

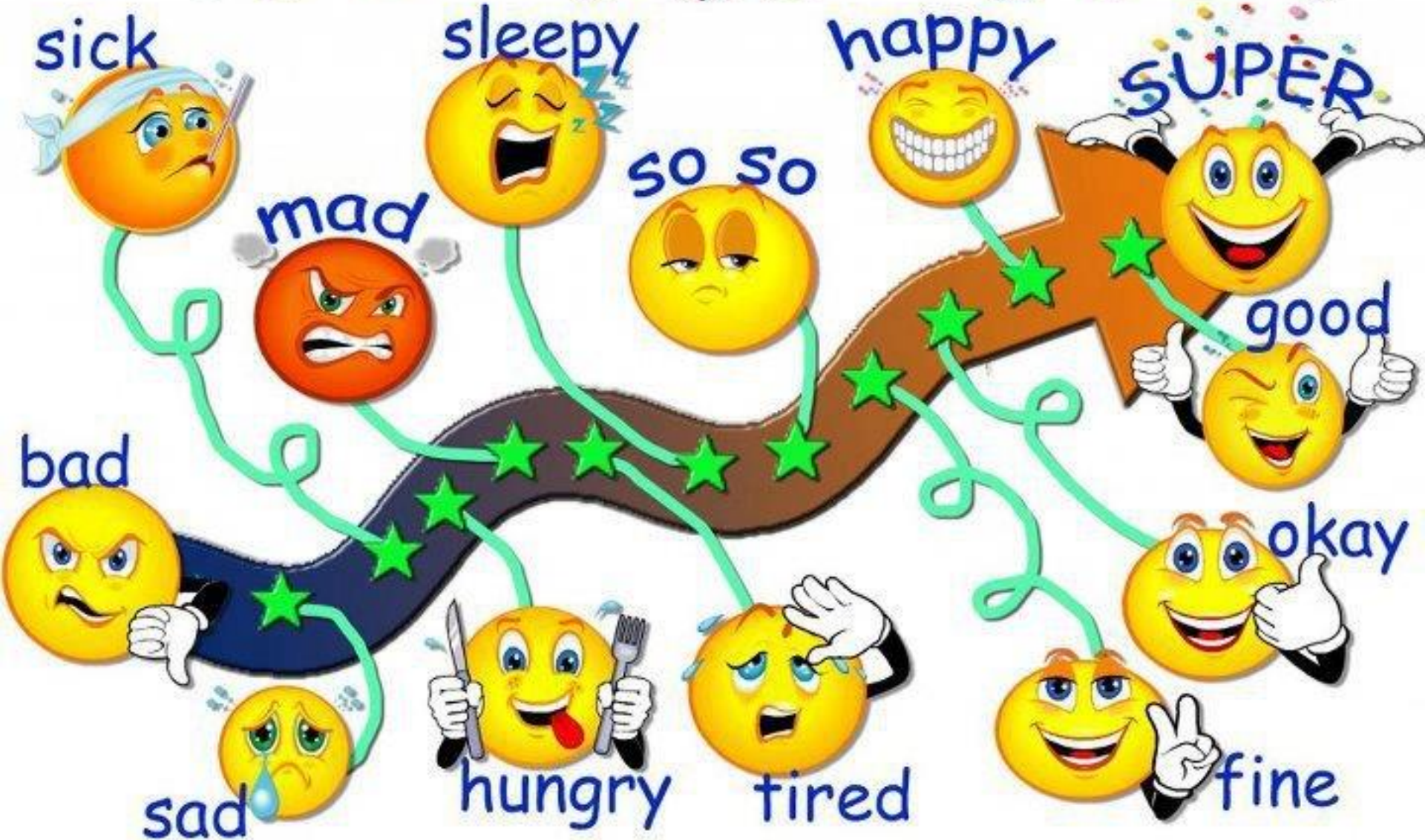
Brain Smart Strategies for Differentiating Instruction



**Presented by
Kathleen Kryza**

**Chunk, Chew and Check...
that's how the brain learns best!**

HOW ARE YOU?



The background features a grid of colorful squares in shades of purple, green, pink, orange, blue, and yellow. Overlaid on this grid are several stylized hand silhouettes in various colors, including yellow, orange, blue, and red, with their fingers spread as if reaching up.

Please STAND If...

You are a visual learner? (You need to SEE it to learn it. May include writing it)

You are an auditory learner? (You need to hear it or talk it to learn it)

You are a kinesthetic learner? (You need to touch or move to learn. May also include writing it)

Today's Objectives: Make Differentiation Doable!

- We now know how the learning brain works and what it needs to succeed.
 - Varied pathways to learning = Differentiate
- It's our responsibility to teach students to know how their brain's learn, so they know how they learn best!
- Two simple frameworks can help you pull all the pieces together!



The only way to climb a mountain ...

Is
one
step
at a time!



Remember...



Slowly, slowly, easy, easy...

Routines & Procedures

- Sound of Coming Together
- Double Entry Journals
 - Inspiring Learners Strategies
 - Core Groups
 - Chat Chums



Inspiring Learners Strategies

ILS Alert/ Big Ideas	Why Use Them/Why Important
 	<ul style="list-style-type: none">•Engaging•Participating•Rigor•Honor All•Self Assess



Move Constructively!



Ironing Boards as Desks and Bouncy Balls
For Kids Who Need to Wiggle to Learn



clickher

Core Groups





Core Groups

- Groups of 3 to 5
 - Establish roles:
 - Coach
 - Organizer/Time Keeper
 - Recorder
 - Energizer



Let's practice...



- What is the Number One thing Forbes magazine says kids coming out of our schools are NOT prepared to do?

Classroom Jobs



Materials Manager



Teacher Getter



Time Keeper
& Clean Up



Organizer + Coach

Chat Chums





Let's practice...

- Knee to Knee
Eye to Eye
- Share something you know know about your self as a learner.
 - What works for you?
 - What doesn't work for you?



Inspire vs. Motivate: What is Our Goal?



“When we are inspired,
We love something,
We love the people we do it with,
We love our reason for doing it”
-Lance Secretan

You're on a hero's journey;

Together you can inspire
your students on their own
hero's journey.



Why Inspire?

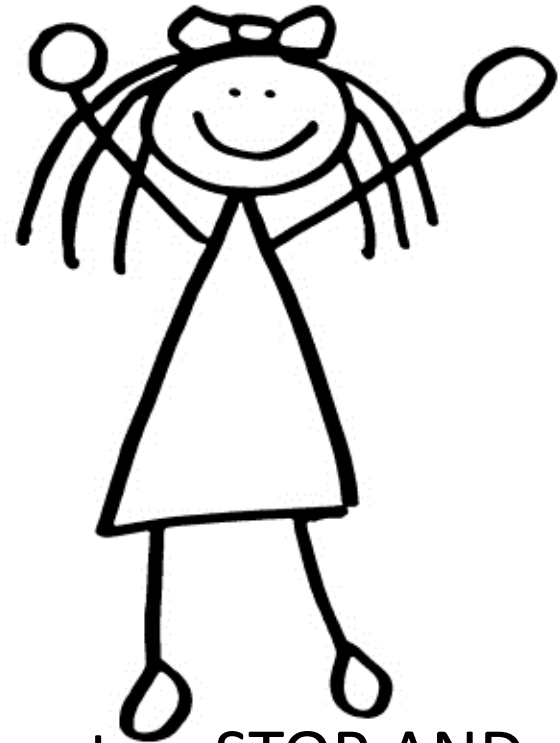
By high school, as many as 40-60 percent of all students -- urban, suburban and rural -- are chronically disengaged from school.

-- Klem and Connell, 2004





&



On the BIG IDEA side of your notes, STOP AND DRAW a picture that, for you, represents

Inspire vs. Motivate

STOP AND DRAW: Visuals lock in learning



One Size Does Not Fit All!!!



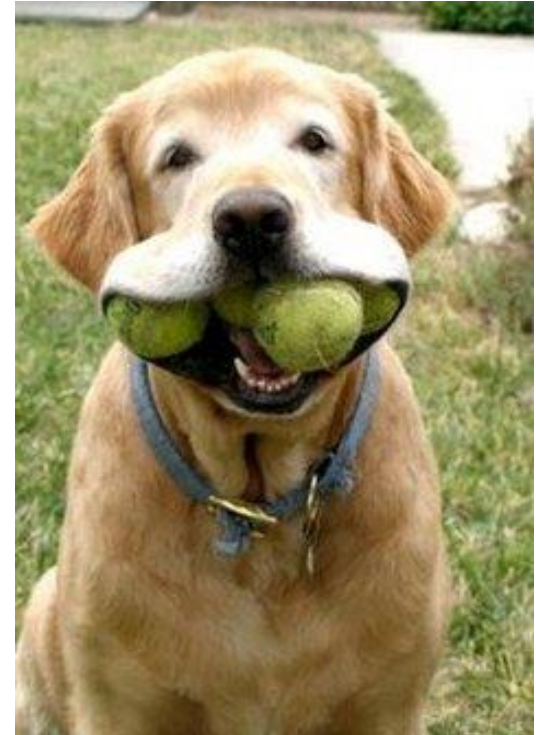
The Brain and Learning

In the classroom, the more ways the materials in the are introduced to the brain and reviewed, the more dendritic pathways of access will be created. There will be more cell-to-cell bridges and these pathways will be used more often, become stronger and remain safe from pruning.



