

Through a variety of instructional strategies such as:

RAFTS...Graphic Organizers...Scaffolding Reading...Cubing...Think-Tac-Toe...Learning Contracts...  
 Tiering... Learning/Interest Centers... Independent Studies...Intelligence Preferences...Orbitals...  
 Complex Instruction...4MAT...Web Quests & Web Inquiry...ETC.

Differentiation is NOT a set of strategies . . . .  
It's a way of thinking about teaching and learning



Strategies are tools to accomplish the goals of DI.

They are no more differentiation than a hammer and a saw are the house they help to build.

# Checking your KUD

After you fill in each separate Know, Understand and Do, draw a line from each Know and Do statement to the corresponding Understand statement. If you have a Know or Do statement that does not relate to any Understand statements, either eliminate it or add an Understand statement that gives it meaning and content.

**Know**


**Understand**


**Do**


# Ways to Differentiate Content

- Reading Partners / Reading Buddies
  - Read/Summarize
  - Read/Question/Answer
  - Visual Organizer/Summarizer
  - Parallel Reading with Teacher Prompt
- Choral Reading/Antiphonal Reading
- Flip Books
- Split Journals (Double Entry – Triple Entry)
- Books on Tape
- Highlights on Tape
- Digests/ “Cliff Notes”
- Notetaking Organizers
- Varied Texts
- Varied Supplementary Materials
- Highlighted Texts
- Think-Pair-Share/Preview-Midview-Postview

WAYS

## TO DIFFERENTIATE PROCESS

- Fun & Games
- RAFTs
- Cubing, Think Dots
- Choices (Intelligences)
- Centers
- Tiered lessons
- Contracts

However we conceive it, every lesson plan should be, at its heart, motivational plan. Young learners are motivated and engaged by a variety of conditions. Among those are:

novelty

cultural significance

personal relevance or passion

emotional connection

product focus

choice

the potential to make a contribution or  
link with something greater than self

# Tips for Teaching Triarchically

- Some of the time, teach analytically, helping students learn to analyze, evaluate, compare and contrast, critique and judge.
- Some of the time, teach practically, helping students learn to apply, use, utilize, contextualize, implement, and put into practice.
- Some of the time, teach creatively, helping student learn to create, invent, imagine, discover, explore and suppose.
- Much of the time, enable all students to capitalize on their strengths.
- Most of the time, enable all students to correct or compensate for their weaknesses.
- Make sure your assessments match your teaching, calling upon analytical, creative and practical as well as memory skills.
- Value the diverse patterns of abilities in all students.

# Understanding Number

## **Analytic Task**

Make a number chart that shows all ways you can think of to show 5.

## **Practical Task**

Find as many things as you can at school and at home that have something to do with 5. Share what you find with us so we can see and understand what you did.

## **Creative Task**

Write and/or recite a riddle poem about 5 that helps us understand the number in many, unusual, and interesting ways.

# Multiplication 3 and 6!

- **Analytical**

- Draw arrays for multiplying by 3 and 6, and list the facts next to each array. Next, make a list of as many patterns as you can find from the multiplication facts. Make a poster to help the class remember the 3 and 6 multiplication facts.

- **Practical**

- You and 5 of your friends go to the zoo. You all pay the admission of \$3.00 each. You each buy a box lunch and each lunch costs \$5.00. Three of your friends decide to buy a stuffed animal at the gift shop. The stuffed animals each cost \$7.00.
- How much money was spent on admission in total?
- How much money was spent on lunch in total?
- How much money was spent on stuffed animals in total?
- How much money was spent in total?
- Show how you know each of your answers is correct by explaining or drawing how you found each answer.

# Multiplication 3 and 6!

- Creative
  - Complete the following RAFT

<b>ROLE</b>	<b>AUDIENCE</b>	<b>FORMAT</b>	<b>TOPIC</b>
Multiplication by 3	Multiplication by 2	Friendly letter	If someone knows you, they can find me.
Multiplication by 3	Multiplication by 6	Friendly letter	If someone knows you, they can find me.

**OR:**

- Think of a way to remember the 3 and/or 6 multiplication facts. Make a poster, explain, sing or draw how to remember them.

## Three States of Matter - Elementary Grade

**KNOW:** Three states of matter: solid, liquid, and gas

**UNDERSTAND:** All matter has both mass and volume.

**DO:** Distinguish one state of matter from the others.

Show how one state of matter changes to the others.

<b>Analytical</b>	<ul style="list-style-type: none"><li>•Choose three items from out classroom that are all in different states of matter. Show how each item is in a different state of matter in comparison to the other two items. Use terms like mass and volume to explain your answer.</li><li>•Use the idea of water, ice, and vapor to create a chart to show how these 3 things change from one state to another. Include condensation, evaporation, melting point, freezing point, expanding, and contracting in your chart.</li></ul>
<b>Creative</b>	<ul style="list-style-type: none"><li>•Create three imaginative items to demonstrate different states of matter. Make an illustration of each item and explain why each one fit into the state it is in . Use mass and volume in your explanation.</li><li>•Make a visually appealing poster to teach second graders how each state changes into the other states. Be sure the way you teach is original. Show condensation, evaporation, melting point, freezing point, expanding, and contracting in your poster.</li></ul>
<b>Practical</b>	<ul style="list-style-type: none"><li>•There are three mysterious objects in a box on a museum shelf. Their states of matter are not yet identified. Your task is to figure out the state of matter for each one. Design a museum exhibit for the 3. Use the terms mass and volume in your exhibit signs.</li><li>•There is a close friend of yours who does not understand how one state of matter changes into another. You want to help your friend out. Write out how you would explain to your friend using all this terms: condensation, evaporation, melting point, freezing point, expanding, and contracting. Make your explanation as clear as you can.</li></ul>

## Learning Style Social Studies Lesson on Landforms based on Sternberg's Intelligence Preference

*Know:* Geographical terms (isthmus, delta, peninsula, river, island)

*Understand:* Landforms and bodies of water effect human movement and influence the development of cities.

*Do:* Locate and label specific landforms

Analyze how landforms produce economic advantages that establish settlements.

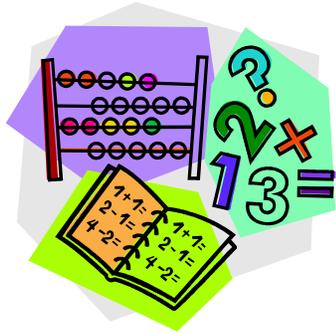
After students have read and taken notes on the chapter, the teacher reviews with the whole class the basic information on landforms. Then, students are given a choice of three assignments to be done individually or in groups of two or three.



**Practical:** Using these 8 given cities, (or you may choose other cities after approval by teacher), demonstrate how landforms and bodies of water contributed to the development and movement of people to this site over a period of time. You may use overlay transparencies or models to show the areas and growth.

**Creative:** Develop a map of a new world that has at least 8 different types of landforms and/or bodies of water. Using labels, etc., determine how these sites would grow due to economic possibilities of these geographical features, and predict population growth over a period of time.

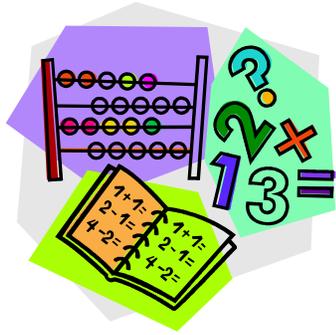
**Analytical:** Create clues or a set of directions to help us identify and locate at least 8 landforms on the map (given in the textbook, or a map provided by the teacher). Clues/directions should also be based on population and economic growth and changes.



# CENTERS



- A ***learning center*** is a classroom area that contains a collection of activities or materials designed to teach, reinforce, or extend a particular skill or concept.
- Centers can focus on specific skills in any content area: math, writing, reading, spelling, handwriting, language arts, science, social studies, art, technology...



# CENTERS



- An ***interest center*** is designed to motivate students' exploration of topics in which they have a particular interest.
- Survey students to determine interests and provide opportunities in a center setting to explore them.
- Provide choices for response to learning or for extension of a topic studied.

# Writing Center

Housed in a crate:

Writing prompts	Beginning, middle, end book
Squiggle writing	Harris Burdick posters
Picture file	Story Starters

Specific guidelines and criteria:

This week when you are at the writing center please focus on the use of excellent WORD CHOICE in your writing. You may use any available resources to help you give a personal best effort.

After you complete your piece, go through the peer editing process and evaluate your word choice with the Six Trait Writing Rubric before turning it in.

