**Example #1**

Students walk in and put their head on their desk, close their eyes and remain silent and listen to sound of of a wind turbine. They then watch a short video about residents living near wind farm and their symptoms. Students annotate article about wind farms using specific instructions for annotation then submit article to schoology. Students use article and research to complete pro/con graphic organizer on wind energy for 10 minutes. After time is up, partners share information and add to their graphic organizer for 5 minutes. After time is up, students share out with class.

Students the work in groups of four and assign roles by completing the ‘role sheet’ graphic organizer. As a group and using the resource “Siting a Wind Farm Scenario” they site their wind farm on a map of the United States using annotate app.

Graphic organizer and map is submitted to schoology. Checkpoints using sample EOG style questions at end of class periods.

**Example #2**

Warm-Up: Students will work in collaborative groups to solve the warm-up challenge that will have them choose a literary character and create a banking account of purchases that would demonstrate who they are based on how they spent their money. Students will then research a famous pop culture character from today’s world to analyze the type of character traits they would give them based on an indirect characterization graphic organizer. Students will share their findings for their pop culture and make conclusions about how an author does the same thing with a character in a story. Students will complete an EOG question exit ticket on the information learned.

**Example #3**

Students will complete an Urban or Rural survey then discuss the results about the differences between the two (10 min). Students will play the Urban Game in which they must problem solve with a team to organize all the needed aspects of urbanization. Class discussion. Students will take notes and discuss a keynote on the effects of urbanization around the world (15 min). Students will complete an NCFE question on the information learned.

**Example #4**

Students will be given a hundreds board. They will choose 3 – 5 colors and color in each square with one color. (all squares must be filled in) Students will use a given chart to find the fraction, decimal, and percent of each color. They will work together to come up with rules to convert fractions, decimals, and percent. Sample EOG question upon exit.