

**NORTH AMERICAN DIVISION
Office of Education**



Jump Start

**Integrated Units of Study
Grades 5-8
March 2004**

This unit provides an introduction to the type of learning students will encounter in the Integrated Units program. The strategies used, portfolio creation and presentation, and assessments are introduced, then practiced.


Student Assignment Sheet

Lesson 1



“They are rich who have true friends.”

– Thomas Fuller

Assignment Code	Assignment Description	Date Due	Done	Portfolio
JS-1A	Classbuilding	Lesson 1		
JS-1B	Procedures	Lesson 2		
JS-1C 	Getting to Know the Teacher	Lesson 11		
JS-1D	Classroom Rules	Lesson 1		✓
JS-1E	Practicing Cooperative Learning Techniques	Lesson 3		
JS-1F	Journal	Lesson 1		

Classbuilding



1A

Who Am I?

Hair color: _____

Favorite color: _____

Eye color: _____

Favorite food: _____

Height: _____ Shoe size: _____

Favorite subject: _____

Number of brothers and sisters: _____

Number of pets: _____

Favorite restaurant: _____

Birthday month: _____

Favorite flavor of ice cream: _____

? ? ? ? ? ? ? ? ? ? ? ?

I think the above information is about:

Classbuilding

1. Make a copy of “Who Am I?” for each student.
2. Have them complete the top part of the page.
3. Collect the worksheets and lay them out on desks around the room.
4. Have students read the information and write the name of the person who they think wrote the information.
5. After appropriate time, gather the sheets, read the “Who Am I?” information and have the student who wrote the information raise their hand.
6. Students will need to keep 1A for Lessons 4E, 5D, and 7D.

Who Am I?



Hair color: _____ Favorite color: _____
Eye color: _____ Favorite food: _____
Height: _____ Shoe size: _____ Favorite subject: _____
Number of brothers and sisters: _____ Number of pets: _____
Favorite restaurant: _____ Birthday month: _____
Favorite flavor of ice cream: _____

? ? ? ? ? ? ? ? ? ? ? ?

I think the above information is about:

Procedures



1B

- | | | | |
|----|------------------------------------|-----|---------------------------------------|
| A. | Entering and leaving the classroom | R. | Passing in papers |
| B. | Getting to work immediately | S. | Grading procedures |
| C. | Tardiness | T. | Returned work |
| D. | End of class period dismissal | U. | Getting materials without disruptions |
| E. | Participation in class discussion | V. | Distributing playground equipment |
| F. | When you need supplies | W. | Moving about the room |
| G. | Keeping our desk orderly | X. | Headings on papers |
| H. | Checking out classroom materials | Y. | When you finish early |
| I. | Indicating that you understand | Z. | Disaster drills |
| J. | When you are absent | AA. | Classroom visitors |
| K. | Working cooperatively | BB. | Telephone usage |
| L. | Changing groups | CC. | When you feel ill |
| M. | Keeping your notebook | DD. | Inappropriate language |
| N. | When you need help or conferencing | EE. | Weapons |
| O. | Class/day schedules | FF. | How to use classroom equipment |
| P. | Keeping a progress report | GG. | Procedures for lunch |
| Q. | Student assignment sheet | HH. | Messages to/from home |

Procedures

1. During this unit time will be included for the students to define, rehearse and review the classroom procedures they will be expected to use throughout the year. Although a list has been provided, 1B, procedures should be added or deleted to reflect the needs for your classroom.
2. Select three of the procedures and use *Expert Jigsaw* to model these procedures. Students will assist in the demonstration.
3. As part of each lesson, three more procedures will be selected. By the end of this unit, students should have had experience demonstrating every procedure on the list.

- | | |
|---------------------------------------|--|
| A. Entering and leaving the classroom | R. Passing in papers |
| B. Getting to work immediately | S. Grading procedures |
| C. Tardiness | T. Returned work |
| D. End of class period dismissal | U. Getting materials without disruptions |
| E. Participation in class discussion | V. Distributing playground equipment |
| F. When you need supplies | W. Moving about the room |
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| N. When you need help or conferencing | EE. Weapons |
| O. Class/day schedules | FF. How to use classroom equipment |
| P. Keeping a progress report | GG. Procedures for lunch |
| Q. Student assignment sheet | HH. Messages to/from home |

Getting to Know the Teacher



1C

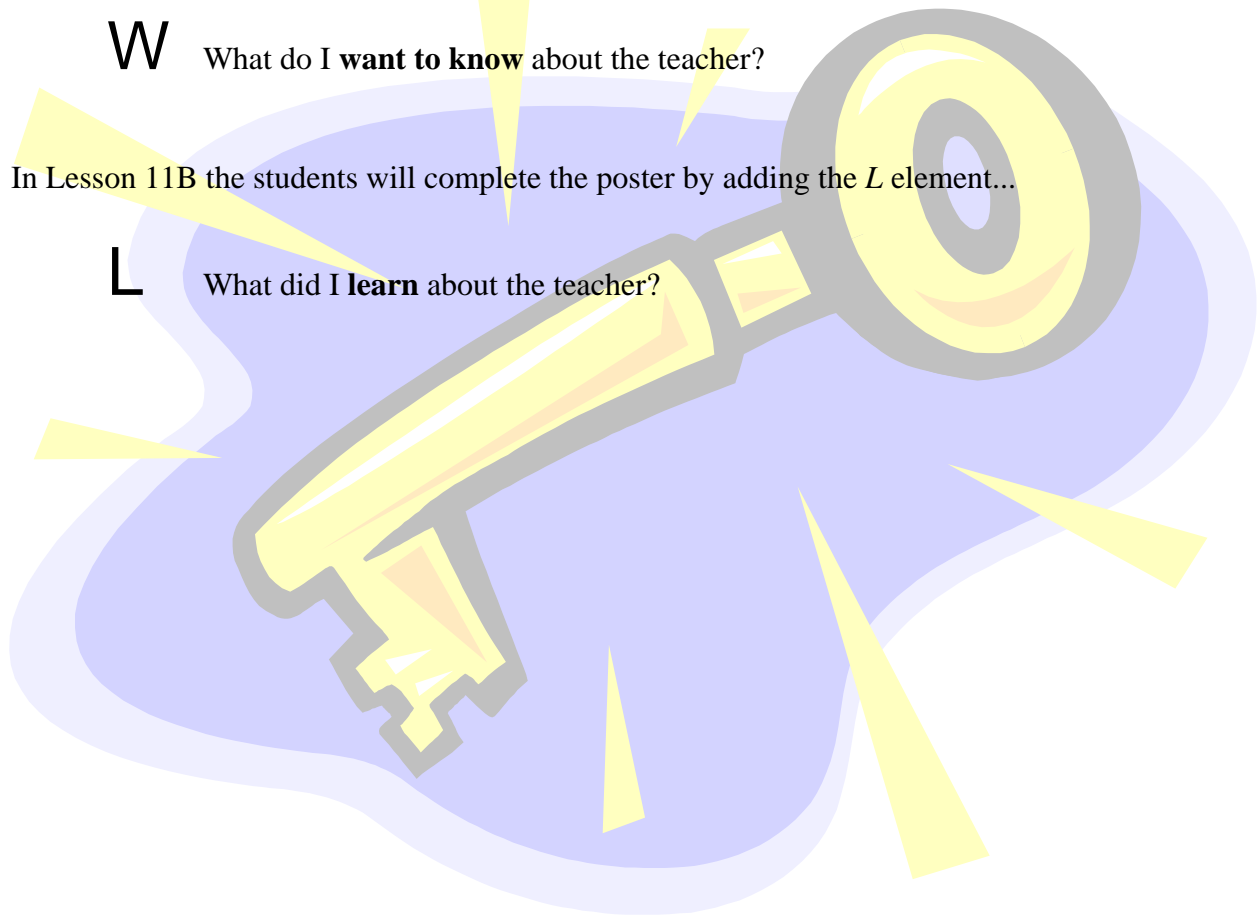
Each student is to make a *KWL* poster to illustrate...

K What do I **know** about the teacher?

W What do I **want to know** about the teacher?

In Lesson 11B the students will complete the poster by adding the *L* element...

L What did I **learn** about the teacher?



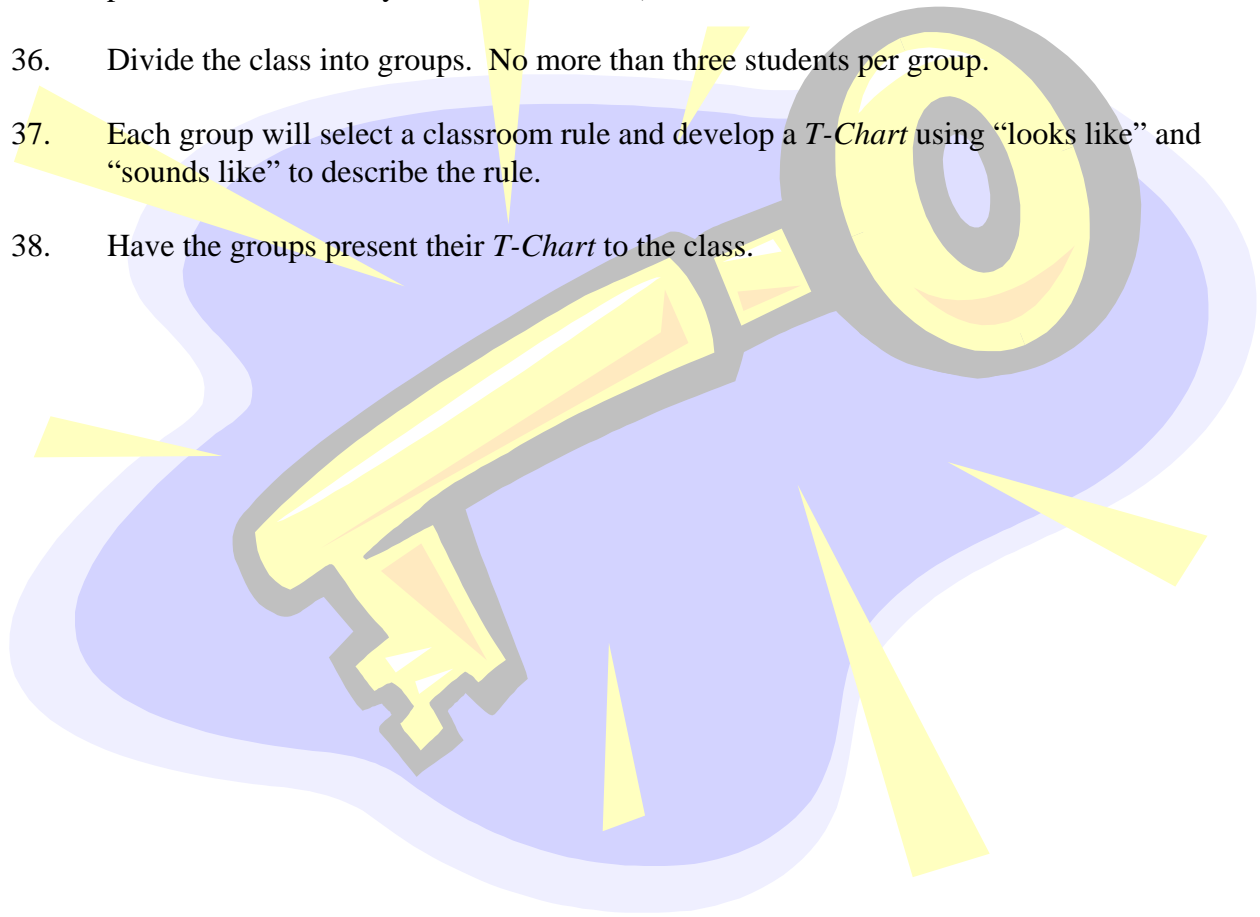
Classroom Rules

T-Chart



1D

35. Brainstorm with the students to develop a list of appropriate classroom rules. Or Display a list of teacher selected classroom rules. (This list will be MUCH shorter than the list of procedures. Generally 3-6 rules are used.)
36. Divide the class into groups. No more than three students per group.
37. Each group will select a classroom rule and develop a *T-Chart* using “looks like” and “sounds like” to describe the rule.
38. Have the groups present their *T-Chart* to the class.