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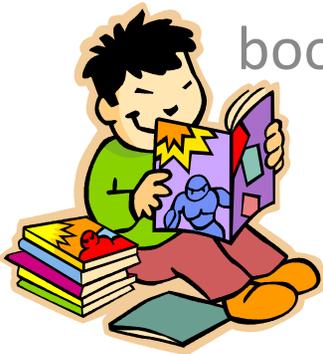
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# Literacy Centers

Mosaic of Thought (1997)  
Ellin Oliver Keene, Susan Zimmermann

- **The Theater Corner** – dramatize images or scenes from text
- **The Book Talk Zone** – small group literature discussions
- **The Artist's Studio** – artistic expression of images from text
- **The Writer's Den** – written responses to books



**Differentiated by learning profile & interest**

# MATERIALS FOR CENTERS

- Any materials that will address the varying readiness, interests and learning profiles of your students can be used.
- Many ready-made materials are available for use in centers - it's how you use them with your students that makes them differentiated.
- Make use of the materials you have by matching them to specific learners instead of using them in the same way with all students.

# Possible Center Activities

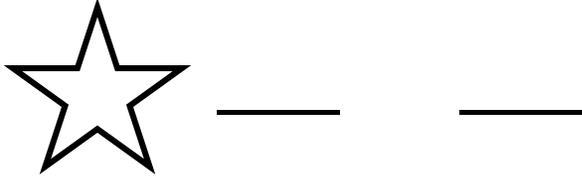
Read	Solve	Deduce	Label
Phone	Start	Theorize	Compare
Make	Construct	Rate	Measure
Write	Research	Act Out	Identify
Build	Criticize	Advertise	Editorialize
Find Out	Imagine	Discover	Eliminate
Hypothesize	Experiment	Refute	Chart
Design	Develop	Question	Improve
Survey	Invent	Tell	Explain
Interview	Predict	Convince	Conduct
Shadow	Observe	Study	Devise
Visit	Demonstrate	Illustrate	Talk Arrange
Create	Plan	Collect	Investigate
Brainstorm	Measure	Map	Use
Analyze	Graph		Substitute
Evaluate	List		Adapt
Match	Combine		Rearrange
			Describe



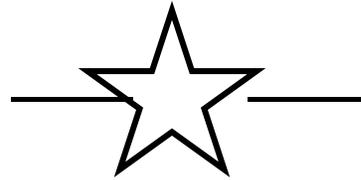
# Weekly Centers for \_\_\_\_\_

Do the activities in the blue folders. Fill in each star before going back to the center. Get a teacher initial for your work.

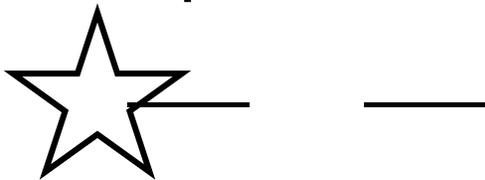
Numbers



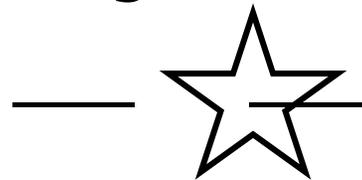
Listening



Computers



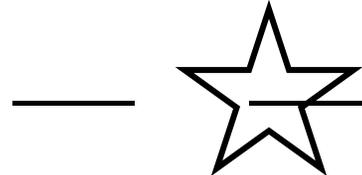
Writing



Mapping



Art



Sarah, Park City, Ut.

## Literacy First

Name \_\_\_\_\_ Week of \_\_\_\_\_

Name of the Center	Mon.	Tues.	Wed.	Thurs.	Fri.
<b>ABC</b>					
<b>Phonics</b>					
<b>Read the Room</b>					
<b>Write the Room</b>					
<b>Word Work</b>					
<b>Word Study</b>					
<b>Listening</b>					
<b>Poetry</b>					
<b>Independent Reading</b>					
<b>Buddy Reading</b>					
<b>Conference with Teacher</b>					
<b>Free Choice</b>					

Did you make good choices this week? \_\_\_\_\_

Write about what you learned this week. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Teacher Comments \_\_\_\_\_

\_\_\_\_\_

Teachers and students are responsible for record keeping & assessment.

This may be accomplished daily and/or weekly.

# Literacy Centers

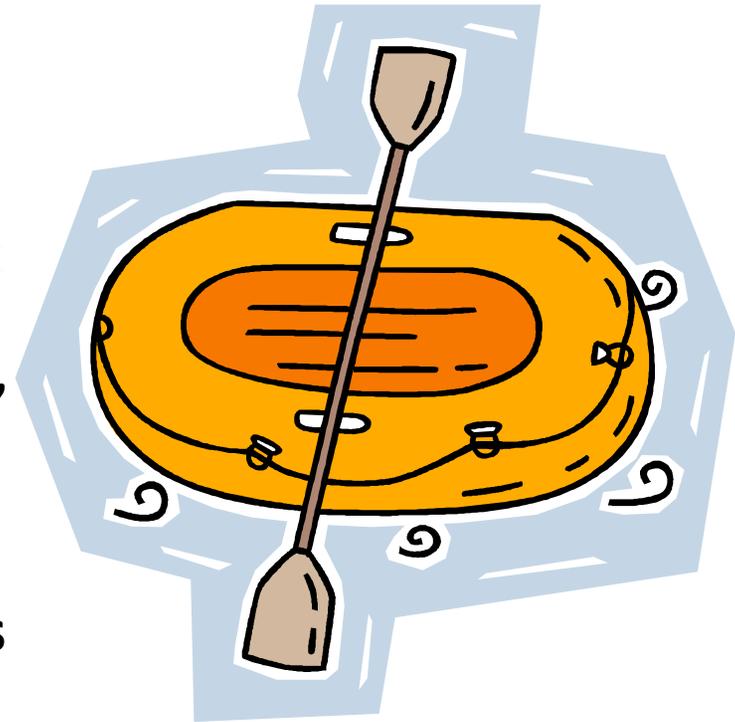
Name \_\_\_\_\_ Date \_\_\_\_\_

## Assessment

Record what you accomplished	Student	Teacher
Word Work		
Writing Corner		
Computer Challenge		
Amazing Authors		
Choice		

# RAFTs can...

- Be differentiated in a variety of ways: readiness level, learning profile, and/or student interest
- Be created by the students or Incorporate a blank row for that option
- Be used as introductory “hooks” into a unit of study
- Keep one column consistent while varying the other columns in the RAFT grid



# RAFT Activities

	Role	Audience	Format	Topic
Language Arts & Literature	Semicolon	Middle Schoolers	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	Fractions	Whole Numbers	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

## RAFT EXAMPLE

This RAFT is designed to be used by student in a second grade class as they are learning about endangered and extinct animals in science and natural resources in social studies. Students have been studying both topics for a number of days before they do the RAFT. The activity serves as a culmination to this period of study.

Know:

- Basic needs of plants and animals
- The role of natural resources in lives of people and animals

Understand:

- Our actions affect the balance of life on Earth.
- Animals become endangered or extinct when natural resources they need are damaged or limited.
- Natural resources are not unlimited and must be used wisely.

Be Able To:

- Identify causes of problems with misuse of natural resources.
- Propose a useful solution to the problems.

**Directions:** Pick one of these rows to help you show what you know and why taking care of natural resources is important to the balance of life in our world.

**Primary RAFT Example**

ROLE	AUDIENCE	FORMAT	TOPIC
The Earth	Aliens who might want to live on earth	A written set of rules with reasons	What you need to know and do if you want to live here
An endangered animal	Humans	A poster with an exhibit card to explain it	Why I need you and you can help save me
A natural resource	Our class	A speech	What people need to know about using us well and why that matters anyhow



**Grade 6  
Social Studies RAFT**

**The Feudal System**

Students will

**Know:**

Names and roles of groups in the feudal class system.

**Understand:**

Roles in the feudal system were interdependent. A person's role in the feudal system will shape his/her perspective on events.

**Be Able to Do:**

Research

See events through varied perspectives

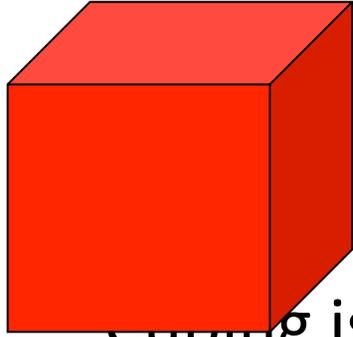
Share research & perspectives with peers

# Feudal Pyramid RAFT

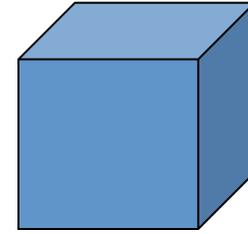
Role	Audience	Format	Topic
King	The Subjects	Proclamation	Read My Lips, New Taxes
Knight	Squire	Job Description	Chivalry, Is it for you?
Lord	King	Contract	Let's Make a Deal
Serf	Animals	Lament Poem	My So Called Life
Monk	Masses	Illuminated Manuscript	Do As I Say, Not as I Do
Lady	Pages	Song	ABC, 123

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 Scaman

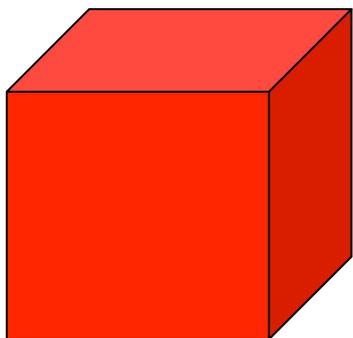


# What Is Cubing??

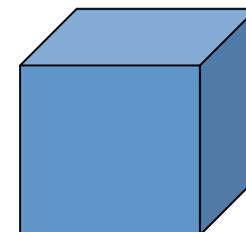


Cubing is an instructional strategy that asks students to consider a concept from a variety of different perspectives.

