# Student Weekly Learning Targets

1. Students will increase their stamina as readers by reading independently.
2. Students will read and annotate fictional texts.
3. Students will analyze fictional texts and text features.
4. Students will respond in writing to their reading.

## Monday

1. Begin by completing 15 minutes of independent reading. This can be a book of your choice. You may use MackinVia (HUB Digital Resources), Houston Publish Library- HPL (HUB Digital Resources), any novels at home, or any other accessible texts.
2. As you read, make note of anything that surprises you, any examples of interesting language, or any words that stand out. Be sure to record this information in your reader’s notebook (or device or available paper).
3. Next, select one text from the fiction section of the **ELA Connect Four**. Please read and annotate the text using the **Reading is Thinking Easy Annotation** guide in the **Resource Packet**.
4. Next, select one option within the **Reader’s Response** section of the **ELA Connect Four** and complete the task using the selected text and the resources attached. Keep in mind, the **Reader’s Response** task can be completed based on the texts you choose within the genre or your independent reading book. All bolded items are resources in your resources packet.
5. Next, select one option within the **STAAR Stems** section of the **ELA Connect Four** and complete the stem/question using the selected text.
6. Finally, create a writer’s notebook entry. This entry can be about anything you choose. It can be your thoughts or a reflection regarding your reading. It could be a review of something you’ve watched or read recently. It could also be something about your experiences. For more ideas, see **Writing Prompts** in the **Resource Packet**. The entry should be no shorter than half a page.

## Tuesday

1. Begin by completing 15 minutes of independent reading. This can be a book of your choice. You may use MackinVia (HUB Digital Resources), Houston Publish Library- HPL (HUB Digital Resources), any novels at home, or any other accessible texts.
2. As you read, make note of anything that surprises you, any examples of interesting language, or any words that stand out. Be sure to record this information in your reader’s notebook (or device or available paper).
3. Next, return to the fiction text from yesterday. Please reread your annotations to review the text.
4. Next, select one option within the **Graphic Organizer** section of the **ELA Connect Four** and complete the task using the selected text and the resources attached. All bolded items are resources in your resources packet.
5. Next, select one option within the **Writing** section of the **ELA Connect Four** and complete the task.
6. Finally, create a writer’s notebook entry. This entry can be about anything you choose. It can be your thoughts or a reflection regarding your reading. It could be a review of something you’ve watched or read recently. It could also be something about your experiences. For more ideas, see **Writing Prompts** in the **Resource Packet**. The entry should be no shorter than half a page.
### Wednesday

1. Begin by completing 15 minutes of independent reading. This can be a book of your choice. You may use MackinVia (HUB Digital Resources), Houston Publish Library- HPL (HUB Digital Resources), any novels at home, or any other accessible texts.

2. As you read, make note of anything that surprises you, any examples of interesting language, or any words that stand out. Be sure to record this information in your reader’s notebook (or device or available paper).

3. Next, select a second text from the fiction section of the **ELA Connect Four**. Please read and annotate the text using the **Reading is Thinking Easy Annotation** guide in the **Resource Packet**.

4. Next, select one option within the **Reader’s Response** section of the **ELA Connect Four** and complete the task using the selected text and the resources attached. Keep in mind, the **Reader’s Response** task can be completed based on the texts you choose within the genre or your independent reading book. All bolded items are resources in your resources packet.

5. Next, select one option within the **STAAR Stems** section of the **ELA Connect Four** and complete the stem/question using the selected text.

6. Finally, create a writer’s notebook entry. This entry can be about anything you choose. It can be your thoughts or a reflection regarding your reading. It could be a review of something you’ve watched or read recently. It could also be something about your experiences. For more ideas, see **Writing Prompts** in the **Resource Packet**. The entry should be no shorter than half a page.

### Thursday

1. Begin by completing 15 minutes of independent reading. This can be a book of your choice. You may use MackinVia (HUB Digital Resources), Houston Publish Library- HPL (HUB Digital Resources), any novels at home, or any other accessible texts.

2. As you read, make note of anything that surprises you, any examples of interesting language, or any words that stand out. Be sure to record this information in your reader’s notebook (or device or available paper).

3. Next, return to the fictional text from yesterday. Please reread your annotations to review the text.

4. Next, select one option within the **Graphic Organizer** section of the **ELA Connect Four** and complete the task using the selected text and the resources attached. All bolded items are resources in your resources packet.

5. Next, select one option within the **Writing** section of the **ELA Connect Four** and complete the task.

6. Finally, create a writer’s notebook entry. This entry can be about anything you choose. It can be your thoughts or a reflection regarding your reading. It could be a review of something you’ve watched or read recently. It could also be something about your experiences. For more ideas, see **Writing Prompts** in the **Resource Packet**. The entry should be no shorter than half a page.

### Friday

1. Begin by completing 15 minutes of independent reading. This can be a book of your choice. You may use MackinVia (HUB Digital Resources), Houston Publish Library- HPL (HUB Digital Resources), any novels at home, or any other accessible texts.

2. As you read, make note of anything that surprises you, any examples of interesting language, or any words that stand out. Be sure to record this information in your reader’s notebook (or device or available paper).

3. Create a one-pager on fictional texts as a cumulative project. Please use the **Genre One-Pager** template in the **Resource Packet**.

4. Finally, create a writer’s notebook entry. This entry can be about anything you choose. It can be your thoughts or a reflection regarding your reading. It could be a review of something you’ve watched or read recently. It could also be something about your experiences. For more ideas, see **Writing Prompts** in the **Resource Packet**. The entry should be no shorter than half a page.
<table>
<thead>
<tr>
<th>Student-Produced Weekly Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the week, you will have completed a fictional text genre study and will have the following products:</td>
</tr>
<tr>
<td>• 2 Reader’s Response tasks</td>
</tr>
<tr>
<td>• 2 STAAR Stems tasks</td>
</tr>
<tr>
<td>• 2 Graphic Organizer tasks</td>
</tr>
<tr>
<td>• 2 Writing tasks</td>
</tr>
<tr>
<td>• 5 writer’s notebook entries</td>
</tr>
<tr>
<td>• 1 fictional text Genre One-Pager</td>
</tr>
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</table>
Houston ISD
Home-based Ongoing Mobile Education (H.O.M.E.)
English Language Arts
Grade 6
English Language Arts – Grade 6

