

CROSS-CURRICULAR ESSENTIAL LEARNING STRATEGIES
GRADES 2-5

I – Introduced to a proficient level of independent use at this grade.

E – The skill or strategy is extended through use at increased levels of sophistication.

R – The skill or strategy is systematically reviewed and maintained.

By the end of the identified school year, students will demonstrate the ability to:	Grade 2	Grade 3	Grade 4	Grade 5
Strand 1: Organization Skills				
A. Organize and use a notebook		I	E	R
B. Use a homework folder system	I	E	R	R
C. Write entries in an assignment pad		I	E	R
D. Break long-term projects into steps				I
E. Write heading on a paper		I	E	R
F. Take home necessary items to complete homework	I	E	R	R
Strand 2: Strategies for Learning & Studying				
A. Follow oral/written directions	I	E	R	R
B. Create Mnemonic Devices for memorizing information			I	E
C. Use methods involving repetition to memorize information		I	E	R
D. Take notes from written material			I	E
E. Summarize information in paragraph form				I
F. Create graphic organizers for organizing/representing information				I
G. Develop an outline				I
H. Use a study guide		I	E	R
I. Develop a study guide				I
J. Preview the chapter content of expository text		I	E	R
K. Active reading of expository text	I	E	R	R
Strand 3: Strategies for Taking Tests				
A. Answer multiple choice questions		I	E	R
B. Answer true and false questions		I	E	R
C. Answer matching questions		I	E	R
D. Answer fill-in-the blank questions		I	E	R
E. Answer short answer and essay questions		I	E	R

Strand 4: Textbook Reference Skills				
A. Use the table of contents	I	E	R	R
B. Use the glossary		I	E	R
C. Use the Index				I
Strand 5: Reference Books				
A. Locate words in a dictionary and interpret their meaning		I	E	R
B. Locate words using a thesaurus		I	E	R

Introduction

The Berkeley Heights Cross-Curricular Essential Learning Strategies Program is a teacher-directed program designed to teach critical organizational and study skills. As a result of participating in this program, students will learn the skills required to be an effective learner in all content areas. More specifically, they will develop the ability to independently apply the skills required for success in the classroom and beyond.

The material in this program is designed to be taught systematically and then reinforced consistently across all classroom settings. Content will be introduced in an identified grade-level and then extended and reinforced in subsequent grades. Additionally, the content of this program is to be both taught and learned by all of the district's students.

Materials

Within this handbook are the lesson plans for teaching the learning strategies. In the introduction to the handbook there is a scope and sequence that identifies the vertical progression of each skill.

Each lesson plan follows the same sequence. More specifically, lesson plans describe:

- Lesson Objective
- Materials Required
- Procedures
- Suggested Application Activities
- Required Reproducible Materials

STUDY SKILLS CURRICULUM

Strand 1: Organizational Skills

A. Organize and use a notebook

Grade 3

Objective: Students will organize a notebook and will know where materials should be placed.

Materials: Notebook

Procedures:

- Organize an example notebook to show your students
- Practice using a notebook in applicable subject areas

Suggested Application Activities:

Color code according to subject

Grade 4

Objective: Students will organize a notebook and will know where materials should be placed.

Materials: 3-ring binder, spiral notebook, etc.

Procedures:

- Organize an example notebook to show your students
- Practice using a notebook in applicable subject areas
- Divide binder or notebook into subject, class notes, vocabulary, homework, etc.

Suggested Application Activities

Color code according to subject

Use divider tabs

Grade 5

Objective: Students will organize a notebook and will know where materials should be placed.

Materials: 3-ring binder, spiral notebook, etc.

Procedures:

- Organize an example notebook to show your students
- Practice using a notebook in applicable subject areas
- Divide binder or notebook into subject, class notes, vocabulary, homework, etc.

Suggested Application Activities:

Color code according to subject

Use divider tabs

B. Use a homework folder system*Grade 2*

Objective: Students will organize their materials using a homework folder system.

Materials: Homework folder

Procedures:

- Label folder pockets with terms such as: Homework/Notices, Take Home/Bring Back, Parent Homework/Student Homework
- Label cover with student's name and homeroom teacher's name
- Remind students to take folder home daily and return to school the following day
- Remind students to remove folder from backpack

Suggested Application Activities:

n/a

Grade 3

Objective: Students will organize their materials using a homework folder system.

