
Guam
Weather

Brought to you by:

ED-231 T/TH 12

Thank you to our sponsors:

KUAM NEWS

pepsi GUAM

FOREMOST Part of your life.

Knowledge

Activity 1: Rain cycle Diorama

- ❑ Label names of key processes and show the rain cycle process in a diorama.

- ★ Logical
- ★ Visual-Spacial
- ★ Kinesthetic

Activity 2: Rainbow

- ❑ Demonstrate how rainbows are made through experiment.

- ★ Logical
- ★ Visual-Spacial
- ★ Kinesthetic

Activity 3 Reading

- ❑ *Pick a book from the library,
- ❑ find keywords and concepts before reading and find definitions.
- ❑ Read afterwards and give a verbal summary of book.

- ★ Verbal-Linguistic
- ★ Visual-Spacial

LOW LEVEL T

Knowledge

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Key words:

Choose	Observe	Show
Copy	Omit	Spell
Define	Quote	State
Duplicate	Read	Tell
Find	Recall	Trace
How	Recite	What
Identify	Recognise	When
Label	Record	Where
List	Relate	Which
Listen	Remember	Who
Locate	Repeat	Why
Match	Reproduce	Write
Memorise	Retell	
Name	Select	

Actions:

Describing
Finding
Identifying
Listing
Locating
Naming
Recognising
Retrieving

Outcomes:

Definition
Fact
Label
List
Quiz
Reproduction
Test
Workbook
Worksheet

Questions:

Can you list three ...?
Can you recall ...?
Can you select ...?
How did _____ happen?
How is ...?
How would you describe ...?
How would you explain ...?
How would you show ...?
What is ...?
When did ...?
When did _____ happen?
Where is . . . ?
Which one ...?
Who was ...?
Who were the main . . . ?
Why did ...?

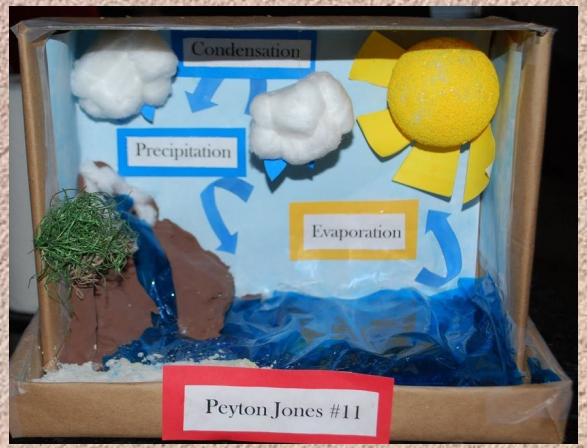
Knowledge, Activity 3 - Reading Differentiation-accommodations

- Readers will be grouped by reading abilities
- Books in library will be grouped by lexile scores
- Readers will be allowed to choose books by lexile level
- Number of words vary by reading level
- Audio books will be available
- Visual book will be available
- Reading buddy will be assigned
- More time given
- Prelesson access to list of words

Lexile Rating	Educational Grade-Level	
25	1.1	
50	1.1	
75	1.2	
100	1.2	
125	1.3	
150	1.3	
175	1.4	
200	1.5	
225	1.6	
250	1.6	
275	1.7	
300	1.8	
325	1.9	
350	2.0	
375	2.1	
400	2.2	
425	2.3	
450	2.5	
475	2.6	
500	2.7	
525	2.9	
550	3.0	
575	3.2	
600	3.3	
625	3.5	
650	3.7	

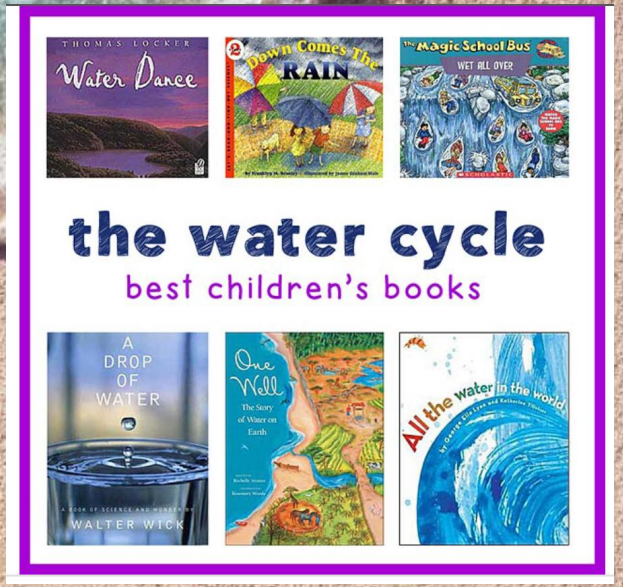
Visual Examples

Activity 1: Rain-cycle Diorama



Activity2: Rainbow

Activity3: Reading



Comprehension

Activity 1: Weathering The Mood

- ❑ *Start a Journal over the next month or so
- ❑ Reflect on how the weather affects one's mood.

