lion put out his paw, which was swollen and bleeding. Androcles saw that a huge thorn was stuck in it and was causing him great pain. He pulled out the thorn and bound up the paw of the Lion. The Lion rose and licked the hand of Androcles like a dog. Then the Lion took Androcles to his cave, and every day brought him meat on which to live.

This went on for a while until one day Androcles and the Lion were captured. The slave was sentenced to be thrown to the Lion. When the day that his sentence was to be carried out arrived, the Emperor and all his Court came to see the spectacle. They watched intently as Androcles was led out into the middle of the arena.

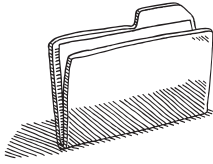
Soon the Lion was set free into the arena. While in captivity, the Lion had not been given any food. The hungry Lion rushed out, roaring and bounding toward his intended victim. But as soon as he came near to Androcles, he recognized his friend. Instead of attacking him, he fawned upon him and licked his hands like a friendly dog. The Emperor, surprised at this, summoned Androcles, who told him the whole story. Whereupon the slave was pardoned and freed and the Lion let loose to his native forest.

Gratitude is the sign of noble souls.

Skill 4: Cause and Effect

Whole-Class Lesson continued

Androcles and the Lion	
CAUSES	EFFECTS



How Does the Learning Contract Work?

As part of our study of cause-and-effect relationships you are going to complete some activities on your own. I have scheduled five class periods to complete the sections of the contract. You can work on it at home if you like or when you have extra time in class.

There is no particular order to the activities. You may complete them in any order as long as you are focusing on the work and making progress.

Keep all work in the folder provided. Let me know when you have completed each activity. As each piece of the contract is checked, I will initial the checklist on your folder. You might want to ask a classmate to check your work before asking me to check it. If you have difficulty, I will be available to help provided that I am not already helping someone else in which case help will be given in turn.

You may work anywhere in the classroom as long as you are being productive and it does not interfere with someone else.

Outcomes and Expectations

As a result of your work, you should be able to...

- work independently;
- correctly identify cause-and-effect relationships;
- create original cause-and-effect relationships;
- identify effects for given causes; and
- explain cause-and-effect relationships in your school and personal lives.

Cause and Effect Learning Contract: Level A

Part 1: Complete the following activities in any order you wish:

1. Based on the story we are currently reading in class, find five examples of cause-and-effect relationships.
2. Write about five examples of cause-and-effect relationships that take place in our classroom.
3. Explain five cause-and-effect relationships in your personal life.

Part 2: Think of three possible effects for each of the following causes.

Cause: The parking lot was icy.

Effects:

1. _____
2. _____
3. _____

Cause: Our team won the championship.

Effects:

1. _____
2. _____
3. _____

Cause: I couldn't follow the directions.

Effects:

1. _____
2. _____
3. _____

Cause: Mike ate three pieces of pizza.

Effects:

1. _____
2. _____
3. _____

Cause: The rain storm lasted all afternoon.

Effects:

1. _____
2. _____
3. _____

Part 3: Create a Cause-and-Effect Matching Card Game for others to play.

Cause and Effect Learning Contract: Level B

Part 1: Complete the following activities in any order you wish:

1. Based on the story we are currently reading in class, find five examples of cause-and-effect relationships.
2. Write about five examples of cause-and-effect relationships that take place in our classroom.
3. Explain five cause-and-effect relationships in your personal life.

Part 2: Think of three possible effects for each of the following causes.

Cause: My cat climbed into a very tall tree.

Effects:

1. _____
2. _____
3. _____

Cause: I could not find my gym shoes.

Effects:

1. _____
2. _____
3. _____

Cause: We were late getting home from the game.

Effects:

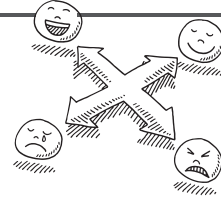
1. _____
2. _____
3. _____

Part 3: Write an original short story or composition that has at least two cause-and-effect relationships. Have your classmates identify them.

Skill 5: Mood

Identifying Mood

Whole-Class Lesson



Mood is the general feeling or effect that is created by the author's words. Settings, actions, characterizations, and descriptions can all be written to establish certain moods.

In the following excerpt from *Sounder*, by William H. Armstrong, a sorrowful mood, caused by Sounder's death, is conveyed to the reader:

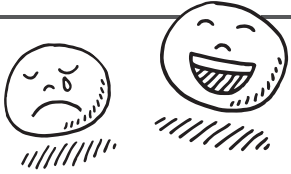
The boy was crying now. Not that there was any new or sudden sorrow. There just seemed to be nothing else to fill up the vast lostness of the moment. His nose began to run and itch. The tears ran down through the cobwebs and the dust that covered his face, making little rivulets. The boy rubbed his eyes with his dirty hands and mixed dust with tears. His eyes began to smart.

