

**BOOK 5**

***Activities*** for the  
**Differentiated**  
**Classroom**

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# *Activities for the* **Differentiated Classroom**

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# Connections to Standards

This chart shows the standards covered in each chapter.

<b>MATHEMATICS</b>	<b>Standards are covered on pages</b>
Numbers and Operations—Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	13
Geometry—Use visualisation, spatial reasoning and geometric modelling to solve problems.	18, 20
Measurement—Apply appropriate techniques, tools and formulas to determine measurement.	17
Data Analysis and Probability—Select and use appropriate statistical methods to analyse data.	22
Problem Solving—Solve problems that arise in mathematics and in other contexts.	16
Problem Solving—Apply and adapt a variety of appropriate strategies to solve problems.	9
Problem Solving—Monitor and reflect on the process of mathematical problem solving.	10, 12
Reasoning and Proof—Develop and evaluate mathematical arguments and proofs.	15

<b>SCIENCE</b>	<b>Standards are covered on pages</b>
Science as Inquiry—Understand about scientific inquiry.	23
Physical Science—Understand properties of objects and materials.	26
Physical Science—Understand light, heat, electricity and magnetism.	25, 27, 28
Life Science—Understand characteristics of organisms.	31
Life Science—Understand organisms and environments.	31, 34
Earth and Space Science—Understand properties of earth materials.	37
Science in Personal and Social Perspectives—Understand changes in environments.	35
History and Nature of Science—Understand science as a human endeavour.	38, 41

<b>SOCIAL STUDIES</b>	<b>Standards are covered on pages</b>
Understand culture and cultural diversity.	59
Understand the ways human beings view themselves in and over time.	47, 57
Understand interactions among people, places and environments.	47
Understand individual development and identity.	42

Understand interactions among individuals, groups and institutions.	47, 57
Understand how people create and change structures of power, authority and governance.	56
Understand how people organise for the production, distribution and consumption of goods and services.	49, 54
Understand the ideals, principles and practices of citizenship in a democratic republic.	51, 52

<b>ENGLISH</b>	<b>Standards are covered on pages</b>
Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of human experience.	62
Apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. Draw on prior experience, interactions with other readers and writers, knowledge of word meaning and of other texts, word identification strategies, and understanding of textual features.	60, 63, 66, 73
Apply knowledge of language structure, language conventions (e.g. spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts.	76, 78
Develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles.	75
Participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.	69
Use spoken, written and visual language to accomplish a purpose (e.g. for learning, enjoyment, persuasion and the exchange of information).	65, 71

## Suggested Suitability of Activities by Year Level

Book One through to Book Six are suitable for Year Prep through to Year 6, as shown in the table below, but this may vary slightly in your classroom.

The Middle Years books in this series are suitable for Year 6 to Year 9.

<b>BOOK</b>	<b>Year Level</b>
1	Prep/1
2	1/2
3	2/3
4	3/4
5	4/5
6	5/6
Middle Years: English	6–9
Middle Years: Science	6–9
Middle Years: Maths	6–9

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# Introduction

**A**s a teacher who has adopted the differentiated philosophy, you design instruction to embrace the diversity of the unique students in your classroom and strategically select tools to build a classroom where all students can succeed. This requires careful planning and a very large toolkit! You must make decisions about what strategies and activities best meet the needs of the students in your classroom at that time. It is not a “one size fits all” approach.

When planning for differentiated instruction, include the steps described below. Refer to the planning model in *Differentiated Instructional Strategies: One Size Doesn't Fit All, Second Edition* (Gregory & Chapman, 2007) for more detailed information.

1. Establish standards, essential questions and expectations for the lesson or unit.
2. Identify content, including facts, vocabulary and essential skills.
3. Activate prior knowledge. Pre-assess students' levels of readiness for the learning and collect data on students' interests and attitudes about the topic.
4. Determine what students need to learn and how they will learn it. Plan various activities that complement the learning styles and readiness levels of all students in this particular class. Locate appropriate resources or materials for all levels of readiness.
5. Apply the strategies and adjust to meet students' varied needs.
6. Decide how you will assess students' knowledge. Consider providing choices for students to demonstrate what they know.

Differentiation does not mean always tiering every lesson for three levels of complexity or challenge. It *does* mean finding interesting, engaging and appropriate ways to help students learn new concepts and skills. The practical activities in this book are designed to support your differentiated lesson plans. They are not pre-packaged units, but rather activities you can incorporate into your plan for meeting the unique needs of the students in your classroom right now. Use these activities as they fit into differentiated lessons or units you are planning. They might be used for total group lessons, to reinforce learning with individuals or small groups, to focus attention, to provide additional rehearsal opportunities, or to assess knowledge. Your differentiated toolkit should be brimming with engaging learning opportunities. Take out those tools and start building success for all your students!

# People and the Environment

## Standard

Science in Personal and Social Perspectives—Understand changes in environments.

## Objective

Students will choose a project to discover how people have changed an ecosystem.

## Materials

Ecosystem Choice Board activity

Choice Boards give students a choice of activities to show what they've learned. These flexible projects allow students to work at their own readiness levels. In order to support all students, provide materials and books at different reading levels and several activity choices.

