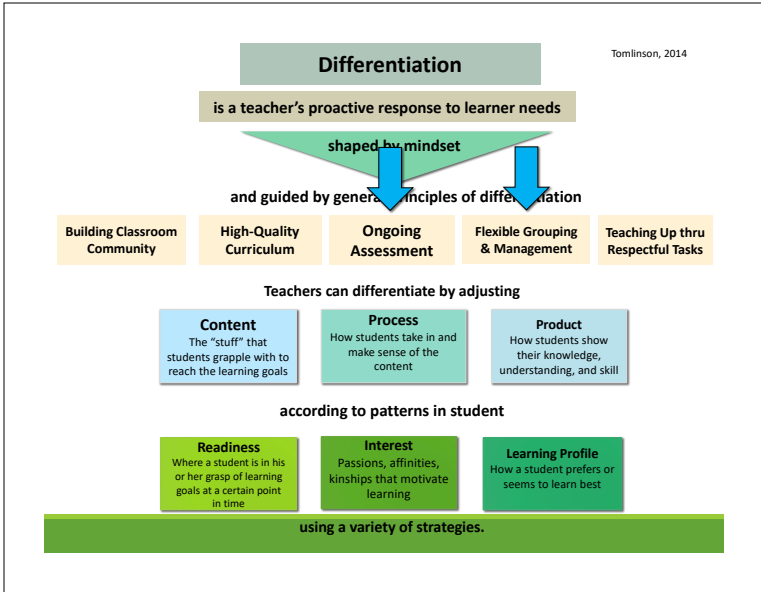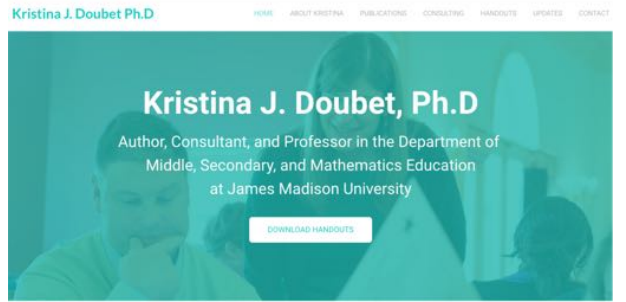## Slide 1

🐦 @KJDoubet

Differentiation in High School – Part 2

KRISTINA J DOUBET, PH.D. DOUBETKJ@JMU.EDU

JAMES MADISON UNIVERSITY

INTERNATIONAL LEADERS IN EDUCATION PROGRAM

APRIL 6, 2018

Developed with Jessica Hockett, Ph.D.

Slide 2

Click on "Download Handouts"

Slide 3

Tomlinson, 2014

Differentiation

is a teacher's proactive response to learner needs

shaped by mindset

and guided by general principles of differentiation

| Building Classroom Community | High-Quality Curriculum | Ongoing Assessment | Flexible Grouping & Management | Teaching Up thru Respectful Tasks |

Teachers can differentiate by adjusting

Content
The "stuff" that students grapple with to reach the learning goals

Process
How students take in and make sense of the content

Product
How students show their knowledge, understanding, and skill

according to patterns in student

Readiness
Where a student is in his or her grasp of learning goals at a certain point in time

Interest
Passions, affinities, kinships that motivate learning

Learning Profile
How a student prefers or seems to learn best

using a variety of strategies.

Slide 4

Source: Mindshift/Columbia University

Slide 5

Think Dot Directions

1. Roll the die to discover the "dot" or number for which you'll be responsible
2. On the Graphic Organizer, write the person's name next to the "dot" for which they'll be responsible
3. If someone in your group "re-rolls" a number, they must keep rolling until they get a new number
4. Watch the video through the "viewing lens" you rolled.
5. After the video share your responses in numerical order; group mates take notes on others' thoughts.

Slide 6

❤️	🤔	➕
• What are my feelings and thoughts about **Differentiation**? Where do they come from? • How would other people I know feel about **Differentiation**? ⚀	• What problems or challenges do I see with regard to **Differentiation**? • Why/when might I choose NOT to **Differentiate**? ⚁	• What benefits are gained by/from **Differentiation**? For whom? • How does **Differentiation** support my current practices? ⚂
⁉️	📈	💪
• What exactly *is* **Differentiation**? What are the parts of **Differentiation**? The assumptions? • What questions do I still have about **Differentiation**? ⚃	• Where am I now with regard to understanding **Differentiation**? • What specific steps would I need to take in order to be able to better understand **Differentiation**? ⚄	• What might make **my Differentiation** more powerful/effective? • How could I best use **Differentiation**? ⚅

Equations

- The teacher can write one problem on the board for everyone to use (undifferentiated).
- The teacher can give a different problem to each small group or write different problems on the back side of each card, differentiated for each group (should use formative assessment evidence to decide on different problems).
- Can be used for sense making after the introduction of a new concept or problem type, as a review, or as part of a homework check.

