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CLUE

Students will experience hands on learning that supports **text purpose**.

Materials Needed:

- Several short Reading passages that demonstrate different text purposes.
- Cut-out figures of a storyteller, investigator, lawyer and judge. (You may use the ones on the following page.)

Procedure:

- Group students into small groups.
- Provide each group with several passages that demonstrate the different purposes, to entertain, to inform, to analyze and to evaluate. Each group will have the same passages.
- Students will read the passages and discuss within their groups what they believe the purpose is. If they decide it's to entertain, they will place the story on top of the storyteller. If the purpose is to inform, they will place the story on top of the investigator. If the purpose is to persuade, the story will go on top of the lawyer. If the purpose is to evaluate, the story will go on top of the judge.

Variations/Extensions:

- Instead of providing the story, the instructor may assign a character (storyteller, investigator, lawyer, or judge) to each group. Then provide the topic to write. Each group may have the same topic, but they must show that they can write with a different purpose. They will write a short paragraph using the purpose related to the character they were assigned.

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Clue: Teaching Text Purpose

Entertain: A storyteller tells stories for fun or relaxation.
Does the passage tell a story?

Analyze: An investigator looks for evidence.
Does this passage provide evidence?

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Persuade: A lawyer tries to persuade you to believe something.
Does this passage make you believe a certain way?

Evaluate: A judge must make decisions.

Does this passage decide one way or another?

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Comma Chameleon

Students will experience hands on learning that supports comma usage in their writing.

Materials Needed:

- Handouts with "Comma Chameleon" song lyrics
- Handouts with "Comma Chameleon" tips (1-10) on colored (chameleon) paper
- Internet/computer access to play "Karma Chameleon"

Procedure:

- Play the "Karma Chameleon" chorus. Ask if students recognize the original tune.
- Give students the handout with the "Comma Chameleon" song lyrics.
- Explain that the original lyrics have been changed to include info about commas.
- Ask students to read over the revised lyrics as the original song is played.
- Explain that teachers can relate to students about all of the confusing comma rules, but there are tips available to build confidence in comma usage.
- Give students the handouts with the "Comma Chameleon" tips.
- Ask students to discuss the tips with a partner.
- Play the original song again and encourage students to sing along with the revised lyrics.
- Write a sentence on the board with correct or incorrect comma usage.
- Ask students to discuss the answer with their partners.
- Reveal the answer to the class.
- When students get a question right, they should give themselves a point.
- Ask students which "Comma Chameleon" tip (1-10) was helpful.
- Continue providing examples and allowing students to discuss with partners.
- Congratulate students who earned the most points.
- Play the song again and encourage students to sing along.
- For added fun, record students singing "Comma Chameleon" while the original song plays in the background. (Students actually love doing this!)
- Encourage students to keep looking for those comma chameleons in their papers.

Variations:

- Ask students to create an example for each "Comma Chameleon" tip.
- Ask students to read an article to find examples for each tip.

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Comma Chameleon #1

Coordinating Conjunctions

for, and, nor, but, or, yet, so (FANBOYS)

Independent Clauses – YES

Use a comma before a coordinating conjunction to join two independent clauses.

Example:

My daughter bought groceries, and we made lasagna for dinner.

Comma Splices – NO

Do not use a comma to splice together two independent clauses without a coordinating conjunction.

Example:

The nurse took my temperature, she was nice.

Three or More Items in a Series – YES

Use a comma before a coordinating conjunction that separates items in a series.

Example:

He could arrive by taxi, on a bus, or in his car.

Two Items – NO

Do not use a comma before a coordinating conjunction that separates two items.

Example:

They played music and sang songs at the party.

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Comma Chameleon #2

Dependent Clauses

Beginning of Sentence – YES

Use a comma after a dependent clause at the beginning of a sentence.

Example:

If I could swim, I would go to the beach.

After I graduate from college, I will become an architect.

End of Sentence – NO

Do not use a comma before a dependent clause at the end of a sentence.

Example:

I will buy their gifts before I come to town.

My mother moved to Washington because she wanted to change jobs.

