

SYLLABUS

EDUC 4173 - 001 Materials and Methods of Teaching Elementary Science and Mathematics

W 6:00 - 8:30 pm HmH 207 --- FALL 2009

I. General Information:

School: Education

Department: Education

Course Number: EDUC 4173

Credit Hours: 3

Course Title: Materials and Methods of Teaching Elementary Science and Mathematics

II. Instructor:

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Office Hours: 11:00 am – 12:00 noon on M and F and 2:30 pm – 3:30 pm on TWR

Other office hours are by appointment only!

III. Course Description:

A study of the methods, materials, and classroom procedures as they relate to teaching mathematics and science in the elementary classroom.

IV. Requirements for the Course:

Admission into the Teacher Education Program.

V. Textbooks:

Mathematics for Elementary Teachers: A Conceptual Approach

by Albert B. Bennet, Jr. and L. Ted Nelson

Teaching Science to Children: An Inquiry Approach

by Alfred E. Friedl and Trish Yourst Koontz

VI. Goals and Objectives of EDUC 4173 Materials and Methods of Teaching Elementary Science and Mathematics:

1. Science — Candidates know, understand, and use fundamental concepts in the subject matter of science — including physical, life, and earth and space sciences — as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, a the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a abase for scientific and technological literacy. ACEI 2.2
2. Mathematics — Candidates know, understand, and use the major concepts, and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data. ACEI 2.3
3. Health education — Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. ACEI 2.6
4. Integrating and applying knowledge for instruction — Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals,, and community. ACEI 3.1
5. Adaptation to diverse students — Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students. ACEI 3.2
6. Development of critical thinking, problem solving, performance skills — Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills. ACEI 3.3

7. Active engagement in learning — Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments. ACEI 3.4
8. Communication to foster collaboration — Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. ACEI 3.5
9. Assessment for instruction — Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. ACEI 4
10. Practices and behaviors of developing career teachers — Candidates understand and apply practices and behaviors that are characteristic of developing career teachers. ACEI 5.1
11. Reflection and evaluation — Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally. ACEI 5.2
12. Collaboration with colleagues and the community — Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being. ACEI 5.4

VII. Assessment:
Grading Scale:

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	below 60

Assessment will be monitored by:

A. Math and Science Unit: 45%

- Each student will develop, present, test, and score, at minimum, one math and one science lesson plan.

(The number of lesson plans developed per student is contingent upon the class size.)

Format of the lesson plan should follow the attached Lesson Plan Format. The lesson plan should contain the following:

- 1) lecture support material in the form of a study guide
- 2) clearly stated learning objectives for the study guide
- 3) at least 2 activities (with one of these activities integrating a health component in all science units) with full explanations such as:
 - a) the age group to which the lesson is targeting
 - b) clearly stated learning objectives for each activity
 - c) a list of materials needed per student/group
 - d) a complete set of instructions, written much like a cookbook is written
 - e) activity work sheet(s)
 - f) assessment for each activity using a variety of assessment tools
- 4) integration of math with science and other content areas throughout the unit
- 5) the use of technology **by the students** in at least two activities
- 6) an illustration of a bulletin board concerning the unit (one of these will be created and displayed)
- 7) a bibliography of resources

- All Lesson Plans are to be typed using Microsoft Word and saved as a 97-2003 Word document.
- All supporting materials in the form of photocopies are to be scanned and attached as pdf files.
- All members of the course and the instructor are to receive these items in an email submitted no later

than 4PM on the Friday prior to the scheduled presentation date.

See the Written Lesson Plan Format, the Rubric for Scoring the Written Lesson Plan , and the Rubric for Scoring the Oral presentation of the Written Lesson Plan at the end of this syllabus.

B. Exam: 20%

Each student will be required to take and pass a competency examination in his/her subject area. The competency examination will be written at the eighth grade level and will meet the specific OSAT test competencies and ACEI standards. This test is designed to demonstrate that the teacher candidate has the content knowledge necessary to become “Competent, Caring, and Committed” teachers. You will be required to make a score of 80% or better on this exam. **Failure to do so will result in a course grade of no higher than a D. You will not receive a passing grade of a C or better until you have passed the competency exam.** You may only take this exam twice during the period of the course. The results of this exam can be used by the candidate as evidence of Portfolio Competency # 1 if desired.

C. Bulletin Board: 20%

The student will create, at minimum, one bulletin board concerning either math or science on the elementary level. (The number of bulletin boards created by the student is contingent upon class size.)

See the Rubric for Scoring the Bulletin Board attached at the end of this syllabus.

