

ELA TASK CARDS

MADE EASY!

Task Card #4:



Find a sentence in the text that describes how the character is feeling at that moment in the story.

Create an illustration of the main character based on this sentence.

4-5,ELA-4

CONNOTATION CARD #14

Directions: Read the sentence. Fill in the blank with the word that has a positive connotation.

Walking through the cafeteria with a full tray of lunch, I was _____ when my foot slipped on an invisible slick spot and both my tray and I came crashing in a humiliated pile on the floor.

- A. horrified
- B. mortified
- C. attached
- D. humbled



Chit Chat Card #5

Which school subject do you wish lasted all day?



Informational Text Task Card # 23

It was in 2007, after his freshman year of college that Kevin saw his goal to be an NBA player come to fruition when he was selected in the first round of the NBA draft. He was selected by the Seattle SuperSonics.

Based on the information shared, what is the meaning of the word fruition?

- A. failure
- B. disappointment
- C. success
- D. unhappiness



IDEAS AND ACTIVITIES FOR MIDDLE SCHOOL

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Task Cards For Middle School

Barry K. Beyer, Robert Gilstrap



Task Cards For Middle School:

Handbook on Differentiated Instruction for Middle & High Schools Sheryn Spencer-Waterman, 2014-01-09 This book has an abundance of time saving practical strategies for teachers in grades 6-12. A treasury of activities and resources this book explains, demonstrates, and helps you select among a wide variety of differentiation processes such as whole class, differentiation, tiered lessons, learning centers, flexible grouping, literature circles, individualized instruction, independent study, and learning contracts.

Physical Best Activity Guide Physical Best (Program), 2011 This comprehensive health-related fitness education program is back and better than ever. Developed by top-level physical educators, this third edition will help students gain the knowledge, skills, appreciation, and confidence they need to lead active, healthy lives regardless of physical and mental abilities or disabilities. Physical Best Activity Guide, Middle and High School Levels, has been used with much success across the United States and for good reason. The text contains 70 easy-to-use instructional activities ranging from noncompetitive to competitive and from less demanding to more demanding. It also includes activities that allow for maximum time on task. All the instructional activities address the national physical education standards, dance standards, or health standards. This new edition retains the best activities from previous editions and offers new ones from outstanding teachers throughout the United States. You will learn how to adapt the activities for all students regardless of skill level or disability, and students will learn how to set realistic goals, manage their activity levels, and remain healthy throughout their lives. In addition, this text offers the following features: A Combined Component Training chapter combines aerobic fitness, muscular strength, and endurance and flexibility into single activities. A CD-ROM contains a wealth of reproducibles including charts, posters, signs, station cards, handouts, and worksheets, many of which can be adapted to meet your needs. A section of Internet resources helps you develop your own special events. Physical Best Activity Guide, Middle and High School Levels, developed by the National Association for Sport and Physical Education, can stand alone or be used in conjunction with Physical Education for Lifelong Fitness. The Physical Best Teacher's Guide, Third Edition, and Physical Best Activity Guide, Elementary Level, Third Edition. It can also be used with Fitnessgram, Activitygram, an activity assessment and computerized reporting system, and the Fitness for Life resources for middle school and high school. Fitness for Life is a comprehensive program promoting lifetime health-related fitness.

100 Task Cards for Early Finishers: Years 5 - 6 Tarnie Hayward, 2021-03-01 With so many students in one class all working at different paces, it is essential to have extra ideas and activities at the ready. This book is the answer. Inside, you will find 100 activity cards that can be laminated and reused by fast finishers. Better still, the tasks link to the core learning areas: English, Maths, Science, and HASS.

Teaching Middle School Physical Education Bonnie S. Mohrnsen, 2008 This text describes how to create a programme that addresses the specific needs and capabilities of middle school students while helping them through the transition from childhood to young adulthood. This edition is fully updated and revised.