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Comma Chameleon #3

Appositives

Non-essential (nonrestrictive) – YES

Use commas to set off an appositive with non-essential information from the rest of the sentence.

Example:

Mrs. Powell, the children's principal, spoke at the assembly.

We blamed Rodney, our older brother.

Essential (restrictive) – NO

Do not use commas to set off an appositive with essential information from the rest of the sentence.

Example:

Your friend Anita is very jealous.

The book *Pride and Prejudice* is her favorite novel.

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Comma Chameleon #4

Transitional Words and Phrases

Non-essential (nonrestrictive) – YES

Use commas to set off transitional words or phrases from the rest of the sentence when they interrupt a clause or when they begin or end a sentence.

Example:

Her business, for example, is very successful.

By the way, this room needs to be painted.

His business is not profitable, however.

Independent Clauses – YES & NO

Do not *only* use commas to set off transitional words or phrases that join two independent clauses. Use a semicolon before the transition. **Use a comma** after.

Example:

Your lasagna is delicious; however, Mrs. Baker won the baking competition.

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Comma Chameleon #5

Prepositional Phrases

Long – YES

Use a comma after a long introductory prepositional phrase or when more than one is used at the beginning of the sentence.

Example:

During their last basketball game, the players booed the referee.

From the window in her office, she can see her parking spot.

Short – YES & NO

Do not use a comma to set off an introductory prepositional phrase that is shorter than five words **unless** it is needed to prevent confusion.

Example:

After school she went to work.

In the night, time stood still.

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Comma Chameleon #6

Adjectives

Coordinate – YES

Use a comma between two or more coordinate adjectives (alike in usage).

Example:

We used the soft, fuzzy blankets.

*Do not place a comma between the last adjective and the noun or pronoun.

Not Coordinate – NO

Do not use a comma between two adjectives that are not coordinate.

Example:

We used two fuzzy blankets.

*If you cannot switch the order of the adjectives or use *and* between them, the adjectives are not coordinate.

Other – NO

Do not use a comma to separate adjectives indicating size, shape, color, or age.

Example:

I used the old white blanket.

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Comma Chameleon #7

Dates

Day and Year – YES

Use a comma after the day and year when a date is used in a sentence.

Example:

On September 18, 1978, my brother was born.

Month and Year – NO

Do not use a comma after the month when it comes immediately before the year.

Example:

They moved to Nebraska in January 1968.

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Comma Chameleon #8

So

Independent Clause – YES

Use a comma before *so* with an independent clause.

Example:

My roommate lost the remote, so we could not rewind the show.

Dependent Clause – NO

Do not use a comma before *so* with a dependent clause.

*If you can add *that* after *so*, it is a dependent clause.

Example:

His mother brought her vacuum so they could clean his apartment.

His mother brought her vacuum so (that) they could clean his apartment.

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Comma Chameleon #9

While

Contrast – YES

Use a comma before *while* to indicate a contrast.

Example:

I enjoy romantic movies, while my boyfriend prefers action films.

Time – NO

Do not use a comma before *while* to indicate the same time.

Example:

I read a book while my children played at the park.

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Comma Chameleon #10

Which & That

Non-essential (nonrestrictive) – YES

Use commas with *which* to introduce nonrestrictive clauses.

Example:

The cherry pies, which I baked, sold out in an hour.

Essential (restrictive) – NO

Do not use commas with *that* to introduce restrictive clauses.

Example:

The cherry pies that I baked sold out in an hour.

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Connotation Password

Students will experience hands on learning that supports **critical thinking**.

Materials Needed:

- Password cards
- Envelopes
- Video clip of "Celebrity Password"

Procedure:

- Conduct a lesson explaining the difference between connotation and denotation.
- Divide the class into sides.
- Place four chairs at the front of the classroom.
- Give each team a word.
- Choose which team goes first.
- Play "Celebrity Password" using words with similar connotations.

Possible Words: Slender, Childlike, Relaxed, Handicapped, Economical, Immature, Inquisitive, Lovely, Tenacious, Different, Courageous, Vintage, Elated, Inexpensive, Bargain

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Exit Tickets

Students will experience hands on learning that supports **critical thinking**.

