Getting Started in the D.I. Classroom

Judy Rex
judyrex@cox.net
<table>
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<th>Low Prep DI: Begin Slowly – Just Begin!</th>
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| Varied Supplementary materials         |
| Options for varied modes of expression|
| Varying scaffolding on same organizer |
| Think-Pair-Share by readiness,        |
| interest, learning profile            |
| Use of collaboration,                 |
| independence, and cooperation         |
| Open-ended activities                  |
| Mini-workshops to reteach or extend   |
| skills                                 |
| Jigsaw                                 |
| Games to practice mastery of          |
| information                            |
| Multiple levels of questions          |
3 CRITICAL ELEMENTS in a DI Classroom

Flexible use of:

1) Time
2) Materials
3) Grouping
Flexible use of:

1) Time

Negotiated deadlines
Anchor Activities
Orbitals
Independent Studies
Checklists/Agendas
Anchor Activities

- Tasks that students move to automatically after completing assigned work.
- Essential to student learning - not just time fillers
- Linked to curricular K-U-Ds
- Options offered from teacher and/or student generated lists
- May be generic or specifically linked to a topic of study
- Provide opportunities for all students to use anchor activities
- Seldom graded
Beginning Anchor Activities…

• Teach one key anchor activity to the whole class very carefully. Later, it can serve as a point of departure for other anchors.
• Explain the rationale.
  Let students know you intend the activities to be helpful and/or interesting to them.
  Help them understand why it’s important for them to work productively.
• Make sure directions are clear and accessible, materials readily available, and working conditions support success.
• Think about starting with one or two anchor options and expanding the options as students become proficient with the first ones.
• Monitor student effectiveness with anchors and analyze the way they are working with your students.
• Encourage your students to propose anchor options.
• Remember that anchor activities need to stem from and be part of building a positive community of learners.
What Do I Do Now?
When you find yourself asking that question, choose something from this list!

* Create a comic strip
* TOPPS, math games
* Set, Boggle, Scrabble, etc
* Create a game
* Practice cursive/calligraphy
* Practice anything!
* Create math story problems or puzzles
* Help someone else
* Write: letters, comics, stories, essays, etc.
* Computer Task Cards
* Independent Study
* Practice SAT/ACT cards
* Create a PowerPoint
* Keyboarding
* Solve challenge puzzles
* Listen to a book on tape
* Question Board
* Read: poetry, books, comics, periodicals, etc.
* Use your imagination!
Some Anchor Activities

- “Brain Busters”
- Learning Packets
- Activity Box
- Learning/Interest Centers
- Vocabulary Work
- Accelerated Reader
- Investigations
- MSPAP or CRT Practice Activities
- Magazine Articles with Generic Questions or Activities
- Listening Stations
- Research Questions or Projects
- Commercial Kits and Materials
- Journals or Learning Logs
- Silent Reading (Content Related?)
Suggested Anchor Activities for a Foreign Language Class

- Use computer software to design a slide show or movie of young people enjoying various pastimes in America and France. Narrate in written or oral form.
- Play a French game: Mille Bornes, Scrabble, Monopoly.
- Read a variety of French children’s books. Create your own.
- Watch a video about French-speaking young people. Turn off the volume and create your own narration.
- Collect and display pictures from French and American magazines that highlight cultural differences. Create captions or stories.
- Using the visuals that depict French speaking cultures and the sentence starters provided, create your own sentences to show how young people in French-speaking cultures behave and communicate.

Adapted from There’s a Pattern Here, Folks!, Cindy Strickland, Differentiation in Practice, 2003
Suggested Anchor Activities for a Study of Plants

• Make an ABC list of plants using books in the classroom.
• Create a collage of plants or flowers. Label the plants and flowers if you know their names.
• Draw and label plants that we can eat. Which do you like to eat? Or draw and label plants that we cannot eat. Why can’t we eat these?
• Design a garden. What will you put in it? Why?
• Create riddles or jokes about plants and their parts. Try them out on your classmates.
• Write a song about plants, what you like about them and why they are important.
• Measure the plants in the classroom and create a graph showing their heights. Do you think that will change? Why?
• Design a new kind of plant or flower. What is special about it? How is it different from others?
• Make up your own plant activity and check with your teacher!

Caroline Cunningham Eidson, Differentiation in Practice, 2003
An instructional approach designed to foster/support student interests and teach skills of inquiry and independence.

1. Students are asked to complete out-of-class investigations to answer questions or learn about topics of interest to them. The topics/questions do not have to relate to class content.

3. The teacher guides students from their particular points of readiness to pose good questions, find resources, abstract viable information, keep records, determine answers, share work, raise subsequent questions, etc.

5. Students share findings in appropriate formats with peer audiences.

6. Lengths, conditions of orbitals will vary with student readiness, interest, mode of learning.
Flexible use of:

2) Materials

- variety
- choice - interest/learning profile
- scaffolding
- compacting
- homework
DIFFERENTIATION is the lens you look through when using any materials, programs or instructional strategies.

If you have high quality curriculum and materials, then it isn’t so much WHAT you use as it is HOW you use it to meet the varying readiness, interests and learning profiles of your students.

Textbooks and other district provided materials can be used as additional resources to get us where we need to go.

TEACH KIDS NOT PROGRAMS!
Literature Studies

• Provide a variety of sets of books
• Students go “book shopping” to select their top choices
• Teacher assigns groups based on student interest
Book Shopping

Browse through the sets of literature study books. Use the criteria we have developed for selecting “just right” books to choose what is best for you to read. List at least 3 choices along with your justification for choosing each one.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Describe how this book will help you become a better reader/writer.</th>
</tr>
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<tbody>
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</tbody>
</table>

Judy Rex, 2003
Providing support needed for a student to succeed in work slightly beyond his/her comfort zone.

For example…

• Directions that give more structure – or less
• Tape recorders to help with reading or writing beyond the student’s grasp
• Icons to help interpret print
• Reteaching / extending teaching
• Modeling
• Clear criteria for success
• Reading buddies (with appropriate directions)
• Double entry journals with appropriate challenge
• Teaching through multiple modes
• Use of manipulatives when needed
• Gearing reading materials to student reading level
• Use of study guides
• Use of organizers
• New American Lecture

Tomlinson, 2000
1. Identify the learning objectives or standards ALL students must learn.

2. Offer a pretest opportunity OR plan an alternate path through the content for those students who can learn the required material in less time than their age peers.

3. Plan and offer meaningful curriculum extensions for kids who qualify.
   **Depth and Complexity**
   American Wars instead of Civil War
   Beverly Cleary books instead of Ramona
   Differing perspectives, ideas across time
   **Orbitals and Independent studies.**

4. Eliminate all drill, practice, review, or preparation for students who have already mastered such things.


Strategy: Compacting
Getting Started in the D.I.Classroom

Judy Rex

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Flexible use of:

3) Grouping

think/pair/share
jigsaw
clock partners
tiered readiness groups
learning profile/interest
Flexible Grouping

Should be purposeful:
- may be based on student interest, learning profile and/or readiness
- may be based on needs observed during learning times
- geared to accomplish curricular goals (K – U – D)

Implementation:
- purposefully plan using information collected – interest surveys, learning profile inventories, exit cards, quick writes, observations
- list groups on an overhead or place in folders or mailboxes
- “on the fly” as invitational groups

Cautions:
- avoid turning groups into tracking situations
- provide opportunities for students to work within a variety of groups
- practice moving into group situations and assuming roles within the group

Judy Rex, 2003
Flexible Grouping Options

By *Readiness, Interest, and Learning Profile*

By *Group or Make up* (student similarities, size, variance)

By *Teacher Choice, Student Choice, or at Random*
FLEXIBLE GROUPING

Students are part of many different groups – and also work alone – based on the match of the task to student readiness, interest, or learning style. Teachers may create skills-based or interest-based groups that are heterogeneous or homogeneous in readiness level. Sometimes students select work groups, and sometimes teachers select them. Sometimes student group assignments are purposeful and sometimes random.

