







Say It, Play It, Relay It, Weigh It

A Planning Chart for C.L.A.S.S. Instruction of the Content and Skills aligned with the State Standards

Essential Question - What forces can change the motion and speed of an object? How are those forces used to make our world lives easier? Topic - Motion and Speed

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Say It: What is the purpose or objective of the lesson? What vehicle(s) will I use to generate my students interest in the lesson? This is the EMOTIONAL HOOK. Important Vocabulary: speed, gravity, motion, inertia, lift, drag, energy, friction Skills you will teach: vocabulary, synonyms and	Play It: What structures will I use to help my students practice what I am teaching? What will students do with the structure and how will I assess it? This is DIFFERENTIATED PRACTICE. What is the processing strategy(s) you will use to help your student's practice and learn these skills?	Relay It: Students will be assessed with the following products while extending and applying learning through reading, writing, and speaking connected to the Content Area skill being taught. This is the ACTION and the PRODUCT. Select student products from the following levels of Bloom's Taxonomy. HIGHER ORDER THINKING SKILLS	Weigh It: After assessment and small group instruction, opportunities are given for individual assessment. This DEMONSTRATES MASTERY. Skills/Content you will assess:
antonyms, persuasive letter, writing summary, Greek and Latin roots, compound sentences, prepositional phrase Check the Vehicle(s) you want to use: C.L.A.S.S. TOOLS Y. Hallway Greeting Y. Welcome Message Y. Agenda Study Trip (classroom, playground) Technology DVD/Video Blog, Wiki Y. Online Resources Content Text about Essential Question	Set 1 _ Cell Phone Buddies Y Community Circle _ I Like That Too _ I'm Wild About _ Meet Your Partner _ Moving to Music _ Sign on the Line _ Star Seekers Y Table Talk _ Talking Pencils YTurn to Your Partner _ Ways We Are Alike Set 2 _ 4-2-1 Chart Chats Y Move and Match Y Convention _ Roundabout Conversations _ Shuffle and Share _ Sound Off _ To Tell the Truth _ Your Number is Up Set 3 _ Challenge Envelope _ Concentration _ Dancing With the Stars Y Divide and Conquer _ Expert Groups _ Give and Take _ I've Got Your Number Me, You, Us	Creating Analyzing Understanding Y Power Point Survey Recitation Video Y Chart Y Summary Y Project Commercial Explanation Puppet Show Report Cartoon Strip Game Y Graph Flow Chart Song Spreadsheet Y Make a Book Painting Biography Y Diagram Invention Outline Y Speech Magazine Article Art Critique Acrostic COMMERCIAL Understanding Pantomime Understanding Recitation Collection Explanation Explanation Cartoon Strip Flow Chart Y Make a Book Speech Y Diagram Poster Analogy Acrostic	Assessment of student's learning will occur through: independent assignment test quiz writing sample/prompt exit slip project with criteria independent expert project performance task reflection time other Assessment tool to document student's
y Textbooks, Trade Books Text from Modeled, Shared,	Clipboard Cruising — Paradise Processing Create a Question — Think of Three Y Four Square — Triangle Talk Y I Have, Who Has — Words in a Bag I'm on the Line * Refer to your essential question and the skills you have identified to select your structures and how you will process the information. Your ongoing assessments of these activities help determine flexible grouping in Relay It or additional Play It practice. These structures can also be used to process Literacy Links.	Evaluating Applying Remembering Debate Simulation Definition Report Demonstration Fact Y Investigation Interview Test Or Writing Self Evaluation Y Group Evaluation Diorama Recommendation Applying Remembering Day Illustration Quiz Definition Fact Presentation Y Worksheet Test Performance Label Y Journal List Model Timeline Facts Chart Y Group Evaluation Reader's Theater	learning: running record rubric rating sheet self-assessment peer assessment conference (reading, writing, other) checklist anecdotal records district and state testing