Materials Needed:

- Exit Tickets

Procedure:

- Exit tickets are a formative assessment tool that gives you a way to assess how well your students understand the material you are presenting in class.
- The tool can be used daily or weekly.
- Good exit tickets can help you target your instructions to meet the needs of your students.
- Exit tickets are a low stakes way to check for understanding without having to "test."
- It allows the teachers to see where their instructions need to be modified, and it keeps the students engaged.
- They can be directly linked to objectives.
- Collect – There are different ways to collect exit tickets. You can collect them verbally, physically, or electronically.
- Analyze – One important part of the exit ticket is to analyze the answers and acknowledge them. This is not a "grading" opportunity. This is an opportunity to check for understanding, and then follow up.
- Re-address - Cover material that needs to be further explored or repeated again for mastery.

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Two Facts and a Fib

Students will experience hands on learning that supports **critical thinking**.

Materials Needed:

- Assignment Sheets
- Text books
- Sticky Notes

Procedure:

- Divide material in a chapter into sections.
- Divide the class into equivalent number of sections.
- In groups, have the students come up with two facts and a fib about each section of the chapter.
- Have the students write their facts and fibs on sticky notes two at a time.
- Let the group next to them decide through their own knowledge and reasoning what is fact and what is fib.
- Repeat until material is covered.

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As told by A. Wolf

Fractured Fairy Tales

Students will experience hands on learning that supports **analyzing text, purpose, and point of view**.

Materials Needed:

- The Three Little Pigs and
- *The True Story of the Three Little Pigs* by A. Wolf by Jon Scieszka (Dutton Books, 1995) or
- *Twelve Impossible Things Before Breakfast* by Jane Yolen (Magic Carpet Books, 2001) or
- *A Wolf at the Door and Other Retold Fairy Tales* by Ellen Datlow and Terri Windling (Aladdin Paperbacks, 2001)
- Venn Diagrams

Procedure:

- Activate students' prior knowledge by asking for volunteers to retell the story of *The Three Little Pigs.*
- Read aloud a traditional version of *The Three Little Pigs*.
- Discuss POV.
- Read *The True Story of the Three Little Pigs by A. Wolf aloud*.
- Discuss similarities and differences between this text and a more traditional story of *The Three Little Pigs*.
- Have students make Venn diagrams.
- Have students write their own fractured fairy tale.

Variations/Extensions:

- Use the Fractured Fairy Tale Online tool to write stories
- Explore Sur La Lune Fairy Tales to find different versions of Fairy Tales

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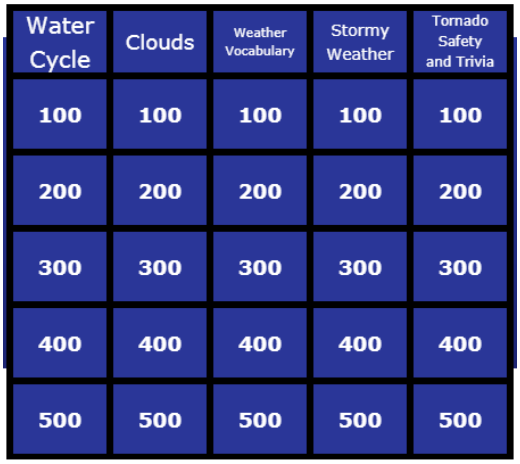
Jeopardy:



Water Cycle	Clouds	Weather Vocabulary	Stormy Weather	Tornado Safety and Trivia
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Students will experience hands on learning that supports **parallelism**.

Materials Needed:

- Computer & Internet access
- Website: https://jeopardylabs.com/

Procedure:

- Instructor will use the website listed above which provides an electronic template for a Jeopardy game.
- Instructors will create their own sentences for each category and each amount. To teach parallelism, one part of the sentence will be missing.
- Students will choose a category and amount to answer. They must provide the missing parallel part to the sentence.

Variations:

- This electronic template can be used to teach many other grammar skills.