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Easy Annotation
Writing Prompts
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- Reader’s Response: Informational Pyramid
- Book Review
- Reader’s Response: Check in Letter
- Invitation to Imitate
- Making Connections
- Pro/Con
- Cause and Effect

Graphic Organizers

- Character-Change Map
- Dialectical Journal
- Comic Strip
- Plot Diagram
- Five W’s
- Main Idea and Details Web
- Inference Map
- Notice-Name-Effect
- Venn Diagram
- Timeline
- Cause and Effect

Writing

- Image Analysis One-Pager

*Resources are included only one time in this document. However, students may use them multiple times depending on the tasks they select.*
**ELA Student-Self Directed Instruction- Connect Four**

**Instructions:**

The menu below includes tasks you can use to prepare for STAAR. You can complete this with or without the use of a device, but you do need to make sure you have the adopted textbook for your grade level or course:

- Grade 6- Pearson *myPerspectives* Texas Edition grade 6
- Grade 7- Pearson *myPerspectives* Texas Edition grade 7
- Grade 8- Pearson *myPerspectives* Texas Edition grade 8
- English I- Holt McDougal *Literature* grade 9
- English II- Holt McDougal *Literature* grade 10

For each genre, you will begin by selecting 1 text. Please read and annotate the texts using the **Reading is Thinking Easy Annotation** guide. Next, select 1 option within each Task section and complete the task using the selected text and the resources attached. Keep in mind, the Reader’s Response task can be completed based on the texts you choose within the genre or you independent reading book. After you have completed your four choice tasks for your first text, you will repeat this process with a second text. You should choose different activities from each category for your second text. All bolded items are resources in your resources packet.

<table>
<thead>
<tr>
<th>Task</th>
<th>Fiction</th>
<th>Informational</th>
<th>Poetry</th>
<th>Persuasive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Text 1</em></td>
<td><em>Text 1</em></td>
<td><em>Text 1</em></td>
<td><em>Choice 1</em></td>
</tr>
<tr>
<td></td>
<td><em>Text 2</em></td>
<td><em>Text 2</em></td>
<td><em>Text 2</em></td>
<td><em>Choice 2</em></td>
</tr>
<tr>
<td></td>
<td><em>Text 3</em></td>
<td><em>Text 3</em></td>
<td><em>Text 3</em></td>
<td><em>Choice 3</em></td>
</tr>
<tr>
<td></td>
<td><em>Text 4</em></td>
<td><em>Text 4</em></td>
<td><em>Text 4</em></td>
<td><em>Choice 4</em></td>
</tr>
</tbody>
</table>

**Reader’s Response**

- *Choice 1*
- *Choice 2*
- *Choice 3*
- *Choice 4*

**STAAStems**

- *Choice 1*
- *Choice 2*
- *Choice 3*
- *Choice 4*

**Graphic Organizers**

- *Choice 1*
- *Choice 2*
- *Choice 3*
- *Choice 4*

**Writing**

- *Choice 1*
- *Choice 2*
- *Choice 3*
- *Choice 4*

Repeated these steps for each genre. By the end, you should have 32 completed tasks. If you have access to a digital device, you can use the digital textbook through the HUB and/or pick texts from each genre by accessing the following sites:

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Informational</th>
<th>Poetry</th>
<th>Persuasive</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Awesome Stories</em></td>
<td><em>Commonlit</em></td>
<td><em>Academy of American Poets</em></td>
<td><em>American Rhetoric</em></td>
</tr>
<tr>
<td><em>LoudLit</em></td>
<td><em>Newsela</em></td>
<td><em>Poetry Foundation</em></td>
<td></td>
</tr>
</tbody>
</table>

You should continue independent reading using either a library book, classroom library book, or from MackinVia (HUB Digital Resources) and Houston Publish Library- HPL (HUB Digital Resources).
<table>
<thead>
<tr>
<th>Task</th>
<th>Fiction</th>
<th>Informational</th>
<th>Poetry/Drama</th>
<th>Persuasive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reader Response</td>
<td>“The Sound of Summer Running” p. 95 (my Perspectives)</td>
<td>“What is a Robonaut?” (CommonLit)</td>
<td>Fog (CommonLit)</td>
<td>“Malala Yousafzai’s Address to the United Nations, July 2013” (CommonLit)</td>
</tr>
<tr>
<td>STAAR Stems</td>
<td>“The Four Dragons” (CommonLit)</td>
<td>“Who is Katherine Johnson?” (CommonLit)</td>
<td>Nothing Gold Can Stay (CommonLit)</td>
<td>Emma Watson’s United Nations Speech (CommonLit)</td>
</tr>
<tr>
<td>Graphic Organizers</td>
<td>“The Elephant and the Crocodile” (CommonLit)</td>
<td>“So What is a Primate?” by Faith Hickman p. 165 (my Perspectives)</td>
<td>“Oranges” p. 111 (my Perspectives)</td>
<td>“The Sit in Movement” (CommonLit)</td>
</tr>
</tbody>
</table>

**ELA Connect Four**

- **Fiction**
  - “The Sound of Summer Running” p. 95 (my Perspectives)
  - “The Four Dragons” (CommonLit)
  - “The Elephant and the Crocodile” (CommonLit)
  - “The King of Mazy May” p.555 (my Perspectives)

- **Informational**
  - “What is a Robonaut?” (CommonLit)
  - “Who is Katherine Johnson?” (CommonLit)
  - “So What is a Primate?” by Faith Hickman p. 165 (my Perspectives)
  - “The Black Hole of Technology” p. 311 (my Perspectives)

- **Poetry/Drama**
  - Fog (CommonLit)
  - Nothing Gold Can Stay (CommonLit)
  - “Oranges” p. 111 (my Perspectives)
  - “The Phantom Tollbooth” p. 363 (my Perspectives)

- **Persuasive**
  - “Malala Yousafzai’s Address to the United Nations, July 2013” (CommonLit)
  - Emma Watson’s United Nations Speech (CommonLit)
  - “The Sit in Movement” (CommonLit)
  - “Biometrics are Not Better” p. 271 (my Perspectives)

**Reader Response**
- Complete the Reader’s Response: Story Pyramid using your independent reading or on one of the texts listed above.
- Complete the Story Board using your independent reading or on one of the texts listed above.
- Complete the Character Investigation based on a character from your independent reading or from a text listed above.

**Informational**
- Complete the Reader’s Response: Informational Pyramid graphic organizer using one of the texts above to investigate a topic of one of the articles.
- Complete a Book Review using your independent reading or on one of the texts listed above.
- Complete Reader’s Response: Check in Letter using your independent reading or on one of the texts listed above.

