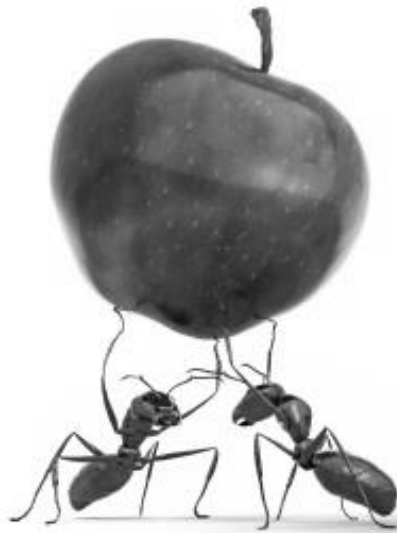


# Clare-Gladwin RESD HANDBOOK



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## Table of Contents

Nuts and Bolts of Co-Teaching	2 - 11
Intentional and Transparent	12 - 13
Growth Mindsets	14 - 17
The Big Picture	18
Build Community/Know Your Students	19 - 31
Routines and Procedures	32 – 39
Know Your Target	40 - 48
Chunk Ideas	49
Chew Ideas	50 - 62
Check Ideas	63 – 72
Flexible Grouping	73 - 90
Lesson Planning	91 - 125
Habits of Mind	126 - 127
Adaptive Technology and Websites	128 - 129

# 10 Easy Inspiring Learners Strategies

## Get ALL Kids Actively Engaged

### Research Support (Can also use this to be transparent with your students about WHY you are using these strategies)

- Decades of research show that 20% of students do 80% of the talking.
- Current research shows that students retain 50% of what they learn from talking.
- Whoever is doing the most talking is doing the most learning.
- Movement and visuals cement learning.



### Core Groups with Jobs

- At the beginning of the year, students are randomly assigned to groups.
- The group members are assigned jobs such as leader, recorder, teacher getter, timekeeper, life coach, organizer, etc.
- Groups can then give themselves a name, a silent signal, or a symbol.
- The teacher has the groups do fun community building activities, such as building the tallest tower from straws and tape, without talking!
- The groups stay together for a marking period, a semester, or a year.
- The core group responsibilities are as follows:
  - If anyone from the core group is absent, they get the make-up work and assignment from their core group members. (This buys the teacher valuable teaching time and builds responsibility.)
  - The teacher can always call the core group together at the beginning of end of class to plan, reflect, review, etc.

### Numbered Heads Together:

- Number students off from 1 to 4 within their groups.
- Call out a question or problem (Example: Where do plants get their energy?)
- Students in teams put their heads together to discuss the answer. They must make sure everyone on the team knows the answer.
- Randomly call a number from 1 to 4 (use a spinner, draw popsicle sticks out of a cup, roll a dice, etc.)
- On each team, the student whose number was called says or writes the answer. He or she may not receive any help from his team at this point! If they didn't pay attention during the discussion, too bad!

### Turn and Talk/Walk and Talk: Chat Chums

- Give students a prompt on the board, overhead or Power Point.
- Students turn and talk to a partner or stand up and walk (five giant steps) and find a talk partner.
- Students have 2-3 minutes to talk and share. While they are talking, the teacher is floating around the room listening for quality talk
- The whole class processes the talk, with the teacher noting quality talk that she heard while going around the room

### **Stand and Share: (For discussions that involve several responses or for reviews.)**

- Teacher poses a question and asks the whole class to stand, then asks for volunteers to share.
- The steps for Stand and Share are that 1.) once a student shares, they get to sit down, and 2.) if someone shares what you were going to share and you don't have another idea to contribute, you get to sit down.
- The teacher calls on students until all ideas have been presented and all students are sitting.
- (Note: Call on the shy or more struggling learners first, so they have the opportunity to contribute. Save the gifted students or more vocal students for last, as they will still have ideas to contribute.)



### **Vote on Your Feet:**

- Give students a choice on a response of a question (EX: Do you think it's answer A or answer B?)
- Have them stand if they think it's A and then support their answer, then stand if they think it's B and support their answer.
- Discuss the rationale and determine which one is correct.
- Another version would be to have the kids vote by moving to a place in the room to vote YES, NO, or NOT SURE around a question or idea. (Do you think that schools have the right to allow only eating healthy foods?)

### **Stop and Draw:**

- After you have taught students a key concept or key term, give them two minutes to stop and sketch their visual representation of that idea. (Tell them you are looking for very simple drawings like they would do if playing Pictionary)
- After students do their sketches, have them share what they've drawn with their table mates or talk partners.
- Float around the room and look for quality and unique visuals to share with the whole class

### **Clock Partners**

- Give students a blank clock face with blank lines at specific times. (12, 3, 6, 9 o'clock)
- Students have 2 minutes to go around the room and "make a date" with 4 people who be their clock partners, one at each time slot.
- Throughout the class period, over the day or week, you can have students meet with their partners to share. (Meet with your 2 o'clock partner and do this or talk about that)
- NOTE: You could also intentionally assign some of their clock partners by readiness or learning style.

# Why Co-Teach?



## Teacher Benefits

- 
- 
- 
- 
- 
- 

## Student Benefits

- 
- 
- 
- 
- 
- 

## Possible Challenges

- 
- 
- 
- 
- 
-

# Creating A Culture of Growth and Change: in Schools and Students



## Intentional and Transparent:

- **YOU know WHY you are teaching what you are teaching. (Intentional)**

- **STUDENTS know why they are learning what they are learning. (Transparent)**

- Talk the talk! Tell students:

- What they are learning
- Why it's important to learn
- What strategies grow effective learners
- Reflect on learning *with* your students
- Notice and name how they learn and what strategies help them win the learning game.

**GROWTH vs. FIXED MINDSETS:** Carolyn Dweck, Stanford University

Fixed mindset:

- Intelligence and talent are fixed traits.
- Talent alone creates success. Effort will not make a difference.
- You either get it or you don't.
- Time is spent documenting their intelligence or talent instead of developing them.

Growth mindset:

- Most basic abilities can be developed through dedication and hard work --- brains and talent are just the starting point.
- A love of learning and resilience is essential for great accomplishment.
- Virtually all-great people have these qualities

Stop and Draw:

Praise and Mindsets:

## Co-Teaching vs. Supporting

Co-Teaching	Supporting
<ul style="list-style-type: none"> <li>• Employed as a certified professional who shares in instructional delivery to all students</li> <li>• Leads whole class instruction</li> <li>• Helps to plan and deliver instruction</li> <li>• Can have sole responsibility over students</li> <li>• Assesses student work</li> </ul>	<ul style="list-style-type: none"> <li>• Employed as a non-certified professional who works with a specific group of students with special needs</li> <li>• Does not lead whole class instruction</li> <li>• Limited overall classroom role</li> <li>• Small Group instruction of students with special needs</li> <li>• May score tests and certain assignments with an answer key</li> </ul> <p style="font-size: small; margin-top: 10px;"><i>**Could be a certified professional, but only work with a small group of students</i></p>
<p><b>BOTH</b></p> <ul style="list-style-type: none"> <li>• Locate, arrange and construct materials</li> <li>• Work with small groups</li> <li>• Assist with use of adaptive technology</li> <li>• Assist in regular education classroom</li> </ul>	

**Talk About It:** What is your role in the classroom? Based on the above information, do you see your role changing in any way? Why or why not?



# Shared Roles: Co-Teaching

If one of you is doing this . . .	The other can be doing this . . .
Lecturing	Modeling notetaking on the board/overhead; Leading "brain breaks" to help students chew (process) lecture information
Taking roll	Collecting and reviewing last night's homework; Introducing a social or study skill
Passing out papers	Reviewing directions; Modeling first problem on the assignment
Giving instructions orally	Writing down instructions on board; Repeating or clarifying any difficult concept
Checking for understanding with large heterogeneous group of students	Checking for understanding with small heterogeneous group of students
Circulating, providing one-on-one support as needed	Providing direct instruction to whole class
Prepping half of the class for one side of a debate	Prepping the other half of the class for the opposing side of the debate
Facilitating a silent activity	Circulating, checking for comprehension
Providing large group instruction	Circulating, using proximity control for behavior management
Running last minute copies or errands	Reviewing homework; Providing a study or test-taking strategy
Re-teaching or preteaching with a small group	Monitoring large group as they work on practice materials
Facilitating sustained silent reading	Reading aloud quietly with a small group; previewing upcoming information
Reading a test aloud to a group of students	Proctoring a test silently with a group of students
Creating basic lesson plans for standards, objectives, and content curriculum	Providing suggestions for modifications, accommodations, and activities for diverse learners
Facilitating stations or groups	Also facilitating stations or groups
Explaining new concept	Conducting roleplay or modeling concept; Asking clarifying questions
Considering modification needs	Considering enrichment opportunities

Adapted from Tips and Strategies for Co-Teaching at the Secondary Level - Wendy W. Murawski • Lisa A. Dieker - MAY/JUNE 2004



# Are You Creating Parity with Your Partner?



**Write Yes/No/Not Applicable next to each statement.**

\_\_\_ Are both teachers names are on the board, on report cards, letters to parents, handouts,etc?

\_\_\_ Do both teachers have space for their belongings?

\_\_\_ Do you refer to yourselves as a team? "us" and "we"

\_\_\_ Do you both refer to all the students in your co-taught class as *our* students, not your students and my students?

\_\_\_ Can both teachers give directions or permission without checking with the other teacher?

\_\_\_ Do both teachers work with all students?

\_\_\_ Do both teachers talk during instruction?

\_\_\_ Do both teachers take a lead role in the classroom?

\_\_\_ Are both teachers are considered teachers by the students?

Below note which of the items you can easily change and which you know you want to work on but will take more time.

# Shared Roles: Co-Teaching

Each of these models of co-teaching can be effective in different classroom situations. Co-teachers need to determine which arrangement best suits the needs of their students in their particular situation. The models are meant to be flexible and used interchangeably.

Model	Strengths	Challenges/Concerns
<p><b>One Teach, One Observe</b> One Teacher teaches, while the other observes a student or students.</p>		
<p><b>One Teach, One Support</b> One teacher teaches content while the other floats about the room providing support as needed.</p>		
<p><b>Alternative Teaching</b> One teacher teaches a large group while the other teaches a small group that needs specialized attention</p>		
<p><b>Parallel Teaching</b> Each teacher works with half the class for a designated period. Teachers teach the same content and activities, but work with smaller groups</p>		
<p><b>Station Teaching</b> Teachers divide content and set up stations in the room. All students rotate through each station. Stations can be taught by a teacher or be independent.</p>		
<p><b>Team Teaching</b> Two teachers share the teaching responsibilities of the classroom</p>		

# Shared Roles: Co-Teaching

Each of these models of co-teaching can be effective in different classroom situations. Co-teachers need to determine which arrangement best suits the needs of their students in their particular situation. The models are meant to be flexible and used interchangeably.

Model	When to Use	Examples
<p><b>One Teach, One Observe</b> One Teacher teaches, while the other observes a student or students.</p>	<ul style="list-style-type: none"> <li>• Just starting co-teaching</li> <li>• For RTI purposes</li> <li>• To observe for problems/progress</li> </ul>	<ul style="list-style-type: none"> <li>• New co-teacher observes to see how the class runs and note best ways to begin co-teaching</li> <li>• Data gather while observing students who are struggling to note what they may need.</li> </ul>
<p><b>One Teach, One Support</b> One teacher teaches content while the other floats about the room providing support as needed.</p>	<ul style="list-style-type: none"> <li>• When the lesson lends itself to delivery by one teacher or the teacher has particular expertise</li> <li>• In new co-teaching</li> <li>• In lessons where student work will need monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• One teacher explains how to take notes, while the other teachers supports by seeing how students are doing and helping as needed.</li> <li>• In math, the math teacher explains the math. The support teacher asks guiding questions and check students</li> </ul>
<p><b>Alternative Teaching</b> One teacher teaches a large group while the other teachers a small group that needs specialized attention</p>	<ul style="list-style-type: none"> <li>• In lessons where students' mastery of concepts is varied and high level of mastery is expected</li> <li>• When enrichment is desired</li> </ul>	<ul style="list-style-type: none"> <li>• Large group completes a practice exercise; small group gets additional direct, explicit instruction</li> <li>• Large group checks homework; small group is pre-taught vocabulary</li> </ul>
<p><b>Parallel Teaching</b> Each teacher works with half the class for a designated period. Teachers teach the same content and activities, but work with smaller groups</p>	<ul style="list-style-type: none"> <li>• When a lower student-teacher ration is needed</li> <li>• For activities such as drill and practice, review and re-teaching</li> </ul>	<ul style="list-style-type: none"> <li>• One teacher teaches the lesson using more visuals, one uses more kinesthetic.</li> <li>• Smaller groups can be more engaged in discussion or can use materials more effectively</li> </ul>
<p><b>Station Teaching</b> Teachers divide content and set up stations in the room. All students rotate through each station. Stations can be teacher-led or be independent.</p>	<ul style="list-style-type: none"> <li>• When content is not hierarchical</li> <li>• When several topics comprise instruction</li> <li>• When technology is limited</li> </ul>	<ul style="list-style-type: none"> <li>• In ELA, one station addresses content, one addressed skills and one address vocabulary</li> <li>• In Social Studies, one station studies the geography, one the economics, one the culture</li> </ul>
<p><b>Team Teaching</b> Two teachers share the teaching responsibilities of the classroom</p>	<ul style="list-style-type: none"> <li>• When the goal of instruction is to model collaborative work</li> <li>• When both teachers have knowledge of content and comfort working together</li> </ul>	<ul style="list-style-type: none"> <li>• In Science, one teacher explains the experiment while the other demonstrates.</li> <li>• One teacher presents while the other demonstrates note-taking skills.</li> </ul>

# Intentional and Transparent



## Intentional:

- **YOU** know WHY you are teaching what you are teaching.
- Plan First, Save Time
  - Clearly defined learning targets
  - Big Understandings as well as key facts and skills
  - Made targets visible to students in student-friendly language

## Transparent:

- **STUDENTS** know why they are learning what they are learning.
- Talk the talk! Tell students:
  - What they are learning
  - Why it's important to learn
  - What strategies grow effective learners
  - Reflect on learning *with* your students
  - Notice and name how they learn and what strategies help them win the learning game.

Talk the talk! Tell students:

- **What** they are learning
- **Why** it's important to learn
- **How** they learn
- **How** to get closer to the target
- **Strategies** to grow as effective learners

## Stop and Draw/Write



# Frameworks for Intentional and Transparent Language

- Today we are learning \_\_\_\_\_. It is important because\_\_\_\_\_.
- We have been learning \_\_\_\_\_. Today we are going to \_\_\_\_\_ and this is important because\_\_\_\_\_.



Your thoughts...

# Creating A Culture of Growth and Change: in Schools and Students



## Intentional and Transparent:

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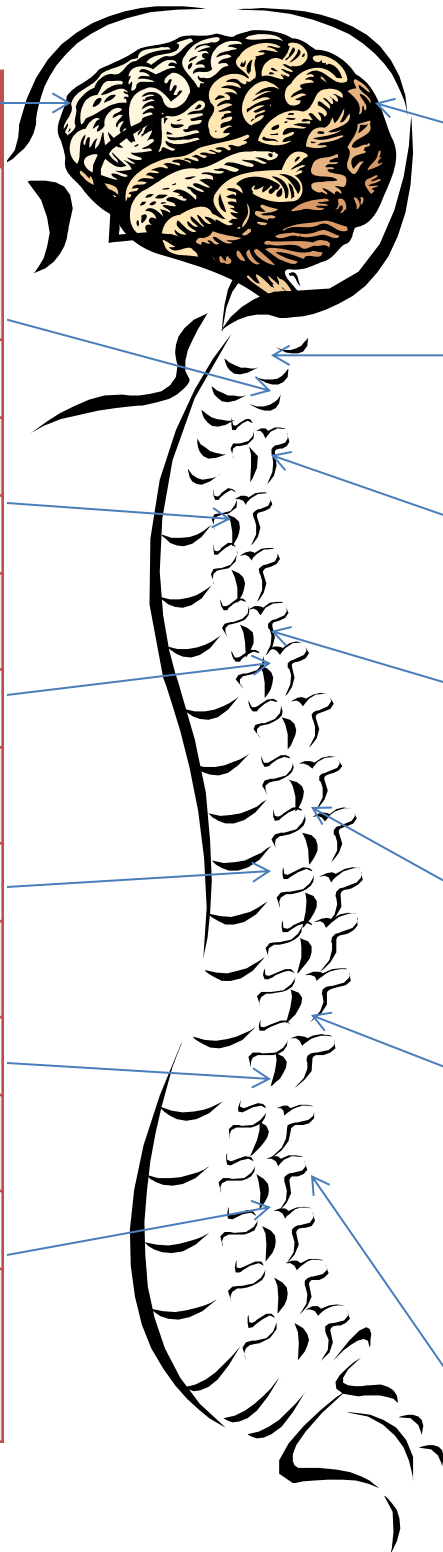
- Most basic abilities can be developed through dedication and hard work --- brains and talent are just the starting point.
- A love of learning and resilience is essential for great accomplishment.
- Virtually all-great people have these qualities

Stop and Draw:

Praise and Mindsets:

# Mindsets

From the research of Carol Dweck, Ph.D



<b>Fixed Mindset: Intelligence is static.</b>
Leads to a desire to look smart and therefore a tendency to..
<b>Challenges</b>
...avoid challenges
<b>Obstacles</b>
..get defensive or give up easily
<b>Effort</b>
...see effort as fruitless or worse
<b>Criticism</b>
...ignore useful negative feedback
<b>Success of Others</b>
..feel threatened by the success of others
<b>Result</b>
As a result, they may plateau early and achieve less than their full potential

<b>Fixed Mindset: Intelligence is dynamic.</b>
Leads to a desire to learn and therefore a tendency to..
<b>Challenges</b>
...embrace challenges
<b>Obstacles</b>
...persist in the face of obstacles
<b>Effort</b>
...see effort as the path to mastery
<b>Criticism</b>
...learn from criticism
<b>Success of Others</b>
...find lessons and inspiration in the success of others
<b>Result</b>
As a result, then reach ever-higher levels of achievement

# Mindsets Plus Skills Sets Equal Results!

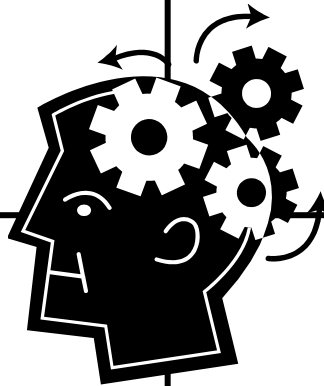
FIRST TEACH THEM ABOUT THEIR LEARNING BRAINS

Feel It

See It

Talk It

Own It





# Teacher-to-Student Teacher Talk

## Before Learning

Today you might find there are some things that are new to you and you are going to get to grow from trying them.

Does this remind you of something you've done before? How can you use that experience to help you with this new learning?

Looking at today's work, what part do you think will be the most challenging for you? What can you do when learning gets to the GOOD part (the hard part) to help you continue learning?

## During Learning

What parts are going well? What parts are making you grow?

Why do you think this part is challenging for you? What do you need to help you? Do you need more information? More practice? A different way to practice?

Have you done something like this before? What did you do when it got hard? Can you do it again?

What do you know about yourself as a learner that can help you continue learning?

## After Learning

How did you grow as a learner?

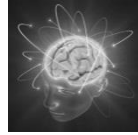
Did you learn something new about yourself and how you learn?

How can you use that in the future when something gets tough?



# Growth Mindset Moment Award Nomination

Name \_\_\_\_\_



Date \_\_\_\_\_

Mindset Practices noticed in class/learning

- Used strategies and/or asked for help rather than giving up
- Did extra homework or went beyond
- Developed something creative/fun to extend learning
- Helped others
- Participated in class by asking questions, being curious, making connections
- Using growth mindset language

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Growth Mindset Moment Award Nomination

Name \_\_\_\_\_



Date \_\_\_\_\_



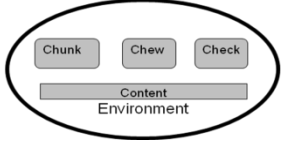
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- Participated in class by asking questions, being curious, making connections
- Using growth mindset language

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# The Big Picture

*Open the Heart, Nourish the Mind, Inspire the Learner*

<p><b>Know Your Students/ Build Community</b></p> 	<p><b>Know Your Target: C U KAN</b></p> 	<p><b>Vary the Pathways Chunk, Chew and Check</b></p> 
<p><b>Gather data about your learners</b></p> <ul style="list-style-type: none"> <li>• Readiness</li> <li>• Learning Styles</li> <li>• Personal Interests &amp; Content-related Interests</li> </ul>	<p><b>C = Concept</b> Overarching Theme</p> <p><b>U= Understanding</b> Connection and Relevance</p> <p><b>K= Know</b> Key facts and terms</p>	<p><b>Chunk (Input)</b></p> <ul style="list-style-type: none"> <li>• Whole Class</li> <li>• Choice</li> <li>• Readiness</li> </ul>
<p><b>Physical Environment</b> Establish Procedures (not rules) for:</p> <ul style="list-style-type: none"> <li>• Material usage</li> <li>• Space usage</li> <li>• Class operations</li> <li>• Class meetings or community problem solving</li> </ul>	<p><b>A= Able to Do</b> Skills</p> <p><b>N = Now You Get It!</b> Formative and Summative</p>	<p><b>Chew (Process)</b></p> <ul style="list-style-type: none"> <li>• Whole Class</li> <li>• Choice</li> <li>• Readiness</li> </ul>
<p><b>Emotional Environment</b></p> <ul style="list-style-type: none"> <li>• Use data to recognize each learner's unique qualities</li> <li>• Use student strengths to build positive interdependence</li> </ul>	<p><b>Use Deep &amp; Dynamic Designs</b> to teach state objectives and outcomes in a meaningful way according to students':</p> <ul style="list-style-type: none"> <li>• Readiness</li> <li>• Interests</li> <li>• Learning Styles</li> </ul> <p>Some Deep-n-Dynamic lessons include...</p> <ul style="list-style-type: none"> <li>• Choice Designs</li> <li>• RAFT Plus</li> <li>• Tiered Lessons</li> <li>• Stations/Centers</li> <li>• Contract</li> <li>• Compacting</li> </ul>	<p><b>Check (Output)</b></p> <ul style="list-style-type: none"> <li>• Whole Class</li> <li>• Choice</li> <li>• Readiness</li> </ul>

# Key Foundations for Uniting Students Emotionally, Culturally and Academically

*Creating Independent and Interdependent Learners*



## How?

- Intentional and Transparent:
- Model and Scaffold:
- Deliberate Practice:

## What?

- Safe Environment (Fair is not Same)
- Routines and Procedures
  - Independent
  - Interdependent
- Growth Mindsets
- Self Assessment
- Student Talk

# Honor ALL Learners...

- ❖ Truly believe that ALL students can learn
- ❖ Have a passion and/or a belief in the subject/s you teach
- ❖ Know the subject/s and the curriculum (Don't let a textbook dictate what gets taught)
- ❖ Gather information about students from
  - Academic Scores
  - Interest Inventories
  - Learning Styles
  - Multiple Intelligences
  - Steinberg's Intelligences
- ❖ Spend time establishing expectations for...
  - Moving to groups and working in groups
  - Taking Risks
  - Making Choices
  - Student responsibility and ownership of learning
  - Use the C U KAN framework to apply what you've learned about students to differentiated classroom activities and lessons that engage all learners!
- ❖ Have appropriately high expectations (Zone of Proximal Development) and expect quality work.
- ❖ Celebrate your successes and plan how to grow in your areas of challenge. Be patient with yourself.



# Honoring Diversity, Creating Community

Set the tone for a classroom where students feel accepted and appreciate each other by...

