Differentiation made Easy: Low-prep Potpourri

with Lisa Van Gemert

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|----|--|--|--|--|--|
| | Anchoring Activities (do when done, beginning of day, stuck & waiting for | | | | |
| | help) | | | | |
| | DEAR time | | | | |
| | journal/learning log | | | | |
| | vocab development (<u>bit.ly/superkidsvocab</u>; | | | | |
| | wordcentral.com/home.html; merriam-webster.com/word-of-the-day) | | | | |
| | math problem of day (on board; jar of something to guess) | | | | |
| | brain teasers (<u>bit.ly/classbraintease</u>) | | | | |
| | Altered Books | | | | |
| | bit.ly/altbookhow | | | | |
| | bit.ly/altbookhow2 | | | | |
| | • <u>bit.ly/altbookhow3</u> | | | | |
| B. | Bookmarks - <u>bookmarks-elem</u> or <u>bit.ly/bookmarks-ms</u> | | | | |
| | | | | | |
| D. | Day to be the Teacher: have a student start the class | | | | |
| | bring in quote and run discussion | | | | |
| | recap yesterday's work | | | | |
| | introduce new vocabulary | | | | |
| | work a homework problem | | | | |
| | Ears: listening stations (music, podcasts, books on tape; bit.ly/itunesued; dual language books) | | | | |
| | iding dage beene, | | | | |
| F. | Flexible grouping (flow; jigsaw it [give different pieces to different groups]; | | | | |
| ' | collaborative; circle; four corners) | | | | |
| | | | | | |
| G. | Games (mindware.com; Equate; Boggle; Upwords; 20 questions; | | | | |
| | bit.ly/mgwinners; mensaforkids.org); really good puzzles (try Cobble Hill | | | | |
| | Puzzles - <u>cobblehillpuzzles.com</u>). | | | | |
| I. | Independent Study Project (kid tested, teacher approved) bit.ly/iim-method | | | | |
| | | | | | |

| | Introduce: Spend time introducing students to the textbook or material. Create a scavenger hunt, a "tour", or simply flip randomly through it, commenting, reflecting, and using stories to connect to it. |
|----|---|
| K. | Kagan chips: <u>kaganonline.com</u> |
| L. | Library - read and respond; give list of books (use list at mensaforkids.org for a guide by grade) Have them demonstrate understanding with one of these ideas: - 3-Part Harmony written summary: What happens in the beginning/middle/end? What is the most critical moment? How else could the author have ended the story? - book moment with you - book box - various items that represent key objects in the story (not a diorama) - give written or oral explanations - "pitch it" - pitch the book to a Hollywood producer for a movie (written or oral) - annotate a section of the text - Sociograms: Students create a visual representation of the relationships among characters. The central character in a work is placed at the center of a page and all the other characters are placed around him/her; spatial relationships, size, shape, color, etc. are all used to represent their relationship to one another. (See end for example.) |
| M. | Magazines: bestdealmagazines.com Smithsonian, National Geographic, sports (ESPN, Sports Illustrated for Kids) Find list of magazines for kids at: bit.ly/maglist |
| | Made to Stick: Use SUCCESs model to make instruction "sticky" - heathbrothers.com/resources |
| О. | One-minute Master: write for one minute most significant (useful, meaningful, awful, disturbing, effective, helpful) thing they learned. Trade with a partner and respond (agree/disagree/build). |
| P. | Place (a.k.a. centers). Interest center/subject center. Activities and resources. Doesn't have to be labor intensive. Use library to cycle stuff. Example: Alphabet Center (after semi-colon is for higher-level learners) • magnetic letters to put letters in ABC order/sort by capital and lowercase; use magnetic letters to spell words and then write them • use pasta letters to put letters in ABC order; spell words • string alphabet beads in ABC order; spell words |

