

## Learning Contracts & Menus (Elementary)

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### Contracts

In general, the teacher grants certain freedoms and choices about how a student will complete tasks, and the student agrees to use the freedoms appropriately in designing and completing work according to specifications.

### Contracts:

- Empower students through CHOICE while ensuring adherence to important LEARNING GOALS
- Take a number of forms that begin with an agreement between student and teacher.
- Typically offer choices in response to varied interests and learning profile, but can also be tiered for readiness.

### CONTRACTS

- An agreement between teacher and student (and sometimes, parents)
- Teacher provides choices and freedom to work
- Student agrees to complete work to teacher's and student's satisfaction
- Promote independent learning skills and responsibility
- Encourage further exploration of topic
- Individual or group
- Can free up teacher time
- Format can transfer to many subjects

### *A Learning Contract often has the following components*

1. A Skills Component
  - ✦ Focus is on skills-based tasks
  - ✦ Assignments are based on pre-assessment of students' readiness
  - ✦ Students work at their own level and pace
2. A content component
  - ✦ Focus is on applying, extending, or enriching key content (ideas, understandings)
  - ✦ Requires sense making and production
  - ✦ Assignment is based on readiness or interest
3. A Time Line
  - ✦ Teacher sets completion date and check-in requirements
  - ✦ Students select order of work (except for required meetings and homework)
4. The Agreement
  - ✦ The teacher agrees to let students have freedom to plan their time
  - ✦ Students agree to use the time responsibly
  - ✦ Guidelines for working are spelled out
  - ✦ Consequences for ineffective use of freedom are delineated
  - ✦ Signatures of the teacher, student and parent (if appropriate) are placed on the agreement

**CONTRACT DOS**

- Start small (1-2 day contracts)
- Explain role and function of contracts
- Negotiate with students when possible
- Help set realistic deadlines
- Renegotiate if necessary
- Get student feedback and input for future contracts

**CONTRACT DON'TS**

- Expect all students to be able to handle contracts immediately
- Expect all students to like contracts
- Assume contracts can take the place of all instruction and/or teacher involvement with student(s)
- Use contracts without a good management system in place

**Sample Blank Contracts**

Name: \_\_\_\_\_

Ck Page/Concept	Ck Page/Concept
Ck Page/Concept	Ck Page/Concept
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Enrichment Options:  
\_\_\_\_\_

Special Instructor

My Name \_\_\_\_\_  
My topic \_\_\_\_\_

I will complete two required activities:  
1. \_\_\_\_\_ 2. \_\_\_\_\_

I will complete two optional activities:  
1. \_\_\_\_\_ 2. \_\_\_\_\_

I plan to use these resources:  
\_\_\_\_\_

I will present my topic in the following way:  
\_\_\_\_\_

Student's signature: \_\_\_\_\_  
Teacher's signature: \_\_\_\_\_  
Date Signed \_\_\_\_\_ Date project will be completed: \_\_\_\_\_

**MY CONTRACT**

I will look at, listen to, talk to . . . .

I will read . . . .

I will draw . . . .

I will need . . . .

I will write . . . .

Name \_\_\_\_\_  
Topic \_\_\_\_\_  
Completion date: \_\_\_\_\_

**MY CONTRACT**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

What I will do \_\_\_\_\_

What I will use \_\_\_\_\_

When I will finish \_\_\_\_\_

How I feel about my project

How my teacher feels about my project

because \_\_\_\_\_ because \_\_\_\_\_

Student Signature \_\_\_\_\_ Teacher's Signature \_\_\_\_\_

**What are Learning Menus?**

- Learning menus are similar to contracts in that they outline a variety of instructional options targeted toward important learning goals.
- Students are able to select the choices which most appeal to them.
- The teacher directs the menu process, but the student is given control over his/her choice of options, order of completion, etc.

<p><b>Menu Planner Template</b>  <b>Menu:</b> _____  <b>Due:</b> All items in the main dish and the specified number of side dishes must be complete by the due date. You may select among the side dishes and you may decide to do something of the dessert items, as well.</p>
<p><b>Main Dish (Complete all)</b></p>
<p><b>Side Dish (select _____)</b></p>
<p><b>Dessert (Optional)</b></p>

**AGENDAS** are similar to MENU, but use the terms *Imperatives, Negotiables, and Options*

**ANOTHER KIND of CONTRACT: THINK TAC TOE:**

Complete a row, column or diagonal line of activities OR PICK ONE FROM EACH ROW (COLUMN).

*All options can be differentiated according to interest, learning profile, or readiness*


**CONTRACTS and KUD**

Make sure the KUD for your contract is met, no matter which choices a student is offered. The KUD is usually met via the required portions of the contract rather than any optional activities.

## SOCIAL STUDIES

**Ancient Civilizations** – Grade 6 Charles Kyle & Kathy Reed \* Illinois – Choose one from each row

As an ancient mapmaker, you are commissioned to create a map of your land including all natural land forms, a compass rose and a scale. Also find examples of each land form in a modern civilization.	Imagine that you are an ancient citizen who awakens to discover that all water has evaporated. Explain in detail how this would alter your way of life. Also, do this for the town where you live.	Assume you are persuading others to visit your ancient civilization. Design a descriptive, accurate travel brochure. Include both natural and man-made elements that would attract tourists.
You are an ancient scribe. Write and illustrate a thorough description of a famous character from each time period being studied. Profile yourself also.	Assume the identity of a famous person from the given time period. Create a journal entry reflecting the ideas, values, and components of daily life for that person & you.	You are a famous sculptor. Create a 3D representation of a well-known leader, god, goddess, or common citizen. Include a museum exhibit card.
Written language is an essential part of everyday life. Your task is to create an alphabet. Include a translation into modern English, a written description of the language development & a 3D artifact of the new language.	Recreate in 3D form a famous work of architecture from your time period. Compare and contrast this piece to one piece of modern day architecture. Find one example of this architecture's presence in modern day society.	Find a way to explain and show the importance of music and the arts to your culture. Also show at least 2 examples with roots in our time.

**EXPLORATION LEARNING CONTRACT;** Katy Morris, Charlottesville, VA

Directions: Choose and complete one activity from each row to help you and others think about explorers

Write a persuasive letter to Spain as if you are Christopher Columbus. Present reasons why his exploration to the Indies should be funded	Write a protest speech as if you are a Native American explaining to Spanish explorers (i.e. Columbus and Ponce de Leon) why you do not agree with their expeditions to your land.	Write a journal entry as if you are Jacques Cartier. Describe the events of your explorations to Canada and why you think these are important. Remember, people in the future may read these journal entries to learn about who Jacques Cartier was and what he did.
Create a map detailing the route each of our explorers took as they traveled around the world. Use pictures and words to describe the important areas on your map	Create a photo album as if you are a settler traveling with Christopher Newport. Include illustrations and captions to tell your family in England what you have seen on your journey and why that is important	Create a news program telling the people at home what you have found while exploring and how this will be important for them.
Work with a partner to edit and publish your creative writing from the first group of choices	Interview a partner to find out which "mystery" explorer they are. Include accomplishments your explorer made	Work with a partner to write a newspaper article as if you are an explorer's home country and describe how the exploration affects your country.

**ELA****Learning Contract—Menu Planner-- Fantasyland**

Main Dish: *(Complete all)*

- Select one fairy tale. Read it
  - to yourself
  - to one other person \_\_\_\_\_(name)
- Complete a story map *(to show characters; setting; problem; solution)*.
- Find five new, interesting words. Write a sentence for each word.