Practicing Cooperative Learning Techniques



1E

These are the 6 key concepts of cooperative learning:

- ⇒ 1. Students are in small teams that allow equal, active participation in the learning experience.
- ⇒ 2. Students have the will to cooperate.
- ⇒ 3. Teacher uses management tools that encourage a smooth running cooperative classroom.
- ⇒ 4. Students learn social skills that will allow them to work together effectively.
- ⇒ 5. The PIES principles are followed: Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction.
- ⇒ 6. Instructional strategies prescribe how students interact over the content.

Provide the students an opportunity to practice these concepts as applied to an assigned task such as explaining and memorizing a Bible verse or explaining the steps to a math problem. At the end of the day, report on how well everyone got along, what the group accomplished, etc.

Students will continue practicing the concepts of cooperative learning during this unit. Select a different strategy (*Corners, Rally Table, etc.*) for each lesson. Throughout the entire Integrated Units curriculum, the students will be using a variety of the cooperative learning techniques.

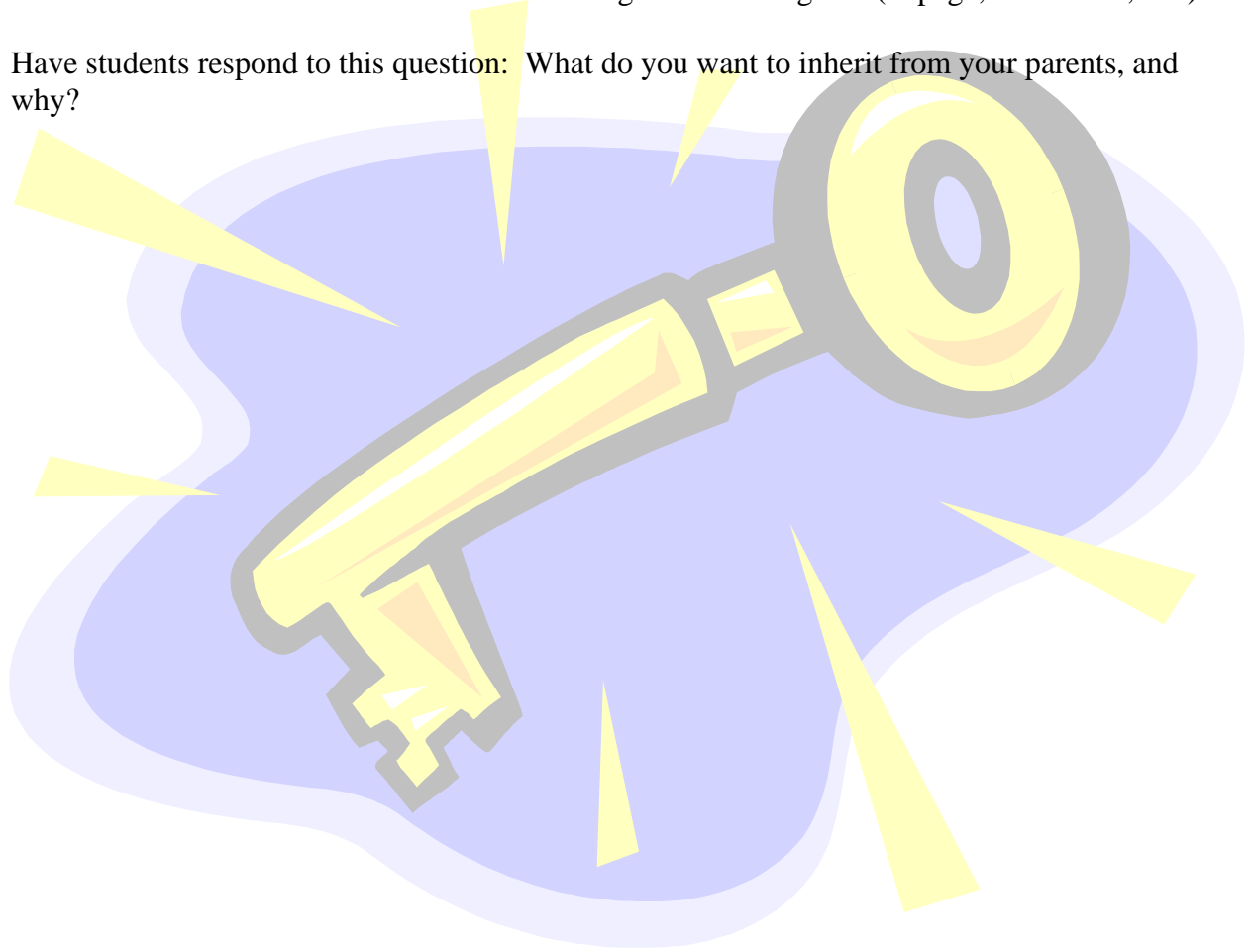
Journal



1F

Journaling is an experience the students will have frequently throughout the units. Refer to the Handbook for suggestions on Journal Writing. Be sure to emphasize that the sentences students write must be full sentences. Guidelines for length should be given (½ page, 150 words, etc.)

Have students respond to this question: What do you want to inherit from your parents, and why?




Student Assignment Sheet

Lesson 2



“Those who bring sunshine to the lives of others
cannot keep it from themselves.”

– Jane Abrams

Assignment Code	Assignment Description	Date Due	Done	Portfolio
JS-2A	Classbuilding	Lesson 2		
JS-2B	Concept Attainment	Lesson 2		
JS-2C	Read-Aloud Book	Lesson 3		
JS-2D 	Reading Log	Lesson 12		✓
JS-2E	Procedures	Lesson 3		

Classbuilding



2A

Think-Pair-Share. Students identify their favorite food.



Concept Attainment



2B

Concept Attainment is where students are given a set of attributes that are used to sort a set of exemplars into subsets.

This technique will be applied to having students identify the subset of appropriate and inappropriate clothing. The exemplars of ALL types of possible school attire could be pictures, but it would be better to have actual clothing. Perhaps better yet, would be to have the students model the clothing. Encourage discussion of why or why not the clothing is appropriate.

After deciding on which clothing is appropriate or inappropriate, lead the students to:

- A. Identify the concept *Appropriate clothing for school*
- B. Three or more positive exemplars *Possible answers: clothing will be clean, shirts will be long enough to cover the stomach, shoes will be close toed*

Read-Aloud Book

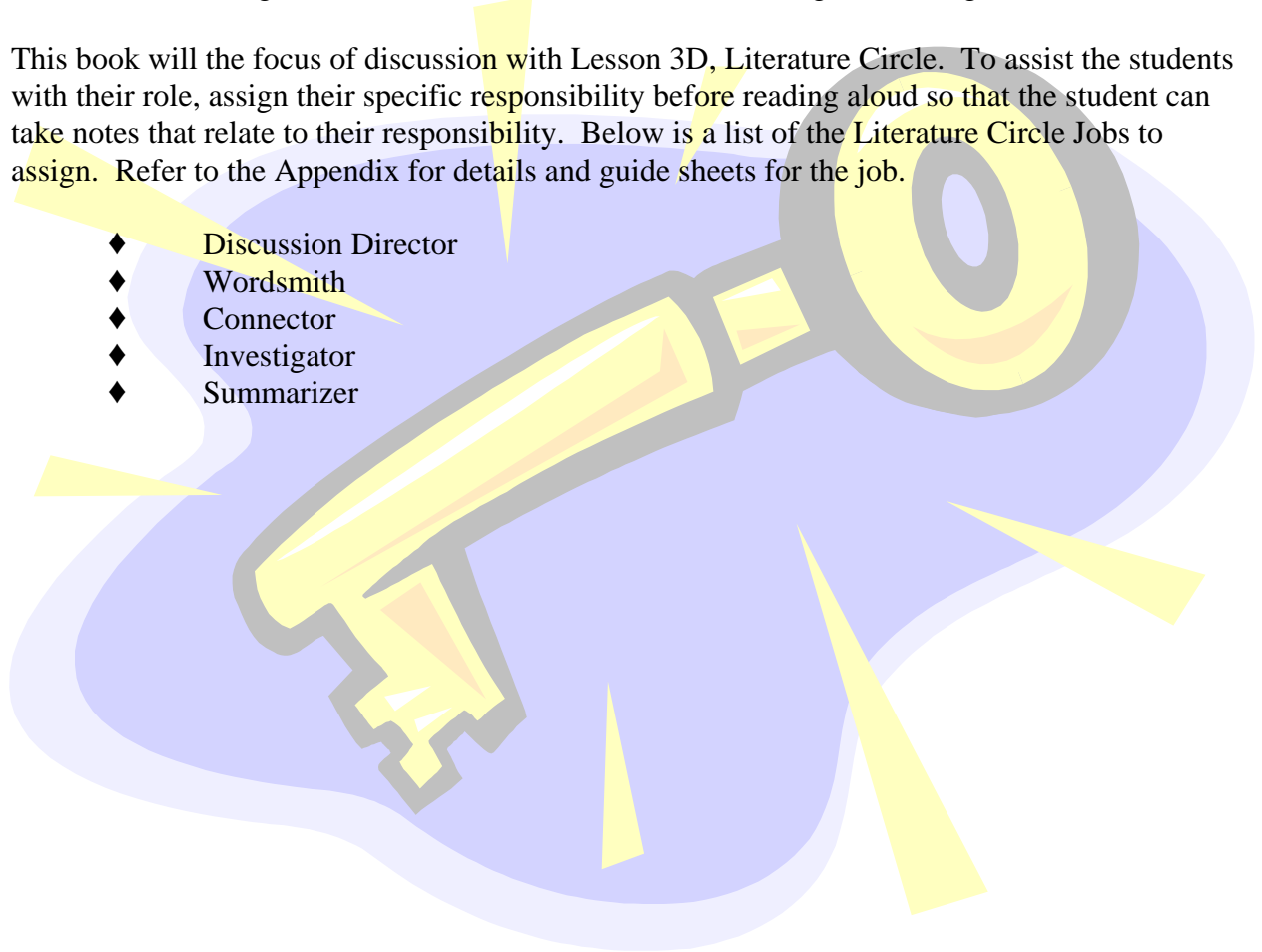


2C

Select one of the book titles from the Suggested Literature List (or another book which is a short biography) to read to the students today and tomorrow. Plan to spend about 20 - 30 minutes each session reading. Include a brief class discussion following the reading.

This book will be the focus of discussion with Lesson 3D, Literature Circle. To assist the students with their role, assign their specific responsibility before reading aloud so that the student can take notes that relate to their responsibility. Below is a list of the Literature Circle Jobs to assign. Refer to the Appendix for details and guide sheets for the job.

- ◆ Discussion Director
- ◆ Wordsmith
- ◆ Connector
- ◆ Investigator
- ◆ Summarizer



Reading Log



2D

As part of this unit, the students will be selecting titles of books to read based on a biography. Opportunities to read silently should be included in each days' schedule. Students will be required to keep some form of reading log to track their literature reading for each unit. A Reading Log form is located in the Appendix. However, any of a variety of record-keeping devices such as notebooks, computer generated check sheets, etc. could be used.