★ Intrapersonal

Activity 2: Weather Match

- ❑ Match terms describing weather to appropriate picture

★ Visual -Spacial

Activity 3: Weather in Words

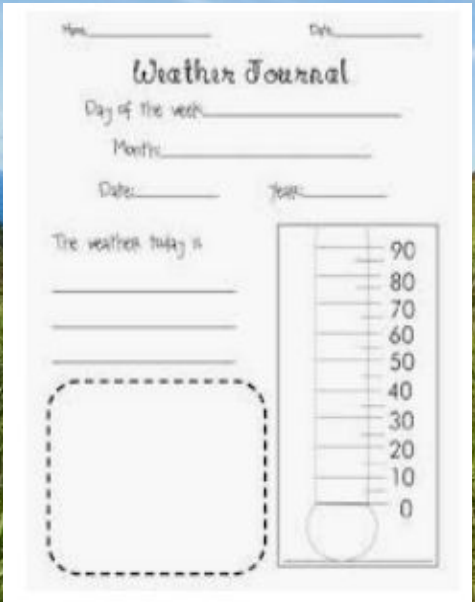
- ❑ *Using the keywords in the book you read, find 2 synonyms and 2 antonyms.
- ❑ Substitute the synonyms in a few sentences. Substitute the antonyms in a few sentences. Discuss the changes with your classmates. Compare and Contrast.

★ Verbal-Linguistic

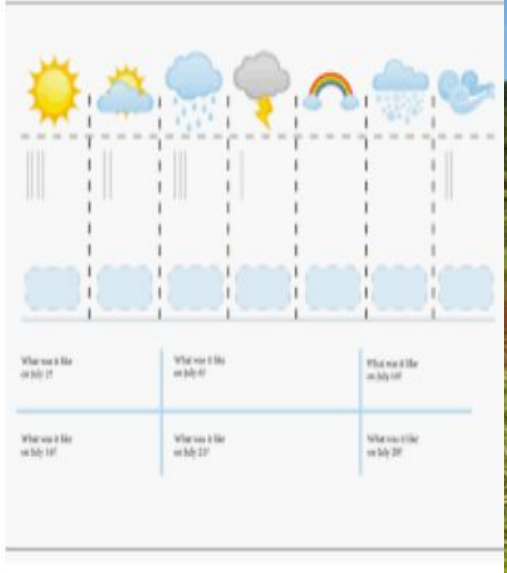
★ Interpersonal

Visual Example

Activity 1: Weathering the Mood



Activity 2: Weather Match



Activity 3: Weather in Words

Application

Activity 1: Foggy

- ❑ Experiment by creating fog
- ★ Bodily-Kinestetic
- ★ Visual-Spacial

Activity 2: Rain Data

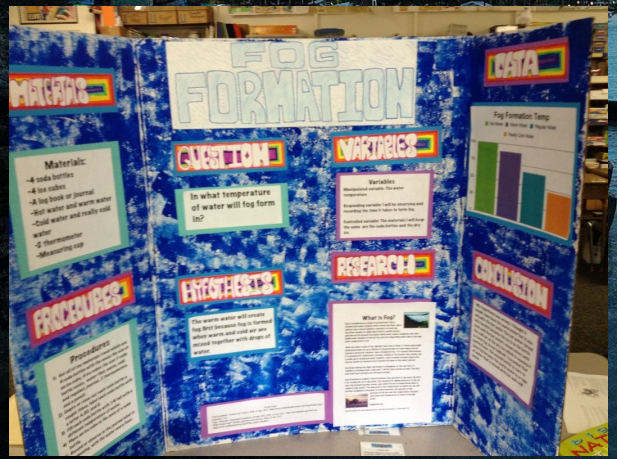
- ❑ *Start a Journal over the next month or so
- ❑ Reflect on how the weather affects one's mood.
- ★ Logical-Mathematical

Activity 3: Weather Mobile

- ❑ Using a cutouts, recycled material, make a weather mobile. Embellish your mobile to reflect activities you like to do with your family during the weather pattern. Be ready to discuss your mobile with the class.
- ★ Intrapersonal
- ★ Visual-Spacial

