

Table of Contents

Introduction	3	New School Mascot	40
Common Core Standards	4	Student Teacher	41
Eight Great Ways to Use Formative Assessment	5	Ready, Set, Go	42
Pre-Teaching Assessment		A World Without Words	43
Text Your Message	6	Three and Three	44
There’s an App for That!	7	Fast-Food Information	45
Search and Find	8	Lesson Thermometer	47
What’s Playing?	9	Assessing with Poetry	48
Glass Half Full? Glass Half Empty?	10	How Funny Are You?	49
Putting Pencil to Paper	11	Translation, Please	50
Sign-Up Day	12	Make the Quiz	51
The Power of Three	13	The Rule Book	52
Interview Me	14	The Alphabet Page	53
I Moustache You a Question	15	Earth and Sky: Your World Today	54
Graphic Organizers		Drop Off a Note or Two	55
Each “Piece” of the Lesson	17	A Penny for Your Thoughts	56
Whooo Was Listening?	19	Collaborative Reflections	
It’s Cool to Be Square	20	Find Five Facts	57
Weighing In on What I Know	22	Names and Facts	58
From the Beginning to the End	24	Sing It, Don’t Say It	59
CD Case	25	Find Four	60
Formative Assessment: Let’s Roll	26	Show and Tell	61
From Room to Room	28	Billboard Bonanza	63
Words, Sentences, and Illustration	30	No Talking Allowed	64
Create a Comic	31	Respond Alphabetically	65
KWQ	32	Beat the Teacher	66
A Drop in the Bucket	33	Who Thinks Like I Do?	69
Path of Information	34	Give the Signal	70
Pin It	35	Zombie-Lesson Virus Pencils	71
Up and Down	36	Design Team	72
Written Response		Group Challenge	73
Invited to Learn	37	Freeze	74
Knowledge Collage	38	Right, Left, Cross	76
Lesson Blog	39	Technology and Interactive Assessment	
		Electronic Notes	77
		Ask Me, Tell Me	79

Common Core State Standards

Each activity in this book meets one or more of the following Common Core State Standards © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. For more information about the Common Core State Standards, go to <http://www.corestandards.org> or <http://www.teachercreated.com/standards/>.

Writing Standards	
Text Types and Purposes	
ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
ELA-Literacy.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
ELA-Literacy.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Production and Distribution of Writing	
ELA-Literacy.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
ELA-Literacy.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Speaking and Listening	
Comprehension and Collaboration	
ELA-Literacy.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others ideas and expressing their own clearly.
ELA-Literacy.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others ideas and expressing their own clearly.
ELA-Literacy.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
ELA-Literacy.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
Language	
Knowledge of Language	
ELA-Literacy.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA-Literacy.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