Inspiring Learning (Differentiated Instruction) is **NOT...**

- Individualization (Students working in self –correcting workbooks.)
- Chaotic, free-for-all!
- Teacher not presenting information
- Mainly for students with learning challenges
- Keeping advanced students busy
- A strategy that is “done”



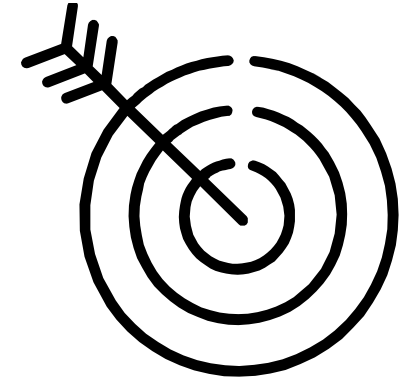
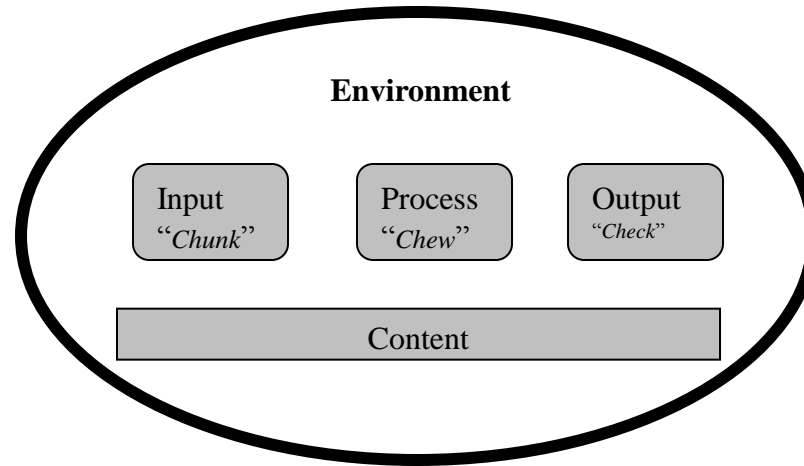
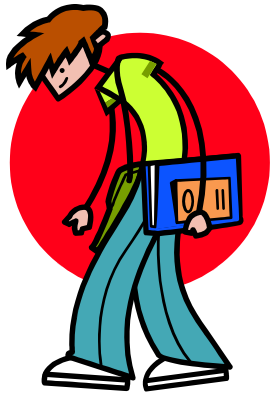
What is Inspiring Learning?

- **“ Differentiated (Inspiring) Instruction is an approach to teaching that advocates ACTIVE planning for student differences in the classroom.”**

– Carol Ann Tomlinson

FRAMEWORK ONE:

If we are going to get ALL students to the same learning target



Identify Your
Students

**LEARNER
PROFILE**

Vary the **PATHWAYS**
Chunk, Chew and Check

Know Your
Learning
Target

C U KAN



ILS: Total Physical Response:

- Create a movement to help you remember the three foundations of an Inspiring Classroom
 - Know Your Students
 - Know Your Learning Target
 - Vary the Pathways

ILS; Movement cements learning in the brain



Teaching for Transfer

If we want
learning to
stick, we have
to make it
sticky.

ILS Make Learning Sticky!





Intentional & Transparent

Want Students to OWN their
Learning? BIG IDEA

Intentional and Transparent

- Intentional: YOU Know why you're doing what you're doing.



- Transparent - STUDENTS know why you're doing what you're doing.



LS: Choral Chanting and Reading

Through repeated reading of the text and chanting of key terms, the student becomes a more fluent reader, which allows for increased content comprehension.





&



How will becoming more transparent in your teaching inspire your students?

WALK AND TALK: Movement and Talk helps cement learning



*Learners retain 50% of what they learn through talk
Movement helps cement memory*



ILS: Walk and Talk

Done Intentionally and Transparently

- Walk and find a partner.
(Same/opposite eye, hair, clothes)
- Talk for 2 minutes about a prompt
- Teachers float and listen for *quality* talk
- Whole group share

If Researched-Based Strategies aren't working...

- **I and T** = Be intentional and transparent. Tell students **WHY** these strategies work for the learning brain.
- **R and P** = Have clear and focused routines and procedures
- **Model and Scaffold** = Breaking the task into smaller steps and modeling
- **P3** = Practice, Practice, Practice
- Collaborative Partners can remind each other to check for these issues when trying new strategies

Active Planning: Know Your Students/ Build Community



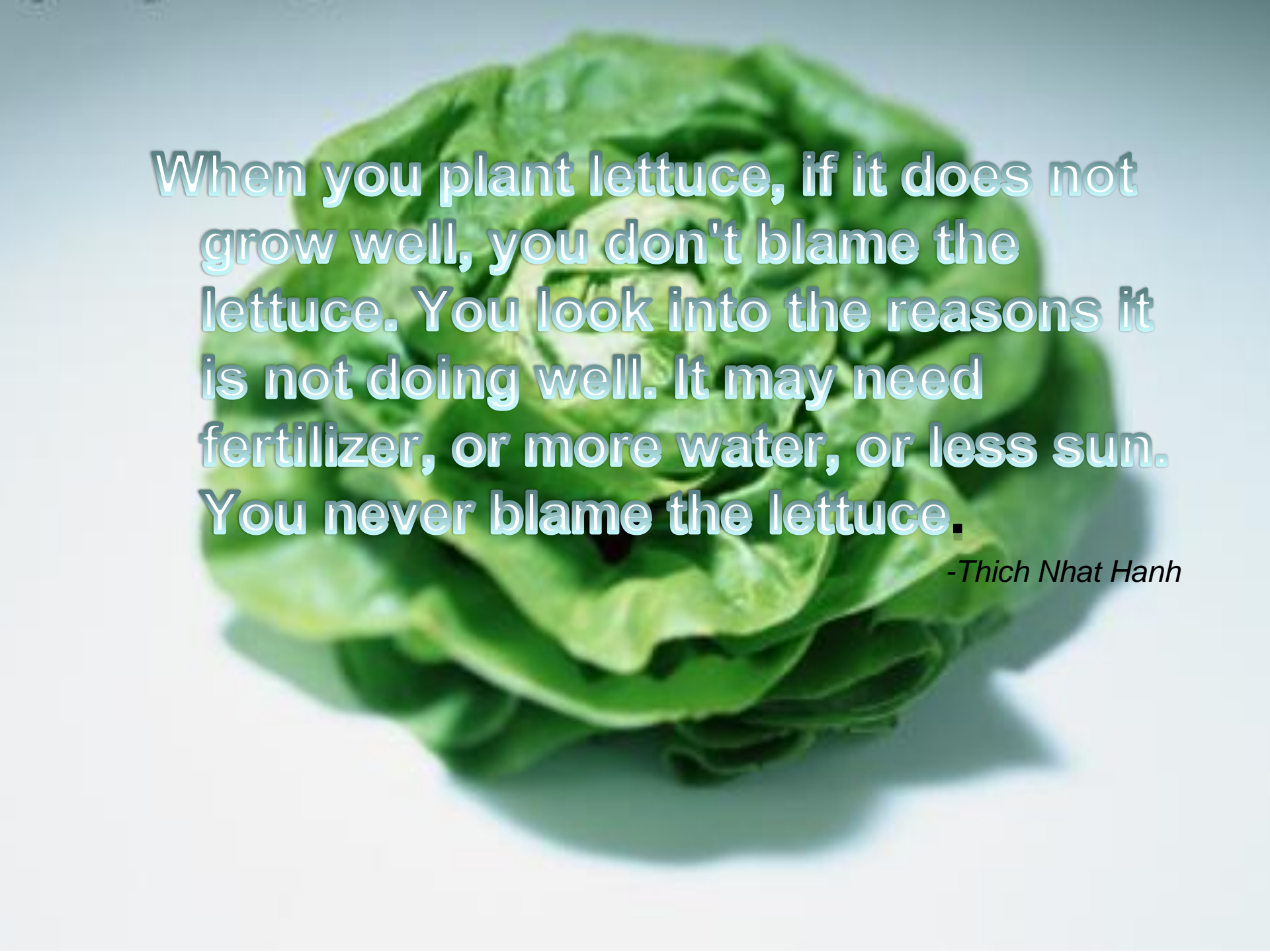
Pgs. 2-11



Be Joyfully Curious!!!



BIG IDEA



When you plant lettuce, if it does not grow well, you don't blame the lettuce. You look into the reasons it is not doing well. It may need fertilizer, or more water, or less sun. You never blame the lettuce.

-Thich Nhat Hanh

Use Messages that Honor a Growth Mindset and Build Community

Fair is not everybody getting the same thing...fair is everybody getting what they need to be successful!



