



@KJDoubet

Differentiation in High School – Part 1

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JAMES MADISON UNIVERSITY

INTERNATIONAL LEADERS IN EDUCATION PROGRAM

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Developed with Jessica Hockett, Ph.D.

Today's Approach

- Teachers are more likely to **mimic** that which has been explicitly **modeled**.
- Examples** and **experiences** equip teachers to transfer ideas and strategies to their own classrooms.



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SO....



...what IS Differentiation, really???

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Differentiation IS...

Making sure all students get what they need to succeed and grow... even if that means different students get different work

Tailoring instruction to meet the varying learning needs of a diverse student body.
Making sure each student takes his or her appropriate "next step."

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Opening Activity

- You will have **three** task options to choose from (they will be described on the next slide)
- You will choose and complete **ONE** of these options.
- Regardless of which option you choose, you will need to consult the **definitions and pictures provided in Handout #1** to complete your task.



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3 Options (Choose and Complete 1)

Choice 1	Choice 2	Choice 3
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

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Share and Compare

- Share your response with at least **two colleagues** at your table.
- If you can, try to share with 1 colleague who completed the **same** task as you did AND 1 colleague who completed a **different** task that you did.



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Differentiation is NOT...

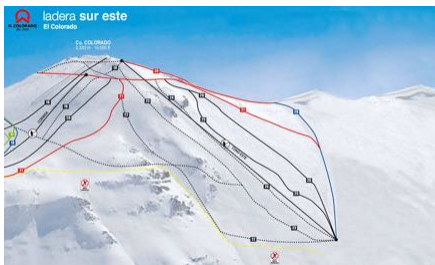
Just different



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Differentiation IS...

Different routes, same goals



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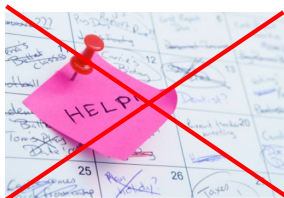
Common Goal:
Evaluate and represent "Differentiation"

Choice 1	Choice 2	Choice 3
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

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Differentiation is NOT...

An all day, every day occurrence



A once in awhile "event"



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Differentiation IS...

A response to evidence



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Responding to *Evidence* from Assessment

Assessment: Students were given 3 word problems and asked to set up and solve each.

Evidence from Results: Some students "got it" by setting up and solving all 3 correctly. Some students made errors in either set-up or in solving. Some students made many errors in set-up and solving.

Task for Pattern 1

You solved all of these equations correctly. Now make up 3 equations for others to solve: 1 that is harder than those you just solved, 1 that is at about the same level, and 1 that is easier.

Task for Pattern 2

[This #] of the equations that you solved are incorrect. Find the incorrect solutions and fix them

Task for Pattern 3

The highlighted portions of each equation show where you made errors. Determine what those errors were & fix them.

*Adapted from William (2011). *Embedded Formative Assessment*. DOUBET & HOCKETT © 2018

Differentiation is NOT...

Writing individualized lesson plans for every student



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Differentiation IS...

Uncovering & responding to patterns



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Patterns in *Readiness*

Assessment: Students were given 3 word problems and asked to set up and solve each.

Patterns

Pattern 1: "Got it" (set-up and solved all 3 correctly)

Pattern 2: "Made *Some* Errors" (in either set-up or in solving)

Pattern 3: "Made *Many* Errors" (in set-up and solving)

Task for Pattern 1

You solved all of these equations correctly. Now make up 3 equations for others to solve: 1 that is harder than those you just solved, 1 that is at about the same level, and 1 that is easier.

Task for Pattern 2

[This #] of the equations that you solved are incorrect. Find the incorrect solutions and fix them

Task for Pattern 3

The highlighted portions of each equation show where you made errors. Determine what those errors were & fix them.

*Adapted from William (2011). *Embedded Formative Assessment*. DOUBET & HOCKETT © 2018

Patterns in *Learning Preference*

Analytical Thinking	Practical Thinking	Creative Thinking
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

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Differentiation is NOT...

Just giving "less" and just giving "more"



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Differentiation IS...