- The cubes are six-sided figures that have a different activity on each side of the cube.
- A student rolls the cube and does the activity that comes up.
- Cubes can also be used for group tasks as well as individual tasks.



# How Cubing Works



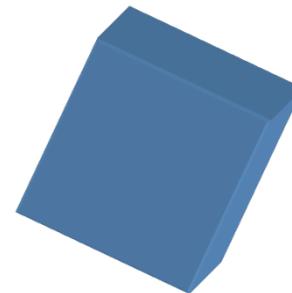
- Students can work alone, in pairs, or in small groups with the appropriate cube.
- In pairs or small groups, each student takes a turn rolling the cube and doing the activity that comes up. Students have the choice to roll again once if they don't like the activity that turns up.
- Students each roll the cube 2 – 4 times, depending on the magnitude of the assignments.
- When working in groups, an option is to have the student who rolls lead the discussion and/or activity rolled. Have another student serve as the scribe to take notes on the group discussion. After the group reaches consensus that the task is complete, the roller and scribe change.

# CUBING

1. **Describe it:** Look at the subject closely (perhaps with your senses as well as your mind)
2. **Compare it:** What is it similar to? What is it different from?
3. **Associate it:** What does it make you think of? What comes to your mind when you think of it? Perhaps people? Places? Things? Feelings? Let your mind go and see what feelings you have for the subject.
4. **Analyze it:** Tell how it is made? What are its traits and attributes?
5. **Apply it:** Tell what you can do with it. How can it be used?
6. **Argue for it or against it:** Take a stand. Use any kind of reasoning you want – logical, silly, anywhere in between.

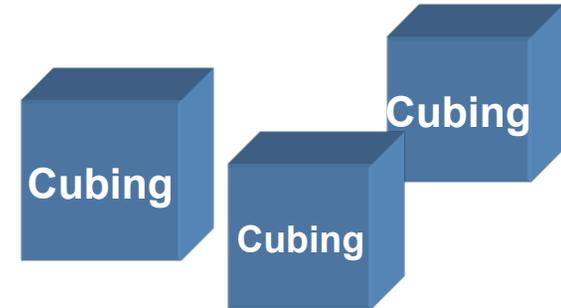
Or you can . . . .

- Rearrange it
- Illustrate it
- Question it
- Satirize it
- Evaluate it
- Connect it
- Cartoon it
- Change it
- Solve it



# Ideas for Cubing

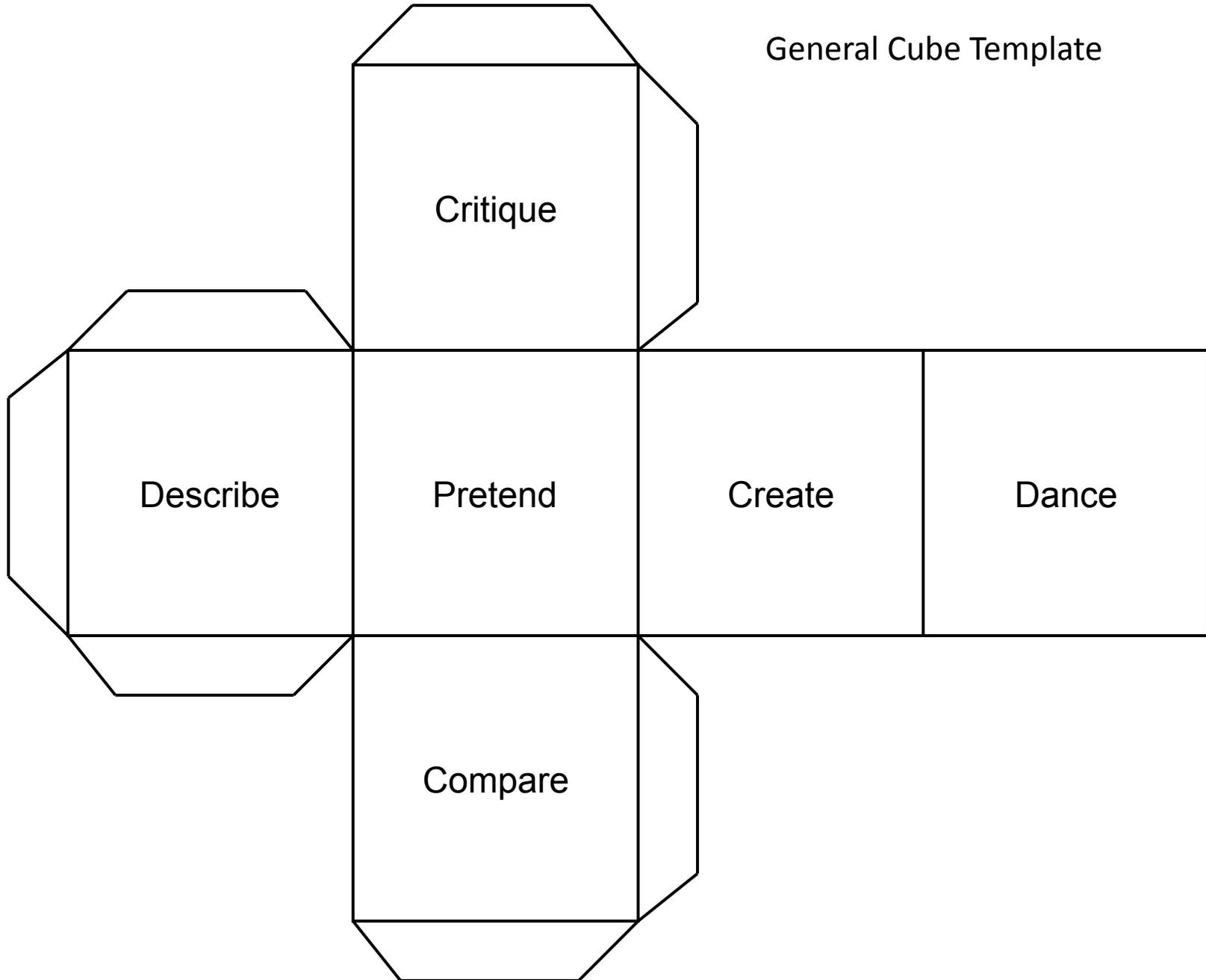
- **Arrange** \_\_\_\_\_ into a 3-D collage to show \_\_\_\_\_
- **Make** a body sculpture to show \_\_\_\_\_
- **Create** a dance to show \_\_\_\_\_
- **Do** a mime to help us understand \_\_\_\_\_
- **Present** an interior monologue with dramatic movement that \_\_\_\_\_
- **Build/construct** a representation of \_\_\_\_\_
- **Make** a living mobile that shows and balances the elements of \_\_\_\_\_
- **Create** authentic sound effects to accompany a reading of \_\_\_\_\_
- **Show** the principle of \_\_\_\_\_ with a rhythm pattern you create. Explain to us how that works.



## Ideas for Cubing in Math

- **Describe** how you would solve \_\_\_\_\_
- **Analyze** how this problem helps us use mathematical thinking and problem solving
- **Compare and contrast** this problem to one on page \_\_\_\_\_.
- **Demonstrate** how a professional (or just a regular person) could apply this kink or problem to their work or life.
- **Change** one or more numbers, elements, or signs in the problem. Give a rule for what that change does.
- **Create** an interesting and challenging word problem from the number problem. (Show us how to solve it too.)
- **Diagram or illustrate** the solution to the problem. Interpret the visual so we understand it.