1. Teacher and whole class begin exploration of a topic or concept

2. Students engage in further study using varied materials based on readiness and learning style

3. Students and teacher come together to share information and pose questions

4. Students work on varied assigned tasks designed to help them make sense of key ideas at varied levels of complexity and varied pacing

5. The whole class reviews key ideas and extends their study through sharing

6. In small groups selected by students, they apply key principles to solve teacher-generated problems related to their study

7. The whole class is introduced to a skill needed later to make a presentation

8. Students self-select interest areas through which they will apply and extend their understandings

9. The whole class listens to individual study plans and establishes baseline criteria for success

A differentiated classroom is marked by a repeated rhythm of whole-class preparation, review, and sharing, followed by opportunity for individual or small-group exploration, sense-making, extension, and production.
My Appointment Clock

Round the Clock Learning Buddies

Make an appointment with 12 different people – one for each hour on the clock. Be sure you both record the appointment on your clocks. Only make the appointment if there is an open slot at that hour on both of your clocks.

Tape this paper inside a notebook, or to something that you will bring to class each day.
Pre-Assigned “Standing” Groups

10 O’Clock Groups
Interest/Strength-Pairs
Similar Interests/Strengths

11 O’Clock Groups
Similar Readiness Quads

12 O’Clock Groups
Interest/Strength-Based Quads
Different Interests/Strengths

2 O’Clock Groups
Student - Selected Triads

Tomlinson - 03
Pre-Assigned “Standing” Groups

Text Teams
- Similar Readiness
- Reading Pairs

Synthesis Squads
- Sets of 4 with visual, performance, writing, metaphorical (etc.) preferences

Teacher Talkers
- Groups of 5-7 with similar learning needs with whom the teacher will meet to extend and support growth

Think Tanks
- Mixed Readiness
- Writing Generator
- Groups of 4 or 5

Dip Sticks
- Groups of six with varied profiles used by teacher to do “dip stick”, cross-section checks of progress, understanding

Peer Partners
- Student selected
- Groups 3 or 4
Assigning Groups

- Clothes pins with student’s names to assign them to a particular task
- Color code children to certain groups (a transparency with students names in color works well)
- Table tents with numbers correlated to group lists on the overhead
- Other great ideas?...
Transitions

• Directions for transitions need to be given with clarity and urgency.
  – Time limit for transition
  – Address the acceptable noise level
  – Rehearsal
What does INTEREST mean?

Discovering interest is important; Creating interest is even more important.

Inventing Better Schools, Schlechty
Tapping Student Interest

- Link interest-based exploration with key components of the curriculum.

- Provide structure likely to lead to student success.

- Develop efficient ways of sharing interest-based learning.

- Create an open invitation for student interests.

- Keep an open eye and an open mind for the student with a serious passion.

- Remember – can be combined with other types of differentiation!
If you want to build a ship, don’t drum up people to collect wood and assign them tasks, but rather teach them to long for the immensity of the sea.

Antoine de Saint-Exupery
BRAIN RESEARCH SHOWS THAT...
Eric Jensen, *Teaching With the Brain in Mind*, 1998

**Choices**
- content, process, product
- groups, resources environment

**Relevant**
- meaningful
- connected to learner
- deep understanding

**Engaging**
- emotional, energetic
- hands on, learner input

**Required**
- no student voice
- restricted resources

**Irrelevant**
- impersonal
- out of context
- only to pass a test

**Passive**
- low interaction
- lecture seatwork

**EQUALS**

Increased intrinsic
**MOTIVATION**

Increased
**APATHY & RESENTMENT**
CHOICE - The Great Motivator!

- Requires children to be aware of their own readiness, interests, and learning profiles.

- Students have choices provided by the teacher. (YOU are still in charge of crafting challenging opportunities for all kiddos - NO taking the easy way out!)

- Use choice across the curriculum: writing topics, content writing prompts, self-selected reading, contract menus, math problems, spelling words, product and assessment options, seating, group arrangement, ETC . . .

- GUARANTEES BUY-IN AND ENTHUSIASM FOR LEARNING!
How Do You Like to Learn?

1. I study best when it is quiet.     Yes  No
2. I am able to ignore the noise of other people talking while I am working. Yes  No
3. I like to work at a table or desk. Yes  No
4. I like to work on the floor. Yes  No
5. I work hard by myself. Yes  No
6. I work hard for my parents or teacher. Yes  No
7. I will work on an assignment until it is completed, no matter what. Yes  No
8. Sometimes I get frustrated with my work and do not finish it. Yes  No
9. When my teacher gives an assignment, I like to have exact steps on how to complete it. Yes  No
10. When my teacher gives an assignment, I like to create my own steps on how to complete it. Yes  No
11. I like to work by myself. Yes  No
12. I like to work in pairs or in groups. Yes  No
13. I like to have unlimited amount of time to work on an assignment. Yes  No
14. I like to have a certain amount of time to work on an assignment. Yes  No
15. I like to learn by moving and doing. Yes  No
16. I like to learn while sitting at my desk. Yes  No
What Lights You Up?

Below is a list of topics. To help us determine your interests, circle the five that interest you the most. Then, prioritize your five topics on the spaces below. Place the one which interests you most on space #1, and so forth through your fifth selection. Make sure to put your name on the space provided.

<table>
<thead>
<tr>
<th>Advertising</th>
<th>Economics</th>
<th>Magic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animals</td>
<td>Energy</td>
<td>Medicine</td>
</tr>
<tr>
<td>Archeology</td>
<td>Elections/Voting</td>
<td>Music</td>
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<tr>
<td>Architecture</td>
<td>Etymology</td>
<td>Nutrition</td>
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<tr>
<td>Arts/Artists</td>
<td>Experiments</td>
<td>Oceanography</td>
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<tr>
<td>Astronomy</td>
<td>Explorers</td>
<td>Opera</td>
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<tr>
<td>Authors</td>
<td>Legends/Myths</td>
<td>Phobias</td>
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<tr>
<td>Biology</td>
<td>Famous People</td>
<td>Photography</td>
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<tr>
<td>Black History</td>
<td>Forestry</td>
<td>Pirates</td>
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<tr>
<td>Careers</td>
<td>Fossils</td>
<td>Plays/Acting</td>
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<tr>
<td>Cartooning</td>
<td>Future Studies</td>
<td>Poetry</td>
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<tr>
<td>Castles/Knights</td>
<td>Gender Issues</td>
<td>Pollution</td>
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<tr>
<td>Civil War</td>
<td>Genealogy</td>
<td>Presidents</td>
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<tr>
<td>Chemistry</td>
<td>Genetics</td>
<td>Robots</td>
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<tr>
<td>Communication</td>
<td>Geology/Rocks/Minerals</td>
<td>Rocketry</td>
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<tr>
<td>Computer Programming</td>
<td>Geography/Mapping</td>
<td>Senior Citizens</td>
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<tr>
<td>Conservation</td>
<td>Hobbies</td>
<td>Sign Language</td>
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<tr>
<td>Cowboys</td>
<td>Ice Age</td>
<td>Stock Market</td>
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<tr>
<td>Crime/Law</td>
<td>Indians</td>
<td>Transportation</td>
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<tr>
<td>Dreams</td>
<td>Inventions</td>
<td>Puppetry/Mime</td>
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<tr>
<td>Death</td>
<td>Kites/Hot Air Balloon</td>
<td>Weather</td>
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<tr>
<td>Ecology</td>
<td>Local History</td>
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</tbody>
</table>

Name: ___________________________  Selection #1 ___________________________
Selection #2 ___________________________  Selection #3 ___________________________
Selection #4 ___________________________  Selection #5 ___________________________

Created by Jeanne Purcell
# My Way

An expression Style Inventory  
K.E. Kettle J.S. Renzull, M.G. Rizza  
University of Connecticut  

Products provide students and professionals with a way to express what they have learned to an audience. This survey will help determine the kinds of products YOU are interested in creating.

