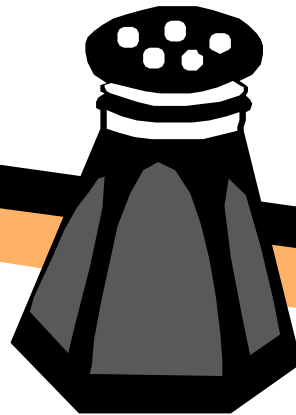


# Learning Menu

❖ **Main Course**

❖ **Side Dish**

❖ **Dessert**



## Menu Planner

Use this template to help you plan a menu for your classroom

Menu: \_\_\_\_\_

Due: All items in the main dish and the specified number of side dishes must be completed by the due date. You may select among the side dishes and you may decide to do some of the dessert items as well.

.....

### Main Dish (complete all)

- ◆
- ◆
- ◆

.....

### Side Dish (select \_\_\_\_)

- ◆
- ◆

.....

### Dessert

- ◆
- ◆

## Learning Contract—Menu Planner-- Fantasyland

**Destination:** *Fantasyland* **Due:** 2 week

**Main Dish:** *(Complete all)*

---

*Select one fairy tale.* Read it

to yourself

to one other person \_\_\_\_\_ (name)

*Complete a story map (to show characters; setting; problem; solution).*

*Find five new, interesting words.* Write a sentence for each word.

---

**Side Dish – Learning Centers (Choose 1 or more)**

*Comparing center:* Compare this fairy tale to another story you have read. How are they alike? How are they different? Choose your design: trifold, flip book, or mini-book.

*Tape Center:* Record your favorite part of the fairy tale on the recorder.

*Art Center:* Illustrate the most important event in your fairy tale.

**Dessert**

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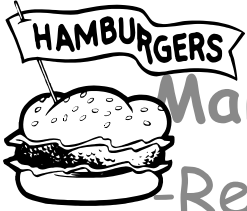
*Listening post:* Listen to a fairy tale tape of your choice.

**Title:** \_\_\_\_\_

*Library corner:* Find another fairy tale to read.

**Title:** \_\_\_\_\_

# Book Club Contract



Main Dish - Please do ALL of these!

-Read like a writer - what do you notice about *how* the author writes the story?

-Use sticky notes to mark places you want to share with another reader, such as:

- \* "showing" not "telling" sentences

- \* pizzazz or wondrous words

- \* connections

- \* characters and setting

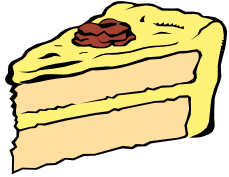
-Talk about your book by sharing your stickies with someone else.

-Record your book on your "Books I've Read" paper.



**Side Dishes - please choose at least 1 and put a check mark next to what you choose!**

- Create a comic strip using the pizzazz words you collected.
- Draw pictures of your favorite parts of the book and write "showing sentences" underneath each one.
- Write your own story using pizzazz words and "showing" sentences.
- Choose showing sentences from your book and act them out for someone. Explain why they are "showing" not "telling" sentences. Who did you do this with?
- Read your favorite part to someone and explain the connections you made. Who did you read to?



Dessert (optional) - choose as many as you would like. Put a check mark next to the ones you complete.

\_\_\_\_\_ Create a picture alphabet book with pizzazz words from the book you read.

\_\_\_\_\_ Write and have some friends help you perform a play about your favorite part of the book.

\_\_\_\_\_ Draw a picture of the main character and list all of his or her character traits.

\_\_\_\_\_ Write a poem or song about your book.

\_\_\_\_\_ Design a new cover with a different title for your book.

# Poetry Matters Book Project



**Main Dish: You must complete all of these tasks.**

1. Create a colorful and artistic cover for your poetry book.
2. Include at least 3 samples of your own poetry.
3. Include poems from at least 3 different authors you think are excellent examples of inner (heart map) and/or outer vision (imagery, similes, metaphors). They should be different forms and/or styles.
4. Share at least one poem (your own or another author) with the class.
5. Include your heart map.
6. Create a list of wild, wonderful, and/or wacky words for writing. Put at least 2 on our word wall and place the list in your book.

**Side Dishes: Select at least 2 tasks from the following list.**

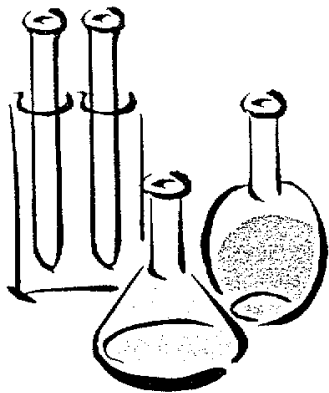
1. Illustrate at least one of the poems in your collection.
2. Use musical instruments to accompany a poem while sharing it.
3. Do a dramatic interpretation of a poem.
4. Write, revise, edit and illustrate at least 2 haiku poems.
5. Write, revise, edit and illustrate at least 2 cinquian poems.
6. Write, revise, edit and illustrate an alliterative poem.
7. Write, revise, edit and illustrate or musically accompany a poem using onomatopoeia.
8. Create a list of poetic phrases from a variety of books. Note what book each one was selected from.





## **Dessert: Choose as many as these as you would like to be an X Factor Learner!**

1. Type your poems and import pictures to illustrate them.
2. Illustrate all of your poems,.
3. Collect metaphors and similes and create a way to display them.
4. Research a known poet. Tell us about his/her life and style of writing. Also, let us know why you find this poet interesting.
5. Learn about narrative poems and write at least one.
6. Create a shape poem. Use color and illustration to present it.
7. Create a Table of Contents for your book.
8. Create a Poetry Glossary for your book.
9. Create a poem for 2 voices and perform it.
10. Choose 2 different poems to compare and contrast. Explain how they are similar and different.



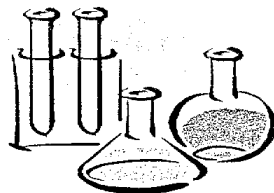
## Science Agenda on Chemical Problems in the Environment

### Imperatives (You must do these...)

1. Select a chemical problem in the environment, define/describe the difficulties it presents, why, where, and to whom /what.

Your choices are: global warming/greenhouse effect, ozone depletion, acid rain, air pollution, water pollution (including thermal pollution, and land/ground pollution).

2. Complete a map showing where the problem exists what/who is affected by it, and degree of impact.
3. Develop a talking paper that describes present and future solutions, as well as your recommendations.



*Negotiables* ( You must do at least one of these )

1. Determine approximate costs of the problem in one badly affected region and develop a graphic that shows total costs and what makes the costs (for example: health costs, clean-up costs, lost revenues from land, etc.)
2. Develop a timeline of the evolution of the problem over the last 100 years, including significant dates, and factors that contributed to the change. Take the timeline into the future based on your current understanding of trends associated with the problem.

*Options* ( You may do 1 or more of these )

1. Create a Gary Larsen-type cartoon or an editorial cartoon that makes a commentary on the problem.
2. Prepare a fictionalized account, but based on scientific fact, of a person who lives in a badly affected area. Your goal is to put a human face on the problem.
3. Develop a 60 second public service announcement (taped) to raise audience awareness of the problem and introduce positive actions citizens might take to improve the prognosis for the future.

Based on work of Ellyn Shaw  
Les Bois Junior High-- Boise, Idaho

*To be an effective citizen, it is necessary to know  
how to deal with problems related to science and technology*