Teaching Learning Succeeding

Subject: English
Grade Level: Elementary School
DI Strategy: Challenge by Choice

Comma Review Challenge by Choice

After completing lessons and practice on the proper use of commas, students were given the opportunity to work on the areas of comma usage they felt were their weakest. Students were asked to complete a self evaluation on their understanding of the use of commas. Students were also given a teacher evaluation of their progress based on the work they had done so far that week. Using both their self and teacher evaluations, students ranked the order in which they would complete the sections in the Challenge by Choice Grammar Review Packet from most needed practice to least needed. As students completed each section of the Challenge by Choice packet they were to check their answers with the answer keys posted around the room. I walked around the room monitoring which students needed additional help. Once students had completed the initial sections of the review packet, they were able to move onto the "Challenge" portion of the packet for more advanced comma review.

Name: _____

Grammar Sentences of the Week Self-Evaluation

Directions: Shade the face that best represents how well you believe you have mastered each grammar rule.

Rule #1: Use commas to separate items in a series.	🙂	😐	☹️
Rule #2: Use a comma before a FANBOYS word when there is a complete sentence on either side of it.	🙂	😐	☹️
Rule #3: Use a comma after introductory words and phrases.	🙂	😐	☹️
Rule #4: Use commas when directly addressing someone/something.	🙂	😐	☹️
Rule #5: Use commas to set off extra information about a noun (appositives).	🙂	😐	☹️

![TLS logo] Teaching Learning Succeeding

Name: _____

Grammar Sentences of the Week Results

Rule #1: Use commas to separate items in a series.	🙂	😐	☹️
Rule #2: Use a comma before a FANBOYS word when there is a complete sentence on either side of it.	🙂	😐	☹️
Rule #3: Use a comma after introductory words and phrases.	🙂	😐	☹️
Rule #4: Use commas when directly addressing someone/something.	🙂	😐	☹️
Rule #5: Use commas to set off extra information about a noun (appositives).	🙂	😐	☹️

Order I will complete the rules (based on results above) in Challenge by Choice packet:

1. _____

2. _____

3. _____

4. _____

5. _____

Challenge by Choice
Grammar Review

RULE 1 – COMMAS TO SEPARATE ITEMS IN A SERIES

Part A - Directions: Add commas needed. When you're finished, check your answers with Answer Key 1A

1. My little brother likes to draw castles dragons and horses.
2. This project is fun easy fast and inexpensive.
3. I finished my dinner brushed my teeth combed my hair and ran out the door.
4. I chose the gift Mike wrapped it and Gina gave it to Kelly.
5. My interests include cooking dogs baking and shopping.

Part B - Directions: Write your own sentence that uses commas to separate items in a series. Circle the different items you are listing. When you're finished, check your answer with Answer Key 1B.

_____

_____

_____

RULE 2 – USE A COMMA BEFORE A FANBOYS WORD IF THERE IS A COMPLETE SENTENCE ON EITHER SIDE.

Part A - Directions: Circle the FANBOYS word in each sentence, then add commas as needed. If the sentence is correct as is, write a C at the beginning of the sentence. When you're finished, check your answers with Answer Key 2B.

1. Field hockey is an exciting sport but I like soccer even better.
2. I called my friends and told them all about my trip to New York.
3. The sailboat was almost hidden by the fog yet we could see part of the mast.
4. I bought a new skirt but I haven't worn it yet.

5. I am going to go to California and Colorado.

Part B - Directions: Write your own sentence that uses a comma before a FANBOYS word when there is a complete sentence on either side. Circle the FANBOYS word. When you're finished, check your answer with Answer Key 2B.

_____

_____

_____

RULE 3 - COMMAS AFTER INTRODUCTORY WORDS AND PHRASES

Part A - Directions: Add commas as needed. If the sentence is correct as is, write a C at the beginning of the sentence. When you're finished, check your answers with Answer Key 3A.

1. In the corner of the room a night light showed the way to the door.
2. Because the snow cover was so thin the deer had no trouble finding food.
3. Yes I can come to the party on Friday.
4. Therefore pit bulls should not be pets.
5. When I was little I loved watching cartoons.

Part B - Directions: Write your own sentence that uses a comma after an introductory word or phrase. Circle the introductory word or phrase. When you're finished, check your answer with Answer Key 3B.

_____

_____

_____

Rule 4 – Commas When Directly Addressing Someone/Something

Part A - Directions: Add commas as needed. If the sentence is correct as is, write a C at the beginning of the sentence. When you're finished, check your answers with Answer Key 4A.