My Name is: ____________________________________________________

**Instructions:**

Read each statement and circle the number that shows to what extent YOU are interested in creating that type of product. (Do not worry if you are unsure of how to make the product).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not At All Interested</th>
<th>Of Little Interest</th>
<th>Moderately Interested</th>
<th>Interested</th>
<th>Very Interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writing Stories</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>2. Discussing what I have learned</td>
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<td>3. Painting a picture</td>
<td>1</td>
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<td>4. Designing a computer software project</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>5. Filming &amp; editing a video</td>
<td>1</td>
<td>2</td>
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<td>6. Creating a company</td>
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<td>7. Helping in the community</td>
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<td>8. Acting in a play</td>
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<td>2</td>
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<tr>
<td>Activity</td>
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<td>9. Building an invention</td>
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<tr>
<td>10. Playing musical instrument</td>
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<tr>
<td>11. Writing for a newspaper</td>
<td>1</td>
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<tr>
<td>12. Discussing ideas</td>
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<tr>
<td>13. Drawing pictures for a book</td>
<td>1</td>
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<tr>
<td>14. Designing an interactive computer project</td>
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<tr>
<td>15. Filming &amp; editing a television show</td>
<td>1</td>
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<tr>
<td>16. Operating a business</td>
<td>1</td>
<td>2</td>
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<tr>
<td>17. Working to help others</td>
<td>1</td>
<td>2</td>
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<tr>
<td>18. Acting out an event</td>
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<td>2</td>
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<tr>
<td>19. Building a project</td>
<td>1</td>
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<tr>
<td>20. Playing in a band</td>
<td>1</td>
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<tr>
<td>21. Writing for a magazine</td>
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<tr>
<td>22. Talking about my project</td>
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<tr>
<td>23. Making a clay sculpture of a character</td>
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<tr>
<td>Activity</td>
<td>Not At All Interested</td>
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<tr>
<td>24. Designing information for the computer internet</td>
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<tr>
<td>25. Filming &amp; editing a movie</td>
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<tr>
<td>26. Marketing a product</td>
<td>1</td>
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<tr>
<td>27. Helping others by supporting a social cause</td>
<td>1</td>
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<td>5</td>
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<tr>
<td>28. Acting out a story</td>
<td>1</td>
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<td>5</td>
</tr>
<tr>
<td>29. Repairing a machine</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>30. Composing music</td>
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<td>2</td>
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<td>5</td>
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<tr>
<td>31. Writing an essay</td>
<td>1</td>
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<td>5</td>
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<tr>
<td>32. Discussing my research</td>
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<tr>
<td>33. Painting a mural</td>
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<td>4</td>
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</tr>
<tr>
<td>34. Designing a computer</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>35. Recording &amp; editing a radio show</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>36. Marketing an idea</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>37. Helping others by fundraising</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>38. Performing a skit</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Activities</td>
<td>Not At All Interested</td>
<td>Of Little Interest</td>
<td>Moderately Interested</td>
<td>Interested</td>
<td>Very Interested</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>--------------------</td>
<td>------------------------</td>
<td>------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>39. Constructing a working model.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>40. Performing music</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>41. Writing a report</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>42. Talking about my experiences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>43. Making a clay sculpture of a scene</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>44. Designing a multi-media computer show</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>45. Selecting slides and music for a slide show</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>46. Managing investments</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>47. Collecting clothing or food to help others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>48. Role-playing a character</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>49. Assembling a kit</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>50. Playing in an orchestra</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Products**

<table>
<thead>
<tr>
<th>Written</th>
<th>Oral</th>
<th>Artistic</th>
<th>Computer</th>
<th>Audio/Visual</th>
<th>Commercial</th>
<th>Service</th>
<th>Dramatization</th>
<th>Manipulative</th>
<th>Musical</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
<td>5.</td>
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<td>10.</td>
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<td>21.</td>
<td>22.</td>
<td>23.</td>
<td>24.</td>
<td>25.</td>
<td>26.</td>
<td>27.</td>
<td>28.</td>
<td>29.</td>
<td>30.</td>
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<td>31.</td>
<td>32.</td>
<td>33.</td>
<td>34.</td>
<td>35.</td>
<td>36.</td>
<td>37.</td>
<td>38.</td>
<td>39.</td>
<td>40.</td>
</tr>
<tr>
<td>41.</td>
<td>42.</td>
<td>43.</td>
<td>44.</td>
<td>45.</td>
<td>46.</td>
<td>47.</td>
<td>48.</td>
<td>49.</td>
<td>50.</td>
</tr>
</tbody>
</table>

**Total**

Instructions: My Way …A Profile

Write your score beside each number. Add each Row to determine your expression style profile.
SIGN THE WALL

Build some new friendships. For each "brick" below, see if you can find a classmate who fits the description. Then ask that person to sign the brick. More than one person may sign a brick. Use the bottom row to write other interesting things you discover about your classmates.

<table>
<thead>
<tr>
<th>I can write my</th>
<th>I read at least four</th>
<th>I dream in color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name backwards</td>
<td>Books this summer</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I just moved</th>
<th>I can wiggle</th>
<th>I have a</th>
<th>I can ride</th>
</tr>
</thead>
<tbody>
<tr>
<td>My ears</td>
<td></td>
<td>Strange pet.</td>
<td>A horse.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I have a birthday on</th>
<th>I’ve lived in another</th>
<th>I’ve lived in another decade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A holiday</td>
<td>Country</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I built a</th>
<th>I can play a</th>
<th>I’m a whiz at</th>
<th>I can</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tree house</td>
<td>Musical instrument</td>
<td>Nintendo</td>
<td>Tap-dance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I’ve climbed a Mountain.</th>
<th>I can say ‘hello’ in Sign language.</th>
<th>I can jump off The high dive.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I like</th>
<th>I can whistle</th>
<th>I can do a</th>
<th>I’m a Leap Year baby</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snakes</td>
<td>Using my fingers</td>
<td>Cartwheel</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I’ve tried skiing on Snow or water.</th>
<th>I can blow huge Bubbles with gum</th>
<th>I lick around ice cream Cones, not up and down</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I know</th>
<th>I can ride a</th>
<th>I already have my</th>
<th>I’d rather</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karate.</td>
<td>Unicycle</td>
<td>Halloween costume</td>
<td>Be fishing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I can use Chopsticks.</th>
<th>I share a birthday With a famous person</th>
<th>I can juggle.</th>
</tr>
</thead>
</table>
What Do You Want to Learn About Rome?

These are some of the topics we will be studying in our unit on Ancient Rome. We want to know what you want to learn about. Number your choices from 1 to 7. Make sure that 1 is your favorite and 8 is your least favorite.

_____ geography
_____ government (laws)
_____ agriculture (foods they grew)
_____ architecture (buildings)
_____ music and art
_____ religion and sports
_____ roles of men, women, and children

What Can You Tell Us About Rome?

