**Strength Group Assignment:**

**Our Strength Group Skill: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Your Strength Group will work together on your specialized Reading area to plan a lesson for your classmates. You will use several sources (AIMS Buckle Down book, Literature Textbook, Books we’ve read, Your I.J., Dictionaries, etc.) to plan your lesson. I will provide you with specific pages that you must use in the books, but YOU will determine what is important to teach. Remember, you are *helping* your class grow stronger in your area, so do your best to make it challenging.

**Below are the books and page numbers my skill can be found on.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**STEPS TO PLAN YOUR LESSON:**

1. Begin by becoming the EXPERT you are! Complete all the pages of the Buckle Down book on a *separate piece of paper*. EVERYONE must complete their own in order for your group to be able to move on to the next stage in your planning, but you may work together. (Anytime you teach something, you have to be an expert first.)

**Our Buckle Down Book answers are due on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

1. After you have all received a grade for your Buckle Down Assignment, go through and make corrections on all of the problems you answered incorrectly. Decide as a group what the correct answers are and write them on ONE separate paper with all of your names on it. Be sure you label each answer with the page # and question #.

**Our Buckle Down answer corrections are due on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

1. When you get your corrections back, be sure to look over the questions that are STILL wrong. If some questions are still marked incorrect, write them out on a separate piece of paper and determine the correct answer. Mrs. Schneider will come around to help you with the correct answer. As you are waiting on corrections, or if you answered all of your questions correctly, begin the **planning page** of the lesson plan. Be sure to collaborate as a group so everyone’s voices are heard.

**Our Planning Page is due on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

1. When I give you a star on your planning page, you may begin actually creating your lesson. Be sure to put considerable effort into making your directions DETAILED and EASY TO READ. (\*\*\*\*It is not mandatory to type anything, but it would be easier on other students who are completing your lesson. ALSO REMEMBER TO ASK FOR SUPPLIES YOU WILL NEED BEFORE LESSON ROTATION DAY.)

**List of Materials Available to Use for Your Lesson:**

* Whiteboards and markers
* Construction Paper (Some scissors, I am running low)
* Books Available: AIMS Prep Books, Literature books, Language and Writing Books, Dictionaries, Reading Books.
* Some cardboard boxes (able to use upon request)

\*\*\*\*\* Notebook paper is in short supply, so I would love some donations if you are able.

**OUR LESSON ROTATION DAY IS ON \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**STRENGTH GROUP PLANNING SHEET: Due \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(Plan for a 15-20 minute lesson time frame)

Our Group Strength is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Date: Class Period:

|  |  |
| --- | --- |
| **ROLE:** These roles are to help you be successful as a group. It is up to your group how closely you choose to follow them. | **GROUP MEMBER’S NAME**  (No more than 2 per role) |
| **Group Leader/ On Task Enforcer:** Directs group to stay on topic/ Guides discussion. TURNS IN ALL ASSIGNMENTS ON TIME TO MRS. SCHNEIDER. | 1 person: |
| **Writer/ Time Record Keeper:** Neatly completes Planning Sheet and any other group assignments. Keeps an eye on the time to make sure the group is using time wisely. |  |
| **Assignment Creator:** Helps to think of and design an example of the “assignment” students will be asked to make in the directions. |  |
| **Directions Writer:** NEATLY writes or types up detailed directions as discussed prior with the group. |  |
| **Paper Collector/ Grader:** Creates an answer key for the group’s assignment. Collects all of the worksheets at the end of the lesson day and grades them. |  |
| Other Roles We Created if Necessary: |  |

**STEP 1:**

List the pages and questions from Buckle Down AIMS that you are using for your lesson.

Page #

Questions #

List any other books or sources you will use besides the AIMS prep books: (extra credit)

What skill is this teaching?

The students’ answers on these questions will be worth \_\_\_\_\_\_\_\_\_ points. (No more than 20)

**STEP 2:** Create a Learning Target for your lesson: (think about the overall concept)

WHAT?

WHY?

HOW WILL I KNOW?

**STEP 3:**

Your lesson should have at least one “project”/ “assignment” (besides the Buckle Down Answers) that students must complete before moving on to the next table’s lesson. This can go alongside your bookwork, or it can be separate from the Buckle Down sections and cover general ideas. Examples of this could be items such as: an outline, worksheet covering the basic information, visual aid, graphic organizer, foldable, KWL, Poster Project, etc. (Anything that helps to enforce or build their understanding of what you are teaching.)

Whatever you choose, YOU will be responsible for collecting them and making sure they are all complete and graded. Describe your assignment in the space below:

* List materials that you will need to gather before your lesson at the table: …

Our Assignment/ Project will be worth \_\_\_\_\_\_\_ points. (No more than 25)

The BUCKLE DOWN QUESTIONS + PROJECT are worth \_\_\_\_\_\_\_\_\_ total points.

**STEP 4:**

Type or neatly handwrite a page of DETAILED directions. Mrs. Schneider will provide you with a sleeve protector to keep at your table, so it does not get ruined by multiple groups’ uses. These directions need to be organized, easy to read, and allow students to easily be able to understand how to accomplish your lesson. DON’T FORGET TO INCLUDE YOUR STRENGTH GROUP’S TOPIC, LEARNING TARGET, and TOTAL POINTS.

Reminders:

* Tell students whether the assignment will be completed as a group or individually.
* Tell students what materials they will need each step of the way.
* Give students an order for accomplishing things.
* Give students a timeline for how long it should take them to accomplish each task.

**Sections of the *AZAC* test split into sections from *AIMS Buckle Down***

**Comprehension Strategies/ Vocabulary**

AIMS Buckle Down: pg. 6-16 & 17-29

**Elements of Literature**

AIMS Buckle Down: pg. 68-80 & pg. 81-92

**Expository Text**

AIMS Buckle Down: pg. 130-138 & pg. 139-154

**Functional Text**

AIMS Buckle Down: pg. 169-178 & pg. 179-188

**Historical/ Cultural Aspects of Literature**

AIMS Buckle Down: pg. 93-104 & pg. 58-66

**Persuasive Text/ Author’s Purpose**

AIMS Buckle Down: pg. 44-57 & pg. 116-129