Side Dish – Learning Centers (Choose 1 or more)

- Comparing center: Compare this fairy tale to another story you have read. How are they alike? How are they different? Choose your design: trifold, flip book, or mini- book.*
- Tape Center: Record your favorite part of the fairy tale on the recorder.*
- Art Center: Illustrate the most important event in your fairy tale.*

Dessert

- Listening post: Listen to a fairy tale tape of your choice.*  
Title: \_\_\_\_\_
- Library corner: Find another fairy tale to read.*  
Title: \_\_\_\_\_ Main Course

**Menu for Grade 6 – The Westing Game****Main Course**

*Answer the following questions in your own words. There is not always a right and wrong answer. Your judgment is important!*

- How does Turtle's partner bring about change in her? *Explain fully and illustrate your answer with examples.*
- Why does Madame Hoo feel guilty during the last meeting of the heirs?
- What reason does James Hoo have for hating Samuel Westing? *Explain why this is so.*
- What inaccuracies does Turtle deliberately include in her summary in Chapter 30? *Explain why the inaccuracies are included.*

**Side Dishes**

*Choose 2 from the choices below. You may go back for more once you've finished the main course!*

- How does the author use chess as a unifying agent in the story? *Give several examples.*
- How does Westing overcome needs in the heirs' lives by this insightful parings? *Be specific.*
- How does the mistake in Sydelle's identity prove beneficial to the other heirs? *Again, be specific.*
- How does the author stress Westing's appreciation for America? *Give examples.*
- How does the setting serve as a microcosm for the heirs? *Be specific, give examples. (micro = small, cosin [kosmos] = world/order)*
- Compose a personal letter from Samuel Westing to Crow in which you reveal the warm personal feelings he has for her. Discuss Westing's grief and frustration over the loss of their only child. Conclude with an attempt to make up for long years of separation. *Use Westing's voice as you write.*

**Dessert**

*Desert is optional! You may pass on dessert, or you may indulge in any that appeal to you! Enjoy!*

- Research the writing of a will. Why might you want a lawyer to help with the writing of a will? Find out what might invalidate a will. Try to locate some interesting or humorous wills. Culminate this activity by writing your own will.
- Cinquain a character from the novel. Please include an illustration of your character with the poem.
- Write an obituary for one of the characters in the novel. Read some obituaries in the local newspaper for preparation. Include an appropriate illustration with your obituary.
- Research the history of the abacus. Locate an abacus and learn to use it. Compare the abacus and calculator discussing their advantages and disadvantages. Share what you learned with the class.

**Menu lesson – Looking at Poetry – 4<sup>th</sup> Grade****Anna Roberts; Spring 2004****Know**

The students will know that the author has a specific purpose in writing his poem and a specific message to convey

**Understand**

The author conveys special messages about his subject using specific language and words.

Changing the words changes the meaning of the poem.

Even though the author uses specific words the reader may still interpret it differently from another person.

Language effects the tone of the poem

**Do**

The students will unpack the visuals and the messages the author wishes to convey.

The students will communicate their understanding through the language of poetry and use language to express their own intentions in poetry.

**Discussion**

At this point in the curriculum the students have spent considerable time looking at the author's message or messages in a poem. Lately they have been discussing the use of specific language as the conduit to those messages. The students already know how to write dialogue, crosstick, and shape poems. Now they are applying what they know to interpret poems and craft their own ability to express their own messages and purpose.

We will look at animals because they give the students a common frame of reference. By fourth grade they know many animals and have a large variety of them to choose from when creating their own poems. The first main dish asks for support of a friend to help in the rereading of the two poems. These are poems already read in class, but not looked at specifically for language. The second main dish looks at a fairly simple poem that is easy for the children to understand although it will be their first time reading it. The drawing helps them express emotions they read in the poem.

All the side dishes ask the students to carefully choose language that represents the animals. This activity reinforces their poetry writing skills. They will most likely choose their favorite forms, which they will be comfortable with, and can focus on language choice.

Finally the desserts provide artistic and dramatic conduits to poetry. The two squirrel poems paint very different pictures; the students will need to listen to the language to form a picture the author would agree with. The dramatic reading delves deeper into the role of voice in a poem. They will have read "Brown Bear" before if they do not write their own.

### **Perfecting Poetry**

We have been spending lots of time talking about how a poem tries to show us the author's point of view. Although we might "see" different images or feel different emotions, the author is trying hard to use specific language to paint a picture in our minds.

This is a Menu Mission. You must complete all the "main dishes", choose and finish two side dishes, and with time left over try a dessert or two! We will be using part of our language time each day to finish the Menu Mission. We will use some of each day this week and then you will have the weekend to finish up any loose ends. It is due at the beginning of the day Monday.

#### **Main Dish – Complete both main dishes.**

- Read "The Tiger" by William Blake and "The Lion" by Mary Howitt aloud with a friend.
- Choose one of those poems.
- Identify 5 nouns that express the size and grandeur of the animal
- Identify 5 verbs that express the size and grandeur of the animal
- Read "The Monkeys and the Crocodile"
- Write a short paragraph describing the monkeys. Are they serious, silly or something else? What clues do you have from the language of the poem that let you know?
- Draw a picture of the monkeys as the *author* wants us to see them.

#### **Side Dishes – Choose two.**

- Shape poem – Choose an animal and write a shape poem (either of its body or its head) using words that express the body language and sounds your animal conveys. Help us to see how you think the animal moves and sounds.
- Dialogue poem – Alone or with a friend, write a dialogue poem between very different animals who have a conflict. Make sure to change the language to fit the animal who is talking.
- Crosstick poem – Choose an animal and write a crosstick poem using describing words that are fitting to the animal. You must create a long phrase or sentence from the beginning letter. Do not use just one word.

#### **Dessert – Try something new!**

- Listen to the two squirrel poems (Yeats and Anonymous) at the listening center. Take a sheet of the large white paper and fold it in half. On one half draw the squirrel Yeats describes and on the other half draw the squirrel from the other poem. You may use colored pencils, markers, or crayons.
- With a friend create a dramatic reading of one of your dialogue poems. If neither of you chose a dialogue poem as one of your side dishes, create a dramatic reading of "Brown Bear, Brown Bear, What do you See" by Eric Carle. Perform your dramatic reading for the teacher.

**TIERED Poetry Contract A**

<u>Creating a Rhyming Wheel</u>	<u>Use Your Rhyming Wheel</u>	<u>Write An Acrostic Poem</u>
Use your spelling lists as a way to get started.	to write a poem that sounds like Shel Silverstein might have written it.	Be sure it includes alliteration.
<u>Write</u>	<u>Computer Art</u>	<u>Write About You</u>
A cinquain (check with another cinquain writer to make sure you got the pattern right.)	Use kid pix or other clip art to illustrate a simile, metaphor, or analogy on our class list, or ones you create.	Use good descriptive words in a poem that helps us know and understand something important about you.
<u>Interpret</u>	<u>Research a Famous Person</u>	<u>Illustrate a Poem</u>
“How to Eat A Poem.”	Take notes. Write a clerihew that uses what you learned. (It can have more than one stanza.)	Find a poem we’ve read that you like, or one on your own. <u>Illustrate</u> it. <u>Write</u> about why you illustrated it as you did.
Student Choice #1	Student Choice #2	Student Choice #3

**Poetry Contract B**

<u>Creating a Rhyming Wheel</u>	<u>Use Your Rhyming Wheel</u>	<u>Write An Acrostic Poem</u>
Use your spelling lists as a way to get started.	to write a poem about something that makes you laugh.	Be sure it includes alliteration and onomatopoeia.
<u>Write</u>	<u>Computer Art</u>	<u>Write About You</u>
A diamonte (check with another diamonte writer to make sure you got the pattern)	Use kid pix or other clip art to illustrate a simile, metaphor, and analogy you create	Use good descriptive figurative languages, and images to write a poem that helps us understand something important about you
<u>Interpret</u>	<u>Research a Famous Person</u>	<u>Illustrate a Poem</u>
“Unfolding Bud.”	Take notes. Write a bio-poem that uses what you learned	Find a poem you like that we have not read in class. <u>Illustrate</u> the poem in a way that helps the reader understand its <u>meaning</u> . <u>Write</u> about why you illustrated it as you did.
Student Choice #1	Student Choice #2	Student Choice #3

## Poetry Matters Book Project

Main Dish: You must complete all of these tasks.