Finding tasks and experiences that are the best “fit”



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Giving “best fit” tasks

“Got it”
(set-up and solved all 3 correctly)



Task 1

You solved all of these equations correctly. Now make up 3 equations for others to solve: 1 that is harder than those you just solved, 1 that is at about the same level, and 1 that is easier.

“Made Some Errors”
(in either set-up or in solving)



Task 2

[This #] of the equations that you solved are incorrect. Find the incorrect solutions and fix them

“Made Many Errors”
(in set-up and solving)



Task 3

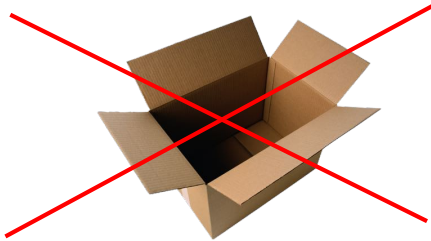
The highlighted portions of each equation show where you made errors. Determine what those errors were & fix them.

*Adapted from William (2011). *Embedded Formative Assessment*

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Differentiation is NOT...

Putting students into static groups



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Differentiation IS...

Using *flexible* grouping



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Pictures of students on magnets help this Teacher move students into groups quickly and flexibly.

From a classroom at Hubbard Woods School in Winnetka, IL

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Differentiation is NOT...

a way **OUT** of important goals



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Differentiation IS...

A way UP for all students.
It's making sure each student takes his or her own "next step".



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Turn and Talk

- ❖ Which of these ideas about differentiation are **familiar** to you?
- ❖ Which of these ideas about differentiation are **new** to you?



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Differentiation is NOT...

A once-in-a-blue moon "event"

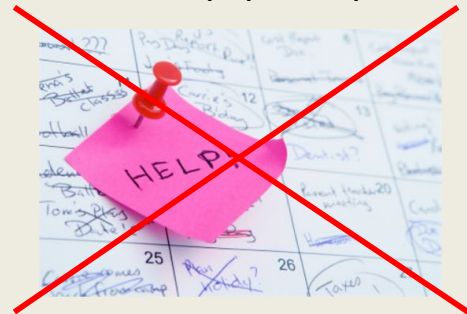


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Differentiation is NOT...

An everyday necessity

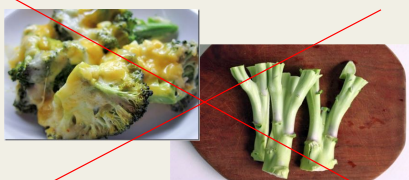


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Good Differentiation is NOT...

Appetizing vs. Unappetizing



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Learning Objectives

Students will UNDERSTAND THAT...

- Metaphors and similes allow us to communicate meaning in ways that normal language cannot.
- Metaphors and similes communicate ideas by making sensory connections.

Students will KNOW...

- Definitions of metaphor, simile, figurative language, imagery, stanza, couplet, free verse

Students will BE ABLE TO...

- Use metaphors and similes to convey descriptions
- Write in a given stanza format

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Formative Assessment
(given previous class)

Name: _____ Period: _____

1. What is a "metaphor"?
2. Give at least two examples.
3. Explain why song-writers and poets use metaphors.

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Warm Up Journal Prompt

All Students write in response to the following prompt:

"Describe yourself in such a way that someone who had never met you would feel as though they knew you really well after they read your description."

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Tiered Tasks (Differentiated by Readiness)

Gave Strong Examples and Explained the importance of Metaphor

1. Read your journal entry and circle the descriptions of yourself that you believe are the most important.
2. Choose something to compare yourself to that captures all of these aspects of your personality. It can be something abstract, something in nature, a machine of sorts, a song, a force, a color—the only thing it CAN'T be is another person.
3. Write a poem comparing yourself to what you chose in step 2 – without using "like" or "as". Strive for at least 4 stanzas (line lengths in stanzas can vary). Let us see the real you.

Gave weak examples and explanation of the Importance of metaphor

1. Read your journal entry and circle the descriptions of yourself that you believe are the most important.
2. Meet with teacher for a "group huddle"
3. Now think of things that are like each of those aspects of your personality. These things can be abstract, from nature, electronics, colors, etc. —the only thing they CAN'T be are people.
4. Write a poem made up of couplets – one couplet comparing yourself to each thing you chose in step 2 – without using "like" or "as". Strive for at least 6 comparisons. Let us see the real you.

