

Using Anchor Activities to Create Groups

1. Teach the whole class to work independently and quietly on the anchor activity

2.

Flip - Flop

Half the class works on anchor activity

Other half works on a different activity

3.

1/3 works on Anchor activity.

1/3 works on a different activity

1/3 works with teachers – Direct instruction

Anchor Activities

What are anchor activities?

Tasks students automatically move to as soon as they complete an assignment. The purpose of Anchor Activities is to provide **meaningful** work for students when they finish an assignment.

Why do anchor activities?

There are two main advantages to anchor activities:

1. Serves as a class management tool, as students who are finished with an assignment do not expect to have “free time,” talking and distracting the other students that are still working.
2. Provides students with additional work that reinforces what we are doing in class, because these activities are directly related to that work.

How does it work?

With all assignments, Anchor Activities must have clear instructions, materials, responsibilities, checkpoints, and expectations.

I created this bulletin board to help stay organized and to help my students understand what was expected of them. I assign 4 anchor activities a month, updating them at the first class of the month and making them due the last class of the month.

On the bulletin board I have four pockets, one for each category of Anchor Activities that I use. I created a “nautical” theme, so all my anchors follow loosely in that theme.

Every month they have a **RAFT**, which stands for Role, Author, Format, and Topic. For instance, my students are all reading different novels and we will be talking about conflict in class, so this month’s RAFT is for the students to write a letter to “Dear Abby” from the character of their book, explaining the conflict and asking for advice. Next month they will compose a letter in response, giving advice.

Students also have a **journal** to complete. This month, considering it is the holiday season, I have the students writing about their favorite childhood holiday memory. We have been talking about the setting and how the authors use setting to help create the mood, and how they incorporate “sensory” details, telling not only what the setting looks like, but also what it feels like, what it smells like, what it tastes like, what it sounds like, so students are encouraged to consider these things as they write about their favorite childhood memory.

There is also an “**enrichment**” activity, which usually has to do with relating what we are doing in class to music or art, which are two things my students are very interested in.

This month the students are creating a "soundtrack" for the novels that they are reading, choosing songs that fit the mood of the novel.

Lastly, there is a "mystery" category, which could be anything. For instance, the first mystery anchor was a learning style quiz. This month the students are creating their own settings to a short story, completing a graphic organizer to help them brainstorm the sensory details of the setting. Later they will create characters, plot, then write a short story.

When I introduce the AA at the beginning of the month I explain what the assignments are orally and I also have the assignments typed out and copies made for each student. When the students are ready for each assignment they go to the back of the room and take the assignment from the pocket, complete the assignment and staple it in their notebooks.

To help students keep track of their AAs they get a checklist each month. This checklist gets taped into their notebook, and every time students complete an anchor, they check it off and record the date. There is also room on the checklist for the grade they receive and for me to write comments to the students. I usually make the anchors all worth the same amounts of points and the grade is made up as much for effort as well as their response. It is a really good way to help those students grade-wise who are struggling. I like to use these anchors to help build confidence. I try to keep the activities simple so that all students will be able to complete them and experience success.

All students know that they must complete the four anchors each month. Some months, like November and December are shorter due to some days off for holiday, so what I may do during those months is assign the Anchors in November and let the students know that they will be due at the end of December.

Again, students will complete these assignments at the end of class if they finish the day's assignment early. I do check in with students throughout the month keeping track of where they are with their anchors. If I notice that a student is having trouble finishing up the anchors for the month I will have the student work on them during SSR—sustained silent reading (because I teach Critical Reading, we start each class with 10 minutes of SSR). Students can also take them home and work on them during the last week of the month if they need to in order to finish them by the last class of the month.

How do you manage it?

There are 4 assigned at the beginning of the month and they are due at the end of the month. I frequently check in the student's notebooks to look at their checklist and see the anchors that have been completed. Grading, as I mentioned before, I make pretty easy for myself. I make this a standard 10 points each, which is as much for effort as it is for the product. Students know that they must work on the anchors when they are done with an assignment for the day. They may need a reminder to move on to the assignment.

What is the student reaction?

I started this at the beginning of the year so the students have been aware of this. I imagine that if I started this at another point in the year they would have been resistant, thinking this was more work for them.

