

Make Good Choices

To Make Great Progress 

**Community School Resources from the
Polk Bros. Foundation Center for Urban Education
<http://teacher.depaul.edu>**



Learning Choices Lead to Greater Learning

When students choose activities, they learn more—about the skills they use and about making choices.

Math Activities

- Play a math game.
- Make up a math game.
- Choose a partner and solve a problem together
- Write math poetry
- Organize math money simulations—“your own business”
- Math “Bowl”—students solve a variety of problems in teams
- Choose a job, figure out what you’ll earn, choose what you’ll buy.
- _____

Vocabulary Activities

- Play a word game.
- Make up a word-picture matching game.
- Write a poem with LOTS of adjectives.
- Solve a crossword puzzle.
- Make up a crossword puzzle.
- Make an English-Spanish-Pictionary
- Play charades.
- _____

Story Activities

- Write the next part of a story you read or saw on TV.
- Design hats for characters.
- Illustrate a story.
- Write a character’s diary.
- Dramatize a story.
- Choose the theme song for a story.
- Turn a story into a musical—choose or create a song that the characters could sing to help tell the story.
- _____

Choose a saying that you think is important.

You can turn it into a drawing, a poster, a story, a song to inspire others.

- The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.
- (*Dr. Martin Luther King, Jr.*)
- Every safe boundary was once an unknown frontier. (*Portugal*)
- Go as far as you can see, and when you get there you'll see further. (*Iran*)
- Be not afraid of going slowly; be afraid only of standing still. (*China*)
- There are no secrets to success. It is the result of preparation, hard work, and learning from failure. (*Colin Powell*)
- Worry is like a rocking chair. It will give you something to do but won't get you anywhere. (*American*)
- The future belongs to those who believe in their dreams. (*Eleanor Roosevelt*)
- Everyone is the age of her heart. (*Guatemala*)
- A fall into a ditch makes you wiser. (*China*)
- If the wind will not serve, take to the oars. (*Latino*)
- Where there's a will there's a way. (*Eastern and Central Africa*)
- Life is a promise; fulfill it. (*Mother Teresa*)
- You must be the change you wish to see in the world. (*Mahatma Gandhi*)
- You already possess everything necessary to become great. (*Crow*)
- The future depends on what we do in the present. (*Mahatma Gandhi*)
- One of these days is none of these days. (*Traditional*)
- Don't let yesterday use up too much of today. (*Cherokee*)

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Make the TV Progress Choice:

Change TV Time to Thinking and Learning Opportunities

For any story they read and for any TV show, here are the questions you can think about.

All of these skills are on the NWEA and SAT test, so you'll find this will make good use of TV.

- Who is an important character in the story?
What is one of that character's traits?
Why do you think that? How do the character's actions show that trait?
- What is a choice that character makes?
Why did that character make that choice?
What happened because the character made that choice?
- What is an important event in the story?
What caused it?
What effects did it have?
- Every story has a theme, a big idea that you can learn by thinking about what happens in the story. What is the main idea/theme of the story? Why do you think that?

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Cambie el tiempo de TV para pensar y por oportunidades de aprendizaje

Los niños aprenderán más si PIENSAN sobre lo que ven en la televisión. Para cualquier historia que lean y para cualquier programa de televisión, éstas son las preguntas en las que pueden pensar. Cuando respondan deben decir por qué piensan que esa es la respuesta.

Todas éstas habilidades están en la prueba NWEA, por lo que estará ayudando a los logros de su hijo y haciendo un buen uso de la televisión.

- ¿Quién es un personaje importante en la historia?
¿Cuál es uno de los rasgos/características de ese personaje?
¿Por qué piensas eso? ¿Cómo muestran las acciones del personaje ese rasgo/característica?
- ¿Cuál es la elección que hace el personaje?
¿Por qué el personaje hizo esa elección?
¿Qué paso para que el personaje hiciera esa elección?
- ¿Cuál es un evento importante en la historia?
¿Qué lo causó?
¿Qué efectos tuvo?
- Cada historia tiene un tema, una gran idea que tu puedes aprender al pensar en lo que sucede en la historia. ¿Cuál es la idea/tema principal de la historia? ¿Por qué piensas eso?

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What will you choose to enrich second quarter?

___ Organize games that students choose to play and make choices in—
whatever the game, good choices = success = greater learning.

___ Collaborate with the school's ___ PAC ___ BAC _____

to organize a

Parent workshop on literacy.

Parent workshop on math.

Parent workshop on _____.

___ Document the great progress with photos.

___ Organize story-illustrating dioramas. Show students my version and ask them to
___ make their own ___ figure out how I made mine and create their own designs
