

The Technology Station

This section includes specific information about software titles and websites suggested for this unit, along with resources for each different unit skill. Check out the www.ifs.org site for updated website suggestions.

In addition, this section provides ideas for using graphic organizers at the Technology Station to guide student learning. Graphic organizers provide learning strategies that enable students to gain information, organize it, and then put it to use within the curriculum.

Many websites and software can be used throughout the interdisciplinary units that TEAMS provides. Look for ways to connect topics of study. For example, weather content is equally appropriate for Mathematics, Science, and Social Studies. See the Appendix for the graphic organizers for Technology.


Many of the perpetual skills of the TEAMS model are also included within the Technology Station activities. Be sure to include these perpetual skills within your lesson plans.

Technology can be used in different ways within the TEAMS classroom to introduce and reinforce topics, as well as to review material and present completed products. Word processing and presentation software enables students to apply what they have learned in creative ways.

The Technology Station should be equipped with enough computers to accommodate at least one fourth of the class at a time. Computer activities should be aligned with what you are working on in class, although they could be different activities. For example, two computers could be set up for word processing, two could be used for skill practice or research with partners (Internet activity), and two could be used for assessment programs, such as Accelerated Reader (AR).

See the Appendix in the Planning Guide for a Website Evaluation Form. You will use this form as you preview new sites to bookmark for use in your classroom.



Web Site Evaluation Form	
	
Title of Web Page: _____	
URL: http:// _____	
Topic or Focus: _____	
<i>Instructions: Rate each answer from 0 - 4. (4 points = highest rating) See Scale below.</i>	
Navigation and Presentation:	
_____ 1.	Is each section of the page labeled with a topic or section heading?
_____ 2.	Does the page load quickly?
_____ 3.	Are the pictures on the page helpful and clearly related to the subject?
_____ 4.	Are there clearly marked buttons and links that transport you to locations within the site and allow you to find your way quickly to information you need?
_____ 5.	Is the page clearly labeled with the author's name or the sponsoring organization and contact information? (Hint: Check the bottom of the page or look for "About Us" or "Who We Are.")
_____ _____ _____	
Content	
_____ 6.	Does the information appear to be error-free? (No errors in spelling, sentence structure, content, etc.)
_____ 7.	Does the information appear to be up-to-date? (Check last update, often found at the bottom of the page.)
_____ 8.	Does the site include links to appropriate sites outside this page? Are these links marked in any way to indicate when you are leaving the original site?
_____ 9.	Does the content have some educational value? Would it reinforce or enhance information taught in the classroom?
_____ _____ _____	
Appropriateness	
_____ 10.	Is the content appropriate for classroom research? (Hint: Items that are inappropriate include profanity, nudity, undue violence, etc.)

Language Arts Technology Resources Transition Unit



ISI assumes no liability for the content of these sites. Preview carefully prior to students' use.

Writing prompts are available in a wide variety of categories for grades one through eight, with guidelines for properly completing the exercise.

- <http://www.everydayspelling.com/workout/prompts/promptsndx.html>
- Perpetual Skills: Outlining, Clustering, Developing Vocabulary, Note-taking
- Unit Skill: **Composition**

Online storybooks for students. Illustrated stories for kids of all ages. Section for Young Adults.

- <http://www.magickeys.com/books/>
- Perpetual Skills: Developing Vocabulary, Note-taking, Analyzing Information, Using Context Clues, Sequencing
- Unit Skill: **Literacy/Reading Skills**

Grammar Gorillas site for identifying parts of speech.

- <http://www.funbrain.com/grammar/>
- Perpetual Skills: Developing Vocabulary, Note-taking, Analyzing Information, Using Context Clues
- Unit Skill: **Conventions of Standard Written English/Grammar**

Introduction to Idioms site is great for all students, but especially helpful to the ESOL student learning a new language. Site gives word examples, meanings and usage in a sentence.