- ♥ Believing in and having these two powerful messages displayed in your classroom:
  - ♥ *Fair is not everybody getting the same thing, fair is everybody getting what they need to be successful*
  - ♥ *This is a risk-taking, mistake-making classroom*
- ♥ Using Analogies (Gardeners, Doctors, Coaches all expect that their "clients" will have different needs)
- ♥ Creating a Classroom Theme (I'm Glad We're ALL Different, Aren't You?)
- ♥ Putting up posters and bulletin boards that speak to your message of community
- ♥ Creating a safe learning environment for all learners
- ♥ Giving students roles and responsibilities as part of the community
- ♥ Promoting "Random Acts of Kindness" in your classroom  
[www.actsofkindness.org](http://www.actsofkindness.org)
- ♥ Sharing literature, articles, etc., that speaks to the message of accepting others [www.teachtolerance.org](http://www.teachtolerance.org)
- ♥ Hold class meetings to discuss problems and successes  
<http://www.teachervision.fen.com/classroom-management/interpersonal-skills/4864.html>
- ♥ Do team building activities at the beginning of the year  
<http://www.residentassistant.com/games/index.htm>
- ♥ Teach and practice conflict resolution techniques (Build a Peace Corner in the room where students can go to work things out or resolve their own personal issues)
- ♥ As a class, establish, using positive language, the rules for your classroom environment (This is a room where teachers can teach and students can learn)
- ♥ Encourage sharing of cultural backgrounds and bring other cultural experiences into your classroom instruction whenever possible

More Inspiring Ideas



# What I Like

My Name: \_\_\_\_\_



Circle five of your favorite things to do

I like to count

I like to sing

I like books

I like to listen to stories

I like to make patterns

I like to be with other kids

I like to draw

I like to help others with their problems

I like to build things

I like to work alone

I like to invent things

I like to collect things

I like to dance and move

I like to sort and arrange things

I like to act out plays

I like music

*Adapted from Teaching Young Gifted Children in the Regular Classroom*



# Interest Inventory



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1. What is your favorite subject to learn about in school? (Circle all that apply)

Reading Literature  
Geography  
Math

Writing  
History  
Computers

Science  
Music  
Other \_\_\_\_\_

Art  
Physical Education

2. What do you enjoy the most about school? What do you enjoy the least about school?

\_\_\_\_\_

\_\_\_\_\_

3. Do you prefer to work      A. alone      B. In groups      C. Both (Circle One)

4. What hobbies and special interests do you have? (Sports, Clubs, Collections, Activities)  
Be Specific.

\_\_\_\_\_

\_\_\_\_\_

5. What do you like to do when you have free time?

\_\_\_\_\_

\_\_\_\_\_

6. How much time do you spend watching TV each week? \_\_\_\_\_

What do you watch?

\_\_\_\_\_

7. How much time do you spend on the computer each week? \_\_\_\_\_ What do you like to do on the computer?

\_\_\_\_\_

8. What types of music do you listen to?

\_\_\_\_\_

\_\_\_\_\_

9. What should a teacher know about you that will help you learn best in school?

\_\_\_\_\_

\_\_\_\_\_

10. What is the most important thing to you in your life? What are your future goals?

\_\_\_\_\_

\_\_\_\_\_

11. What should a teacher know about you that will help you do your best in school?

\_\_\_\_\_

\_\_\_\_\_



# HOW Are You Smart?

Everyone is smart in several ways. This survey helps you understand what strengths you have. Some of us are really smart in one or two ways. Some of us are really smart in many ways. It is important to highlight our strengths, especially when doing projects, homework assignments, or working in groups. It is also a lot of fun and a great challenge to work on those areas where we feel we aren't so smart ---- we will be strengthening our weaknesses. Check off the items that are most like you:

## A

I like to tell jokes.  
I like to read.  
I like to make up stories and tales.  
I write easily and enjoy it.  
I like crosswords and word games.

## B

I solve math problems easily.  
I enjoy using computers  
I like to solve logic puzzles.  
I enjoy strategy games.  
I like work that involves measuring, calculating, and analyzing.

## C

People ask me for advice.  
I prefer team sports.  
I have many close friends.  
I am comfortable in a crowd.  
I like working in groups.

## D

I enjoy musical selections.  
I remember many tunes.  
I listen to music when studying.  
I enjoy singing.  
I am sensitive to tones and sounds.

## E

I know about my feelings, and my strengths and weaknesses.  
I like to learn more about myself.  
I enjoy being alone sometimes.  
I enjoy hobbies by myself.  
I have confidence in myself.

## F

I see clear pictures in my mind.  
I am interested in color and design.  
I can find my way in new places.  
I draw and doodle.  
I prefer books with charts, graphs, and maps.

## G

I am a "touchy feely" person.  
I use my hands a lot when I talk.  
I enjoy hobbies using my hands.  
I am well-coordinated.  
I learn better by doing than by watching.

## H

I like to categorize things.  
I see details in nature.  
I can hear animal and bird sounds clearly.  
I enjoy gardening and/or pets.  
I can identify trees, birds, plants.

# YOUR Unique Multiple Intelligence Profile

1. Count the total number of checked items in each category from the How Are YOU Smart? survey above. Fill in one cube in each row for the number of checks in each category. For example: In the E category (Self Smart), if you have 3 checks, color in 3 boxes in the horizontal row next to Self Smart.
2. The bar graph will create a snapshot to help you understand your areas of strength and help you identify areas that you may need to target for growth.

Number of Checked Items:	1	2	3	4	5
A – Word Smart					
B – Math Smart					
C – People Smart					
D – Music Smart					
E – Self Smart					
F – Picture Smart					
G – Body Smart					
H – Nature Smart					

What are you currently good at?

What is something you can do in the classroom with your unique strength to help others?

What area might you consider working on for improvement?

What is one thing you can do in the classroom to work on that type of smart?

# Multiple Intelligence Survey

**DIRECTIONS:** Below you will find listed the 8 types of intelligences. Listed under each intelligence are some descriptions of activities that relate to that type of intelligence. Read the descriptions and check the boxes that best describe you. Go with your first instinct – it's usually the best. Then total the number of checked boxes at the bottom of each intelligence section. At the end, transfer each total to the Multiple Intelligence Rubric and see what your strongest intelligences are. Remember, most people are strong in more than one intelligence. Have fun! 😊

## Intelligence # 1

- I can hear or see words in my head before I speak, read or write them.
- I like games such as Scrabble, Jeopardy, Trivial Pursuit, word searches, crossword puzzles, etc.
- I enjoy writing and have received praise and/or recognition for my writing talents.
- I often talk about things that I have read or heard.
- I love to read books, magazines, anything!
- I am good with words. I regularly learn and use new words in creative and/or funny ways.
- When I am in a classroom, I pay attention to all the written posters and the writing on the board.
- I have a very good memory for hearing and seeing words.

TOTAL \_\_\_\_\_

## Intelligence #2

- I enjoy activities like dancing, swimming, biking or skating.
- I regularly play a sport or do physical activity.
- In order to learn best, I need to do things with my hands or by moving around.
- I am good at imitating others and I like drama and acting.
- I use my hands and body when I am talking with someone.
- I need to move around a lot and change positions often when sitting.
- I need to touch things to learn about them.

TOTAL \_\_\_\_\_

## Intelligence #3

- I like to draw and doodle.
- I am good at finding my way around places I don't know well.
- I can easily see in my head how furniture would fit in a room. I am also good at jigsaw puzzles.
- I remember things better if I can draw or create an image of them.
- When I look at paintings or pictures, I notice the colors and shapes and how objects are spaced.
- I prefer learning from pictures.
- I picture things in my mind.

TOTAL \_\_\_\_\_

## Intelligence #4

- I listen to music or have music playing in my head most of the time.
- I play a musical instrument and/or have a good singing

voice.

- I can easily pick up rhythms and can move to them or tap them out.
- I can easily remember and/or create songs.
- I often make tapping sounds or sing while working or studying.
- I can remember things better if I put them in a song.
- I can hear all the parts when I listen to music.

TOTAL \_\_\_\_\_

## Intelligence #5

- Math is one of my favorite subjects.
- I like to play games such as chess, Clue or Stratego.
- I like to do scientific experiments.
- I like to calculate, measure and figure things out.
- I enjoy brain teasers and puzzles.
- Using a computer comes easily to me. I understand how they work and can spend time learning about them.
- I see patterns in things.

TOTAL \_\_\_\_\_

## Intelligence #6

- I understand and can express feelings about myself.
- I enjoy spending time by myself.
- I like to work alone.
- I am comfortable having ideas and opinions that are not the same as others.
- I feel good about who I am most of the time.
- I have a realistic view of my strengths and weaknesses.
- I enjoy playing games and doing activities that I can do by myself.

TOTAL \_\_\_\_\_

## Intelligence #7

- I have many friends.
- I enjoy playing group games and team sports.
- I enjoy working in groups and tend to be the leader in the group.
- I really care about others and try to understand how others feel and think.
- I feel comfortable being in the middle of groups or crowds.
- I enjoy teaching another person or a group of people something that I know how to do well.
- I like getting involved in social activities in school, church or the community.

TOTAL \_\_\_\_\_

## Intelligence #8

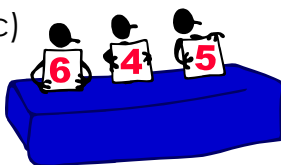
- I like to watch and observe what is going on around me.
- I think about the environment a lot and want to make sure that we don't pollute our planet.
- I like to collect rocks, leaves or other nature items.
- I feel best when I am out in nature.
- I understand how different plants and animals are connected to each other.
- I can easily get used to being in new places.
- I like to organize things and put them in categories.

TOTAL \_\_\_\_\_

# Multiple Intelligence Scoring Rubric

Circle the number that you scored in each section of the survey. You are "smartest" in areas where you scored 5-7 points.

	Weak				Strong		
	1	2	3	4	5	6	7
Word Smart (Linguistic)	1	2	3	4	5	6	7
Body Smart (Bodily-Kinesthetic)	1	2	3	4	5	6	7
Art Smart (Spatial)	1	2	3	4	5	6	7
Music Smart (Musical)	1	2	3	4	5	6	7
Math Smart (Logical)	1	2	3	4	5	6	7
Self Smart (Intrapersonal)	1	2	3	4	5	6	7
People Smart (Interpersonal)	1	2	3	4	5	6	7
Nature Smart (Naturalistic)	1	2	3	4	5	6	7
MY STRONGEST AREAS OF INTELLIGENCE ARE...							




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I NEED TO BUILD MY STRENGTHS IN THESE AREAS:

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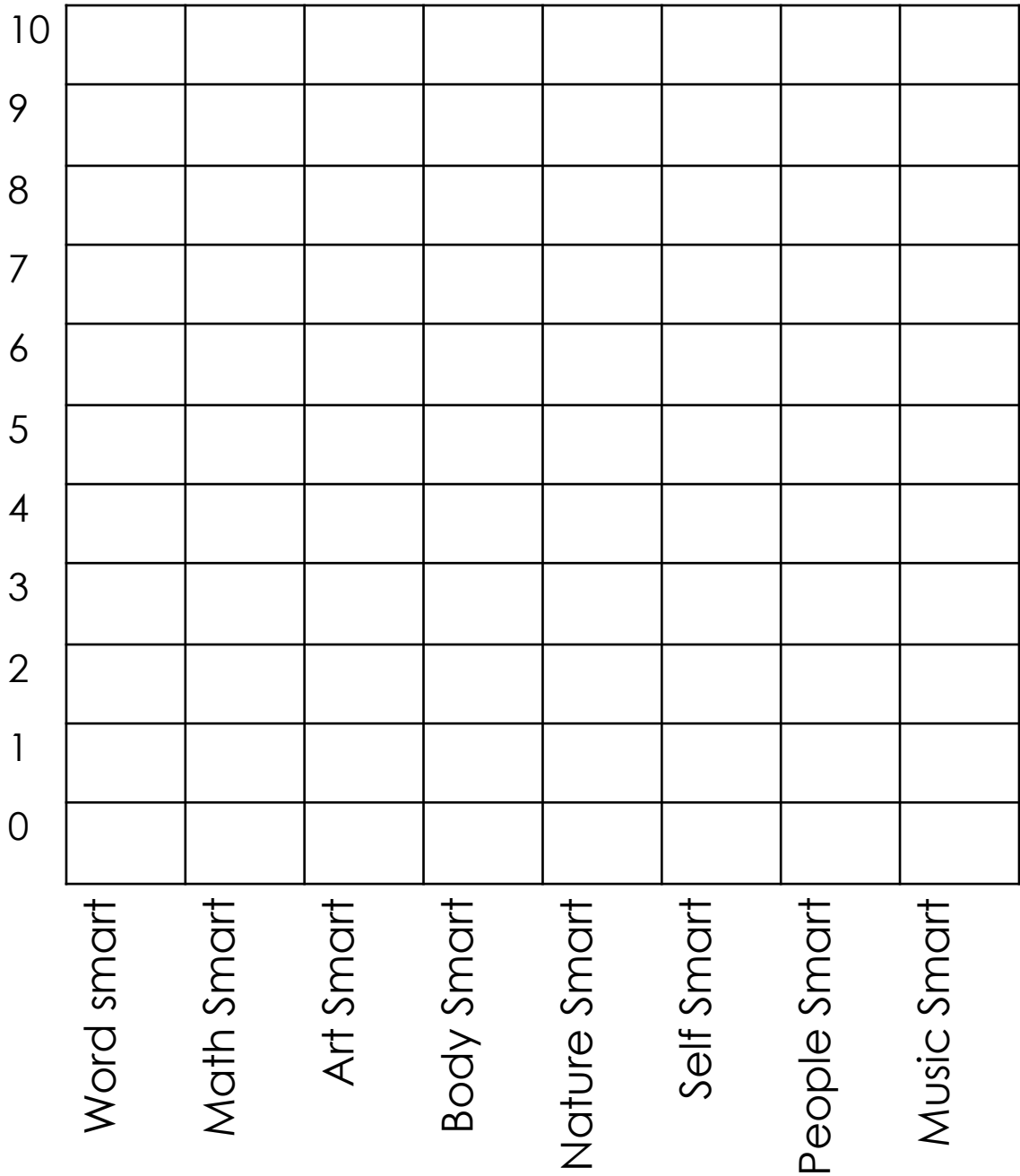
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# MULTIPLE INTELLIGENCES GRAPH YOURSELF

Celebrating Learning Differences



# Know Your Learners

## Collecting Data to Differentiate

Information to Gather	How to gather data
Readiness	Assessments ( <i>via quiz, quick write, mapping, etc.</i> ), grades, test scores, experiential background, kid watching
Personal Interests	Personal interest, surveys, letters, discussions, demonstrations, content specific inventories
Learning Profile <input type="checkbox"/> <i>Input styles</i> <input type="checkbox"/> <i>Output styles</i> <input type="checkbox"/> <i>Learning Preferences</i>	Learning style surveys  Multiple intelligences, Sternberg's intelligences,  Environment preference surveys

### Learner Profile Card

Student name and contact info on back

Learning Style/Multiple Intelligence	Learning Preference/ Special Needs
Personal Interests Home Situation	Aptitude/Readiness

What Data Will You Gather? How Will You Organize the Data?

# Literature Resources for Building Community

## CHILDREN 'S BOOKS

Aliki, *Marianthe's Story: Painted Words, Spoken Memories*  
Andreae, Giles, *Giraffes Can't Dance*  
Choi, Yangsook, *The Name Jar*  
Curtis, Jamie Lee and Cornell, Laura, *I'm Gonna Like Me: Letting Off a Little Self-Esteem*  
DeRolf, Sharie, *The Crayon Box That Talked*  
Edwards, Michelle, *Pa Lia's First Day*  
Fox, Mem, *Whoever You Are*  
Hoose, Phillip and Hannah, *Hey Little Ant*  
Joose, Barbara, *The Morning Chair*  
Kraus, Robert, *Leo the Late Bloomer*  
Lucado, Max, *You are Special*  
Parr, Todd, *It's Okay to Be Different* and *The Peace Book*  
Pattou, Edith, *Mrs. Spitzer's Garden*  
Pinkwater, Daniel, *The Big Orange Spot*  
Recorvits, Helen, *My Name is Yoon*  
Shannon, David, *A Bad Case of Stripes*  
Surat, Michele Maria, *Angel Child, Dragon Child*  
Thomas, Marlo, *Free to Be You and Me*



## YOUNG ADULT BOOKS

Abeel, Samantha, *Reach for the Moon* and *My Thirteenth Year*  
Barbieri, Maureen, *Change My Life Forever*  
Brooks, Bruce, *The Moves Make the Man*  
Fleischmann, Paul, *Seedfolks*  
Lowry, Lois, *Silent Boy*  
Peters, Julie Anne, *Define "Normal"*  
Philbrick, Rodman, *Freak the Mighty*  
Rennison, Louise, *Angus, Thongs, and Full-Frontal Snogging*  
Spinelli, Jerry, *Star Girl* and *Loser*  
Strasser, Todd, *The Wave: The Classroom Experiment that Went Too Far*  
Tolen, Stephanie, *Surviving the Applewhites*  
Vonnegut, Kurt, *Harrison Bergeron*, short story from *Welcome to the Monkey House*  
Wittlinger, Ellen, *Hard Love*

## MAGAZINES

Teach Tolerance [www.teachtolerance.org](http://www.teachtolerance.org) (FREE magazine)

## MUSIC

Harry Chapin, *Flowers are Red*  
Red Grammer, *Teaching Peace* Red Note Records, 315 676 5516  
The Song Sisters, *There's Room in this World for Everyone*  
Danny Deardorff, *Everyone is Differently-abled*

# Activity for Creating Community Where Fair is Not Same

OBJECTIVE: To get the class to understand the following:

**Fair is not everybody getting the same thing, fair is everybody getting what they need to be successful.**

MATERIALS:

- 3 copies of a reading selection
- 1 copy of the same reading selection with the letters in the words mixed up
- Masking tape for student Y
- 1 pair of crutches for student Z

Make a small obstacle course in the room – around desks/chairs, stack of books to step over, etc.

CHARACTERISTICS:

Pick 4 students.

Student A will be an average student.

Student X has a reading disability.

Student Y requires occupational therapy for their fine motor coordination and his/her writing is very poor.

Student Z requires crutches to get around.

ACTIVITY:

All students are to race around the obstacle course then sit down and read the passage. They must get up and race around the obstacle course again then sit down and write a paragraph about what they read.

Student A – no adjustments, runs the course as normal

Student X – runs the course as normal, must read the paper with all the letters mixed up.

Student Y – runs the course as normal, reads the normal reading selection, must write with their opposite hand while their pointy through pinky fingers are taped together.

Student Z - runs the course using the crutches and only one leg.

DISCUSSION:

Ask the kids if this was fair. Why? Why not?

Created by Paula Nebel, Negaunee High School, Michigan





# Daily Observation Worksheet



Student's Name	Observed Behavior	Comments

# Goal Setting: Positive Behavior

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

Goals
-------

Day of the Week	Number of Times My Goal Was Met (Use Tally)	My Signature or Initials	Teacher Signature or Initials
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

# Goal Setting: Positive Behavior

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

Goals
-------

Day of the Week	Number of Times My Goal Was Met (Use Tally)	My Signature or Initials	Teacher Signature or Initials
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

# Routines and Procedures



- **Key Issues for Managing Flexible Groups**
  - Smooth transitions
  - Teach students to work independently
    - Choose appropriate activities for independent work
  - Teach students to work interdependently
- **Teach Smooth transitions -- How to Move Into and Out of Groups**
  - MBM
    - Mouths: Quiet
    - Bodies: Hands down
    - Materials: What to bring with you
  - Pod Yourselfs
  - Colored Sticks/Clock Partners
  - Practice and Time
- **Teach students to work independently and interdependently**
  - Teach each independent activity as a separate set of lessons (with modeling and feedback)
    - How to get materials
    - What to do if you are stuck or need help
    - What to do if you are done early.
  - Practice, practice, practice
- **How do I manage more than one group at a time?**
  - When introducing centers/stations, take sufficient time to explain, demonstrate, practice procedures, and clarify expectations one step at a time.
  - Establish rotation procedures that allow you to work with a small group without interruption.
- **What will other students do while I teach a small group?**
  - Provide opportunities for students to work in literacy-related centers or stations, on reading- and writing-related activities and projects.
  - Demonstrate activities in lessons before introducing them in a center/station.
  - Link a variety of activities to reading skills/topics/content-area subjects.
  - Provide choices: some students need more practice than others.

# Classroom Procedures Examples



**REQUIRED MATERIALS.** Bring the following materials to class **each day** :

- two **sharpened** pencils/pens, reading notebook, pencil pouch with sharpener, highlighters

**ENTERING THE CLASSROOM.** We enter the classroom in a calm, quiet manner. Sharpen your pencil if necessary and take a seat. Remember: Once the door is closed, you must be in your seat and working. That means having the necessary materials out on your desk.

**READING NOTEBOOK.** This is an important tool. Bring it to class with you **every single day**. The notebook will be graded twice during each 9-week grading period. Your notebook grade is 20% of your final 9-week grade.

**ATTENTION SIGNAL.** When I hold up my hand I will say, "Give me five." That means the entire class should be absolutely silent and still within 5 seconds.

**ASKING QUESTIONS. LEAVING YOUR SEAT. GETTING HELP.** Raise your hand and I will acknowledge you.

**CLASSROOM BEHAVIOR.** Your responsibilities in this class are to: be on time, be prepared, and be productive. All team members are expected to be polite and respectful to one another---and that includes the teacher. **No student will be allowed to disrupt the learning of his or her classmates.**

**MAKEUP WORK.** When you are absent you are expected to make up any work you missed. On the day you return, check the appropriate folder for any missed work.

**HOMEWORK.** Homework, when assigned, will be **due** at the **beginning** of class. Have it out on your desk ready to be picked up.

**END OF CLASS DISMISSAL.** Two minutes before class ends, I will tell you to start getting packed up and we will straighten the room. Then, I will give you any last minute instructions and dismiss you.

**TARDINESS.** You are expected to be **in your seat** when I close the door. If you come in late and do not have a pass, quietly sign the tardy sheet at the front of the room. You are allowed three unexcused tardies for the nine weeks. The fourth unexcused tardy results in a referral and a call home. If you are late (unexcused) for more than 5 minutes, this is not a tardy. You are considered to be "out of area" and you will be given an automatic referral.

**RESTROOM PASSES.** You are expected to use the restroom between classes. **No** bathroom passes (or any passes) will be issued the first ten minutes of class. You are allowed two passes (of any kind) per nine weeks. Use them wisely.

## Self-Monitoring Form

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

- |  |     |    |
|--|-----|----|
| 1. Did I work without disturbing others? | Yes | No |
| 2. Did I participate in class            | Yes | No |
| 3. Did I listen to the teacher?          | Yes | No |
| 4. Did I ask for help when I needed it?  | Yes | No |
| 5. Did I follow directions?              | Yes | No |
| 6. Did I complete class assignments?     | Yes | No |
| 7. Did I turn in completed assignments?  | Yes | No |

## Self-Monitoring Form

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

- |  |     |    |
|--|-----|----|
| 1. Did I work without disturbing others? | Yes | No |
| 2. Did I participate in class?           | Yes | No |
| 3. Did I listen to the teacher?          | Yes | No |
| 4. Did I ask for help when I needed it?  | Yes | No |
| 5. Did I follow directions?              | Yes | No |
| 6. Did I complete class assignments?     | Yes | No |
| 7. Did I turn in completed assignments?  | Yes | No |

# Differentiated Instruction Management Strategies and Tips

Beginning of the year strategies to prepare for a DI classroom

**Set the classroom tone for differentiating**  
**Gather student data and create Learning Profile Cards**  
**Establish routines for**  
moving to Anchor Activities  
collecting papers  
discussing with learning partners  
moving into groups  
sharing ideas

Finishing Projects

**Create three sided table tents labeled, Hard at Work, HELP!, and Finished. Be sure to check the finished work to see if it is quality work before allowing students to move to anchor activities.**  
**Same idea as above, only use red, yellow and green plastic cups to indicate that students are working just fine (green), stuck and in need of help (red) or finished (yellow)**

Chunk and Chew

**Do whole group instruction in small chunks (20 minutes or less) and then let students “chew” or process what they learned in appropriate small group or individual activities.**

Brain Breaks (Approximately every 20 minutes learners' brains need a break; time to process what they've learned.)

