

Thinking & Learning

Conference



CAROLYN COIL

Saturday 23 May

**Successful Teaching in the
Differentiated Classroom**

Session 1

MELBOURNE

CAROLYN COIL

Carolyn (EdD) is an internationally known speaker and consultant who has worked in the field of education and training for over 30 years. She currently teaches courses in gifted education and does workshops for schools on a wide variety of topics. Carolyn has been adjunct professor at several universities and worked all over the world in places like Bermuda, Ecuador and China.



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Successful Teaching in the Differentiated Classroom

Presented by Carolyn Coil

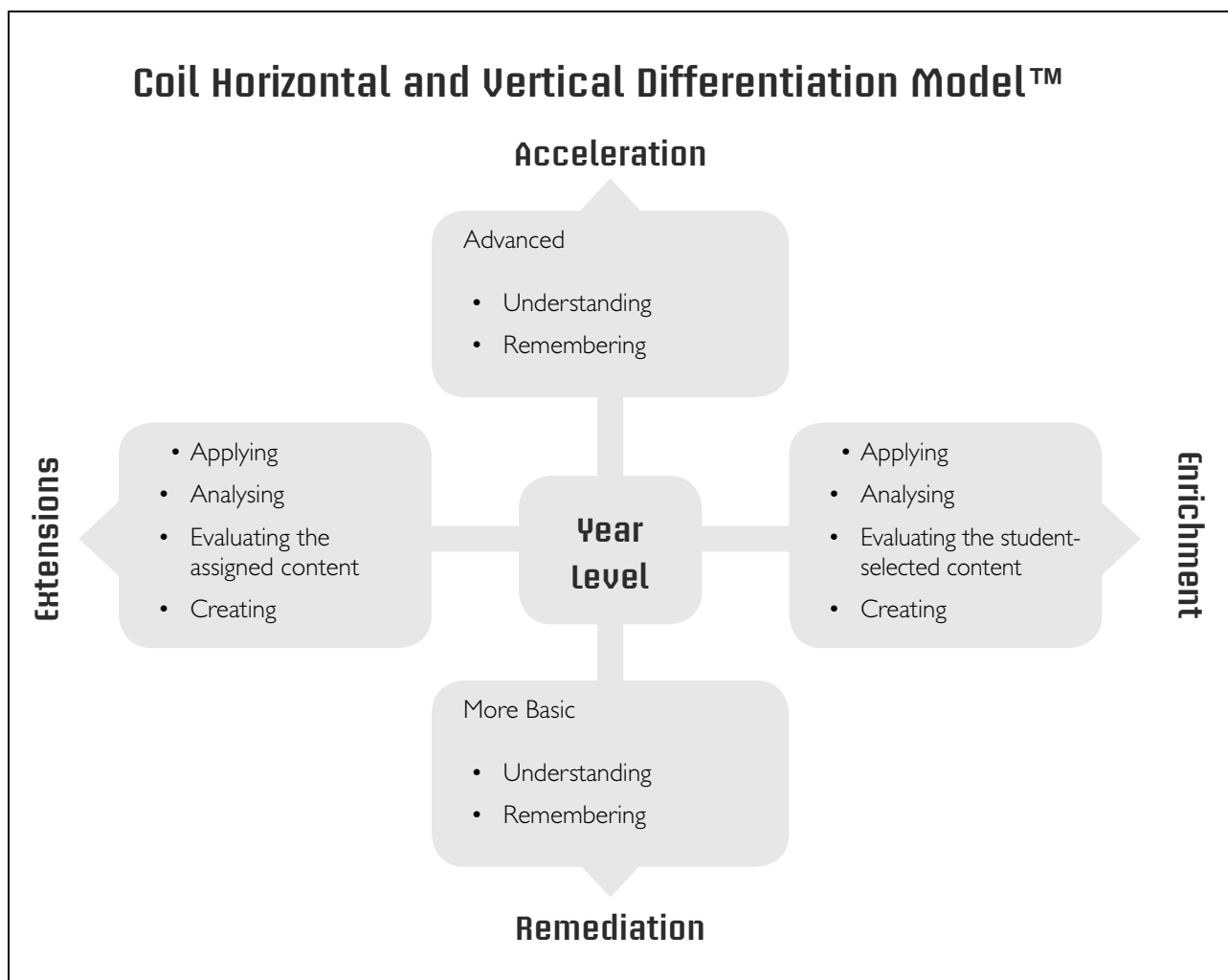
at the Hawker Brownlow Teaching and Learning Conference