As you read your assigned chapter or story, look for different types of moods created by the author. Tell the type of mood in the column on the left and write the phrases or sentences that help convey that mood in the column on the right.

Story Title: _____

Chapter Title (If Applicable): _____

MOOD	PHRASES AND/OR SENTENCES THAT CONVEY THE MOOD



What's the Mood?

Mood is the emotional feeling the reader gets from a work of literature. Often authors suggest the mood through descriptions of characters, settings, and events. They carefully select words and phrases that will evoke a special mood when reading the work or passage.

Read the following sentences. Describe the mood the author has created in each. Which words helped you to figure out the mood? Underline them. The first example is done for you.

1. It was starting to get **dark** along the wooded trail, and I realized I was **lost**.

fear

2. John learned that he had failed his math test.

3. Oh, no! My little sister drew a picture on my newly painted bedroom wall.

4. The old man sat alone in the corner of the room.

5. Morning sunshine greeted me as I looked out my window on a pleasant spring day.

6. Vacation time had finally come to an end.

Create three mood sentences of your own. Use words that provide clues to the mood. Exchange your sentences with classmates to solve.

Creating a Mood



Movie directors create the perfect moods for their films by using special lighting, sound effects, and music. Writers use special words to create moods in their stories.

If you were to write a scary story, you might use the following sentences to set the scene:

A dense fog settled over the abandoned house and made it look even gloomier.

I was terrified to enter it.

The words *dense*, *fog*, *abandoned*, *gloomier*, and *terrified* all help to evoke a feeling of fear. In other words, they help create a scary mood.

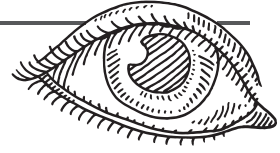
If you were to write a story that has a cheerful mood, what words might you choose?

Now write a sentence or two using those words.

Think of times when you were in a happy, sad, angry, worried, lazy, or frightened mood. Choose two. Then list as many words as you can that would help you to establish that mood.

Words and Phrases to Help Establish These Moods	
MOOD: _____	MOOD: _____

Using Imagery to Create Mood



Imagery is the use of words or figures of speech to create mental pictures. It involves all five senses.

Here's a chance to use imagery to add mood to matter-of-fact information, such as that often found in a social studies, science, or other reference text. For example, depending on the way it is written, a description of a Revolutionary War battle can take on a frenzied, frightening, or even sad mood.

Read the following paragraphs. The first is a matter-of-fact textbook version. The second uses imagery to evoke a certain mood.

Textbook Tahiti

This island nation is located in the South Pacific and is part of French Polynesia. It is about 404 square miles and is surrounded by a coral reef. The island has two sections that are centered on volcanic mountains. The northwestern part of the island is more heavily populated than the southern section. Tahiti is known for its flowers, tropical fish, sugarcane, tropical fruit, lagoons, and black pearls. Tourism is an important part of its economy.

Tahiti with Mood

The sun is high in the sky, and here I am relaxing in my lounge chair next to one of Tahiti's bluest lagoons. The colorful tropical fish are swimming in circles near me. From time to time, I glance up at the rugged volcanic mountains in the distance and then around me at the beautiful sandy beach. All the while I slowly sip my delicious tropical fruit drink. In this thinly populated part of the island, I feel like I am alone in paradise.

What mood is created in the second paragraph? Which images help to create the mood?

Now try one of your own! Choose a paragraph from your social-studies textbook. Rewrite the passage adding imagery in order to create a desired mood.

Textbook Passage:

Rewritten Passage (Mood: _____)

Circle the imagery in the rewritten passage that helped achieve the mood. Do you think the imagery had the desired effect? Explain.

