**CLASS NOTES**

The four aspects of reading, writing, listening, and speaking inform the development of objectives for a language arts curriculum by suggesting the most important abilities and understandings students should be developing in their study of language arts. When all four aspects are viewed together they can provide an overall picture of language learning. The teaching of two or more aspects together in the same lesson can facilitate the targeting of multiple objectives.

Reading

Reading objectives should focus on how, what and why students read. They should exemplify the specific behaviors of successful, active readers in a variety of situations.

Writing

Students will need to learn the process of writing, from pre-writing to revision, as well as the different types of writing---descriptive, narrative, persuasive and expository.

Speaking

Through class discussion and oral presentations, students can demonstrate their achievement of speaking skills. Speaking objectives should target a variety of rhetorical styles.

Listening

Listening involves active participation on the part of the listener, who goes through the stages of hearing, understanding, and judging the information received. Objectives should concentrate on strategies for effective listening.

**Solve word problems using grade-level appropriate operations and numbers (3rd grade math).**

Reading

After the class book is published, students will pair up with a new partner. The students will solve the problem that their partner created. The students will be required to use scheming to show how to arrive at the answer. The students will also need to check their work using division. The author of the story problem will be required to oversee his/her partner’s work to ensure he/she completing the problem correctly.

Speaking

Groups will nominate one student to read the story problem out loud to the class. We will organize the story problems into logical groups. Then we will discuss the way in which we can create a table of contents for the book. Students will vote on a title for our book. Each group will be responsible for adding one definition to our glossary. Some examples could include: multiplication, division, number sentence, equation, label, etc.

Writing

• Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students’ progress through the stages of the writing process.

Listening

Students will work in small groups, with assistance from the classroom teacher, to create story problems at the appropriate level. Students will be asked to show and listen to each other explaining a solution to the problem using scheming and pictures. Students will be asked to check their work, using the inverse properties of division.

**Analyze the risk factors associated with natural, human-induced, and/or biological hazards (8th grade science).**

Reading

Students will read what techniques they used to clean up the oil spill and why they thing oil is harmful to the environment.

Speaking

Students will discuss Water Pollution & Water Purification prior to conducting activities. Each student will also communicate what they learned about water pollution specifically phosphates.

• Where do phosphates come from?

• Who is ultimately in charge of cleaning phosphates out of wastewater?

• Why is in important to do this? Why should we be concerned about cleaning or treating wastewater?

• What is wastewater used for? Why?

Writing

Students will write what they learned about the water treatment process.

• Why are there so many steps?

• Why is each step important?

• Why is water treatment important for human health?

• Do we need to treat water for other uses other than drinking?

Listening

Allow students to share their new learning with a partner, each student will listen to three things they learned in their science notebook or lab journal from each member of their group.