Materials: Homework folder

Procedures:

- Label folder pockets with terms such as: Homework/Notices, Take Home/Bring Back, Parent Homework/Student Homework
- Label cover with student's name and homeroom teacher's name
- Remind students to take folder home daily and return to school the following day
- Remind students to remove folder from backpack
- Review teacher procedures for collecting homework materials

Suggested Application Activities:

n/a

Grade 4

Objective: Students will organize their materials using a homework folder system.

Materials: Homework folder

Procedures:

- Label folder pockets with terms such as: Homework/Notices, Take Home/Bring Back, Parent Homework/Student Homework
- Label cover with student's name and homeroom teacher's name

- Remind students to take folder home daily and return to school the following day
- Remind students to remove folder from backpack
- Review teacher procedures for collecting homework materials

Suggested Application Activities:

n/a

Grade 5

Objective: Students will organize their materials using a homework folder system.

Materials: Homework folder

Procedures:

- Students will be responsible for labeling folder pockets with terms such as: Homework/Notices, Take Home/Bring Back, Parent Homework/Student Homework
- Students will be responsible for labeling cover with student's name and homeroom teacher's name
- Students will be responsible for taking folder home daily and return to school the following day

Suggested Application Activities:

n/a

C. Write entries in an assignment pad

Grade 3

Objective: Students will write homework in an assignment pad by subject area.

Materials: Pre-printed homework assignment pad (available from the PTO)

Procedures:

- Model procedures for recording daily homework assignments at school and how to note completed assignments at home
- Monitor students' entries throughout the year

Suggested Application Activities:

n/a

Grade 4

Objective: Students will write homework in an assignment pad by subject area.

Materials: Pre-printed homework assignment pad (available from the PTO)

Procedures:

- Model procedures for recording daily homework assignments at school and how to note completed assignments at home
- Monitor students' entries throughout the year

Suggested Application Activities:

n/a

Grade 5

Objective: Students will write homework in an assignment pad by subject area.

Materials: Pre-printed homework assignment pad (available from the PTO)

Procedures:

- Students will be responsible for recording daily homework assignments for all subject areas in their homeroom
- In the last trimester, students will be responsible for recording daily homework assignments from each non-homeroom subject area class and noting completed assignments at home
- Monitor students' entries throughout the year

Suggested Application Activities:

n/a

D. Break long-term projects into steps

Grade 5

Objective: Students will use a monthly calendar to plan long-term projects.

Materials: Blank pre-printed monthly calendar

Procedures:

- Record project due date on a monthly calendar
- Divide project into smaller steps and record on a calendar
- Provide a teacher-generated checklist stating project expectations
- Model how to use checklist as each assignment is completed

Suggested Application Activities:

n/a

E. Write heading on a paper

Grade 3

Objective: Students will learn how to write a heading using appropriate format.

Materials: Assignment, sample heading for display

Procedures:

- Model appropriate format

Suggested Application Activities:

n/a

Grade 4

Objective: Students will learn how to write a heading using appropriate format.

Materials: Assignment, sample heading for display

Procedures:

- Model appropriate format

Suggested Application Activities:

n/a

Grade 5

Objective: Students will learn how to write a heading using appropriate format.

Materials: Assignment, sample heading for display

Procedures:

- Model appropriate format

Suggested Application Activities:

n/a

F. Take home necessary items to complete homework

Grade 2

Objective: Students will take home necessary items to complete homework.

Materials: Homework assignments, notebook, homework folder, manipulatives, etc.

Procedures:

- As per teacher directions, students will take out necessary materials, hold them up to indicate they have located item/s, place with homework folder on desktop
- In the last trimester, the teacher will give verbal directions as to what materials are needed
- Teacher will monitor that all assignments have been placed on desktop

Suggested Application Activities:

Check in with partner or table

Grade 3

Objective: Students will take home necessary items to complete homework.

Materials: Homework assignments, notebook, homework folder, manipulatives, etc.

Procedures:

- Teacher will give verbal directions as to what materials are required
- Teacher will monitor that all assignments have been placed on desktop
- Model how to use the assignment pad in order to bring home required materials
- As the year progresses teachers will encourage students to become more independent

Suggested Application Activities:

Check in with partner or table

Grade 4

Objective: Students will take home necessary items to complete homework.

Materials: Homework assignments, notebook, homework folder, manipulatives, etc.

Procedures:

- Teacher will give verbal directions as to what materials are required
- Teacher will monitor that all assignments have been placed on desktop
- Model how to use the assignment pad in order to bring home required materials
- As the year progresses teachers will encourage students to become more independent

Suggested Application Activities:

Check in with partner or table

Grade 5

Objective: Students will take home necessary items to complete homework.

