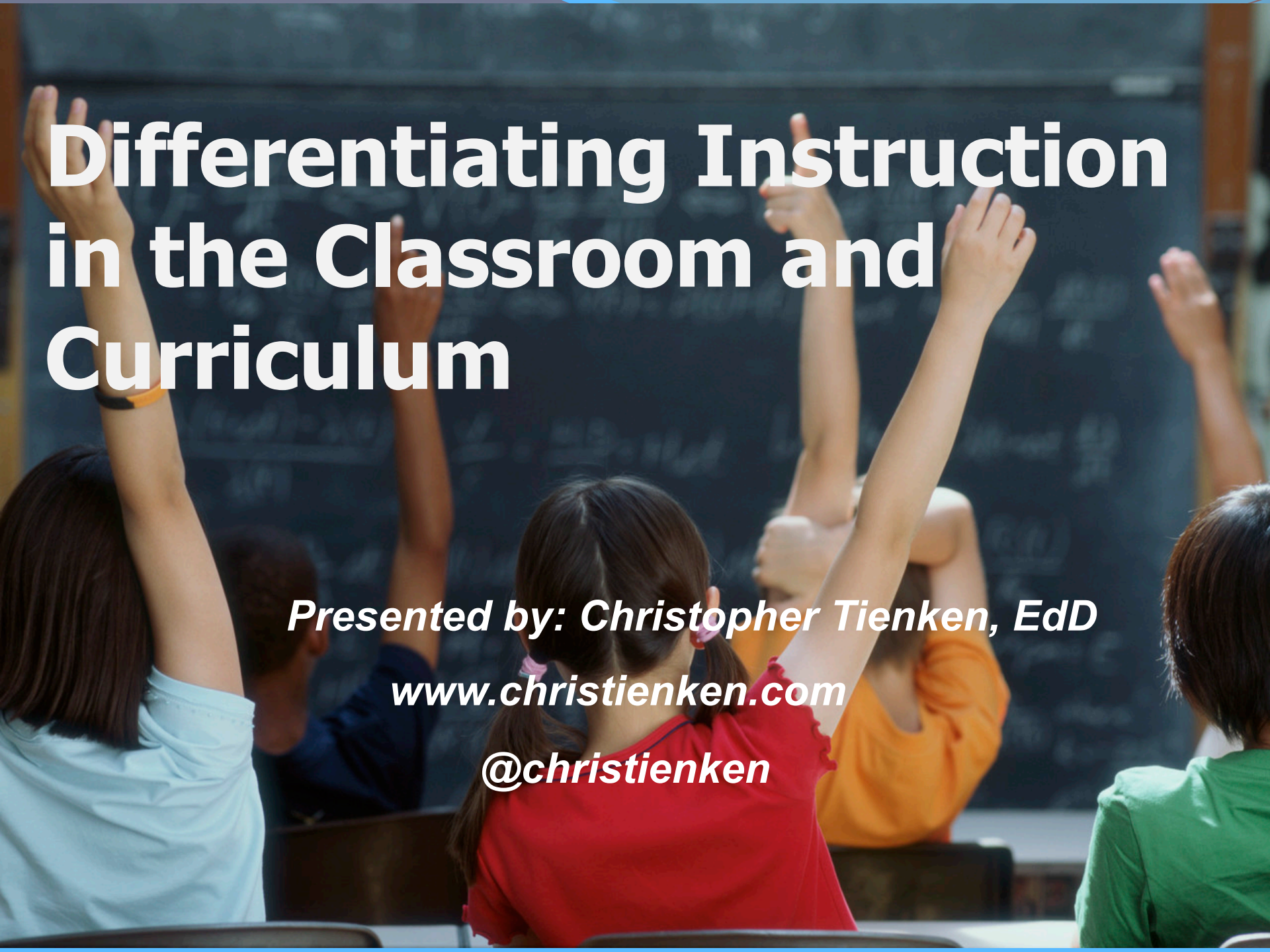


Differentiating Instruction in the Classroom and Curriculum

Presented by: Christopher Tienken, EdD

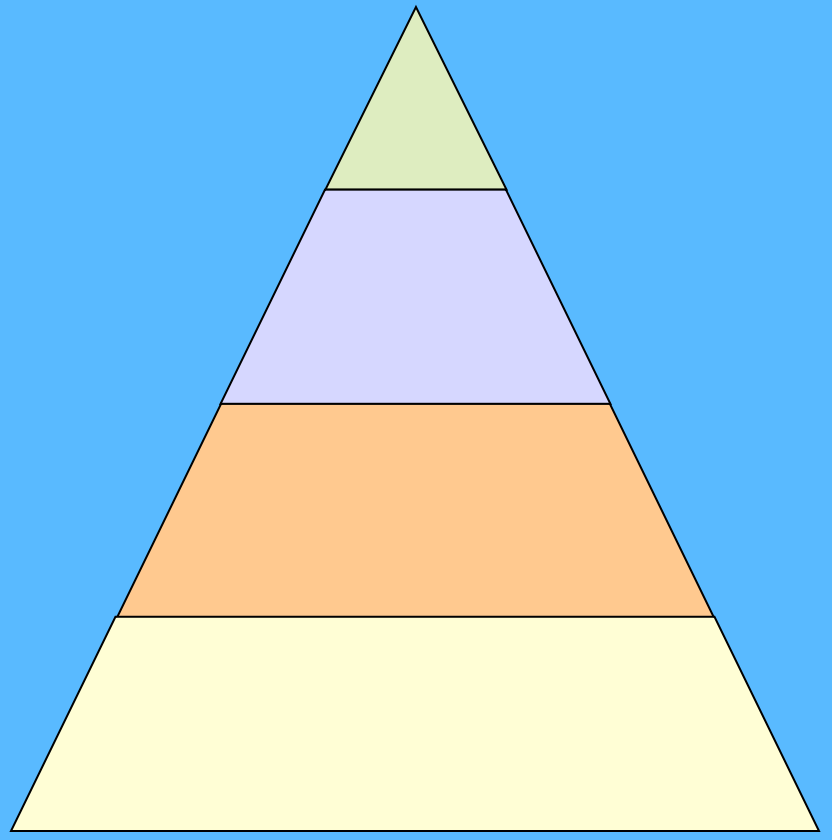
www.christienken.com

@christienken

Differentiate It

- There are about six ways to differentiate an activity:

- Process
- Product
- Content
- Readiness
- Interest
- Learning Modality



Differentiate It

- **Process:** How you teach the content and/or how students experience it. *Read a story vs listen to a story on tape*

- **Product:** What you expect students to produce. *Paragraph, Speech, Graphic Organizer*

- **Content:** Different skills or CPI's

Differentiate It

- **Readiness:** Everyone works on same skill but the complexity and level of support differs
- **Interest:** Students choose from various options
- **Learning Modality:** Auditory, Visual, Hands-on

Low Preparation Differentiation	***High Preparation Differentiation***
Choice of Books	*Tiered Activities*
Homework Options	*Tiered Products*
Use of Reading Buddies	*Independent Study*
Various Journal Prompts	*Multiple Texts*
Varied Pacing with anchor options	*Multiple Testing Options*
Student/Teacher Goal Setting	*Alternative Assessments*
Work Alone or Together	*4-MAT*
Flexible Seating	*Course Compacting*
Varied Computer Programs	*RAFTs*
Design-A-Day	*Varying Organizers*
Varied Supplemental Materials	*Learning Contracts*
Options for Varied Modes of Expression	*Tiered Centers*
Varied Scaffolding	*Interest Centers*
Computer Mentors	*Stations*
Think-Pair-Share by Readiness, Interest, Learning Profiles	*Group Investigations*
Open-ended Activities	*Choice Boards*
Explorations by Interest	*Think-Tac-Toe*
Options for Competition	*Simulations*