**Poetry/Drama**
- Choose an image from one of the poems and sketch a visual.
- Choose a sentence or line from a poem and use the Invitation to Imitation chart to imitate author’s craft.
- Complete one of the Making Connections graphic organizer to compare speakers and/or authors of two texts you have read. (Compare a poem and one other text from another genre of your choice.)
- Some of the poems above present challenges of growing up. List and rank

**Persuasive**
- Determine if you agree or disagree with the text by completing the Pro/Con graphic organizer with your reasons from the text.
- Complete the Reader’s Response: Check in Letter over your independent reading or on one of the texts listed above.
- Complete the Making Connections graphic organizer to compare the texts and/or authors of two texts you have read.
- Complete a Reader’s Response using a Cause and Effect graphic organizer to think about how different
### STAAR Stems

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Informational</th>
<th>Poetry/Drama</th>
<th>Persuasive</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the setting influence the plot?</td>
<td>The reader can conclude after reading the text that…</td>
<td>The poet organizes the poem by…</td>
<td>What is one message the author conveys in the text?</td>
</tr>
<tr>
<td>How would you best describe the main character?</td>
<td>A summary of the story is…</td>
<td>Where does the poet include figurative language?</td>
<td>From the speaker’s experience, the reader can learn…</td>
</tr>
<tr>
<td>A summary of the story is…</td>
<td>A new word in the text is… The context clues that help define the word are…</td>
<td>What is the message of the poem?</td>
<td>What is the author’s view on the subject?</td>
</tr>
<tr>
<td>How would you describe the conflict of the story?</td>
<td>What is one message the author conveys in this text?</td>
<td>What is the rhyme scheme of the poem?</td>
<td>A summary of the text is…</td>
</tr>
</tbody>
</table>

### Graphic Organizers

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Informational</th>
<th>Poetry/Drama</th>
<th>Persuasive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using one of the texts, complete the <a href="#">Character-Change Map</a> to help you determine how the main character grows or changes throughout the story.</td>
<td>Choose one of the texts and complete the <a href="#">Five W's</a> graphic organizer to summarize the text.</td>
<td>Create a <a href="#">Dialectical Journal</a> to track your thinking about the poem and what it makes you think about.</td>
<td>Using a text you read, use <a href="#">Venn Diagram</a> to compare and contrast two sides of an argument.</td>
</tr>
<tr>
<td>Use a <a href="#">Dialectical Journal</a> to track your thinking as you read the story. On the left side of the journal, you will write down important textual quotes or evidence. On the right side of the journal, you will write a personal reaction or connection to the quote you wrote.</td>
<td>Choose one of the texts and complete the <a href="#">Main Idea and Details Web</a> graphic organizer to analyze a main idea expressed in the text.</td>
<td>Complete one of the <a href="#">Making Connections</a> graphic organizer to make connections from what you read in the poem to yourself, to another text, or to a real-world example.</td>
<td>Using one of the texts, create a <a href="#">Timeline</a> to help you identify the important sequence of events that lead to the author’s main point or purpose.</td>
</tr>
<tr>
<td>Using one of the texts, complete a <a href="#">Comic Strip Organizer</a> to track the sequence of the major events in the story.</td>
<td>Use a <a href="#">Dialectical Journal</a> to track your thinking as you read the text. On the left side of the journal, you will write down important textual quotes or evidence. On the right side of the journal, you will write a personal reaction, connection, or an inference.</td>
<td>Use the <a href="#">Notice-Name-Effect</a> chart to locate and identify poetic elements and then analyze their effects on the reader.</td>
<td>Create an outline of the author’s main arguments and supporting details from one of the texts you read.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Use a <a href="#">Cause and Effect</a> graphic organizer to consider the causes and effects of an issue from one of the texts you read.</td>
</tr>
</tbody>
</table>
### Fiction
- events of the story by sketching as you read.
- Using one of the texts, complete a Plot Diagram to track the plot citing text evidence as you read.
- You made to the quote you wrote.

### Informational
- Choose a fact from one of the articles you read and explain how it surprised you, confirmed your thinking, or changed you.
- Pick an article that contained text features and explain how they supported your understanding and why.
- Pick an image from one of the articles and complete the Image Analysis one-pager.
- Pick an article with no text features and add your own. Explain how they help the reader navigate the text.

### Poetry/Drama
- Choose one of the poems and write about the theme of nature’s impact on humans.
- Write about your definition of leadership.
- Write about the importance of art in daily life.
- Write about why we should be open to new experiences.

### Persuasive
- Choose one of the texts and write about why setting a goal is important.
- Write about how having a positive attitude can make a difference.
- Write about a time you felt treated unfairly because of your gender.
- Should girls be allowed to have the same choices as boys? Why or Why not?
<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>⭐️</td>
<td>This is important!</td>
</tr>
<tr>
<td></td>
<td>Key words or details.</td>
</tr>
<tr>
<td>?</td>
<td>I have a question, or I don’t understand.</td>
</tr>
<tr>
<td>!</td>
<td>This is surprising!</td>
</tr>
<tr>
<td>🌟</td>
<td>I made a connection.</td>
</tr>
<tr>
<td>❤️</td>
<td>This is my favorite part!</td>
</tr>
<tr>
<td>✔️</td>
<td>I agree!</td>
</tr>
<tr>
<td>Notes or Sketches</td>
<td>These help me understand!</td>
</tr>
</tbody>
</table>

*Reading is Thinking! EASY ANNOTATION*
Writing Prompts

- Write about your day in a movie preview voice. (“In a world...”).
- Find a picture that inspires you on onceuponapicture.co.uk and freewrite or answer the questions below the picture.
- How do you think current events will be explained in history books? Write an excerpt from a history book a hundred years from now about things that are happening now.
- If you had to give a speech right now about any subject, what could you talk about for five minutes? What would you say?
- Play an autocorrect game! On a cell phone, type ‘In the future, I will’ and then hit the middle suggested word button until you get a complete sentence. What did you get? Does it seem true or not?
- Choose one word from a headline or news story and write a story or poem with that as the title.
- Choose a scene from your independent reading book and rewrite it from the point of view of another character.
- What was your favorite movie or book as a child? Do you think you would feel the same about it if you read or watched it today? Why or why not?
- Journal about your experience during the shutdown.
- Write a letter to your future self. What do you hope your future self has learned from this experience?
- What is the most precious object you own and why?
- What childhood toy do you wish you still had and why?
- Cast your independent reading book! If they were to make your independent reading book into a movie, who would play all the characters?
- If you were to write your memoir (the story of your life), what would the title be and why? What events would you write about?
- If you had an unlimited budget, what would you do for your next birthday party? Who would you invite? Where would it be? What kind of food would be served?
Qualities List or Web

List or make a web of all of the qualities that make this genre what it is.