1. Please raise your hand Helen when you want to speak.
2. Andrea when are you leaving for Detroit?
3. Duke sit!
4. We're going to learn to cut and paste kids!
5. Thank you Billy for helping to pass out papers.

Part B - Directions: Write your own sentence that uses commas to directly address someone/something. Circle the person being addressed/talked to. When you're finished, check your answer with Answer Key 4B.

_____

_____

_____

RULE 5 – COMMAS TO SET OFF EXTRA INFORMATION (APPOSITIVES)

Part A - Directions: Add commas as needed. If the sentence is correct as is, write a C at the beginning of the sentence. When you're finished, check your answers with Answer Key 5A.

1. Chuck Yeager an American pilot broke the sound barrier in 1947.
2. Elaine who swims well wants to be a lifeguard.
3. My jacket a windbreaker fits well.
4. Thomas Jefferson author of the Declaration of Independence did a great service to his country.
5. Appositives words that rename or describe the noun that comes before them can be challenging to punctuate.

Part B - Directions: Write your own sentence that uses commas to add information about a noun. Circle the appositive phrase. When you're finished, check your answer with Answer Key 5B

_____

_____

_____

CHALLENGE SECTION:

Part A – Directions: List all of the FANBOYS words. When you're finished, check your answer with Challenge Answer Key 1.

F -

A -

N -

B -

O -

Y -

S -

Part B – Directions: Write a paragraph that uses all 5 of the comma rules. It can be about the topic of your choice.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Part C – Directions: Make a poster on a separate piece of paper that displays one of the comma rules. It should include the rule, an example sentence, and grab attention!

Name _____

Counting Money Practice

Count the money.

1.

Total: _____

2.

Total: _____

3.

Total: _____

4.

Total: _____

5.

Total: _____

6.

Total: _____

Name _____

Making Change Practice

You buy: Milk for $2.35 and apples for $1.09. Estimate the cost:	You buy: Bananas for $1.68, cherries for $2.42, and raspberries for $3.89. Estimate the cost:
You buy a ham sandwich for $4.35. You pay with a $10 bill. How much change should you get?	You buy a bag of chips for $1.15. You give the cashier $5. How much change should you get?
You buy a book for $12.42. You pay with a $20. How much change do you get back?	You buy a PB&J sandwich for $2.25 and a drink for $0.65. How much is your total? If you pay with a $10 bill, how much change do you get back?

Name: _____ Date of Test: _____

Unit 8 Study Guide

You should be able to:

- Find perimeter of a polygon when given most of the sides or information from which you can calculate the sides.
- Find the area of a polygon when it is drawn on grid paper.
- Draw a rectangle on grid paper when given its perimeter and area.
- Measure base, height and sides for rectangle, parallelogram, and triangle. Use this information to calculate perimeter and area for all shapes when given formulas for area.
- Convert square area (i.e., convert 1 foot tile coverage to 4 inch tile coverage).
- Make drawings of figures to scale (i.e., where 1 inch = 3 feet, draw a 9 foot by 12 foot rectangle).
- Determine the area of an irregular figure by counting the squares.
- Add and subtract fractions with unlike denominators (i.e., ½ + ¾).
- Calculate probability on a spinner.
- Calculate probability when given a set.

Finding Patterns

A pattern is a change that occurs in a predictable way.

Example: The Summer Olympics were held in 1988, 1992, 1996 and 2000. Describe the pattern. Then find the next two years in the pattern.

Solution: Look to see how each number is related to the preceding number. Each year after 1988 is 4 more than the preceding year.

1988	1992	1996	2000	2004	2008
+4	+4	+4	+4	+4	
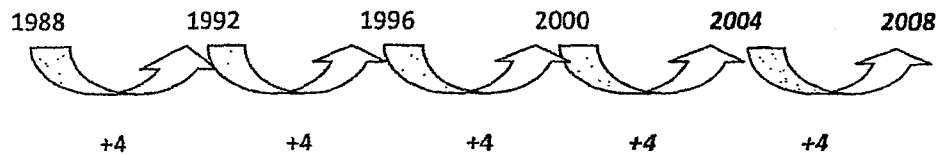
The next two years in the pattern are 2004 and 2008.

Describe the pattern. Then find the next two numbers.

