

STRUCTURED STUDY GUIDE

DESCRIPTION

A structured study guide provides structure and location clues to help students read for understanding and information. The material is divided into manageable subsections, presenting key ideas or topics to be mastered. This key information is developed into open-ended statements which closely parallel the wording in the text.

Definitions for vocabulary terms are presented in one of two ways. When the word is unfamiliar or difficult to spell, the student is required to write the word. When a word has an unfamiliar meaning, the student is required to write the definition.

Statement completion requires students to read for meaning and answer in complete sentences. In designing a structured study guide, cloze procedures have been modified. Words are deleted at the teacher's discretion according to the content.

The study guides are organized by the sub-headings or sections in the text and include page clues. These location clues may be eliminated according to student need and progress.

STUDENT NEED

A structured study guide meets the needs of a variety of students. Since the material is divided into manageable subsections, the study guide is ideal for students who need help organizing information. The fill-in-the-blank format is helpful to students with below average memory skills or reading skills. Since the study guides require a minimal amount of writing, they are helpful for students who have difficulty with handwriting skills. The study guides can also serve as a useful review of chapter content for all students.

HOW TO MAKE

1. Identify key ideas and related information.
2. Write open-ended statements using the wording in the text.
3. Include only the most important information.
4. Provide enough space for the students to write on the papers.
5. Provide page clues.
6. Organize the study guide according to sub-headings or sections in the text.

HOW TO USE

1. As an advance organizer prior to a lecture
2. To accompany lectures
3. As an independent assignment
4. As a small group activity where peers work in pairs to locate answers
5. As a chapter summary when completed
6. As a study aid
7. As a skill-builder for outlining

CAUTIONS

1. Avoid summarizing too much information.
2. Use the wording in the textbook when possible.

Alternative Two: ANALYZING AN ADAPTED ACTIVITY

DIRECTIONS: Complete this planning guide to present one of the eight adapted activities.

I. Name of Adapted Activity _____

II. Give a brief description of the activity _____

III. List some student needs that the activity addresses _____

IV. Describe how this activity can be used _____

V. List some cautions _____

VI. Describe some of the samples:

Page #

Description

_____	_____
_____	_____
_____	_____

VII. List some advantages and disadvantages of using this activity _____

STRUCTURED STUDY GUIDE

Social Studies

Chapter 10: The Byzantine and Islamic Civilization: The Five Pillars (p. 196)

DIRECTIONS: Read about the five pillars, duties of the Muslims who practice the Islamic religion. Then complete the statements given below. Use the word bank to help you.

WORD BANK		
Muhammed	poor	God's prophet
ground	aged	five times each day
charity	sick	fast
prayers	month	ceremonies
Ramadan	once in a lifetime	Mecca
one God	Muslim	

- Muslims must believe one God and that God's prophet was Muhammed.
- Muslims are required to pray five times a day. During prayer time, Muslims must face Mecca, kneeling with their foreheads touching the ground.
- Muslims must share what they have with the poor. This is called charity.
- Faithful Muslims are required to fast during the month of Ramadan. All except the sick and aged must not eat or drink between sunrise and sunset during the month.
- Each Muslim must make a journey to Mecca at least once in a lifetime. They must say certain prayers and follow certain prescribed ceremonies.

Adapted from: *Achievement Through The Ages*, Laidlaw Brothers, 1985, Grade: Secondary.

STRUCTURED STUDY GUIDE

Science

Chapter 2: Looking Into Space (pp. 50-57)

DIRECTIONS: Use your book to complete the statements.

PLANET AND MOONS

Changing Ideas

- (p. 51)
1. For many years, people believed that the earth was the center of the universe.
 2. They believed that the sun moved around the earth.
 3. Nicolaus Copernicus had the idea that the sun is the center of the universe.
 4. Johannes Kepler was able to prove that the earth-centered belief was wrong.
 5. The sun and objects that revolve, or go around the sun make up our solar system.
 6. The planets and moons are some of the objects that revolve around the sun.

The Planets

- (p. 52)
1. Planets appear to wander away from stars in their background.
 2. Stars seem to be fixed in their position in the sky.
 3. Planets differ in size.
 4. Most of the smaller planets are close to the sun.
- (p. 55)
5. All nine planets in the solar system are always moving in an orbit or path around the sun.
 6. One trip around the sun is called a revolution which is planet's year.
 7. The orbits of the planets are somewhat oval.
 8. So a planet's distance from the sun changes throughout the planet's year.
- (p. 56)
9. Each planet revolves around the sun at a different speed.
 10. The planets that are closer to the sun move faster than those that are farther away.
 11. The sun's gravity pulls more strongly on the planets closer to the sun.

Adapted from: *New Exploring Science*, Laidlaw Brothers, 1982, Grade Level: 6

STRUCTURED STUDY GUIDE

Science

Autumn

DIRECTIONS: Using the words in the word bank, fill in the blanks.

WORD BANK			
change	nuts	harvested	fall
south	winter	autumn	colder

1. Another name for Fall is _____. In Fall the weather gets _____.
2. Squirrels store _____.
3. The color of the leaves will _____.
4. The birds will fly _____.
5. Soon it will be _____.
6. Apples are _____ in the Fall.

NOTE TO TEACHERS: This could be a cut and paste activity or a manipulative.

STRUCTURED STUDY GUIDE

Reading

Thanksgiving

DIRECTIONS: Use the words in the Word Bank to complete the sentences.

WORD BANK			
trees	America	eight	England
Mayflower	Pilgrims	trees	

Long ago, some people left homes in _____. They came in a ship called the _____. The people were called _____. They were on the sea _____ long weeks. They cut down _____ and made houses from the logs. Soon they had new homes in _____.

NOTE TO TEACHER: This modified cloze technique is one way to adapt a language experience story in paragraph form.

STRUCTURED STUDY GUIDE

Science

Dinosaurs

Chapter 13: Life Long Ago

WORD BANK			
plants	reptile	water	thunder
largest	lizard	Utah	

DIRECTIONS: Use your Science book to locate the correct words to fill in the blanks. The Word Bank contains the words you will use.

Page 95

Brontosaurus lived in Wyoming long ago. It was the largest _____ that ever lived. The name Brontosaurus means _____. Brontosaurus ate only _____.

Page 96

Diplodocus was another reptile that ate plants. It lived in _____ long ago. Diplodocus was probably the _____ land animal that ever lived. Diplodocus stayed in the _____ most of the time.

NOTE TO TEACHER: This modified cloze technique closely parallels the wording in the text.

STRUCTURED STUDY GUIDE
Neighborhoods - Holt Social Studies
Chapter 3 - "Neighborhoods Are Places" (pp. 34-38)

DIRECTIONS: As we read, fill in the blanks.

Page 34

1. A neighborhood is a _____. It is a place where people _____.
2. A _____ is a picture of a place.

Page 35

3. Some neighborhoods have places to _____. Many neighborhoods have _____.

Page 36

4. Sometimes maps have _____ on them. These drawings are called _____. Symbols stand for _____ or _____ on the map.
5. A _____ helps you read a map. It shows what the _____ mean.

Page 38

6. When you face north, _____ is on your _____. West is on your _____. Which way is behind you? _____

INFORMATION ORGANIZER

DESCRIPTION

An information organizer presents information in chart, graph or pictorial form to help students draw conclusions, identify cause and effect, categorize ideas, sequence events, show relationships, and organize thoughts. It can help students learn vocabulary or understand broad concepts and important ideas embedded in a large body of information. By considering units of meaning rather than single words in isolation, information becomes more meaningful to the student.

There are several types of information organizers: charts, graphics and timelines. The most common is a **chart with a word or sentence bank**. This type of information organizer is useful for comparing related ideas. A word or sentence bank is provided for those students who have memory or spelling problems. Students select information from the bank and write it in the appropriate categories. Page clues may be included to assist in locating the information in the text. Both word banks and page clues may be eliminated according to student need and progress.

Another type of information organizer is a **graphic with partial information**. Graphics are used to depict large amounts of information in a different way. Sometimes the graphic itself is a clue to the meaning of the information since it provides a more concrete representation of abstract ideas. Partial clues are often given and the student may use the text to locate specific facts.

Timelines are useful types of information organizers when the facts presented relate to a specific time period or must be remembered chronologically. One unique type of timeline is a calendar which requires the students to provide specific information to complete a global view of a particular time period.

Information organizers present information in short, meaningful segments and may summarize several paragraphs or pages of information in the text. A brief introductory statement taken directly from the text may be included followed by clear, concise directions and examples, when appropriate.

STUDENT NEED

An information organizer provides a visual approach to accompany auditory input. Therefore, it is useful for students who have difficulty listening to lectures, taking notes, organizing information, reading the text and studying for tests. Students experiencing difficulty comprehending on a higher thinking level such as making comparisons, understanding relationships, or drawing conclusions, would also benefit from using information organizers. Students who have handwriting problems or difficulty locating information may be given a completed information organizer. Many of the information organizers can be made into manipulatives for students who learn best by doing.

HOW TO MAKE

1. Identify the information to be organized.
2. Choose one of the following formats:
 - a. A **chart with a word or sentence bank**
 - b. A **graphic with partial information**
 - c. A **timeline or calendar**
3. Design the activity.
4. Provide page clues.
5. Write a brief lead-in sentence to introduce the topic.
6. Write clear, concise directions.
7. Provide examples when appropriate.

HOW TO USE

1. As a transparency
2. As a worksheet for an in-class assignment
3. As additional practice for students who need repetition
4. As a manipulative

CAUTIONS

1. Avoid including too much information or too many ideas on a page.
2. Place the word bank at the top of the page.

Alternative Two: ANALYZING AN ADAPTED ACTIVITY

DIRECTIONS: Complete this planning guide to present one of the eight adapted activities.

I. Name of Adapted Activity _____

II. Give a brief description of the activity _____

III. List some student needs that the activity addresses _____

IV. Describe how this activity can be used _____

V. List some cautions _____

VI. Describe some of the samples:

Page #

Description

Page #	Description

VII. List some advantages and disadvantages of using this activity _____

INFORMATION ORGANIZER

Social Studies

Settlement of the Original Thirteen Colonies

Chapter 3: The English Colonies

in North America (pp. 55-58)

DIRECTIONS: Write the names of the thirteen colonies listed below in the correct column of the first chart. Then read the descriptions of the colonies and write each description in the correct column of the second chart. Use the map on p. 57 in your book to help you find the information.

COLONIES			
Georgia	North Carolina	Pennsylvania	Connecticut
New York	Delaware	Massachusetts Bay Colony	South Carolina
Virginia	Maryland	New Jersey	Rhode Island
New Hampshire			

New England Colonies	Middle Colonies	Southern Colonies

DESCRIPTIONS	
Jamestown was the first permanent English colony.	The Pilgrims settled Plymouth.
The Puritans founded the Massachusetts Bay Colony.	Maryland was settled by Lord Baltimore.
Religious freedom was set forth in the Toleration Act.	The Quakers settled here.
William Penn, an English Quaker, founded the colony of Pennsylvania.	A place for English prisoners was founded here.
	These colonies were settled by people who wanted religious freedom.

DESCRIPTIONS OF COLONIES		
New England Colonies	Middle Colonies	Southern Colonies

*Adapted from *The Challenge of Freedom*, Laidlaw Brothers

WORD BANK			
difference	more than	times	divided by
total	increased by	less than	multiplied by
product	less	decreased by	doubled
twice	sum	more than	tripled
quotient	diminished by	more	

Addition	Subtraction	Multiplication	Division

INFORMATION ORGANIZER

Math

Chapter 2: Multiplication of Whole Numbers

DIRECTIONS: Solve the problems below. Use the number bank to verify your answer. Please show your work.

NUMBER BANK		
100,032	102,476	12,288
12,213	19,664	882
45,176	106,085	124,800

1.
$$\begin{array}{r} 1,357 \\ \times 9 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 2,048 \\ \times 6 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 25,008 \\ \times 4 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 41,217 \\ \times 5 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 20,800 \\ \times 6 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 51,238 \\ \times 2 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 5,647 \\ \times 8 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 9,832 \\ \times 2 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 126 \\ \times 7 \\ \hline \end{array}$$

INFORMATION ORGANIZER

CHAPTER 11 CHANGES IN THE WEATHER CLOUDS (PAGES 276-279)

- DIRECTIONS:**
- Read the phrases about clouds in the box below.
 - Match each phrase to one of the names of clouds below and write it under that name...the first one is already done for you.
 - Then draw pictures of the clouds in the boxes...use pictures in your book to help you.

CLOUD DESCRIPTIONS

seen in fair weather
its name means "layer"
looks like feathers or curls of hair
large and fluffy white
seen in blue sky
seen in rainy weather

flat on the bottom
highest clouds
round tops
thick, low clouds
a sign of changing weather
is sometimes seen as fog

CUMULUS (page 276)

1. *seen in fair weather*

2.

3.

4.

CIRRUS (page 276-7)

1.

2.

3.

4.

STRATUS (page 277)

1.

2.

3.

4.

PICTURES

CUMULUS

CIRRUS

STRATUS

INFORMATION ORGANIZER
Plants
Section 12.3 Groups of Plants

Read each phrase in the box below. Match it to one or more of the plants listed below the box that it describes. Write the phrase under the plant name. The first one is done for you.

I

have no real roots, stems, & leaves
most common 300 million years ago
dinosaurs lived in forests of these plants
never very large
reproduce by seeds

only leaves are above ground
now found in rain forests
grow in damp, shady places
usually 3 feet high
reproduces from spores

Mosses

have no real roots, stems & leaves

Ferns

Cycads

INFORMATION ORGANIZER

Reading

Summarizing A Story

Name _____ Class _____

Story (Title) _____

DIRECTIONS: Complete this assignment sheet as you are reading the story on pp. 00 to 00.

STORY GUIDE

1. Who are the main characters?

2. Where does the story take place? (setting)

3. When does the story take place? (time)

4. What is the topic of the story? (one or two words)

5. State the main idea in a sentence. (What is the story about?)

6. Why did the author write this story? (to inform, to entertain, to persuade)

INFORMATION ORGANIZER

Reading

Sequencing Events in a Story

DIRECTIONS: Use the sentence bank to complete this chart.

SENTENCE BANK

1. _____
 2. _____
 3. _____
 4. _____
-

1. WHAT HAPPENED FIRST?

2. WHAT HAPPENED SECOND?

3. WHAT HAPPENED NEXT?

4. WHAT HAPPENED LAST?

Grade 2

INFORMATION ORGANIZER

English/Language Arts

DIRECTIONS: Fill in the chart below to analyze the italicized word in each sentence. The first one is done for you.

Reminder 1: An adjective describes a noun or pronoun.

1. The teacher speaks in a *quiet* voice.
2. The baby walked *slowly*.
3. The *new* movie opened *yesterday*.
4. The *small* children were lost.
5. The students worked *quietly*.

Reminder 2: An adverb describes a verb, adjective, or adverb.

CHART

Steps To Think About	Sentence #				
	1	2	3	4	5
The describing word is:	<i>quiet</i>				
The word it describes is:	<i>voice</i>				
The part of speech of that word is: (noun, pronoun, adjective, adverb)	<i>noun</i>				
Therefore, the describing word is an (adjective or adverb)	<i>adjective</i>				

INFORMATION ORGANIZER

English/Language Arts

An Adverb Chart

DIRECTIONS. Complete the chart by writing the adverbs that modify an adjective or an adverb in the following sentences. Also, write the word that the adverb modifies. Then show whether the modified word is an adjective or an adverb by putting an "X" in the correct column.