D. Textbook Evaluation: 5%

Students will visit a state curriculum center to preview and evaluate various science and math textbooks with materials. The student will review two math and two science textbooks and write a minimum of two pros and two cons for choosing each book to be used in his/her classroom.

See the Rubric for Scoring the Evaluation of Math and Science Textbooks attached at the end of this syllabus.

E. Article Review: 10%

The student will read a professional journal article about science or math education. The student will then write a brief summary and critique of the article. The summary is to be at minimum two pages, and at maximum five pages. The summary is to be typed, double-spaced, size 12 font with one inch margins. A copy of the article is to be attached to the review.

See the Rubric for Scoring the Article Review attached at the end of this syllabus.

F. Final Exam

This exam is comprehensive and will be discussed further in class.

The final exam is scheduled for **Wednesday, December 9** from **6:00 - 8:30 pm** in **HmH 207**.

Do not make plans to leave for holiday until you have completed your finals. Do not ask to take your final early. It is against the Oklahoma State Regents for Higher Education (OSRHE) policy. Should someone else be making arrangements for your departure, it is your responsibility to inform him/her that you are not available to leave prior to completing your final.

VIII. Cell Phones:

Prior to entering the classroom, cell phones must be turned off and are to remain off for the entire class period. Cell phones will not be allowed in the classroom during days in which an exam or test is scheduled. On the rare occasion that a cell phone must be kept turned on during class, (such as eminent death within the immediate family, you are on the organ transplant list, you are a member of an emergency response team and you are on call) you must notify the instructor upon entering class and the phone is to be set at silent or vibrate.

Contrary to popular belief, although cell phones are capable of producing mathematical calculations, they are not calculators and will not be allowed for mathematical calculations within the classroom.

Acquire a calculator!

IX. Attendance and Cheating Policy:

Attendance is **mandatory** and will be monitored each class period. The student is responsible for signing the roll sheet each class period. If you fail to sign the roll sheet before you exit the classroom, it will be counted as an absence.

Students are expected to **arrive on time** and to remain for the entire lecture. **Respect** for the instructor, fellow classmates, and oneself is expected. Exiting the classroom early is disruptive and unacceptable. The only exception to this is unexpected illness. Any early exit will be counted as an absence and a letter of explanation and a request to re-enter the classroom is required. All students are expected to do their own work, both at home and in the classroom. Any sort of cheating will not be tolerated. Anyone caught cheating will receive a zero for that assignment and will be reported to the office of the Vice President of Academic Affairs.

X. Plagiarism/Academic Dishonesty:

Any act that meets the definition on plagiarism based upon the definition and guidelines proposed in the General Catalog or Student handbook will result in a grade of zero for the assignment and a report to the Dean of Academic Affairs for review and any further disciplinary action determined there. Plagiarism is defined as: "Verbatim copying of an entire paper or other assigned work, not writing or composing your own work, submitting anyone else's (student, friend, professional web) work, structure, or ideas, in whole or in part, without adequate acknowledgment of the sources used to construct a paper or other assigned work, giving or obtaining answers on a test.

XI. Statement of Academic Accommodation:

Disabilities: *Request for accommodation for disabilities should have been made prior to the start of the semester through the Vice President for Academic Affairs Office (academic, i.e. learning disabilities: or the Vice President for Student Affairs Office (physical, i.e. mobility, vision, hearing).* However, if you think you have a disability and are in need of special accommodations, the instructor will work with you to provide a reasonable accommodation to ensure that you have a fair opportunity to perform well in this class. Please advise the instructor (**and appropriate VP**) of such disability and the desired accommodation at some point before, during, or immediately after the first scheduled class period.

XII. Tobacco Use in Public Places

In accordance with the State Smoking Places Act, the University has established a Smoking in Public Places Policy. All buildings owned or operated by OPSU will be free from tobacco use. Definitions: "Building" is defined for the purpose of this policy as an enclosed, indoor area owned or operated by OPSU and used by the general public, serving as a place of work for university employees or a meeting place for a public body (as defined in the Open Meeting Act OS 25, Section 304), including but not limited to offices, classrooms, laboratories, libraries, auditoriums, arenas, theaters, performance/exhibit halls, museums, meeting rooms, cafeterias, and restaurants. "Tobacco use" means the carrying by a person of a lighted cigar, cigarette, pipe or other lighted smoking device, and chewing smokeless tobacco.

Signs will be posted at all entrances to university buildings stating that the buildings are tobacco free. Faculty, staff, or students within the building may as any person using tobacco in the building to refrain.

The above does not apply to: (1) any employee housing or residence facility owned or operated by the University, (2) outdoor areas unless specifically designated as non-smoking areas and which are ventilated to the outdoors.

