

WORD WALL

SPANISH: _____

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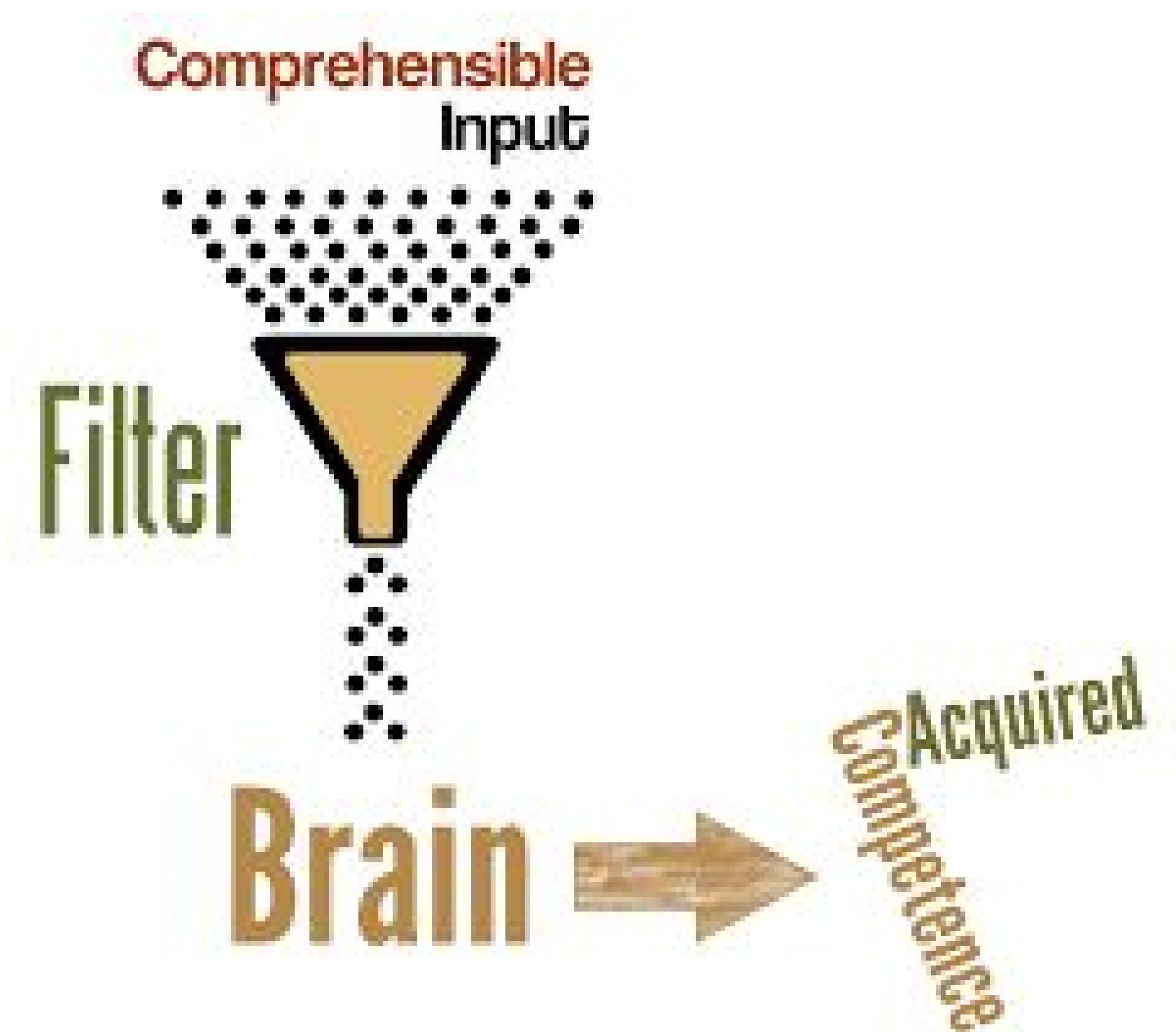
(OTHER LANGUAGE)



AFFECTIVE FILTER

SPANISH: _____

(OTHER LANGUAGE)

