

# Tiered Prompts

## Set 1: Art (Doubet & Hockett, 2015)

- A. What attributes of the painting appeal to your emotions? What attributes of the painting appeal to your sense of reason or logic? Why do you think that is?
- B. List all the attributes of this painting that you like. Then, list all the attributes of this painting that you don't like. Be able to explain why you do or don't like these attributes

## Set 2: Poetry Analysis (Doubet & Hockett, 2015)

- A. Where are most obvious shifts or changes in tone in the poem? How can you tell? Where are the least obvious shifts? How can you tell?
- B. Where do you see shifts or changes in tone in the poem? What purpose do those serve? What role do they play?
- C. Remember that tone is the “feeling” or “impression” that a text (e.g., a poem) gives the reader through the particular words and phrases the author chooses to use. What is the tone of the poem in lines 10-11? What is the tone of the poem in lines 12-13? How does the tone change between 10-11 and 12-13? *Why* does it change?

## Set 3: Theme (Doubet & Hockett, 2017)

- A. What does the author of this story want you (the reader) to understand after reading this story? Why do you say so?
- B. What lesson does the main character in the story learn? How do you know?

## Set 4: Primary Source Analysis (Doubet & Hockett, 2015)

- A. What evidence in the source suggests that it is and/or is not representative of the ideals, thinking, controversies, or other aspects of the time and place in which it was created?
- B. Use the “Time & Place rule” to rate quality of this source. (“The closer in time and place a source and its creator were to an event in the past, the better the source will be.”)
- C. Analyze this source for two or more “clues” about time and place and explain what they tell you about life in the time and/or place it was written.

## Set 5: Historical Events (Hockett, 2018)

- A. Read these two conflicting accounts of the event. Note their similarities and differences. Then, come up with a way to clearly show where/how the accounts agree and where/how they disagree. Which one is “right”? How could you find out?
- B. Read these two, slightly different accounts of the event. Use the Venn Diagram to show how the accounts are similar and different. (*Hint: There are more similarities than differences.*) Do the differences “matter”? Why or why not?
- C. Read the account of the event. Keep track of the “5Ws” (who, what, where, etc.). Use a T-chart to show how this account compares to the information we read in the textbook. *Remember that this is a primary source and your textbook is a secondary source.* Are the accounts more alike than different, or more different than alike? Why?

**Set 6: Math – Shapes (Equal Shares) (Doubet, 2018)**

- A. Begin with a **circle**. Using available materials, divide it into as many equal shares as you can. Keep track of your process. Next, divide a **square** into as many equal shares as you can. Keep track of your work. Finally, record a video for a friend describing your process and what you noticed about increasing the number of equal shares in different shapes.
- B. Use pencil, paper and a ruler to divide this **circle** into 2 equal shares. Next, divide it into 4 equal shares, and then into 8 equal shares. What did you do each time you made more equal shares? Do you think you could make more? Now divide this **rectangle** into 2 equal shares. Next divide it into 4 equal shares, and then into more equal shares. What did you do each time you made more equal shares? How is like/unlike the circle? Do you think you could make more? Record your ideas on a video for your teacher.

**Set 7: Mathematics Explanation (Tomlinson, 2003)**

- A. Write a set of directions for someone who is going to solve a problem in their life by using the kind of math problem we've studied this week. Explain their problem first. Be sure the directions address their problem, not just the computations.
- B. Write a step-by-step set of directions, including diagrams and computations, to show someone who has been absent how to do the kind of problem we've worked with this week.

**Set 8: Science (Strickland, 2009)**

- A. Select a key or critical element in the experiment today. Change it in some way. What will happen in the experiment with that change? Why? What principle can you infer? Be sure you go for something useful, insightful, and intellectually or scientifically meaningful in your choice.
- B. A classmate had to leave the room today just as the lab experiment was beginning to come to a conclusion. Please write that student a note explaining what happened in the lab, why it happened, and what practical use there is in the real world for what the experiment shows us. You're his/her only hope for clarity! Be as much help as possible.

**Set 9: Finding Mistakes (Doubet & Hockett, 2017)**

- A. Review this set/list of [problems/answers/ideas/statements/sentences/word sorts] and decide if there are any mistakes. Correct any mistakes you find. Then explain how you found those mistakes and what you did to make changes. If there are no mistakes, explain how you can be sure.
- B. [This number] of these [problems/answers/ideas/statements/sentences/word sorts] have mistakes. Figure out which ones have mistakes and correct them. Then explain how you identified the mistakes.
- C. These [problems/answers/ideas/statements/sentences/word sorts] have mistakes. Use the questions provided to fix the mistakes. Explain why you did what you did.