

SFS | Templates

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Common Lesson Design

Anticipatory Set

Activity to access prior knowledge or to focus the students on the learning.
("Think back to yesterday when we ...")

Objective

State the specific objective of the lesson.
("Today we are going to learn ...")

Purpose

The teacher needs to tell the students why this lesson is important and how it applies to their everyday life.
("It is important for you to know.... because.....")

Input/Modeling

Activities to teach the content. Demonstrate what you want the students to do.

Check for Understanding

The teacher needs to frequently evaluate the students' understanding of the new learning during the Input and Modeling.

Guided Practice

The teacher monitors the students while they complete the task. The teacher should assess whether the students are successfully demonstrating the new learning or if he or she needs to reteach.

Closure

Review the learning. Have the students verbalize what they have learned.

Independent Practice

The students complete a task on their own. This can be in the classroom or assigned as homework.

**During a lesson a teacher may move back and forth as needed between Input, Modeling, and Guided Practice.

Horizontal Lesson Planning Template

Terminal Objective (plan 1st)					
Content Standard Reference					
Introduction (plan last)	Body of Lesson (plan 2nd)				
Anticipatory Set	Input → (content/strategy)	Modeling →	Check for → Understanding	Guided Practice →	Closure
Objective (as stated to students) ↓					
Purpose ↓					
Independent Practice					

Strategies For Success
Content Area Bi-Weekly Progress Report

Student's Name _____

Grade _____

RSP Teacher _____

Room # _____

Weeks of _____ and _____

Class/Subject	Date	Current Grade	Conduct	Homework	Attendance	Teacher Signature
			E S U	CW ½ 0	OT T A EA	
			E S U	CW ½ 0	OT T A EA	
			E S U	CW ½ 0	OT T A EA	
			E S U	CW ½ 0	OT T A EA	
			E S U	CW ½ 0	OT T A EA	
			E S U	CW ½ 0	OT T A EA	
			E S U	CW ½ 0	OT T A EA	
			E S U	CW ½ 0	OT T A EA	

Circle the appropriate letters in the above boxes.

Conduct: E= Excellent S= Satisfactory U= Unsatisfactory

Homework: CW= Completed Work ½= Completed about ½ of homework 0= NO Homework Completed

Attendance: OT= On Time T= Tardy A= Absent EA= Excessive Absences

Teacher Comments _____

Language Strategies and Response Prompts for

Active Classroom Participation

Expressing an Opinion

I think/believe that...
It seems to me that...
In my opinion...

Asking for Clarification

What do you mean?
Will you explain that again?
I have a question about that.

Soliciting a Response

What do you think?
We haven't heard from you yet.
Do you agree?
What answer did you get?

Individual Reporting

I discovered from _____ that...
I found out from _____ that...
_____ pointed out to me that...
_____ shared with me that...

Disagreeing

I don't agree with you because...
I got a different answer than you.
I see it another way.

Affirming

That's an interesting idea.
I hadn't thought of that.
I see what you mean.

Predicting

I guess/predict/imagine that...
Based on..., I infer that...
I hypothesize that...

Paraphrasing

So you are saying that...
In other words, you think...
What I hear you saying is...

Acknowledging Ideas

My idea is similar to/related to
_____ 's idea.
I agree with (a person) that...
My idea builds upon _____ 's idea.

Partner and Group Reporting

We decided/agreed that...
We concluded that...
Our group sees it differently.
We had a different approach.

Offering a Suggestion

Maybe we could...
What if we...
Here's something we might try.

Holding the Floor

As I was saying,...
If I could finish my thought...
What I was trying to say was...

STUDY JOURNAL

Subject	Date	Time Start/Stop	Prepare	Learning Actions	Test

Study Analysis 1

Best study actions:

Study actions to change:

Study actions I have the most trouble with:

Before Class Expectations

1. Be prepared for class
 - √ Read assigned material
 - √ Complete homework due that day

2. Bring needed materials
 - √ notebook
 - √ pen/pencil
 - √ textbook
 - √ planner/calendar

3. Be on time

4. Enter quietly

5. Greet classmates and teacher

6. Go directly to your desk

1. Be ready to start class
 - √ Have materials that you need available
 - √ Put everything else away

During Class Expectations

1. Follow posted classroom rules.
2. Listen carefully.
 - √ LOOK
 - √ THINK
 - √ WRITE
3. Participate
 - √ Answer questions
 - √ Complete individual work
 - √ Work with classmates
 - √ Comment about topic
4. Ask for help
 - √ During class
 - Ask questions
 - Listen to the answer
 - √ After class
 - Set up a meeting with your teacher
 - Tell them the problem or ask a question
 - Listen to the response