1. Martha is a very skillful artist.
2. The carpenter almost never works on Saturdays.
3. The storm came upon us suddenly.
4. The audience applauded quite loudly.
5. Tom was too weak to eat after the surgery.
6. Alice was somewhat slow in packing for the move.
7. Clara is very fast in learning mathematics.
8. The magician was extremely quick with his hands.
9. A bright blue bird built a nest in our garage.
10. Janice dances rather well for a beginner.

ADVERBS	WORD MODIFIED	ADVERB	ADJECTIVE
1. very	skillful		X
2.			
3.	suddenly	X	
4.			
5.			
6. somewhat			
7.			
8.			
9.			
10.			

SKELETAL OUTLINE

DESCRIPTION

A skeletal outline helps to organize information from a lecture or discussion into a partial outline to be completed by the student. It provides a format for recording important information and a guide for taking notes. The outline can serve as an aid for studying and reviewing for tests.

STUDENT NEED

A skeletal outline is useful for students who have difficulty taking notes, organizing information, outlining independently and studying for tests. It is also beneficial for students with handwriting problems since the outline is partially written. When using a skeletal outline, students are better able to attend to oral discussions or lectures instead of expending energy taking notes.

HOW TO MAKE

1. Develop a completed outline to follow the textbook, a specific lecture or discussion.
2. Use the same numbering system and include letter, word, or phrase clues.
3. Provide a copy of the outline for the student to complete during the oral presentation.
4. Have the student copy the skeletal outline from the board during a lecture.
5. Give a completed outline to students with severe handwriting problems or allow them to copy the teacher's or classmate's notes.

HOW TO USE

1. To accompany a lecture or class discussion
2. To review for a test
3. To study for a test
4. To prepare a student for class discussion
5. In place of a structured study guide for more capable students

CAUTIONS

1. Avoid including too much information at one time
2. Use a systematic numbering system

Alternative Two: ANALYZING AN ADAPTED ACTIVITY

DIRECTIONS: Complete this planning guide to present one of the eight adapted activities.

I. Name of Adapted Activity _____

II. Give a brief description of the activity _____

III. List some student needs that the activity addresses _____

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V. List some cautions _____

VI. Describe some of the samples:

Page #


Description

VII. List some advantages and disadvantages of using this activity _____

SKETETAL OUTLINE

Science

DIRECTIONS: Listen to your teacher as she/he tells you how spiders use their silk. Then complete the details in the following outline by writing the important words your teacher gives you. The first one has been done for you.


Main Idea: How spiders use their silk.

Details:
1. Webs
2. S
3. T
4. L
5. S

Grade 2

Adapted from "Charlotte's Web"

SKELETAL OUTLINE

Health

Poison

DIRECTIONS: Complete the following outline. Use the Word Bank provided.

WORD BANK		
moldy bread	toilet cleaner	paint fumes
dirt	tea	perfume
spoiled milk	coffee	glue fumes
		gas

1. Kinds of Poisons

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

2. Non-poisons

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

NOTE TO TEACHER: Extension activity. Bring in the real items or pictures from magazines to allow children to categorize.

SKELETAL OUTLINE

Social Studies

Unit 3: Neighborhoods of Yesterday

DIRECTIONS: Complete the following outline.

Lesson 1: An Early American Indian Village

(page 56) I. Long ago American Indians were the only people in America.

- A. lived in
- B. married into
- C. worshipped

II. Anang was an American Indian girl.

- A. _____
- B. _____
- C. _____

(page 57) III. People in Anang's village worked hard.

- A. _____
- B. _____
- C. _____

NOTE TO TEACHER: As students begin to learn to outline, add word or letter clues.

SKELETAL OUTLINE

Science

Living Things in an Ecosystem (pp 20-23)

DIRECTIONS: Complete the outline below.

I. Freshwater Ecosystem

(p. 20) A. The characteristics of living things in a Freshwater Ecosystem are

1. Algae

- a. makes rocks look green
- b. do not have stems or roots
- c. get what they need to live and grow from water and from the sun

2. Insects

- a. live on the rocks
- b. have strong legs that cling to rocks
- c. this keeps them from being washed away

3. Fish

- a. have gills that help them breathe in water
- b. feed on algae or young insects found in water
- c. bigger fish eat smaller fish

(p. 22) B. The changes in a Freshwater Ecosystem are

- 1. a stream may become deeper
- 2. a stream may slow down and widen
- 3. a stream may dry up
- 4. beavers change a pond or stream when they build a dam
- 5. a dam makes the pond deeper

(p. 23) C. The characteristics of food webs in a Freshwater Ecosystem are

- 1. animals are found near the food they eat
- 2. some animals eat plants
- 3. other animals eat the animals that eat the plants
- 4. a food chain is a chain of living things in which each feed upon another
- 5. a food web is a web formed as food chains become parts of their food chains in an ecosystem

SKELETAL OUTLINE

Social Studies

Chapter 11: Jacksonian Era (pp. 189-94)

DIRECTIONS: Complete the outline below.

I. A Growing Democracy

(p. 189) A. The states that entered the Union between 1828 & 1837 were:

1. A rkansas

2. M ichigan

3. W isconsin

4. T exas

(p. 190) B. The groups who did not have voting rights were:

1. I ndians

2. W omen

3. S laves

II. Effect of Democratic Reform

(p. 190) A. The two voting groups that developed in the early 1800's were:

1. northern factory workers

2. middle class western farmers

SECTION 2 — ECONOMIC SECTIONALISM

I. Northern Economic Interests

(p. 194) A. Two major goals of Clay's American System were:

1. to bind Americans together through a network of roads and canals

2. higher tariffs on European goods

Adapted from: *The Challenge of Freedom*, Laidlaw Brothers

SKELETAL OUTLINE

Science

Planting A Seed

Details are sometimes added under the subtopics. These details are numbered 1, 2, 3, etc. You can make your outline as detailed as you like. Do not list subtopics or details unless you have at least two.

I. Main Topic

A. Subtopic

1. Detail
2. Detail

B. Subtopic

1. Detail
2. Detail

You try it. Using the list in the box, organize an outline about planting flowers.

WORD BANK		
Chemical	Natural	Getting Ready to Plant
Mix in Fertilizer	Water Down Soil	Prepare Soil
Pick Out Rocks	Planting the Seeds	Position 6 inches apart
Rake Smooth		

I. Getting Ready to Plant

A. _____

1. _____

2. _____

B. _____

1. _____

2. _____

II. Planting the seeds

A. _____

B. _____

WHAT YOU NEED TO KNOW CHART

DESCRIPTION

A "What You Need to Know Chart" is a list of terms and concepts found in each chapter or unit. Memory clues are provided by the categorization of words according to headings such as persons, people, places, events, publications, laws, theories, concepts, actions, etc. The chart is designed to include page clues and adequate space to write the definition or explanation of each word. It is useful for presenting new words or as a review for tests.

STUDENT NEED

A "What You Need to Know Chart" is designed for students who have difficulty locating, organizing, and categorizing information. Memory skills are also enhanced by the use of these structured charts. For students who have poor handwriting skills or have difficulty locating and organizing information, provide a completed chart.

HOW TO MAKE

1. Select the important terms and concepts students need to know
2. Arrange the terms into categories
3. Make a chart listing the terms under the appropriate category
4. Write the page where the definition is given
5. Provide adequate space following each term for the student to write the definition or explanation
6. Write the definition or explanation for students who have poor handwriting skills or difficulty locating and organizing information

HOW TO USE

1. To present new vocabulary prior to reading the text
2. To review vocabulary
3. To accompany a lecture or discussion
4. To study for tests
5. As a small group activity

CAUTIONS

1. Require students to locate only the most important words
2. Be sure to test students only on the words presented

Alternative Two: ANALYZING AN ADAPTED ACTIVITY

DIRECTIONS: Complete this planning guide to present one of the eight adapted activities.

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Page #

Description

VII. List some advantages and disadvantages of using this activity _____

WHAT YOU NEED TO KNOW

English

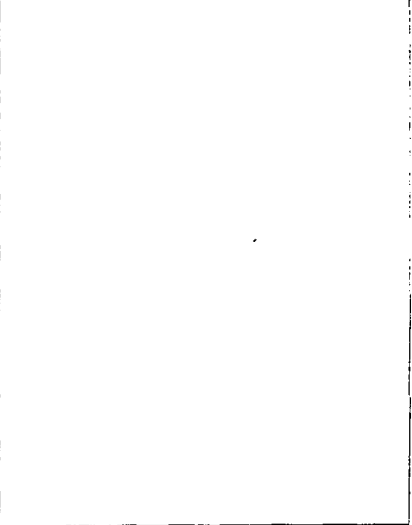
DIRECTIONS: Complete the following chart for the new vocabulary words in this chapter.

Vocabulary Word	Keyword-linking word (sounds like vocabulary word)	Definition/Synonym	Image to see
<i>Example</i> BARRISTER	BEAR	LAWYER	<i>bear in a suit acting like a lawyer</i>

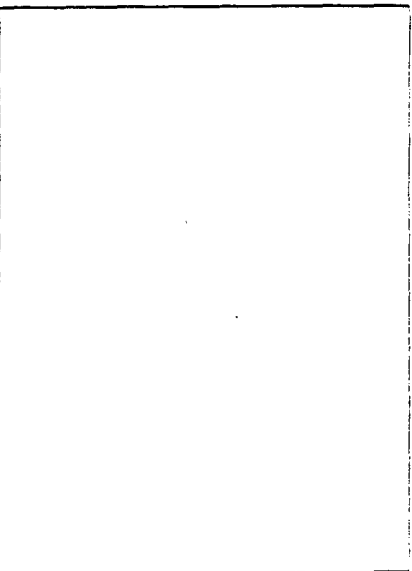
Adapted from: Techniques, Project Mainstream Hillsdale School, Cushing, OK

WHAT YOU NEED TO KNOW TO KNOW CHART
Reading

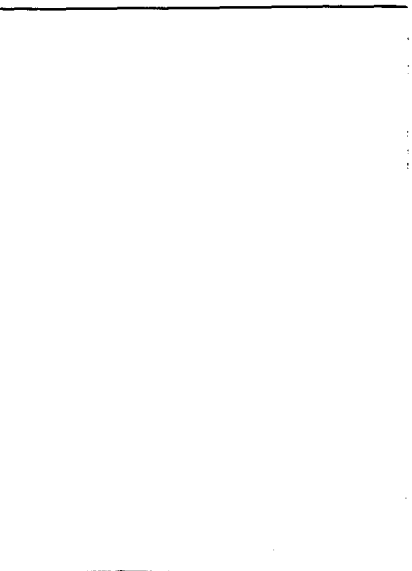
DIRECTIONS: Draw a picture for each vocabulary word.



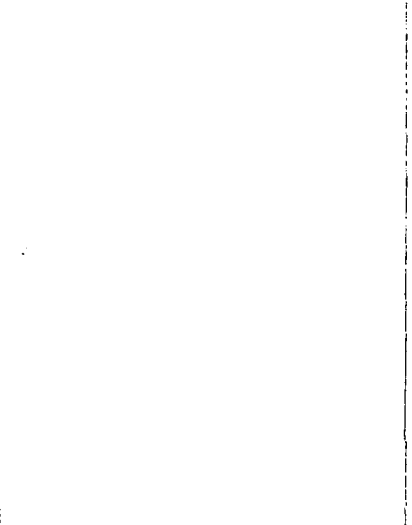
Bear - pg. 18



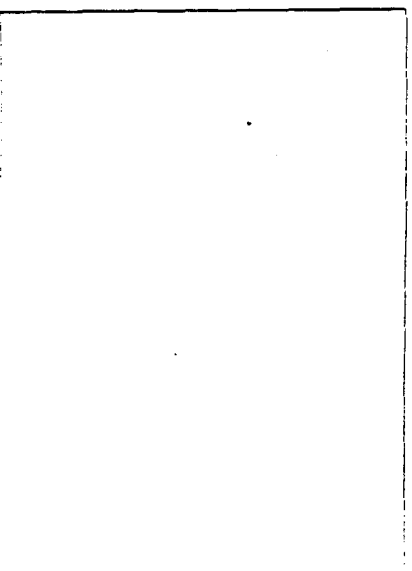
Forest - pg. 9



Stream - pg. 10



Honey - pg. 10



Sting - pg. 11



Chase - pg. 11

WHAT YOU NEED TO KNOW CHART*

DIRECTIONS: Write a sentence and draw a picture for each vocabulary word.

VOCABULARY WORD

SENTENCE USING WORD

VOCABULARY WORD

SENTENCE USING WORD

VOCABULARY WORD

SENTENCE USING WORD

[illegible]

* Conario Chart

WHAT YOU NEED TO KNOW CHART

Vocabulary

INTRODUCTION: This is a sample of an adapted "What You Need to Know" Chart which was designed to correspond with a district reading series.

DIRECTIONS FOR PREPARATION:

1. Make a worksheet (shown below) for students to practice writing the words.

Vocabulary Words

night

tight

got

2. Then develop a second worksheet (shown below) that uses the vocabulary words in meaningful sentences.

1. Tony wanted a pencil.

So I (got) him one.

2. I play in the day.

I sleep in the (night)

3. Maria couldn't get her coat on.

It was too (tight) for her.

WHAT YOU NEED TO KNOW CHART

Science

Goldfish — Chapter 6

DIRECTIONS: These are the words we need to know.
Turn to the page and find the answer.

Words	Page	Fill in the blank
goldfish	41, 42	The color of the goldfish is _____. The goldfish lives in _____.
fins	42	Goldfish use fins to _____.
scales	43	The body of the _____ has scales on it.
tail	43	Most fish have a _____ tail . A goldfish uses its tail to _____.
shape	44, 45	Draw a goldfish on the back.

WHAT YOU NEED TO KNOW

Science

Spiders

DIRECTIONS: Write a description and draw a picture of each web.

Type of Web	Pg. #	Description	Picture
Orb Web	10	<u>The spider works at night and takes about a half hour to weave the web. This web looks like a bicycle wheel with spokes coming out from the center.</u>	
Tangled Web	12	<u>The spider builds this small web under stones, leaves and bark. It makes the web under stones, leaves and bark. It makes the web using tiny threads. This web is also found in houses and is sometimes called a cobweb.</u>	
Funnel Web	13	<u>The spider builds this web in the grass. It forms into a tube waiting to dart out to catch it's prey.</u> <u></u> <u></u>	
Sheet Web	15	<u>This web looks like a flat sheet of silk woven between 2 blades of grass or branches. A net of criss-crossed threads is built above the sheet web. The spider uses this web to catch flying insects.</u>	

NOTE TO TEACHER: The type of webs may be omitted and students should identify the webs when given the description.

CONCEPT ACTIVITY

DESCRIPTION

A concept activity presents single abstract concepts in a concrete manner. They may be presented as a **visual aid** or as an **advance organizer**. A **visual aid** uses pictures, graphics or symbols to illustrate a concept. It can be used as a transparency to accompany a lecture. It provides a concrete approach to an abstract concept.

