Differentiated Instruction

Survival Guide

Compiled by:
M. Pleshette Smith
Mississippi Department of Education
Office of Special Education

Published by West Point School District/Office of Federal Programs/2014

Table of Contents

Extension Menu

Dinner Menu

Tic-Tac-Toe

Cubing

Think Dots

RAFTing

Centers vs. Stations

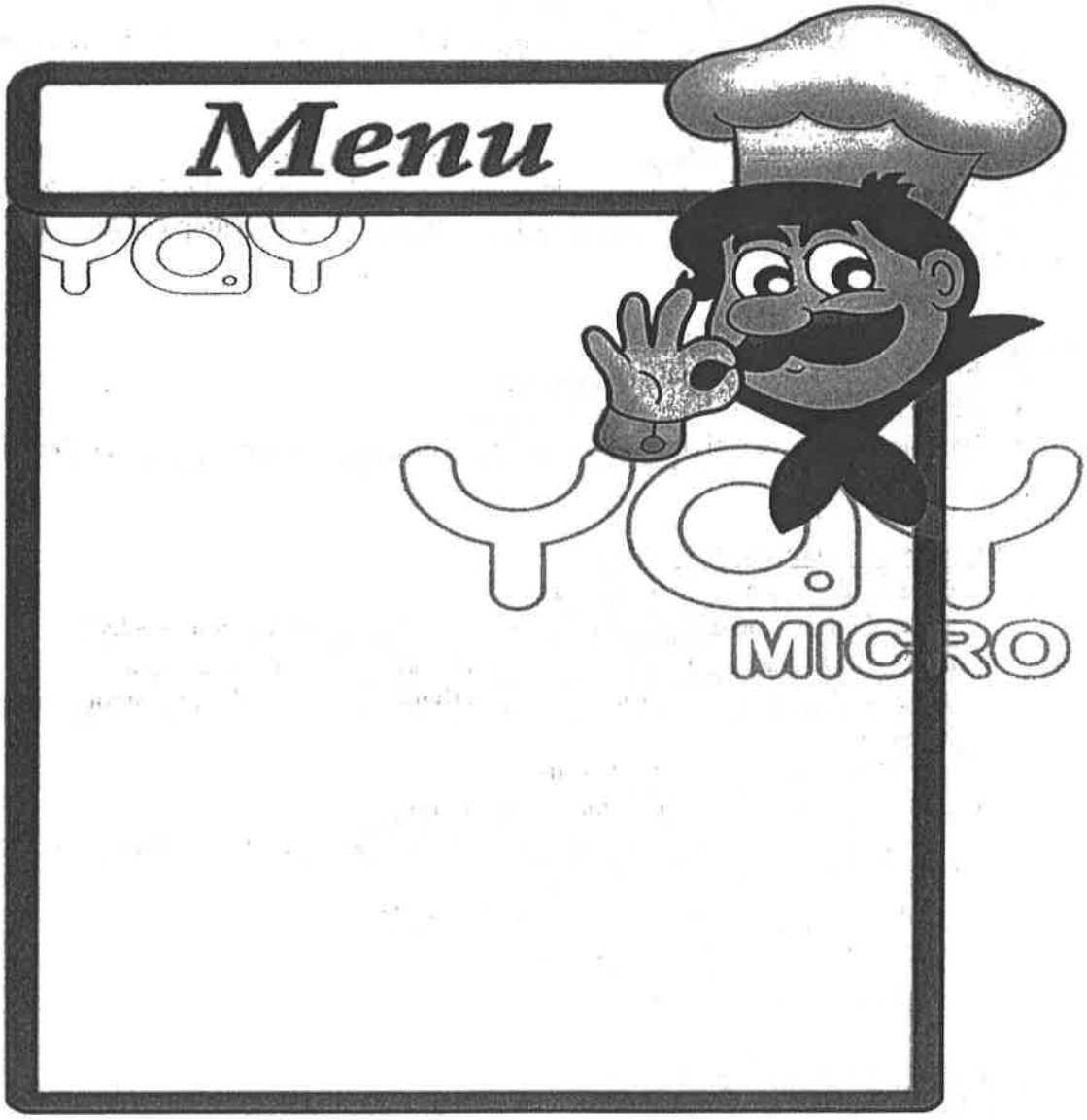
Blooms Taxonomy

Strategies for Forming Groups

Choice Board for Multiple Intelligences

Resources

Extension Menus



How to Create and Use an Extension Menu

Table of Contents

Definition of Extension Menus
Purposes of Extension Menus
Advantages of Extension Menus
Varied Uses of Extension Menus
"Think Abouts" for Creating an Extension Menu
Creating Extension Menus
Introducing Students to Extension Menus
Management Tips for Extension Menus
Options for Assessing and Evaluating Student Work on Extension Menus
Bibliography

Definition of Extension Menu

An extension menu is an array of independent learning activities presented in a 2x2, 2x3, or 3x3 format (boxes) to provide students with choices for extending or enriching the essential curriculum.

Purposes of Extension Menus

- Enrich or extend the essential curriculum
- Challenge the abilities of highly able students
- Provide alternative activities that address the differing abilities, interests, or learning styles of students

Advantages of Extension Menus

- Can be written for any curriculum area
- Provide rigorous and challenging learning activities for highly able students
- May be tiered to accommodate all levels of instruction in the classroom
- Can be used to target specific learning activities for an individual student or group of students
- Allow student choice as well as challenge
- Encourage the development of independent thinkers
- Allow the teacher to monitor students' choices and behaviors to learn more about their interests, abilities and learning styles
- Promote student use of higher level thinking skills
- Promote flexible grouping in the classroom
- Allow the teacher to be a facilitator

Varied Uses of Extension Menus

- **Follow-up activity** after a lesson
- **Culminating activity** at the end of a unit or book study
- **Anchoring activity** (defined by Carol Ann Tomlinson as, "meaningful work done individually and silently") especially when children first begin a class or when they finish assigned work

- **Learning center** for enrichment and/or extension of the curriculum, especially when a student is *compacted out of* curricular objectives previously mastered (Extension menu activities are to be completed in the classroom with all materials provided.)
- **Independent activity** for students who have *compacted out of* specific curricular objectives or who have completed their work (Tasks can be completed in class, media center, or other designated area.)

"Think Abouts" for Creating an Extension Menu

- Essential curriculum standard(s) and indicator(s) upon which the extension menu will be based
- Criteria to be used in assessing and evaluating student work
- Rigorous tasks that extend the lesson/unit and can challenge students with 20 minutes or more of independent learning
- Appropriate levels of Bloom's Taxonomy to be addressed
- Possible inclusion of Gardner's Multiple Intelligences
- Appropriate number of learning activities (boxes) to include in the extension menu
    - Newly oriented students should be offered 2-4 boxes
    - Experienced students may be offered 6-9 boxes

Creating Extension Menus

- Develop learning activities at the appropriate levels of Bloom's Taxonomy. (Refer to the FCPS source, *Vocabulary for Developing Tiered Questions and Tiered Assignments.*)
    - Consider using different levels of Bloom's Taxonomy for the various learning activities.
    - Begin each extension menu activity with a vocabulary word from Bloom's Taxonomy.
    - Boldface each Bloom's Taxonomy word to help students begin to internalize and comprehend the vocabulary words.
- Number or letter boxes so that activities can be assigned or recommended to students based on their abilities, interests or learning styles.
- Consider designating one box "Write your idea here" so that a child can use creativity to develop his/her own learning activity. Approve each self-designed learning activity before the student pursues it.
- Develop rubrics, as needed, for learning activities provided in the extension menu.
- Consider completing a *Teacher Resource Page* that lists the standard(s) and indicator(s) for each learning activity as well as organizational tips and resources needed.

Introducing Students to Extension Menus

- Introduce each different type of learning activity during whole group instruction.
- Familiarize students with the vocabulary pertinent to the extension menu processes and products.
- Model the use of an extension menu before expecting students to complete one independently.
- Present an extension menu with 2-4 learning activities and increase to 6-9 learning activities in subsequent extension menus.
- Share expectations and criteria for evaluating student work.

Management Tips for Extension Menus

- Letter or number the boxes for ease of reference.
- Consider coding the boxes to target ability groupings of students.
- Assign or recommend specific boxes to specific students or groups of students based on their abilities, interests, and/or learning styles.
- Consider different grouping options, based on the purpose of the extension menu:
  - Whole Group - All students complete the same required box and then each student completes one or more additional boxes of choice.
  - Small Group - Students are grouped so they can be assigned specific boxes based on their abilities, interests and/or learning styles.
  - Individual - Student chooses or is assigned the box(es) to complete based on his/her abilities, interests, and/or learning style.

Options for Assessing and Evaluating Student Work on Extension Menus

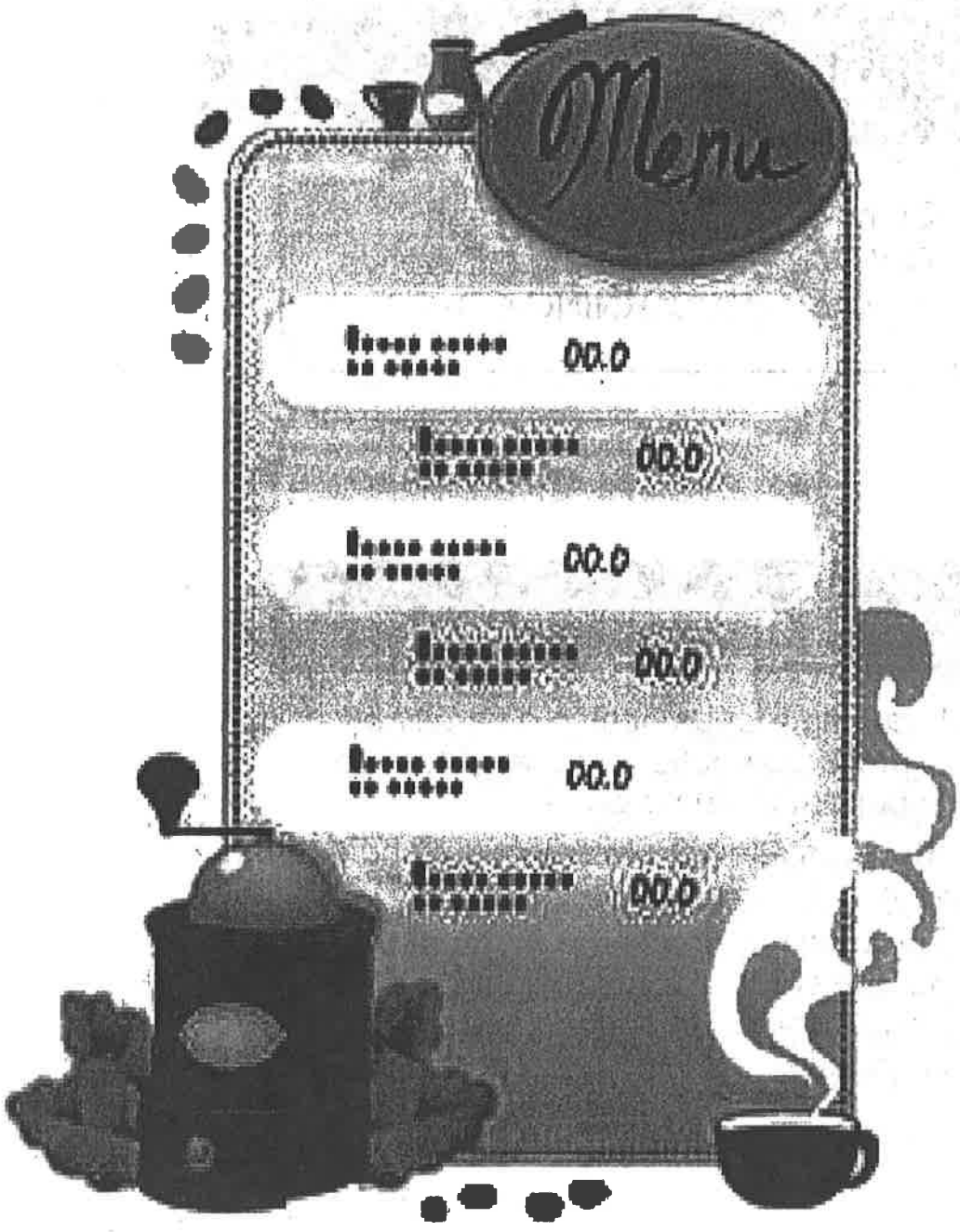
- Rubrics should be developed for some of the learning activities as appropriate.
- Students who have *compacted out of* the curriculum may earn the equivalent value of regular classroom assignments by completing extension menu activities.
- Extra credit points may be awarded to students who successfully complete certain learning activities.

Bibliography

Tomlinson, Carol Ann, *The Differentiated Classroom Responding to the Needs of all Learners.* Alexandria: Association for Supervision and Curriculum Development, 1999.

Winebrenner, Susan. *Teaching Gifted Kids in the Regular Classroom.* Minneapolis: Free Spirit Publishing Inc., 1992.

Dinner Menus



Learning Menus

Empowering students through CHOICE while ensuring adherence to important LEARNING GOALS

What are Learning Menus

- Learning menus outline a variety of instructional options targeted toward important learning goals.
- Students are able to select the choices which most appeal to them.
- The teacher directs the menu process, but the student is given control over his/her choice of options, order of completion, etc.

KINDS of MENUS

- MENU: *Main Dishes, Side Dishes, and Desserts* (for younger learners).
- AGENDA: *Imperatives, Negotiables, and Options* (for older learners).
- THINK TAC TOE: Complete a row, column or diagonal line of activities.

All three options can be differentiated according to interest, learning profile, or readiness (see enclosed examples).

MENU CONTRACT

"Probability" **Due:** _____

All items in the main dish and the specified number of side dishes must be complete by the due date. You may select among the side dishes and you may decide to do some of the desserts items, as well.

Main Dishes (complete all)

1. Complete the "meteorology simulation" on p. 88-89 of your textbook.
2. Create a list of 10 pairs of events. 5 pairs should contain events that are *dependent*; 5 pairs should contain events that are *independent*. Explain each classification.
3. Complete the "frequency table" assignment on p. 506-507 of your textbook.
4. Examine the attached list of functions and determine which functions represent probability distributions.

Side Dishes (Select 2)

1. Work with a partner to analyze the game of "Primarily Odd." See your teacher for game cubes and further instructions.
2. Design a "game spinner" that has this probability distribution: P(red) =0.1; P(green) = 0.2; P(blue) = 0.3; P(yellow) = 0.4.
3. Suppose a dart lands on a dartboard made up of four concentric circles. For the center of the board (the "bull's eye"), r=1.5; the remaining rings have widths of 1.5. Use your understanding of area and probability to determine the probability of 1) hitting a "bull's eye" and 2) landing in the outermost ring.

Desserts (Select 1)

1. Figure the probability of "Murphy's Law" and make a case for whether or not it should indeed be a "law."
2. Use a frequency table to chart the colors that your classmates wear for a week. Then, use probability to predict how many students will wear a certain color on a given day.

Menu
Language Arts Poetry Unit

Main Dish (complete all)

1. Research a famous poet. Create a mind map that might have been in his/her head while writing his/her works. For example, Robert Frost would have been thinking about things such as woods and snow.
2. Write about yourself. Use good descriptive words in the poem format of your choice that helps us know and understand something important about you.
3. Illustrate a poem. Find a poem that you like and illustrate it then explain in writing why you chose that poem.

Side Dishes (you must do at least two of these)

1. Write a cinquain.
2. Write a poem that sounds like Shel Silverstein.
3. Write an acrostic poem using figurative language.
4. Write a poem using the format of your choice.
5. Select, memorize and recite a poem. Teacher approval of selected poem is needed.

Desserts (You may do one or more of these if time allows)

1. Create a PowerPoint presentation about figurative language. This PowerPoint should include one slide that illustrates a simile, metaphor, and onomatopoeia. Be sure to include clipart.
2. Record a dramatic reading of a poem; be sure to add appropriate sound.
3. Write an original score to accompany a poem of your choice. Be prepared to perform for the class.

Dinner Menu

Main Dish (Select one)

- Listen to the poems at the listening center...
    1. Choose a poem and summarize it.
- Read a poem from the selection of poetry books in the classroom...
    1. Choose a poem and identify the number of lines and stanzas.
- Go to the poetry center...
    1. Using the poems at the poetry center, match the poems to their format.

Side Dishes (Select at least 2)

- Listen to the poems at the listening center or read a poem from our class selections...
    1. Find two poems with the same rhyme scheme.
    2. Choose a poem and identity the words the poet used that helped you visualize the poem.
- Go to the poetry center...
    1. Using the poems at the poetry center, sort the poems based on an element of poetry (number of lines, number of stanzas, rhyme scheme, etc.)
    2. Choose a poem then find a poem to add to the poetry center that has a similar poetic element as the one you chose. Make sure you identify the poetic element and how they are similar.

Dessert (Optional)

- Choose a poem from anywhere in the classroom that has a rhyme scheme and write a poem that has the same rhyme scheme. Add your poem to the poetry center.
- Create a rhythm using your hands and feet that matches they rhythm from a poem you choose.

Amanda Banks- Literacy Coach- Wicomico County, Maryland- 2010

Menu
Science Unit on Dinosaurs and Adaptation

Main Dish (complete all)

1. Read pages _____ about dinosaurs in your text.
2. Complete the data chart as you read to make a good record of what you find out about dinosaur legs, feet, claws, and teeth. This will help you with the rest of your menu work.
3. Look at the dinosaur models on the table in the front of the room and complete a prediction/evidence chart for each of the models. On the chart, you'll need to predict how the dinosaur's legs, feet, claws, and teeth point to the kind of lifestyle to which that dinosaur has adapted. You'll also need to give evidence to support your predictions. Use your data chart to help you with evidence. Go back to your assigned passages if you are short of evidence.

Side Dishes (you must do at least two of these)

1. Go over your prediction and evidence charts with a friend who has completed his or her prediction charts. Write how your ideas are alike and different. Be thorough with your explanations.
2. Using the bookmarked Web site on dinosaurs, see if your prediction and evidence charts seem correct. Make any additions to your chart as needed. On a green index card, write your name, the Web site you consulted, ways in which the site helps you see your prediction and evidence charts are correct.
3. Watch the dinosaur video set up in the back of the classroom; see if your prediction and evidence charts seem correct. Make any additions to your chart as needed. On an orange index card, write your name and the ways in which the video helps you see that your prediction and evidence charts are correct.
4. Read one or more of the provided books on dinosaurs. See if your prediction and evidence charts seem correct and make any additions to your chart as needed. On a blue index card, write your name and the ways in which the books help you improve your charts.