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It's a Kahoot

Students will experience hands on learning that supports **analyzation skills and critical thinking.**

Materials Needed:

- Computers or phones
- A Kahoot account: www.kahoot.com

Procedure:

- Create an account and login.
- Either search for a Kahoot that suits your needs or create a new Kahoot.

Variations/Extensions:

- Divide your students into pairs or groups. Have them come up with the questions and answers for a new Kahoot.
- Have your students make the new Kahoot for each other or another class.

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Name That Tone

Students will experience hands on learning that supports **identifying author's tone**.

Materials Needed:

- Handouts with list of tone words
- Handouts with song lyrics
- Internet/computer access to play songs

Procedure:

- Divide the class into two teams.
- Students review a list of tone words and discuss the meanings.
- Students put away the list.
- Students read over the lyrics to a song provided on a handout.
- The instructor draws a blank on the board for each letter in the tone word.
  Example: angry = __ __ __ __ __
- Team A decides how many letters they need to help them guess the song's tone.
  "We can name that tone with # letters."
- If Team B can name the tone with fewer letters, they challenge Team A.
  "We can name that tone with # letters."
- Team A and Team B continue to challenge each other until one team tells the other team to "Name That Tone."
- The instructor adds # letters to the blanks on the board.
  (Always provide the first letter of the word. Be selective about the other letters.)
- The team that needed the fewest letters then guesses the tone.
- If correct, the team gets 2 points. If incorrect, the other team can steal for 1 point.
- Students are then asked to share which words revealed the tone.
- When the tone is guessed correctly, the song is played for all to enjoy.
- Team B begins the next round.

Variations:

- Ask students to write another verse to the song using the same/different tone.

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Tone Word	Meaning	**Tone Word**	Meaning
Admiring	Praising	**Hopeful**	Optimistic
Affectionate	Loving	**Horrified**	Disturbed
Ambivalent	Undecided	**Humble**	Modest
Amused	Entertained	**Humorous**	Amusing
Angry	Enraged	**Indifferent**	Uninterested
Appreciative	Thankful	**Indignant**	Outraged
Arrogant	Conceited	**Inspirational**	Reassuring
Anxious	Nervous	**Inquisitive**	Nosey
Bitter	Spiteful	**Joking**	Funny
Calm	Peaceful	**Joyful**	Cheerful
Cautious	Guarded	**Light-hearted**	Carefree
Cheerful	Happy	**Loving**	Tender
Compassionate	Kind	**Malicious**	Ill-willed
Concerned	Worried	**Mocking**	Ridiculing
Condescending	Patronizing	**Nostalgic**	Longing
Confused	Puzzled	**Optimistic**	Positive
Critical	Disapproving	**Outraged**	Furious
Cruel	Unkind	**Peaceful**	Nonviolent
Curious	Questioning	**Pessimistic**	Negative
Cynical	Skeptical	**Playful**	Humorous
Defensive	Self-justifying	**Regretful**	Remorseful
Defiant	Argumentative	**Relaxed**	Comfortable
Depressing	Sad	**Relieved**	Reassured
Detached	Distant	**Resentful**	Offended
Direct	Honest	**Respectful**	Polite
Disappointed	Discouraged	**Sarcastic**	Mocking
Disbelieving	Unsure	**Scheming**	Tricky
Distressed	Upset	**Self-pitying**	Miserable
Doubtful	Hesitant	**Sentimental**	Emotional
Egotistical	Self-centered	**Serious**	Somber
Encouraging	Supportive	**Sincere**	Genuine
Enthusiastic	Energetic	**Solemn**	Serious
Excited	Thrilled	**Sorrowful**	Sad

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Fearful	Dreadful	**Sympathetic**	Understanding
Flippant	Dismissive	**Threatening**	Hostile
Frightened	Scared	**Tolerant**	Open-minded
Frustrated	Annoyed	**Tragic**	Disastrous
Gentle	Considerate	**Uncertain**	Unclear
Grateful	Thankful	**Urgent**	Insistent