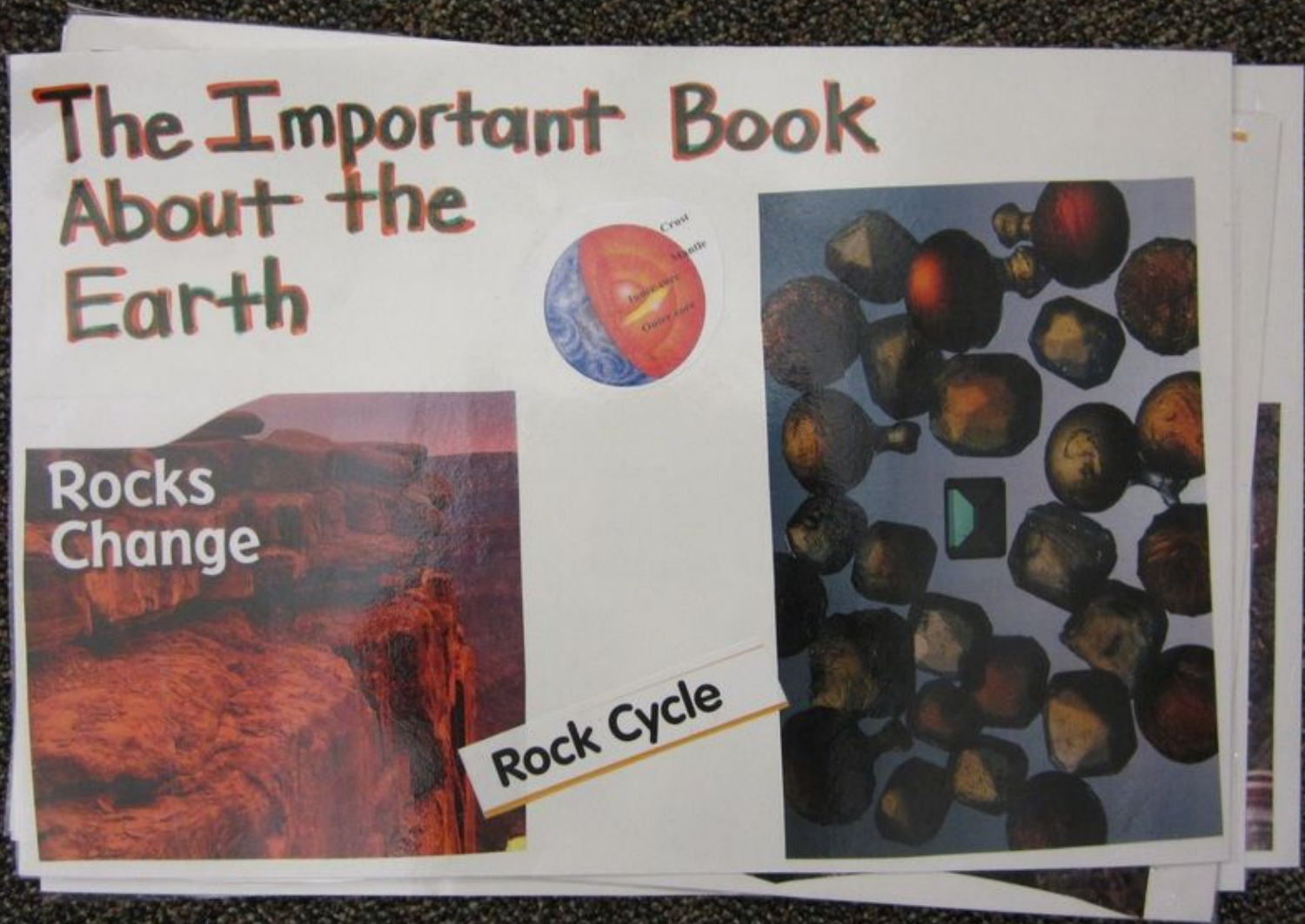


BIG BOOK

SPANISH: _____

_____ :

(OTHER LANGUAGE)



ORACY

SPANISH:

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(OTHER LANGUAGE)