Visual Example

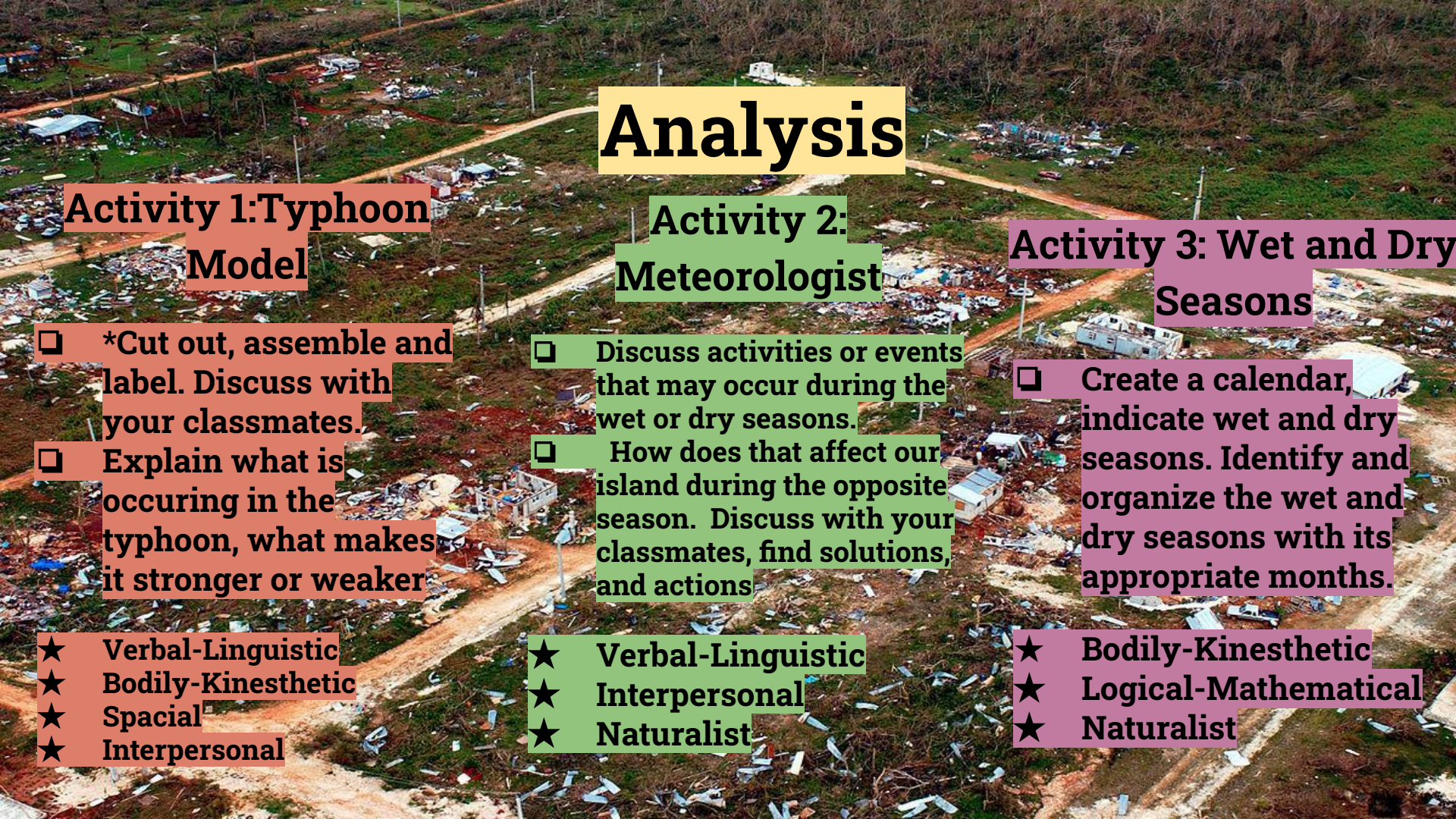
Activity 1: Foggy



Activity 2: Rain Data

Guam Naval Air Station	
Year	Jan
1950	1.67
1951	5.48
1952	2.53
1953	1.57
1954	5.8
1955	6.38
1956	2.27

Activity 3: Weather Mobile



Analysis

Activity 1:Typhoon Model

- ❑ *Cut out, assemble and label. Discuss with your classmates.
- ❑ Explain what is occuring in the typhoon, what makes it stronger or weaker

- ★ Verbal-Linguistic
- ★ Bodily-Kinesthetic
- ★ Spacial
- ★ Interpersonal

Activity 2: Meteorologist

- ❑ Discuss activities or events that may occur during the wet or dry seasons.
- ❑ How does that affect our island during the opposite season. Discuss with your classmates, find solutions, and actions

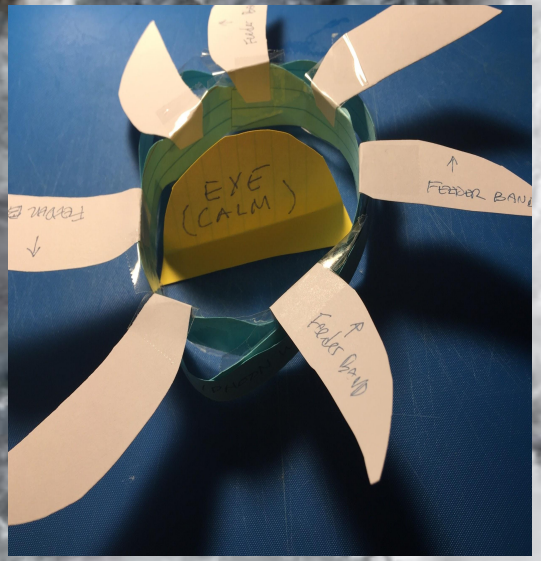
- ★ Verbal-Linguistic
- ★ Interpersonal
- ★ Naturalist