General Cube Template



## Poetry Level I

<p><u>Theme</u> Describe the theme of your poem in a paragraph. Check for topic sentence, supporting details and conclusion</p>	<p><u>Setting</u> Illustrate the setting of your poem. Use color (markers, pencils) and give your picture a title that is connected to the poem but not the title of the poem</p>		
	<p><u>Figurative Language</u> Using a graphic organizer, list all the similes and metaphors in your poem. If you need help finding metaphors, consult With your group members</p>	<p><u>Line</u> Describe the way the lines are arranged</p>	<p><u>Rhyme</u> Figure out the rhyme scheme of the poem. Be prepared to teach it to the class.</p>
	<p><u>Speaker</u> Describe the speaker of this poem. Be prepared to share orally.</p>		

## Poetry Level II

<p><u>Theme</u> Compare the theme of your poem to the theme of a story or novel you have read. Use a Venn diagram to show your comparison.</p>	<p><u>Setting</u> Illustrate the setting of your poem. Use color (markers, pencils) and give your picture a title that is connected to the poem but not the title of the poem</p>		
	<p><u>Figurative Language</u> Tell how the similes and metaphors in your poem enhance the imagery. Be prepared to share orally.</p>	<p><u>Rhyme</u> What does the rhyme scheme have to do with the meaning of the poem? Why do you think the poet chose this pattern?</p>	<p><u>Line</u> Describe the impact the line arrangement has on the poem. Argue convincingly in a short paragraph.</p>
	<p><u>Speaker</u> How does the speaker feel? Find at least 2 feelings and be prepared to explain orally.</p>		

## Poetry Level III

<p><u>Theme</u> Write a short poem to express the theme of the poem you have chosen. Choose your own style.</p>	<p><u>Setting</u> If your poet were an artist, how would he/she express this poem as a picture? Use markers, pencils, etc. to illustrate your answer.</p>	<p><u>Rhyme</u> Provide other examples of rhyme or rhythm besides end rhyme used in your poem. How does this add to the sound of the Poem? Be prepared to share orally</p>	<p><u>Line</u> How would the poet arrange the next lines of this poem if he/she were extending the meaning and theme?</p>
<p><u>Figurative Language</u> Write 2 more similes and metaphors that could be added to the poem.</p>	<p><u>Speaker</u> Create another line for this poem that the speaker may have written.</p>		

<p style="text-align: center;"><b>Red Cube</b></p>	<p style="text-align: center;"><b>Describe</b></p> <p>Your favorite picture in the story <u>Family Pictures</u>. Tell why you picked that one.</p>	<p style="text-align: center;"><b>Big Idea:</b></p> <p>To understand basic connections that all people have regardless of their culture in order to function in the real world</p>
<p style="text-align: center;"><b>Compare</b></p> <p>Your favorite picture in the story <u>Family Pictures</u> to a similar activity in your life. You may use words and/or pictures</p>	<p style="text-align: center;"><b>List</b></p> <p>Words that describe your feelings about the Mexican culture as you look at each picture in the story.</p>	<p style="text-align: center;"><b>Chart</b></p> <p>Using a Venn diagram, show your favorite things and compare to the favorite things you found in the story. Find common areas that you and the story share.</p>
<p style="text-align: center;">Third Grade Southwest Unit Cubing Example <u>Family Pictures</u> by Carmen Lomas Garza</p>	<p style="text-align: center;"><b>Analyze</b></p> <p>The favorite things in the story by understanding why these might be traditions in the culture. If you were a researcher asked about the important things in the Mexican culture, what would you say.</p>	<p style="text-align: center;">Adapted from a lesson by Joy Peters, Nebraska</p>
	<p style="text-align: center;"><b>Justify</b></p> <p>The story describes a family that speaks a different language and come from a different culture. Justify thy it is important to meet people who speak a different language and have a different culture.</p>	

<p style="text-align: center;"><b>Orange Cube</b></p>	<p style="text-align: center;"><b>Describe</b></p> <p style="text-align: center;">The Mexican culture using at least three sentences with three describing words in each sentence.</p>	<p style="text-align: center;"><b>Big Idea:</b></p> <p style="text-align: center;">To understand basic connections that all people have regardless of their culture in order to function in the real world</p>
<p style="text-align: center;"><b>Compare</b></p> <p style="text-align: center;">Use the Compare/Contrast graphic organizer and look at areas of food, shelter, traditions, family life, fun</p>	<p style="text-align: center;"><b>Pretend</b></p> <p style="text-align: center;">That you are a child from Mexico. Tell me about your day. What would your chores be? What would you eat? How would you spend your free time? Would you take naps? Tell me why.</p>	<p style="text-align: center;"><b>Critique</b></p> <p style="text-align: center;">Find another story to read at the reading center. Compare it to <u>Family Pictures</u> and discuss elements you liked and did not like of either.</p>
<p style="text-align: center;"><b>Third Grade Southwest Unit Cubing Example <u>Family Pictures</u> by Carmen Lomas Garza</b></p>	<p style="text-align: center;"><b>Create</b></p> <p style="text-align: center;">Make your own family album by drawing at least five special activities your family shares</p>	<p style="text-align: center;">Adapted from a lesson by Joy Peters, Nebraska</p>
	<p style="text-align: center;"><b>Dance</b></p> <p style="text-align: center;">Choreograph a dance or mime to represent three main ideas that you learned about the Mexican culture.</p>	

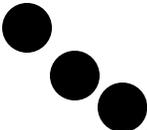
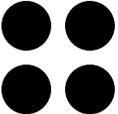
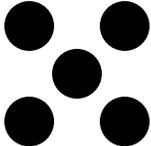
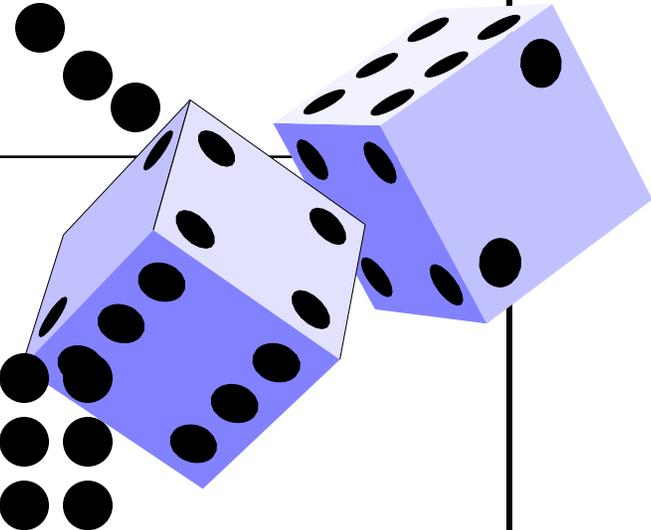


© ThinkDOTS

*Suggestions:*

- 1. Use colored paper and/or colored dots to indicate different readiness levels, interests or learning styles.**
- 2. Have students work in pairs.**
- 3. Let students choose which activities – for example: roll the die and choose any three; create complex activities and have students choose just one to work on over a number of days.**
- 4. After students have worked on activity cards individually, have them come together in groups by levels, interest or learning style to synthesize**

# THINK DOTS

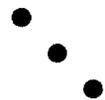
<p>Describe...</p> 	<p>Apply...</p> 	<p>Question...</p> 
<p>Argue for or against...</p> 	<p>Satirize...</p> 	

# Fraction Think Dots

Nanci Smith

  
Susan has \_\_\_\_ of a pizza and Jayni has \_\_\_\_ of a pizza. How much pizza do they have together? Is this less, equal to or more than a whole pizza? Roll the fraction die to determine the fractional amounts Susan and Jayni have.

  
Explain why you need a common denominator when adding fractions.

  
Model the fraction \_\_\_\_ in three different ways. Roll the fraction die to determine the fraction to be modeled.

  
Explain the difference between a numerator and a denominator.

  
Demonstrate how to find a common denominator for the fractions \_\_\_\_ and \_\_\_\_\_. Roll the fraction die to determine which fractions to use.

  
Which fraction is larger: \_\_\_\_ or \_\_\_\_? Use a model to prove you are correct. Roll the fraction die to determine which fractions to use.

# Space ThinkDOTS

## 3<sup>rd</sup> - 4<sup>th</sup> Multiage

Judy Rex, Scottsdale,  
AZ

### KNOW:

- Key vocabulary – astronomer, atmosphere, axis, constellation, gravity, moon, orbit, phase, planet, revolution, rotation, solar system, star (X Factor: crater, eclipse, flare, galaxy, meteorite, nebula, sunspot)
- Components of solar system
- Physical characteristics of the Sun, moon, and Earth
- Four seasons and their characteristics
- Objects that move in the sky

### UNDERSTAND:

- The parts of the solar system influence one another and appear to be a unified whole.
- The Sun, Moon and Earth have different physical characteristics and regular movements that result in daily, monthly, and yearly patterns.
- Scientific investigation of the solar system has an impact on human activity and the environment and is a result of the contributions of many people.

# Space ThinkDOTS

3<sup>rd</sup> - 4<sup>th</sup> Multiage

DO:

- Identify the solar system and the planets in relationship to the sun
- Describe and compare the physical characteristics of the Sun, Moon, and Earth
- Identify objects that move in the sky
- Describe patterns of change visible in the sky over time
- Observe and record phases of the moon, position of constellations
- Identify the seasons and their characteristics
- Distinguish between revolution and rotation and demonstrate the difference
- Use a variety of resources, including the internet, to complete research
- Work cooperatively in a group
- Plan, design, conduct, and report on the conclusions of basic experiments
- Set goals and evaluate progress
- Organize and present information

Judy Rex, Scottsdale,  
AZ

## SPACE THINK DOTS 1

Build a model of the solar system and label its parts. Show why it is a system.