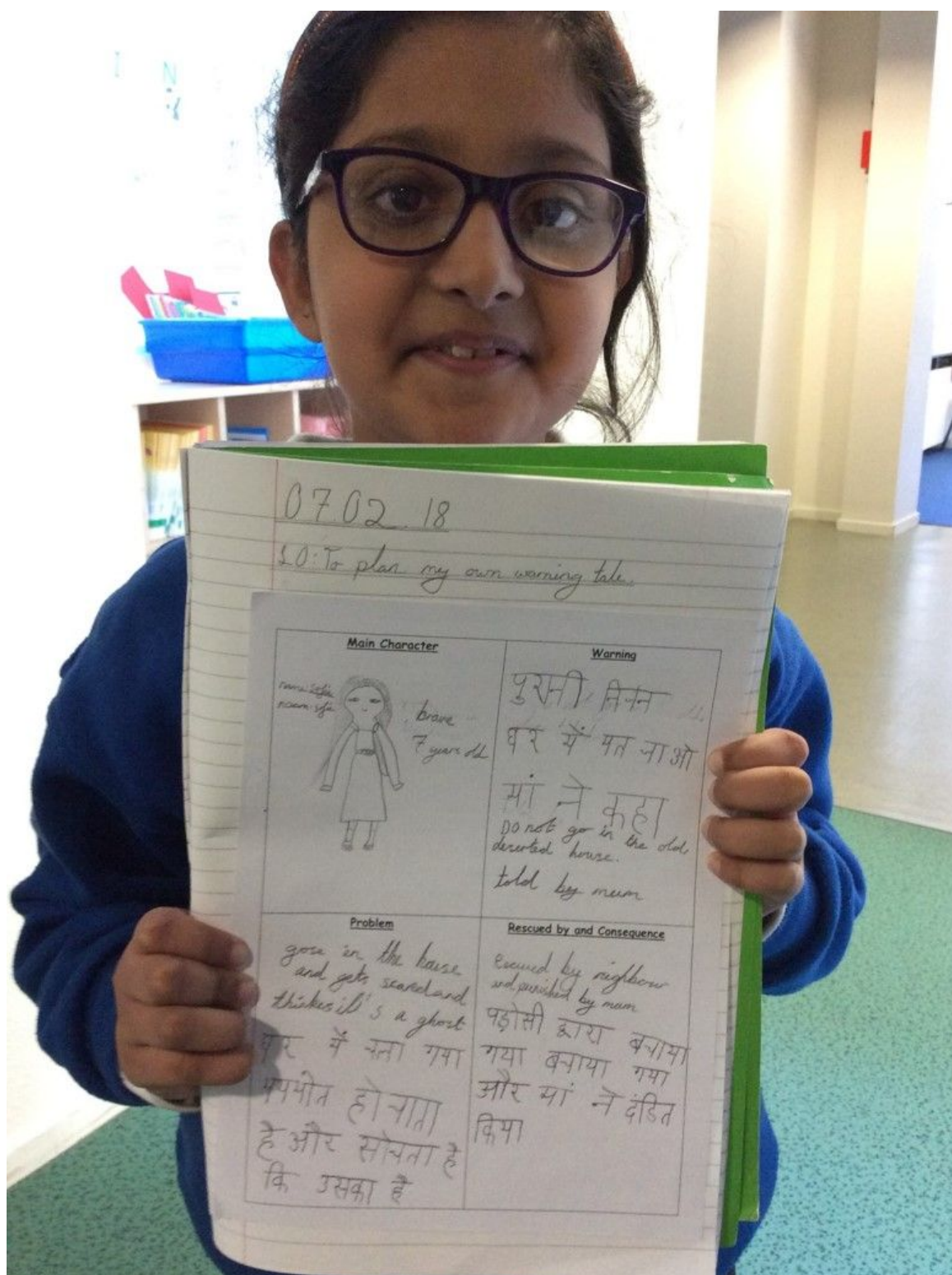


TRANSLANGUAGING

SPANISH: _____

_____ :

(OTHER LANGUAGE)



BICS

SPANISH:

_____ :

(OTHER LANGUAGE)



CALPS

SPANISH:

•

(OTHER LANGUAGE)



TOTAL PHYSICAL RESPONSE (TPR)

SPANISH: _____

• _____

(OTHER LANGUAGE)