1. Create a colorful and artistic cover for your poetry book.
2. Include at least 3 samples of your own poetry.
3. Include poems from at least 3 different authors you think are excellent examples of inner (heart map) and/or outer vision (imagery, similes, metaphors). They should be different forms and/or styles.
4. Share at least one poem (your own or another author) with the class.
5. Include your heart map.
6. Create a list of wild, wonderful, and/or wacky words for writing. Put at least 2 on our word wall and place the list in your book.

Side Dishes: Select at least 2 tasks from the following list.

1. Illustrate at least one of the poems in your collection.
2. Use musical instruments to accompany a poem while sharing it.
3. Do a dramatic interpretation of a poem.
4. Write, revise, edit and illustrate at least 2 haiku poems.
5. Write, revise, edit and illustrate at least 2 cinquian poems.
6. Write, revise, edit and illustrate an alliterative poem.
7. Write, revise, edit and illustrate or musically accompany a poem using onomatopoeia.
8. Create a list of poetic phrases from a variety of books. Note what book each one was selected from.

Dessert: Choose as many as these as you would like to be an X Factor Learner!

1. Type your poems and import pictures to illustrate them.
2. Illustrate all of your poems,.
  3. Collect metaphors and similes and create a way to display them.
4. Research a known poet. Tell us about his/her life and style of writing. Also, let us know why you find this poet interesting.
5. Learn about narrative poems and write at least one.
6. Create a shape poem. Use color and illustration to present it.
7. Create a Table of Contents for your book.
8. Create a Poetry Glossary for your book.
9. Create a poem for 2 voices and perform it.
10. Choose 2 different poems to compare and contrast. Explain how they are similar and different.

### TIERED Figurative Language Contract

Choose any activities about figurative language that will equal at least 20 points. Attach your work to the contract and store in the contract file until complete

Developed by Tana Malm (Sweet Briar College) and Beth Wood (Amherst County Schools),  
2002 Directions

Version A

<p>4 points Create a Venn diagram that compares you to a tall tale hero. Find at least 4 similarities and 4 differences</p>	<p>5 points Write an exaggerated tale about yourself (one page). Underline the exaggerations. Include one idiom, one metaphor, and one simile. Underline and label each.</p>	<p>5 points Write a skit in which 3 tall tale heroes meet and share an adventure. Use their true character traits when you plan and write the skit.</p>
<p>4 points Create your own "idiom dictionary" using at least 10 examples.</p>	<p>3 points Classify 5 figurative language examples. Use trade books, novels, anthologies, or textbooks in the reading center or generate your own. (If you use someone else's, be sure to give credit.)</p>	<p>5 points Identify and explain at least 5 main ingredients that make a good tall tale. Choose examples from the tall tales we have read to support your opinion.</p>
<p>2 points Explain the difference between metaphors and similes. Give 3 examples of each. Which do you think is easier for writers to construct? Why do you say so?</p>	<p>3 points Write a short dialogue between 2 people in which 1 person becomes confused over an idiom. Make it clear why they got confused and be sure the other person clears up the confusion.</p>	<p>3 points Give an example of a book, movie, television show, or real life example, in which figurative language has been used. Explain the figurative language used and tell if you think it made a difference in how you reacted to that part of the story.</p>

**Version B**

<p>5 points</p> <p>Write 2 examples of each:</p> <ul style="list-style-type: none"> <li>• Simile</li> <li>• Metaphor</li> <li>• Exaggeration</li> <li>• Idiom</li> </ul> <p>Use your notes or any books from the reading center.</p>	<p>2 points</p> <p>Identify 2 ingredients a story must have to qualify as a “tall tale”. Be on the “Tall Tale Police Force” and find those 2 ingredients in one of the tall tales we have read.</p>	<p>5 points</p> <p>Act out a hero we have read about using 1 idiom or 1 exaggeration. Have a partner guess which hero you are and the meaning of the figurative language you used. Write a paragraph describing what happens.</p>
<p>4 points</p> <p>Complete the “Idiom cut and Paste” activity and choose at least 3 to illustrate. You may use colored paper and markers to present your work.</p>	<p>4 points</p> <p>Choose a tall tale hero we have read about. In 1 paragraph describe the hero using as much detail as you can. In another paragraph share examples of figurative language that affected your choice of hero.</p>	<p>2 points</p> <p>Explain exaggeration and give 2 examples from one or more of the tall tales we have read. Be sure to tell which tall tale it is and include the chapter and page number of each example.</p>
<p>3 points</p> <p>Write the beginning paragraph of a tall tale about yourself. Include 2 exaggerations about yourself, 1 simile, and 1 metaphor.</p>	<p>4 points</p> <p>Use the “idiom Meanings” activity sheet. Match each idiom with its correct meaning. On the bottom of the page, write a short paragraph using at least 2 of the idioms.</p>	<p>3 points</p> <p>Give an example of a book, movie, television show, or real life example, in which figurative language has been used. Use the cause and effect graphic organizer to show why you think the language was important.</p>

**TIERED Second Grade Reading Contract****The Egyptian Version of Cinderella****Version A**

Use the story map organizer to show the beginning, middle, and end of this book	Explain how the Pharaoh planned to find Rhodopis.
How is Rhodopis different from most girls of the time? Research to find out. Illustrate and label your findings	List 3 examples that show how the servant girls treated Rhodopis. How would you feel if you were treated that way?
Give 3 reasons why the Nile is important in this story.	Compare this tale to the “Cinderella” you know by drawing 3 details from each story that are different from each other.
Student Choice: _____	Student Choice: _____

**Version B**

Use the narrative story map organizer to outline the story.	Write 4 questions you would like to ask each of these characters: Rhodopis, the servant girls, and the falcon.
Imagine that you are Rhodopis. Retell the story to show what you would have done. Use illustration or words or both.	Predict what might have happened if the Pharaoh had not seen Rhodopis peering through the rushes. How would this have changed the story?
Research the falcon as a symbol in ancient Egypt. Why do you think it is used in this story?	Compare and contrast this tale to the "Cinderella" you know by using a Venn diagram.
Student Choice: _____	Student Choice: _____

**Version C**

Design a visual organizer that compares and contrast this tale to the traditional "Cinderella" you know.	Write 4 questions you would like to ask each of these characters: Rhodopis, the servant girls, and the falcon.
Explain how a special talent like Rhodopis had can bring you success and happiness. Share an example from your own experience.	Make the story modern by changing all the details from ancient Egypt to today. You may illustrate this modern version and use labels to show the changes.
Research the "Cinderella" folk tale. When and why was it created? Find some other version. How are they the similar or different?	Predict some of the event that will take place now that the Pharaoh has found Rhodopis. Base your predictions on facts about Egyptian marriage ceremonies and living conditions of Pharaoh at the time.
Student Choice: _____	Student Choice: _____

**TIERED Novel Think Tac-Toe Version A**

Directions: Select and complete one activity from each horizontal row to help you and others think about your novel. Remember to make your work thoughtful, original, rich with detail, and accurate.

Create a pair of collages that compares you and a character in the book. Compare and contrast physical and personality traits. Label your collages so viewers understand your thinking.	Write a bio-poem about yourself and another about a main character in the book so your readers see how you and the character are alike and different. Be sure to include the most important traits in each poem.	Write a recipe or set of directions for how you would solve a problem and another for how a main character in the book would solve a problem. Your list should help us know you and the character.
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Draw/paint and write a greeting card that invites us into the scenery and mood of an important part of the book. Be sure the verse helps us understand what is important in the scene and why.	Make a model or a map of a key place in your life, and an important one in the novel. Find a way to help viewers understand both what the places are like and why they are important in your life and the characters'.	Make 2 timelines. The first should illustrate and describe a least 6-8 shifts in settings in the book. The second should explain and illustrate how the mood changes with the change in setting.
Using books of proverbs and/on quotations, find at least 6-8 that you feel reflect what's important about the novel's theme. Find at least 6-8 that do the same for your life. Display them and explain your choices.	Interview a key character from the book to find out what lessons he/she thinks we should learn from events in the book. Use a <u>Parade</u> magazine for material. Be sure the interview is thorough.	Find several songs you think reflect an important message from the book. Prepare an audio collage. Write an exhibit card that helps your listener understand how you think these songs express the book's meaning.

