

KATHY PEREZ



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Perez has taught in many diverse environments, including in Richmond and Oakland, as a general educator, special educator, reading specialist, and curriculum and staff development coordinator. In order to "keep it real," she balances her college courses and her work as a coordinator for the California Beginning Teacher Support and Assessment program by serving as a literacy coach in a San Francisco Bay Area middle school, engaging even the most reluctant learners with brain-friendly techniques.

Perez works with teachers, administrators and parents throughout the United States, Canada, Europe, the Caribbean, New Zealand, and Australia. For the past three years, she has conducted extensive training in Singapore and Hong Kong for the Ministry of Education.

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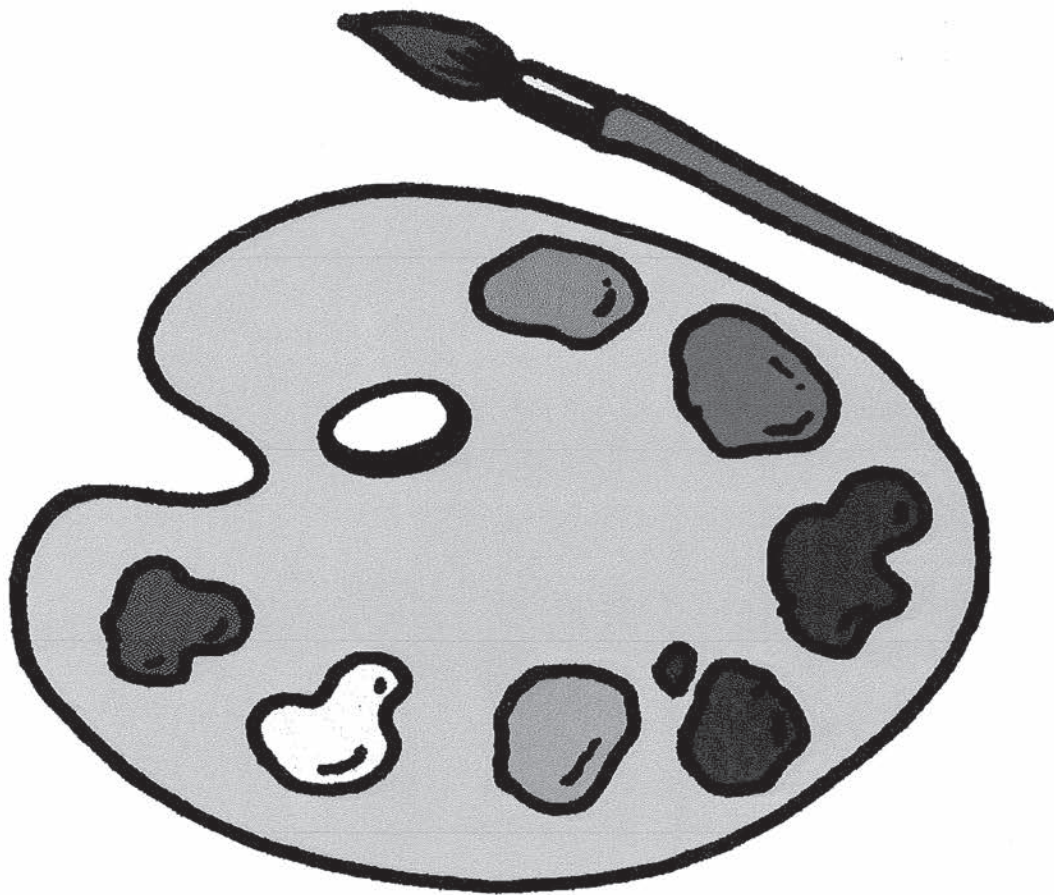
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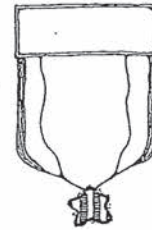
Put Pizzazz in Your Lessons: *A Palette of Possibilities!*



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Super Sleuth



Directions: Walk around the room and find someone who can respond to one of the questions below. After verbally replying to your question, the person initials the square. (You may make notes in the square if you want to remember something the person said!)

- ☐ A person can only answer and initial one square on your card. If you don't understand a person's answer, ask him/her to explain.
- ☐ The goals of this activity are to: 1. activate prior knowledge in the area of differentiating instruction, and 2. meet new people with new ideas.

What is your definition of differentiated instruction?	Give an example of when you have used differentiated instruction.	What is something that you would like to learn about differentiated instruction?
When do you use small group instruction?	How do you build community in your classroom?	How do you discover how your students learn?
What are some ways a student can show what she knows and can do?	What is one way that you form new groups in your class?	What are some quick, on-going assessments used in a classroom?