**Stretches**  
**Cross Laterals (arms and/or legs crossing over the body)**  
**Energizers**  
**Walk and talk (or just walk!)**  
**Settling time**  
**Music and movement**



Ways to process learning

**Walk and talk (walk 5 giant steps and share)**  
**Make a Date Clock Partners**  
**Mapping/KWL's**  
**Find someone who... (Pick a trait i.e.: shoe size, birth day)**  
**Four Corners (Move to corners by traits, interests or readiness)**  
**Timed-Pair-Share**  
**Rally Robin – groups of 4, go out and learn from other group, come back and share with your group**

Group Management Ideas

**ALWAYS monitor groups by floating and asking questions. Help students troubleshoot. Refrain from giving solutions.**  
**Use a clipboard as you move through the room to monitor student performance.**  
**As students are working in groups, write notes to them on Post Its to provide them with quick feedback without interrupting the group process.**  
**Appoint jobs in the groups for each group member (Possible Jobs: Leader, Recorder, Time Keeper, Teacher Getter, Positive Thinker, Organizer).**  
**With students, develop expectations for working in groups. Create a rubric of criteria and have each group assess themselves at the end of each group work session. You then go around the room and agree or disagree with groups' self-assessments. You're the “boss,” so your assessment counts (Possible Expectations: On Task, Sharing Ideas, Cooperating, Using Time Wisely).**  
**Students who aren't working well in their group, even after you have given warnings, should be “fired” from the group and given an alternative assignment to complete.**

Miscellaneous Management Ideas

**The more responsibility students have for their own learning process, the more they will manage themselves.**  
**Appoint Classroom Managers /Resident Experts**  
**See three before me! Students aren't allowed to come and ask you for help until they have checked with three other students in the room first.**  
**Rehearse directions for new learning formats with the whole class before asking students to carry them out in differentiated groups.**

# Group Behavior Chart

Name of Group:

After determining your group expectations for this task, rate your group from 1 – 5 each day for each group behavior (One is the lowest, five is the highest)

<b>Group Expectations</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>

# My Partners

12:00 \_\_\_\_\_

10:00 \_\_\_\_\_

2:00 \_\_\_\_\_

8:00 \_\_\_\_\_

4:00 \_\_\_\_\_

6:00 \_\_\_\_\_



# Clear Learning Targets



*Think like an assessor, not an activity designer!*

1. Identify desired results.

2. Determine acceptable evidence.

3. Plan learning experiences & instruction.

# Stiggins: Assessment for Learning

Key Idea	Principle	Practice	Example from Video: What Does It Look Like/Sound Like
<p><b>Clear Learning Targets</b></p>	<ul style="list-style-type: none"> <li>• Refine our outcomes to clear targets</li> <li>• Deconstructed in a scaffold of how to get there</li> <li>• Written in clear language</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Clear learning targets</i></li> <li>• <i>Understandings that hold facts together</i></li> <li>• <i>Learning outcomes shared with students</i></li> </ul>	
<p><b>Students as Assessors</b></p>	<ul style="list-style-type: none"> <li>• Students' role in self-assessment allows them to <u>see themselves</u> approaching the goal</li> <li>• What students think about and do with assessment results is at least as important as what the adults think about and do with those results</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Student friendly version of the targets</i></li> <li>• <i>Scaffolds of little steps to get to a learning target</i></li> <li>• <i>Learners make productive decisions about trying</i></li> <li>• <i>Can I learn this?</i></li> <li>• <i>Is the learning worth the investment?</i></li> <li>• <i>Is trying worth the risk of more failure?</i></li> </ul>	

# Know Your Target

## Which of these are Rigorous and Relevant Lessons?

### Why?

Using your multiple intelligence strength, name all the major bones in the body.



Using whatever materials you choose, determine a way to show how bones in the body are interconnected and explain the cause and effect in this system.



For homework, do the geometry problems 1-10. Be sure to show your answers.



For homework, find a way to show a real-life application of the geometry used in your home. Show the problem you would use to find the solution.



Match the important dates of the American Revolution to a key event that occurred



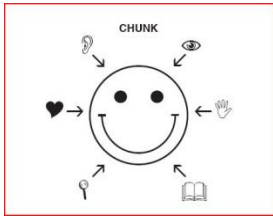
Explain the revolutionist thinking that led to a key event in the Revolutionary War. Could that thinking apply to anything going on in our world today? Yes or No? Explain.



Don't Commit Random Acts of Differentiated Instruction!

# Chunk, Chew, Check

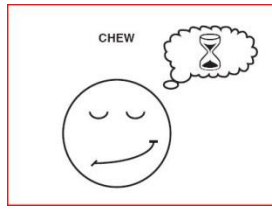
## Science



Teacher A works with one group introducing key vocabulary for simple machines by showing pictures.

Teacher B works with one group introducing key vocabulary by hands-on.

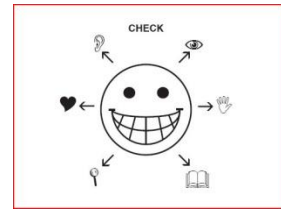
Parallel



Teacher A facilitates a lab. Students are stopping to discuss key points periodically.

Teacher B moves around looking for data representation and summarizing.

Float & Support

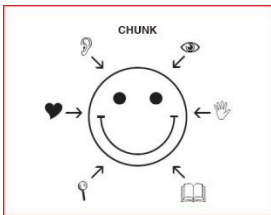


Whole class discussion with both teachers, then a seat assignment.

Teachers interview each student.

Team

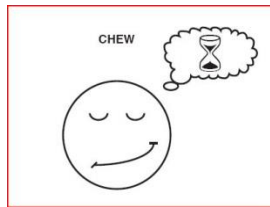
## ELA



Teacher A works with a large group introducing vocabulary for Romeo and Juliet.

Teacher B works with a smaller group with essential vocabulary first.

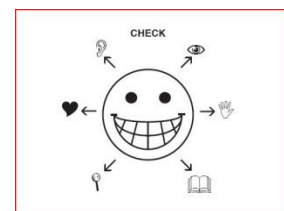
Alternative



Students rotate through various stations to make sense of the vocabulary and demonstrate their understanding.

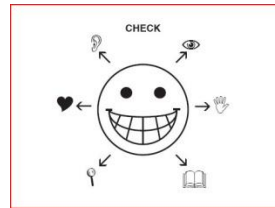
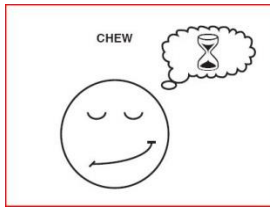
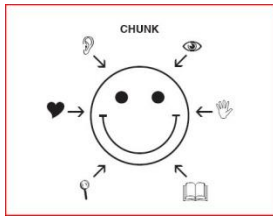
Music station, Journaling/copy, write station (using Romeo and Juliet text), Charades station.

Stations



# Chunk, Chew, Check

## Math



Teacher A discusses circle graphs and how they can be used to represent fractions.

Teacher B watches when kids are alert during lecture.

One Teach, One Observe

One group of students works with teacher A and some manipulatives,

Another group works at the white board with teacher B,

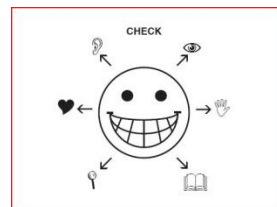
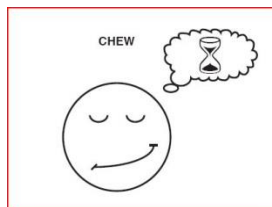
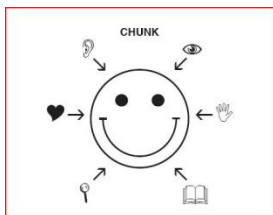
A third group does partner work.

Stations

Students work independently on some practice problems, with both teachers monitoring progress and understanding.

Float & Support

## Social Studies



Teacher A presents four historical figures from Jamestown settlement.

Teacher B presents geographical data about the area of Jamestown.

Stations

Teachers co-lead a discussion.

Students begin to create a project for presentation.

Team

Students present projects.

Teachers model effective feedback and lead reflection and group assessment.

Team

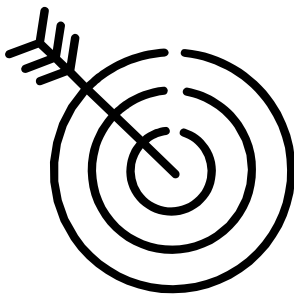
# Modifying Lessons for ALL Learners

<b><i>Instructional Elements To Modify</i></b>		
<b>INFORMATION IN</b>		<b>INFORMATION OUT</b>
<b>Input: CHUNK</b>	<b>Process: CHEW</b>	<b>Output: CHECK</b>
<p><b>Taking in new chunks of information through:</b></p> <p><input type="checkbox"/> Seeing the information in charts/graphs/notes</p> <p><input type="checkbox"/> Reading information from books, magazines, online</p> <p><input type="checkbox"/> Hearing the information through lecture/discussions</p> <p><input type="checkbox"/> Manipulating, doing or building to gain the information</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><b>Chewing or making sense of new of information by:</b></p> <p><input type="checkbox"/> Writing to help connect the new information they've taken in</p> <p><input type="checkbox"/> Drawing pictures/concept maps to connect the new information they've taken in</p> <p><input type="checkbox"/> Talking/listen to connect the new information they've taken in</p> <p><input type="checkbox"/> Manipulating, doing or building to connect the new information they've taken in</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><b>Checking understanding and knowledge of information by:</b></p> <p><input type="checkbox"/> Selecting from various problems in a text book to show their understanding</p> <p><input type="checkbox"/> Choosing different projects that show their understanding of what they've learned according to their strengths:</p> <ul style="list-style-type: none"> <li>• Write a poem</li> <li>• Sing a song</li> <li>• Build a project</li> <li>• Make a video</li> </ul> <p><input type="checkbox"/> Showing what they learn through projects of varying difficulty based on student's readiness</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>

# Accommodations vs. Modifications

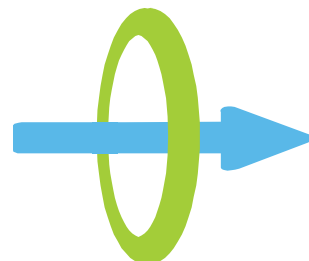
**Accommodations:** *Instructional tools and practices that enable a student with special needs to access, more readily retain and/or demonstrate knowledge and understanding of content.*

- Students are expected to learn the same content
- Examples of accommodations would be oral tests, more time, repeated directions, pre-teaching, use of a calculator
- Accommodations do not need to be noted on the report card
- Accommodations are civil rights and professionals are obligated to provide them.



**Modifications:** *Significant changes made to curriculum that enables a student to be successful in the general education classroom. Modifications change the curriculum objectives.*

- Less content is expected to be mastered
- Less reading, written work, problems, etc. are expected to be completed
- Modifications represent the educational rights of students with disabilities
- Modifications to grades should be noted on the report card. Check with your school's or state's policy.



# Accommodations For Students

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

School \_\_\_\_\_ Grade \_\_\_\_\_

Check program accommodations/modifications implemented for student in the classroom setting for a minimum of 30 school days. Circle the accommodations/modifications that were the most effective.

## GENERAL ACCOMMODATIONS

### CLASSROOM ACCOMMODATIONS

1. Seat near teacher
2. Assign student to low-distraction area
3. Seat near positive peer models
4. Use rows instead of tables
5. Use study carrel
6. Time-out area
7. Stand near student when giving instruction
8. Arrange classroom for safe visibility, accessibility, and movement

### PRESENTATION OF LESSONS

9. Adjust work load; reduce assignments, or give alternative assignments in subject.
10. Use visual aids with oral presentation
11. Teacher gives student outlines or study guides
12. Highlight instructions (marker or highlighter tape)
13. Give clear behavioral objectives
14. Explain grading criteria for assignments clearly
15. Ask student to repeat instructions for clarification and understanding
16. Use high-impact, game-like materials
17. Call on student often
18. Acknowledge effort put forth
19. Give reminders for student to stay on task
20. Use large type
21. Keep page format simple
22. Use dark ink
23. Use buff-colored rather than white paper
24. Divide page into clearly marked sections
25. Remove distractions from paper

### ALTERNATIVE TESTING/EVALUATION PROCEDURES

26. Use short, frequent quizzes
27. Permit breaks during tests
28. Permit untimed testing.
29. Reduce number of test items
30. Practice taking similar test questions
31. Arrange for oral testing
32. Have support staff administer test
33. Permit student to type or use word processing
34. Adjust grading criteria based on individual ability (see grading policy example)
35. Adjusted grading option; grade satisfactory/unsatisfactory, credit/no credit

### NOTE TAKING STRATEGIES

36. Provide student the means to tape record lessons
37. Arrange for a note taker
38. Give student a copy of lecture notes, carbon paper, NCR
39. Provide time for periodic review of student's notes (written, dictated, word processed)
40. Training in how to take notes
41. Peer tutoring.
42. Cross-age tutoring
43. Study-buddy
44. Work with teacher aide
45. Meet with staff during available times
46. Modify or change students' schedule to fit optimal learning times
47. Teach student to monitor own behavior
48. Implement behavior contract/rewards system
49. Self advocacy/communication skills training
50. Conflict resolution strategies
51. Other  
(define): \_\_\_\_\_  
\_\_\_\_\_

## LANGUAGE ARTS ACCOMMODATIONS

### READING STRATEGIES

- (Refer to General Accommodations before using this section)
52. Provide repetitive drill of pictures, symbols, and words
  53. Use flash cards
  54. Provide word games and puzzles
  55. Use echo reading
  56. Provide alternative workbooks/worksheets for reinforcement
  57. Use a cardboard cutout
  58. Use color coding to highlight
  59. Use a desktop strip to reinforce
  60. Provide frequent review
  61. Use listening games/activities to reinforce sound/symbol association
  62. Use audio/visual scanning
  63. Use voice or synthesized speech output



# Accommodations For Students

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

School \_\_\_\_\_ Grade \_\_\_\_\_

Check program accommodations/modifications implemented for student in the classroom setting for a minimum of 30 school days. Circle the accommodations/modifications that were the most effective.

## COMPREHENSION STRATEGIES

76. Identify/define words prior to reading
77. Use picture clues to interpret meaning
78. Limit words on a page
79. Provide step by step strategies to be covered on a bookmark.
80. Teach previewing strategies
81. Provide additional repetition of directions/practice
82. Use context clues to determine meaning
83. Provide student with outline of information to be covered
84. Provide a carbon copy summary
85. Provide frequent reviews
86. Provide additional time for reading
87. Isolate text into smaller segments
88. Shorten assignment(s)
89. Use a tape recorder
90. Use available book/assignment on tape if available
91. Use highlighting/color coding of text
92. Use a reader if available
93. Use a scanner reading system if available

## WRITTEN EXPRESSION

94. Reduce length of written work by accepting an outline or short notice
95. Provide a sample of a written model to help student formulate their writing (sentence, paragraph, book report, short story, poem, essay)
96. Encourage expansion of writing by brain storming single words, outlining, and/or expansion to phrases, sentences, paragraphs
97. Provide a visual icon prompt for the beginning and/or completion of a sentence (ex. Project Read)
98. Display bank of words on desktop, ceiling, bulletin boards, or walls for constant visual cues
99. Provide practice with story starters and open ended stories
100. Use graph paper to help spacing of letters and number
101. Provide model of correct formation of letters and numbers on desktop
102. Provide large spaced paper for writing
103. Student not penalized for misspelling, poor penmanship on written work
104. Reduce written assignment
105. Give alternative assignments
106. Accept alternate forms for written expression (oral, tape, exhibit, project)
107. Support handwriting with raised line paper
108. Provide copy of teacher lecture notes
109. Provide copy of lecture notes through a note taker using NCR paper or carbon paper
110. Provide Xerox copies instead of requiring copying
111. Use formats low on writing to decrease writing required such as multiple choice, matching, fill-in questions and true/false
112. Have student dictate work to someone else and recopy their dictation

113. Allow use of tape recorder or voice recognition software for dictation and transcribing
114. Allow use of keyboarding
115. Support written expression through the use of a talking word processor
116. Support written expression through the use of a word prediction program

## SPELLING

117. Focus on essential sight words (see list)
118. Focus on vocabulary words used in content areas
119. Focus on student key misspelled words
120. Adapt teaching strategies to student learning style (whole word vs. phonics)
121. Have student make flash cards and highlight hard spots on word
122. Reduce number of spelling words per week
123. Give spelling retake opportunities
124. Have student repeat a word before spelling it
125. Teach short easy words in context
126. Highlight spelling patterns in words (e.g. words ending in "ate", "aught")
127. Teach students how to locate correct spelling (dictionary, spell checker)
128. Spelling support by word tapping syllables (Orton Gillingham)
129. Spelling support by arm tapping (Orton Gillingham)
130. Use multi-sensory approach to spelling (sand, shaving cream, magnetic letters, clay, macaroni)
131. Use recognition spelling test (identifies correctly spelled words in multiple choice verses traditional dictation)
132. Spell checker (Franklin speller and/or word processing spell check)
133. Use word bank access through word prediction program

## MATH ACCOMMODATIONS

### MATH STRATEGIES

- (Refer to General Accommodations before using this Section)
134. Allow counter/manipulatives for computation
  135. Provide visual aids to illustrate steps in computation
  136. Provide desktop visual aids
  137. Provide fact sheets
  138. Reduce number of problems on page
  139. Reduce number of problems required
  140. Separate problems on page
  141. Use graph paper for spacing
  142. Use color of boldness to highlight change on page
  143. Allow use of calculator for computation
  144. Turn line paper on side for column spacing

# Chunk Ideas: What are some other ways I can help students acquire new knowledge?

## ☺ Visual: Can I...

Show a movie or clip from a movie, Demonstrate from a chart or graph, Watch a United Stream or Teacher Tube, Blog, Wikipedia, Webquest, Power Point, Read a book, article, magazine, Show pictures, Use Graphic Organizers, Conceptual Organizers, articles, Watch a presentation or demonstration, Utilize new technology/media, Read in various structures: small groups, read aloud, jigsaw, paired readings, reading centers

## ☺ Auditory: Can I...

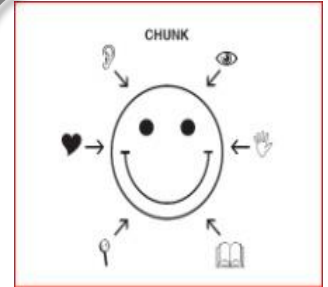
Say it, Have them say it to each other, Play a song, Listen to a speech, Talk to each other. Listen to a speaker, Listen to music, Lecture on tape, Books on tape, Have discussions with others

## ☺ Kinesthetic: Can I...

Role play, Demonstrate, Have students try something, Rotate through stations set up to teach content, Move, Touch, Build, Draw, Take apart, Play charades, Create group tableau, Conduct a lab Experiment

## ☺ Social: Can I...

Talk about it, Listen, or Tell others, Brainstorming, Sharing experiences, Predicting/Hypothesizing, Do a role-play, Play a game, Class discussion



## Other Chunk Ideas

### Activities

- ☺ Event Cards – groups of students sort events from a story in order to build anticipation
- ☺ Visual Literacy- use images for students to chunk new information
- ☺ Gallery Walk – students view photos in carousel style then engage in chew activity to process what they have taken in.
- ☺ Expert Groups- students become experts in an area/topic/subset of information and continue to share information throughout a unit.

# Chew Ideas: How can I vary the ways I help students process new knowledge?

## 😊 Ways to Collaborate to Chew

### Jigsaw:

1. Each student receives a portion of the materials to be introduced
2. Students leave their "home" groups and meet in "expert" groups
3. Expert groups discuss the material and brainstorm ways in which to present their understandings to the other members of their "home" group
4. The experts return to their "home" groups to teach their portion of the materials and to learn from the other members of their "home" group
5. You can also jigsaw poetry, text and vocabulary.

### Numbered Heads Together:

1. Number students off from 1 to 4 within their groups.
2. Call out a question or problem (Example: Where do plants get their energy?)
3. Students in teams put their heads together to discuss the answer. They must make sure everyone on the team knows the answer.
4. Randomly call a number from 1 to 4 (use a spinner, draw popsicle sticks out of a cup, roll a dice, etc.)
5. On each team, the student whose number was called says or writes the answer. He or she may not receive any help from his team at this point! If they didn't pay attention during the discussion, too bad!

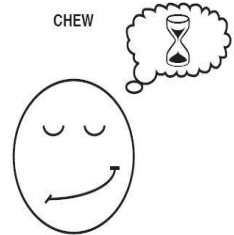
### Turn and Talk/Walk and Talk:

1. Give students a prompt on the board, overhead or Power Point.
2. Students turn and talk to a partner or stand up and walk (five giant steps) and find a talk partner.
3. Students have 2-3 minutes to talk and share. While they are talking, the teacher is floating around the room listening for quality talk.
4. The whole class processes the talk, with the teacher noting quality talk that she heard while going around the room.

### Core Groups:

1. At the beginning of the year, students are randomly assigned to groups.
2. The group members are assigned jobs such as leader, recorder, teacher getter, timekeeper, life coach, organizer, etc.
3. Groups can then give themselves a name, a silent signal, or a symbol.
4. The teacher has the groups do fun community building activities, such as building the tallest tower from straws and tape, without talking!
5. The groups stay together for a marking period, a semester, or a year.
6. The core group responsibilities are as follows:  
If anyone from the core group is absent, they get the make-up work and assignment from their core group members. (This buys the teacher valuable teaching time and builds responsibility)
7. The teacher can always call the core group together at the beginning of end of class to plan, reflect, review, etc.

CHEW



## Other Chew Ideas

# Chew Ideas: How can I vary the ways I help students process new knowledge?

## 😊 Ways to Move to Chew

### Classification Cruz

Students have to silently categorize themselves with others who have similar cards (types of health and exercises, states of matter, parts of government)

### Walk and Talk:

1. Give students a prompt on the board, overhead or power point.
2. Students turn and talk to a partner or stand up and walk (five giant steps) and find a talk partner
3. Students have 2-3 minutes to talk and share. While they are talking, the teacher is floating around the room listening for quality talk.
4. The whole class processes the talk, with the teacher noting quality talk that she heard while going around the room.

### Total Physical Response

The teacher or the students create movements to help them remember important ideas about the learning. For example,

### Charades:

Students act out what they have learned and other students have to guess what they are acting out about the learning.

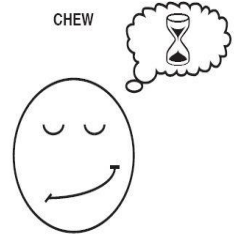
### Moving Math:

1. Use math manipulatives
2. Have students become math numbers and build math problems (For example, they can make arrays by arranging themselves into six groups of 4, then four groups of 6)
3. What time is it?
  - a. Make a clock face on a sheet.
  - b. Line students up with a partner around the clock so they can see the clock.
  - c. Give each pair a time on an index card.
  - d. When it is their turn, have them make the time on their card with their bodies (The little hand person must bring their knees up).
  - e. The rest of the class says the time.
  - f. When they get the idea, the pairs can make up their own times and have students guess.

### Building Sentences:

1. Give each student a card that is part of a sentence.
2. They must move into the correct order to make the sentence make sense. The rest of the class reads and agrees or disagrees.

CHEW



## Other Chew Ideas

# Chew Ideas: How can I vary the ways I help students process new knowledge?

## 😊 Ways to Talk to Chew

**Act it Out:** Do a RAFT as the topic you are learning about. Be the person, place or thing and act out who, what or where you are.

**Think/Pair/Share:** Students are given a question or prompt to think about in their heads for 1 minute. They then pair up with a partner and discuss their thoughts or answers. Then the teacher leads a whole class share by drawing names randomly and asking those students to share.

## 😊 Ways to Write to Chew:

**Learning Logs/Journals:** Writing logs used for processing learning in your own words.

**Note-taking Strategies:** 1/3, 2/3 Notes: For gathering facts and summarizing information, Double Entry Journals for gathering facts and processing with a guiding question or perspective from the teacher.

**TV Guide Summaries:** Write a summary like a TV guide synopsis.

**Blogs:** Keep a blog of thinking, like a journal only using technology.

## 😊 Ways to Draw/Design to Chew:

**Comic Strips:** Create comic strips that summarize new learning

**Vocabulary Pictures:** Draw pictures to show the meaning of words

**Graphic Organizers:** Students design their own organizers to process new learning

**Doodle Notes:** As students are reading or listening to you, allow them to doodle, sketch, ideas, thoughts, etc.

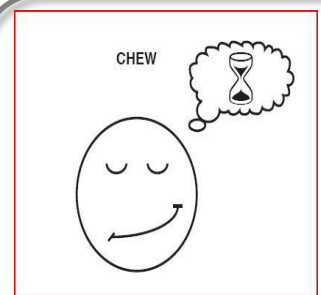
## 😊 Other Ways to Chew:

**Vocabulary stations:** Vocabulary pictures, charades, matching cards, maps, etc.

**Question Stems:** Use stems from Sternberg for thinking styles or specific academic stems for promoting understanding of text structures (compare/contrast stems, description stems, cause/effect stems)

**Graphic organizer choices:** Graphic organizers should be big and alive. They should track students thinking and show a variety of ways to process information

**MI Mnemonics:** Students use their area of multiple intelligence skills to create a memory trick that will help them remember steps/procedures.

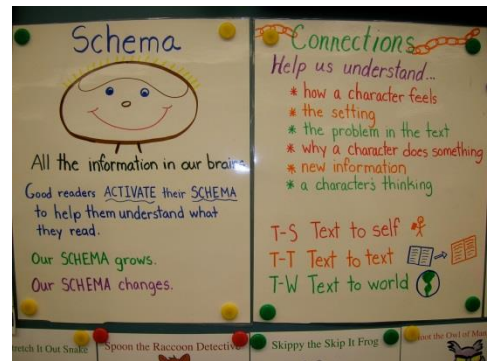
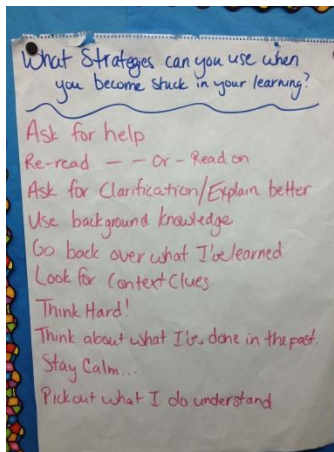
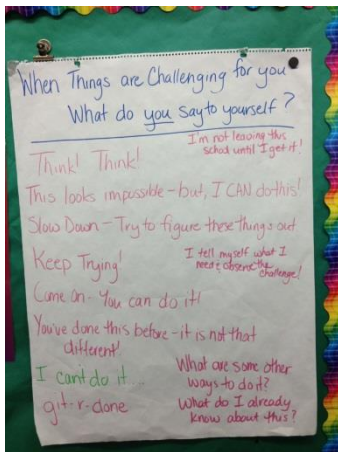


## Other Chew Ideas

# Make Thinking Visible

When thinking is visible in classrooms, students are in a position to be more metacognitive, to think about their thinking. When thinking is visible, it becomes clear that school is not about memorizing content but exploring ideas.

- Intentional and Transparent: Make what you are doing and why you are doing it visible to students.
- Think Alouds: Students and teachers thinking their metacognitive processes aloud
- Anchor Charts: Charting strategies and ideas to show how learning in action



- Learning Logs: Students keep a log or journal or metacognition book as a place to take note, to ponder, to process their thinking. Logs are kept in the classroom and are not assessed for correctness.

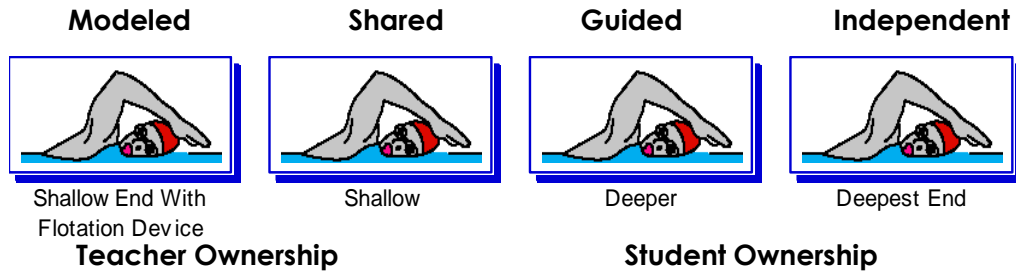
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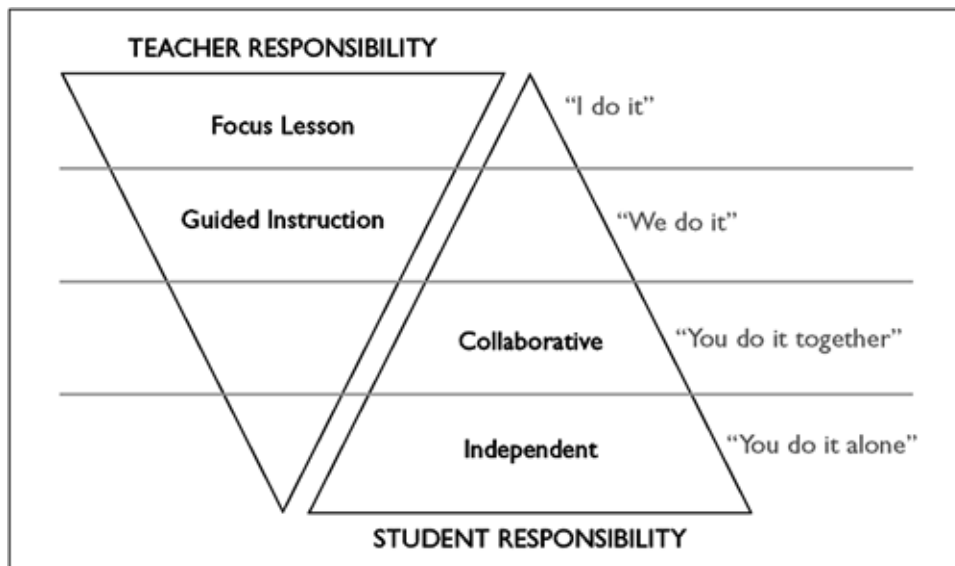
# Gradual Release of Responsibility

Pearson and Gallagher, 1993



Just as we teach swimming by gradually removing supports (scaffolding) from students in order that they learn to be successful independent swimmers, we must teach learning strategies the same way. For example, we know that activating inferring allows someone to be a more proficient reader. The question then becomes how do we teach students to infer when they read. The answer? Teach the strategy explicitly using a gradual release of responsibility process. I Do, We Do, Two Do, You Do.

- First, the teachers models the particular strategy. (I Do)
- Second, use the strategy in a large group setting with the teacher directly participating for direction and support. (We Do)
- Third, expect students to use the strategy in small group settings with the teacher stepping back from direct participation in order to monitor the use of the strategy. (Two Do)
- Finally, by expecting each student to use the strategy independently while the teacher is monitoring the work both directly by observing students and indirectly by reviewing student work (logs, response journals, writing.) (You Do)



# Think Alouds: The Whys and How-Tos



## Why Think Alouds?

By verbalizing their inner speech (silent dialogue) as they think their way through a problem, teachers model how expert thinkers solve problems. As teachers reflect on their learning processes, they discuss with students the problems learners face and how learners try to solve them. As students think out loud with teachers and with one another, they gradually internalize this dialogue; it becomes their inner speech, the means by which they direct their own behaviors and problem-solving processes (Tinzmann et al. 1990). Therefore, as students think out loud, they learn how to learn. They learn to think as authors, mathematicians, anthropologists, economists, historians, scientists, and artists. They develop into reflective, metacognitive, independent learners, an invaluable step in helping students understand that learning requires effort and often is difficult (Tinzmann et al. 1990.) It lets students know that they are not alone in having to think their way through the problem-solving process.

Think-alouds are used to model comprehension processes such as making predictions, creating images, linking information in text with prior knowledge, monitoring comprehension, and overcoming problems with word recognition or comprehension (Gunning 1996.)

By listening in as students think aloud, teachers can diagnose students' strengths and weakness. "When teachers use assessment techniques such as observations, conversations and interviews with students, or interactive journals, students are likely to learn through the process of articulating their ideas and answering the teacher's questions" (National Council of Teachers of Mathematics 2000.)

## Modeling Thinking Out Loud: **THINK ALOUDS ARE DONE IN FIRST PERSON!!!**

Asking students to use a strategy to solve complex problems and perform sophisticated tasks is not enough. Each strategy must be used analytically and may require trial-and-error reasoning. Thinking out loud allows teachers to model this complex process for students.

For example, suppose during math class you'd like students to estimate the number of pencils in a school. Introduce the strategy by saying, "The strategy I am going to use today is estimation. We use it to . . . It is useful because . . . When we estimate, we . . ."

Next say, "I am going to think aloud as I estimate the number of pencils in our school. I want you to listen and jot down my ideas and actions." Then, think aloud as you perform the task.

Your think-aloud might go something like this:

"Hmmmmmm. So, let me start by estimating the number of students in the building. Let's see. There are 5 grades; first grade, second grade, third grade, fourth grade, fifth grade, plus kindergarten. So, that makes 6 grades because 5 plus 1 equals 6. And there are 2 classes at each grade level, right? So, that makes 12 classes in all because 6 times 2 is 12. Okay, now I have to figure out how many students in all. Well, how many in this class? [Counts.] Fifteen, right? Okay, I'm going to assume that 15 is average. So, if there are 12 classes with 15 students in each class, that makes, let's see, if it were 10 classes it would be 150 because 10 times 15 is 150. Then 2 more classes would be 2 times 15, and 2 times 15 is 30, so I add 30 to 150 and get 180. So, there are about 180 students in the school. I also have to add 12 to 180 because the school has 12 teachers, and teachers use pencils, too. So that is 192 people with pencils."



# Think Alouds: The Whys and How-Tos, cont

So far, I've learned...  
This made me think of...  
That didn't make sense, I need to...  
I think \_\_\_ will happen next.  
I reread that part because...  
I was confused by...  
I think the most important part was...  
That is interesting because...  
I wonder why...  
I just thought of.



You Try It!

*Think through your predictions about the text.* "The title of the book is "... so I think it will be about... When I look at the picture on the cover, it makes me think of..."

*Make explicit links to prior knowledge.* "In the first paragraph, the main character .... That makes me think of another story I read where..."

*Pretend you don't understand something.* "I don't know what the author means when s/he says... Maybe s/he's talking about..."

*Show how to check predictions and comprehension.* "I was right about ... but wrong about... I'd better read that again."

*Pause to summarize and make new predictions.* "Ok. What has happened so far is... I think what will happen next is..."

## Think Aloud Strategies: Comprehension Fix-It Strategies

Prime your brain for learning the new information by

- Making connections to what you already know about the topic
- Reading Chapter Summaries and Questions to build prior knowledge
- Reread the text
- Retell what you have read
- Use graphics, charts, etc. to aid in comprehension
- Make predictions and see if you are correct
- Stop from time to time and think about what you just read
- Ask yourself a question and try to answer it
- Use print conventions (bold headings, italics, etc.)
- Adjust your reading rate: slow down or speed up
- Visualize
- Reflect in writing about what you have read
- Notice text structure patterns

# COMPREHENSION EXIT CARD: Self Assessment

DATE \_\_\_\_\_

NAME: \_\_\_\_\_

LOW

HIGH

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. I primed my brain for learning new information | 1 | 2 | 3 | 4 | 5 |
| 2. I understood today's reading                   | 1 | 2 | 3 | 4 | 5 |
| 3. I was ready to learn today                     | 1 | 2 | 3 | 4 | 5 |

I need help or have questions about the following:

I would be willing/able to help others ...

Fix-It! Strategies I used ...

# COMPREHENSION EXIT CARD: Self Assessment

DATE \_\_\_\_\_

NAME: \_\_\_\_\_

LOW

HIGH



- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. I primed my brain for learning new information | 1 | 2 | 3 | 4 | 5 |
| 2. I understood today's reading                   | 1 | 2 | 3 | 4 | 5 |
| 3. I was ready to learn today                     | 1 | 2 | 3 | 4 | 5 |

I need help or have questions about the following:

I would be willing/able to help others ...

Fix-It! Strategies I used ...

## Five Levels of Learning New Words

Level #1	Huh? I am unfamiliar with this word.	
Level #2	Ummm... I've seen this word, but I can't tell you what it means.	
Level #3	Oh yeah! I know the meaning of the word in context.	
Level #4	Yes! I understand the word, but don't really use it.	
Level #5	Mine! I use the word in my speech and writing.	

How will you intentionally and transparently teach students to know how they learn best?

MI Vocabulary Strategies, Vocabulary Stations  
 MI Study Partners  
 MI Mnemonics  
 Ning, Voice Thread, Other technology  
 Other

# Vocabulary Instruction for ALL Learners

Here are some tried and true ideas for teaching vocabulary in ways that have meaning for all types of learner.

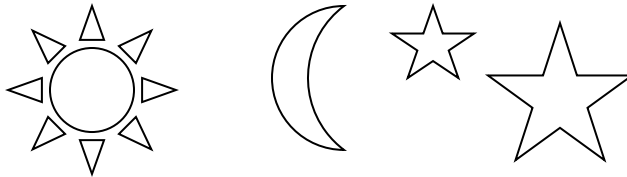
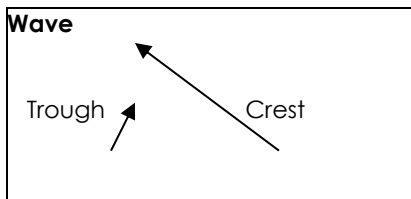
Each lesson has a key showing what learning styles you are tapping into when you teach this way.

Learning Style Key	
S = See it	W = Write or Draw it
H = Hear it	T = Touch it
M = Move it	Sp = Speak it

1. **Picture Words (S/T/W):** Students draw pictures or graphics that represent vocabulary words.

EXAMPLE:

Celestial



- Fold sheets of 11 x 14 white construction paper into squares and have students draw a picture on each square (Rachel, a special education student who loved this strategy, suggested cutting the picture words into squares and then writing the words and descriptions of the words on the back, thus creating study flash cards. Great idea!)
  - Have students make booklets of vocabulary drawings.
  - Get chart paper, put students in groups of three, give them one word to draw, then tape the charts around the room and have other students guess which what words are represented. (Now you're teaching to even more learning styles.)
- Kiddie Vocabulary (S/Sp/W):** Have students work in pairs to rewrite vocabulary words in a way that a much younger student could understand.  
EXAMPLE: 8<sup>th</sup> grade science word: Resistance; 2<sup>nd</sup> grade definition: When you don't want to do what your mommy wants you to do.
  - Vocabulary Bingo (S/H/Sp/T):** Develop a bingo card with key vocabulary words written on it. Read out "cloze" sentences that leave out the vocabulary. Have students fill in their Bingo card as you read. When students shout "Bingo," have them read out the complete sentences so that the class can hear the correct answers each time you have a winner. Winners get rewarded, of course. This is a good way to review for a test.
  - Vocabulary Anticipation Guides (IS/H/W):** Create sentences about the vocabulary words that either true or false. Have students predict whether they agree or disagree with your definitions. Discuss how to look for context clues and word clues such as prefixes and suffixes and root words. Students then read the text to see if their predictions are correct. After reading the text, go back and discuss the guide and rewrite incorrect answers so that students remember the correct meanings.

# Vocabulary Instruction for ALL Learners, con't

5. **Vocabulary Charades** (M/Sp): Have students act out vocabulary. Put them in groups of two or three and have them come up and do charades of their vocabulary words.
6. **Matching Cards** (S/T/M/W/Sp): Give students strips of card stock. Have them create matching cards (Words on one side. Definitions in their own words on the other side.) Then they cut the cards in half in different patterns. They can exchange cards and study words with each other sets of cards, or they can quiz each other.
7. **Vocabulary Learning Stations** S/H/M/W/T/SP): Set up 3-4 different learning stations with a different vocabulary strategy at each station. (Examples: Vocabulary Pictures/Vocabulary Charades/Matching Cards) Have students rotate through the stations in groups. Discuss with students which strategies work best for their learning style.
8. **Ball Toss** (S/H/M/Sp): Have students sit on their desks. Put a vocabulary word on the overhead. Toss a ball (nerf or koosh ball) to a student and ask for the meaning of the word. If the student can give you the definition, he/she throws the ball to the next student. If the student doesn't know the word, you take the ball from then and toss it to the next student. Repeat!
9. **Moving Matching Cards** (S/H/M/SP): Get a stack of index cards. Put words on some cards and matching definitions on others. Shuffle the cards. Pass them out to students. They have to move around the room and find their match. They must do this silently. Students line up around the room and share their matches. Replay as time allows.
10. **Flocabulary** (S/H/M/W/Sp): Students make up hip-hop, raps or songs to help them remember key terms. Example: Pacifist - I don't want no war, solving problems with a fist. I believe in talkin' and healin' 'cause I'm a **pacifist**. (To learn more go to <http://www.flocabulary.com/>)

My Notes:



# Visible Thinking Strategies

## 10 x 2

*A routine for noticing details, listening and generating ideas*

Look at an image or artifact quietly for at least 30 seconds. Let your eyes wander.

*List 10 words or phrases about any aspect of it within 2 minutes.*

Listen to other's list of words/phrases

*Look at artifact again*

Repeat steps 1 and 2

*Look at the image or artifact again and try to list 10 more words or phrases to your list.*

## See Think Wonder

*A Routine for exploring art and other interesting things*

- What do you **see**?
- What do you **think** about that?
- What does it make you **wonder**?

## Headlines

*A routine for capturing essence or synthesizing big ideas*

This routine draws on the idea of newspaper-type headlines as a [vehicle for](#) summing up and capturing the essence of an event, idea, concept, topic, etc. The routine asks one core question:

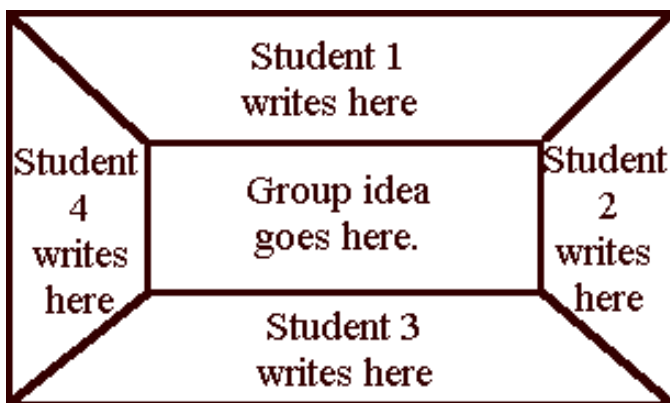
- *If you were to write a headline for this topic or issue right now that captured the most important aspect that should be remembered, what would that headline be?*

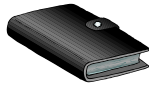
A second question involves probing how students' ideas of what is most important and central to the topic being explored have changed over time:

- *How has your headline changed based on today's discussion? How does it differ from what you would have said yesterday?*

## Placemat

*A routine for synthesizing ideas within a group*





# Double Entry Journal



Fiction: Quote, Description or Summary from a Scene in the Reading

Non-Fiction: Facts, Key Words, or Summary from a section of the text.

Fiction: Personal Response, connections, questions related to the reading

Non-Fiction: Reason the facts are important, your thinking about the facts.

# Check Ideas (Formative): How can I find out what students know or what they need to grow?

## Exit Cards

These cards are a helpful way for you to communicate how things are going for you during this class or lesson. It allows teachers to make adjustments in content or methodology that will better meet the needs of the group. It is also an important opportunity for teachers to hear from some of the less vocal members of the class.

## Pre-Assessment Exit Card

Pre-Assessment Exit Card Example:

Write and/or draw everything you think you know about photosynthesis. Turn this card into me before you leave class today

## Formative Assessment Exit Cards:

Directions: Ask students to respond to your questions on an index card.

Some sample questions could be:

What did you hear, feel, or experience today that affirmed your thinking?

What questions or thoughts are you left with today?

If you understood today's lesson well, would you be able to help others?

Write one thing you learned today.

What area gave you the most difficulty today?

Something that really helped me in my learning today was ....

What connection did you make today that made you say, "AHA! I get it!"

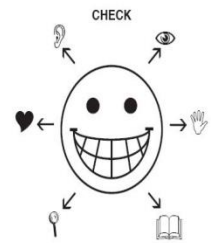
Describe how you solved a problem today.

## Note to a Friend

At the end of an explanation or lesson, pass out a sheet of paper and ask each student to write a note to a friend explaining the concept they just learned.

## Ticket to Enter or Leave

This is a good activity the end of a class. Hand out paper and ask each student to jot down two additional questions about the topic they just covered. Students need to pass in their questions before leaving. This reinforces the notion that you are never finished learning.



## Other Formative Check Ideas



# Pre-Assessment Ideas

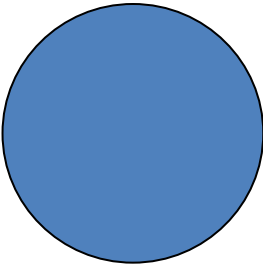
KWL	KWI	KIQ
What do I know? What do I want to know? What did I learn?	What do I know? What do I want to know? What do I find interesting?	What I know? What I find interesting? What I have questions about?

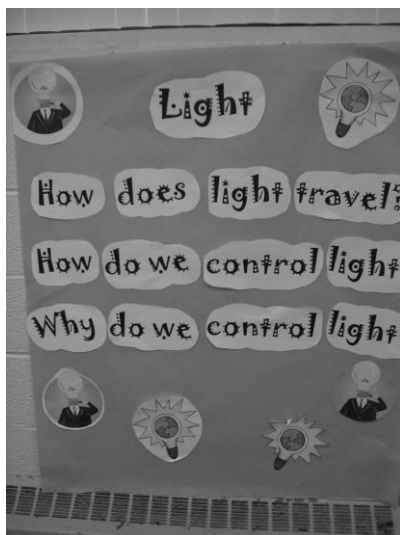
Create an acrostic using a key term from the unit.  
Before and After

- F = Frequent
- O =
- R =
- M =
- A= Around Clear Targets
- T = Teacher Guided
- I = Individual or Group
- V =
- E

### Pre-Assessment Exit Card

Write and/or draw everything you think you know about time. Turn this card into me before you leave class today.





# More Pre-Assessment Ideas

**Pre-assessment:** any method used to determine student content knowledge, student skill/ability and student interest.

- To support teaching in response to student need
- To make instructional decisions about student strengths
- To determine flexible grouping patterns
- To determine which students are ready for advance instruction

## Examples Of Pre-assessment Strategies:

- Anticipation journals
- Concept Maps
- Drawing related to topic or content
- Entrance or Exit cards
- Write about Essential questions
- Journal responses
- Informational surveys/Questionnaires/Inventories
- KWL charts and other graphic organizers
- Picture Interpretation
- Portfolio analysis
- Prediction
- Self-evaluations
- Standardized test information
- Student demonstrations and discussions
- Student products and work samples
- Teacher observation/checklists
- Warm-up Activities
- Writing prompts/samples o any Pre-writing activity
- KW (Know, Want to Know)
- Pencil and paper pretest



# Samples of Exit Cards

List	Write in complete sentences.
<ul style="list-style-type: none"><li>• 3 things you learned today</li></ul>	
<ul style="list-style-type: none"><li>• 2 things you'd like to learn more about</li></ul>	
<ul style="list-style-type: none"><li>• 1 question you still have</li></ul>	

*3, 2, 1 Summarizer*

3 revisions I can make to improve my draft.

2 resources I can use to help improve my draft.

1 thing I really like about my first draft.

Explain the difference between \_\_\_\_\_ and \_\_\_\_\_

Give some examples of each as part of your explanation.

We have been learning about \_\_\_\_\_

Use words and/or pictures to show your understanding of what it is.

What questions do you have about this topic?

?

?

Name:

Date:

Admit One

What did you learn from \_\_\_\_\_?

Admit One

Name:

Date:

Admit One

What did you learn from \_\_\_\_\_?

Admit One

Name:

Date:

Admit One

What did you learn from \_\_\_\_\_?

Admit One

# Self Assessment: Own It!

We can offer students opportunities to feel, see and talk growth mindsets, but we're only halfway there if we don't get them to Own It!

In 2000, cognitive scientists and cognitive psychologists combined their knowledge in a book titled, "How People Learn." (National Research Council 2000) A key finding in their research is that "a metacognitive approach to instruction can help students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them." The implication of this research is that "the teaching of metacognitive skills should be consciously integrated into the curricula across disciplines and age levels

While many of us can definition metacognition as thinking about thinking, we must ask ourselves if we have consciously integrated teaching students to be metacognitive consistently into our teaching practice. Mindsets and metacognition go hand-in-hand in helping students to develop an internal locus of control.

So as we build in the talk, stories and experiences, we must also teach students, from the time they enter our schools, to self-assess and self-monitor – to become metacognitive.

## Three Stages of Metacognition:

*BEFORE: Developing a plan of action*

*DURING: Maintaining/ self-monitoring the plan*

*AFTER: Evaluating and adjusting the plan*

## Metacognitive Questions Learners Should Ask Themselves...

*BEFORE (Developing My Plan of Action)*

What in my prior knowledge will help me with this particular task?

What should I do first?

Why am I reading this selection?

How much time do I have to complete the task?

*DURING: (Maintaining/ self-monitoring my plan of action)*

How am I doing?

Am I on the right track?

What information is important to remember?

How should I proceed?

Should I move in a different direction?

Should I adjust the pace depending on the difficulty?

What strategies do I need to use if I don't understand?

*AFTER : (Evaluating and adjusting my plan of action)*

How well did I do?

Did I do better or worse than I had expected? Where was my self-assessment off?

What could I have done differently?

How might I apply this line of thinking to other problems?

Do I need to go back through the task to fill in any "blanks" in my understanding?

## Own It Ideas:

Create Exit Cards that have students self assess or self-monitor for the academic or behavioral skills you expect them to own.

Have students share "Think Alouds" on what they've done that helped them be successful.

Post Anchor Charts around the room of strategies that effective learners use.

Have student make metacognition books to keep a personal record of strategies they are learning

Have students self-assess weekly on their mindset and use of metacognitive strategies



# Examples of Self-Assessments

## Early Elementary:

**Plan:** Students say or sign up (name on whiteboard) for their "plan" during center time.

**Do:** Students work in the centers





## Review:

Students come together and share three fingers self-assessments around a clear target. i.e. (I used my time wisely. I cooperated. I cleaned up my space. (3 fingers = Excellent, 2 = Good, 3 = Try Harder next time

Students share strategies they used when they got stuck

## Effort Rubric:

Used with permission from Peg Bird and St. Joseph County Michigan Intermediate Schools

EFFORT RUBRIC		
4 (Growth Mindset)		I worked on the task until they are finished. I saw difficulties as opportunities to strengthen my understanding.
3 (Fairly Growth)		I worked on the tasks until they are finished. I tried even when it was difficult.
2 (Somewhat Fixed)		I put some effort into tasks, but I stopped working when it became difficult.
1 (Fixed Mindset)		I did not try.