Procedures



2E

1. Have students present the procedures assigned with Lesson 1.
2. Assign three new procedures to each group.
3. Using *Expert Jigsaw* or another cooperative technique, have the students become familiar with their assigned procedures and be prepared to present these to the class with Lesson 3.




Student Assignment Sheet

Lesson 3



“The man who treasures friends is usually solid gold himself.”

– Marjorie Holmes

Assignment Code	Assignment Description	Date Due	Done	Portfolio
JS-3A	Classbuilding	Lesson 3		
JS-3B	All About Me	Lesson 3		
JS-3C 	Read-Aloud Book	Lesson 12		✓
JS-3D	Literature Circle	Lesson 3		
JS-3E	Procedures	Lesson 4		
JS-3F	Journal	Lesson 3		
JS-3G	Word Processing	Lesson 3		

Classbuilding



3A

Rally Table. Make a list of favorite kinds of music.



All About Me



3B

The best thing about my name is: _____

This is what I like most about my appearance: _____

The four things I value most are: _____

These are three things that make me happy: _____

Something new that I learned last summer is: _____

These are four very important people in my life: _____

My most important possession is: _____

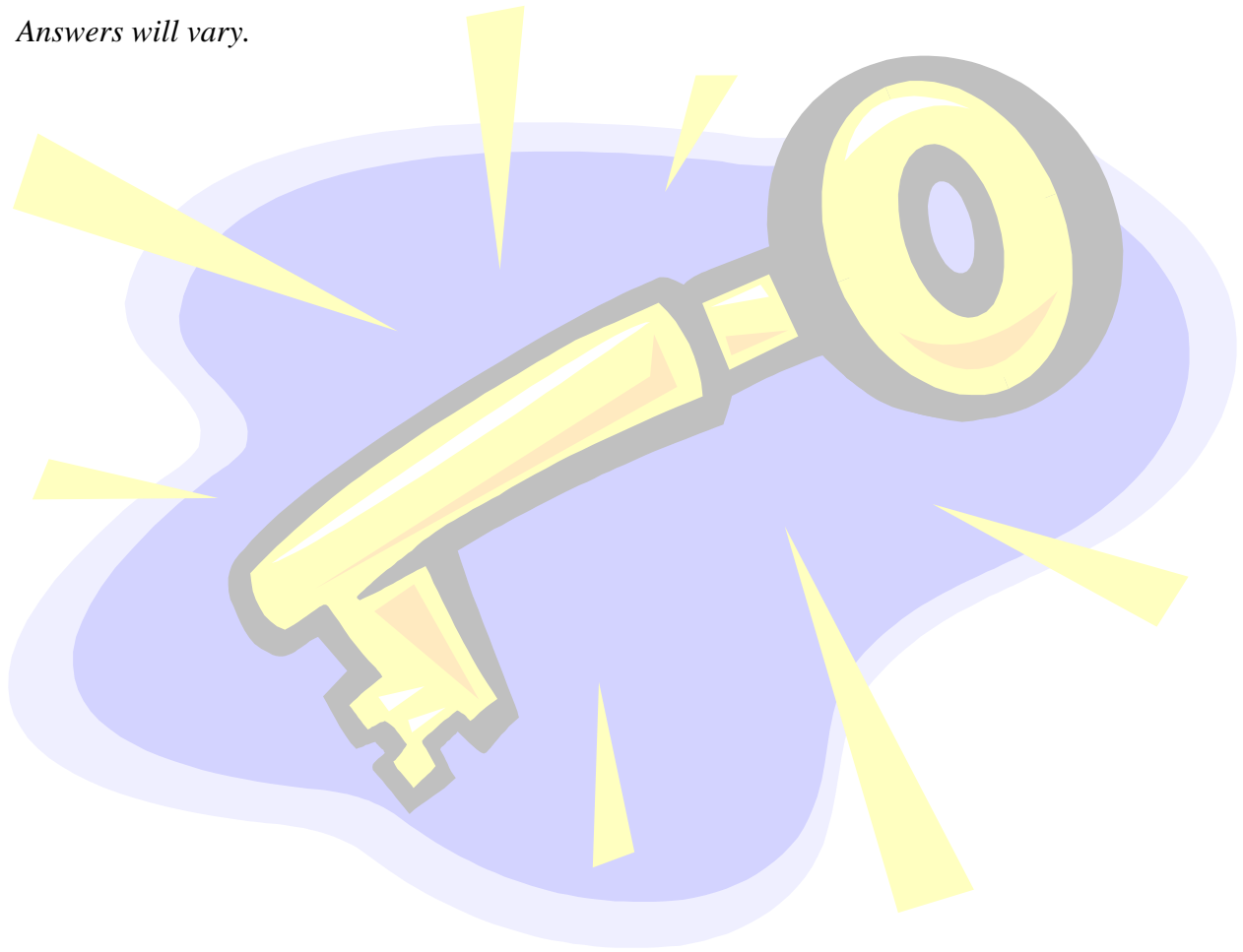
The favorite thing I like to do with my family is: _____

Someday I would like to: _____

All About Me

Have students respond to the statements on 3B. They will need to keep this page for Lessons 4E, 5D, and 7D.

Answers will vary.



Read-Aloud Book



3C

Finish reading book to students.

Select a graphic organizer (mapping, webbing, etc.) for students to identify important events in the biography.



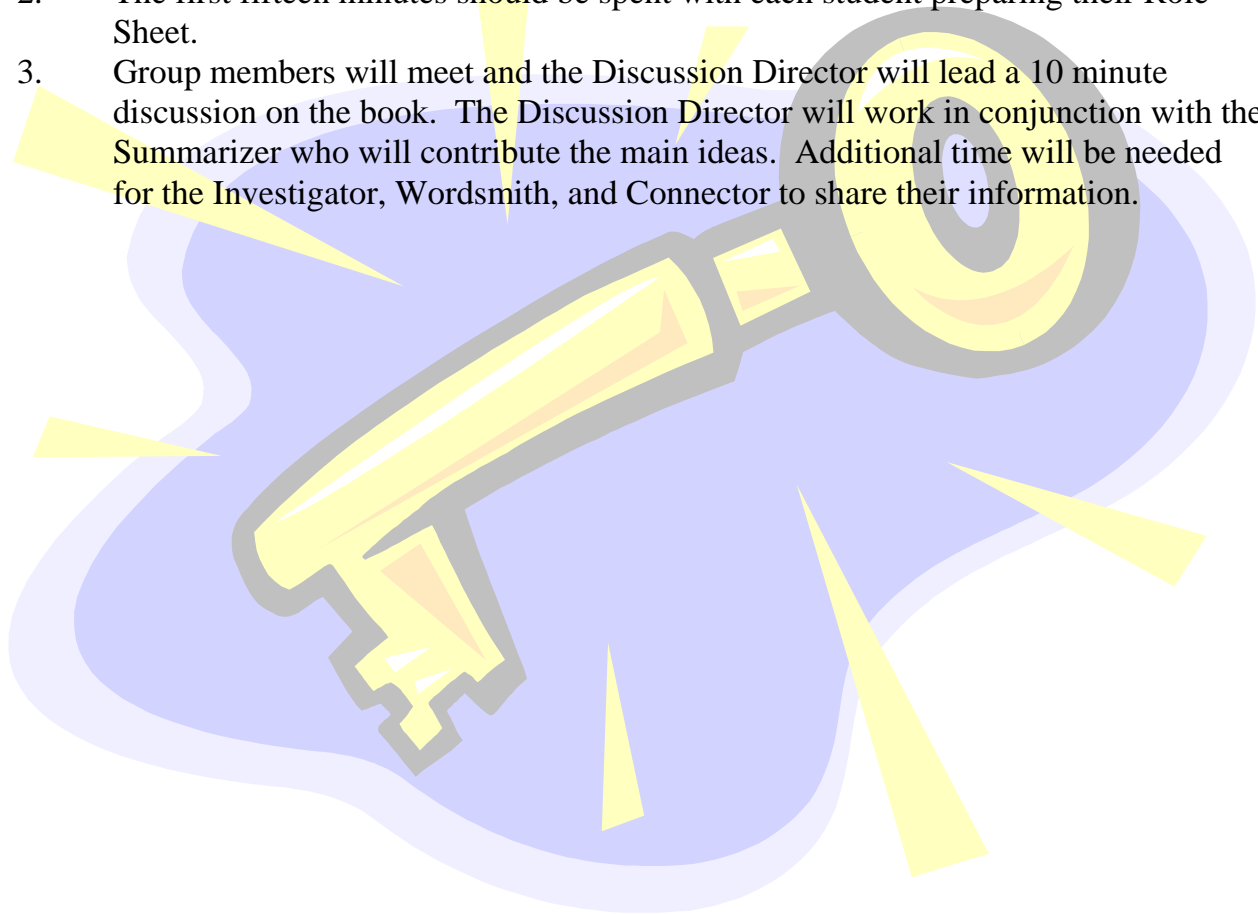
Literature Circle



3D

Provide Literature Circle time for students, in groups, to discuss the read-aloud book.

1. Organize students into groups based on their roles assigned with Lesson 2C.
2. The first fifteen minutes should be spent with each student preparing their Role Sheet.
3. Group members will meet and the Discussion Director will lead a 10 minute discussion on the book. The Discussion Director will work in conjunction with the Summarizer who will contribute the main ideas. Additional time will be needed for the Investigator, Wordsmith, and Connector to share their information.