The students have been cooperative. I've noticed from past years they are less likely to rush through assignments thinking they would get free time because they have another assignment to do once they finish. So they tend to take their time on each assignment because they know they will not be "done" for the day until the bell rings. This is a really good way to help students cultivate the habit of using time wisely and with a clear purpose.

I also think about how to make these assignments interesting and fun. I try to stay away from activities with "boring" topics because I know my students would not be motivated to complete these activities. They do tend to enjoy these activities. The favorite was the first "enrichment" of the year I had my students come up with a top 10 list of songs to read to and explain why. They enjoy thinking about these things so are much more cooperative when it comes to completing these assignments then if I had them write, for instance, an essay.

Closing remarks:

Overall there are many clear advantages to implementing anchor activities into your classroom routine.

- Frees teachers up to work with small groups or individuals
- Ongoing tasks that directly relates to the content/instruction
- Reinforces previously taught skills
- Gives students who work faster an activity to do
- Behavior management skill

There are many other ways to use anchors in class. While I use these at the end of class, a teacher can use them at the beginning as students enter the classroom, serving as a "preclass or warm up activity); a student can use them as (s)he is waiting for help from the teacher. The class can work on an anchor while the teacher works with an individual student or a small group of students; then they can switch and the student/group you just worked with can do the anchor while you move on and work with the other students/groups.

I make up the anchors for my students, but teachers can also think about creating/brainstorming a list of anchors with the students as a part of the decision making process. Teachers can also give students a list of possible anchors where the students can choose which ones they will complete from that list.

Besides giving the whole class an anchor that they must all complete, teachers may also choose to tier assignments meet the needs of different readiness levels of the students, depending on the goals the teacher has. Can make anchors individualized.

Anchors can be short term as many of mine are, or long-term lasting a marking period, semester or the year. In my classes it may be difficult to think of a project that lasts longer than a semester just because I tend to have students transferring in and out of classes, but this may work for other teachers. For instance, the anchor I spoke about earlier where students create a setting, they will later create characters, a plot and write a short story. I got the following idea from a realistic fiction novel I just finished reading; the teacher in the story gave his students the assignment to create an autobiography, with 26 chapters, each chapter corresponds to a different letter in the alphabet; so the first chapter title with start with A, the second B, and so on.

Anchors can also be used in any content areas or across content areas. At our school there are "teams" so a student that is in team A has the same English teacher, the same social studies teacher and the same math teacher as every other student in team A. Those teachers can work together to create anchors that cross content areas, such as researching the history of money and writing a paper on it.

To start make sure:

- Expectations are clear to the students I make sure that the task is clear; I explain directions orally when activities are introduced in the beginning of the month. I also have the directions typed on the page or posted on the bulletin board.
- Students are held accountable for on-task behavior and task completion
- The first time you do anchor activities, especially if you are going to do the same type again, think about teaching the whole class to work independently and quietly on the anchor activity. I planned a shorter lesson left time at the end of the period to complete A.A.'s. I walked my students through the process or putting away their work for the day and going to the back bulletin board to check out the 4 AA's for the month, choosing one and working on it. When students are completed, they then were told to check it off from their check list and write the date.
- Know and explain to students ahead of time how they will be graded on this assignment. My students are graded for their completion, following directions, and effort on the assignment. They also get points for on-task behaviors. I have a general rubric that I use to grade AAs.
- You may also want to explain why you are using these because, as I know with my students, they always want to know why they have to do things and how it will affect them.
- Think a how you will set this up. It was easy in my case because I have my own classroom, but that is not always the case, if you are a "floating" teacher this may be a challenge for you because you may not have the space to set this up. You may want to get baskets and keep them in one location, such as the window sill.
- A concern in larger classes is classroom management; if students are up and moving around the room picking up assignments that may invite conversation and cause distraction. In that case, maybe you want to give them a packet in the

beginning of the month/marking period and have the students keep it in their folders and take it out when they are done.

- Another challenge may be keeping up with grading, again this is especially true in larger classes. You can think about grading this for completion only, making it self-checking, using checklists or rubrics.
- Lastly, the logistics may cause concern; the time it takes to think of, plan out the anchors, setting them up, the movement in the room.

With Anchor Activities, like all DI strategies, think big and start small, implementing where you know you can succeed.

