**Differentiation strategies by readiness**

**Tiered Instruction**

**Subject area:**

Skill or understandings:

Lesson:

What is my teaching activity?

What is the grade level learning activity? Typical assignment

Design a learning activity with more complexity, independence, abstractness, or advanced resources.:

Design an activity that is more concrete, with more scaffolding, simpler, or simpler resources or fewer steps.

Error! Objects cannot be created from editing field codes.**Tiered assignments:**

Knowledge of interests and intelligences

Use Bloom’s taxonomy for complexity differentiation

Create Tic-tac-toe board

**DEVELOPING TIERED ACTIVITIES FOR MISS MUFFET RHYME**

**Levels of thinking**

**Cue Words**

**Sample Products**

**Student Behaviors**

**Evaluation**

Judge, justify, persuade, prioritize

Editorial, verdict, debate, evaluative report

Judges the value, adequacy, quality or importance

**Synthesis**

Design, create, invent, plan, compose

A plan, a formula, an artistic product, poem

Writes a well organized theme, formulates a plan

**Analysis**

Classify, infer, compare, outline, characterize

Survey, graphs, diagram, outline

Distinguishes between facts and inferences, uses logical thinking

**Application**

Demonstrate, dramatize, compute, apply, use

Diary, map, puzzle, lesson, collection

Applies concepts and skills to new situations

## Comprehension

Paraphrase, summarize, tell, review, explain

Report, chart, demonstration, skit

Understands facts, interprets material, translates

**Knowledge**

Define, Describe, label, list, memorize, match

Labels, lists, definitions, reproduce

Knows terms, facts, methods, concepts

**BIG IDEAS AND CONCEPTS TO BE DEVELOPED**

**Concepts:**

Fear or phobias

Survival – fight or fight response

**Big ideas:**

Fear affects people differently

* People are afraid of different things.
* People respond differently to fear.
* Some people fight back and others might run or retreat.

Fear can come from lack of knowledge.

Sometimes we don’t know why we are afraid.

**Knowledge /comprehension**

Little Miss Muffet was not happy.

\Please draw a story board explaining what happened to her.

Make a word mobile with definitions of Curds and whey tuffet, phobia.

Make a puppet show of Little Miss Muffet. Use the materials in the art center to design

your puppets. Make sure your puppet show shows why Miss Muffet was afraid. Make the puppets think out loud.

**Application, analysis**

Write a letter to Miss Muffet about something that frightened you.

Make a poster of spiders that are dangerous and those that are not. Explain why knowledge eliminates fears.

Survey students in the 2nd grade to determine who is afraid of spiders.

Create a graph showing how many students are afraid of spiders and how many are not.

Decorate your graph with scenes from Miss Muffet.

**Synthesis and evaluation**

Write a newspaper story form the spider’s point of view. Explain the spider’s frustrations in life. Remember to support your discussion with facts as a good reporter would do.

Give a speech convincing Miss Muffet to make friends with the spider,

Create a power point presentation with pictures and facts about phobias and their cure.

You are the attorney for the spider, write a speech to convince the jury that the spider should not go to jail for scaring Miss Muffet.

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| |  |  | | --- | --- | | **Make and describe a variety of shapes** | | | This was a whole-class lesson with extension/enrichment activities for the more able children. | | |  | | | **What happened** | | | The teacher took the class into the hall. She arranged four children into a square shape and passed a rope around them to make the edges of a square. The teacher then asked the class questions such as ‘What shape have I made?’ and ‘How do you know?’ and expected the children to respond using appropriate mathematical language.  Following this, the teacher passed a rope around only three of the children to make the edges of a triangle. She asked the class to identify the shape and discuss, in pairs, what they knew about it. The teacher challenged the more able children to make at least five statements about the shape – for example, that the shape has two short sides and one longer side, one right angle, two angles smaller than a right angle, three corners.  The teacher asked the children to think about what would happen to the shape if one child (vertex) moved a little. She then constructed more shapes with the children, including irregular pentagons and hexagons, and gave the children time to identify the shapes and discuss what they knew about them. The teacher encouraged the more able children to make jottings on their own whiteboards and think about the angles within these shapes.  Later, the teacher asked the children to create different five- or six-sided shapes using pinboards and elastic bands, and to record them, with descriptions, on dotted paper. She gave the more able children two or more criteria – for example, a pentagon with no right-angled corners and one line of symmetry – and encouraged them to create shapes using their reasoning skills.  The teacher discovered that one child could use the criteria to create more than one shape. She asked the child, and her friend, to make as many different shapes as possible and then explain how they had made these shapes. The teacher challenged other more able children to use reasoning skills to create a hexagon with four right angles, and later asked them to make up their own problems by choosing two or three criteria and trying to find shapes that would fit them. The children had to explain why some of their sets of criteria did not work.  Finally, the teacher reinforced the children’s mathematical vocabulary in a class discussion of the shapes and properties. She asked the more able children to discuss their sets of criteria and the shapes they had created, and asked the other children to check that all the criteria had been met. | | |  | | | **National Numeracy Strategy objectives** | | | * | Solve mathematical problems or puzzles, recognise simple patterns or relationships, generalise and predict. Suggest extensions by asking ‘What if…?’ or ‘What could I try next?’. (‘Supplement of examples’, 63) | | * | Use the mathematical names for common 3-D and 2-D shapes. (‘Supplement of examples’, 81) | | * | Investigate a general statement about familiar numbers or shapes by finding examples that satisfy it. (‘Supplement of examples’, 64) | | * | Sort shapes and describe some of their features. (‘Supplement of examples’, 81) | |  | | |