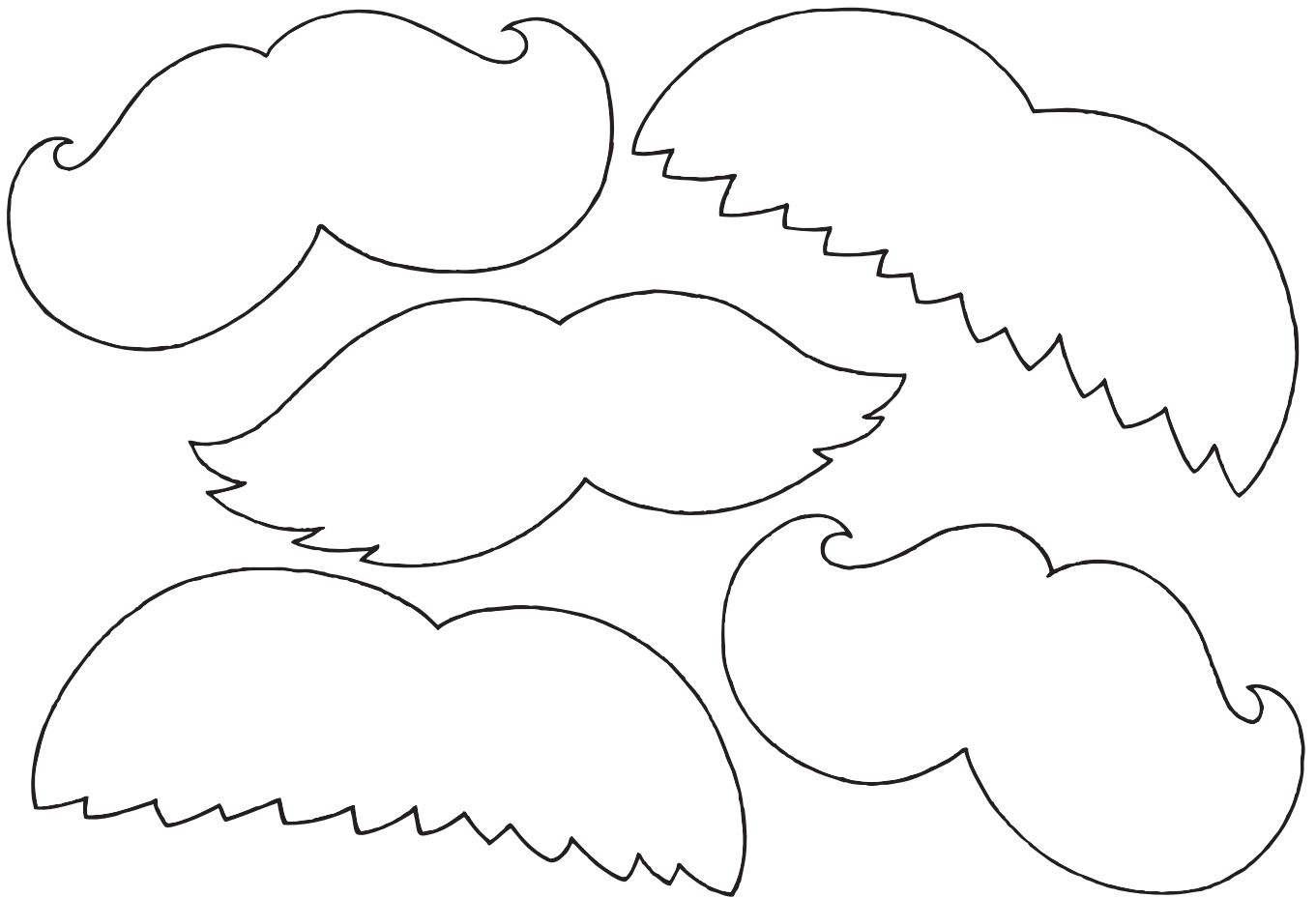
I Moustache You a Question



Listen as the teacher tells the class the topic of today's lesson.

Write the topic: _____

Direction: Think of four to five questions you “moustache” (must ask) the teacher about today's topic before the lesson begins. Write one question inside each moustache. Complete as many as you can; however, some moustaches may be left blank.



Something Extra: During the lesson, think of questions you want to “shave” (save) for later and ask the teacher when the lesson is finished. Write these questions on the can of shaving cream on page 16.