- <http://www.eslcafe.com/idioms/>
- Perpetual Skills: Developing Vocabulary, Note-taking, Analyzing Information, Using Context Clues
- Unit Skill: **Word Study**

The **Fact Monster** includes a Reference Desk, online information for a variety of topics, the Homework Center, Analogy & Word of the Day and more.

- <http://www.factmonster.com/>
- Perpetual Skills: Developing Vocabulary, Note-taking, Analyzing Information, Using Context Clues
- Unit Skills: **Reference Sources, Word Study**

The Text Station

This section includes methods and resources for the Text Station. A variety of texts may be used here, including: subject area textbook pages, workbook exercises, and paper-and-pencil activities which reinforce unit skills. Refer to these pages when planning lessons.

Graphic organizers to use with students at the Text Station help guide their learning, organize information, and provide practice. Graphic organizers enable students to use their language arts skills of reading, writing, speaking and listening across the curriculum. Remember to look for ways to connect topics of study. See the Appendix for the Text Station graphic organizers.

Many of the perpetual skills of the TEAMS model are also included within the Text Station activities. Be sure to include these skills as you document work within your lesson plans.

It's a good idea to include a self-checking aspect for the Text Station. This enables students to receive immediate feedback and make revisions to solidify understanding. Self-checking also frees the teacher from hours of grading and reviewing practice work.

Create an Answer Station where students can check their own work. Provide colored checking pens and answer keys. See the Appendix for an Answer Station Task Card.



T E A M S	!*	STATION TASK CARD
Unit: Transitions Caring Identities Conflict Resolution		
Answer Station		
Activity Name: That's The Answer!		
Skill/Objective: (Copy your work/look) Check My Work:		
Directions:		
1. No pencils allowed at this station!		
2. Use the pens provided and the Answer Key to check your work.		
3. Put your score at the top of your paper. If you need to correct something, do so and then regrade using another color.		
4. Put graded work in tray at station if came from.		
Reflection: How does checking your own work help you learn more about the subject you are studying?		
WHEN COMPLETED		
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<input type="checkbox"/> place in folder	<input type="checkbox"/> other	
TEAMS, Grade Six: Math		

Unit Skills Checklist

Language Arts: Transition Unit

This skills checklist can be a guide for goal-setting at the beginning of the unit, a diagnostic record for individual student mastery, or a communication tool for parents. Remember, this checklist is a generic skill framework and is not meant to restrict or limit teachers in any way.

Use the table below to record the date when you: (I) Introduce Skill
(P) Practice Skill
(M/A) Master/Assess Skill

Unit Skills

Composition Skills	I	P	P	P	M/A	M/A
Use pre-writing techniques (brainstorming, clustering, and outlining)						
Compose sentences to form cohesive paragraphs						
Compose business letters using standard format						
Keep a daily journal of project work						
Compose and illustrate reports						
Compose a conclusion for given passages						
Proofread and edit appropriately						
Other						

Literary/Reading Skills	I	P	P	P	M/A	M/A
Analyze a variety of written passages						
<ul style="list-style-type: none"> • Narrative Essays • Character Sketches • Short Stories • Newspaper Articles • Poetry • Reference Sources 						
Apply reading comprehension strategies						
<ul style="list-style-type: none"> • Read for Main Idea • Read for Descriptive Detail • Use Context Clues • Sequence Events in a Given Passage • Other 						

Conventions of Standard Written English/Grammar Skills	I	P	P	P	M/A	M/A
Use Correct Punctuation						
<ul style="list-style-type: none"> • End Punctuation • Commas 						
Identify Parts of Speech						
<ul style="list-style-type: none"> • Verbs • Nouns 						
Other						

Word Study	I	P	P	P	M/A	M/A
Expand Content Vocabulary						
Spell Words Correctly						
Note Meanings of Affixes						
Use Correctly Words with Multiple Meanings						
Other						

Reference Sources	I	P	P	P	M/A	M/A
Use Dictionaries Fully and Independently						
Use the Media Center Effectively						
Use Specialty References						
<ul style="list-style-type: none"> • Geographical Dictionaries • Atlases and Almanacs • Specialized Encyclopedias 						
Use the Internet Responsibly and Effectively						
Other						

