

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: _____



Nonfiction News



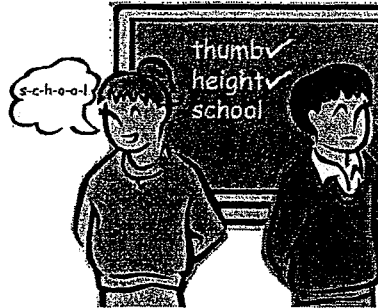
I Must...

- ✓ Read a nonfiction book that is my level.
- ✓ Complete an "I Learned" worksheet listing 4 facts learned from the book and put in the turn-in bin.

I Can...

- ✓ Write a nonfiction book report.
- ✓ Create a poster to teach others about my topic.

Spelling Menu



Directions: Choose any activities that add up to at least **50 points!**
Complete the activities in your Spelling Notebook.

<p>Alphabetical Order for all spelling words</p> <p>10 points</p>	<p>Spelling City for 20 minutes Teacher's initials: _____</p> <p>10 points</p>	<p>Wordsearch with word box for all spelling words (on grid paper)</p> <p>10 points</p>
<p>Have a buddy quiz you on all your spelling words.</p> <p>10 points</p>	<p>Illustrate 15 words. Remember to write the word with your illustration!</p> <p>15 points</p>	<p>Create poster using at least 12 of your spelling words.</p> <p>15 points</p>
<p>Synonyms or Definitions for all spelling words</p> <p>20 points</p>	<p>Crossword Puzzle with Clues for 10 spelling words (on grid paper)</p> <p>20 points</p>	<p>Activity of your choice!</p> <p>_____</p> <p>_____</p> <p>Must be approved by teacher!</p> <p>_____ points</p>

Anchor – Provide a short-term or long-term content-related activity for students to complete when they finish early.

*Students will generate questions using picture-cued sentence stems.

- Make several copies of the reproducible on cardstock. Cut each copy into separate strips. Store the strips in a can or some sort of container.
- When students finish a reading assignment, they select a prompt or two from the can and take to seat. Students use the prompt to write an “I wonder sentence in their independent reading/writing journal.

Boggle Board

Here are the rules:

- The letters in the words must be connected in the same order in the grid.
- The letters can be connected by an edge or a corner.
- The word doesn't have to appear in a straight line. It can be tangled around.
- Each letter in the word must uniquely appear in the grid. For example, if the word is ERASE, the letter E must appear twice in the grid. The word can't just loop back and re-use the same E.
- Words must be at least 3 letters long
- Words cannot be a proper noun, such as a name or place.

S	T	N	G
E	I	A	E
D	R	L	S
S	E	P	O

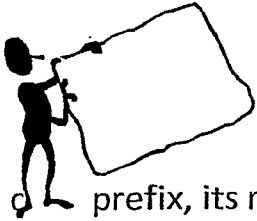
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SPELLING Anchor Activities:

- 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.

Prefix Project

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

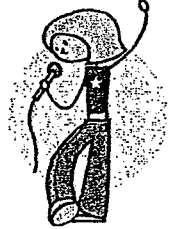


MAKE A PREFIX POSTER

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!

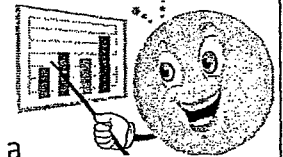


WRITE A PREFIX STORY

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 _____

Author Study Contract

To help you improve your reading and writing you are to complete the core activities and may chose any optional activities that when included will total at least 35 points.

Please fill in the contract and hand it in by _____

Core Activities that everyone will do: Points

1. I will select and begin a book by an author whose work I have not read previously. (5)
2. I will create a 'mindmap' character sketch about a main character in my book, (appearance, personality, friends/family, likes/dislikes). (10)
3. I will find four new words, define each by its use in the book, suggest a synonym for it and use it in a new sentence. (5)

Optional Activities:

- 4 I will write a dialogue that I could role play about a situation or problem that I read. 1 page(10)
- 5 I will draw a story map or cartoon with captions outlining the plot. (10)
- 6 I will write each day in my split page log/journal. One half will summarize what I read and the other will react to it as to how I felt or what I learned about the author's style.(5)
- 7 I will write a commercial, design a poster or produce a brochure on the computer to advertise my book and/or the author. (5)
- 8 I will write to the author of the book, sharing my thoughts about the story outlining what I thought was Plus, minus, and Interesting (DeBono). This will be a full page letter. I will use the word processing program on the computer. (10)

This will give me _____ points.

Signed by Student _____

Signed by Teacher _____

Extension Menu

Content: Reading

Grade: 4 - 5

Book title:

<p>There are no chapter titles in this book. Write a 3 to 5 word title for each chapter that would catch the reader's attention.</p>	<p>Research one other book that was written by this author and compare and contrast it to this book.</p>	<p>Write a one chapter "sequel" to the book to show what has happened to the characters one year after the story ends.</p>
<p>Assume the identity of one of the secondary characters in the book. Develop and deliver a 5 minute monologue for the class telling the story from your point of view.</p>	<p>With a partner, act out one key scene in the book that had a significant impact on the outcome of the story.</p>	<p>Create a condensed "book on tape" by taping a summary of the first 5 chapters on a cassette that could be used to convince someone that this is a worthwhile book to read in it's entirety.</p>
<p>Using pictures from magazines, etc. create a time line on a poster to represent key events in this book.</p>	<p>Design 10 postcards depicting key events in the stories. Pretend you are one of the story characters and write letters on the cards to a friend letting them know what is happening as the story progresses.</p>	<p>Create a graphic organizer to show the sequence of key events of the story that could be used to explain the book to another student.</p>

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**

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

Choose THREE Activities: Cross them off as you complete them!

<p>Citizen's Journal Read <i>Civics in the Real World</i>. On page 111</p> <p>Complete the question under <i>Citizen's Journal</i></p> <p>Use loose-leaf paper to write a journal entry</p>	<p>Analyze the Public Document on pg. 119</p> <p>Answer the questions under <i>Learn the Skill</i> AND Answer question #2 under <i>Practice the Skill</i></p>	<p>Analyze Role</p> <p>On a loose-leaf piece of paper answer the following in paragraph form: -What role did Madison, Paterson play at the Constitutional Convention?</p>
<p>Taking Notes</p> <p>On a loose-leaf piece of paper take notes on ONLY the Main Ideas of each Sub-section (beneath the bold-red text). There are 7 sub-sections, you need notes for each.</p>	<p>Free Choice</p> <p>Must be approved by teacher</p> <hr/> <hr/> <hr/> <p>Teacher's Signature:</p> <hr/>	<p>Use Chart</p> <p>Using the chart on p.116, Describe what the government was like under the Articles of Confederation and what CHANGES were made when the government was based on the Constitution.</p>
<p>Graphic Organizer</p> <p>Complete the graphic organizer titled, <i>The sequence of events that took place at the Constitutional Convention</i>.</p>	<p>Journal Entry</p> <p>You are a delegate to the Constitutional Convention. Write a journal entry about one of the issues dealt with at the Convention. Take a position on the issue, explain the opposing view, and describe the compromise that resulted.</p>	<p>Write Paragraph using Outline</p> <p>Use handout <i>How to Write a Paragraph on chapter 5 based on one focus question</i>. The handout gives you a guideline but you MUST write in on a separate piece of paper with title</p>