Illustrate the key vocabulary for our space study. Write the word under each picture. Be sure to check your spelling.

Create a mobile to show the 4 major phases of the moon. Be sure to put them in the order in which they occur.

Plan a skit that will show you understand the characteristics of the four seasons and when they happen. Be ready to answer questions from the audience.

Judy Rex, Scottsdale,  
AZ

Use words, pictures, and color to complete attribute webs for the Sun, the Moon, and the Earth. List the similarities and differences you find.

You are an astronomer and have discovered another planet in our solar system. Describe the planet's location and attributes. Draw a picture and name your planet.

## SPACE THINK DOTS 2

Draw and label a map of our solar system to scale. Describe why it is considered a system.

Create an illustrated glossary for a book about how the objects in our solar system move in space and are related to one another. Use the key vocabulary from our space study. Be sure to check your spelling!

Demonstrate that you know all the phases of the moon and why they occur.

Prove why we have seasons. Create a way to show us what would happen without the rotation and revolution of the Earth.

Judy Rex, Scottsdale,  
AZ

You are from another galaxy going to explore the solar system's Sun, Earth, and Moon. What will you take with you? What will you find there? What useful information will you take back to your galaxy? Share your findings with the earthlings in our class.

You are an astronomer and have discovered another space system. Find a way to tell us all about it and what makes it a system.

### SPACE THINK DOTS 3

Develop a way to categorize the planets in our solar system and their relationship to the sun. Why is it considered to be a system?

If you were going to teach a unit on space, what key vocabulary would you want your students to understand? List the words, their meanings, and how you would teach each one.

Demonstrate that you know all the phases of the moon and why they occur. How does the Earth's moon compare to the moons of other planets?

Compare and contrast the movement in space that causes day and night to the movement that creates the seasons.

Judy Rex, Scottsdale,  
AZ

You are an intergalactic travel agent. Create a travel brochure for our solar system's Sun, Moon, and Earth. Be sure to include all important information about these destinations.

If you were an astronomer, predict what your job would be like during the next 10 years. What might you discover?

# Learning Contracts

Contracts take a number of forms that begin with **an agreement between student and teacher.**

The teacher grants certain freedoms and choices about how a student will complete tasks, and the student agrees to use the freedoms appropriately in designing and completing work according to specifications.

**Strategy: Learning Contracts**

# Designing a Differentiated Learning Contract



*A Learning Contract has the following components*

## 1. A Skills Component

- ~ Focus is on skills-based tasks
- ~ Assignments are based on pre-assessment of students' readiness
- ~ Students work at their own level and pace

## 3. A content component

- ~ Focus is on applying, extending, or enriching key content (ideas, understandings)
- ~ Requires sense making and production
- ~ Assignment is based on readiness or interest

## 5. A Time Line

- ~ Teacher sets completion date and check-in requirements
- ~ Students select order of work (except for required meetings and homework)

## 4. The Agreement

- ~ The teacher agrees to let students have freedom to plan their time
- ~ Students agree to use the time responsibly
- ~ Guidelines for working are spelled out
- ~ Consequences for ineffective use of freedom are delineated
- ~ Signatures of the teacher, student and parent (if appropriate) are placed on the agreement

## **A Planet “Show & Tell”**

<b>Create One</b>	<i>(Each student must use the computer to make a drawing that shows how the rotation and revolution of the Earth works to create day and night and seasons.</i>	Paint a picture that shows how the rotation and revolution of the Earth works to create day and night and seasons.	Construct a model that shows how the rotation and revolution of the Earth works to create day and night and seasons.	Create a book or puppet show that shows how the rotation and revolution of the Earth works.
	<b>Pick a Way to Explain</b>	Make labels for the sun, Earth, day, night, orbit to attach to or use with your creation. Be ready to explain orally.	Write sentences* that identify and explain each part of your drawing or model and how each part works.	Write a story that explains the Earth’s rotation, revolution, day and night, and seasons.

**This differentiated review/synthesis task is based on Va. SOLS for science:**

- 1.6 The student will investigate & understand the basic relationships between the Earth and sun, Including \*the sun is the source of heat & light \*night & day are caused by the rotation of the Earth. 1.7 The student will investigate and understand the relationship of seasonal change (light and temperature) to the activities & life processes of plants and animals.

Based on Unit by Bette Wood, Charlottesville, Virginia City Schools.

# ***Native American Project Choices***

**Directions:** Rate your project choices. The first project will be an individual project and the second will be a group project.

If you feel like challenging yourself rate your choices for the “X-Factor” project as well. Each project must show your understanding of the big ideas.

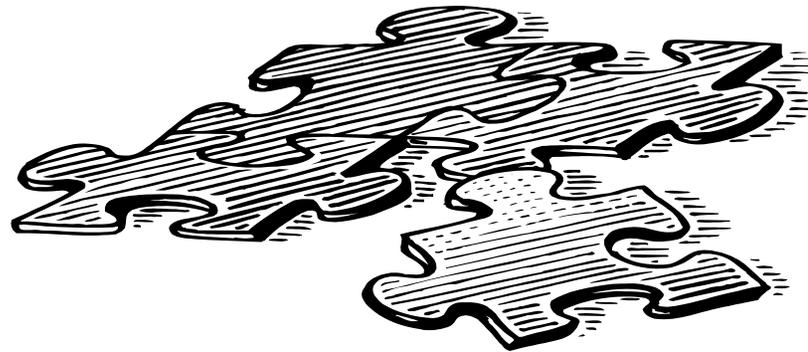
<p><b>Understanding:</b></p> <p><b><i>People adapt to their physical surroundings in order to survive.</i></b></p>	<p><b>Create a pair of collages that compare your daily life to the daily life of a Native American child in the areas of food, shelter, tools, customs and religion.</b></p>	<p><b>Write a “two voice” poem. One voice from your perspective and the other voice from a Native American perspective. The poem should focus on the daily life from both perspectives focusing on food, shelter, tools, customs and religion.</b></p>	<p><b>Create a Power Point presentation to compare the daily life of a Native American to your own life in the areas of food, shelter, tools, customs and religion.</b></p>	<p><b>Construct a museum exhibit that displays the daily life of a Native American in the areas of food, shelter, tools, customs and religion.</b></p>
<p><b>Understanding:</b></p> <p><b><i>A community is a group of people who are interdependent upon each other and their environment.</i></b></p>	<p><b>Write and perform a Native American song or chant that demonstrates a day in the life of a Native American. Accompany your song using authentic Native American instruments.</b></p>	<p><b>Write and perform a puppet show that shows a day in the life of a Native American community.</b></p>	<p><b>Write and illustrate a collection of poems that depict a day in the life of a Native American man, woman, child and tribe leader. Be prepared to share orally.</b></p>	<p><b>Create a mural that displays a day in the life of a Native American family. Be prepared to present to your classmates.</b></p>

ATING				
<b>X-Factor”</b>	<b>Create a toy or game that you would use as a young Native American child.</b>	<b>Assume the role of a Native American child living in today’s society. Write a journal entry comparing life today to the way your life would be as a Native American child.</b>	<b>Create Native American symbols and interpret what your symbol would look like in today’s time.</b>	<b>Become an “elder” within a Native American village and share a story through the Native American tradition of storytelling.</b>
ATING				

# Novel Think Tac-Toe

Directions: Select & 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
- » accurate



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<p>Using books of proverbs and/on quotations, find at least 6-8 that you feel reflect what's important about the novel's theme. Find at least 6-8 that do the same for your life. Display them and explain your choices.</p>	<p>Interview a key character from the book to find out what lessons he/she thinks we should learn from events in the book. Use a <u>Parade</u> magazine for material. Be sure the interview is thorough.</p>	<p>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.</p>

Novel Title: \_\_\_\_\_ Author: \_\_\_\_\_

Activities Selected: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Student: \_\_\_\_\_

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# Personal Agenda

Agenda for: \_\_\_\_\_

Starting Date: \_\_\_\_\_

## TASK

- Complete Hypercard stack showing how a volcano works
- Read your personal choice biography
- Practice adding fraction by completing number problems & word problems on pp 101-106 of workbook

## Special Instructions

- Be sure to show scientific accuracy & computer skill
- Keep a reading log of your progress
- Come to the teacher or a friend for help if you get stuck