Flexible-Learning Groups by Readiness, Interest, Learning Profile	*Students Are Assessed in Multiple Ways*

Focus for Today

- **Low Prep**

1) Varied pacing with anchor activities

2) Bloom's question ladders

3) Think Pair Share / Write Pair Share using What and Now What questions choices

4) Choice

5) Work alone or pick a partner

6) Partially solved problems (Math)

7) Introduction to RAFTs (ELA)

8) Closure

Varied Pacing w/ Anchor Activities

- **Basic idea:**
  - **Some students are more ready for your content.**
  - **Some students need a little more time.**
  - **Pacing can allow those who are ready to move on and allow you time to work with others.**

Varied Pacing w/ Anchor Activities

- **How it <u>can</u> work: (Version 1)**
  - **After doing some guided practice, you dismiss the students who are ready to go to independent practice.**
  - **You continue guided practice for those who need it but USE THE INDEPENDENT PRACTICE activity as the basis for your guided practice. This way, all students are working on the independent practice. You are just providing more support and limiting the complexity.**

Varied Pacing w/ Anchor Activities

- **How it <u>can</u> work: (Version 2)**
  - **After doing some guided practice, you pair up the students who know it well enough to teach someone else with students who need a little more time.**
  - **You continue more intense small group guided practice for those who need more in-depth work. USE THE INDEPENDENT Practice as the backbone for this…**

Varied Pacing w/ Anchor Activities

- **What do I do when the students who went to independent practice finish early?**

One answer:

ANCHOR ACTIVITY

Low Preparation Differentiated Instruction Strategy: Anchor Activities

What are anchor activities?