For Example

What are some examples of this genre that you have read? How do you know they fit in this genre?

Make A Connection

Choose three (3) of the qualities above and find examples of those qualities in one of the texts you've read in this genre.

Freewrite

Freewrite in this genre! Write your own story, poem, informational, or persuasive text in fifty words or fewer.
Reading is Thinking!

Reader’s Response: Story Pyramid

Title: _______________ Author: ____________

Character

Character Trait   Character Trait

Describe the Setting

State the Main Character’s Problem

Important Story Event

Important Story Event

Important Story Event

State How the Main Character Solves the Problem

Key Takeaway: Why is this important? What did I take to heart?
Reading is Thinking!

Reader's Response: StoryBoard
Reading is Thinking!

**Reader's Response: Character Investigation**

The Character is ... 

- **Saying**
- **Thinking**
- **Coming From**
- **Feeling**
- **Doing**
- **Other People are saying...**
- **Heading To**

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**HISD Secondary Curriculum and Development**

**ALIGN, ADVANCE, ENGAGE.**
Reading is Thinking!

Reader's Response: Informational Pyramid

Title: _______________ Author: ___________

Subject

Describe Subject

Where the Subject Exists

Subject’s Importance to the World

One Interesting Fact on Subject

One More Interesting Fact on Subject

One Last Interesting Fact on Subject

One Sentence Summary on What You Read

Key Takeaway: Why is this important? What did I take to heart?
Reading is Thinking!

Reader's Response: Check In Letter

Title: ___________________ Author: ___________

This is just a template to help structure your thinking; you may delete or add any information. Remember to show your active reading!

Dear _________________,

I am currently reading ____________________________ by __________________.

It’s about _____________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________. One thing
the author does in the book that I really like _____________________________________
_____________________________________________________________________________
_____________________________________________________________________________. This
book makes me think about __________________________________________________________________
because ________________________________________________________________________
_____________________________________________________________________________. I’m
wondering if _________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________.

Your student,

____________________
We become more skilled by noticing the moves that writers make and trying them out in our own writing.

**Mentor Sentence**

**My teacher’s model Sentence**

**My sentence**
Making Connections across texts

(Character 1) is similar to (Character 1)

because they both...

(Character 1) and (Character 1)

would most likely agree...
Making Connections across texts

(Character 1) and (Character 2) differ because...

(Character 1) thinks...

Unlike (Character 2), (Character 1) thinks....
Making Connections across texts

(Text 1) differs from (Text 2) because...

Unlike (Text 1), (Text 2) is...
Making Connections across texts

(Text 1) is similar to (Text 2) because they both...

(Author of Text 1) and (Author of Text 2) would most likely agree...
### Pro/Con Graphic Organizer

Argument: ____________________________________________________________

<table>
<thead>
<tr>
<th>Pro</th>
<th>Con</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Created by HISD Secondary Curriculum and Development
# Cause-Effect Frame

## About the Strategy

A cause-effect frame helps students identify what happened and why it happened in both fictional and nonfictional texts. When students can see that there are causal relationships between events or ideas in text, they can make generalizations about other causal relationships in new texts and in life situations.

## Cause-Effect Frame

<table>
<thead>
<tr>
<th>Step 1</th>
<th>To find an effect, ask, &quot;What happened?&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Leah goes to school but tears off her nametag.</td>
</tr>
<tr>
<td>2</td>
<td>Suzy's teacher assigns her to help Leah. Suzy thinks Leah is mean because she never smiles and doesn't talk much.</td>
</tr>
<tr>
<td>3</td>
<td>Suzy is shocked by what she reads and gets more information from her mother that helps her understand Leah.</td>
</tr>
<tr>
<td>4</td>
<td>Suzy and Leah begin to become friends.</td>
</tr>
</tbody>
</table>

Skills and Strategies: summarize, sequence, cause-effect, make inferences

## Idea Exchange

**Keep in Mind**
- Suggest that students look for clue words, such as since, as a result, consequently, therefore, and thus.
- Remind students that some causes are not stated in the text. Students will have to figure out the cause by looking at what happened and asking themselves, "Why might this have happened?"

**Solo Exploration**
Help students see that they can use cause-effect frames as a way to organize their writing. Students can choose an important school issue and use a cause-effect frame to outline the main point. Ask students to place the outlines in their portfolios to use for future writing.

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Cause-Effect Frame

[Blank rectangles arranged in a chain to represent cause-effect relationships]
Character-Change Map

Title

Character

Character at the beginning of the story

Events that caused change

Character at the end of the story
<table>
<thead>
<tr>
<th>The Text Says...</th>
<th>My Thinking is...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Created by HISD Secondary Curriculum and Development
Comic Strip Organizer
Five Ws Chart

Use these questions as you read, and write important details. Remember, you may not need to answer every question.

<table>
<thead>
<tr>
<th>Who?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Main Idea and Details Web
<table>
<thead>
<tr>
<th>The Text Says…</th>
<th>My Thinking is…</th>
<th>I Can Infer…</th>
</tr>
</thead>
</table>

Created by HISD Secondary Curriculum and Development
<table>
<thead>
<tr>
<th>Notice</th>
<th>Name</th>
<th>Effect</th>
</tr>
</thead>
</table>

Created by HISD Secondary Curriculum and Development
Venn Diagram Graphic Organizer

Created by HISD Secondary Curriculum and Development
Timeline Graphic Organizer
# Cause-Effect Frame

## About the Strategy
A cause-effect frame helps students identify what happened and why it happened in both fictional and nonfictional texts. When students can see that there are causal relationships between events or ideas in text, they can make generalizations about other causal relationships in new texts and in life situations.

## Cause-Effect Frame

- **Step 1**
  
  To find an effect, ask, **"What happened?"**

- **Step 2**
  
  To find a cause, ask, **"Why did this happen?"**

## Skills and Strategies:
- summarize
- sequence
- cause-effect
- make inferences

## Idea Exchange

**Keep in Mind**
- Suggest that students look for clue words, such as since, as a result, consequently, therefore, and thus.
- Remind students that some causes are not stated in the text. Students will have to figure out the cause by looking at what happened and asking themselves, "Why might this have happened?"