1. What country is Rome in? ____________________
2. What does the word civilization mean? ____________________
   ____________________
   ____________________
3. Can you give us some examples of different civilizations? ____________________
   ____________________
   ____________________
4. Can you name any famous Roman people? ____________________
   ____________________
   ____________________
5. Many things in our country and culture came from the Romans. Can you think of any?
   ____________________
   ____________________
   ____________________
INTEREST SURVEY

Name ______________

1. What types of TV shows do you like to watch?
2. What hobbies do you have? How much time do you spend on your hobbies?
3. If you could have anything you want, what would you choose? Why?
4. Tell about your favorite games.
5. What kinds of movies do you like to see? Why?
6. Tell about a vacation you would like to take.
7. What is your least favorite activity or subject at school? Why?
8. What is your favorite activity or subject in school? Why?
9. What kinds of things have you collected? What do you do with the things you have collected?
10. What career(s) do you think might be right for you when you are an adult?
11. What kinds of books do you like?
12. What are your favorite magazines?
13. What parts of the newspaper do you like to look at? How do you learn about the news if you don’t read the newspaper?
14. What is your first choice about what to do when you have free time at home?
15. If you could talk to any person alive, who would it be? Why? Think of 3 questions you would like to ask the person.
16. Imagine that you could invent something to make the world a better place. Describe your invention.
17. What is you something you can do really well?
18. Tell me something else about yourself that you would like me to know.
<table>
<thead>
<tr>
<th>I like to read about:</th>
<th>I would like to collect / I have collections of:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Things I like to do:</th>
<th>I would like to study/learn more about:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
What Lights You Up?

Below is a list of topics. To help us determine your interests, circle the five that interest you the most. Then, prioritize your five topics on the spaces below. Place the one which interests you most on space #1, and so forth through your fifth selection. Make sure to put your name on the space provided.

<table>
<thead>
<tr>
<th>Advertising</th>
<th>Economics</th>
<th>Magic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animals</td>
<td>Energy</td>
<td>Medicine</td>
</tr>
<tr>
<td>Archeology</td>
<td>Elections/Voting</td>
<td>Music</td>
</tr>
<tr>
<td>Architecture</td>
<td>Etymology</td>
<td>Nutrition</td>
</tr>
<tr>
<td>Arts/Artists</td>
<td>Experiments</td>
<td>Oceanography</td>
</tr>
<tr>
<td>Astronomy</td>
<td>Explorers</td>
<td>Opera</td>
</tr>
<tr>
<td>Authors</td>
<td>Legends/Myths</td>
<td>Phobias</td>
</tr>
<tr>
<td>Biology</td>
<td>Famous People</td>
<td>Photography</td>
</tr>
<tr>
<td>Black History</td>
<td>Forestry</td>
<td>Pirates</td>
</tr>
<tr>
<td>Careers</td>
<td>Fossils</td>
<td>Plays/Acting</td>
</tr>
<tr>
<td>Cartooning</td>
<td>Future Studies</td>
<td>Poetry</td>
</tr>
<tr>
<td>Castles/Knights</td>
<td>Gender Issues</td>
<td>Pollution</td>
</tr>
<tr>
<td>Civil War</td>
<td>Genealogy</td>
<td>Presidents</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Genetics</td>
<td>Robots</td>
</tr>
<tr>
<td>Communication</td>
<td>Geology/Rocks/Minerals</td>
<td>Rocketry</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>Geography/Mapping</td>
<td>Senior Citizens</td>
</tr>
<tr>
<td>Conservation</td>
<td>Hobbies</td>
<td>Sign Language</td>
</tr>
<tr>
<td>Cowboys</td>
<td>Ice Age</td>
<td>Stock Market</td>
</tr>
<tr>
<td>Crime/Law</td>
<td>Indians</td>
<td>Transportation</td>
</tr>
<tr>
<td>Dreams</td>
<td>Inventions</td>
<td>Puppetry/Mime</td>
</tr>
<tr>
<td>Death</td>
<td>Kites/Hot Air Balloon</td>
<td>Weather</td>
</tr>
<tr>
<td>Ecology</td>
<td>Local History</td>
<td></td>
</tr>
</tbody>
</table>

Name:________________________________
Selection #1________________________________
Selection #2________________________________
Selection #3________________________________
Selection #4________________________________
Selection #5________________________________

Created by Jeanne Purcell
READING INVENTORY

Name __________________________  Date ___________
1. How do you feel about reading?
2. Do you think you are a good reader? Why?
3. What was the last book you read?
4. What kinds of books do you like to read?
5. Do you think it is important to be a good reader? Why?
6. What do you do when you come to a word you can’t read?
7. Do you read at home?
8. What do you usually do after school when you get home?
9. Do you like to read? Why?
10. Is there anything you would like me to know that would help you have a good year at school?

Create Independent Learners * Patricia Pavelka
American Revolution Survey

Name ________________________

1. In school my favorite subject is:
   _____ Reading     _____ Writing     _____ Math
   _____ Science     _____ Social Studies
   Other: ______________________________________

2. I like working:
   _____ in a group   _____ with a partner   _____ by myself

3. When working in a group I am usually:
   _____ a leader   _____ a follower

4. One of my hobbies is ______________________________

5. I like to collect_____________________________________

6. I wish I knew more about ______________________________
American Revolution Survey

7. Something I already know about the American Revolution is

8. Rate the following Revolutionary War topics from 1 to 10, according to your interests (1 = your favorite, 10 = your least favorite).

______ presidents
______ other important leaders
______ women’s role
______ the life of a soldier
______ Great Britain’s role
______ important documents
______ Thomas Jefferson
______ important battles fought
______ colonial protests
______ early forms of government

Adapted by Kathie Bahnson, White Pine Elementary, Boise, ID
Connecting Kids and Curriculum

• Link to students’ lives - examples, personal experiences
• Focus products around significant problems and issues - real people and places
• Use meaningful audiences that are important to the student - within school and in the community
• Discover how ideas and skills are useful in the world - guest speakers, primary resources, full range of cultures
• Look for fresh ways to present and explore ideas - cartoons, role play, photos, artifacts, technology
• Share your experiences and passions and invite students to do the same - books, places you’ve visited, people you admire, difficulties you’ve experienced when learning

Carol Tomlinson, Fulfilling the Promise of the Differentiated Classroom
Differentiating Content by Interest

• Provide interest centers to encourage further exploration of topics.
• Provide a wide range of materials on a wide range of related student interests.
• Use student questions and topics to guide lectures and materials selection.
• Use examples and illustrations based on student interests.

Differentiation in Practice, Carol Tomlinson & Caroline Eidson
Ways To Differentiate Content

- Reading partners/Reading Buddies
  - Read/Summarize
  - Read/Question/Answer
  - Visual Organizer/Summarizer
  - Parallel Reading with Teacher Prompt
- Choral Reading/Antiphonal Reading
- Flip books
- Split Journals (Double Entry – Triple Entry)
- Books on Tape
- Highlights on Tape
- Digests/“Cliff Notes”
- Notetaking Organizers
- Varied Texts
- Varied Supplementary Materials
- Highlighted Texts
- Think-Pair-Share/Preview-Midview-Postview
DOUBLE ENTRY JOURNAL
(Basic)

CONTENT
• Note Taking
  • Key phrases
  • Important words
  • Main ideas
  • Puzzling passages
  • Summaries
  • Powerful passages
  • Key parts
  • Etc.

