



Teaching Learning Succeeding

**Subject: Math**

**Grade Level: Elementary School**

**DI Strategy: Must Do/Can Do**

### **Elementary Math Must Do/Can Do Lesson**

As a mid-year review, I had my students complete a Must Do/Can Do activity. Prior to the activity, I had students complete a formative assessment to determine their level of understanding on six topics: Fractions, Word Problems, Greater Than/Less Than, Find My Rule, Time, and Polygon Shapes. These are six topics that are prominent on their end of year assessment.

Based on these results, I placed students into homogenous groups based on the topics they needed to practice the most. Each group was given 2-3 stations that they "Must Do" based on the topics they struggled with, and 2-3 stations they "Can Do" based on their strengths. Any students who completed both their "Must Do" and "Can Do" lists early were instructed to move onto their workbook problems.

The stations are found below.



### Math Review Stations

<p><b><u>Fraction Station</u></b> Students will complete a memory game finding the correct fractions. <i>Procedure:</i> Students place all memory cards facing down. Taking turns they will each flip over two cards to see if they get the correct match. Whole group must agree on correct match.</p>	<p><b><u>Word Problems Station</u></b> Students will read the word problem and correctly solve. <i>Procedure:</i> Students will use dry erase markers and a sock and solve the word problem on their card. When answer is finished they will erase and get a new card. More challenging cards will be in separate pile for higher level students.</p>	<p><b><u>Greater Than or Less Than Station</u></b> Students will decide whether numbers are greater than, less than, or equal to. <i>Procedure:</i> Students will roll a die two times to create a two digit number. Students will need to roll four times to create both sides of the equation.</p>
<p><b><u>Find my Rule Station</u></b> Students will fill in rule boxes completing correct addition and subtraction facts. <i>Procedure:</i> Students will complete the math facts following the rule given. Students will correctly find the difference in rule boxes.</p>	<p><b><u>Time Station</u></b> Students will be able to tell time on analog clock and create times and correctly write the time. <i>Procedure:</i> Students who need help with time will work with teacher to tell time. Teacher will review how to determine what time is displayed on the clock. Teacher will have the students practice different times to show what time is displayed on the clock.</p>	<p><b><u>Geo-board Station</u></b> Students will make polygon shapes and understand correct polygon shape and name. <i>Procedure:</i> Students will match the polygon to the correct name. They will then take turns drawing the correct polygon to match the name.</p>



Subject: English Language Arts

Grade Level: High School

DI Strategy: Must Do/Can Do

### *Romeo and Juliet* Must Do/Can Do Lesson

During our unit on *Romeo and Juliet*, I had my students complete a "Must Do/Can Do" activity. We were ready to start Act 3, Scene 1 and I wanted students to act out and analyze the scene in groups. I placed the students in heterogeneous groups based on their understanding of *Romeo and Juliet* so far. I also assigned who would be the Summary Master in each group. This needed to be a student who could act as the leader of the group. The following is the "Must Do" list that students were given:

#### "Must Do" (as a group):

1. Assign Roles
  - a. Romeo/Lord Montague
  - b. Benvolio
  - c. Mercutio/Prince
  - d. Tybalt/Citizen
  - e. Summary Master/Stage Directions/Lady Capulet
2. Read Text
  - a. Summary Master lead group to:
    - i. Summarize
    - ii. Answer study guide questions
      1. Stop after the following lines and complete the study guide:
        - a. 73 (pg. 791)
        - b. 122 (pg. 793)
        - c. 137 (pg. 794)
        - d. End of scene
    - iii. Self assess
      1. 3- got it
      2. 2- need help
      3. 1- clueless
3. Move on to a "Can Do"

After completing all of the "Must Do" assignments, students moved onto the "Can Do" assignments listed below.



## Act 3 Scene 1 “Can Do”: Assignments

**Directions:** Review the following 3 assignments (*Romeo and Juliet* Advice Column, Sonnet, RAFT). Select **ONE** assignment to complete. Work on it independently. If you get stuck or have questions, put your name on the board and work on the anchor until I can help you.

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### **Option #1: Romeo and Juliet Advice Column:**

**Explanation:** People are always in need of advice for life dilemmas. Newspapers, websites, friends – everyone has something to say.

Here is an example from the internet:

**LUCIE** – I am 15, and I like a 15 year-old girl. She feels the same. Her parents are pretty friendly and do like me, but they don't let her date. We still hang out at school every chance we get. At this rate, we will never get anywhere. What should I do? Talk to her parents? Ask her to?

– NEED ADVICE –

**NEED ADVICE** – For your sake, as well as her parents', see this as a family issue. Regardless of how well they like you, the what, when and who of her social freedoms are being determined by her parents. Some limits are already in place. This girl should be the one to approach her parents. You getting involved could cause you to be perceived as intrusive and a bad influence. Sometimes before dating is allowed, parents (especially smart ones) permit guys or girls their teens like to visit in their home. Parents consider this a safe, appropriate environment. Usually, the teens eat, watch TV/movie, play around on the computer, or just talk. Your willingness to visit her will build trust and friendship. I suggest that be your first goal. Then, maybe ask her to visit your home. I wish more guys would understand the importance of meeting a girl's family. If their intentions are pure, looking a parent squarely in the eye goes a long way in easing doubts. Parents of boys like to meet the girls their sons like as well. I understand that you like her. Please understand that you are young and need to take it slowly.



Dear Romeo:

You are suffering from a killer one-sided crush, also known as "*unrequited love*", and there really isn't much you can do to change it into a relationship. I'll be blunt. You cannot **make** somebody love you. You can't even make them like you. There are no magic spells or secret tricks that will make a person suddenly feel for you the way you feel for them. Love doesn't work like that (and thank the sweet stars above that it doesn't!). Love, when it is real and returned, is one of the most amazing feelings you will ever experience. Although it is hard to accept that this person doesn't return your feelings, it may help you to know that the pain you now feel will be erased from your heart when you find someone who **does** love you back.

Now back to the issue at hand, coping with your current crush. Since she has made his feelings for you clear, namely that she wants to be friends, you really only have one choice. You have to honor her feelings and wishes.

-Your Friend

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## **Option # 2: Sonnet Challenge**

**Directions:** Write a Shakespearean sonnet that retells the events of Act 3 Scene 1, in Shakespearean language

Be sure to follow the Sonnet Guidelines:

- 14 lines
- 3 quatrains and 1 couplet: ABAB CDCDEFEFGG
- Pentameter (If you can make it iambic, that would be impressive, but not required)
- 3 Quatrains = Problem; 1 Couplet = Solution

Make sure you incorporate specific details from the play

You can even take direct quotes and add them into your summation



Officer of the court	Citizens of Verona	banishment notice (i.e. "wanted" poster)	"Romeo Montague is banished!"	Includes images, text informing citizens of appearance, crime, consequences
Newspaper reporter	Citizens of Verona	two obituaries	"In Memory of..."	100 words each One for Mercutio One for Tybalt