Many of the concept activities serve as **advance organizers** which introduce principles or concepts by relating them to personal experience or prior knowledge. An advance organizer helps to supplement, clarify, or organize the learner's thinking in preparation for receiving new information. It provides a conceptual framework upon which students may attach the information. Thus, abstract concepts, which are usually difficult for students to understand, are treated in a unique and concrete way.

STUDENT NEED

A concept activity is especially useful in helping students with comprehension or memory problems. It provides a concrete approach to facilitate understanding of abstract ideas and may also motivate students by relating the information to personal experience. In addition, students who need help learning new vocabulary or understanding relationships will benefit from using concept activities.

HOW TO MAKE

1. Identify abstract concepts.
2. Choose one of the following.
 - a. Visual aid
 - b. Advance organizer
3. Develop the activity.
4. Conclude with a global question that helps the students demonstrate understanding of the main concept or draw a conclusion.
5. Draw pictures or use clip-art to illustrate concepts.

HOW TO USE

1. As a transparency to accompany a lecture or discussion.
2. As a worksheet for students to complete.
3. As a completed handout.
4. To present new information.
5. To illustrate a concept that has been introduced.

CAUTIONS

1. Be certain to address one concept at a time.
2. Make sure that pictures or diagrams depict what is intended.
3. Be aware of language and settings that discriminate by sex or race.
4. Be aware of student's life-styles and family situations.

Alternative Two: ANALYZING AN ADAPTED ACTIVITY

DIRECTIONS: Complete this planning guide to present one of the eight adapted activities.

- I. Name of Adapted Activity _____

- II. Give a brief description of the activity _____

- III. List some student needs that the activity addresses _____

- IV. Describe how this activity can be used _____

- V. List some cautions _____

- VI. Describe some of the samples:

Page #	Description
_____	_____
_____	_____
_____	_____

- VII. List some advantages and disadvantages of using this activity _____

CONCEPT ACTIVITY

Health/Psychology

Emotions

Chapter 2: Emotions and Your Health (pp. 40-46)

Introduction: Feelings are called emotions. Some emotions are pleasant. They make a person feel good. Happiness and love are pleasant emotions. Sometimes emotions are not pleasant. Fear and hate are not pleasant emotions.

DIRECTIONS: Complete the chart below. Read each situation and decide what emotion that each person may feel. Choose from these emotions: Fear, Happiness, Loneliness, Sadness, Frustration, Love.

SITUATION	EMOTION
• Jeff hugged his brother.	<i>love</i>
• John cried during the movie.	<i>sadness</i>
• Judy tried to solve the puzzle five different times.	<i>frustration</i>
• David ran when he saw the large dog coming toward him.	<i>fear</i>
• Sandy was jumping up and down and laughing.	<i>happiness</i>
• Bob's parents went away on a vacation.	<i>loneliness</i>

DIRECTIONS: Use the calendar below to record your emotional reactions for a two week period.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Emotion felt _____	Emotion felt _____	Emotion felt _____	Emotion felt _____	Emotion felt _____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
Cause _____	Cause _____	Cause _____	Cause _____	Cause _____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Emotion felt _____	Emotion felt _____	Emotion felt _____	Emotion felt _____	Emotion felt _____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
Cause _____	Cause _____	Cause _____	Cause _____	Cause _____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

DISCUSSION QUESTION:

Write a sentence telling what you have learned about changing emotions. I found out that emotions change because of physical and environmental conditions.

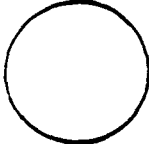
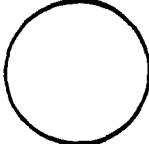
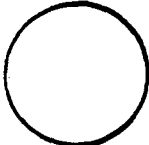
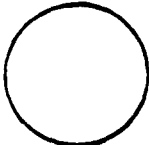
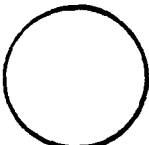
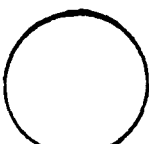
Adapted from: *Good Health for You*, Laidlaw Brothers, 1983, Grade Level 4

CONCEPT ACTIVITY

Health

Emotions

DIRECTIONS: Draw a picture that shows how a person feeling that emotion would feel. Then complete the sentence stems.

Picture	Sentence Stems
Draw Harry's Lonely Face 	Harry is lonely because <u>his best friend went</u> <u>on vacation.</u>
Draw Mary's Angry Face 	Mary is angry because _____ _____
Draw Chuck's Happy Face 	Chuck is happy because _____ _____
Draw Sally's Sad Face 	Sally is sad because _____ _____
Draw Bill's Sorry Face 	Bill is sorry because _____ _____
Draw Carol's Proud Face 	Carol is proud because _____ _____

Grade: Elementary

CONCEPT ACTIVITY

Science

Adaptation

Chapter 5: Animals and Their World (p. 195)

Introduction: Animals must be able to live in their surroundings. Sometimes there are changes in the environment where certain animals live. A change in the shape or use of structures that help animals live in their environment is called adaptation.

DIRECTIONS: Read the story below. Then answer the questions that follow.

A Tornado Strikes

One spring day, a tornado struck the town of Happyville. The Success Elementary School was destroyed. The windows were blown out, the roof caved in and the furniture was ruined. It took a year to rebuild the school. During that year, classes were held in portable classrooms. Each grade level had all the classes in one trailer. Adaptation to the new environment had to take place.

Questions: A. Changes in the classroom environment

1. How would the length of the day change? _____
 2. Where would students have a place to keep their things? _____
 3. Where would after-school-activities take place? _____
 4. How would students see their friends in other grades? _____
 5. Would there be enough books and supplies? _____
 6. What other changes can you think of? gym classes would not be fun,
teachers would be mean.
-

B. Adaptations to the Changes

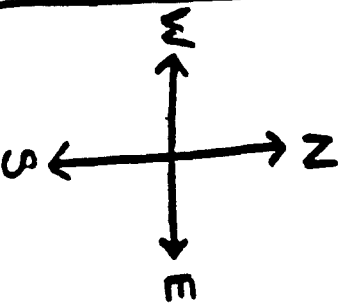
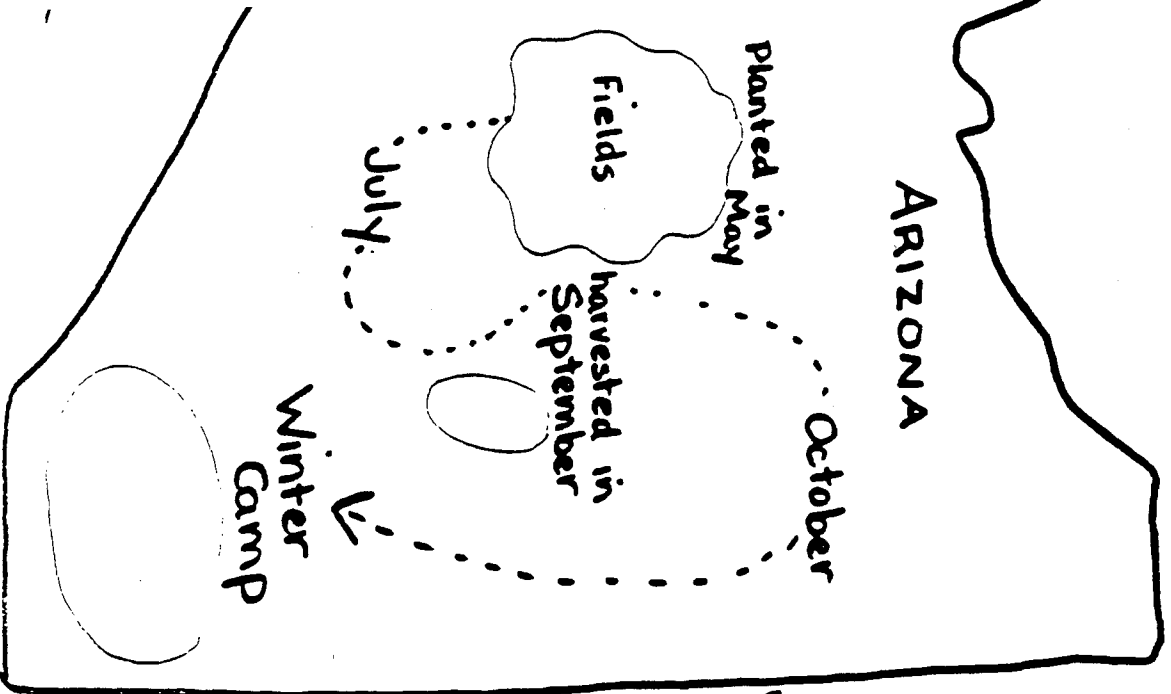
1. How would you adapt to the changes? I would try to help the teachers out.
I would not want to go to school. I would go to a private school.
2. How would you feel? _____

Adapted from: *The New Exploring Science*, Laidlaw Brothers, 1982, Grade: 4

CONCEPT ACTIVITY

Migration of the Apache

When the seasons changed, the Apache moved from place to place.



1. In _____ the Apache planted crops.
- ☐ 2. Draw corn stalks in the fields
3. The Apache harvested the corn in _____.
- ☐ 4. Draw an ear of corn under September.
5. In winter the Apache went _____ and set up "winter camp".
- ☐ 6. Draw wickiups at the winter camp.
7. The Apache lived _____ of the Colorado River.
- ☐ 8. Color the Colorado River blue.

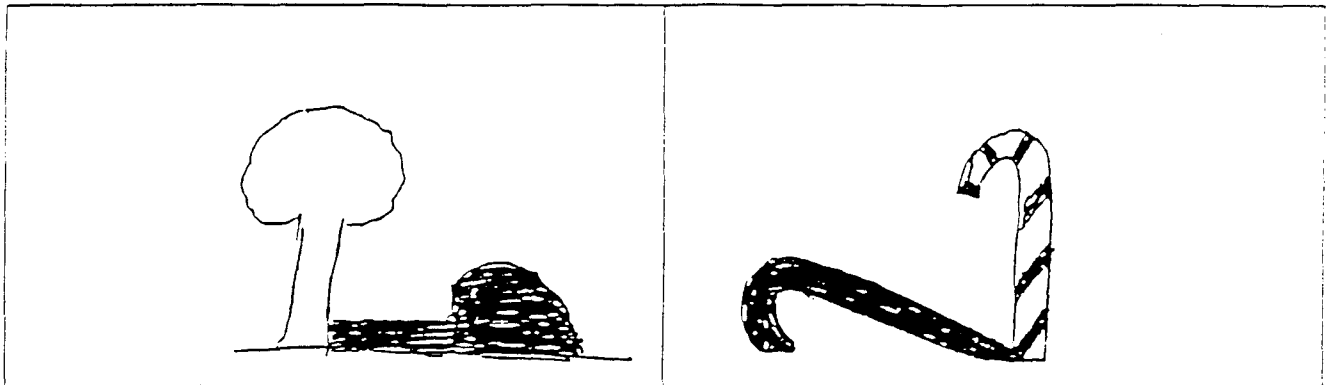
CONCEPT ACTIVITY

Science

"What Makes a Shadow?"

DIRECTIONS: Answer the following questions.

Where would the sun be to make these shadows?
Draw the sun.



DIRECTIONS: Circle "Yes" or "No"

1. Can you see your shadow during the day? Yes No
2. Can you see your shadow at night? Yes No
3. What can make your shadow in the house?

A _____ can make your shadow in the house.

CONCEPT ACTIVITY

Social Studies

TRAFFIC SAFETY

DIRECTIONS: Work with a partner. Tell your partner what each sign means. Then draw a picture beside each sign showing people obeying the rule.

SIGNS	PICTURES OF PEOPLE OBEYING THE RULES
STOP SIGN	
RAILROAD CROSSING	
BUS FLASHERS	
NO SMOKING	
SCHOOL CROSSING	

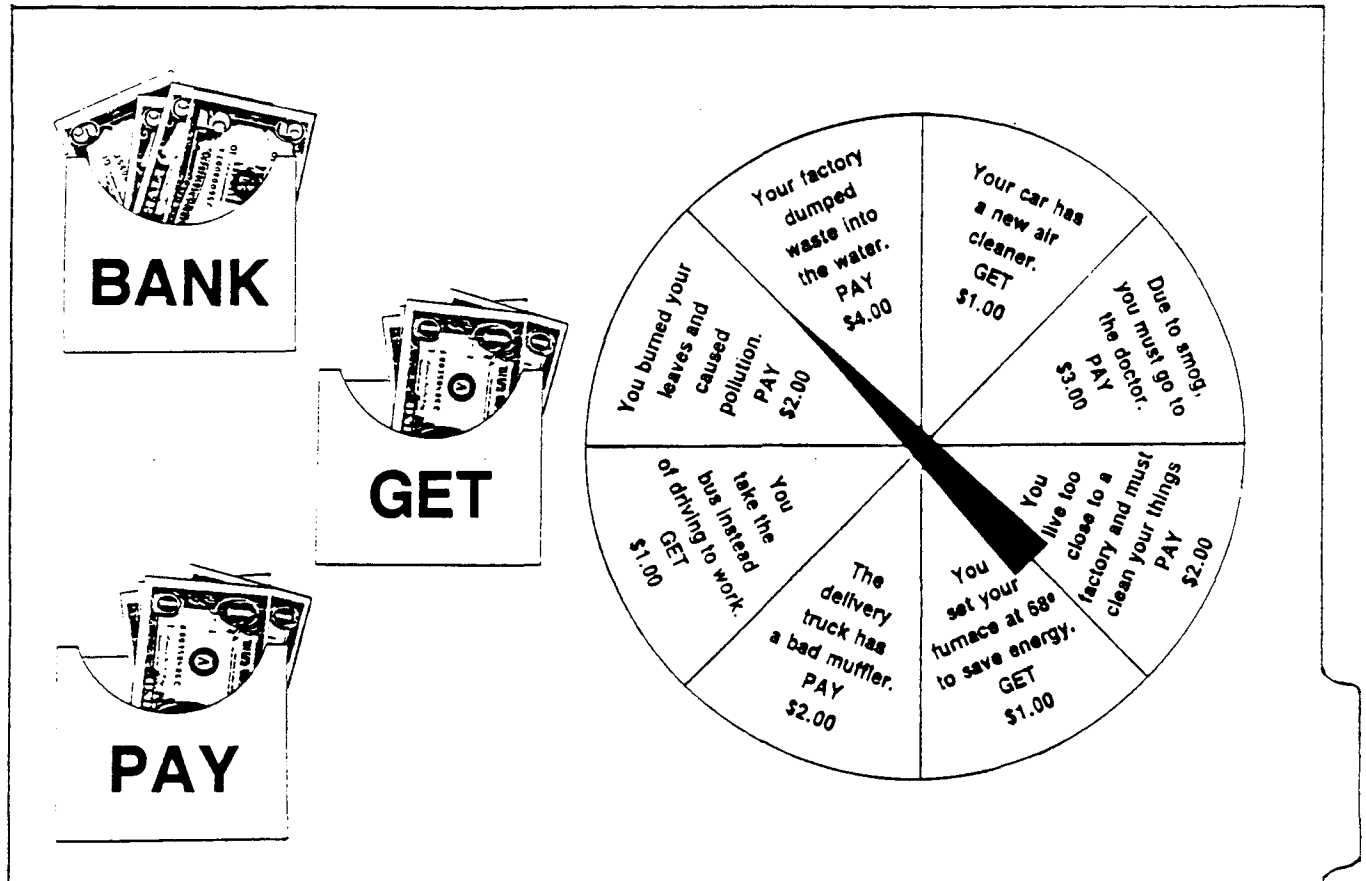
CONCEPT ACTIVITY USING A GAME

Social Studies

"People Pay for Pollution"

DIRECTIONS FOR TEACHER: 1. Use a manilla folder and glue three pockets on the inside. On the other side design a wheel as shown and attach a spinner. 2. Write the following directions for students on the cover:

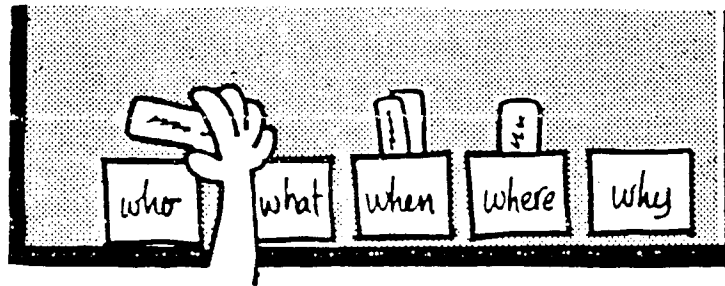
DIRECTIONS: Each player starts with \$10.⁰⁰. Players take turns spinning. After each spin, a player reads the statement and then pays or collects money for each move. Players set a time to end the game (5 - 15 min.) and determine who lost the most money.