Skill 6: Compare and Contrast

Identifying Compare and Contrast

Whole-Class Lesson

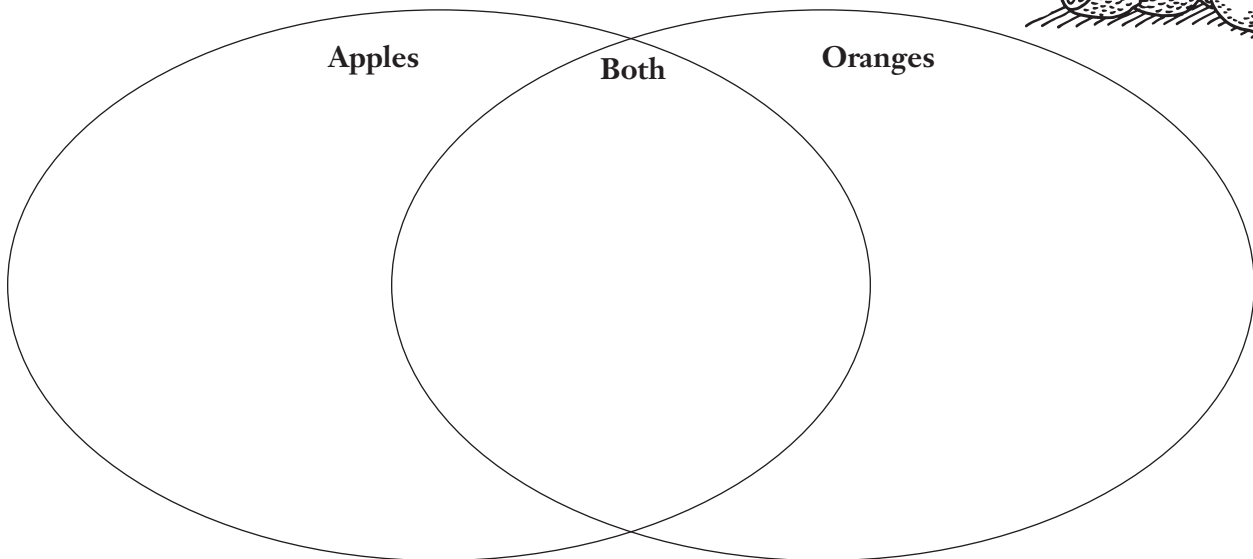
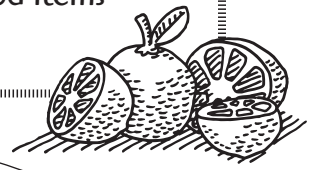
Writers often compare and contrast people, places, things, or ideas in their writings. Compare may focus on likenesses alone or on both likenesses and differences. Contrast always emphasizes differences. Some words and phrases that help us compare are *both*, *like*, *as . . . as*, *in the same way*, *similarly*, and *also*. Some words and phrases that help us contrast are *on the other hand*, *although*, *but*, *however*, *unlike*, and *in contrast*.

Sometimes graphic organizers are used to compare and contrast. The Venn diagram is a useful way to show how things are both alike and different. Read the paragraphs, then fill in the diagram.

Apples and Oranges

Ripe apples come in several colors. You may find them in different shades of red, yellow, green, and combinations of these colors. Apples grow in stands of trees called orchards and do well in cool weather. They are good to eat and very nutritious. Many people enjoy eating fresh apples, both with and without the peel. Others prefer apples that are baked or made into apple sauce. Apples flavor many foods and are often baked into pies, pastries, and other desserts. Apple juice is a favorite of children and adults.

Oranges, which have a color named for them, are a citrus fruit. Except for its occasional use as a flavoring, the peel is not edible. Oranges grow in stands of trees called groves and need warmth to grow. Besides being tasty, they are good for your health. For many years, orange juice has been a popular breakfast drink. Oranges are also used to flavor many food items such as yogurt, candy, and cakes.



