Card Sort – English Language Arts

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| Individually students in their chromebooks or on a piece of paper: “Reflect on these five “labels”: a brain, an athlete, a basket case, a princess, and a criminal. What thoughts come to mind regarding their commonalities? What do these labels have to do with you? Your school? Write at least 5-7 sentences about what words come to mind and why.   * Quick Write (K20 Strategy) | After learning about Greek and Latin roots, ask students to respond on a notecard: “How can knowing the roots of words help you with reading, writing, and spelling?”   * Exit Ticket  (K20 Strategy) |
| There is a designated place in the classroom where students put questions that they didn’t want to ask during the lesson.   * Parking Lot (K20 Strategy) | Students complete the chart on what a Siren is before participating in the lesson and finish after.   * I Used to Think…But Now I Know  (K20 Strategy) |
| While reading a short story, have students take notes on a piece of paper chart what they notice and still wonder about as they read.   * I Notice, I Wonder (K20 Strategy) | Have students read statements on handout about love/marriage and then label them as “always true,” “sometimes true,” or “never true.” Instruct students to explain their reasoning for why they choose each label under each statement.   * Always, Sometimes, or Never True  (K20 Strategy) |

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| Students participate in a Honeycomb Harvest activity to categorize statements according to their mode of persuasion-logos, ethos, or pathos.   * Honeycomb Harvest (K20 Strategy) | Students use red, yellow, or green sticky notes to color-code their comfort level with understanding the classical essay format.   * Stoplight Stickies (K20 Strategy) |
| With a partner, students create a Venn diagram comparing and contrasting two main characters and determine which is the protagonist and which is the antagonist of the story.   * Venn Diagram (K20 Strategy) | **Assessment of Learning** |
| Students take turns writing their definition of the slang on notebook paper; they then pass it to another student in the class or down the rows. When all students have written a guess on at least one of the notebook papers, they should return the paper to the student who started the chain note. Share with the group.   * Chain Notes (K20 Strategy) | **Assessment as Learning** |
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