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I am Love -
I am cherished.
I am looked for often,
But seldom found...

I am Love -
sometimes sweet,
But always with the potential
To bite you in the back...

I am Love -
Oh-so-precious,
But you'd better believe you can see
The ugly side of me...

I am Love -
A big heart full of joy,
A calm, quiet day with
a big storm brewing,
A bird soaring higher and higher
Into that dangerous sky.

~Jasmine~
7th Grade

I am a powder keg
My anger builds until someone makes it
explode.

I am an eraser -
Eliminating all the bad thoughts from
my mind.

I am a puppy -
Loyal and friendly to those I love

I am an ant -
Everyone looks down on me.

I am nothing -
No one can see me.

But I am something -
Brilliant and intelligent.

Who am I?
Powder keg, eraser, puppy, ant,
nothing, and something.

I am
Me.

~April ~
7th Grade

The Results

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

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Talk with an Elbow Partner

- What was affirmed for you?
- What surprised you?
- What challenged you?



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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?

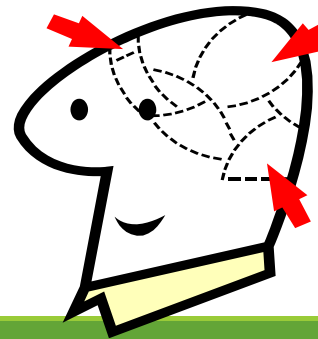
How can teachers manage differentiation and make it “work”?

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“TriMind” - Sternberg

Analytical
Intelligence



Practical
Intelligence

Creative
Intelligence

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TriMind History Prompts

Standard:

CCSS ELA-Literacy.RH.9–10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Option 1	Option 2	Option 3
Read the two accounts of _____	Read the two accounts of _____	Read the two accounts of _____
Present a point-by-point analysis of the details and ideas that differ between the two accounts. Then, write an analysis that explains (1) why you believe two differing accounts exist and (2) how credible you believe each of authors' perspectives to be and why.	Recommend to a friend the version of the account that <i>you</i> believe to be most accurate. Support your recommendation with explanations of (1) the differences between the two accounts and (2) the reason behind those differences (e.g., why one perspective is more believable than the other).	Take on the voice of one of the authors and write a critique or “rebuttal” of the other account. Be sure to discuss (1) the points where your accounts differ, (2) why you believe the other author got those points wrong, and (3) what the other author might study or consider to change his/her perspective.

From Carbaugh, E.M. & Doubet, K.J. (2016). *The differentiated flipped classroom*. Thousand Oaks, CA: Corwin Press. p.76.

Tri-Mind Example – Geometric Sequences (Heather Waller)

	Task Options (Choose One)		
Analytical	Practical	Creative	
<ul style="list-style-type: none"> Present a step-by-step approach to identifying common differences/ratios and extending arithmetic/geometric sequences to at least seven terms for your classmates. Include examples with your steps. Include a defense of your approach that argues for its soundness Make sure to define the types of sequences and the terms common difference and common ratio. 	<ul style="list-style-type: none"> Think of some times you have used arithmetic and geometric sequence in your everyday life. Explain how you used these sequences and why it was helpful and important to use this process. Make sure to define the sequence types, identify the common difference/ratio for your sequences and what these terms mean, and extend the sequences to at least seven terms. 	<ul style="list-style-type: none"> Create a new arithmetic and geometric sequence that extends to at least seven terms. Come up with a context or story about where this sequence comes from or means. Design a visual to clarify the terms in your sequence. Make sure to define the types of sequences and common difference/ratio. Identify the common difference/ratio for your sequences. 	

From Carbaugh, E.M. & Doubet, K.J. (2016). *The differentiated flipped classroom*. Thousand Oaks, CA: Corwin Press. p.76.