Solve this problem. What was easy about it? Not so easy?	Create and solve a problem similar to this problem.	What's one question someone should ask him- or herself when he or she first looks at this problem?
What's a mistake someone might make in trying to solve this problem? Why might he or she make that mistake?	What mathematical concepts or terms/vocabulary does this problem show? Be specific!	Write a set of directions that tells someone who joined our class today how to solve this problem.

Language Arts: Word Choice

Directions: Each side of your die represents an overused word that needs to be spiced up. After you have rolled your word, use the dictionary and thesaurus (hard copy or electronic) to locate more descriptive synonyms. After you've recorded your ideas, rank the synonyms in order from what you believe is least to greatest amount of "spice."

Say/Said	Go/Went	Nice
Mean	Happy	Angry

Thinking About a Current Issue (Tier 1)

Explain	**Interpret**	**Apply**
Explain your current position on this issue. Include the *why* behind your thinking.	What is this issue *like*? What can it be compared to, or what does it remind you of?	How does this issue affect or relate to your everyday life?
Have Perspective	**Empathize**	**Self-Reflect**
What are the main "pro" and "con" arguments around this issue?	What experiences might someone who sees this issue differently from you have had?	How could personal experience affect how you view this issue?

Thinking About a Current Issue (Tier 2)

| **Explain**	**Interpret**	**Apply**
How or why did this issue "come about"—and why is that important to understand?	Show the meaning or importance of your position on this issue through an analogy or revealing stor	What are the practical implications of this issue?
Have Perspective	**Empathize**	**Self-Reflect**
Discuss this issue from the point-of-view of some of the kinds of people who might disagree with you on it. What would their main points be?	What would it feel like to be someone who might be affected negatively if everyone agreed with your position on this issue?	What *don't* you understand about this issue? What would you need to do in order to understand it better?

Book: pp. 137-140

ThinkDots

- A VERSATILE INTERACTIVE STRATEGY FOR ENGAGING STUDENTS IN SMALL-GROUP DISCUSSION AND SENSE-MAKING.
- THEY CAN ALSO BE DIFFERENTIATED (DIFFERENT LEVELS OF QUESTIONS)

---

3 Kinds of Patterns

Readiness	**Interest**	**Learning Preference**
Where a student "is" in his or her grasp of learning goals at a certain point in time	Passions, affinities, and kinships that motivate learning	How a student prefers or seems to learn best

Slide 14

ARE YOU READY?

Formative Assessment and Readiness

14

Slide 15

Readiness v. Ability

READINESS	ABILITY
"where" a student is in his or her grasp of learning goals at a certain point in time.	a proclamation about a student's overall capacity as a learner or human being
varies from lesson to lesson and skill to skill	often treated static or fixed across subjects, skills, or time
best gauged by *recently-gathered* evidence that is *relevant* to the learning goals	usually inferred from standardized test scores
	Involves or implies comparisons to other students

15

Slide 16

"Status of the Class" Checks

Techniques to use to survey the entire class for understanding.

16

Slide

NOTE: While these techniques won't let us know what *every* student is thinking, they can give us an overall sense of where the class is... *and* help maintain attention.

Slide
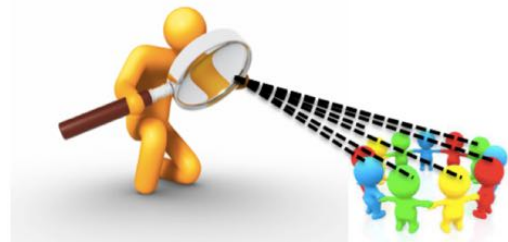
End of Lesson/Assessment Routine

https://www.teachingchannel.org/videos/daily-lesson-assessment

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Slide

Another Option
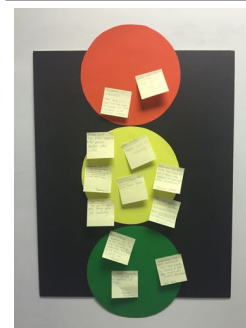
Pose one question or prompt and ask students to place their answers according to how certain they are of their response.

Talk with an Elbow Partner

What ideas do you like? Which might you use? How might you adapt them to better suit your classroom?

"Differentiation is the recognition, articulation, and commitment to **plan** for student differences."

Proactive – Not Reactive

Carol Tomlinson

ULTIMATE Goal of Formative Assessment

Formative Assessment

Easy Strategy for Assessing Student Understanding…

EXIT CARDS

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edu edutopia   17h

Exit Ticket

2) What did you enjoy about this lesson? nothing

2) What questions do you have as a result of this lesson?