Perpetual Skills	I	P	P	P	M/A	M/A
Listening						
Following Directions						
Clustering						
Notebook Organization						
Using a Textbook and Reference Sources						
Note-taking						
Problem Solving Strategies						
Classifying Information						
Accessing Prior Knowledge						
Using Context Clues						
Sequencing						
Analyzing Information						
Developing Vocabulary						
Comparing and Contrasting						
Reading Charts and Graphs						

The Exploration Stations

The Exploration Stations are for hands-on activities including learning games and creative projects. The following pages provide some start-up station activities and Task Cards. Where further explanation is needed (for example, how to make a suggested activity), instructions are provided.



Activity Name: Compare It!

Skill/Objective: Compare and Contrast

Standard: Comprehension

Thematic Connection: Transition to Middle School
Exploration Station

Teacher's Information:

1. Materials Needed:

- Large sheets of drawing paper (one per partner)
- Crayons or markers

2. This activity is the first “brainstorming” step toward the writing of a comparison/contrast essay. Review the writing process, and reinforce by following this clustering activity through to the completion of a final draft essay.

3. See Task Card for student direction.

TEAMS
Enhancing Achievement in Middle School

STATION TASK CARD
Unit: Transitions:
Caring
Identities:
Conflict Resolution
Exploration Station

Activity Name: Compare It!
Skill/Objective: (Compare & Contrast)

Directions: Compare & Contrast

- 1) Mark your Work Log.
- 2) Work with a partner. Partners need one piece of large paper and crayons or markers.
- 3) In the middle of your paper, write "Middle School Changes" and circle it.
- 4) Take turns clustering many ways that middle school is different from elementary school. Color-code these differences in one color.
- 5) Now take turns clustering many ways that middle school is the same as elementary school. Code these similarities in a different color.
- 6) Add illustrations to your cluster paper. Include both partners' names on the organizer.

Challenge: This cluster organizer is the first step of a comparison/contrast essay you will soon write.

WHEN COMPLETED
 check
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TEAMS, Grade 6: Language Arts

Activity Name: Looking Good

Skill/Objective: Review of School Rules and Dress Code

Standard: Comprehension

Thematic Connection: Transition to middle school

Exploration Station

Teacher’s Information:

1. Materials Needed:

- 8 ½” X 11” white paper cut in half (one per partner)
- Crayons or markers
- Stapler

2. Individual student work will be compiled to create a class book. Make a sample page as a model, perhaps on the topic of “How to Address the Teacher.”

3. See Task Card for student directions.

TEAMS
Technology
Enhancing
Achievement in
Middle School...

STATION TASK CARD
Unit: Transitions
Caring
Identities
Conflict Resolution

Exploration Station

Activity Name: Looking Good!
Skill/Objective: (COPY IN YOUR WORK LOG)
Review of School Rules and Dress Code

Directions:

- 1) Mark your Work Log.
- 2) Each member of your group selects a different rule from the school handbook to illustrate in a cartoon or drawing.
- 3) Use a half sheet of drawing paper for each illustration and add color when finished. Write the rule as a caption for your drawing.
- 4) Decide on the order of the drawings for your group's illustrated version of the school handbook and number the pages.
- 5) Now make a Table of Contents, a cover and then staple.
- 6) Be ready to share your group's work with the class at the end of the rotation.

Challenge: With your group, discuss what life in middle school might be like without rules. What would the world be like without laws?

WHEN COMPLETED

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place in folder

hand in

other _____

TEAMS, Grade 6: Language Arts

Activity Name: What's in the Book?

Skill/Objective: Scanning the Textbook

Standard: Comprehension

Interdisciplinary Connection: Use of Content Area Textbooks

Exploration Station

Teacher's Information:

1. Materials Needed:

- A copy of each content area textbook (include all main subject areas, as well as music, health, etc. as provided at your school)
- Parts of a Textbook Checklist (provided) - one per student

2. This activity will familiarize students with the textbooks they will use during the year. They will utilize previewing skills to scan information, locate Table of Contents, index, glossary, etc.