Budget unit heads or their designees will disseminate this policy to all employees within their area of responsibility. Please direct concerns regarding this policy or its implementation through normal supervisory channels for resolution.

A smoking room shall be in a location which is fully enclosed, directly exhausted to the outside, under negative air pressure so smoke cannot escape when a door is opened, and no air is re-circulated to nonsmoking areas of the building. No smoking exhaust shall be

located within twenty-five (25) feet of any entrance, exit or air intake.
No smoking shall be allowed within twenty-five (25) feet of an entrance or exit of any building owned or operated by OPSU.

XIII. Disclaimer:

The content of this syllabus is intended to provide the student with pertinent information about this course and may be altered as needed by the instructor. In other words, this is NOT a contract.

XIV. Significant Dates:

August 18 This is the final day to add a class or change a section
August 25 No refunds after this date
October 30 This is the last day to withdraw with a "W"
November 17 This is the last day to withdraw from a class with a "WF" or a "WP"

WRITTEN LESSON PLAN FORMAT

Name:

Grade Level / Subject:

Topic:

Objectives (P.A.S.S.):

Instruction:

1. Introduction —

This can be a time to grab students' attention / motivation about the content OR build background information for new content OR review previous information OR state the purpose for learning the concept.

2. Instructional Process —

The meat of the lesson that describes what the teacher and students will be doing / saying.

- * You should make the topics fit your grade level in elementary or assigned math class in secondary level.
- * List the state competency for mat at your level for which you plan is designed.
- * List specific objectives foe which your lesson is designed
- * List the materials you will use. Be specific by titles where applicable.
- * Describe the activities you will use.
- * Describe your assessment for mastery of the objectives you listed.
- * Describe modifications you will have to make for your specific class.
- * Teach the class and then write a reflection on your success or needed changes.

3. Closure —

The ending of the lesson that could include a question / answer period over the material covered, a review from the teacher, or a student activity that helps with solidifying the understanding of the material.

Assessment — This could include guided / independent practices OR the testing of information covered OR a student activity that is assessed by a rubric. How do you plan to assess the expectations of the objectives? How do you determine that the students have learned?

Modifications / Accommodations — How to modify for ELL and special needs students.

Reflection — What changes because of time constraints, students' participation, or materials used could be done next time to improve or change the outcome of the lesson?

Evaluators Name: _____

Rubric for Scoring the Written Lesson Plan

Presenters Name: _____ Presentation Date: _____

Title of Presentation: _____

Score	Indicators	Level of Competency 3	Level of Competency 2	Level of Competency 1
	Format	Lesson has appropriate content and grade level. Follows prescribed format accurately.	Content or grade level somewhat appropriate. Follows format but was unclear.	Content or grade level inappropriate. Format was not followed.
Format Comments →				
	Assessment	Assessment is clearly stated and matches the objective(s)	Assessment is not clearly stated or does not match the objective(s)	Assessment does not match the objective(s) or are not listed.
Assessment Comments →				
	Grammar / Usage / Spelling	Few (2 to 4) errors in grammar and usage and spelling	Few (4 to 6) errors in grammar and usage and spelling	Errors in grammar and usage and spelling are numerous
Grammar Comments →				
	State Competencies PASS	PASS Competencies are listed and match the objective(s)	PASS Competencies are listed and somewhat match the objective(s)	PASS Competencies do not match the objective(s) or are not listed.
State Comp. Comments →				
	Modifications / Accommodations	Listed and appropriate for the lesson. Two examples are given.	Listed and somewhat appropriate for the lesson. One example is given	Are not listed or are not appropriate for the lesson. No example.
Modifications Comments →				
	Objectives	The objective(s) are listed and are measurable and appropriate.	The objective(s) are listed and are somewhat measurable and appropriate.	The objective(s) are not appropriate or are not listed.
Objectives Comments →				
	Instructions	Appropriate in content and usage of instruction. Matches the objective(s)	Somewhat appropriate in content and usage of instruction. Somewhat matches the objective(s)	Content and usage of instruction are inappropriate. Does not match the objective(s)
Instructions Comments →				
	Closure	Appropriate use and contents	Somewhat appropriate use and contents	Inappropriate use and or contents
Closure Comments →				
	Reflection	Appropriate use and contents	Somewhat appropriate use and contents	Inappropriate use and or contents
Reflection Comments →				
	Materials and Resources	Listed and appropriate for the lesson	Listed and somewhat appropriate for the lesson	Not listed or not appropriate for the lesson
Materials Comments →				