How could this lesson have been better? I do not know
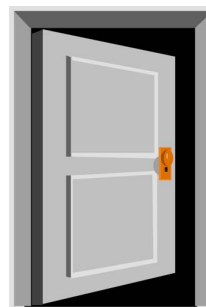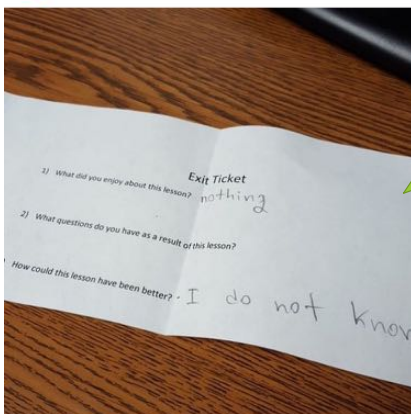
But simply using an Exit Slip does not guarantee success….

Rather, it's about the questions we ask ON the exit slips!

DEFEND OR DESTROY
Select 2 claims from the list: one that you can **"defend"** and one that you want to **"destroy."** Use evidence from *[e.g., the text, the documents/ sources]* and your reasoning to explain and justify your thinking.

SAMPLE "Customize-able" PROMPTS

MISUNDERSTANDINGS
One misunderstanding someone might have about *[e.g., how to solve this problem]* is _____.
Here's what I might say to that person to help them better understand the "truth".

IMPORTANT THINGS
• Some important things about *[e.g., cell respiration]* are _____.
• But the MOST important thing about *[e.g., cell respiration]* is _____ because….

Formative Assessment

Examine the Exit Card and Frayer Diagram examples on **pages 165-172** of the book.

Use the sticky notes on your table to identify
◦ 3-4 examples you could use *as is*
◦ 2-3 examples you could *adapt* and use in your school

Be ready to share your selections with a colleague

Share and Compare

• Meet with your content group
• Each partner shares their "Top 2" examples and how you'd use them.
• Be ready to share one of those finds with the full group

Assess, Then What?

We'll examine examples that show teachers formatively assessing and then "doing something" with the results.

The examples differ in "prep time" required from the teacher.

Classroom 1: My Favorite "No"

What does this teacher do to check for individual understanding?

Does her approach yield usable results?

What techniques will you "borrow"? What techniques do you question?

No

https://www.teachingchannel.org/videos/class-warm-up-routine

My Favorite "No!"

NO! NO!

- Teacher poses an opening question (OR an exit question from the previous day OR student responses posted to a discussion board the night before, etc.)
- Teacher chooses a common and critical error in student work to highlight
- Teacher rewrites the response/error (in her own handwriting) at the beginning of class and explains to students that it's her "Favorite No" because 1) it highlights a key learning point that many students confuse, and 2) it features some "good math" along with the mistake
- The teacher leads the class in discussion of what's been done correctly in the problem, and then moves to an error analysis
- All students complete a similar problem to show that they can avoid the mistake, or "favorite no," in their future work.

Talk with an Elbow Partner

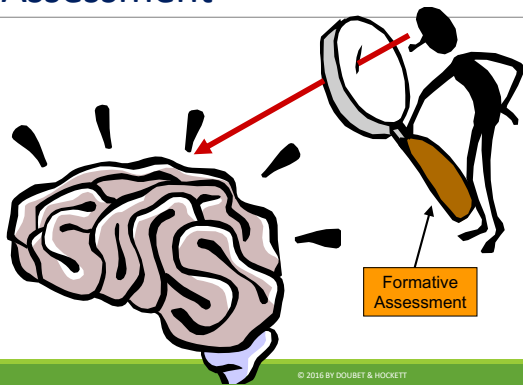What ideas do you like? Which might you use? How might you adapt them to better suit your classroom?

Turn and TALK

What if they are in different places…?

Book: pp. 194-201

Tiering

- A *CONCEPT* THAT CAN BE SUPERIMPOSED ON OTHER STRATEGIES (E.G., DIFFERENT LEVELS OF PROMPTS WITHIN STRUCTURES OR STRATEGIES) IN RESPONSE TO VARYING STUDENT NEEDS.

- PROTOCOL, TEMPLATE, AND EXAMPLES

Classroom 2: Digital Exit Slips

- What do these teachers do to check for individual understanding?

- How useful are the results?

- What can you appreciate?

- What would you change? Borrow?

http://www.edutopia.org/practice/exit-tickets-checking-understanding

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Tiered Prompts Examination

Review 1 or 2 sets of Tiered Prompts on page 181

How are the tasks in each set **SIMILAR**? What's the "glue" that holds them together?
- ➤ "Both tasks ask students to…"
- ➤ "Both are focused on…"

How are the tasks in each set **DIFFERENT**?
- ➤ "This one is more _____, and this one is more _____."
- ➤ "This one requires students to _____, and this one requires them to _____."