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Differentiation includes:

1. Different ways to take in, work with and learn information, and different ways for students to show what they know
2. Differing amounts of time to complete the work
3. Different approaches to teaching due to different cultural and linguistic backgrounds
4. Different levels of thinking, readiness, skills and/or ability
5. Different assignments for students in the same classroom
6. Different means to assess what has been learnt

Essential Questions for Differentiation
What is fair? Does fair always mean the same?



CURRICULUM COMPACTOR

Root Words, Prefixes and Suffixes

Australian Curriculum: English – Language: Expressing and developing ideas	
Sample content descriptions (Years 5–6)	<ul style="list-style-type: none"> Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1526) Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539)

Skill/Knowledge/Content	Documentation of Mastery	Student Choice Alternate Activities
Determines the meaning of unfamiliar words using knowledge of common roots, suffixes and prefixes.	90% accuracy on pretest covering root words, prefixes and suffixes	<ol style="list-style-type: none"> Create an illustrated 20-page booklet showing 10 suffixes and 10 prefixes and their meanings. Include examples of at least five words that use each prefix and each suffix. Use one page for each prefix and suffix. Make a list of 10 root words. Define each and include what language they came from originally. Then list five words that come from each of your root words. Design a poster with at least five word webs on it. On each web, put the root word in the middle, prefixes or suffixes on the lines leading to the outer circles of the web and a new word created from combining the root word with the prefix or suffix in each outer circle.

Note: The expressing and developing ideas sub-strand comes under the Language strand of the Australian Curriculum: English, covering all instruction for F–10 based on sentence-level grammar; word-level grammar; visual language, vocabulary and spelling. Use this format with any skills that come under the Language: Expressing and developing ideas sub-strand and give higher-level Alternate Activities to the students who have already mastered the skills.

CURRICULUM COMPACTOR ASSESSMENT**Alternate Activities
Root Words, Prefixes and Suffixes**

Alternate Activities should be more challenging than those done by students who are learning the skills or material. You may incorporate marks into this assessment or use it as feedback to the student without marks. Remember, students working on Alternate Activities in a Compactor have already demonstrated mastery of the skills. Their final mark should reflect that mastery plus the work done on the Alternate Activities.

1. Booklet

- Has 10 prefixes and their meanings, one per page
- Has 10 suffixes and their meanings, one per page
- Each page is illustrated
- Each page has at least five words that use the prefix or suffix

Comments:

2. List and definitions

- Includes a list of 10 root words
- Each root word has a definition and a derivation
- Includes five words that come from each root word

Comments:

3. Poster

- Poster has five word webs
- Each word web has a root word in the middle
- Each word web has prefixes or suffixes on lines leading from the middle to outer circles
- Outer circles have words created from the root word and the prefix or suffix

Comments:

Anchoring Activities: Dealing with Differences in Learning Time and Pacing

Key rule: *The one choice you never have is the choice to do nothing!*

We all know that children do not work at the same pace. When we plan a whole-class learning activity and estimate it will take the average student 30 minutes to complete it, inevitably some students will finish the assignment in 10 minutes while others will need 45 minutes or an hour to do the same work. Because children do work and learn at different speeds, all teachers need to plan for these differences. When students do not know what to do when they finish their work, they are likely to waste learning time and may become behaviour problems.

Anchoring activities help teachers deal with the differences in the pace of learning within the classroom. They are ongoing relevant learning tasks that students automatically move to when they have completed classroom assignments. An anchoring activity can be as simple as reading a book and doing a short book review, or as complex as a long-term independent study. The most important thing about an anchoring activity is that it should be a learning activity that can be done independently without teacher assistance.

The key to success in using anchoring activities is planning.

