



# Contents

<b>Introduction</b> .....	7
<b>A Lesson Plan Model for Engaging ALL Students</b> .....	11
EAS Lesson Plan (blank form) .....	14
EAS Lesson Plan for Reading .....	15
EAS Lesson Plan for Math .....	16
EAS Lesson Plan for Language Arts.....	17
EAS Lesson Plan for English.....	18
EAS Lesson Plan for Science .....	19
<b>Strategies and Perceptual Modalities Table</b> .....	20
<b>Putting the Strategies to Work</b> .....	21
Strategies for Developing Thinking Skills	
Challenge Questions .....	22
Homework Review Data Sheet .....	24
Task Cards .....	26
Challenge Authority Cards .....	28
Pick a Path .....	30
Sticky-Dot Editing .....	32

Personal Meter .....	34
Find the Balance .....	36
Character Layers .....	38
Vote with Your Feet .....	40
<b>Strategies for Understanding and Remembering</b>	
Ticket out the Door .....	42
Tie a Knot .....	44
Wipe-Off Magnets .....	46
Alternate Text Vocabulary .....	48
Text Retell Cards .....	50
Graphic Organizer Puzzles .....	52
Boomerang Bookmarks .....	54
Make a Connection .....	56
Group Graffiti .....	58
4 x 6 Posters .....	60
Glove Balloons .....	62
Millionaire Game .....	64
T-Notes Plus .....	66
Memory Makers .....	68
Supervisor Cards .....	70
<b>Strategies for Summarizing</b>	
Subtraction Summary .....	72
Shrink It .....	74
Text Message Summary .....	76
<b>Strategies for Encouraging Participation</b>	
Sweet Sheets .....	78
Participation Punch .....	80
Bubble-Wrap Response .....	82
Stand in Response .....	84
Voice Bells .....	86
Lightbulb Moments .....	88
Detective Tools .....	90

<b>Strategies for Review and Practice</b>	
Cup Stacking .....	92
Pattern Towers .....	94
Twist and Spell .....	96
Spelling Keyboard .....	98
Tennis Spelling .....	100
Brain Bags .....	102
Colorful Speech .....	104
Spelling Bells .....	106
Board Relay .....	108
Pass the Plate .....	110
TP the Room .....	112
Stretch 'ems .....	114
Vocabulary Stack .....	116
Stepping Stones .....	118
Wikki Stix .....	120
<b>References</b> .....	<b>122</b>
<b>Reproducibles</b> .....	<b>124</b>
<b>Index</b> .....	<b>155</b>

# EAS Lesson Plan

# for Math

Instructional Objective Students will be able to identify methods for finding the balance point.

V A K T  
X X X X

Typical content and pacing for mid-range students

## General Approach

Visual, Auditory

Review homework and discuss answers.

Visual, Kinesthetic, Tactile

Have students find materials around the room that can be used as "seesaws."

Generate ideas for equations for finding the balance point.

Tactile

Test equations with physical items and on paper.

Visual, Auditory

Read assigned pages.

## High Complexity

Have a few students use

**Homework Review Data Sheets.**

Refer to chart on wall for brainstorming ideas about how this math concept is used in daily life.

## Low Complexity

Preteach balance point concept through **Supervisor Cards.**

At the end of the lesson, ask the whole class to say the equation out loud, three times in a row.

High level of complexity for students ready to be challenged

Visual, Auditory, Tactile  
(See page 24.)

Visual, Auditory, Kinesthetic

Less-complex instruction, hands-on application, clear directions, for struggling students or those who need more time

Visual, Auditory, Kinesthetic, Tactile  
(See page 70.)  
Auditory



## Stretch 'ems

(K-5)

Phonemic awareness, a person's ability to recognize and manipulate individual sounds in a word, is essential to fluent reading. Many literacy programs are teaching students to "stretch out" the words as they attempt to decode or encode. Stretch 'ems make this approach even more effective by giving students a concrete, stretchy medium.

### Materials

Card stock

½-inch-wide sewing elastic (found anywhere sewing supplies are sold)

Water-based, wipe-off markers

### How To

1. Cut the card stock into 1½ x 2½-inch rectangles and laminate the cards.
2. Using scissors, make two small slits at the top (one of the short ends) of each card.
3. Thread the elastic through the slits, stringing three, four, five, or more cards together so that they lie flat, side by side. Tie a knot in each end of the elastic.
4. Choose a word that is appropriate for your class, like *peanut*, and select a 5-card Stretch 'em. Use the marker to write one or two letters on each card, forming the word *peanut*.
5. Hold up the Stretch 'em and gently pull on both ends of the elastic. The letter cards will separate, resulting in a stretching out of the word. The stronger the pull on the elastic, the greater the separation (see illustration).



6. Draw students' attention to how the letters sound individually. Then slowly reduce the tension on the elastic, bringing the letters closer together, verbally blending them to form the word.
7. Provide each student with a Stretch 'em and a marker and allow them to experiment.

## Variations

- For more-advanced students, use Stretch 'ems to work on syllabication skills. Have the student break a multisyllabic word into separate syllables, writing one syllable on each card. The student might also work as a peer tutor, showing another student how words can be broken up into separate syllables, stretching the Stretch 'em to demonstrate.
- Flip up a letter and ask a student how the word will sound with the change.
- Use Stretch 'ems to practice math facts, leaving the answer flipped up.
- Use Stretch 'ems to follow a multistep process, using one card for each step. For example, if teaching a four-step problem-solving process, the first card might read "Describe Problem," followed by "Determine Objective," "Brainstorm Solutions," and "Make Choices."

## Tips

- ☆ Make sure the slits at the top of the card are small enough to grab at the elastic. If they are too big, the cards will slide around too much.
- ☆ Keep a supply of Stretch 'ems at writing centers or in your book corner so that students can independently access them.