- Anchor activities are for when students (or you) are between projects or units
- Useful when a student or group finish early
- Great transitions between activities and events in the curriculum
- Allow the teacher to work with different students or groups while the rest are purposefully occupied

Bloom's Question Ladder

- **How to use it:**
  - **Post the ladder on the board/smartboard/ handout/ etc. Tell them to climb the ladder and try each problem.**
  - **Can be for independent practice, portion of independent practice, anchor activity, partner activity, trio activity, etc.**

Bloom's Question Ladder

- **Recall: Tell, label, name, remember**
- **Comprehension: Explain, describe, compare, give another example of this**
- **Application: Solve, write, show, demonstrate**
- **Analysis: Simplify, deconstruct, infer, relates to, break down, draw a conclusion**
- **Synthesis: Use what you know to create something new (e.g. prob and stats students would create a game in which all students have the same chance of winning) (e.g. ELA: use the principles of argumentation and persuasion on a topic not discussed in class.)**
- **Evaluation: Critique**

Bloom's Question Ladder

- **Another View of Questions:**

1. **What? - Recall / basic comprehension**
2. **So What? – Making sense of it all**
3. **Now What? – How it can be used**

So What Now?

- **<u>So What?</u> Follow WHAT questions These are questions that require inferential comprehension or analysis – What does it all mean type of questions?**

- ***Example: The Intolerable Act during Colonial times – the what would be the acts themselves. The SO WHAT is that all the acts combined lead to some colonists to raise the point of Taxation Without Representation – the ultimate cause of the American Revolution.***

So What?

$-3 * -3 = 9$

$-2 * -2 = 4$

$-4 * -2 = 8$

So, what's my rule for multiplying a - * -?

Now, apply the rule to this: -6 * -5 =

Now What Prompts

- **This reminds me of…..**
- **This part/topic/problem /idea is the same as…..**
- **This book reminds me of…(another text/idea/my life…) because….**
- **This is like…**
- **If that happened to me I would….**
- **I can relate to…(part of text/topic) because one time….**
- **Something similar happened to me when….**
- **How is this different from ……?**

Now What Prompts

- **Because I learned this, now I can…**
- **I can use this when….**
- **I agree with/understand what I just read because in my own life…**
- **I don't agree with what I just read because in my own life…**
- **This is the opposite of….**
- **How does this relate to my life?**
- **My life would be different without (topic) because…**
- **Knowing this can help people because…..**

Now What Prompts

- **All the Now What Prompts are naturally differentiated and can be used at key points throughout the lesson even if you don't use them as a Bloom's Ladder.**

- **Can also be used as formative assessment.**

Think / Write Pair Share

- **How it works:**

- **Teacher asks a question to the class**
- **Tells class to tell themselves (and/or write) and be ready to tell a partner**
- **Directs students to quick share with a partner and be ready to share**
- **Does a Whip Around to 4-7 students**

Think / Write Pair Share

- **Characteristics**

- **Ways to get all students engaged in questions and class work**
- **Quick**
- **Can be used on the fly for a lot of teacher questions**

Think / Write Pair Share

- **Why it works:**

- **More students learn more when they are given think time (wait time) and discuss/teach/tell/ write about content.**

- **Adds some interactive engagement to the usual rapid fire teacher questioning sessions.**

Think / Write Pair Share

- **Take it to the next level:**
  - **Be specific about what students should think, pair and share about and make it higher level connected to THEM….**
  - **Now What Questions**

Now What Prompts

1. **This reminds me of…..**
2. **This part/topic/problem /idea reminds me of….**
3. **This book reminds me of…(another text/idea/my life…) because….**
4. **This is like…**
5. **If that happened to me I would….**
6. **I can relate to…(part of text) because one time….**
7. **Something similar happened to me when….**
8. **How is this different from ……?**

Now What Prompts

9. **Because I learned this, now I can…**
10. **I can use this when….**
11. **I agree with/understand what I just read because in my own life…**
12. **I don't agree with what I just read because in my own life…**
13. **This is the opposite of….**
14. **How does this relate to my life?**
15. **How would my life be different without…**
16. **Knowing this can help people because…..**

Now What Prompts w/ TPS

- **Post your Top 5 prompts in your room. Then, when you tell your students to TPS or TWPS you can assign them numbers or let them choose.**

- **“Write Pair Share about #3…”**

Think-Write-Pair-Share Now What

- **Use as part of your Anticipatory Set, during your direct instruction as part of the 10:2 chunk, right before guided practice, right before independent practice, and as a closure exit ticket.**

- **Then you have formative assessment, some open-ended DI, and some engagement throughout the lesson**

Choice

- **Introductory uses of choice:**

- **Choice of output – how they show you they understand**
- **Choice of activities to complete**
- **Choice of working alone or with a partner**
- **Any other choices you can think of…**

Choice

- **How to use it:**
  - **Identify a time during the lesson (independent practice, etc) in which you can give students a choice of output, activity, or whether to work alone or together.**
  - **It can even be part of a NOW WHAT TPS/TWPS in which they choose the question!**

MENU CONTRACT

"Probability" **Due:** _____

All items in the main dish and the specified number of side dishes must be complete by the due date. You may select among the side dishes and you may decide to do some of the desserts items, as well.

Main Dishes (complete all)

1	Complete the "meteorology simulation" on p. 88-89 of your textbook.
2	Create a list of 10 pairs of events. 5 pairs should contain events that are *dependent*; 5 pairs should contain events that are *independent*. Explain each classification.
3	Complete the "frequency table" assignment on p. 506-507 of your textbook.
4	Examine the attached list of functions and determine which functions represent probability distributions.