1. 1, 4, 7, 10, _____, _____

2. 55, 50, 45, 40, _____, _____

3. 3, 6, 12, 24, _____, _____

4. 320, 160, 80, 40, _____, _____

5. 34, 36, 39, 43, _____, _____

6. 1, 2, 4, 8, 10, 20, 22, _____, _____

7. 15, 21, 19, 25, 23, 29, 27, _____, _____

8. 4, 8, 11, 22, 25, 50, 53, _____, _____

LESSON 8·9

Self Assessment

Think about each skill listed below. Assess your own progress by checking the most appropriate box.

Skills	I can do this on my own and explain how to do it.	I can do this on my own.	I can do this if I get help or look at an example.
1. Add and subtract fractions.			
2. Make a scale drawing.			
3. Determine the probability of an event.			
4. Find the perimeter of a polygon.			
5. Count squares and fractions of squares to find the area of a polygon.			
6. Use a formula to find the area of a rectangle, parallelogram, and triangle.			

Name: _____   Test Date: _____

Unit 4 Study Guide

You should be able to...

Compare decimals with < > =.	Order decimals.

Compare decimals with < > =.

3.46 _____ 3.9   0.251 _____ 0.6

0.34 _____ 0.4   0.76 _____ 0.9

0.003 _____ 0.01   2.75 _____ 2.075

0.02 _____ 0.021   0.45 _____ 0.450

Order decimals.

Write the follow numbers in order from smallest to largest.

0.1   0.001   0.0001   0.21   0.2

____ ____ ____ ____ ____

smallest   largest

Write decimals as fractions.

0.3 = _____

0.12 = _____

0.483 = _____

0.07 = _____

Add decimals.

33.91 + 13.8 = _____   12.56 + 10.08 = _____

Subtract decimals.

$45.31 - 32.76 = $ _____ $23.01 - 9.9 = $ _____
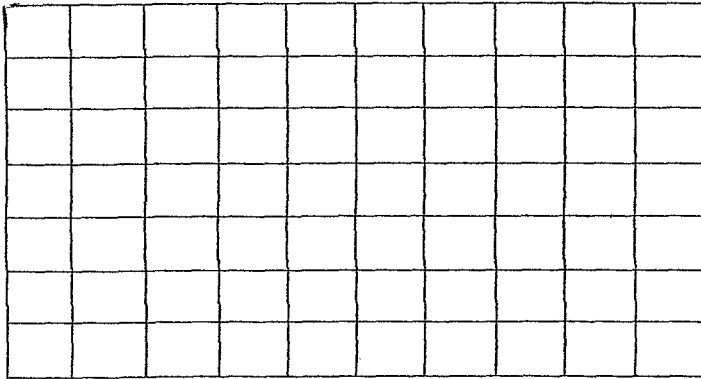
Solve decimal number stories.

Regina had $134.85 in her bank account. She withdrew $30.50. A few days later she deposited $50.25. What is her new balance?

_____
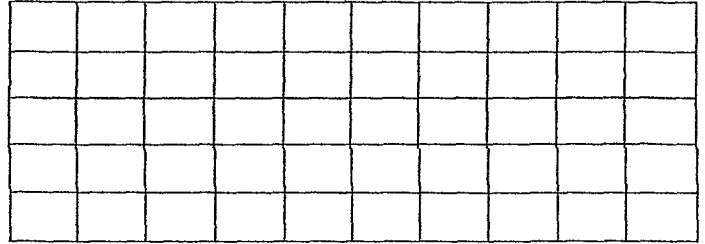
Measure objects to the nearest millimeter and centimeter.

_____   _____ cm

_____   _____ mm

_____   _____ cm

_____   _____ mm

Measure objects to the nearest ½ centimeter.

_____   _____ cm

_____   _____ cm

_____   _____ cm

_____   _____ cm

Solve open sentences (equations which include a letter in place of a number)

$24 = x - 7$ $x = $ _____

$z / 4 = 8$ $z = $ _____

$7 * m = 56$ $m = $ _____

$63 \div t = 9$ $t = $ _____

List factors and multiples for a given number. Prime vs. composite.

35
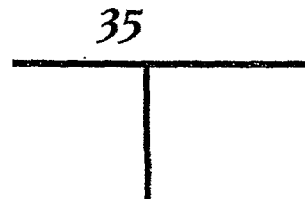
First 6 Multiples of 6:

_____, _____, _____,

_____, _____, _____

Is 11 a prime number? Why or why not?