Math Learning Stations:
Trish Dutchie & Jennifer Finno

- ❖ Warm-Up: Complete and Turn In.
- ❖ Review Agenda
- ❖ Learning Stations

Desks are in home seating arrangement at beginning. Students move them to station formation.

Trish

Jennifer
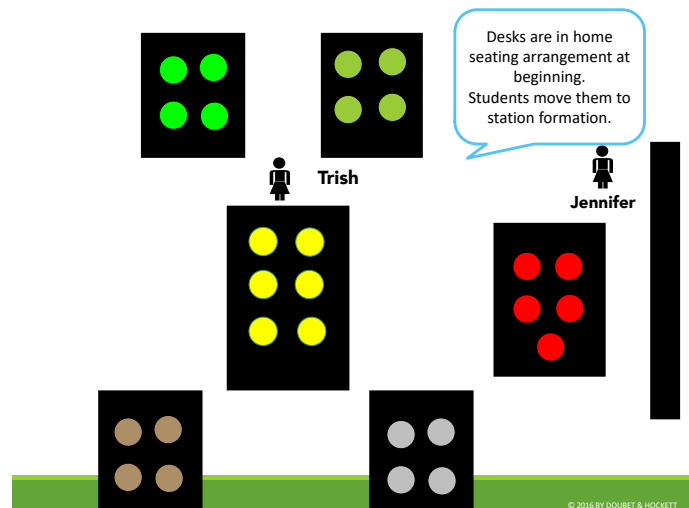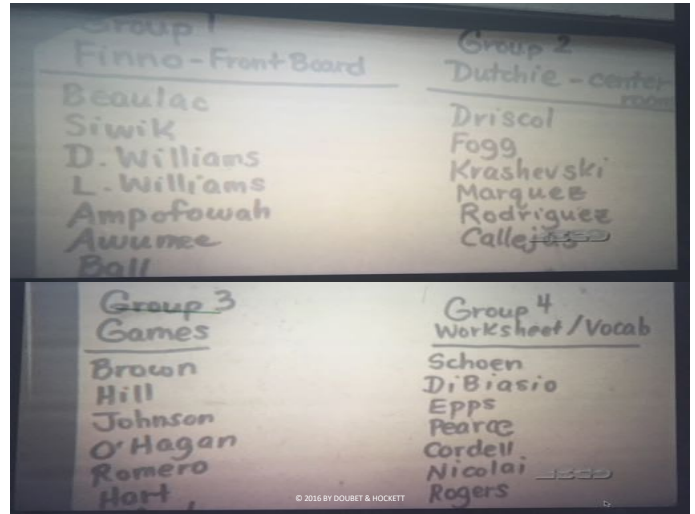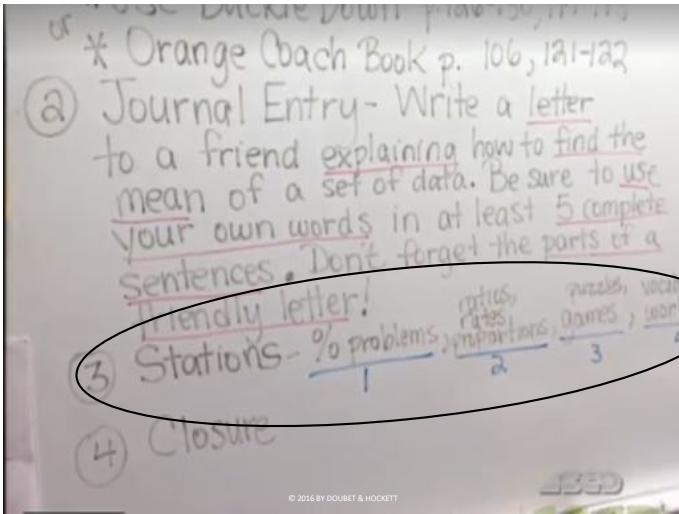
Book: pp. 280-281

Learning Stations

- A structure for managing simultaneous instruction, learning activities, and/or tasks.
- Stations can be used to introduce topics or concepts, provide experience with or review material, or practice or reinforce ideas and skills.

So HOW would you logistically group students each day? One Approach:

Each student creates a nameplate on a index card.

They come in each day and find out where they are sitting.

From the classroom of Jack Stephenson, Evanston Township High School (IL)

Amelia Worthington – Louisville, KY

Colored Orbs hang over groups of desks to enable the teacher to group her HS students easily.

She often hands them the correct color popsicle stick when they enter to send them to their groups.

They record answers on the white board using corresponding colored markers

She can also call on groups randomly using the colored popsicle sticksl

Index Cards with color-coded names – Taped or in Clear Photo Frames

Flexible Grouping made manageable at Mamaroneck High School in New York

Photo Cred: Jessica Hockett

How do I get my Groups to Produce Quality Work?