Side Dishes (Select 2)

1	Work with a partner to analyze the game of "Primarily Odd." See your teacher for game cubes and further instructions.
2	Design a "game spinner" that has this probability distribution: P(red) =0.1; P(green) = 0.2; P(blue) = 0.3; P(yellow) = 0.4.
3	Suppose a dart lands on a dartboard made up of four concentric circles. For the center of the board (the "bull's eye"), r=1.5; the remaining rings have widths of 1.5. Use your understanding of area and probability to determine the probability of 1) hitting a "bull's eye" and 2) landing in the outermost ring.

Desserts (Select 1)

1	Figure the probability of "Murphy's Law" and make a case for whether or not it should indeed be a "law."
2	Use a frequency table to chart the colors that your classmates wear for a week. Then, use probability to predict how many students will wear a certain color on a given day.

Menu: Quadratic Functions and Factoring

Due: All items in the main dish and the specified number of side dishes and desserts must be completed by the due date 03-28-12. You may select among the side dishes and dessert items, as well.

Main Dish *(Complete all)*

1.

a. Graph $y = 2x^2 + 8x + 7$.

- Label the vertex and axis of symmetry.
- Find the minimum or maximum value.

b. Graph $y = -(x-1)^2 + 5$.

- Label the vertex and axis of symmetry.
- Find the minimum or maximum value

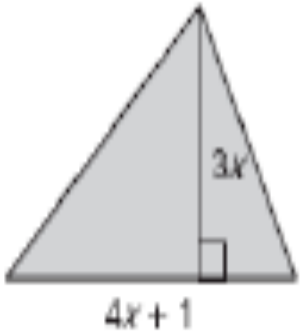
2. Complete page 265 (4-12) in the textbooks. Factoring when a = 1.

3. Complete page 270 (22 – 33) in the textbooks. Factoring when a > 1.

Side Dish *(Select two)*

1. You have a picture that is 4 inches by 6 inches. You want to make a frame for the picture that is of uniform width. Together, the picture and the frame have an area of 80 square inches.
   - Draw a diagram of the frame and picture below, label the widths and lengths.
   - What should the width of the frame?

2. Area of the triangle = 27

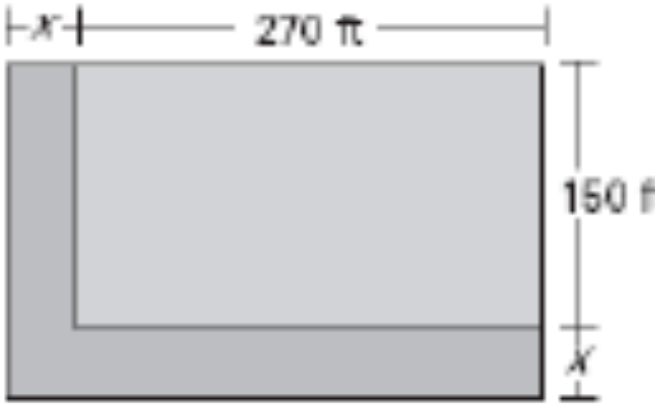


Find the value or x.

3. Tracyann has a garden that is 6 feet longer than it is wide. The total area of the pad is 40 square feet. What are the dimensions of the hopscotch pad?

Practice (Selected only)

1. **Multi-Step Problem** A science center has a rectangular parking lot. The science center wants to add 18,400 square feet to the area of the parking lot by expanding the existing parking lot as shown.



a. Find the area of the existing parking lot.

b. Write a verbal model and an equation that you can use to find the value of x.

c. Solve your equation from part (b). By what distance x should the length and width of the parking lot be expanded?

. **Extended Response** The diagonal of the screen on a widescreen television neasures 30 inches. The ratio of the screen's width w to its height h is 16:9.

a. Write an expression for w in terms of h.

b. Use the Pythagorean theorem and the result from part (a) to write an equation that you can use to find h.

Science Agenda on Chemical Problems in the Environment

IMPERATIVES (You *must* do each of these…)

1. Select a chemical problem in the environment and
   - Define and describe the difficulties is presents
   - Be sure to discuss why, where, and to whom/what

   Your choices are:
   - Global warming/Greenhouse effect
   - Ozone depletion
   - Acid Rain
   - Air Pollution
   - Water Pollution (including thermal pollution and land/ground pollution)

2. Complete a map showing where the problem exists, what/who is affected by it, and the degree of impact

3. Develop a talking paper that describes present and future solutions, as well as your recommendations.

NEGOTIABLES (You *must* do at least one of these…)

1. Determine the approximate costs of the problem of one badly affected region and develop a graphic that shows total costs and what makes the costs (for example: Health costs, clean-up costs, lost revenues from land, etc.)

2. Develop a timeline of the evolution of the problem over the last 100 years, including significant dates, and factors that contributed to the change. Take the timeline into the future based on your current understanding of trends associated with the problem.