Student Contract for Anchor Activity

Title: _____

Name: _____ **Unit:** _____

I will complete the following activities:

Checkpoint due dates: _____

FINAL DUE DATE: _____


Student signature: _____



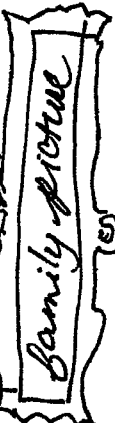











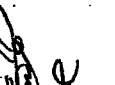
Parent signature: _____

Teacher signature: _____



: DRAWING CHALLENGE :



1. Favorite Food 
2. fairytail 
3. Family picture 
4. CAN DO 
5. Something Orange 
6. Most recent Accomplishment 
7. PLANTS taking Over 
8. Zombie 
9. Animal with SUPER power 
10. Comic strip 
11. CREEPY insect 
12. Create a SPORT 
13. A Selfie 
14. Design a SKETCHBOARD 
15. your CHOICE 

HAVE FUN!

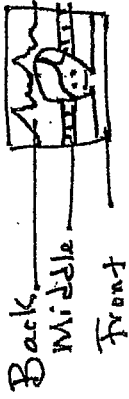
→ Questions? ask Ms.C!

DRAWING Challenge

Due:

→ Beginning of class
 Each sketch must be:
 Well Done? Fully colored
 Neatly colored
 Creative idea

Picture has



All 15 complete
 All 15 numbered

Effort visible



Do your Best!

ASK if you need help!

∴ Ms. Curzi

Anchor Activities:

Long-term:

(all students must complete these for points)

*Narrative piece (write off one of your journal prompts)

*Informational Piece (instead of menu, do Restaurant Review and Process Analysis and then let them choose between _____, _____ and _____)

*Infographic (use iPads) (once I teach it, I can use it)

*Argument

*Debate/Court Case

*LEARNING NETWORK-Choose one and complete research-Write an actual argument piece

Short-term:

(not all students HAVE to complete these, but they can earn points, some will not earn points, some will become hw)

N/I: 10 point assignments- RAFTS, etc.

A: *LEARNING NETWORK!!! Choose 1 a week to complete

(http://learning.blogs.nvtimes.com/2015/02/05/301-prompts-for-argumentative-writing/?_r=0)

*Write out the Claim, Counterclaim, Reasons and Evidence for each

Journal Entries from tumblr (should I post them on my moodle page so they are accessible when the kids are ready and not a distraction to students working with me?)

Blog entries

Ideas:

Some kind of Chart with choices (Lesson Extension Assignment Options)

*Vocabulary: Write a story incorporating at least 10 of the terms

*Create 15 sample sentences to use for next year

*Create your own _____

*Find pictures that exemplify the word

Grammar activities to practice (more on this later)

Poetry Centers/Reading and Writing more poetry during unit (how to structure this)

After introducing many types (sonnets, blank, free, limerick, haiku etc. give writing time choose one for long-term anchor)

Must do/Can do:

Design your own

T formation BINGO (give 9 options, they choose a T)

SPELLING Anchor Activities:

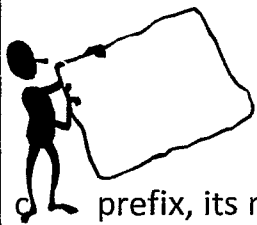
- Create a greeting card. Be sure to include some of your Spelling words in the message. Use lots of color and do your best work.
- Illustrate your spelling words. Don't actually write the word, but make your picture really reflect the meaning of your word.
- Create newspaper headlines using your spelling words.
- Create an advertisement/poster for some type of product using some of your spelling words.
- Find a newspaper or magazine article. Find words in the article that can be replaced with your spelling words.
- Create a crossword puzzle or a word search using your spelling words. Provide an answer key and give it to a friend to complete.
- Compose a letter to a parent (or a teacher) in written form or on the computer and give it to them or e-mail it to them.
- Use some of your spelling words to write a poem. You can use the poetry resource book to learn about the different types of poetry.
- Create categories or groups for your spelling words, then figure out a way to regroup them into different categories/groups.

Name _____

Date _____

Prefix Project

Directions: Choose one of the activities to complete on the prefix _____



MAKE A PREFIX POSTER

Poster must include the prefix, its meaning, and examples of words with the prefix. Illustrations are a must, and remember to follow the rules of SNEC!