| | ladle out letters from a pot of "alphabet soup" and write or draw pictures to illustrate words that begin with those letters; write words beginning with those letters and then put in alpha order high level only: create and write alphabetical sentences in which the words are in alpha order (Cats do easy feats.) Have an assortment of books in the center word/picture books alphabet books with themes riddle books alphabet books in other languages | | | |
|----|--|--|--|--|
| | alphabet books in other languages | | | |
| Q. | Questions - multiple levels of questions make cue cards for yourself (or posters) with Bloom's/Anderson's/Costa's or other questioning level stems laminate cards for kids (can put on metal rings; color code by level) essential questions (bit.ly/esquest) | | | |
| R. | RSQC2 In two minutes, students recall and list in rank order the most important ideas from a previous day's class In two more minutes, they summarize those points in a single sentence Next, they write one major question they want answered After that, they make a comment on what they've learned Lastly, they identify a thread or theme to connect this material to the course's major goal | | | |
| S. | Share - trade with other teachers, rotating books, magazines, and other materials to keep them fresh | | | |
| | Summarizing - Triad Summarizing (see below) | | | |
| T. | Tic-tac-toe (or shapes (triangle, circle, square) assignment choices • blackout • see below for examples | | | |
| | TED <u>ted.com</u> (try TED Connections at <u>mensaforkids.org</u>) | | | |
| V. | Vocabulary: | | | |
| | FRAYER MODEL Definition (in own words) Draw a picture | | | |
| | Examples (from own life) Non-examples (from own life) | | | |
| | USING SENTENCE STEMS TO DESCRIBE A WORD How Can I Describe This Word? It's kind of like a | | | |
| | it's where you go to | | | |

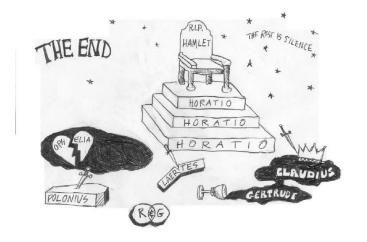
| | It smells like . |
|----|---|
| | You use it when you |
| | DEFINITION WORD CHART Word: Things I know about the word: General category this word might belong in: Examples or other related words: My definition: |
| W. | Writer's Antithesis: Students take a passage from the text they are reading and rewrite the passage reversing one or more of the writer's choices: the tone, characterization, writer's voice, point of view, setting, etc. |
| | Wordle: wordle.net |
| | ideas for using in class: bit.ly/wordcloudsinclass |
| Y. | You own the word: • individualized spelling list |
| | word art |
| | illustrated dictionary |
| | acrostic poems |

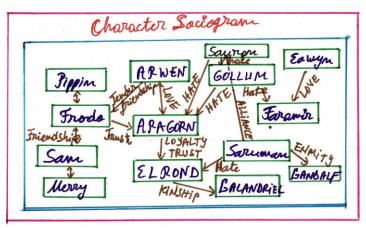
Sociogram Directions:

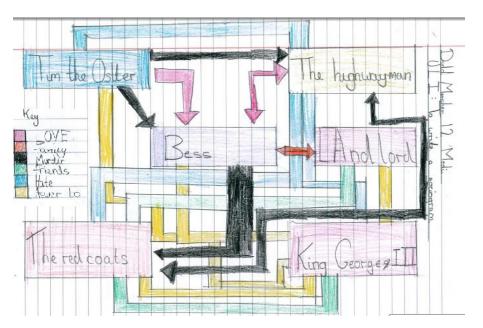
The sociogram is designed to get students thinking about the relationships among the characters of a story. (Can be used for elements of a system as well.) To do:

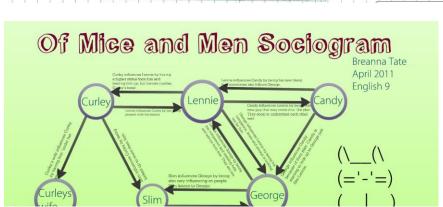
- Place the central character(s) at the center of the diagram
- Let the physical distance between characters reflect the perceived psychological distance between the characters
- Let the size/shape/symbol of a character metaphorically represent each personality, importance, one's power or lack of, etc.
- Show the direction of a relationship by an arrow, line, and its nature by a brief label
- Represent substantiated relationships with a solid line and inferred relationships by a broken line.
- Circle active characters with a solid line: circle significantly absent characters with a broken line.
- Place the characters that support the main character on one side of a dividing line, and antagonistic characters on the other side.
- Illustrate the tone and or theme of a piece by the use of color or visual symbols.
- Explore creative ways to represent a character's motivation.