## Learning Style Study Plan::

VOCABULARY EXIT CARD: Self Assessment

DATE \_\_\_\_\_

NAME: \_\_\_\_\_

LOW

HIGH

1. I used my time wisely and had a good attitude	1   2   3   4   5
2. I completed work at each station	1   2   3   4   5
3. I understand the key terms better now	1   2   3   4   5

I learn vocabulary words best this way...

Here's how I plan to study for my test based on what I know about myself as a learner

# STUDENT CHOICE VERIFICATION FORM

## Non-Completion of Assignment

I, \_\_\_\_\_, have chosen not to complete the following assignment:

Due Date: \_\_\_\_\_.

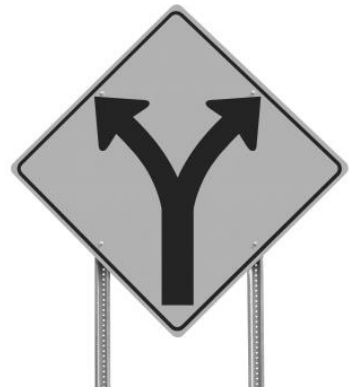
I understand that by making this choice, I will not be engaged in the learning process and thereby may be less prepared to handle the rigors of our competitive society.

I understand that by not doing this assignment I am choosing to receive a lower grade at the end of the marking period.

In signing this document, I acknowledge that I understand the consequences of not doing my schoolwork.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# Check Ideas (Summative): How can I vary the ways students show me what they know (output)?

☺ **Ways to Check for Understanding:** (adapted from Grant Wiggins and Jay McTighe, *Understanding by Design*, 1999.)

**Explanation: Provide through supported facts and data**

Show and say  
Describe  
Construct  
Write  
Provide conceptual clarification  
Reveal patterns  
Clarify  
Link

**Interpretation: Offer good translations**

Report on the meaning  
Develop an oral history  
Write on the meaning of the results  
Draft a decision  
Do trend analysis  
Represent a concept through dance or art  
Conduct research on question  
Write a narrative that provides meaning

**Application: Effectively use and adapt what we know in diverse contexts**

Design a product  
Create a game  
Make a tape  
Develop an analysis  
Make an accurate projection  
Perform  
Use knowledge in a new situation  
Create a plan

**Perspective: See and hear points of view through critical eyes and ears**

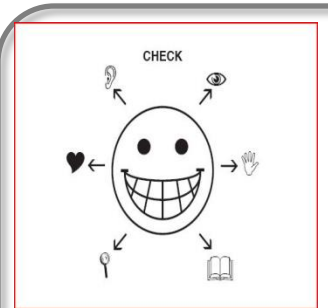
Compare and contrast  
Analyze assumptions  
Research the impact  
Recognize fallacies  
Argue for and against  
Write a critical review  
Conduct thought experiments  
Self-assess your writing as someone else

**Empathy: Find value in what others might perceive**

Take on a persona  
Imagine from another viewpoint  
Speak to other's needs/feelings  
Role play a meeting of minds  
Write about a social issue or people in needs

**Self-Knowledge: Awareness of what shapes and impedes your own thinking**

Keep a log reacting to your learning  
Self-assess your participation  
Develop a resume of strengths and weakness  
Revise, edit and self-assess your writing  
Reflect



## Other Check Ideas



# Check Ideas (Summative): How can I vary the ways students show me what they know (output)?

## 😊 Ways to Check Using Multiple Intelligences

### Interpersonal

- ✓ Teach Peers
- ✓ Group project
- ✓ Create and present a play
- ✓ Create and present a game
- ✓ Empathize
- ✓ Lead the group
- ✓ Imagine

### Musical

- ✓ Match feelings to rhythms
- ✓ Sing or rap
- ✓ Move to music
- ✓ Re-write song lyrics
- ✓ Create musical mnemonics

### Linguistic

- ✓ Write in a favorite genre
- ✓ Story tell
- ✓ Create a word game
- ✓ Explain in words
- ✓ Give a speech
- ✓ Debate

### Naturalist

- ✓ Demonstrate connections
- ✓ Present observations
- ✓ Notice relationships
- ✓ Create a collection
- ✓ Categorize and chart
- ✓ Create a new way to see things

### Intrapersonal

- ✓ Design a one man show
- ✓ Keep a journal
- ✓ Do a monologue
- ✓ Soliloquy
- ✓ Present observations
- ✓ Demonstrate personal imaginings

### Bodily-Kinesthetic

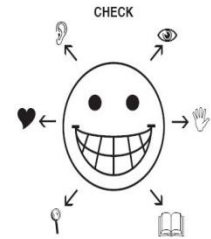
- ✓ Play a game
- ✓ Use body language
- ✓ Dance
- ✓ Act or mime
- ✓ Build a model or replica

### Logical-Mathematical

- ✓ Demonstrate practical applications
- ✓ Analyze and offer solutions
- ✓ Develop questions and answers
- ✓ Construct diagrams
- ✓ Create strategy games
- ✓ Show connections to things
- ✓ Graph or chart

### Spatial

- ✓ Make a photo journal
- ✓ Story board
- ✓ Comic strip
- ✓ Design
- ✓ Reconstruct
- ✓ Create three-dimensional models



## Other Check Ideas

## 😊 Ways to Assess Using Sternberg's Intelligences

**Practical:** Build something, Show real-life connections

**Analytical:** Write an analysis – literary, for example. Solve a problem.

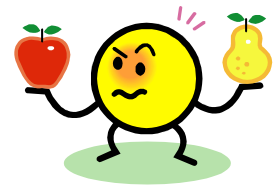
**Creative:** Write. Design.

# Decisions Co-Teaching Partners Need to Make When Flexibly Grouping

- Flexible grouping occurs generally when there is a whole group assessment or instruction initially; and then the students are divided by their need for either review, re-teaching, practice, or enrichment.
- Such grouping could be a single lesson or objective, a set of skills, a unit of study, or a major concept or theme.
- Flexible grouping creates temporary groups for an hour, a day, a week, or a month or so. It does not create permanent groups.

---

➤ How will you group the students? Why?



➤ What pre-assessment information to you have to support your grouping decision?

➤ Which teacher will work with which group? Why?

➤ How will you teach student to work independently?

➤ How will you teach student to work interdependently?

# Guidelines for Managing Flexible Groups in the Co-taught Classroom



- Before grouping students for any activity, ask: "What is the learning outcome of this activity and what is the best type of grouping to meet this learning outcome?" Then group your students accordingly.
- Use various types of assessment data to help you in forming groups.
- Use some kind of record-keeper so you and your students will know at a glance who is in each group for a particular activity. Use color coding, numbers, clothespins, index cards, checklists, charts or any other system that works for you.
- Give explicit instructions about the task each group is going to do before the groups begin to work.
- Classroom rules for group work should be written, posted, and understood by all.
- Model and practice procedures and routines for getting into groups so that movement becomes easy and automatic.
- Be clear about procedures and routines used during group work. These usually involve distributing, collecting and storing materials, moving chairs and/or desks for group work, getting help from the teacher, and monitoring/dealing with the noise level in the classroom.
- Don't give students too long at any given time to work in a group. The length of time partly depends on the ages of your students and grade level of your class. It also depends on the maturity and attention spans of your students.
- Have a specific procedure for stopping group work and returning to a whole class setting. The more your students practice and do this, the less confusion and disruption there will be.
- It is helpful for each student to have some type of Learning Log to record what he or she did in the group on a particular day. You may also want to use a group self-assessment instrument.
- Follow these guidelines and add to them as you learn what works best for you. Remember, successful grouping takes thought and planning.

Adapted from Carolyn Coil

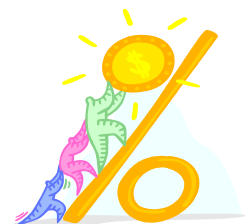
# What is Flexible Grouping?

As part of a national push for citizens who can think, solve problems, work with others, and learn on the job, educators are taking a close look at the implications of using whole-group and ability-group instruction exclusively. Teachers are discovering that informally grouping and regrouping students in a variety of ways throughout the school day can make a teacher's job easier and students more productive. This teaching strategy is called flexible grouping.

Teachers who use flexible grouping strategies often employ several organizational patterns for instruction. Students are grouped and regrouped according to specific goals, activities, and individual needs. When making grouping decisions, the dynamics and advantages inherent in each type of group must be considered.

## Ways to Flexibly Group

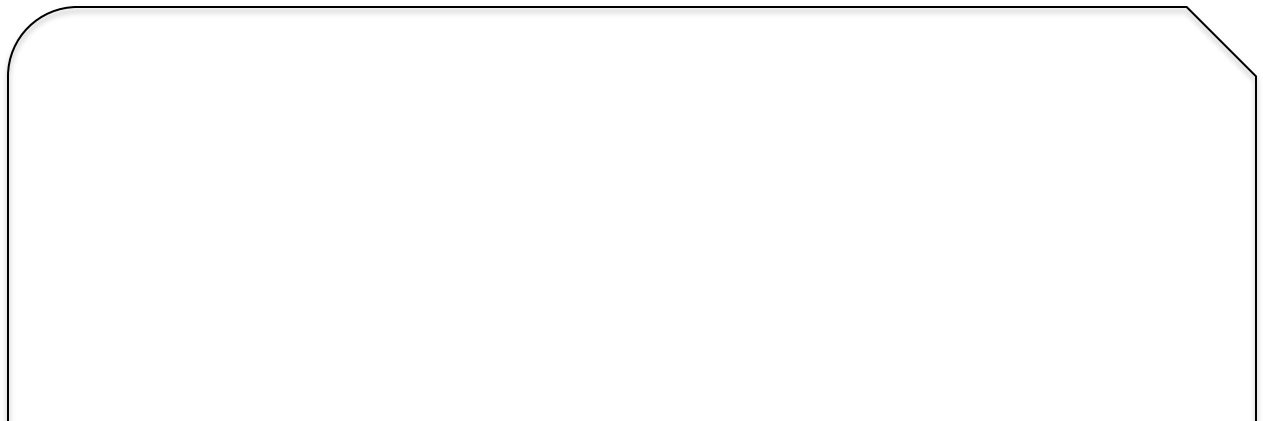
1. **Random Grouping** - This is completely arbitrary grouping. Use this technique when your focus is on management and forming groups of equal size. Random grouping can also help students get to know each other better.
2. **Achievement or Ability Grouping** - In this grouping situation, students with similar achievement levels or academic strengths are placed in the same group.
3. **Social (Cooperative) Grouping** - With this kind of grouping, you assign each of your students a different role (e.g., leader, presenter, or helper) in order to give them the opportunity to practice specific social skills.
4. **Interest Grouping** - With this kind of grouping, you assign students to a group or have them assign themselves to a group based on their interest in particular topics of study.
5. **Learning Strength Task Grouping** - With this kind of grouping, you put together students who are successful in completing given types of activities. For example, students who find drawing enjoyable are grouped together to construct scenery to re-enact a story.
6. **Knowledge of Subject Grouping** - Here, you put together students with background knowledge of a given subject or hobby. Use it when you want students to see likenesses among one another and share information. For example, students who are interested in baseball cards are grouped together to share the statistics of their favorite players.
7. **Skill/Strategy Grouping** - Here, you group together students who need practice with a specific skill or strategy.
8. **Student Choice Grouping** - Allow students to group themselves according to a shared preference, for an author or genre in reading, for example, or historical period or country in social studies. This grouping system is good to use when student success is not dependent on choice, when you want students to take the lead.



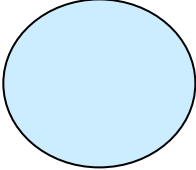
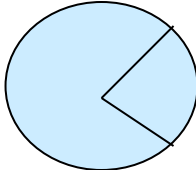
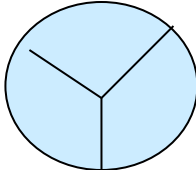
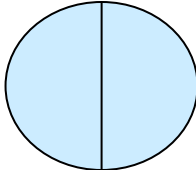
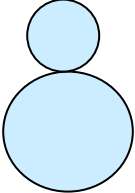
# Managing Flexible Groups



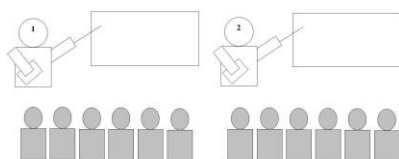
- Key Issues for Managing Flexible Groups
  - Teach students to work independently
  - Consider using mixed ability groups for independent work
  - Choose appropriate activities for independent work
- How Do I teach students to work independently
  - Teach each independent activity as a separate set of lessons (with modeling and feedback)
  - Practice, practice, practice
  - Teach “independence” in small increments
- Frequently Asked Questions
- How do I manage more than one group at a time?
  - When introducing centers/stations, take sufficient time to explain, demonstrate, practice procedures, and clarify expectations one step at a time.
  - Establish rotation procedures that allow you to work with a small group without interruption.
- What will other students do while I teach a small group?
  - Provide opportunities for students to work in literacy-related centers or stations, on reading- and writing-related activities and projects.
  - Demonstrate activities in lessons before introducing them in a center/station.
  - Link a variety of activities to reading skills/topics/content-area subjects.
  - Provide choices: some students need more practice than others.
- Creative Ways to Find Partners:
  - Clock Partners
  - Popsicle Sticks – Same or different colors
  - Puzzle Pieces
  - Stickers on Cards, find your match
  - Direction Partners
  - OTHER?



# Flexible Grouping Matrix

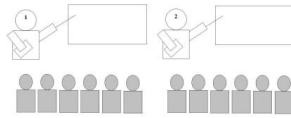
Models of Co-Teaching:	Description:	Grouping Strategies:	Good For /Cautions:
<b>Team Teaching:</b> 	<ul style="list-style-type: none"> <li>-Whole class instruction</li> <li>-Students doing the same thing</li> <li>-Can involve some short term grouping of students – both teachers acting as facilitators</li> <li>-Heterogeneous groups</li> </ul>	<u>Random Groups:</u> <ul style="list-style-type: none"> <li>-partners</li> <li>-numbering off</li> <li>-response cards</li> <li>-line up</li> <li>-candy (group by colors, etc.)</li> </ul> <u>Constructed Groups:</u> <ul style="list-style-type: none"> <li>-Cooperative groups of 3 to 4</li> <li>-Paired groups</li> </ul>	<ul style="list-style-type: none"> <li>-Activating prior knowledge</li> <li>-Presenting new information</li> <li>-Modeling new skills</li> <li>-Summarizing learning at the end of the lesson</li> <li>-Presenting 2 different ways of solving a problem, thinking, points of view, etc.</li> <li>-One teacher talks and the other provides visuals</li> <li>-Performance tasks</li> <li>-Independent work</li> <li>-Cautions: need back &amp; forth flow between co-teachers, whole group instruction should not be the only group used</li> </ul>
<b>Station Teaching:</b> 	<ul style="list-style-type: none"> <li>Class is divided into 3 or more groups:</li> <li>-Each student goes through the stations</li> <li>-The lesson is segmented into important parts</li> <li>-Heterogeneous groups</li> </ul>	<u>Random or Constructed Groups:</u> <ul style="list-style-type: none"> <li>-ability or skill</li> <li>-behavior</li> <li>-learning styles</li> <li>-collaborative groups</li> </ul>	<ul style="list-style-type: none"> <li>-Increasing instructional intensity</li> <li>-Reducing group size, facilitating greater differentiation</li> <li>-Facilitating discussion, interaction, hands-on activities, review, enrichment, introducing new topics</li> <li>-Can happen over more than one day</li> <li>-Performance tasks</li> <li>-Learning Centers</li> <li>-Caution: pacing &amp; noise, co-planning is needed to make this work</li> </ul>
<b>Alternative Teaching:</b> 	<ul style="list-style-type: none"> <li>-Class is divided into a larger group and a smaller group for a short period of time</li> <li>-Different content/ activities occur in each group</li> <li>-Same students are not grouped each time</li> </ul>	<u>Constructed Groups:</u> <ul style="list-style-type: none"> <li>-skill levels</li> <li>-learning styles</li> <li>-pretest results</li> <li>-formative assessment results</li> <li>-multiple intelligences</li> <li>-behavior</li> </ul>	<ul style="list-style-type: none"> <li>-Extension activities</li> <li>-Re-teaching</li> <li>-Remediation</li> <li>-Review</li> <li>-Skills assessment</li> <li>-Extra practice</li> <li>-Pre-teaching</li> <li>-Reduces group size and increases individualization</li> <li>-Caution: vary purpose and make up of group</li> </ul>
<b>Parallel Teaching:</b> 	<ul style="list-style-type: none"> <li>-Class is divided into 2 approximately equal heterogeneous groups</li> <li>-The same content is taught, but the content may be presented in different ways</li> </ul>	<u>Random or Constructed Groups:</u> <ul style="list-style-type: none"> <li>-skill levels</li> <li>-behavior</li> <li>-learning styles</li> <li>-formative assessment results</li> <li>-pretest results</li> <li>-Multiple Intelligences</li> </ul>	<ul style="list-style-type: none"> <li>-Reviewing content</li> <li>-Extra practice</li> <li>-Deepen understanding of concepts</li> <li>-Reducing group size to differentiate</li> <li>-Providing varied perspectives</li> <li>-Performance tasks</li> <li>-Leveled reading &amp; extension</li> <li>-Caution: both teachers should have mastery of the content, pacing, noise level, need for co-planning</li> </ul>
<b>Double Dip</b> 	<ul style="list-style-type: none"> <li>-An extra session of reading or math is added during the school day</li> <li>-Co-Teaching in the General Education Classroom: both teachers have joint responsibilities for all students</li> </ul>	<u>Constructed Groups:</u> <ul style="list-style-type: none"> <li>-skill levels</li> <li>-learning styles</li> <li>-pretest results</li> <li>-formative assessment results</li> </ul>	<ul style="list-style-type: none"> <li>-Increasing instructional intensity</li> <li>-Reducing group size, facilitating greater differentiation</li> <li>-Re-teaching</li> <li>-Remediation</li> <li>-Review</li> <li>-Skills assessment</li> <li>-Extra practice</li> <li>-Pre-teaching</li> </ul>

# Framework for Parallel Lessons



<p>Introduction to Lesson: 5-10 minutes</p>	<p>Choose to do the intro as a whole class, or one teacher leads, other supports, or one teacher leads while other teacher takes roll or does other prep work.</p>
<p>Body of Lesson: Parallel teaching. 20-40 minutes</p>	<ul style="list-style-type: none"> <li>• Student can be divided into groups by similar learning styles or similar readiness levels (the more advanced group can cover more content or go more in-depth)</li> <li>• One group could study one version of a text, another group could study a second version, then they come together to compare/contrast</li> <li>• One half of the room preps for one side of a debate, the other half preps for the flip side. They come together and debate.</li> <li>• One group</li> </ul>
<p>Conclusion: 5-10 minutes</p>	<ul style="list-style-type: none"> <li>• The groups come back together to unite the big ideas and key information learned.</li> <li>• Both teachers lead the discussion and wrap up, so that students see the learning is shared.</li> </ul>

# Parallel Lesson Planner



## Learning Target/Objective:

Understand that (Big Idea):

Know (Fact and Vocabulary):

Able to Do (Skills):

---

Lesson Time Frame: \_\_\_\_\_

---

Teacher A Lesson/Assessment:

Teacher B Lesson/Assessment:

---

Classroom Management and Routines:



# Stations



**CONCEPT:** Learning Profile

## UNDERSTAND:

- Learning centers provide interest and challenge for all types of learners.
- The main focus of centers should be the processes or products that students develop.

## KNOW:

- Centers/Stations are areas set up around a classroom. Students rotate to different centers to explore new topics or practice skills.
- Learning centers can be differentiated for high ability learners by giving them opportunities to broaden their knowledge and go deeper into a topic.
- Learning centers can also be adapted to provide remedial work for struggling learners.
- Learning centers should be developed around different learning styles and intelligences.
- **Structured Centers:** Students learn objectives through specific tasks assigned at each center. Management rules are set and workspace is provided. Structured centers allow learners to work on specific applications of a lesson or unit and to independently practice a skill.
- **Exploratory Centers:** Students explore ideas and objectives through discovery: creating, solving problems, inventing, manipulating at their own pace and understanding.

## DO:

- Students may rotate to each center and try each activity or students may be assigned to specific centers developed to meet specific needs.
- Depending on the complexity of the centers, the teacher may need to do some pre-teaching before the students go to the centers.
- Center tasks should be active and engaging for all types of learners.
- The teacher needs to move about the centers to monitor the students and make adjustments as needed.
- Students may reflect on what they learned in the centers through logs, self-assessments or short quizzes.

## WHY:

- Fun, active and engaging way to learn information.
- Helps students be more independent in their learning.
- Can add technology stations.
- Meets the needs of different types of learners and different readiness levels.



# Stations: Planning Guide

Unit: \_\_\_\_\_

OBJECTIVES:

Station 2 Title:

Concept:

Objectives Met:

Understand:

Materials Needed:

Know:

Do:

Structured or Exploratory Activity:

ACCOUNTABILITY:

Daily Station Behavior:

Station Completion:

Station 3 Title:

Objectives Met:

Other: (If needed)

Materials Needed:

Station 1 Title:

Objectives Met:

Materials Needed:

Structured or Exploratory Activity:

Structured or Exploratory Activity:

# Teaching Students to Work Independently



While we are working with groups in stations, the other students need to be taught and expected to work independently on other assignments. We need to plan how we want to set up independent work time and then specifically teach, model and scaffold instruction about what students are expected to do during that time. When teachers teach students to manage themselves and work responsibly, we give them the tools they need to become independent, life-long learners.

The following management suggestions help create a classroom that thrives with independent, responsible learners.

- Together with your co-teaching partner, explain what stations are and that they will be going to stations where they sometimes learn with one of you and sometimes work independently with a group at a station.
- The station you create for them to work on should be clear and simple, especially the first time.
- Give explicit instructions with the whole class about what they are supposed to do at their station. Ask if there are any questions.
- Keep a set of simple directions at the station.
- Appoint a leader and an organizer for each group. The leader keeps the group on task and the organizer makes sure the station is in order before the groups rotate.
- Notice when groups are working well independently and compliment them explicitly. (For example, "We noticed that Susie started to come to us for help, but then her group leader, Noel, asked her to come back and he helped her. That was very responsible independent group work.")

## Asking for Help

When you are working with a group, the other students need to be taught what to do if they need help.

- They should first try to figure things out on their own or try to get help from their other group members. (See three before me.)
- If students exhaust the other options and still need help, develop a procedure for letting you know they need help from you. Some possible procedures might be...
  - The student writes his name on the board. The teacher checks the board frequently while working with other groups and calls the student over for help.
  - The teacher finds a stop point in her group work and asks if anyone needs help.
  - Students have a stack of cups at their desk or table. A red cup at the top means the student is stuck and needs help. A yellow cup means they could use help or talk with a classmate. A green cup means they are working just fine on their own.

## Getting Materials

Students need to be taught how to get and return materials, so they do not disrupt you while they are working. Here are some suggestions for getting and returning materials.

- Have a sign out/sign in sheet for students to get and return materials on their own.
- Assign specific students to be responsible for passing out and collecting materials.
- If you are using stations, have the necessary materials ready in an organized box at each station. Have students put everything back in the box when they are finished in the station.

# Magnet Stations

Created by Erin Davis

**Unit:** Magnetic attraction and repulsion

**Concept (Overarching Theme):** Magnets

**Grade level:** First Grade

**Understand (that):**

- Our earth works in special ways and we learn the rules for how the earth works so we can understand our world better

**Know:**

- Magnets attract
- Magnets repel
- A magnet has 2 poles
- Opposite poles attract
- Same poles repel



**Do (Skills):**

- Explore the classroom with bar magnets
- Explore the reactions of two (2) magnets together when negative and positive poles are near one another
- Explore a set of magnet books
- Create a class model of the Earth's core

**Prime:** Present a list of objects that use magnets, to the class. Demonstrate the importance of magnets through use of the list. Each of the objects, (ex. car, computer, Earth, etc.) need to use magnetism in some way to function.

**Activity:** Students will go to three (3) learning stations to explore magnets. The stations will present different activities in order for the students to gain familiarity and knowledge about magnets.