Materials: Homework assignments, notebook, homework folder, manipulatives, etc.

Procedures:

- Model how to use the assignment pad in order to bring home required materials
- Teachers will encourage students to be independent

Suggested Application Activities:

n/a

Strand 2: Learning Strategies

The following website can be used for many of the topics in this strand:

www.readwritethink.org

A. Follow oral/written directions

Grade 2

Objectives: Practice following oral single-step directions

Materials: Daily materials in all subject areas

Procedures:

- Teacher models directions as task is introduced
- Repeat directions back to a partner or to the teacher
- Monitor that all students are on task
- Allow time for questions and clarification

Suggested Application Activities:

All activities, procedures, and routines requiring oral single-step directions

Objectives: Practice following oral multi-step directions

Materials: Daily materials in all subject areas

Procedures:

- Teacher models each direction as step is introduced
- Repeat directions back to a partner or to the teacher
 - Teacher elicits group response to clarify directions ex. Finished papers go in the _____. After that you can _____. Students chorally respond in the blanks.
 - Teacher elicits a physical response to clarify directions
 - Encourage students to check with a classmate if unsure of the directions ex. Ask three before me
- Post directions for student reference
- Monitor that all students are on task
- Allow time for questions and clarification

Suggested Application Activities:

All activities, procedures, and routines requiring oral multi-step directions

Kagan Cooperative Learning Structures: “Find Someone Who”, “Same/Different”, “Match Mine”, Dictations, Follow the Directions and Learn by Scholastic

Objectives: Practice reading and following written single-step directions

Materials: Daily materials in all subject areas

Procedures:

- Locate directions on page
- Highlight or underline to track sentence
- Read directions chorally and interpret their meaning
- Teacher models first item as an example
- Monitor that all students are on task
- Allow time for questions and clarification

Suggested Application Activities:

All activities, procedures, and routines requiring single-step directions

Objectives: Practice reading and following written multi-step directions

Materials: Daily materials in all subject areas

Procedures:

- Locate directions on page
- Highlight or underline to track sentence
- Read directions chorally and interpret their meaning for each step
- Teacher models first item as an example
- Monitor that all students are on task
- Repeat directions back to a partner or to the teacher
- Allow time for questions and clarification

Suggested Application Activities:

Kagan Cooperative Learning Structures: “Find Someone Who”, “Same/Different”, “Match Mine”, Spelling Dictations, Follow the Directions and Learn by Scholastic, checklists: daily work list, editing checklist for Writing Workshop

Grade 3

Objectives: Practice reading and following oral and written directions.

Materials: Daily materials in all subject areas

Procedures:

- Read or listen to the directions carefully
- Mark the words that tell you what to do
- Repeat directions to a partner or to the teacher in their own words

- Post directions for student reference
- Complete task independently
- Monitor that all students are on task
- Allow time for questions and clarification

Suggested Application Activities:

Refer to resource packet

Grade 4

Objectives: Practice reading and following oral and written directions.

Materials: Daily materials in all subject areas

Procedures:

- Read or listen to the directions carefully
- Mark the words that tell you what to do
- Repeat directions to a partner or to the teacher in their own words
- Post directions for student reference
- Complete task independently
- Monitor that all students are on task
- Allow time for questions and clarification

Suggested Application Activities:

Skills for School Success: Lesson 15 Teacher's Edition pages 42-43

Grade 5

Objectives: Practice reading and following oral and written directions.

Materials: Daily materials in all subject areas

Procedures:

- Read or listen to the directions carefully
- Mark the words that tell you what to do
- Repeat directions to a partner or to the teacher in their own words
- Post directions for student reference
- Complete task independently
- Monitor that all students are on task
- Allow time for questions and clarification

Suggested Application Activities:

Oral and written directions

B. Create Mnemonic Devices for memorizing information

Grade 4

Objectives: Students will create and use mnemonic devices for memorizing information.

Materials: Various subject areas to be memorized

Procedures:

- Decide topic to be memorized
- Using the first letter in each word, devise words or phrases to memorize content ex. For cardinal directions “Never eat soggy waffles” for the Great Lakes “HOMES”

Suggested Application Activities:

Various subject areas to be memorized

Grade 5

Objectives: Students will create and use mnemonic devices for memorizing information.