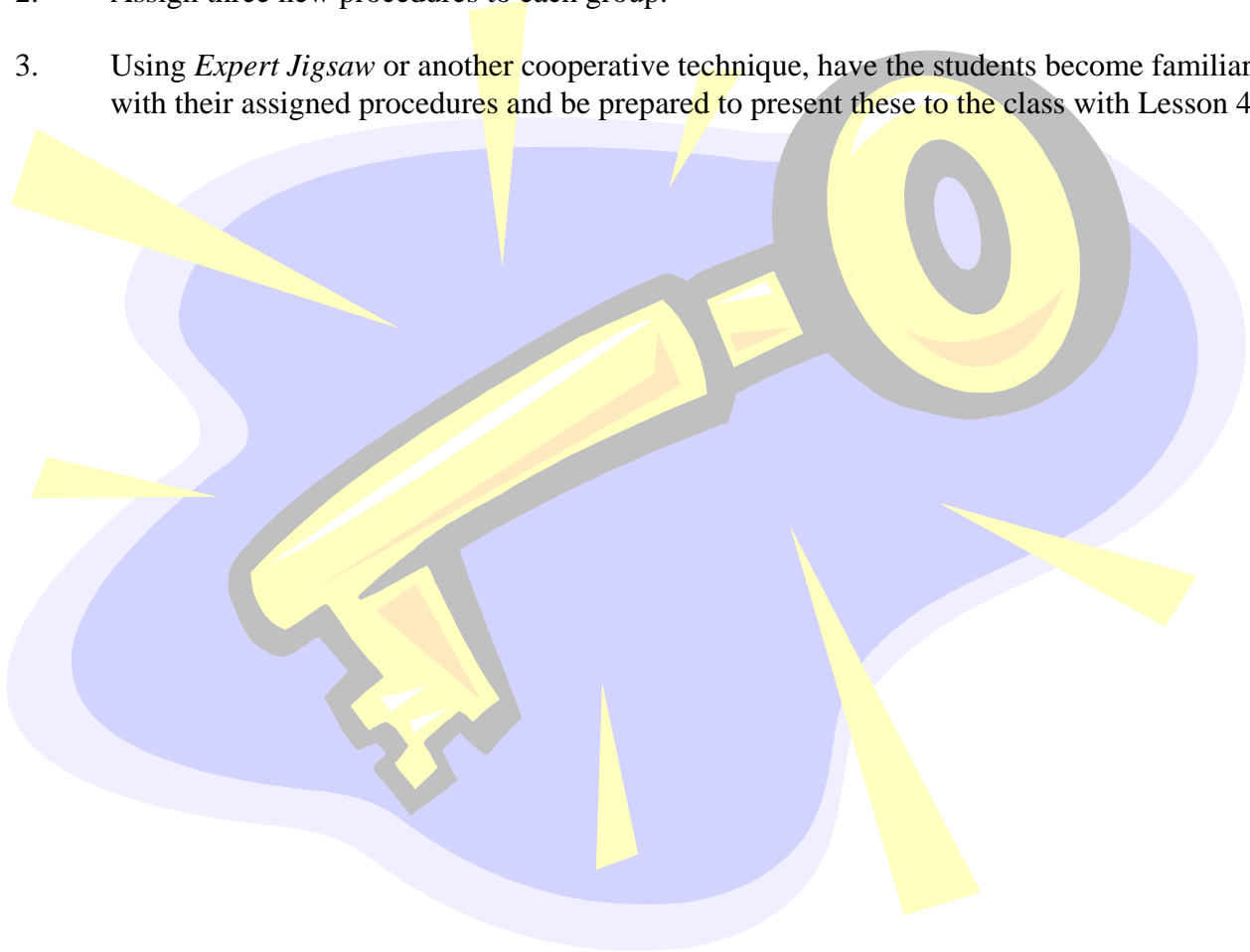


Procedures



3E

1. Have students present the procedures assigned with Lesson 2.
2. Assign three new procedures to each group.
3. Using *Expert Jigsaw* or another cooperative technique, have the students become familiar with their assigned procedures and be prepared to present these to the class with Lesson 4.



Journal



3F

Have students respond to the question: Who would you put in your will, and why?

Students will use their journal entry to practice using the word processing procedures on the computer, 3G.



Word Processing



3G

Provide direct instruction to show students the basics of word processing (start, enter, save, etc.). Use journal entries as the data to enter on a file.




Student Assignment Sheet

Lesson 4



“Nothing is so strong as gentleness; nothing so gentle as real strength.”

– St. Francis de Sales

Assignment Code	Assignment Description	Date Due	Done	Portfolio
JS-4A	Classbuilding Taba	Lesson 4		
JS-4B	Procedures	Lesson 5		
JS-4C 	Reading Log	Lesson 12		✓
JS-4D	Readers' Theatre	Lesson 6		
JS-4E	Life Map	Lesson 4		✓

Classbuilding Taba



4A

1. Brainstorm and have the students list places they have been on a vacation and things they have done on a vacation.
2. Divide into groups.
3. Provide each group a copy of the list generated in #1.
4. Identify the focus statement for the data such as: There must be at least 4 groups, at least 4 items per group and at least 2 attributes for each group.
5. Students cut apart the data list, providing strips of information for classification. Remember, do not give the students suggestions on how to group the data. Students are free to use any logical classification that meets the guidelines of the focus statement.
6. Have students provide in writing, or a combination of writing and cut/glue, the name of each group and a list of attributes.

Procedures



4B

1. Have students present the procedures assigned with Lesson 3.
2. Assign three new procedures to each group.
3. Using *Expert Jigsaw* or another cooperative technique, have the students become familiar with their assigned procedures and be prepared to present these to the class with Lesson 5.



Reading Log



4C

Provide the students with time to read from the biography they have selected. Remind students to record information in their Reading Log.



Readers' Theatre



4D

Have students work in groups. Each group will develop a readers' theatre based on an assigned chapter of the read-aloud section. A readers' theatre is like presenting a play except that the players read their parts rather than memorize and there are usually no costumes or props. The success of the presentation depends on the presenter's ability to read expressively so that the audience can visualize what is happening. The following suggestions will help in implementing a readers' theatre effectively:

1. Select a story with several characters and dialogue. Eliminate all dialogue markers, such as "she said" or "he shouted."
2. Write using short sentences. The audience may get lost in lengthy sentences.
3. Assign each character's part to one student and designate a narrator to read the passages containing no dialogue. The audience can read the narration when the script is placed on an overhead.
4. Repetition or echos adds interest to the reading.
5. Keep the pace of the story quick.
6. Rehearse the presentation by practicing rereading the parts until all players are reading with expression.

This is to be presented to the class with Lesson 6.

Life Map



4E

1. Demonstrate the format and content of a Life Map by showing the class a personal example such as:



2. Have students illustrate the important events of their life through a Life Map.
3. Students will need to keep this for their portfolio.


Student Assignment Sheet

Lesson 5



“Friendship is not won by the giving of things, but by the giving of the heart.”

– Roy Lessin

Assignment Code	Assignment Description	Date Due	Done	Portfolio
JS-5A	Classbuilding	Lesson 5		
JS-5B 	Reading Log	Lesson 12		✓
JS-5C	Procedures	Lesson 6		
JS-5D	Narrative Paragraph	Lesson 5		✓
JS-5E	Reference Materials	Lesson 5		
JS-5F	Journal	Lesson 5		

Classbuilding

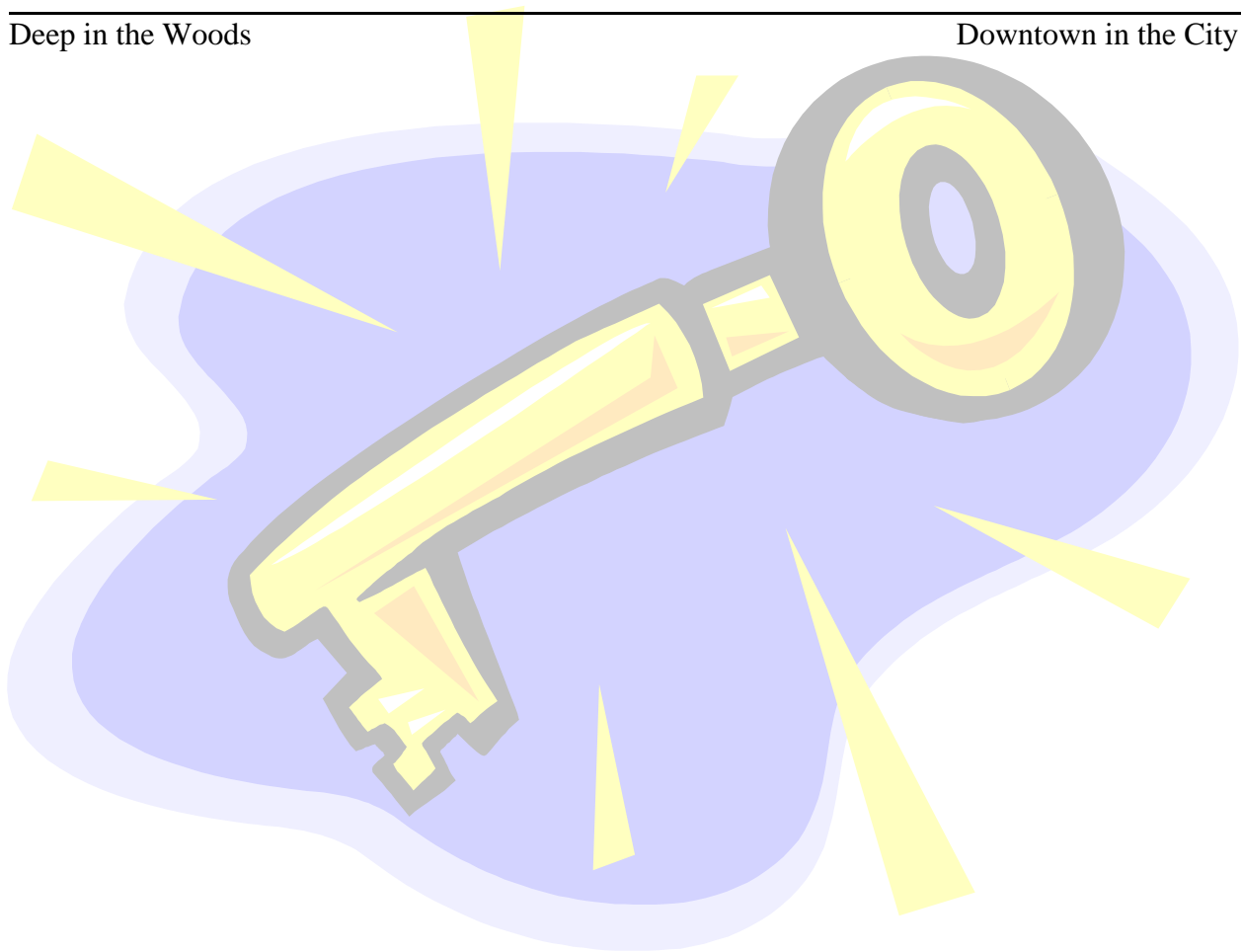


5A

Continuum. Have students respond to, “If I could be anywhere, I would be ...”

Deep in the Woods

Downtown in the City



Reading Log



5B

Provide the students with time to read from the biography they have selected. Remind students to record information in their Reading Log.



Procedures



5C

1. Have students present the procedures assigned with Lesson 4.
2. Assign three new procedures to each group.
3. Using *Expert Jigsaw* or another cooperative technique, have the students become familiar with their assigned procedures and be prepared to present these to the class with Lesson 6.