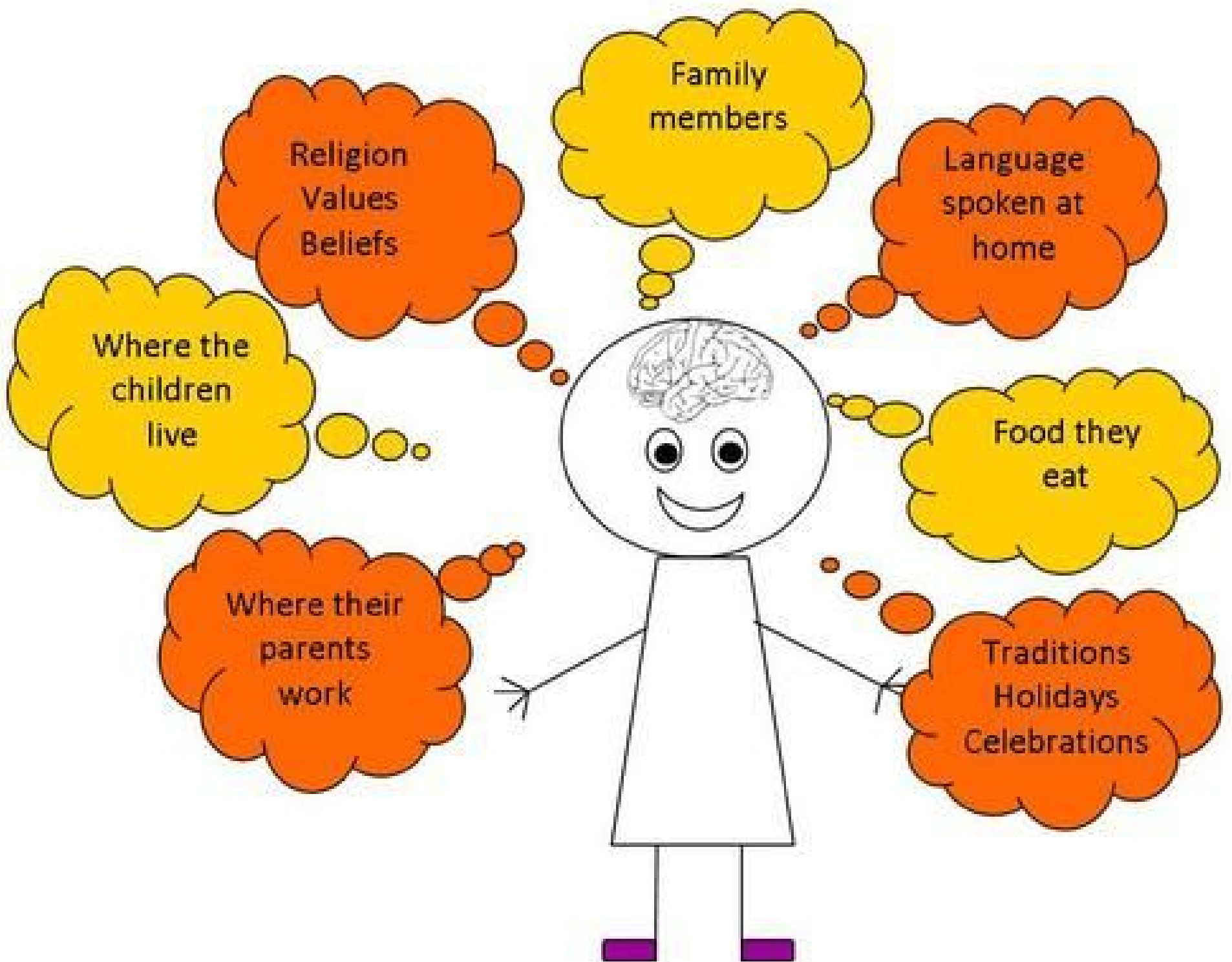


FUNDS OF KNOWLEDGE

SPANISH: _____

_____ :

(OTHER LANGUAGE)



REALIA

SPANISH:



:



(OTHER LANGUAGE)



WORD BANK

SPANISH: _____

_____ •
_____ •

(OTHER LANGUAGE)

Fill in the blank using words from the word bank: (1 point each)

Natural Selection
Instinct
Behavioral Adaptation

Learned Behavior
Structural Adaptation
Extinct Species

15. _____ keeps helpful mutations and slowly makes harmful mutations disappear.
16. _____ is when no more members of a species are living.
17. _____ are adaptations that only animals have. (not plants)
18. A(n) _____ is the adaptation to an organisms body.