_____

_____

_____

Skill #1: Compare decimals

- Complete Part A and check your answers with the answer key.
- If you got them all right, practice another skill.
- If you get any wrong, figure out your mistake. See Mrs. M or an expert for help if needed.
- Complete Part B and check your answers with the answer key.

Part A:

Write > or < or = to make a true sentence.

a. 9.28 _____ 9.3

b. 8.308 _____ 8.6

c. 9.3 + 3.1 _____ 14.8 + 1.9

d. 15.72 – 10.27 _____ 6.2 – 2.9

Part B:

Write > or < or = to make a true sentence.

a. 3.7 _____ 3.46

b. 9.6 _____ 9.671

c. 5.15 + 6.7 _____ 8.8 + 3.47

d. 35.6 – 15.74 _____ 54.56 – 34.732

Skill #2: Ordering decimals

- Complete Part A and check your answers with the answer key.
- If you got them all right, practice another skill.
- If you get any wrong, figure out your mistake. See Mrs. M or an expert for help if needed.
- Complete Part B and check your answers with the answer key.

Part A:

Write the following set of numbers in order from smallest to largest:

0.004,   3.3,   5.5,   0.07,   0.05,   1.2

—————/ —————/ —————/ —————/ —————/ —————

Part B:

Write the following set of numbers in order from smallest to largest:

0.472,   2.72,   4.27,   0.274,   0.074,   0.724

—————/ —————/ —————/ —————/ —————/ —————

Skill #3: Write decimals as fractions

- Complete Part A and check your answers with the answer key.
- If you got them all right, practice another skill.
- If you get any wrong, figure out your mistake. See Mrs. M(
  or an expert for help if needed.
- Complete Part B and check your answers with the answer key.

Part A:
Write each decimal as a fraction.

a. $0.6 =$ _____   b. $0.82 =$ _____   c. $0.719 =$ _____

d. $1.5 =$ _____   e. $0.07 =$ _____   f. $4.429 =$ _____

Part B:
Write each decimal as a fraction.

a. $5.42 =$ _____   b. $0.8 =$ _____   c. $0.753 =$ _____

d. $6.3 =$ _____   e. $0.13 =$ _____   f. $13.076 =$ _____

Skill #4 and 5: Add or subtract decimals

- Complete Part A and check your answers with the answer key.
- If you got them all right, practice another skill.
- If you get any wrong, figure out your mistake. See Mrs. M or an expert for help if needed.
- Complete Part B and check your answers with the answer key.

Part A:
Add or subtract decimals. Show your work!

a. $16.51 - 14.86 =$ _____

b. _____ $= 0.68 + 6.34$

c. $\$18.54 - \$12.10 =$ _____

d. _____ $= \$9.78 + \$10.47$

Part B:
Add or subtract decimals. Show your work!

a. $27.7 - 13.64 =$ _____

b. _____ $= 0.94 + 3.563$

c. $\$35.32 - \$17.89 =$ _____

d. _____ $= \$75.34 + \$65.96$

Skill #6: Solve decimal number stories

- Complete Part A and check your answers with the answer key.
- If you got them all right, practice another skill.
- If you get any wrong, figure out your mistake. See Mrs. M or an expert for help if needed.
- Complete Part B and check your answers with the answer key.

Part A:

Solve the decimal number stories. Show all you work!

1. Mrs. Hopkins had $70.48 in her savings account. She withdrew $30.84. A week later, she deposited $30.47. What is the new balance in her savings account? Explain how you found your answer.

2. Pete was working with base-10 blocks. He was using the flat as the ONE. The longs were tenths. Pete counted 12 longs "one tenth, two-tenths, three-tenths, four-tenths, five-tenths, six-tenths, seven-tenths, eight-tenths, nine-tenths, ten-tenths, eleven-tenths, twelve-tenths." He wrote 0.12 to show what the blocks were worth. Is Pete right? Explain how you found your answer.

Skill #7: Measure line segments in mm and cm

- Complete Part A and check your answers with the answer key.
- If you got them all right, practice another skill.
- If you get any wrong, figure out your mistake. See Mrs. M or an expert for help if needed.
- Complete Part B and check your answers with the answer key.

Part A:

Measure the length of the line segment in millimeters.
Record your measurements in millimeters and centimeters.

_____ mm   _____ cm

_____ mm   _____ cm

Part B:

Measure the length of the line segment in millimeters.
Record your measurements in millimeters and centimeters.