### **Novel Think Tac-Toe Version B**

Directions: Select and complete one activity from each horizontal row to help you and others think about your novel. Remember to make your work thoughtful, original, rich with detail, and accurate.

Write a bio-poem about yourself and another about a main character in the book so your readers see how you and the character are alike and different. Be sure to include the most important traits in each poem.	A character in the book is being written up in the paper 20 years after the novel ends. Write the piece. Where has life taken him/her? Why? Now, do the same for yourself 20 years from now. Make sure both pieces are interesting feature articles.	You're a " profiler." Write and illustrate a full and useful profile of an interesting character from the book with emphasis on personality traits and mode of operating. While you're at it, profile yourself, too.
Research a town/place you feel is equivalent to the one in which the novel is set. Use maps, sketches, population and other demographic data to help you make comparisons and contrasts.	Make a model or a map of a key place in your life, and an important one in the novel. Find a way to help viewers understand both what the places are like and why they are important in your life and the characters'.	The time and place in which people find themselves and when events happen shape those people and events in important ways. Find a way to convincingly prove that idea using this book.
Find out about famous people in history or current events whose experiences and lives reflect the essential themes of this novel. Show us what you've learned.	Create a multi-media presentation that fully explores a key theme from the novel. Use at least 3 media (for example, painting, music, poetry, photography, drama, sculpture, calligraphy, etc.) in your exploration.	Find several songs you think reflect an important message from the book. Prepare an audio collage. Write an exhibit card that helps your listener understand how you think these songs express the book's meaning.

### Early structured contract Developmental reading contract

I, --, being of sound mind and body, do hereby agree to complete the following tasks. I understand that more flexible contracts with more student choices will follow this year if I do a good job on this one.

- A. Sustained Silent Reading title:--
- B. SSR extension of my choice:--
- C. Five dialogue journal pages
- D. Crossword puzzle set I
- E. Collage on lyrics of a song or poetry
- F. Student choice:--

I understand that this contract is worth 125 points toward my first quarter grade. This contract has been explained to me, and I have seen samples of past students' work. I will self-correct to the best of my ability and 12" talk when appropriate.

(x)--(student)

I will continually offer guidance and help and prompt feedback so that students will achieve their best results.

(x)--(teacher)

(x)--(parent)

### Largely negotiable contract for later in the school year

I, --, still of reasonably sound mind and body, am ready for my fourth (and final) contract of the year. I am thoroughly familiar with contract parameters.

Nonnegotiable

Sustained Silent Reading title:--

Major writing process/product:--

Negotiable (see menu \* for all of below)

(A. B. C. D. E. F. )

I understand that my SSR book for this contract must come from the "recommended reading" list. I will negotiate for projects and activities that will show off my developing skills to their best advantage. (x)--(student) I will do my best work.

(x)--(teacher) I will continue to provide guidance and prompt feedback.

(x)--(parent) I will support as necessary.

Negotiables Menu

1. Book summary and critique (oral, written, or otherwise)
2. Movie summary and critique
3. Magazine article summary and critique
4. Book and movie: Summarize, compare, contrast, and critique
5. Jamestown crossword puzzle sets
6. Word bank and/or word search
7. Original crossword based on Sustained Silent Reading book
8. Extra SSR books (extension of your choice)
9. Jamestown heroes/disasters
10. Journal writing beyond nonnegotiable
11. Collage: Connotations of lyrics of song or poetry
12. Poetry about, plus illustrations of, emotions
13. Other original poetry
14. Author research
15. Other research: Topic of interest

- 16. Original short story
- 17. Original Choose Your Own Adventure
- 18. Extra analogy sets
- 19. Original analogies
- 20. Original trivia questions and answers
- 21.
- 22.
- 23.
- 24.
- 25.

**Reading Ticket**

In the first “reading contract” the teacher provides for 2 levels. This first level still gives choice, but more “have-to’s” to check for understanding. The second level allows for choice, but you will notice less “have-to’s” and more “once-a-weekers”.

**Reading Ticket**

Name \_\_\_\_\_ Date \_\_\_\_\_

Book Club \_\_\_\_\_

**Have-To's**

	Mon.	Tues.	Wed.	Thurs.	Fri.
Book Club					
Response Journal					
Independent Reading					
Alphabet Center					

**Once-a-Weekers**

Personal Information					
Spelling					

**Choices**


**Reading Ticket**

Name \_\_\_\_\_ Date \_\_\_\_\_

Book Club \_\_\_\_\_

**Have-To's**

	Mon.	Tues.	Wed.	Thurs.	Fri.
Book Club					
Response Journal					
Independent Reading					

**Once-a-Weekers**

Personal Information					
Editing					
Spelling					
Teacher's Choice					

**Choices**


**Writing BINGO – Make as many Bingos as you can this quarter**

Recipe	Thank you note	Letter to the editor	Rules for a game	Directions to one place from another
Invitation	Email request for information	Letter to a pen pal, friend or relative	Skit or scene	Interview
Newspaper article	Short story	FREE: Your choice	Grocery or shopping list	Schedule for your work
Advertisement	Cartoon strip	Poem	Instructions	Greeting card
Letter to your teacher	Proposal to improve something	Journal for a week	Design for a web page	Book Think Aloud

### Reading Center Choice Board:

You must read 3 things in a column, a row, or a diagonal to get a bingo this week.

Read Highlights or Sesame Street magazine	Listening Center: Listen to a story on tape	Read a Map in the reading center.
Draw three or more pictures to tell a story.	Use the computer story program to read a story and answer questions.	Read a picture book from the classroom library.
Read a story or book with an adult or a 2 <sup>nd</sup> grade student.	Build a model using blocks or clay or draw an animal, a person, or a place in a story that you have read.	Use Leapfrog to read a story aloud.

### Reading Homework Choice Board

You will have 3 reading assignments this week. You must choose to do an option to respond to each reading as homework, and choose 3 different options total.

Complete a set of notes or make an outline of the key ideas	Create a Net-Knowledge Page by using the Internet to gather hyperlinks for URLs of websites related to the topic, key ideas, and images to support the reading.	Rewrite the reading as a newspaper article. Use the 5 W's, and include details to support your main ideas.
Create a set of five newspaper headlines representing key ideas	Find 25 important words or phrases in the reading. Group the terms and create your own concept map or graphic organizer to illustrate your understanding of the reading.	Create a visual timeline with captions to highlight key events or actions in the reading.
Create a top ten list of things you should understand about the reading. Prepare the list on an overhead transparency to present to your peers.	Draw 3 pictures with captions that illustrate three important ideas.	Visit a teacher-recommended website related to the reading and summarize your findings. Be sure to relate the reading to the website.

This contract gives students choices that appeal to learning preferences. Don't feel you must grade or go over every homework item. Ask students which of these response techniques helped them best understand the reading.