RESPONSE
• Sense Making
  • How to use ideas
  • Why an idea is important
  • Questions
  • Meaning of key words, passages
  • Predictions
  • Reactions
  • Comments on style
  • Etc.
DOUBLE ENTRY JOURNAL (Advanced)

CONTENT
- Key passages
- Key vocabulary
- Organizing concepts
- Key principles
- Key patterns

RESPONSE
- Why ideas are important
- Author’s development of elements
- How parts and whole relate
- Assumptions of author
- Key questions

ANOTHER VOICE
- Teacher
- Author
- Expert in field
- Character
- Satirist
- Political cartoonist
- Etc.
Providing Choice in ALL Content Areas

Writing topics, content writing prompts, self-selected reading, literature study choices, spelling words
Math problems, science experiments, demonstrations
Product choices, contract menus, centers, RAFT, independent studies, homework options
Learning profile preferences
Seating and working arrangements, self-reflection
Try for one or more BINGOs this month. Remember, you must have a real reason for the writing experience! If you mail or email your product, get me to read it first and initial your box! Be sure to use your writing goals and our class rubric to guide your work.

<table>
<thead>
<tr>
<th>Recipe</th>
<th>Thank you note</th>
<th>Letter to the editor</th>
<th>Directions to one place to another</th>
<th>Rules for a game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invitation</td>
<td>Email request for information</td>
<td>Letter to a pen pal, friend, or relative</td>
<td>Skit or scene</td>
<td>Interview</td>
</tr>
<tr>
<td>Newspaper article</td>
<td>Short story</td>
<td>FREE</td>
<td>Grocery or shopping list</td>
<td>Schedule for your work</td>
</tr>
<tr>
<td>Advertisement</td>
<td>Cartoon strip</td>
<td>Poem</td>
<td>Instructions</td>
<td>Greeting card</td>
</tr>
<tr>
<td>Letter to your teacher</td>
<td>Proposal to improve something</td>
<td>Journal for a week</td>
<td>Design for a web page</td>
<td>Book Think Aloud</td>
</tr>
</tbody>
</table>
Literature Studies

- Provide a variety of sets of books
- Students go “book shopping” to select their top choices
- Teacher assigns groups based on student interest
**Book Shopping**

Browse through the sets of literature study books. Use the criteria we have developed for selecting “just right” books to choose what is best for you to read. List at least 3 choices along with your justification for choosing each one.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Describe how this book will help you become a better reader/writer.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Judy Rex, 2003
Mrs. Schlim and her students were studying the Civil War. During the unit, they did many things -- read and discussed the text, looked at many primary documents (including letters from soldiers), had guest speakers, visited a battlefield, etc.

As the unit began, Mrs. Schlim reminded her students that they would be looking for examples and principles related to culture, conflict change and interdependence.
Differentiation By Interest
Social Studies

She asked her students to list topics they liked thinking and learning about in their own world. Among those listed were:

- music
- reading
- food
- books
- sports/recreation
- transportation
- travel
- mysteries
- people
- heroes/villains
- cartoons
- families
- medicine
- teenagers
- humor
- clothing
Differentiation By Interest
Social Studies

She then asked each student or pair of students to select a topic of real interest to them and explore it throughout the unit as a guided independent study. Their job was to see what their topic showed them about life in the Civil War in general - and about culture, conflict, change and interdependence during that time.
Differentiation By Interest
Social Studies (continued)

Students had as supports for their work:

- a planning calendar
- criteria for quality
- check-in dates
- options for expressing what they learned
- data gathering matrix (optional)
- class discussions on findings, progress, snags
- mini-lessons on research (optional)
Sample assessments for determining a variety of interest and learning profile factors may be downloaded at:

www.e2c2.com/fileupload.asp

Download the file entitled “Profile Assessments for Cards” or “Word Assessments.”
Learner Profile Card

Auditory, Visual, Kinesthetic
Modality

Student’s Interests

Multiple Intelligence Preference
Gardner

Gender Stripe

Analytical, Creative, Practical
Sternberg

Array Inventory
<table>
<thead>
<tr>
<th>Sternberg’s Intelligences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analytical</strong></td>
</tr>
<tr>
<td>Linear – Schoolhouse Smart - Sequential</td>
</tr>
<tr>
<td><strong>Practical</strong></td>
</tr>
<tr>
<td>Streetsmart – Contextual – Focus on Use</td>
</tr>
<tr>
<td><strong>Creative</strong></td>
</tr>
<tr>
<td>Innovator – Outside the Box – What If</td>
</tr>
</tbody>
</table>

An idea for assessing students according to Sternberg’s intelligences would be to five the following scenario:

Imagine you are driving with your parents and they are listening to the radio. An interesting piece comes on about something you do not know. As you listen, you get more and more interested. What do you want to know?

- Do you want to know all the little details that go into it?
- Do you want to know how it is being used?
- Do you want to know only enough information to think of other things to do?

Students who choose the first question fall into the analytic intelligence, the second corresponds to practical and those who choose the final question are the creative learners.
Differentiation According to Sternberg’s Intelligences

**Know:** What makes a Tall Tale

*Definition of fact and exaggeration*

**Understand:** An exaggeration starts with a fact and stretches it.

*People sometimes exaggerate to make their stories or deeds seem more wonderful or scarier.*

**Do:**

*Distinct fact and exaggeration*

**Analytical Task**

Listen to or read Johnny Appleseed and complete the organizer as you do.

**Practical Task**

Think of a time when you or someone you know was sort of like the Johnny Appleseed story and told a tall tale about something that happened. Write or draw both the factual or true version of the story and the tall tale version.

**Creative Task --- RAFT Assignment**

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone in our class</td>
<td>Our class</td>
<td>Diary entry</td>
<td>Let me tell you what happened while Johnny A. and I were on the way to school today….</td>
</tr>
</tbody>
</table>
Understanding Number

**Analytic Task**

Make a number chart that shows all ways you can think of to show 5.

**Practical Task**

Find as many things as you can at school and at home that have something to do with 5. Share what you find with us so we can see and understand what you did.

**Creative Task**

Write and/or recite a riddle poem about 5 that helps us understand the number in many, unusual, and interesting ways.
EVALUATING PLOT

Standard: Students will evaluate the quality of plot based on clear criteria

**Analytical Task**

- Experts suggest that an effective plot is: believable, has events that follow a logical and energizing sequence, has compelling characters and has a convincing resolution.

- Select a story that you believe **does** have an effective plot based on these three criteria as well as others you state. Provide specific support from the story for your positions.

OR

- Select a story you believe has an effective plot in spite of the fact that it does **not** meet these criteria. Establish the criteria you believe made the story’s plot effective. Make a case, using specific illustrations from the story, that “your” criteria describes an effective plot.
Practical Task

• A local TV station wants to air teen-produced digital videos based on well known works. Select and storyboard you choice for a video. Be sure your storyboards at least have a clear and believable plot structure, a logical sequence of events, compelling characters and a convincing resolution. Note other criteria on which you feel the plot’s effectiveness should also be judged. Make a case that your choice is a winner based on these and other criteria you state.