**THIS IS A RISK-
TAKING,
MISTAKE MAKING
CLASSROOM**

Collecting Data to Differentiate

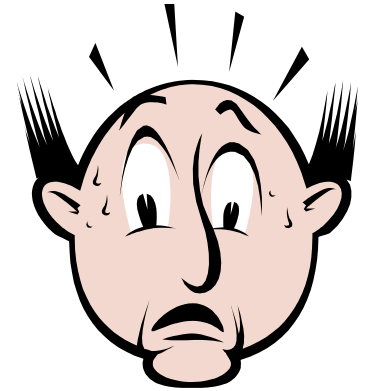
Information to Gather	How to gather data
Readiness	<i>Assessments (via quiz, quick write, mapping, etc.), grades, test scores, experiential background, kid watching</i>
Personal Interests	Personal interest, surveys, letters, discussions, demonstrations, content specific inventories
Learning Profile <ul style="list-style-type: none">▶ <i>Input styles</i>▶ <i>Output styles</i>▶ <i>Learning Preferences</i>	Learning style surveys Multiple intelligences, Sternberg's intelligences, Environment preference surveys

Identifying Multiple Intelligences

TALK ABOUT IT:
How does
gathering multiple
intelligence
data inform
teacher's
instruction and
help them honor all
learners?

Managing Data

So many styles, inventories, intelligences, modes... What's a teacher to do?!



Make it Manageable!

- 4x6 cards
- Class chart
- Class graph
- Database



See Surveys on Pages 4-11, www.kathleenkryza.com

Focused Observation

Student	Work Habits	Learning Profiles and Strengths	Learning Challenges	I can honor his/her learning needs by trying:
Macie	Keeps to herself	Is focused, seems comfortable with own thoughts	Loves art, self-smart, needs strengths recognized in order to feel part of a group	Grouping her with others who are weaker in art; allowing her strengths to be an integral part of the project
Hunter	Is full of energy; bounces around	Enthusiastic. Loves learning	Full of ideas but lacks confidence in them and focus to implement them, shifts focus often	A framework for focusing his ideas,
Jonah	Gets frustrated with "menial" tasks	Finishes work quickly, and thoroughly	Perceptive boy, confident in his abilities, does not communicate reason for his frustrations	Tiering assignments to challenge him more; teach him strategies for challenging himself

Using Data to Inform Instruction

Class Chart

Name	Learning Styles	Student Comments
Tyler	Listening, Manipulating	Keep science the same
Melissa	Listening	
Brittany	Speaking, Reading	Challenge her
	Listening, Manipulating	Hands-on
Kyle	Listening, Manipulating	More hands-on
Chelsea	Speaking, Visualizing	
Helena	Visualizing	Challenge her
Frederick	Visualizing	Challenge him
Nicole	Listening	
Emily	Writing, Manipulating	Science is tough, go over test questions
Alexandra	Manipulating	Likes science, doesn't need extra challenges
Anthony	Listening, Visualizing	Has fun in science, more discussions
Jayson	Reading, Manipulating	Doesn't really like science
Matthew	Listening, Manipulating	More hands-on
Yuriy	Listening	Likes science, works well with partners
Megan	Manipulating	Likes science, more hands-on
Ashley	Manipulating	Type vs. write, doesn't like standing in front

Using Data to Inform Instruction: Tally Marks Tell a Story

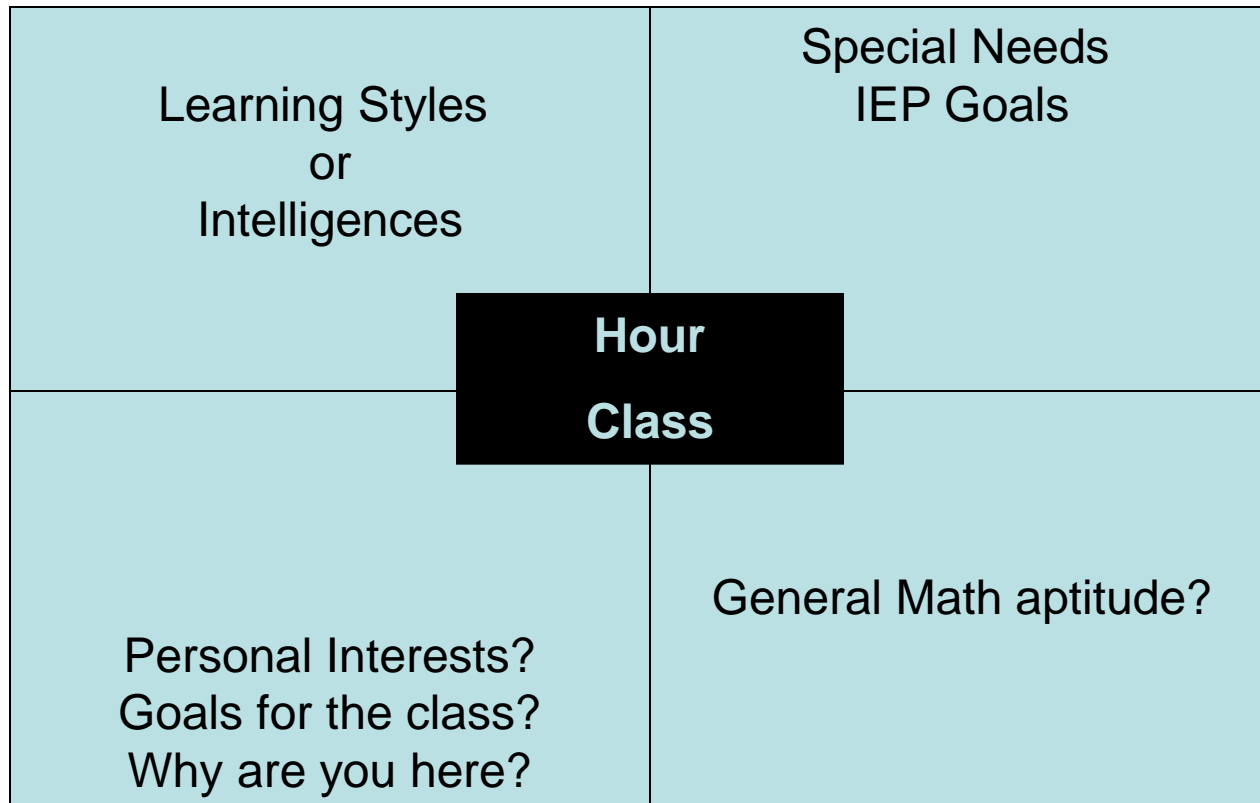
How Do You Like To Learn?

<u>totals</u>					<u>Sometimes</u>
Y	N		Yes	No	
13	6	1. I study best when it is quiet.			1
12	8	2. I am able to ignore the noise of other people talking while I am working.			
13	7	3. I like to work at a table or desk.			1
4	14	4. I like to work on the floor.			11
13	5	5. I work hard for myself.			11
11	8	6. I work hard for my parents or teacher.			1
6	13	7. I will work on an assignment until it is completed, no matter what.			1
17	2	8. Sometimes I get frustrated with my work and do not finish it.			1
11	7	9. When my teacher gives an assignment, I like to have exact steps on how to complete it.			1
7	12	10. When my teacher gives an assignment, I like to create my own steps on how to complete it.			1

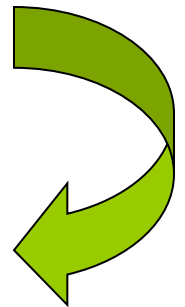
Alicia's Class Database

Name	Learning Style	Process Styles	Output Style	MI	Interests
a	visual	random	posters	spatial	computers
b	visual	concrete	performance	interpersonal	hanging out
c	visual	random	tests	spatial	work
d	auditory	concrete	essays	linguistic	music
e	kinesthtic	concrete	posters	spatial	soccer
f	visual	concrete	tests	linguistic	DI
g	kinesthtic	random	tests	intrapersonal	basketball
h	kinesthtic	concrete	essays	linguistic	music
i	visual	random	performance	kinesthetic	writing