Creating a Coaching Culture for Professional Learning Communities Jane A.J. Kise, Beth

Russell,2010-11-01 Build a collaborative coaching culture that ensures all adults learn through activities that keep the team focused on student learning This practical resource provides activities designed to meet a wide variety of needs so you can choose the ones that fit your leadership style the learning styles of team members and the particular needs of the school

Scheduling Strategies for Middle Schools Michael D. Rettig,Robert Lynn Canady,2013-10-30 With over 150 sample schedules this book shows how scheduling strategies can enhance your school s capacity to offer exploratory courses interdisciplinary teaching teams teacher based guidance programs and other programs and practices which are responsive to the needs of early adolescents Handbook for Highly Effective Teams in a PLC at Work® William M. Ferriter,Bob Sonju,Anisa Baker-Busby,Kim Monkres,2025-05-09 Transform your teacher teams into the driving force of student success and collaboration with this practical action driven guide A companion to Learning by Doing this handbook delivers 15 essential actions that highly effective teams use to strengthen collaboration clarify student learning goals use assessments as powerful learning tools and ensure every student gets the time and support they need to learn at high levels This easy to read conversational book provides the tools strategies and real world insights teams need to boost student achievement Perfect for K 12 administrators teachers and instructional coaches this book will help you Build high impact teams with 15 critical actions that drive student learning Establish clear success criteria and assessment protocols to measure progress Access practical tools and resources for every foundational aspect of collaboration Structure lessons effectively to support struggling students while challenging high achievers Continuously refine instructional practices using student results and team analysis Contents Introduction The Promise of Highly Effective Teams Part 1 Highly Effective Teams Have a Common Foundation Chapter 1 Essential Action Identify Team Roles Norms and Protocols Chapter 2 Essential Action Outline a Process for Addressing Personality Interference With Teamwork Chapter 3 Essential Action Analyze Achievement Data and Establish SMART Goals Chapter 4 Essential Action Formally Evaluate the Team s Effectiveness at Least Twice Yearly Part 2 Highly Effective Teams Focus on Learning for All Students Chapter 5 Essential Action Ensure Clarity on the Knowledge Skills and Dispositions Students Will Acquire Chapter 6 Essential Action Collectively Study Essential Learning and Clearly Define Mastery Chapter 7 Essential Action Establish Clear Criteria for Student Work and Continually Apply Those for Consistency Chapter 8 Essential Action Identify Prerequisite Knowledge and Skills Needed to Master Essential Learning Chapter 9 Essential Action Teach Students the Criteria We Use in Judging Their Work Chapter 10 Essential Action Make Visible a Set of Exemplars for Students Chapter 11 Essential Action Use Short Term Goal Setting Chapter 12 Essential Action Identify Course Content and Topics We Can Eliminate to Devote More Time to Essential Curriculum Chapter 13 Essential Action Agree How to Sequence Content and Pace the Course Chapter 14 Essential Action Use Materials and Professional Expertise to Identify Instructional Strategies Part 3 Highly Effective Teams Effectively Use Assessments and Data Chapter 15 Essential Action Use Team Created Pretests to Assess Prerequisite Knowledge and Skills Chapter 16 Essential Action Develop Common

Formative Assessments for Frequent Administration Chapter 17 Essential Action Administer Common Formative Assessments Throughout a Unit Chapter 18 Essential Action Use Standardized Testing Data and District Benchmarks to Assess Strengths and Weaknesses Chapter 19 Essential Action Use Team Assessment Results to Identify Students in Need of Additional Time and Support Chapter 20 Essential Action Use Assessment Results to Identify Strategies That Help More Students Master Essentials Part 4 Highly Effective Teams Provide Extra Time and Support for Learning Chapter 21 Essential Action Develop Strategies and Systems to Help Students Acquire Prerequisite Knowledge and Skills Chapter 22 Essential Action Create Flexible Time During Units to Provide Extra Support Chapter 23 Essential Action Provide Regular Extensions to Students Working Beyond Grade Level Epilogue References and Resources Index