Materials: Various subject areas to be memorized

Procedures:

- Decide topic to be memorized
- Using the first letter in each word, devise words or phrases to memorize content ex. For cardinal directions “Never eat soggy waffles” for the Great Lakes “HOMES”

Suggested Application Activities:

Various subject areas to be memorized

C. Use methods involving repetition to memorize information

Grade 3

Objectives: Students will use methods involving repetition to memorize information.

Materials: Various subject areas to be memorized

Procedures:

- Read a little bit of material more than once, cover the material with your hand, tell yourself what you have read out loud or in your head, lift your hand and check
- Create cards for memorizing information

- Make separate piles of what you know and what you don't know
- Practice what you don't know
- Work with a partner
- Practice with a parent or someone at home once material has already been studied
- Write about what you have learned

Suggested Application Activities:

Various subject areas to be memorized

Grade 4

Objectives: Students will use methods involving repetition to memorize information.

Materials: Various subject areas to be memorized

Procedures:

- Read a little bit of material more than once, cover the material with your hand, tell yourself what you have read out loud or in your head, lift your hand and check
- Create cards for memorizing information
- Make separate piles of what you know and what you don't know
- Practice what you don't know
- Work with a partner
- Practice with a parent or someone at home once material has already been studied
- Write about what you have learned

Suggested Application Activities:

Various subject areas to be memorized

Grade 5

Objectives: Students will use methods involving repetition to memorize information.

Materials: Various subject areas to be memorized

Procedures:

- Read a little bit of material more than once, cover the material with your hand, tell yourself what you have read out loud or in your head, lift your hand and check
- Create cards for memorizing information
- Make separate piles of what you know and what you don't know
- Practice what you don't know
- Work with a partner
- Practice with a parent or someone at home once material has already been studied

- Write about what you have learned

Suggested Application Activities:

Various subject areas to be memorized

Answer chapter questions by restating the question

Refer to Strand 3: Responding to short answer and essay questions

D. Take notes from written material

Grade 4

Objectives: Take notes from written material.

Materials: Various subject areas for note taking

Procedures:

- Write notes in your own words
- Write down main ideas and important details
- Use key words and phrases
- Make your notes brief
- Be sure you understand your notes

Suggested Application Activities:

Reviewing for a test, recalling concepts from a chapter, preparing for a research report

Grade 5

Objectives: Take notes from written material.

Materials: Various subject areas for note taking

Procedures:

- Write notes in your own words
- Write down main ideas and important details
- Use key words and phrases
- Make your notes brief
- Be sure you understand your notes

Suggested Application Activities:

Reviewing for a test, recalling concepts from a chapter, preparing for a research report

Refer to resource packet

E. Summarize information in paragraph form

Grade 5

Objectives: Students will summarize information in paragraph form.

Materials: Information to be summarized

Procedures:

- Gather notes for topic
- Using main ideas, important details, key words, and phrases develop a summary paragraph in your own words
- Include a topic sentence, supporting details, and a concluding sentence
- Stay focused on the topic

Suggested Application Activities:

Various subject areas for summarizing

F. Create graphic organizers for organizing/representing information

Grade 5

Objectives: Create graphic organizers for organizing/representing information.

Materials: Various graphic organizers

Procedures:

- Display graphic organizers and their purposes
- Provide opportunities to select and use appropriate organizer for activity at hand

Suggested Application Activities:

Various subject areas to organize writing

G. Develop an outline

Grade 5

Objectives: Students will develop a simple outline.

Materials: Information to be outlined

Procedures:

- Read the material
- Model outline format
- Use outline format to take notes from a text

Suggested Application Activities:

Houghton Mifflin English: 416-417 Study Strategies Made Easy 50-52

H. Use a study guide

Grade 3

Objectives: Students will complete a study guide.

Materials: Various study guides

Procedures:

- Provide students with a study guide
- Model how to skim and scan to locate information from a text/notes to fill in the study guide

Suggested Application Activities:

Preparing for a quiz or test

Grade 4

Objectives: Students will complete a study guide.

Materials: Various study guides

Procedures:

- Provide students with a study guide
- Model how to skim and scan to locate information from a text/notes to fill in the study guide

Suggested Application Activities:

Preparing for a quiz or test

Grade 5

Objectives: Students will complete a study guide.

Materials: Various study guides

Procedures:

- Provide students with a study guide
- Model how to skim and scan to locate information from a text/notes to fill in the study guide

Suggested Application Activities:

Preparing for a quiz or test

I. Develop a study guide

J. Preview the chapter content of expository text

Grade 3

Objectives: Students will preview the chapter content of an expository text.