Differentiation Anticipation Guide

Read each statement and mark agree or disagree. **Pre-Check** **Post-Check**

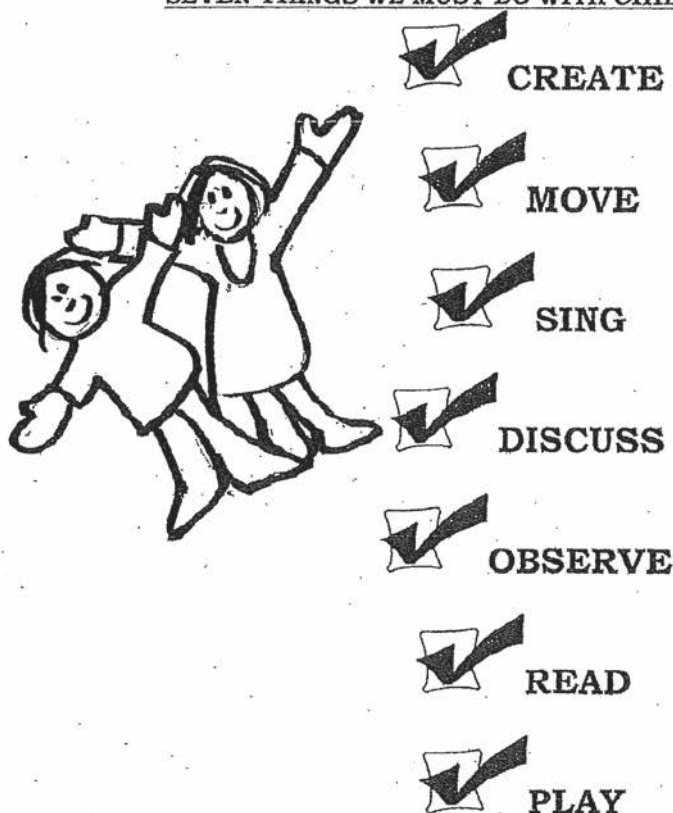
Pre-Check		Statement	Agree	Disagree
Agree	Disagree			
		Differentiation means that each student will have an individual education plan (IEP).		
		Students learn at different rates, in different ways so the teacher must adjust his/her teaching to meet the needs of the student.		
		The classroom learning environment takes into account the needs of the brain and structures important for the operation of the classroom.		
		Taking into account the vast amount of content teachers must teach, it may become necessary to focus on specific standards taught in depth.		
		An assessment is intended to generate grades so a student's learning can be reported.		
		Since students come with such a wide variety of prior knowledge experiences, teachers must rely on their own experiences in the planning process.		
		Tiering and cubing are the only true forms of differentiated instruction.		
		Assessments and instructional strategies are intended to inform one another. They are meant to be thought of in a cyclical nature.		
		The four main types of assessment are: (1) pre-assessment, (2) ongoing [formative], (3) self-assessment and (4) deeper [summative].		
		Incorporating the multiple intelligences into assessments and instructional strategies is one way to differentiate for students.		

Celebrate Learning: Inspire to Go Higher!

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Environments that encourage **play** are environments that are **preparing children** for future elementary school **academics** and a love of life long learning. This foundation then supports the house of higher learning. What happens when you build with no foundation? What happens if an area or two (or all) is weak or missing? What happens when there is no room for **PLAY** in our programs?

SEVEN THINGS WE MUST DO WITH CHILDREN EACH DAY:



The Differentiated Classroom

• Knowing your students happens through:

- Observations
- Learning profiles
- Conferences and interviews
- Interest inventories
- Preference surveys



• Recognize each student's:

- Readiness Level—life experiences, past academic experiences, curricula experiences, assessment experiences including strengths and needs
- Ability Level
- Interests—content and subject-matter interests, travel interests, job and career interests, hobby interests, reading interests
- Preferred learning styles and/or multiple intelligences—visual, kinesthetic, auditory; and any of Howard Gardner's designated intelligences including verbal/linguistic, visual, logical/mathematical, musical, interpersonal, intrapersonal, bodily/kinesthetic, and naturalist

Use a Variety of Student Groupings for Instruction

- Large (whole) group instruction
- Small group (or partners, triads) instruction
- Individual instruction



Ideas for Enhancing Students' Creativity

What Happened?

Read any story and rewrite the ending. If you really like a story's ending, write a sequel.

Ex-Cuses

Write down as many excuses as you can think of and determine how to overcome obstacles.

Problem Solver

Give students problem scenarios to think about everyday. e.g. You are given an oversupply of ball bearings but cannot get a refund. What can you market them as?

Selective Attention

Look around at people in room. Write down something you have in common with two others.

The Second Right Answer

Recognize that children's answers may not be what are expected, but they may be correct. Strive to ask, "why did you say that?," not to say, "that's wrong." e.g. List all the ways you can stop a fish from smelling.

Find the Pattern

Allow students to determine patterns in writing, numbers, etc. e.g. 1, 4, 9, 16, 25, 36, 49; fireworks, jack-o'lanterns, turkey, presents, shamrocks, etc.

Amaze with a Maze

Provide students with mazes, *I Spy*, *Where's Waldo*, *Walter Wick's Optical Tricks*, etc.

Meta-Cognition

Encourage students to think about where and when they get their best ideas.

Wake Up Your Mind

Challenge students everyday to exercise their brains. e.g. Take a minute and see if you can think of at least 7 major cities that begin with the letter "M."

The Bionic Mind

Remind students to pay attention to the world around them. Nature is a great place to explore ideas (e.g. flies-vertical takeoff; bee eyes-infrared photography).

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**Ideas for Enhancing Students' Creativity (CONT.)****Opposite Direction**

Prepare students to deal with worst-case scenarios. e.g. Create a list of ways to get your football team out of sync. Practice these things so you're prepared in a game.

Common Sense Roast

Take one of your favorite pieces of common sense and roast it (e.g. business before pleasure/pleasure before business).

Connections

Forget about your problem and focus on a random object. Find connection between that object and the solution to your problem.

Listen to Your Dreams

Analyze how symbolism in your dreams is communicating to your subconscious (e.g. drowning? Maybe you should study for the final?)

Multiple Perspectives

Look at a problem. What's your opinion? Now, look at the problem from another perspective and argue that point of view.

Crime & Puzzlement

Cartoon crime scene with limited clues where students solve the crimes (book series).

Uncommon Commonality

Find similarities in differences (e.g. what do polar opposites have in common?).

One Up, One Down

Examine how simple rules can lead to lots of interpretations.

Improv

Go with the flow of your students! Teach them when they should go with the flow and when they should fight currents.

What If?

Ask "what if?" and finish the question with an out-of-the-ordinary idea. List as many possible answers as you can think of.

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Different Ways of Knowing – Different Ways of Showing

Product Possibilities

Provide a variety of different ways to present knowledge by selecting differentiated products according to the student's learning styles. Sometimes these products can be teacher choice and sometimes allow the students to choose. This will depend on the content of the lesson, the age and language abilities of the students and the goals and objectives of the learning experience.