Tri-Mind: Evaluating a Scientific Argument/Claim

Analytical Thinking Task	Creative Thinking Task	Practical Thinking Task
Use a chart, diagram, or table to depict and analyze the strengths and weaknesses of [this author's/scientist's] scientific claims, evidence, and reasoning. Include an explanation that reflects your analysis and supports the conclusions you're drawing.	Imagine you are going to interview [this author/scientist] on your radio or TV show regarding the scientific claims and evidence in the article you read. Generate a list of questions that probe his claims, evidence, and reasoning. Explain why you are asking each question—that is, what in or about the argument is prompting you to pose each question.	Take on the voice of someone impacted by this [author's/scientist's] claim and create a response that either supports or refutes the claim. In either case, be sure to situate the claim in reality and probe his claims, evidence, and reasoning accordingly, explaining <u>why</u> you are supporting or challenging them.

Dr. Jessica Hockett '13

TriMind Example: Characterization

Direct and Indirect Characterization in “The Necklace” – Rebecca Bunker

Analytical	Creative	Practical
<ul style="list-style-type: none"> Analytical: Compare and contrast the protagonist Mathilde Loisel to her husband Monsieur Loisel. Describe both of them using direct and indirect characterization. You must use examples from the text to support your response. You may either write your response or present your findings in a diagram. 	<ul style="list-style-type: none"> Creative: Pretend you are Monsieur Loisel. How would you describe your wife Mathilde Loisel? Use direct and indirect characterization to describe her. You must use examples from the text to support your response. Be sure to take on Monsieur's voice in your response. 	<ul style="list-style-type: none"> Practical: Think of one of your friends. Describe him or her using both direct and indirect characterization. Is your friend more similar to the protagonist Mathilde Loisel or her husband Monsieur Loisel? How are they similar? You must use examples from the text to support your response.

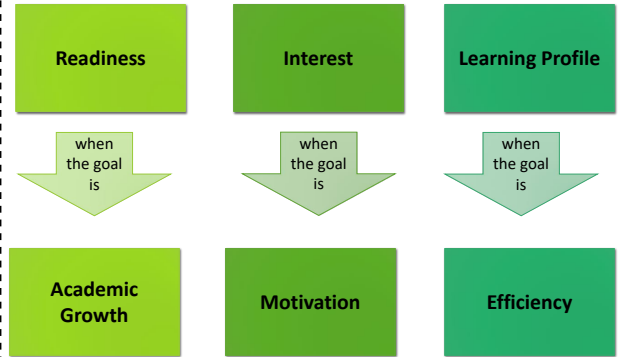
Book: pp. 216-222

Tri-Mind

- A STRATEGY FOR DESIGNING INSTRUCTIONAL TASKS AND ASSESSMENTS THAT CONTAIN ANALYTICAL, PRACTICAL, AND CREATIVE ELEMENTS



Teachers can differentiate according to student



Based on Tomlinson, 2014

Differentiation

Tomlinson, 2014

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.

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Community = Differentiation's Affective Foundation



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Survey Says!

- ✓ Form a sub-group of 3 people.
- ✓ Assign each group member to study one of the inventories on the following pages
 - Page 12
 - Page 13
 - Page 88
- ✓ Be ready to share what portions/ items would be good for your student.
- ✓ Share your impressions in turn—and add your own ideas to those of your colleagues



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Content Area Connections



•Math

- Fact Facts
- Pie Charts

•Science:

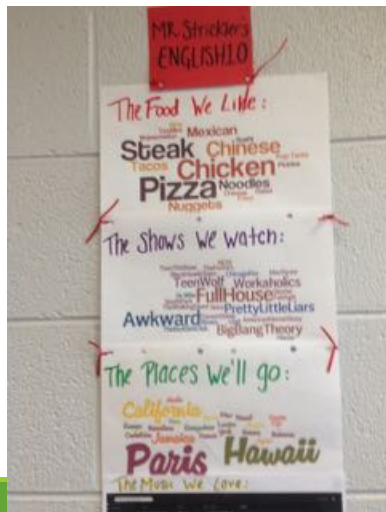
- My Periodic Table – The Elements of Me
- A Topographical Map of my Life
- My Personal Ecosystem

•Social Studies:

- Unearthing Me: My Primary Sources and Artifacts
- A Timeline of my Life

•Language Arts:

- Soundtrack of my Life
- Personal Crest



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What are your goals after high school? I want to become an RN. I want to give back.

Your Theme Song:

Think about the music you enjoy. Choose one song to be your "anthem." Make sure it's representative of you!

