



Doggie Bags™



Gourmet Curriculum on a Fast Food Budget™

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Doggie Bags

Too busy to make up engaging Reading and/or Math activities and games that immediately capture students' interests while reinforcing each of the reading/mathematical skills? Order Reading or Math Doggie Bags with all of your games on cardstock, laminated, and packaged in sturdy, clear plastic bags.

These games specifically address Bloom's Taxonomy thinking skills of:

Application – game players will problem solve, use rules of procedure, generalize their thinking by applying the principals, ideas and results/outcome of one situation to another.

Analysis – game events are used to show how skills are organized and their relationships to each other.

Synthesis – game participants will use original and divergent thinking skills in order to rise to the challenge and achieve the success of winning.

Doggie Bags are a Parent Involvement piece that can be taken home to give parents the opportunity to help with their children's learning in a fun atmosphere.

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4th Grade Reading Doggie Bags

Objective 1 - Vocabulary/Comprehension Strategies

I. Context Clues

Lesson 1 - Figurative Language - "Do I Hear Figurative Language?" (12 sets)

Lesson 1 - Multiple Meanings, Synonyms, Antonyms, Examples, Definitions, Prefixes and Suffixes - "Name That Context Clue" (12 sets)

Lesson 2 - Multiple Meanings, Synonyms, Antonyms, Examples, Definitions, Prefixes and Suffixes - "Context Clue Touchdown" (2 sets)

Lesson 3 - Multiple Meanings - Cooperative Learning (1 set)

Reteach - Multiple Meanings, Synonyms, Antonyms, Examples, Definitions, Prefixes and Suffixes, and Figurative Language - "Jeopardy Board" (1 set)

II. Written Directions

Lesson 2 - "Destination: Soda Shoppe!" (3 sets)

Reteach - "Match Game" (1 set)

III. Facts and Details

Lesson 1 - "Facts and Details Story Tree" (1 set)

Lesson 2 - "Who's on First Base?" (4 sets)

IV. Stated/Implied Main Idea

Lesson 2 - "With a Flip of the Cards" (2 sets)

V. Summarization

Lesson 1 - "Sailboat Challenge" (1 set)

Lesson 2 - "Summarization Pursuit" (4 sets)

Objective 2 - Literary Elements

I. Characterization

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Lesson 2 - "Oh, Those Crazy Emotions" (3 sets)

II. Story Elements

Lesson 1 - "Interlocking Elements" (1 set)

Lesson 2 - "The Peachicks" (4 sets)

Reteach - "E-L-E-M-E-N-T" (1 set)

Objective 3 - Text Analysis

I. Sequential Order

Lesson 2 - "That's An Order" (4 sets)

II. Cause/Effect

Lesson 2 - "Consequently, the Cat Was Out of the Bag" (4 sets)

III. Compare/Contrast

Lesson 2 - "Picture Perfect" (4 sets)

Enrichment - Topic Information: (1 set)

IV. Graphic Organizers

Lesson 1 - "What's My Organizer?" (1 set)

Lesson 2 - "Flowchart Go Fish" (4 sets)

Reteach - "Connect the Dots" (2 sets)

V. Author's Purpose

Lesson 1 - "Purposeful Jeopardy" (1 set)

Lesson 2 - "Playing for Purpose" (4 sets)

Objective 4 - Critical-Thinking Skills

I. Draw Conclusions

Lesson 1 - "Rabbit Out of a Hat" (1 set)

Lesson 2 - "Fishing for Conclusions" (4 sets)

II. Make Predictions

Lesson 1 - "Soccer" (1 set)

Lesson 2 - "Box of Fortune" (1 set)

III. Make Generalizations

Lesson 2 - "Generalizations in Jeopardy" (1 set)

Enrichment - "Generalization 21" (2 sets)

Reteach - "Spinning for Clues" (2 sets)

IV. Fact/Opinion

Lesson 1 - "Fact/Opinion Bee" (1 set)

Lesson 2 - "The Zoo Trail" Game (2 sets)

Reteach - "Fact/Opinion Turnaround" (2 sets)

V. Persuasive Devices

Lesson 1 - "Persuasive Devices" Go Fish (2 sets)

Lesson 2 - "Catch Me If You Can" (2 sets)

Enrichment #2 - "Persuade Me!" (1 set)

Reteach - "Over the River and Through the Woods" (2 sets)

VI. Evaluate/Make Judgments

Lesson 2 - "Passing Judgments" (4 sets)

Objective: Students will identify and generate facts and valid and invalid generalizations

“Generalizations in Jeopardy”

Teacher note: In this activity, students will recognize and/or generate facts and valid and invalid generalizations using key words. This activity uses Level 5 of Bloom’s Taxonomy, Synthesis.