WRITE A PREFIX SONG OR RAP

If it's a song, what's the tune?
What's the beat to your rap?
Instruments are optional.
You must be able to share your creation!

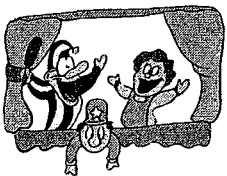
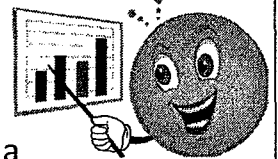


WRITE A PREFIX STORY

How could your prefix change words? Write an episode of "Adventures of Prefix Dude". Your story must include many words with your prefix. Drawing the comic strip is optional, but if you do remember to use SNEC!

HUNT FOR PREFIXES

Then display your results on a chart. Read books and articles. Hunt in and out of the classroom. How many different words with your prefix did you find? Which word with your prefix is found most often? Least often?



WRITE A PREFIX SKIT

It must explain your prefix. Writing a script for characters in your prefix play is optional. Creating characters using brown paper bags, sock puppets, or already made finger puppets is a must! You must be able to perform your play for the class, or have it videotaped using the Flip.

CREATE YOUR OWN PROJECT FOR YOUR PREFIX.

It must be approved by Mrs. Meyer!

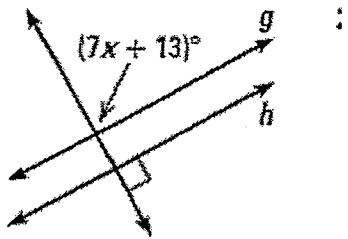
will complete _____

Signature _____

Due Date _____

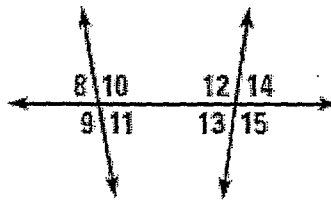
This assignment is graded on **correctness** and is due **Friday**.
 You can ask anyone for help, the only person you cannot ask is your math teacher.
 Please circle your final answer.

1. Find the value of x so that $g \parallel h$.

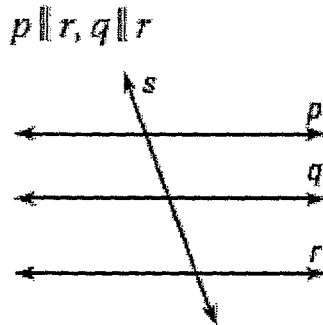


2. Name the following angle pair relationships

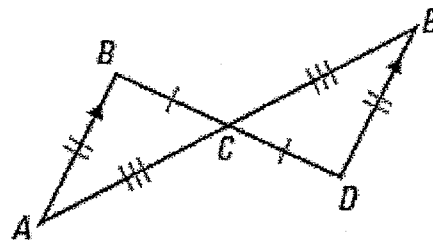
$\angle 8$ and $\angle 12$ _____
 $\angle 11$ and $\angle 13$ _____



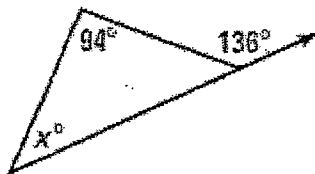
3. Using the given information, state the postulate or theorem that allows you to conclude that $p \parallel q$.



4. Write a congruence statement



5. Find the value of X

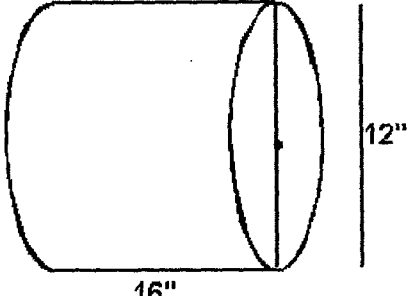
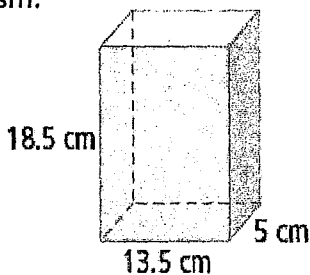
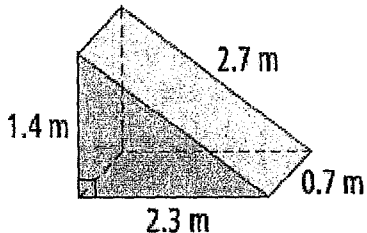
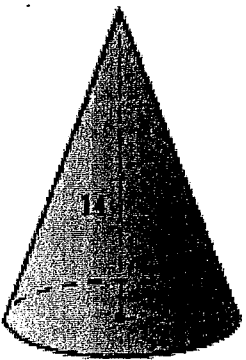
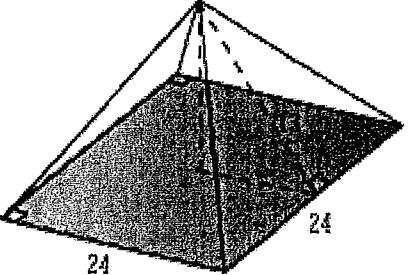