❑Detailed task cards/recordings/screens

❑Something PRODUCED in group

❑Interdependence/accountability

❑Self-Check rubrics/grading criteria

❑Between group peer checking

❑Something to move to when we're finished (so there's not incentive to rush)

❑System for asking for and receiving help

Getting Help During Group Work
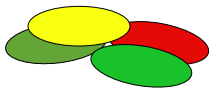
Judy Rex

QUESTION CHIPS

Rules for Using Question Chips

1. Each student or group gets a certain number of chips (e.g., 3)

2. 1 chip = 1 opportunity to ask the teacher a question; when you're out, you're out!

3. During group or independent work, students must decide if they need the teacher to answer their question. If they can figure it out together or ask another student/group for help, they should "reserve" their chip for a situation that seems more "urgent."

From: Doubet & Hockett (March 2015) *Strategies for Differentiation in Middle and High School*. ASCD.

Green = We're good to go!

Yellow = We need you over here, but we can continue working!

Red = S.O.S. We need you here right now, and we've stopped working!
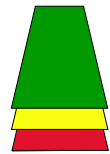
Upside down during task

Right-side up when finished

COLORED CUPS FOR MANAGING GROUPS

You can post a sign like this in the room to teach students how to use the system.

Place cups on desks prior to the start of the period to "signal" students that they will be doing group work.

Bouncyballs.org (Google Chrome)
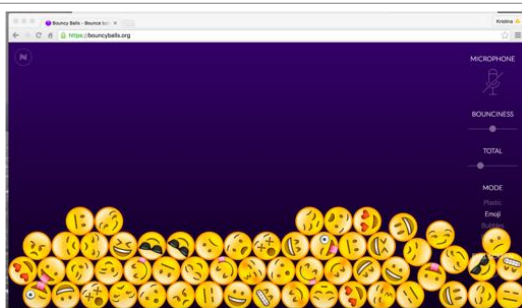
Book: pp. 265-281

Management Routines

• PRESENTED IN TERMS OF "OVERCOMING ROADBLOCKS".

• INCLUDE PRACTICAL GUIDANCE AS WELL AS EXAMPLES OF "SIDE WORK" (ANCHOR ACTIVITIES), GROUP-WORK PROTOCOL, OTHER FORMS, AND STATIONS.

For Further Investigation

In your handout you will find the websites/QR codes for three different sites focusing on 3 different areas of management most middle school teachers cite as problematic. At your leisure you can study any and all of these three sites. At each one you will find video clips, blog posts, additional materials, etc. Feel free to share these with your faculties when you return to your home schools

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Group Work Guru

http://padlet.com/doubetkj/groupwork

- Follow the instructions on the screen. You will read, watch, and examine materials… and then report your findings to those who competed different Padlets.

TIME!!!

http://padlet.com/doubetkj/TIME

- Follow the instructions on the screen. You will read, watch, and examine materials…   and then report your findings to those who competed different Padlets.

Peer Relationships/Getting Along in Groups

http://padlet.com/doubetkj/community

- Follow the instructions on the screen. You will read, watch, and examine materials… and then report your findings to those who competed different Padlets.

Workshop Driving Questions

What is differentiation? What are its foundational principles?

How can we discover student needs – both as a group and as individuals?

How can teachers differentiate for student readiness, interest, and learning profile?

How can teachers manage differentiation and make it "work"?

---

3 Kinds of Patterns

Readiness
Where a student "is" in his or her grasp of learning goals at a certain point in time

Interest
Passions, affinities, and kinships that motivate learning

Learning Preference
How a student prefers or seems to learn best

Slide 56

Interest and Learning Profile

PROVIDING STUDENTS WITH CHOICES TO DEMONSTRATE GRASP OF LEARNING GOALS (HOW-TO-S, TEMPLATES, AND EXAMPLES).

Slide 57

Interest

Motivation

Occurs when we have a

kinship with . . .

Interest in . . .

Passion for what we are

attempting to learn.

Piaget, 1978

Slide 58

Two Kinds of Interest

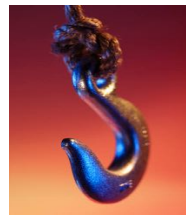| PERSONAL INTEREST	SITUATIONAL INTEREST
○ Interests of personal value that students bring to the classroom	○ Interests that arise in or from a situation
○ Developed over time	○ Spontaneous or "in-the-moment"
○ Activated internally	○ Activated by the environment
○ Beyond the teacher's control	○ Within the teacher's control
○ Arises in part from situational interest	○ Precedes personal interest
○ Important for "holding" students	○ Important for "hooking" students

Slide 59

Sometimes Choices are Low Prep

Slide 60

Interest Inquiry Groups

Interest Groups

◦ Students choose from the following ad options:
  ◦ Sports Drinks
  ◦ Hair Products
  ◦ Game Systems
  ◦ Phones

◦ In pairs or groups of 3 with others who chose same option, students analyze the ads for techniques used, strengths and weaknesses, and recommendations for improvement.