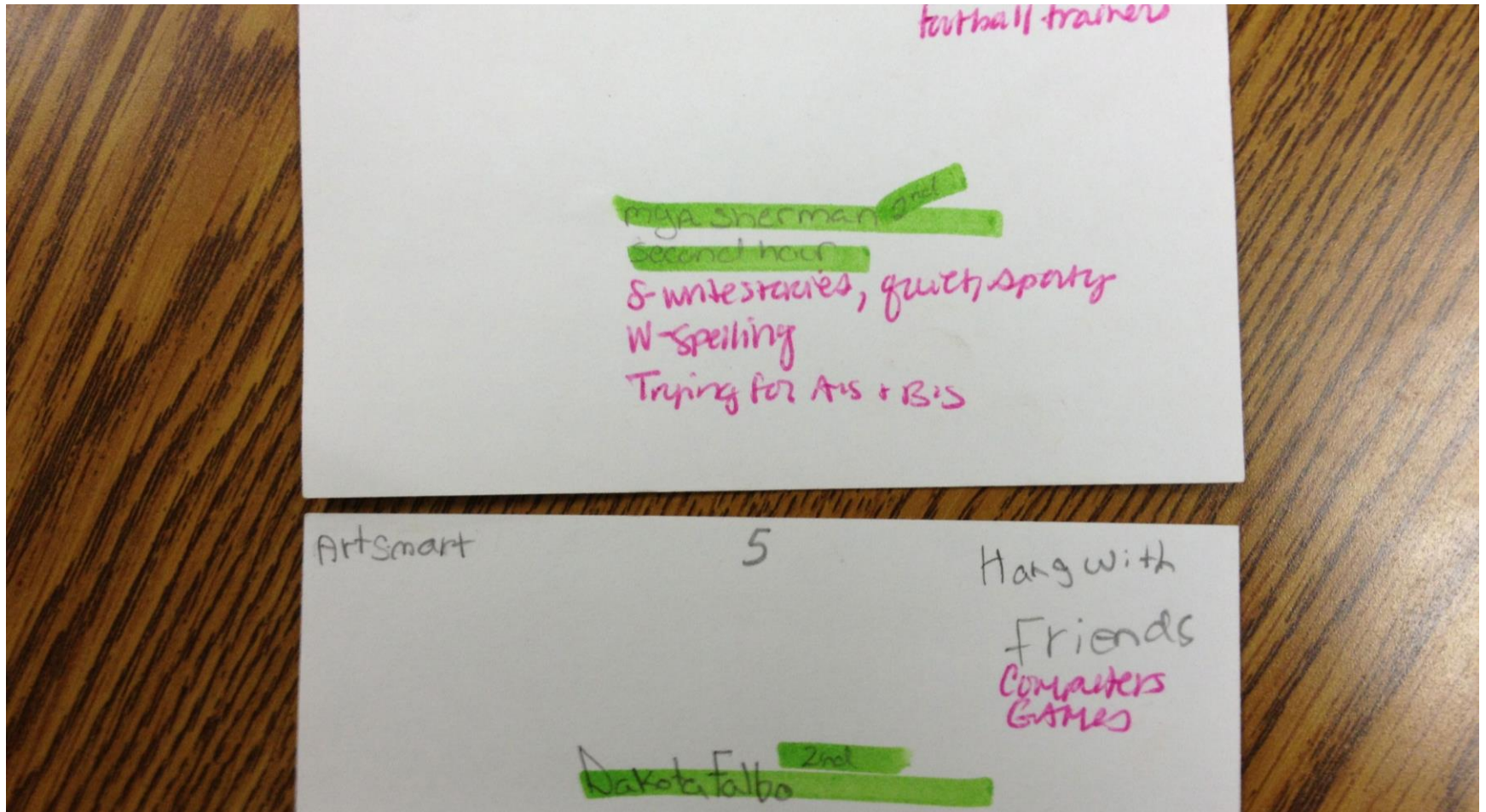
Sharing Student Information



Name
on the
back



Works in Progress



Make a Plan

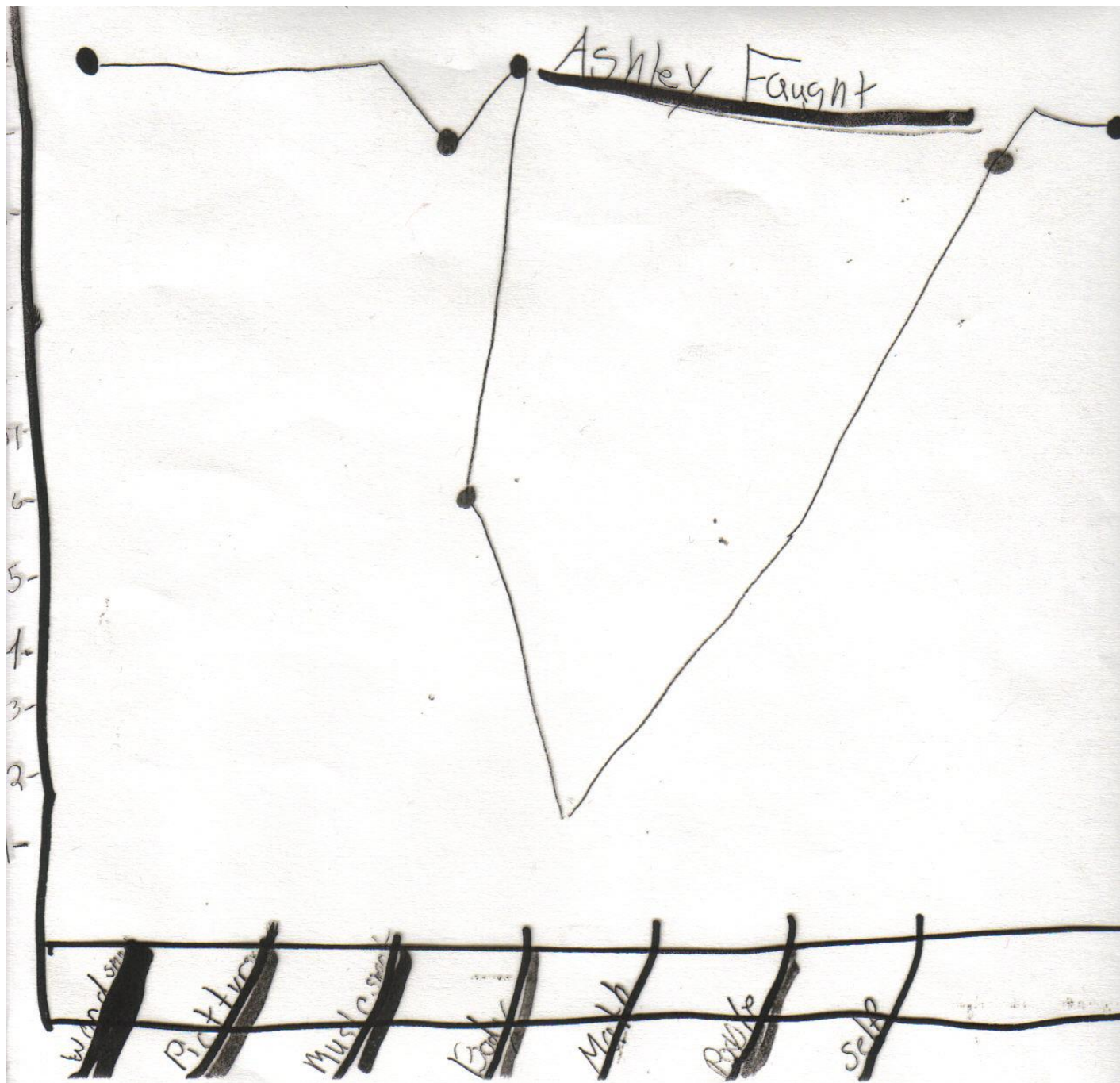
- **When** will I ***INTENTIONALLY*** gather data about my students as learners?
 - What data will I gather?
 - How will I manage the data?
- How can we work together to share information about students?



Create a “Fair is Not Same” Classroom

- Do your surveys, then make your point that “fair will not be same” this year.
- No glasses
- Short People get no additional scaffolds!
- Medical Model – Take two aspirin
- Classroom Themes





Keep Your Message Alive





Mrs. Spitzer's GARDEN

Edith Pattou

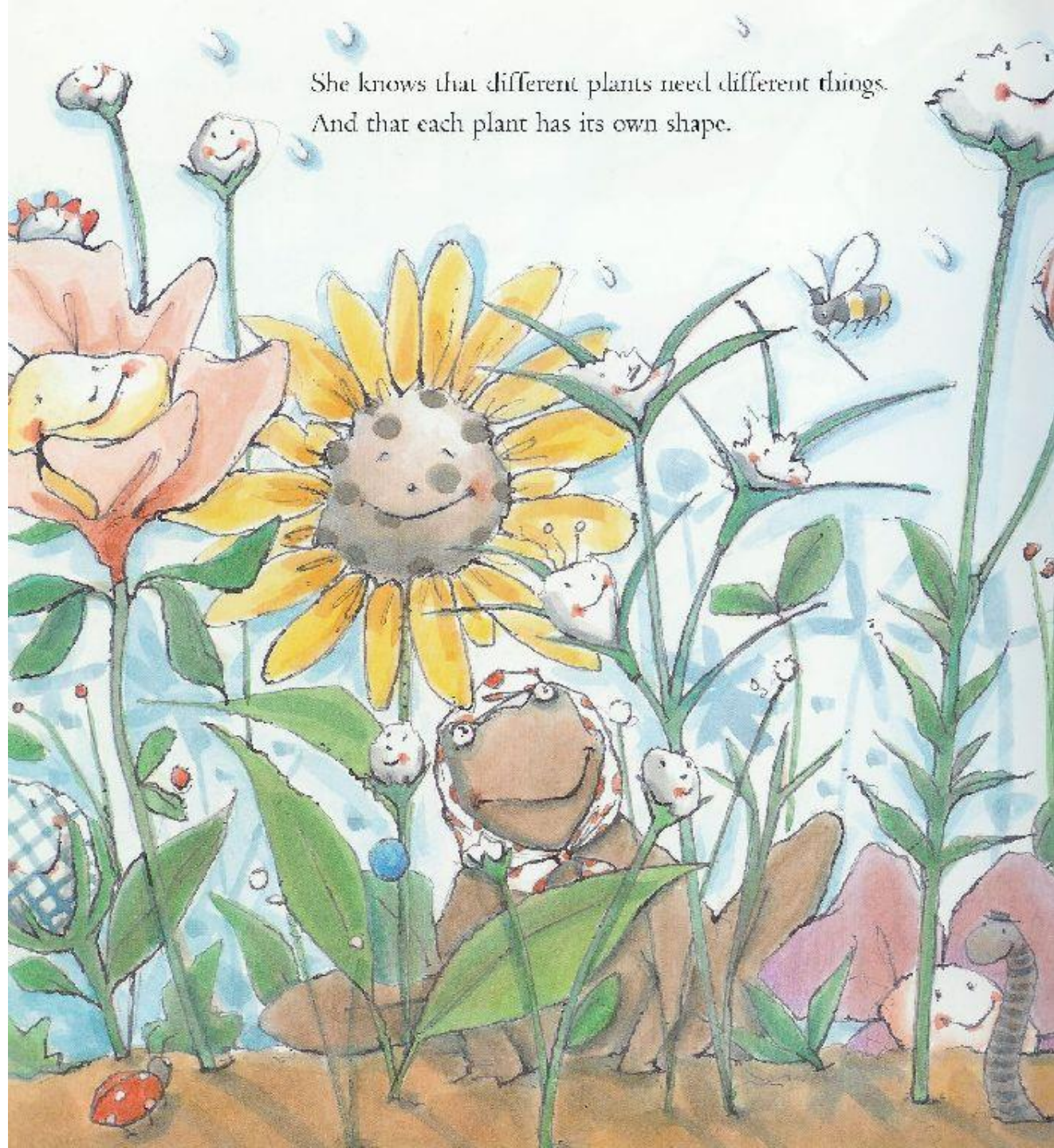
Illustrated by Tricia Tusa

At the end of summer, Mr. Merrick, the principal, walks down the hall to Mrs. Spitzer's room and gives her a packet of seeds.