Song Title: Let it go Artist: Demi Lovato

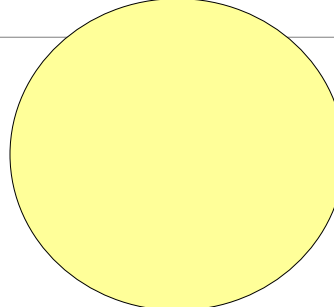
Lyrics that Most Represent You:

A Kingdom of isolation and it looks like im the Queen.

Explanation: I'm kind of alone a lot I stick to myself. It's easier than losing someone you love so it's just me and my books most of the time.

Miss Redburn & Mr. Ujeda
September 2014

Interest Pre-Assessment

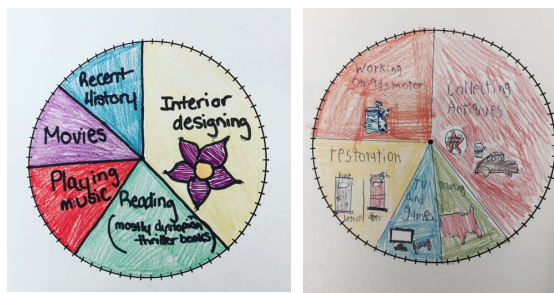


Design a Pie Chart to show what you're interested in. Make at least 5 sections; represent your interests in decimals, fractions, and percents.

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Pie Charts to be used later to introduce Percentages and Probability



JFHMS – 7th Grade

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Pie Charts using Paper Plates – Also a Pre-Assessment on Percentages



This Assessment is aligned to

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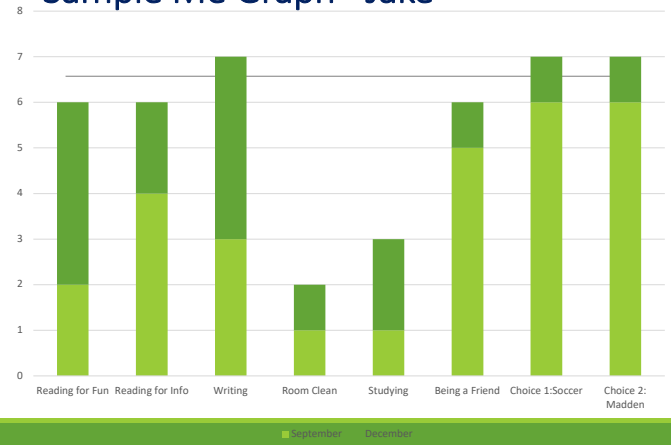
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Me-Graphs



- List items on X-axis
 - Class items (all)
 - Low Stress items (all)
 - Personal choice items (individual)
- Y axis represents student's skill/comfort level
- Post Graphs and make comments and generalizations
- Adapt as year progresses

Sample Me Graph - Jake



Community is not just about Teacher and Student; rather, it's about Students and their Peers

BUILDING COMMUNITY

The "Line Up"

PAGE 29



Directions:

- Call up a sampling of students (range of last names, birthdays, etc.)
- Explain that one end of the line represents "I'm an Expert" or "I love it!" The other end represents "I'm a Novice" or "I loathe it!"
- Call out different performance based items (e.g., keeping your locker clean, playing sports, playing a musical instrument/singing, writing, reading, being patient with younger siblings, remembering movie lines or lyrics). Students arrange themselves where they feel they belong on the continuum. They do not have to remain in a line, but can form "clumps," if necessary.



Shake 'n' Share

A strategy for engaging learners in quick conversation around different aspects of a topic or concept.

Greeting Question:
Cats or Dogs?

Explain why teaching/leading in schools is harder than it looks.

Greeting Question:
Salty or Sweet Snack?

How is teaching like popping popcorn? What else is it like?
(Make a metaphor.)

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Greeting Question:
iPhone or Android

Discuss the advantages
of a collaborative
classroom from the
perspective of a parent
or student.

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Greeting Question:
Rainy Days – Thumbs UP or DOWN?

Why might collaborative
classrooms be difficult for
some students?

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Greeting Question:
Disney Land or Disney World?
(OR California or Florida)

What's one thing you *now* know
about managing active classrooms
that you wish you would've known
on your first day?