Role playing	Autobiography	Survey
Word bank	Pantomime	TV commercial
Game board	Panel discussion	Painting
Charades	Video game	Brain teaser
Drama	Script	Recipe
Newspaper ad	Postcard	Panel discussion
Mural	Map	Greeting card
Invention	Promotional	Song
Animated movie	brochure	Cartoon
Quiz	Bulletin board	Lesson
Diorama	Jump rope rhyme	Proverb
Crossword puzzle	Model	Interview
Debate	Recipe	Puppet show
Letter	Magazine article	Flip book
Commentary	Collage	Sales pitch
Logic puzzle	Mobile	Banner
Timeline	Scavenger hunt	Classified ad
Sculpture	Time line	Visual art form
Comic	Skit	Demonstration
Limerick	Illustrated story	Motto – slogan

EIGHT WAYS TO LEARN ANYTHING:

Tapping into your child's (and your own) MI preferences can make the difference between frustration and fulfillment when learning something new. Here are several ways to approach material using the MI theory:

LINGUISTIC:

Read about it
Write about it
Talk about it

LOGICAL-MATHEMATICAL:

Quantify it
Think logically about it
Conceptualize it

SPATIAL:

See it
Draw it
Visualize it
Color it
Chart it

BODILY-KINESTHETIC:

Build it
Act it out
Touch it
Dance it

MUSICAL:

Sing it
Listen to it
Chant it
Put on background music while thinking about it
Find music that illustrates it

INTERPERSONAL:

Teach it to someone else
Collaborate with others on it
Interact with others in respect to it

INTRAPERSONAL

Connect it to your personal life, feeling or memories

NATURALIST

Connect to it to the natural world in someway



For more information about the Multiple Intelligences Theory check out Howard Gardner's *Frames of Mind*, and two books by Thomas Armstrong: *In Their Own Way* and *7 Kinds of Smart*.

Multiple Intelligences

Linguistic Intelligence: Persuasive, clever with words. Loves reading, telling jokes/stories, and playing word games. Fluid writer, good verbal and auditory memory.



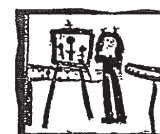
Logical-Mathematical Intelligence: Enjoys abstract thinking. Plays strategic games like chess, Stratego, or Risk. Easily calculates math problems, and acquires computer skills. Enjoys testing hypothesis.



Musical Intelligence: Gathers meaning from music and uses it to be relaxed and inspired. Can easily hear melodies and rhythm and can compose music. Moves rhythmically to music.



Spatial-Visual Intelligence: Can picture things visually, and enjoys creating products using design and layout skills. Uses maps and other graphic information well. Sensitive to the lines of force, composition, and balance in art.



Bodily-Kinesthetic: Enjoys activities that involve movement. Can mimic and imitate others well. Good timing and talent in athletics and/or dramatics. Moves a lot. Takes things apart and reassembles them.



Intrapersonal Intelligence: Can detect and express complex feelings in self, and cares deeply about own self. Individualistic, enjoys performing tasks and activities alone. Frequently updates and revises self image.



Interpersonal Intelligence: Good at reading other people's intentions and desires. Can correctly interpret a social situation. Has many friends and is a leader. Enjoys performing tasks with others. Cares deeply about the welfare of others.



Naturalistic Intelligence: Shows expertise in the recognition and classification of plants and rocks. Good at observing, understanding and organizing patterns in the natural environment. Sorting of sports cards, being able to distinguish the sounds of different engines, or analyze the variations in fingerprints are examples of naturalistic intelligence.



Procedures for Group Work

Teacher Tasks

- ☐ Materials in appropriate place for distribution
- ☐ Role cards chosen for activity (looks like and sounds like)
- ☐ Rubric of expectations created and shared (behavior and academic)
- ☐ Create student group list (how many and how)
- ☐ Goals of groups written out
- ☐ Checklist of activity procedures for students



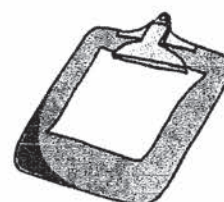
Set expectations for students regarding:

- ☐ Noise level: partner talk? table talk? presentation talk?
- ☐ Location of workspace (within class? media center?)
- ☐ How do I get help (from the teacher? from other students?) What do I do while I wait for help?
- ☐ Activity: role cards, goal for individual groups, time schedule, where materials are located, rubric expectations, where you will be (which group), etc.
- ☐ What do I do when my group has completed assignment?
- ☐ What do I do with my completed assignments?
- ☐ Review Group Evaluation Sheet

Linda G.Allen

Ways to Form Flexible Groups

1. Craft stick draw
2. Sign-ups (use random draw to let students take turns to sign-up on pre-designed chart)
3. Decks of cards—suits, colors, wild card as a group grabber card
4. Puzzle pieces—matching
5. Pre-assessments for placement
6. Interest inventories and surveys
 - a. Using the same novels for literature circle
 - b. Choosing similar topic for project develop
7. Content assignments—heterogeneous mix
8. Skill group—homogeneous and flexible
9. Birthdays in same month
10. Four Corners
11. Teacher-designed, heterogeneous mix (with skill level including one high, 2 average, one low)
12. Book It Appointment Calendar
13. _____
14. Allow students to sign-up into groups like those below. They can become expert in a particular interest area while working on a cooperative team.



Earth Day Groups

Oaks
Pines
Redwoods
Maples
Walnuts
Firs
Spruces



Endangered Animals

Bison
Beluga whale
Cheetah
Bobcat
Snowy owl
Manatee
Grizzly bear



Literary Genre

Fiction
Poetry
Mystery
Biography
Autobiography
Science Fiction



Charts & Graphs

Line Graphs
Bar Graphs
Pie Graphs
Pictographs
Glyphs



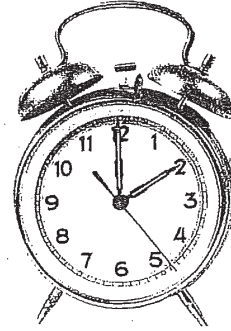
Group Management Roles

Group Leader/Coach

- Reads all directions aloud
- Leads discussions
- Checks data sheet for completeness
- Asks the Group's questions of the teacher

Materials Manager

- "Goes For" materials and supplies when needed
- Collects and returns all supplies to appropriate storage
- Ensures that everyone has materials needed to perform



Time Keeper

- Holds the team stopwatch, clock, or timer
- Keeps the group on task and reminds them about time
- Helps to pace the group in order to help them finish on time

Researcher

- Collects written information regarding participation
- Locates and obtains needed research and information
- Returns appropriate, completed forms to the teacher

Encourager

- Monitors team members to ensure everyone is participating and fulfilling their roles
- Reinforces responses of others and affirms a job well done
- Records actions and comments that show positive interpersonal communication for later group evaluation sheet

Reader

- Reads print instructions and reviews record sheets aloud to the group
- Responsible for seeing that all members begin with the same information and understand the content and purpose of the task

Reporter

- Periodically explains what has taken place so far in the group to the group
- At the end of the task, presents findings to the entire class

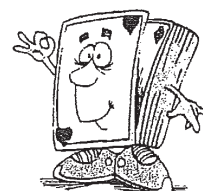
Recorder

- Writes down important information, data, and decisions. Writes on board, etc. when sharing with the entire class

Checker

- Assures that everyone has completed their tasks and checks for errors in data and writing.