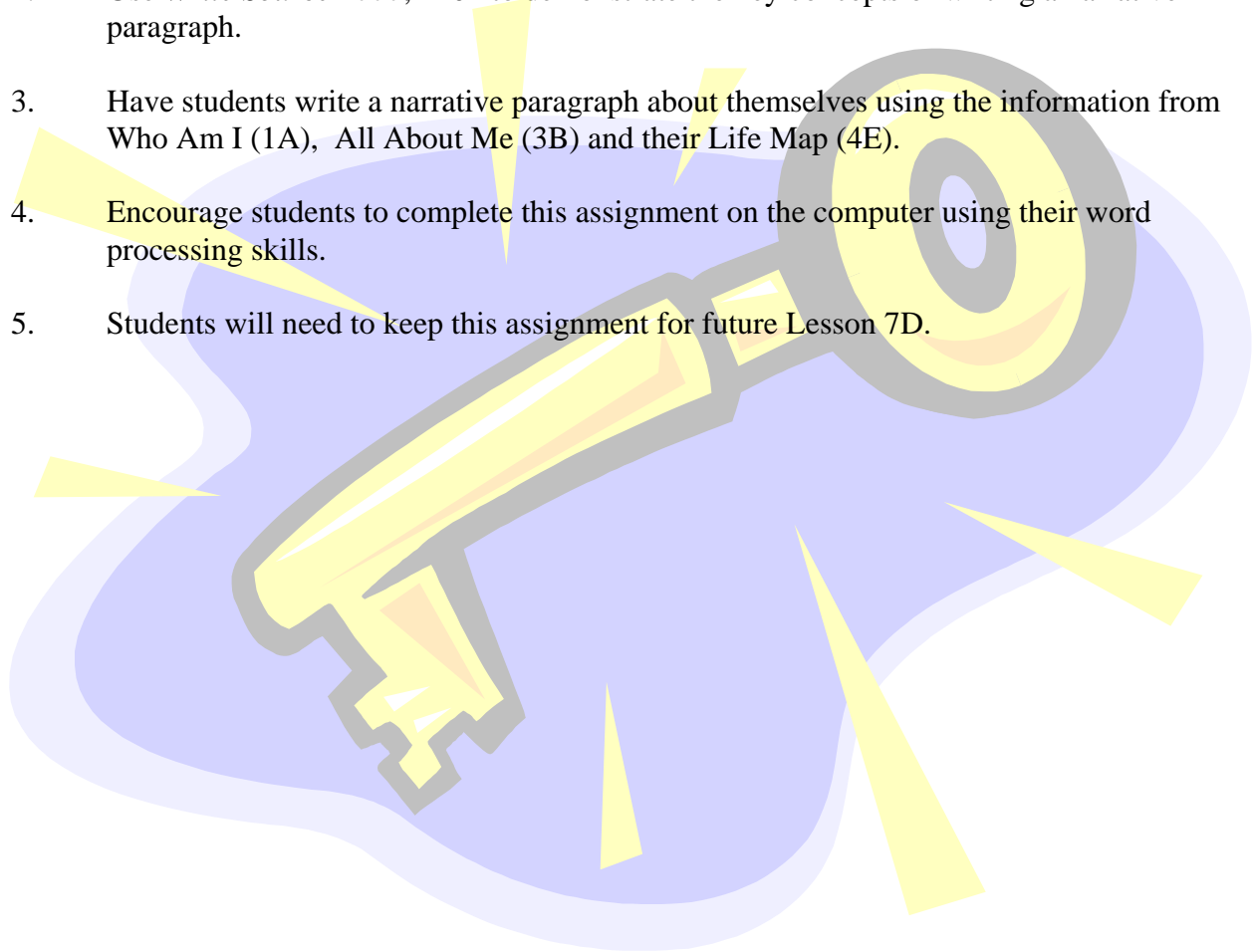


Narrative Paragraph



5D

1. Introduce the resource book, *Write Source 2000*.
2. Use *Write Source 2000*, #101 to demonstrate the key concepts of writing a narrative paragraph.
3. Have students write a narrative paragraph about themselves using the information from Who Am I (1A), All About Me (3B) and their Life Map (4E).
4. Encourage students to complete this assignment on the computer using their word processing skills.
5. Students will need to keep this assignment for future Lesson 7D.

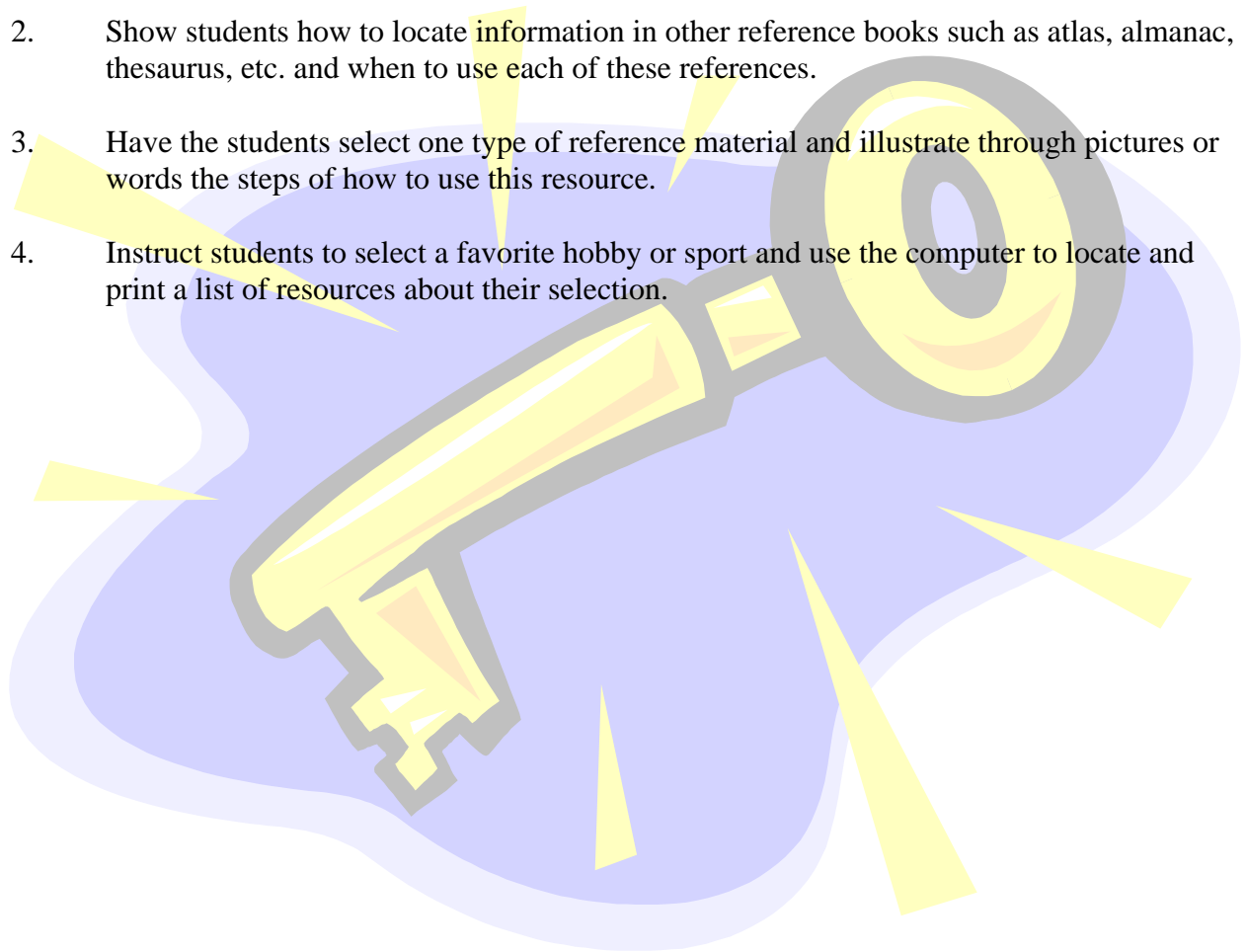


Reference Materials



5E

1. Demonstrate the basics of finding information in Encarta, Internet and other computer resources. Also inform how to print information from the computer.
2. Show students how to locate information in other reference books such as atlas, almanac, thesaurus, etc. and when to use each of these references.
3. Have the students select one type of reference material and illustrate through pictures or words the steps of how to use this resource.
4. Instruct students to select a favorite hobby or sport and use the computer to locate and print a list of resources about their selection.



Journal



5F

Write a list of five occupations you would like to try and why you have selected these occupations.

Student Assignment Sheet

Lesson 6



“When in doubt, tell the truth.”

– Mark Twain

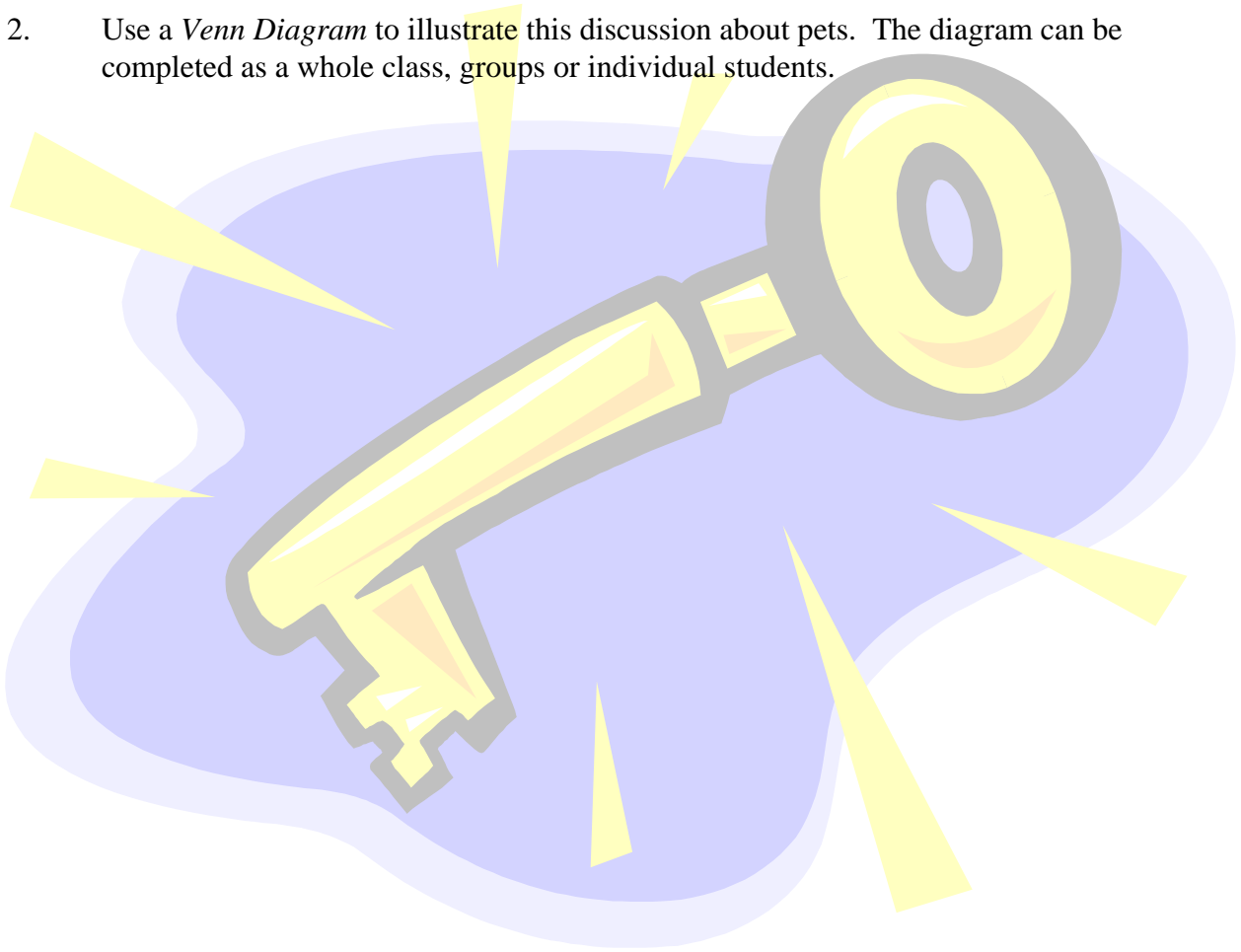
Assignment Code	Assignment Description	Date Due	Done	Portfolio
JS-6A	Classbuilding	Lesson 6		
JS-6B	Community Experience	Lesson 9		✓
JS-6C	Reference Materials and Word	Lesson 6		

Classbuilding



6A

1. Discuss with the students the pets they have had and how these pets were alike and different.
2. Use a *Venn Diagram* to illustrate this discussion about pets. The diagram can be completed as a whole class, groups or individual students.