Materials: Content area textbook or trade book

Procedures:

- Discuss pictures and chapter topics to activate prior knowledge and connections

Suggested Application Activities:

Beginning a new chapter, before reading a new book

Grade 4

Objectives: Students will preview the chapter content of an expository text.

Materials: Content area textbook or trade book

Procedures:

- Discuss pictures and chapter topics to activate prior knowledge and connections
- Read the introduction, titles, headings, subheadings, summary, and questions

Suggested Application Activities:

Beginning a new chapter, before reading a new book

Refer to resource packet

Grade 5

Objectives: Students will preview the chapter content of an expository text.

Materials: Content area textbook or trade book

Procedures:

- Discuss pictures and chapter topics to activate prior knowledge and connections
- Read the introduction, titles, headings, subheadings, summary, and questions

Suggested Application Activities:

Beginning a new chapter, before reading a new book

Refer to resource packet

K. Active reading of expository text

Grade 2

Objectives: Students will actively read an expository text with teacher guidance.

Materials: Textbook, classroom magazine, trade book

Procedures:

- Identify a bold-faced or highlighted word as a new vocabulary term
- Recognize the function of a word bank containing new vocabulary
- Identify the caption as a label for a picture/diagram
- Survey students to see that they are familiar with new vocabulary
- Indicate that the definitions of the new term can often be found within the same sentence
- Discuss and generate examples from the text
- Model how to refer to key points and terms after passage has been read to answer comprehension questions

Suggested Application Activities:

Reading maps, charts, graphs, and new concepts

Grade 3

Objectives: Students will actively read an expository text with some teacher guidance.

Materials: Textbook, classroom magazine, trade book

Procedures:

- Identify a bold-faced or highlighted word as a new vocabulary term
- Identify the caption as a label for a picture/diagram
- Indicate that the definitions of the new term can often be found within the same sentence or in the glossary
- Discuss main points and concepts from the section
- Model how to skim and scan to answer comprehension questions

Suggested Application Activities:

Reading new information from a chapter or trade book

Grade 4

Objectives: Students will actively read an expository text.

Materials: Textbook, classroom magazine, trade book

Procedures:

- Identify a bold-faced or highlighted word as a new vocabulary term
- Identify the caption as a label for a picture/diagram
- Indicate that the definitions of the new term can often be found within the same sentence or in the glossary ex. Using context clues
- Discuss main points and concepts from the section
- Model how to skim and scan to answer comprehension questions
- Think about what you have read at certain times in your reading ex. At the end of a paragraph or a page

Suggested Application Activities:

Reading new information from a chapter or trade book

Refer to resource packet

Grade 5

Objectives: Students will actively read an expository text.

Materials: Textbook, classroom magazine, trade book

Procedures:

- Identify a bold-faced or highlighted word as a new vocabulary term
- Identify the caption as a label for a picture/diagram
- Indicate that the definitions of the new term can often be found within the same sentence or in the glossary ex. Using context clues
- Discuss main points and concepts from the section
- Model how to skim and scan to answer comprehension questions
- Think about what you have read at certain times in your reading ex. At the end of a paragraph or a page
- Use your own words to explain what you have read

Suggested Application Activities:

Reading new information from a chapter or trade book

Refer to resource packet

Strand 3: Strategies for Studying for and Taking Tests

A. Answer multiple choice questions

Grade 3

Objectives: Develop strategies for answering multiple choice questions.

Materials: Multiple choice examples/tests

Procedures:

- Practice reading multiple choice questions before reading passage
- Practice reading the question carefully
- Practice reading all of the answer choices
- Practice eliminating those choices that are likely incorrect by marking it in some way
- Practice choosing the best answer from remaining answers
- Explain the meaning of “all of the above” and “none of the above”

Suggested Application Activities:

Refer to resource packet

Grade 4

Objectives: Develop strategies for answering multiple choice questions.

Materials: Multiple choice examples/tests

Procedures:

- Practice reading multiple choice questions before reading passage
- Practice reading the question carefully
- Instead of looking at the answers and picking one, answer the question yourself and see if your answer matches one of the choices
- Practice reading all of the answer choices
- Practice eliminating those choices that are likely incorrect by marking it in some way
- Practice choosing the best answer from remaining answers
- Explain the meaning of “all of the above” and “none of the above”
- Practice checking the test when you are done. Change an answer only for a very good reason. Usually your first answer is best.

Suggested Application Activities:

Refer to resource packet

Grade 5

Objectives: Develop strategies for answering multiple choice questions.