Desserts (You may do one or more of these if time allows)

1. Write a letter from a stegosaurus to one of your classmates explaining what life was like for him/her. You may illustrate your letter.
2. Select a dinosaur, draw and label a sketch that shows how the dinosaur adapted to his/her particular lifestyle.
3. Write a story about a dinosaur that couldn't adapt and what happened as a result.

MENU PLANNER

Menu for: _____ **Due:** _____

All items in the main dish and the specified number of side dishes must be complete by the due date. You may select among the side dishes and you may decide to do some of the desserts items, as well.

Main Dishes (complete all)

1

2

3

4

Side Dishes (Select _____)

1

2

3

4

Desserts (Optional)

1

2

3

Menu Planner
You may use this template to help you plan a menu for your classroom.

Menu:

_____

Due: All items in the main dish and the specified number of side dishes must be completed by the due date - _____. You may select among the side dishes, and you may decide to do some of the dessert items, as well.

Main Dish *(Complete all)*
1.

2.

3.

Side Dish *(select _____)*
1.

2.

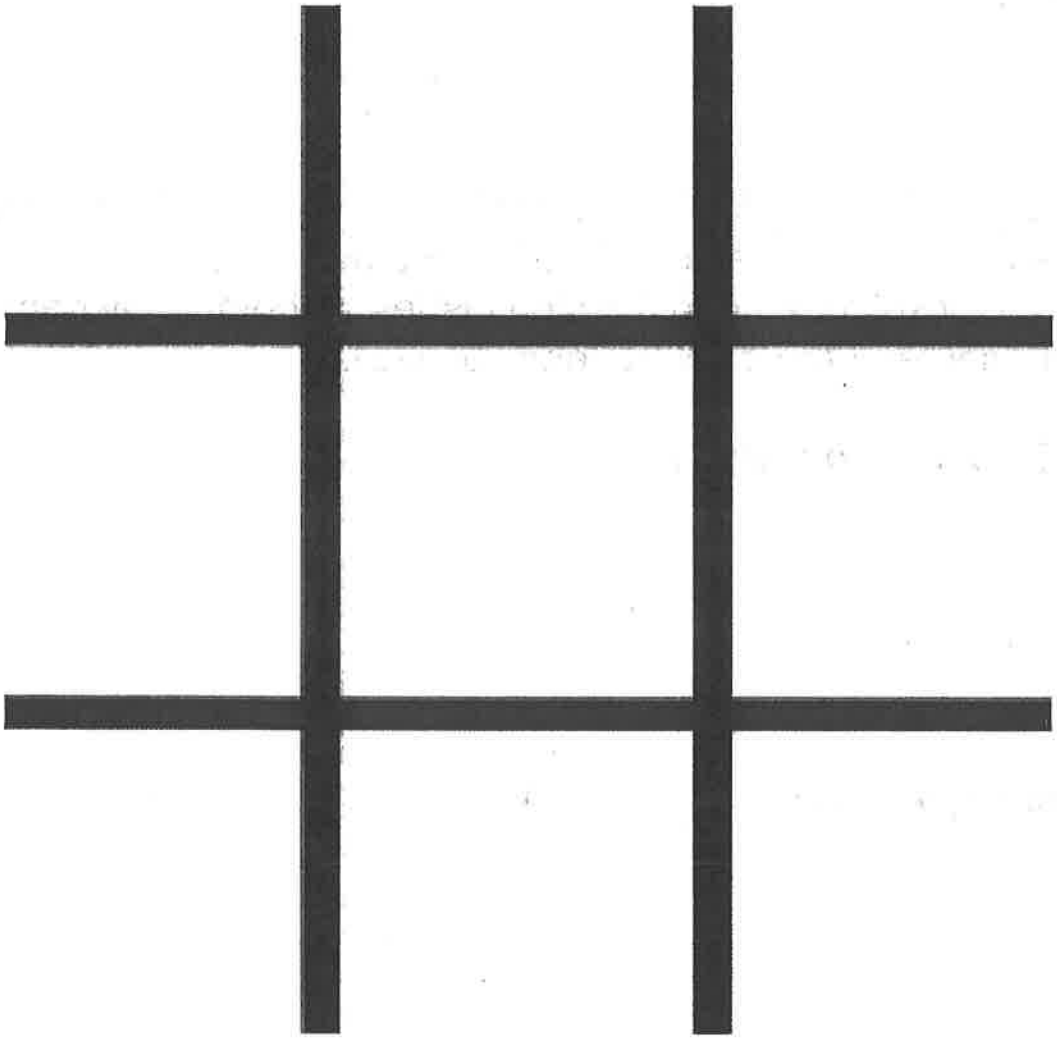
3.

Dessert *(Optional)*
1.

2.

3.

Tic-Tac-Toe



Tic-tac-toe

Tic-tac-toe, also known as Think-tac-toe, is a differentiation tool that offers collection of activities from which students can choose to do to demonstrate their understanding. It is presented in the form of a nine square grid similar to a tic-tac-toe board and students may be expected to complete from one to "three in a row". The activities vary in content, process, and product and can be tailored to address different levels of student readiness, interests, and learning styles. The center square may be left open for the student to select an activity of their own. Tic-tac-toe activities may be given to every student in the class, higher ability students for extension activities, or lower students for review and practice. Involvement in this strategy encourages independent learning. Teachers should check in with students periodically and require students to keep a log of their progress.

In place of lengthy activities, the tic-tac-toe board may also be used with shorter, open-ended questions posed at varying levels of Blooms Taxonomy.

Example Tic-tac-toe board for reviewing a math unit:

Write clear directions for performing the math computation skills from this unit	Solve two of the five challenge problems	Create a math rap or rhyme that will help someone remember a concept from this unit
Create three word problems from information learned in this unit	Student Choice Activity (with teacher approval)	Define the unit's vocabulary words with sketches or drawings
Complete the review problems in the text book	Develop a game using skills learned in this unit	Identify four ways the concepts in this unit are used in the real world

For additional sample Tic-tac-toe boards, please see the following resources, available in the PACE department at Derry Village School.

Coil, C. (2004). *Standards-Based Activities and Assessments for the Differentiated Classroom.* Pieces of Learning.

Winebrenner. S. (2001). *Teaching Gifted Kids in the Regular Classroom.* Minneapolis, MN: Free Spirit Publishing Inc.

Novel Think-Tac-Toe

Another choice board which is a variation of the Tic-tac-toe board is called Novel Think-Tac-Toe developed by Carol Ann Tomlinson. In addition to offering nine choice activities, Novel Think-Tac-Toe is a differentiation strategy designed for students to explore character, setting, and theme in novels of their choice. Two versions of the grid are used to make this a tiered strategy in order to address students at different readiness levels. To view samples of this choice board, please consult the following book, available in the PACE department at Derry Village School.

Tomlinson, C. (2003). *Fulfilling the Promise of the Differentiated Classroom.* Alexandria, VA: Association for Supervision and Curriculum Development, (ASCD).

Think-Tac-Toe: Chemistry

Overview: These Think-Tac-Toe options allow students to choose their own ways of showing what they have come to know and understand about the nature of chemistry and the chemical substances that surround our daily lives. The tasks are structured according to Gardner's Theory of Multiple Intelligences, with each of the eight intelligences being represented. Students may choose any three options going across, down or diagonally within the grid. This Think-Tac-Toe can be used as one of the culminating activities for a unit on chemistry and/or the structure of matter and can be combined with other formal assessments to evaluate student learning.

Standards:

- Build an understanding of chemistry and chemical concepts
- Investigate matter to discover its properties
- Evaluate the periodic chart to recognize the more than 100 elements and to discover that each element has distinct properties and atomic structures
- Discover that all forms of matter are composed of one or more elements
- Identify areas of life in which chemicals play an important role

Objectives:

The students will **KNOW**

- The structure and composition of an atom.
- The states of matter and their relationship to molecular motion.
- Chemical properties that distinguish one element from another.

The students will **UNDERSTAND THAT**

- All matter is made up of atoms.
- Chemicals play an important role in everyday life.
- Substances can be identified based upon their physical and chemical properties.
- All forms of matter are composed of one or more elements.

The students will **BE ABLE TO**

- Conduct research.
- Read and interpret the periodic chart of the elements.
- Determine the solubility of a substance.
- Identify the use and significance of chemicals in everyday life.
- Describe and illustrate atomic structure.
- Interpret the role of molecular motion in determining the state of matter.
- Justify thinking and defend choices.

Basis for Differentiation: Student learning profile (Gardner's Multiple Intelligences)

Science

Think-Tac-Toe: Chemistry

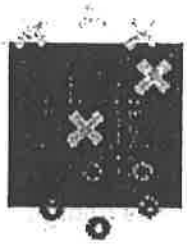
Many of the elements in the Periodic Table were named in ancient times. Research the word origins of elements whose symbols don't relate to their English names. Identify ten elements named by the ancient Greeks and Romans. Create a spreadsheet on your computer to show the element's ancient name, its symbol, and its modern name. *(Verbal/Linguistic)*	Choose at least five elements, compounds, or a combination of the two. Create cartoon characters out of their chemical symbols. Design a comic strip based on your characters and draw enough panels to describe an adventure, based on your knowledge of chemistry concepts. For example, your strip might show how the elements combined to form a compound. *(Visual/Spatial)*	Conduct an interview with a doctor, nurse, or any type of health care professional. You may interview this individual in person, over the phone, via e-mail or instant messaging. Design questions to discover how chemicals might play a part in the following diseases or syndromes: cancer, diabetes, heart disease, birth defects, asthma, learning disorders, and behavior disorders. *(Interpersonal)*
You are a drop of water that has fallen from the sky during a thunderstorm. Compose an autobiography of your life. Focus on your feelings as the matter in your body changed states. Describe a time when you were frozen into a solid and another instance when you were heated to evaporate into a gas. Where were you when these changes occurred? How did your atoms and molecules react to the changes in state? Discuss their movement. Include as many chemistry vocabulary words as possible in your story. *(Intrapersonal)*	Water is known as the universal solvent because it dissolves so many substances. A water molecule is polar. Research the difference between polar and non-polar molecules. Polar molecules will mix with each other and non-polar molecules will do the same. However, polar and non-polar molecules won't mix together. Using liquids or emulsions (such as mayonnaise) found around your home, discover 5 that will dissolve in water and 5 that won't. Display your results in a chart or demonstration for the class. What conclusions can you draw? *(Bodily/Kinesthetic, Verbal/Linguistic)*	Secure a bag of gumdrops that contains six different colors. Each gumdrop represents one atom. Assign a color to each of these elements: carbon, hydrogen, oxygen, chlorine, nitrogen, and sulfur. Using toothpicks as bonds, construct models of the following molecules: Carbon dioxide, water, nitrogen dioxide, sulfur dioxide and hydrochloric acid. Create a chart that identifies the chemical symbol for each molecule and the color associated with each element. *(Bodily/Kinesthetic, Visual/Spatial)*
Identify 8 common chemical compounds found in an average home. Using either their common names or their chemical formulas, create a rap naming them and explaining their importance to our lives. Perform the rap for your class. *(Musical/Rhythmic)*	Using a digital or video camera, take pictures of places and/or objects in the natural world where elements from the periodic table occur. Download your images onto a computer and create a slide show or movie, using a voice-over or labels to identify which elements are being illustrated. *(Naturalist)*	Choose a family of elements from the Periodic Table. Using your computer software, create a bar, circle, or line graph that compares/contrasts the number of protons, neutrons, and electrons found in each member element of the family. *(Mathematical/Logical)*

Rock Think-Tac-Toe

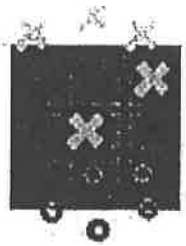
Name_____

Directions: Choose your own assignment! You must complete 3 activities in a tic-tac-toe design. You must go through the center box.

Naturalist Go outside and collect 2 different rocks. Draw a picture of each rock in your journal. Then identify the type of each rock telling what clues let you to know if it was sedimentary, metamorphic, or igneous.	**Musical** Write a song using a familiar tune to tell how a type of rock (sedimentary, igneous, metamorphic) is formed.	**Verbal Linguistic** Write a story about finding a rock. Include where you found the rock, which type of rock, and how you knew it was this type of rock.
Body Kinesthetic Use clay to create a model of each type of rock (sedimentary, igneous, metamorphic). Label each type of rock.	**Computer** Complete the "Name That Rock" Game. Record your score on the score sheet. http://library.thinkquest.org/J002289/name.html	**Visual Spatial** Design a tree map that identifies the properties of any rock. Give examples of each property (luster, color, streak, hardness, etc.).
Intrapersonal In a group of no more than 3, write directions for how to identify a particular rock. Be sure to include steps that check each property (luster, color, streak, hardness, etc.)	**Logical Mathematical** Go outside and collect 2 rocks. Use these rocks to complete the "Rock Detective" activity about the properties (luster, color, streak, hardness, etc.)of these rocks.	**Interpersonal** In your journal, describe the most beautiful rock (either real or one you imagine). Be sure to include a description of each property (luster, color, streak, hardness, etc.)



Think Tac Toe



Name_____

Dinosaurs - Grade 2

Choose your own assignments! You must choose at least three activities in a tic-tac toe design. Color in each box as you complete each assignment. Have fun!

Compose a song or poem about a dinosaur.	Use Kidspiration to make a dinosaur web of facts about a dinosaur.	Create a timeline of 3 periods and dinosaurs that lived in each period.
Measure and find 3 dinosaurs that could fit in the classroom.	Draw a skeleton using KidPix. Label as many parts as you can.	Webquests?
Create a dance with a partner. Contrast how 2 legged and 4 legged dinosaurs moved. Video it.	After reading, "If Dinosaurs Came Back", hypothesize what life would be like in Narragansett.	Design your own dinosaur with - name, size, what they ate and where they live.

Do you have ideas for alternate activities you'd like to do instead? Talk them over with your teacher. I prefer to do the following activity:

_____

_____

Student Signature_____

Genetics Think- Tac-Toe

Option menu

Directions: Select one assignment from each vertical column. Circle your choices, and then list your three choices at the bottom of the page.

#1 Prepare a 20 question quiz with answers about genetics(Section 1 and 2)	#2 Design a board game on Genetics(Section 1 and 2)	#3 Imagine you are a student in 1851 visiting Gregor Mendel in his garden. Write a letter to a friend describing Mendel experiment. The letter should be at least 11/2 pages long.
#4 Create a crossword puzzle using the vocabulary words from the Genetics chapter (Section 1 and 2).	#5 Construct a diorama to show Mendel's experiment.	#6 Design a poster on the experimental design of Mendel. Identify the question, hypothesis and outline the experimental design. Include a summary of your opinions about Mendel's procedure. Make sure to use the vocabulary words.
#7 Compose a poem using the vocabulary words in the section 1 and 2	#8 Create a concept map to show the relationship among the genetics terms. (Section 1 and 2)	#9 Create a travel brochure dating back to 1851 to Mendel's garden. Include the experiment and do not forget to use the vocabulary words.

Activity choices:

#_____Due: 20th Oct Score: _____

#_____Due: 24th Oct Score: _____

#_____Due: 30th Oct Score: _____

Student's Name:_____Class:_____Date:___

Spelling Tac Toe

Name: _____

Choose your own spelling assignments! You must choose at least three activities in a tic-tac toe design. Color in each box as you complete each assignment. All three assignments are due by Thursday. Have fun!

Complete a written word sort. **Verbal linguistic**	Make a set of flashcards to study your words. Use the flashcards to study. **Visual spatial**	Pretend you at your favorite outside place. Draw a picture of what you see. "Hide" your words in the picture. **Naturalist**
Write a song using your spelling words. **Musical**	Do you have your own idea? What is it? _____ _____ **Complete your own idea**	Secret Agent Words Number the alphabet from 1 to 26, then convert your spelling words to a number code. **Logical Mathematical**
With a friend, do a blind sort. **Interpersonal**	Write a "lost and found" ad for one of your spelling words. In the ad, describe the missing word so that someone else will recognize it immediately! Choose 3 other words and write ads for them. **Intrapersonal**	Choose five spelling words that you think are the most difficult. Make a learning aid to help you learn the spellings. **Bodily kinesthetic**

Keep all of your work in your spelling folder. Have you marked tic-tac toe? Put all work in the tray when finished.

Book Activities

Identify a core democratic value from this story. Explain why you chose this CDV and what part of the story demonstrated this.	Create a character map for one of the characters in the story. Include at least 3 character traits. Write the event from the story that shows the character trait.	Use a Venn Diagram to show how this book is like another book that you have read and how it is different. Use Ideashaper on Compass Learning to create a final copy.
Make a model of the setting of the story. Include the important places from the story.	Make a timeline of the important events in the story. Put the events in order from beginning to end.	Draw and color a new book cover for the book. Include an important scene from the story. Write the title and the author's name.
Write an interview for the main character of the book. Ask at least 5 questions. Write the answers to the questions. Present the interview to the class with the help of a friend.	Write a poem about the story you read.	Write a test for the book. Include 10 questions. Create an answer key for your questions.

Lauren Boruta 12/02

VOCABULARY THINK-TAC-TOE

Directions: Below is a **think-tac-toe** that will help you to understand the six vocabulary words about government in Southwest Asia. Using the vocabulary matrix completed in class, complete **THREE** squares. They must create a tic-tac-toe, either horizontally, vertically, or diagonally. Remember you must go in a straight line; you can't just pick three assignments at random. The six words that must be used in each assignment are **autocratic, confederation, democratic, federal, oligarchic and unitary.**

Create an acrostic poem. Write the word 'government' vertically on a piece of computer paper. Each letter is used in the construction of phrases or sentences to describe the six words. Be creative with the letters in Government.	Make two continuums or spectrums. Place the following words autocratic, democratic, and oligarchic on one continuum with "I wouldn't want to live there" on one side and "I want to live there" on the other. Do the same thing with the other three words. Then write a 6-7 sentence paragraph explaining your positions on the continuum.	Create an analogy to go with each of the six vocabulary words. Analogies can help to explain an unfamiliar concept by making a comparison to something that we do understand.
Create a bubble map for each of the six words. You should brainstorm at least four synonyms for each word and put them on the bubble map Neatness counts.	Create a simile for each of the six vocabulary words. A simile is a comparison of two things or ideas using like or as. It is not enough just to write the simile, you must explain it too. Bonus for illustrations	Create a facial expression matrix. Create a table or matrix with six boxes for each of the six words. Draw heads with pertinent facial expressions and related thought bubbles to summarize how a person would feel living under that government.
Create a crossword puzzle using the six words. Make sure that you include the clues at the bottom. You can not use the definition your teacher gave you – you must create your own clues.	Categorize the six words into two groups. Then write a 4-5 sentence paragraph explaining why each word fits into category you put it in.	Create a riddle for each of the six vocabulary words. Your riddle should have a minimum of four lines, should be written in the first person and the last line should be "what am I?" Make sure you have an answer key.