She knows that different plants need different things.
And that each plant has its own shape.

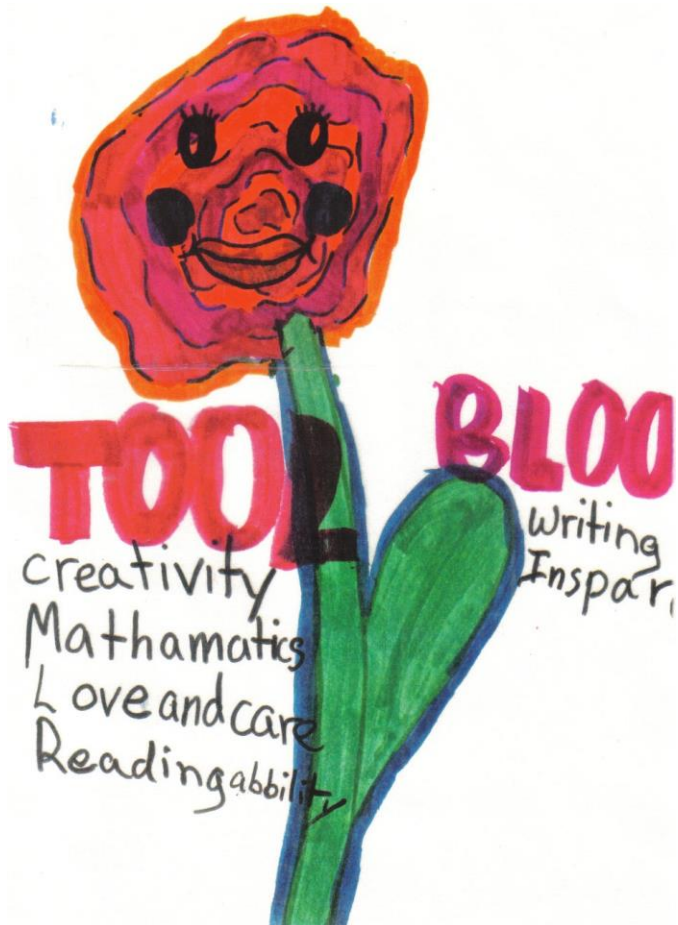






And a new garden will begin.

Keep Your Message Alive

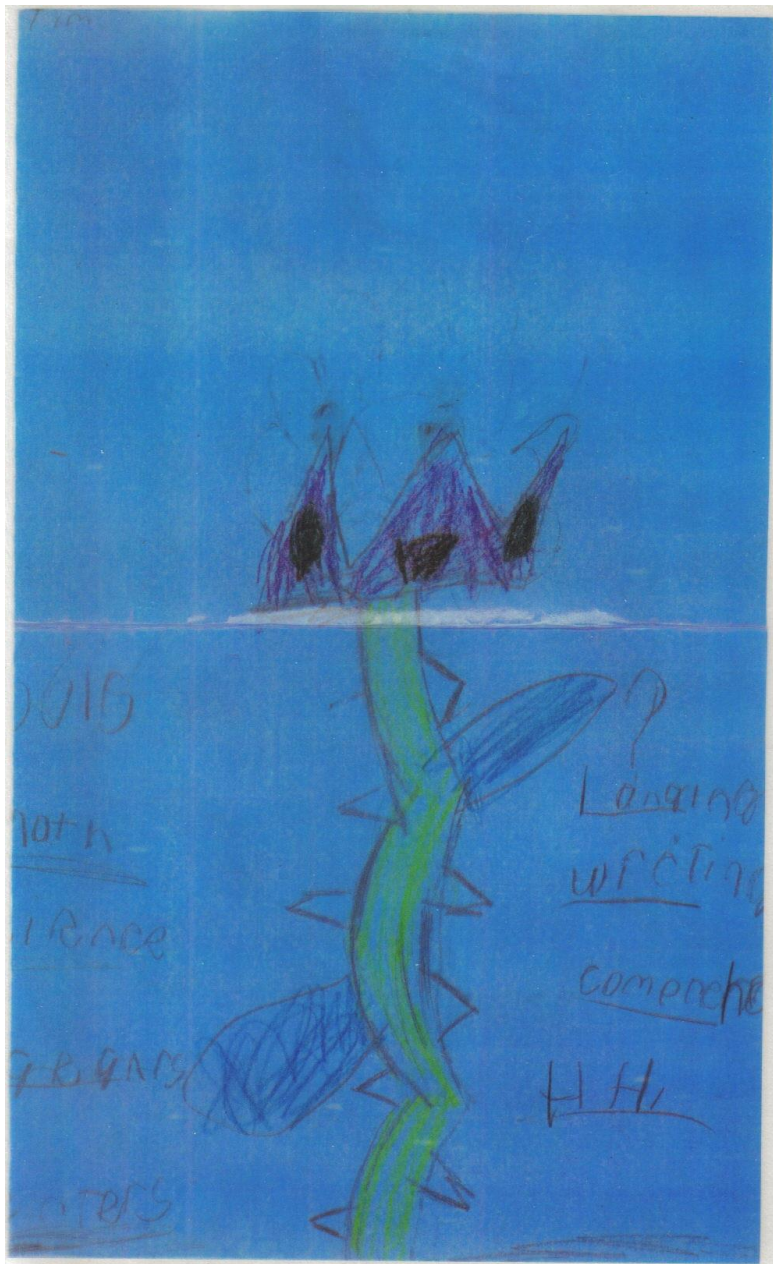


My flower is like
me because I am
bright, brilliant,
Intelligent, beautiful
kind, caring, and
Loving.



Feel
A.H.
K.J.
There
science

morning &
more you
more M
Qx tu



0015
10th
19nce
7-8-9-10-11
12-13-14-15

?
Learning
writing
computer
H.H.

Make a Plan

- How will we *transparently* teach my students to know who they are as learners?
- How will we *transparently* teach students to know that FAIR IS NOT SAME in our classroom?



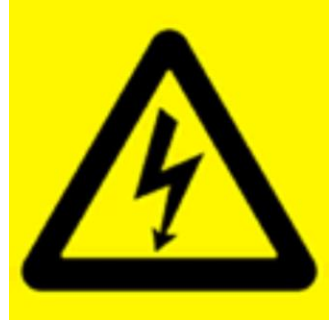
What Kids Are Saying...

- “I comprehended material better when it was taught in my learning style.”—Raeann,
- “Doing a variety of activities makes everyone’s projects more creative...I could use these [learning] styles to help me in college.”—Chad
- “I discovered that it’s easier for me to learn when I’m active in the class.”—Alexis
- “Art smart [Vocab Pictionary] helped me the most because I work better visually...[the multiple intelligence survey] showed me how I learn best.”—Victor
- “I don’t have the best memory, and when I could put the word with a picture or action, it helped. I remembered the vocab words better when we did Charades and Pictionary. It also made the class fun.”—Caylynn
- “Vocab charades and talking about [the work] helped me. When I was absent and didn’t get to participate, my grades showed it and decreased.”—Courtney



**Students don't care
what you
know,
Until they know
that you care**

LET'S TAKE A BRAIN BREAK!



The brain needs time
to process!