Materials: Multiple choice examples/tests

Procedures:

- Practice reading multiple choice questions before reading passage
- Practice reading the question carefully
- Instead of looking at the answers and picking one, answer the question yourself and see if your answer matches one of the choices
- Practice reading all of the answer choices
- Practice eliminating those choices that are likely incorrect by marking it in some way
- Practice choosing the best answer from remaining answers
- Explain the meaning of “all of the above” and “none of the above”
- Practice checking the test when you are done. Change an answer only for a very good reason. Usually your first answer is best.

Suggested Application Activities:

Refer to resource packet

B. Answer true and false questions

Grade 3

Objectives: Students will apply a strategy for taking a true and false test.

Materials: True and false statements

Procedures:

- Explain the difference between the terms true and false
- Identify true and false statements

Suggested Application Activities:

True and false questions about themselves, classroom procedure and rules

Grade 4

Objectives: Students will apply a strategy for taking a true and false test.

Materials: True and false questions/test

Procedures:

- Read the item several times
- Be careful of words such as always, never, all, every, often, only and usually
- Choose true or false
- Check your work
- Change an answer only for a very good reason. Usually your first answer is best

Suggested Application Activities:

Refer to resource packet

Grade 5

Objectives: Students will apply a strategy for taking a true and false test.

Materials: True and false questions/test

Procedures:

- Read the item several times
- Be careful of words such as always, never, all, every, often, only and usually
- Choose true or false
- Check your work
- Change an answer only for a very good reason. Usually your first answer is best

Suggested Application Activities:

Refer to resource packet

C. Answer matching questions

Grade 3

Objective: Students will apply a strategy for taking a matching test.

Materials: Matching questions/test

Procedures:

- Read all possible choices
- Go through and match all those you are absolutely sure of first
- Mark each answer as you match it. This will help make it easier to see what choices you have left
- Practice choosing the best answer from remaining answers

- Practice checking the test when you are done. Change an answer only for a very good reason. Usually your first answer is best.

Suggested Application Activities:

Matching questions/test

Grade 4

Objective: Students will apply a strategy for taking a matching test.

Materials: Matching questions/test

Procedures:

- Read all possible choices
- Spend your time reading the column that has longer choices and scan the shorter choices quickly as you go through the questions (For example, read the definition column first, then match to the correct vocabulary term)
- Go through and match all those you are absolutely sure of first
- Use logic to determine what is being asked for. A person? A place? A date? Etc.
- Mark each answer as you match it. This will help make it easier to see what choices you have left
- Practice choosing the best answer from remaining answers
- Practice checking the test when you are done. Change an answer only for a very good reason. Usually your first answer is best.

Suggested Application Activities:

Matching questions/test

Grade 5

Objective: Students will apply a strategy for taking a matching test.

Materials: Matching questions/test

Procedures:

- Read all possible choices
- Spend your time reading the column that has longer choices and scan the shorter choices quickly as you go through the questions (For example, read the definition column first, then match to the correct vocabulary term)
- Go through and match all those you are absolutely sure of first
- Use logic to determine what is being asked for. A person? A place? A date? Etc.
- Mark each answer as you match it. This will help make it easier to see what choices you have left
- Practice choosing the best answer from remaining answers

- Practice checking the test when you are done. Change an answer only for a very good reason. Usually your first answer is best.

Suggested Application Activities:

Matching questions/test

D. Answer fill-in-the-blank questions

Grade 3

Objective: Students will apply a strategy for taking a fill-in-the-blank test.

Materials: Fill-in-the-blank questions/test

Procedures:

- Read all possible choices from the word box if a word box is provided
- Read each statement
- Go through and fill-in all those you are absolutely sure of first
- Try the words that are remaining in the statement and decide which one makes sense
- Mark each answer as you fill it in since this will help make it easier to see what choices you have left
- Practice checking the test when you are done. Change an answer only for a very good reason. Usually your first answer is best.

Suggested Application Activities:

Fill-in-the-blank questions/test

Grade 4

Objective: Students will apply a strategy for taking a fill-in-the-blank test.

Materials: Fill-in-the-blank questions/test

Procedures:

- Read all possible choices from the word box if a word box is provided
- Read each statement carefully for clues about the type of information needed ex. A person's name, number, a fact
- Watch for grammar clues Ex. "an" before a blank indicates the answer starts with a vowel, verb tenses, singular vs. plural
- Go through and fill-in all those you are absolutely sure of first
- Try the words that are remaining in the statement and decide which one makes sense
- Mark each answer as you fill it in since this will help make it easier to see what choices you have left
- Practice checking the test when you are done. Change an answer only for a very good reason. Usually your first answer is best.