Slide 61

Adjusting Algebra Problems to Appeal to Student Interest

Interest	Problem Text
Traditional	A sample of ten middle school students was asked to count the number of writing utensils that they own. Their responses are represented in the following set of numbers: 5, 4, 2, 10, 6, 14, 8, 5, 1, 8 • What is average of the set numbers? • What is the median of the set of numbers? • Create a "five-number summary" of the data and display it in boxplot format • What patterns do you see in the data?
Video Games	A sample of ten middle school students that play video games was asked how many hours they spend playing each week. Their responses are represented in the following set of numbers: 5, 4, 2, 10, 6, 14, 8, 5, 1, 8 [same questions as traditional problem]
Social Media	A sample of ten middle school students that use Facebook was asked how many status updates they post each week. Their responses are represented in the following set of numbers: 5, 4, 2, 10, 6, 14, 8, 5, 1, 8 [same questions as traditional problem]
Sports	The girl's basketball coach was frustrated with the amount of players fouling out. For the next five games, the coach kept a record of every time a player committed a foul. The numbers below represent each player's total amount of fouls over a five-game period. 5, 4, 2, 10, 6, 14, 8, 5, 1, 8 [same questions as traditional problem]

From Carbaugh, E.M. & Doubet, K.J. (2016). *The differentiated flipped classroom*. Thousand Oaks, CA: Corwin Press.

Some Choices take More Time to Prepare

Jigsaw

A cooperative learning strategy in which all students become experts on a small piece of a topic and then teach each other

IN HOME/TABLE GROUPS:
Your table mates and you will "divide and conquer," so that each of the following FOUR strategies/stations is "covered."

Please arrange yourselves so that you are sitting in groups of 4

Tri-Mind

> *Book:* pp. 216-222

- A STRATEGY FOR DESIGNING INSTRUCTIONAL TASKS AND ASSESSMENTS THAT CONTAIN ANALYTICAL, PRACTICAL, AND CREATIVE ELEMENTS
- WE'LL EXPLORE THIS STRATEGY IN MORE DETAIL LATER ON IN THE YEAR

Tri-Mind: What is Differentiation?

Objective: *Understand that* teachers have varied definitions of differentiation that are shaped by their experiences.

Analytical Thinking
- **Analyze** these definitions and pictures to decide which one best explains what differentiation is.
- Write a defense that explains why you think your choice is the best explanation.
- Use reasons and evidence from your own experience.

Practical Thinking
- Pick the definition or picture that makes the most sense to you.
- Then, rephrase it as **practical** advice you would give to a new teacher who has asked you how to differentiate his or her classroom.
- You can write in prose or create a bulleted list of instructions.

Creative Thinking
- Using these definitions and pictures as inspiration, **create** a new analogy or metaphor for differentiation.
- You can begin your new comparison with the phrase, "Differentiation is like…".
- This comparison can be written or visual.

Tri-Mind: The Power of an Argument

Objective: *Students will understand that* the power of an argument stems from the author's choices regarding reasoning, evidence, and language.

Analytical Task
- As a reader who is interested in the topic the author has addressed, evaluate the strengths and weaknesses of his argument by composing **an extended online comment** that the author and other readers will see.
- Write in the third person, and address *whether the author's key claims are warranted, the reasons valid, the evidence relevant and sufficient, and the use of language effective.*
- Use specific examples in your post.

Practical Task
- You are the editor of the [media outlet/publisher] to which the author has submitted this piece for publication.
- Decide whether you will accept the piece and what revisions the author needs to make.
- Write **an e-mail response** to the author that indicates your acceptance or rejection and provides feedback on the argument's strengths and weaknesses in terms of *whether the author's key claims are warranted, the reasons valid, the evidence relevant and sufficient, and the use of language effective.*

Creative Task
- Imagine you are a witness to two people on opposite sides of this issue discussing the author's argument.
- Capture their debate through a **dialogue or other means of depiction**.
- Use the voices of the two debaters to address the strengths and weaknesses of the author's key claims.
- Between the two parties, the discussion should address *whether the author's key claims are warranted, the reasons valid, the evidence relevant and sufficient, and the use of language effective.*

The PROFILER

Book: pp. 223-231

- A FRAMEWORK FOR DEVELOPING ASSIGNMENT CHOICES GEARED TOWARD VARIOUS MULTIPLE INTELLIGENCE PREFERENCES REPRESENTED IN THE CLASSROOM.
- A WAY OF CONNECTING STUDENTS TO THE WORKING WORLD AS WELL AS WITH ROLES OR AUDIENCES FOR THEIR WORK.