Group size: whole class, in three teams

Materials: game boards, pages 13–14; category cards, pages 15–16; point cards, page 17

Before class: Make one copy of each game board, pages 13–14, category cards, pages 15–16, and five copies of point cards, page 17. Laminate category cards and point cards for durability and cut out. Tape (or otherwise attach) category cards in a row across the top of a bulletin board or chalkboard. Attach point cards in columns under the category cards.

Directions:

- Have class stand in three lines, one for each team.
- Teacher reads the first passage (for 100 points) in the “Eye on the Ball” category.
- When the teacher has finished, the first student in each group has a chance to identify or create the statement.
- The first student to raise his/her hand tells whether the statement is a fact or a valid or invalid generalization, or generates the specified statement.
- If student is correct, he/she receives the point card for that question, and that team continues to select categories.
- The first student in that line moves to the end.
- The next student from the winning team chooses any point value from any category, and the teacher reads the corresponding box on the game board.
- If the student is not correct, students from the other two teams have a chance to identify or create the statement.
- If no student correctly identifies or creates the generalization or fact, the teacher explains the answer and removes that point card from the board.
- Play continues until all passages have been read.
- The team with the most points is the winner.
- There are enough questions for two rounds of the game, if additional practice is needed and/or if time allows.

Extension: Students will create new categories and write one fact statement and two valid and two invalid generalization statements for their new category.



Practice extension:

Students will read “**American Women’s Soccer**” **Test 1**, and complete the questions over make generalizations. Teachers may use this as a teaching reinforcement of test-taking skills, or grades may be taken for evaluation purposes.

Lesson 2

Make Generalizations

Objective: Students will identify and generate facts and valid and invalid generalizations

"Generalizations in Jeopardy" Game Board #1

"Eye on the Ball"	"Once Upon A Time"	"That's Entertainment"	"Creepy Crawlers"	"Under the Weather"	"Hola, Aloha"
<p>100 Professional baseball players never miss a practice session. (invalid)</p>	<p>100 Many stories written for children are picture books. (valid)</p>	<p>100 All musicals are eventually made into movies. (invalid)</p>	<p>100 None of the bugs in the garden are useful. (invalid)</p>	<p>100 Every time it rains, we have a tornado. (invalid)</p>	<p>100 Knowing a foreign language is sometimes helpful. (valid)</p>
<p>200 Only a few baseball players actually make the major leagues. (valid)</p>	<p>200 Picture books are always done in color. (invalid)</p>	<p>200 Often, musicals are performed by high school choirs. (valid)</p>	<p>200 Spiders usually spin webs. (valid)</p>	<p>200 Hurricanes occur frequently in the spring. (valid)</p>	<p>200 Everyone should learn to speak Spanish, French, and Chinese. (invalid)</p>
<p>300 Make a valid generalization about baseball using the word "usually."</p>	<p>300 Make an invalid generalization about picture books using the word "forever."</p>	<p>300 Make a valid generalization about musicals using the word "many."</p>	<p>300 The sun never shines in Texas at midnight. (fact)</p>	<p>300 Make an invalid generalization about storms using the word "all."</p>	<p>300 People in Brazil speak Portuguese, not Spanish. (fact)</p>
<p>400 Make an invalid generalization about baseball using the word "everything."</p>	<p>400 The Caldecott Medal is given annually to an outstanding picture book. (fact)</p>	<p>400 Make an invalid generalization about musicals using the word "everyone."</p>	<p>400 Make an invalid generalization about bugs and spiders using the word "no one."</p>	<p>400 Make a valid generalization about storms using the word "frequently."</p>	<p>400 Make an invalid generalization about foreign languages using the word "none."</p>
<p>500 Make a valid generalization about baseball using the word "many."</p>	<p>500 Make a valid generalization about picture books using the word "often."</p>	<p>500 Make an invalid generalization about musicals using the word "always."</p>	<p>500 Make a valid generalization about bugs and spiders using the word "generally."</p>	<p>500 Make a fact statement about storms using an invalid clue word.</p>	<p>500 Make a valid generalization about foreign languages using the word "often."</p>

Objective: Students will identify and generate facts and valid and invalid generalizations

"Generalizations in Jeopardy" Categories for Game Board #1

Eye on the Ball	Once Upon a Time
That's Entertain- ment	Creepy Crawlers
Under the Weather	Hola, Aloha

Lesson 2

Make Generalizations

Objective: Students will identify and generate facts and valid and invalid generalizations

"Generalizations in Jeopardy" Point Cards

100	200
300	400
500	