Integrated Math 1A
Unit 5
Surface Area & Volume Bingo

Name: _____

Date: _____

Directions: You must complete 5 problems on the Bingo board in a "T" formation (either right side up, upside down or sideways). Show all of your work!

 <p>16"</p> <p>12"</p> <p>Find the volume of the cylinder.</p>	<p>Acme Manufacturing Company is making chrome plated jewelry boxes. The chrome plating costs \$0.05 for every cm^2 covered in chrome. How much would it cost the company to chrome plate a rectangular box with the dimensions 18cm x 30cm x 6cm?</p>	<p>Find the Surface Area of the prism.</p>  <p>18.5 cm</p> <p>13.5 cm</p> <p>5 cm</p>
<p>Find the Lateral Area of the prism.</p>  <p>1.4 m</p> <p>2.3 m</p> <p>2.7 m</p> <p>0.7 m</p>	<p>A concrete truck arrives at a job site holding 210.6 cubic feet of concrete. If the patio being constructed is 18 feet across and 4 inches thick, how long, to the nearest foot, will the patio be if constructed from the amount of concrete on the truck?</p>	<p>A die is a cube molded from hard plastic. The edge of a typical die measures 0.62 inches. Dice are usually produced in a mold which holds 100 die at one time. To the nearest cubic inch, how much plastic is needed to fill this large mold?</p>
<p>You have a glass of water that has a radius of 6 cm and a height 12 cm. The water is 8 cm up the glass. How many ice cubes can you fit in the glass if they each have an edge of 4 cm?</p>	<p>Find the Lateral Area of the cone.</p>  <p>11</p>	 <p>24</p> <p>24</p> <p>24</p> <p>Find the Surface Area of the pyramid.</p>

Anchor - Given Wed.
Due Mon.

Integrated Math 1A
Writing Prompt
Unit 5 - SA & Volume

Name: _____

Date: _____

This morning, Kelly O'Shelly woke up to find that it had snowed! Having the day off from school, she decides to go out and build a snowman. Kelly wants to show off a little and decides to build a 20 foot snowman made of 3 snowballs. The largest has a radius of 5 feet, the next will have a radius of 3 feet, and the smallest will have a radius of 2 feet. If Kelly's yard is 50 feet long by 25 feet wide, and the snow is 8 inches deep, will she have enough snow to complete her masterpiece?

To receive full credit you must:

- 1) Draw a diagram(s) and label it.
- 2) Show all the work you did to solve this problem.
- 3) Write (in complete sentences) your explanation of how you got your answers.



Lesson Extension Assignment Options

Directions: Choose one assignment from each row. Check the circles indicating assignments you choose. Complete each assignment and attach to this sheet. Due date: _____

Define the terms: <input type="checkbox"/> speed, instantaneous speed, constant speed, average speed	List 20 objects in space that produce gravity. <input type="checkbox"/>	Using the speed formula in your text, make and solve five problems of your choice. <input type="checkbox"/>
Describe an experiment you would like to see conducted in space. <input type="checkbox"/>	Compare and contrast the concepts of mass and gravity. Show the results in a table. <input type="checkbox"/>	Use an art form to show balanced forces in an object. <input type="checkbox"/>
Create an illustration showing extreme speed. <input type="checkbox"/>	Create a graphic comparing a person's weight on different planets. <input type="checkbox"/>	Explain in writing the difference between weight and mass. <input type="checkbox"/>

Name _____ Class _____

INVESTIGATIONS IN SCIENCE 7

Body Systems RAFT

Anchor Task 6

Overview

This RAFT is designed to be used by students in science as they are developing the basic understanding of the form and function of various body systems.