Activity 3: Wet and Dry Seasons

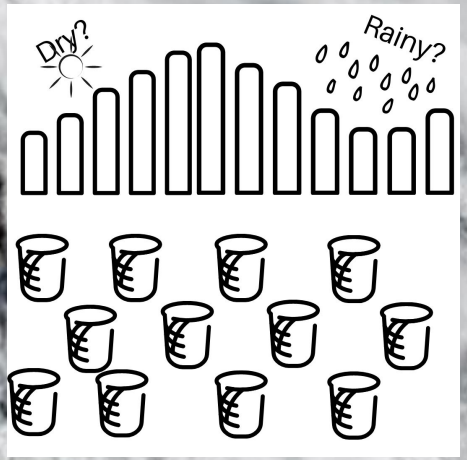
- ❑ Create a calendar, indicate wet and dry seasons. Identify and organize the wet and dry seasons with its appropriate months.

- ★ Bodily-Kinesthetic
- ★ Logical-Mathematical
- ★ Naturalist

Visual Example



	A	B	C	D	E	F	G
1	Guam Naval Air Station						
2	Year	Jan	Feb	Mar	Apr	May	Jun
3	1950	1.67	1.79	1.97	1.11	8.75	7.38
4	1951	5.48	5.92	4.21	6.42	0.78	1.56
5	1952	2.53	0.67	0.69	1.42	5.02	2.99
6	1953	1.57	9.21	1.51	0.67	2.23	1.76
	1954	5.8	1.75	1.1	1.81	2.19	4.34
	1955	6.38	2.46	1.73	2.95	4.09	4.06
	1956	2.27	2.82	2.14	2.39	5.59	3.04
	1957	3.55	2.1	2.22	2.41	1.7	3.73



Activity 1:Typhoon Model

Activity 2: Meteorologist

Activity 3: Wet and Dry Seasons

Synthesis

Activity 1: Weather Song

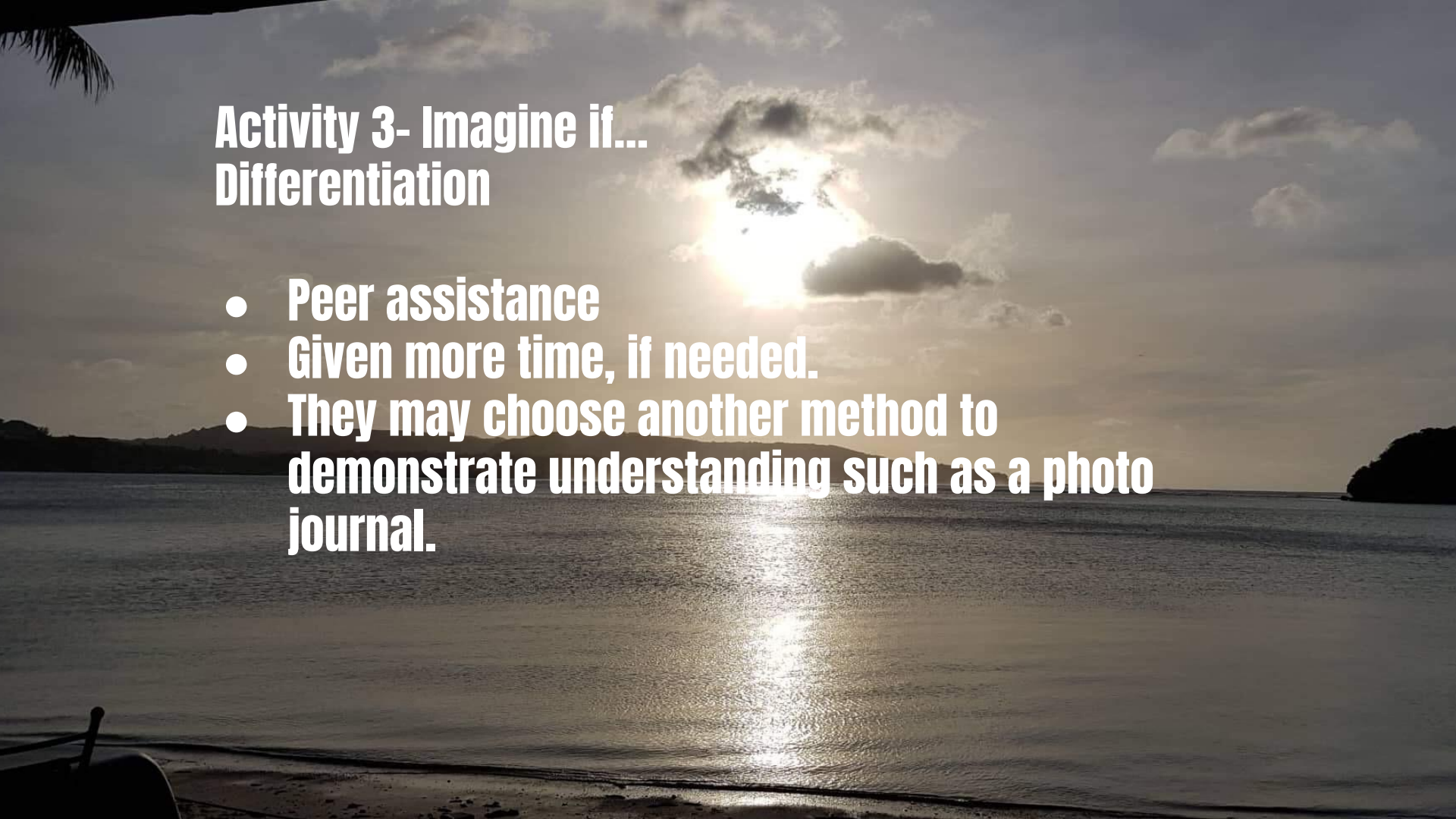
- ❑ With your team, create song and dance about the different types of weather
- ★ Verbal-Lingustic
- ★ Bodily-Kinesthetic
- ★ Interpersonal