Suggested Application Activities:

Fill-in-the-blank questions/test

Grade 5

Objective: Students will apply a strategy for taking a fill-in-the-blank test.

Materials: Fill-in-the-blank questions/test

Procedures:

- Read all possible choices from the word box if a word box is provided
- Read each statement carefully for clues about the type of information needed ex. A person's name, number, a fact
- Watch for grammar clues Ex. "an" before a blank indicates the answer starts with a vowel, verb tenses, singular vs. plural
- Go through and fill-in all those you are absolutely sure of first
- Try the words that are remaining in the statement and decide which one makes sense
- Mark each answer as you fill it in since this will help make it easier to see what choices you have left
- Practice checking the test when you are done. Change an answer only for a very good reason. Usually your first answer is best.

Suggested Application Activities:

Fill-in-the-blank questions

E. Responding to short answer and essay questions**Grade 3**

Objectives: Students will apply a strategy for taking a short answer or essay test.

Materials: Short answer question/essay examples

Procedures:

- Read the question
- Change the question into part of the answer and write it down Ex. What is climate? Climate is...
- Organize ideas by using various types of pre-writing strategies ex. Venn diagram, t-chart, list, web, flow chart, etc.
- Include a topic sentence, supporting details, and a concluding sentence
- Stay focused on the topic

Suggested Application Activities:

Refer to resource packet

Grade 4

Objectives: Students will apply a strategy for taking a short answer or essay test.

Materials: Short answer question/essay examples

Procedures:

- Read the question
- Change the question into part of the answer and write it down Ex. What is climate? Climate is...
- Organize ideas by using various types of pre-writing strategies ex. Venn diagram, t-chart, list, web, flow chart, etc.
- Include a topic sentence, supporting details, and a concluding sentence
- Stay focused on the topic

Suggested Application Activities:

Refer to resource packet

Grade 5

Objectives: Students will apply a strategy for taking a short answer or essay test.

Materials: Short answer question/essay examples

Procedures:

- Read the question
- Change the question into part of the answer and write it down Ex. What is climate? Climate is...
- Organize ideas by using various types of pre-writing strategies ex. Venn diagram, t-chart, list, web, flow chart, etc.
- Include a topic sentence, supporting details, and a concluding sentence
- Stay focused on the topic

Suggested Application Activities:

Refer to resource packet

Strand 4: Textbook Reference Skills

A. Use the table of contents

Grade 2

Objectives: Students will locate a table of contents and recognize its importance.

Materials: Fiction and non-fiction texts

Procedures:

- Model how to find the table of contents (after the title page)
- Discuss how the table of contents helps us to understand how a text is organized
- Use the table of contents to locate information quickly by using page numbers

Suggested Application Activities:

Houghton Mifflin English: pages H13-H14

Grade 3

Objectives: Students will locate a table of contents and recognize its importance.

Materials: Fiction and non-fiction texts

Procedures:

- Model how to find the table of contents (after the title page)
- Discuss how the table of contents helps us to understand how a text is organized
- Use the table of contents to locate information quickly by using page numbers
- Discuss how the table of contents identifies the topics within the text

Suggested Application Activities:

Refer to resource packet

Grade 4

Objectives: Students will locate a table of contents and recognize its importance.

Materials: Fiction and non-fiction texts

Procedures:

- Discuss how the table of contents helps us to understand how a text is organized
- Use the table of contents to locate information quickly by using page numbers
- Discuss how the table of contents identifies the topics within the text

Suggested Application Activities:

Insights: 6

Grade 5

Objectives: Students will locate a table of contents and recognize its importance.

Materials: Fiction and non-fiction texts

Procedures:

- Discuss how the table of contents helps us to understand how a text is organized
- Use the table of contents to locate information quickly by using page numbers
- Discuss how the table of contents identifies the topics within the text

Suggested Application Activities:

Application in fiction and non-fiction texts

B. Use the glossary

Grade 3

Objectives: Students will locate the glossary in a text and find words and their corresponding definitions in a glossary.

Materials: Text with a glossary

Procedures:

- Teacher will direct students to the glossary and explain that it is a special kind of dictionary located at the back of many books
- Discuss how highlighted terms in the text are defined in the glossary
- Discuss how terms are located alphabetically

Suggested Application Activities:

Definitions

Grade 4

Objectives: Students will locate the glossary in a text and find words and their corresponding definitions in a glossary.