RAFT Format

RAFT is an acronym for Role, Audience, Format, and Topic. In a RAFT, students take on a particular role, develop a product for a specified audience in a particular format and on a topic that gets right at the heart of what matters most in a particular segment of study. At some points, a teacher may want to assign students particular RAFTs and at other points may want the student to make the choice. RAFT assignments are typically of fairly short duration and can be completed at school or at home. RAFTs offer teachers great flexibility to plan for student readiness, interest and learning profile.

For more information: Billmeyer, R. and Barton, M. (1998). *Teaching reading in the content areas, If not me then who?* Aurora, CO: MCREL.

Goals

Students should know

the levels of organization of living things.

the structure and function of human body systems.

Students should understand

how the levels of organization (cells, tissues, organs, systems) interrelate within the human body.

how body systems are necessary for survival in humans and other living organisms.

Students should be able to

Collect, organize and communicate scientific information.

Required Resources

- One Body Systems Raft resource per student
- Variety of electronic and print resources on the various body systems
- Variety of paper and cardstock
- Colored pencils and markers

INVESTIGATIONS IN SCIENCE 7

Body Systems RAFT

Anchor Task 6

Directions: First, select a body system from the list on the board. Next, use research materials on the bookshelf, Internet (<http://www.innerbody.com/htm/body.html>, <http://kidshealth.org/kid/body/>), and in your textbook to find information on your selected body system. Get as much information as you can find. Consider the following questions as you conduct your research.

- What is the purpose of your body system?
- How does the body system help human's survive?
- What types of organs, tissues or cells make up the body system?
- Does this body system interact with other body systems?

Use the next page to write down information you learn about your body system. Then, select one of the following options to help you organize your knowledge. When you finish your research, you'll do two more things. First, you'll have a chance to go over your work with a classmate to find ways to make it stronger. Second, you'll share what you have done with students who researched other body systems.

Role	Audience	Format	Topic
Skeletal System	Younger Children	Children's Book	Health/Safety/Function
Digestive System	Science Teacher	Poster with Narration	Interactions with other Systems
Muscular System	Football Coach	Power Point Presentation	Injuries
Circulatory System	Doctor's Patient	Brochure	Disease/Condition
Respiratory System	Athlete	Magazine Article	Functioning of the System
Immune System	Medical Student	Letter	Human vs. Other Organism
Endocrine System	Peer	Board Game	Bodily Function
Fill in your choice below. Check with The teacher for approval.			

Adapted from Body Systems RAFT by Yvonne Mah Shady Grove MS

Name: _____

Chemistry In Our World

Directions: Choose three of the following prompts to research. Each response should be a typed response 1-2 pages in length. You will need to cite 2-3 sources in MLA format for each prompt. Place a check in front of each of the prompts you are choosing. Then, turn all of the responses together with this paper as your cover page. First response is due at the end of Unit 11. The following two will coincide with Units 12 and 13.

Due date _____

	1. Scotts Lawn service advertises a line of 100% organic products that they market as Organic Choice™. Compare the ingredients in the organic fertilizer and the traditional fertilizer. Are there any advantages for using the organic instead of traditional fertilizer. Make an argument for or against using the organic product instead of the traditional product, using your findings to defend your position.
	2. Many people who pay attention to their health make an effort to eat organic food. Research the differences in organic vs. traditional foods in terms of the vitamin and pesticide content. Then, make an argument for or against eating organic food, using your research findings to defend your position.
	3. Many cosmetics now advertise that they are "paraben free". What are some specific products that might contain parabens? What is a paraben and why would you want your cosmetics to be paraben free? What are some of the alternatives used to replace parabens in cosmetics?
	4. High fructose corn syrup (HFCS) is a common sweetener used in soft drinks and many other foods. What is the chemical composition of HFCS? How does this compare to regular sugar? Why is HFCS so widely used as a sweetener? Why do some argue that it is worse for your health than regular sugar? Make an argument for or against consuming HFCS, using your research findings to defend your position.
	5. At the gas station, you probably have noticed three different prices for gas for the different octane ratings. What is an octane rating? What does the number stand for? Why would someone choose to use gasoline of a higher octane rating? In your opinion, is it worth the higher price for a higher octane gas? Justify your choice.
	6. Self-tanners have become popular as people try to avoid damaging their skin with ultraviolet light. What is the active ingredient in most self-tanners? Describe the chemical reaction that occurs to make the tan color. Are there any safety concerns associated with self tanners? Make an argument for or against using self-tanner, using your research findings to defend your position.