OPTIONS (You may do one or more of these…)

1. Create a Gary Larson-type cartoon or an editorial cartoon that makes a commentary on the problem.

2. Prepare a fictionalized account, but based on scientific fact, of a person who lives in a badly affected area. Your goal is to put a human face on the problem.

3. Develop a 60-second public service announcement (taped) to raise audience awareness of the problem and introduce positive actions citizens might take to improve the prognosis for the future.

Example Tic-tac-toe board for reviewing a math unit:

Write clear directions for performing the math computation skills from this unit	Solve two of the five challenge problems	Create a math rap or rhyme that will help someone remember a concept from this unit
Create three word problems from information learned in this unit	Student Choice Activity (with teacher approval)	Define the unit's vocabulary words with sketches or drawings
Complete the review problems in the text book	Develop a game using skills learned in this unit	Identify four ways the concepts in this unit are used in the real world

Poison Tree Novel

Knowledge: What is symbolism? Describe how symbolism is represented in the story?	**Comprehension:** Draw a Venn diagram to compare and contrast the way the speaker treats his friend and treats his foe?	**Application**: Choose 1 line from the poem and create an image of what the speaker is saying in the poem
Analysis: Use the SOAPSTONE strategy to analyze Blake's poem.	**Synthesis:** Rewrite the ending of the poem. What if the foe ate the apple and did not die.	**Evaluation:** Explain what allows the tree to grow? What does the apple represent? Where does this allusion (connection to another text) come from?
Comprehension: Distinguish the difference between an enemy and a friend? (Create a bulleted list) Ex. A friend is: An Enemy is:	**Evaluation:** Why are some people included in "our group" while others are rejected? Are the ones who are rejected really "bad"? Support your response with examples and evidence from your own experience.	**Analysis:** What is the theme of the poem? Do you agree with Blake's message? How is this lesson we can apply to our daily lives?

Think Tac Toe
Ancient Civilizations –

GEOGRAPHY	**As an ancient mapmaker, you are commissioned to create a map of your land including all natural land forms, a compass rose and a scale. Also find examples of each land form in a modern civilization.**	Imagine that you are an ancient citizen who awakens to discover that all water has evaporated. Explain in detail how this would alter your way of life. Also, do this for the town where you live.	Assume you are persuading others to visit your ancient civilization. Design a descriptive, accurate travel brochure. Include both natural and man-made elements that would attract tourists.
IMPORTANT PEOPLE	You are an ancient scribe. Write and illustrate a thorough description of a famous character from each time period being studied. Profile yourself also.	**Assume the identity of a famous person from the given time period. Create a journal entry reflecting the ideas, values, and components of daily life for that person & you.**	You are a famous sculptor. Create a 3D representation of a well-known leader, god, goddess, or common citizen. Include a museum exhibit card.
CONTRIBUTIONS	Written language is an essential part of everyday life. Your task is to create an alphabet. Include a translation into modern English, a written description of the language development a & a 3D artifact of the new language.	Recreate in 3D form a famous work of architecture from your time period. Compare and contrast this piece to one piece of modern day architecture. Find one example of this architecture's presence in modern day society.	**Find a way to explain and show the importance of music and the arts to your culture. Also show at least 2 examples with roots in our time.**

Charles Kyle & Kathy Reed * Illinois

Novel Think Tac-Toe

Directions: Select and complete one activity from each horizontal row to help you and others think about your novel. Remember to make your work thoughtful, original, rich with detail, and accurate.

Write a bio-poem about yourself and another about a main character in the book so your readers see how you and the character are alike and different. Be sure to include the m most important traits in each poem.	**A character in the book is being written up in the paper 20 years after the novel ends. Write the piece. Where has life taken him/her? Why? Now, do the same for yourself 20 years from now. Make sure both pieces are interesting feature articles.**	**You're a "profiler." Write and illustrate a full and useful profile of an interesting character from the book with emphasis on personality traits and mode of operating. While you're at it, profile yourself, too.**
Research a town/place you feel is equivalent to the one in which the novel is set. Use maps, sketches, population and other demographic data to help you make comparisons and contrasts.	**Make a model or a map of a key place in your life, and an important one in the novel. Find a way to help viewers understand both what the places are like and why they are important in your life and the characters'.**	**The time and place in which people find themselves and when events happen shape those people and events in important ways. Find a way to convincingly prove that idea using this book.**
Find out about famous people in history or current events whose experiences and lives reflect the essential themes of this novel. Show us what you've learned.	**Create a multi-media presentation that fully explores a key theme from the novel. Use at least 3 media (for example, painting, music, poetry, photography, drama, sculpture, calligraphy, etc.) in your exploration.**	**Find several songs you think reflect an important message from the book. Prepare an audio collage. Write an exhibit card that helps your listener understand how you think these songs express the book's meaning.**