Tic-Tac-Toe Spelling Assignment Board

Picture Words Draw a picture. of each spelling word and write the word next to the picture.	Sound Words Use a tape recorder or your computer to record your words and their spelling. Then, listen to the tape and check to see that you have spelled all the words correctly.	Wacky Words Use textured materials to spell your words. Trace them on sandpaper, write them in shaving cream, spell them with Alphabits cereal or invent your own wacky way to practice your spelling words.
Clap Snap Clap Say a word and clap once. Snap as you say each letter in the word. Say the word again as you clap once again. Can also be varied with clap stump clap. Clap and say. Stump each letter and clap and say the word again.	Spelling Squares Write your spelling words on graph paper. Put one letter in each box. Tall letters (h,k,f,t,d,l,b) go up 2 boxes and low letters (y,g,q,p,j) go down 2 boxes. Trace around the words with straight lines using a crayon or marker to see the shape of each word.	Back Rub Spelling Draw the letters to the spelling words on someone's back.
Spelling Word Finds Create a Word Find using Puzzlemaker at http://puzzlemaker.school.discovery.com/index.html Make 2 copies. Make one into an answer key and use the other for a friend or classmate.	Word Processing Practice Use the computer to type the spelling words. You can make it fun by using different fonts, colors or sizes.	Sentence Writing Write your spelling words in a sentence in your notebook or type the words in a sentence on the computer. Underline each spelling word.

Science Fiction Think Tac Toe

Read three science fiction stories. Choose one activity to complete after you read each story. Your choices must go up, down, or diagonally across the Think Tac Toe board.

Paint a watercolor picture of one scene from your book	Make a book jacket for your story	Re-write the ending to your story.
Make a mobile about each character in the story.	Design a poster to advertise your story.	Make a 3-D model of one scene from your story.
Create a diorama of one scene from your story.	Write a diary that one of the main characters might have kept during the book's events.	Create a timeline of the events of your story.

Individual Assignment Directions:

Watercolor Picture: *PAINT* a scene from your story. It must be on a large sheet of white paper or posterboard. Write a brief (two paragraph) description of the scene that you chose. In other words, explain what is happening in the picture.

Book Jacket: Create a book jacket (the outside cover) for your story. You must include the title, detailed and colored illustration, summary of your story (on the back) and author information. Use construction paper and white paper to complete this task.

Re-Write the Ending: Re-write the ending to your story. The minimum length is 5 paragraphs. Each paragraph should be 4-6 sentences. Your final copy should be in blue or black ink and in your BEST handwriting. Spelling and grammar will count, so use your language arts skills!

Character Mobile: Create a mobile from a coat hanger about the characters in your story. For each branch of your mobile, draw a picture of one character and describe his/her characteristics. Spelling counts, so check your work!

Poster Advertisement: Design a poster to advertise your story. Your poster should be colorful, illustrated, and summarize your story. It should be designed to excite the reader about reading the story. Don't forget to include information about the author. The poster should be on a large piece of whit paper or a small piece of posterboard.

3-D Scene: Use clay, cardboard, wood, or other building material to build a scene from your story. Your scene should include a short written summary of what is happening in the scene. Be creative with this one!!

Diorama: Create a diorama of one scene from your story. A diorama is created in a box (usually a shoe box). Use construction paper, cardboard, and other materials to build your scene. On the outside of your diorama, write a brief summary of what is happening in your scene (one paragraph).

Character Diary: Write a diary from the perspective of one of your characters as the character goes through the events of the story. You should have at least 5 entries. Each entry should be at least 5 sentences. The final copy of the diary should be written in blue or black ink and be in your BEST handwriting. Spelling and grammar counts in this assignment!

Timeline: Create a timeline of the events of your story. Each event on the timeline should have a brief summary (2-3 sentences) and should have a large, detailed, and colored illustration. This project should be completed on white paper or a half piece of posterboard.

Tic-Tac-Toe Menu

Directions: Choose activities in a tic-tac-toe design. When you have completed the activities in a row-horizontally, vertically, or diagonally- you may decide to be finished. Or you may decide to keep going and complete more activities.

I choose activities # _____,# _____,#_____,#_____

Do you have ideas for alternative activities you'd like to do instead? Talk them over with the teacher.

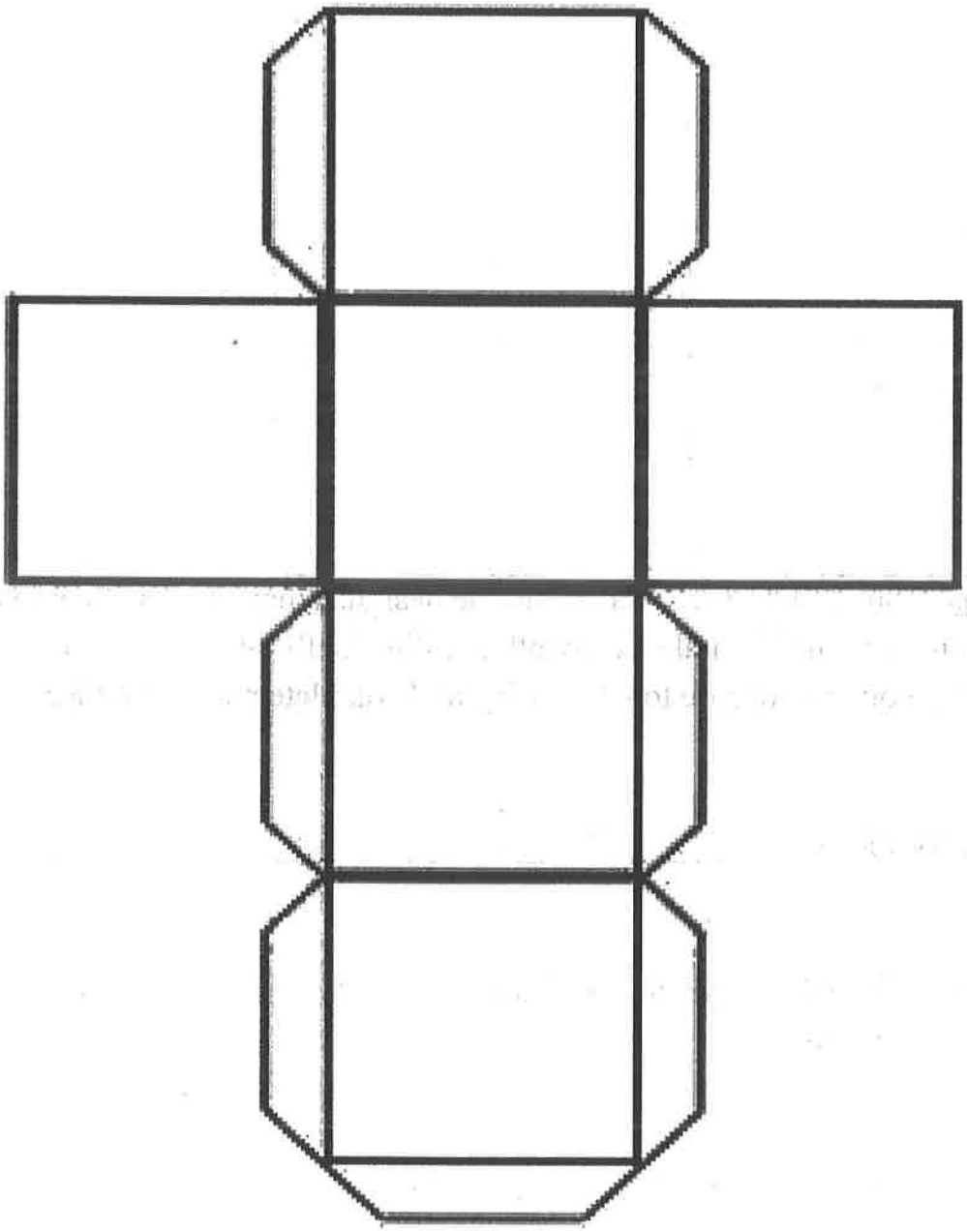
I prefer to do the following alternative activities:

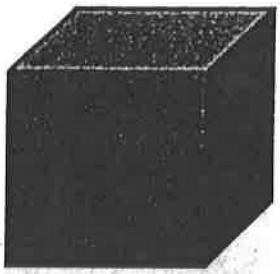
_____

Name: _____ Date Received: _____

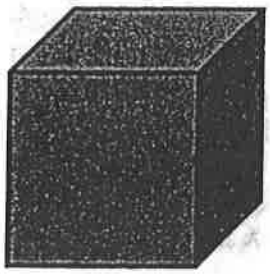
Date Due: _____ Date Completed: _____

Cubing

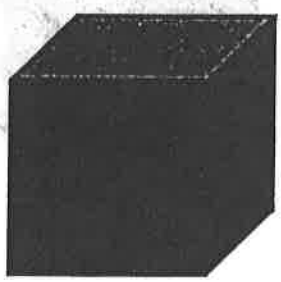




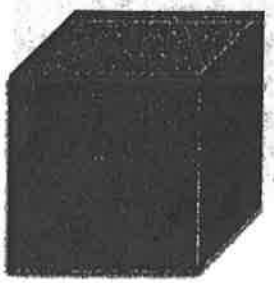
What Is Cubing?



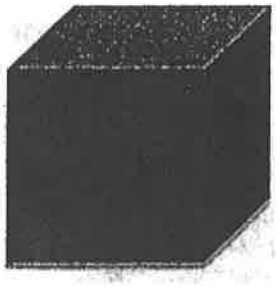
- Cubing is an instructional strategy that asks students to consider a concept from a variety of different perspectives.
- The cubes are six-sided figures that have a different activity on each side of the cube.
- A student rolls the cube and does the activity that comes up.
- Cubes can also be used for group tasks as well as individual tasks.



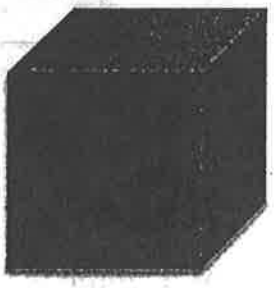
How Cubing Work?



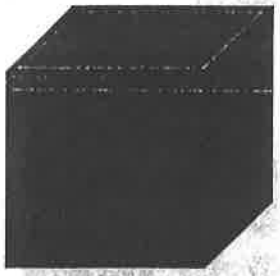
- Students can work alone, in pairs, or in small groups with the appropriate cube.
- In pairs or small groups, each student takes a turn rolling the cube and doing the activity that comes up. Students have the choice to roll again once if they don't like the activity that turns up.
- Students each roll the cube 2 –4 times, depending on the magnitude of the assignments.
- When working in groups, and option is to have the student who roles lead the discussion and/or activity rolled. Have another student serve as the scribe to take notes on the group discussion. After the group reaches consensus that the task is complete, the roller and scribe change.



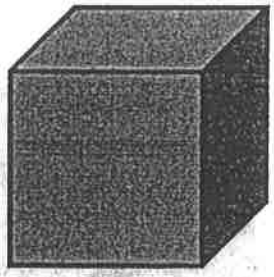
How Cubing is Differentiated?



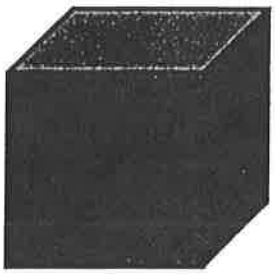
- Not all students receive the same cube.
- You can differentiate the tasks n cubes according to readiness, interest or learning profile (See examples).
- One cubing activity might group gifted learners for more challenging, higher-level activities; another cubing activity might group students with different readiness levels according to their interests; another might group students according to one of the learning profile categories.
-



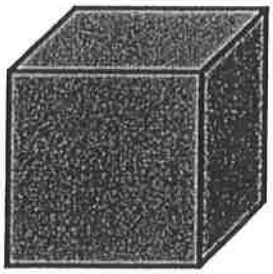
Cubing What is the Point?



- Cubing gives students who like to use their hands and move around a chance to feel like they are "playing" while learning.
- Cubing gives students a chance to look at a concept from a series of different perspectives.
- Cubing is very flexible and encourages depth and complexity.
- Cubing allows the teacher to differentiate for readiness in a very un-obvious way. Since all students are working with cubes, students are not aware that their neighbors might be doing something a little different.



Creating a Cubing Exercise



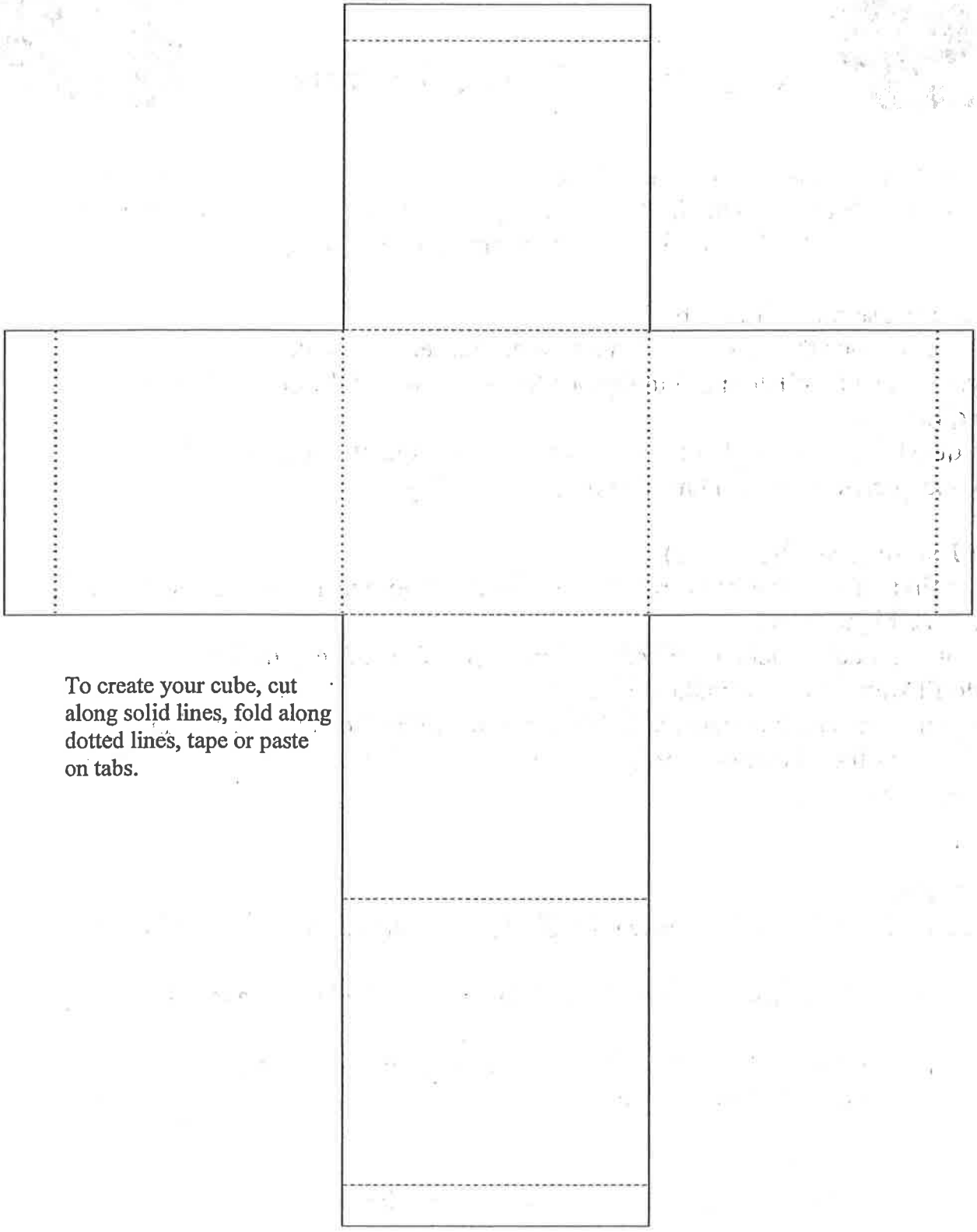
- Start by deciding which part of your unit lends itself to optional activities. Decide which concepts in this unit can you create a cube for. Is it possible for you to make 3 cubes for 3 different interests, levels, or topics?

•**First Step:**(use one of the cubes)
–Write 6 questions that ask for information on the selected unit.
–Use your 6 levels of Bloom, intelligence levels, or any of the cubing statements to design questions.
–Make questions that use these levels that probe the specifics of your unit.
–Keep one question opinion based –no right or wrong.

•**Second Step:** (use other cubes)
–Use the first cube as your "average" cube, create 2 more using one as a lower level and one as a higher level.
–Remember all cubes need to cover the same type of questions, just geared to the level, don't water down or make too busy!
–Label your cubes so you know which level of readiness you are addressing.
–Hand your partner the cubes and ask if they can tell high, medium, or low. If they can't tell, adjust slightly.

•**Third Step:**
–Always remember to have an easy problem on each cube and a hard one regardless the levels.
–Color code the cubes for easy identification and also if students change cubes for questions.
–Decide on the rules: Will the students be asked to do all 6 sides? Roll and do any 4 sides? Do any two questions on each of the 3 cubes?

Places to get questions:
Old quizzes, worksheets, textbook-study problems, students generated.



To create your cube, cut along solid lines, fold along dotted lines, tape or paste on tabs.

Think

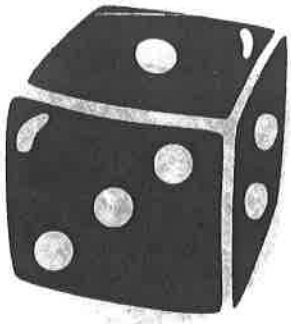
DOTS

ThinkDOTS

ThinkDOTS is a great activity for students to construct meaning for themselves and to engage in processing their learning. It is a strategy used to review, demonstrate, and extend thinking. Choice is given to the students but they still complete the required learning tasks – just in the order they roll the die. ThinkDOTS may also be used as a formative assessment tool.

Steps:

- Create six learning tasks for the number s on the die.
- List the tasks in a 2x3 cell table which include dots relating to the sides of a die. (Sticky dots can be purchased to attach to the cells before copying)
- If dots are *not* used, write the number of dots in each cell to correlate with the dots on the die. (This can be used as an activity guide or can be cut apart, hole-punched, and attached by rings purchased at a hardware store for $9.00/100 metal rings.)
- Each task should include specifics of your unit.
- Students roll the die and complete the learning task from the corresponding dot
- If the first roll is something the student doesn't want to do, s/he can roll a second time.