**Solo Exploration**
Help students see that they can use cause-effect frames as a way to organize their writing. Students can choose an important school issue and use a cause-effect frame to outline the main point. Ask students to place the outlines in their portfolios to use for future writing.
Cause-Effect Frame
**Image Analysis**

First, just look.

What do you notice in the picture? What people, places, things, colors, or symbols are in the photo? Make a list.

Next, think big.

What are some “big ideas” present in the picture? You might not be able to see them, but you know they are there.

Some “big idea” words: love, family, war, death, life, anger...

Next, think facts.

What are some facts that the picture represents? What is “true” in the picture?

Finally, think purpose.

Why might an author or editor have chosen this image for their text? What ideas does this image reinforce?
**Student Weekly Learning Targets**

Students will be able to describe the center, spread, and shape of a data distribution (MATH.6.12B, MATH.6.12C, MATH.6.12D). The student should be able to demonstrate and verify the following:

- I can calculate the mean.
- I can calculate the median.
- I can calculate the range.
- I can calculate the mode.

---

**Monday – The Mode and the Mean**

**Dogs, Cats, and More!**

Mohammed surveyed seven of his friends to find out how many pets they own. The results of his survey are displayed in the table below.

<table>
<thead>
<tr>
<th>Number of Pets</th>
<th>Mark</th>
<th>Justin</th>
<th>Mary</th>
<th>Tim</th>
<th>Sara</th>
<th>Nancy</th>
<th>Jim</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

What patterns do you notice within the data set?

I noticed …

If we wanted to represent Mohammed’s data with counters or pennies, how would we do this?

**HINTS:**

- How many pets does Mark have? So, how many counters should you place in Mark’s column?
- How can we line up the counters, so it is easy to compare the numbers of pets each person has?
Monday – The Mode and the Mean

ANSWER:

1. What value(s) occur(s) most frequently?
2. How many times does this value appear?
3. What does this mean in terms of the data?

The mode of a data set is the data value or values that occur (appear) most frequently in a data set.

Make an inference ... When all values occur with the same frequency, that is, they appear the same number of times, what is the mode?
When all values have the same frequency...

ANSWERS:
In the prior data set, the mode is 2 because it occurs most often (question 1). In fact, “two pets” occurs three times (question 2). This means that the majority or most of Mohammed’s friends (3 out of 7) have 2 pets (question 3).

If everyone had 2 pets, the values occur with the same frequency; therefore, there is no mode for the data set.
Monday – The Mode and the Mean

List Mohammed’s friends’ names in ascending (increasing) order according to the number of pets that they own.

1. Who has the fewest number of pets? How many pets does he/she have?
2. Who has the most pets? How many pets does he/she have?
3. Find the difference between greatest number of pets and the least number of pets. Justify.
4. What do you call this difference?

ANSWERS:
Justin and Nancy have the fewest number of pets. They each have 1 pet. Sara and Jim have the most pets. They each have 3 pets. The difference is 2 because 3 – 2 = 1. This difference between the greatest number and the least number is called the range of the data.

The Mean (Average)

Linda’s First Semester Grades

<table>
<thead>
<tr>
<th>Math</th>
<th>ELA</th>
<th>Science</th>
<th>Social Studies</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>86</td>
<td>88</td>
<td>85</td>
<td>83</td>
</tr>
</tbody>
</table>

How many grades are in the table?

Now, find the sum or total of all Linda’s first semester grades. Write your answer in the sixth column and title it “TOTAL.”
Next, divide the sum or total by the number of grades. What is the quotient? Write your answer in the seventh column.

What do we call your answer in the seventh column? Label the seventh column with your answer.

The resulting table must look like this:
Monday – The Mode and the Mean

<table>
<thead>
<tr>
<th>Linda’s First Semester Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
</tr>
<tr>
<td>90</td>
</tr>
</tbody>
</table>

In elementary school, we learned how to calculate the **average** of our grades.

**SUMMARIZE:** What are the two steps in calculating the average of a set of values?

The first thing we do is …

Then, we …

In middle school, we shall refer to **average** as **mean**. In everyday terms, a **mean** "levels out" or "evens out" the data.

The steps for calculating the **mean** (or **average**) are:

1. Find the sum or total of the values by adding them up all.
2. Divide the sum or total by how many values there are.

**Practice Calculating the Mean:**
What is the mean for the number of pets owned by Mohammed’s friends?
### Tuesday – The Median

**The Median**

The median of a data set is the **middle value** (for an **odd** number of data) or the **mean** (average) of the **two middle values** (for an **even** number of data) in an **ordered** list of data.

Let’s try it! Try to find the middle number in the data set below.

72, 72, 72, 73, 73, 74, 81, 81, 82, 88, 90, 91, 92, 95, 95

Did you find that the median was 81? There are several ways to find the median. Explain your process for determining that 81 is the median value.

One way to determine the median is given below.

Pair up the values beginning at each endpoint. The value in the very middle of the pairs is the median value.

Another method is to count how many values are in the list. For the list above, there are 15 items. Divide 15 in half and the result is 7.5. That means the median should have seven values on one side of it and seven values on the other side of it … that would be value #8. The value in the eighth place is …

<table>
<thead>
<tr>
<th>72</th>
<th>72</th>
<th>72</th>
<th>73</th>
<th>73</th>
<th>74</th>
<th>81</th>
<th>82</th>
<th>88</th>
<th>90</th>
<th>91</th>
<th>92</th>
<th>95</th>
<th>95</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>2nd</td>
<td>3rd</td>
<td>4th</td>
<td>5th</td>
<td>6th</td>
<td>7th</td>
<td>8th</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© Houston ISD Mathematics Curriculum
### Tuesday – The Median

The key to finding the median for a data set is to place the values in order. The median cannot be found until the data is ordered.

Now, consider the following data set.

\[ 0.5, 1.5, 2.5, 4.0 \]

What do you notice about the data set? How that will impact finding the median?

Complete the notice and wonder statements below.

I notice …

I wonder …

In the data set above, there are four items. The median falls between the two middle values. That means, for this data set, the median is between 1.5 and 2.5. What number is exactly in the middle of 1.5 and 2.5?

Did you guess 2 (or 2.0)? That is correct!