Homework Expectations

1. Before you leave school
 - √ Check your calendar
 - √ Gather needed materials
 - √ If you don't understand an assignment, ask the teacher or a classmate

2. At home
 - √ Go to your study place
 - √ Have all materials ready
 - √ Concentrate, no interruptions
 - √ After some time, take a short break
 - √ Ask for help if you need it
 - √ When you are done, put all materials and assignments into your bookbag.
 - √ When you are done, reward yourself

Assignment Expectations

1. HOW should your papers look?

H= Heading

- √ First and Last Name
- √ Today's Date
- √ Subject and Block/Period
- √ Page number, if needed

O= Organized

- √ On the front side of the paper
- √ One finger spaces- Margins
- √ Blank Lines- Top and Bottom
- √ Evenly spaced

W= Written Neatly

- √ On the line
- √ Written neatly
- √ Neat erasing or one line cross out

Study Analysis 2

BEST STUDY ACTIONS:

Best Actions	When Used	Subject	Task	Teacher

MOST STUDY TROUBLE:

Study Trouble	Subject	Task	Teacher

Study Strengths and Weaknesses

Strengths

Weaknesses

**Goal Chart
Form 3.3**

SAMPLE

Goal Behavior	Goal Outcome	Study Actions
Multiply	10 double digit problems- 100% accuracy	Multiple all problems on pg. 42. Meet with teacher
State/Tell	Three main causes of hyperinflation in pre-war Germany	Read chapter 5 in history textbook

**Goal Chart
Form 3.3**

Goal Behavior	Goal Outcome	Study Actions

Weekly SFS Point System

Name _____

Week of: _____

On time to class	5 points
Homework	5 points
Materials (pencils, paper)	5 points
Classwork	10 points
Behavior	10 points

MONDAY	POINTS	THURSDAY	POINTS
On time to class Homework Materials Classwork Behavior Daily Total	_____ _____ _____ _____ _____ _____	On time to class Homework Materials Classwork Behavior Daily Total	_____ _____ _____ _____ _____ _____
TUESDAY	POINTS	FRIDAY	POINTS
On time to class Homework Materials Classwork Behavior Daily Total	_____ _____ _____ _____ _____ _____	On time to class Homework Materials Classwork Behavior Daily Total	_____ _____ _____ _____ _____ _____
WEDNESDAY	POINTS	BONUS	POINTS
On time to class Homework Materials Classwork Behavior Daily Total	_____ _____ _____ _____ _____ _____	On time to class Homework Materials Classwork Behavior Daily Total	_____ _____ _____ _____ _____ _____

Weekly Total _____

Anticipation Guide (SAMPLE)

Agree or Disagree

Me

Group

Author

1. In many places around the U.S., police use skin color to decide who is a potential criminal or who is dangerous.

Supporting Evidence (paragraph # _____)

2. Skin color is a reliable predictor of criminal behavior.

Supporting Evidence (paragraph # _____)

3. Racial profiling is a form of discrimination that is actually only used by a few bad police officers.

Supporting Evidence (paragraph # _____)

4. Statistics indicate that most non-Whites, just like most Whites, do not commit crimes.

Supporting Evidence (paragraph # _____)

5. A larger percentage of Americans are in favor of racial profiling and believe that the police are simply trying to do their jobs responsibly.

Supporting Evidence (paragraph # _____)

adapted from Dr. Kate Kinsella materials

Anticipation Guide (SAMPLE)

Agree or Disagree

Before Reading

After Reading

1. In many places around the U.S., police use skin color to decide who is a potential criminal or who is dangerous.

Supporting Evidence (paragraph #____)

2. Skin color is a reliable predictor of criminal behavior.

Supporting Evidence (paragraph #____)

3. Racial profiling is a form of discrimination that is actually only used by a few bad police officers.

Supporting Evidence (paragraph #____)

4. Statistics indicate that most non-Whites, just like most Whites, do not commit crimes.

Supporting Evidence (paragraph #____)

5. A larger percentage of Americans are in favor of racial profiling and believe that the police are simply trying to do their jobs responsibly.