Adaptations:

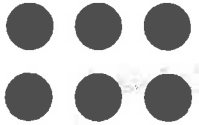
- Use colored paper to indicate different readiness levels, interests or learning styles.
- Have students work in small groups. It is alright if more than one person rolls the same number as each person's response will be individual.
- Let students choose which activities- for example: choose any three or have students choose just one to work on over a number of days.
- After students have worked on activities individually, have them come together in groups by levels, interest or learning style to synthesize.

Sources:

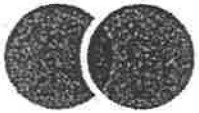
Cubing/ThinkDOTS
boe.ming.k12.wv.us/teachers/di/di_docs/strategies_cubing_think_dots/CubingThinkdotpp.ppt
Defining US: Lewis & Clark Expedition
http://chnm.gmu.edu/fairfaxtah/b80.html

ThinkDots: Seeing the Difference Projects Through Multiple Intelligences

attachment #10

 Write lyrics to a song or rap to show the similarities and differences you have noted between the Revolutionary War and the Civil War. Include information about 3 of the following: technology, weapons, clothing, architecture, leaders and locations. Musical/Rhythmic	 Design a brochure about the similarities and differences you have noted between the Revolutionary War and the Civil War. Refer to the images in the lesson to guide the elements you include in your brochure. Include information about 3 of the following: technology, weapons, clothing, architecture, leaders and locations. Visual/Spatial	 Create pantomimes that show the similarities and differences you have noted between the Revolutionary War and the Civil War. Include information about 3 of the following: the technology, weapons, clothing, architecture, leaders and locations. Be prepared to act them out for the class. Body/Kinesthetic
 Pretend you are a news reporter doing a story about the Revolutionary War or the Civil War. Write the script and use the class microphone to read it to the class. Include information about 3 of the following: technology, weapons, clothing, architecture, leaders and locations. Verbal/Linguistic	 Research statistics regarding the final battles that ended the Revolutionary War and the Civil War. Design graphs using Excel or hand drawn graphs to show your findings. Mathematical/Logical	 Design a mural to show the differences between the Revolutionary War and Civil War. Include information about 3 of the following: technology, weapons, clothing, architecture, leaders and locations. Visual/Spatial

Reading Think Dots

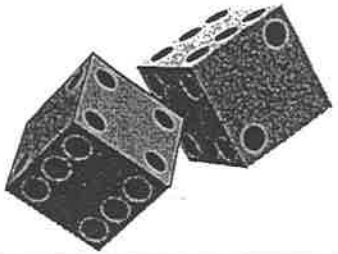
Define and illustrate at least 5 new words you learned in this story. 	Choose a character you would like to meet and write 5 questions you might ask him or her. 	Draw a cartoon and sequence the story, beginning, middle, and end. 
Make a venn-diagram and compare and contrast yourself to the main character in the story. 	What if the main character did not solve his/her problem? Role play 1 or 2 other possible endings with a partner. 	Why do you believe the author ended the story the way she (he) did? Write a paragraph explaining your reasons. Remember proper writing mechanics. 

Think Dots

Directions: At your table group, take turns rolling the dice and complete the learning task from the corresponding dot. If the first roll is something you don't want to do, you can roll a second time. It is alright if more than one person rolls the same number as each person's response will be individual.

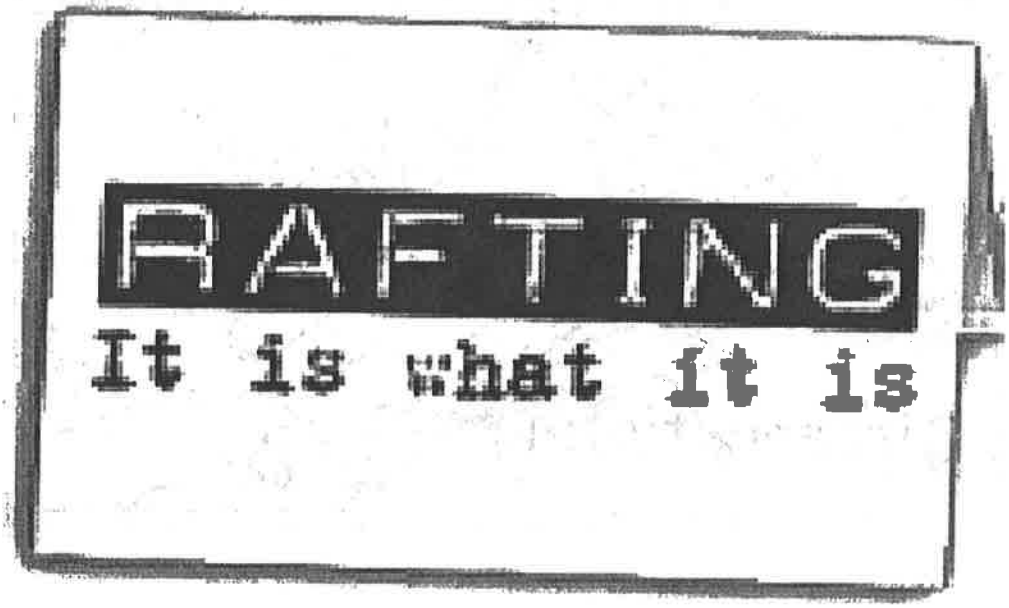
		
		

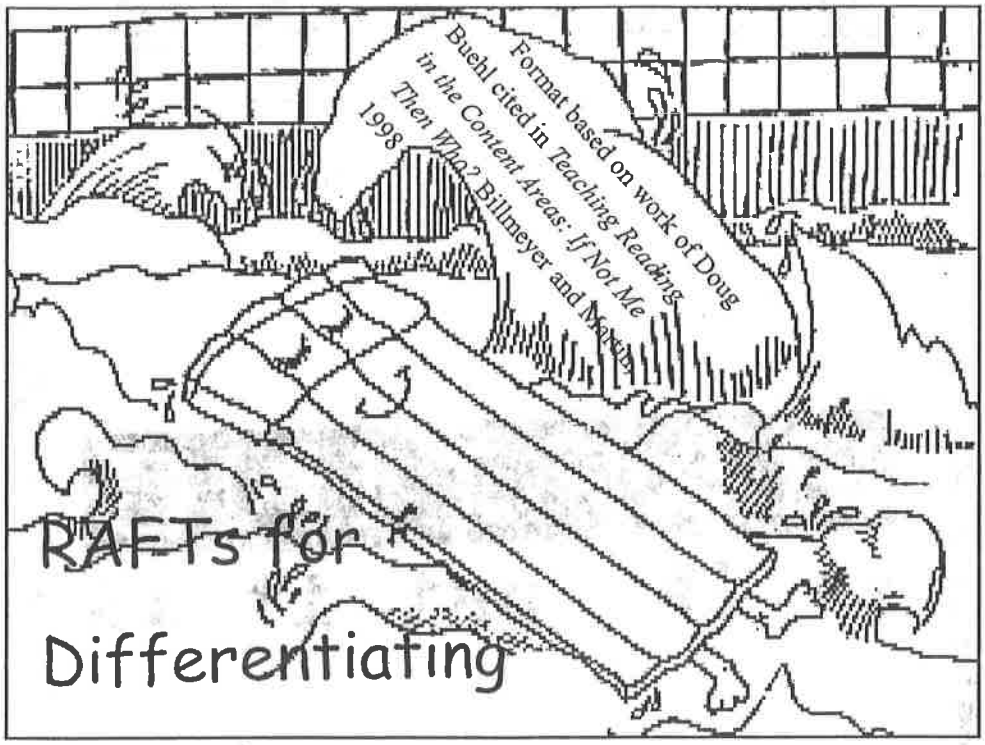
THINK DOTS



Describe…	Apply…	Question…
Argue for or against…	Satirize…	Compare and/or contrast…

RAFTing



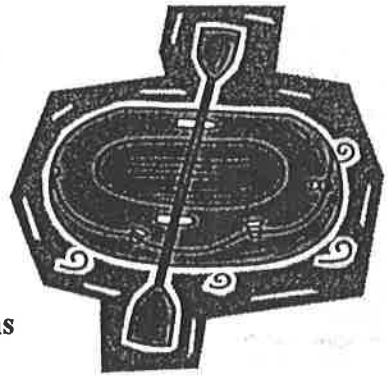


A RAFT is…

- … an engaging, high level strategy that encourages writing across the curriculum
- … a way to encourage students to…
  - …assume a role
  - …consider their audience,
  - …examine a topic from a relevant perspective,
  - …write in a particular format
- All of the above can serve as motivators by giving students *choice*, appealing to their *interests* and *learning profiles*, and adapting to student readiness levels.

RAFTs can…

- **Be differentiated in a variety of ways: readiness level, learning profile, and/or student interest**
- **Be created by the students or Incorporate a blank row for that option**
- **Be used as introductory "hooks" into a unit of study**
- **Keep one column consistent while varying the other columns in the RAFT grid**



Sample RAFT Formats

- Advertisements
- Affidavits
- Announcements
- Biographical sketches
- Blurbs
- Board game instructions
- Brochures
- Bumper stickers
- Captions
- Case studies
- Children's books
- Commentaries
- Debate outline/notes
- Declarations
- Definitions
- Dialogues
- Directions
- Editorials
- Encyclopedia entries
- Epitaphs
- Eulogies
- Expense accounts and defense
- Fact sheets
- Graffiti
- Greeting card of text
- Historical accounts
- Fairy tales, myths, novels, plays
- Poems
- Science fiction
- Songs and ballads
- Story beginnings/continuations
- Indexes
- Instructions
- Interviews (real or imaginary)
- Itineraries
- Job specifications
- Journal entries
- Lab reports
- Last wills and testaments
- Legal briefs
- Legislation
- Lesson Plans

More Sample RAFT Formats

- Letters: advice, application, resignation, complaint, inquiry, congratulation
- Persuasive: to public officials , to the editor, recommendations
- Logos
- Lists
- Math notes/observations
- Math problem solutions
- Math story problems
- Memos
- Menus
- Messages to/from the past/future
- Minutes of meetings
- Monologue
- Mottoes/ Slogans
- News stories - paper/radio/tv
- Orations
- Paraphrases
- Parodies
- Personality sketches
- Personalized license plates
- Predictions/prophecies
- Proposals
- Public notices
- Reaction papers
- Requests
- Reviews
- Screenplays
- Sermons
- Skits
- Speeches
- Story boards
- Summaries
- Tables of content
- Telegrams
- Telephone dialogues
- Test questions
- Thumbnail sketches
- Translations
- Wanted posters
- Word puzzles and games

Sample RAFT Strips

Role	Audience	Format	Topic
Squanto	Other Native Americans	Pictographs	I can help the inept settlers
Band Member	Other Band Members	Demo Tape	Here's how it goes
Positive Numbers	Negative Numbers	Dating Ad	Opposites Attract
Rational Numbers	Irrational Numbers	Song	Must you go on forever?
Decimals	Fractions	Poem	Don't you get my point?
Perimeter	Area	Diary Entry	How your shape affects me
Monet	Van Gogh	Letter	I wish you'd shed more light on the subject!
Joan of Arc	Self	Soliloquy	To recant, or not to recant; that is the question
Tree	Urban Sprawl	Editorial	My life is worth saving
Thoreau	Public of his day	Letter to the Editor	Why I moved to the pond
Young Chromosome	Experienced Chromosome	Children's Book	What becomes of us in mitosis?

RAFT EXAMPLE

This RAFT is designed to be used by student in a second grade class as they are learning about endangered and extinct animals in science and natural resources in social studies. Students have been studying both topics for a number of days before they do the RAFT. The activity serves as a culmination to this period of study.

Know:

•Basic needs of plants and animals

•The role of natural resources in lives of people and animals

Understand:

•Our actions affect the balance of life on Earth.

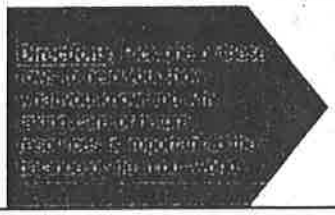
•Animals become endangered or extinct when natural resources they need are damaged or limited.

•Natural resources are not unlimited and must be used wisely.

Be Able To:

•Identify causes of problems with misuse of natural resources.

•Propose a useful solution to the problems.



ROLE	AUDIENCE	FORMAT	TOPIC
The Earth	Aliens who might want to live on earth	A written set of rules with reasons	What you need to know and do if you want to live here
An endangered animal	Humans	A poster with an exhibit card to explain it	Why I need you and you can help save me
A natural resource	Our class	A speech	What people need to know about using us well and why that matters anyhow

Primary Science
Plant Parts

- Know:
  - Parts of a plant: root, stem, leaf, flower, seed
  - Plant needs: light, water, air, soil, food
- Understand:
  - Plants have needs that must be met in order for them to survive.
  - Each plant part has a job to do that helps the whole plant.
  - If one plant part can't do its job, the whole plant suffers.
- Do:
  - Identify and describe the plant parts
  - Explain the role of each plant part in meeting the plant's needs
    - Work independently
    - Work collaboratively
    - Draw Conclusions

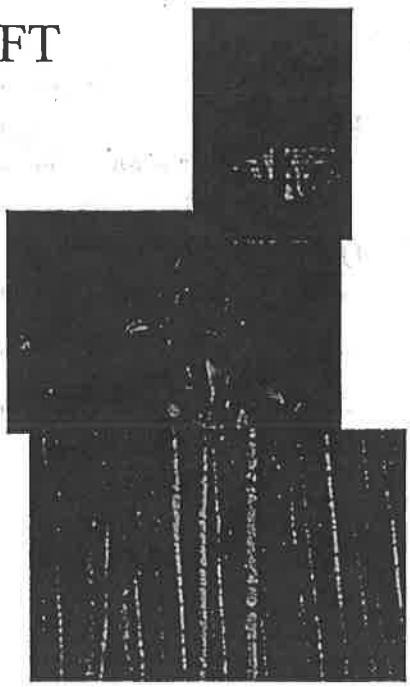
Plant Raft

- The teacher assigns a RAFT task to each student based on interest and/or learning profile. Students work alone to complete their task.
- Students review one another's work and make suggestions for improvement.
- Teacher checks each student's work for accuracy and quality.
- When students are ready, the teacher forms groups of students, making sure each RAFT role is represented in each group.

ROLE	AUDIENCE	FORMAT	TOPIC
Plant parts	Plant needs	Picture	We're made for each other
Roots	Stem, Leaf, Flower & Seeds	Letter	You'd be lost without me
Flower	Stem, Leaf, Seeds, and Roots	Ad	I'm more than just a pretty face
Seeds	Flower, Leaf, Stem, Roots	Song or Poem	Here's where you got your start
Stem	Flower, Leaf, Seeds, Roots	Chart	Why you can't do without me
Leaf	Stem, Seeds, Flower, Roots	2 Riddles	Why I'm important to you

Plant RAFT

- After completing the RAFT, students meet in teacher-assigned table groups of 6.
- Each group has a leader or guide.
- Students share their RAFT work.
- As a group, they respond to this prompt:
  - Draw or build something to prove that a plant is well made to have all its needs met.
  - Use words to explain.
  - Everyone in your group should be ready to tell the class about your ideas.



RAFT ACTIVITY ON FRACTIONS

Role	Audience	Format	Topic
Fraction	Whole Number	Petitions	To be considered Part of the Family
Improper Fraction	Mixed Numbers	Reconciliation Letter	Were More Alike than Different
A Simplified Fraction	A Non-Simplified Fraction	Public Service Announcement	A Case for Simplicity
Greatest Common Factor	Common Factor	Nursery Rhyme	I'm the Greatest!
Equivalent Fractions	Non Equivalent	Personal Ad	How to Find Your Soul Mate
Least Common Factor	Multiple Sets of Numbers	Recipe	The Smaller the Better
Like Denominators in an Additional Problem	Unlike Denominators in an Addition Problem	Application form	To Become A Like Denominator
A Mixed Number that Needs to be Renamed to Subtract	5th Grade Math Students	Riddle	What's My New Name
Like Denominators in a Subtraction Problem	Unlike Denominators in a Subtraction Problem	Story Board	How to Become a Like Denominator
Fraction	Baker	Directions	To Double the Recipe
Estimated Sum	Fractions/Mixed Numbers	Advice Column	To Become Well Rounded

RAFT ACTIVITIES

Role	Audience	Format	Topic
Fraction	Whole Number	Invitation to a family reunion	Here's how we are related
Equivalent Fraction	Boys-Men	Model	All pizza is created equal
Fractions & Mixed Numbers	Middle Schoolers	Persuasive Letter	You can't live without us
Improper Fractions	Mixed Numbers	Ad for a circus	What is my value in the balancing act?
Dinner for 2	Family of 4	Recipe	Yours, Mine & Ours
Mixed number Subtrahend	Mixed number minuend w/ Regrouping	Song	You can't take that away from me

Parts of Speech

ROLE	AUDIENCE	FORMAT	TOPIC
SUBJECT	ATHLETICS AWARD DINNER	ACCEPTANCE SPEECH	It's all about me!
PREDICATE	"TOP 40" MUSIC RADIO LISTENERS	SONG	All things revolve around me
DIRECT OBJECT	MIDDLE SCHOOLERS	POEM	"To be acted upon"
INDIRECT OBJECT	WRITERS	ONE PAGE WRITTEN ARGUMENT	No one understands me!

Name:_____ Period:_____ Date:_____

Partner's Names:_____

_____

Due Date:

Astronomy Rafts

For this assignment you and your partners will choose one of the following assignments. You will work with your partners to create a story that follows the topic and format. All topics can be found in your textbook but a minimum of two other sources is required. Choose your assignments wisely and be very creative. Students will also be responsible for presenting their assignments to the class in a 3 – 8 minute presentation.

Role	Audience	Format	Topic
Supergiant Star	Younger star	Dialog	A look back at my life
Moon	Astronauts	Advice column	What to expect with your visit
A galaxy	neighboring galaxies	Letter of Concern	We are growing apart
A Planet	protoplanets	Motivational Speaker	You too can be a strong, independent Planet
Earth	Sun and other planets	Ricki Lake Show	No I am the Center
Sun Tour Guide	Sun Tourists	Tour guide dialog	Add some heat to your life
Galaxy	Other galaxies	Letter to the Editor	What is this redshift trying to prove
Pluto	other planets	Petition	Why should I be a planet or moon

**** Other ideas may be used also. Any other idea besides the listed topics must be approved by Miss Wall. Think creativity!

Feudal Pyramid RAFT

Role	Audience	Format	Topic
King	The Subjects	Proclamation	Read My Lips, New Taxes
Knight	Squire	Job Description	Chivalry, Is it for you?
Lord	King	Contract	Let's Make a Deal
Serf	Animals	Lament Poem	My So Called Life
Monk	Masses	Illuminated Manuscript	Do As I Say, Not as I Do
Lady	Pages	Song	ABC, 123

Following the RAFT activity, students will share their research and perspectives in mixed role groups of approximately five. Groups will have a "discussion agenda" to guide their conversation.