Choosing a Group



Group Design	How to Form	When to Use
Random	Match puzzle pieces; matching suits, colors, or numbers in a deck of cards (use the joker as a group grabber); craft stick draw; birthdays in same month; number off	When groups need to be of equal size; for students to process information; for students to get to know one another
Interest	Based on interest inventories or student selection within a content area, groups are formed based on specific topics within a unit of study; groups can vary in size	When a variety of exciting topics within a content area can be explored by students whose varied interests and choice will serve as motivation to learn.
Readiness	Based on formative assessments, observations, or recent universal assessments, students are placed in temporary skill groups	When a small group of students have like needs in skill or content that can be addressed with a similar teaching strategy.
Cooperative	Teacher-assigned group based on specific group role strength or role to be practiced: manager, time keeper, reporter, researcher, etc.	When a task or assignment has been given that requires work from each member of the group.



Learning Style	Teacher designs group or students choose group based on their learning styles	Groups are formed so that students can work together to strengthen their abilities in a particular style in order to create a product or solve a problem.
Student Choice	Students choose their own groups but are generally limited by number within group. This can be done with random draw of names with that student making the first choice, next drawn name makes the next choice, etc.	These groups are used as tablemates, social groups, and processing groups and can stay together for as long as 4 weeks in order to rotate all group roles and for the teacher to observe the group dynamics.
Whole Class Groups		
	Class meetings	To build community, establish routines and rituals
	Mini-lessons	To build foundations, activate prior knowledge, can use same text for all
	Instructional games	To model non-routine problem solving skills and game strategies and to reinforce skills

	Processing	To introduce processing experiences
Small Class Groups including partners and triads		
See above groups including readiness, interest, random, etc.		
Heterogeneous	To include a variety of ability levels, gender, culture, socio-economic levels, etc.	Processing, building community, learning new information, jigsawing material, uses appropriate text for each readiness level, etc.
Individual Work		
	Teaches perseverance, independence, and other good habits of mind.	Skill practice, extension activities, individual projects to showcase knowledge, processing experiences.
Multi-age Grouping		
	Group spans several grade/age levels. The purpose is NOT for the more advanced student to teach the needy student. Students in multiage situations expect that they learn differently and are very accepting of one another's differences and learning preferences.	Perfect for buddy reading, project work, discussion groups, role playing and skits, computer activities, and other problem solving activities.



**Dare to Differentiate: 50 Terrific Teacher Tricks****ENVIRONMENT**

1. Create a supportive environment of respect environment (teacher-students, students-to-students).
2. Develop a sense of community.
3. Facilitate an environment where students feel safe to take risks.
4. Promote the development of a broad range of skills and interests, incorporating all senses.
5. Set-up physical classroom for student-centered instruction.
6. Provide purposeful materials and resources.
7. Have high expectations for ALL.

READINESS

8. Allow students to “show what they know” in a variety of ways.
9. Provide students with plenty of time to explore, understand and transfer learning to long-term memory.
10. Permit students time to revisit ideas and concepts in order to connect or extend them.
11. Ensure lessons are developmentally appropriate.
12. Tier activities to provide appropriate level of challenge.
13. Compact curriculum to provide enrichment and challenge.

INTEREST

14. Incorporate creativity.
15. Provide students real choices in what they learn, how they learn and how they demonstrate learning (flexible and varied).
16. Offer real-world challenges that are directly connected to the students’ lives.
17. Offer novel, unique and engaging activities to capture and sustain students’ attention.
18. Use multi-media/technology.

LEARNING PROFILE

19. Focus on students’ learning styles.
20. Emphasize brain-compatible instruction.
21. Recognize and honor cultural diversity.
22. Emphasize student strengths and develop ways to compensate for weaknesses so they do not inhibit what student can do.
23. Permit positive movement (many students learn better on their toes).

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Dare to Differentiate: 50 Terrific Teacher Tricks (CONT.)**CONTENT**

24. Present the curriculum through interdisciplinary “big ideas” versus disconnected small facts.
25. Plan before, during and after instruction.
26. Negotiate contracts to provide appropriate learning activities for students.
27. Challenge students ($i + 1$).
28. Create centers.
29. Co-develop standards with students.
30. Clearly state expectations (be specific about requirements).
31. Empower learners! Encourage students to help set and enforce norms.

PROCESS

32. Utilize active, hands-on learning.
33. Allow students to work collaboratively and independently (flexible grouping).
34. Make use of higher level thinking and questioning strategies.
35. Offer students plenty of time for reflection and goal setting.
36. Vary strategies.
37. Consider integrated curriculum, problem-based learning and service learning.
38. Balance teacher-chosen and teacher-directed activities with student-chosen and student-directed activities.
39. Help students understand group’s shared needs for success, to belong, to trust, the future, etc.
40. Monitor student progress constantly.
41. Aim high; scaffold weaknesses.
42. Teach for meaning; not rote.
43. Be flexible (with time, space, materials and groupings)!
44. Teach strategies explicitly so student has “easy way out” of tough spots.
45. Collaborate with parents, resource specialists, etc. It takes a village!

PRODUCT

46. Provide opportunities for projects, creativity, problems and challenges.
47. Focus on student growth.
48. Initiate student-maintained portfolios and assessments with varied and original products.
49. Support students in creating products for real events/audience through public displays and performances.
50. Emphasize quality of thought and expression vs. accuracy.