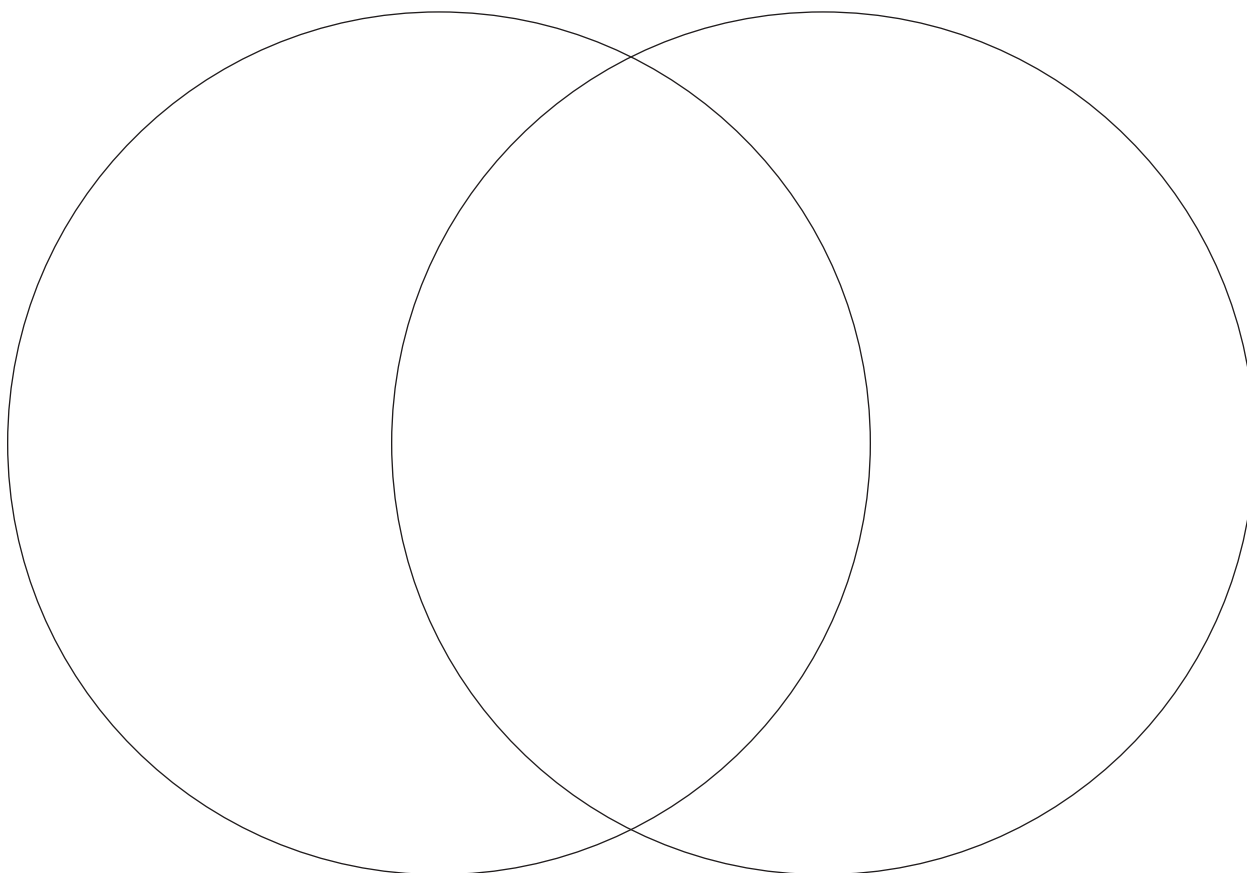
In the story or chapter you are reading, compare and contrast at least two people or things. Complete the Venn Diagram to show your findings.

Story Title: _____

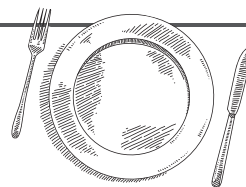
Chapter Title (If Applicable): _____

People or Things Being Compared: _____

NOTES: _____



What's for Lunch?



Read the paragraph. Then note the variety and the cost of the food offerings in each restaurant.

Ron and Jim decided to go out for lunch. Ron prefers a restaurant that offers attractive surroundings and good service as well as good food. He is willing to pay a little more for these qualities. Jim does not care how the restaurant looks as long as the food is tasty, the service is adequate, and the prices are reasonable. The two friends read the menus from two different restaurants and compare and contrast them.

The Parker House

Food ***1/2
Atmosphere ***
Service ***
Value **

Cheeseburger	\$6.95
Steak Sandwich	\$7.00
Fried Shrimp	\$7.95
Lasagna	\$6.95
Honey-dipped Chicken	\$7.25
French Fries or Onion Rings	\$2.75
Roast-Beef Sandwich	\$5.50
Tossed Salad	\$4.00
Apple or Cherry Pie	\$3.50
Ice Cream	\$2.00
Soft Drinks, tea, coffee	\$1.50

The Clover Leaf



Food ***
Atmosphere **
Service **
Value ***

Spaghetti and Meatballs	\$6.00
Cheeseburger	\$4.50
Meatloaf	\$6.50
Tossed Salad	\$3.00
French Fries	\$2.25
Tuna Salad Sandwich	\$4.50
Fruit Salad	\$3.90
Apple Pie	\$3.00
Ice Cream	\$2.00
Soft Drinks, tea, coffee	\$1.00

Materials:
Writing paper
Pencils, pens

Compare and Contrast

With your center group, answer these questions based on the information given.

1. Which restaurant has more variety in its food offerings?

2. Overall, which restaurant is more expensive?

3. Suppose Ron and Jim ordered a cheeseburger, french fries and a soft drink. What would the cost be at each restaurant?

4. Which restaurant would you choose if you were Ron? Why?

5. Which restaurant would you choose if you were Jim? Why?

A Math Problem

With your group, use the information given on the previous page to create your own math word problem. Exchange problems with other groups and solve.