Name: _____

Period: _____

Science Anchor Activities Contract and Log

Guidelines & Reminders

- ⚓ Each anchor activity is worth a specific number of points.
- ⚓ Neat, accurate and quality work will earn maximum points.
- ⚓ You may choose from anchors from class or from Dr. Dizon's website.
- ⚓ You must complete a total of **15 points per marking period**
- ⚓ You must complete at least **1 reading and writing activity**
- ⚓ Your Anchor Activity Log will be kept in class in the file box.
- ⚓ After you complete an activity, you must record it on your log and put the completed activity in your class folder.
- ⚓ **YOU are responsible for your log.** If your log is lost, you will need to make up the lost points or show the work to your teacher again.
- ⚓ All anchor activities must be completed by the assigned date which will be approximately one week before the end of the marking period.

I understand and agree to the expectations above.

Student signature: _____

***Anchor activities for the 4th marking period are due on June 9th**

Name _____

Date _____

Genetics & Biotechnology Unit

Directions: Below are a list of Must-Do anchor activities (front) and Can-Do anchor activities (back) for the Genetics & Biotechnology Unit. When should you work on these anchor activities? Work on them (1) if you finish a given class activity early and you think to yourself “What should I do now?”, (2) during class when Miss Kleinberg specifically provides time for anchor activities, and (3) at home if you do not finish them in class during the unit. These anchor activities are due on the day of the unit test.

Student Checkbox	Teacher Checkbox	MUST DO: Anchor Activities
		Complete the “Let’s Clone a Mouse” Internet activity. <ul style="list-style-type: none"> • Use laptops on the back table. • Log on to the computer and go to the following: <ul style="list-style-type: none"> ◦ For Part I: http://learn.genetics.utah.edu/content/tech/cloning/whatiscloning/ ◦ For Part II: http://learn.genetics.utah.edu/content/tech/cloning/clickandclone/ • Complete the worksheet associated with the website (found in labeled folder on back table).
		Complete the “Create a DNA Fingerprinting” Internet activity. <ul style="list-style-type: none"> • Use laptops on the back table. • Log on to the computer and go to the following website: http://www.pbs.org/wgbh/nova/teachers/body/create-dna-fingerprint.html • Complete the worksheet associated with the website (found in labeled folder on back table).
		Read the article “Technology & Biology: Artificial Life?” (on page 435 of your biology textbook). Answer the following questions: <ul style="list-style-type: none"> • What are the ethical issues in producing synthetic organisms? • If you were a scientist working on the latest breakthroughs, how would you address those issues? Describe your ideas in an essay.
		Complete the packet of worksheets with genetics problems. <ul style="list-style-type: none"> • Be sure to show all your work when solving the problems. • Get Miss K to initial packet when you have completed it. She’ll give you an answer key so you can check your answers after she initials it.
		Complete an entry in your personal biology journal at least twice per week. <ul style="list-style-type: none"> • Remember that your personal biology journal is the place where you can write down your reflections about what we are learning in class, questions that you might have, etc. • Your journal entries are Type I Collins Writing—this means that there is not a “right” or a “wrong” answer.

See back for the CAN DO anchor activities

Genetics & Biotechnology Unit

Student Checkbox	Teacher Checkbox	CAN DO: Anchor Activities
		<p>Develop a list of your favorite genetics & biotechnology websites for you to use to help you study the concepts in this unit.</p> <ul style="list-style-type: none"> • Feel free to check out the “Links to Interesting Science Websites” link on Miss Kleinberg’s website to give you an idea of what to look for when completing this activity.
		<p>Find a recent article (published within the past 2 months) about genetics and biotechnology.</p> <ul style="list-style-type: none"> • Define 3 new vocabulary words from the article. • Write a 5-6 sentence summary of the article in your own words. • Write a 5-6 sentence reflection of the article. Some questions to consider in your reflection could be: <i>How does this article relate to what I’ve learned in class? How does this article relate to my own life? Do I agree with the points made in the article? What questions do I still have after reading the article?</i>
		<p>Complete the “Recovering the Romanovs” Internet activity.</p> <ul style="list-style-type: none"> • Use laptops on the back table. • Log on to the computer and go to the following: http://www.dnai.org/d/index.html • Complete the worksheet associated with the website (found in labeled folder on back table).
		<p>Design your own CAN DO: _____</p> <p>_____</p> <p>_____</p>
		<p>Design your own CAN DO: _____</p> <p>_____</p> <p>_____</p>
		<p>Design your own CAN DO: _____</p> <p>_____</p> <p>_____</p>