A Closer Look: Techniques to Set the Stage for Learning

Anticipation Guide

- A pre-reading strategy usually done independently by the student
- Students make predictions about the text or topic to be learned, which stimulates comprehension
- Activates students' background knowledge, feelings and opinions about a topic
- Promotes critical thinking and makes reading more enjoyable

Implementation

- Teacher identifies major concepts to be learned
- Create a series of statements
- Students read statements and decide if they agree or disagree with the statement
- Students make predictions and discuss their opinions
- Teacher assigns text to be read or delivers lesson
- At the end of the lesson, student revisits anticipation guide and may change responses based on new knowledge gleaned from lesson
- Teacher discusses correct responses and students support with citations from text

Visual Instruction Plan (VIP) – teacher designs a step-by-step visual graphic image of the directions to complete an assignment. This scaffolds the directions for students who need to see the progression of steps necessary for completion.

Sticky-Note Discussion – Teacher poses an open-ended question regarding the topic to be studied to the students. Give them adequate think time. They jot down their answer or idea on the sticky-note with pictures, words or phrases. After sharing with a learning partner, they place their sticky-notes on the board or chart paper where the question was posed. As an activator, this is an excellent way to see at a glance the background knowledge that your students have. In this way, it is an excellent needs

assessment tool. This strategy can also be used as a summarizer to reflect on what they know.

Mini-Case Solution – Present a problem or a mini-case to the students before beginning the lesson. Have the class attempt to solve the case or dilemma without reading the text. This motivates the learners to read and find out the correct solution and compare results. This process engages their curiosity and higher-level thinking skills.

Advanced Organizers:

- Outlines
- Mnemonic devices
- One-page summary
- Graphic organizers
- Preview questions – quick write
- Vocabulary preview

Quote card match – This text previewing strategy is an active way to set a purpose for the lesson and to reduce the reading load for students who may struggle with reading. Teachers select 6-8 significant quotes from the book or lesson and place them on index cards. These cards are distributed to each student who reads their card and predicts what the chapter or lesson will be about. They then mingle and share their quote with a learning partner. Together they make a new prediction. One more mix and then the class discusses their predictions. While reading the text, ask them to become a “word detective” and highlight the quote in the text or story.

Chart Chatter – Post charts around the room with various topics listed related to the unit of study. Have students work in teams to activate their prior knowledge. They jot down their ideas about the topic. Moving on to other charts, they add their ideas to those as well. This activity involves movement and is an excellent way to engage students on subject matter content. They can add to the charts after the lesson or unit is complete.



Word Sorts – This pre-reading activity is an excellent technique for students to share their background knowledge. Students work with a learning

partner and are provided with a list of key vocabulary words. They cut them apart into word chips and categorize them, making predictions before the lesson begins. A more detailed description of this strategy can be found in the “Vocabulary” section of this chapter.

Predict a Passage - Provide students with a list of key words from the chapter or story they are about to read. They work with a learning partner to sequence them in an order that tells a story or sequences predicted events in the chapter. They write their sentences or stories that contain these words and share them.

A Closer Look:

During Instruction Strategies

Highlight Vocabulary – Use highlighting tape that has been cut into small strips so that students can highlight words they are not sure of in the text as they read. These strips of highlighting tape can be re-used again by placing the strips on an index card that has been laminated. After the reading the student writes down the challenging words and looks for context clues. Working with a learning partner, they attempt to define the words. Tape is then removed and placed back on the index card for further use.

V.I.P. Strategy – Teacher decides how many V.I.P.s (Very Important Points) that she wants the students to find in a specific reading selection or chapter. They provide the students with one large sticky-note that has been cut into 3-4 strips. The student then reads along and tags a VIP with a sticky note strip. The important points are then shared with a learning partner and this results in a much richer class discussion.

Word Window – Cut a rectangular opening in the middle of an index card – large enough to reveal 6-8 words in a line. This “window” will help students highlight and “frame” portions of text to assist them with the decoding process and avoid unnecessary visual distractions. A variation on this would be to cover the opening with colored plastic transparency material to add even a greater contrast for the print. This simple modification can assist and support our struggling readers.

Every Pupil Response Techniques – pause during the lesson to check in with the students. Using simple every pupil response techniques not only keeps your students attentive and engaged, it also provides an excellent way to informally assess student understanding. There are many ways to accomplish this:

- Thumbs up/ thumbs down (do they understand the concept or not?)
- Students use individual white boards to record responses or use yes/no cards to respond



- Students give you a “fist of 5” – showing 5 fingers if they “get it” in gradual scale down to 1 finger if they do not understand
- Students pair up with a learning partner and they each have 30 – 45 seconds to share what they found memorable in the lesson and then listen to their partner

Note-taking, Note-Making – students divide a sheet of paper in half and record their notes on one side in a traditional format and do sketches of key ideas in the other column

Insert/Coding Strategy – Insert is an active during reading activity developed by Vaughan & Estes (1986). It is a hands-on strategy that is effective for less proficient readers because it provides them with opportunities to connect to text. Students use sticky notes to “tag” their texts and increase comprehension. The teacher and students decide on a set of codes for the class. Sample codes might be:

Coding System

- X I disagree with this statement**
- + New and important information**
- ! Wow!**
- ? I don't understand this**
- * Very important to remember**

How to implement:

1. Provide overview and purpose of the strategy – describe why it is helpful
2. Model how to use it while doing a teacher read-aloud of text
3. Guide class by describing your thinking in using the codes
4. Have students practice technique with a learning partner and compare and discuss their codes
5. Have students practice independently
6. Share coded ideas in a whole class discussion

Summarizer Activities To Reflect on Learning

Concept skits – small groups of students work together to prepare a short skit that demonstrates the topic that is being studied

Outcome Sentences – have students reflect on the lesson. They can respond to the following open-ended prompts either in writing (exit card) or verbally (idea wave).

As a result of today's lesson:

- I learned...
- I now realize...
- I was surprised...
- I discovered...
- I observed...
- I am beginning to wonder...
- I am still curious about...
- I would like to find out more about...