3. See Task Card for student directions.

TEAMS
Technology
Enhancing
Achievement in
Middle School...

STATION TASK CARD
Unit: Transitions
Caring
Identities
Conflict Resolution

Exploration Station

Activity Name: What's In The Book?
Skill/Objective: (COPY IN YOUR WORK LOG)
Scanning the Text

Directions:

- 1) Mark your Work Log.
- 2) Each group member should select a different textbook provided by the teacher.
- 3) Complete the checklist as you study each textbook.
- 4) Trade with a partner and check each other's answers.
- 5) Share the differences and similarities among the books with the entire group

Challenge: Discuss how a textbook is different from a fictional book? Why is important to develop reading skills with both types of texts?

WHEN COMPLETED

check hand in
 place in folder other _____

TEAMS, Grade 6: Language Arts

Parts of a Textbook Checklist



Name _____ Date _____ Period _____

Textbooks are organized in different ways, but there are some standard parts in each one. Study the book you have selected and check off the parts you find as you look through it.

- | | |
|---|-------------------------|
| _____ Table of Contents | _____ Chapter Divisions |
| _____ Bold Headings in Chapters | _____ Charts or Graphs |
| _____ Maps | _____ Drawings |
| _____ Glossary | _____ Index |
| _____ Photographs (___Color, ___Black and White) | |
| _____ Questions at the end of Chapters | |

Use **only** the Table of Contents to answer these questions.

1. How many chapters are in this book?
2. What is the title of Chapter 5?
3. On what page does Chapter 3 start?
4. How many pages long is the second chapter?
(Math hint: You'll need to do some subtraction.)

Use **only** the Index to answer these questions.

5. In what order is the index organized?
6. What is the first listing under the letter "D"?
7. What is the very last listing of the index?
8. If there is a **glossary**, list any two of the words defined.
9. If there are **photographs or illustrations**, choose one and briefly describe it.
10. If there are **maps, charts or graphs**, choose one and briefly tell what it shows.

Activity Name: Characterize That!
Skill/Objective: Organizing Research Information
Standard: Creating a Chart or Table
Interdisciplinary Connection: Social Studies
Exploration Station

Teacher’s Information:

1. Materials Needed:

- Large sheets of drawing paper (one per partner)
- Rulers
- Crayons or markers
- Social Studies text
- Internet access
- Atlas, Nonfiction books, travel brochures

2. This activity can be done in conjunction with media research from any content area. This specific example uses major cities from a country being studied in Social Studies class. Many adaptations are possible. As a follow-up activity, explain to students how each column could be developed into a paragraph. Discuss paragraph formation in general (topic sentence, supporting details, indention, etc.)

3. See Task Card for student directions.

TEAMS
 Technology
 Enhancing
 Achievement in
 Middle School

STATION TASK CARD
 Unit: Transitions
 Caring
 Identities
 Conflict Resolution

Exploration Station

Activity Name: Characterize That!
Skill/Objective: (COPY IN YOUR WORK LOG)
 Creating a Chart/Table

Directions:

- 1) Mark your Work Log.
- 2) Choose a partner. Partners will work together to design a chart which organizes your social studies research information. Use large drawing paper.

sample: Characteristics of Major Cities

Major Bodies of Water	City #1	City #2	City #3	City #4
Industry				
Attractions				
Population				
Units Produced				
Other Facts				

3) When finished, create a border around your chart which illustrates some of the characteristics of the information from your chart.

Challenge: With your partner, practice sharing the information from your chart. Prepare 3-4 questions for other students to answer when reading your chart. Write these on index cards.