Supporting Evidence (paragraph #____)

adapted from Dr. Kate Kinsella materials

Frayer Model (SAMPLE)

The new concept: <p style="text-align: center;">A stereotype</p>	
Definition (in your own words) A stereotype is an exaggerated generalization about all members of a particular group that is usually negative and always harmful because it leads to and inaccurate perception or judgement.	Essential characteristics <ul style="list-style-type: none"> • A usually negative generalization • An unfair, harmful statement • Generally about a group of people • Usually related to a specific age, ethnicity, gender, class, religion, occupation. • Based upon limited and biased data • Learned from family and friends.
Examples (from own life) <ul style="list-style-type: none"> • Teenagers are bad drivers • Car salesman are untrustworthy • Lawyers are greedy. • Women are always emotional. • Asian kids are wiz kids. 	Non-examples (from your own life) <ul style="list-style-type: none"> • My parents are strict • Many Mexicans are Catholic. • Vegetarians don't eat meat. • Adolescent boys typically have more muscle mass then girls.

Frayer Model

The new concept:	
Definition (in your own words)	Essential characteristics
Examples (from own life)	Non-examples (from your own life)

Common Academic Writing Tasks

Analyze	Break the subject (an object, event, or concept) down into parts, and explain the various parts.
Compare	Show how two things are similar as well as different; include details or examples.
Contrast	Show how two things are different; include details or examples.
Critique	Point out both the good and bad points of something.
Define	Give an accurate meaning of a term with enough detail to show that you really understand it.
Describe	Write about the subject so the reader can easily visualize it; tell how it looks or happened, including how, who, where, why.
Discuss	Give a complete and detailed answer, including important characteristics and main points.
Evaluate	Give your opinion of the value of the subject; discuss its good and bad points, strengths and weaknesses.
Explain	Give the meaning of something; give facts and details that make the idea easy to understand.
Illustrate	Make the point or idea clear by giving examples.
Interpret	Explain the meaning of a reading selection; discuss the results or the effects of something.
Justify	Give good reasons that support a particular decision, action, or event.
Persuade	Give reasons in order to get someone to do or believe something; appeal to the reader's feelings and mind.
Respond	State your overall reaction to the content, then support your individual opinions with specific reasons and examples, making sure to refer back to the reading.
State	Give the main points in brief, clear form.
Summarize	Briefly cover the main points; use a paragraph form and don't include any personal opinions about the content.
Trace	Tell about an event or process in chronological order.

(Kinsella, San Francisco State University, 3/02)

VOCABULARY KNOWLEDGE RATING SHEET (SAMPLE)

Vocabulary Knowledge Rating Sheet: Racial Profiling Leads to Riots

Directions: Decide how well you know these words by checking your knowledge for each.

	3	2	1
Word	Can Define/ Use It	Heard It/ Seen In	Don't Know
racial, adj.			
profile, n.			
potential, n.			
community, n.			
incident, n.			
statistics, n.			
to admit, v.			
percentage, n.			
to require, v.			
victim, n.			

Contextual Redefinition Exercise

Instructions: In small groups, read the following sentences and see if they help you to figure out the definitions of the underlined words. After you figure out the part of speech and write your own definition, check the accuracy of your predicted definition within the dictionary.

1. During the 1960's, college students decorated their backpacks, clothes and cars with the peace sign to symbolize their resistance to the Vietnam War.

Predicted part of speech: _____
Predicted definition: _____
Dictionary definition: _____

2. This watch has great sentimental value for me because it was a gift from my grandfather and he recently passed away.

Predicted part of speech: _____
Predicted definition: _____
Dictionary definition: _____

3. The raised fist in this poster represents the farmworkers' rebellion against dangerous working conditions and low salaries.

Predicted part of speech: _____
Predicted definition: _____
Dictionary definition: _____

4. Our art teacher explained how the colors green and red became associated with Christmas.

Predicted part of speech: _____
Predicted definition: _____
Dictionary definition: _____

Sample Word Form Chart

Noun	Adjective	Verb	Adverb
symbol	symbolic	symbolize	symbolically
relevance	relevant		relevantly
relationship	related	relate	
association	associated	associate	
significance	significant	signify	significantly

(Kate Kinsella, San Francisco State University, 6/02)

Word Form Chart

Reading Selection: Wong, Eric. (June 1, 2000). Lessons from my Freshman Year. Asian Week.

*actual word form appearing in the reading selection

Instructions: In your working group, identify as many related word forms as possible for the target vocabulary from the assigned reading selection. The relevant words forms have a checkmark (√).