Idea Wave – this is a verbal response technique that is done after a lesson has been delivered. Students respond verbally, one at a time, about an idea they care to share. They can use one of the “outcome sentences” (above) or share their own ideas. Here are some implementation ideas:

- Each student in the “idea wave” has a chance to share one idea
- The idea wave “swirls around” the entire class
- Each student responds or are given the option of a “pass”
- Have students listen carefully to their peer's responses. If they have the same idea, they can either acknowledge the idea or think of a new and different idea so as not to be repetitive.

Exit Cards/Questions – this simple assessment technique can be used to check for understanding after a lesson. Provide each student with a card and a few minutes to complete whatever prompt you choose, depending on the age and ability levels of your students. This is a powerful strategy for English learners who might be hesitant to ask questions in class.



Meet them at the classroom door, and they need to submit their “exit card” in order to be dismissed for recess, to go home, or to change classes. You can easily scan the cards to see the main points of the lesson that they remembered and also to see where there are gaps in the learning in order to prepare tomorrow’s lesson.

Have students sign their exit cards to increase accountability and so you can target intervention, if needed, appropriately.

Teachers can create generic exit cards for students to complete at the end of class or use some sample exit questions and/or prompts for the cards:

- I understood today’s lesson...
- Here are 3 main ideas from today...
- I was ready to learn today because...
- These are the questions that I still have...
- I can help others with...
- These are some strategies that I used to help me remember...
- I used my time wisely by...
- These are 3 new words I learned today...
- These are the stations that I completed today...
- 3 facts I learned...
- Write a definition of...
- Make a prediction about...
- Give an example of...
- Describe the importance of...
- Make a headline about today’s lesson...
- Where can you find more information on this?
- Write a question about...
- Give 3 facts that you remember... Why are these important?
- Use these 3 new words in a sentence...
- Use an analogy to compare what you learned with...
- Draw a picture of...
- What would happen if?

3-2-1 reflection cards – These are variations on exit cards. Prepare handouts with 3-2-1 on them. Decide what you want the students to reflect and report on before leaving class that day. An example might be: 3 important ideas, 2 new words I learned, 1 question I still have.

Snowball summarizer – Pass out blank white sheets of paper to students. Have them place 1, 2, 3 in a row on their sheets. Students are then asked to respond to various prompts (can be changed daily according to lesson):

- Write down 3 key ideas you learned today...
- Write down 3 new words you learned today...
- Write down 3 things that were most important to you...
- Write down 3 successes you had today...
- Write down 3 questions for homework...

They are then told to “ball up” or crumple the sheets of paper to resemble a plump, round snowball. At the count of 3 they are to gently and randomly toss their snowball in the air and catch someone else’s snowball to find out what was important to them. A second toss can occur if time allows. They read the responses of their peers and this increases their own retention of the lesson. Students love this for the sense of discovery and anonymity that is created.

Quadrant quick-write – Have students fold a sheet of paper into four quadrants, resembling a windowpane. This instant graphic organizer provides students with an opportunity to reflect and look deeper into the lesson of the day. In each quadrant of the paper, they write a prompt (provided by teacher) and their response to it. Sample prompts can include (see “exit cards” for additional ideas):

- Draw a symbol for...
- Why is _____ important?
- Write a question you have...
- Write 3 words to describe...
- Write 3 descriptors of the main character...

Literature or historical simulation - have students play the parts of the characters they are studying or the period in history they are learning about. Have them act out the scenes that are not in the book. Another option is to have them act out a scene in their own lives that relates to what they are studying.



Word Theater – have small groups of students prepare and perform a brief skit that demonstrates the meaning of new vocabulary words learned in the lesson

Beach Ball Bounce – Have students remember an important idea from the lesson, text or story. They stand and toss the beach ball. Whoever catches it needs to state their idea and toss it on. All the class is engaged so that the beach ball does not drop and many ideas are shared. Another variation is to write different questions on each of the colored sections of the ball related to the lesson. When the student catches it, they look at the question where their thumb is and answer it before tossing it on.

Picture Personification – Students can create a tableau from an historical scene in the text and bring that scene to life, adding their own movements and dialogue. Another variation on this strategy is having the students select a character from the story, lesson or text and write or speak a journal entry, letter or article as if that person was speaking or writing. What would they say? What would they do?

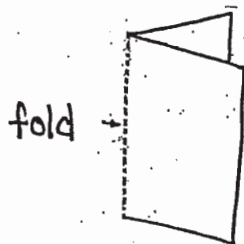
Question Card Relay – students are each given an envelope to write a question on. Inside the envelope there are 3 slips of paper or 3 blank index cards. Give the students time to think of a question that they have regarding the story, lesson or text. They write their question on the outside of the envelope and sign their name. Students form groups of 4-6. Just like a relay, students pass their envelopes to the student to their right. That student reads the question and then gets a blank card out of the envelope to respond to. They answer the question to the best of their ability and sign the card. Signal is given and the envelope is passed. Student receives new envelope with a new question and finds a blank card to respond to. Signal is given for the final pass and then envelope is returned to originator who reviews responses to his/her question. Teacher may then collect envelopes and responses as an informal assessment tool to review the questions students have and the accuracy of the answers provided. Relays are swift, so teachers need to decide in advance how much time the students have to respond. Depending on the age and ability level of the student, the time to respond can range from 1-3 minutes.

"Jigsaw Book"

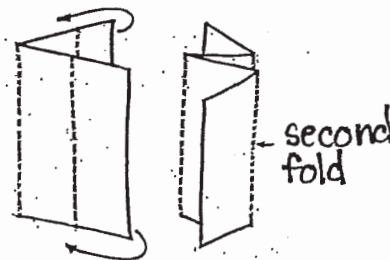
Materials:

- 9" x 12" colored construction paper
- 2 - 3" x 9" white construction paper strips
- scissors
- ruler

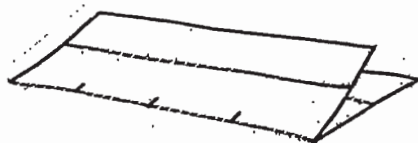
1. Fold 9 x 12" paper in half



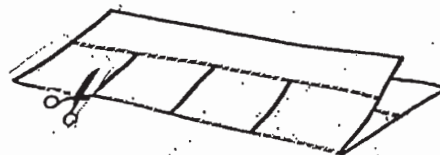
2. Fold each side in half again to make flaps.