Creative Task

• Propose an original story you fell has a clear and believable plot structure, a logical sequence of events, compelling characters, and a convincing resolution. You may write it, storyboard it, or make a flow chart of it. Find a way to demonstrate that your story achieves these criteria as well as any others you note as important.
### Three States of Matter - Elementary Grade

**KNOW:** Three states of matter: solid, liquid, and gas

**UNDERSTAND:** All matter has both mass and volume.

**DO:** Distinguish one state of matter from the others. Show how one state of matter changes to the others.

| Analytical | • Choose three items from our classroom that are all in different states of matter. Show how each item is in a different state of matter in comparison to the other two items. Use terms like mass and volume to explain your answer.  
• Use the idea of water, ice, and vapor to create a chart to show how these 3 things change from one state to another. Include condensation, evaporation, melting point, freezing point, expanding, and contracting in your chart. |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Creative   | • Create three imaginative items to demonstrate different states of matter. Make an illustration of each item and explain why each one fits into the state it is in. Use mass and volume in your explanation.  
• Make a visually appealing poster to teach second graders how each state changes into the other states. Be sure the way you teach is original. Show condensation, evaporation, melting point, freezing point, expanding, and contracting in your poster. |
| Practical  | • There are three mysterious objects in a box on a museum shelf. Their states of matter are not yet identified. Your task is to figure out the state of matter for each one. Design a museum exhibit for the 3. Use the terms mass and volume in your exhibit signs.  
• There is a close friend of yours who does not understand how one state of matter changes into another. You want to help your friend out. Write out how you would explain to your friend using all these terms: condensation, evaporation, melting point, freezing point, expanding, and contracting. Make your explanation as clear as you can. |
Learning Style Social Studies Lesson on Landforms based on Sternberg’s Intelligence Preference

**Know:** Geographical terms (isthmus, delta, peninsula, river, island)

**Understand:** Landforms and bodies of water effect human movement and influence the development of cities.

**Do:** Locate and label specific landforms

   Analyze how landforms produce economic advantages that establish settlements.

After students have read and taken notes on the chapter, the teacher reviews with the whole class the basic information on landforms. Then, students are given a choice of three assignments to be done individually or in groups of two or three.
Practical: Using these 8 given cities, (or you may choose other cities after approval by teacher), demonstrate how landforms and bodies of water contributed to the development and movement of people to this site over a period of time. You may use overlay transparencies or models to show the areas and growth.

Creative: Develop a map of a new world that has at least 8 different types of landforms and/or bodies of water. Using labels, etc., determine how these sites would grow due to economic possibilities of these geographical features, and predict population growth over a period of time.

Analytical: Create clues or a set of directions to help us identify and locate at least 8 landforms on the map (given in the textbook, or a map provided by the teacher). Clues/directions should also be based on population and economic growth and changes.
Dance Lesson Differentiation by Learning Profile (Sternberg Intelligence)

Students will discuss their understanding of “Dance is communication” in a journal reflection.

**Analytical:** Give specific examples of different ways dance can communicate. Discuss how space can be manipulated to create different moods. Present your conclusions in a chart or list.

**Practical:** Choose 4 moods that can be communicated through dance. Discuss how dance would communicate each mood, and include the use of space for each.

**Creative:** Dance is a form of communication. Create a story filled with emotion to communicate, and describe what the dance would look like. Be sure to include how the dance manipulates space.

Nancy Smith, 2002
Learning Style Social Studies Lesson on Landforms based on Sternberg’s Intelligence Preference

**Know:** Geographical terms (isthmus, delta, peninsula, river, island)

**Understand:** Landforms and bodies of water effect human movement and influence the development of cities.

**Do:** Locate and label specific landforms
   - Analyze how landforms produce economic advantages that establish settlements.

After students have read and taken notes on the chapter, the teacher reviews with the whole class the basic information on landforms. Then, students are given a choice of three assignments to be done individually or in groups of two or three.
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Biology

KNOW
• Cell parts and functions

UNDERSTAND
• A cell is a system with interrelated parts

DO
• Analyze the interrelations of cell parts/functions
• Present understandings in clear, useful, interesting, and fresh way
Biology

Analytical

Use a cause/effect chain or some other format you develop to show how each part of a cell affects other parts as well as the whole. Use labels, directional markers, and other symbols as appropriate to ensure that someone who is pretty clueless about how a cell works will be enlightened after they study your work.
Look around you in your world or the broader world for systems that could serve as analogies for the cell. Select your best analogy (“best” meaning most clearly matched, most explanatory or enlightening). Devise a way to make the analogy clear and visible to an audience of your peers, ensuring that they will develop clearer and richer insights about how a cell works by sharing in your work. Be sure to emphasize both the individual functions of cell parts and the interrelationships among the parts.
Biology

Creative

Use unlikely stuff to depict the structure and function of the cell, with emphasis on interrelationships among each of the parts. You should select your materials carefully to reveal something important about the cell, its parts, and/or their interrelationships. Your “ahas” should trigger ours.
Varied Homework

Why’d we ever think the same homework for everyone made sense anyhow??

Homework Checkers

Sure you can check homework when kids do varied tasks!!
Homework or . . .

Home Learning (H.L.)

✓ Learning doesn’t stop when students walk out the door!
✓ Should be an extension of what was undertaken in class
✓ Home learning is for practice and transfer
✓ Readiness, interest, and/or learning profile may be used to differentiate H.L. activities
✓ Another option – choose a learning activity from a collaboratively developed list, record.
✓ Students assume responsibility for checking & turning in. Teacher assumes responsibility for feedback regarding quality & understanding.
✓ Students become life-long learners while taking responsibility for their own learning.
✓ Celebrate success!
Name ______________________ Date ___________

CHOOSE AND RECORD

For Home Learning I chose to ________________________________

Here are some things I noticed, practiced and/or learned:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
This is a process for checking multiple homework assignments simultaneously in a classroom so that the teacher feels free to differentiate homework as necessary to address particular student learning needs.

1. The teacher checks to make sure each student has completed assigned homework
3. Students who have not completed the assignment work in a designated area of the room to complete the assignment (teacher floats to provide guidance/feedback).
5. Students who completed the HW work in groups of 4 to check all 4 sets for agreement/disagreement
7. All students mark each answer for agreement/disagreement as well as explanations of why an answer is wrong and how to correct.
5. Students sign indicating agreement, staple set of 4 together, turn in
6. Teacher spot checks, “grades” one per set.
**Background:**

The teacher provides a ledger type book which will provide a running record of what takes place in each class period. The teacher also helps students develop procedures, criteria, and a rotation for maintaining the book and procedures for using the book.

**Steps:**

1. Each student takes rotational turns at keeping the book for a day.
2. The student dates the entry and lists all assignments with complete explanations and requirements—also includes or references assignment sheets, rubrics, etc.
3. The student keeps complete notes of lectures, discussions, student questions, etc.
4. The student is responsible for checking accuracy, completeness, etc. w/ other students.
5. The book is available to all students who need to refer to it for missed information, clarification, due dates, product requirements, etc.
Give everyone the same homework assignment?  
Why do you say so?

Use different homework assignments?  
Why do you say so?

What problems might it create if you sometimes used different homework assignments?

Think about it...
Writing

**Group 1**
- Meet with teacher
- Brainstorm for hot topics
- Web ideas for possible inclusion
- Develop a word bank
- Storyboard a sequence of ideas
- Make support ladders
- Begin writing

**Group 2**
- Alone or in pairs, develop a topic
- Make a bank of power ideas
- Web or storyboard the sequence and support
- Meet with teacher to “ratchet”
- Begin writing
- Paired revision
- Paired editing
DOUBLE ENTRY JOURNAL
(Basic)

As You Read, Note:

• Key phrases
• Important words
• Main ideas
• Puzzling passages
• Summaries
• Powerful passages
• Key parts
• Important graphics
• Etc.

After You Read, Explain:

• How to use ideas
• Why an idea is important
• Questions
• Meaning of key words, passages
• Predictions
• Reactions
• Comments on style
• Interpretation of graphics
• Etc.
# DOUBLE ENTRY JOURNAL (Advanced)

## As You Read
- Key passages
- Key vocabulary
- Organizing concepts
- Key principles
- Key patterns
- Links between text & graphics

## As/After You Read
- Why ideas are important
- Author’s development of elements
- How parts and whole relate
- Assumptions of author
- Key questions

## After You Read
- Teacher
- Author
- Expert in field
- Character
- Satirist
- Political cartoonist
- Etc.
DOUBLE ENTRY JOURNAL
(Basic)

WHAT I SAW OR HEARD

WHAT I THINK…
Flippers!