The way that we find the median for data sets that have an even number of items is to average the two middle values together (another words, we find the mean between the two middle values).

\[
(1.5 + 2.5) \div 2 = 4.0 \div 2 = 2.0 = 2
\]

Find the median for the following data set.

\[ 8, 10, 6, 4, 12, 6, 8, 14 \]
Tuesday – The Median

HINTS:
- Did you place the data set in order?
- Did you find that the middle two values were in the 4th and 5th positions?

Since both the 4th and 5th position is represented by the numbers 8, the average is 8. So, the median is 8.

Now, try to find the median when the data is given in a graph. What is the median of the data represented in the dot plot below?

[Hint and dot plot]

HINT:
The data in the dot plot is represented by the list below:
21, 21, 22, 22, 22, 22, 23, 23, 23, 23, 23, 24
For the following activity, you will need to have 7 dice. If you do not have access to dice, write the numbers 1, 2, 3, 4, 5, and 6 on separate pieces of paper. Fold them up and place them into a cup. Each time you must roll a dice, place all six papers into the cup and draw out one number. Repeat this process four times if you are asked to roll 4 dice. Repeat the process 5 times if you are asked to roll 5 dice, etc.

**ROLLING DOWN THE CENTER**

Activity 1 – Roll 4 dice and write the resulting numbers in the boxes below.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

Calculate the **mean**:  
Add up the four dice = ________ → Divide by the number of dice (4) = ________  
(If there is a decimal, round to the nearest tenth)

Calculate the **mode**:  
Which number occurs most frequently? _________  
(If there isn’t one, write “no mode”)

Calculate the **range**:  
Subtract the smallest value from the largest value = _________

Calculate the **median**:  
Put the numbers in order from least to greatest = ______  ______  ______  ______  
The two middle numbers are = ______  ______  
Find the average of the two middle numbers (add them up and divide by 2) = ______
Wednesday – Rolling Down the Center

Activity 2 – Roll 5 dice and write the resulting numbers in the boxes below.

Calculate the **mean:**
Add up the five dice = ________ → Divide by the number of dice (5) = _____
(If there is a decimal, round to the nearest tenth)

Calculate the **mode:**
Which number occurs most frequently? __________
(If there isn’t one, write “no mode”)

Calculate the **range:**
Subtract the smallest value from the largest value = __________

Calculate the **median:**
Put the numbers in order from least to greatest = _____  _____   _____   _____  _____
Find the middle number = ______

Activity 3 – Roll 6 dice and write the resulting numbers in the boxes below.

Calculate the **mean:**
Add up the six dice = ________ → Divide by the number of dice (6) = _____
(If there is a decimal, round to the nearest tenth)

Calculate the **mode:**
Which number occurs most frequently? __________
(If there isn’t one, write “no mode”)

Calculate the **range:**
Subtract the smallest value from the largest value = __________

Calculate the **median:**
Put the numbers in order from least to greatest = ______________________________
The two middle numbers are = ______  ______
Find the average of the two middle numbers (add them up and divide by 2) = ______
Wednesday – Rolling Down the Center

Activity 4 – Roll 7 dice and write the resulting numbers in the boxes below.

Calculate the **mean**:  
Add up the seven dice = ________ → Divide by the number of dice (7) = _____  
(If there is a decimal, round to the nearest tenth)

Calculate the **mode**:  
Which number occurs most frequently? _________  
(If there isn’t one, write “no mode”)

Calculate the **range**:  
Subtract the smallest value from the largest value = __________

Calculate the **median**:  
Put the numbers in order from least to greatest = ______________________________  
Find the middle number = _____
Thursday – Summarizing Measures of Center

Summarize the process of identifying and calculating the **mean**, **median**, **mode**, and **range** by completing a graphic organizer. Fill the blanks with the correct words and values.

### Data Analysis Reference Sheet

**Data Set:** 4, 7, 3, 4, 10, 9, 5  
**Always** arrange the values in ascending order.

<table>
<thead>
<tr>
<th>Measures of Center</th>
<th>Spread</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mean</strong></td>
<td><strong>Median</strong></td>
</tr>
<tr>
<td><em>the arithmetic _____ of the values</em></td>
<td><em>the _____ value</em></td>
</tr>
</tbody>
</table>
| 1. _____ up all the values.  
2. _____ by the number of values. | 1. Arrange the values in an ascending order.  
2. Pick the middle value for an odd number of values.  
For an even number of values, the median is the average of the two middle values. | | There may be more than one mode in a data set.  
_____ the _____ value from the _____ value. |
| The mean is __. | The median is __. | The mode is __. | The range is __. |

**Work Space:**
Thursday – Summarizing Measures of Center

Check your understanding:
(1) What do we call the value that occurs most frequently?
(2) If we put the values in ascending (increasing) order, what do we call the value that extends from the smallest data value to the largest data value?
(3) If we averaged all our data values, what number would we get?
(4) If we put the values in ascending order, what do we call the “middle” value?

Friday – Checking Understanding

Practice calculating mean, median, mode and range

A horse trainer kept track of the distance that each of his horses ran last week. The results are displayed in the table below.

<table>
<thead>
<tr>
<th>Distance Ran (miles)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Thunder</td>
</tr>
<tr>
<td>Zander</td>
</tr>
<tr>
<td>Jericho</td>
</tr>
<tr>
<td>Tyson</td>
</tr>
<tr>
<td>Wind Chaser</td>
</tr>
<tr>
<td>Dario</td>
</tr>
<tr>
<td>Flash</td>
</tr>
<tr>
<td>Red</td>
</tr>
<tr>
<td>Moscow</td>
</tr>
<tr>
<td>Shangri-La</td>
</tr>
<tr>
<td>Lady</td>
</tr>
</tbody>
</table>

Calculate the mean, median, mode, and range of the data set.

Student-Produced Weekly Product

Student correctly completes the Checking Understanding task that assesses understanding of calculating the measures of center and spread.
### Monday

**Create a Plate Tectonics Foldable**

The main goal of the plate tectonics foldable is to describe what you have learned about the different types of plate movements of the earth. Make sure you read through each day’s instructions before you start working.

**Must Haves:**
- Name and explain the scientific theory concerning tectonic plates
- A small sketch of the movement of each type of boundary
- Must use content vocabulary
- Must include illustrations of the four boundaries and what forms at each boundary
- Give a location where each type of boundary can be found on earth

**Materials Needed:**
- paper
- pen
- colored pencils or markers
- glue or tape

Research plate tectonics at credible websites. Listed below are two recommended links to reference sites to help with your research. Use your computer or cellphone to access the sites below.