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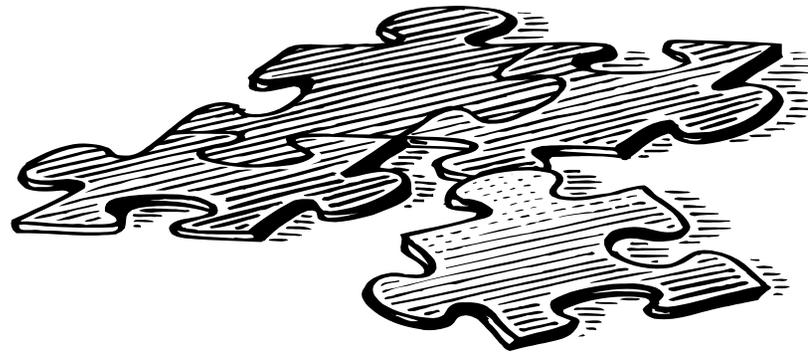
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**CIVIL WAR**  
**Advanced Level**

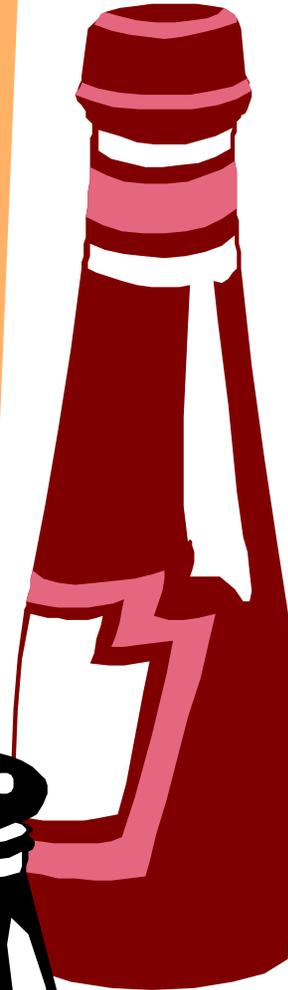
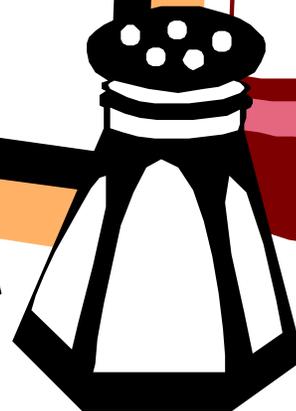
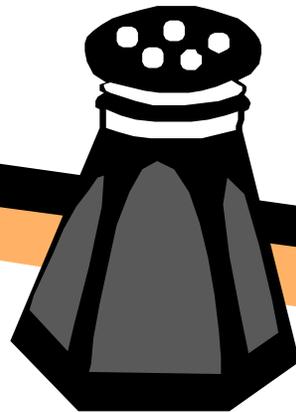
GEOGRAPHIC	<p>Create a series of five state maps, which include a key, that illustrates <u>major</u> events of the war.</p> <p style="text-align: right;">①</p>	<p>Make a relief map of U.S. depicting places of historical and geographical significance before, during, or after the civil war.</p> <p style="text-align: right;">②</p>	<p>Create a map which shows the South and its territory at its greatest size as a result of victories in key battles.</p> <p style="text-align: right;">③</p>
ECONOMIC	<p>Create a collage which illustrates the economic conditions of the North and South – rich/poor for both.</p> <p style="text-align: right;">④</p>	<p>Generate an alternative economic system which would have enabled the South to have a viable economy without slavery.</p> <p style="text-align: right;">⑤</p>	<p>Create a bar graph reflecting a data base that portrays the costs of the war for the North and the South.</p> <p style="text-align: right;">⑥</p>
CULTURAL	<p>Imagine a conversation between Adams and Jefferson and turn it into a radio play as they “Look down on” the Civil War.</p> <p style="text-align: right;">⑦</p>	<p>Write a poem or compose a song conveying the feelings of a slave who has just freedom.</p> <p style="text-align: right;">⑧</p>	<p>Locate two “popular” songs and one slave ‘song.’ Write an exhibit card explaining how the songs reflect the lives &amp; times of the ‘singers.’ Prepare an audio collage to present.</p> <p style="text-align: right;">⑨</p>
ETHICS	<p>Prepare Jeff Davis’s response to Lincoln when he refused the command of Union forces and assumed presidency of the Confederacy.</p> <p style="text-align: right;">⑩</p>	<p>Write a letter (one) from five southern people (thoughtful ones) which comprises their responses to the Gettysburg address</p> <p style="text-align: right;">⑪</p>	<p>Act out a trial: Lincoln is accused of usurping states’ rights. Include Magna Carta, Declaration of Independence and Constitution in you’re arguments.</p> <p style="text-align: right;">⑫</p>

# Learning Menu

❖ **Main Course**

❖ **Side Dish**

❖ **Dessert**



## Menu Planner

Use this template to help you plan a menu for your classroom

Menu: \_\_\_\_\_

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

.....

### Main Dish (complete all)

- ◆
- ◆
- ◆

.....

### Side Dish (select \_\_\_\_)

- ◆
- ◆

.....

### Dessert

- ◆
- ◆

## Learning Contract—Menu Planner-- Fantasyland

**Destination:** *Fantasyland* **Due:** 2 week

**Main Dish:** *(Complete all)*

---

*Select one fairy tale.* Read it

to yourself

to one other person \_\_\_\_\_ (name)

*Complete a story map (to show characters; setting; problem; solution).*

*Find five new, interesting words.* Write a sentence for each word.

---

**Side Dish – Learning Centers (Choose 1 or more)**

*Comparing center:* Compare this fairy tale to another story you have read. How are they alike? How are they different? Choose your design: trifold, flip book, or mini-book.

*Tape Center:* Record your favorite part of the fairy tale on the recorder.

*Art Center:* Illustrate the most important event in your fairy tale.

**Dessert**

---

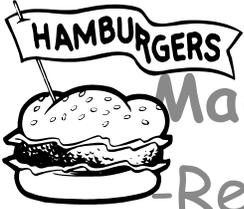
*Listening post:* Listen to a fairy tale tape of your choice.

**Title:** \_\_\_\_\_

*Library corner:* Find another fairy tale to read.

**Title:** \_\_\_\_\_

# Book Club Contract



Main Dish - Please do ALL of these!

-Read like a writer - what do you notice about *how* the author writes the story?

-Use sticky notes to mark places you want to share with another reader, such as:

- \* "showing" not "telling" sentences

- \* pizzazz or wondrous words

- \* connections

- \* characters and setting

-Talk about your book by sharing your stickies with someone else.

-Record your book on your "Books I've Read" paper.



**Side Dishes - please choose at least 1 and put a check mark next to what you choose!**

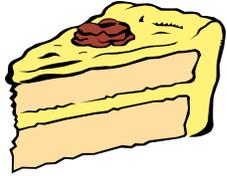
\_\_\_\_\_ Create a comic strip using the pizzazz words you collected.

\_\_\_\_\_ Draw pictures of your favorite parts of the book and write "showing sentences" underneath each one.

\_\_\_\_\_ Write your own story using pizzazz words and "showing" sentences.

\_\_\_\_\_ Choose showing sentences from your book and act them out for someone. Explain why they are "showing" not "telling" sentences. Who did you do this with?

\_\_\_\_\_ Read your favorite part to someone and explain the connections you made. Who did you read to?



Dessert (optional) - choose as many as you would like. Put a check mark next to the ones you complete.

\_\_\_\_\_ Create a picture alphabet book with pizzazz words from the book you read.

\_\_\_\_\_ Write and have some friends help you perform a play about your favorite part of the book.

\_\_\_\_\_ Draw a picture of the main character and list all of his or her character traits.

\_\_\_\_\_ Write a poem or song about your book.

\_\_\_\_\_ Design a new cover with a different title for your book.

# Poetry Matters Book Project



**Main Dish: You must complete all of these tasks.**

1. Create a colorful and artistic cover for your poetry book.
2. Include at least 3 samples of your own poetry.
3. Include poems from at least 3 different authors you think are excellent examples of inner (heart map) and/or outer vision (imagery, similes, metaphors). They should be different forms and/or styles.
4. Share at least one poem (your own or another author) with the class.
5. Include your heart map.
6. Create a list of wild, wonderful, and/or wacky words for writing. Put at least 2 on our word wall and place the list in your book.

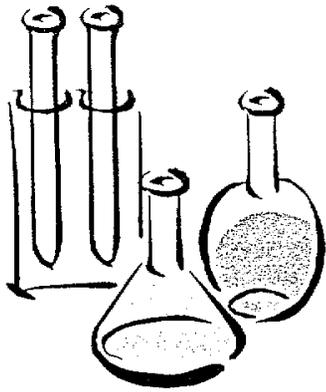
**Side Dishes: Select at least 2 tasks from the following list.**

1. Illustrate at least one of the poems in your collection.
2. Use musical instruments to accompany a poem while sharing it.
3. Do a dramatic interpretation of a poem.
4. Write, revise, edit and illustrate at least 2 haiku poems.
5. Write, revise, edit and illustrate at least 2 cinquian poems.
6. Write, revise, edit and illustrate an alliterative poem.
7. Write, revise, edit and illustrate or musically accompany a poem using onomatopoeia.
8. Create a list of poetic phrases from a variety of books. Note what book each one was selected from.