- You will need 2 sheets of construction paper, of different colors. (You’ll only use a ½ sheet of the second color.)
- Fold the frame color into fourths horizontally (hamburger folds).
- Back-fold the same piece in the opposite directions so that it is well creased and flexible.
- Fold the frame at the center only, and make cuts from the fold up to the next fold line. 7 cuts for 8 sections is easy to do, but cut as many as you like.
- Fold the second color of paper into fourths as well. Cut these apart. You will only use 2 of the strips.
- Basket-weave the two strips into the cut strips of the frame. The two sides need to be woven in opposite directions.
- To use the flipper, write questions on the woven colors. To find the answers, fold the flipper so that the center is pointed at you, then pull the center apart to reveal answer spaces.
- Flipper works in this way on both sides!
Play Around with the Ideas....

How can you use some of these strategies in your classroom to teach varied learners more effectively?
Learning Contracts

Contracts take a number of forms that begin with an agreement between student and teacher.

The teacher grants certain freedoms and choices about how a student will complete tasks,

and the student agrees to use the freedoms appropriately in designing and completing work according to specifications.
# Learning Contract----Think Tac Toe
## Ancient Civilizations – Grade 6

<table>
<thead>
<tr>
<th>Category</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geography</strong></td>
<td>As an ancient mapmaker, you are commissioned to create a map of your land including all natural land forms, a compass rose and a scale. Also find examples of each land form in a modern civilization.</td>
<td>Imagine that you are an ancient citizen who awakens to discover that all water has evaporated. Explain in detail how this would alter your way of life. Also, do this for the town where you live. Assume you are persuading others to visit your ancient civilization. Design a descriptive, accurate travel brochure. Include both natural and man-made elements that would attract tourists.</td>
</tr>
<tr>
<td><strong>Important People</strong></td>
<td>You are an ancient scribe. Write and illustrate a thorough description of a famous character from each time period being studied. Profile yourself also.</td>
<td>Assume the identity of a famous person from the given time period. Create a journal entry reflecting the ideas, values, and components of daily life for that person &amp; you. You are a famous sculptor. Create a 3D representation of a well-known leader, god, goddess, or common citizen. Include a museum exhibit card.</td>
</tr>
<tr>
<td><strong>Contributions</strong></td>
<td>Written language is an essential part of everyday life. Your task is to create an alphabet. Include a translation into modern English, a written description of the language development a &amp; a 3D artifact of the new language.</td>
<td>Recreate in 3D form a famous work of architecture from your time period. Compare and contrast this piece to one piece of modern day architecture. Find one example of this architecture’s presence in modern day society. Find a way to explain and show the importance of music and the arts to your culture. Also show at least 2 examples with roots in our time.</td>
</tr>
</tbody>
</table>

Charles Kyle & Kathy Reed * Illinois
# A Planet “Show & Tell”

*(Each student must pick one square from each horizontal row and use the two together)*

<table>
<thead>
<tr>
<th>Create One</th>
<th>Use the computer to make a drawing that shows how the rotation and revolution of the Earth works to create day and night and seasons.</th>
<th>Paint a picture that shows how the rotation and revolution of the Earth works to create day and night and seasons.</th>
<th>Construct a model that shows how the rotation and revolution of the Earth works to create day and night and seasons.</th>
<th>Create a book or puppet show that shows how the rotation and revolution of the Earth works.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pick a Way to Explain</td>
<td>Make labels for the sun, Earth, day, night, orbit to attach to or use with your creation. Be ready to explain orally.</td>
<td>Write sentences* that identity and explain each part of your drawing or model and how each part works.</td>
<td>Write a story that explains the Earth’s rotation, revolution, day and night, and seasons.</td>
<td>Write a poem that explains the Earth’s rotation, revolution, day and night and seasons.</td>
</tr>
</tbody>
</table>

---

*This differentiated review/synthesis task is based on Va. SOLS for science:*

1.6 The student will investigate & understand the basic relationships between the Earth and sun, Including *the sun is the source of heat & light* *night & day are caused by the rotation of the Earth. 1.7 The student will investigate and understand the relationship of seasonal change (light and temperature) to the activities & life processes of plants and animals.*

Based on Unit by Bette Wood, Charlottesville, Virginia City Schools.
Friendships Shape Up!

Reading Contract

Choose an activity from each shape group. Cut out your three choices and glue them below. You are responsible for finishing these activities by _______________________.  Have fun!

This contract belongs to _________________________.

Brenda Spurgeon, 2nd Grade, Riverside Elementary School, Boise, ID
Friendships Shape Up! Cont’d

- Make a poster advertising yourself as a good friend. Use words and pictures to help make people want to be your friend. Make sure your name is an important part of the poster.

- Make a two-sided circle-rama. Use it to tell people what makes you a good friend. Use pictures and words and make sure your name is an important part of the display.

- Make a mobile that shows what makes you a good friend. Use pictures and words to hang on your mobile. Write your name on the top of the mobile in beautiful letters.

- Get with a friend and make a puppet show about a problem and the solution in your book.

- Get with a friend & act out a problem and its solution from your book.

- Meet with me & tell me about a problem and its solution from the story. Then tell me about a problem you have had and how you solved it.

- Draw a picture of a problem in the story. Then use words to tell about the problem and how the characters solved their problem.

- Write a letter to one of the characters in your book. Tell them about a problem you have. Then have them write back with a possible solution to your problem.

- Think about another problem one of the characters in your book might have. Write a new story for the book about the problem and tell how it was solved.
### Writing Bingo

Try for one or more BINGOs this month. Remember, you must have a real reason for the writing experience! If you mail or email your product, get me to read it first and initial your box! Be sure to use your writing goals and our class rubric to guide your work.

<table>
<thead>
<tr>
<th>Recipe</th>
<th>Thank you note</th>
<th>Letter to the editor</th>
<th>Directions to one place to another</th>
<th>Rules for a game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invitation</td>
<td>Email request for information</td>
<td>Letter to a pen pal, friend, or relative</td>
<td>Skit or scene</td>
<td>Interview</td>
</tr>
<tr>
<td>Newspaper article</td>
<td>Short story</td>
<td>FREE Your choice</td>
<td>Grocery or shopping list</td>
<td>Schedule for your work</td>
</tr>
<tr>
<td>Advertisement</td>
<td>Cartoon strip</td>
<td>Poem</td>
<td>Instructions</td>
<td>Greeting card</td>
</tr>
<tr>
<td>Letter to your teacher</td>
<td>Proposal to improve something</td>
<td>Journal for a week</td>
<td>Design for a web page</td>
<td>Book Think Aloud</td>
</tr>
<tr>
<td>Graphics</td>
<td>Problem of the Day</td>
<td>Computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------------------</td>
<td>---------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tangrams Ex. (p.14 #1)</td>
<td>Complete the odd # problem from the POD Board. Evens for bonus.</td>
<td>Task Card (2 Yellow/2 Greens)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tangrams Ex. (p.11, #9)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geoboard Pentagon</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geoboard Heptagon Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math Writing</th>
<th>Math with Legs</th>
<th>Teacher Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explain in a clear step-by-step how you:</td>
<td>• Develop a real problem someone might have which graphing would help them solve. Show how that would work, including graphs and explanations. You may use any kind of graph you know about as long as it fits the problem.</td>
<td>When called</td>
</tr>
<tr>
<td>• Solved your problem of the day or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Solved your Tangram or Geoboard Challenge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use pictures and words to teach someone how to do one of your five math tasks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develop a story or scenario in which one student clarifies how to do word problems for a confused friend.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Science Agenda on 
Chemical Problems in the Environment

**IMPERATIVES** (You *must* do these...)

1) Select a chemical problem in the environment and
   • Define and describe the difficulties it presents
   • Be sure to discuss why, where, and to whom/what

   Your choices are:
   • Global Warming/Greenhouse Effect
   • Ozone Depletion
   • Acid Rain
   • Air Pollution
   • Water Pollution (including thermal pollution and land/ground pollution)

2) Complete a map showing where the problem exists, what/who is affected by it, and the degree of impact

3) Develop a talking paper that describes present and future solutions, as well as your recommendations.
A **learning center** is a classroom area that contains a collection of activities or materials designed to teach, reinforce, or extend a particular skill or concept.