Activity 2: Rain Data

- ❑ *Construct a anemometer with cups and straws. Compare your daily observations with today's forecast.
- ❑ Discuss your findings in class.
- ★ Verbal-Linguistic
- ★ Logical-Mathematical
- ★ Naturalist

Activity 3: Imagin

- ❑ Imagine if your a we reporter in a differen of the world
- ❑ Research the forecas Predict what is going happen next week.
- ❑ Test if your forecast correct.
- ★ Logical-Mathemat
- ★ Interpersonal

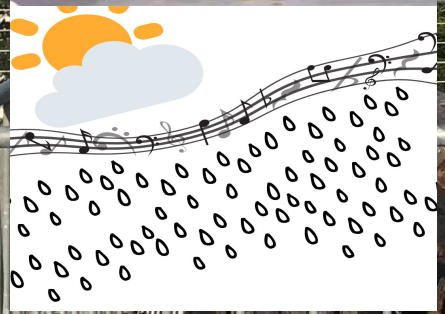


Activity 3- Imagine if...
Differentiation

- Peer assistance
- Given more time, if needed.
- They may choose another method to demonstrate understanding such as a photo journal.

Visual Example

Activity 1: Weather Song



Activity 2: Measuring Wind Speed

Activity 3: Imagine If

Evaluation

Activity 1: Weather Person of the Day

- ❑ Throughout the week, differing students report the forecast for morning, afternoon, and evening.
- ❑ Students evaluate the previous day's forecasts for accuracy at the end of each school day. Give reasons.

- ★ Verbal-Linguistic
- ★ Logical- Mathematical
- ★ Interpersonal

Activity 2: Super Typhoon Survival Planning

- ❑ *Group activity, each team will make a list of 10 survival items you need for everyone to survive for 10 days.
- ❑ Give good reasons and explain why you need each item and the quantity.
- ❑ Debate with your team before submitting the final list.
- ❑ Compare the list with the other teams. Determine the merits of each list. Decide which team had the better list.

- ★ Verbal-Linguistic
- ★ Bodily-Kinesthetic
- ★ Spacial
- ★ Interpersonal

Activity 3: Indestructible Boat

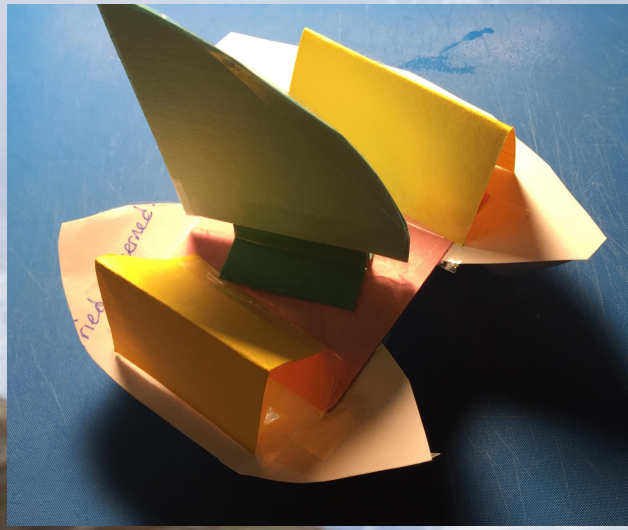
- ❑ Create a boat using recycled materials that can withstand weather conditions that arise at sea.
- ❑ Give reasons for your design. Test boat in an enclosed 5 gallon pail of water.
- ❑ Compare designs and test. Debate and give reasons which is a better design.