Use the News

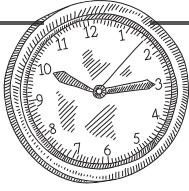


When you have located the articles, think of the ways to compare and contrast them. Use a compare and contrast chart or a Venn diagram to help you. After you have organized your findings, write a Compare and Contrast Essay.

Newspapers or news articles

Write your first draft in the space below.

[illegible]



It's about Time

This center activity challenges you to compare and contrast two time periods. You may work independently or with a partner. Copy and cut out the Time Travelers tickets. Place them face down and choose two tickets. These tickets have specific time periods written on them. Compare and contrast two or more aspects of life during these two periods. Some possible aspects to compare are architecture, education, home life, agriculture, communication, government, human rights, fine arts, health, clothing/fashions, military, and transportation. You will need resource materials or the internet to help you locate the information. Include pictures or photographs to support your research.

Share your findings with the whole class in an oral presentation. You may use PowerPoint, if available.

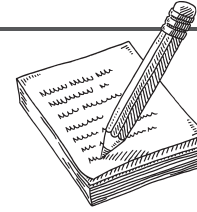
Materials:
Writing paper
Pencils, pens
Time Travelers tickets
Resource materials, internet

Time Travelers 1950–2000	Time Travelers 1750–1800	Time Travelers 1550–1600
Time Travelers 1900–1950	Time Travelers 1700–1750	Time Travelers 1500–1550
Time Travelers 1850–1900	Time Travelers 1650–1700	Time Travelers 1450–1500
Time Travelers 1800–1850	Time Travelers 1600–1650	Time Travelers 1400–1450

Skill 7: Point of View

Identifying Point of View

Whole-Class Lesson



Point of view is the voice that writers use to tell a story or present an opinion. Some stories have a first-person narrator who refers to herself or himself as I and takes part in the story. Essay or opinion writing is usually done using first person. Another often-used point of view in writing is a third-person narrator. When this voice is used, the narrator is not a character in the story and is able to describe the action as an observer.

Sometimes a story event or opinion can change when told from a different point of view. Compare the following examples:

Point of View: Third Person

An Ad for Camp Lake Forest

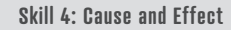
Camp Lake Forest provides the opportunity for children to experience the outdoor life. They will learn to identify many types of woodland birds, insects, and animals. Excellent meals will be provided for all campers to enjoy. Sleeping outdoors under the stars is a highlight of the camping program. Children will make lasting friendships with other campers.

Point of View: First Person

An Experience at Camp Lake Forest

Today we all went for a long trek in the woods. I was bitten by several mosquitoes and have big, red welts on my arms and legs. The camp leader made a fire to cook our dinner; everything tasted as if it were burnt! At night we had to sleep outdoors in sleeping bags, and it was very uncomfortable. Some annoying boys told ghost stories all night, so I couldn't get much sleep. This camp is not at all the way I thought it would be.

Now look at the book or story that you are reading with your class. What point of view is used to tell the story? Why do you think the author chose to use that point of view?

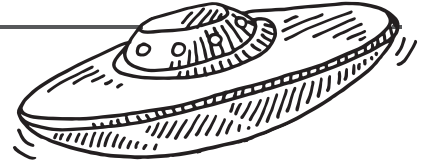


Multiple Intelligence: Naturalist

Arrange a class debate between the students who agree and those who disagree with the dangers of global warming.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

UFO Sighting



Do you believe in UFO's? Read the following newspaper article describing a UFO sighting and put yourself into the shoes of the people involved in the event. (The article appeared in the *Philadelphia Inquirer*, Philadelphia, PA.)

Policeman in Bricktown reports UFO

BRICKTOWN—(UPI)—A Brick Township police officer, dispatched to the home of an Ocean County man who reported seeing a flying saucer last night, says he observed a balloon-like object with lots of lights.

Sgt. Charles Kelly said police got a call around 7:30 from an "excited citizen who said he saw a flying saucer." "We didn't pay too much attention to the call until the man called back 10 minutes later and said it was still there."

At that point, Kelly said, a patrol car was dispatched to the man's house.

"The officer saw something in the southeast sky, very high up. He observed it for about 20 minutes."

Kelly said the officer declined to be interviewed and didn't want his name made public.

The UFO "looked like a large balloon with a lot of lights. It was stationary until it disappeared."

Kelly said they checked with the Coast Guard, the Lakehurst Naval Air Station and McGuire Air Force Base, but none had aircraft in the area.

Each person in the story probably viewed the occurrence differently! Try to imagine what each person might have thought.