Novel Title: _____ Author:_____

Activities Selected: _____, _____, _____

Student: _____

FRACTIONS

Using the vocabulary from our fractions unit, write the definition of the words and give an example or draw a picture that illustrates the vocabulary word.	**Choose a fraction that is in its lowest terms. Make 15 new equivalent fractions. (Don't forget the numerator)**	**Click here and complete Fruit Shoot Fraction Addition Try to beat your score each time**
Write a poem, song (or rap) to explain how to add fractions with unlike denominators.	**Use your cell phone, ipad, ipod or other electronic device to create your own instructional video for adding unlike fractions. Go to youtube.com for examples if needed.**	**Make a list of the steps used to find a common denominator and add the fractions**
Use the fraction bars to practice adding unlike fractions and then draw a picture to represent what you have done.	**Click below and review the video then complete the practice examples. Khan Academy**	**Review your notes on adding unlike fractions and create a "how to" PowerPoint**

Directions: Chose activities in a tic-tac-toe design. When you have completed the activities in a row—horizontally, vertically, or diagonally—or in the 4 corners, you made decide to be finished. Or you may decide to keep going and complete more activities. Star the activities you plan to complete. Color in the box when you finish the activity.

Collect Facts or ideas which are important to you. (Knowledge)	**Teach** A lesson about your topic to our class. Include as least one visual aid. (Synthesis)	**Draw** A diagram, map or picture of your topic. (Application)	**Judge** Two different viewpoints about an issue. Explain your decision. (Evaluation)
Photograph Videotape, or film part of your presentation. (Synthesis)	**Demonstrate** Something to show what you have learned. (Application)	**Graph** Some part of your study to show how many or how few. (Analysis)	**Create** An original poem, dance, picture, song, or story. (Synthesis)
Dramatize Something to show what you have learned. (Synthesis)	**Survey** Others to learn their opinions about some fact, idea, or feature of your study. (Analysis)	**Forecast** How your topic will change in the next 10 years. (Synthesis)	**Build** A model or diorama to illustrate what you have learned. (Application)
Create An original game using the facts you have learned. (Synthesis)	**Memorize** And recite a quote or a short list of facts about your topic. (Knowledge)	**Write** An editorial for the student newspaper or draw an editorial cartoon. (Evaluation)	**Compare** Two things from your study. Look for ways they are alike and different. (Analysis)

1-3-5 Activity

1-3-5 Menu Activity

DIRECTIONS: Choose from the activities below. The activities must equal at least 12 points or more. Circle each activity you complete. Add your points at the bottom.

1 Point Each

3 Points Each

5 Points Each

Add your points here:

Name:_____

Goal: 12 points	Behavior Points: (2 pts)	Total Points: _____
Artist (3 pts)	**E-Lab (3 pts)**	**Reflections (2 pts)**
Create a poster showing how coins and pouches relate to numbers (constants) and variables. Solve a problem both ways.	Go to the following website. Complete 4 problems. Record the process on paper. http://www.harcourtschool.com/elab/act_7_8.html	Answer the math reflections on page 69 of your text.
Teacher_____ Student_____	Teacher_____ Student_____	Teacher_____ Student_____
Vocabulary (2 pts)	**T-Shirt Plan (3 pts)**	**Skill Practice (2 pts)**
Create a matching card game using terms and vocabulary from the unit. (maybe use index cards) Minimum of 10 words.	Become a competitor to Mighty Tee and No-Shrink Tee from problem 2.3. Create a table, graph, and equation to explain your pricing policy.	Complete a skill practice worksheet.
Teacher_____ Student_____	Teacher_____ Student_____	Teacher_____ Student_____
ACE Problems (3 pts)	**mathtv.com (2 pts)**	**Website Activity (2 pts)**
page 58 problems 5,6,7,8,and 14	Go to mathtv.com. Select algebra, then linear equations in 1 variable. Choose a lesson, watch, then summarize in writing.	Go to Mrs. I's webpage. Look for choice board website game #3. Click on link and complete 3 full rounds. Record the steps of each round on paper.
Teacher_____ Student_____	Teacher_____ Student_____	Teacher_____ Student_____

Partially Solved Problems & Patterns

Basic idea:

Show students solved problems so they can identify a pattern and rules. They can analyze and synthesize first, and then the teacher provides the formal instruction.

For those students who need more support, provide examples of a sequence of partially solved problems on the board if not in text.

Partially Solved Problems & Patterns

$-3 * -3 = 9$

$-2 * -2 = 4$

$-4 * -2 = 8$

So, what's my rule for multiplying a - * -?

Now, apply the rule to this: -6 * -5 =

Partially Solved Problems & Patterns

$-3 * -3 = 9$

$-2 * -2 = 4$

$-4 * -2 = 8$

This example allows the teacher to have the students CREATE / SYNTESIZE the WHAT automatically by creating the so what.