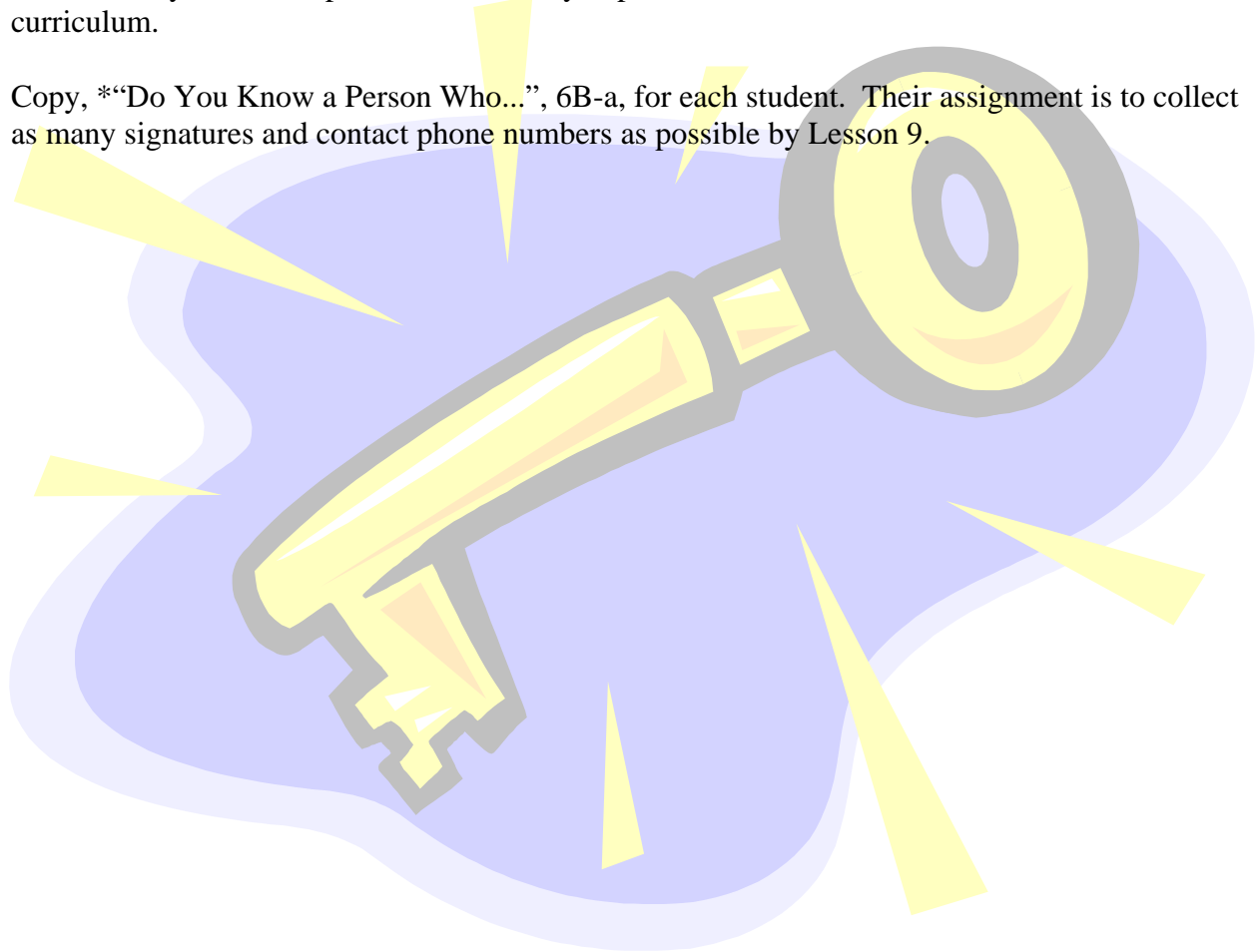
Community Experience



6B

The Community Experience for this introductory unit is to develop a list of community people who could be resource persons during the school year. This bank of names could be helpful as units of study are developed and community experts are identified that would enhance the curriculum.

Copy, **“Do You Know a Person Who...”*, 6B-a, for each student. Their assignment is to collect as many signatures and contact phone numbers as possible by Lesson 9.



*Add or delete topics from this list which would be significant to your needs.

Do you know a person who...



6B-a

Do You Know a Person Who:	Name	Phone #
1. Is a computer expert?	_____	_____
2. Likes to go on field trips?	_____	_____
3. Teaches reading (outside of school)?	_____	_____
4. Is willing to contact public officials?	_____	_____
5. Volunteers with a community agency?	_____	_____
6. Is a nurse?	_____	_____
7. Is a dentist?	_____	_____
8. Is a physician?	_____	_____
9. Has been a missionary?	_____	_____
10. Gives good advice to teenagers?	_____	_____
11. Is an ecologist?	_____	_____
12. Is a gardener?	_____	_____
13. Is a biologist?	_____	_____
14. Participates in the civil rights movement?	_____	_____
15. Works in a landfill?	_____	_____
16. Works in or does recycling?	_____	_____
17. Participates in war re-enactments /historical simulations?	_____	_____
18. Works in a grocery store?	_____	_____
19. Makes good videos/uses a video camera well?	_____	_____
20. Is an author?	_____	_____
21. Used drugs or alcohol at some point in their life?	_____	_____
22. Has been in a serious accident, but survived or were not seriously injured because they wore a seatbelt or helmet?	_____	_____
23. Has lots of interesting books?	_____	_____
24. Keeps a personal journal?	_____	_____
25. Plays an instrument or sings well?	_____	_____
26. Belongs to an interesting club (rocks, etc)?	_____	_____
27. Has helped with a house for Habitat for Humanity?	_____	_____
28. Works in law enforcement?	_____	_____
29. Works in construction?	_____	_____
30. Has a home workshop?	_____	_____
31. Is a mechanic?	_____	_____
32. Has a home-based business?	_____	_____
33. Has lost a job?	_____	_____
34. Is an electrician?	_____	_____

Reference Materials and Word Processing



6C

1. You will be writing a paragraph about an animal. Refer to *Write Source 2000*, #99 for tips on paragraph writing. Be sure to include all elements in your paragraph.
2. Choose an animal.
3. Use **both** computer and print resources to find the following information about your animal:
 - ▶ habitat
 - ▶ food
 - ▶ size range
 - ▶ geographic areas where animal can be located
4. Use the computer to write and print your paragraph.

Student Assignment Sheet

Lesson 7



“The greatest gift we can give one another is rapt attention to one another’s existence.”

– Sue Atchley Ebaugh

Assignment Code	Assignment Description	Date Due	Done	Portfolio
JS-7A	Classbuilding	Lesson 7		
JS-7B	Community Experience	Lesson 9		✓
JS-7C	Procedures	As Needed		
JS-7D	Hypermedia	Lesson 9		✓
JS-7E	Journal	Lesson 9		

Classbuilding Taba



7A

Turn-To-Your-Neighbor and *Random Call*. Have students list the types of books they like to read.



Community Experience



7B

Have students report progress in collecting names and phone numbers for their “Find a Person Who...” activity.



Procedures



7C

Review procedures, if necessary.



*Hypermedia



7D

* Students will need to have the ability to develop a short presentation using Hypermedia, Kid Pix Deluxe, or Power Point. Select one of these or another software program which will produce the same type of results.

1. Demonstrate how to make slides, titles, etc. using as content three personal important life events.
2. Engage students in the process. Encourage questions, as students will be completing their own presentation.
3. Have students review their narrative paragraph (5D), Life Map (4E), All About Me (3B) and Who Am I (1A) to select three or four items to represent early, middle and present events of their life.
4. Encourage students to be creative as they work on taking the events and making their presentation slides.
5. Allow students time each day to work on this project. The final product is due with Lesson 9 and is also part of the portfolio.

Journal



7E

What possessions do you own that you wouldn't want to live without, and why?

Student Assignment Sheet

Lesson 8



“What wisdom can you find that is greater than kindness.”

– Jean Jacques Rousseau

Assignment Code	Assignment Description	Date Due	Done	Portfolio
JS-8A	Classbuilding	Lesson 8		
JS-8B	Reading Log	Lesson 12		✓
JS-8C	Community Experience	Lesson 9		✓
JS-8D	Readers' Theatre	Lesson 9		
JS-8E	Hypermedia	Lesson 9		✓

Classbuilding



8A

Think-Square-Share. Have the students respond to: “What does your family like to do together?”



Reading Log



8B

Provide the students with time to read from the biography they have selected. Remind students to record information in their Reading Log.



Community Experience



8C

Have students report progress in collecting names and phone numbers for their “Find a Person Who...” activity.



Readers' Theatre



8D

Have each group present their Readers' Theatre.



Hypermedia



8E

Provide time for students to work on their slide presentation.



Student Assignment Sheet

Lesson 9



“A word spoken is due season, how good it is!”

– Proverbs 15:23

Assignment Code	Assignment Description	Date Due	Done	Portfolio
JS-9A	Classbuilding	Lesson 9		
JS-9B	Procedure Review TGT	Lesson 10		
JS-9C	Community Experience	Lesson 9		✓
JS-9D	Hypermedia Presentation	Lesson 9		✓
JS-9E	Journal	Lesson 9		

Classbuilding



9A

Ask students: “If you were to help someone, who would it be?”

(clues: young child, someone your age, someone your parents age, elderly person, etc.)

Use *Four Corners* to share class choices.



Procedure Review

TGT



9B

Teams Games Tournament. Using this strategy the students will work in groups to answer questions about procedures.

- ▶ Provide a study sheet (9B-a) of statements which will assist students in reviewing classroom procedures.

example -

Procedure: Disaster Drills

Study Sheet: 1. When the fire alarm sounds, students are to leave the room and form a line outside by the flagpole.

- ▶ Formulate 1-3 questions (9B-b) for each procedure to be used with the *TGT*. When writing the question in the box, number the questions to match the study sheet. This will assist the students in locating the correct answer to the question.

example -

Question: 1. When the fire alarm sounds, where do students meet outside?

- ▶ Divide the class into teams and follow the instructions given in the Appendix.

Procedure Review

Teams Game Tournament – Study Sheet



9B-a

1.

Teams Game Tournament Questions



9B-b

Community Experience



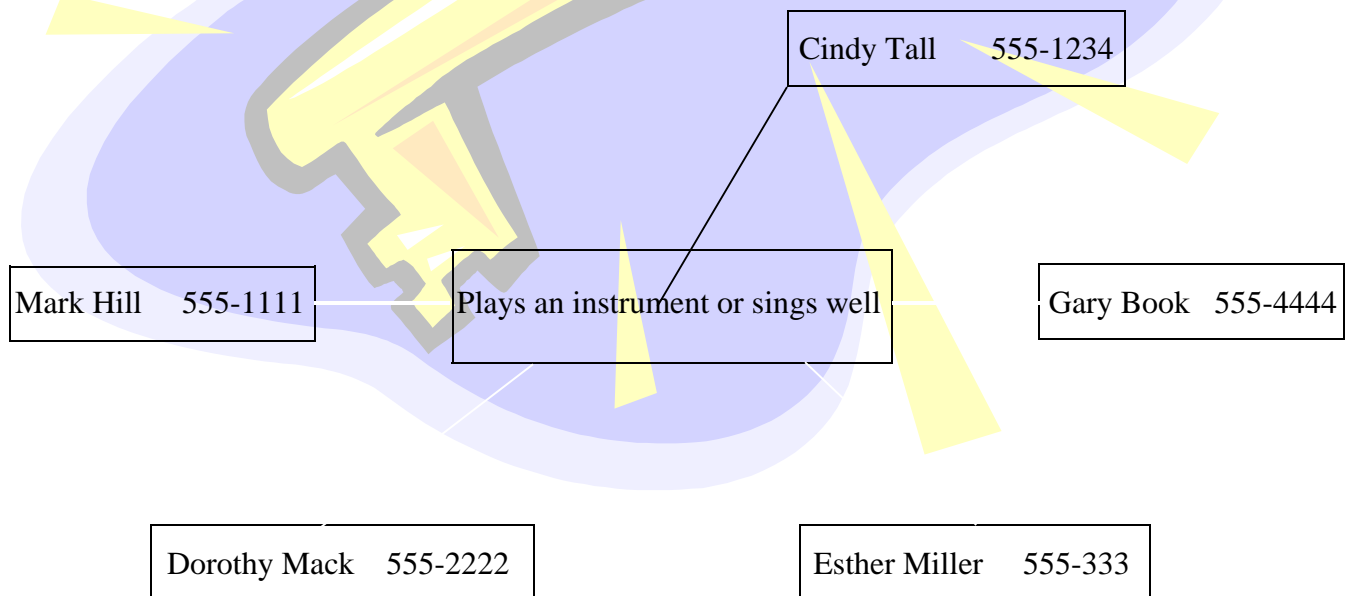
9C

Discuss with students possible ways to organize the information obtained from “Find a Person Who...”

