

# Creating a One-Pager (Style 1)

Creating a One-Pager allows students to express their comprehension of, reaction to, and connections with a specific area of study. This activity works well as an alternative culminating performance assessment.

## Audience

Students, teachers, administrators, families, community members

## Materials

- Blank paper
- Access to notes or text
- Colored pencils

## Activity

1. Teacher provides a prompt to focus students' answers.
2. Students copy the prompt into the first box.
3. Students pick details from the text that exemplify or connect to the prompt.
4. Next, students copy those details from the text into the second box.
5. Students illustrate their excerpt from the text in the third box.
6. In their own words, students react to, or connect with, their chosen piece of text, their illustration and the prompt.

## Variations

Students may create a One-Pager about themselves, their family or their culture.



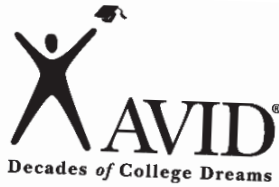
Prompt: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[illegible][illegible]



Name: Sample Student

Date: \_\_\_\_\_ Grade: 4th

## Create a One-Pager (Style 1)

Prompt:

Using your notes and student packet for AVID Elementary, describe how your skills have changed this school year.

Copy an excerpt from the text. *Successful Students*

At School	At Home
Organize work	Complete hw
take notes	Organize work
Set goals	Set goals
take responsibility	take responsibility
Use class time wisely	Study notes

Illustrate the excerpt.

BEFORE-  
PAPERS  
EVERYWHERE!



AVID CHANGED  
MY LIFE!  
AFTER - !

ORGANIZED!



Write your personal response.

This AVID Elementary Classroom has helped me with all the things you need for school. My agenda, folders and spiral notebooks are full and easy to find and my grades have improved. My agenda helps me schedule my hectic life! My backpack has everything I need no matter where I go after school. AVID has changed my life! My life would be really, really, really hard without AVID. I am more responsible, organized and more happy about school. No more D's & F's. Yeah AVID!

# Creating a One-Pager (Style 2)

Creating a One-Pager allows students to express their comprehension of, reactions to and connections with a specific area of study. This activity works well as an alternative culminating performance assessment.

## Audience

Students, teachers, administrators, families, community members

## Materials

- Blank paper
- Access to notes or text
- Colored pencils
- “Creating a One-Pager” copies used as handouts – one per study group

## Activity

All work must be on only one side of the paper. Instruct students to:

1. Include first and last name, clearly displayed.
2. Create a border that reflects the theme, concept or message of the unit of study.
3. Using the text as a beginning point, display your reactions and connections to the unit of study.
4. Include visual images that have strong relationships to the unit of study.
5. Draw a word cluster around one of the visual images. The visual word cluster should artistically symbolize the subject matter.
6. Write a poem about an important figure, character or member of the unit of study.
7. Support your selections from the text, your artwork and your opinions with a personal statement. Begin your statement with “I believe...”
8. Create Level One, Two or Three questions, and then answer them with solid support from your notes on the unit of study.
9. Be colorful and neat. Nothing should be left in plain pencil.

## Variations

Students may create a One-Pager about themselves, their family or their culture.



**Where The Red Fern Grows**  
By: Wilson Rawls

**Route #1**  
My dad had always said, "There's a reason for every thing!"

**Route #2**  
I was about to cut the bush down not noticing it was a red fern, I stopped it was the most beautiful thing I had ever seen.

**Visual image**  
Old Dan

**Q: Who are the characters in this book?**  
A: There is Billy, Old Dan, Little Ann, Ruben's grandpa, mom, and dad's sister.

**Q: What caused a red fern to grow?**  
A: Only a true love situation can grow a red fern.

**Q: Billy was very desperate to have two hounds, Billy was bound to get them sooner or later. Ruben and Raines were both hounds Billy liked to catch coons and sing toons.**

**Q: I believe my quotes is important because they are stated in the title of the novel.**

**Q: They first arrive at the contest in**

**Q: Billy's grandpa enters him in a hunting**

**Q: They catch their first coon + they finish**

**Q: The dogs die and when they die a red fern grows in**

**Q: Dogs win competition 1st**

**Q: They train the dogs**

**Q: They hunt for the first time ever**

**Q: Lets catch some coons**

**Q: 1st coons**

**Q: Elastic Rebound - fault - Deformation**

**Q: Focus - Shadow**

**Q: Zone - Epicenter - Seismic**

**Q: What is an earthquake?** I believe when 2 plates in the earth shift they will make the earth shake usually you will hear a boom and feel the earth shake some damage can be done depending on the size.

**Q: Earth Shakes Activity**  
Reveals Rabbits are Strong and deep

**Q: Tectonic plates move in**  
Hard rock gets deformed

**Q: Q: Is something called an earthquake?**  
A: Yes something called an earthquake is caused by a fault in the earth's crust after it kills people.

**Q: Q: How can you tell the strength of an earthquake?**  
A: By relating them to how often they occur.

**Q: earthquakes per year is about 10 times greater this is a true fact.**

**Q: 5 waves - 12 waves - 12 waves - 12 waves - 12 waves**

**Q: Elastic Rebound - fault - Deformation**

**Q: Focus - Shadow**

**Q: Zone - Epicenter - Seismic**

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**EARTHQUAKES**

**What is an earthquake?** I believe when 2 plates in the earth shift they will make the earth shake usually you will hear a boom and feel the earth shake some damage can be done depending on the size.

**Earth Shakes Activity**  
Reveals Rabbits are Strong and deep

**Tectonic plates move in**  
Hard rock gets deformed

**Q: Is something called an earthquake?**  
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**earthquakes per year is about 10 times greater this is a true fact.**

**5 waves - 12 waves - 12 waves - 12 waves - 12 waves**

**Elastic Rebound - fault - Deformation**

**Focus - Shadow**

**Zone - Epicenter - Seismic**

**Diagram of an earthquake showing the focus, epicenter, and seismic waves.**

**Q: How can you tell the strength of an earthquake?**  
A: By relating them to how often they occur.

**earthquakes per year is about 10 times greater this is a true fact.**

**5 waves - 12 waves - 12 waves - 12 waves - 12 waves**

[illegible]