Sociogram Examples









Triad Summarizing

| ROUND | #1 | #2 | #3 | |
|-------|------------------|---------------------------------|-----------|--|
| А | READ | SUMMARIZE | MAIN IDEA | |
| В | SIGNIFICANT LINE | READ | SUMMARIZE | |
| С | SUMMARIZE | ASK QUESTION RELATED TO TEXT | READ | |
| D | READ | SUMMARIZE | COMMENT | |
| E | IMPORTANT POINT | READ | SUMMARIZE | |
| F | SUMMARIZE | MOST INTERESTING POINT | READ | |

Tic-Tac-Toe

| Directions: Choose activiti activities in a row -horizor You may also decide to ke | ntally, vertica | ally, or diago | nally – you r | nay decide to | |
|--|-----------------|----------------|---------------|---------------|-------------|
| I choose activities # | ,# | ,# | ,# | | |
| Do you have ideas for alte your teacher. | rnate activiti | ies you'd like | e to do inste | ad? Talk ther | n over with |
| I prefer to do the following | g alternate a | ctivities: | | | |
| | | | | | |

Spelling Tic-Tac-Toe

- Choose three assignments to complete a tic-tac-toe.
- All three assignments must be finished and turned in by .

| Story words- Write a short story using all of your spelling words. *The story must have a plot and characters. *Underline the spelling words used in the story. | What's missing- Find a partner to write each spelling word on a piece of paper. When doing so, your partner must leave out a letter in each word. You then have ten seconds to catch each mistake. | Ransom words- Spell out your spelling words by cutting out letters from a newspaper or magazine. |
|---|--|---|
| Create an Activity- Feeling creative? Make up your own spelling activity. | BCA order- Write your spelling words in reverse alphabetical order (Z-A). | Silly sentences - Use all your spelling words in ten funny sentences. |
| Picture words- Draw a picture using each of your spelling words. | Pyramid words- Write your spelling words adding or subtracting one letter at a time. The result will be a pyramid shape for each word. | Other handed- If you are right-handed, write a list of your spelling words using your left hand, or vice versa. |

Activities for Tic-Tac-Toe

- add chapter to a book
- advertisements
- anecdotes
- o announcements
- audiotape
- autobiographies
- o awards
- o ballad
- billboards
- brochures

- book jackets
- booklets
- bulletin board
- bumper stickers
- captions
- o cartoon or comic
- case study
- o chart or collage
- cereal boxes
- o children's book
- commentaries

- conversations
- data table
- definitions
- demonstrations
- designs
- detective story
- dialogues
- diary entries
- dictionaries
- o dioramas or displays
- directions

- o drama scripts
- drawings or illustrations
- editorials or essays
- event chains
- experiments
- explanations
- o fables or fairy tales
- fact sheets or books
- o family tree
- o flag
- o flow chart
- folk tales
- o friendly letter
- o games / puzzles
- o game boards
- graffiti
- o graph
- o group project
- o guidebooks
- o historical (I was
 - there)
- o idea webs
- interviews
- inventions
- invitations
- jokes
- journals
- o jump rope jingles
- o labels
- legends
- o letters
- lexicons
- lies
- lists
- lyrics
- o magazine page

- o manuals
- o maps
- o math problems
- o memoirs
- o memories
- o menus
- o models
- o movie scripts
- o murals
- o museum projects
- music video
- o musical instrument
- mysteries
- o myths
- newscasts
- newspaper articles
- obituaries
- o opinions
- o oral presentations
- o oral reports &
 - visuals
- pamphlets
- o peer editing
- petition
- o persuasive writing
- o photo album
- o plays
- o poems
- o position statements
- postcards
- o poster
- o proposals
- o puppet shows
- o reader's theatre
- reading journal
- o recipe
- o reports

- o requests
- research report
- responses to literature
- o resumes
- o retellings
- o reviews of books
- o rules of etiquette
- scale models
- scenery for play
- science display
- o scrapbook
- sculpture
- shadow box
 - short story
- signs or sketches
- skits
- o songs
- speeches
- o story problem
- o summaries
- survey
- telegrams
- o television scripts
- o **terrarium**
- o time capsule
- timeline
- tribute
- Venn diagram
- videotape
- o weather map
- writing fiction
- o writing nonfiction
- wishes
- written debates