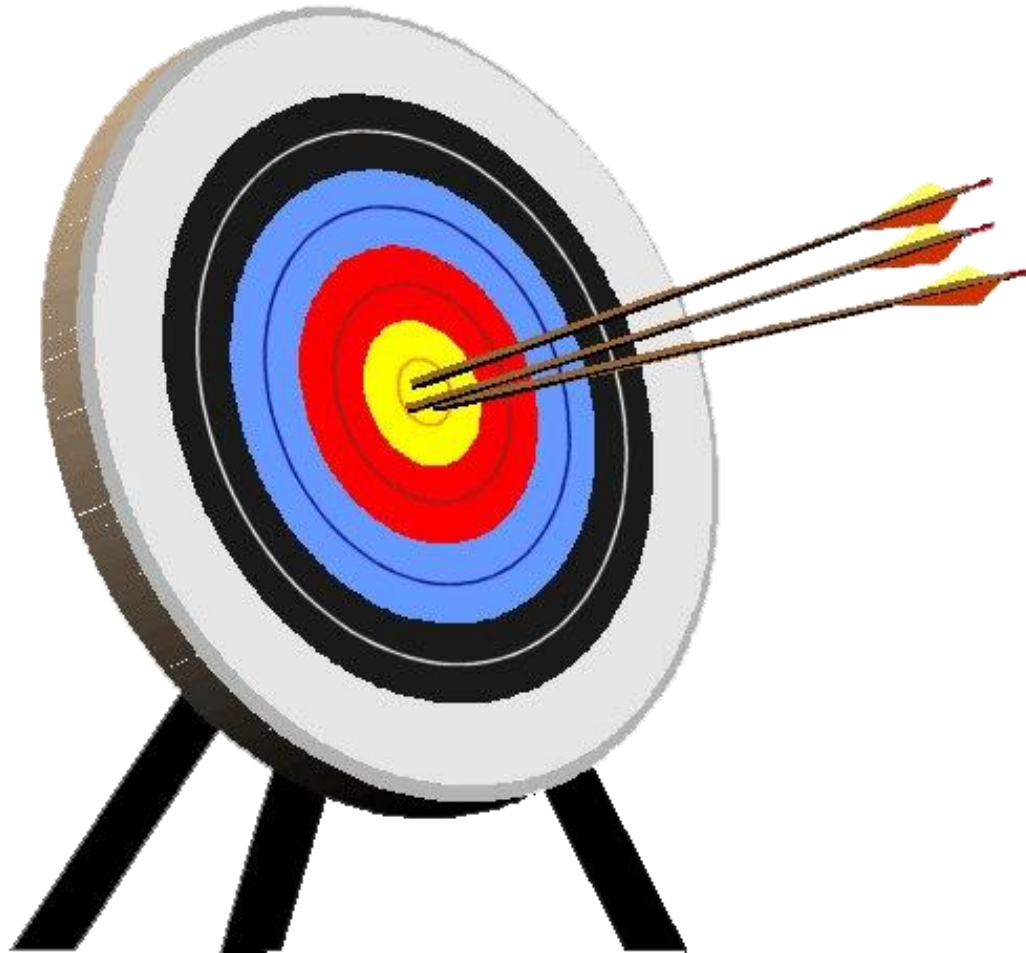
- **Stretch**
- **Cross Laterals**
- Walk and Talk
- Energizers
- Relaxers



INSPIRING LEARNERS: KNOW YOUR TARGETS



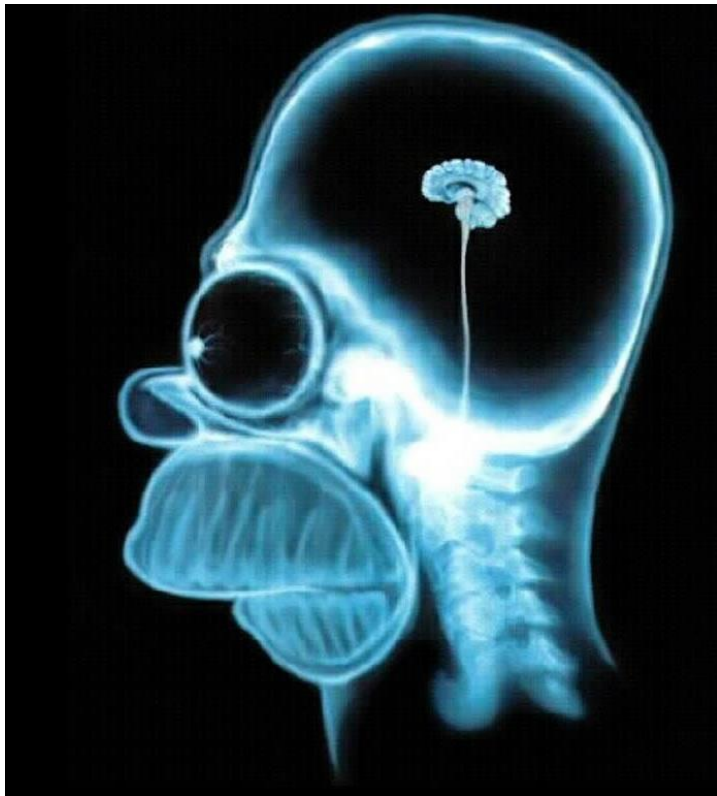
Big Idea



What Do You Want Your Legacy To Be?

Simple Engagement

MOTIVATE

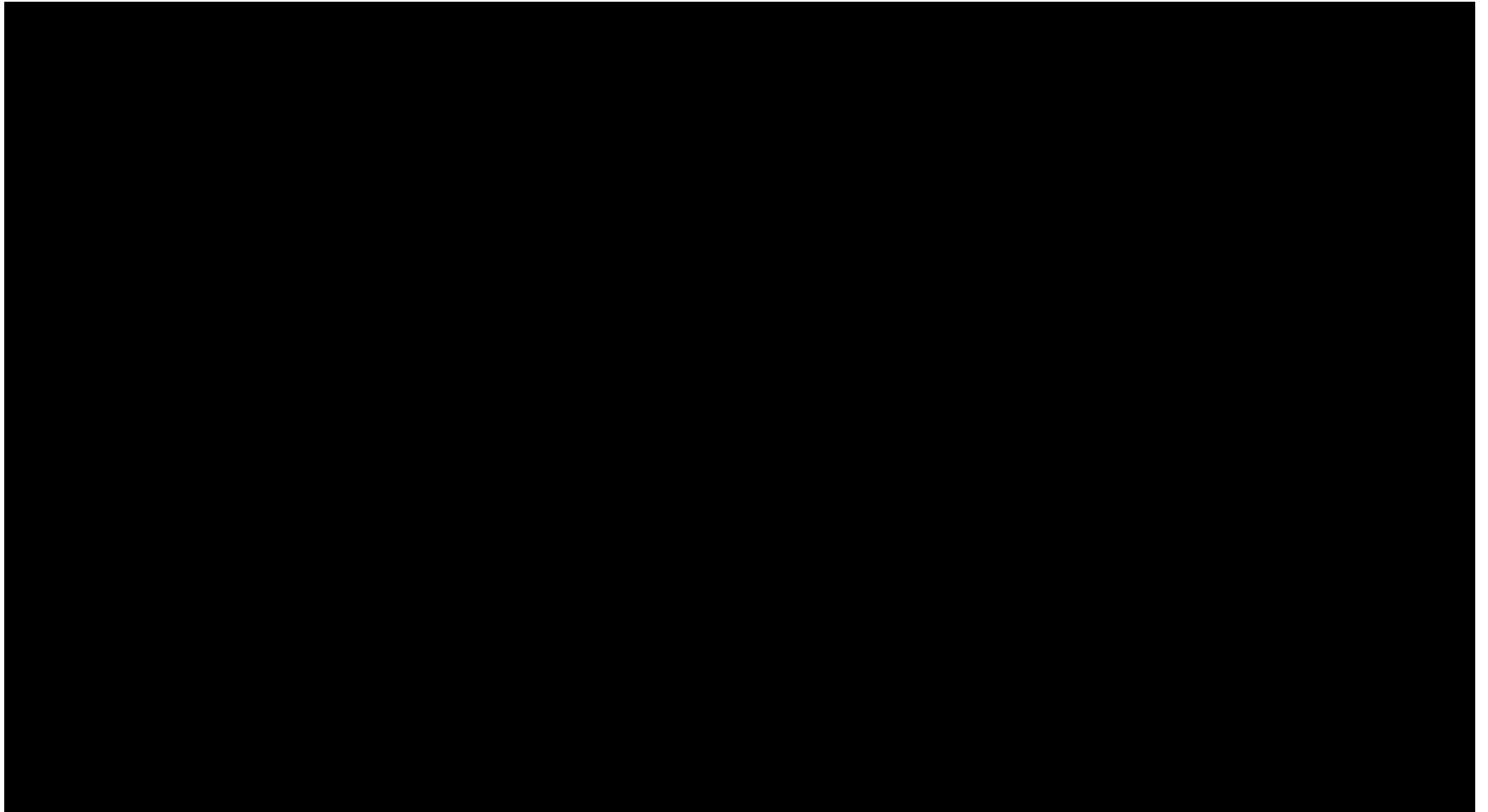


Deep Engagement

INSPIRE



Why Start With a Clear Target?



The Lisod

barsing in the sun I saw it spread
out slumped in the heat at first I
did not see it camouflaged against
the little gray stones until it's swift
movement caught my eye a flick of
it's tail praps

~~Its~~ extended slim body speckled
with tiny black spots.

little claws with long toes
charmaot and Dragon
skin charmaot teacher
glis opening in the brit like
big black body eyes staring
intently in no pricker phase
still as a Stachow waiting

the bendy body models
half runs wigling, sutols
and stops at the pool it
wags its tail in a curious
manner the water laps the
eger a dler of pink

tung shots out tasting
the moshter.

hunching it cest up on
it's front legs haneing
a god look at and beaming
amer of it's soundings
a snow steps foreth then
stop look around then
go on

the slited moonant and
in a blink of an eye
it darted away in and
out of the shade it dash-
is then soots up a tree
like a rocket.