CONCEPT ACTIVITY USING A MANIPULATIVE Language Arts

Who, What, When, Where and Why

DIRECTIONS TO TEACHER: Use a manilla folder and glue 5 pockets labeled Who, What, When, Where and Why.



Write the following student directions on the front of the folder.
Include a pocket below directions to hold cards.

DIRECTIONS TO STUDENTS: Pick a card and place it in the proper slot.
Have a friend check you to see if you are right.

Place the following information on cards and put them in the outside card pocket.

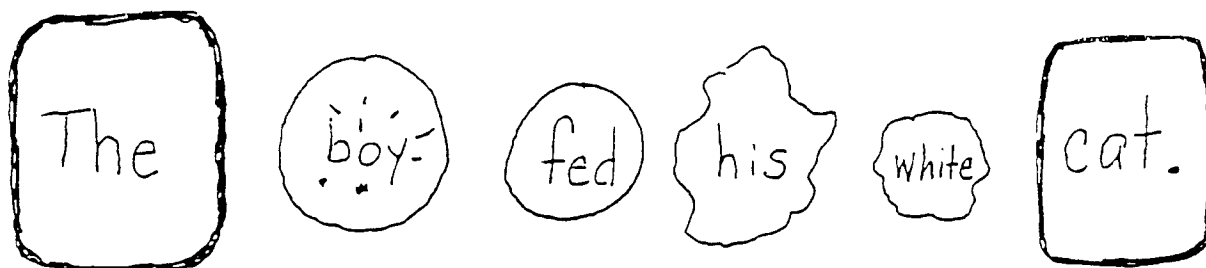
- Mrs. Oliver
- because I want to
- because she left already
- a book
- under the table
- in a while
- yesterday
- because I am too short
- the silly doll
- next week
- around the corner
- the paste
- because you are not old enough
- a girl
- into the woods
- Mr. Jones
- over the hill
- the scissors
- today

NOTE TO TEACHER: This makes an effective bulletin board activity.

CONCEPT ACTIVITY USING A MANIPULATIVE Language Arts

Making a Good Sentence

DIRECTIONS TO TEACHER: Cut out shapes to match various sandwich ingredients. Write one word on each card to create a sentence. Place pieces in individual sandwich bags. Number each bag and its corresponding pieces.



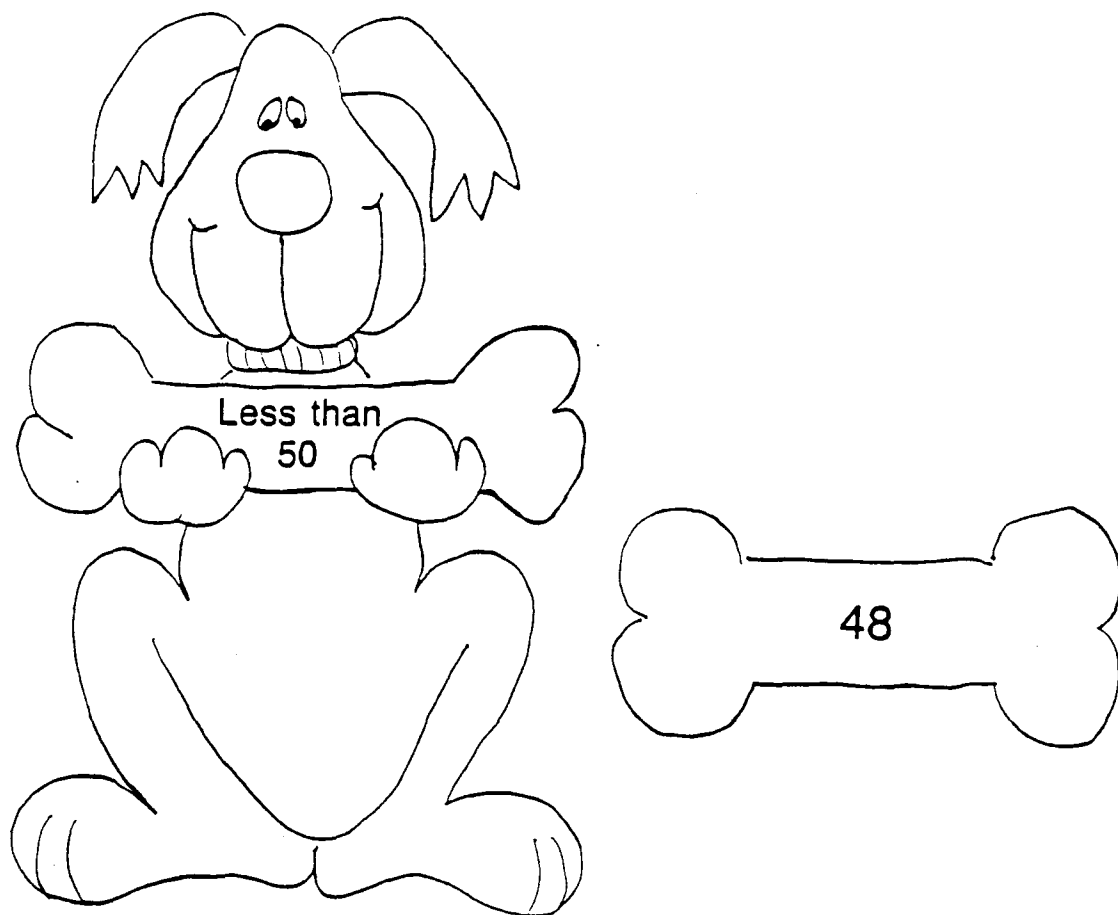
DIRECTIONS TO STUDENT: Unscramble the cards to make a good sentence. like you would make a sandwich. Work with one sandwich bag at at time.

CONCEPT ACTIVITY USING MANIPULATIVES

Mathematics

Greater Than — Less Than

DIRECTIONS TO TEACHER: To make this manipulative, make two dogs using the pattern below. On Bowser's bone write "More than 50". On Barko's bone write "Less than 50". Then make several more bones with numbers on them from 1 to 99 using the pattern below.



DIRECTIONS TO STUDENT: *Bowser* and *Barko* enjoy chewing on bones. They will only chew on certain bones. Since they are such picky chewers, *Bowser* will only chew on bones that have numbers greater than 50. *Barko* will chew on bones that have numbers less than 50. Put each bone with the right dog.

CONCEPT ACTIVITY USING A MANIPULATIVE

Hands-on-Science

CHANGING A WORKSHEET TO A CONCEPT ACTIVITY PRODUCING SOUND FROM A PITCH PIPE

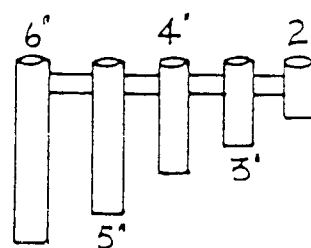
DIRECTIONS FOR PREPARATION: Have students assemble a pitch pipe according to the directions below.

Materials: 5 straws and tape for each student.

DIRECTIONS FOR STUDENTS:

1. Make a pitch pipe as shown.
 - a. Cut 5 straws to 6", 5", 4", 3", 2".
 - b. Attach the straws with their tops even, one inch apart using tape.

Example



2. Place the tape of the 6" straw next to your lower lip. Blow across each straw and complete the chart below. Do the same thing for each straw. Put an X in the correct box under **low** if you hear a low sound or under **high** if you hear a high sound. If the sound is not real low or high, put an X under **medium**.

Length of Straw	Low Sound (Pitch)	High Sound (Pitch)	Medium Sound (Pitch)
6" Straw			
5" Straw			
4" Straw			
3" Straw			
2" Straw			

3. Answer the questions below:

How do the sounds (pitches) change from the longest straw to the shortest? _____

Why does each straw make a different sound? _____

4. Other things to do:

Change the size of the straws. What happens? _____

Change the number of the straws. What happens? _____

Blow faster or slower over the pipe. What happens? _____

NOTE TO TEACHERS: Charts may be added to experiments and hands-on activities to help students organize information and draw conclusions.

CONCEPT ACTIVITY

Hands-on-Math

ODD AND EVEN

DIRECTIONS FOR TEACHER: Have students work in pairs. Give each pair at least 20 small objects (e.g., M & M's, bingo chips, parquet pieces). Follow these steps.

Concrete
Level



Abstract
Level

1. Say a number
2. Have students count out the number of objects
3. Have students check to see if the number is even
4. The way to do this is to have each student take the same number of objects and distribute them to each other by alternating them one at a time. If no object is left over, the number is even.

Extension Activity: Use the EVEN number line below. Have students record each even number as it is tested.

EVEN NUMBER LINE									
2									20

CONCEPT ACTIVITY

Hands-on-Science

PREDICTING WHICH WILL FLY THE FARTHEST

DIRECTIONS FOR PREPARATION: Provide students with paper, tape, paper clips, etc. necessary to construct airplanes and the worksheet below. To help students who have difficulty following directions, have them place an X before each number when the task is done.

DIRECTIONS FOR STUDENTS:

Part 1

- _____ 1. Make two different airplanes.
- _____ 2. Number your completed airplanes 1 and 2.
- _____ 3. Circle the number of the plane on the chart below that you think will fly the farthest.
- _____ 4. Tell why you think it will fly the farthest.

Part 2

- _____ 1. Fly each plane and record the distance each flies.
- _____ 2. Fly each airplane three times.
- _____ 3. Circle the farthest distance for each time.
- _____ 4. Add the number of circles under each plane and write it next to total.

Results:

FLIGHT TRIALS	PLANE 1	PLANE 2
Time #1		
Time #2		
Time #3		
TOTAL		

Part 3

Which airplane flew farthest? _____
Was your prediction correct? _____
Why did your winning airplane fly the farthest? _____
How would you redo your slowest plane to go farther? _____

NOTE TO TEACHER: This sheet has been divided into 3 parts to help students who have difficulty following lengthy directions. Each part may be done at separate times or in a sequence.

Part 3 is optional or could be done as an oral activity.

APPLICATION ACTIVITY

DESCRIPTION

An application activity presents information in a structured format which encourages students to apply learned information. These activities could include making a poster, drawing a picture, writing a letter, conducting an interview, building a model or making a collage. Teachers who are reluctant to try unstructured activities that allow more freedom of movement and peer interactions may wish to try an application activity. It requires students to demonstrate understanding by using learned information in a practical way. Although these activities are often very concrete, they address higher cognitive levels including application, analysis, and synthesis.

STUDENT NEED

An application activity is ideal for students who prefer a hands-on approach to learning or who need more freedom of movement. It is motivating for many students and provides an alternative way for them to demonstrate understanding of information.

HOW TO MAKE

1. Choose information that is suitable for this kind of activity.
2. Use one of the following types of activity:

Project	Poster
Letter	Interview
Model	Collage
3. Write a brief introduction to the activity, using the wording in the text when possible.
4. Write clear and specific directions for the students to follow.
5. Include a planning guide or structure format for the students to use in preparing the activity.

HOW TO USE

1. As an alternative to a test
2. As an extra credit assignment
3. To motivate students
4. To create a situation for peer interaction
5. To practice learned information

CAUTIONS

1. Do not use to present new information
2. Notify parents when their cooperation is necessary

Alternative Two: ANALYZING AN ADAPTED ACTIVITY

DIRECTIONS: Complete this planning guide to present one of the eight adapted activities.

I. Name of Adapted Activity _____

II. Give a brief description of the activity _____

III. List some student needs that the activity addresses _____

IV. Describe how this activity can be used _____

V. List some cautions _____

VI. Describe some of the samples:

Page #

Description

VII. List some advantages and disadvantages of using this activity _____

APPLICATION ACTIVITY

English/Reading

Planning Guide for A Book Report* (Part 1)

DIRECTIONS: Use the planning guide below as an outline for your book report.

TITLE: _____

AUTHOR: _____

PLANNING GUIDE	
Questions	Notes
I. Summary: 1. Where did the story take place? 2. Who are the characters in the story? 3. What is the problem/plot in the story? 4. What are the ten most important events in the story in the order in which they occur?	1. _____ 2. _____ _____ 3. _____ _____ 4. _____ _____ _____
II. Evaluation 5. Did you like this book? 6. Why did you like or dislike the book?	5. _____ 6. _____ _____ _____

*Students with reading problems could listen to a tape of the book and then complete the planning guide. Students with writing problems could dictate their responses.

APPLICATION ACTIVITY

Reading/Language Arts

Summarizing a Story

DIRECTIONS: Complete the paragraph below to summarize the story. _____

In the story _____ by _____
 _____ the major character is _____
 _____ who _____
 _____ Another main character is _____
 _____ who _____

The problem the main character faces is that _____

The problem is finally resolved when _____

The story ends with _____

The lesson I learned from reading this story was that _____

APPLICATION ACTIVITY

Literature

Writing A Skit

PLANNING GUIDE

DIRECTIONS: Pretend that we are going to film or tape the last scene of _____
Each group is responsible for one of the parts of the skit.

SET:

1. What furniture do you need? _____
2. Where would it be placed? _____
3. What props do you need? _____
4. What costumes do you need? _____
5. How would you help set the mood? _____

STAGE DIRECTIONS: What sound effects do you need?

What movement is necessary by the characters?

SCRIPT:

737000

APPLICATION ACTIVITY

Social Studies

Letters About Slavery

Chapter 12: Close-Up: Slavery in the American South (pp. 207- 215)

DIRECTIONS: Choose one of the situations below and write a letter either defending slavery or defending freedom for slaves.

Pretend that you are a slaveholder in the 1840's. You are answering a letter from your brother who lives in the North. Explain to your brother why you are for the plantation system and slavery.

August, 1840

Love,

Pretend that you are an escaped slave who learned to read and write. You have been able to smuggle a letter to your former master's daughter, who does not understand why you ran away. Tell her why you ran away.