WHEN COMPLETED

check hand in
 place in folder other _____

TEAMS, Grade 6: Language Arts

Activity Name: Name That Sentence

Skill/Objective: Types of Sentences

Standard: Composition

Interdisciplinary Connection: Language Arts

Exploration Station

Teacher's Information:

1. Materials Needed:

- Magazines and/or newspapers
- Glue or tape
- Scissors
- Stapler

2. This review of sentences could tie into content area discussion and types of sentences most frequently found in different parts of textbooks.

3. See Task Card for student directions.

TEAMS
Technology
Enhancing
Achievement in
Middle School

STATION TASK CARD
Unit: Transitions
Caring
Identities
Conflict Resolution

Exploration Station

Activity Name: Name That Sentence
Skill/Objective: (COPY IN YOUR WORK LOG)
Types of Sentences

Directions:

- 1) Mark your Work Log.
- 2) Choose a partner. Partners will work together to make a booklet showing the four types of sentences. Cut five pieces of notebook paper in half horizontally.
- 3) Use the supplies at the station and cut out at least eight pictures (two for each type of sentence). Glue or tape each on one piece of paper.
- 4) Write a sentence caption for each picture and label the type of sentence.
- 5) Decode on an order for your sentences. Number the pages.
- 6) Use one half sheet of paper as your Table of Contents. Note page numbers and what type of sentence is on each page. Check punctuation!
- 7) Use the last half sheet as a cover. Design an illustration and put both partner's names on the cover. Staple your booklet.

Challenge: Share your booklet with a younger student. Teach them about the four types of sentences used in writing.

WHEN COMPLETED

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TEAMS, Grade 6: Language Arts

Activity Name: Spell It!
Skill/Objective: Spelling
Standard: Vocabulary Development
Interdisciplinary Connection: All subject areas
Exploration Station

Teacher's Information:

1. Materials Needed:

- Scrabble game (or similar spelling game) for every two-four students
- A set of textbooks from each subject area for reference

2. See Task Card for student directions.

STATION TASK CARD
Unit: Transitions
Caring
Identities
Conflict Resolution
Exploration Station

Activity Name: Spell It!
Skill/Objective: (COPY IN YOUR WORK LOG) Spelling Review

Directions:

- 1) Mark your Work Log.
- 2) Two, three or four students may take part in this "Scrabble" activity. Appoint one additional student as scorekeeper and follow the usual rules of "Scrabble" with these added bonus point possibilities:
 - 15 bonus points - a glossary word from any book you use in any class
 - 20 bonus points - a word from a foreign country you have studied
 - 20 bonus points - a word which names a famous scientist, mathematician, politician, philosopher or writer you have studied
 - 25 bonus points - a word for which you can tell at least 3 different meanings!
- 3) You may use your textbooks during this activity. Scorekeeper determines the winner when the teacher calls time. Pick up all letter tiles!
- 4) Record the number of points you earned in your Work Log.

WHEN COMPLETED

check hand in

place in folder other _____

TEAMS, Grade 6: Language Arts

Activity Name: Greetings to All
Skill/Objective: Using Commas and End Punctuation
Standard: Grammar
Exploration Station

Teacher's Information:

1. Materials Needed:
 - Sample greeting cards (birthday, congratulations, anniversary, get well, thank you)
 - Cardstock or colored paper
 - Crayons, markers
 - English book for grammar reference
2. Prepare a sample as a model.
3. See Task Card for student directions.

TEAMS
Technology
Enhancing
Achievement in
Middle School...

STATION TASK CARD
Unit: Transitions
Caring
Identities
Conflict Resolution

Exploration Station

Activity Name: Greetings to All
Skill/Objective: (COPY IN YOUR WORK LOG)
Commas & End Punctuation

Directions:

- 1) Mark your Work Log.
- 2) Each student will design a greeting card to a person of his/her choice. It can be a birthday, congratulations, anniversary, get well or just a "hello" card.
- 3) Use your English book to review the uses of commas and the different types of end punctuation.
- 4) Illustrate and then write a brief message on your card which shows at least two different comma uses and two different types of end punctuation. (Hint: This means that you have to write at least two complete sentences!)

