

Shared Activity: Create Your Own

Subject: Any math, science, language arts, or social studies course for which [DynaNotes student course notes](#) are available

Grade Levels: 3-12

Date(s): Spiralling as topics are covered throughout the year

Goal: Students will participate in an engaging and differentiated spiraling activity to maximize understanding, retention, and recall of the eligible TEKS.

Materials: DynaNotes student course notes, blank paper, and colored pens/pencils/markers/crayons for each student

Introduction: Tell students that you've provided course notes to them that are concise and student-friendly, but that there are many different ways to capture and organize the same information found in the notes (especially when more space is available to do so). Instruct them to pull out their DynaNotes and see how the information in the targeted section of content has been organized. Is there a list of definitions? A table? A bulleted list? A diagram? An example?

Instructions: Students create their own section(s) of notes in place of the DynaNotes section of content. The layout/format and examples must be the students' creations (cannot be the same as are used in the DynaNotes student course notes). Research may be required.

For example, if the DynaNotes gives a bulleted list, organize that information into a table; if the DynaNotes shows a table, use a web diagram; if the DynaNotes example is a lithium atom model, change it to a carbon atom model; and so forth.*

Teachers check that students demonstrated their understanding of the required knowledge and skills, and that student examples are unique.

The "Create Your Own" personal notes activity is easy to explain and define - but also challenging, creative, and differentiated. If the activity is repeated throughout the year, the student creates a differentiated set of course notes for himself/herself by the school year's end.

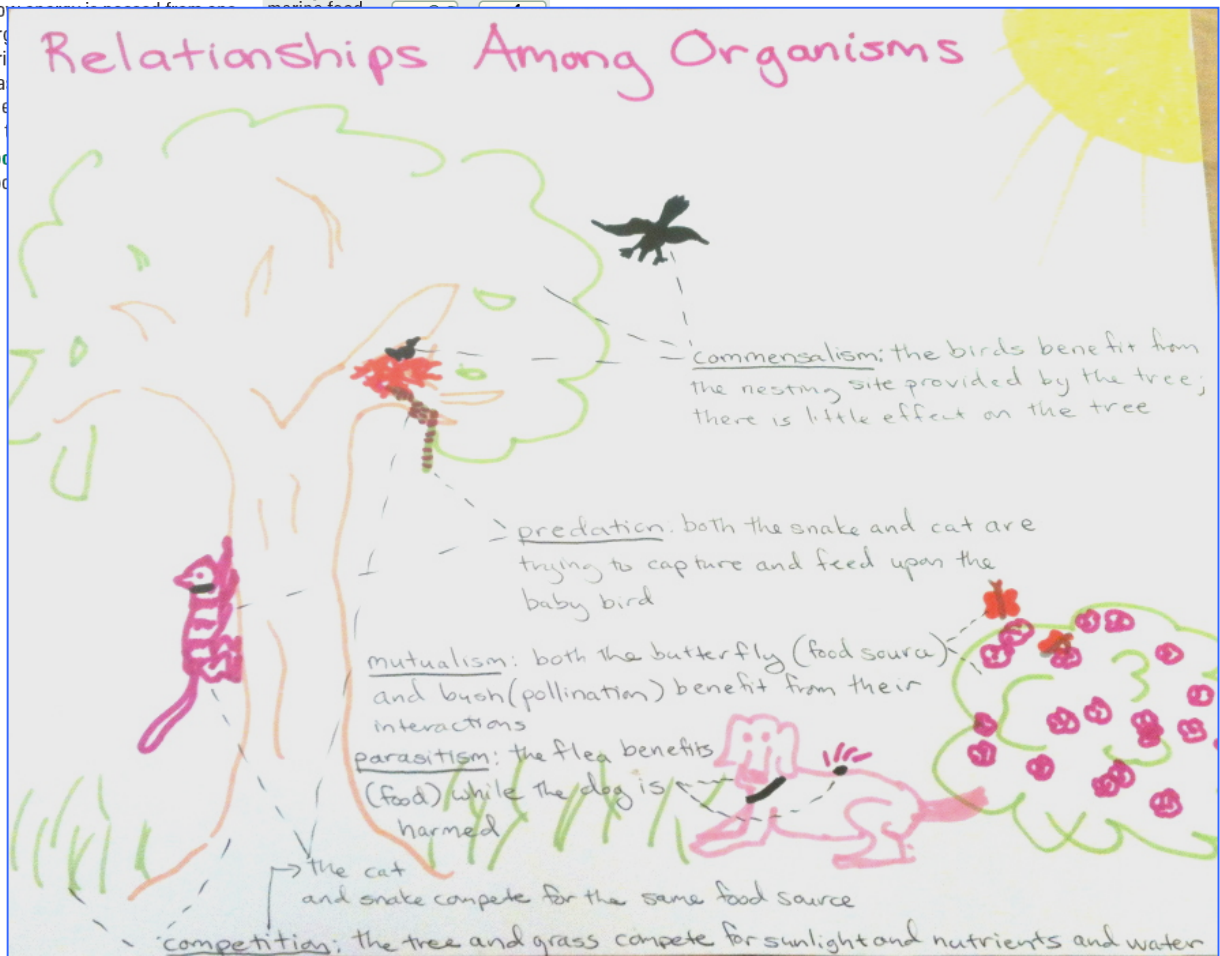
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Example: Student illustration for *the first portion* of the Grade 8 Science “Roles of Organisms” section is shown below alongside the original content.

| ROLES OF ORGANISMS CR | | |
|-----------------------|---|-------------------------------|
| Term | Role | Example |
| organism: | living thing; made of one or more cells | Examples: cat, <i>E. coli</i> |
| producer | makes its own food | grass |
| consumer | gets food from other organisms | cow |
| predator | hunts animals for food | lion |
| prey | hunted for food | zebra |
| parasite | receives benefits from the organism that it lives in, with, or on | flea |
| host | provides benefits to a parasite resulting in harm to itself | dog |

Common relationships among organisms include **predation** (predator/prey); **parasitism** (parasite/host); **competition** (both struggle for same resource: mussel/barnacle); **commensalism** (one benefits with no/little effect on other: egret/cow); and **mutualism** (both benefit: bat/banana).

food chain: single path that shows **Example:**



A teacher’s comment on this student’s work might be to ask the student to add a small diagram that lists all producer and consumer organisms shown in the illustration. The teacher should also ask the student to find another example of parasite/host besides flea/dog (an example would be tapeworm/cat).