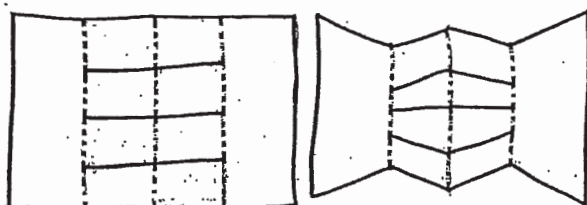
3. Lay it flat (folded in half).
Measure edge of first fold into fourths.



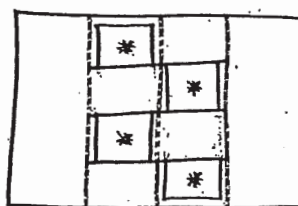
4. Cut through first fold to second fold to make 3 slits.



5. Lay it out flat. Be sure the centerfold faces up.



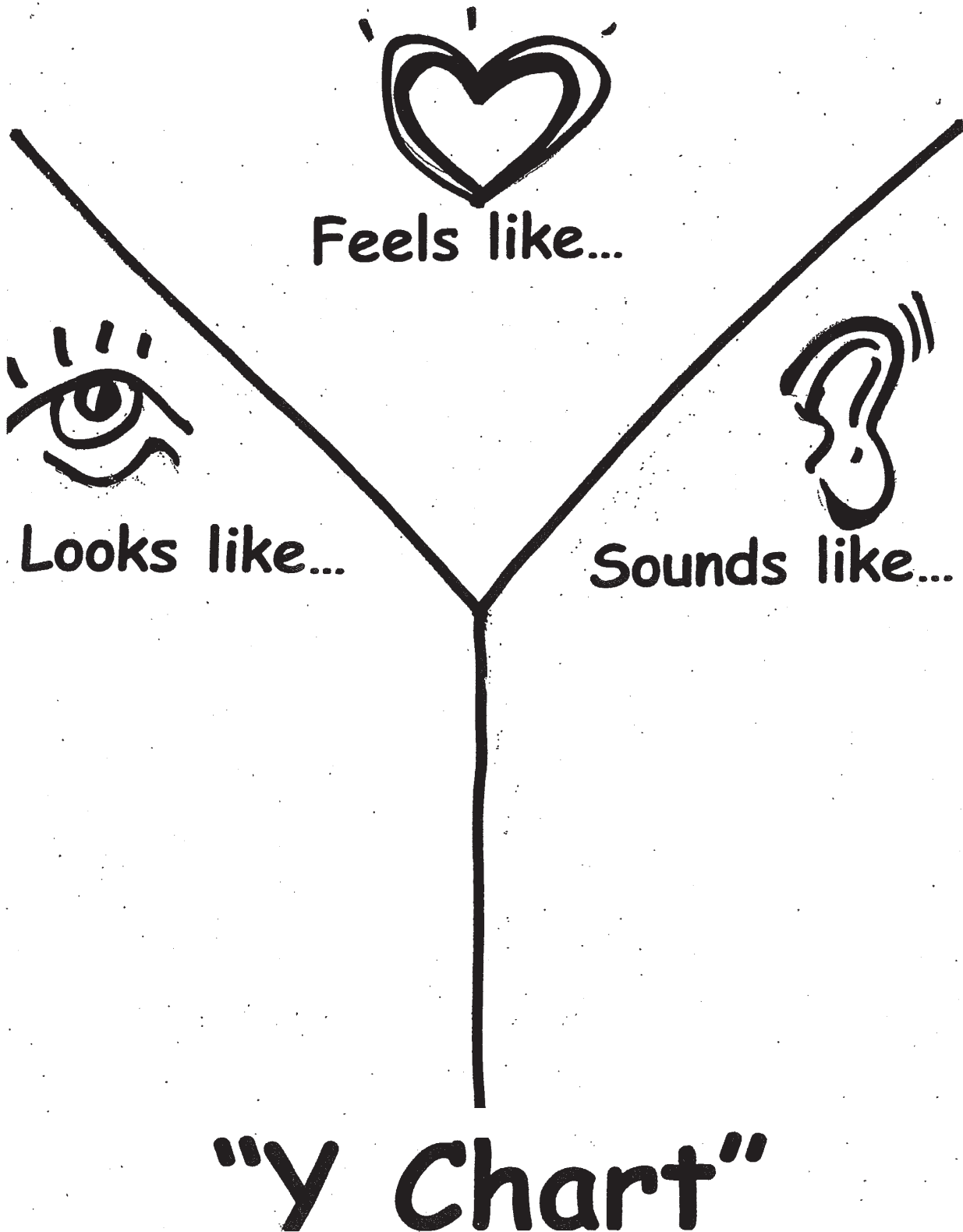
6. Weave the white strips through the slits in the 9 x 12" paper.



7. Fold the 9 x 12" paper in half again and fold the flaps back.



8. Gently pull the center folds apart with your thumbs. It will magically open up as a 4-page book. Now you can use the white parts of the book for questions and the inside flaps for answers.