- ★ Verbal-Linguistic
- ★ Visual-Spacial
- ★ Mathematical-Logical
- ★ Interpersonal

Visual Example

Activity 1: Weather Person of the Day

Activity 2: Super Typhoon Survival Planning



Activity 3: Indestructible Boat


Guam
Weather

	Bloom's Taxonomy (Revised)							Multiple Intelligences									*CCSS/PSST							
	Knowledge	Comprension	Application	Analysis	Synthesis	Evaluation		Verbal / Linguistic	Logical / Mathmatical	Visual / Spatial	Bodily / Kinesthetic	Musical / Rythmic	Interpersonal	Intrapersonal	Naturalistic	Spiritualistic	Reading	Writing	Oral Communications	Math	Sciences	Social Sciences	Phyiscal Education
1																								
2																								
3																								
4																								
5																								
	Key Concept or Big Ideas							* Common Core State Standards / Priority Standards Skills and Topics																

Grade 2 students:	
1.	Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3.	Describe how characters in a story respond to major events and challenges.
4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8.	(Not applicable to literature)
9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Literatur

Grade 3 students:	
Key Ideas and Details	
1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Craft and Structure	
4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
6.	Distinguish their own point of view from that of the narrator or those of the characters.
Integration of Knowledge and Ideas	
7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
8.	(Not applicable to literature)
9.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Range of Reading and Level of Text Complexity	
10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standa
applied to increasingly sophisticated writing and speaking.

Standard
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.
L.3.3a. Choose words and phrases for effect.
L.4.1f. Produce complete sentences, recognizing and correcting inappr
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two; ther*
L.4.3a. Choose words and phrases to convey ideas precisely.*
L.4.3b. Choose punctuation for effect.
L.5.1d. Recognize and correct inappropriate shifts in verb tense.
L.5.2a. Use punctuation to separate items in a series.*
L.6.1c. Recognize and correct inappropriate shifts in pronoun number
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear
L.6.1e. Recognize variations from standard English in their own and oth use strategies to improve expression in conventional language.
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off non
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, an
L.6.3b. Maintain consistency in style and tone.
L.7.1c. Place phrases and clauses within a sentence, recognizing and co
L.7.3a. Choose language that expresses ideas precisely and concisely, redundancy.
L.8.1d. Recognize and correct inappropriate shifts in verb voice and m
L.9–10.1a. Use parallel structure.

Mathematics | Grade 2

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

(1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

(3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

(4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

(2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, 1/2 of the paint in a small bucket could be less paint than 1/3 of the paint in a larger bucket, but 1/3 of a ribbon is longer than 1/5 of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-

The "product grid" categorizes different products under separate headings according to research from Howard Gardner's multiple-intelligences theory. Many are listed in more than one column and would look different according to which approach is taken by the student. These groupings appeal to student interests and strengths. This increases their involvement and the quality of the final product and makes it easier to determine that students have completed tasks that are measurable and demonstrable.

Linguistic	Logical Mathematical	Spatial	Bodily-Kinesthetic	Musical	Interpersonal	Intrapersonal	Naturalist
Poem Press Conference Play Petition Pamphlet Advertisement Lesson Annotated Bibliography Bulletin Board Comic Strip Debate Demonstration Editorial Essay Fairy Tale Family Tree Interview Journal Write a new law TV Program	Riddle Prototype Petition Mazes Mobile Model Lesson Chart Collage Collection Computer Program Crossword Puzzle Data Base Detailed Illustration Experiment Game Graph Hidden Picture Advertisement Timeline Advertisement Debate Demonstration	Pop-up Book Papier Mache Painting Prototype Model Chart Mural Maze Mobile Animated Movie Art Gallery Bulletin Board Clay Sculpture Crossword Puzzle Diorama Demonstration Flipbook Story Cube Game Graph Illustrated Story Travel Brochure Play Rebus Story TV Program	Role Play Radio Program Painting Prototype Model Chart Mural Mobile Animated Movie Art Gallery Bulletin Board Clay Sculpture Collage Crossword Puzzle Story cube Demonstration Dance Poem Calligraphy Costumes Etching Food Film TV Program Flip Book	Poem Song Audio-Video Tape Role-playing Instrumental Musical Choral Reading Fairy Tale Film Rap Song	Play Pamphlet Museum Exhibit Mazes Advertisement Lesson Animated Movie Chart Choral Reading Debate Comic Strip Interview Press Conference Petition Bulletin Board Demonstration Editorial Essay Journal Write a new law TV program Role Playing	Diary Family Tree Journal Poem Bulletin Board Comic Strip Editorial Essay Fairy Tale Riddle Maze Collage Chart Collection Timeline	Field Trip Field Study Photo Essay Scientific Drawing Diorama Timeline Insect Collecting Nature Collection Original Song Artifact Collecting Rock Collecting Fossil Collecting

Dr. T. Roger Taylor, Curriculum Design for Excellence, Inc.

LOW LEVEL THINKING SKILLS

HIGH LEVEL THINKING SKILLS

Knowledge

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Key words:

Choose, Copy, Define, Duplicate, Find, How, Identify, Label, List, Listen, Locate, Match, Memorise, Name, Observe, Omit, Quote, Read, Recall, Recite, Recognise, Record, Relate, Remember, Repeat, Reproduce, Retell, Select, Show, Spell, State, Tell, Trace, What, When, Where, Which, Who, Why, Write

Actions:

Describing, Finding, Identifying, Listing, Locating, Naming, Recognising, Retrieving

Outcomes:

Definition, Fact, Label, List, Quiz, Reproduction, Test, Workbook, Worksheet

Questions:

Can you list three ...?
Can you recall ...?
Can you select ...?
How did _____ happen?
How is ...?
How would you describe ...?
How would you explain ...?
How would you show ...?
What is ...?
When did ...?
When did _____ happen?
Where is . . . ?
Which one ...?
Who was ...?
Who were the main . . . ?
Why did ...?