The Excited Citizen

Sgt. Charles Kelly

Police Officer Sent to Investigate

Coast Guard, Naval, or Air Force Observers

Retell the story from each participant's point of view:

You may use first-person (I) or third-person (he, she, or person's name) narration to write the stories.

The Excited Citizen

Sgt. Charles Kelly

Police Officer Sent to Investigate

Coast Guard, Naval, or Air Force Observers

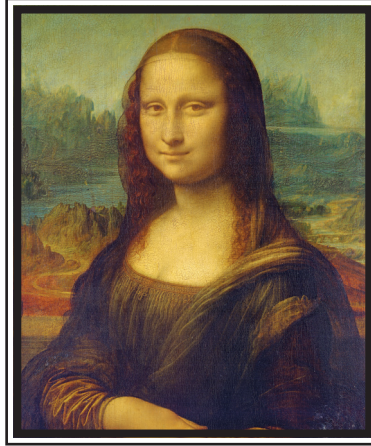
Be an Art Critic

An artist does not always reproduce exactly what he or she sees. The artist's own feelings and emotions are expressed in the creation of the painting. On this page we see a variety of artists' impressions of women. As an art critic, it's your task to evaluate the paintings. What are the similarities and differences in the paintings? What makes one painting more outstanding than the others? (Of course, it is impossible to truly judge the paintings from these copies!)

Jot down your ideas about each painting in the space below.



Portrait de Femme
Pablo Picasso
Museum of Modern Art
Paris, France



Mona Lisa
Leonardo da Vinci
Louvre Museum
Paris, France



Senora Sebasa Garcia
Francisco Goya
National Gallery
Washington, DC

Image Sources: Woman with a Kerchief. By Pablo Picasso, 1906, Public Domain, via Wikimedia Commons
Mona Lisa. By Leonardo DaVinci, circa 1503, Public Domain, via Wikimedia Commons
Francisca Sabasa y García. By Francisco de Goya, circa 1808, courtesy of Web Gallery of Art

Choose the painting that you think is the best and explain why you came to that decision.

Portrait Selection: _____

Reasons for Its Selection

Now compare your choice with those of your classmates. Which painting was chosen most often? How many students shared your point of view? Did you change your mind after hearing others' points of view? If so, why?

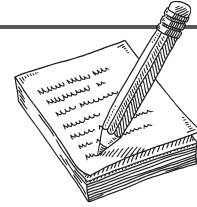
Point of View after Hearing Others' Opinions

Working with a group of your classmates, gather pictures of additional portraits of women from art resource books or the internet. Create an artistic bulletin-board display of all the portraits and title your display "Portraits-of-Women Art Gallery." Write students' comments about the portraits on index cards and include them in the display.

Skill 8: Fact and Opinion

Identifying Fact and Opinion

Whole-Class Lesson



It is very important to be able to distinguish between facts and opinions. Facts are statements that can be proven. Facts can be observed and can be proven true. Opinions often tell a feeling or thought about a subject. A writer can express an opinion, but that opinion should not be presented as fact. A writer's opinion is expected in some types of writing, such as essays, editorials, columns, and letters to the editor of a newspaper or magazine.

Signal words sometimes help us identify opinions. They are words such as *feel*, *believe*, *think*, *pretty*, *valuable*, *most*, *least*, *best*, and *worst*.

Identify which of the following sentences are fact and which are opinion.

1. Chocolate is the best flavor of ice cream. _____

2. The sun rises in the east. _____

3. All kittens are cute. _____

4. Abraham Lincoln was a President of the United States. _____

5. Nickels are worth more than pennies. _____

6. Dogs make the best pets. _____

Read Colin's essay about his summer vacation. Underline the facts. Circle the opinions.

My Vacation

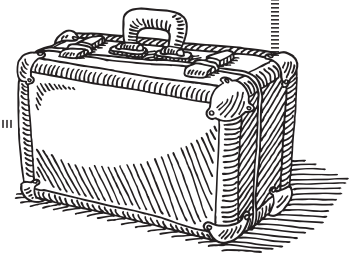
On Tuesday I left with my family for a stay in Ocean City, NJ. It is the best place in the world for a vacation. Shortly after getting on the highway, we got stuck in traffic. I thought it had to be the biggest traffic jam in history! I was impatient to get to the beach, but my parents were very patient with the situation.

Eventually, we got to our rental house, which was terrific. It is across the street from the ocean. From the deck we had incredibly beautiful views. In the evenings I looked at the ocean and listened to the sound of the waves. It's the most relaxing thing to do!