## **BROWN BAG SEMINAR – Unlocking Meaning in Books**

Directions:

- Select a book to read and show it to your teacher
- Choose an activity from each list below
- As you read your book, think about what you will be putting on your bag
- Make a plan to complete your activities and check it with your teacher
- Select the size bag you want and gather necessary materials
- Collect 2 or more objects to place in your bag that reveal something important about the story's meaning
- Create your own bag and be ready to share with a Brown Bag Seminar Group

The book I am reading is \_\_\_\_\_

It was written by \_\_\_\_\_

### **Choose 1 activity from the list below to put on side one of your bag:**

1. Write the story elements (character, setting, plot, theme) from your book and then write or draw something that illustrates the story elements.
2. Use lines from the story that help us identify the conflict in the story. Also, figure out a way to help us see who or what caused the conflict in the story.
3. Imagine that the book is going to be made into a video. Draw a cover illustration so that it HINTS at the book's meaning.
4. Create an illustrated timeline of at least 6-8 important events in the book that show us you understand the message the author was trying to send to readers.
5. Is a character in the book like you or anyone else you know or have heard of? Use words and pictures to compare the physical & personality traits of each.
6. Do a PMI (plus, minus, interesting) chart in a character's voice telling what he or she thinks about the way the author wrote the story to shape its meaning.

**I have chosen activity # \_\_\_\_\_ for side one of my paper bag.**

### **Chose 1 activity from the list below to put on side two of your bag:**

1. Select key lines from the story for this side of the bag. The lines you choose should help us see what is most important for us to understand about the story. Use colors, cutouts, or a design to help us see YOUR reaction to the meaning of the story.
2. Using books of proverbs or quotes, find at least 4-6 that reflect what you think the theme of the story is. Use colors, cutouts, sketches or other ways to explain the theme.
3. Write and illustrate a note from the author to our class telling us what he or she likes best about the book.
4. Create a review of the book that might appear in a newspaper or magazine. Include an explanation for your opinions.
5. Show us a connection between the meaning of this book and another book you have read or a movie that you have seen.

**I have chosen activity # \_\_\_\_\_ for side two of my paper bag.**

**I understand what is expected of me and will have my work completed by: \_\_\_\_\_**

**VOCABULARY CONTRACT: To Kill A Mockingbird (Kristi Doubet)**

**...KNOW...**

...the definitions of vocabulary words that are important to understanding assigned character's perspective.

**...UNDERSTAND...**

...that words have "personalities."

...that words enrich our ability to communicate.

...that words have family relationships with other words.

**...BE ABLE TO...**

...use personification and/or sense imagery to describe vocabulary words.

...use vocabulary words to discuss the novel's action and/or characters.

...group words according to similar roots, derivations, and meanings.

**Directions:** As you read *To Kill a Mockingbird*, you will encounter certain vocabulary words that are important to your character in some way. These words are included in your packet. To increase your insight into your assigned character, you will become an expert in these important terms in the following ways:

1. Before you read each assigned section, you should look up and define the words for that particular section (two words per section). If you're already familiar with those words, you are free to propose alternates.
2. Be on the "look-out" for those words' occurrence in your reading. Next to your definitions, record the sentence that uses that word.

The *Activity Menu* follows. Please look through the activities and decide which options appeal to you the most.

To help yourself plan and keep track of the activities you complete, please complete the attached *Contract Agreement* (page 3) and return it to your teacher.

**Directions:** You must complete one of the activities below at the check points listed on the previous page. Consult the directions (also on the previous page) to ensure an appropriate combination of "shapes."

3. Complete one of the vocabulary activities below at each of the following points in your reading:

After Chapter 6 (for chapters 1-6) –

Your choice of a square, an oval, or the triangle.

After Chapter 12 (for chapters 7-12) –

Your choice of a square, an oval, or the triangle  
(a different shape than you did after chapter 6).

After Chapter 17 (for chapters 13-17) –

Your choice of a square, a circle, or the triangle  
(a different shape than you did after chapter 6 or 12).

After Chapter 23 (for chapters 18-23) –

A second (new) square or circle of your choice  
(an activity that you have not already completed).

After Chapter 31 (for chapters 1-31) –

WORD SORT

**VOCABULARY CONTRACT**Personification Poem

Write a "Personification Poem" for each word in this section (four total). See form attached, and get three additional copies from your teacher.

**Making Sense**

Answer and explain in detail the following questions about **EACH** of the four words in this section:

1. If this word were a **color**, which would it be and why?
2. If this word were a **texture**, which would it be and why?
3. If this word were a **sound**, what would it sound like? Why?
4. If this word were a **taste** OR a **smell**, what would it taste/smell like? Why?

*Now, choose your favorite word and use your answers to the questions above to compose a vivid, paragraph-long "word description."*

**Wild About Words**

Pretend each of these words is an animal. Think about which animal would best represent each word. Then, draw each animal in a meaningful context. Include a caption with each picture that explains, in detail, the significance of your comparison.

**Foil-logue**

Use these 4 words correctly in a new dialogue you write that takes place between your character and his/her "foil." This dialogue can be from an existing portion of the novel, or from a new scene.

**Obituary**

Pretend that your character has died during this portion of the novel. Write an obituary that would appear in the *Maycomb Examiner*. The obituary should use these 4 words correctly to vividly describe your character and/or the circumstances of his/her death. See your teacher for sample obituaries.

**Absentee Note**

Your classmate (who is studying your same character) has just returned from an extended illness. In a two-paragraph summary, explain to him/her what has happened to your character thus far in the novel. Be sure to use your 4 vocabulary words correctly and in vivid context.

## Word Study

### Word Sort (Required after Chapter 31)

#### ASCD VIDEO Handout 9

##### KNOW

- Meaning of characters in stories, and friendship. Problems and solutions in stories.
- Characteristics of a good friend.

##### Understand

- We have traits or characteristics that make us good friends or not so good friends.
- Characters in books have traits or characteristics that make them good friends or not so good friends.
- Stories have problems that get solved by the end of the story. Characters in books have problems and help solve problems.

##### Be able

- Read and comprehend stories.
- Analyze stories.
- Use words and images to demonstrate understanding.
- Make choices.
- Plan and use time effectively.
- Work effectively with peers.

Students have been studying parts of a story and have been reading stories about friendship as a whole group, as individuals, and in small groups. Stories students read independently and in small groups match their current reading levels. Whole-group stories are often beyond grade level. Student-selected stories at students' individual reading levels formed the basis for the contract work. In this classroom, books are color-coded so students can select materials that are appropriately challenging.

Students have worked independently in the class previously and are generally familiar with expectations. The teacher guided them in thinking about the amount of time they would have for the contract (five reading activity periods). Each student made a work calendar to show which part of the work he would complete each day (using the three shapes as a shorthand for tasks). Students reviewed how to get help if the teacher was busy: talk quietly to a friend or to a designated Lit Wiz helper (a student who gives directions and answers questions effectively). The teacher asked students to keep work with each task until they were sure it was of good quality, and then turn it in to the table with the blue square, green triangle, or red circle matching the shape and color of the task.

The teacher reviewed student work as it came in. She gave back to the students for revision any work that was not accurate or appropriately completed. A poster reminded students their work should be complete, be accurate about what happened in the story, follow directions, show their best writing, and be interesting for their friends to see. The teacher told students she would ask them to select one piece of their contract work for teacher feedback according to the five categories, and that she would select one piece to give comments on. Students were also expected to complete all three pieces, to use their time wisely while doing their contracts, and to work well with one another.

When individual students had difficulty completing tasks appropriately, the teacher suggested a next step for completion, a new place to sit in the classroom for better concentration, or a classmate who might help them get "unstuck." She used some of the student working time to have individual conferences with students and to work with small groups on particular learning needs (not necessarily always related to reading).

This contract addresses student readiness through varying reading materials. It addresses student interest and learning profile through the varied choices for products and ways of working.

Source: Brenda Spurgeon, Riverside Elementary School, Boise, ID. Used with permission



Choose an activity from each shape group. Cut out your 3 choices and glue them below. You are responsible for finishing these activities by \_\_\_\_\_. Have fun!