Comprehension

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

Key words:

Ask, Cite, Classify, Compare, Contrast, Demonstrate, Discuss, Estimate, Explain, Express, Extend, Generalise, Give examples, Illustrate, illustrate, Indicate, Infer, Interpret, Match, Observe, Outline, Predict, Purpose, Relate, Rephrase, Report, Restate, Review, Show, Summarise, Translate

Actions:

Classifying, Comparing, Exemplifying, Explaining, Inferring, Interpreting, Paraphrasing, Summarising

Outcomes:

Collection, Examples, Explanation, Label, List, Outline, Quiz, Show and tell, Summary

Questions:

Can you explain what is happening . . . what is meant . . .?
How would you classify the type of ...?
How would you compare ...?contrast ...?
How would you rephrase the meaning ...?
How would you summarise ...?
What can you say about ...?
What facts or ideas show ...?
What is the main idea of ...?
Which is the best answer ...?
Which statements support ...?
Will you state or interpret in your own words ...?

Application

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Key words:

Act, Administer, Apply, Associate, Build, Calculate, Categorise, Choose, Classify, Connect, Construct, Correlation, Demonstrate, Develop, Dramatise, Employ, Experiment with, Group, Identify, Illustrate, Interpret, Interview, Link, Make use of, Manipulate, Model, Organise, Perform, Plan, Practice, Relate, Represent, Select, Show, Simulate, Solve, Summarise, Teach, Transfer, Translate, Use

Actions:

Carrying out, Executing, Implementing, Using

Outcomes:

Demonstration, Diary, Illustrations, Interview, Journal, Performance, Presentation, Sculpture, Simulation

Questions:

How would you use...?
What examples can you find to ...?
How would you solve _____ using what you have learned ...?
How would you organise _____ to show ...?
How would you show your understanding of ...?
What approach would you use to...?
How would you apply what you learned to develop ...?
What other way would you plan to ...?
What would result if ...?
Can you make use of the facts to ...?
What elements would you choose to change ...?
What facts would you select to show ...?
What questions would you ask in an interview with ...?

Analysis

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Key words:

Analyse, Appraise, Arrange, Assumption, Breakdown, Categorise, Cause and effect, Choose, Classify, Differences, Discover, Discriminate, Dissect, Distinction, Distinguish, Divide, Establish, Examine, Find, Focus, Function, Group, Highlight, In-depth discussion, Inference, Inspect, Investigate, Isolate, List, Motive, Omit, Order, Organise, Point out, Prioritize, Question, Rank, Reason, Relationships, Reorganise, Research, See, Select, Separate, Similar to, Simplify, Survey, Take part in, Test for, Theme, Comparing

Actions:

Attributing, Deconstructing, Integrating, Organising, Outlining, Structuring

Outcomes:

Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

Questions:

What are the parts or features of ...?
How is _____ related to ...?
Why do you think ...?
What is the theme ...?
What motive is there ...?
Can you list the parts ...?
What inference can you make ...?
What conclusions can you draw ...?
How would you classify ...?
How would you categorise ...?
Can you identify the difference parts ...?
What evidence can you find ...?
What is the relationship between ...?
Can you make a distinction between ...?
What is the function of ...?
What ideas justify ...?

Synthesis

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key words:

Adapt, Add to, Build, Change, Choose, Combine, Compile, Compose, Construct, Convert, Create, Delete, Design, Develop, Devise, Discover, Discuss, Elaborate, Estimate, Experiment, Extend, Formulate, Happen, Hypothesise, Imagine, Improve, Innovate, Integrate, Invent, Make up, Maximise, Minimise, Model, Modify, Original, Originate, Plan, Predict, Produce, Propose, Reframe, Revise, Rewrite, Simplify, Solve, Speculate, Substitute, Suppose, Tabulate, Test, Theorise, Think, Transform, Visualise

Actions:

Constructing, Designing, Devising, Inventing, Making, Planning, Producing

Outcomes:

Advertisement, Film, Media product, New game, Painting, Plan, Project, Song, Story

Questions:

What changes would you make to solve...?
How would you improve ...?
What would happen if...?
Can you elaborate on the reason...?
Can you propose an alternative...?
Can you invent...?
How would you adapt _____ to create a different...?
How could you change (modify) the plot (plan)...?
What could be done to minimise (maximise)...?
What way would you design...?
Suppose you could _____ what would you do...?
How would you test...?
Can you formulate a theory for...?
Can you predict the outcome if...?
How would you estimate the results for...?