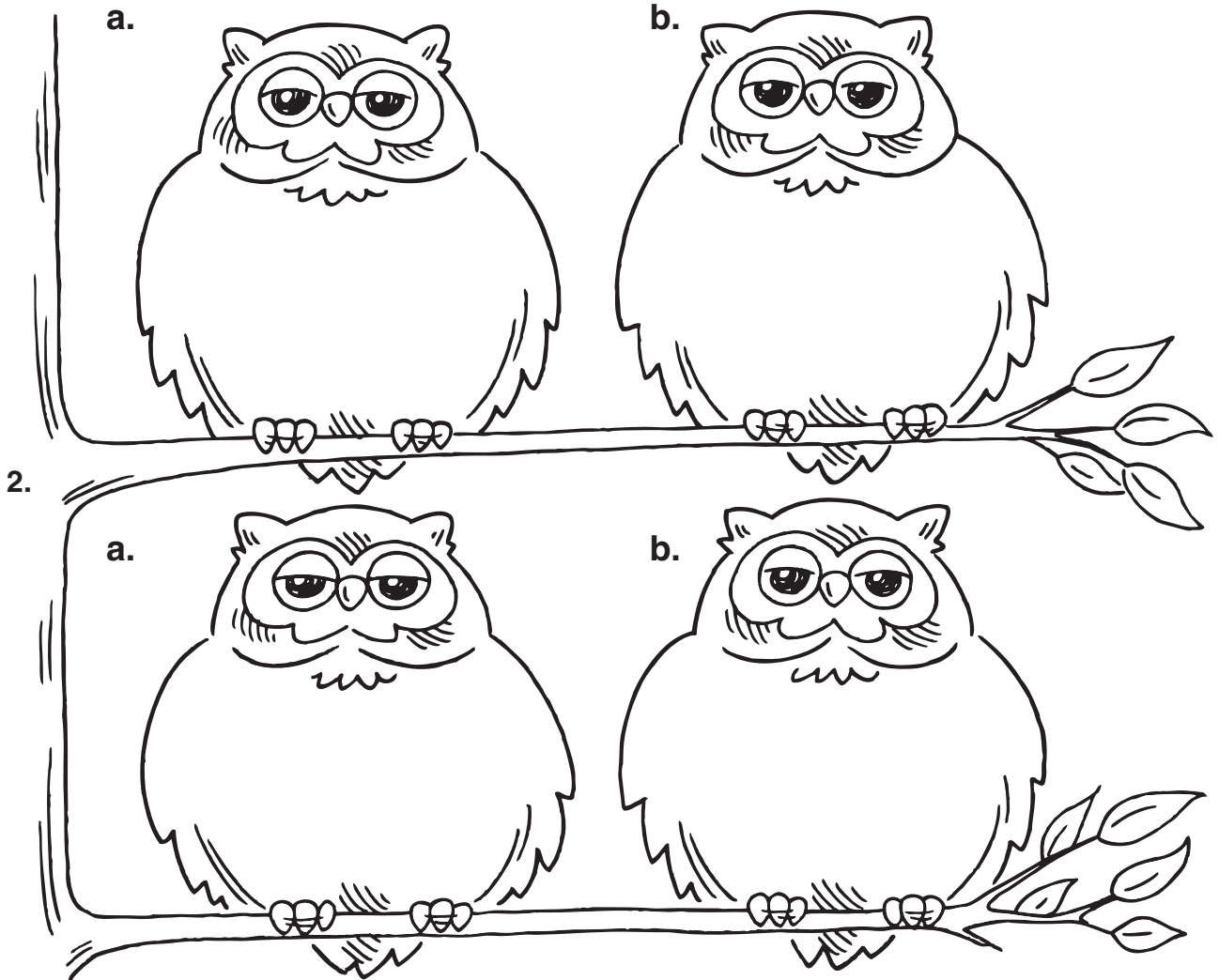
Whooo Was Listening?



Directions: Write a fact, word, definition, or other important piece of information you learned during today's lesson on the front of each owl in row 1.

On the front of each owl in row 2, write a question (that you know the answer to) that you could ask another student to see whooo was listening as well as you were.

1. I was listening, and this is what I know...



Something Extra: With the help of your teacher, find a partner. See if your partner can answer your questions correctly. Write your partner's responses on the back of this page.

Zombie-Lesson Virus Pencils



Directions: Imagine for a moment that everyone's pencils have contracted the zombie-lesson virus. What is the zombie-lesson virus, you ask? Well, it's a virus that spreads knowledge from one paper to the next by way of the students' pencils.

As one student's pencil touches another student's paper, the knowledge and information from today's lesson spreads like wildfire. The zombie-lesson virus makes students write on other students' papers and share what they know about today's topic. There is no stopping the spread of knowledge.

Why is it called the zombie-lesson virus? Because as you write on each person's paper, you can't help but moan and groan...like a zombie. The good news? The zombie-lesson virus only lasts for seven minutes.

Once the teacher gives the signal to begin, take your paper and pencil and start working your way around the classroom. Let your knowledge about today's lesson spread to your classmates' pages and let them spread their knowledge on your paper... and don't forget to moan and groan as you work!