Kathryn Scaman

High School History

This standards-based RAFT guides students in examining the impact of leaders' actions and decisions. Prior to implementation the RAFT, students will have read and discussed a number of primary and secondary documents on events surrounding the Cuban Missile Crisis. They will also have learned and discussed the ideologies of capitalism and communism. Primary Resource documents and other Cold War resources can be found at http://www.cnn.com/SPECIAL/cold.war

AS A RESULT OF THE LESSON, STUDENTS SHOULD:

KNOW
President John Kennedy, Nikita Khruschev, Fidel Castro, Cold War, Ex Comm, U2 plane, key events in the Cold War,

UNDERSTAND THAT
Political leaders' actions and decisions can be driven by a desire to propagate national ideologies.
Desire to propagate national ideologies can override reason and logic.

BE ABLE TO:
Use information to write from a non-personal perspective.
Analyze and account for differing perspectives.
Discuss and reach consensus on important topics.

RAFT For the Cuban Missile Crisis

President Kennedy	His children	Journal entry	"I must confide my true thoughts about that fateful week in Oct.
A fly on the wall at the ExComm meeting	The American Public Oct. 29th, 1962	Editorial	"The weight of the world was so heavy in the room that I could hardly fly"
President Nikita Khrushchev	Leonid Brezhnev	Private Conservation Oct. 29th	"Did I just break the back of my communist empire Leonid?"
Pilot U2 Plane	Head of Command	Radio Transmission	"That's correct sir,nuclear warheads! What should I do?
Historian	College Class	Lecture	"What if Maxwell Taylor's position won?"
Anati Dobrynin	Members of the Russian government	Debriefing	"How did the world come so close"
Fidel Castro	To his people	Propaganda Speech Oct 13th	"We will not be American pawns!"

High School History

To ensure that all students work with the range of ideological perspectives, students will participate in the following activities after the RAFT.

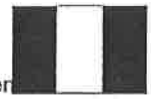
Two Stage Round Table: Students will work in two groups. In the first, they will develop an argument for the actions of either a communist or capitalist nation during the Cold War. They will then move to a group in which ideologies are represented to hear and respond to both perspectives.

Consensus Building: the whole class will listen to a representative presentation on each ideology. The teacher will then lead the class in a consensus building activity to determine whether the conclusion to the missile crisis was an effective/appropriate conclusion.

Advisory Letter to Heads of Nations: For homework, students will individually develop a statement to the United Nations advising leaders on ways to handle potential conflicts based on ideological differences. The statements will be based on research and discussions.

Meegan Snyder, 2003

Secondary RAFT Example



This RAFT is designed to be used by students in a Fren class as they are developing the basic structure of the language and basic vocabulary sets. Of particular interest here are present tense verbs and vocabulary centered around leisure activities

RAFT Goals

Students Should Know	*Understand*	*Be Able To*
• Names of French speaking countries • Basic geographic features of those countries to determine its basic geography • Conjugation of present tense verbs • Vocabulary for leisure time activities	• A country's geography affects how its people spend their leisure time	• Research a French speaking country • Predict leisure activities people in a • Communicate information about leisure activities in French

LEISURE ACTIVITIES RAFT

Directions: First select a French speaking country from the list on the boards. Next, use research materials on the bookshelf, internet, and in our textbook to find information on the geography of that country. Get as much information about the country's geography as you can find. For example: what is the temperature like in the various seasons, does it have lakes, what parts of it border oceans, are there mountains, what resources are in the country that might affect leisure. Is

ROLE	AUDIENCE	FORMAT	TOPIC
Student	Self	Packing List with notes	Here's what I need on my vacation and why
Native of the Country	A visiting athlete	Map with symbols	Here's what to look for & do on your vacation here
Tourist	Family at home	Series of Post Cards	Please send my . . . because
Native of the Country	Visitors on Vacation	List of Dos and Don'ts	When in Rome . . .
Hiker or Driver	Roads	Magazine Interview	Where are you taking me?
Bureau of Tourism	Potential Inhabitants	Travel Posters with Narration	You'll enjoy our best features!
Radio Announcer	Listener	Announcer	Come share the wonder
← Fill in your choice here. →		← Check with the teacher for approval.	

Angle Relationship RAFT

Role	Audience	Format	Topic
One vertical angle	Opposite vertical angle	Poem	It's like looking in a mirror
Interior (exterior) angle	Alternate interior (exterior) angle	Invitation to a family reunon	My separated twin
Acute angle	Missing angle	Wanted poster	Wanted: My complement
An angle less than 180^{o}	Supplemen-tary angle	Persuasive speech	Together, we're a straight angle
**Angles	Humans	Video	See, we're everywhere!

Algebra RAFT

Role	Audience	Format	Topic
Coefficient	Variable	Email	We belong together
Scale / Balance	Students	Advice column	Keep me in mind when solving an equation
Variable	Humans	Monologue	All that I can be
Variable	Algebra students	Instruction manual	How and why to isolate me
Algebra	Public	Passionate plea	Why you really do need me!

Indicator Raft

ROLE	AUDIENCE	FORMAT	TOPIC
Benedict's Solution	Simple Sugar	Song	I'm Blue Without You
Phenolphtalein	Base	E-mail	I'm tickled Pink
Indolphenol	An Orange	Dialogue	Now you "see" me, now you don't
Litmus paper	MOMs (Milk of Magnesia)	Poem / Song	You make me blue
Bromthymol Blue	Bromthymol Yellow	Letter of concern	Youn make me green with envy
Phenol Red	Vinegar	Obituary	You left me Jaundiced
Lugol's Solution	A Potato	Ramson Note	I'll leave you black as night

Morein Gordon, Joyce Kent and Karen Woodworth, 2004

New Rochelle High School

High School Biology RAFT

Know: (See terms below the RAFT)

Understand:

Plants and animals have a symbiotic relationship with photosynthesis and respiration.

Photosynthesis and respiration are essential to human life.

Be Able to Do:

Explain the relationship between photosynthesis in plants and respiration in humans

Explain and connect the equations for photosynthesis and respiration

Explain the nature of human dependence on plants

ROLE	AUDIENCE	FORMAT	TOPIC
An animal of your choice	A plant of your choice	Song	Why I am grateful to you
Trees & shrubs in the local park	Real Estate Developer	Numbered List	Our needs, why you should care, and what you should do about them
Athlete	Coach	Letter (with sketches, if you'd like)	For better or worse: What plants have to do with my performance this year
High school biology student	3rd Grader	Annotated diagram	What plants have to do with you
Scientist preparing for a Mars mission	Financial backers for the trip	Presentation	Plants—and plant substitutes: The unsung heroes of the mission
A kid	Mom	Conversation	The lettuce is turning yellow! Are we threatening the balance of nature?!

Important Terms: photosynthesis, respiration, carbon dioxide, sunlight, blue light or green light (or other colors), sugar, water, mitochondria, chloroplast, stoma (stomata), lactic acid, aerobic respiration, anaerobic respiration, autotroph, heterotroph, sunny, cloudy, cool, warm, long sunny days, short days, lungs, light energy, food energy

Annette Hanson, Timberline High School, Boise, Idaho

Self Portrait RAFT

ROLE	AUDIENCE	FORMAT	TOPIC
Norman Rockwell	Masses	Illustration	What you see is what you get!
Van Gogh	Self	Oil Painting	Can I find myself in here?
Andy Warhol	Someone you want to know the true you	Photograph	Now you see me, Now you don't
Rueben	Self	Oil Painting	Props make the person
Goya	School	Charcoal	On the side,But central

Playwright Voice and Style

KNOW:

- Voice, Tone and Style

UNDERSTAND:

- Each playwright has a voice.
- Voice is shaped by life experiences and reflects the writer.
- Voice shapes expression.
- Voice affects communication.
- Voice and style are related.

DO:

- Describe an author's voice and style.
- Mimic a playwright's voice and style.
- Create a piece of writing that reflects a writer's voice and style.

Playwright Voice and Style

ROLE	AUDIENCE	FORMAT	TOPIC
Shakespeare	10th Graders Today	Soliloquy	My many voices
Henrik Ibsen	Mother	Letter	The role of a woman
Arthur Miller	Himself	Diary entry	How I'm like Willie Loman
Tennessee Williams	Edward Albee	Debate	We're more alike than different

Raft Rubric

	4	3	2	1
Accuracy	Information/details in RAFT always accurate and properly reflects information, ideas and themes related to the subject	The information you provide in RAFT is accurate but could use more support	The information you provide in your RAFT has some inaccuracies or omissions	The information you provide in your RAFT is incomplete and/or inaccurate
Perspective	RAFT maintains clear, consistent point of view, tone and ideas relevant to role played; ideas and information always tied to role and audience	You explain how your character would feel about the event(s)	You show little insight into how your character would feel or act during the event(s)	You do not accurately develop your characters thoughts or reactions to the event(s)

http://olc.spsd.sk.ca/DE/PD/instr/strats/raft/
Hinrichs/Miller/Leonard
Civ/Lit

Focus	RAFT stays on topic, never drifts from required form, type, details and role; information are included that are pertinent only to developed purpose	You spend most of the RAFT discussing issues on topic, but occasionally stray from topic/focus	You spend some time discussing issues off topic	Most of your RAFT is spent on issues that do not directly deal with the RAFT you choose	
Class Time	You use class time appropriately to research the era and create well-written stories	You seldom need to be reminded to get back on task	You use library and computer time to do work for other classes and or chat with friends or lounge on couches	You treat research time as an open period you can be seen chatting with friends and hanging out on the couches	
Mechanics	Essay contains few to no fragments, run-on sentences, tense errors or mechanical mistakes; writing is fluent	Essay contains some fragments, run-ons or other errors, occasional mechanical mistakes; writing generally clear	Essay contains several sentence errors, mechanical mistakes that may interfere with ideas; clarity of ideas in writing	Essay is marred by numerous errors, mechanical mistakes	

A+ 20	A19	A-18	B+17	B16	B-15	C+14	C13	D 12	F 11 and below

MLA Format — Incorrect Format -1

RAFT Planning Sheet

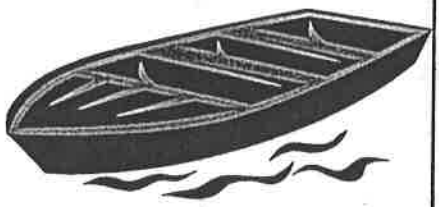
Know

Understand

Do

How to Differentiate:

- Tiered? (See Equalizer)
- Profile? (Differentiate Format)
- Interest? (Keep options equivalent in learning)
- Other?



Role	Audience	Format	Topic

RAFT Assignment

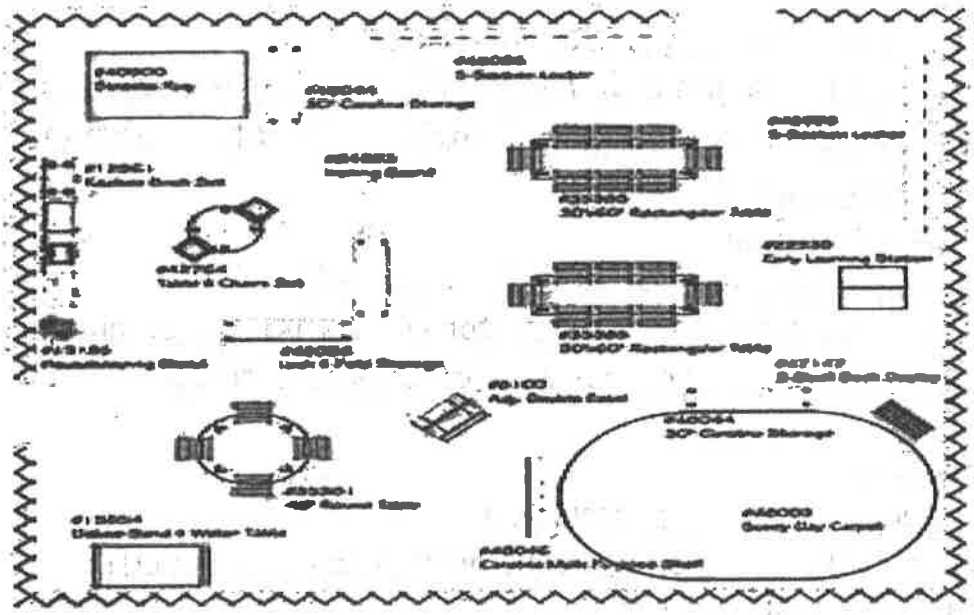
Unit/Theme: _____ Language/Level: _____

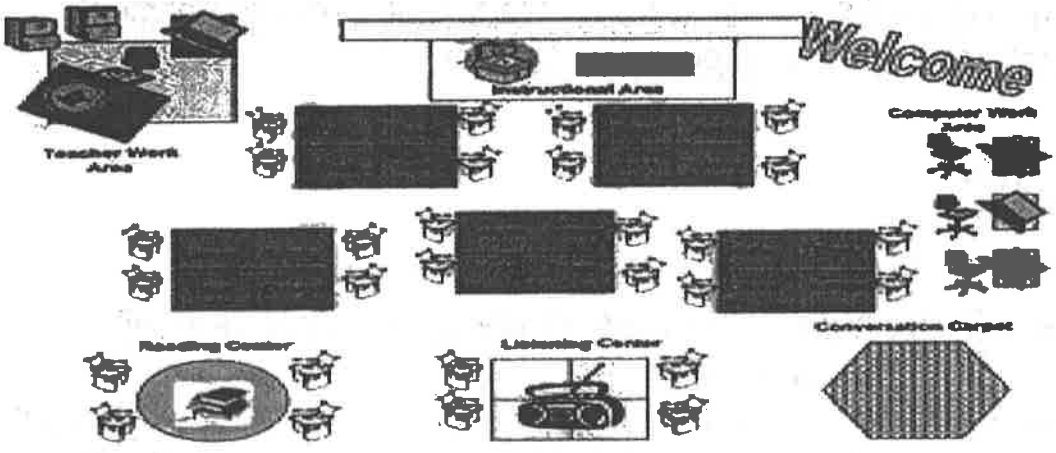
Role	Audience	Format	Topic

Centers

vs.

Stations





Centers vs. Stations

are distinct work in concert with each other

Centers - a classroom area that contains a collection of activities or materials designed to teach, reinforce. or extend a particular skill or concept. Centers can be interest centers designed to motivate students' exploration of topics they are interested in or learning centers **Interest centers:**

* focus on important learning goals
*use materials addressing a wide range of levels, profiles and interests
* activities that vary from simple to complex, concrete to abstract, structured to open ended
*provide clear directions
*includes instructions for what to do if needs help
*uses a record keeping system to monitor what students do and quality level
*includes a plan for ongoing assessment of growth in tasks

Learning centers:

*materials usually teacher constructed
*materials and tasks focus on mastery or extension of specific understandings or skills
*materials and tasks are more exploratory than other assignments
*differentiated content, process or product

Stations

*different spots in room - students work simultaneously
*teachers can ask students to move to particular parts of room
*conducive to flexible groupings
*not all students need to spend the same amt. of time at each station
*assignments of students can vary day to day based on who rotates there
*teacher can set up parameters but student can also choose.

Differentiating Learning Centers

"It's not about how smart they are; it's about how they are smart."
-Howard Gardner

Learning centers, by their very nature, are flexible, multi-level, and can address many learning needs. With a few tweaks, most centers can help to truly differentiate your instruction.

Differentiating for Learning Modalities and for Skill Levels

A successful restaurant owner must offer a varied menu to suit the varied tastes of the diners. A successful classroom manager must offer a varied menu of learning activities to satisfy the varied learning appetites that come to that classroom. All children (and adults) learn primarily through ***visual, kinesthetic, and auditory*** processing, but usually one method of processing (modality) is the strongest, the learning channel of preference.

Between the developmental ages of 4 and 7 1/2, children are still exploring and establishing their own preferred modalities and intelligences. Although young children from an early age give unmistakable signs of preferred intelligences and modalities, most eagerly explore all arenas of their world through all their senses. Like sponges, they absorb information easily and are willing to move outside of their own comfort zone (take a risk) to learn. In our early primary instruction, we should be presenting the same information in a variety of ways, **engaging all the modalities** as we present information, since so many children have not yet demonstrated dominant modalities. For skill practice and reinforcement, we should try to match children to their strongest modality, when that modality is clear. However, most children will joyfully embrace all activities you present, as long as those activities are developmentally appropriate. After sampling all the foods

on the instructional buffet table, most will settle into those that best satisfy their own appetites!

Whenever you teach a concept in a variety of ways, you greatly increase the chances of reaching each student. You multiply the chances that each student will remember what you have taught, since you will have created many neurological pathways to access the same information. Then, when you match the reinforcing and enrichment activities to the child's learning preferences, learning happens effortlessly!

Visual learners do well with, but all learners get value from

- Puzzles
- Tracing over acetate
- Writing
- Viewing a video or a filmstrip
- Overhead projector
- Memory games
- Drawing
- Reading
- Estimating amounts, weights
- Big Books
- Visual sequencing

Kinesthetic Learners do well with, but all learners get value from

- Clay
- Using wikki stix to spell words
- Alphabet stamping
- Dice or card games
- Floor puzzles
- Writing in salt, cornmeal, etc.
- Acting out a story
- Sign language center
- Experiments
- Finger puppets

Auditory Learners do well with, but all learners benefit from

- Books on Tape
- Using whisper (phonics) phones
- Stretch and Say
- Story retelling with puppets
- Teacher instructed small group
- Retelling into a tape

Take Stock of Your Centers!

- Survey the centers you have set up during any one day or rotation. Are they fairly equally distributed among visual, kinesthethic, and auditory tasks?
- Assess the recording sheets/skill sheets/wow-sheets that children will complete. Can you tweak the directions or add graphics or cueing information on the sheet?
- Whenever possible, design choices within a center that will accommodate each of the modalities.
- Look at the choices you allow children when they finish a center. Are there attractive activities to motivate each type of learner?
- Within each center, are there tools to help the struggling learner? Are there challenges for the more confident learners?
- Have the centers been modeled and practiced, including set -up and clean-up?

Simple Tricks for Differentiating Simple Centers

Pocket Chart centers

Name Boards/ Initial boards

Class Book pages

Sentences in Bags

Name Centers

Handwriting

Read/ Write the Room

Different Centers for Different Purposes

Centers for Exploration
Centers for Concept Development
Centers for Application of Skills / Abstractions of Concepts

Center Ideas To Get You Thinking!!!