Must identify the pattern, develop a rule, remember the rule: What – So What- What

Partially Solved Problems & Patterns

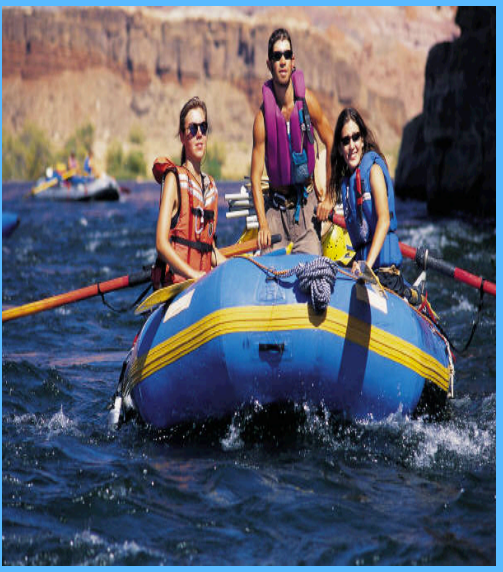
- **Solve $x + 3 < 0$.**
  - **Give students:**

$$x + 3 < 0$$
$$-3 \quad -3$$

- **Solve 50% of 125**
  - **Give students:**

Original # X % = Answer

DI Strategy: RAFTS



- Strategy designed to help students focus on writing and reasoning while coming to understand essential concepts
- High interest strategy that encourages differentiated **writing** across the curriculum
- Gives students choice, appealing to their interests and learning preference, and adapting to their readiness levels
- Can be used as “hooks” into new units, application within a unit, or extension activities

RAFT

RAFT stands for

Role of the writer. What is the writer's role: reporter, observer, eyewitness?

Audience Who is the ROLE writing too? the teacher, other students, a parent, people in the community, an editor?

Format What is the best way to present this writing: in a letter, an article, a report, a poem?

Topic This is where you put your content. What you want students to demonstrate understanding of in terms of specific content

Feudal System Raft

Role	Audience	Format	Topic
King	The Subjects	Proclamation	Read My Lips, New Taxes
Knight	Squire	Job Description Bulleted List	Chivalry, Is it for You?
Lord	King	Contract	Let's Make a Deal
Serf	Animals	Lament Poem	My So Called Life
Monk	Masses	Illuminated Manuscript	Do As I Say, Not As I Do

Following the RAFT activity, students will share their research and perspectives in mixed role groups of approximately five. Groups will have a "discussion agenda" to guide their conversation.

-Kathryn Seaman

Sample RAFT Strips

	Role	Audience	Format	Topic
Language Arts	Semicolon	Middle School	Diary Entry	I Wish You Really Understood Where I Belong
	N.Y. Times	Public	Op Ed piece	How our Language Defines Who We Are
	Huck Finn	Tom Sawyer	Note hidden in a tree knot	A Few Things You Should Know
Science	Rain Drop	Future Droplets	Advice Column	The Beauty of Cycles
	Lung	Owner	Owner's Guide	To Maximize Product Life
	Rain Forest	John Q. Citizen	Paste Up "Ransom" Note	Before It's Too Late
History	Reporter	Public	Obituary	Hitler is Dead
	Martin Luther King	TV audience of 2010	Speech	The Dream Revisited
	Thomas Jefferson	Current Residents of Virginia	Full page newspaper ad	If I could Talk to You Now
Math				

Format based on the work of Doug Buehl cited in Teaching Reading in the Content Areas: If Not Me Then Who?, Billmeyer and Martin, 1998

Sample RAFT Strips

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	Lung	Owner	Owner's Guide	To Maximize Product Life
	Rain Forest	John Q. Citizen	Paste Up "Ransom" Note	Before It's Too Late
History	Reporter	Public	Obituary	Hitler is Dead
	Martin Luther King	TV audience of 2010	Speech	The Dream Revisited
	Thomas Jefferson	Current Residents of Virginia	Full page newspaper ad	If I could Talk to You Now
Math	Fractions	Decimals	Petition	To Be Considered A Part of the Family
	A word problem	Students in your class	Set of directions	How to Get to Know Me

Format based on the work of Doug Buehl cited in Teaching Reading in the Content Areas: If Not Me Then Who?, Billmeyer and Martin, 1998

Now, examples…

- Yours might look like these…

Parts of Speech

Role	Audience	Format	Topic
Verb	Noun	letter	This is what I think you should do, follow my command
Noun	Verb	poem	This is my role, who I am
Adjective	Noun	Bullet list	This is what I think of you, I complete you

SWBAT explain the roles / uses of nouns, verbs, or adjectives [Newark]

Novel RAFT: Tuck Everlasting

Role	Audience	Format	Topic
May Tuck	Funeral Attendees	Eulogy	You made the right choice Winnie!
Winnie Foster	Jessie Tuck	Letter	Sorry I couldn't honor your request.
The Man in the Yellow Suit	Investors	Business Proposal	There's lots of money to be made.
The Toad	Winnie	Oral presentation/ Dramatization	As I see it -You have changed!