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Examples

Song	**Tone**
"Bad Blood" (Performed by Taylor Swift)	Bitter – 6 letters
"Because of You" (Performed by Kelly Clarkson)	Cautious – 8 letters
"High Horse" (Performed by Kacey Musgraves)	Egotistical – 11 letters
"I Hope You Dance" (Performed by Lee Ann Womack)	Encouraging – 11 letters
"Perfect" (Performed by Ed Sheeran)	Admiring – 8 letters
"The Dance" (Performed by Garth Brooks)	Nostalgic – 9 letters
"The One That Got Away" (Performed by Katy Perry)	Regretful – 9 letters
"What a Wonderful World" (Performed by Louis Armstrong)	Optimistic – 10 letters

*Print off copies of song lyrics from the Internet.

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The Peter Carter Mystery

Students will experience hands on learning that supports **inferences**.

Materials Needed:

- Handout of a mysterious situation told from several different perspectives (an example is on the next page).

Procedure:

- Cut the handout apart, so students can see only one perspective at a time.
- Pass out the first narrative (perspective) to each table.
- Students discuss what they know from the narrative.
- Share around.
- Follow with each perspective.
- Discuss and share around each one.
- Debrief separating facts from opinions and sound inferences from those that are not sound.
- What support do you have for your conclusion?

Extensions/Variations:

- **Writing application**: After the above procedure has been completed, give the students a new situation and have them determine perspectives that are reasonable for the situation. Each student in the group takes a perspective and writes the narrative for that situation. Share with the whole group when finished. Choose seasonal situations if you'd like: Santa Clause is missing. The Easter Bunny is missing.

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Mrs. Carter

My husband went out fishing seven days a week during the season. He was always home by seven, but that night in August he didn't come home. He was a good man. Why doesn't the insurance company believe he is dead? His boat was found. I know he must have drowned. Someday they will find his body.

Coast Guard Investigator

I conducted the investigation for the Coast Guard. We found the boat, but the outboard motor was missing. The body never washed ashore and drowning victims in that area always have been found on shore. But there doesn't seem to be any foul play involved. I think the guy drowned.

Neighbor

I've known the Carters about ten years. They're a strange couple. Peter was in debt since he bought the new boat. He was always talking about new plans to make a lot of money, but none of them panned out. I don't really know what happened to Peter Carter, but I'm not so sure he's dead.

Insurance Investigator

I'm a claims investigator for the Samson Insurance Company. Since a death certificate was issued, we were forced to pay Mrs. Carter, but we are continuing to investigate. It seems to me that the facts don't add up. Mrs. Carter hasn't been seen at home for weeks and no one around here knows where she is.

Gas Station Attendant

I work in a gas station in Texas. I saw a couple that looked like the Carters. Their car had a Maine license plate. I can't be sure, of course, but it looked like them to me. The guy had a scar above his eye and Peter Carter has a scar above his eye.

What are the facts?

What are the opinions?

List facts and opinions in last four statements.

Judge which opinions are based on facts.

Draw conclusions about what happened to Peter Carter.

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Socratic Chairs

Students will experience hands on learning that supports **argument**.

Materials Needed:

- Pre-discussion organizer (a simple organizer for agree statements on one side and disagree statements on the other)
- Rules of Engagement (an example follows; adjust or create one)

Procedure:

- Review purpose (dialogue to explore topics and build on each other's ideas).
- Review format (structured academic dialogue).
- Provide the topic.
- Provide the Prompt – open to at least 2 interpretations "agree or disagree with…"
- Define any relevant terms.
- Students use pre-discussion organizer to brainstorm.
- Divide students into agree/disagree sides.
- Instructor will be the neutral facilitator.
- Spokesperson for the *agree* team provides an opening statement.
- Spokesperson for the *disagree* team provides an opening statement.
- Facilitator calls on one side and then the other to contribute to the discussion.
- The student who has the floor will paraphrase what was said by the other side then add his/her comment.
- Students may change sides as a result of a compelling argument.
- Continue until time expires.
- Group debrief.

