

# *The Busy Teacher's Book of Forms*

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**Unit Planning Template**

Teacher \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_

Theme: \_\_\_\_\_

**Content Areas to be included:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Specific Objectives of Unit:**

- 1.
- 2.
- 3.
- 4.

**Prior Knowledge:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**List of Resources:**

- 1.
- 2.
- 3.
- 4.
- 5.

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**Materials Needed by Students:**

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**Objectives or Content Areas to be Covered:**

**Language Arts**

- 1.
- 2.
- 3.

**Mathematics**

- 1.
- 2.
- 3.

**Science**

- 1.
- 2.
- 3.

**Social Studies**

- 1.
- 2.
- 3.

## **Rubrics For Assessing the Six Traits of Writing**

### **Ideas and Content**

**4** – Clear and focused writing that holds the attention of the reader. There are supporting details for the main idea. Most of the following are present:

- clearly expressed topic and purpose
- writer is aware of the audience
- topic is well supported throughout the writing with details and examples
- ideas expressed tend to be insightful
- 

**3** – It is easy for the reader to understand the main idea. Although there is support, it may not be specific enough to support the main idea. Most of the following are present:

- writing generally addresses the topic, the purpose and the audience
- support is present, but may be too general or out of balance with the main idea
- the details used are mainly predictable

**2** – The writing contains unclear ideas and the main idea is not fully developed. Most of the following are present:

- an attempt to address the topic, purpose and audience
- limited or irrelevant support
- support presented is not credible
- limited predictability in the details

**1** – Unclear or inconsistent writing that does not really have a main idea. Most of the following are present:

- little attempt to address the topic, purpose or audience
- little or no support for main idea
- random or very simple ideas

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**Story Map # 2**

Name \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_

Author \_\_\_\_\_

Characters:

Setting:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Beginning:

Middle:

End:

**Language Arts Checklist For Primary and Elementary Grades**

Student's Name: \_\_\_\_\_

Dates

<b>Word Recognition</b>					
Uses picture cues as a source of information					
Identifies high frequency words fluently					
Rereads					
Reads ahead					
Uses meaning to identify a word					
Uses grammatical cues to help with word identification					
Attends to the initial letters of words					
Integrates cues – attends to first letter and checks picture					
Uses both initial and final letters					
Uses chunks of graphical information – endings of words					
Divides a word into chunks or segments					
Uses root words and adds prefixes and suffixes					
Notices patterns in words					
Uses a variety of cues to analyze a word					
Uses prompts to support problem solving with word recognition					
Uses cues to solve word recognition problems without prompting					