June, 1840

Love,

Adapted from *The Challenge of Freedom*, Laidlaw Brothers, 1964

APPLICATION ACTIVITY

Social Studies

Survival on an Island

Chapter 4: Close-Up: The Lost Colony of Roanoke (pp. 73-78)

DIRECTIONS: Pretend that you and about 20 other people are stranded on an island in the late 1500's. Answer the following questions to figure out how you would survive.

1. What would you use for food? _____

2. What are two rules that you and the others would make in order to try to get along? _____

3. Where would you get water? _____

4. What would you use for clothing? _____

5. What would you use for shelter? _____

6. What would you do for recreation? _____

7. What fears would you have? _____

8. How would you protect yourself from unfriendly natives? _____

9. What attempt would you make to be rescued? _____

10. If you could not leave the island for a long time, would you try to set up a government of some kind?
Why or why not? _____

Adapted from *The Challenge of Freedom*, Laidlaw Brothers, 1984

APPLICATION ACTIVITY

Health

An Interview With an Expert

Chapter 7: Drugs and Their Effects (pp. 196-200)

Step 1

DIRECTIONS: You will be involved in an interview activity. Work with a partner. One of you will be a medical doctor who is an "expert" on drug abuse and one of you will be a reporter. This "expert" is being interviewed by the reporter on the six o'clock evening news. You will present your interview to the class. Indicate below the role each of you will play.

Reporter _____

Doctor _____

Step 2

DIRECTIONS: Use the questions below as a guide in planning your interview. Practice your interview before presenting to the class.

INTERVIEW QUESTIONNAIRE

Interviewer: What is drug abuse? (p. 196)

Doctor: Drug abuse is the incorrect use of drugs.

Interviewer: What are the effects of drug abuse? (p. 197)

Doctor: Drug abuse can have harmful social and physical effects. Harmful social effects are withdrawal from other people and neglect of personal appearance.

Interviewer: What are depressant drugs? (p. 198)

Doctor: Depressants are drugs that slow down the workings of the nervous system.

Interviewer: Why are narcotic drugs so dangerous? (p. 199)

Doctor: Narcotics are drugs that cause sleep and relieve pain. People can become dependent on narcotics and use them too often.

Interviewer: Describe the symptoms shown by a person taking a stimulant such as nicotine, caffeine, or cocaine. (p. 199)

Doctor: Stimulants speed up the workings of the nervous system and so a person's hands might shake or they may talk real fast.

You may make up your own question

Question: _____

Answer: _____

APPLICATION ACTIVITY

Reading

SHARE-A-BOOK

DIRECTIONS:

1. On white lined note cards, print ideas for ways a student may share a book. Some of the activities include:
 - a. make a banner
 - b. make a poster
 - c. make a puppet
 - d. give a play or puppet show (several students together)
 - e. make a picture book
 - f. write a letter to a friend
 - g. read a favorite book aloud
 - h. design a book cover
 - i. make a mobile
 - j. use magazine pictures to make a collage

Laminate these note cards and store in a brown envelope with the title, "Share-A-Book" printed at the top and an apple cut from poster board glued on for decoration.

2. Each of these activities should be introduced separately so the student understands what each is. Develop a planning guide for each of the ten activities listed above. A sample planning guide for making a picture book is shown below.

Make A Picture Book

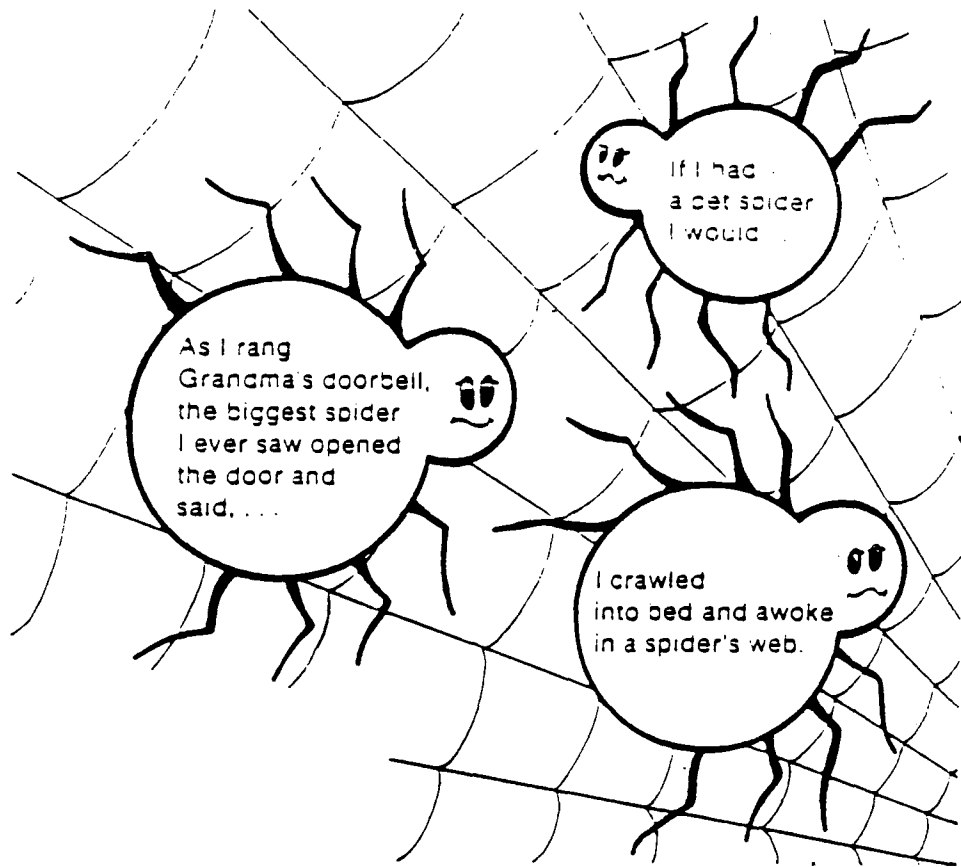
PLANNING GUIDE

Page 1:	Print the title.
Page 2:	Draw and label pictures of the characters
Page 3:	Draw a picture showing where the story took place. Write a sentence about where the story took place.
<hr/>	
Page 4:	Draw a picture and write a sentence about the problem in the story.
Page 5:	Draw a few pictures about the way the characters tried to solve the problems.
Page 6:	Draw a picture showing the solution to the problem.

APPLICATION ACTIVITY

Beginning Story Telling

DIRECTIONS: Choose partners. Choose a story starter from one of the spiders. Share your ending for the story with you partner. Be prepared to share you story with the class.



APPLICATION ACTIVITY

Writing

Spider Report

Name _____

DIRECTIONS: Choose a spider for your report.
Complete the sentences in the Planning Guide.

PLANNING GUIDE

1. The name of this spider is _____
 2. This spider lives _____
 3. The color of this spider is _____
 4. This spider has _____
 5. This spider eats _____
 6. It catches food by _____

 7. This spider can _____

 8. The information for this report came from _____

-

NOTE TO TEACHER: This activity could be concluded by drawing a picture which includes the facts gathered or given as an oral report.

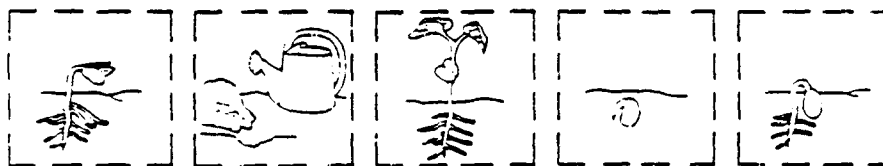
APPLICATION ACTIVITY

Science

The Growth of a Seed

Name _____

DIRECTIONS: Look at the pictures below. Paste what happens to the seed as it grows in the correct order. Write something about each picture and then share your idea with a partner.



Pictures

Description

1

2

3

4

5

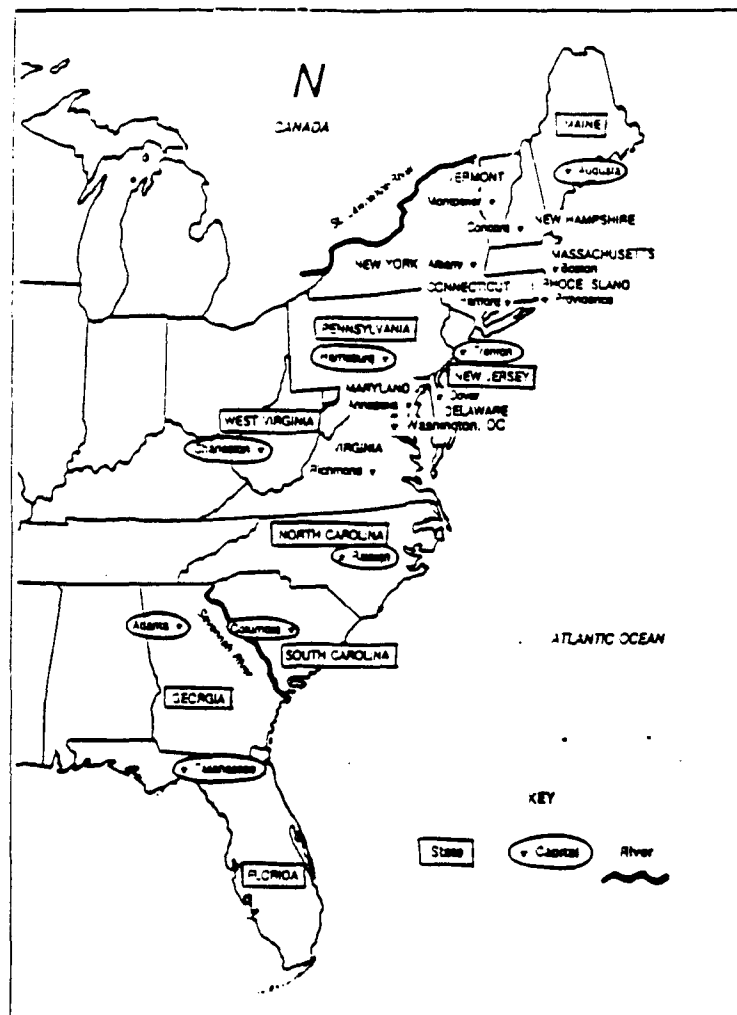
APPLICATION ACTIVITY

Social Studies

Locating Places on a Map

DIRECTIONS TO TEACHER: The map below has been coded to enable students with perceptual problems to easily identify important locations.

EXAMPLE: The state capitals are circled. The state names are boxed. The rivers are heavy lines.



NOTE TO TEACHER: This shows how a worksheet can be easily adapted by coding. This map may be laminated for permanent use.

Adapted from McGraw - Hill, 1986

APPLICATION ACTIVITY

Reading

A BEGINNING ACTIVITY FOR COOPERATIVE LEARNING

DIRECTIONS FOR PREPARATION: Have students work with a partner and complete the left side of the chart. Then have the students cooperatively read a story and answer the questions on the right side of the chart. Change the questions to relate to the assigned story.

ABOUT YOUR PARTNER

1. *My partner's name:

2. *My partner likes:

Favorite TV show

Favorite food

ABOUT CHARACTER IN STORY

1. *The main character's name:

2. *The main character likes:

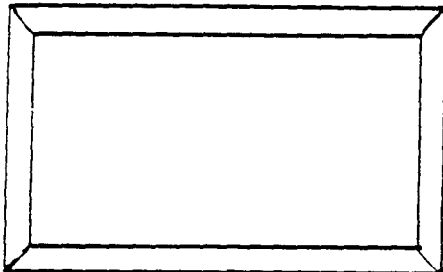
Favorite (_____)

Favorite book

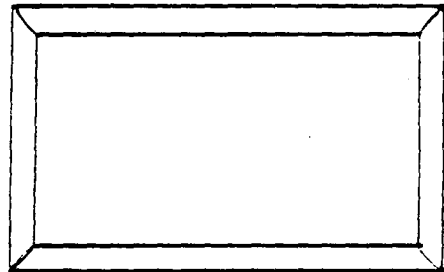
3. *My partner does not like:

3. *The main character does not like:

4. *My partner looks like this:



4. The main character looks like this:



APPLICATION ACTIVITY

Social Studies

Transportation Project

DIRECTIONS: Choose one type of transportation
(may be present time or olden days).

PLANNING GUIDE

1. Make a display. The display can be a hand-drawn picture, a model, or anything else you choose. Include a background in your display.
2. Draw a picture here of what your display will look like.

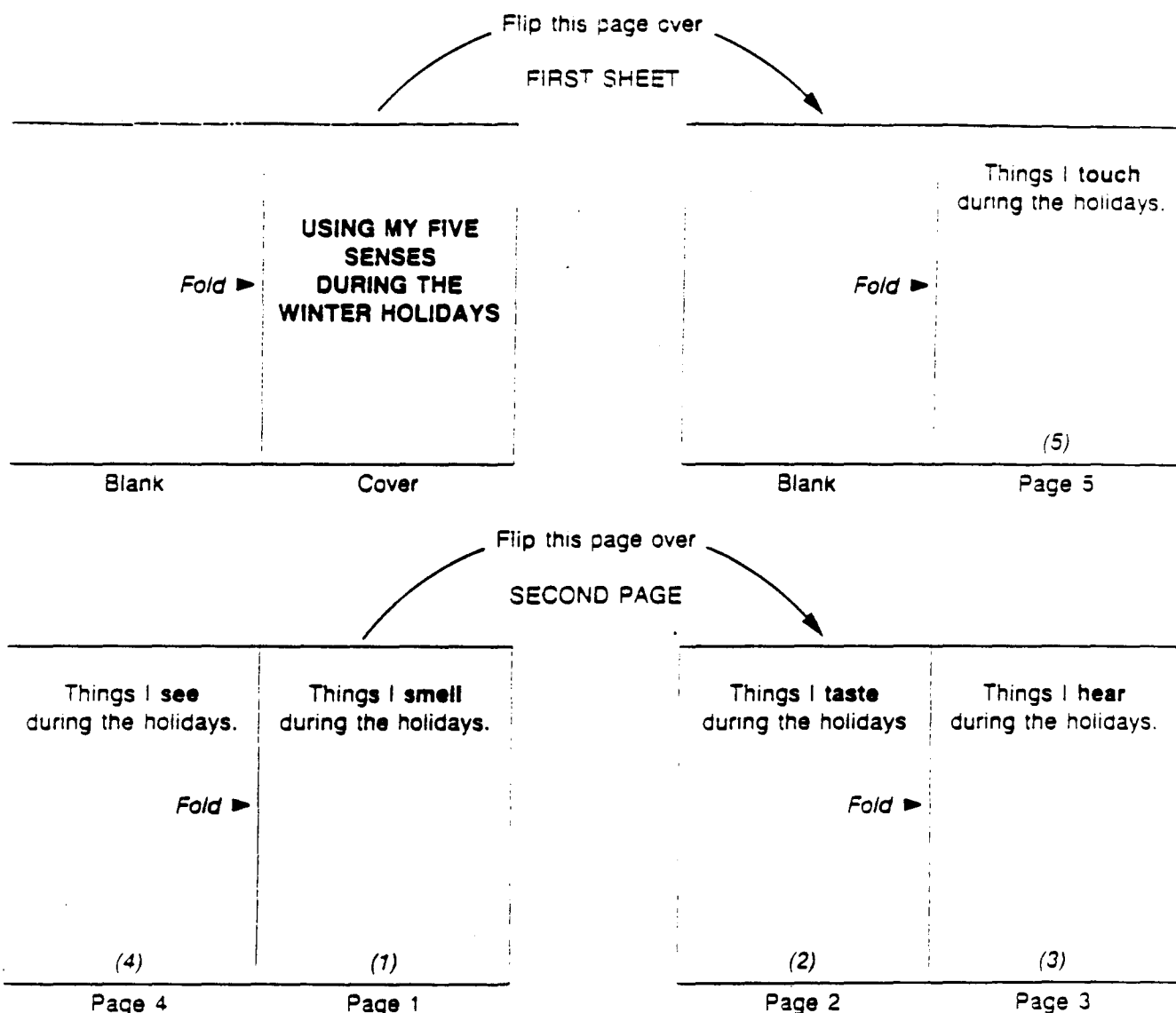
3. Bring your project to share with the class on _____.
-

APPLICATION ACTIVITY

Science

The Five Senses

DIRECTIONS FOR TEACHER: Use the prototype below to create individual booklets for students about the five senses. Each booklet will require **two** sheets of paper folded in half. Students may draw or paste pictures to illustrate each page.