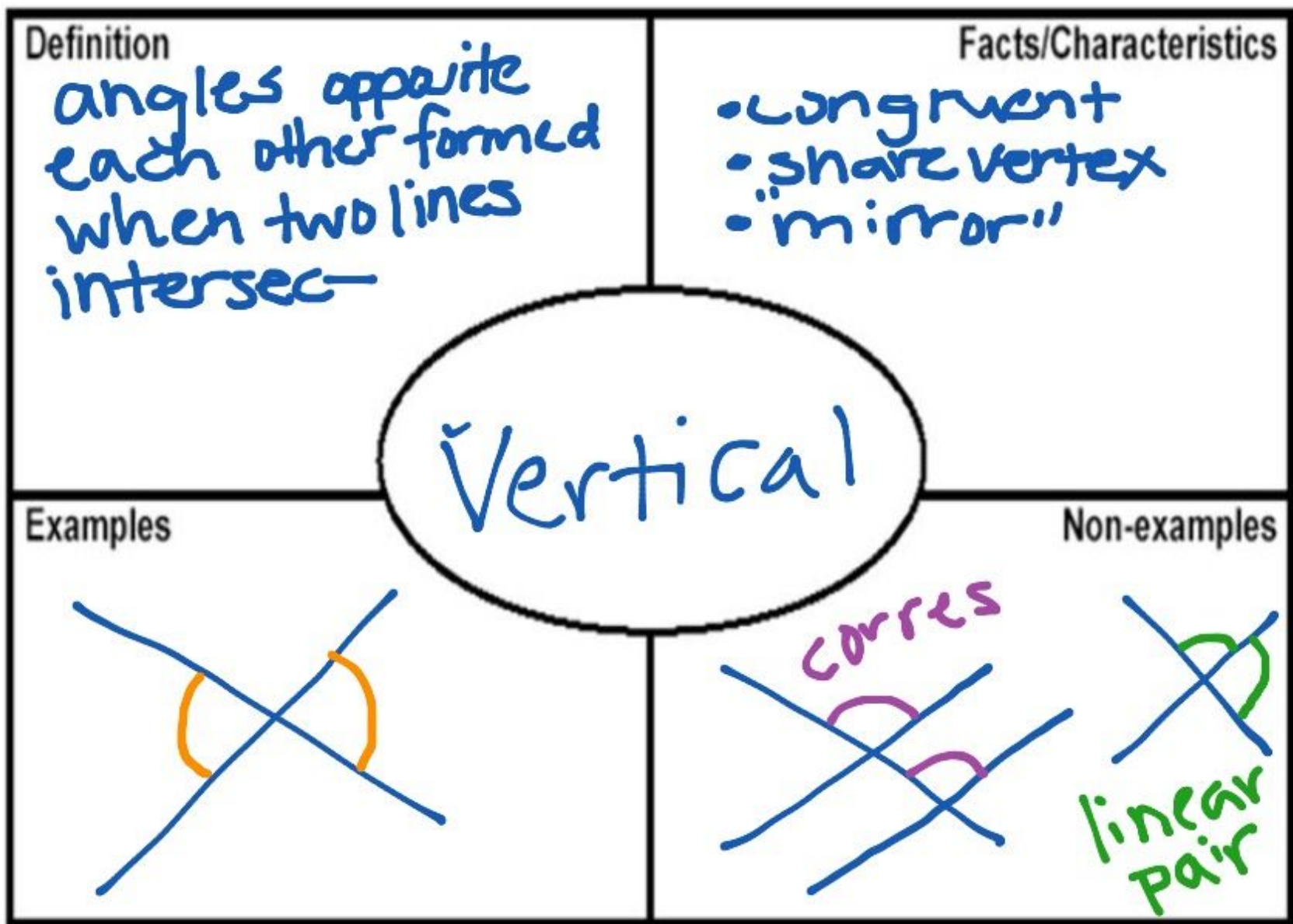
FRAYER MODEL

SPANISH: _____

_____ :

(OTHER LANGUAGE)

Frayer Model



ANCHOR CHARTS

SPANISH: _____

_____ : _____

(OTHER LANGUAGE)

Personal Narrative

3 or more detail sentences

First... Next... Then... Last...