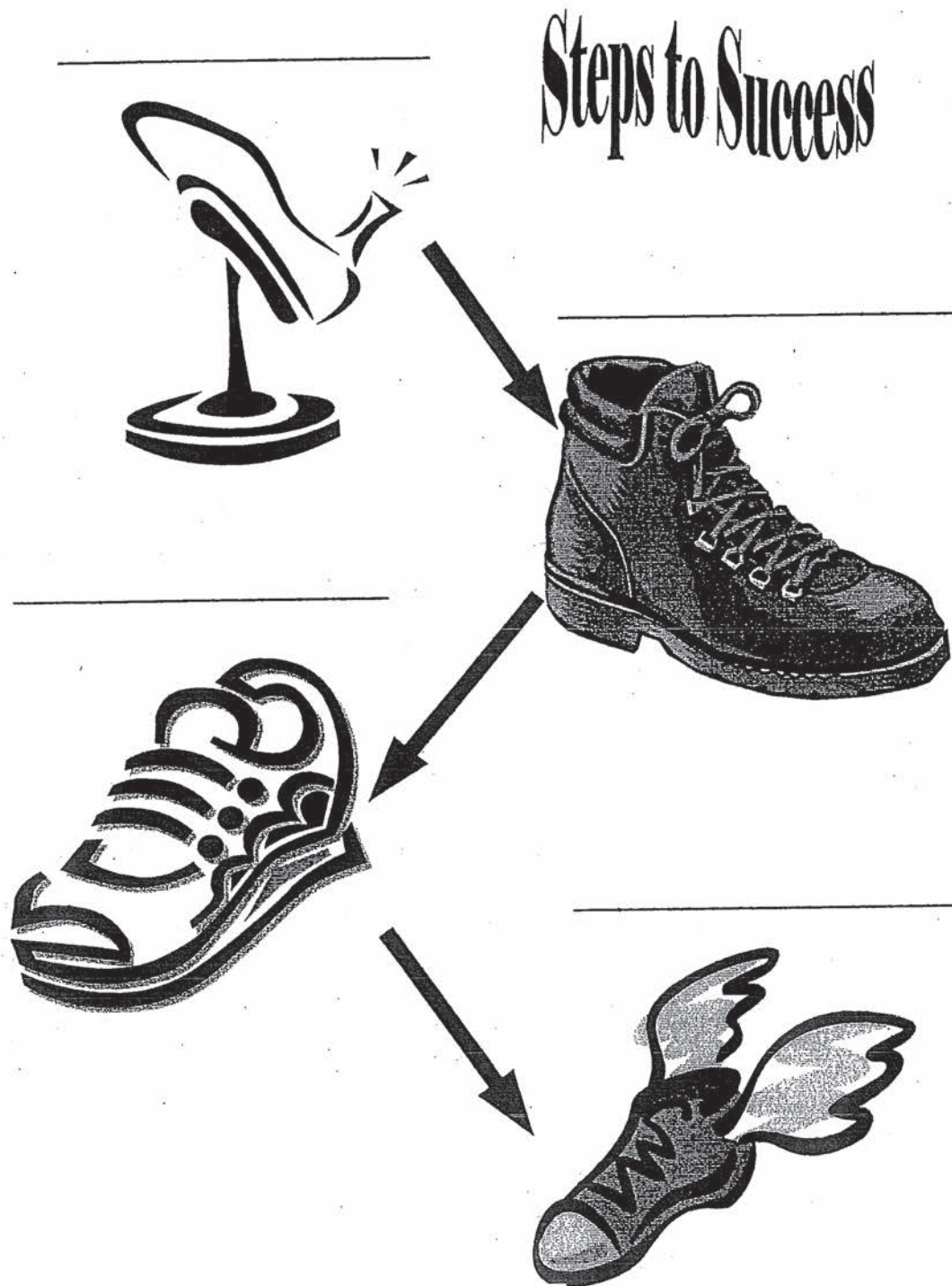
"Scattergories"

from *Words Their Way* - by Bear, Templeton et.al, Prentice-Hall Pub.

ONE	TWO	THREE	FOUR	FIVE
1. at	1. et	1. ig	1. og	1. ug
2. ad	2. en	2. in	2. ot	2. ut
3. an	3. est	3. it	3. op	3. us
4. al	4. el	4. ing	4. ope	4. ute
5. ame	5. ea	5. ice	5. or	5. ew
6. ai	6. ear	6. ite	6. oo	6. ur
7. ay	7. ee	7. ile	7. oi	7. ue
8. ar	8. ie	8. igh	8. ow	8. ui
9. aw	9. ew	9. ir	9. ou	9. un
10. atch	10. er	10. y	10. oy	10. ush

BLANK ANSWER SHEET

ONE	TWO	THREE	FOUR	FIVE
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.
7.	7.	7.	7.	7.
8.	8.	8.	8.	8.
9.	9.	9.	9.	9.
10.	10.	10.	10.	10.
TOTAL				



**GO-GO-MO: Give One, Get One, Move On**

How will you use the content shared today to support differentiated instruction in your classroom?

Idea 1:	Idea 2:
Idea 3:	Idea 4:
Idea 5:	Idea 6:



List of Citations

“Success for ALL Students: Teaching to Meet Diverse Needs”

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kperez@stmarys-ca.edu

- Beninghof, Anne. (1998). *Making Inclusion Work*. Bellevue, WA: Bureau of Education and Research.
- Campbell, Bruce. (1996). *The Multiple Intelligences Handbook: Lesson Plans and More*. Stanwood, WA.
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- Tomlinson, Carol Ann. (1995). *The Differentiated Classroom*. Alexandria, VA: ASCD.
- Tomlinson, Carol Ann. (1999). *How to Differentiate in Mixed-Ability Classrooms*. Alexandria, VA: ASCD.



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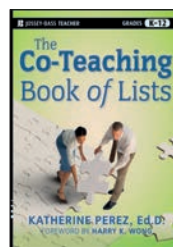
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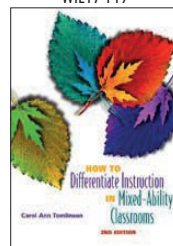


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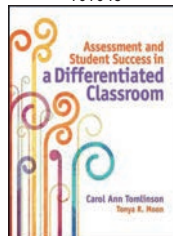
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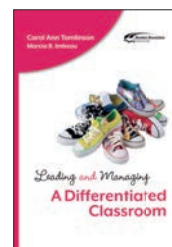
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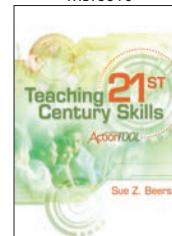
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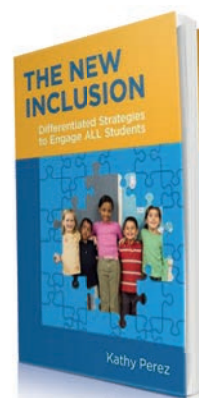
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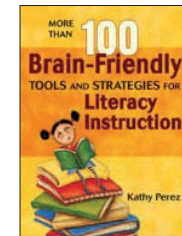
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