Refold Sheets and assemble into booklet.

CONCEPT ACTIVITY

Reading

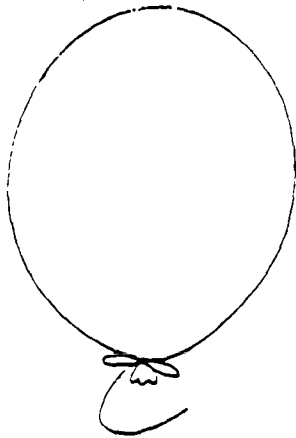
The Character's Feelings

DIRECTIONS: Draw pictures to show Chris's feelings.

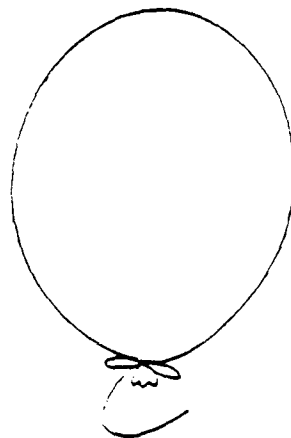
Title _____

Where story took place _____

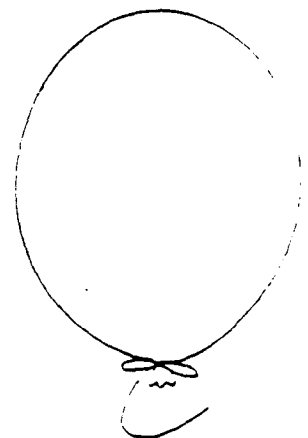
How did Chris feel?



At the beginning of the story?



When he lost his balloon?



At the end of the story?

DIRECTIONS: Draw a picture of how you would feel if you lost a balloon.

NOTE TO TEACHER: Use any story and vary feelings.

WHAT YOU NEED TO KNOW CHART*

Reading

DIRECTIONS: Write a sentence and draw a picture or give an example for each vocabulary word.

WORD	SENTENCE	PICTURE/EXAMPLE
1. _____	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____
2. _____	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____
3. _____	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____

GAME

DESCRIPTION

A game provides a different approach for students to practice and review. By using games, teachers can vary classroom routine, offer an alternative to a written assignment, and motivate students to learn. Many well-known games can be modified to include content information, i.e.: Rummy, Crazy Eights, Twenty Questions, Tic-tac-toe, and Bingo. Modified games may be used with the entire class, with a small group of students, or with a few students. They may be played in a resource room, if time or space is limited in the regular classroom.

STUDENT NEED

A game is useful for students who need variety and motivation. It provides additional practice for students who need repetition, promotes group interaction, and can be used for tutoring.

HOW TO MAKE

1. Identify facts and concepts that are appropriate for a game format.
2. Choose one of the following types of games:
 - Card Game
 - Board Game
 - Puzzle
 - Class Game
3. Assemble the game.
4. Write clear and concise directions for playing the game.
5. Include an answer key.

HOW TO USE

1. To review for tests
2. For additional practice
3. To motivate students
4. To provide variety
5. For tutoring purposes

CAUTIONS

1. Keep directions simple.
2. Provide an interesting and motivating format.
3. Remember that students like to have a winner.

Alternative Two: ANALYZING AN ADAPTED ACTIVITY

DIRECTIONS: Complete this planning guide to present one of the eight adapted activities.

- I. Name of Adapted Activity _____
- II. Give a brief description of the activity _____

- III. List some student needs that the activity addresses _____

- IV. Describe how this activity can be used _____

- V. List some cautions _____

- VI. Describe some of the samples:
- | Page # | Description |
|--------|-------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
- VII. List some advantages and disadvantages of using this activity _____

GAME Science

Progressive Trivia Chapter 2: Why are Rocks Important (pp. 63)

Players: 2 Teams

Materials: Large class scoreboard. Four sets of questions with different point values. The higher the points, the more difficult the questions.

Object: To be the team with the most points after all the questions have been asked.

To play: The first team or player chooses the point value of a question that they wish to be asked. Then the teacher asks the team or player a question that matches the point value. If the player answers the question correctly, the team earns the number of points specified. If an incorrect answer or no answer is given, a player on the other team may elect to answer the question. If the player answers correctly, the team will receive the point value of that question. If the player answers incorrectly, the team loses its turn and the question remains in play. The game is over when all questions have been asked, or at the end of a time period established by the teacher.

SCOREBOARD

DIRECTIONS: Place a ✓ over the point value of the question chosen by a player.
Place an X over the check mark when the question is answered correctly.

POINTS VALUES					TEAM POINTS
5	5	5	5	5	Team 1
10	10	10	10	10	
15	15	15	15	15	Team 2
20	20	20	20	20	

*Note to the teacher — You can have students make up the questions.

Adapted from *The New Exploring Science*, Laidlaw Brothers, 1962, Grade: 5

GAME

Health

The Race for Physical Fitness Chapter 5: Keeping Fit through Physical Activity (pp. 113-133)

Players: 2 players or 2 teams, 1 leader

Materials: Game board (shown below), markers, list of questions

Object of the Game: To be the team that crosses the finish line first

To Play: Place each team's marker on the starting line. The leader reads the question to the first player. If the player successfully answers the question, the player advances 25 meters and the play goes to the other team. If the player fails to answer the question correctly, the first player on the opposing team has a choice: to answer the missed question or answer a new question. Play continues until one team crosses the finish line.

25 meters	50 meters	75 meters	100 meters	125 meters	150 meters	175 meters	200 meters	225 meters	250 meters	275 meters	300 meters	325 meters	350 meters	375 meters	400 meters	FINISH LINE
-----------	-----------	-----------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	------------	-------------

List of questions for the race for physical fitness.

1. What are physical activities?
2. What are three kinds of physical activities?
3. What is a sport?
4. What are three competitive sports?
5. What is planned exercise?
6. How do calisthenics help a person keep fit?
7. How do exercises help your muscles?
8. What are gymnastics?
9. How does physical activity help the heart?
10. What is a body system?
11. What are two body systems?
12. What is the job of the respiratory system?
13. How does physical activity help the respiratory system?
14. In what two ways can muscles be strong?
15. What is stress?
16. How does physical activity help relieve stress?
17. What are the four points you should check when doing a physical activity?
18. Why is it important to do warm up exercises?
19. Why is it important to do cooling down exercises?
20. What are some warning signs to watch for during and after physical activity?

*Note to the Teacher: You may modify this game by using the rules of any popular sport.

Adapted from *Good Health for You*. Laidlaw Brothers, 1983, Grade 4

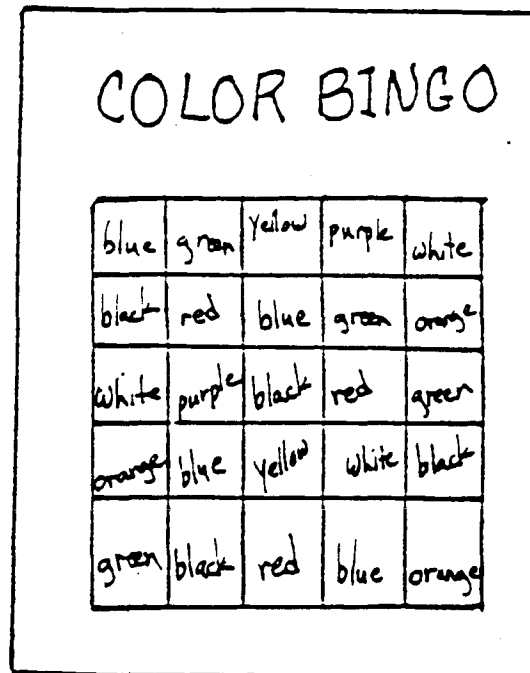
ADAPT: A Developmental Activity Program for Teachers
Allegheny Intermediate Unit

GAME

Reading

COLOR BINGO

This game is used to review colors, numbers or letters.



To Assemble: Randomly print color words on each card. Every color word will be printed two times, some words three times.

Make caller card using the colors red, blue, green, orange, purple, black, white, and yellow

Players: large or small group

Materials: Bingo cards and caller cards

Object: Cover each square on bingo card.

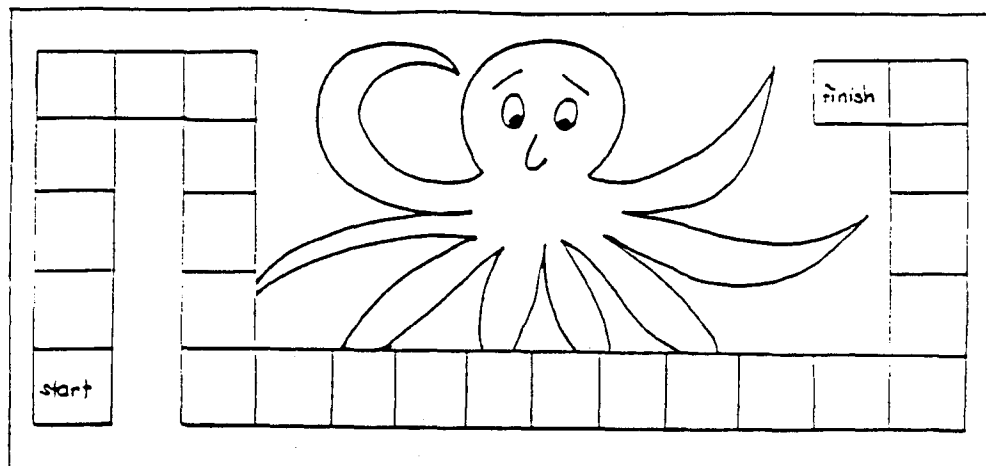
Directions to Students: Play like regular bingo. Cover the called word with a square of construction paper of the correct color or with marker of some type.

NOTE TO TEACHER: Precut and sort items into small envelopes that can be used over again. Number or alphabet boards could also be used.

GAME Reading

CATEGORIES

This game is used to reinforce classification skills.



Print a category on each square of gameboard.

fruits	classmates	sour things	numbers
round things	tools	quiet noises	farm animals
cold things	square things	candies	coins
loud noises	letters	sharp things	vegetables
triangular things	flying things	pets	hot things
cookies	school tools	homes	teachers

To Assemble: Make gameboard by drawing on oaktag or colored oaktag.

Players: 2 to 4 players

Materials: Oaktag, die

Object: To reach the finish.

Directions to Students: Each player puts disc at the start.
Take turns. Roll the die.

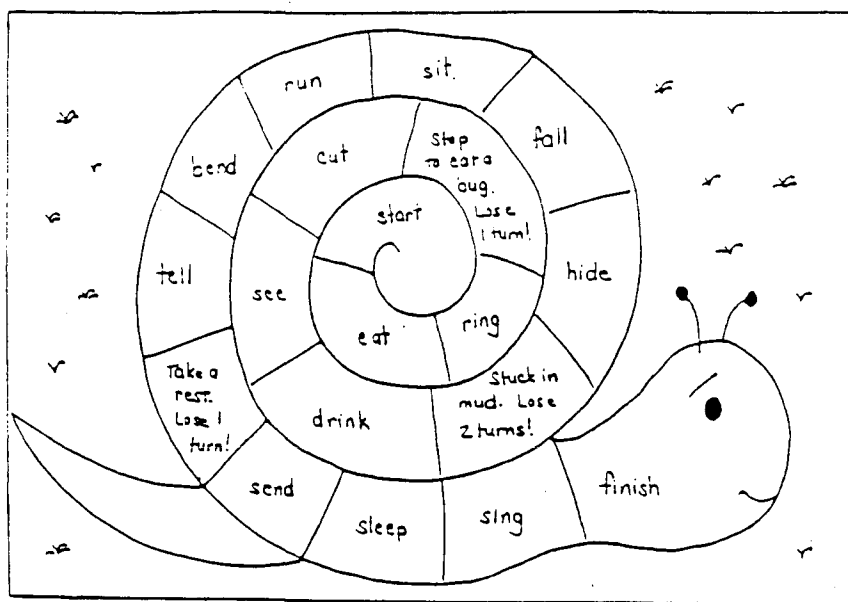
When you land on a space, you must name something in the category that no other player has named. If you cannot, you must go back to where you were.

The winner is the first to reach the finish.

GAME Reading

SNAIL'S PACE

This game is used to practice tenses of irregular verbs . . . present and past.



Players 2 to 4 players

Materials: Oaktag, die

Object: To reach the finish.

Directions to Students: Take turns. Roll the die. If you land on a green space (present tense word) read the word and tell the word for the past tense. If you cannot, you must go back to where you were. If you land on a black space, you must do what it says.

The winner is the first to reach the finish.

NOTE TO TEACHER: Color the "LOSE TURN" directions black.

GAME

Vocabulary

LIAR'S VOCABULARY

To be used to review key terminology for any of the core subjects.
Use before or after school, at recess, or after seat work.

- To Assemble:**
1. Identify terms and definitions that are appropriate for the subject being reviewed.
 2. 3" X 5" note cards
 3. One set of cards with terms.
 4. One set of cards with definitions.

Players: 2

Materials: Note cards

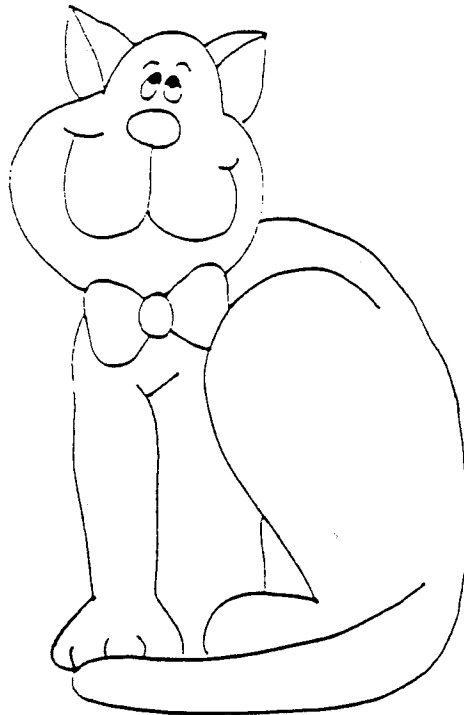
Object: Winner is the player that accumulates most cards.