Opening Sentence

Telling: Who
What
Where
When

Closing Sentence

How did you feel about the experience?

The Creative Colorful Classroom

NOTES

SPANISH: _____

(OTHER LANGUAGE)

Topic: <u>Graphing Linear Equations</u>	Name: _____ Class: <u>Algebra</u> Period: <u>4</u> Date: _____
Questions/Main Ideas	Notes
Standard form - Slope intercept form - slope -	$Ax + By = C$ ex. $4x + 3y = 9$ $y = mx + b$ ex. $y = 2x + 1$ rise = change in y value = $y_2 - y_1$ run change x value $x_2 - x_1$
$2x + 4y = 20$ find the slope: subtract $2x$ divide by 4	$2x + 4y = 20$ $-2x \quad -2x$ $4y = -2x + 20$ slope = $-\frac{1}{2}$ $4 \quad 4 \quad 4$ y-intercept = 5 $y = \frac{1}{2} - \frac{1}{2}x + 5$
How do you graph a slope?	* Graphing 1. Plot y-intercept 2. follow slope 3. connect line.
Find the slope: Find slope	$(1, 4), (3, 2)$ $y_2 - y_1 = 2 - 4 = -2 = 2$ $x_2 - x_1 = 3 - 1 = 2$ $y = \frac{2}{2}x + b$ $y = \frac{2}{2}x + 0$ slope-intercept = 0
substitute	$4 = \frac{2}{2}(1) + b$ slope-intercept = 0 $4 = 1 + b$ $b = 3$ y-intercept = 0
Summary:	Today in class we learned the standard form ($ax + by = c$) the slope intercept form ($y = mx + b$) and what a slope is (rise over run) we also learned that when graphing, you plot the y first then follow the slope.

Cornell Notes	Topic/Objective: Identify significant literary devices that define a writer's style and use to interpret work	Name: Class/Period: Lang. Arts Date: Oct. 12, 2009
Essential Question: How does Langston Hughes' poem, "Mother to Son", advise the reader to overcome difficulty and keep from giving up in life?		
Questions:	Notes:	
1) What is the significance of the speaker in the poem?	1) <u>Speaker</u> - * voice that communicates a poem's ideas, actions, descriptions, & feelings - similar to narrator - can be unknown or specific (like character)	
2) How does a poet's choice of speaker affect the mood/meaning of a poem?	2) <u>Imp.</u> - Poet's choice of speaker contributes to the poem's mood/meaning - who speaks is as imp. as what is said - different points of view regarding same event (ie. parent, child, elderly person) - * the person telling the story gives point of view and affects the message told ← P.O.V.*	
3) How does Hughes use vocabulary to contribute to and convey his message?	3) <u>Writer's/poet's style</u> * <u>Vocab</u> - helps to understand meaning "crystal stair" = luxuries (metaphor) → compares 2 things ie. "Life for me ain't been no crystal stair" "reachin'" - replace letter at end of word (dialect) "Cause" = because → Slang var. lang used by group speech act.	
Summary:	The speaker/voice in the poem is important because it communicates the ideas/feelings of the poem. Who the poet chooses as the speaker identifies the point of view and affects the message/meaning. Hughes uses vocabulary and style to convey the message that life is hard when Mother says, "Life for me aint been no crystal staircase."	

NUMBERED HEADS TOGETHER

SPANISH:

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(OTHER LANGUAGE)



SENTENCE FRAMES

SPANISH: _____

_____ :

(OTHER LANGUAGE)

ters

Sentence Frames:

The main problem is _____ because _____.

The resolution was _____ because _____.

_____ tried to solve the conflict by _____.

_____ and _____ are similar because _____.

_____ and _____ are different because _____.

From the text, we can conclude that _____ is _____ because _____.

