

Contract for the reading of Johnny Appleseed by Steven Kellogg

Over the next week, you will be completing the reading of, activities for, and test on this book. You will start by reading the book 2 times, once by yourself, then once with the other contract readers. Then, you will complete some choice activities that go along with the skill we are working on this week. Finally, you will take an AR or a paper test on the book.

1. Read the book yourself.
2. With the other contract readers, take turns reading through the story together.
3. Choose 3 activities to complete. (One from the “vocabulary”, one from “response,” and one from “skill”)
4. Take the AR test on the book. If you have already taken the AR test, ask for a paper test from the teacher. (You may only test on this book AFTER you have completed #1-3!)

| Vocabulary Choices | Response Choices | Skill Choices |
|--|---|---|
| Write Definitions for the following words. <ul style="list-style-type: none"> • Wilderness • Pioneer • Settlers • Orchard • Recollections • Exaggerated | Imagine you are Johnny Appleseed, moving from place to place planting apples. Create a journal about your travels. Begin when you first leave home, and stop when you leave Ohio. (Minimum of 3 journal entries.) | Use a Venn Diagram to compare and contrast Johnny Appleseed to Miss Rumphius |
| Make a matching game using the vocabulary words written above. The game should show matches between words and definitions. BE NEAT! | John Chapman was a real American pioneer. Find out more information about pioneer life and prepare to share the information with the class. (You need to gather lots of fact for this one!) | Create a sequence game by writing 10 events from the story, Johnny Appleseed on strips of paper. Cut them in a plastic bag. Let another contract reader try to put the events in order. (You must create a key so that they can check their answers.) |
| Create a crossword puzzle using clues for the words listed above. | Do a puppet show to retell the story of Johnny Appleseed. You will need to make your own puppets and be able to create speaking parts for the characters that will accurately retell the story. | Create a cause and effect book about Johnny Appleseed’s life. The book must have at least 5 pages complete with illustrations. |

- All work must be done neatly to receive full credit!
- You may be asked to share some of your work with the class so be ready!
- You will get 3 grades from this contract (Activities, AR test, and Effort)

Student Signature _____

Parent Signature _____

Teacher Signature _____

Science Goal 1

The learner will build an understanding of plant growth and adaptations.

Objectives 1-1, 1-2, 1-3, 1-4 and 1-5

A Smorgasbord of Plant Projects

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|---|---|--|--|
| 1. Design your own plant. Your plant must have a stem, roots, leaves, and a flower. | 2. Construct a game called It's a Match to review vocabulary words. | 3. you will use filmstrip patterns to recreate the story From Seed to Plant by Gail Gibbons. | 4. Create a study guide for Chapter 1 Lesson 1-3 for future students. |
| 5. Create a song about plants | 6. Design a board game using information from our unit on plants. | 7. Write directions for a science experiment dealing with plants. | 8. Create an alphabet book about different plants. Ex. P. is for photosynthesis. Photosynthesis is ... |
| 9. You will play guess the fib with other groups. You must write 4 true statements about plants and 2 fibs. | 10. Write a plant riddle. | 11. Identify and label the parts of a plant using large construction paper. Describe the function of each part of the plant. | 12. Write a recipe for a dessert. The recipe must include something that grew from a seed. |

I choose activities # _____, # _____, # _____, # _____.

I prefer to do the following alternate activity that my teacher approved:

Student's signature _____ Date _____

Parent's signature _____ Date _____

Class assignments are due Oct. 8

Plant Project Activities

1. You must use the following materials to construct a plant with a stem, roots, leaves, and a flower: Flexible drinking straw, a rubber band, string, 1 sheet of green construction paper, tissue paper, and pipe cleaners.
Hint: You must rely on each other to create your plant. I can not give advice.
Discuss ways in which the materials can be used effectively before you begin.
Example: The straw can be used for the _____ part of the plant. Be able to explain why you choose the materials you did for the plant parts.
2. It's a Match – I am looking for a fast, fun way to review science terms. I need your help. You must find important words from Chapter 1 and make a matching game. Make sure you color code your activity. Vocabulary words on one color and definitions on another color. I need enough cards for 24 students to play. Make sure you play your game with your teammates and it works. Write instructions so it could also be a learning center game.
3. Reread the book From Seed to Plant by Gail Gibbons. Your job is to use filmstrip patterns to recreate the story. You must pick out the most important parts of the book and illustrate a picture for each slide. Make sure your illustrations are in order. Before you draw on your patterns illustrate a rough draft on notebook paper. You will narrate your filmstrip as you show it to a small group of students. Be prepared and rehearse what you will say.
4. Ziploc Activity – You are going to make a study guide for Chapter 1 Lesson 1-3 for future students. First you must decide what is important in each lesson. Remember you must prepare them so they will be successful on their upcoming test. I will give you different die-cut shapes. You will write the important questions on the front with the answers on the back. Remember to write neat. You must write at least 8 questions for each lesson. Have Fun! Write a rough draft before you use the die cuts.
5. Create a song that would help younger children learn the parts and functions of a plant. Remember it must have a tune.
6. Create a board game about Plants. You must have cards, game pieces and a game board. You can base it off of a popular game as long as you change the game board and game pieces.
7. We have completed two science experiments dealing with plants. Using the sheet I provide, you must write a problem or question, form a hypothesis, experiment plan, materials needed, procedure, observations and conclusions.
8. Create an alphabet book about our science unit on Plants. Each page must include a word, illustration, and a sentence explaining the word.

9. Guess the Fib – Students will write 4 true facts and 2 fibs. Try to make them hard so the audience has a hard time deciding which ones are the fibs. You will read them aloud to your class mates and they will try to guess the fibs.
10. For this project, you must choose a plant to research. Use factual books or encyclopedias to find as many interesting facts about your plant as you can. Then write a riddle incorporating several of the facts. Choose at least one fact that will “give away” the identity of the plant. Be prepared to share your riddle.
Example animal riddle: I live on the forest floor. I am a good hunter. I have spots. I am in the cat family. What am I? (Answer: I am a jaguar.)
11. Use a large sheet of construction paper to draw a plant. The plant needs to be drawn large enough to label and describe each function of the plant.
12. Write your own recipe for a dessert. The recipe must include something that grew from a seed. It must look like a recipe. Be sure to include materials, steps for preparing the recipe and how many it will serve.

Rubric for Plant Project

- All 4 assignments were completed 30
- Assignment 1 was completed accurately 10
- Assignment 2 was completed accurately 10
- Assignment 3 was completed accurately 10
- Assignment 4 was completed accurately 10
- Work is neat and organized 10
- Stayed focused on my task each day 10
- Presentation of projects 10

Total Points Possible 100

My Score _____

Comments

Independent Contracts

When assigning independent book contracts, a common element is chosen first. For example:

When studying conflict as the theme, we use books such as: *Hatchet*, *Island of the Blue Dolphins*, *I Am the Ice Worm*, and *My Side of the Mountain*.

- All of these novels share similar themes and contain great examples of conflict.
 - All of these novels also have a variety of reading levels.
1. Students are given a brief overview of the book and then have the opportunity to number them 1-4 in order of most preferred reading. Choices are then reviewed by the teacher and approved or reassigned according to reading ability. (Usually, most students are given their first or second choice.)
 2. Students are then given a list of activities from which they most complete a designated number of assignments. Activities are based upon level of difficulty.
For example:
 - a. Higher achieving students are possibly given a fewer number of high-level activities from which to choose. (These activities involve more problem-solving, higher level critical thinking and evaluation activities.)
 - b. Below grade level students would be given a greater number of activities, some of which are easier from which to choose and also, activities that promote the basis skills.

The activity choices are from various subject areas so students have the opportunity to display their learning from the book in an avenue that they are successful and comfortable with.

Note:

1. Sample activity choices are from a book titled *Contracts for Independent Readers*, which are available for various genres at a teacher's aid store.
2. Sample activity choices can also be created by the teacher.
3. Contracts are sometimes given to the entire class or as enrichment opportunities for above grade level students.
4. Contract work can be done outside of class or during class time. (Most of the time the contract activities are completed outside class, depending on type of activity.)
5. The contract is signed by the parent and students with the expectations outlined.
6. Contract activities are a lot more fun to grade than tests.