Evaluators Name: _____

Rubric for Scoring the Oral Presentation of the Written Lesson Plan Presentation

Presenters Name: _____ Presentation Date: _____

Title of Presentation: _____

Indicators	Level of Competency 3 Target	Level of Competency 2 Acceptable	Level of Competency 1 Weak or Unacceptable
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score	Poise	The bearing of head or body; carriage
score	Confidence	The state of feeling sure
score	Knowledge	Having acquaintance or clear perception of the facts
score	Preparedness	the state of being prepared; ready to perform or present
score	Flow	To manifest smoothness, continuity, and ease of presentation
score	Opening	Beginning commencement
score	Closing	Bringing to an end; summation of the presentation

The above indicators have been defined using Webster's Dictionary

Evaluators Comments:

Evaluators Name: _____

Rubric for Scoring the Bulletin Board

Presenters Name: _____ Date: _____

Topic of the Bulletin Board: _____

Score	Indicators	Level of Competency 3 (5 to 4 points)	Level of Competency 2 (3 to 2 points)	Level of Competency 1 (1 to 0 points)
	Topic is reflected in the design	Strongly reflected	Moderately reflected	Poorly reflected
	Information is accurate	completely accurate	Mostly accurate	Rarely accurate
	All words are correctly spelled	No mis-spelled words	1 - 2 mis-spelled words	3 or more mis-spelled words
	It is colorful and eye-catching	Strongly colorful and eye-catching	Moderately colorful and eye-catching	Hardly colorful and eye-catching

Evaluators Comments:

Rubric for Scoring the Evaluation of Math and Science Textbooks

Student's Name _____

Date _____

Score	Points Possible	Description of the item to be evaluated.
	3	Provided the title of the text. Yes = 3, No = 0
	3	Provided the author(s) of the text. Yes = 3, No = 0
	3	Provided the edition of the text. Yes = 3, No = 0
	2	Provided the ISBN number of the text. Yes = 2, No = 0
	3	Identified the grade level for which the text was written. Yes = 3, No = 0
	2	The text book review was typed. Yes = 2, No = 0
	2	The text book review was double spaced. Yes = 2, No = 0
	2	The text book review was created with one inch margins. Yes = 2, No = 0
	2	The text book review was created with a size 12 font. Yes = 3m, No = 0
	4 to 0	The text book review was between 2 to 5 pages in length. 2 – 5 pages = 4, More than 5 pages = 3, under two pages = 0
	4 to 0	One paragraph is written per text book. 4 paragraphs = 4, 3 paragraphs = 3, 2 paragraphs = 2, 1 paragraph = 1
	5 to 1	Sentence structure was written without error = 5, had 2 to 4 errors, = 3, had more than 4 errors = 1
	5 to 1	Grammar usage had no errors = 5, had 2 to 4 errors = 3, had more than 4 errors = 1.
	6	Discussed the aesthetic appeal of the text. Well done= 5, Briefly mentioned = 4, Not mentioned at all = 2
	6	Discussed the organization of the text. Well done = 6, Briefly mentioned = 4, Not mentioned at all = 2
	6	Discussed the user friendliness of the text for the teacher. Well done= 5, Briefly mentioned = 4, Not mentioned at all = 2
	6	Discussed the user friendliness of the text for the student. Well done= 5, Briefly mentioned = 4, Not mentioned at all = 2
	6	Noted whether or not the textual information was up to date. Well done= 5, Briefly mentioned = 4, Not mentioned at all = 2
	6	Discussed the potential cultural, religious, political, or sexual biases in the text. Well done= 5, Briefly mentioned = 4, Not mentioned at all = 2
	6	Discussed how the curriculum incorporates technology to assist the teaching/learning process. Well done= 5, Briefly mentioned = 4, Not mentioned at all = 2
	6	Discussed the used of current educational pedagogy in the text. Well done= 5, Briefly mentioned = 4, Not mentioned at all = 2
	6	Discussed the integration of the text with other disciplines. Well done= 5, Briefly mentioned = 4, Not mentioned at all = 2
	6	Discussed the making of accommodations for special needs children (including ESL and GT). Well done= 5, Briefly mentioned = 4, Not mentioned at all = 2