_____ mm   _____ cm

_____ mm   _____ cm

Skill #8: Measure line segments to the nearest ½ cm

- Complete Part A and check your answers with the answer key.
- If you got them all right, practice another skill.
- If you get any wrong, figure out your mistake. See Mrs. M or an expert for help if needed.
- Complete Part B and check your answers with the answer key.

Part A:
Measure the line segment below to the nearest ½ centimeter.

_____ cm

_____ cm

Part B:
Measure the line segment below to the nearest ½ centimeter.

_____ cm

_____ cm

Skill #9: Solve open sentences

- Complete Part A and check your answers with the answer key.
- If you got them all right, practice another skill.
- If you get any wrong, figure out your mistake. See Mrs. M⁻ or an expert for help if needed.
- Complete Part B and check your answers with the answer key.

Part A:

Solve each open sentence.

a. $130 + r = 148$ $r = $ _____

b. $44 - m = 16$ $m = $ _____

c. $4 * p = 28$ $p = $ _____

d. $35 / n = 7$ $n = $ _____

Part B:

Solve each open sentence.

a. $342 + r = 608$ $r = $ _____

b. $m - 67 = 32$ $m = $ _____

c. $9 * p = 72$ $p = $ _____

d. $n / 8 = 7$ $n = $ _____

Skill #10: Factors, Multiples, Prime vs. Composite

- Complete Part A and check your answers with the answer key.
- If you got them all right, practice another skill.
- If you get any wrong, figure out your mistake. See Mrs. M·
  or an expert for help if needed.
- Complete Part B and check your answers with the answer key.

Part A:
List the first ten multiples of 9.

_____, _____, _____, _____, _____, _____, _____, _____, _____, _____

List the factor pairs of 12:

_____ and _____   _____ and _____   _____ and _____

Is 12 prime or composite? Why? _____

_____

Part B:
List the first ten multiples of 7.

_____, _____, _____, _____, _____, _____, _____, _____, _____, _____

List the factor pairs of 18:

_____ and _____   _____ and _____   _____ and _____

Is 18 prime or composite? Why? _____

_____

_____

Name: _____

Unit 4 Study Guide Results

| Skill 1:
Comparing Decimals | 😊 😐 😟 |
Skill 2: Ordering Decimals	😊 😐 😟
Skill 3: Writing Decimals as Fractions	😊 😐 😟
Skill 4 & 5: Adding or Subtracting Decimals	😊 😐 😟
Skill 6: Decimal Number Stories	😊 😐 😟

What skill will you choose to review first? _____

3rd Grade

Challenge by Choice

I use tiering in my lessons quite often due to being in the elementary level. This past week, I used tiering to guide my math lesson on Tuesday. I had students do an exit ticket for me on Monday, and then based off of the questions they had wrong, I put them in different stations. The exit ticket had 5 questions on it; two of which contained multiplication word problems (1&3), two of which contained multiplication strategies (2&4), and one that was order of operation (5). If students got 1, 3, or 1 and 3 incorrect, they go to station one. If students got 2, 4, or 2 and 4 incorrect, they go to station 2, and if they got question 5 incorrect they would go to station 3. During this activity, I first focused on station 1 and worked my way around to every group. Once I felt students mastered the skill, they were able to move onto the problem of the day and continue with that day's lesson.

Push Away From the Table
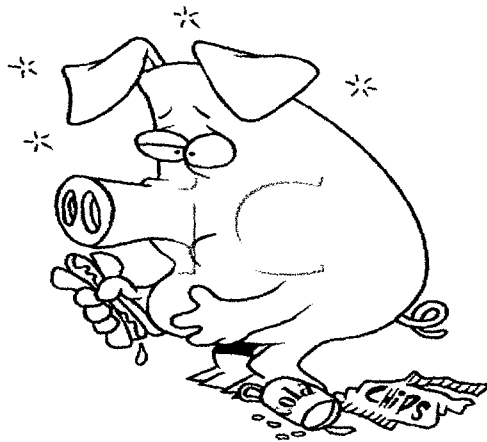
This is a sheet to keep you on target from day to day. During the period I would like you to fill out the first section-*what you know and what you need to know*. At the end of the period I would like you to fill out the second section-*what you accomplished and WILL you accomplish tomorrow*. This an excellent check list for you and wonderful reminder of where you need to begin tomorrow.

SECTION 1:

What I KNOW	What I NEED to study

If Used Regularly, Lead To Challenge By Choice.

SECTION 2:

1. What I accomplished today:

_____
_____
_____

2. Where I will begin tomorrow:

_____
_____
_____