Ideas for Anchoring Activities:

- ▶ Resident Expert research
- ▶ Learning Centres or Stations
- ▶ Reading a book
- ▶ Logic puzzles
- ▶ Word puzzles
- ▶ Crossword puzzles
- ▶ Writing a short story or play
- ▶ Research on a famous person
- ▶ Current events
- ▶ Writing a poem
- ▶ Vocabulary research (etymologies)
- ▶ Activities using technology

Alternate Activities vs. Anchoring Activities

Alternate Activities	Anchoring Activities
<ul style="list-style-type: none"> • Used in conjunction with Curriculum Compacting • Some students • Work is completed independently • Can be individualized for each student or can be done in partners or in a small group • Above and beyond regular classroom work • Done in place of regular classroom work 	<ul style="list-style-type: none"> • Used with any classroom activity • All students • Work is completed independently • Usually individualized for each student because each student usually finishes the regular work at different times • Can be above and beyond, on grade level or remediation • Done after completing regular classroom work

FAIRYTALES NOUGHTS-AND-CROSSES STUDENT CHOICE ACTIVITIES

Standards/Objectives: Identifies plot, character and setting in stories read, written or performed
Identifies themes and lessons in fairytales, folktales or fables

<p>1. Draw or paint your favourite fairytale character. List five character traits for this character, put them on an index card and attach it to your picture.</p>	<p>2. Create a story board showing the main events in a fairytale.</p>	<p>3. Write and perform a skit taking the theme of a fairytale and putting it into life today.</p>
<p>4. Retell a fairytale either as a narrative poem or as a lyric poem.</p>	<p>5. Write a letter to a friend explaining a lesson from a fairytale that applies to your own life.</p>	<p>6. Make a fairytale collage showing the setting for at least three fairytales. Include both words and pictures in your collage.</p>
<p>7. Brainstorm a list of 10 character traits. Then identify at least three fairytale characters with each trait.</p>	<p>8. Design a comic strip with characters from at least three different fairytales. Make the plot of your comic strip realistic for the characters you have chosen.</p>	<p>9. Make a Venn diagram comparing and contrasting yourself and a fairytale character.</p>

I/we chose activities: _____

Name: _____ **Due Date:** _____

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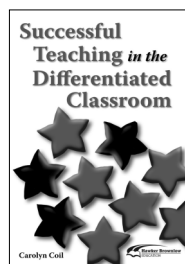
Sample Noughts and Crosses Student Activity Chart

Student Names	1	2	3	4	5	6	7	8	9
Abigail	✓				✓			✓	
Aiden			✓		✓	✓			
Alexander		✓			✓		✓		
Anthony				✓	✓				✓
Ava	✓				✓			✓	
Bob					✓	✓	✓		
Chloe			✓		✓				✓
Daniel				✓	✓		✓		
Emily		✓	✓		✓				
Emma	✓				✓			✓	
Ethan					✓				
Isabella		✓			✓	✓			
Jacob					✓	✓			✓
Jayden			✓		✓			✓	
Madison				✓	✓		✓		
Mia				✓	✓				✓
Michael		✓			✓			✓	
Noah			✓		✓	✓			
Olivia					✓				
Sophia	✓			✓	✓				
William		✓			✓		✓		

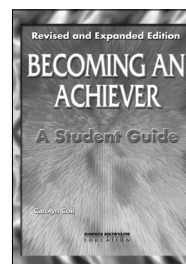


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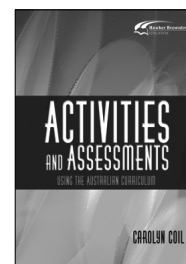
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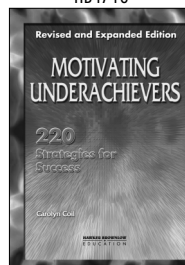
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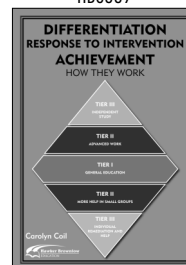
HB6339



POL6284



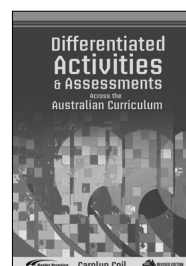
HB6320



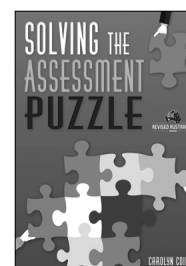
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