Novel Think-TAC\_TOE

(Carol Ann Tomlinson, 2004)

(Version 1)

Directions: Select and complete one activity from each horizontal row to help you and others think about your novel. Remember to make your work:

**Thoughtful Rich with detail Accurate Original**

|  |  |  |  |
| --- | --- | --- | --- |
| Character | Make a pair of collages that compare you and a character in your book in physical and personality traits. Label your collages generously, so viewers understand our thinking. | Write a bio-poem about yourself and another about a main character in the book so your readers see how you and the character are alike and different. Be sure to include the most important traits in each poem. | Write a recipe or set of directions for how you would solve a problem in your life and another for how a main character in your book would solve a problem. Your list should help us know you and the character better. |
| Setting | Draw or paint and write a greeting card that invites us into the scenery and mood of an important part in the book. Be sure that verse helps us understand what is important in the scene and why. | Make a model or a map of a key place in your life and of an important place in the novel. Find a way to help viewers understand both what the places are like and why they are important in your life and the character’s life. | Make two timelines. The first should illustrate and describe at least six to eight shifts in setting in the book. The second should illustrate and explain how the mood changes with the changes in setting. |
| Theme | Using books of proverbs and quotations, find at least six to eight that you feel reflect what’s important about the novel’s theme. Find at least six to eight that do the same for our life. Display and explain your choices. | Interview a key character from the book to find out what lessons she thinks we should learn from events in the book. Use a question and answer f format to present your material. Be sure the interview is meaningful. | Find songs you think reflect an important message from the book. Prepare an audio collage. Write an accompanying card that helps listeners understand why and how you think the songs express the book’s meaning. Dot he same w with your life and its themes. |

Novel Think-TAC\_TOE

(Version 2)

Directions: Select and complete one activity from each horizontal row to help you and others think about your novel. Remember to make your work

***Insightful Rich with detail Accurate Vivid in imagery and wording***

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| Character | Write a bio-poem about yourself and another about a main character in the book so your readers see how you and the character are alike and different. Be sure to include the most important traits in each poem. | A character in the book is being written about in the paper 20 years after the novel ends. Write the piece. Where has life taken him? Why? Now, do the same for yourself 20 years for yourself 20 years from now. Make sure both pieces are interesting, feature-type articles. | You’re a “profiler”. Write and illustrate a full and useful profile of an interesting character from the book with emphasis on personality traits and mode of operating. While you’re at it, profile yourself too. |
| Setting | Research a town or place you feel is equivalent to the one in which the novel is set. Use maps, sketches, and population and other demographic data to help you draw comparisons and contrasts. | Make a model or a map of a key place in your life and of an important place in the novel. Find a way to help viewers understand both what the places are like and why they are important in your life and the character’s life. | The time and place in which people find themselves and in which events happen shape those people and evens in important ways. Find a way to convincingly prove that idea using the book\_\_your own life. |
| Theme | Find out about famous people in history or current events whose experiences and live reflect the essential themes of your novel. Show us what you’ve learned. | Create a multimedia presentation that fully explores a key theme from the novel. Use at least three media (for example, music, painting, poetry, sculpture, photography, and calligraphy) in your exploration. Draw at least two comparisons or contrasts between themes in your life and in the novel. | Find several songs you think reflect an important message from the book. Prepare an audio collage. Write an accompanying card that helps listeners understand why and how you think the songs express the book’s meaning. Do the same with your life and its themes. |

**THINK TAC TOE Board**

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