This contract belongs to \_\_\_\_\_ (Judy Rex)

<p>Make a poster advertising your self as a good friend. Use words and pictures to help make people want to be your friend. Make sure your name is an important part of the poster</p>	<p>Make a 2-sided circle-rama. Use it to tell people what makes you a good friend. Use pictures and words and make sure your name is an important part of the display.</p>	<p>Make a mobile that shows what make you a good friend. Use pictures and words to hang on your mobile. Write your name on the top of the mobile in beautiful letters.</p>
<p>Get with a friend and make a puppet show about a problem and the solution in your book</p>	<p>Get with a friend and act out a problem and its solution from your book.</p>	<p>Meet with me and tell me about a problem and its solution from the story. Then tell me about a problem you have had and how you solved it.</p>

Draw a picture of a problem in the story. Then use words to tell about the problem and how the characters solved their problem.

Write a letter to one of the characters in your book. Tell them about a problem you have. Then have them write back with a possible solution to your problem.

Think about another problem one of the characters in your book might have. Write a new story for the book about the problem and tell how it was solved.

## SCIENCE

### Environmental Science

Main Trail (**one** month to finish all)

- A. Select one marine organism.
  - a. Describe its role in the food web.
  - b. Explain the effects of an **oil** spill, toxic spill, and oil well drilling on your marine organism.
  - c. Prepare a hypercard stack (on the computer) to present your information.
  - d. Write a persuasive letter to a group/company who may be adversely affecting your marine organism.
- B. Select one ocean-dependent industry.
  - a. Describe career options for that industry.
  - b. Rank-order them **from** your most favorite to your least favorite.
- C. Develop a visual aid to **show** the water cycle.
- D. Read one ocean-related book from the attached list. Select one of the seven intelligences to guide your report on the book.

Side Trips

- A. *Brochure Center*: Read brochures/literature distributed by ocean-dependent agencies. Select one to analyze: is it biased? is it objective? Add your opinion to the audio tape provided.
- B. *Math Center*: Take a break and add to our topographical, papier-mâché, scaled model of the ocean floor.
- C. Art Center: Add to our classroom mural, "Oceanic Connections."

Rest Stops

- A. The water-use chart has been turned into a jigsaw puzzle. Challenge yourself: how many minutes will it take you to put it together?
- B. Video *CENTER*: Enjoy the video, "Water."
- C. Play the water cycle game with a partner.

## ASCD VIDEO Handout 10: Learning Contract 3

### Know

- Parts of a plant.
- Types of plants (and examples of the types). Life processes of plants.
- Uses of plants.
- How plants adapt.

### Understand

- Plants are living things and have life processes similar to all living things.
- Like all living things, plants have a life cycle.
- Plants are interdependent with other living things.
- Like all living things, plants must adapt to their environment.

### Be able to

- 
- Read for understanding.
- Use the Internet to find information.
- Organize information.
- Synthesize information.
- Report findings accurately.
- Make and follow plans for effective work.
- Evaluate their own work according to established criteria.

### Background

The teacher in this elementary classroom is about to begin a study of plants with her students. In the past, students have had varying levels of knowledge about plants and often found the study of plants less interesting than some other topics in the science curriculum. In addition, students in the class vary considerably in their readiness to read and interpret nonfiction material. For those reasons, the teacher decided to begin this unit with a contract. Students will have four science periods to complete the contract that will enable them to investigate a framework for thinking about plants. The teacher thinks that if students do early exploration on their own and in conjunction with peers, they will be at a greater level of readiness for the somewhat technical study that follows. Frameworks of understanding that the students develop through the contracts should also help establish a greater sense of ownership and interest in the unit that follows.

As students work on their contracts, the teacher will meet with them in small groups to assess their knowledge, understanding, and skill. These small-group sessions, along with the individual coaching the teacher does during the contract period, will help her understand the students' needs more fully as she helps the students begin a thoughtful study of plants. The small-group sessions are particularly important to helping struggling students manage reading, develop key vocabulary, and establish accurate frameworks for what comes next. The small-group sessions also help the teacher extend the skills and understanding of students who already know a great deal about plants or learn this material quickly.

For this contract, the teacher has given all students essentially the same tasks. What varies is the complexity of reading and research materials she designates for each student. In this instance, some materials are well below grade level in readability and others are well beyond. Students find their materials by looking for paper dots on the materials that match the color the teacher has put in the Directions section of their contracts.

One other difference in the contracts is seen in the "Be a Detective" questions. Students who have more difficulty with reading, comprehend-ing, and transferring ideas in text have simpler questions in this section. Their questions are designed to help the students focus on questions essential to organizing their thinking about plants. More advanced stu-dents have questions that move beyond the fundamental organization of a study of plants and also call on students to provide more complex answers. The teacher will vary the questions based on learner needs.

Finally, the teacher can adjust ways in which students record their findings and ways in which students work on the contract. For example, students learning English for the first time might have some materials in their native language as well as simple materials in English. The teacher might also ask students to tell her what they are learning and write their answers as they talk.

Similarly, the teacher might have some students work in pairs to complete their work so that there is a support system for success, or the teacher might provide key vocabulary lists and graphic organizers for all four major tasks.

The learning contract for more **advanced learners** might include questions such as the following:

- What factors affect plant growth?
- How do those things make plants grow better or worse? Explain many different ways seed dispersal can work and why it matters.
- In what ways are plants interdependent with other living things? Illustrate how that works.
- What's the difference between a large bush and a small tree?
- How and why do plants adapt? Help us understand how that works.

### **Directions:**

We're going to study plants in class pretty soon. You'll probably like the study better and learn more from it if you can figure out some important things about plants before we begin. To help you do that, you will need to complete this learning contract.

You have four science periods to complete the sections below. You may also work on your contract this week whenever you finish work early or have extra time in class for some other reason. It's okay to work on your contract at home too. However; because you'll need the books and other materials in our classroom to help with your work, much of your work will need to be finished in class.

You may finish the squares below in any order as long as you are working hard and making good progress. When you finish a square, ask me to check your work if I am available. If I am working with other students, just turn in your work to the correct box on the table by the door and I will let you know if your work is correct. Once you know a piece of your work is correct, get a plant stamp in that box. It's okay if you check with a friend who has completed the same work to see if you both think your answers are on target before you ask me to check your work. If you are having trouble finishing your work well, I will make assignments to help you stay on track.

You may also sit anywhere in the room you'd like as long as you are working hard and making good progress. If you have difficulty working well in the place you select, I will help you find a place and a plan that work better for you.

There are lots of materials in the nature corner to help you books, magazines, videos, Internet sites, and other interesting things. Work first with materials that have dots on them that match the color here.

Think hard. Do your best work. See how good a plant detective you can be. Your work will help us learn much more during the part of the unit we do together.

### **Plant Contract**

1. Find out what types of plants there are. Use the "Types of Plants" grid to show and tell what you learn. Be sure to give several examples of each type of plant on your grid. Draw and label the examples. (See some samples in the box in the nature corner.)
2. Make a model of a plant that shows the parts all plants have in common. Label the parts and on each label explain briefly what the part does for the plant.
3. Draw something that shows us the life processes of plants. Be sure you Label your drawings. Include all the processes.
4. Find a way to show all the uses plants have in nature and for humans. You might like to try an illustrated list or a collage, but feel free to come up with other ways to show all the uses for plants you can find.

### **BE A PLANT DETECTIVE AND ANSWER THESE QUESTIONS.**

You can use separate sheets of paper to answer these and can illustrate as well as write your answers if you'd like to.

- How do plants make food?
- What factors affect plant growth? How do those things make plants grow better or worse?
- Why do plant stems stand up instead of drooping over when they are healthy?
- Explain ways seed dispersal can work and why it matters

### Alternate Plant Contract

Build a plant that has all the plant parts. Name the parts. Tell what each part does.

Complete the plant picture. Label each part with its name. Match the parts job with the right part.

Make a storyboard in which each plant part introduces itself and says what it does. Write or tape record what each part says.

Write a story that shows why a plant needs light, water, air, soil, and food.