Gone!

by Finnuala O'Higgins

The Lizard

- by Finnuala

-

Basking in the sun I saw it
Spread out, slumped in the heat
At first I did not see it
Camouflaged against the little grey stones
Until its swift movement caught my eye
A flick of its tail perhaps.

Extended slim body, speckled with black spots
Little claws with long toes and dragon skin
Chainmail texture glistening in the bright light
Big black, beady eyes
Staring intently into no particular place
Still as a statue, waiting.

The bendy body waddles, half runs
Wiggling, scuttles and stops by the pool
It wags its tail in a curious manner.
The water laps the edge
A blur of pink tongue shoots out
Tasting the moisture

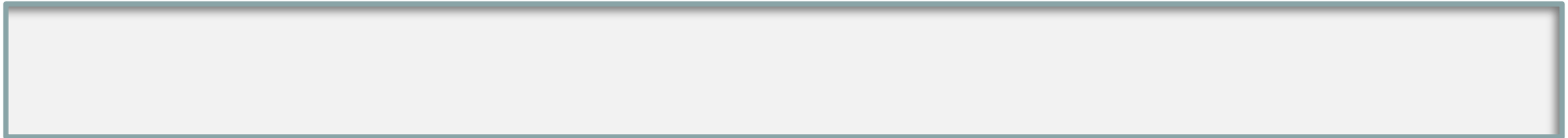
Hunching its chest up
On its front legs
Having a good look around
Becoming aware of its surroundings
A few steps forward and then stop
Look around and go on.

The slightest movement
And in a blink of an eye
It darted away
In and out of the shade it dashes
Then shoots up a tree like a rocket
Gone!

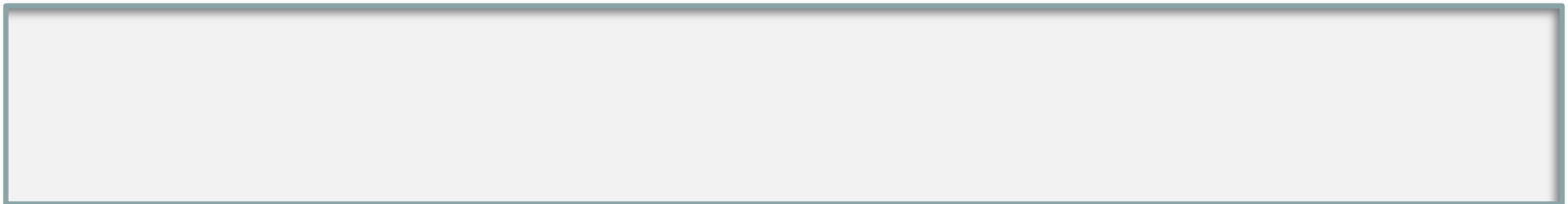
DEFINE CLEAR LEARNING GOALS

Think like assessors, not activity designers!

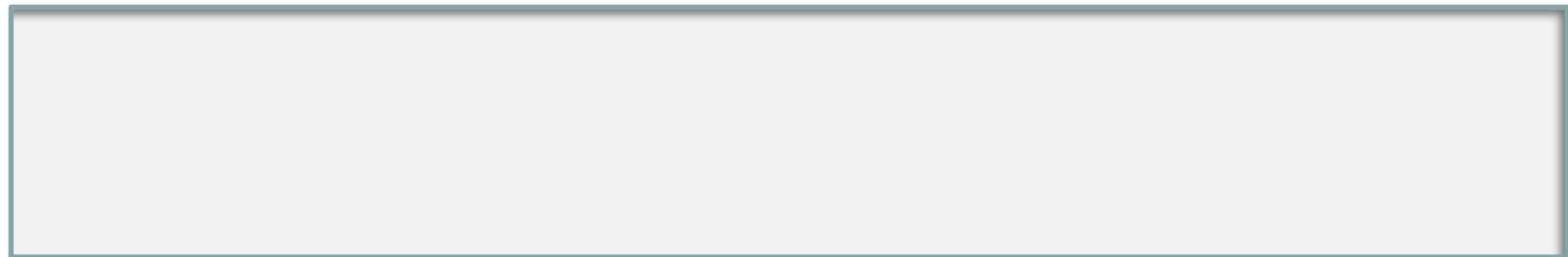
1. Identify desired results.



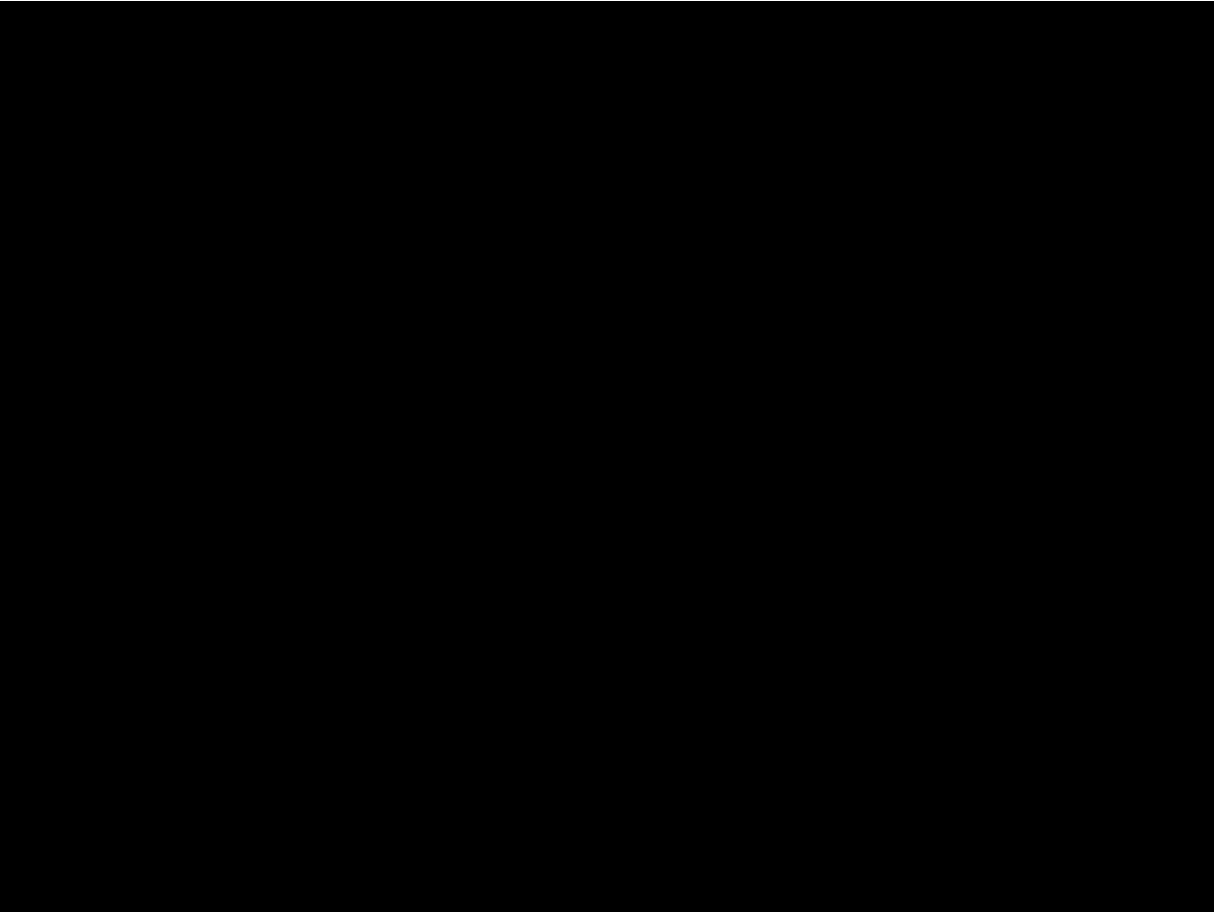
2. Determine acceptable evidence.



3. Plan learning experiences & instruction.



Clear Targets Empower Students



**What Does it Look
Like and Sound
Like to Have
Clear Targets and
Students Self
Assessing?**

Pg. 35



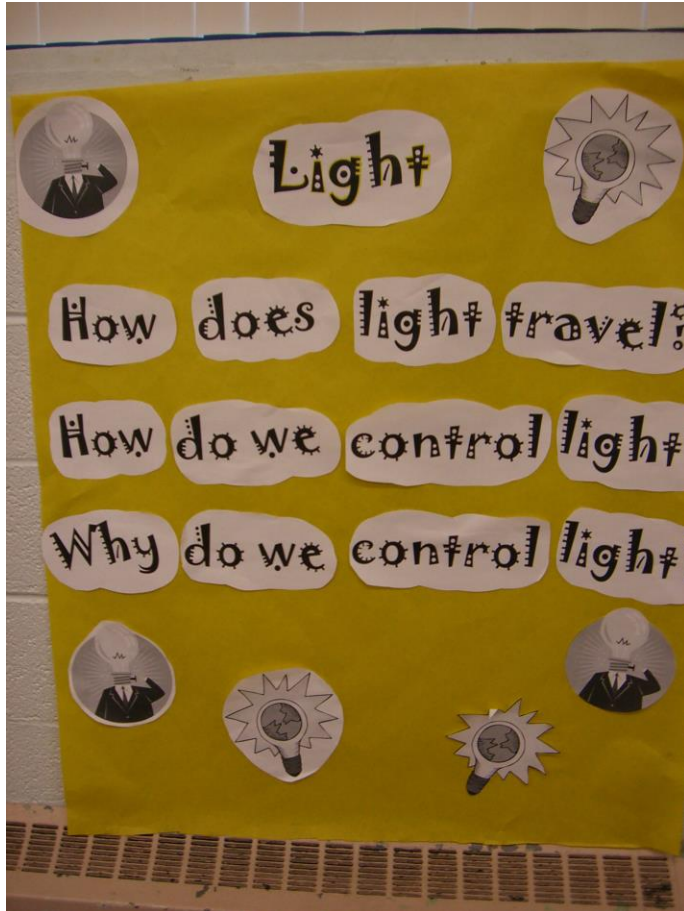
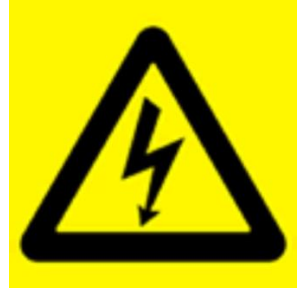
&



How does starting with a Clear Learning Target empower kids and make your job easier?