## **Dessert: Choose as many as these as you would like to be an X Factor Learner!**

1. Type your poems and import pictures to illustrate them.
2. Illustrate all of your poems,.
3. Collect metaphors and similes and create a way to display them.
4. Research a known poet. Tell us about his/her life and style of writing. Also, let us know why you find this poet interesting.
5. Learn about narrative poems and write at least one.
6. Create a shape poem. Use color and illustration to present it.
7. Create a Table of Contents for your book.
8. Create a Poetry Glossary for your book.
9. Create a poem for 2 voices and perform it.
10. Choose 2 different poems to compare and contrast. Explain how they are similar and different.



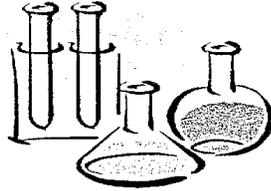
## Science Agenda on Chemical Problems in the Environment

### Imperatives (You must do these...)

1. Select a chemical problem in the environment, define/describe the difficulties it presents, 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 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 approximate costs of the problem in 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 1 or more of these )

1. Create a Gary Larsen-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.

Based on work of Ellyn Shaw  
Les Bois Junior High-- Boise, Idaho

*To be an effective citizen, it is necessary to know  
how to deal with problems related to science and technology*

# Sample RAFT Formats

- Advertisements
- Affidavits
- Announcements
- Biographical sketches
- Blurbs
- Board game instructions
- Brochures
- Bumper stickers
- Captions
- Case studies
- Children's books
- Commentaries
- Debate outline/notes
- Declarations
- Definitions
- Dialogues
- Directions
- Editorials
- Encyclopedia entries
- Epitaphs
- Eulogies
- Expense accounts and defense
- Fact sheets
- Graffiti
- Greeting card of text
- Historical accounts
- Fairy tales, myths, novels, plays
- Poems
- Science fiction
- Songs and ballads
- Story beginnings/continuations
- Indexes
- Instructions
- Interviews (real or imaginary)
- Itineraries
- Job specifications
- Journal entries
- Lab reports
- Last wills and testaments
- Legal briefs
- Legislation
- Lesson Plans

# More Sample RAFT Formats

- Letters: advice, application, resignation, complaint, inquiry, congratulation
- Persuasive: to public officials , to the editor, recommendations
- Logos
- Lists
- Math notes/observations
- Math problem solutions
- Math story problems
- Memos
- Menus
- Messages to/from the past/future
- Minutes of meetings
- Monologue
- Mottoes/ Slogans
- News stories - paper/radio/tv
- Orations
- Paraphrases
- Parodies
- Personality sketches
- Personalized license plates
- Predictions/prophecies
- Proposals
- Public notices
- Reaction papers
- Requests
- Reviews
- Screenplays
- Sermons
- Skits
- Speeches
- Story boards
- Summaries
- Tables of content
- Telegrams
- Telephone dialogues
- Test questions
- Thumbnail sketches
- Translations
- Wanted posters
- Word puzzles and games

# Tiered Tasks

*A readiness-based approach designed to help all learners work with the same essential information, ideas, and skills, but at a degree of difficulty “just a little too hard” for that learner.*

## Criteria for Effective Tiering

- *All tasks are focused on the same essential knowledge, understanding and skill*
- *All tasks at a high level of thinking*
- *All tasks equally engaging*

## Many Approaches Can Be Tiered

*Activities, labs, centers, journal prompts, homework, products, tests/assessments, discussion questions . . .*

*C. Tomlinson*

# Developing a Tiered Activity

1

Select the activity organizer

- concept
- generalization

Essential to building a framework of understanding

2

Think about your students/use assessments

- readiness range
- interests
- learning profile
- talents

skills  
reading  
thinking  
information

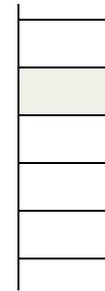
3

Create an activity that is

- interesting
- high level
- causes students to use key skill(s) to understand a key idea

4

Chart the complexity of the activity



High skill/  
Complexity

Low skill/  
complexity

5

Clone the activity along the ladder as needed to ensure challenge and success for your students, in

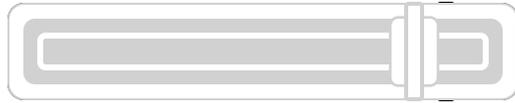
- materials – basic to advanced
- form of expression – from familiar to unfamiliar
- from personal experience to removed from personal experience
- equalizer

6

Match task to student based on student profile and task requirements

## The Equalizer

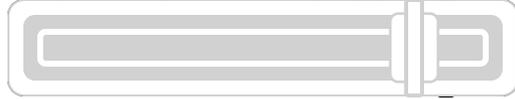
1. Foundational



Foundational

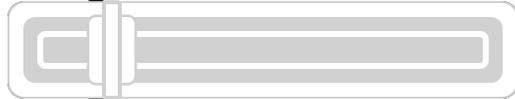
Information, Ideas, Materials, Applications

2. Concrete



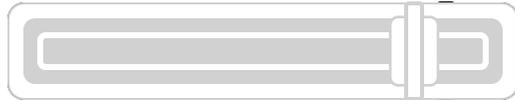
Representations, Ideas, Applications, Materials

3. Simple



Resources, Research, Issues, Problems, Skills, Goals

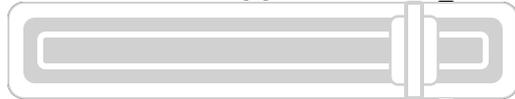
4. Single Facet



Single Facet

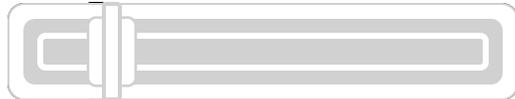
Directions, Problems, Application, Solutions, Approaches, Disciplinary Connections

5. Small Leap



Application, Insight, Transfer

6. More Structured



Solutions, Decisions, Approaches

7. Less Independence



Less Independence

Planning, Designing, Monitoring

8. Slow



Pace of Study, Pace of Thought

# Tiered Lesson Physical Education

→ *SKILL: Dribbling and basketball*

- 1 • Dribble from point A to point B in a straight line with one hand  
• Switch to the other hand and repeat.  
• Use either hand and develop a new floor pattern from A to B (not a straight line)



- 2 ZIGZAG –
  - One hand
  - Other hand
  - Increased speed
  - Change pattern to simulate going around opponents

- 3 In and out of pylons as fast as possible
  - Change hand
  - Increase speed
- 4 Dribble with one hand – and a partner playing defense.
  - Increase speed and use other hand
  - Trade roles
- 5 Through pylons, alternating hands, & partner playing defense
  - Increase speed
  - Trade roles

# Character Map

**Character Name** \_\_\_\_\_

**How the character looks**

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**How the character thinks or acts**

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**Most important thing to know about the character**

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# Character Map

**Character Name** \_\_\_\_\_

**What the character says or does**

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**What the character really MEANS to say or do**

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**What the character would mostly like us to know about him or her**

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# Character Map

**Character Name** \_\_\_\_\_

**Clues the author gives us about the character**

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**Why the author gives THESE clues**

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**The author's bottom line about this character**

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# Kindergarten Counting

1: Find a way to count & show how many people are in our class today. How did you get your answer?

Task 2: Find a way to show how many people are in our class. How many are absent today? How many are here today? How do you know?

Task 3: Find a way to show how many boys are in our class today. How many boys are absent today? How many girls are here today? How many girls are absent today? Prove you are right.

# Kindergarten: Scientists Classify by Patterns

Pre-made  
grid w/  
categories

- Task 1: Classify leaves

- By size
- By color

Sample grid  
– students  
make own

- Task 2: Classify leaves

- By shape
- Create a category

- Task 3: Find 3 ways each  
leaf could be classified  
(other than color)

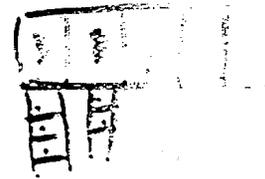
Students  
decide how  
to show  
categories  
and contents



# Grade 4 Writing



- Group 1 Meet with teacher  
Brainstorm for hot topics  
Web ideas for possible inclusion  
Develop a word bank  
Storyboard a sequence of ideas  
Make support ladders  
Begin writing



- Group 2 Alone or in pairs, develop a topic  
Make a bank of power ideas  
Web or storyboard the sequence and support  
Meet with teacher to "ratchet"  
Begin writing

Paired revision  
Paired editing

# Adding Fractions

## Green Group

Use Cuisinaire rods or fraction circles to model simple fraction addition problems. Begin with common denominators and work up to denominators with common factors such as 3 and 6.

Explain the pitfalls and hurrahs of adding fractions by making a picture book.