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Shake 'n' Share Prompts: Community-Building

Turn 1: Choose one word to describe your weekend. Explain why you chose this word.

Turn 2: What's your favorite thing for breakfast? What makes it the best thing for breakfast, in your opinion?

Turn 3: How is school like a shopping mall? What else is it like?

Turn 4: "I don't know how to _____, but I think it would be cool to learn to _____ because...."

Turn 5: What three things do you wish you had known about [last year's grade level] that you know now?

Turn 6: What's one thing you would do to improve the physical environment of this classroom?

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Shake 'n' Share Prompts: Science Review

Explain

Explain what a cell is and how it works. Use the words balance, system, structure, and function if you can.

Interpret

How is a cell like a car? What else is it like?

Apply

What would happen to other structures in a cell if the nucleus stopped working? Be specific!

Have Perspective On

How and why are plant and animal cells similar and different?

Empathize

Put yourself in the shoes of a cell membrane. What would you "let in"? Not let in? Why?

Self-Reflect

How could you best show what you understand about cell transport?

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Based on Wiggins & McTighe's 5a Facets of Understanding

Discuss how you might use this in your classroom.
What are the benefits?



Shake 'n' Share

A strategy for engaging learners in quick conversation around different aspects of a topic or concept.

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Fast Facts!

Ali Curwin

- (1) Use the index cards to provide the following information about yourself:

4-(i⁴) words to describe you

2+ (2-3)+4 of your favorite activities outside of school

300 x 10⁻² of your favorite books

8⁰+ 1 things you plan to do after high school

- (2) Next, in your quad, compare your answers the number solutions for each prompt. Make any necessary revisions.
(3) As a group, create a four-way Venn Diagram that depicts the similarities and differences among you. (Remember that your cards are a "hands-on" tool!)

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Ali Curwin



Attendance Questions



As soon as the bell rings, Carson begins taking attendance with an "attendance question." The question changes every day. Students respond when she calls their names with their response to the day's question, and perhaps a brief justification for their response. "Okay, people, this is a big one today. Definitive answer. Coke or Pepsi?" On another day, she begins, "Okay folks, you've just been given a sampler box of Russell Stover candy, but the map is missing. You bite into a piece and much to your dismay, find out you've chosen a _____."

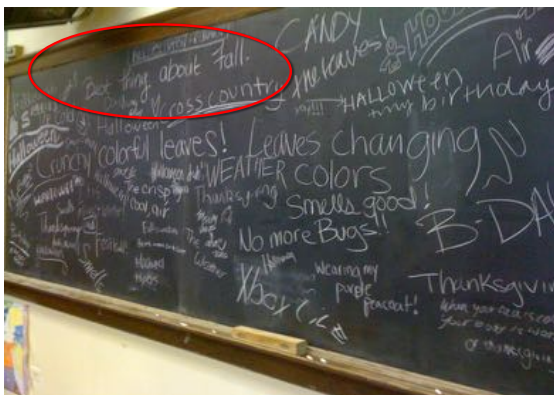
Before long, the students bring her slips of paper and whisper, "Here's an attendance question. This is a really good one."

"I love the idea that I start off all my classes with every kid speaking, every kid having a right answer, right away," explains Carson. "And then they also start to make connections around the room."

Tomlinson, C.A. & Doubet, K.J. (2005). You've got to reach them to teach them. *Educational Leadership*, 62 (7), 8-15.

Graffiti Wall

Teacher writes a phrase, topic, or category on the board.
Students respond with ideas and perspectives.



From the classroom of Julie Mallory, Evanston Township High School

Kelly's Twist



Kelly Freehill – Via Twitter – September 7, 2012

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?

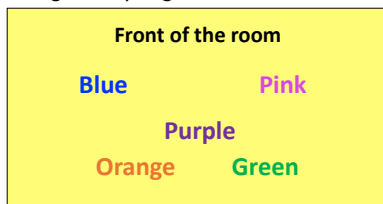
How can teachers manage differentiation and make it “work”?

Interaction = Differentiation's Social Foundation



Tea Party

- You'll form groups according to the color of your card.
- Meet in the corresponding area of the room.
- Stay standing when you get there!