Challenge:
Think ahead to your friends and family members' birthdays or to a special occasion where you'd like to give someone a card. Perhaps it will be a thank you to someone at school or home. Keep this in mind throughout the year and practice this station often!

WHEN COMPLETED

check

place in folder

hand in

other _____

TEAMS, Grade 6: Language Arts

Activity Name: What's the Clue?

Skill/Objective: Using Context Clues with Vocabulary Words

Standard: Vocabulary

Exploration Station

Teacher's Information:

1. Materials Needed:
 - Scissors
2. Prepare a sample as a model.
3. See Task Card for student directions.

TEAMS
TEAMWORK
ENHANCING
ACHIEVEMENT IN
MIDDLE SCHOOL

STATION TASK CARD
Unit: Transitions
Caring
Identities
Conflict Resolution

Exploration Station

Activity Name: What's the Clue?
Skill/Objective: (COPY IN YOUR WORK LOG)
Vocabulary

Directions:

- 1) Mark your Work Log.
- 2) Fold two separate pieces of notebook paper each into eighths and cut apart to make a total of 16 "cards".
- 3) Write a different vocabulary word on eight of the cards.
- 4) On the other eight, write a sentence or definition which shows the use of each word, but leave a _____ instead of filling in the word.
- 5) Shuffle the 16 cards.
- 6) Trade with a partner and match the word card to its sentence or definition.
- 7) When finished, have your partner check your matches while you check theirs.
- 8) At the end of the period, staple your "cards" together so you won't lose them. Use them at home to study your vocabulary.

Challenge: Keep your cards throughout the year and review them. These will be a great resource to you as you prepare for unit and state tests.

WHEN COMPLETED

check

place in folder

hand in

other _____

TEAMS, Grade 6: Language Arts

Activity Name: Test Review Baseball
Skill/Objective: Test Review
Standard: Test Preparation
Interdisciplinary Connection: All subject areas
Exploration Station

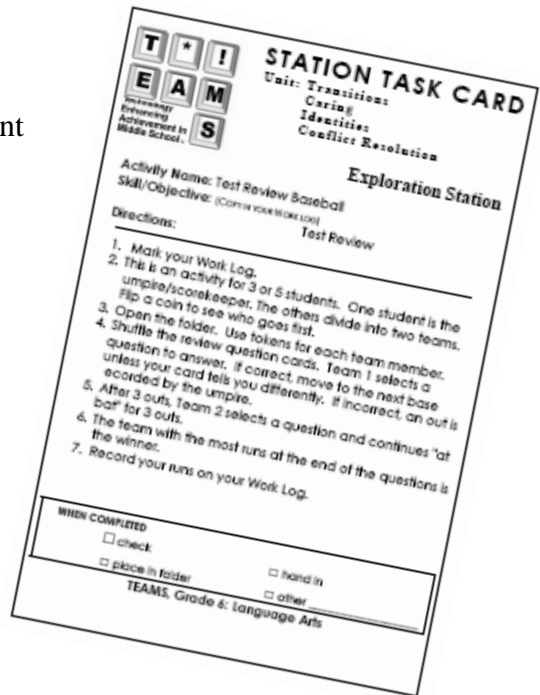
Teacher's Information:

1. Materials Needed:

- **Baseball Game Activity Board**
On the inside of a manila folder, draw the outline of a large baseball diamond. This becomes the activity board.
- **Activity Cards**
Fill in review questions of any kind on a copy of the question template (provided) and cut apart. You may want to make more than one set of question cards. Notice that some cards say "Double," "Triple," or "Homerun." Make these questions harder! Provide an answer key for the umpire.

2. See Task Card for student directions.

3. Note: Make this a truly interdisciplinary review by asking team members for questions from their current lessons and include these on the question cards.



Template for Baseball Game Question Cards

1	2	3
	HOMERUN!!!	
4	5	6
7	8	9
		DOUBLE!!!
10	11	12
TRIPLE!!!		
13	14	15
16	17	18
	HOMERUN!!!	
19	20	21