- Play:**
1. Cards are mixed up and placed between students.
 2. Player A selects top card and places against forehead with answer facing opponent.
 3. Player B reads the card silently and provides either definition or term in question form.
 4. Player A gives answer.
 5. Correct answers go to player A; incorrect answers go to player B.

GAME Math

ADDITION FACTS (0 to 6)

COVER UP



Sample Gameboards

3	4	6	5
2	6	4	3

3	5	6	4
6	4	1	5

To Assemble: Put facts on 2" X 3" cards.

1+0 0+2 2+2 1+3 3+1 4+0 1+2 2+1
0+3 3+3 1+5 2+4 4+2 2+3 3+2 4+1

Players: 2 to 4 players

Materials: Oaktag or index cards

Object: The winner is the first to cover all the numbers on his gameboard.

Directions Each player takes a gameboard.

to Students: Put all the adding cards face down in a pile.

Take turns. Pick up one card from the pile.

If you can use it, cover the number on your gameboard with the problem.

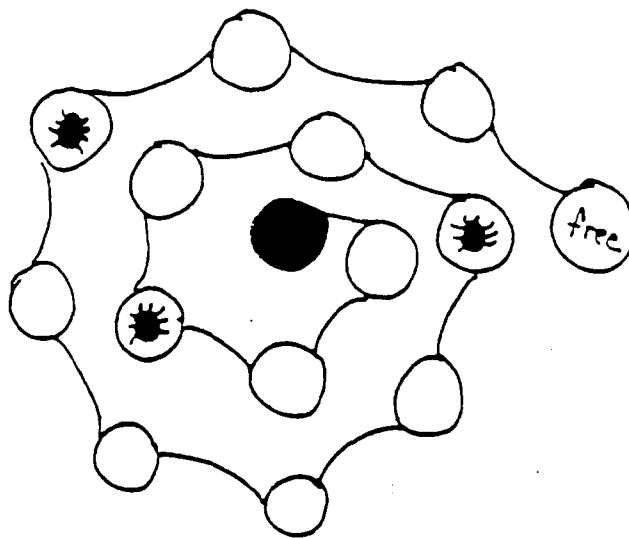
If not, put it back in the pile.

NOTE TO TEACHER: An alternative way to play is to give each player a set of index cards and a gameboard. When the teacher says go, the students look at problem, then find answer on gameboard. The first to cover the entire board is the winner.

GAME Math

THE SPIDER'S WEB

This game is used to practice addition of 3 numbers.



To Assemble: Draw gameboard on 12" X 18" oaktag. Make the web all black and randomly place black spiders with red eyes in several circles. Use 50 circles in all.

Players: 2 to 4 players.

Materials: 12" X 18" oaktag
3 die
A disc for each player

Object: The winner is the player to land on free first.

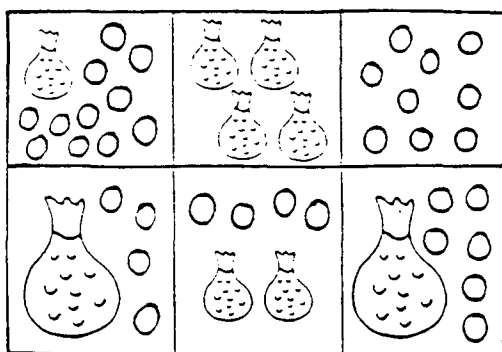
Play: Each player picks a disc and puts it on the black circle in the center of the spider's web. Take turns. Roll the 3 die and add the numbers to find out how far to move the disc. If you land on a spider, you roll the die again and move back that number of spaces.

GAME Math

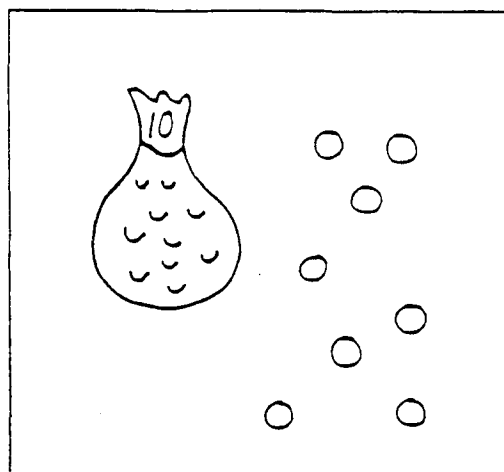
MARBLE MATCH-UP

Place value . . . recognizing tens and ones and their values.

8" X 11" Gameboard



1 Individual square from Gameboard



To Assemble: Make six gameboards on 8" X 11" oak tag. Draw marble bags in brown, marbles in assorted bright colors as shown above.

Below are the numbers represented by marble bags and individual marbles to be drawn on the boards. Make game cards by printing the same numbers on index cards.

18	54	7	50	42	91
32	40	68	8	81	15
4	31	19	53	70	29
51	3	92	17	35	80
12	24	60	41	6	45
30	14	86	23	70	9

Players: 2 to 6 players

Materials: Six pieces of oaktag, 8" X 11"
Index cards

Object: The first person to cover all six number pictures on the gameboard is the winner.

Directions to Students: Each player takes a gameboard.
All number cards are put face down in a pile.
Take turns. One number card is picked up.
If it can be used, a marble picture on your gameboard is covered.
If not, it is put back into the pile.

GAME Math

COUNTING MONEY TO \$50.00

- Materials/ Assembly:** Play money in \$1.00, \$5.00, \$10.00, and \$20.00 denominations and a deck of cards with statements such as *"You get paid \$10.00 for yard work."* *"You pay \$5.00 for two hours of time at Sandcastle."* *"You buy a baseball for \$6.00."*
- Players:** 2 to 4
- Object:** The winner is the player with the most money.
- Directions to Students:** Each player draws a card from the deck. Order is determined by the value of the cards, highest to lowest.
- Each player begins with \$50.00: 5 bills of \$1.00, 1 of \$5.00, 2 of \$10.00, and 1 of \$20.00. A bank of \$100.00 is set up. The cards are face down. Draw the top card and tell how much is gained or lost. For example, *"This will cost me \$5.00."* You receive money from the bank for positive cards and pay money to the bank for negative cards. Play rotates until one player is out of money or until a certain number of plays have been made.

GAME Math

BIGGEST NUMBER WINS

Object: To write the largest number in the spaces.

To Assemble: Make gameboard as shown.

Materials: Dice, spinner or number tiles for 0 — 9, gameboard

- Directions to Students:**
1. First player draws or spins a number and decides in which of the three spaces to place or write the number.
 2. Play continues until all players have filled in all of their blanks.
 3. Person with the largest number wins.

Gameboard

	Hundreds	Tens	Ones
1.	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>	<input type="text"/>

Sample Play

1. Player # 1 spins 4	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>
Player #2 spins 8	<input type="text" value="8"/>	<input type="text"/>	<input type="text"/>
2. Player #1 spins 0	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="4"/>
Player #2 spins 9	<input type="text" value="8"/>	<input type="text" value="9"/>	<input type="text"/>
3. Player #1 spins 9	<input type="text" value="9"/>	<input type="text" value="0"/>	<input type="text" value="4"/>
Player #2 spins 8	<input type="text" value="8"/>	<input type="text" value="9"/>	<input type="text" value="8"/>

PLAYER #1 WINS

GAME Math

CHIP-TRADING

Players: 4 players and 1 banker (5 per section)

Materials: Each player receives a playing mat like this:

RED	BLUE	YELLOW

30 chips of three colors to match playing board.
Colors held by the banker.

**Directions
to Students:**

1. Basic game uses one die.
2. The rate of exchange is ten.
3. Players play in turns clockwise.
4. Each player rolls the die and receives the number of yellow chips designed by die from the the banker.
5. When a player has enough chips to exchange for one chip of the color to the left, he trades with the banker.

EXAMPLE: 10 yellows are exchanged for 1 blue.

6. The first person to trade for one red chip is the winner.

MANIPULATIVE

DESCRIPTION

A manipulative provides a kinesthetic approach for applying, categorizing, and relating information. Many students learn and retain new information by using a hands-on approach. Three examples of manipulatives are pocket charts, study cards and wheels. When using a pocket chart, the student is required to place cards into corresponding pockets. Study cards are also categorized or matched to related information.

A manipulative provides the opportunity for repeated practice and eliminates the need to write. For some students, a manipulative may be highly motivational. Students may use a manipulative in a resource room, independently, or with a tutor.

A manipulative provides a unique way to practice by allowing those students who have difficulty writing to demonstrate an understanding of facts and concepts through a hands-on approach. A manipulative is also excellent for students who need repetition and practice in order to learn and retain new information. Peer interaction may be promoted by allowing students to work on a manipulative together.

HOW TO MAKE

1. Identify information that can be categorized or matched.
2. Choose the type of manipulative:
 - Pocket chart
 - Study cards
 - Wheels
3. Assemble the manipulative.
4. Write clear and concise directions for doing the activity.
5. Prepare an answer key.

HOW TO USE

1. To review for a test
2. To improve memory of facts and concepts
3. For additional practice in the resource room
4. As an alternative to a written test
5. To supplement a written test

CAUTIONS

1. Make sure the manipulative matches the ability and maturity level of the student.
2. Make the answer key accessible to students who are mature enough to check their own work.

Alternative Two: ANALYZING AN ADAPTED ACTIVITY

DIRECTIONS: Complete this planning guide to present one of the eight adapted activities.

I. Name of Adapted Activity _____

II. Give a brief description of the activity _____

III. List some student needs that the activity addresses _____

IV. Describe how this activity can be used _____

V. List some cautions _____

VI. Describe some of the samples:

Page #

Description

_____	_____
_____	_____
_____	_____

VII. List some advantages and disadvantages of using this activity _____

MANIPULATIVE

Social Studies

Environments

DIRECTIONS: Place three pockets on a manila folder and label each as indicated below. Prepare picture cards or have students cut out pictures. Ask students to place the picture cards in the correct pocket.

Environments

DIRECTIONS: Place the picture cards in the correct pocket.

Suburban	Urban	Rural
Picture Cards		

MANIPULATIVE Science

Is it a Planet or a Star?

Unit 1: Sky Watching (pp. 9-14 and 26-28)

DIRECTIONS FOR PREPARATION: Transfer the information or glue the sample below onto a piece of light weight cardboard. Punch out the circles. On the back of the manipulative, complete the answer key by drawing boxes around the punched circles as the diagram shows.

PLANET OR STAR

DIRECTIONS: Read the question, select the answer and insert a pencil into the appropriate circle. Without removing the pencil, turn the card over to check the answers.

	planet	star
• made up mostly of gases	<input checked="" type="radio"/>	<input checked="" type="radio"/>
• group of them form a picture	<input type="radio"/>	<input checked="" type="radio"/>
• Venus is a . . .	<input checked="" type="radio"/>	<input type="radio"/>
• has different colors	<input type="radio"/>	<input checked="" type="radio"/>
• does not give off own light	<input checked="" type="radio"/>	<input type="radio"/>
• coolest are red red	<input type="radio"/>	<input checked="" type="radio"/>
• made up of hot gases that give off light	<input type="radio"/>	<input checked="" type="radio"/>
• made up mostly of rock and iron	<input checked="" type="radio"/>	<input type="radio"/>
• moves in an egg-shaped path	<input checked="" type="radio"/>	<input type="radio"/>
• the sun is a medium-sized . . .	<input type="radio"/>	<input checked="" type="radio"/>

Adapted from *The New Exploring Science*, Brown Book, Laidlaw Brothers, 1962, Grade: 4

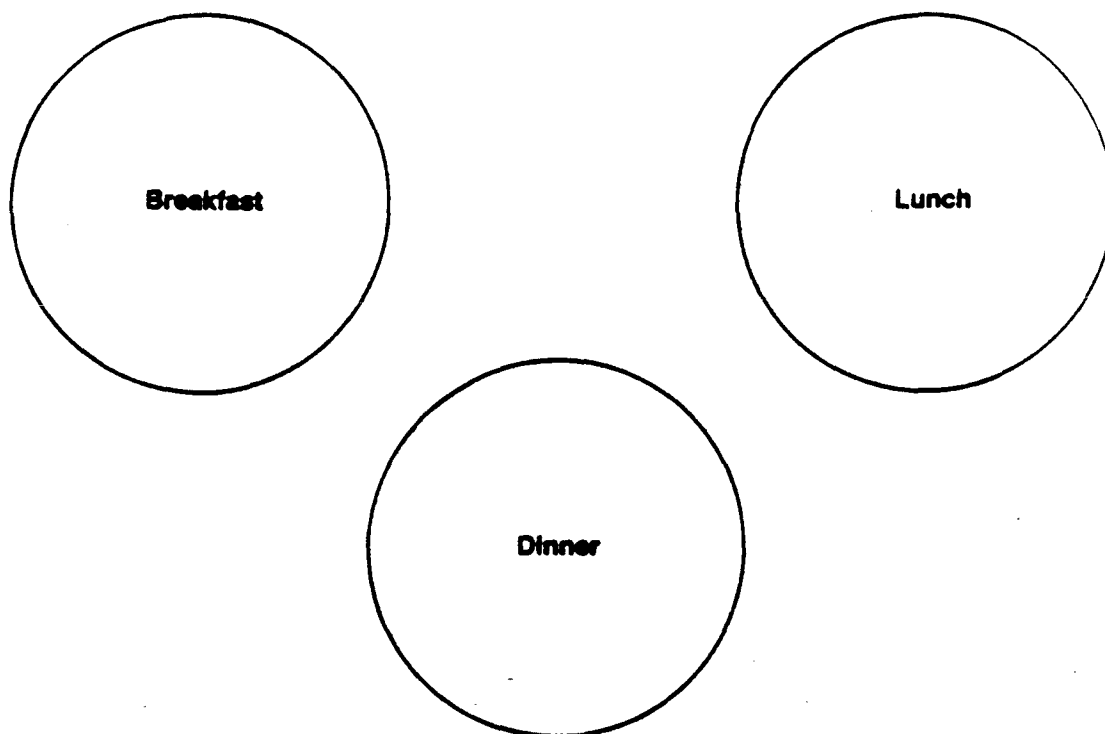
MANIPULATIVE

Health

Balanced Diet

DIRECTIONS: Provide the students with a handout that has circles that look like plates. Give them a handout with pictures of food or have them cut out pictures of foods. Have them paste the food on the correct plate to make balanced meals.