**Recommended websites:**
- EPISD CK-12 Earth Science for Middle School Flex Book 2.0
  - 7.1 Earth's Tectonic Plates
- Khan Academy: Plate tectonics: Evidence of plate movement video

As you are researching plate tectonics, consider the following questions:

- Guiding questions:
  - What process allows the plates to move?
  - What is the theory that explains the movement of tectonic plates?
  - The margins of the tectonic plates are defined by major earthquake zones and belts of volcanic and tectonic activity:
    - What patterns can be seen around the edges of tectonic plates?
    - What does the type of plate boundary have to do with the type of activity seen at that boundary?
  - What is the relationship between plate tectonics and geological events?
- What is most important about plate tectonics?
- What surprised you about plate tectonics?

Fill out the chart below as you research plate tectonics to help you compare and contrast the information from the two recommended websites on your topic. Add this chart to your science notebook.
Tuesday

Consider other credible websites that can be used for additional research on the earth’s tectonic plates. See the list of possible websites below. Visit the sites and add this information to your Compare and Contract Research Chart. Looking at the information you have gathered, select two websites that have the best information based on the questions from the Compare and Contract Research Chart.

<table>
<thead>
<tr>
<th>Secondary Science Online Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Resource Links</strong></td>
</tr>
<tr>
<td>Khan Academy free supplemental support and tutorials</td>
</tr>
<tr>
<td><a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a></td>
</tr>
<tr>
<td>El Paso ISD CK-12 e-text for science</td>
</tr>
<tr>
<td><a href="https://flexbooks.ck12.org/user:zxbpc2rzy2llbmnlmjaxoubnbwfpbc5jb20./cbook/episd-6th-grade-science-2019/">https://flexbooks.ck12.org/user:zxbpc2rzy2llbmnlmjaxoubnbwfpbc5jb20./cbook/episd-6th-grade-science-2019/</a></td>
</tr>
<tr>
<td>CK-12 e-text for science e-texts</td>
</tr>
<tr>
<td><a href="https://www">https://www</a> ck12.org/browse/</td>
</tr>
<tr>
<td>NASA</td>
</tr>
<tr>
<td><a href="https://www.nasa.gov/audience/forstudents/5-8/features/F_Earth_Has_Faults.html">https://www.nasa.gov/audience/forstudents/5-8/features/F_Earth_Has_Faults.html</a></td>
</tr>
<tr>
<td>National Oceanic and Atmospheric Administration</td>
</tr>
<tr>
<td><a href="https://oceanservice.noaa.gov/facts/tectonics.html">https://oceanservice.noaa.gov/facts/tectonics.html</a></td>
</tr>
<tr>
<td><a href="https://oceanexplorer.noaa.gov/facts/plate-boundaries.html">https://oceanexplorer.noaa.gov/facts/plate-boundaries.html</a></td>
</tr>
<tr>
<td><strong>Lab Simulation Resource Links</strong></td>
</tr>
<tr>
<td>Gizmos is a district resource that can be accessed through the HISD HUB under “More &gt; Digital Resources &gt; Science &gt; Gizmos”</td>
</tr>
<tr>
<td>PhET is a free online science and math interactive simulation website. These science simulations can assist with lab investigations.</td>
</tr>
<tr>
<td><a href="https://phet.colorado.edu/en/simulations/category/new">https://phet.colorado.edu/en/simulations/category/new</a></td>
</tr>
<tr>
<td>Exploratorium offers online science learning experiences</td>
</tr>
<tr>
<td><a href="https://www.exploratorium.edu/explore">https://www.exploratorium.edu/explore</a></td>
</tr>
</tbody>
</table>

Wednesday

On the next page of your science notebook, reflect on the different type of plate boundaries you have learned about. Answer the following questions:
- What are the plate boundaries?
- What takes place and / or forms at each boundary?

On sheet of paper divided it into four sections, draw and label what forms at each of the boundaries. You should have four drawings to use in your foldable later.
### Thursday

Collect your supplies and begin working on creating the pages for the book using all the information you have collected. Use the information in the Compare and Contract Research Chart you completed, your reflection, and drawings. Create your foldable using the foldable chart below. This will help you with the lay-out for your foldable. Remember to also consider how this will be graded; look at the rubric and *Must Haves* again.

**Must Haves:**
- Name and explain the scientific theory concerning tectonic plates
- A small sketch of the movement of each type of boundary
- Must use content vocabulary
- Must include illustrations of the four boundaries and what forms at each boundary
- Give a location where each type of boundary can be found on earth

### Friday

Finish working on your tectonic plate foldable. Remember to include everything from the *MUST HAVES* list in your foldable. When you are finished, explain your foldable to someone in your home. Did they understand plate tectonic?

### Student-Produced Weekly Product

Plate Tectonics Foldable with research supporting documentation
### Rubric for Quality Student Work

Directions: Use this for student self-assessment and teacher grading.

4 = Exceeding standard 3 = Meeting standard 2 = Approaching standard 1 = Beginning

<table>
<thead>
<tr>
<th>4- Exceeding standard</th>
<th>3- Meeting Standard</th>
<th>2- Approaching standard</th>
<th>1- Beginning</th>
</tr>
</thead>
</table>
| All indicators for Level 3 are met, and some or all of the following evidence is demonstrated:  
  - work skillfully communicate thinking and reasoning processes  
  - work shows evidence of employing higher-level thinking skills  
  - work shows evidence of synthesizing diverse perspectives or points of view to construct knowledge or create new meaning | Assigned task is fully executed -  
  **Must have:**  
  - Name and explain the scientific theory concerning tectonic plates  
  - A small sketch of the movement of each type of boundary  
  - Must use content vocabulary  
  - Must include illustrations of the four boundaries and what forms at each boundary  
  - Give a location where each type of boundary can be found on earth | Assigned task is mostly executed. | Assigned task is not executed. |
| Writing contains evidence that supports scientific facts and provides solutions to real-world problems or makes connections that apply your learning to a new experience. | Writing contains evidence that supports scientific facts. | Writing contains **incomplete** evidence to support scientific facts. | Writing contains **no** evidence that supports scientific facts. |
| Creates connections between **multiple representations** of the data using pictures, graphs, calculations, and/or charts to explain how to arrive at the conclusion/answer. | A connection in the wording, pictures, graphs, calculations, and/or charts are included to explain how to arrive at the conclusion/answer. | All necessary wording, pictures, graphs, calculations, and/or charts are **not** included to explain how to arrive at the conclusion/answer. | Inaccurate wording, pictures, graphs, calculations, and/or charts are included, and cannot be used to explain how to arrive at the conclusion/answer. |
| Writing is logically organized and contains no unnecessary facts not supported by specific evidence/data | Writing is logically organized and contains one unnecessary fact not supported by evidence/data. | Writing is logically organized and contains multiple unnecessary facts not supported by evidence/data. | Writing is not logically organized and contains unnecessary facts not supported by evidence/data. |