The Profiler: Impact of Technology

Children's Storybook Author (Verbal-Linguistic) Write a story that imagines that current technologies like _____ were never invented. It can be serious or funny but should show ways that you predict human life and the natural world would be different without these technologies.	**Mapmaker** (Visual-Spatial) Design a map of what parts of our community would look like if current technologies such as _____ were never invented. Remember to think about ways that human life and the natural world would change.
Tour Guide (Interpersonal) You live and work as a Tour Guide in a town where the citizens (including you!) have all agreed to not use current technologies like _____. Plan a tour for curious tourists who would want to see the ways human life and the natural world is different from most other places. Include what you would show and tell visitors.	**Diarist** (Intrapersonal) Imagine that you wake up one day and find out that current technologies like _____ have suddenly disappeared. What would your life be like from then on? How would the natural world be affected? Write a diary entry with sketches that gives and explains your predictions.

The Profiler: Differences in Perspective

Podcast Host & Guest (Interpersonal, Verbal-Linguistic) Plan/write and record a lively, engaging 5- to 7-minute podcast segment that informs an audience of your peers about the different perspectives of _____ and _____. As partners, you can be a host and a guest, or two guests. Either way, make the "what" and "why" of each perspective clear.	**Playwright-Actors** (Bodily-Kinesthetic, Verbal-Linguistic) Write and dramatize a scene between _____ and _____ discussing their two different perspectives. Make sure your scene clearly shows what each person believes why. You'll perform your scene for a peer audience who will guess who is who (or who has which perspective. Simple costumes and props optional.
Lyricists/Poets (Musical-Rhythmic) Write either 1 or 2 songs or poems that show the differences between the perspectives of _____ and _____. Include what each claimed or believed, and why, and be ready to perform/deliver your work to an audience of peers.	**Designers** (Visual-Spatial) Show the differences in the perspectives of _____ and _____ as two "design plans." Your plans could represent their thinking as two houses, two machines, two pieces of furniture, or something else. Write a clear explanation of your designs that you will present to an audience of peers.

RAFT

Book: p. 118-119

- A STRATEGY FOR CREATING DIFFERENTIATED PERFORMANCE TASKS, ORIGINALLY DEVELOPED TO HELP TEACHERS THINK ABOUT AND PLAN FOR TEACHING DIFFERENT KINDS OF WRITING (SANTA, 1988; BUEHL, 2009).
- RAFT IS MOTIVATING BECAUSE IT GIVES STUDENTS *CHOICE,* APPEALS TO THEIR *INTERESTS* AND *LEARNING PROFILES,* AND CAN BE ADAPTED TO STUDENT READINESS LEVELS

Media/Research

Key idea: Different search engines produce different results due to the way in which they classify, sort, and prioritize information. *(C. Strickland)*

ROLE	AUDIENCE	FORMAT	TOPIC
President of one search engine company of your choice	**President of *another* search engine company of your choice**	**Email conversation**	**What our search engine does that yours can't**
Travel agent	**A family (yours?)**	**Comparison Chart**	**The best search engines for planning a family vacation**
You	**High schoolers**	**Presentation (e.g., PowerPoint, Keynote, Prezi)**	**Beyond Google: 5 search engines that will help you with that research paper**
New search engine of your choice	**Frustrated web users**	**Web page**	**Still haven't found what you're looking for? Try me!**

No matter which option you choose, your work must compare the benefits and limitations of different search engines and present convincing evidence about the superiority of one!

Tom Sawyer's RAFT

ROLE	AUDIENCE	FORMAT	TOPIC
Sid	Aunt Polly	Affidavit	Why Tom should get a lickin'
Huck	Self	Poem or Song	Who am I without my friend, Tom?
Aunt Polly	Widow Douglas	Dialogue	Nobody knows the troubles I've seen (because of Tom)!
Becky	Tom	Letter	How I really feel about you…
Injun Joe	Self	Drawing of Dream	Why I'm going to get even with Tom Sawyer… and HOW I'll do it!
Muff Potter	Townspeople	Speech	Why I thank goodness for Tom Sawyer….

- This Raft is also differentiated according to readiness; top 3 formats are more difficult.

- Post RAFT Assignment –
- Meet in "Mixed Character" Groups and share RAFT responses
- Compose an essay on the following topic: "Taking multiple perspectives into account, is Tom a hero? Why or why not?

Slide 74

Book: pp. 253-262

MENU

LEARNING MENUS

LEARNING MENUS OUTLINE A VARIETY OF INSTRUCTIONAL OPTIONS TARGETED TOWARD IMPORTANT LEARNING GOALS. STUDENTS SELECT AND COMPLETE THE ASSIGNMENT OPTIONS THAT MOST APPEAL TO THEM.

