

MIDDLE YEARS

ENGLISH

Activities for the
Differentiated
Classroom

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Activities for the **Differentiated Classroom**

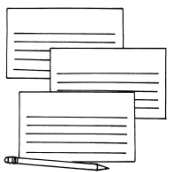
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Index of Activities

This chart shows the standards covered in each chapter.

| READING | Standards are covered on pages |
|---|---------------------------------------|
| Read a wide range of print and nonprint texts to build an understanding of texts, of self, and of the cultures of Australia and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment (including fiction and nonfiction, classic and contemporary works). | 12, 14, 42 |
| 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. | 9, 27, 34 |

| WRITING | Standards are covered on pages |
|---|---------------------------------------|
| 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 (e.g. sound-letter correspondence, sentence structure, context, graphics). | 12, 24, 38, 66 |
| Adjust the use of spoken, written and visual language (e.g. conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. | 34, 75, 77, 86 |
| Employ a wide range of strategies while writing, and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. | 45, 47, 55, 58, 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. | 17, 53, 55, 62, 66, 69, 72, 76, 80 |

| LANGUAGE CONVENTIONS | Standards are covered on pages |
|--|---------------------------------------|
| Conduct research on issues and interests by generating ideas and questions and posing problems. Gather, evaluate and synthesise data from a variety of sources (e.g. print and nonprint texts, artefacts, people) to communicate discoveries in ways that suit the purpose and audience. | 91 |
| Use a variety of technological and informational resources (e.g. libraries, databases, computer networks, video) to gather and synthesise information and to create and communicate knowledge. | 9 |
| Develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles. | 50, 62, 75 |

| LISTENING AND SPEAKING | Standards are covered on pages |
|--|--|
| Participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities. | 38, 83 |
| Use spoken, written and visual language to accomplish a purpose (e.g. for learning, enjoyment, persuasion, and the exchange of information). | 17, 42, 50, 65, 69, 70, 77, 81, 83, 91 |

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.

| BOOK | Year Level |
|-----------------------|-------------------|
| 1 | Prep/1 |
| 2 | 1/2 |
| 3 | 2/3 |
| 4 | 3/4 |
| 5 | 4/5 |
| 6 | 5/6 |
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Introduction

As 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!

A Book a Day Summary Sheet

Directions: Summarise your section of the book. Then make a poster to show what happened in the story. Include both pictures and words. Be creative!



Book Title: _____

Assigned Chapters: _____

Setting (Where, When): _____

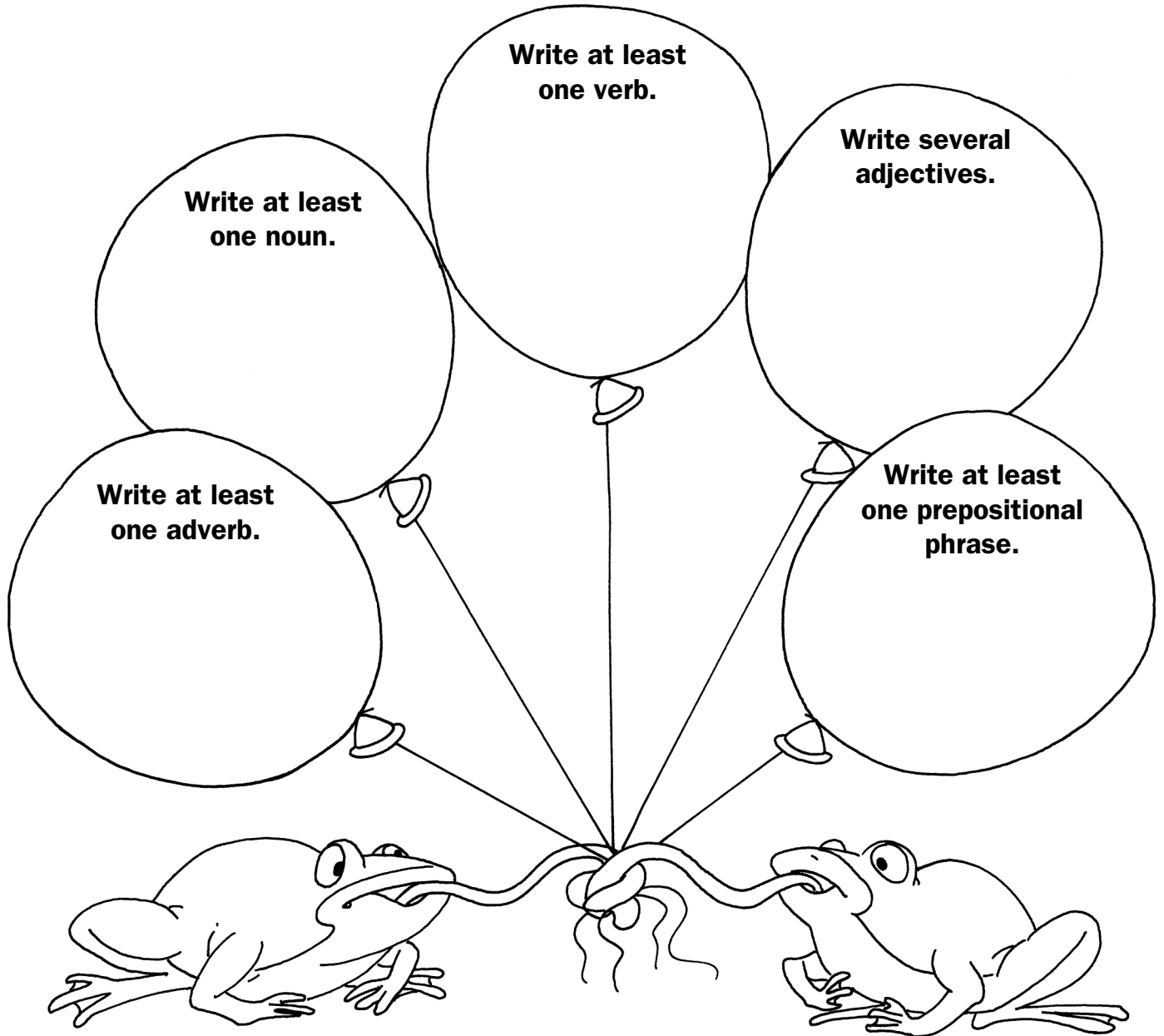
Main Characters (Who): _____

Plot (What, How, Why): _____

Draw a sketch of your poster below.

Tricky Tongue Twisters

Directions: Write a list of words in the balloons. Then use some or all of those words to write different tongue twisters on the lines below.



1. _____
2. _____
3. _____
4. _____