Make a wanted poster that shows and tells why a plant needs light, water, air, soil, and food

Learn and sing the plant song that explains why a plant needs water, light, air, soil, and food

Work with a classmate to complete the plant lab that shows the jobs of plant parts and what happens if plant needs are not met.

Work with a classmate to show how plant parts and human parts are alike and what happens to plants and humans if their needs are not met

Work with a classmate to write a book for kindergarteners that shows plant parts, their jobs, and their needs

## TIERED SCIENCE CONTRACT

*Self-Paced Strategies—Dinosaur Contract Assignments**Student Reproducibles*

Name \_\_\_\_\_

**Dinosaur Learning Contract—Circle Group** **Directions:** Choose two activities below. Write them on your contract. Turn in your contract.**My dinosaur is:** \_\_\_\_\_

1. Write a poem about this dinosaur.
2. What does this dinosaur look like? Make a sculpture of it.
3. Act out a skit that tells three facts about this dinosaur.
4. Where did this dinosaur live? Draw a map and show where it lived.
5. Use index cards to make a mini-book about this dinosaur.

My Choice 1: \_\_\_\_\_

My Choice 2: \_\_\_\_\_

*Self-Paced Strategies—Dinosaur Contract Assignments**Student Reproducibles*

Name \_\_\_\_\_

**Dinosaur Learning Contract—Square Group** **Directions:** Choose two activities below. Write them on your contract. Turn in your contract.**My dinosaur is:** \_\_\_\_\_

1. Tell about this dinosaur to someone who has never seen it. Write your description. Find a partner to tell. Record what you say.
2. Use clip art or drawings to show a day in the life of this dinosaur.
3. What do you like best about this dinosaur? Draw a picture that shows it.
4. Pretend this dinosaur lived today. What problems would the dinosaur have? Write a story about it.
5. How big was this dinosaur? Find something to compare to its size. Make a song about it.

My Choice 1: \_\_\_\_\_

My Choice 2: \_\_\_\_\_

Name \_\_\_\_\_

**Dinosaur Learning Contract—Triangle Group** 

**Directions:** Choose two activities below. Write them on your contract. Turn in your contract.

**My dinosaur is:** \_\_\_\_\_

1. Pretend you saw this dinosaur. Be a news reporter. Tell about this dinosaur. Tape record your news report.
2. Pretend you are this dinosaur. Make a speech to tell about your life.
3. You are in charge of making this dinosaur popular. Design a bumper sticker. Think about ways to make people like this dinosaur.
4. If you could change something about this dinosaur, what would it be? Why would that make the dinosaur better? Draw a picture to show your answer.
5. Pretend that you lived when this dinosaur lived. Write a story about it.

My Choice 1: \_\_\_\_\_

My Choice 2: \_\_\_\_\_

**MATH****Menu: Patterns****Entrée**

- Create a pattern book for the following multiples: 1-12
- For each multiple brainstorm a list of what comes in each grouping
- Select one item from the list. Make a t-chart.
- Fill out a 0-99 chart for that multiple.
- Describe your pattern.

**Side Dishes**

- Make puzzles from 0-99 charts
- Design a game to use with the 0-99 chart
- Write a mystery story using multiples as clues
- Pick a number. List all the ways to count to that number (using multiples).

**Dessert**

- Watch video: *Math, you can count on it*
- Art Center: Create a multiples collage
- Problem solving center (problems involving multiples)

**PROBABILITY****Main Dishes (complete all)**

- Complete the “meteorology simulation” on p. 88-89 of your textbook.
- Examine the attached list of functions and determine which functions represent probability distributions.
- Complete the “frequency table” assignment on p. 506-507 of your textbook.
- Create a list of 10 pairs of events. 5 pairs should contain events that are *dependent*; 5 pairs should contain events that are *independent*. Explain each classification.

**Side Dishes (Select 2)**

- Work with a partner to analyze the game of “Primarily Odd.” See your teacher for game cubes and further instructions.
- Design a “game spinner” that has this probability distribution:  $P(\text{red}) = 0.1$ ;  $P(\text{green}) = 0.2$ ;  $P(\text{blue}) = 0.3$ ;  $P(\text{yellow}) = 0.4$ .
- Suppose a dart lands on a dartboard made up of four concentric circles. For the center of the board (the “bull’s eye”),  $r=1.5$ ; the remaining rings have widths of 1.5. Use your understanding of area and probability to determine the probability of 1) hitting a “bull’s eye” and 2) landing in the outermost ring.

**Desserts (Optional)**

- Figure the probability of “Murphy’s Law” and make a case for whether or not it should indeed be a “law.”
- Use a frequency table to chart the colors that your classmates wear for a week. Then, use probability to predict how many students will wear a certain color on a given day.

## The Blue Contract

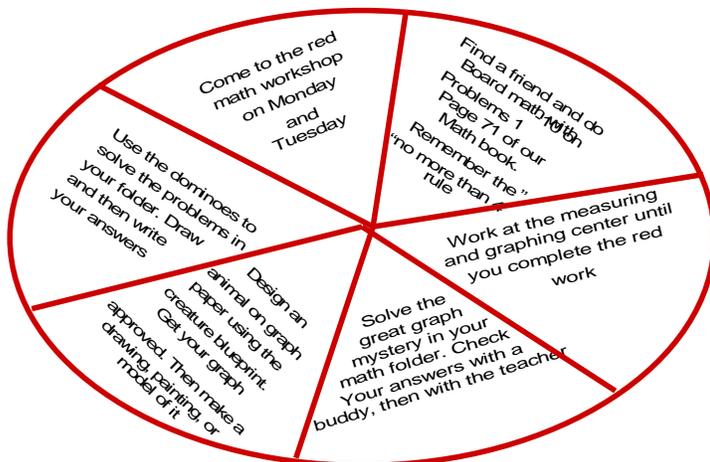
MATH

### The Red Contract

**Key Skills:** Graphing and Measuring

**Key Concepts:** Relative Sizes

*Note to User:* This is a Grade 3 math contract for students below grade level in these skills



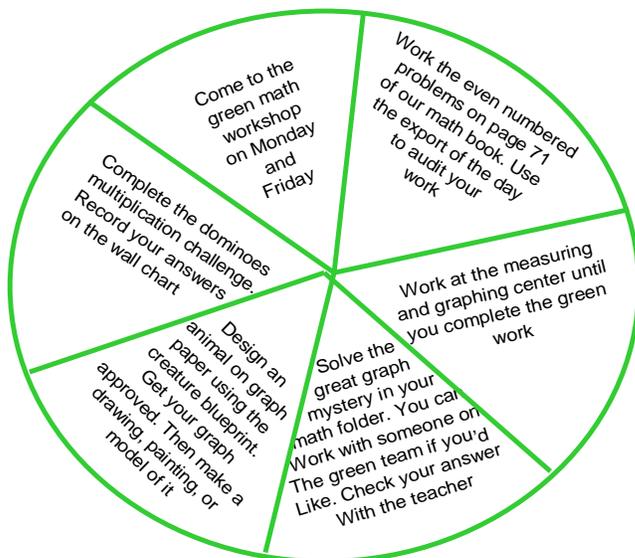
Read	Apply	Extend
<i>How big is a foot?</i>	Work with a friend to graph the size of at least 6 things on the list of "10 terrific things." Label each thing with how you know the size	Make a group story or one of your own – that uses measurement and at least one graph. Turn it into a book at the author center

## The Green Contract

**Key Skills:** Graphing and Measuring

**Key Concepts:** Relative Sizes

*Note to User:* This is a Grade 3 math contract for students at or near grade level in these skills



Read	Apply	Extend
<i>Alexander Who Used to be Rich Last Sunday or Ten Kids, No Pets</i>	Complete the math madness book that goes with the story you read.	Now, make a math madness book based on your story about kids and pets or money that comes and goes. Directions are at the author center

**Familiar Figures Menu**Imperatives (Do all 3):

1. Write a mathematical definition of "Similar Figures." It must include all pertinent vocabulary, address all concepts and be written so that a fifth grade student would be able to understand it. Diagrams can be used to illustrate your definition.
2. Generate a list of applications for similar figures, and similarity in general. Be sure to think beyond "find a missing side..."
3. Develop a lesson to teach third grade students who are just beginning to think about similarity.