With a Little Help from My Friends Paula J. Mellom, Rebecca K. Hixon, Jodi P. Weber, 2019 This conversation based approach accelerates language acquisition for EL students and advances academics and social emotional learning for all The authors present a research based pedagogical model to help K 12 teachers modify the way they plan and implement their lessons to better support the linguistic cognitive and social emotional development of culturally and linguistically diverse students The authors remind us that we are working too hard in our roles as providers of knowledge and literacy Rather a focus on collaborative interactions among students better enables their autonomy mutual learning and self directed paths to meaning and knowledge The teacher onus is reduced yet students ownership and confidence are bolstered in more socioconstructive and effectual ways This work is a must read for all educators Socorro G Herrera Kansas State University and author of *Accelerating Literacy for Diverse Learners* Describes a system of classroom practice that centers on discourse rich pedagogies This book makes an important contribution to the growing field of culturally and linguistically sustaining instructional strategies Cory Buxton College of Education Oregon State University The authors detailed model for achieving joint productive activity transforms the mysterious alchemy of great teaching into a thoughtful collaborative and mindful process all teachers can use to engage students in learning Betsy R Rymes Penn Graduate School of Education

Resources in Education, 1999 *Teaching Personal and Social Responsibility Through Physical Activity* Donald R. Hellison, 2011 This edition presents practical field tested ideas for teaching personal and social responsibility TPSR through physical activity in schools and other settings Includes guidance in teaching affective and social moral goals an in depth look into teaching character development and values and a method for helping students develop personal and social responsibility

Effective Physical Education Content and Instruction Ward, Phillip, Lehwald, Harry, 2018 Effective Physical Education Content and Instruction offers evidence based teacher tested methods for teaching physical education A companion web resource houses printable content maps and other supplemental materials to enhance your teaching

Developing the Physical Education Curriculum: an Achievement-based Approach Luke E. Kelly, Luke Kelly, Vincent Melograno, 2004 The authors provide a systematic Achievement Based Curriculum model for translating curriculum theory into practice This approach is independent of any

particular curriculum theory or model and as such does not dictate either content of teaching methods

Writing in Elementary School Social Studies Barry K. Beyer, Robert Gilstrap, 1982 This book is designed to provide elementary school teachers with information suggestions and models for using writing in the social studies from early primary to middle grades There are four major chapters to the book Chapter I is titled Research on the Teaching of Writing The articles in this first section move from a survey of research in writing to a survey of classroom practice in the use of writing in elementary school social studies and finally to a specific classroom study that integrates the two areas and presents specific implications for the study and teaching of writing Chapter II is titled Developing Readiness in Writing The first two articles stress two important aspects of a classroom environment that nurtures and supports student writing The remaining five articles describe techniques such as interviewing exploring the past and brainstorming that teachers can use to initiate writing The title of Chapter III which contains seven articles is Using Writing to Learn Social Studies Content The articles describe ways in which writing can be used to help students learn social studies information or develop social studies generalizations Another describes how writing can be used to conduct simulated field trips in the social studies classroom The title of Chapter IV is Combining Writing with Social Studies Discussed are three essential supports for a successful program a detailed curriculum guide inservice teacher training and cooperative teacher administrator assessment procedures The book also cites related resources in the ERIC system Author RM

Physical Education for Students With Autism Spectrum Disorders Michelle Grenier, 2013-10-15 Current estimates are that 1 out of 88 children will be diagnosed with some form of autism Planning a curriculum that includes all students including those with ASD can be a challenging task but well worth the effort This book identifies strategies that highlight students skills interests and abilities though collaborative practices environmental design and assistive technologies *Physical Education for Students With Autism Spectrum Disorders A Comprehensive Approach* introduces the inclusion spectrum as a tool to help teachers analyze appropriate instruction for students aligning abilities with curriculum and activity context provides information on tools such as scripts video modeling social stories and choice boards to assist teachers in developing programs presents a variety of activities that teachers can choose from to help students with ASD develop social and motor skills and assimilates best practices from general and adapted PE as well as autism training and research that offer solutions for increased student engagement in physical education Written by contributors with extensive experience in developing inclusive programming for students with ASD *Physical Education for Students With Autism Spectrum Disorders A Comprehensive Approach* is ideal for physical education and adapted physical education courses across the K 12 curriculum Part I provides an understanding of students with ASD that offers insights from parents and teachers perspectives From there the authors examine the application of the inclusion spectrum that helps teachers plan for appropriate instruction Readers will also find communication and social learning tools they can use to minimize the stress students may experience while optimizing learning experiences Assessment protocols assist with the

development of relevant IEP goals and objectives Part II contains individualized and group games and activities that enhance lifelong learning for students with ASD