Tea Party

- You'll have 30-45 seconds to share what's on your cards and make predictions, ask questions, etc.
- When time is called, pair up with a new group member (same-colored card) and repeat the process until notified.
- Make sure you reference the previous card(s) you've seen in each new grouping/discussion
- Return to your table when time is called.



Tea Party: We Think...

As a small group, write a brief “We think” statement that predicts what the article might be about and why.

*“We think this article is about...
because...”*



Read the Article

*As you read, use these **Logographic Cues**:*

- ✓ = I knew that!
- ★ = Important information/statistic/quote
- ? = Debatable or Questionable idea
- ! = Interesting... I want to explore this further

After you read:

- Go back and underline the phrases from the colored cards.
- What did you predicted correctly? What surprised you?
- Be ready to discuss with your group.

Discussion



Connections: What connections do you draw between this study/article and your own life or learning?



Challenge: What ideas, positions, or assumptions do you want to challenge or argue with in the study/article?



Concepts: What key concepts or ideas do you think are important and worth holding onto from the study/article?



Changes: What changes in attitudes, thinking, or action are suggested or reflected by the study/article, **for middle and high school teachers?**

<p>1. Make a claim and explain your rationale. Say what you think, and why.</p>	<p>2. Add or supporting evidence for the claim. Read your peer's claim. In this box, add something that would <i>support</i> that claim or make it stronger.</p>
<p>3. Make a counter-claim or provide evidence that challenges the claim. In this box, make a claim or provide evidence that <i>argues against</i> what is written in boxes 1</p>	<p>4. Add your "two cents." Read what is written in the three boxes. Add your opinion and your reasoning in this box.</p>

<p>1. Make a claim and explain your rationale. Say what you think, and why.</p> <p>The most powerful/important portion of this text is _____ Because: _____ [explain the idea's virtues]</p>	<p>2. Add or supporting evidence for the claim. Read your peer's claim. In this box, add something that would <i>support</i> that claim or make it stronger.</p> <p>You can include your own ideas and/or cite those from the readings.</p>
<p>3. Make a counter-claim or provide evidence that challenges the claim. In this box, make a claim or provide evidence that <i>argues against</i> what is written in boxes 1 and 2.</p> <p>You can point out weaknesses in the portion or suggest strengths of a different portion. Include your own ideas and/or cite those from the readings.</p>	<p>4. Add your "two cents." Read what is written in the three boxes. Add your opinion and your reasoning in this box.</p> <p>You can include your own ideas and/or cite those from the readings.</p>

<p>1. Solve the problem and show how you solved it.</p>	<p>2. Check the solution. Review the process and solution in Box 1. Give two reasons you think it is correct or incorrect.</p>
<p>3. Provide another way of solving the problem. Solve this problem in a way that's different from the process used in Box 1.</p>	<p>4. Detect errors and misconceptions. Note any errors or misconceptions you see in Boxes 1, 2, or 3. If you don't see any, explain why you agree with what is written.</p>

Book: p. 118-119



LOGOGRAPHIC CUES

A STRATEGY DEVELOPED BY KYLENE BEERS (2002) IN WHICH STUDENTS COME UP WITH VISUAL SYMBOLS, OR *LOGOGRAPHS*, TO SERVE AS SIGNPOSTS IN THEIR READING THAT ALERT THEM TO IMPORTANT ASPECTS OF THE TEXT OR NARRATIVE.

Book: p. 96



Tea Party (a.k.a. Puzzle Pieces)

A STRATEGY THAT INVITES STUDENTS TO ENGAGE WITH OR STUDY SMALL PIECES OF A TEXT THEY'LL BE READING TO BUILD INTEREST IN WITH AND MAKE PREDICTIONS ABOUT THE TEXT (BEERS, 2002)

Book: pp. 132-134



Debate Team carousel

ASKS STUDENTS TO ENGAGE IN THE PROCESS OF CLAIM/COUNTER CLAIM WITH EVIDENCE (INCLUDING TEXTUAL SUPPORT); ALL STUDENTS BOTH “TALK” AND “LISTEN”

*A differentiated
classroom is first
an *interactive*
classroom.*