Negotiables (Choose 1):

1. Create a book of similar figure applications and problems. This must include at least 10 problems. They can be problems you have made up or found in books, but at least 3 must be application problems. Solve each of the problems and include an explanation as to why your solution is correct.
2. Show at least five different applications of similar figures in the real world, and make them into math problems. Solve each of the problems and explain the role of similarity. Justify why the solutions are correct.

Optionals:

1. Create an art project based on similarity. Write a cover sheet describing the use of similarity and how it affects the quality of the art.
2. Make a photo album showing the use of similar figures in the world around us. Use captions to explain the similarity in each picture.
3. Write a story about similar figures in a world without similarity.
4. Write a song about the beauty and mathematics of similar figures.
5. Create a "how-to" list or book about finding and creating similar figures.

### **A TIERED Menu: Patterns**

#### Learning Contract Menu Planner for the **Blue Group**

**Due:** All the items in the main dish and the specified number on the side dishes by the due date. You may select among the side dishes and you may wish to select a dessert item if time permits.

#### **Main Dish** (Complete all)

- Glue buttons, beans, and/or dried pasta on a construction paper strip to create and record a pattern.
  - make sure it repeats at least one time
- Label the pattern with a writing pencil (AB, AAB, ABC, etc.)
- Draw a pattern we follow every day. Using inventive spelling label the pattern. Illustrate and share it with a partner.

#### **Side Dish** (Select one)

- Identify, record, and label a pattern found in the classroom
- Create, record, and label a pattern using autumn leaves of many colors

#### **Dessert** (Optional)

- Create, record, and label a pattern using the picture stamps provided. Color the stamps. Using inventive spelling, label the picture stamps used in the pattern.
- Create, record, and label a pattern using the stickers provided. Using inventive spelling label the names of the stickers used in the pattern.
- Share the results with someone on the orange group

#### Learning Contract Menu Planner for the **Orange Group**

**Due:** All the items in the main dish and the specified number of side dishes by the due date. You may select among the side dishes and you may wish to select a dessert item if time permits.

#### **Main Dish:**(Complete all)

- Create, record, and label a pattern using envelopes of different sizes and colors of basic shapes provided
- Draw a pattern we follow every day. Using inventive spelling, label the pattern and write a sentence about your pattern. Illustrate and make the pattern repeat for two days.

#### **Side Dish** (Select one)

- Using one of the patterns books in nature provided, identify, record, and label a favorite pattern using construction paper. Using inventive spelling, label the pattern and write a sentence about your pattern.
- Using markers and construction paper, create, record, and label a pattern other than AB. Don't forget to repeat at least one time! Using inventive spelling, label the pattern and write a sentence.

#### **Dessert Dish** (Optional)

- Using a variety of autumn nature objects collected at the science center, draw, record, and label your choice of either an AAB, ABB, or ABCC pattern. Using inventive spelling, label the pattern and write a sentence.

- Using the stamps provided, make a worksheet with your choice of either a AAB, ABB or ABCC pattern. Leave a space for a room 3 friend to complete what comes next. Label the pattern and write a sentence using inventive spelling.
- Go to the computer and work with a friend. Have one child use a series of letters to create a pattern on the computer screen. Have the partner translate the pattern using symbols. Talk about how the patterns are the same and how they are different. Print your pattern and bring it home to “teach” your family,

**Math Ticket - instructions in boxes change according to need**

<p><b>Graphics</b></p> <ul style="list-style-type: none"> <li>• Tangram Ex. (p.14, #1)</li> <li>• Tangram Ex. (p.11, #9)</li> <li>• Geoboard Pentagon</li> <li>• Geoboard Heptagon Design</li> </ul>	<p><b>Problem of the Day</b></p> <ul style="list-style-type: none"> <li>• Complete the odd # problems from POD board. Evens for bonus.</li> </ul>	<p><b>Computer</b></p> <ul style="list-style-type: none"> <li>• Task Card (2 yellows / 2 greens)</li> </ul>
<p><b>Math Writing</b></p> <ul style="list-style-type: none"> <li>• Explain in a clear step-by-step how you: solved your problem of the day or solved your Tangram or Geoboard Challenge</li> <li>• Use pictures and words to teach someone how to do one of your five math tasks.</li> <li>• Develop a story or scenario in which one student clarifies how to do word problems for a confused friend</li> </ul>	<p><b>Math with Legs</b></p> <ul style="list-style-type: none"> <li>• Develop a real problem someone might have which graphing would help them solve. Show how that would work, including graphs and explanations. You may use any kind of graph you know as long as it fits the problem.</li> </ul>	<p><b>Teacher Feature</b></p> <ul style="list-style-type: none"> <li>• When called</li> </ul>

**ELEMENTARY IN GENERAL**

**Personal Agenda**

- \_\_\_\_\_ Complete Hypercard stack showing how a volcano works.
- \_\_\_\_\_ Read your personal choice biography.
- \_\_\_\_\_ Practice adding fractions by completing number problems & word problems on pages 101 – 106 of the workbook.
- \_\_\_\_\_ Complete research for an article on why volcanoes are where they are for our science newspaper. Write the article. Have the editor review it with you. Revise as needed.
- \_\_\_\_\_ Complete at least 2 spelling cycles.

Be sure to show scientific accuracy computer skill.  
Keep a reading log of your progress.

Come to the teacher or a friend for help if you get stuck.

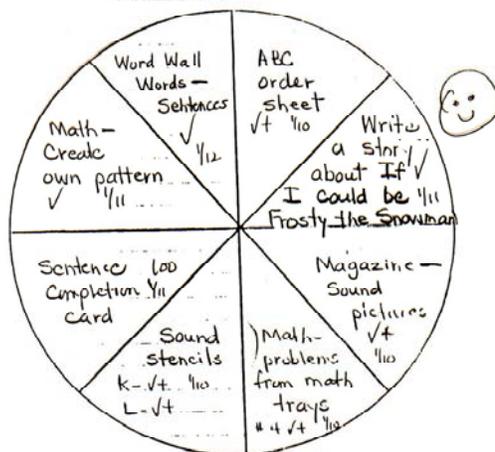
Watch your punctuation & spelling! Don't let them hurt your great skill at organizing ideas.

- Remember to complete your daily planning log.
- Remember I'll call you for conferences and instructions sometimes.

Differentiation by student choice/pace:

Contract for January 9-12

Katie



When finished with above skills:

Goboards	Legos	Puzzles	Books
Computer	Painting	Chalkboards	

## ART

*Self-Paced Strategies—Interests**Student Reproducibles*

## Independent Investigation Contract Sample

**Due Date:** April 30

**What I will study:** The artwork of Eric Carle

**What I used to find out about this:** books, websites, and magazines

Eric Carle's books, www.ericcarle.com, www.picturebookart.org

**Facts I found:**

- ▶ Born in 1929
- ▶ Lived in Germany
- ▶ First book was *Brown Bear, Brown Bear, What Do You See?*
- ▶ He got awards
- ▶ He writes and draws books
- ▶ He drew a lot when he was a kid
- ▶ He uses tissue paper and paint
- ▶ He sometimes paints with his fingers

**Ideas for my project:**

- ▶ Make a book cover
- ▶ Write an interview
- ▶ Make a poster
- ▶ Perform a skit about his life
- ▶ Make a game about him

**My choice for the final project:** I will make a game about him.

**Final project approved by the teacher:** \_\_\_\_\_

**Grading Scale:** \_\_\_\_\_

- ▶ Stayed on task
- ▶ Final project told information
- ▶ Neatness of work
- ▶ Thoroughness of research