Physical Education for Students With Autism Spectrum Disorders A Comprehensive Approach is a practical resource that helps teachers design optimal plans for including students with ASD in general and adapted physical education classes The manual contains numerous strategies tools and resources that assist teachers with individualizing instruction in ways that foster positive peer relationships as well as development of social and motor skills It is a win win situation for all teachers parents and most of all the students ENC Focus ,2001

Instructional Models in Physical Education Michael Metzler,2017-06-30 Ensures that physical educators are fully armed with a comprehensive plan for incorporating instructional models in their teaching Instructional Models for Physical Education has two primary goals for its readers The first is to familiarize them with the notion of model based instruction for physical education including the components and dimensions that determine a model's pattern of teaching and how to select the most effective model for student learning in a particular unit The second goal is to describe each of the instructional models in such a way to give readers enough information to use any of the models with confidence and good results The book includes everything readers will need for planning implementing and assessing when teaching with instructional models It will help readers incorporate research based practices in their lessons adapt activities to include students of varying abilities and teach to standards Models tied to NASPE standards The author has revised the third edition to show how using the instructional models can help teachers meet specific NASPE standards The book demonstrates the connection of NASPE standards with the models and clarifies that connection for students In addition a table in each of the model chapters shows explicitly how the model aligns with NASPE standards

Rigor by Design, Not Chance Karin Hess,2023-01-18 A practical and systematic approach to deepening student engagement promoting a growth mindset and building a classroom culture that truly supports thinking and learning Every student deserves access to deep and rigorous learning Still some persistent myths about rigor can get in the way such as the belief that it means more or harder work for everyone rather than challenging and advancing students thinking So how can teachers get more clarity on rigor and foster more meaningful learning in their classrooms In **Rigor by Design Not Chance** veteran educator Karin Hess offers not only a clear vision of what makes learning deep and rigorous but also a systematic and equitable approach for engaging students of all ages in rich learning tasks To that end she outlines five essential teacher moves that foster thinking and learning

- 1 Ask a series of probing questions of increasing complexity
- 2 Build schemas in each content area
- 3 Consider ways to strategically scaffold learning
- 4 Design complex tasks that emphasize transfer and evidence based solutions
- 5 Engage students in metacognition and reflection throughout the learning process

From there Hess details how to create an actionable assessment cycle that will drive learning forward in any classroom This book offers a treasure trove of strategies student look for behaviors and templates to guide teachers in their work as well as an array of rich performance based assessments to engage and challenge students School leaders and

instructional coaches can also benefit from the variety of teacher friendly supports to foster rigorous learning in their schools Ultimately Rigor by Design Not Chance helps educators empower students to take greater ownership of their own learning

Becoming Literate in Mathematics and Science ,2001 **P.E. Teacher's Skill-by-skill Activities Program** Lowell F. Turner,Susan Lilliman Turner,1989 This unique resource provides scores of easy to conduct games activities and lessons Students can build skills in nine different athletic areas while gaining an understanding of the basic concepts rules and terminology of each particular sport **Standards-Based Physical Education Curriculum Development** Jacalyn Lund,Deborah Tannehill,2010 Standards Based Physical Education Curriculum Development Second Edition is developed around the National Association of Sport and Physical Education NASPE standards for K 12 physical education This innovative guide teaches students about the process of writing curriculum in physical education and was written by experts who have had specific experience designing and implementing this thematic curriculum The text begins by looking at the national physical education standards and then examines physical education from a conceptual standpoint addressing the so what of physical education It then goes on to examine the development of performance based assessments designed to measure the extent of student learning The second part of the text explores the various curricular models common to physical education sport education adventure education outdoor education traditional multi activity fitness and movement education It goes on to describe each model provide examples of curriculums that use it show how the model links with physical education standards and provide appropriate assessments for it The third part Chapter 14 It s Not Business As Usual discusses how to improve one s physical education curriculum by doing things differently and embracing change

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