Possible Procedure:

Concept Webbing

1. Make a photocopy of each students worksheet.
2. Cut apart each copy with one question and name and phone number on each strip.
3. Have each student select a question and write it in the center of a paper. All names and phone numbers for that questions are to be glued in a web around the question. Such as:



4. Students continue working til all questions have been mapped.

Hypermedia Presentation



9D

Plan time for students to show their Hypermedia presentation. Have them print out their slides as part of their portfolio.



Journal



9E

Think about the process of putting the Hypermedia presentation together. Write about what you enjoyed most in working on this project. What was the most difficult and why?

Student Assignment Sheet

Lesson 10



“Nothing but heaven itself is better than a friend who is really a friend.”

– Plautus

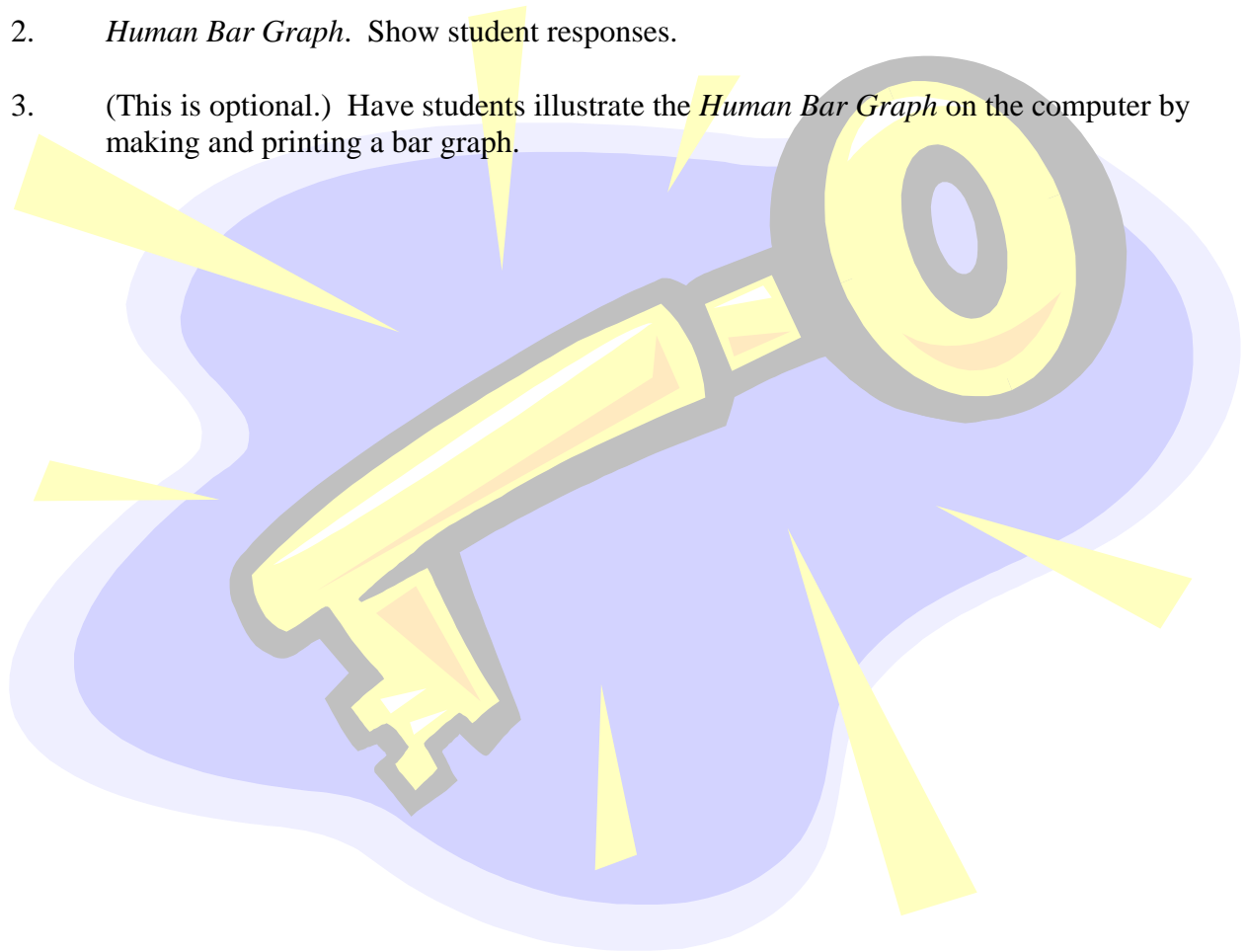
Assignment Code	Assignment Description	Date Due	Done	Portfolio
JS-10A	Classbuilding	Lesson 10		
JS-10B	Reading Log	Lesson 12		✓
JS-10C	Portfolio	Lesson 12		
JS-10D	Procedures Written Assessment	Lesson 10		✓

Classbuilding



10A

1. Ask students: “How do you study best? When it is absolutely quiet or when there is loud music/noise?”
2. *Human Bar Graph*. Show student responses.
3. (This is optional.) Have students illustrate the *Human Bar Graph* on the computer by making and printing a bar graph.



Reading Log



10B

Check Reading Log.



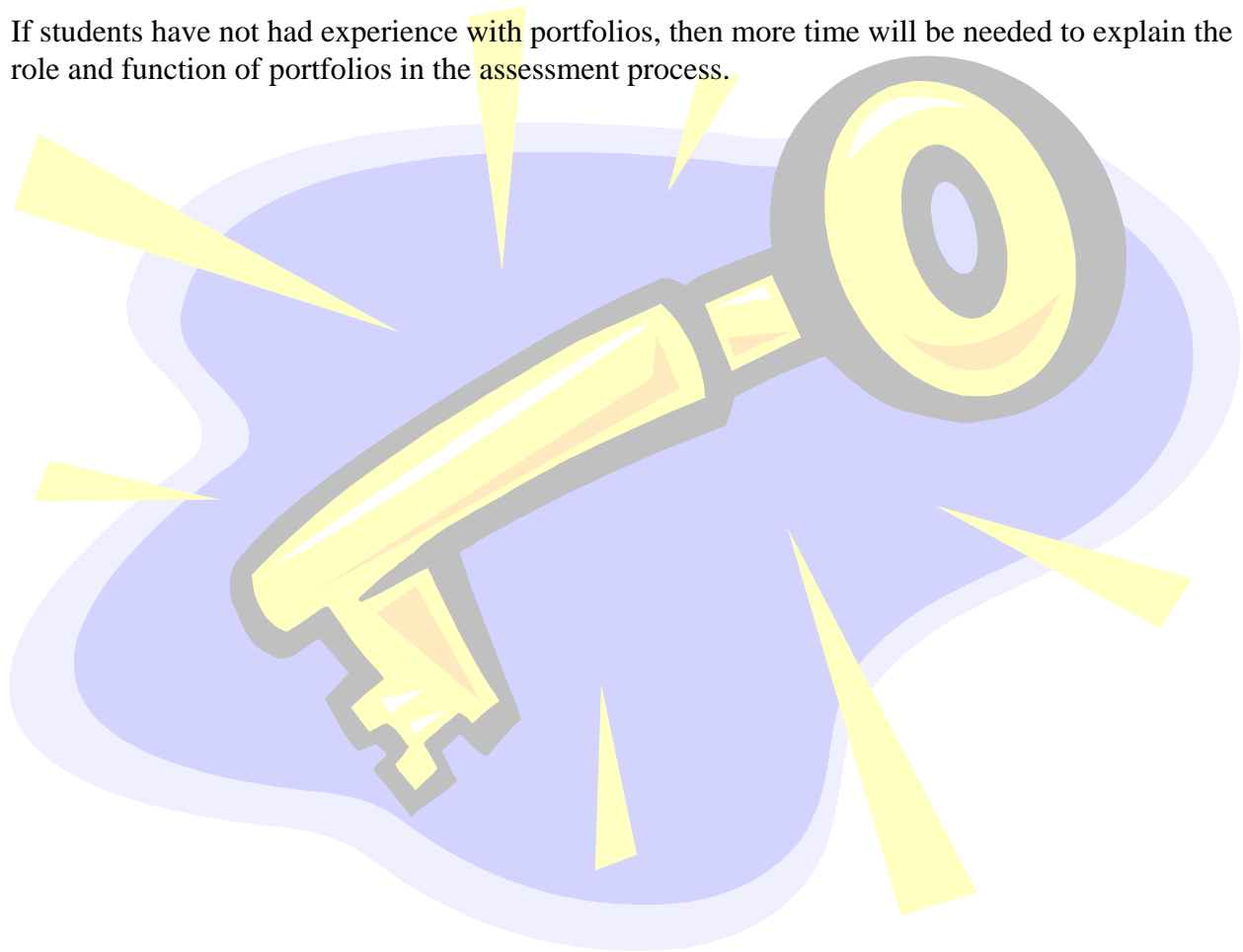
Portfolio



10C

Use the information from the Handbook or other sources to determine the Reflection Sheet (to be used with each artifact or selected items) and the Rubrics (criteria and indicators).

If students have not had experience with portfolios, then more time will be needed to explain the role and function of portfolios in the assessment process.



Procedures

Written Assessment



10D

Write your evaluation of the procedures used in your classroom this year. Your evaluation is to be at least 150 words and could include answers to these questions:

- Why are procedures important?
- Which procedures are most helpful?
- Which procedures are used most frequently?
- If you could change one of the procedures, which one would you choose and why?

Student Assignment Sheet

Lesson 11



“Humble yourselves in the sight of the Lord, and he shall lift you up.”

– James 4:10

Assignment Code	Assignment Description	Date Due	Done	Portfolio
JS-11A	Classbuilding	Lesson 11		
JS-11B	Getting to Know the Teacher	Lesson 11		
JS-11C	MUGS	Lesson 11		
JS-11D	Journal	Lesson 11		

Classbuilding



11A

Either - Or. Have students think about pictures of God they have seen. Do they visualize Him as more like a Lamb or a Lion?



Getting to Know the Teacher



11B

Have students locate their **KW** poster from Lesson 1C. Now they will add the **L** component to their poster - “What I have learned about the teacher.”



MUGS

Mechanics, Usage, Grammar, Sentences



11C

The following sentence contains one or more errors in mechanics, usage, or grammar. Rewrite the sentence making all necessary corrections and submit it to your teacher.

**all Battles is one, before they is faut?
-Sun Tzu**

MUGS

Mechanics, Usage, Grammar, Sentences

The following sentence contains one or more errors in mechanics, usage, or grammar. Rewrite the sentence making all necessary corrections and submit it to your teacher.