Slide 75

Last's delicious fractions restaurant menu

Appetizer
- **Bruschetta** - Whole class discussion about writing word problems for fraction division

Main (Complete both)
- **Sirloin Steak** - Lesson 8.5 writing word problems
- **Herb-encrusted breaded Fish** - Chapter 8 Review/Test

Side dishes (Choose two)
- **Green beans** - Dividing fractions worksheet
- **Lightly Roasted Asparagus** - Enrichment 8.5
- **Roasted Rosemary Potatoes** - Khanacademy video on dividing fractions
- **Whipped potatoes** - Pie picture worksheet (in pairs)
- **Tricolor Salad** – Standards practice 8.5

Dessert (Choose one)
- **Chocolate mouse** - Use Scratch to code a model for a dividing fractions problem
- **Ice cream Sundae** - Write a worksheet of dividing fractions problems based on food/sport/music
- **Fruit salad** - Design a poster explaining how to divide fractions
- **Pecan Pie** – Design a PowerPoint presentation explaining how to divide fractions.

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Your Strategy Choices

◦ *TriMind:* Based on the work of Robert Sternberg, this strategy provides students with 3 assignment options aligned to creative, analytical, & practical thinking and asks them to use those intelligences to wrestle with the same learning goals **(p.216-222)**

◦ *The Profiler:* Based on the work of Howard Gardner, this strategy provides students with a reasonable number of choices (e.g., 4) aligned to the same learning goals and associated with potential careers that would reflect Gardner's intelligences **(p.223-231)**

◦ *RAFTs:* Students assume a **R**ole, address a certain **A**udience while writing in a specific **F**ormat on a targeted **T**opic **(p.232-252)**

◦ *Learning Menus:* Students are assigned Main Dishes, and choose from a selection of Appetizers, Side Dishes and Desserts **(p.253-262)**

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Jigsaw

IN HOME/TABLE GROUPS:

Your tablemates and you will "divide and conquer," so that each of the following strategies is "covered":
◦ TriMind (p.216-222)
◦ The Profiler (p.223-231)
◦ RAFT (p.232-252)
◦ Learning Menus (p.253-262)

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In Expert Groups

Expert

Examine your strategy. Read the explanatory materials and study the examples. Together discuss the following:
◦ **What it is?**
◦ **How is it best used? What are its benefits?**
◦ **What might I need to be cautious of or consider before I used this strategy?**
◦ **What examples from the packet seem most helpful/usable?**
◦ **What ideas do I have for using this strategy in my classroom?**
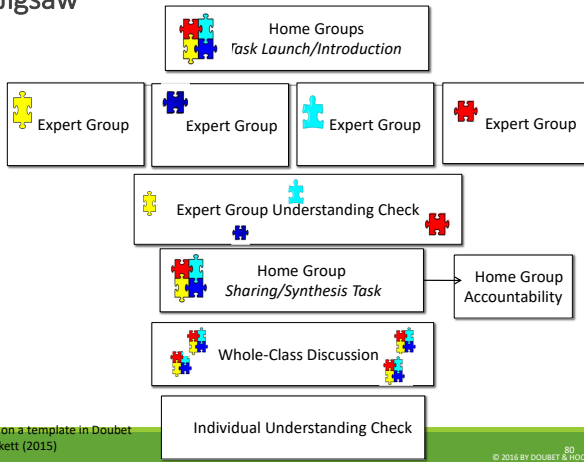
Record this information on your Graphic Organizer

Alone or with other people in your group, design and original application of that strategy that you would use in your classroom.

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Back in Home/Table Groups

◦ Take turns sharing what you learned about your strategy (use prompts on Graphic organizer)
◦ Share guidelines and clarifying examples.
◦ Group mates take notes in their graphic organizers as you share.
◦ If you came up with an original example, share that and get some feedback on strengths and suggestions
◦ As a group, decide which strategy is best used in different ways, with different content areas, or in different parts of your curriculum/year

Jigsaw

Home Groups
Task Launch/Introduction

Expert Group	Expert Group	Expert Group	Expert Group

Expert Group Understanding Check

Home Group	→	Home Group
Sharing/Synthesis Task		Accountability

Whole-Class Discussion

Individual Understanding Check

Based on a template in Doubet & Hockett (2015)

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Book: pp. 141-144

JIGSAW

- A cooperative learning strategy (Aronson & Patnoe, 1997) in which each member of a small group becomes an expert on a different aspect of the content and shares his or her expertise with the other group members. This strategy can be used with many other strategies featured in the book.

Bottom Line: Student Interests Matter

" ...Student interests are anything but tangential to learning. They are conduits to motivation, relevance, and understanding. They even affect whether a struggling student will remain in school or become one of the increasing number or dopouts.

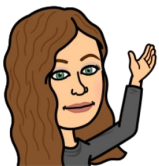~Sousa and Tomlinson in *Differntiation and the Brain*

What's Your Plan?

- **3 Formative Assessments** I'll use:
- **2 Responses to FA** I'll incorporate
- **1 Interest or LP Strategy** I'll try:

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Please Stay in Touch!

Take Care

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