Centers can focus on specific skills in any content area: math, writing, reading, spelling, handwriting, language arts, science, social studies, art, technology...
Writing Center

Housed in a crate:
- Writing prompts
- Squiggle writing
- Picture file
- Beginning, middle, end book
- Harris Burdick posters
- Story Starters

Specific guidelines and criteria:
This week when you are at the writing center please focus on the use of excellent WORD CHOICE in your writing. You may use any available resources to help you give a personal best effort.

After you complete your piece, go through the peer editing process and evaluate your word choice with the Six Trait Writing Rubric before turning it in.
• An **interest center** is designed to motivate students’ exploration of topics in which they have a particular interest.

• Survey students to determine interests and provide opportunities in a center setting to explore them.

• Provide choices for response to learning or for extension of a topic studied.
Literacy Centers
Mosaic of Thought (1997)
Ellin Oliver Keene, Susan Zimmermann

- **The Theater Corner** – dramatize images or scenes from text
- **The Book Talk Zone** – small group literature discussions
- **The Artist’s Studio** – artistic expression of images from text
- **The Writer’s Den** – written responses to books

Differentiated by learning profile & interest
MATERIALS FOR CENTERS

• Any materials that will address the varying readiness, interests and learning profiles of your students can be used.
• Many ready-made materials are available for use in centers - it’s how you use them with your students that makes them differentiated.
• Make use of the materials you have by matching them to specific learners instead of using them in the same way with all students.
Differentiating Products by Interest

• Encourage students to demonstrate key knowledge, understanding, and skills in related topics of special interest.
• Help students find mentors to guide product development or choice of products.
• Allow students to use a range of media or formats to express their knowledge, understanding, and skill.
• Provide opportunities for students to develop independent inquiries with appropriate teacher or mentor guidance.

Differentiation in Practice, Carol Tomlinson & Caroline Eidson
Possible Products

Map
Diagram
Sculpture
Discussion
Demonstration
Poem
Profile
Chart
Play
Dance
Campaign
Cassette
Quiz Show
Banner
Brochure
Debate
Flow Chart
Puppet Show
Tour

Lecture
Editorial
Painting
Costume
Placement
Blueprint
Catalogue
Dialogue
Newspaper
Scrapbook
Lecture
Questionnaire
Flag
Scrapbook
Graph
Debate
Museum
Learning Center
Advertisement

Book List
Calendar
Coloring Book
Game
Research Project
TV Show
Song
Dictionary
Film
Collection
Trial
Machine
Book
Mural
Award
Recipe
Test

Puzzle
Model
Timeline
Toy
Article
Diary
Poster
Magazine
Computer
Program
Photographs
Terrarium
Petition Drive
Teaching
Lesson
Prototype
Speech
Club
Cartoon
Biography
Review
Invention
“Assessment is today’s means of understanding how to modify tomorrow’s instruction.”

Carol Tomlinson
Some teachers talk about---

LEARNING

VS.

GRADERS

Some teachers talk about---

- Can these two coexist peacefully?
- Should one receive emphasis over the other?
Too often, educational tests, grades, and report cards are treated by teachers as autopsies when they should be viewed as physicals.

(Reeves 2000, 10)
Four Criteria of Quality Feedback

1. It must be timely.
3. It must be specific.
5. It must be understandable to the receiver.
7. It must allow the student to act on the feedback (refine, revise, practice, and retry).

Wiggins, 1998
On-going Assessment: A Diagnostic Continuum

Feedback and Goal Setting

Preassessment (Finding Out)
- Pre-test
- Graphing for Greatness
- Inventory
- KWL
- Checklist
- Observation
- Self-evaluation
- Questioning

Formative Assessment (Keeping Track & Checking -up)
- Conference
- Peer evaluation
- 3-minute pause
- Observation
- Talkaround
- Questioning

Summative Assessment (Making sure)
- Exit Card
- Portfolio Check
- Quiz
- Journal Entry
- Self-evaluation
- Unit Test
- Performance Task
- Product/Exhibit
- Demonstration
- Portfolio Review

Graphing for Greatness
Inventory
KWL
Checklist
Observation
Self-evaluation
Questioning
# THINKING ABOUT ON-GOING ASSESSMENT

## STUDENT DATA SOURCES
1. Journal entry
2. Short answer test
3. Open response test
4. Home learning
5. Notebook
6. Oral response
7. Portfolio entry
8. Exhibition
9. Culminating product
10. Question writing
11. Problem solving

## TEACHER DATA MECHANISMS
1. Anecdotal records
2. Observation by checklist
3. Skills checklist
4. Class discussion
5. Small group interaction
6. Teacher – student conference
7. Assessment stations
8. Exit cards
9. Problem posing
10. Performance tasks and rubrics
Squaring Off

Whole Group Assessment

1. Place a card in each corner of the room with one of the following words or phrases that are effective ways to group according to learner knowledge.

   - Rarely ever
   - Sometimes
   - Often
   - I have it!
   - Dirt road
   - Paved road
   - Highway
   - Yellow brick road

2. Tell the students to go to the corner of the room that matches their place in the learning journey.

3. Participants go to the corner that most closely matches their own learning status and discuss what they know about the topic and why they chose to go there.
Directions: Complete the chart to show what you know about MAGNETISM. Write as much as you can.

- Definition
- Information
- Examples
- Non-Examples
Knowledge Rating Chart

1. I’ve never heard of this before
2. I’ve heard of this, but am not sure how it works
3. I know about this and how to use it

_____ Direct object
_____ Direct object pronoun
_____ Indirect object
_____ Indirect object pronoun
_____ Object of a preposition
_____ Adjective
_____ Interrogative adjective
Exit Cards

List
• 3 things you learned today
• 2 things you’d like to learn more about
• 1 question you still have
Exit Cards

Explain the difference between simile and metaphor. Give some examples of each as part of your explanation.
Exit Cards

We have been learning about patriotism. Use words and/or pictures to show your understanding of what it is. What questions do you have about this topic?
EXIT CARDS

Today you began to learn about hyperbole.

• List three things you learned.

• Write at least one question you have about this topic.
EXIT CARDS

We have begun a study of author's craft.

List and identify three examples of figurative language used in the novel *Morning Girl* by Michael Dorris.
On your exit card---

Explain the difference between simile and metaphor. Give some examples of each as part of your explanation.
3-2-1 Summarizer

After reading over my rough draft---

3 revisions I can make to improve my draft.

2 resources I can use to help improve my draft.

1 thing I really like about my first draft.
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### ’s Exit Card

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| **3** | List three things you know about  
|      | ____________________________  
| 1. |   |
| 2. |   |
| 3. |   |
| **2** | What are two things that you would need/want to help you understand  
|      | ____________________________  
| 1. |   |
| 2. |   |
| **1** | What is one idea that you would be willing to teach to someone else?  
| 1. |   |
EXIT CARD GROUPINGS

Group 1
Students who are struggling with the concept or skill

Group 2
Students with some understanding of concept or skill

Group 3
Students who understand the concept or skill

Readiness Groups