Noun	Adjective	Verb	Adverb
√		*to anticipate	
√		*to depict	
√		*to aspire	
√	*conservative		√
√	*affluent		√
√		*to inhabit	
*integration	√	√	
*stereotype	√	√	√
√ *diversity	√	√	

(Kate Kinsella, San Francisco State University, 6/02)

Steps in Summarizing Informational Text

- Step 1** Read the selection carefully, more than once.
- Step 2** Highlight the most important points in the reading, leaving out secondary or minor details.
- Step 3** Make a brief outline of the essential information.
- Step 4** Identify the main idea and write it first.
- Step 5** Include only the most important supporting points, and omit unnecessary details.
- Step 6** Don't repeat ideas or change the author's meaning.
- Step 7** Use your own wording, except for key content words related to the main topic.
- Step 8** Don't include your own ideas or comments.
- Step 9** Mention the source, the specific genre, and the author at the beginning.
- Step 10** Present the ideas in the order in which they were discussed in the selection.
- Step 11** Introduce the author's key points by using citation expressions (e.g., according to . . .).
- Step 12** Include enough information so that someone who had not read the selection would get an accurate understanding of the major points.

Name _____ Date _____

NOTECARD EVALUATION

Below are ten areas for which your notecards have been evaluated. This breakdown of your final score, which is at the bottom of the sheet, indicates the areas where improvement is needed and where you have done well.

	EXCELLENT (10 pts.)	VERY GOOD (9 pts.)	GOOD (7 pts.)	FAIR (6 pts.)	POOR (4 pts.)	NOT DONE OR INCOMPLETE (0 pts.)
1. Bibliography	_____	_____	_____	_____	_____	_____
2. Reference between notecards and bibliography	_____	_____	_____	_____	_____	_____
3. Headings and subheadings	_____	_____	_____	_____	_____	_____
4. Organizing information onto cards so it can be understood and used later without confusion: numbering system	_____	_____	_____	_____	_____	_____
5. Neatness (If reading or use of the cards is made difficult because of sloppy writing, "POOR" will be checked.)	_____	_____	_____	_____	_____	_____
6. Recording meaningful information (Everything recorded on notecards should relate directly to your topic.)	_____	_____	_____	_____	_____	_____
7. Spelling	_____	_____	_____	_____	_____	_____
8. Accuracy of information	_____	_____	_____	_____	_____	_____
9. Quantity (Did you do as much work as you were supposed to, or should have, to compete the project?)	_____	_____	_____	_____	_____	_____
10. Information properly recorded (Facts must be brief and understandable. It is best to condense information into concise statements. Entire paragraphs should not be copied onto notecards. Direct quotes must be identified.)	_____	_____	_____	_____	_____	_____

FINAL SCORE _____ (100 possible)

COMMENTS _____

Expository Paragraph Outline

Paragraph Title: _____

Paragraph Topic: _____

Topic Sentence: _____

A. Reason _____

1. Detail _____

2. Detail _____

3. Detail _____

4. Detail _____

A. Reason _____

1. Detail _____

2. Detail _____

3. Detail _____

Concluding Sentence: _____

(Kate Kinsella, San Francisco State University, 6/02)

Expository Paragraph Outline

Paragraph Title: _____

Paragraph Topic: _____

Topic Sentence: _____

A. Point _____

1. Detail _____

2. Detail _____

B. Point _____

1. Detail _____

2. Detail _____

C. Point _____

1. Detail _____

2. Detail _____

3. Detail _____

4. Detail _____

C. Point _____

1. Detail _____

2. Detail _____

3. Detail _____

Concluding Sentence: _____

(Kate Kinsella, San Francisco State University, 6/02)

Expository Composition/Essay Outline

Essay Title _____

Essay Topic _____

Thesis Statement _____

A. Topic Sentence/Point _____

1. Detail _____

2. Detail _____

3. Detail _____

4. Detail _____

B. Topic Sentence/Point _____

1. Detail _____

2. Detail _____

C. Topic Sentence/Point _____

1. Detail _____

2. Detail _____

3. Detail _____

4. Detail _____

Concluding Sentence: _____

Paragraph Planning Organizer: A Justification Paragraph

Title	_____
Topic Sentence	_____ _____ _____
Reason	→ _____ _____
Explanation/Detail	↓ _____ ↓ _____
Reason	→ _____ _____
Explanation/Detail	↓ _____ ↓ _____
Reason	→ _____ _____
Explanation/Detail	↓ _____ ↓ _____
Conclusion	_____ _____ _____

(Kate Kinsella, San Francisco State University, 6/01)