Extensions/Variations:

- Jury Style: 3 zones: prosecution (agree), defense (disagree), and jury (neutral)
- Four-Corners: students individually develop ideas for their central statements
    - Randomly choose four statements and read them to the class.
    - Students vote to choose the one they will discuss.
    - Define the four positions: agree, strongly agree, disagree, strongly disagree.
    - Assign corners of the room for the four positions.
    - Allow 3-5 minutes for debate; limit individual contributions to 30 seconds or less.
    - When time expires, choose a second topic and repeat the process.
    - Following all rounds of discussion, debrief.

Adapted from High Engagement Practices for Teaching and Learning, Shapiro and Cuseo

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Pre-Discussion Organizer for Socratic Chairs

Name:_____ **Date:**_____

Record the central statement presented for discussion and list reasons to agree or disagree. Then summarize your ideas.

Central Statement:

Agree	Disagree

Summary

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Rules of Engagement for Socratic Chairs

- Maintain your understanding of the prompt or central statement throughout the activity.
- Actively listen to the person who is speaking.
- Wait for the instructor to recognize you before you speak.
- Seek to understand the opposing speaker's point of view.
- Briefly summarize the previous statement before you make your response.
- Offer your thoughts and reasons as clearly as possible.
- Respond to statements, not to individual people.
- You may change your mind as new information is presented.
- Refrain from talking when someone else is talking.
- Maintain order and contribute constructive comments.

Adapted from High Engagement Practices for Teaching and Learning, Shapiro and Cuseo

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Supporting Role

Students will experience hands on learning that supports **critical thinking**.

Materials Needed:

- Cards with a problematic situation
- Cards with supporting roles

Procedure:

- Divide the class into four teams.
- Give each team a card with a brief description of the same problematic situation.
- One student from each team reads the situation to their group.
- Students discuss the situation with their teams.
- Give each team a card with a different supporting role for the situation.
- One student from each team reads the team's role to their group.
    - Team 1 – Employee
    - Team 2 – Customer 1
    - Team 3 – Customer 2
    - Team 4 – Boss
- Students discuss how they would react to the situation with their specific role.
- Students should use critical thinking as they consider an appropriate response.
    - What questions could be asked?
    - What are some possible solutions to the problem?
    - Could there be any negative consequences?
- Announce that students will role-play the situation in front of the class.
- Ask each team to select one person to act out their team's supporting role.
- Set the stage for students in the room by describing the situation/scene.
- Students act out the situation until the problem is resolved.
- Ask the class to vote (by applause) for the student with the best supporting role.

Variations/Extensions:

- Students create their own problematic situations and supporting roles to act out.

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Problematic Situation: Party Room

Taylor is working as a hostess at a restaurant on a busy Saturday night. Alex, one of the restaurant's regular customers, arrives and explains that he has booked the party room to watch the basketball game with his co-workers. Taylor chats with him as she opens the door and turns on the lights. After getting Alex's waiter, Taylor goes back to the hostess stand and checks his name off the reservation list.

Another customer named Micah shows up twenty minutes later with balloons and tells Taylor that she has a reservation for the party room. Taylor does not see Micah's name on the list, but when she checks the calendar in the office, it shows that this customer also made a reservation for that night. The party room has been double-booked. Unfortunately, Taylor's boss Charlie just went on break.

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Supporting Role: Taylor (Employee)

What happens next?

- What questions could be asked?
- What are some possible solutions to the problem?
- Could there be any negative consequences?

Supporting Role: Charlie (Boss)

What happens next?

- What questions could be asked?
- What are some possible solutions to the problem?
- Could there be any negative consequences?

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Supporting Role: Alex (Customer 1)

What happens next?

- What questions could be asked?
- What are some possible solutions to the problem?
- Could there be any negative consequences?

Supporting Role: Micah (Customer 2)

What happens next?

- What questions could be asked?
- What are some possible solutions to the problem?
- Could there be any negative consequences?

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Works Cited

Shapiro, Debra and Joseph Cuseo. *AVID for Higher Education: High Engagement Practices for Teaching and Learning.* AVID Press, 2018.