CHARACTER

CHARACTER

CHARACTER

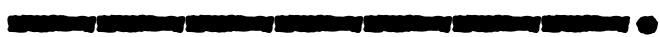
TRAIT

MANIPULATIVES

SPANISH:



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(OTHER LANGUAGE)



THINK, PAIR, SHARE

SPANISH: _____

_____ :

(OTHER LANGUAGE)

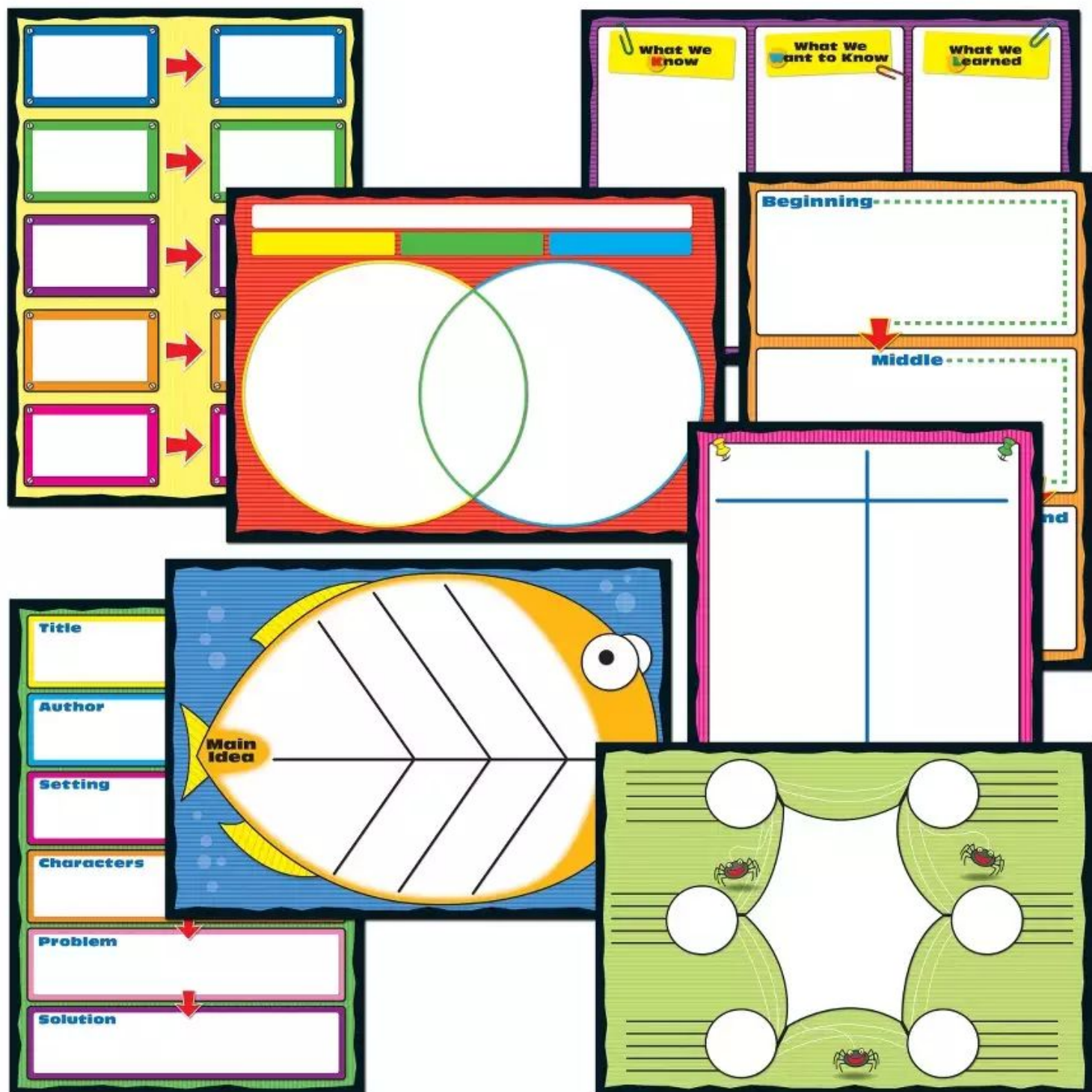


GRAPHIC ORGANIZERS

SPANISH: _____

_____ :

(OTHER LANGUAGE)