HISD Secondary Science created using Microsoft Word Table
Plate Tectonics Foldable: Compare and Contrast Research Chart

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Websites</th>
<th>Guiding Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• What process allows the plates to move?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What is the theory that explains the movement of tectonic plates?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The margins of the tectonic plates are defined by major earthquake zones and belts of volcanic and tectonic activity:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o What patterns can be seen around the edges of tectonic plates?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o What does the type of plate boundary have to do with the type of activity seen at that boundary?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What is the relationship between plate tectonics and geological events?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Website 1:</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What is most important about plate tectonics?</th>
<th>What surprised you about plate tectonics?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended Website 2:</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Website 1:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Recommended Website 2:**

**Other Website 1:**
How to Create a Plate Tectonics Foldable Directions:

1. Fold a piece of paper in the hot-dog-bun style, (fold in half lengthwise).

2. Fold in half twice to create for sections in the paper.

3. Only cut the front/top of the paper to form flaps on the front, (Only cut to the center fold not across the whole sheet of paper).

4. Use scientific vocabulary as you write.

5. Glue the four boundary names to the front and give the foldable a title. Use four different colored pencils/markers to code each of the boundary labels.

6. The inside of each boundary section needs to have 3 things.
   - A labeled illustration of the boundary and what forms at the boundary on the left side
   - A small sketch of the movement of boundary on the right side
   - Give a location where the type of boundary can be found on earth on the right side.

7. On the back side, name and explain the scientific theory concerning tectonic plates. Add your name and period to the lower back side of the foldable.
How to Create a Plate Tectonics Foldable

<table>
<thead>
<tr>
<th>Divergent Boundary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Convergent-Subduction Boundary</td>
<td></td>
</tr>
<tr>
<td>Convergent-Collision Boundary</td>
<td></td>
</tr>
<tr>
<td>Transform-Sliding Boundary</td>
<td></td>
</tr>
</tbody>
</table>
Monday

Guiding Question: How can you create a book review about South America that is useful for other readers?

Project Overview: The purpose of this project is to introduce students to creating book reviews (of primary and secondary sources) as well as pique their interest in South America. Students will choose one short text or book of their choice to read. This book can be short—around 30 pages. Ideally, students should choose a book about South America or a topic from South American history. Students can also use MackinVia (online digital resource) to find a book or text. Printed or online articles can be used if students cannot access a book. After reading, students create a book review using PowerPoint presentation. Note: Suggested online resources can be accessed using any type of internet-capable device (e.g. laptop, tablet, mobile phone).

Staging the Question
Think of a movie you have recently seen and really enjoyed or absolutely hated. Why did you feel this way? Why did you hate the movie? Or love it?

Write two-three sentences explaining your opinion about the movie.

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Congratulations—you just created a movie review—they their opinion about a movie they recently viewed. The same can be done with books. You will use a similar process to review a book about South America or South American history.

Review Rubric
Take a few minutes to read over the criteria for this project on the rubric (attached). For this project, you will create a four-slide PowerPoint presentation about your book. If you do not have PowerPoint, you may use another presentation tool or create your review using paper.

Day One Checkpoint:
- Choose your book of choice and begin reading.
  - Sample topics: Brazil, Simon Bolivar, The Inca, sports in South America, geography of South America
- Review the project rubric.
### Tuesday

**Prewriting and Brainstorming**
Continue to read your book. As you read, keep the rubric in mind. You may want to jot down notes as you read in the space below. Think about the following:
- What surprised you?
- What made you think about something in a new way?

| ____________________________________________________________________________ |
| ____________________________________________________________________________ |
| ____________________________________________________________________________ |
| ____________________________________________________________________________ |
| ____________________________________________________________________________ |
| ____________________________________________________________________________ |
| ____________________________________________________________________________ |
| ____________________________________________________________________________ |

**Day Two Checkpoint:**
- Continue to read your book.
- Take notes as you read. This will help you create your PowerPoint presentation.

### Wednesday

**Prewriting and Brainstorming**
Finish reading your book. As you read, keep the rubric in mind. When finished, respond to the following question in the space provided.
- Would you recommend this book to someone else? Why or why not?

| ____________________________________________________________________________ |
| ____________________________________________________________________________ |
| ____________________________________________________________________________ |
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| ____________________________________________________________________________ |
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**Day Three Checkpoint:**
- Finish reading your book.
- Answer the question: Would you recommend this book to someone else? Why or why not?
### Thursday

**Begin Creating Presentation**

Now that you have finished reading your book, begin to create your PowerPoint presentation. Remember, if you do not have access to PowerPoint, you can create your presentation using paper.

**Checkpoint:**
- Complete first two slides of presentation.

### Friday

**Finish Creating Presentation**

Use today to finish your book review. Remember—use the rubric as you create it!

**Checkpoint:**
- Book review presentation is completed and ready to be submitted.
# Book Review Rubric

<table>
<thead>
<tr>
<th>MUST HAVES</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>PowerPoint</td>
<td>70 points</td>
<td></td>
</tr>
<tr>
<td>□ PowerPoint composed of FOUR slides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ First slide contains title of book, author’s name, an image of the cover, and the reviewer’s name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Second slide contains a concise summary of the book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Third slide contains the reader’s reactions to the book (What struck you as noteworthy? What surprised you? What changed, challenged, or confirmed your thinking?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Fourth slide contains reader’s recommendation (Would you recommend this book to your audience? Why or why not?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ PowerPoint includes at least FOUR relevant images</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td>30 points</td>
<td></td>
</tr>
<tr>
<td>□ There are few to no errors in spelling, punctuation, and grammar in the final draft of the PowerPoint</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Presentation is clear and show significant effort</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| TOTAL SCORE | |
|-------------||

Comments: