

STRATEGIES

Student Choice

- Tic-Tac-Toe
- Learning Menus
- Product Choice


Learning Centers

Independent/Small Group Rotation

- **Scheduling Scenarios**

-from *Differentiation: Simplified, Realistic, and Effective*, by Bertie Kingore

The teacher instructs one group at a time in these five scenarios.			
Teacher Directed	Independent Work	Independent Work	Independent Work
Teacher Directed	Independent Work	Computers	Research Task
Teacher Directed	Cooperative Group	Centers	Independent Work
Teacher Directed	Centers	Centers	Centers
Teacher Directed	Centers	Independent Work	Literature Circle

The teacher facilitates and assesses among all groups in these three scenarios.			
Cooperative Learning	Cooperative Learning	Cooperative Learning	Cooperative Learning
Center A	Center B	Center C	Center D
Literature Circle	Literature Circle	Literature Circle	Literature Circle



Flipped Classroom: A flipped classroom is one in which the traditional model of instruction, where new knowledge is presented to the students by the teacher and then practice happens independently, often as homework, is reversed. Students learn about the new content or skills independently, typically from a resource or menu of resources options (video, text, etc.) provided by the teacher. Then students and teacher come together to explore the new learning in more depth or practice the new skills. The teacher time is spent guiding and providing in-the-moment feedback.

- **Flipped-In:** This is “flipping” your classroom instruction while students are present in your room. It is good for younger students who are not ready for this level of independent learning at home, or when specific resources are only available at school.
- **Flipped Out:** The new learning takes place out of the classroom as the “homework” and students come to class ready to ask questions or engage in guided practice and extensions of the new learning.

- ✚ **Vary Question Levels:** Create questions at all levels of Bloom’s Taxonomy. Direct students to the questions that meet their level of challenge. Don’t always require all students to start at Recall and move up. Some students are ready for higher-level questions right away and can go back to more factual questions as needed.
Variations...
 - Question Cubes: Design six questions, one for each level of Bloom’s. Have students roll the dice in a small group to determine which questions they answer. This works great with generic question frames that students can fill in multiple content-specific terms.
 - Ask students to create questions based on Bloom’s verbs. They can add an answer key and swap with a partner, or lead a Question Cube group.

- ✚ **Authentic Tasks:** Create activities that connect learning to real-world situations.

- ✚ **Three Tiers:** Create tasks with three levels: benchmark, above benchmark, below benchmark. The goal should be for all students to learn something new, and at least get to benchmark.

SMALL BITES: ANCHOR, CHALLENGE, AND ENRICHMENT ACTIVITIES

- ✚ **Recipe Cards:** Ask students to create a recipe as a way to review information. It should include a title, list of ingredients, and the process to put the ingredients together.

- ✚ **Mathematical Formula:** Ask students to create a formula as a way to review information. The formula should include a key of the variables and explain their reasoning in selecting specific operations.

- ✚ **ABC Brainstorm:** Students brainstorm terms related to a lesson or unit, trying to find at least one word that begins with each letter of the alphabet. This can be used at multiple points in a lesson or unit. Extensions include categorizing the lists with teacher- or student-created categories, and/or creating a graphic representation of the terms. Students can compare lists with teacher-provided discussion questions or stems.

- ✚ **Creative Summaries:**
 - Bumper Sticker (less than 14 words, can include a graphic or icon)
 - Tweet (less than 160 characters)

- ✚ **Acronym Sentences:** Students create grammatically correct sentences related to the lesson or unit from a small group of letters. Each letter will begin one word in the sentence (e.g. E-E-T-I-I-N-A-A, could become “Each animals niche is important to ecosystems.”). Teachers can provide letter groups or students can draw letter cards.

When students are selecting the letters, the number in each group can be determined by the teacher or from rolling dice. Many rules can be added to vary the activity.

- ✚ **Two Facts and a Fib:** Students create 3 statements about the lesson or unit, 2 are facts and 1 is a fib. Other students try to figure out which is the fib. Teachers can provide discussion questions or stems as well.
- ✚ **Forced Analogies:** Using a teacher-provided list of common objects (e.g., a peanut butter and jelly sandwich, a crowd, rain, etc.) and a list of terms or concepts from a lesson or unit, students compare and contrast one item from each list, forcing an analogy. *For example: How is The Bill of Rights like a rocking chair?* Students can also be asked to explain how a concept is more like one thing or another. *For example: Is the ____ branch of government more like a lion or an owl?* This works great with a bag or box of actual objects students can look at to compare.
- ✚ **Games and Puzzles:** Games and puzzles can be great for building logic and critical thinking skills. These should not be seen as wastes of time in the classroom, as such skills are essential to all subject areas. In addition to finding content-specific games, teachers can also alter the rules to games they already have to link them to content.
- ✚ **Picture Collections:** Students can use a collection of images for a variety of quick activities related to a lesson or unit. Collections can relate to specific content or be generic and used to compare, contrast, and inspire.
 - Write about how ____ and a picture ____.
 - Create a dialogue about ____ inspired by ____.
 - Draw what is happening outside the edges of the images.
 - Write a set of directions about what is happening in the image.
 - Create math problems based on the images.

PROJECTS—INDEPENDENT STUDY

- ✚ **Learning Contracts**
- ✚ **Tic-Tac-Toe**
- ✚ **Learning Menus**

Differentiation Experts

The field has grown by leaps and bounds in recent years, but these few are still recognized as being at the top of the field:

- ✚ Carol Ann Tomlinson
- ✚ Rick Wormeli
- ✚ Carolyn Coil
- ✚ Bertie Kingore