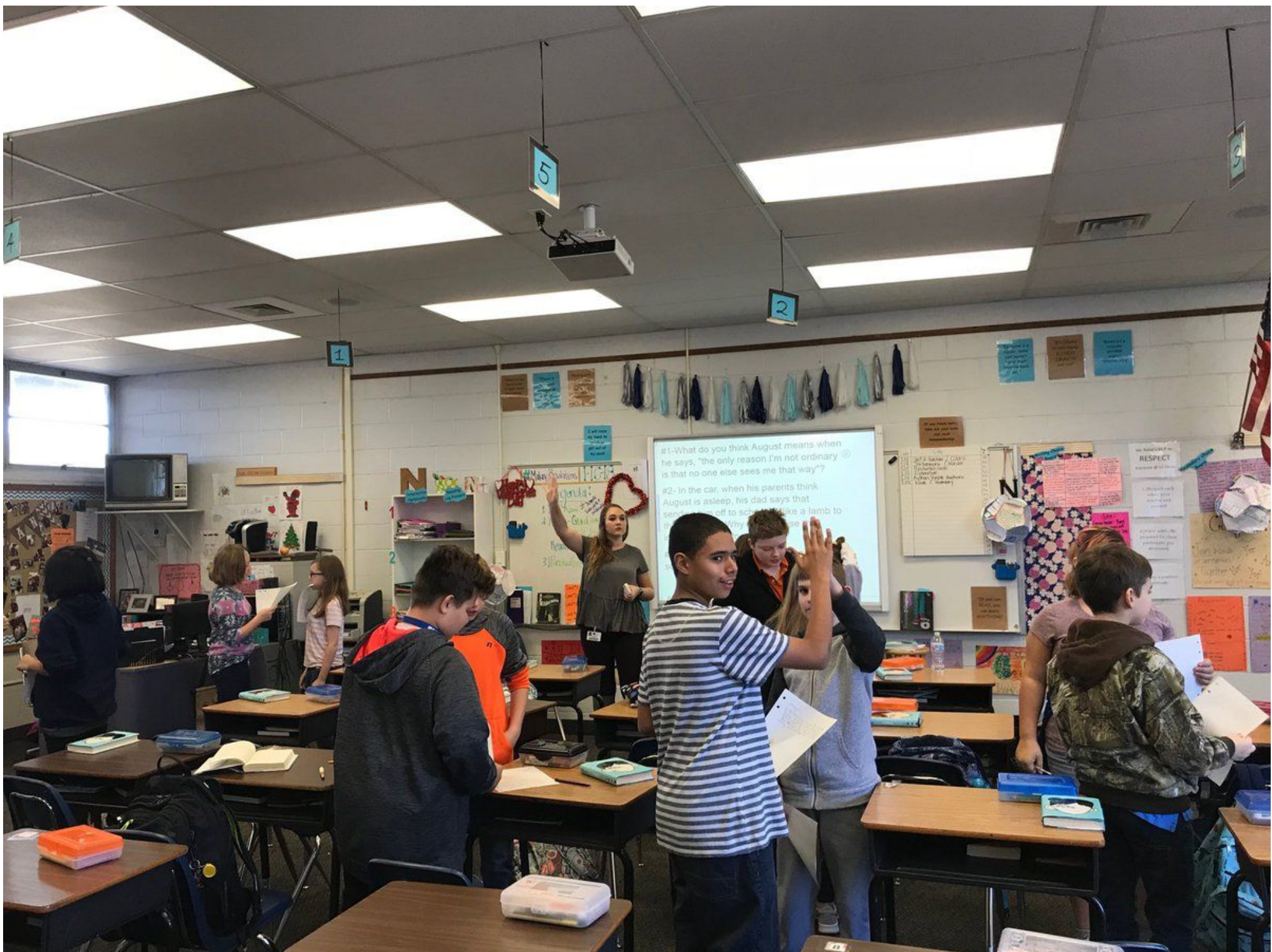


STAND UP, HAND UP, PAIR UP

SPANISH:

_____:

(OTHER LANGUAGE)



OBSERVATION CHARTS

SPANISH:



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(OTHER LANGUAGE)