Rubric for Scoring the Article Review

Student's Name _____

Date _____

Score	Points Possible	Description of the item to be evaluated.
	6 to 0	The article review was typed. Yes = 2, No = 0
	6 to 0	The article review was double spaced. Yes = 2, No = 0
	6 to 0	The article review was created with one inch margins. Yes = 2, No = 0
	6 to 0	The article review was created with a size 12 font. Yes = 3m, No = 0
	6 to 0	The article review was between 2 to 5 pages in length. 2 – 5 pages = 4, More than 5 pages = 3, under two pages = 0
	6 to 0	Within the article review, the title of the article is provided. Yes = 6, No = 0
	6 to 0	Within the article review, the name(s) of the author(s) is/are provided. Yes = 6, No = 0
	6 to 0	Within the article review, the publisher of the article is provided. Yes = 6, No = 0
	6 to 0	Within the article review, the month, date, year, and volume number of the publication date is provided. Yes = 6, No = 0
	6 to 0	The original article critiqued, is copied and attached to the back of the review. Yes = 6, No = 0
	16 to 8	The article review clearly identified the purpose and scope of the article. Well done = 16, moderately = 12, not well-done = 8
	12 to 2	Sentence structure was written without error = 12, had 2 to 4 errors, = 7, had more than 4 errors = 2
	12 to 2	Grammar usage had no errors = 12, had 2 to 4 errors = 7, had more than 4 errors = 2.

Bloom's Taxonomy of Cognitive Objectives

Bloom's taxonomy of cognitive objectives, originated by Benjamin Bloom and collaborators in the 1950's, describes several categories of cognitive learning.

Category	Description
Knowledge	Ability to recall previously learned material.
Comprehension	Ability to grasp meaning, explain, restate ideas.
Application	Ability to use learned material in new situations.
Analysis	Ability to separate material into component parts and show relationships between parts.
Synthesis	Ability to put together the separate ideas to form new whole, establish new relationships.
Evaluation	Ability to judge the worth of material against stated criteria.

Many people also call the analysis, synthesis, and evaluations categories "problem solving."

Applying Bloom's Taxonomy

Dalton, J. & Smith, D. (1986) "Extending Children's Special Abilities – Strategies for primary classrooms" pp36-7

<u>Knowledge</u>	<u>Comprehension</u>	<u>Application</u>	<u>Analysis</u>	<u>Synthesis</u>	<u>Evaluation</u>
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Knowledge

Useful Verbs	Sample Question Stems	Potential activities and products
tell list describe relate locate write find state name	What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?	Make a list of the main events.. Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the in the story. Make a chart showing... Make an acrostic. Recite a poem.



Comprehension

Useful Verbs	Sample Question Stems	Potential activities and products
explain interpret outline discuss distinguish predict restate translate compare describe	Can you write in your own words...? Can you write a brief outline...? What do you think could of happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...?	Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a colouring book.



Application

Useful Verbs	Sample Question Stems	Potential activities and products
solve show use illustrate construct complete examine classify	Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a ...?	Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the areas of study. Make a paper-mache map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game using the ideas from the study area. Make a clay model of an item in the material. Design a market strategy for your product using a known strategy as a model. Dress a doll in national costume. Paint a mural using the same materials. Write a textbook about... for others.



Analysis

Useful Verbs	Sample Question Stems	Potential activities and products
analyse distinguish examine compare contrast investigate categorise identify explain separate advertise	Which events could have happened...? I ... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did ... changes occur? Can you compare your ... with that presented in...? Can you explain what must have happened when...? How is ... similar to ...? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point in the game? What was the problem with...?	Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a view. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study person. Prepare a report about the area of study. Arrange a party. Make all the arrangements and record the steps needed. Review a work of art in terms of form, colour and texture.



Synthesis

Useful Verbs	Sample Question Stems	Potential activities and products
create invent compose predict plan construct design imagine propose devise formulate	Can you design a ... to ...? Why not compose a song about...? Can you see a possible solution to...? If you had access to all resources how would you deal with...? Why don't you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a tasty dish? can you develop a proposal which would...	Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. Write about your feelings in relation to... Write a TV show, play, puppet show, role play, song or pantomime about...? Design a record, book, or magazine cover for...? Make up a new language code and write material using it. Sell an idea. Devise a way to... Compose a rhythm or put new words to a known melody.



Evaluation

Useful Verbs	Sample Question Stems	Potential activities and products
judge select choose decide justify debate verify argue recommend assess discuss rate prioritize determine	Is there a better solution to... Judge the value of... Can you defend your position about...? Do you think ... is a good or a bad thing? How would you have handled...? What changes to ... would you recommend? Do you believe? Are you a ... person? How would you feel if...? How effective are...? What do you think about...?	Prepare a list of criteria to judge a ... show. Indicate priority and ratings. Conduct a debate about an issue of special interest. Make a booklet about 5 rules you see as important. Convince others. Form a panel to discuss views, eg "Learning at School." Write a letter to ... advising on changes needed at... Write a half yearly report. Prepare a case to present your view about...