Center and Purposes	Materials	Differentiation
Working with numbers: sequencing; adding and subtracting; greater than, less than	Paintstick and clothespins labeled with numbers	❖ Visuals on clothespins ❖ Underlining ❖ Number words ❖ Left to right cue ❖ Number line ➢ 100+ grid ➢ Yardsticks; dowels ➢ Recording sheet
Working with numbers: sequencing; adding and subtracting; greater than, less than	Number stamps and non-toxic inkpads	❖ Right side up visual on stamp ❖ Number line ➢ 100+ grid ➢ Yardsticks; dowels ➢ Recording sheet ➢ Equation creation
Making words; Practicing spelling lists; sight words; names; vocabulary; and fine motor exercise	Paintsticks with lettered clothespins. Provide sets of uppercase and lowercase Magnetic letters, both uppercase and lower cases	❖ Words lists with picture clues ❖ Underlining ❖ Alphabet strip/pictures ❖ Pre-sorted ❖ Left to right cue ➢ Definitions on word cards ➢ Yardsticks and dowels ➢ Punctuation clothespins

Making words; Practicing spelling lists; sight words; names; vocabulary; and fine motor exercise	Egg cartons, plastic eggs, salad tongs	❖ Words lists with picture clues ❖ Underlining ❖ Alphabet strip with pictures ❖ Pre-sorted ❖ Left to right cue ➢ Definitions on word cards
Listening Skills; comprehension; building background information	Tape recorder; headphones (personal walkman sets are very inexpensive...ask PTA about donating!); books on tape; story tapes *without* books	❖ Novelty pencil pointers ❖ More than one version ➢ Student recordings ➢ Rewriting/ retelllings
Writing; Journals	Variety of writing instruments; lots of paper, lined and unlined	❖ Various grips ❖ Alphabet stamps ❖ Differentiated prompts ❖ Acetate sheets ❖ Whisper phones ➢ Bookmaking ➢ A chapter a day

A Smorgasbord of Learning

Visual learners do well with, but all learners get value from

- Puzzles
- Tracing over acetate
- Writing
- Viewing a video or a filmstrip
- Overhead projector
- Memory games
- Drawing
- Reading
- Estimating amounts, weights
- Big Books
- Visual sequencing

Kinesthetic Learners do well with, but all learners get value from

- Clay
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- Alphabet stamping
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Simple Tricks for Differentiating Simple Centers

Number Work

Making Words Practice

Pocket Chart centers

Name Boards/ Initial boards

Class Book pages

Sentences in Bags

Name Centers

Handwriting

Read/ Write the Room

Basic Tenets of Differentiation

Students differ in
- interests
- modalities of learning
- natural intelligences
- backgrounds and prior experiences
- levels of readiness

Individual differences greatly impact
- rate of learning
- support or challenge needed
- motivation
- response to instruction

Students learn best in environments of
- low risk
- moderate challenge
- support from peers and adults

Centers for All!

1. Touch and Say Letters
2. Pin the Paintstick
3. Take-Apart
4. Name Board; Initial Board
5. Stick It On
6. Stamparama
7. Make Sense Sentences
8. Popcorn Bingo
9. It's About Me
10. Pattern Engineers
11. Look Nook
12. Step Over to the Overhead
13. WowSheets

Level the Playing Field:

Designing Success for Everyone

Left to right cues

Which way is up?

Tools at their fingertips

- alphabet strips
- number lines
- 100 grid
- word lists

Picture clues

Pointers

Grips

Whisper phones

RELATED CITATIONS

"DIFFERENTIATING LEARNING CENTERS"

PRESENTED BY CINDY MIDDENDORF

Markova, Dawna and Powell, Anne. (1992). *How Your Child Is Smart*. Berkeley, CA: Conari Press.

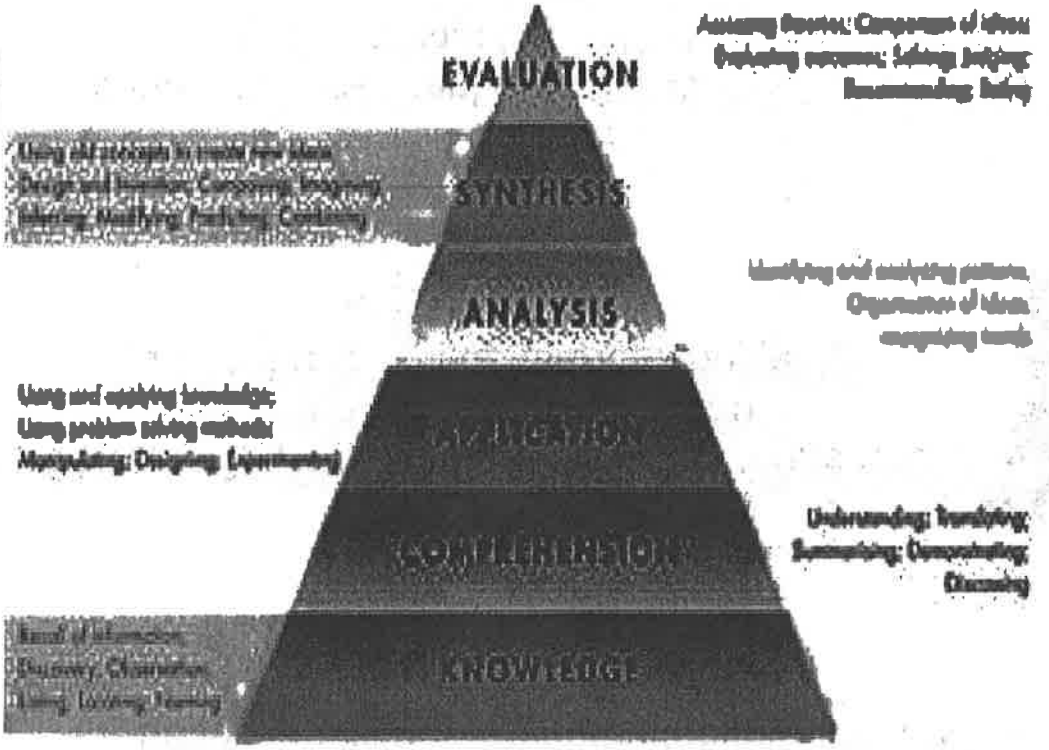
Marriott, Donna. (1997). What Are the other Kids Doing While You Teach Small Groups? Huntington Beach, CA:Creative Teaching Press.

Smutny, Joan Franklin and von Fremd, S.E. (2004) *Differentiating for the Young Child.* Thousand Oaks, CA: Corwin Press

Tomlinson, Carol Ann (1999) *The Differentiated Classroom: Responding to the Needs of All Learners.* Alexandria, VA: Association for Supervision and Curriculum Development.

Blooms Taxonomy

BLOOMS TAXONOMY



BLOOM'S REVISED TAXONOMY

Creating

Generating new ideas, products, or ways of viewing things

Designing, constructing, planning, producing, inventing.

Evaluating

Justifying a decision or course of action

Checking, hypothesising, critiquing, experimenting, judging

Analyzing

Breaking information into parts to explore understandings and relationships

Comparing, organising, deconstructing, interrogating, finding

Applying

Using information in another familiar situation

Implementing, carrying out, using, executing

Understanding

Explaining ideas or concepts

Interpreting, summarising, paraphrasing, classifying, explaining

Remembering

Recalling information

Recognising, listing, describing, retrieving, naming, finding

Revised Blooms Taxonomy – Verbs, Materials/situations that require this level of thinking, Potential activities and products

	REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
VERBS	Tell, List, Describe, Relate, Locate, Write, Find, State, Name, Identify, Label, Recall, Define, Recognise, Match, Reproduce, Memorise, Draw, Select, Write, Recite	Explain, Interpret, Outline, Discuss, Distinguish, Predict, Restate, Translate, Compare, Describe, Relate, Generalise, Summarise, Put into your own words, Paraphrase, Convert, Demonstrate, Visualise, Find out more information about	Solve, Show, Use, Illustrate, Construct Complete, Examine Classify, Choose Interpret, Make Put together, Change, Apply, Produce, Translate, Calculate, Manipulate, Modify, put into practice	Analyse, Distinguish, Examine, Compare Contrast, Investigate Categorise, Identify Explain, Separate Advertise, Take apart Differentiate, Subdivide, deduce,	Judge, Select, Choose, Decide, Justify, Debate, Verify, Argue, Recommend, Assess, Discuss, Rate, Prioritise, Determine, Critique, Evaluate, Criticise, Weigh, Value, estimate, defend	Create, Invent, Compose, Predict Plan, Construct Design, Imagine Propose, Devise Formulate, Combine, Hypothesize, Originate, Add to, Forecast,
MATERAILS SITUATIONS	Events, people, newspapers, magazine articles, definitions, videos, dramas, textbooks, films, television programs, recordings, media presentations	Speech, stories, drama, cartoons, diagrams, graphs, summaries, outlines, analogies, posters, bulletin boards.	Diagrams, sculptures, illustrations, dramatisations, forecasts, problems, puzzles, organisations, classifications, rules, systems, routines.	Surveys, questionnaires, arguments, models, displays, demonstrations, diagrams, systems, conclusions, reports, graphed information	Recommendations, self-evaluations, group discussions, debates, court trials, standards, editorials, values.	Experiments, games, songs, reports, poems, speculations, creations, art, inventions, drama, rules.
POTENTIAL ACTIVITIES & PRODUCTS	Make a list of the main events . Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the ... in the story. Make a chart showing.. Make an acrostic. Recite a poem	Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Retell the story in your own words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a colouring book.	Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the areas of study. Make a papier-mache map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game showing the ideas from an area of study. Make a clay model of an item in the area. Design a market strategy for your product. Dress a doll in costume. Paint a mural. Write a textbook outline.	Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a point of view. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about he study area. Write a biography of the study person. Prepare a report. Arrange a party and record as a procedure. Review apiece of art including form, colour and texture	Prepare a list of criteria to judge a ……..show? Remember to indicate priorities and ratings. Conduct a debate about a special issue. Make a booklet about 5 rules you see as important to convince others. Form a panel to discuss views. Write a letter to .... advising on changes needed at ... Write a half yearly report. present your point of view.	Invent a machine to do a specific task. Design a building to house your study. Create a new product, give it a name and then devise a marketing strategy. Write about your feeling sin relation to ... Design a record, book or magazine cover. Sell an idea. Devise a way to ... Compose a rhythm or put new words to an old song.

teachers.net/lessons/posts/355.html www.teachers.ash.org.au/researchskills/dalton.htm Dalton.J & Smith.D [(1986) Extending Children's Special abilities – Strategies for Primary Classrooms
www.lgc.peachnet.edu/academic/educatn/Blooms/critical_thinking.htm

Tic-Tac-Toe Menu

Directions: Chose activities in a tic-tac-toe design. When you have completed the activities in a row—horizontally, vertically, or diagonally—or in the 4 corners, you made decide to be finished. Or you may decide to keep going and complete more activities. Star the activities you plan to complete. Color in the box when you finish the activity.

Collect Facts or ideas which are important to you. (Knowledge)	**Teach** A lesson about your topic to our class. Include as least one visual aid. (Synthesis)	**Draw** A diagram, map or picture of your topic. (Application)	**Judge** Two different viewpoints about an issue. Explain your decision. (Evaluation)
Photograph Videotape, or film part of your presentation. (Synthesis)	**Demonstrate** Something to show what you have learned. (Application)	**Graph** Some part of your study to show how many or how few. (Analysis)	**Create** An original poem, dance, picture, song, or story. (Synthesis)
Dramatize Something to show what you have learned. (Synthesis)	**Survey** Others to learn their opinions about some fact, idea, or feature of your study. (Analysis)	**Forecast** How your topic will change in the next 10 years. (Synthesis)	**Build** A model or diorama to illustrate what you have learned. (Application)
Create An original game using the facts you have learned. (Synthesis)	**Memorize** And recite a quote or a short list of facts about your topic. (Knowledge)	**Write** An editorial for the student newspaper or draw an editorial cartoon. (Evaluation)	**Compare** Two things from your study. Look for ways they are alike and different. (Analysis)

Bloom's Taxonomy *Gardner's Multiple Intelligences*	Knowledge	Comprehension	Application	Analysis	Evaluation	Synthesis
Verbal-Linguistic	Record at least 5 vocabulary words that you found interesting.	Write a summary of the book or chapter that you read.	Write a conversation between two characters from your book.	Compare two characters from a novel or from your text.	Choose two people from your text and justify their actions.	Write a letter to the editor about your views on an issue from the text.
Visual-Spatial	Draw a diagram and label the parts.	Summarize events from the text using a sequence ladder or comic strip.	Research a person or event from the text and make a storyboard to explain your findings.	Use a Venn Diagram to compare characters or events from the text.	Develop a visual presentation to justify the actions of a person in the text.	Use a Mind Map containing symbols that represent a person from the text. Give the meaning of each symbol.
Logica/-Mathematical	Place events from the text on a timeline.	Explain in a flowchart the events from the text.	Demonstrate an understanding of the information in the text.	Diagram how the text represents information that all students should know.	Critique the motives of the people in the text.	Determine how the author's life may have influenced the slant of the text. Chart your findings.
Naturalist	List things from the text that appeal to each of the five senses.	Suggest a solution to a problem from the text.	Demonstrate how nature played a role in events from the text.	If a person from the text lived today, what types of things would be found in his/her suitcase?	Rate the motives of a person from the text. Explain the rating scale.	Hypothesize what might have changed if the person were in a different environment.

Bloom's Taxonomy *Gardner's Multiple Intelligences*	Knowledge	Comprehension	Application	Analysis	Evaluation	Synthesis
Musical	Write a song to tell the important information contained in the text,	Explain events from the text using a rap song.	Dramatize events from the text using the appropriate musical background.	Compare two people or events from the text by writing a jingle for each.	Justify a character's views or actions through the lyrics of a song.	Compose a musical composition that represents the characteristics of a person in the text.
Bodily-Kinesthetic	Act out a vocabulary word from the text.	Create a skit to summarize a section of the text.	Organize information from the text using a living timeline.	Classify information from the text using a tactile sort.	Rate the importance of text information by moving to a specified area of the room.	Compose a dance or group of movements to reteach text information.
Intrapersonal	List vocabulary from the text in a learning log.	Write a belief statement from the point of view of a person in the text.	Interpret and illustrate information from the text in journal format.	Examine information from the text that might be applicable to your life. Explain in diary format.	Select events from the text that you can connect to your life.	Create a diary from a character's point of view.
Interpersonal	In a small group or with a partner, discuss information from the text.	Explain events from the text to a partner.	With a partner, create a position statement for a person from the text.	Compare and contrast people from the text through a character interview.	With a partner, debate the motives of characters or events from the text.	In a small group, design an activity to teach the important information in the text.

Writing Great Questions

Questions about the Planets

When questions help others to use different levels of thinking they are great questions! Write 2 questions from the first three levels and 2 questions from the second three levels. Think of all you've learned about the Planets. Start with a question word (what...) or with a verb (describe...).

Level of Thinking	Question Words	Verbs
Knowledge	What, Where, Is, Does?	Tell, Find, List
Comprehension	What can, Where would?	Describe, Explain
Application	How might, how would?	Show how, Relate
Analysis	How are...alike/different?	Compare, Categorize
Synthesis	What might happen if...?	Invent, Change
Evaluation	Which...and why?	Determine, Decide

My Questions	Partner 1	Partner 2	Partner 3

Record how well each partner responded with a score of 1, 2, or 3. Remember the better the question and the information you have given your partner, the better the answer.

Strategies

for

Forming

Groups

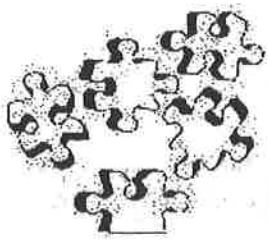
10 Strategies for Forming Groups

Small-group work is an important part of active training. It is important to form groups quickly and efficiently and, at the same time, to vary the composition and sometimes the size of the groups throughout the session. The following options are interesting alternatives to letting participants choose their own groups or counting off up to a designated number.

1. Grouping Cards

Determine how many participants will be attending the session and how may different groupings you want throughout the session. For example, in a class of twenty, one activity may call for four groups of five; another, five groups of four; still another, six groups of three with two observers.

Code these groups using a colored dot (red, blue, green, and yellow for four groups), decorative stickers (different stickers in a common theme for five groups, such as lions, monkeys, tigers, giraffes, and elephants), and a number (1 through 6 for six groups). Randomly place a number, a colored dot, and a sticker on a card for each participant and include the card in the participant's materials. When you are ready to form your groups, identify which code you are using and direct the participants to join their groups in a designated place. Participants will be able to move quickly to their groups, saving time and eliminating confusion. You may want to post signs indicating group meeting areas to make the process even more efficient.



2. Puzzles

Purchase six-piece children's jigsaw puzzles or create your own by cutting out pictures from magazines, pasting them on cardboard, and cutting them into your desired shape, size, and number of pieces. Select the number of puzzles according to the number of groups you want to create. Separate the puzzles, mix up the pieces, and give each participant a puzzle piece. When you are ready to form the participants into groups, instruct the participants to locate others with the pieces to complete a puzzle.

3. Finding Famous Fictional Friends and Families

Create a list of famous fictional family members or friends in groups of three or four. (Examples are Peter Pan, Tinkerbell, Captain Hook, Wendy; Alice, Cheshire Cat, Queen of Hearts, Mad Hatter; Superman, Lois Lane, Jimmy Olsen, Clark Kent.) Choose the same number of fictional characters as there are participants. Write one fictional name on each index card. When you are ready to form groups, ask the participants to find the other members of their "family." Once the famous group is complete, they are to find a spot to congregate.

4. Name Tags

Use name tags of different shapes and/or colors to designate different groupings.

5. Birthdays

Ask participants to line up by birthdays and then break into the number of subgroups needed for a particular activity. In large groups, form subgroups by birth months. For example, 150 participants can be divided into three roughly equal-size groups by composing groups of those born in January, February, March, and April; May, June, July, and August; and September, October, November, and December.

6. Playing Cards

Use a deck of playing cards to designate groups. For example, use jacks, queens, kings, and aces to create four groups of four. Use additional number cards, if necessary, to accommodate a larger group. Shuffle the cards and deal one to each participant, then direct the participants to locate others with similar cards and to form a group.

7. Draw Numbers

Determine the number and size of the groups you want to create, put numbers on individual slips of paper, and place them in a box. Participants then draw a number from the box indicating which group number they belong to. For example, if you want four groups of four, you would have sixteen slips of paper with four each of the numbers 1 through 4.

8. Candy Favors

Give each participant a wrapped sugarless candy of a different flavor to indicate groups. For example, your groups may be categorized as lemon, butterscotch, cherry, and mint.

9. Choose Like Items

Select toys of a common theme to indicate groups. For example, you might choose transportation and use cars, airplanes, boats, and trains. Each participant would draw a toy from a box and locate others with the same toy to form a group.

10. Participant Material

You can code participant materials using colored paper clips, colored handouts, or stickers on folders or tent cards to predetermine groupings.

Source:

Active Training, 26 Linden Lane, Princeton, NJ 08540 (800-924-8157).
mel@activetraining.com

Group Work in the Classroom: Types of Small Groups

One way to change the pace in your classroom is to do a small group activity. But what type of small group should you use? It depends on the size of your class, the length of time you have available, the physical features of the classroom, and the nature of the group task. Here are several options you could try. Consult the Teaching Tips sheet "Group Work in the Classroom: Small-Group Tasks" for task ideas.

Buzz Groups

Class size: any
Time frame: 3-10 minutes
Setting: no limitations
Purpose: generate ideas/answers, re-stimulate student interest, gauge student understanding

Description: These groups involve students engaging in short, informal discussions, often in response to a particular sentence starter or question. At a transitional moment in the class, have students turn to 1-3 neighbours to discuss any difficulties in understanding, answer a prepared question, define or give examples of key concepts, or speculate on what will happen next in the class. The best discussions are those in which students make judgments regarding the relative merits, relevance, or usefulness of an aspect of the lecture (Brookfield & Preskill, 1999). Sample questions include, "What's the most contentious statement you've heard so far in the lecture today?" or "What's the most unsupported assertion you've heard in the lecture today?" Reconvene as a class and have a general discussion in which students share ideas or questions that arose within their subgroups.

Comments: This method is very most flexible: it is easy to implement in any size of class and in most classrooms, even the most formally arranged lecture hall. Consider how to regain the attention of a large group: turning the lights off and on is one simple yet effective method.

Think-Pair-Share

Class size: any
Time frame: 5-10 minutes
Setting: no limitations
Purpose: generate ideas, increase students' confidence in their answers, encourage broad participation in plenary session

Description: This strategy has three steps. First, students think individually about a particular question or scenario. Then they pair up to discuss and compare their ideas. Finally, they are given the chance to share their ideas in a large class discussion.

Comments: Think-pair-sharing forces all students to attempt an initial response to the question, which they can then clarify and expand as they collaborate. It also gives them a chance to

validate their ideas in a small group before mentioning them to the large group, which may help shy students feel more confident participating.

Circle of Voices

Class size: any
Time frame: 10-20 minutes
Setting: moveable chairs preferable
Purpose: generate ideas, develop listening skills, have all students participate, equalize learning environment

Description: This method involves students taking turns to speak. Students form circles of four or five. Give students a topic, and allow them a few minutes to organize their thoughts about it. Then the discussion begins, with each student having up to three minutes (or choose a different length) of uninterrupted time to speak. During this time, no one else is allowed to say anything. After everyone has spoken once, open the floor within the subgroup for general discussion. Specify that students should only build on what someone else has said, not on their own ideas; also, at this point, they should not introduce new ideas (Brookfield & Preskill, 1999).

Comments: Some shy students might feel uncomfortable having to speak. Lessen their fear by making the topic specific and relevant or by giving each person a relevant quote to speak about. A variation to this method, which encourages students to listen more carefully to each other, involves requiring each person to begin by paraphrasing the comments of the previous student or by showing how his or her remarks relate to those of the previous student. For this variation, students will need less preparation time before the "circle" begins, but they may need more time between speakers.

Rotating Trios

Class size: 15-30
Time frame: 10 or more minutes
Setting: a fair bit of space, moveable seating helpful (they could stand)
Purpose: introduce students to many of their peers, generate ideas

Description: This strategy involves students discussing issues with many of their fellow classmates in turn. Beforehand, prepare discussion questions. In class, students form trios, with the groups arranged in a large circle or square formation. Give the students a question and suggest that each person take a turn answering. After a suitable time period, ask the trios to assign a 0, 1, or 2 to each of its members. Then direct the #1s to rotate one trio clockwise, the #2s to rotate two trios clockwise, and the #0s to remain in the same place; the result will be completely new trios. Now introduce a new, slightly more difficult question. Rotate trios and introduce new questions as many times as you would like (Silberman, 1996).

Comments: This type of group can be arranged with pairs or foursomes and works well with most subject matter, including computational questions. It would be difficult to implement in a large class, however.

Snowball Groups/Pyramids

Class size: 12-50
Time frame: 15-20 minutes, depending on how many times the groups "snowball"
Setting: moveable seating required
Purpose: generate well-vetted ideas, narrow a topic, develop decision-making skills

Description: This method involves progressive doubling: students first work alone, then in pairs, then in fours, and so on. In most cases, after working in fours, students come together for a plenary session in which their conclusions or solutions are pooled. Provide a sequence of increasingly complex tasks so that students do not become bored with repeated discussion at multiple stages. For example, have students record a few questions that relate to the class topic. In pairs, students try to answer one another's questions. Pairs join together to make fours and identify, depending on the topic, either unanswered questions or areas of controversy or relevant principles based on their previous discussions. Back in the large class group, one representative from each group reports the group's conclusions (Habeshaw *et al*, 1984; Jaques, 2000).

Comments: This method takes time to unfold, so should be used only when the concepts under discussion warrant the time. Also, depending on the amount of time allotted, students may feel that certain nuances of their discussions are lost.

Jigsaw

Class size: 10-50
Time frame: 20 or more minutes
Setting: moveable seating required, a lot of space preferable
Purpose: learn concepts in-depth, develop teamwork, have students teaching students

Description: This strategy involves students becoming "experts" on one aspect of a topic, then sharing their expertise with others. Divide a topic into a few constitutive parts ("puzzle pieces"). Form subgroups of 3-5 and assign each subgroup a different "piece" of the topic (or, if the class is large, assign two or more subgroups to each subtopic). Each group's task is to develop expertise on its particular subtopic by brainstorming, developing ideas, and if time permits, researching. Once students have become experts on a particular subtopic, shuffle the groups so that the members of each new group have a different area of expertise. Students then take turns sharing their expertise with the other group members, thereby creating a completed "puzzle" of knowledge about the main topic (see Silberman, 1996). A convenient way to assign different areas of expertise is to distribute handouts of different colours. For the first stage of the group work, groups are composed of students with the same colour of handout; for the second stage, each member of the newly formed groups must have a different colour of handout.

Comments: The jigsaw helps to avoid tiresome plenary sessions, because most of the information is shared in small groups. This method can be expanded by having students develop expertise about their subtopics first through independent research outside of class. Then, when they meet with those who have the same subtopic, they can clarify and expand on their expertise before moving to a new group. One potential drawback is that students hear only one group's expertise on a particular topic and don't benefit as much from the insight of the whole class; to address this issue, you could collect a written record of each group's work and create a master document—a truly complete puzzle—on the topic.

Fishbowl

Class size: 10-50
Time frame: 15 or more minutes
Setting: moveable seating and a lot of space preferable; if necessary, have inner group stand/sit at front of lecture hall and the outer group sit in regular lecture hall seats
Purpose: observe group interaction, provide real illustrations for concepts, provide opportunity for analysis

Description: This method involves one group observing another group. The first group forms a circle and either discusses an issue or topic, does a role play, or performs a brief drama. The second group forms a circle around the inner group. Depending on the inner group's task and the context of your course, the outer group can look for themes, patterns, soundness of argument, etc., in the inner group's discussion, analyze the inner group's functioning as a group, or simply watch and comment on the role play. Debrief with both groups at the end in a plenary to capture their experiences. See Jaques (2000) for several variations on this technique.

Comments: Be aware that the outer group members can become bored if their task is not challenging enough. You could have groups switch places and roles to help with this. Also note that the inner group could feel inhibited by the observers; mitigate this concern by asking for volunteers to participate in the inner circle or by specifying that each student will have a chance to be both inner and outer group members. Although this method is easiest to implement in small classes, you could also expand it so that multiple "fishbowls" are occurring at once.

Learning Teams

Class size: any
Time frame: any
Setting: no limitations
Purpose: foster relationships among students, increase confidence in participating

Description: For this type of group, students are divided into groups at the beginning of the term. When you want to incorporate small group discussion or teamwork into your class, you direct the students to get into these term-long learning groups. Groups of four work well, because each foursome can be subdivided into pairs, depending on the activity.

Comments: Students get to know a small number of their classmates well over the course of the term, and may come to see their team mates as study partners even outside the classroom. Using learning teams eliminates the time it takes to organize students into groups each time you wish to use group work. However, because students will be working with each other over an extended time period, be very careful about how you assign them to groups. Have students submit data cards about themselves at the beginning of term, possibly even completing a short personality inventory. You might want to ask them also to suggest the names of two or three classmates with whom they would and would not like to work.

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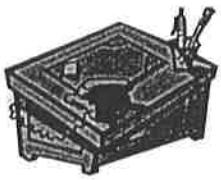
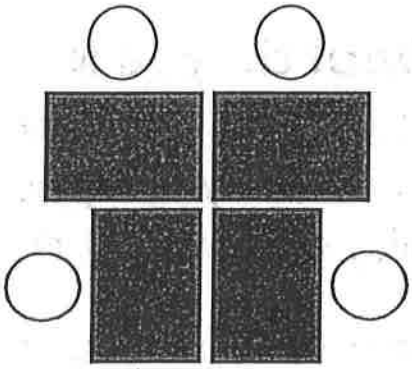
Purposeful Flexible Grouping

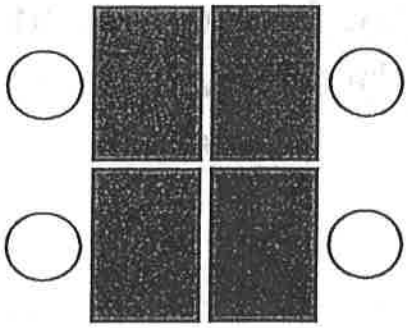
Whole Group •Introduction •Wrap Up	**Ability Group** • Skills • Practice • Extension	**Cross Ability Group** • Discussion • Integrated projects
Student Selected Group • Extensions • High interest	**Topic Interest Group** • Jigsaw • Orbital Studies	**Individuals** •Working with mentors •Expert projects
And other forms of groupings . . .		

Seating Options for Cooperative Learning

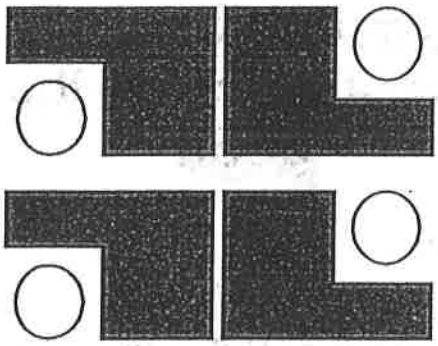




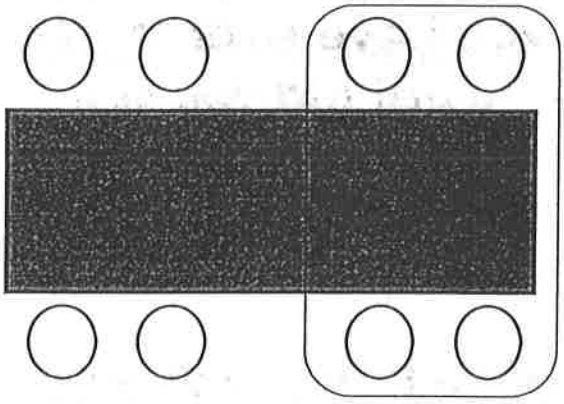
T-Table Arrangement



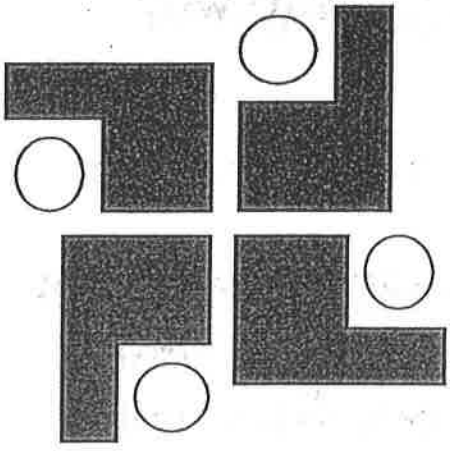
Face to Face Desks



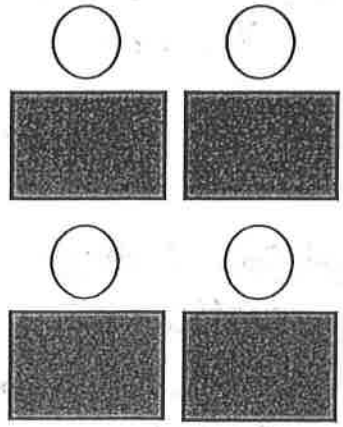
Face to Face L-Desks



Lab Table Teams



L-Desk Star Arrangement



Traditional Rows

Created by Laura Candler of the Cooperative Learning Network (http://home.att.net/~clnetwork)

Team Talk Question Cards

What is your favorite subject? Why do you like it?	What do you like to do in your free time? Why do you like this activity?
What is the best book you have ever read? What did you like about this book?	What would you like to be in the future? How could you go about reaching that goal?
Where would you go on vacation if you could go anywhere? Why?	If you could have just one wish, what would it be and why?
Share a little information about yourself and your family.	What qualities do you look for in a friend? Why are these things important to you?

Developed by Laura Candler (http://home.att.net/~candlers/resources.htm)

Pacemaker

Your responsibility is to quickly read through the assignment, make a work plan, oversee assignment of responsibilities if needed, and monitor the progress of the work plan.

Updater

Your responsibility is to continuously be aware of the team's progress and give the instructor a status report whenever she stops by to touch base.

Reporter

Your responsibility is to speak for the group during the debriefing session.

Time Keeper

Your responsibility is to monitor the time clock and give periodic updates to the team. As the time allocation comes to an end, make a judgment about whether or not the team needs more time.

Recorder

Your responsibility is to make notes as the work progresses and summarize the group's work at the end of the session.

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Cooperative Grouping Strategies for Classroom Teachers

Planned Groups:

Grouping strategies can be used to create groups with equal or unequal numbers of participants depending on the needs of the teacher. These grouping strategies should be planned in advance to correlate with the number of students in the class.

Thematic Groups

(Relating to Content or Learner Interest Areas and Reinforcing Multiple Intelligences)

Cars

Hot Wheels or Tonka toys make excellent grouping manipulatives and appeal to those who possess Bodily Intelligence! Learners randomly select from a predetermined number of objects.

Suggestions for grouping include:

- Color of Vehicle
- Type of Vehicle (i.e. sportscar, pickup, van, SUV, emergency vehicle, etc.)
- Function (civic service, construction, family)
- Model (Ford, Chevrolet, Jeep, Volkswagon, etc. OR foreign vs. domestic)
- Physical Characteristics (sun roof, hatchback, # of doors)

Puzzles

You can use pieces from professionally crafted puzzles or you can create your own puzzles that relate to the lesson content. This strategy will appeal to/strengthen the Logical/Analytical and Visual/Spatial Intelligences.

Suggestions include:

- Jigsaw puzzles (with appropriate number of pieces to assemble)
- Photographs/Xerox copies mounted to cardboard and cut into various pieces (laminate to reuse)
- Comic strips (mount to cardboard and cut into various pieces; laminate to reuse)

Flowers

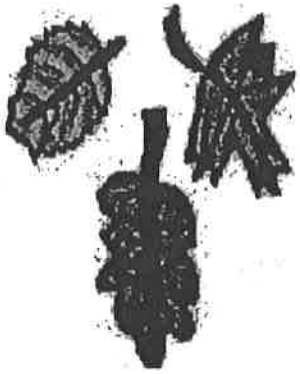
Fresh flowers laminated via cold process make nice manipulatives as do color photographs of flowers and can strengthen the Naturalist Intelligence.

Suggestions for grouping include:

- Type of Flower (rose, iris, pansy, daffodil, zinnia, daisy, vinca, impatiens, tulip, etc.)
- Color of Flower
- Stage of Bloom (bud, full bloom, etc.)

Content Review

Check for understanding of previously delivered content by writing questions and answers on index cards. Students must mingle as a large group to find the person(s) with the corresponding card(s). This strategy strengthens the verbal/linguistic intelligence and allows the teacher to identify key areas that will need to be retaught prior to formal assessment.



Leaves

Similar to flowers, laminated leaves make nice manipulatives and can enhance the Naturalist Intelligence.

Suggestions for grouping include:

- Leaf Type (tree, flowering plant, fern, non-flowering plant, etc.)
- Tree Leaves (Oak, Pecan, Maple, etc. - there are also variations within some species)
- Non-Flowering Plants (palm, rhododendron, airplane, etc.)
- Flowering Plants (see Flowers for types)
- Seasonal Leaves (spring, autumn)

Participant Information

Collect participant information at the beginning of the semester and group students according to hobbies, interests, or preferences (i.e. favorite color, food, sport, hobby, etc.)

Class Roster Groups

Rotating Assignments

You can assign equal numbers of students by task (Tasks A, B, C, D, E, F, etc.) and then select one student from each task group to create groups (A, B, C, D, E, F). Groups can be created with 3, 4, 5, 6 or more learners respectively depending upon the number of tasks each group must perform and the number of learners in the class.

Random Assignments

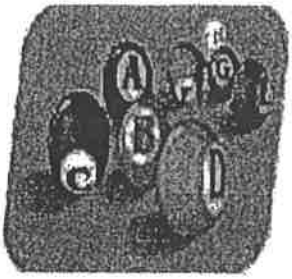
Instructors can make group assignments prior to the beginning of class by randomly selecting student names from the class roster. Group sizes can vary according to the nature of the group work to be accomplished and according to the number of learners in the large group.

Alphabetical Groups

Family group names are an easy but overused method of grouping learners. An alternative strategy involves arranging students alphabetically based on the last letter of the first name. This option prevents the cultural domination that can occur when using the traditional method of alphabetical grouping.

Number Groups (and variations)

The most classic example of this method involves "counting off" learners into 1's, 2's, 3's, 4's, or A's, B's, C's, D's, etc. Another method involves assigning each learner a number and then creating even/odd groupings, number range groups (1-4, 5-8, 9-12, etc.), or random number groupings.



Variations on Number Groups:

Items students can select from grab bags include:

- Card Decks/Uno Cards
- Geometric Shapes
- Pieces of Candy
- Colored Strips of Paper
- Colored Toothpicks

Spontaneous Groups:

Oftentimes groups will need to be created on short notice to best facilitate learning of the course content. The following are strategies for "spur of the moment" group creation.

Friendship Groups

Allow learners to arrange themselves into groups.

Geographical Groups

Assign learners into groups according to where they are located in the classroom. Another option for secondary students could be making group assignments based on regional location of residence so that scheduling study meetings outside of the traditional school day is easier on the group members.

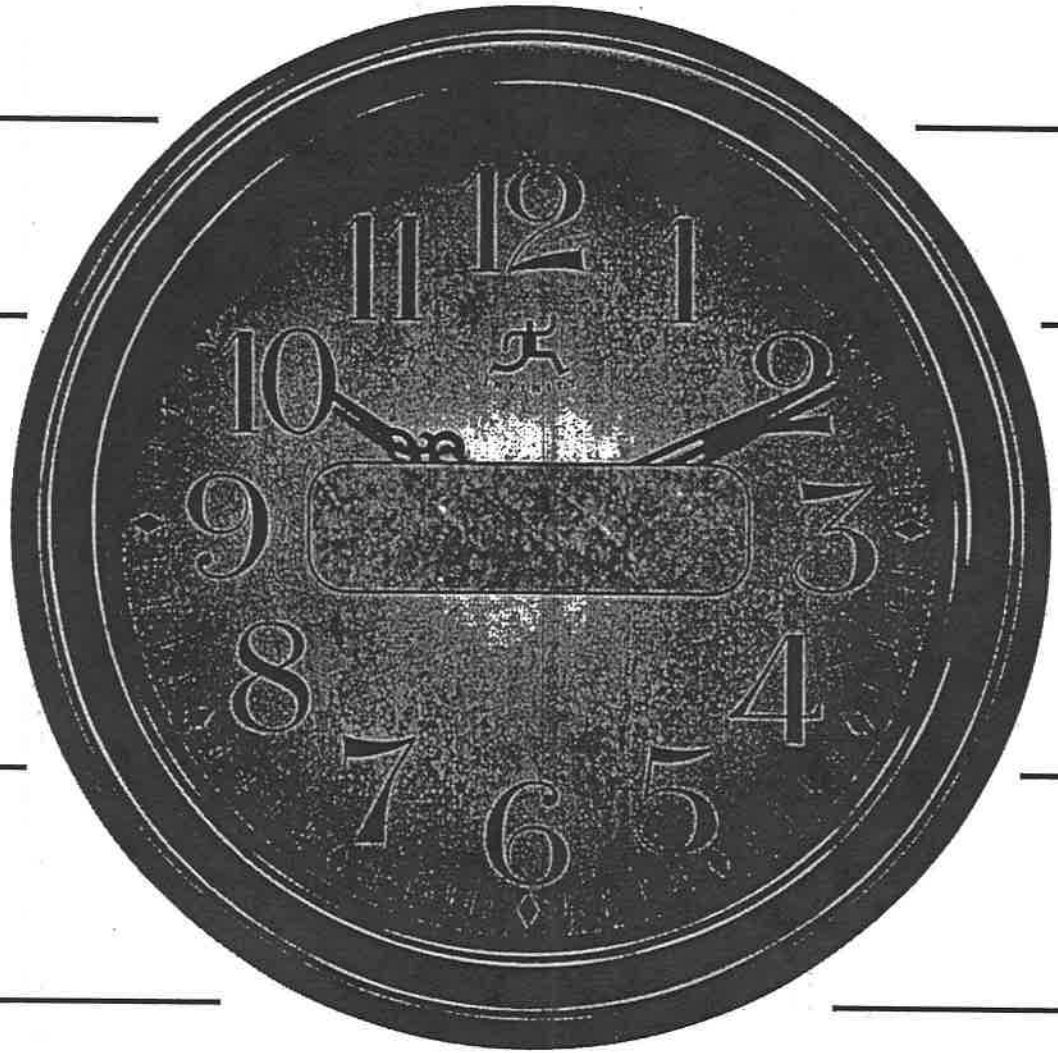
Common Personal Characteristics

- Birth Month/Astrological Sign
- Height (ranges or similarities)
- Hair color/length/style
- Eye color
- Shoe size
- Glasses/No Glasses
- Watch/No Watch
- Same color of socks
- Similar shoe types

Electronic Resources for Grouping Strategies:

- Boyle, Colleen (2001, May). Grouping Strategies
- Harvard Education Letter (1998, January/February). Classroom Grouping Terms
- Kizlik, Bob (ND). Ability and Instructional Grouping Information
- Margerum-Leys, Jon (1999). Grouping of Students
- National Middle School Association (ND). Research summary #6: Heterogeneous grouping
- Steele, Kimberly (2001.) Tips for Grouping Students
- The Teacher's Desk (1997). Forming Cooperative Groups Using Puzzles
- Valentino, Catherine (2000). Flexible Grouping

Who is Your Partner?



Question Cards

Topic:

Developed by Laura Candler (http://home.att.net/~candlers/resources.htm)

TEACHER NOTES FOR GROUPWORK PROCESS

Group ______________________________

Stayed on task.........	3	2	1	0
Followed Directions..	3	2	1	0
Fulfilled roles........	3	2	1	0
Resourcefulness.......	3	2	1	0
Exhibited cooperation	3	2	1	0

Notes: ______________________________

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Group ______________________________

Stayed on task.........	3	2	1	0
Followed Directions..	3	2	1	0
Fulfilled roles........	3	2	1	0
Resourcefulness.......	3	2	1	0
Exhibited cooperation	3	2	1	0

Notes: ______________________________

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Group ______________________________

Stayed on task.........	3	2	1	0
Followed Directions..	3	2	1	0
Fulfilled roles........	3	2	1	0
Resourcefulness.......	3	2	1	0
Exhibited cooperation	3	2	1	0

Notes: ______________________________

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Group ______________________________

Stayed on task.........	3	2	1	0
Followed Directions..	3	2	1	0
Fulfilled roles........	3	2	1	0
Resourcefulness.......	3	2	1	0
Exhibited cooperation	3	2	1	0

Notes: ______________________________

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Group ______________________________

Stayed on task.........	3	2	1	0
Followed Directions..	3	2	1	0
Fulfilled roles........	3	2	1	0
Resourcefulness.......	3	2	1	0
Exhibited cooperation	3	2	1	0

Notes: ______________________________

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Group ______________________________

Stayed on task.........	3	2	1	0
Followed Directions..	3	2	1	0
Fulfilled roles........	3	2	1	0
Resourcefulness.......	3	2	1	0
Exhibited cooperation	3	2	1	0

Notes: ______________________________

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15 = 100% (A) 14 = 95% (A) 13 = 90% (A-) 12 = 85% (B) 11 = 80% (B-) 10 = 75% (C) 9 = 70% (C-) 8 = 65% (D) 7 = 60% (D-)

HCPSS, Office of Elementary Social Studies, 2005

BRAG SHEET

Name _____

My role in the group was _____

Student Assessment

My most important contributions to my group were…

_____

_____

Our group did really well at…

_____

_____

excellent ◄——————————► not at all

I completed all parts of my role.....	3	2	1	0
I was nice and helpful to others.....	3	2	1	0
I followed directions.....	3	2	1	0
I stayed on task.....	3	2	1	0
We worked out problems on our own.....	3	2	1	0

Teacher Assessment

Group grade _____

Individual grade _____

Overall grade _____

Teacher Comments:

Adapted from Social Studies Alive! Engaging Diverse Learners in the Elementary Classroom by Teachers' Curriculum Institute.

Teaching Reading K-2 Workshop

Grade-Level Text: _____

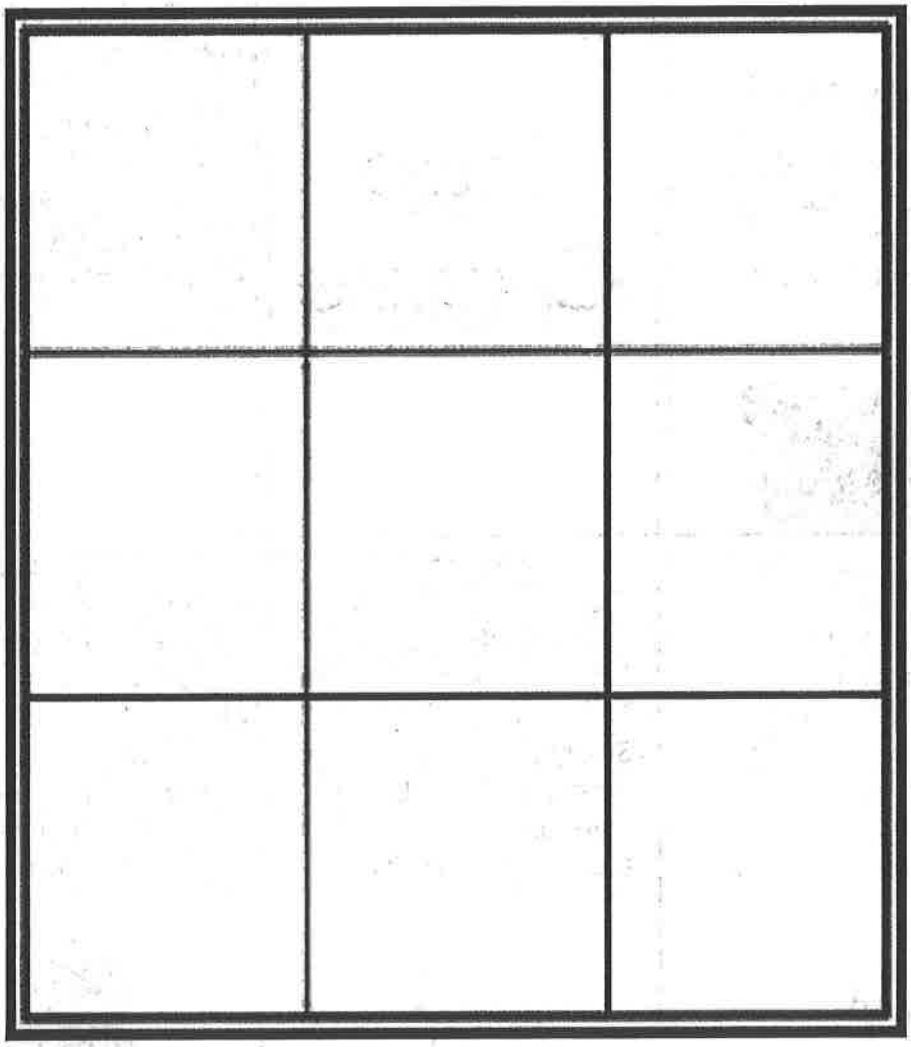
Flex-Group Lesson Plan

Date: _____

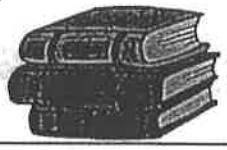
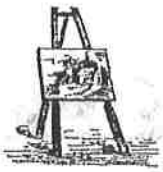
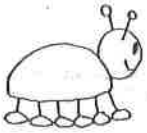
Lesson Part and Grouping	Instruction/Activity
Prereading	
Whole-Class	Concept Development:
	Vocabulary:
	Predicting/Purpose-Setting:
Reading the Text	
Whole-Class/Part of Class	Teacher Read-Aloud
No Support Group	
Some Support Group	
Significant Support Group	
Written Response	
Whole-Class OR	
No Support Group	
Some Support Group	
Significant Support Group	

Response to the text	
Whole-Class	Discussion Questions: 1. 2. 3.
No Support Group	
Some Support Group	
Significant Support Group	
Skills/Strategy Lesson	
Whole-Class OR	
No Support Group	
Some Support Group	
Significant Support Group	

Choice Board for Multiple Intelligences



CHOICE BOARD FOR MULTIPLE INTELLIGENCES

Verbal/Linguistic • Write instructions • Keep a personal journal • Create a poem • Create TV ads • Read stories to others • Retell in your own words • Teach concept mapping • Create crossword puzzle 	**Logical/Mathematical** • Create a time line • Compare/contrast ideas • Create an outline for a story • Design a map • Decipher codes • Create patterns • Design a game to show... 	**Visual/Spatial** • Create a poster • Draw a map • Create visual diagrams • Draw from different perspectives • Create a comic strip • Graph results of a survey 
Interpersonal • Tell stories • Teach a cooperative game • Role play a situation • Discuss and come to a conclusion • Survey or interview others 	Free Choice	**Body Kinesthetic** • Make up a cooperative game • Practice physical exercise • Conduct hands-on experiments • Construct a model or representation 
Musical Rhythmic • Create raps • Play musical instruments • Write to music • Teach dance steps • Make up sounds and sound effects • Write a jingle • Create rhymes that... 	**Naturalist** • Collect and categorize data, materials, or ideas • Discover or experiment • Take a field trip • Study means of survival • Adapt materials to a new use • Label and classify 	**Intrapersonal** • Keep a personal journal • Write about personal experiences • Think about and plan... • Review or visualize • How would it feel to... • Imagine and write about the future 

Multiple Intelligences Assessment Menu

One way to infuse variety into classroom evaluation is to provide students the following menus of options to use in demonstrating the results of their learning. Occasionally, the options might be limited to one intelligence area with eventual rotation through all seven menus over the course of a few months. Teachers will need to indicate specific content to be addressed by each menu.

Verbal/Linguistic Menu

- Use storytelling to explain .....
- Set up a debate to discuss .....
- Write a poem, myth, legend, short play, or news article about .....
- Relate a short story or novel to .....
- Give a presentation on .....
- Lead a class discussion on .....
- Write journal entries on .....
- Create a talk show radio program about.....
- Write a newsletter, booklet, or dictionary about .....
- Invent slogans for .....
- Create an audiotape of .....
- Conduct an interview of ..... on .....
- Write a letter to ..... about .....
- Use technology to write .....
- Others of your choice .....

Logical/Mathematical Menu

- Translate ..... into a mathematical formula
- Create a timeline of .....
- Design and conduct an experiment on .....
- Make a strategy game that includes .....
- Make a calendar of .....
- Interpret a calendar of .....
- Hypothesize about .....
- Create story problems out of .....
- Write a computer program for .....
- Categorize facts and information .....
- Set up a lab project on .....
- Describe the symmetry in .....
- Use inductive or deductive reasoning to .....
- Select and use technology to .....
- Others of your choice .....

Visual/Spatial Menu

- Chart, map, cluster, or graph .....
- Create a slide show, videotape, or photo album of .....
- Design a poster, bulletin board, mural of .....
- Visualize .....
- Use a memory system to learn .....
- Create a piece of art that demonstrates .....
- Develop a set of architectural drawings that .....
- Make a film or advertisements of .....
- Vary the color, size, and shape of your .....
- Color-code the process of .....
- Invent a board or card game to demonstrate .....
- Illustrate, draw, paint, sketch, sculpt, or construct .....
- Use the overhead projector to teach .....
- Use technology to .....
- Others of your choice .....

Body/Kinesthetic Menu

- Rehearse and perform a play on .....
- Role play or simulate .....
- Create a movement or sequence of movements to explain .....
- Choreograph a dance of .....
- Invent a board or floor game of .....
- Make task or puzzle cards of .....
- Build or construct a .....
- Plan and attend a field trip that will .....
- Use the qualities of a physically educated person to demonstrate .....
- Devise a scavenger hunt to .....
- Make a model of .....
- Bring hands-on materials to demonstrate .....
- Invent an adventure game that .....
- Design a product for .....
- Select and use technology to .....
- Others of your choice .....

Teaching and Learning through Multiple Intelligences. Bruce Campbell. 1992.

Musical Menu

- Write song lyrics for .....
- Sing a rap or song that explains .....
- Indicate the rhythmical patterns in .....
- Give a presentation with appropriate musical accompaniment on .....
- Explain how the lyrics of a song relate to .....
- Explain how the music of a song is similar to ....
- Present a short class musical on .....
- Make an instrument and use it to demonstrate ...
- Use music to enhance skill building in .....
- Create a musical game that .....
- Collect and present songs about .....
- Write a new ending to a song or musical composition so that it explains .....
- Create a musical collage to depict .....
- Use musical technology to .....
- Others of your own .....

Interpersonal Menu

- Create and implement group rules for .....
- Conduct a class meeting to address .....
- Identify and assume a role to .....
- Organize or participate in a group that will .....
- Use a conflict management strategy to .....
- Accommodate learning differences by .....
- Participate in a service project that will .....
- Participate in a mentoring, apprenticeship, or tutoring program to .....
- Generate a variety of multiple perspectives on the topic of .....
- Help resolve a local or global problem by .....
- Demonstrate your awareness of multiethnic perspectives by .....
- Create a culturgram of .....
- Use a telecommunication program to reach .....
- Explain your perspective of an international issue.....
- Others of your choice .....

Intrapersonal Menu

- Describe qualities you possess that will help you successfully complete .....
- Create a personal analogy for .....
- Set a goal to accomplish .....
- Describe how you feel about .....
- Explain your personal philosophy about .....
- Use some form of emotional processing to .....
- Describe one of your personal values about .....
- Use self-directed learning to .....
- Write a journal entry on .....
- Explain the purpose in studying .....
- Explain your intuitive hunches about .....
- Receive feedback from another person on your efforts to .....
- Self-assess your work in .....
- Use technology to .....
- Others of your choice .....

CHOICE BOARD – General Reading

Create a comic strip story with at least four vocabulary words.	Design an advertisement, poster, or brochure that persuades someone to visit the setting of the story.	Appeal to the senses by identifying the senses and part of text that appeals to each sense.
Create and complete a graphic organizer that highlights key points from the story.	Create a matching game: • Cause – effect • Problem – solution • Author's purpose – perspective.	Sort your spelling words.
Write a poem about your favorite character. Include at least five facts and details.	Create a sequence chain of the events in the story.	Search for words that show mood or describe the setting and create a word search with them.
Re-draw an illustration and write the words within the text that match the drawing.	Prove the genre. Provide examples from the text that support the genre.	Make three connections: self, text, world.

Created by Eric Jayne (PRES), Nirit Roddy (DRES), Sonia Hurd (DRES), and Kelly Snapkoski (DRES)

Choice Board Activity

Language/Level: _____

Unit/Theme: _____

Website Resources

1. http://differentiatedresources.com/
2. http://www.learnerslink.com/curriculum.htm
3. http://www.glencoe.com/sec/teachingtoday/subject/di_meeting.phtml
4. http://www.daretodifferentiate.com

Publication Resources

(These can be found in your ToolKit.)

Provided by Office of Special Education.

1. Writing Better: Effective Strategies for Teaching Students with Learning Difficulties
2. How to Differentiate Instruction in Mixed-Ability Classrooms
3. Leadership for Differentiating Schools and Classrooms
4. Differentiated Instructional Strategies for Reading in the Content Areas
5. Differentiated Instructional Strategies - One Size Doesn't Fit All
6. Differentiated Literacy Strategies for Student Growth and Achievement in Grades K-6
7. Differentiated Literacy Strategies for Student Growth and Achievement in Grades 7-12
8. Differentiating Instruction with Style
9. Data-Driven Differentiated Instruction