- Station 1: Magnet exploration – Students will be given a bar magnet and will have 15 minutes to explore the classroom and objects within it. Students will gain knowledge about the type of materials that magnets attract/repel. Activity duration is 15 minutes.
- Station 2: Pole reaction – Students will be supplied with multiple magnets, all of which the poles will be labeled (positive (P) or negative (N)). Students will explore with the magnets and poles and determine the reaction when same and opposite poles are near each other. Activity duration is 15 minutes.
- Station 3: Magnet books – Students will be supplied with an array of books on magnets. Students will explore the books (words and pictures) for information about the activity of magnets. Activity duration is 15 minutes.

# Ancient Greece Study Stations

**Concept:** Culture

**Understand that:**

- Studying past cultures helps us to understand our own culture.
- The political thinking and actions of a culture affects the populous in positive or negative ways.

**Know:**

- The geography of ancient Greece
- The culture of ancient Greece

**Able To Do:**

- Read, research and gather data
- Write a myth

**Now You Get It!**

- Complete projects should be place in folders at each station.
- At the end of the station time, I will collect from you and assess...
  - One piece of your choice from the completed centers
  - One piece of my choice from the completed centers



## Station One: Greek Myths

*(Able to Do: Students will create their own myth)*

Choose one person to read *The Story of Arachne* and one person to read *King Midas*. Discuss the two Greek myths. Write your own myth. Make sure you put your name at the top of your paper. Add your paper to the back of this center's folder before moving on to the next center.

You may use one of the following topics to get started or create your own:

- Why do we have clouds in the sky?
- Why is the grass green?
- Why are there ants?
- Why does the sun rise and set?

## Station Two: Greek Geography

***(Know: Students will know how the geography of Ancient Greece impacted the culture and economy)***

Work independently to complete the Ancient Greece worksheet. If you do not complete it during your time at this center, take it home and complete it.

# Ancient Greece Study Stations, cont.

## **Station Three: Greek Government**

**(Understand: Students will understand how the political thinking of the time affected the populous)**

From our readings and class discussions, discuss, with your group, the tyranny, aristocracy, and democracy that existed in Ancient Greece and how it affected the populous. Use the graphic organizer to organize your findings. Write a short piece or draw a picture (DO QUALITY WORK!) connecting what you learned about the government in Greece to what you know about the government today. How are the current government's decisions affecting the people of today?

Remember to write your name at the top and add to the back of the folder before you move to the next center.

## **Station Four: Cultural Comparisons**

(Understand: Studying past cultures helps us to understand our own culture.)

We have studied a lot about ancient Greek Culture. Take an area of their culture that you were most interested in and compare/contrast that part of their culture to the same part of our culture. You can explain your comparison/contrasts by 1.) making a Venn diagram or other compare/contrast chart, 2.) writing a poem/song or rap, or 3.) making a cartoon or children's book.

File your completed compare/contrast in the folder of this center. If you don't finish during class time, you can take this home and complete it.

Created by Tara McMillan, Illinois

# Inequalities Learning Stations

**Subject:** Mathematics

**Design:** Stations

**Lesson Component:** Learning Target & Planning Guide

**Concept:** Relationships

**Understand that:**

- Mathematicians use numerical formulas to show relationships between numbers.

**Know:**

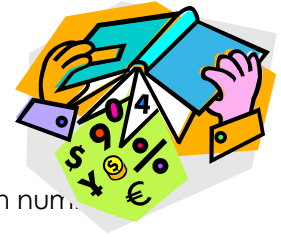
- The steps for solving inequality problems
- Mathematical equations have sequences or patterns.
- When you know how the sequence or pattern works, you can solve the problem.

**Able to Do:**

- Solve inequality problems

**Now you Get It!**

- Final test on inequalities
- Daily Center Behavior: Students turn in exit cards.
- Upon Center Completion students will share their mnemonics with the class.



## **STATION 1 Title: Number Mnemonics**

Objectives Met: know the steps for solving inequalities

Materials Needed:

- Handout: Number Mnemonics
- Markers/paper

Structured or Exploratory

## **STATION 2 Title: Problem Solving Station.** (This station will be tiered)

Objectives Met: able to solve inequality equations

Materials Needed:

- Levels of problems for low, middle and high groups run off on different colored paper for each tier
- Answer Keys

Structured or Exploratory

## **STATION 3 Title: Solving Story Problem Station**

Objectives Met: Mathematicians use numerical formulas to show relationships between numbers.

Materials Needed:

Story problems at varying levels of complexity run off on different colors of paper for each tier

Answer Keys

Structured or Exploratory

# Inequalities Learning Stations Student Handouts

## Solving Story Problems Station

1. Solve the story problems listed on the handout in this station.
2. Check your answers.
3. If you get an answer wrong, figure out where you went wrong and rework the problem until you get the correct answer.
4. If you can't get the problem correct, get someone in your group to help you figure it out.
5. Want more challenge? Try creating some of your own story problems. Check your answers on a calculator. Create and answer key for the problems you created.

## Number Mnemonics Station

1. Break down, in writing, the steps for solving Algebra Inequality Problems.
2. Now, using a multiple intelligence strength, create a mnemonic that will help someone with your MI strength to remember the steps for solving equations.
  - a. Music Smart? Create a song, rap or poem
  - b. Art Smart? Draw a poster or graphically represent the terms
  - c. Body Smart? BE the numbers and act out the problem or do some other kind of skit or movement related activity.
  - d. Word Smart? Create an acrostic or word trick
  - e. People Smart? Find a way to get lots of people engaged in learning the steps
  - f. Self Smart? Create your own, just for you, unique way of remembering the steps
3. Relate your mnemonic to an actual math problem  
At the end of the hour, plan to share what you have created.

## Problem Solving Station

1. Solve the problems listed on the handout in this station.
2. Check your answers.
3. If you get an answer wrong, figure out where you went wrong and rework the problem until you get the correct answer.
4. If you can't get the problem correct, get someone in your group to help you figure it out.
5. Want more challenge? Try creating some of your own inequality problems. Check your answers on a calculator. Create and answer key for the problems you created



# ALGEBRA EXIT CARD: Self Assessment

DATE \_\_\_\_\_

NAME: \_\_\_\_\_

LOW

HIGH

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. I used my station time wisely          | 1 | 2 | 3 | 4 | 5 |
| 2. I understand how to solve inequalities | 1 | 2 | 3 | 4 | 5 |
| 3. I had a positive attitude              | 1 | 2 | 3 | 4 | 5 |

I still need help on ...

What I learned was ...

# ALGEBRA EXIT CARD: Self Assessment

DATE \_\_\_\_\_

NAME: \_\_\_\_\_

LOW

HIGH

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. I used my station time wisely          | 1 | 2 | 3 | 4 | 5 |
| 2. I understand how to solve inequalities | 1 | 2 | 3 | 4 | 5 |
| 3. I had a positive attitude              | 1 | 2 | 3 | 4 | 5 |

I still need help on ...

What I learned was ...

### Vocabulary Stations # 1 Say That Definition!



1. Two people need to become the card reader and the scorekeeper. While the scorekeeper is setting up a scoring board, the card reader will divide the rest of the group into 2 teams by numbering them 1, 2, 1, 2, etc. The ones go on one side of the tables, the two's go on the other side.
2. Decide which team goes first.
3. The card reader draws a word from the pile and reads the word. The first person on whichever team goes first needs to give the definition. (The other team members are not allowed to help.)
4. If the person gets the definition correct, their team gets the point. If not, the first person on the other team gets a chance at the word.
5. Continue taking turns this way until center time is called. Whichever team has the most points at that time WINS THE GAME!

### Vocabulary Stations # 2 WRITE IT/DRAW IT!

YOUR CHOICE:

- A. Draw a picture to show your understanding of the vocabulary words.
- B. Write a story using your vocabulary words.
- C. Write a story for children using words and pictures.



(If you don't finish this during center time, please take it home and finish it. ☺ )

### Vocabulary Stations # 3 Matching Brain Games



YOUR CHOICE:

1. Make vocabulary flash cards by putting the word on half the card and the definition in your own words on the other card. If you get done, trade cards and play the game with each other's cards.
2. Make a concentration matching game. Put the words on a card and the definitions on another card. Here's how to play...
  - i. Shuffle the cards and lay them face down in a square on the table.
  - ii. On each turn, a player turns over two cards (one at a time) and keeps them if they match. If they successfully match a pair of definition/word, that player also gets to take another turn.
  - iii. When a player turns over two cards that do not match, those cards are turned face down again and it becomes the next player's turn.
  - iv. The player with the most cards wins.

# VOCABULARY EXIT CARD: Self Assessment

DATE \_\_\_\_\_

NAME: \_\_\_\_\_

LOW

HIGH

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. I used my time wisely and had a good attitude | 1 | 2 | 3 | 4 | 5 |
| 2. I completed quality work at each station      | 1 | 2 | 3 | 4 | 5 |
| 3. I understand the key terms better now         | 1 | 2 | 3 | 4 | 5 |

I learn vocabulary words best this way...

Here's how I plan to study for my test based on what I know about myself as a learner

# VOCABULARY EXIT CARD: Self Assessment

DATE \_\_\_\_\_

NAME: \_\_\_\_\_

LOW

HIGH

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. I used my time wisely and had a good attitude | 1 | 2 | 3 | 4 | 5 |
| 2. I completed quality work at each station      | 1 | 2 | 3 | 4 | 5 |
| 3. I understand the key terms better now         | 1 | 2 | 3 | 4 | 5 |

I learn vocabulary words best this way...

Here's how I plan to study for my test based on what I know about myself as a learner

# Lesson Planning For Co-Teaching Ideas to Consider

## Be COOL!

- **C**lear **T**arget – Begin with a clear learning objective (Understand, Know, Able to Do)
- **O**ptions – Have a toolkit of great strategies and options designing lessons that work for all students (Chunk (acquire), Chew (process) and Check (output))
- **O**ther – What other special modifications or accommodations will be needed for a few students
- **L**earn – Reflect and evaluate what's working or not working



## Modifications to consider:

- **Size** – Modify the number of items that some learners are expected to learn or complete.
- **Time** – Modify the time allotted and allowed for learning, task completion, or testing.
- **Level of Support** – Increase the amount of help by the special teacher (other sources of support include teaching assistants, adult volunteers, peers, cross-age tutors).
- **Instruction** – Modify the instruction to be delivered to some learners
  - More visuals, hands-on learning, models of finished products, taped books or stories, make copy of outline or notes available, cooperative learning groups. (Chunk, Chew and Check)
  - Goals – Modify the learning goals to meet students ability or needs
- **Difficulty** – modify the skill level, problem type, or rules on how some learners may approach the work. (Tiered Lessons)
- **Degree of Participation** – Modify the extent to which the learner is actively involved in the tasks

## Weekly Co-teaching Lesson Planner

**Weekly Objectives:**

Understand:  
Know:  
Able to Do:

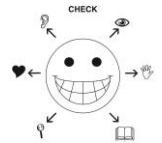
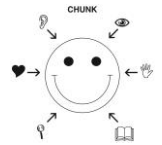
**Co-Teaching Model(s) Used:**

- One Teach, One Observe (TO)
- Parallel Teaching (PT)
- One Teach, One Support (TS)
- Station Teaching (ST)
- Alternative Teaching (AT)
- Team Teaching (TT)

	Chunk		Chew		Check	
Mon		Who		Who		Who
Tues		Who		Who		Who
Wed		Who		Who		Who
Thurs		Who		Who		Who
Fri		Who		Who		Who

# When you sit down to plan...

- Celebrate together one thing that worked for kids this past week. How was it more powerful with the TWO of you?
- What is the learning target for the upcoming lesson(s)/unit?
  - Understand (that)
  - Know
  - Able to do
- How will we...
  - Chunk
  
  - Chew
  
  - Check
- Who will be responsible for each part?
  - Chunk \_\_\_\_\_
  - Chew \_\_\_\_\_
  - Check \_\_\_\_\_
- What choices are we offering in the learning process?
- What accommodations will be needed?
- What housekeeping items need need to be done? (copying, communication, etc.) By whom?
- How are you doing as a team? Current concerns? Strategies for development of the team?
- Student concerns?



# Co-Planning: Establish a Predictable Weekly Schedule

## Clear Learning Target - 8 min

- General Education Teacher generally leads this until the Specialist becomes familiar with the curriculum
  - What do students need to Understand, Know and Be Able to Do
  - How many days do you have to teach the lesson/unit

## Co-Teaching Plan - 15 min

- Both Teachers Contribute
  - Brainstorm Chunk, Chew and Check ideas
  - Determine which Co-Teaching Model to Use



## Accommodations - 10 min.

- The Specialist will usually lead this, but needs to remain open to ideas from the General Education Teacher.
  - Be sure there is a clear understanding about the difference between accommodations and modifications
  - Determine how you will implement

## Student Concerns - 6 min

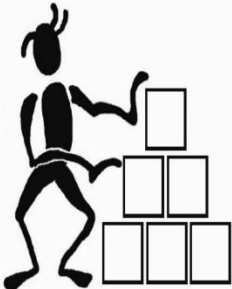

- Both Teachers Contribute
  - Does anyone have special issues/needs
  - What needs to be done and who will do it.



## Housekeeping - 6 min

- Both Teachers Contribute
  - Divide responsibilities
    - Who will lead teach the Chunk, Chew and Check
    - Who will get the necessary materials
  - Plan for grading
    - Will you share the grading?
      - Who will keep track of grades?

## Tiered Assignments

Concept	Readiness
Understand	Learners experience more success when learning occurs at the level of challenge that is appropriate for them.
Know	In a mixed ability classroom, the teacher develops levels of lessons based on the same curriculum concept (essential idea) so that students may experience the learning at their appropriate ability level.
Do  	<ul style="list-style-type: none"> <li>•The teacher determines the basic concepts that students must understand, know and do from a unit of study.</li> <li>•The teacher pre-assesses to find background knowledge of students for that unit of study.</li> <li>•Based on the pre-assessment, the teacher decides how many tiers of learning need to be developed.</li> <li>•The teacher develops meaningful and respectful tasks for each tier of learners to accomplish.</li> <li>•The teacher plans anchor activities for students to work on if the teacher is explaining to other groups or if students finish work early.</li> <li>•Teacher develops authentic assessment tools to assess student learning at all tiers.</li> </ul>
Activities	Any lesson can be made into a tiered lesson. Classroom discussions, homework, tests, challenge-by-choice, choice menus, RAFT Plus, centers, etc.
Why  	<ul style="list-style-type: none"> <li>•Promotes appropriate challenge for all learners</li> <li>•Provides opportunities for success for all students</li> <li>•Provides respectful and relevant learning activities for all students</li> <li>•Allows for students to be more actively engaged in their learning process</li> <li>•Promotes students' responsibility, independence and accountability</li> </ul>



# Blooms Taxonomy Question Starters

## Knowledge:

What is \_\_\_\_\_? Where is \_\_\_\_\_?  
How did \_\_\_\_\_ happen?  
Why did \_\_\_\_\_? When did \_\_\_\_\_?  
Who/What were the main \_\_\_\_\_?  
How is \_\_\_\_\_?  
When did \_\_\_\_\_ happen?  
How would you explain \_\_\_\_\_?  
How would you describe \_\_\_\_\_?  
Who was \_\_\_\_\_?

## Comprehension:

How would you compare/contrast \_\_\_\_\_?  
What facts or ideas show \_\_\_\_\_?  
What is the main idea of \_\_\_\_\_?  
Which statements support \_\_\_\_\_?  
What is meant \_\_\_\_\_?  
Can you explain what is happening \_\_\_\_\_?

## Application:

How is...an example of...?  
How is...related to...?  
Why is...significant?  
How would you solve \_\_\_\_\_?  
How would you organize \_\_\_\_\_?  
What approach would you use to \_\_\_\_\_?  
What would result if \_\_\_\_\_?  
What facts would you select to show \_\_\_\_\_?

## Synthesis:

What would happen if \_\_\_\_\_?  
How would you adapt \_\_\_\_\_ to create a different \_\_\_\_\_?  
How would you change the plot/plan?  
Why?  
What could be done to minimize/maximize \_\_\_\_\_?  
How would you test \_\_\_\_\_?  
Can you formulate a theory for \_\_\_\_\_?

## Analysis:

How is \_\_\_\_\_ related to \_\_\_\_\_?  
Why do you think \_\_\_\_\_?  
What is the theme \_\_\_\_\_?  
What inference can you make \_\_\_\_\_?  
What conclusions can you draw \_\_\_\_\_?  
How would you classify \_\_\_\_\_?  
How would you categorize \_\_\_\_\_?  
Can you identify the parts \_\_\_\_\_?  
What evidence can you find \_\_\_\_\_?  
What is the function of \_\_\_\_\_?  
What ideas justify \_\_\_\_\_?  
Can you make a distinction between \_\_\_\_\_?

## Evaluation:

Do you agree with the actions \_\_\_\_\_?  
Do you agree with the outcome \_\_\_\_\_?  
What is the opinion of \_\_\_\_\_?  
How would you prove/disprove \_\_\_\_\_?  
Would it be better if \_\_\_\_\_?  
Why did \_\_\_\_\_ choose \_\_\_\_\_?  
How would you rate \_\_\_\_\_?  
What would you cite to defend the actions of \_\_\_\_\_?  
What choice would you have made \_\_\_\_\_?  
How would you prioritize \_\_\_\_\_?  
How would you justify \_\_\_\_\_?  
Why was it better that \_\_\_\_\_?



## Flexible Grouping in Reading

Group by:	This Means:	Examples
<b>Readiness:</b> <ul style="list-style-type: none"> <li>• <b>Skill or Strategy Instruction</b></li> <li>• <b>Content</b></li> </ul>	<p>The teacher works with students in small groups based on the reading skills or strategies they need to learn.</p> <p>The teacher works with small groups on reading content that is at their appropriate readiness level.</p>	<p>The teacher pre-assesses students for reading skills (decoding/comprehension) that are expected for students at that grade level. Students are then grouped to work on the skills they need.</p> <p>The teacher selects stories from leveled books, then groups the students based on their reading levels. All groups are reading different texts, but are studying the same element of reading in their books, such as the themes or plots.</p>
<b>Interests</b> <ul style="list-style-type: none"> <li>• <b>Book Club</b></li> <li>• <b>Genre Studies</b></li> <li>• <b>Non-Fiction Choice</b></li> </ul>	<p>Students read and discuss a book of their choice</p> <p>Students get together and study a fiction genre</p> <p>Students come together and study a non-fiction topic of their choice.</p>	<p>The teacher provides choices of books. Students rank order their choices and are placed in book club groups based on one of their top choices.</p> <p>The teacher provides choices of genres. Students rank order their choices and are placed in book club groups based on one of their top choices.</p> <p>The teacher provides choices of non-fiction topics. Students rank order their choices and are placed in book club groups based on one of their top choices.</p>

## Flexible Groups in Math

Group by:	This Means:	Examples and Information
<b>Readiness:</b> <ul style="list-style-type: none"> <li>• <b>Skill or Strategy Instruction</b></li> <li>• <b>Depth of Content</b></li> </ul>	<p>The teacher works with students in small groups based on the math skills they need to learn.</p> <p>The teacher works with small groups on appropriate depth of math content for that group.</p>	<p>The teacher pre-assesses students for math skills (computation, problem solving, recall) and then works with groups based on the math skills they need to develop.</p> <p>Students who are struggling with the math concept being taught may work on simpler practice problems with additional support materials such as manipulatives or calculators. Students who already grasp the concept can work on real life applications or logic-problem solving applications.</p>
<b>Interests</b>	<p>Students choose a math skill they want to develop.</p>	<p>Students choose a geometric shape of interest and become group experts on it, teaching others what they have learned.</p>



## Flexible Groups in Writing

Group by:	This Means:	Examples and Information
<b>Readiness:</b> <ul style="list-style-type: none"> <li>• <b>Skill or Strategy Instruction</b></li> </ul>	<p>The teacher works with students in small groups based on the writing skills or strategies they need to learn.</p>	<p>The teacher pre-assesses students for writing skills (grammar, punctuation) and then works with the groups based on the writing skills they need to develop.</p>
<b>Interests</b> <ul style="list-style-type: none"> <li>• <b>Genre Studies</b></li> <li>• <b>Strategy/Style Studies</b></li> </ul>	<p>Students get together to study how to write a certain genre.</p> <p>Students choose a writing skill or technique they want to develop.</p>	<p>The teacher provides models of genres (mystery, folk tales, memoirs), and works with groups to hone their skills in writing that genre.</p> <p>Students select a writing skill or technique they want to practice in their writing (voice, leads, or description) and work with each other and the teacher to build those skills or techniques.</p>

## Centers for Students to Work on When Not Working with the Teacher

Centers by Subject Area		
READING CENTERS	WRITING CENTERS	MATH CENTERS
Partner Reading	Peer Editing Centers	Skill Practice Centers
Fluency Center	Peer Revision Centers	Problem Solving Centers
Strategy Center	Style Practice Centers	Real Life Math Centers
Internet Research	Writing Research Centers	Internet or Calculator Math
Content Area Project	Content Area Writing Centers	Hands-on Math Centers
Independent Reading	Mentor Text Centers	Math Literacy Centers

# Three Ways to Increase Complexity

LESS COMPLEX	MORE COMPLEX
<p><b>CONCRETE EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>•Hold in hands or hands-on</li> <li>•Tangible</li> <li>•Literal</li> <li>•Physical manipulation</li> <li>•Event based</li> <li>•Event to Principle</li> <li>•Demonstrated and explained</li> </ul>  <p>Example:</p> <ol style="list-style-type: none"> <li>1. Students analyze parts of a system by doing a physical activity where they experience a system by being part of one.</li> <li>2. Students create patterns using hands-on material (visual – pattern blocks, sound patterns – rulers, rubber bands, etc.)</li> </ol>	<p><b>ABSTRACT REASONING</b></p> <ul style="list-style-type: none"> <li>•Hold in mind or minds-on</li> <li>•Intangible</li> <li>•Symbiotic or metaphysical</li> <li>•Mental manipulation</li> <li>•Idea based</li> <li>•Principle without event</li> <li>•Not demonstrated or explained</li> </ul>  <p>Example:</p> <ol style="list-style-type: none"> <li>1. Students analyze parts of a system by reading and investigating various diagrams of systems.</li> <li>2. Students use symbols that represent attributes to create patterns (GT = green triangle, RT = red triangle; musical notes to represent musical key.)</li> </ol>
<p><b>SIMPLE APPLICATION</b></p> <ul style="list-style-type: none"> <li>•Use idea or skill being taught</li> <li>•Work with no or few abstractions</li> <li>•Emphasize appropriateness</li> <li>•Requires relatively less originality</li> <li>•More common vocabulary</li> </ul> <p>Example:</p> <ol style="list-style-type: none"> <li>1. Students label parts of a physical system using vocabulary from their hands-on experience (a gear on a bicycle.)</li> <li>2. Students create a repeating, increasing or decreasing pattern (rhythms.)</li> </ol>	<p><b>COMPLEX APPLICATION</b></p> <ul style="list-style-type: none"> <li>•Combine ideas or skills being taught with those previously taught</li> <li>•Work with multiple abstractions</li> <li>•Emphasize elegance</li> <li>•Requires relatively more originality</li> <li>•More advanced vocabulary</li> </ul> <p>Example:</p> <ol style="list-style-type: none"> <li>1. Students diagram how more than one system interacts (a whole bicycle.)</li> <li>2. Students create a pattern that is both increasing and repeating (song.)</li> </ol>
<p><b>CLEARLY DEFINED PROBLEMS</b></p> <ul style="list-style-type: none"> <li>•Few unknowns</li> <li>•Narrower range of acceptable responses or approaches</li> <li>•Only relevant data provided</li> <li>•Problem is specified</li> <li>•Question or investigation is given by the teacher</li> </ul> <p>Example:</p> <ol style="list-style-type: none"> <li>1. Students build a system similar to a model (Build a system using a switch.)</li> <li>2. Students investigate patterns in a situation the teacher gives to the students (on the playground.)</li> </ol>	<p><b>FUZZY PROBLEMS</b></p> <ul style="list-style-type: none"> <li>•More unknowns</li> <li>•Wider range of acceptable responses or approaches</li> <li>•Extraneous data provided</li> <li>•Problem unspecified or ambiguous</li> <li>•Question or investigation is open</li> </ul> <p>Example:</p> <ol style="list-style-type: none"> <li>1. Students design a system that solves a problem (Build a system that turns off a light.)</li> <li>2. Students investigate patterns found in the real world.</li> </ol>



# Lite-N-Lean Ways to Tier



By simply thinking about the varying levels of readiness in our classroom, we can begin to think of simple ways to respond to our students' academic diversity. Below are some easy ways to vary the difficulty levels of an assignment or activity for your students.

## **Tiering Homework**

Rather than giving everyone the same homework, we can give leveled homework assignments. We can assign students the difficulty level we think they need or let them choose the level that they feel is right for them. For example, in math we can assign Homework Assignment A, B, or C to students as the homework assignment that best meets their needs. Color coding the homework assignments (pink, yellow, blue) helps us see the different tiers more easily.

