

CURRICULUM ADD-ONS

1. Aluminum recycling
2. Alcohol/drug addiction
3. Head lice prevention
4. Sex education
5. Plant-a-tree program
6. Poison prevention program
7. Hand gun safety
8. Earthquake safety education
9. Flood safety education
10. Tornado safety education
11. Hurricane safety education
12. Nutrition education
13. Electrical hazard prevention
14. Fire safety program
15. On-line pornography education
16. Manners education
17. Divorce education
18. Death education
19. AIDS education
20. Emergency numbers program
21. Gunfire safety program
22. Suicide prevention program
23. Alternative family education
24. Sex abuse prevention program
25. Air/water pollution program
26. Garbage recycling education
27. Tolerance education
28. Lead poisoning program
29. Nay, Nay to 900 numbers, “stay away” program
30. Be kind to animals program

CURRICULUM ADD-ONS

31. Personal hygiene
32. Lighting safety program
33. Mine/cave safety program
34. Carbon monoxide safety program
35. Acid rain education
36. Save the owl
37. Save the whale
38. Save the manatee
39. African bee awareness week
40. CPR/Heimlich training
41. Energy conservation
42. Personal safety
43. Save the rainforest
44. Multicultural awareness
45. Violence prevention programs
46. Sexual harassment education
47. Gender equity education
48. Holocaust awareness education
49. Don't talk to strangers program
50. Escalator safety education
51. Restitution education
52. Conflict resolution
53. Responsibility training
54. Lyme disease prevention
55. Firecracker safety education
56. Condom education
57. Drowning prevention education
58. Toy safety program
59. Frostbite prevention education
60. Character education

CURRICULUM ADD-ONS

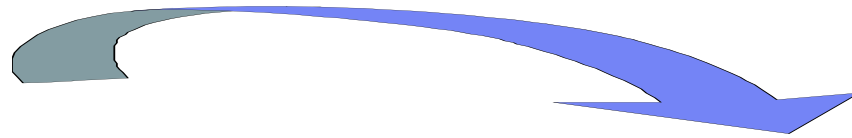
61. Safe sledding education
62. Practice safe sun education
63. “Just say no to Satan” program
64. “Just say no to kissing”
65. Homeless education awareness program
66. Snow plow safety program
67. Railroad crossing education
68. Garage door safety program
69. School bus safety
70. Practice safe tattooing
71. Body piercing safety
72. “No gangs for me” program

DIFFERENTIATED INSTRUCTION IS NOT...

- An IEP for each student
- Unstructured
- Another word for tracking
- Giving additional busy work to accelerated students
- Watering down the curriculum
- A program, model, or recipe

DIFFERENTIATION

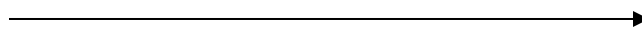
Differentiation is a teaching concept in which the classroom teacher **PURPOSEFULLY** plans for the diverse needs of students.



IT IS A JOURNEY YOU TRAVEL AS YOU DEVELOP THE SKILLS OF BEING RESPONSIVE TO THE DIFFERENT LEARNING NEEDS IN YOUR CLASSROOM.

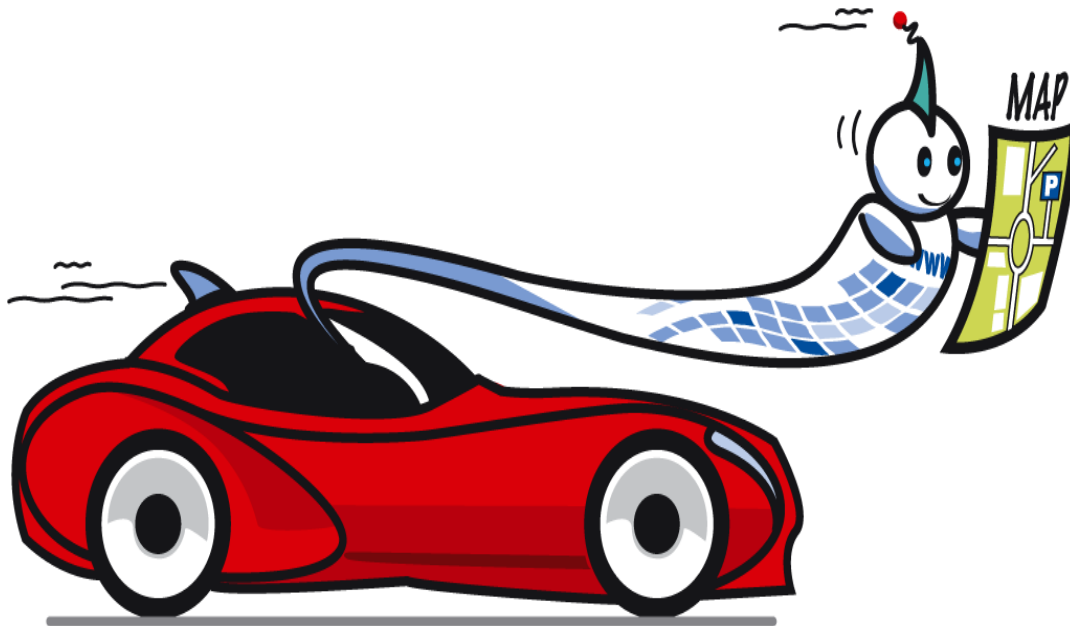
THE JOURNEY

NOT
DIFFERENTIATED



FULLY
DIFFERENTIATED

One Size Fits All



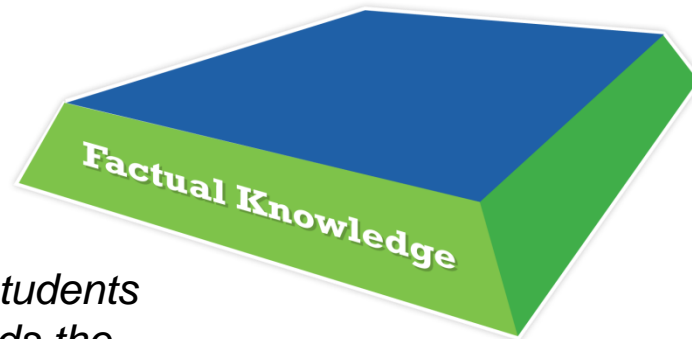
- *Ongoing Assessment
- *Flexible Grouping
- *Tiered Assignments
- *Anchor Activities
- *Curriculum Compacting
- *Learning Stations/Centers
- *Project-Based Learning
- *Independent Study
- *Learning Contracts
- *Problem-Based Learning

Essentials of a Differentiated Curriculum

Curriculum can be defined as what students are expected to **know, understand, and be able to do.**

KUDOS

The foundation of any curriculum is **factual knowledge.**

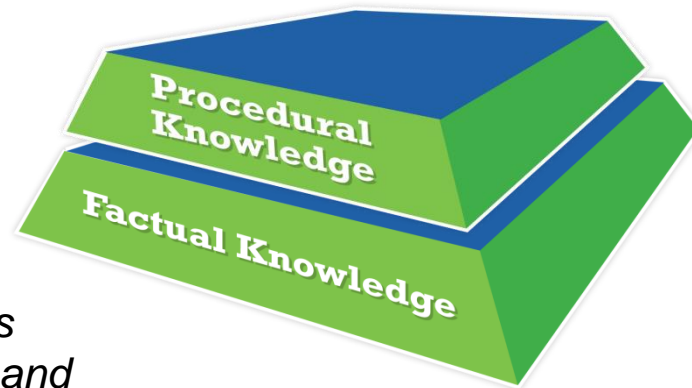


*Factual knowledge is what we want our students to **KNOW**. It is the information that grounds the student in the discipline.*

Essentials of a Differentiated Curriculum

Procedural knowledge is what we want our students **to do**.

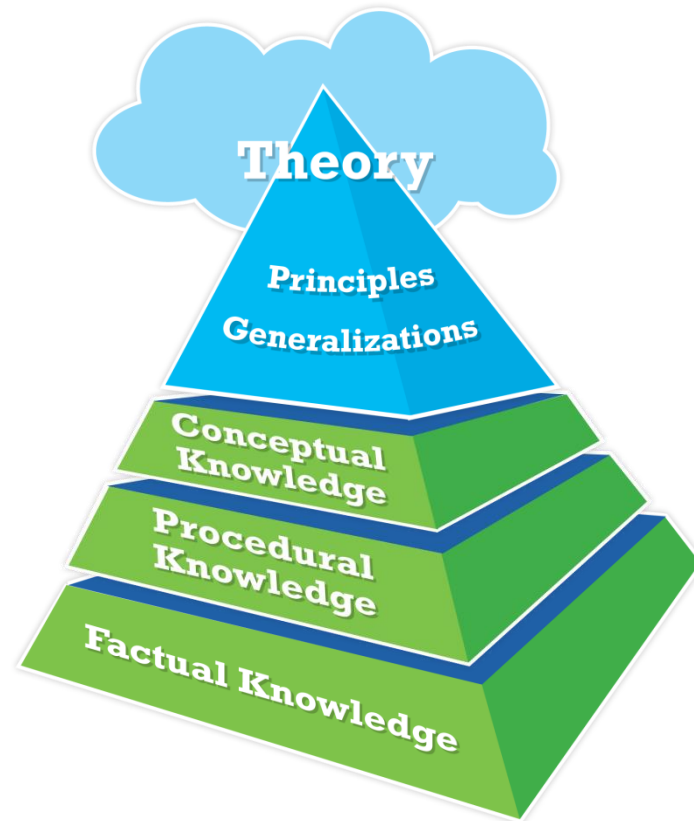
Procedural knowledge includes knowledge of strategies, skills, and processes.



Essentials of a Differentiated Curriculum

Conceptual knowledge is what we want our students **to understand**.

Conceptual knowledge builds on factual and procedural knowledge, but requires more critical and creative thinking..



Use **KUDOs** to Unpack CCSS

Know Goals (factual knowledge)	Understand Goals (conceptual knowledge)	Do Goals (procedural knowledge)
Facts, dates, academic vocabulary, key people or key places	“Big ideas” or theories: “I want my students to understand that...”	Start with a verb, often from Bloom’s Taxonomy (apply, analyze, etc.)

Reviewing curriculum through this lens:

- Focuses equal amount of instructional attention on factual, procedural and conceptual levels of learning
- Gives opportunities to differentiate instruction based on students’ readiness
- Helps move all students toward higher level thinking and understanding of content as required by CCSS

Tips for Sharing Learning Goals That Students Understand, Remember & Personalize:

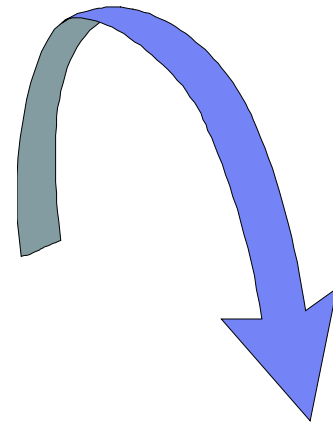
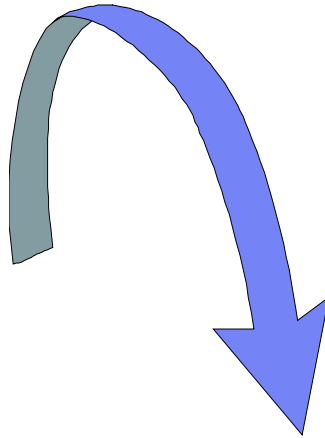
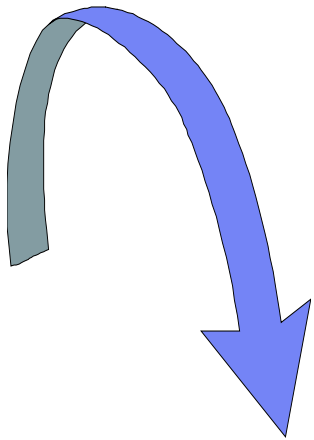
1. **Do not** write the goal on the board and assume students will pay attention to it.
2. **Do** have students paraphrase goals in their own words.
3. **Do** make sure you are sharing goals and not just activities.
4. **Do** share criteria for evaluation.

What's the point?

Readiness

Interest

Learning Profile



GROWTH AND
ACHIEVEMENT

MOTIVATION

EFFICIENCY

WHAT CAN BE ASSESSED?

READINESS	INTERESTS	LEARNING PROFILE
Skills Content Concepts	Hobbies Likes Dislikes	Social/Emotional Factors: <i>*Language</i> <i>*Culture</i> <i>*Health</i> <i>*Family Circumstances</i> <i>*Special Circumstances</i> Learning Modality Cognitive Preference

ASSESSMENT FOR READINESS

Assessment takes various forms that support instruction in different ways.

Pre-assessment

helps teachers determine students' current levels of readiness and is used to plan appropriate instruction.

Formative

assessment allows teachers to accumulate information about students' progress and is used to guide instructional decisions.

Summative assessment

measures students' progress at the end of a unit of study and is used to determine whether the criteria of the standards have been met.

Pre-assessment and formative assessment are critical tools for differentiated instruction.

EXIT CARD PROMPTS

Promote Student Self-Assessment

- I was confused by...
- This reminded me of...
- I wonder why...
- I learned that...
- I was surprised...
- I predict...
- A better way for me to learn this....

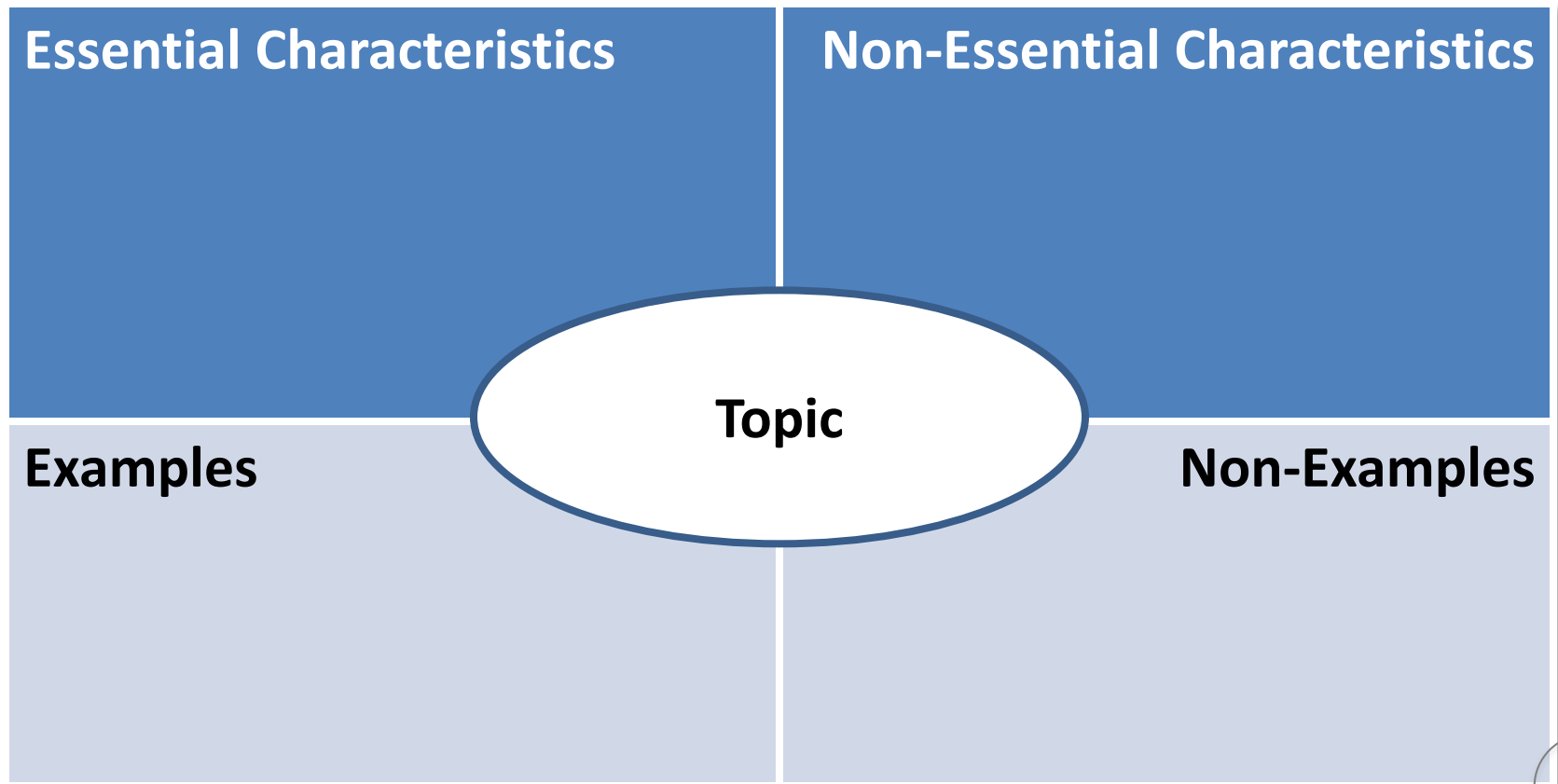
Exit Cards



- Draw an illustration or make a graphic organizer of today's lesson.
- The most important thing about _____ is _____.
- How did today's work connect to the work we did yesterday?
- Pick any object and write a metaphor explaining how it compares to a concept in today's lesson.
- I want to start tomorrow's class with the most important learning from today. What would it be for you?

The Frayer Model

Frayer, Frederick, Klausmeier, 1969



What Learning Profile IS and IS NOT



IS

- Cognitive preference
- Learning modes
- Gender
- Culture



IS NOT

- Fixed or singular
- Used to classify students

Synthesis Task Card

CCSS Reading – Literature 5.2

Determine the theme of the story.

Groups of four with different modalities or cognitive preferences	Agree on the theme of the story
Four ways to express the theme	Be ready to present Make sure everyone can interpret all the work

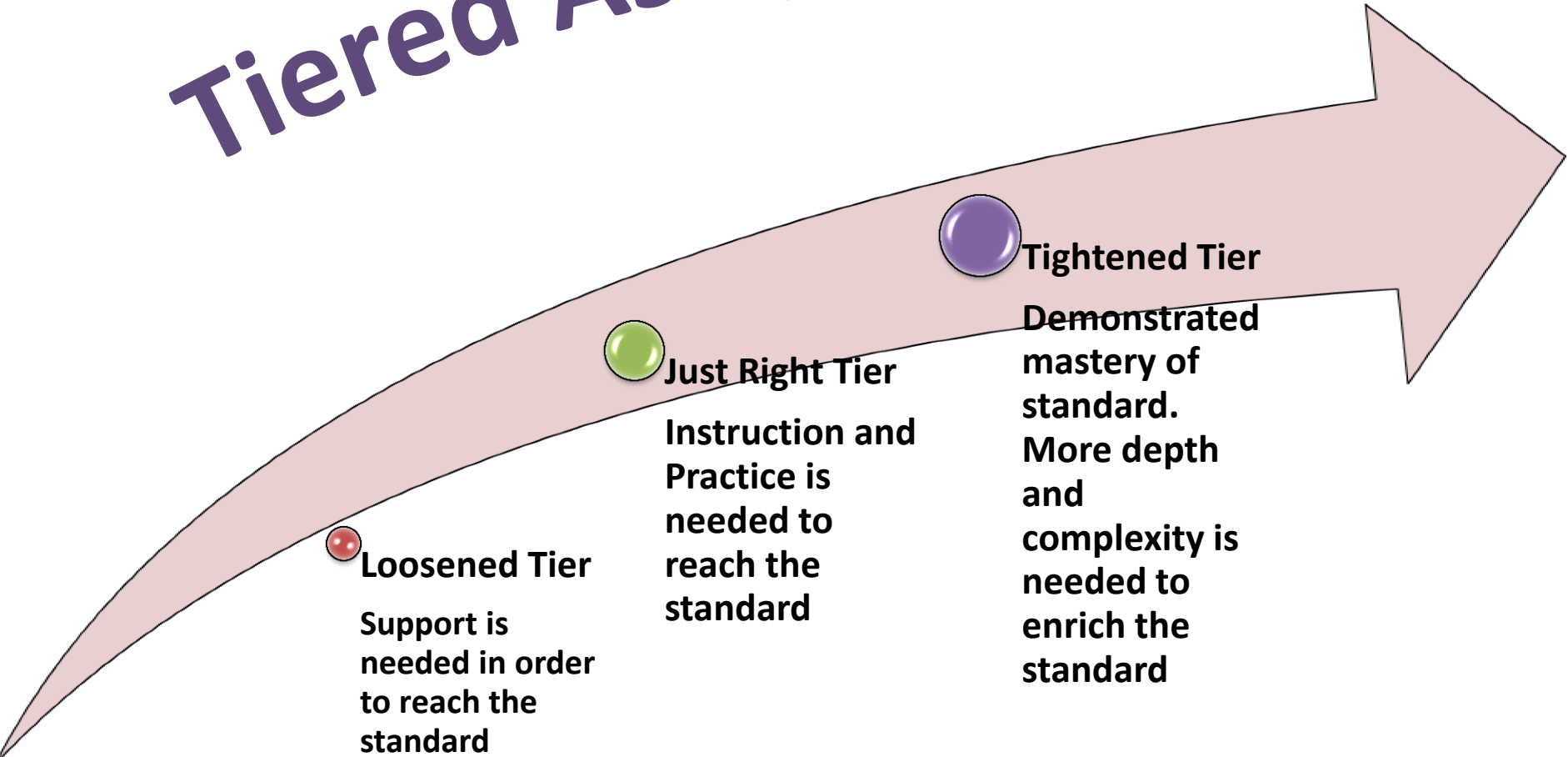
CHOICE

A WAY TO DIFFERENTIATE FOR STUDENT INTERESTS



- Product choices
- Ways to study vocabulary
- Ways to work: alone or with a partner
- Books to read
- Authors to study
- Order of tasks
- Where to sit
- Writing prompts
- Anchor activities
- Spelling Words
- Roles
- Due Dates
- Learning Goals
- Homework assignments
- Choice of groups
- Questions to answer
- Ways to learn content

Tiered Assignments



Loosened Tier
Support is needed in order to reach the standard

Just Right Tier
Instruction and Practice is needed to reach the standard

Tightened Tier
Demonstrated mastery of standard. More depth and complexity is needed to enrich the standard

The Less Complex Energizer

1	2	3	4	5	6
L	R	B	R	B	L
7	8	9	10	11	12
B	L	R	L	B	R

The Just Right Energizer

1	2	3	4	5	6
L	r	B	r	l	R
7	8	9	10	11	12
B	l	R	b	r	l

The More Complex Energizer

1	2	3	4	5	6
L	r	B,	R	l,	R
7	8	9	10	11	12
B	l,	R	b	r,	l

WHAT DID I DO?

- Select concept that is focus of lesson
- Used exit cards as formative assessment
- Designed the “just right” activity: interesting, promote understanding of concept, where most students would be challenged
- Designed the other two activities to vary in complexity to meet readiness levels
- Changed the nature of the assignments
- Made the tasks respectful

Tiering: An Example in PE

Skill: **Dribbling in basketball**

More Complex: Dribble with one hand while another student plays defense, increase speed, trade roles

Just Right: Dribble in and out of cones as quickly as possible using one hand, change hands and repeat, increase speed.

Less Complex: Dribble from point A to B with one hand, switch hands and repeat, develop a new floor pattern (not a straight line) using either hand.

Skill Based Readiness

Basic Order of Operations

$9 - (9 - 8) =$	$(8 \times 8) \times 2 =$	$(4 \times 8) + 10 =$
$4 \times (1 - 4) =$	$9 \times (2 - 2) =$	$8 - (4 - 3) =$
$(8 \times 8) - 8 =$	$(4 \times 5) + 4 =$	$(8 + 10) - 3 =$

Advanced Order of Operations

$1 - (7 \times 5) - 4 =$	$10 \times (6 - 6) + 10 =$	$(4 + 4 - 1) - 7 =$
$(5 - 7) - (5 \times 5) =$	$(4 + 5 + 6) =$	$(4 \times 6) + (4 - 5)$
$(5 \times 9 + 2) \times 4 =$	$(5 - 10) \times (8 \times 8) =$	$(1 + 2) \times (3 - 2)$

Steps for Planning a Tiered Activity

KEY CONCEPT
Identify what the student will
KNOW
UNDERSTAND
DO?

Design common
experience for
whole class.
This is the
hook!

Pre-Assess for Readiness

After creating an 'on
level' activity, adjust
up or down to create
parallel activities. You
can adjust pace,
materials, number of
steps, level of
dependency or
complexity.

Tier 1

Tier 2

Tier 3

Tiered Activity Planning Template

Whole Group Intro Activity
Using fun fish masks and a floor sized number line, students will help act out and learn how to solve addition problems using the number line or manipulatives.

Key Concept

Common Core:
K.OA.5 Fluently add and subtract within 5.

Pre-assessment activity

After doing a quick check I know that about $\frac{1}{2}$ my students should be working on addition 1-10 but I have a small number who still haven't mastered 1-5 and some who are onto 1-20.

What will all students do?

Students will complete an addition write the room activity using a number line or manipulatives to find answers to addition problems.

Tier 1

Addition 1-5

Tier 2

Addition 1-10

Tier 3

Addition 1-20

Literacy Contracts

Dear _____

Next week while reading your book, please think about one of the ideas listed below. Put an X next to the idea you choose and then write me a letter with your thoughts about it. Please give your letter to me by next Friday. I am looking forward to reading what you are thinking. Please ask me if you have any questions.

_____ Pick one character that you think is interesting. Write about how the character reminds you of someone you know. Write also about times when you've been most like this character.

_____ What connections can you make between your book and experiences you have had or to other books you have read?

_____ How does the setting affect the characters and their actions in the book?

_____ Really good writing captures your attention. Tell me some examples where your book surprised you or hooked you into reading. In your opinion, what is the quality of the writing in your book?