Materials: Text with a glossary

Procedures:

- Teacher will direct students to the glossary and explain that it is a special kind of dictionary located at the back of many books
- Discuss how highlighted terms in the text are defined in the glossary
- Discuss how terms are located alphabetically
- Identify different types of glossaries and their uses ex. Biographical, geographical, etc.

Suggested Application Activities:

Definitions

Grade 5

Objectives: Students will locate the glossary in a text and find words and their corresponding definitions in a glossary.

Materials: Text with a glossary

Procedures:

- Teacher will direct students to the glossary and explain that it is a special kind of dictionary located at the back of many books
- Discuss how highlighted terms in the text are defined in the glossary
- Discuss how terms are located alphabetically
- Identify different types of glossaries and their uses ex. Biographical, geographical, etc.

Suggested Application Activities:

Definitions

C. Use the index

Grade 5

Objectives: Students will locate the names of people, places, and things and corresponding page numbers in an index.

Materials: Text with an index:

Procedures:

- Teacher will direct students to the index located at the back of many books
- Explain that it is an alphabetical list of people, places, and things
- Discuss how there may be multiple page numbers for a topic in the same text

Suggested Application Activities:

Locating information to be found in an index

Strand 5: Reference Books

A. Locate words in a dictionary and interpret their meanings

Grade 2

Objectives: Students will be introduced to the dictionary as a resource.

Materials: Dictionary, sample page, overhead transparency

Procedures:

- Recognize that words are listed in alphabetical order
- Using the first letter of the word, students will open the dictionary to the front, middle, or end
- Introduce the terms guide word, entry word, and root word
- Provide opportunities to practice locating words in the dictionary

Suggested Application Activities:

Refer to resource packet

Grade 3

Objectives: Students will utilize the dictionary as a resource.

Materials: Dictionary, sample page, overhead transparency

Procedures:

- Review the terms guide word, entry word, and root word
- Introduce pronunciation key and parts of speech
- Discuss how there can be multiple meanings for one word and determine the appropriate meaning in context
- Provide opportunities to practice locating words in the dictionary using guide words

Suggested Application Activities:

Refer to resource packet

Houghton Mifflin English: H16-H20

Grade 4

Objectives: Students will utilize the dictionary as a resource.

Materials: Dictionary, sample page, overhead transparency

Procedures:

- Review the terms guide word, entry word, and root word
- Review pronunciation key and parts of speech
- Discuss how there can be multiple meanings for one word and determine the appropriate meaning in context
- Provide opportunities to practice locating words in the dictionary using guide words

Suggested Application Activities:

Refer to resource packet

Houghton Mifflin English: H18-H20

Grade 5

Objectives: Students will utilize the dictionary as a resource.

Materials: Dictionary, sample page, overhead transparency

Procedures:

- Review the terms guide word, entry word, and root word
- Review pronunciation key and parts of speech
- Examine how words are divided into syllables and which syllables are stressed
- Discuss how there can be multiple meanings for one word and determine the appropriate meaning in context
- Provide opportunities to practice locating words in the dictionary using guide words

Suggested Application Activities:

Refer to resource packet

Houghton Mifflin English:

B. Locate words in a thesaurus

Grade 3

Objectives: Students will utilize the thesaurus as a resource.

Materials: Thesaurus, sample page, overhead transparency

Procedures:

- Introduce the thesaurus as a tool to find synonyms and antonyms to replace overused words
- Review the terms guide word, entry word, synonym, and antonym
- Practice using a thesaurus for words such as good, nice, bad, etc.
- Discuss occasions to use a thesaurus to improve the quality of writing

Suggested Application Activities:

Houghton Mifflin English: H60-H61

Grade 4

Objectives: Students will utilize the thesaurus as a resource.

Materials: Thesaurus, sample page, overhead transparency

Procedures:

- Review how the thesaurus is a tool to find synonyms and antonyms to replace overused words

- Review the terms guide word, entry word, synonym, and antonym
- Practice using a thesaurus for words such as good, nice, bad, etc.
- Use a thesaurus to improve the quality of writing

Suggested Application Activities:

Houghton Mifflin English: H79-H80

Grade 5

Objectives: Students will utilize the thesaurus as a resource.

Materials: Thesaurus, sample page, overhead transparency

Procedures:

- Practice using a thesaurus for words such as good, nice, bad, etc.
- Use a thesaurus to improve the quality of writing

Suggested Application Activities:

Houghton Mifflin English: