

Contents

| | |
|------------------------|---|
| Introduction | 4 |
|------------------------|---|

The Strategies

| | |
|--|-----|
| Anchoring Student Learning | 9 |
| Using Graphic Organizers | 19 |
| Cubing | 33 |
| Note-Taking Strategies | 46 |
| R.A.F.T.-ing (Role, Audience, Format, Topic) | 58 |
| Working With Choice Boards | 70 |
| Employing Terminology Tactics | 80 |
| Providing Closure | 92 |
| Bibliography | 112 |

Anchor Activity: Math

(Fractions and Percents assignment, page 14)

ASSIGNMENT NOTES:

These problems come from Jessica, an advanced math student who has a solid understanding of the relationship between percentages and fractions. She opted for this anchor assignment when she'd finished her required work and checked in with me. After Jessica turned in the word problems, I typed them up and used them as an anchor activity for other students to solve (see answer page by Brady below). Jessica was responsible for checking their solutions. This process encouraged others to complete the same anchor activity with little or no additional work on my part—they knew they'd have a chance to do the questioning and the checking.

Anchor Word Problems

Problem 1: Jessica wants to buy a jacket that is on sale at 25% off. The original price was \$41.50. She has \$33.00 with her. Does she have enough money for the jacket? If she does and she buys the jacket, how much money will she have left?

Problem 2: John wants to buy a pair of sneakers that are on sale for 20% off and a new pair of jeans at 25% off. The original prices are \$69.99 for the sneakers and \$26.88 for the jeans. What would John's total bill be if he bought both on sale? If John had \$100.00, would he have enough money to buy two pair of jeans?

Problem 3: Sue got 27 out of 30 questions right on her first math test, 34 out of 40 right on her second math test, and 23 out of 25 right on her last test. What is her current math average in percentage? What percentage would she have to have on her next test to get an A?

Answer to Problem 1

Brady #18

Jessica's Math Problems

$$\begin{array}{r} 41.50 \\ - 10.375 \\ \hline 31.125 \end{array} \quad \text{a. yes}$$

1. 25% of 40 = 10.375

2. 41.50 - 10.375 = \$31.13

left
b. \$1.87

$$\begin{array}{r} 33.00 \\ - 31.13 \\ \hline 1.87 \end{array}$$

First I found 25% off of \$41.50 was \$31.13. So she had enough money. Then to find out how much was left I subtracted \$31.13 away from \$33.00 and got \$1.87.

ANCHOR ACTIVITY CHECKLIST

Name _____ Date _____

 **Anchor activity** _____

Accuracy

- I've checked the information presented in my activity carefully. It is correct.
- I need to check the following parts: _____

Completion

- I completed the entire activity.
- These are steps I still need to complete: _____

Focus

- I stuck to the activity described in the directions. _____

- I did some parts differently. (Explain.) _____

Mechanics

- For any written parts of the activity, I checked punctuation, spelling, and grammar.
- For any mathematical parts of the activity, I've double checked my calculations and shown my work.
- I still need to check the following mechanics: _____

Neatness

- The overall quality of this anchor activity is the best work I can do.
- I could still improve the following: _____

Changes made:

-
-
-
-

Date turned in: _____

Anchor Activity Rubric

Date _____

Name _____

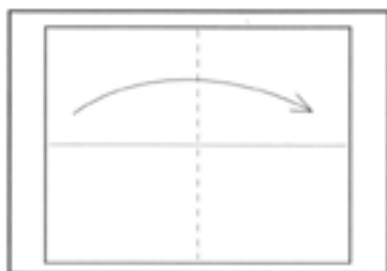
| Assignment Traits | ← | | | | |
|---|---|---|---|---|---|
| Accuracy Is the information presented in the activity correct? Are there gaps in the information? | 5 | 4 | 3 | 2 | 1 |
| Comments: | | | | | |
| Completion Is the activity complete? Were there steps that proved challenging? | 5 | 4 | 3 | 2 | 1 |
| Comments: | | | | | |
| Focus Did the student stick to the activity described in the directions? Did he or she fully develop the chosen activity in a detailed or creative way? | 5 | 4 | 3 | 2 | 1 |
| Comments: | | | | | |
| Mechanics Did the writing and/or computation contain few errors? Did the student check punctuation, spelling, and grammar? | 5 | 4 | 3 | 2 | 1 |
| Comments: | | | | | |
| Neatness Is the overall quality of this anchor activity the student's best work? | 5 | 4 | 3 | 2 | 1 |
| Comments: | | | | | |
| Grade (based on levels attained for each criterion) | | | | | |
| Scoring key 25–24 = A+ 19 = B+ 14 = C+ 10 = D 23–21 = A 18–16 = B 13–12 = C 9 = D– 20 = A– 15 = B– 11 = C– | | | Assessment guide 5 = Advanced 4 = Proficient 3 = Basic 2 = Below Basic 1 = Novice | | |

Poof Book Instructions

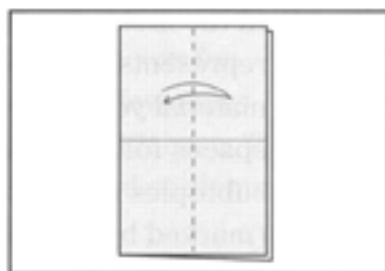
1. Fold an 8.5 x 11 inch sheet of paper in half vertically (hot-dog style) and crease the fold. Unfold.



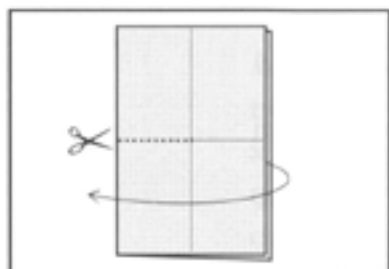
2. Fold the paper in half horizontally (hamburger style) and crease the fold. Leave it folded.



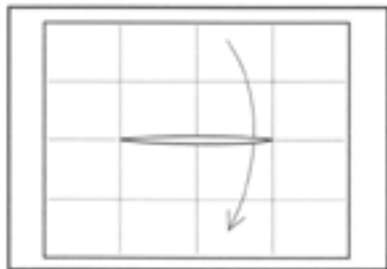
3. Fold the paper in half again vertically and crease the fold. Unfold this last step.



4. At the horizontal crease, carefully cut or tear at the center of the folded edge until you reach the midway point.

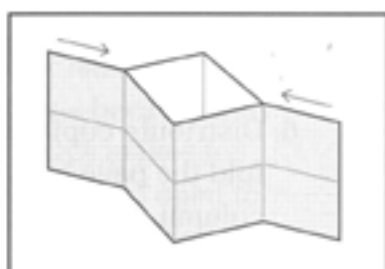


5. Open up the paper again and you will see a slit in the middle of the paper.

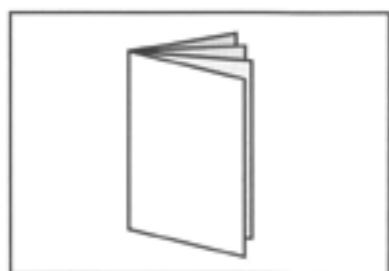


6. Fold the paper again like a hot dog so the tear is at the top of the paper.

7. Hold each end of the paper and push your hands together, opening the tear. Bring your hands together until the paper takes the shape of a large addition sign.



8. Push all the sections together until you have an eight-page book.



R.A.F.T. Prewriting Charts

Science: Rain Forest

This Rain Forest R.A.F.T. chart offers students four or five teacher-created choices as well as an option to create their own. We have found that as creative as we think we are in writing the R.A.F.T. choices, students always come up with great ideas. Their R.A.F.T.s often become one of our assignment choices the next year.

| Role | Audience | Format (purpose) | Topic |
|------------------|----------------|---------------------------|----------------------------|
| Environmentalist | Senator | Speech (call to action) | Protect the Rain Forest |
| Tree | Animals | Advertisement (encourage) | Rooms for rent |
| Travel Agent | Traveler | Brochure (summarize) | Why visit the Rain Forest? |
| Canopy | Understory | Song (entertain) | We belong together |
| Student Choice | Student Choice | Student Choice | Student Choice |

Math: Fractions

In preparation for our state math assessment, we incorporate lots of writing into our math lessons. The R.A.F.T. choices we developed for our fractions unit provide a unique, motivating way to have students demonstrate their understanding of fractions through writing.

| Role | Audience | Format (purpose) | Topic |
|-------------------|----------------|-------------------------|--------------------------------------|
| Improper Fraction | Mixed Number | Poem (summarize) | Sometimes it's okay to be improper |
| Fraction | Whole Number | Song (entertain) | I need to be reduced |
| Decimal | Fraction | Letter (thank-you note) | Thank you for supporting me |
| Denominator | Numerator | Rap (entertain) | You can't have one without the other |
| Student Choice | Student Choice | Student Choice | Student Choice |