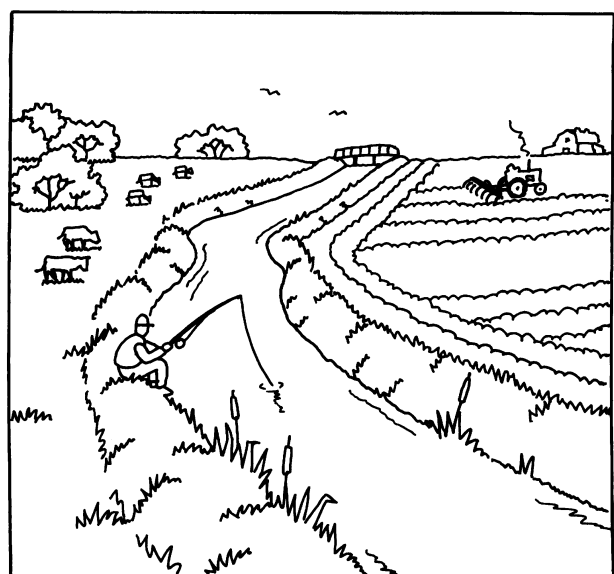
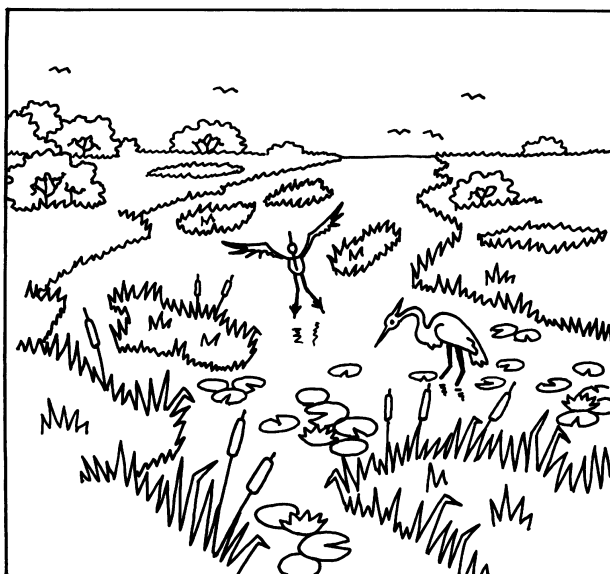
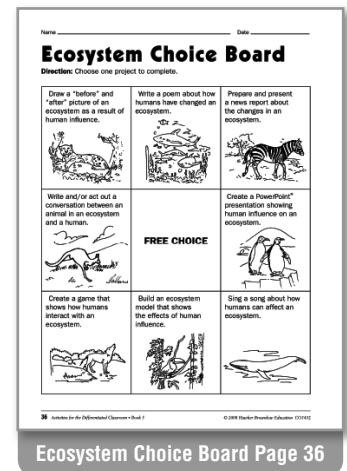
In the middle primary years, students learn about ecosystems and how humans change their environments in either beneficial, neutral or detrimental ways. Give students a copy of the **Ecosystem Choice Board activity (page 36)**. Have students select one of the projects to show what they've learned about humans' effect on ecosystems. Students may work alone or with a partner.

To close the activity, give students a chance to share their work with the class. Then encourage them to reflect on their learning in their journals.

## Strategies


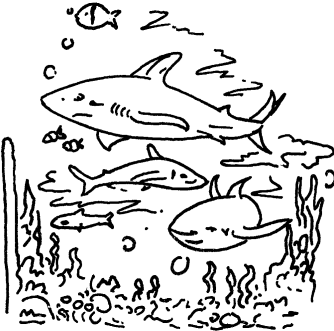


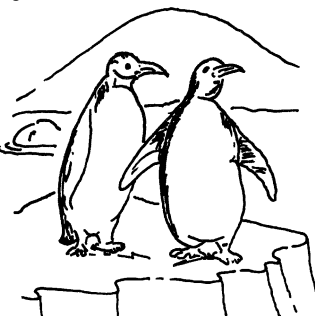


Choice board

Journalling



# Ecosystem Choice Board

**Direction:** Choose one project to complete.

<p>Draw a “before” and “after” picture of an ecosystem as a result of human influence.</p> 	<p>Write a poem about how humans have changed an ecosystem.</p> 	<p>Prepare and present a news report about the changes in an ecosystem.</p> 
<p>Write and/or act out a conversation between an animal in an ecosystem and a human.</p> 	<p><b>FREE CHOICE</b></p>	<p>Create a PowerPoint® presentation showing human influence on an ecosystem.</p> 
<p>Create a game that shows how humans interact with an ecosystem.</p> 	<p>Build an ecosystem model that shows the effects of human influence.</p> 	<p>Sing a song about how humans can affect an ecosystem.</p> 

# Our State Is Great!

## Standard

Understand how people organise for the production, distribution and consumption of goods and services.

## Objective

Students will create an advertisement (poster, newspaper ad, or live-action commercial) to encourage people to visit their state.

Every state has its unique natural wonders and attractions. With students, discuss what special attractions bring tourists to your state. For example, Queensland is known for the Great Barrier Reef; the Northern Territory is known for Uluru and Kakadu; and New South Wales is best known for its harbour bridge and Opera House.

Have students work in pairs to think about how they could advertise their state's unique qualities and attractions to tourists. Encourage them to think about human-made attractions (amusement parks, libraries, museums) as well as natural wonders (mountain ranges, deserts, forests, oceans, lakes).

Verbal/linguistic and visual/spatial learners might enjoy creating a poster, travel brochure or magazine ad that advertises their home state. Kinesthetic and interpersonal learners might enjoy creating a commercial or song to perform for the class.

Display books about your state, and visit a travel agency to gather brochures, books and other materials students can use. In addition, ask students to bring in newspaper and magazine ads for various products and places. Put all the materials at an Our State Is Great! Centre.

In the centre, display the **Our State Choice Wheel (page 50)** from which students can choose how to present their advertisements.

When students finish their chosen assignments, have an Our Great State Day in your classroom! Invite other classes to explore students' travel brochures, print ads and posters. Then ask pairs to perform their songs and commercials for your visitors.

## Strategies

Choice board

Centre

Multiple intelligences