MEAL PLATES



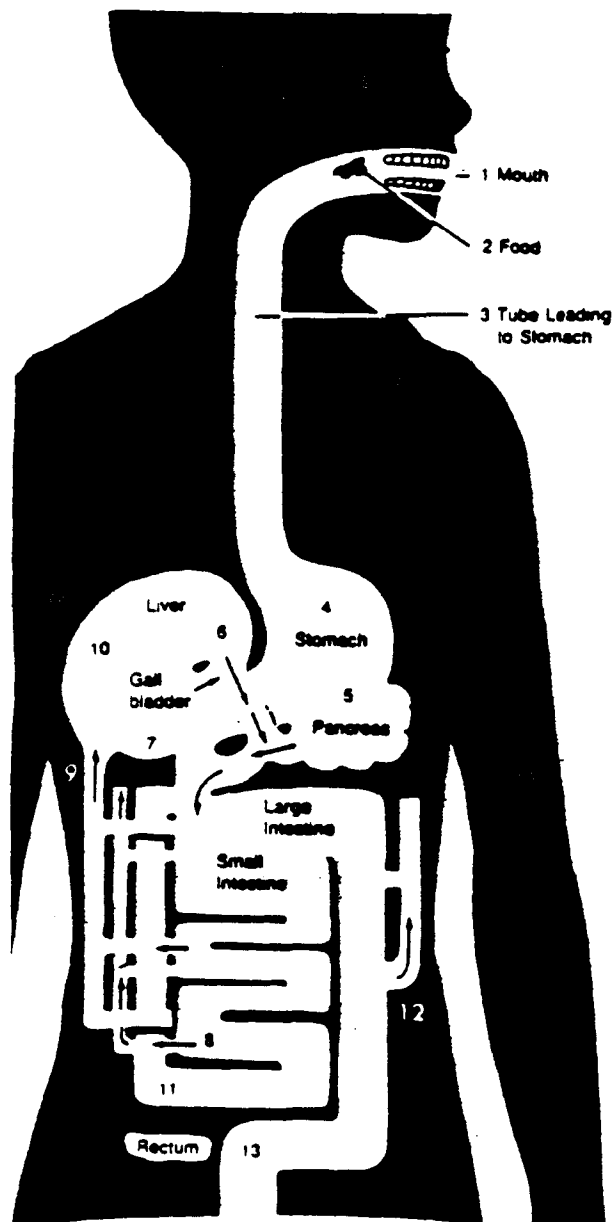
Foods: meat, vegetables, potatoes, milk, fruit, cereal, eggs, sandwich.

MANIPULATIVE Health

Your Digestive System Chapter 3: Eating for Health and Energy (pp. 65-70)

Introduction: The process of breaking down food is called digestion. Digestion of food is carried out by our digestive system.

DIRECTIONS: Take a card from the card pocket, read it and decide which part of the body performs that function. Put it in the correct pocket in the diagram. Turn to the back to check your answer.



Card pocket

CARDS FOR THE BODY FUNCTIONS

1. Waste moves from the small intestine to the large intestine.
2. Water is absorbed through the walls of the large intestine.
3. Liver stores some nutrients, changes some nutrients, and releases some nutrients back into the bloodstream.
4. Waste is held in the rectum until it passes from the body.
5. Nutrients move with the blood to the liver.
6. Gallbladder stores extra bile.
7. Pancreas makes and releases enzymes to the small intestine.
8. Liver sends bile to the small intestine.
9. Food is churned and mixed with certain digestive juices.
10. Food passes down the tube leading to the stomach.
11. Teeth chew food. Waterlike digestive juice in the mouth mixes with food.

ANSWER KEY

mouth 11	liver 3, 8, 5
tube 10	gallbladder 6
stomach 9	large intestine 2
pancreas 7	small intestine 1
	rectum 4

Enlarge illustration.

*Note to teacher: Make pockets for each of the organs, and write the answer key on the back.

Adapted from *Good Health for You*, Laidlaw Brothers, 1983, Grade 5

MANIPULATIVE Math

Liquid Measurement

INTRODUCTION:

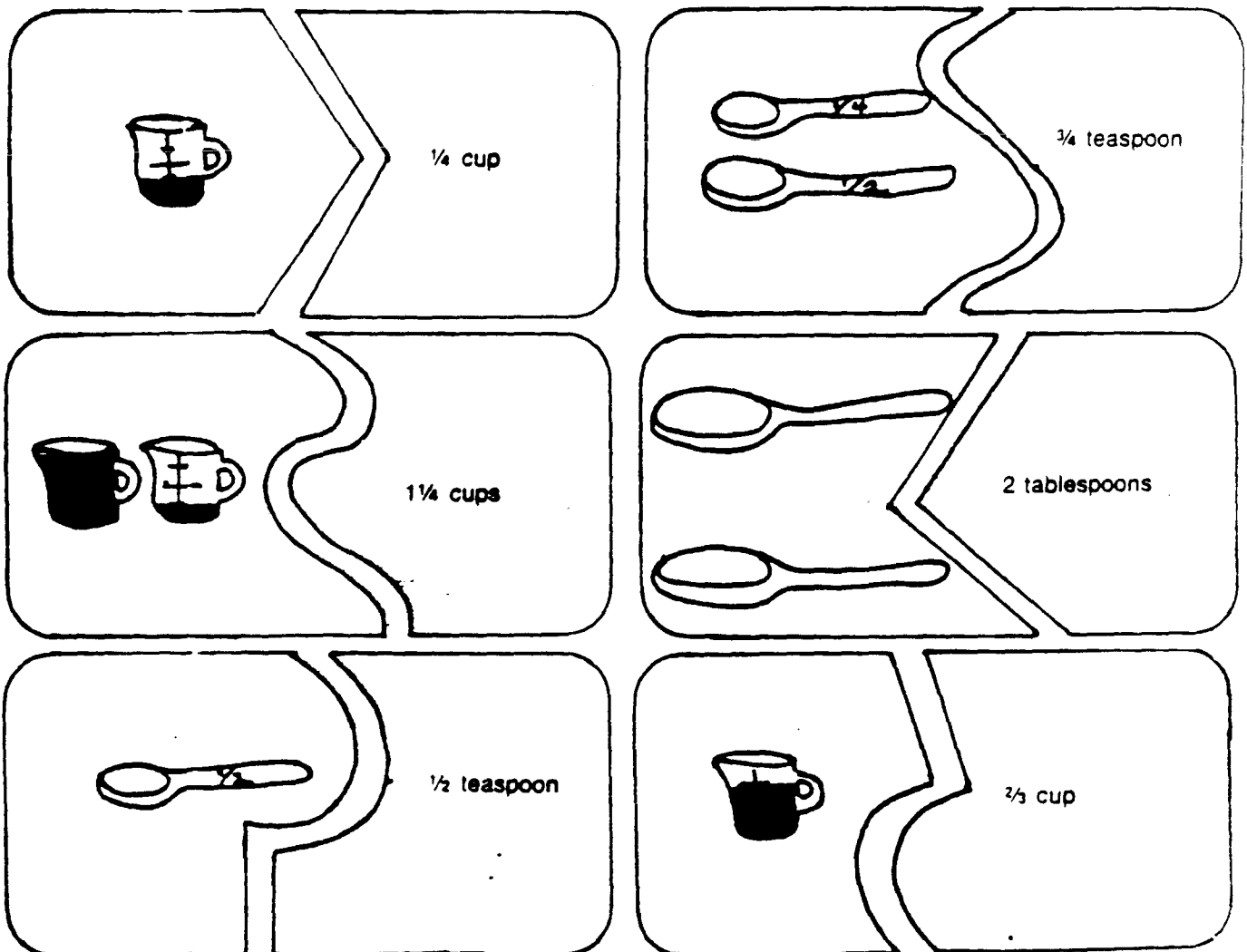
To follow a recipe, many different measurements are needed. This puzzle or game will help you review the measurements needed to follow a recipe.

DIRECTIONS FOR PREPARING FACT CARDS:

Write different measurements on cards. Beside the measurement draw an illustration of that measurement. Cut each card in half as shown in the picture below.

DIRECTIONS FOR THE STUDENTS:

Divide the cards into two sets. Ask the students to match the cards to complete the sets. Students may be timed as they form the sets.



TEST ADAPTATION GUIDE

Alternatives to Written Tests

Sometimes the students have difficulty demonstrating achievement by taking tests. Several options may be considered as an alternative to tests.

ALTERNATIVES	METHODS
Oral/Written Report	<ul style="list-style-type: none"> • Accept a report as a partial or total grade.
Class Discussion	<ul style="list-style-type: none"> • Accept classroom discussion as part of the grade.
Projects	<ul style="list-style-type: none"> • Allow students to build a model or make a collage to demonstrate knowledge of the topic.
Open-Book or Take-Home Test	<ul style="list-style-type: none"> • Permit students to use the book while taking the test.
Oral Tests	<ul style="list-style-type: none"> • Allow teacher, paraprofessional or peer to read the test and have the student respond orally or in writing. • Allow student to read the question and respond orally to the teacher, paraprofessional or peer. • Record the test on tape and have student respond in writing. • Record the test on tape and allow student to respond on tape.
Study Guide	<ul style="list-style-type: none"> • Give the study guides as the test.
Manipulative	<ul style="list-style-type: none"> • Allow the student to use pocket charts or study cards for the test.

Adapted from *Alternative Methods of Testing*, by Helen Sobehart, Western Pennsylvania Regional Resource Center, Gibsonia, PA.

TEST ADAPTATION GUIDE

Modification in Question Format

Sometimes the test format must be modified to meet individual needs.

<p>Matching Questions</p> <ul style="list-style-type: none"> • Present sets of questions and answers in small groups (5-8 sets). • Give the same number of questions as answers. • Underline the clue words. • Use capital letters. • Put the definitions on the left & the words on the right. 	<p>Conventional Matching Questions</p> <table border="0"> <tr> <td>1. Tyrant</td><td>A. A ruler who uses power in a cruel and unjust way</td></tr> <tr> <td>2. Writs of Assistance</td><td>B. Brings goods to a country secretly and illegally</td></tr> <tr> <td>3. Smuggle</td><td>C. Search warrants</td></tr> <tr> <td></td><td>D. Increase in power</td></tr> </table> <p>Modified Matching</p> <table border="0"> <tr> <td>A. A <u>person</u> who uses power in a cruel and unjust way</td><td>1. Tyrant</td></tr> <tr> <td>B. An <u>act</u> where people bring goods to a country secretly and illegally</td><td>2. Writs of Assistance</td></tr> <tr> <td>C. <u>Documents</u> that are used as search warrants</td><td>3. Smuggle</td></tr> </table>	1. Tyrant	A. A ruler who uses power in a cruel and unjust way	2. Writs of Assistance	B. Brings goods to a country secretly and illegally	3. Smuggle	C. Search warrants		D. Increase in power	A. A <u>person</u> who uses power in a cruel and unjust way	1. Tyrant	B. An <u>act</u> where people bring goods to a country secretly and illegally	2. Writs of Assistance	C. <u>Documents</u> that are used as search warrants	3. Smuggle
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<p>Multiple Choice</p> <ul style="list-style-type: none"> • List the choices in vertical columns. • Eliminate the use of combination answers such as "all of the above", "A and B". • Offer fewer choices. • Use capital letters. 	<p>Conventional Multiple Choice Questions</p> <p>Boycotts were used in Colonial America to:</p> <p>A. Damage American Trade</p> <p>B. Challenge Parliament's power to tax colonies</p> <p>C. Increase the power of British merchants</p> <p>D. B and C</p> <p>E. None of the above</p> <p>Modified Multiple Choice</p> <p>Boycotts were used in Colonial America to:</p> <p>A. Damage American trade</p> <p>B. Increase the power of British merchants</p>														

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Modification in Question Format (cont.)

Sometimes the test format must be modified to meet individual needs.

<p>True/False Questions</p> <ul style="list-style-type: none"> • Use simple straightforward statements. • Avoid negative or comparative words. • Underline the key words that make the statement true or false. • Use "yes" and "no". 	<p>Conventional True/False Questions</p> <p>Anti-prohibitionists believed that alcohol was not a problem to society</p> <p>Modified True/False Questions</p> <p>Prohibitionists believed that alcohol <u>was</u> a problem to society</p>
<p>Completion Questions</p> <ul style="list-style-type: none"> • Provide a word bank for possible answers. • Provide configuration clues for missing words. • Provide partial letter clues for missing words. • Do not count spelling errors. • Use an Open Book Test. • Give a separate spelling test • Allow the student to use a spelling list as a word bank. 	<p>Conventional Completion Questions</p> <p>George Washington was the leader of the</p> <p>_____</p> <p>Modified Completion Questions</p> <p>George Washington was the leader of the</p> <p>c_____ A_____</p>

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Essay Questions

Alternative Methods

1. Ask students to complete incomplete statements.

e.g., A major cause of the War of 1812 was

2. Ask students to list answers. Include the specific number of answers. e.g., List the five phases of mitosis.

3. Ask students to complete a chart. e.g.

	The people or person Dimmesdale meets	What Dimmesdale is tempted to do or say	What Dimmesdale really says
1st			
2nd			
3rd			

4. Allow students to answer questions in the form of an outline by providing a planning guide with sequential questions. Then have students write an essay answer from the outline.

e.g., Write the account of the final assault in the Battle of the Alamo.

Planning Guide	My Story of the Alamo
1. On February 8, how many Texans were at the Alamo? (p. 286)	1. _____
2. Who arrived with the Mexican Army on February 23?	2. _____
3. While Santa Anna bombarded the fort, what was happening inside the Alamo?	3. _____

5. Give students an option of answering 2 out of 3 essay questions. 3 out of 5, etc.
6. Give the questions a few days ahead of time and allow students to prepare answers using their book and notes.
7. Allow students to use the book during the test to locate information.
8. Allow students to tape answers.
9. Provide an idea bank or list of topics to include in their answer.

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Simplification of Response Level

Some students have problems recalling information or thinking abstractly. Student achievement may be increased by simplifying the questions.

Simplification	Example						
<ul style="list-style-type: none"> • Provide recall cues for students with memory difficulties, i.e., first letter clues, configuration clues, mnemonic devices 	<p>Give students the first letter of missing words:</p> <p>The states that entered the Union between 1828 and 1837 were:</p> <p>1. A _____</p> <p>2. M _____</p> <p>3. W _____</p> <p>4. T _____</p>						
<ul style="list-style-type: none"> • Use methods that require students to recognize the correct answer, i.e., multiple choice, words, phrase, or sentence banks, or matching questions instead of essay or completion questions. 	<p>Provide a word bank as shown below:</p> <table border="1" data-bbox="857 1186 1432 1339"> <thead> <tr> <th colspan="2">WORD BANK</th></tr> </thead> <tbody> <tr> <td>Kennedy</td><td>Krushchev</td></tr> <tr> <td>Johnson</td><td>Castro</td></tr> </tbody> </table> <p>Questions:</p> <p>1. The president who won the election of 1960</p> <p>_____</p> <p>2. The leader of the Soviet Union during the 1960's _____</p>	WORD BANK		Kennedy	Krushchev	Johnson	Castro
WORD BANK							
Kennedy	Krushchev						
Johnson	Castro						
<ul style="list-style-type: none"> • Design questions that require the student to answer on a knowledge or comprehension level only. Rewrite higher level questions (analysis) at a lower cognitive level. 	<p>Analysis level: Describe the similarities and differences between the widespread unemployment of the 1930's and 1980's.</p> <p>Knowledge level: List three economic problems of the American people during the Depression.</p>						

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Modification of Testing Procedures

Testing can sometimes produce stress, prohibiting a true measure of student's progress. By modifying the testing procedures, these problems can be greatly reduced.

MODIFICATIONS FOR:	EXAMPLES
<ul style="list-style-type: none">• Time	Allow students more time to complete the test to accommodate slower reading and comprehension.
<ul style="list-style-type: none">• Length	Reduce the number of test items so that students can complete the test in the required time limits.
<ul style="list-style-type: none">• Frequency	Provide short tests on a more frequent basis.
<ul style="list-style-type: none">• Content	Test only important content that was reviewed in class. During the review specify information that will be tested.