## Red Group

Use Venn diagrams to model LCMs. Explain how this process can be used to find common denominators. Use the method on more challenging addition problems.

Write a manual on how to add fractions. It must include why a common denominator is needed, and at least three different ways to find it.

## Blue Group

Manipulatives such as Cuisinaire rods and fraction circles will be available as a resource for the group. Students use factor trees and lists of multiples to find common denominators. Using this approach, pairs and triplets of fractions are rewritten using common denominators. End by adding several different problem of increasing challenge and length.

Suzie says that adding fractions is like a game: you just need to know the rules. Write game instructions explaining the rules of adding fractions.

# The ALPHABET BOOK FAN CLUB



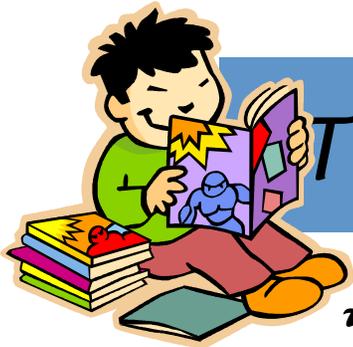
*Differentiation based on readiness, interest, & learning profiles.*

*Students will:*

- *independently practice letters, sounds and writing skills*
- *receive consistent feedback and coaching*
- *create alphabet books for others to read*

*General procedures:*

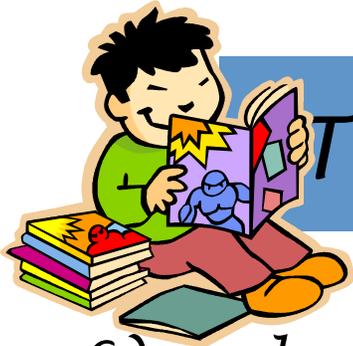
- *Study and enjoy various alphabet books as a whole class*
- *Students select a topic for an alphabet book from a list*
- *Teacher assigns an alphabet book format*
- *Small groups meet to work and check for understanding*
- *Students assigned to the center or used as an anchor activity*



# The ALPHABET BOOK FAN CLUB

## Alphabet Book Options - Students create:

- 1) A book of pictures and words from A-Z on that topic based on the book ABC Yummy but without descriptors. Example: topic - Things in My House - T/Table
- 2) A book of pictures, words and names based on ABC Yummy but without descriptors. Example: topic - animals - J/Jenny's jaguar
- 3) A book of pictures, words, and facts based on The Yucky Reptile Alphabet Book or The Ocean Alphabet Book. Example: topic - Pets - D/Dog, Dogs sleep a lot more than people.
- 4) A book of pictures, words, names, and descriptors based on ABC Yummy including words, names, and descriptors. Example: topic - Funny Things - B/Brad's Big Bongos
- 5) A book of pictures, words and questions based on The Dinosaur Alphabet Book. Example: topic - Toys - B/Bicycle - Bicycles always have 2 wheels. How many wheels does a tricycle have?



# The ALPHABET BOOK FAN CLUB

## Alphabet Book Options - Students create:

- 6) a book of pictures, words and alliterative sentences based on Alligator Arrived with Apples. Example: topic - Things That Grow - Tall trees tower over tadpoles, tables, and teachers.
- 7) a book with complex pictures and rhymes based on The Book of Shadow Boxes: A Story of the ABC's. Example: "B" - a picture of a shadow box, a box, a boxer (dog), a banana, and a brush and the following rhyme: Box and Boxer start with a  
But only one would sleep with me  
Brain and banana start the same  
But only one can remember my name

Students may be asked to work alone or collaboratively in creating the alphabet book. The teacher will supply a variety of materials and will consistently meet with individuals and small groups for continuous instruction and feedback.

	1	2	3	4
A	Create a picture book of the American symbols of liberty and landmarks. Include information about where each one is located and how it stands for freedom.	Create a map that shows where the American symbols of liberty and landmarks are located. Write a brief description of each one and tell what it represents. Label locations, include a title and compass rose.	Make a museum exhibit for the symbols of liberty and landmarks. Be sure to include labels & important information so visitors to the museum will understand what each represents.	<b>XFACTOR OPPORTUNITY</b> Be able to explain why we have symbols of liberty. After researching our existing symbols, create a proposal for a new one, complete with a model and justification for why it should be created.
B	Choose and display a work of art (song, poem, painting, etc.) that you feel reflects patriotism. Explain why you think the artist created it and how it reflects the times when it was created. Share it with us.	How do patriotic songs reflect the events in American history? Make a list of our patriotic songs and find info about several. Choose one song to illustrate, share and explain its story.	Collect pictures you think show patriotism. Create a way to display them. Put a caption with each picture that you find. Bonus: Find pictures that reflect the opposite and display them as a contrast.	<b>XFACTOR OPPORTUNITY</b> Compare our patriotic art to patriotic art from other countries. Show how they are similar and how they are different.
C	Make a list of key Americans patriots. Write a sentence and/or draw a picture to tell when they lived and what they did to contribute to our freedom. Bonus: Turn it into a scrapbook.	Choose an American hero to learn about. Come in character to tell us your story, how you contributed to our freedom and why you would be considered a hero.	Make a list of things women and children have done to contribute to freedom. Share what you learn through a poster, report, or poem and explain what freedoms were contributed to.	<b>XFACTOR OPPORTUNITY</b> Write a speech telling what you can do to keep our freedom. Draw a memorial that might be made for you and explain why you are being honored.
D	Interview several people (adults and kids) to discover what they think patriotism means and how a person can be patriotic. Create a poster, song, or video that represents your findings and will convince us to be patriotic.	Do you think everyone should have to say the Pledge of Allegiance? Why or why not? Do a survey to find out what others think and then make a graph showing your results. Do you agree or disagree? Be ready to explain what you think.	Poll a group of people about what responsibilities we have as citizens of a free country. Record their answers and report your findings to the class. Create a way to show the results and how you feel about their answers.	<b>XFACTOR OPPORTUNITY</b> What do people think of our national anthem? Should we have a different one? Think of 2 other questions to ask and create a way to report your findings and your opinion.

	1	2	3	4
A	<p>Research our existing symbols of liberty and landmarks . Create a proposal for a new one, complete with a model , where it will be located and justification for why it should be created. Compare your symbol to existing ones.</p>	<p>Create a detailed map that shows where the American symbols of liberty and landmarks are located. Write a description of each one explaining why it represents patriotism. Label locations , include a title and compass rose .</p>	<p>Create a museum exhibit of symbols of liberty and landmarks from the U.S. and at least one other country . Be sure to include labels &amp; important information so visitors to the museum will understand what each represents.</p>	<p><b>XFACTOR OPPORTUNITY</b> Compare and contrast U.S. symbols of liberty and landmarks to those of another country . Do they represent the same big ideas? Create a poster, report or other visual to explain your findings.</p>
B	<p>Choose and display 2 or more work s of art (song, poem, painting, etc.) that you feel reflect the same idea or theme. Explain what you think the artists wanted to communicate to the world . Share them with us.</p>	<p>What patriotic songs reflect the events in American history? Make a list and conduct research to document their historical significance. Create your own patriotic song , poem or other work of art that will demonstrate your understanding.</p>	<p>Collect and display pictures you think show patriotism. Find pictures that reflect the opposite and display th em as a contrast. Put a caption with each picture that you find.</p>	<p><b>XFACTOR OPPORTUNITY</b> Compare our national anthem to the national anthem of another country. Explain the history of each as well as how they are similar and different.</p>
C	<p>Create a scrapbook of key Americans patriots. Include pictures and descriptions of how each contributed to our history and how we have honored them. Add a page telling what you can do to keep our freedom. Draw a memorial that might be made for you.</p>	<p>Pretend you are one of the founding fathers of our country and you have traveled to our time in a time machine. Give a speech to us (in character) about what is happening in our country now based on what you went through in your time.</p>	<p>Discover what roles women and children have played in our efforts to become and stay free. Share what you learn and explain what freedoms each contributed to through a poster, report, or narrative poem /story .</p>	<p><b>XFACTOR OPPORTUNITY</b> Choose a side : Patriot or Loyalist. Write journal entries from th e year 1776 explaining why you believe the way you do or create a political cartoon for each side from your perspective .</p>
D	<p>What do people think of our national anthem? Should we have a different one? Think of 2 other questions to ask and create a way to report your findings and your opinion.</p>	<p>Do you think everyone should have to say the Pledge of Allegiance? Why or why not? Do a survey to find out what others think and then create a graph showing your results. Write an explanation and include your opin ion. Do you agree or disagree?</p>	<p>Poll a group of people about what responsibilities we have as citizens of a free country. Also, ask if there are limits on freedom and why we might need them. Tabulate and report your findings to the class ; explain how you feel about the results .</p>	<p><b>XFACTOR OPPORTUNITY</b> How is patriotism displayed in other countries? Compare and contrast the U.S. to at least 2 other countries. Display your findings.</p>