There is a lot to do on the beach and boardwalk. One day we went on a dolphin-watch boat trip. That was interesting and a lot of fun for everyone. Another day we went fishing and I caught the most unusual fish. I took a picture of it on my cell phone and then let it go. We looked it up on the internet. It was actually a fish from tropical waters. I think it had been sent off course by a big storm a few weeks ago.

The waves were great for surfing. My brother and I both had new surf boards. We practiced our surfing skills every day. Although he had one spectacular ride, I think that I am better at it than he is.

Our vacation month flew by, and we had to go home all too soon. I can't wait until next summer and another trip to the greatest vacation spot ever!



How Does the Learning Contract Work?

As part of our study of fact and opinion you are going to complete some activities on your own. I have scheduled five class periods to complete the sections of the contract. You can work on it at home if you like or when you have extra time in class.

There is no particular order to the activities. You may complete them in any order as long as you are focusing on the work and making progress.

Keep all work in the folder provided. Let me know when you have completed each activity. As each piece of the contract is checked, I will initial the checklist on your folder. You might want to ask a classmate to check your work before asking me to check it. If you have difficulty, I will be available to help provided that I am not already helping someone else, in which case help will be given in turn.

You may work anywhere in the classroom as long as you are being productive and it does not interfere with someone else.

Outcomes and Expectations

As a result of your work, you should be able to . . .

- work independently;
- correctly distinguish fact from opinion;
- compose original sentences that are examples of fact or opinion;
- compile a collection of articles that are examples of fact or opinion; and
- determine the difference between factual articles and opinionated articles in newspapers and magazines.

Fact and Opinion Learning Contract: Level A

Part 1: Complete the following activities in any order you wish:

1. Using the story we are currently reading in class, find three examples of facts and three examples of opinions.
2. Write ten sentences; include five which are facts and five which are opinions. Exchange with a classmate to identify which are which. Be prepared with the answers.
3. Locate a news article and an editorial on the same subject. Identify the opinions that you find in the editorial and the facts that you find in the news article.

Part 2: For each of the following, write a complete sentence stating a fact and an opinion.

A. Horses

Fact: _____

Opinion: _____

B. Dentists

Fact: _____

Opinion: _____

C. Butterflies

Fact: _____

Opinion: _____

D. Football

Fact: _____

Opinion: _____

E. School Lunches

Fact: _____

Opinion: _____

Fact and Opinion Learning Contract: Level B

Complete the following activities in any order you wish:

1. Using the story we are currently reading in class, find three examples of facts and three examples of opinions.
2. Write ten sentences; include five which are facts and five which are opinions. Exchange with a classmate to identify which are which. Be prepared with the answers.
3. Locate a news article and an editorial on the same subject. Identify the opinions that you find in the editorial and the facts that you find in the news article.
4. Make a collection of at least six articles from newspapers or magazines. Identify the facts and opinions in each.

Section III:

Differentiation Templates

Types of Learners

Organizing Template

Before you begin to create differentiated lessons for your students, take some time to think about their learning differences. What types of learners do you have in your class? Some suggested categories are listed below. You may add others. Remember that some students may fit into more than one group. Write the student names under each heading.

Likes to work in group settings:

Likes to work alone:

Requires special help in _____:

Requires special help in _____:

Needs to be challenged more in _____:

Needs to be challenged more in _____:

Works slowly:

Works quickly:

Thinks creatively:

Thinks analytically:

Is well-organized:

Lacks skills in organization:

Follows routines easily:

Has difficulty following routines:

Other: (Explain.)

Multiple Intelligences

Lesson Design (MI)

Content Area:

Title of Lesson:

Objectives/Goals:

Materials Needed:

Types of Assessment Used (MI)

Instructional Activities (MI)		
TYPE OF INTELLIGENCE	ACTIVITY	STUDENT NAMES
Verbal/Linguistic		
Logical/Mathematics		
Visual/Spatial		
Bodily/Kinesthetic		
Musical		
Interpersonal		
Intrapersonal		

Section III: Differentiation Templates

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Independent Investigation Agreement

I, _____, agree to the following terms as discussed with _____ on _____.

Nonnegotiable Items

Negotiable Items

I know I will be evaluated in these ways:

I will do my best on this work and will have it completed on time.

_____ (Student Signature)

I will provide guidance to the student throughout the term of this contract.

_____ (Teacher Signature)

I will support and encourage my student while completing this contract.

_____ (Parent / Guardian Signature)

Self-Evaluation Form

Differentiated Lesson

Subject: _____

Lesson Title: _____

Type(s) of Differentiation Used: _____

Lesson Description

In what ways was the lesson successful?