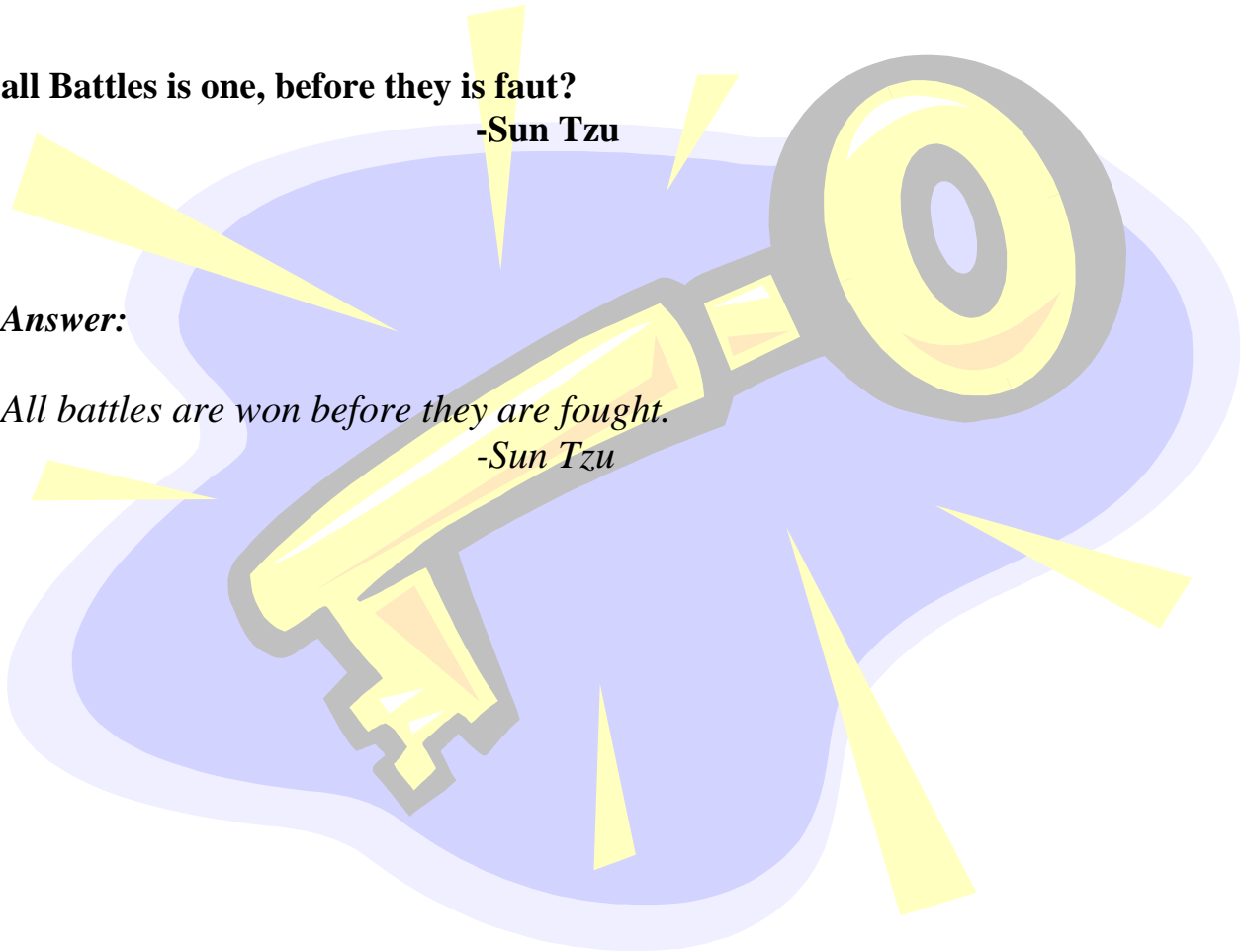
all Battles is one, before they is faut?

-Sun Tzu

Answer:

All battles are won before they are fought.

-Sun Tzu



Journal



11D

What compliments have you received? Describe.

Student Assignment Sheet

Lesson 12



“A friend is one to whom distance is no barrier to communication, concern or caring.”

– Unknown

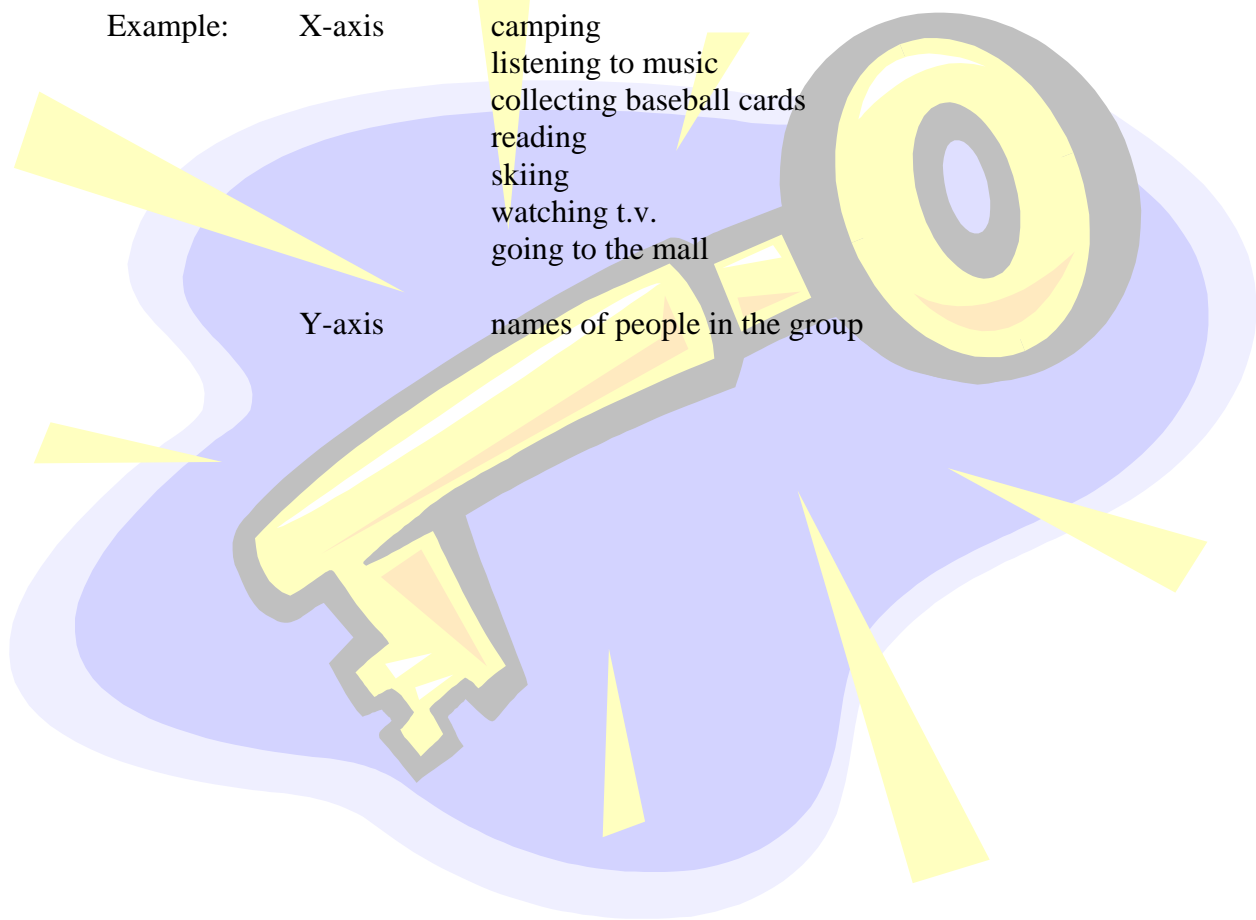
Assignment Code	Assignment Description	Date Due	Done	Portfolio
JS-12A	Classbuilding	Lesson 12		
JS-12B	Telephone Etiquette	Lesson 12		
JS-12C	Reading Log	Lesson 12		✓
JS-12D	Processing the Process	Lesson 12		✓

Classbuilding



12A

1. Have students list their favorite sports or hobbies.
2. Demonstrate how to make a coordinate grid based on the information from #1.

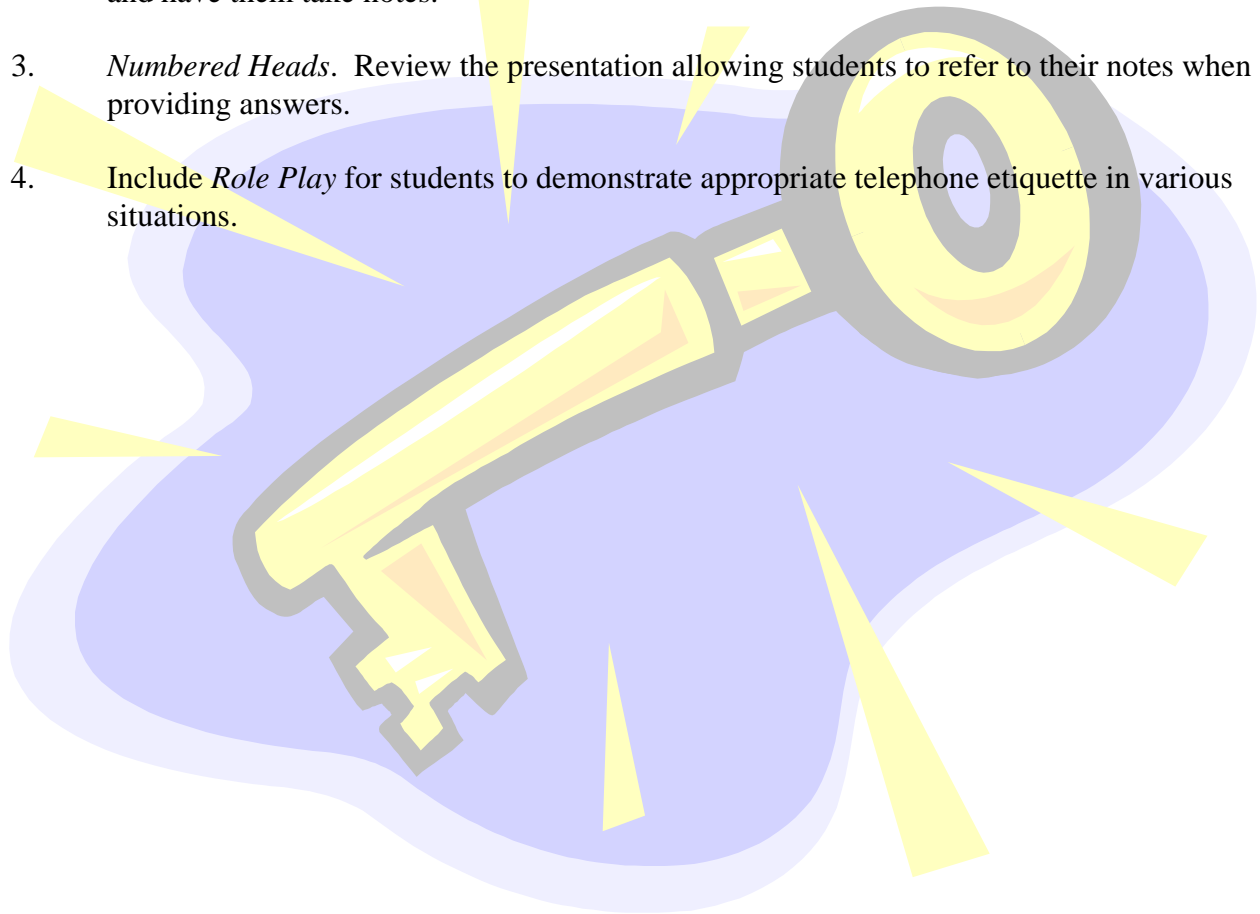


Telephone Etiquette



12B

1. Identify procedure for students to take notes for a lecture presentation.
2. Locate information on proper telephone etiquette. Present this information to the students and have them take notes.
3. *Numbered Heads*. Review the presentation allowing students to refer to their notes when providing answers.
4. Include *Role Play* for students to demonstrate appropriate telephone etiquette in various situations.



Reading Log



12C

Have students review their Reading Log, checking for spelling, punctuation, etc. prior to placing it in their Portfolio.



Processing the Process



12D

During the past twelve lessons you have been given experiences in learning information by using Graphic Organizers, Concept Attainment, Expert Jigsaw, Taba and possibly others. Which did you like best? Why?

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