## **Tiering Questions**

Another simple way we can tier is to ask students questions at varying levels of complexity. Students can respond to these questions as part of classroom discussions or as written responses. When tiering by question complexity, it's important to remember to offer students a variety of questions at different levels of Bloom's Taxonomy in order to start where they are ready but also stretch their thinking.

## **Tiering with Your Textbook**

Many textbooks today build in activities for re-teaching and enriching students learning. We can use these ready-made pages to help students who need additional practice or to challenge students who already get it!

## **Tiering Vocabulary**

When tiering vocabulary, we can determine key vocabulary that is essential to student understanding of a topic. We then pre-assess to see which words students already know. We can use this data to begin grouping our students. If there are words that none of our students know, we can teach those words as a whole class. Looking at the remainder of the vocabulary terms, we can group students into a.) students who don't know all the remaining words and b.) students who know all the remaining words. We can have students who still need to learn key words use quality vocabulary techniques to learn these words. Students who already know the remaining key words can study more advanced words in the content that aren't "need to know" words, but are words that will take their thinking deeper.

## **Tiered Stations**

Design stations that students will rotate through in readiness level groups. For example, if they were doing vocabulary stations, they would do the same activities in each station, but they would have different levels of words. In math, they would take problems at their level when they get to the station. So the yellow group would take the yellow story problems, which are less complex than the blue group's story problems.

## **On-the Spot Flexible Grouping**

If we are good kid watchers, we can see the need to do on-the-spot flexible grouping. For example, as we are teaching a lesson, we make a point to notice our students' facial expressions and body language. If we have students who are nodding away at us, indicating, "Yes, I get it!" , then we may want to pull them together and offer them a challenge option. This will engage these learners where they need to be engaged, and will give us a chance to pull together the students who are looking at us in total confusion. We can also teach our students to self-assess and self-tier. After we teach a lesson, we can say to students, "If this is really easy for you, come to me and I will give you something more challenging to do. If you need some extra help on this, come back to the table with me and we will go over it again." You will be amazed at how many students will self-select the appropriate learning challenge for themselves!

# Tiered Spelling Lesson Grade 3

Select one way below that students will move toward the same learning objective at varying levels of complexity.

## **UNDERSTAND (Key Principles)**

*That by examining words, we will find patterns and consistencies that will help us solve unknown words. Finding these patterns will also help us when we are asked to spell unknown words.*

## **KNOW (Facts)**

Students will learn that words in the English language often are spelled based on patterns. By studying and learning these patterns, we will increase our word recognition, knowledge about spelling, and meaning of words.

## **ABLE TO DO (Skills)**

Recognize different spelling patterns within the English language and be able to transfer that knowledge to help them solve and spell words during reading and writing workshops.



### Tier 1 Materials/Content

Students will sort their words by ending sounds, based on the word families *ick*, *ack*, and *uck*. They will then rewrite their words into “ack” sound, “ick” sound, and “uck” sound categories in their word study notebook. Finally, they will go on a word hunt through their independent reading book, adding words as they fit into the categories.

### Tier 2 Materials/Content

Students will sort their words based on short and long “u” vowel sound. They will then rewrite their words into short “u” sound, long “u” sound, and oddball categories in their word study notebook. Finally, they will go on a word hunt through their independent reading book, adding words as they fit into the categories.

### Tier 3 Materials/Content

Students will sort their words based on short and long vowel sounds (their words include all the vowels). Students will then divide a page of their word study notebook into three sections and go on a word hunt through their independent reading book, adding words as they fit into the categories

# Algebra Think Dots

## Level 1:

a, b, c, and d each represent a value. If  $a = 2$ , find b, c, and d.

$$a + b = c$$

$$a - c = d$$

$$a + b = 5$$

1. Explain the mathematical reasoning involved in solving card 1.
2. Explain in words what the equation  $2x + 4 = 10$  mean. Solve the problem.
3. Create an interesting word problem that is modeled by  $8x - 2 = 7x$ .
4. Diagram how to solve  $2x = 8$ .
5. Explain what changing the "3" in  $3x = 9$  to a "2" does to the value of x. Why is this true?

## Level 2:

a, b, c, and d each represent a different value. If  $a = -1$ , find b, c, and d.

$$a + b = c$$

$$b + b = d$$

$$c - a = -a$$

1. Explain the mathematical reasoning involved in solving card 1.
2. Explain how a variable is used to solve word problems.
3. Create an interesting word problem that is modeled by  $2x + 4 = 4x - 10$ . Solve the problem.
4. Diagram how to solve  $3x + 1 = 10$ .
5. Explain why  $x = 4$  in  $2x = 8$ , but  $x = 16$  in  $\frac{1}{2}x = 8$ . Why does this make sense?

## Level 3:

a, b, c, and d each represent a different value. If  $a = 4$ , find b, c, and d.

$$a + c = b$$

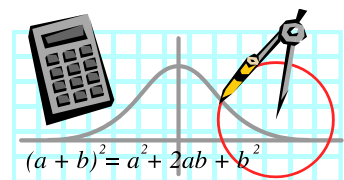
$$b - a = c$$

$$cd = -d$$

$$d + d = a$$

1. Explain the mathematical reasoning involved in solving card 1.
2. Explain the role of a variable in mathematics. Give examples.
3. Create an interesting word problem that is modeled by  $3x - 1 \leq 5x + 7$ . Solve the problem.
4. Diagram how to solve  $3x + 4 = x + 12$ .
5. Given  $ax = 15$ , explain how x is changed if a is large or a is small in value.

Developed by Nancy Smith, ASCD Consultant



# Math Unit: Measurement

## Math Concept: Area

**Objective:** The students will find the area of geometric shapes or objects by using a method appropriate to their learning ability.

**Types of Differentiation:** The students are placed into three groups:

Builders – The “hands-on” students who understand best by using math manipulative materials.

Accountants – Students who are visual learners using paper and pencil to complete the task successfully.

Analysts – Student with the ability to solve problems mentally.

**Materials used:** The materials vary corresponding to each differentiated group:

Builders – Geoboards, geobands, dot recording paper. (Teacher may use overhead manipulatives and projector to demonstrate.)

Accountants – Grid paper divided into centimeter squares, polygon tiles, or pattern blocks.

Analysts – Newsprint recording paper, variety of objects found within the classroom.

**Before the lesson:** Students were given the definitions of area and perimeter which were displayed throughout the unit as part of an informational bulletin board. (See directions below.) Examples for comparison of the two terms were used such as the walls are the perimeter of the classroom while the entire floor is the area and a fence around property is the perimeter while the yard within the fence is the area. Prior lessons focused on measuring each side of a geometric shape or object then adding the measurements to find the perimeter.

**\*Definitions according to Mathland by Creative Publications:**

perimeter – the measure around the sides of a polygon

area – the space within a shape



**During the lesson:** The lesson for this day is an investigative activity in which students must find the area of geometric shapes or objectives. Each group was given directions and assigned finding six areas.

*Builders* – Select a partner who is also a builder. Use the geoboards and geobands to construct a geometric shape. The pegs on the geoboard form squares. Count the squares to find the area of your shape in square units. Teacher used the overhead to show the pegs and demonstrated how to count the “squares.” Also putting halves together to form wholes. To record, students used dot paper to make drawings which represented the geoband shapes. After counting the “squares,” students wrote  $A = \text{_____ sq. units}$  within their drawings.

*Accountants* – Use the polygon tiles and grid paper to show the area. Carefully trace the tile on the grid paper taking care not move the tile. Count the centimeter squares within your tracing to find the area.

Teacher pointed out that students will need to put together partial centimeter squares to make whole squares. To record measurement, students wrote within the outline of the polygon tile:  $A = \text{_____ sq. cm.}$

*Analysts* – Locate in the room objects which represent geometric shapes. Carefully trace the object on newsprint taking care not to move it. Measure the length and width of your recording to the nearest half centimeter. Mini-lesson on metric writing using “0.5” rather than fraction was given. Teacher distributed calculators as the first object to trace. Students used formula:  $A = L \times W$  or  $A = S \times S$  to find the area. Mini-lesson by student request of how to multiply when using decimals.

Students wrote within the object tracing:  $A = \text{_____ sq. cm. (cm}^2\text{)}$

**After the lesson:** The class met the “Math Talk” to discuss the strategies used to find the area of geometric shapes and objects. Basically each group explained what they did for the assignment. Teacher needs to guide discussion as needed especially using the correct math terms. The math language is referred to as “Mathanese” in my classroom.

**Plan for assessing:** Two forms of assessment were used with this investigative lesson. Teacher observation was conducted during the activity. Students have a folder for each math unit used basically as a portfolio. The area recording is placed in the folder as a written assessment. After the unit was completed, a test on measurement was given with multiple choice questions and problems requiring actual measurement.

Mary A. Ritter - Johnson Elementary - Fourth Grade



# Tiered Task Cards: Environment

## Ecosystems: Task Card 1

### UNDERSTAND (Key principles)

- \* THAT All living systems are dependent upon their environment to sustain life
- \* THAT Humans must all work to keep their environment clean so that they can sustain life on the planet

### KNOW (Facts)

- \* Vocabulary: Reuse, Reduce, Recycle, Sustainable
- \* Types of pollution (air, water, earth, noise)
- \* Ways that humans can help preserve the environment (Reuse, recycle, renew, etc.)

### DO (Skills)

- \* Gather data by reading from the text, various articles, internet sources, etc.
- \* Watch a video on pollution
- \* Work in discussion groups
- Generate a solution to a pollution problem

**Problem:** Research ways your school may be creating pollution. Determine what living things in the environment might be affected by your school's pollution. Generate a solution to the pollution issue that students can participate in.



## Ecosystems: Task Card 2

### UNDERSTAND (Key principles)

- \* THAT All living systems are dependent upon their environment to sustain life
- \* THAT Humans must all work to keep their environment clean so that they can sustain life on the planet

### KNOW (Facts)

- \* Vocabulary: Reuse, Reduce, Recycle, Sustainable
- \* Types of pollution (air, water, earth, noise)
- \* Ways that humans can help preserve the environment (Reuse, recycle, renew, etc.)

### DO (Skills)

- \* Gather data by reading from the text, various articles, internet sources, etc.
- \* Watch a video on pollution
- \* Work in discussion groups
- \* Generate a solution to a pollution problem

**Problem:** Research ways your community may be creating pollution. Determine what living things in the environment might be affected by your community's pollution. Generate a solution to the pollution issue that citizens can participate in.



## Ecosystems: Task Card 3

### UNDERSTAND (Key principles)

- \* THAT All living systems are dependent upon their environment to sustain life
- \* THAT Humans must all work to keep their environment clean so that they can sustain life on the planet

### KNOW (Facts)

- \* Vocabulary: Reuse, Reduce, Recycle, Sustainable
- \* Types of pollution (air, water, earth, noise)
- \* Ways that humans can help preserve the environment (Reuse, recycle, renew, etc.)

### DO (Skills)

- \* Gather data by reading from the text, various articles, internet sources, etc.
- \* Watch a video on pollution
- \* Work in discussion groups
- \* Generate a solution to a pollution problem

**Problem:** The city of Rubidge has a landfill that is reaching capacity. Environmental scientists predict the landfill will be full in 8 years. Determine what living things in the environment might be affected by a full landfill. Generate a solution to the pollution issue that the community members of Rubidge community can participate in.





## Tiered Rubric: Ecosystems

Expectations	Amazing!	Above Average	Average	Additional Effort Needed
<b>UNDERSTAND</b> ✓ Living things depend upon the environment ✓ Humans must all work to sustain the planet <p style="text-align: center;">15 Pts</p>	<input type="checkbox"/> Shows complex understanding of the concepts; <input type="checkbox"/> Supports with data from text; <input type="checkbox"/> Explores related ideas <p style="text-align: center;">____ pts</p>	<input type="checkbox"/> Understands the concepts; <input type="checkbox"/> Uses some text references; <input type="checkbox"/> Explores ideas beyond facts and details <p style="text-align: center;">____ pts</p>	<input type="checkbox"/> Limited understanding of key concepts; <input type="checkbox"/> Limited text reference; <input type="checkbox"/> Little depth or elaboration of idea <p style="text-align: center;">____ pts</p>	<input type="checkbox"/> Little understanding of the concept; <input type="checkbox"/> No or inaccurate reference to text <p style="text-align: center;">____ pts</p>
<b>KNOW</b> ✓ Terms: Reuse, reduce, recycle, sustainable ✓ Types of pollution ✓ Ways to preserve the environment <p style="text-align: center;">15 Pts.</p>	<input type="checkbox"/> Precise facts <input type="checkbox"/> In depth and well supported <p style="text-align: center;">____ pts</p>	<input type="checkbox"/> Covers facts effectively <input type="checkbox"/> Well developed <p style="text-align: center;">____ pts</p>	<input type="checkbox"/> Valid facts but little depth or elaboration <p style="text-align: center;">____ pts</p>	<input type="checkbox"/> Needs more facts <input type="checkbox"/> Needs accurate facts <p style="text-align: center;">____ pts</p>
<b>Quality Work</b> (As defined by you below) 10 Pts.	<input type="checkbox"/> Met quality work criteria <input type="checkbox"/> Unique, fresh or imaginative work <p style="text-align: center;">____ pts</p>	<input type="checkbox"/> Met quality work criteria <input type="checkbox"/> Creatively integrates work <p style="text-align: center;">____ pts</p>	<input type="checkbox"/> Met quality work criteria <p style="text-align: center;">____ pts</p>	<input type="checkbox"/> Does not meet quality work criteria <p style="text-align: center;">____ pts</p>
<b>GROUP WORK/NOTES</b> 10 Pts.	<input type="checkbox"/> Encourages others <input type="checkbox"/> Collaborates and resolves conflicts <p style="text-align: center;">____ pts</p>	<input type="checkbox"/> Listens well <input type="checkbox"/> Helps others <input type="checkbox"/> Shares <p style="text-align: center;">____ pts</p>	<input type="checkbox"/> Appropriate effort <input type="checkbox"/> Cooperative <p style="text-align: center;">____ pts</p>	<input type="checkbox"/> Inappropriate effort <input type="checkbox"/> Not cooperative <p style="text-align: center;">____ pts</p>

Type of project: \_\_\_\_\_ skit \_\_\_\_\_

Ways We Will Do Quality Work for Our Project:

1. \_\_\_\_\_ We will write a script that is creative
2. \_\_\_\_\_ We will rehearse at least 3 times
3. \_\_\_\_\_ We will explain our understanding with depth and detail

Teacher Initials: KK



What we did that was quality work

What we would do differently next time

# Papa's Parrot: Reading the Story

## Before Reading:

Before Reading the short story, "Papa's Parrot", read and discuss the following on pages 478-479:

Meet the author (Cynthia Rylant)

Literature and You

Literary Focus

Reading Strategy (You don't have to do the chart unless you want to)

Key Vocabulary: (All group members need to understand the meaning of these words)

resumed    inflammatoryrheumatism    solemn

## During Reading (pages 480-483)

As you read, think about the following:

Who is telling the story?

Who are the protagonist and antagonist in the story?

What the climax in the story?

What is the resolution of the story?



After Reading (Remember: Good readers reread text!)

Discuss the Critical Thinking, Interpret Section on Page 483

## **LESSON TARGET**

### **UNDERSTAND THAT:**

Writers let us into their characters minds, so we can learn from the internal conflict the characters experience

You can handle internal conflict in positive or negative ways.

### **KNOW:**

Key vocabulary for comprehending your story

The plot outline and elements for your story

Theme, Internal Conflict, Inferences

### **ABLE TO DO:**

Demonstrate ability to use different voices in written or oral communication

**NOW YOU GET IT!:** Create and present a RAFT Plus

NOTE: Each tier group has a handout like this, but about their story.

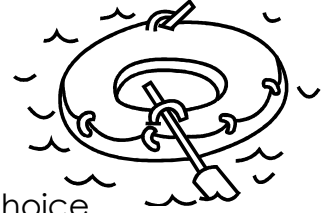
# Tiered Short Story Assignment

## Papa's Parrot: RAFT Plus

**R**ole Father or Son  
**A**udience You decide  
**F**ormat Letter, poem, journal, interview, your choice  
**T**ask What did your character learn from this experience?

## A Day's Wait: RAFT Plus

**R**ole Father or Son  
**A**udience You decide  
**F**ormat Letter, poem, journal, interview, your choice  
**T**ask What did your character learn from this experience?



## Gift of the Magi/After Twenty Years: RAFT Plus

**R**ole Della or James/Jimmy Wells or Bob  
**A**udience You decide  
**F**ormat Letter, poem/song, skit, your choice  
**T**ask What did your character learn from this experience?  
Compare and contrast the internal conflict of a character from each story.

---

## Your projects need to include the following:

- A retelling of the story by one of the main characters
  - The retelling should be no longer than 3 minutes and needs to include the following:
    - Title, author
    - Retelling
    - Explain: Theme and Internal Conflict
    - Lead into RAFT Project...





- You will be graded on the following components:
  - Meeting the C U KAN objectives
  - Your Plot Outline
  - Quality Work
  - Daily Group Effort



# Short Story Rubric

Name(s): \_\_\_\_\_

Title of Story: \_\_\_\_\_

Criteria For Grading	WHAT? Little or no effort 	WELL, OKAY Average effort 	WELL DONE Pretty good effort 	WOW! Best possible effort 
Group Daily Effort 10 points				
Plot Outline (Know) (Introduction, Rising/Falling Action, Climax, Resolution, Internal Conflict, Theme) 10 points				
Lesson Target <ul style="list-style-type: none"> <li>Understands what the character learned</li> <li>Understands how conflict can be handled</li> </ul> 15 Points				
Quality Work/ Final Presentation (As defined below) 15 points				

### Three Ways We Will Do Quality Work for Our Project:

Project Choice \_\_\_\_\_

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

What I did that was quality work:

What I could do better next time:

TEACHER COMMENTS/GRADE

# Tiered Planner: Chunk, Chew, and Check

Understand (that):




Know:

Able to do (skills):

Pre-Assess for Formative Access:

Concrete  
Simple  
Application  
Clearly Defined

Abstract  
Complex Application  
Fuzzy Problems

	Tier 1	Tier 2	Tier 3
<p><b>Chunk</b> Materials Content</p> 			
<p><b>Chew</b> Questions Tasks Roles</p> 			
<p><b>Check</b> Questions Tasks Roles</p> 			

# Getting Started Collecting Tiered Text

- Begin gathering tiered text with the topics you teach that are the most difficult for students of varying abilities to understand. Find and add resources to this unit over time.
- Do an Internet search for a topic that would benefit from tiered text. Add “elementary” or “children” to the search to find text that is more simplified. The internet is also a great resource for finding more advanced content on a subject.
- Create a classroom Wish List of tiered text, and present it to your PTA.
- Scan text into a Word file. Go to Tools, select Auto-Summarize and it will summarize the text for you.
- Find and write grants to obtain tiered materials
- Check out these sites...

- National Association for Gifted Children – Website for GT
  - [www.nagc.org](http://www.nagc.org)
- Prufrock Press – Gifted Education Resources
  - [www.prufrock.com](http://www.prufrock.com)
- Lerner Classroom – leveled non-fiction books K-8
  - [www.lernerclassroom.com](http://www.lernerclassroom.com)
- Recordings for the Blind and Dyslexic – books on DVD
  - <http://www.rfbd.org/>
- Reading A-Z – print leveled books
  - <http://www.readinga-z.com/index.php>
- Natural Voices – scan and read text
  - <http://www.naturalreaders.com/>
- National Geographic K-12 – Theme Sets
  - [www.nationalgeographic.com/education](http://www.nationalgeographic.com/education)
- Time for Kids K-12 -
  - [www.teachercreated.com](http://www.teachercreated.com)
- Pearson AGS Globe – MS/HS High Interest, Varied Levels
  - [www.agsglobe.com](http://www.agsglobe.com)



# Choice Designs

Activity Menus, Tic Tac Toe, Think Dots, Cubing

**Concept:** Choice menus are about exactly that, the power of “Choice.”

**Understand:** Learners feel more in control of their learning environment and are more engaged, accountable and responsible when they given a voice and a choice in their learning. Learners must be taught how to make appropriate choices, how to follow through on their plans, and how to self assess their progress.

**Know:** Choice menus provide a graphic “menu” of activities for students to select from to show how they have learned objectives of a lesson (C U KAN) or to reinforce the learning of a concept. Menus can be created based on students' readiness, interests and/or learning profile. Menus of choices can be used for the chunk, chew or check portion of any lesson.

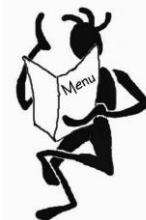
**Do:**

- The teacher determines the C U KAN that students must know from a unit of study.
- The teacher creates a graphic menu or list of options for demonstrating what students must show they've learned. (3 – 9 average)
- Menu options can be created according to students' readiness level, interest, or learning profile.
- Students choose their menu options and record choices.
- Rubrics may be designed for student self-assessment as well as teacher assessment.

**Activities:** Some types of choice menus include activity menus, think dots, tic tac toes, and cubing.

**Why:**

- Promotes appropriate challenges for all learners
- Provides opportunities for success for all students
- Provides respectful and relevant learning activities for all students
- Allows for students to be more actively engaged in their learning process
- Promotes students' responsibility, independence and accountability
- Highly engaging for students and teacher



# Choice Menu: Chew on Vocabulary

**Concept:** Learning Styles

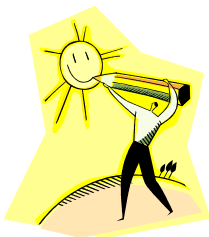
**Understand (that):** We all learn in different ways, therefore we need to find ways of studying that work successfully for our learning styles

**Know:** We all learn in different ways, therefore we need to find ways of studying that work successfully for our learning styles

**Able to Do:** Find your learning style strengths

**Able to do (skills):** Choose the best way for you to study your vocabulary

Draw vocabulary pictures.



Act out your vocabulary words.



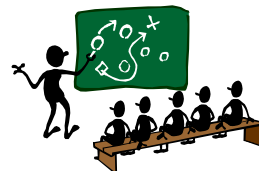
## Your Choice:

Come up with your own unique way to study your vocabulary words. (You must get the okay from your teacher first!)

Create a rap, song, or poem using your vocabulary words.



Work with a study partner to say, hear, and coach each other on the vocabulary words.





# Chew Choices: Spelling Homework

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Spelling List # \_\_\_\_\_

- I have placed a check mark beside each activity I have completed.
- All of my work is stapled in this packet.
- I used my best writing.
- An adult worked with me \_\_\_\_\_
- I used punctuation marks.
- I started my sentences with a capital letter.