SWBAT demonstrate literal comprehension. [Somers Point]

Generic RAFT for Comprehension: Summarizing

STUDENTS WILL BE ABLE TO SUMMARIZE USING WHO, WHAT,WHEN, WHY, WHERE , AND HOW

ROLE	AUDIENCE	FORMAT	TOPIC
BOOK EDITOR	PUBLIC	BOOK REVIEW PARAGRAPH	READ THIS BOOK!
AUTHOR	REPORTER	INTERVIEW	LET ME TELL YOU ABOUT MY WORK
SONG WRITER	MOVIE PRODUCER	SONG	"SUMMARY OF THIS STORY"

Comprehensive Closure

Closure Example

- **If our Objective was: Today I will be able *to list* the characteristics of Closure**

- **Our closure could be:**
- **Tell yourself** the characteristics of an comprehensive closure activity as we discussed them today
- **Write** the characteristics that you can remember
- **Tell a neighbor** the characteristics that you remembered
- Be ready to **share** a characteristic with us

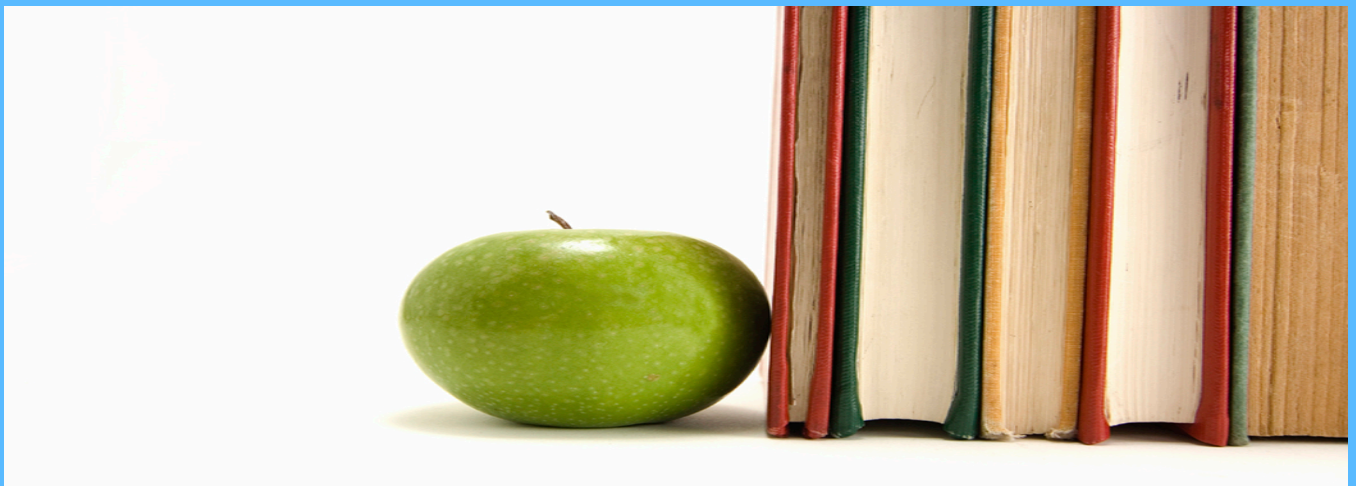
Why Closure?

- **Big instructional bang**
- **Does not take a lot of time**
- **Makes instructional sense**
- **Engaging end to a lesson component**

So, What is Closure?

- **Closure is for students-**

- **The last chance for students to internalize the most important aspect/s of the lesson objective *(as determined by the teacher)***



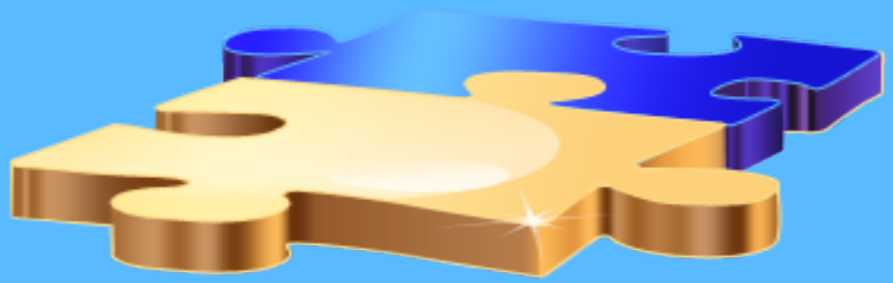
What Closure is NOT

- **Teacher telling students what they learned**
- **Teacher summarizing the lesson**
- **What did you learn today?**

(you'd be surprised what some kids learned today…)

Closure Components

- **Directly related to the lesson objective**
- **Involves ALL students**
- **Students DO**
- **Addresses various learning modalities**
- **Provides feedback**



Getting Real about Closure

- **The "three-minute exit ticket": Simple closure problem- not too complex**

- **Tell yourself…. Then,**
- **Write or solve, etc….**
- **Tell a neighbor what you found**
- **Teacher call on five-seven students as a whip-around. Those with an answer get participation points**
- **Hand me your ticket on your way out the door. (you check them)**

- ***Listeners versus doers***