



*Doggie Bags*TM



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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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6th Grade Reading Doggie Bags

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Lesson 3 - "Charts" (3 sets)

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Lesson 2

Compare/Contrast

Objective: Students will identify the similarities and differences of two topics and place them into a Venn diagram

“Human Venn Diagram”

Teacher note: This activity is designed to work outside on a large sidewalk or blacktop, but may be done inside a cleared classroom.

Group size: nine students in up to three groups (one practice group of nine students)

Materials: *Human Venn Diagram* paragraphs, pages 21–22; *Human Venn Diagram* paragraph strips with similarities and differences, pages 23–25; string, chalk (outside)

Before class: Make a copy of *Human Venn Diagram* paragraph strips, pages 23–25, cut the strips apart, and paperclip in four groups. Make two copies of *Human Venn Diagram* paragraphs pages 21–22. (Some students may have to read the paragraph again to see where they fit into the diagram.)

Directions:

- Draw a large Venn diagram on the ground (or tape one to the floor inside).
- Teacher will explain the process for the activity and ask for nine volunteers for an example *Human Venn Diagram*.
- Teacher will pass out the strips for the cat and dog paragraph to the group. Then, the teacher will read the paragraph.
- Teacher will show students that the left side of the Venn diagram is for cat only characteristics, the right side is for dog only characteristics, and the joined section is for similarities between the two.
- One at a time, students will read their strips aloud, and the class will help them decide where to stand in the Venn diagram.
- Once the whole group is inside the diagram, and the class understands the activity, groups may be assigned.
- One group at a time will stand above the diagram; the teacher will give each member a strip and read the paragraph.
- Then, each group member will read his/her strip and decide where to fit in the diagram.
- The class will check to make sure each student is in the correct place. (There should be three students in each place.)

Objective: Students will identify the similarities and differences of two topics and place them into a Venn diagram

“Human Venn Diagram” Paragraphs

Paragraph #1 – “Cats and Dogs”

Throughout the ages, cats and dogs have made good companions for humans. While they often live under the same roof, cats and dogs are very different animals. Dogs are known as man’s best friend, for they are unconditionally devoted to their owners. Adult cats, on the other hand, must be “won over.” Cats seem to convey that their devotion must be earned, much like humans. Both animals are usually playful in their younger years, but cats enjoy playing with string and batting fake mice. Dogs enjoy rough and tumble games of tug-of-war and chewing on rubber toys. While cartoons have put these two animals at odds for years, cats and dogs do have some characteristics in common. They are protective of and show care for their owners and even sometimes each other. Likewise, both animals require care and attention of their owners.

Paragraph #2 – “Newspapers vs 6 o’clock News”

When you want to know what’s going on in your community or the latest pro sports game scores, where do you go? Do you pick up the newspaper or turn on the six o’clock news? Your choice is a personal preference and may depend on the following distinctions. Newspapers present news on printed paper (often messy with ink) which, therefore, must be read. The news on TV may be watched or listened to from another room in your house, allowing you to do other things while obtaining desired information. A limitation of television news is time constraints, so the amount of information on a topic is often limited to what the reporter feels is most important. Newspapers often have more space available for development of a topic. However, it must be stated that both newspapers and TV news have pressing deadlines and reporters for both often don’t have enough time to check facts. This is especially the case for news that reaches the paper right before it goes into print or “breaking” news on TV. Whatever your choice, both presentations keep us up to date on current events. By reading or watching news, we are connected with people and information around our city, country, and world.

Lesson 2

Compare/Contrast

Objective: Students will identify the similarities and differences of two topics and place them into a Venn diagram

“Human Venn Diagram” Paragraph Strips

Paragraph #1 – “Cats and Dogs”

Must be “won over”
Devotion must be earned
Play with string and mice
Require care
Good Companions
Protective & Caring
Man’s best friend
Immediate devotion to owner
Enjoy tug-of-war and rubber toys

Paragraph #2 – “Newspapers vs 6’oclock News”

Printed on paper
Must be read
More space for development

Lesson 2

Compare/Contrast

Objective: Students will identify the similarities and differences of two topics and place them into a Venn diagram

“Human Venn Diagram” Paragraph Strips

Paragraph #2 – “Newspapers and 6 o’clock News”

Deadlines mean facts may go unchecked

Keep us up to date on current events

Connect us with people and information

May be watched or listened to

Receive information while doing other things

Time constraints limit information given

Paragraph #3 – “Telephone vs E-Mail”

Near the message

Easier to interpret feelings and meanings

May be expensive if the message is long

Connect us to people around the world

Allow us to leave short messages

Gives us unwanted communication