Evaluation

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

Agree, Appraise, Argue, Assess, Award, Bad, Choose, Compare, Conclude, Consider, Convince, Criteria, Criticise, Debate, Decide, Deduct, Defend, Determine, Disprove, Dispute, Effective, Estimate, Evaluate, Explain, Give reasons, Good, Grade, How do we know?, Importance, Infer, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Persuade, Prioritise, Prove, Rate, Recommend, Rule on, Select, Support, Test, Useful, Validate, Value, Why

Actions:

Attributing, Checking, Deconstructing, Integrating, Organising, Outlining, Structuring

Outcomes:

Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

Questions:

Do you agree with the actions/outcomes...?
What is your opinion of...?
How would you prove/disprove...?
Can you assess the value/importance of...?
Would it be better if...?
Why did they (the character) choose...?
What would you recommend...?
How would you rate the...?
What would you cite to defend the actions...?
How would you evaluate ...?
How could you determine...?
What choice would you have made...?
What would you select...?
How would you prioritise...?
What judgement would you make about...?
Based on what you know, how would you explain...?
What information would you use to sup-

Lexile* Grade Level Conversion Chart

Lexile Rating	Educational Grade-Level		Lexile Rating	Educational Grade-Level
25	1.1		675	3.9
50	1.1		700	4.1
75	1.2		725	4.3
100	1.2		750	4.5
125	1.3		775	4.7
150	1.3		800	5.0
175	1.4		825	5.2
200	1.5		850	5.5
225	1.6		875	5.8
250	1.6		900	6.0
275	1.7		925	6.4
300	1.8		950	6.7
325	1.9		975	7.0
350	2.0		1000	7.4
375	2.1		1025	7.8
400	2.2		1050	8.2
425	2.3		1075	8.6
450	2.5		1100	9.0
475	2.6		1125	9.5
500	2.7		1150	10.0
525	2.9		1175	10.5
550	3.0		1200	11.0
575	3.2		1225	11.6
600	3.3		1250	12.2
625	3.5		1275	12.8
650	3.7		1300	13.5

Background:
https://pixabay.com/photos/guam-sky-clouds-palms-palm-trees-83226/
https://mapio.net/s/83177401/
https://www.befreetour.com/en/detail/6486-guam-sunset-beach-tour
https://www.elsevier.com/connect/sun-sand-and-sea-the-chemistry-of-summer
https://www.visitguam.com/blog/post/3340/
https://www.stripes.com/lifestyle/guam-s-mount-lamlam-technically-world-s-tallest-mountain-though-most-of-it-is-underwater-1.485437
https://www.visittheusa.com/destination/tumon
https://www.civilbeat.org/beat/lack-of-abortion-providers-forces-guam-women-to-leave-island/guam-tumon-bay-rain-clouds/
https://news.abs-cbn.com/overseas/10/08/19/super-typhoon-hagibis-moves-near-guam-saipan-declares-emergency
Sponsors lol
https://twitter.com/pepsiguam
https://www.kuam.com/category/164100/news
www.foremostguam.com
Youtube video
https://www.youtube.com/watch?v=vXccpwytjL8
Example
http://room18sciencefair.weebly.com/maria.html
Common Core State Standards
http://www.corestandards.org/
Multiple Intelligence Test
https://www.literacynet.org/mi/assessment/findyourstrengths.html
Multiple Intelligence Reference Chart
https://curriculumdesignonline.com/
https://cdn.shopify.com/s/files/1/0017/1920/5932/files/AHAModel.pdf?17068620100210672204
Lexile
http://languageartsreading.dadeschools.net/pdf/FAIR/LexileConversionChart.pdf

Additional Resources

Sample Planning Worksheet

Google Search

Grading Rubrics

Common Core State Standards for English Language Arts for 2nd and 3rd grades.

Common Core State Standards for Math for 2nd and 3rd grades.

Multiple Intelligences Checklist

Bloom’s Taxonomy Revised Checklist

Lexile Conversion

/20	Sophisticated /15	Competent /12	Developing /10
Learning Center	· Includes identification of more than 2 activities for each level of BT · Includes more than 3 Multiple Intelligence components · More than 2 activities related to Math · Includes more than 1 differentiation component · Visually appealing · Creative · Able to clearly identify their BT and MI	· Includes identification of 2 activities for each level of BT · Includes at least 3 Multiple Intelligence components · Includes 2 activities related to Math · Includes differentiation component · Neat · Some creativity · Can identify BT and MI	· Includes less than 2 activities for each level of BT · Includes less than 3 Multiple Intelligence components · Less than 2 Math-related activities · Differentiation component not clearly evident · Complete · Some errors with identifying BT and/or MI
	/5	**/3**	**/2**
Team Work & Presentation	· Maximized class time together · Each person clearly involved in all aspects · About 5 minutes	· Used class time together · Each person involved · 3-5 minutes	· Class time could have been maximized in a more efficient way · Some team members doing more work than others · Less than 3 minutes
Total and comments	_____/20		