## 5 Points Each

- \_\_\_\_\_ Alphabetize the words
- \_\_\_\_\_ Divide each word into syllables
- \_\_\_\_\_ Write the words and circle the vowels
- \_\_\_\_\_ Write the words and underline the consonants
- \_\_\_\_\_ Write the words and cross out the silent letters
- \_\_\_\_\_ Write the words in neat cursive with a pen
- \_\_\_\_\_ Make a set of flash cards for studying your words
- \_\_\_\_\_ Scratch your spelling words onto someone's back

## 10 Points Each

- \_\_\_\_\_ Write sentences using the words
- \_\_\_\_\_ Write a synonym for each word
- \_\_\_\_\_ Write an antonym for each word
- \_\_\_\_\_ Add prefixes and or suffixes to each word
- \_\_\_\_\_ Scramble the words and give them to someone else to solve
- \_\_\_\_\_ Make a word search on graph paper for friends to solve
- \_\_\_\_\_ Solve a friend's scrambled words
- \_\_\_\_\_ Solve a friend's spelling word search
- \_\_\_\_\_ Take a practice test with an adult

## 15 Points Each

- \_\_\_\_\_ Solve a friend's crossword puzzle
- \_\_\_\_\_ Solve a friend's coded words
- \_\_\_\_\_ Draw a picture and "hide" your words inside the image
- \_\_\_\_\_ Cut the words out of magazines and make a collage

## 20 Points Each

- \_\_\_\_\_ Write a definition for each word
- \_\_\_\_\_ Write a tongue twister with the words
- \_\_\_\_\_ Use the words in similes
- \_\_\_\_\_ Write a crossword puzzle for friends to solve
- \_\_\_\_\_ Write the words in code for a friend to solve
- \_\_\_\_\_ Write the newspaper headlines using your words
- \_\_\_\_\_ Write couplets using the words  
Ex. He was fast  
In the past

## 30 Points Each

- \_\_\_\_\_ Use the similes you made above in a piece of poetry
- \_\_\_\_\_ Write a 1-2 page story using all the words
- \_\_\_\_\_ Create a map of each word showing how it is related to other words, how it is used in everyday language, and any other interesting features you notice about the work



# Three Dimensional Activity Menu

## Understand:










- That mathematicians develop common criteria for defining geometric shapes

## Know:

- Terms: Three-Dimensional figure, face, prism, base, edge, cube, vertex/vertices, pyramid, cylinder, cone, sphere, net
- We find three-dimensional shapes in our every day world.
- Length x Width x Height






**Able to Do:** Be able to identify and create various three-dimensional shapes.

**Now You Get It!:** Choose one activity from each row to help you to know and understand three-dimensional shapes

<p>Create a crossword puzzle and answer key using all the vocabulary terms</p> 	<p>Draw pictures that represent all the vocabulary terms or create a children's book that teaches about the terms</p> 	<p>Do a skit that acts out the different vocabulary terms</p> 
<p>Using two of the net patterns available, color, create and form it into a 3D shape. Be able to tell what your shape is and why it's named what it is.</p> 	<p>Create and color your own net pattern and put it together</p> 	<p>Using a net design, create a 3D model of something that could be seen in the world now or in the future.</p> 
<p>Do pages 410 - 411 Odd Numbers</p> 	<p>Do pages 410 - 411 Even Numbers</p> 	<p>Create your own math worksheet on 3D and create an answer key to go with it</p> 

# Three Dimensional Project Rubric

Name: \_\_\_\_\_

HOW I DID	NOT GOOD 	NOT SO GOOD 	OKAY 	GOOD 	GREAT! 
Understand that mathematicians develop common criteria for defining geometric shapes 5 points					
Know... <ul style="list-style-type: none"> <li>Know 3D Shapes and L x W x H</li> <li>that we find 3 D shapes in our world</li> </ul> 5 points					
Math Book Pages 5 points					
Work Habits <ul style="list-style-type: none"> <li>Used time wisely</li> <li>Organized</li> </ul> 5 points					




What I did that was quality work:

What I could do better next time:

TEACHER COMMENTS/GRADE

# Understanding Time

Name: \_\_\_\_\_

<p>1 _____</p> <p>Draw a picture of your favorite time of day. Then come to the floor clock and show me what time your favorite part of the day happens.</p> 	<p>2 _____</p> <p>Draw a scene from your favorite television show. Then show me the time it comes on television either on your math clock or on the floor clock.</p> 
<p>3 _____</p> <p>Make a story about your day and the times that things happen. Act out your story with a friend. Be sure to use hours in your story.</p> 	<p>4 _____</p> <p>Make up a song or a rhythm that tells about time in hours. You can share it with your classmates using the microphone.</p> 

**Understand:** That people created a system of time in order to know when to accomplish tasks and when to meet with others.

**Know:** Hour

**Able to Do:** Tell time to the hour



**Now You Get It!:** Choose something from the menu and show what you know about time.

Developed by Katie Noel, Wayne-Westland Schools

# Understanding Time Rubric

Name: \_\_\_\_\_

Project Choice: \_\_\_\_\_

HOW I DID		
Understands that time helps us to organize our life		
Knows and is able to tell hour, half hour, half past		
Good Project (Quality Work)		

What I did that I am really proud of doing...

What I could do better next time...

TEACHER COMMENTS

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# CHECK: Environmental Choice Menu

## Understand that:

- All living things are dependent upon the environment to sustain life.
- Humans must all work to keep their environment clean so that they can sustain life on the planet.

## Know


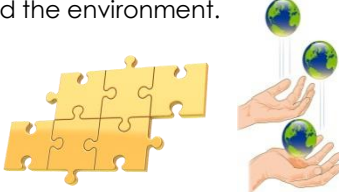



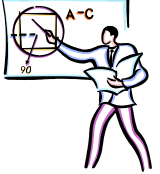



- Reuse, reduce, recycle, be sustainable
- Types of pollution
- Ways that humans can preserve the environment



## Now You Get It!

Using the notes you have gathered from various sources, choose one of the following ways to share what you KNOW and UNDERSTAND about the type of pollution your group studied.

Choose one of the options below to demonstrate the **Understand**, **Know**, and **Do** from the key learning targets about the environment.

<p>Write a song, rap or poem about pollution</p> 	<p>Create a game for others to play to learn about pollution and the environment.</p> 	<p>Create a skit or video that is a public service announcement about pollution</p> 
<p>Create a children's book to teach children about pollution and caring for our environment</p> 	<p>Your Choice: Come up with your own unique way to show what you know. (You must get the okay from your teacher first!)</p> 	<p>Use charts and graphs to teach about the data related to pollution. Share your data and conclusions in a written or oral presentation</p> 
<p>Design a lab that demonstrates how pollution effects the environment.</p> 	<p>Create a news report about pollution</p> 	<p>Using a medium of your choice, self-reflect on your own connection to the earth and the environment. Document what you observe, feel, and learn about the environment around you.</p> 

# CHECK: Environment Rubric

Expectations	Amazing!	Above Average	Average	Aww..not so good
<b>UNDERSTAND</b> ✓ Living things depend upon the environment ✓ Humans must all work to sustain the planet 15 Pts	<input type="checkbox"/> Shows complex understanding of the concepts; <input type="checkbox"/> Supports with data from text; <input type="checkbox"/> Explores related ideas ____ pts	<input type="checkbox"/> Understands the concepts; <input type="checkbox"/> Uses some text references; <input type="checkbox"/> Explores ideas beyond facts and details ____ pts	<input type="checkbox"/> Limited understanding of key concepts; <input type="checkbox"/> Limited text reference; <input type="checkbox"/> Little depth or elaboration of idea ____ pts	<input type="checkbox"/> Little understanding of the concept; <input type="checkbox"/> No or inaccurate reference to text ____ pts
<b>KNOW</b> ✓ Terms: Reuse, reduce, recycle, sustainable ✓ Types of pollution ✓ Ways to preserve the environment 15 Pts.	<input type="checkbox"/> Precise facts <input type="checkbox"/> In depth and well supported ____ pts	<input type="checkbox"/> Covers facts effectively <input type="checkbox"/> Well developed ____ pts	<input type="checkbox"/> Valid facts but little depth or elaboration ____ pts	<input type="checkbox"/> Needs more facts <input type="checkbox"/> Needs accurate facts ____ pts
<b>QUALITY WORK</b> (as defined below by your group) 10 Pts.	<input type="checkbox"/> Met quality work criteria <input type="checkbox"/> Unique, fresh or imaginative work ____ pts	<input type="checkbox"/> Met quality work criteria <input type="checkbox"/> Creatively integrates work ____ pts	<input type="checkbox"/> Met quality work criteria ____ pts	<input type="checkbox"/> Does not meet quality work criteria ____ pts
<b>GROUP WORK/NOTES</b> 10 Pts.	<input type="checkbox"/> Encourages others <input type="checkbox"/> Collaborates and resolves conflicts ____ pts	<input type="checkbox"/> Listens well <input type="checkbox"/> Helps others <input type="checkbox"/> Shares ____ pts	<input type="checkbox"/> Appropriate effort <input type="checkbox"/> Cooperative ____ pts	<input type="checkbox"/> Inappropriate effort <input type="checkbox"/> Not cooperative ____ pts

Type of project: \_\_\_\_\_ skit

Ways We Will Do Quality Work for Our Project:

1. Write a good script

2. Have costumes and props

3. Practice at least four times

Teacher Initials: KK



What we did that was quality work

What we would do differently next time



# Martin Luther King Jr. Day Activity Menu High School



**Concept:** Inspirational Leadership

**Understand that:**

You can help to create MLK's dream by creating peace in yourselves, your community and your world  
 Personal and outside influences shaped people's cultural, religious, gender and social beliefs


**Know:**

Peace, Freedom, Equal Rights, Fair, Non-violence, Tolerance, Prejudice, Racism, Diversity (You decide which terms you wish students to comprehend)  
 MKL key principals for non-violent protest

**Able To Do:**

Determine important from interesting facts about Dr. King and take effective notes for your project

**Now You Get It!:** Choose one of the activities below to show what you understand and know about MLK's inspirational leadership





<p>Create a skit or video public service announcement that talks to teens about today's prejudices and offers solutions based on Dr. King's philosophy</p>	<p>Create a dialogue between Gandhi and King talking about a future world of peace and how it will be created. (Can be done in writing, skit, video, your choice)</p>
<p>Create a timeline of the major events of the American Civil Rights Movement from 1948 through today.        (Create and include dates and actions that you imagine will be when Dr. King's dream is reached)</p>	<p>Think deeply about one of Dr. King's beliefs (Peace, Freedom, Non-Violence, Equality) and create your choice of project to show your understanding        * Art *Writing *Music *Dance        *Video *Powerpoint        *Statistical Research *Scientific Data</p>
<p>Take Action!        Create and follow through on a plan for helping Dr. King's dream in your school, town, state or country</p>	<p>Write a song/poem/rap to honor the life and achievements of Dr. Martin Luther King Jr        You may present or record your presentation</p>
<p>Your Choice        (Must be given the okay by your teacher)</p> 	<p>Research and present, write about or make a brochure to illustrate the continuing work done by "The Martin Luther King Center for Nonviolent Social Change".</p>



# Martin Luther King, Jr. High School Rubric

Name(s): \_\_\_\_\_

Project Choice \_\_\_\_\_

EXPECTATIONS	POOR 	OKAY 	GOOD 	GREAT! 
Shows knowledge of King's key principals for social justice ___ points				
Shows understanding today's prejudices, MLK's dream, how it is their responsibility to help create the dream ___ points				
Quality Work (As defined by you) ___ points				
Notes				

**Three Ways We Will Do Quality Work for Our Project:**

**Project Choice** \_\_\_\_\_

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

What I did that was quality work:

What I could do better next time:

TEACHER COMMENTS/GRADE

# Multiple Intelligences: Ideas for Planning Lessons



## Verbal-Linguistic

Write any genre'  
Jokes/Riddles  
Learning Logs  
Word games  
Reading  
Speeches/Interviews

## Logical-Mathematical

Solve/Deduce  
Analyze situations  
Ask questions  
Construct Venn Diagrams  
Create or play strategy games  
Graph/Chart

## Interpersonal

Debate  
Teach others  
Brainstorm  
Lead discussion  
Create group activity  
Organize event

## Intrapersonal

Plan own agenda/Set goals  
Observe and note  
Imagine  
Journal  
Reflect  
Create

## Musical

Write or rewrite songs  
Move to music  
Create musical mnemonics  
Musical Learning Games  
Match feelings to rhythms  
Compose

## Spatial

Perceive  
Draw  
Design  
Graphic Organizers  
Arrange  
Three dimensional







## Bodily-Kinesthetic

Movement games  
Use body language  
Act or mime  
Move while working  
Dance  
Charades

## Naturalistic

Classify  
Make connections  
Categorize  
Make nature connections  
Create from nature  
Notice relationships

# C U KAN Rubric Template

Expectations	Awesome 	Average 	Adequate 	Aw Shucks (needs more work) 
UNDERSTAND  ____ Pts	<ul style="list-style-type: none"> <li>Shows complex understanding of the concepts;</li> <li>Supports with data from text;</li> <li>Explores related ideas</li> </ul> ____ pts	<ul style="list-style-type: none"> <li>Understands the concepts;</li> <li>Uses some text references;</li> <li>Explores ideas beyond facts and details</li> </ul> ____ pts	<ul style="list-style-type: none"> <li>Limited understanding of key concepts;</li> <li>Limited text reference;</li> <li>Little depth or elaboration of idea</li> </ul> ____ pts	<ul style="list-style-type: none"> <li>Little understanding of the concept;</li> <li>No or inaccurate reference to text</li> </ul> ____ pts
KNOW  ____ Pts.	<ul style="list-style-type: none"> <li>Precise facts</li> <li>In depth and well supported</li> </ul> ____ pts	<ul style="list-style-type: none"> <li>Covers facts effectively</li> <li>Well developed</li> </ul> ____ pts	<ul style="list-style-type: none"> <li>Valid facts but little depth or elaboration</li> </ul> ____ pts	<ul style="list-style-type: none"> <li>Needs more facts</li> <li>Needs accurate facts</li> </ul> ____ pts
QUALITY WORK (as defined by your group. See below)  ____ Pts.	<ul style="list-style-type: none"> <li>Met quality work criteria</li> <li>Unique, fresh or imaginative work</li> </ul> ____ pts	<ul style="list-style-type: none"> <li>Met quality work criteria</li> <li>Creatively integrates work</li> </ul> ____ pts	<ul style="list-style-type: none"> <li>Met quality work criteria</li> </ul> ____ pts	<ul style="list-style-type: none"> <li>Does not meet quality work criteria</li> </ul> ____ pts
____ Pts.	____ pts	____ pts	____ pts	____ pts

**Ways We Will Do Quality Work for Our Project:** \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Teacher Initials:** \_\_\_\_\_

What we did that was Quality Work

What we would do differently next time...





**Student Grade:** \_\_\_\_\_

**Teacher Grade:** \_\_\_\_\_

COMMENTS

# Simple Choice Rubric Template

SCALE (Use Numbers, Words, Pictures)

Expectations	Excellent 	Good 	Average 	Weak Effort 
<b>UNDERSTAND</b> ____ Pts				
<b>KNOW:</b> ____ Pts.				
<b>QUALITY WORK</b> (as defined by student) ____ Pts.				
<b>WORK HABITS/ GROUP WORK</b> ____ Pts.				

Ways I/We Will Do Quality Work for Our Project: \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Teacher Initials: \_\_\_\_\_

What we did that was Quality Work

What we would do differently next time...

COMMENTS

# Adapting Tests for Students

## Tips for Preparing Students for a Test:

- Teach and model test taking skills with the class
- Help students discover the learning style study techniques that work best for them
- Model and practice how to write short answer and essay answers
- Give extra time and/or a reader, if needed
- If needed, allow students to respond to the test orally by tape recording or speaking to the co-teacher.

## When adapting **matching** items...

- Have the same number of items in each column
- The items in left column should be presented in same order as taught
- Be sure all items are on one page
- Don't have more than ten items

## When adapting **fill-in-the-blank** items...

- Give cues, i.e. blanks for the number of letters or words or first letters
- Use clear, simple sentences
- Include a word bank of answers

## When adapting **true/false** items...

- Don't include more than ten items
- Avoid negative sentences
- Avoid double negatives in a sentence
- Use clear, simple sentences
- Avoid tricky words such as "always" or "never"



## When adapting **essays and short answer** items:

- Model and practice how to write answers prior to the test
- Specify the number of examples required
- Write the essay question in a clear, understandable language
- Allow students to start with a complete sentence, then list or bullet information

## When adapting **multiple choice** items:

- List items vertically
- Don't offer more than four choices
- Avoid combination answers such as "all of the above"
- Use clear, simple sentences

# Testing Accommodations

## Cool Websites-

Quia – <http://www.quia.com>

QuizStar – <http://quizstar.4teachers.org>

Fun Brain – <http://www.funbrain.com>

Quiz Center – <http://school.discovery.com/quizcenter/quizcenter.html>

## Before the Test

Concept Maps, Study Guides, Graphic Organizers

Note Card

Test Modifications

Practice Tests

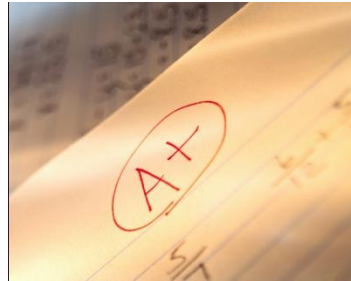
Individual/Group Review

Test Taking Strategies

Mnemonics

Key Word Method

Chunking



## During the Test

Check Anxiety Level

Give Immediate Feedback

Complete One Problem/Question from Each Section

Teacher Assistance

Alternative Site

Self-Monitoring

Extended Time

## After the Test

Retake

Make Corrections

Alternative Grading

30 questions-Test is worth 25

30 questions-Teachers grade only the 20 identified as important for mastery of topic

Multiple Grades- One grade for content, one for mechanics

Give Partial Credit

**Adapted from Hill, 2002**

# COMMON CORE "HABITS OF MIND"

Adapted from Orange County Department of Education



## English Language Arts Capacities:

- Students demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

## Mathematical Practices:

- Students sense of problems and persevere in solving them.
- They reason abstractly and quantitatively.
- They construct viable arguments and critique the reasoning of others.
- They model with mathematics.
- They use appropriate tools strategically.
- They attend to precision.
- They look for and make use of structure.
- They look for and express regularity in repeated reasoning.

# TEACHER INSTRUCTIONAL STRATEGIES TO ENGAGE STUDENTS IN THE COMMON CORE “HABITS OF MIND”

Adapted from Orange County Department of Education

21st century thinkers that are prepared for college and career have identifiable characteristics, “Habits of Mind”, which attribute to their success. These patterns of intellectual behavior can be taught by intentionally designing environments in which learning, teaching, and assessment all focus on developing students’ “Habits of Mind” capabilities, practices, and metacognition.

## Think, Pair-Share (or, Think, Write-Pair-Share)

The teacher asks a question or assigns a problem and allows students to think and work with a partner for one to three minutes before requesting an answer to the question or problem. In think, pair-share students are given a brief period of time to think independently before working with a partner. While effective in results, this strategy is a significant first step in engaging all students in classroom instructional activities.

## Make Thinking Visible In Classrooms

The teacher works toward higher degrees of student involvement in classroom activities. Incorporate additional strategies that promote “every pupil response”. Collaboration is used to help as students clarify their own thinking as part of the “every pupil response” strategy prior to individual share-out. “Every pupil response” strategies include such responses as “thumbs up/thumbs down,” or use of individual white boards for noting answers. Students are also pressed to be more aware of their description. Students merely provide the steps they used to solve the problem, not their reasoning and thinking about how they knew which processes to use. In order to reveal student thinking, more challenging, open-ended problems are needed.

## Questioning and Wait Time

As thinking is increased in the classroom, better questioning and wait time are required. Teacher provides thought provoking questions to students, and then allows the students time to think and work toward an answer.

## Grouping and Engaging Problems

The strategy of “grouping and engaging problems” is a significant shift in pedagogy and materials. Students are given challenging problems/tasks/scenarios to work, and allowed to work on the problem in a group of two, three, or four. Challenging problems/tasks/scenarios take time, effort, reasoning, and thinking to solve.



## -----EMPOWERMENT STRATEGIES-----

### Using Questions and Prompts with Groups

Once students are provided with opportunities to solve challenging problems/tasks/scenarios in groups, the teacher increases the level of the guiding to encourage students to continue persevering to solve the problems/tasks/scenarios. Teacher evokes student curiosity and enthusiasm to continue by providing hints or cues without giving students the answers, and asks probing questions to better assess student thinking and current understanding.

### Allowing Struggle Time

Students learn to persevere in solving challenging tasks/scenarios/problems by being allowed to have time to struggle with the challenging task/scenario/problem. Students need to understand that real-world, thus authentic school tasks/scenarios/problems do not usually have a quick, easy solution. Effective effort is a life-skill and should be learned interdependently and independently. Appropriate degree of difficulty is foremost on teachers’ minds. If the problem is too easy, students do not need to struggle if the problem is far too difficult; students are not capable of solving the problem. Teachers need to balance working in groups and working independently, and be able to quickly adjust grouping strategies as the need arises.

### Encouraging Reasoning

Students need to be encouraged to carefully think about the content area, and to be aware of their own level of knowledge and understanding. They also need to be able to accurately communicate their thinking to others. Reasoning requires students to pull together patterns, connections, and understanding about the content, and then apply and adapt their understanding to new learning within and across content areas and real-life situations.



# Adaptive Technology and Websites

## Products

Text to Speech Reader:  
Reads any text you can see on your computer screen and it's FREE!  
<http://www.readplease.com/>

AlphaSmart, Inc.:  
Portable word processor  
[www.alphasmart.com](http://www.alphasmart.com)

Inspiration, Inc.:  
Concept Mapping  
[www.inspiration.com](http://www.inspiration.com)

Quicktionary Pen:  
Scan and Read Pen  
[www.wixcomtech.com](http://www.wixcomtech.com)

Write: Out Loud  
Talking word processor  
[www.donjohnston.com](http://www.donjohnston.com)

Co:Writer  
Word prediction program  
[www.donjohnston.com](http://www.donjohnston.com)

C-Pen  
Handheld scanner  
[www.cpen.com](http://www.cpen.com)

Hollywood High  
Play production software  
<http://www.swexpress.com/website/newpages5.nsf>

Palm Pilot  
Personal organizer  
[www.palm.com](http://www.palm.com)

Closing the Gap  
Focuses on computer technology for people with special needs  
[www.closingthegap.com](http://www.closingthegap.com)

Copernicus Education Gateway  
Best-of-the-web resources in one stop destination for K-12 teachers  
[www.EdGate.com](http://www.EdGate.com)

Technology Professional Development  
Tools and activities to support professional development  
[www.ncrel.org/tech/tpd](http://www.ncrel.org/tech/tpd)

Abledata  
Database of currently available AT devices, and useful information about AT  
[www.abledata.com](http://www.abledata.com)

Resources and Advocacy Information for AT  
[www.at-advocacy.phillynews.com/index.html](http://www.at-advocacy.phillynews.com/index.html)

Virtual AT Center  
Freeware and Shareware for teachers  
[www.at-center.com/freeshare.html](http://www.at-center.com/freeshare.html)

Free Stuff for Teachers  
<http://freestuffshop.com/teachers.htm>

LD Online  
This site is an interactive guide with emphasis on Learning Disabilities  
[www.ldonlin.org](http://www.ldonlin.org)

Bridge to Independence Assistive Technology in Special Education  
Guidelines for Incorporating Assistive Technology in Special Education  
-This is an excellent source of questions and answers about Assistive Technology in Special Education  
[www.wistech.org/bridge/titlefor.html](http://www.wistech.org/bridge/titlefor.html)



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# Adaptive Technology and Websites, cont

## COMPREHENSION STRATEGIES

### Some Cool Websites

Cliffsnotes – <http://www.cliffsnotes.com>

Spark Notes – <http://www.sparknotes.com>

Novel Guide – <http://www.novelguide.com>

Babel Fish – <http://babelfish.altavista.com>- Assists with translation of materials when English is not primary language

## WEBSITES RESOURCES

[www.microsoft.com/enable](http://www.microsoft.com/enable) - Tools available within Microsoft (2000) based programs, such as a reader program

[www.rfbd.org](http://www.rfbd.org) - Reading for the blind and dyslexic, ordering books on tape, signing up for services and materials

[www.itools.com](http://www.itools.com) - Reference tools such as dictionaries, translators, quotations, maps...

[www.promo.net/pg/](http://www.promo.net/pg/) - Download and read hundreds of literary classics (Gutenberg Project)

[www.inspiration.com](http://www.inspiration.com) - Graphic organizer software

[www.kidspiration.com](http://www.kidspiration.com) - Graphic organizer software, for younger children and students with more complex disabilities

[www.help4teachers.com](http://www.help4teachers.com) -Tiered lessons, various subjects by grade level

[www.parentsplace.com](http://www.parentsplace.com) - Parent resource center, lots of useful information

## OTHER RESOURCES

### Reading

textHELP

Text to speech software, some free downloads

[www.texthelp.com](http://www.texthelp.com)

Keynote Gold Prods.

Text to speech conversion, adjustable rate, also has 6 language options

[www.humanware.com](http://www.humanware.com)

### Organization

**The American Heritage Dictionary w/ Organizer, Alarm and Spell Check**

Available in many discount stores

### Watchminder

Can be programmed as a reminder device for tasks or medication...can buzz in the middle of class with messages like "pay attention!"

1-800-961-0023

### Memory

Overhead tools

[www.trainerswarehouse.com](http://www.trainerswarehouse.com)








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Topics:

-  **Self-Regulation/Executive Functioning: Mindsets + Skill Sets = Results!**
-  **The Common Core and Differentiating Instruction: Practical Strategies for Real Classrooms**
-  **Close Reading Strategies for Secondary Learners**

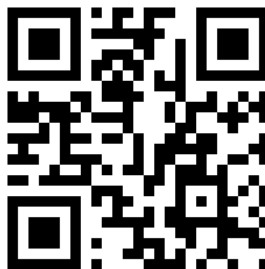
Other topics includes:

Differentiated Instruction – Introductory/Advanced ♦ Co-teaching ♦ Active Engagement in the Classroom ♦ Inclusive Education/Response to Intervention ♦ Reading and Writing in the Content Areas ♦ **Inspiring Learners**

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Kathleen Kryza is available for keynotes, one day or series workshops, coaching/consulting. For more information or to schedule Kathleen to come to your school or district please call, email or visit [www.kathleenkryza.com](http://www.kathleenkryza.com) and complete the contact form or simply scan the QR code below to go directly to the website where you can sign up for Kathleen's monthly newsletter, buy books , browse workshops, download FREE resources, and contact her.



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