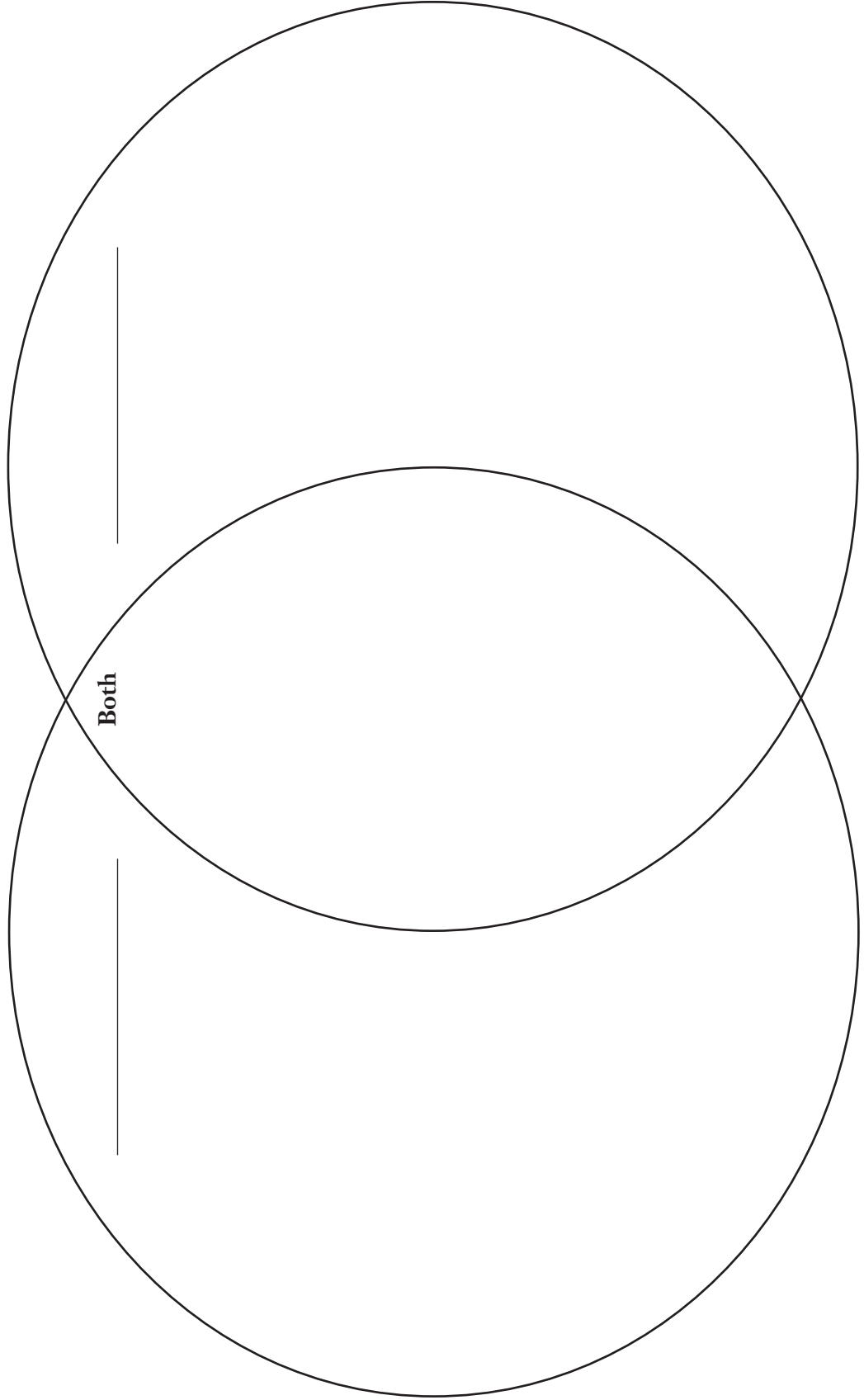
In what ways could the lesson be improved?

Compare and Contrast Chart

Graphic Organizer	
Topic 1: _____	
Topic 2: _____	
How are the topics alike?	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
How are the topics different?	
Topic 1	Topic 2
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Compare and Contrast Venn Diagram

Topics: _____ and _____



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- Scieszka, Jon. *The Stinky Cheeseman and Other Fairly Stupid Tales*. New York: Viking Press, 1992.

FIGURATIVE LANGUAGE

- Brinkloe, Julie. *Fireflies*. New York: Aladdin Books, 1986.
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MOOD

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- DeFelice, Cynthia. *Cold Feet*. New York: Dorling Kindersley, 2000.
- Fox, Mem, and Julie Vivas. *Wilfred Gordon McDonald Partridge*. Reprint. La Jolla, CA: Kane/Miller, 1995.
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POINT OF VIEW

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