SCIENCE

4th Marking Period Anchor Activity Log

Of points I need to earn: 15

Anchor Activity name/ Description	Is this activity a reading and writing? Yes or No	Point value assigned	Points earned (for Dr. Dizon)	Teacher initials
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

Total points so far (Mid-Marking Period Check) _____/15

*Need a reading and writing activity: **Yes or No**

Parent Initials: _____

Total points earned (final) _____/15

Extension Menu

Content: Cells

Topic: Types of cells

Grade: 7

<p>Create a PowerPoint presentation which shows the structures and functions of the organelles found in a eukaryotic cell</p>	<p>Make a model of a eukaryotic cell using materials found around the house.</p>	<p>Design an overhead transparency that shows a prokaryotic cell with its boundaries and organelles. Have the drawing "change into" a <i>general</i> eukaryotic cell with its boundaries and organelles as this transparency is laid on top of the prokaryotic cell</p>
<p>Design and draw a CD cover for a new release by the band, The Eukaryotes.</p>	<p style="text-align: center;">Student choice (with teacher approval)</p> <hr/> <hr/> <hr/> <p style="text-align: center;">(teacher's signature)</p>	<p>Create a "pop-up" book to show the structures and functions of the organelles of a eukaryotic cell.</p>
<p>Research the work of a scientist not mentioned in class who worked on the discovery of cells. Make a poster display of this information.</p>	<p>Create an accordion style book to show the structures and functions of the organelles of eukaryotic cell.</p>	<p>Make a crossword puzzle review that includes all of the organelles/vocabulary words from the study of eukaryotic cells</p>

Social Studies Anchor Activity

Name _____ Date _____ Period _____

Anchor Activity: Personal Letter to the Hope School (10 points)

Directions: Students will write a personalized letter to a student at the Hope School in Masaka, Uganda. The letter will follow the specific requirements set forth below.

1. Students must use proper friendly letter format and address it to "A Student at the Hope School"
2. Students must have an introductory paragraph that includes basic information about you and Springton Lake.
3. Students must have a paragraph that includes what they know about the Hope School from the PowerPoint and/or Uganda from research. This may include information about the fundraisers done at Springton Lake over the years that benefit the Hope School.
4. The students must have a concluding paragraph that includes two interesting and important questions about the Hope School or the country of Uganda.

Outline of Letter

I. Introduction Ideas:

II. Ideas for paragraph showing knowledge and understanding of Uganda and/or the Hope School:

III. Concluding paragraph ideas including two questions:

Anchor

Preterite Tense

Review

Me llamo _____

Ejercicio #1: Fill in the missing forms in the preterite tense to complete the chart!

VERB	yo	tú	él/ella/ Usted	nosotros	ellos/ellos Ustedes	inglés
1. practicar		practicaste				<i>practiced</i>
2. comprar	compré					
3. correr					corrieron	
4. comer			comió			
5. almorzar			almorzó			
6. llegar	llegué					
7. empezar	empecé					
8. llamar				llamamos		
9. jugar		jugaste				
10. beber					bebieron	
11. abrir				abrimos		
12. abrazar					abrazaron	
13. trabajar	trabajé					
14. recibir		recibiste				
15. nadar			nadó			
16. aprender	aprendí					
17. vivir					vivieron	
18. pagar				pagamos		
19. buscar			buscó			
20. mirar		miraste				

Temprano: "Actividad Anchor"

Pace yourself and work independently at each center. You will be told where to go each day. If you need to finish work at a center from the previous day, you may do this toward the end of the period when told "tiempo para los centros". We will review hw, have a mini-lesson, then do center work the following miercoles,jueves, viernes, martes! Check off each center as you finish. ¡Buena Suerte!