_____ Pick one character that you think is interesting and tell me about this character.

_____ A good reader thinks about what he or she reads. What is something you think is really important or interesting in your book? Tell me why you think so and give me some examples.

_____ Describe the setting of your book and why you think it is important.

_____ A lot of good writing puts pictures in your mind. What pictures does your book put into your mind?

_____ Pick one character and give that character advice at this point in your book. Defend why you think that's good advice. Do you think the character would accept your advice? Why or why not?

_____ What's an insight you had while reading or what connection did you make between the book and your life? (or life in general)

_____ Think about how the setting of the book actually influences what happens in the book. Explain how it works. In what ways is that similar to or different from how setting affects your life?

_____ Effective writing makes us think even after we stop reading. What ideas does your book put into your mind? Based on this, what do you think the quality of the writing is in your book?

Tiered assignments should:

- ✓ Be focused on the standards
- ✓ Be driven by assessment
- ✓ Consist of different work, not simply more or less work, that addresses the same concepts at appropriate levels of complexity
- ✓ Include respectful tasks for all with equal amount of interest and engagement
- ✓ Require roughly the same amount of time to accomplish all tasks

Designing Tiered Tasks

Adjusting Challenge and Complexity:

- Level of support
- Structure of assignment
- Complexity of resources
- Text level
- Pacing
- Monitoring

THE TRICKLE DOWN THEORY OF EDUCATION

- COLLEGE PROFESSOR: Such ignorance in a pupil is a shame. Lack of preparation in the high school is to blame.
- HIGH SCHOOL TEACHER: Good heavens, this boy is sure a fool! The fault lies, of course, with the middle school!
- MIDDLE SCHOOL TEACHER: From such stupidity may I be spared! The send them to me so unprepared!

THE TRICKLE DOWN THEORY OF EDUCATION

- **ELEMENTARY SCHOOL TEACHER:** Such lack of training never did I see! What kind of woman must his mother be!
- **THE MOTHER:** Poor helpless child; he's not to blame! His father's people were all the same!
- **THE FATHER:** I have so much trouble keeping him in line that I doubt the rascal's even mine!

THINK-TAC-TOE

<p>IMAGINE (SYNTHESIS)</p> <p>You are the main character in the story. How would you do things differently?</p> <p>1</p>	<p>COMPARE (COMPREHENSION)</p> <p>Compare this story with another one with the same theme.</p> <p>2</p>	<p>CHANGE (SYNTHESIS)</p> <p>You are the author. Change the setting and sequence of events.</p> <p>3</p>
<p>LOCATE (KNOWLEDGE)</p> <p>Find the page where the author writes about the plot's turning point.</p> <p>4</p>	<p>CREATE (SYNTHESIS)</p> <p>Come up with a way to share what you've read. Get your idea approved by the teacher.</p> <p>5</p>	<p>DESCRIBE (COMPREHENSION)</p> <p>You are a media specialist. Describe the plot and theme to a potential reader.</p> <p>6</p>
<p>RESPOND (COMPREHENSION)</p> <p>Respond to the author by writing him or her a friendly letter.</p> <p>7</p>	<p>BUILD (APPLICATION)</p> <p>Build a diorama to show the characters and setting of the story.</p> <p>8</p>	<p>CRITIQUE (EVALUATION)</p> <p>What is your viewpoint of the story?</p> <p>9</p>

I have chosen to complete activities #_____,#_____,and #_____.

#5 Create: I will complete the following activity because I chose #5:

Student's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

THINK-TAC-TOE

<p style="text-align: center;">RESPOND (Comprehension)</p> <p>Read 1 of Joan of Arc's letters & write a response as if you were Duke Philip of Burgundy. Tell Joan why you cannot attend the coronation.</p>	<p style="text-align: center;">EXPLAIN (Comprehension)</p> <p>Explain why Joan of Arc led the French.</p>	<p style="text-align: center;">PREDICT (Application)</p> <p>Predict what might happen if Joan of Arc was not captured & turned over to the English.</p>
<p style="text-align: center;">Create (Application)</p> <p>Study Joan's coat of arms & read the description. Create & draw a new coat of arms for Joan & describe the meaning of the symbols.</p>	<p style="text-align: center;">CONCLUDE (Evaluation)</p> <p>In what ways do you think the movie depiction of Joan was different than the real life of Joan of Arc. Identify & describe at least 2 ways.</p>	<p style="text-align: center;">EXPLAIN (Comprehension)</p> <p>Explain why Joan had difficulty getting the French to support her at first.</p>
<p style="text-align: center;">LOCATE (Knowledge)</p> <p>What happened to Joan when she was captured & turned over to the English?</p>	<p style="text-align: center;">PROPOSE (Synthesis)</p> <p>Propose an alternative solution. How could the English have dealt with the problem of Joan of Arc differently?</p>	<p style="text-align: center;">DEFEND (Synthesis)</p> <p>If you were Joan's lawyer what would your argument be in her defense? Write a defense statement defending Joan to the jury. Address issues like wearing male clothing and seeing visions.</p>

Compare and Contrast

Use *Inspiration* in the Student Aps folder to create a graphic organizer that compares two biomes. If you do not have computer privileges create a Venn diagram on your own paper.

Written Document Analysis

Analyze the provided primary source document using the Document Analysis Worksheet.

Read-a-Picture

Use the provided questions to analyze a provided picture of one of the seven biomes.

Kinesthetic Testing Tactics

Use the provided words to write sentences showing the relationships of the cards. Shuffle the cards and then lay them out in 3 rows of 3. You should write 8 sentences: 3 for the 3 rows going across, 3 for the 3 rows going down, and 2 for the diagonals.

A Wrinkle in Time

Use the *Timeliner* software in the Student Aps folder to create a timeline of the seasons of one biome.

Walk a Mile in my Footsteps

Create footprints to represent a biome. One footprint must contain written information while the other contains only pictorial representations.

Jeopardy using Power Point

Use a *Microsoft PowerPoint* template to create a Jeopardy type game that reviews information on the biomes.

Create a Brochure

Go to the website
www.mybrochuremaker.com
Create a travel brochure that includes information needed by people considering taking a vacation in one of the biomes.

Make Your Case

Use a *Microsoft Word* template to create a CD Jewel Case Label related to a selected biome. Include a band name, song titles and production notes that relate to that biome.

RAFT WRITING ASSIGNMENTS

ROLE	AUDIENCE	FORMAT	TOPIC
Semicolon	Middle School Student	Diary Entry	I Wish You Really Understood Where I Belong
Lung	Owner	Owner's Guide	Maximizing Product Life
Tree	Urban Sprawl	Editorial	My Life is Worth Saving
Young Chromosome	Experienced Chromosome	Picture Book	What Becomes of us in Mitosis

Dear Decimal,

I have admired you for as long as I can remember. I envy your petite silhouette.

Though I can mean the same thing as you when you appear at the Math Club as .72 and I need to be $72/100$, everyone looks at you and I am left in your shadow.

Affectionately,

The Fuller-Figured Fraction

R = Fraction

A = Decimal

F = Love Letter

T = Number Comparison

DIRECTIONS: PICK ONE OF THESE

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

R.A.F.T.

THE GREAT DEPRESSION

ROLE	AUDIENCE	FORMAT	TOPIC
FDR	Public	Candidacy Speech	Hope for the Future
Unemployed Factory Worker	Friend	Letter	Looking for Work
St. Louis Post Dispatch	Public	Editorial	Causes/Effects of the Depression
Woman	Self	Diary Entry	Surviving during Depression

Pre-Algebra RAFT

ROLE	AUDIENCE	FORMAT	TOPIC
Coefficient	Variable	E-mail	We belong together
Balance	Students	Advice Column	Keep me in mind when solving problems
Variable	Humans	Monologue	All that I can be
Variable	Algebra students	Instruction Manual	How and why to isolate me
Algebra	Public	Passionate plea	Why you really need me

Role	Audience	Format	Topic
Chemist	Chemical company	Instructions	Combinations to avoid
Wheat Thin	Other Wheat Thins	Travel Guide	Journey through the digestive system
Plant	Sun	Thank-you note	Sun's role in plant's growth
Zero	Whole numbers	Campaign speech	Importance of the number 0
Exponent	Jury	Instructions to the jury	Laws of exponents
Water drop	Other water drops	Travel guide	Journey through water cycle
Limestone rock	Cave visitors	Postcard	Chemical weathering process
Statue	Dear Abby readers	Advice column	Effect of acid rain
Bird	Wright Brothers	Complaint	New invention disrupts skies
21st Century Woman	Susan B. Anthony	Thank-you note	Women's Rights
Community helper	Community	Speech	Why you can't do without me