Traffic Light

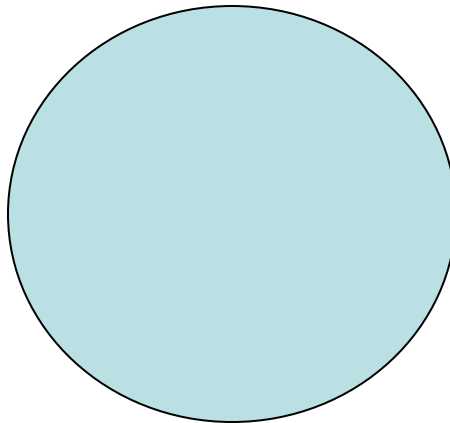


Pre-Assessment Exit Cards



Pre-Assessment Exit Card

Write and/or draw everything you think you know about time. Turn this card into me before you leave class today.





No Clear Target

+

DI Lite Strategies

+



Random Acts of
Differentiation





**NO RANDOM ACT OF
DIFFERENTIATING!!!**

Design Lessons that are Relevant and Rigorous



<p>Using your multiple intelligence strength, name all the major bones in the body.</p>	<p>Using whatever materials you choose, determine a way to show how bones in the body are interconnected and explain the cause and effect in this system.</p>
<p>For homework, do the geometry problems 1-10. Be sure to show your answers.</p>	<p>For homework, find a way to show a real-life application of the geometry used in your home. Show the problem you would use to find the solution.</p>
<p>Match the important dates of the American Revolution to a key event that occurred</p>	<p>Explain the revolutionist thinking that led to a key event in the Revolutionary War. Could that thinking apply to anything going on in our world today? Yes or No? Explain.</p>



&



Where do you need to grow in making learning targets transparent for your students?

ILS: STOP AND TALK: The brain retains 50% through talk



The Learning Brain

- We are at an exciting and challenging crossroads in education. Scientist, especially neuroimaging, is giving us real-time visual images of how the brain learns and which teaching strategies most successfully effect the learning process.
 - Judy Wills, Neurologist and Teacher



Humor for Lexophiles

- To write with a broken pencil is pointless.
- The short fortune teller who escaped from prison was a small medium at large.
- A thief who stole a calendar got 12 months.
- A thief fell & broke his leg in wet cement. He became a hardened criminal.



Humor for Lexophiles

- I wondered why the baseball was getting bigger. Then it hit me.
- Police were called to a day care where a 3-yr-old was resisting a rest.
- Did you hear about the guy whose whole left side was cut off? He's all right now.



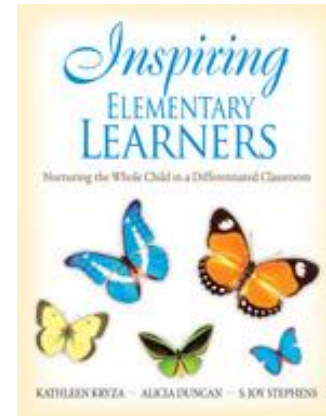
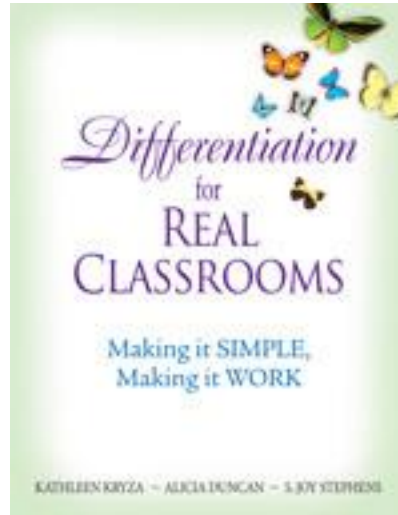
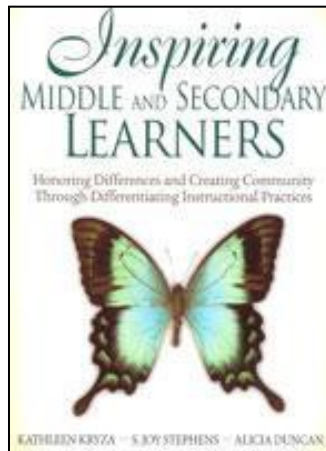
Humor for Lexophiles

- The dead batteries were given out free of charge.
- A bicycle can't stand alone; it is two tired.
- A will is a dead giveaway.
- When the smog lifts in Los Angeles, U.C.L.A.



Teaching is a serving relationship with others that *inspires* their growth and makes the world a better place.

THANK TEACHERS, FOR INSPIRING ME!!



Create an Inspiring Classroom



www.inspiringlearners.com

Edu-Venture

In Belize

differentiation, experience it to embrace it!





**Belize
EduVenture
August 2014:
Counting My
Blessings**



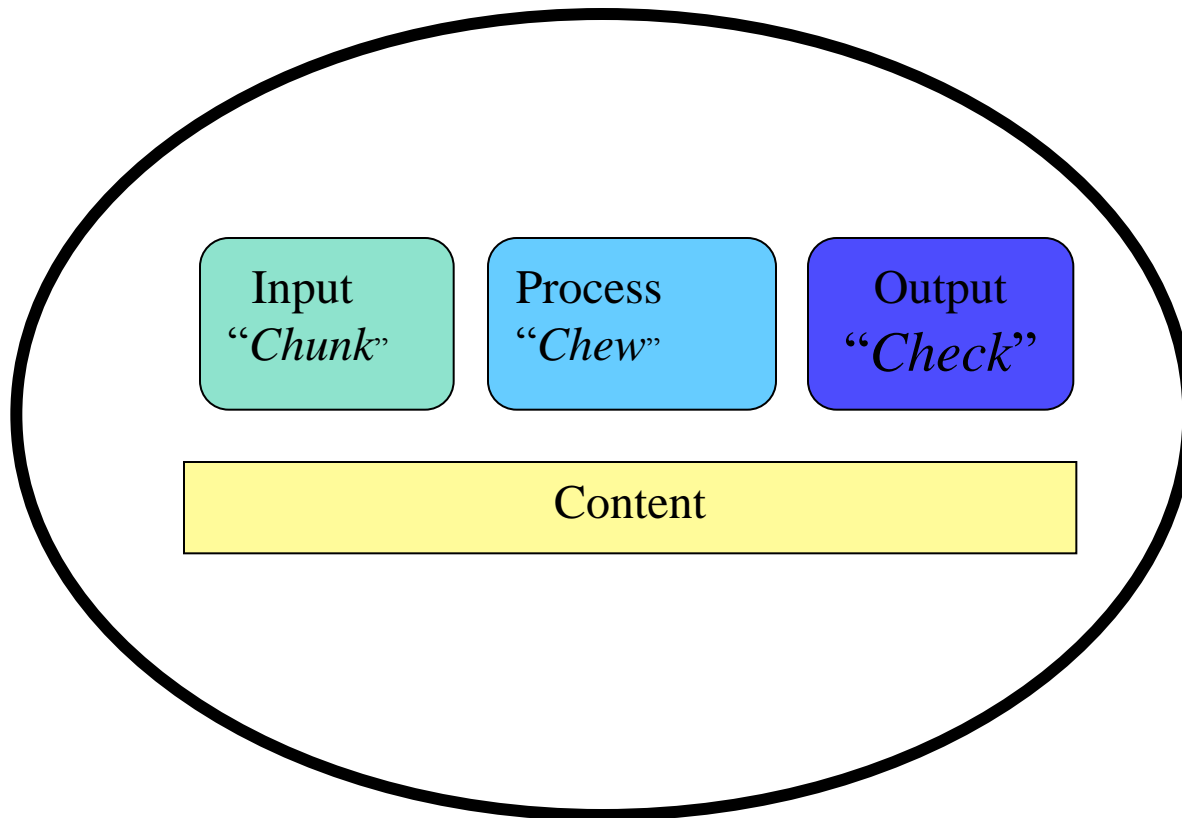
Set Some Goals:

Look at the notes you have taken

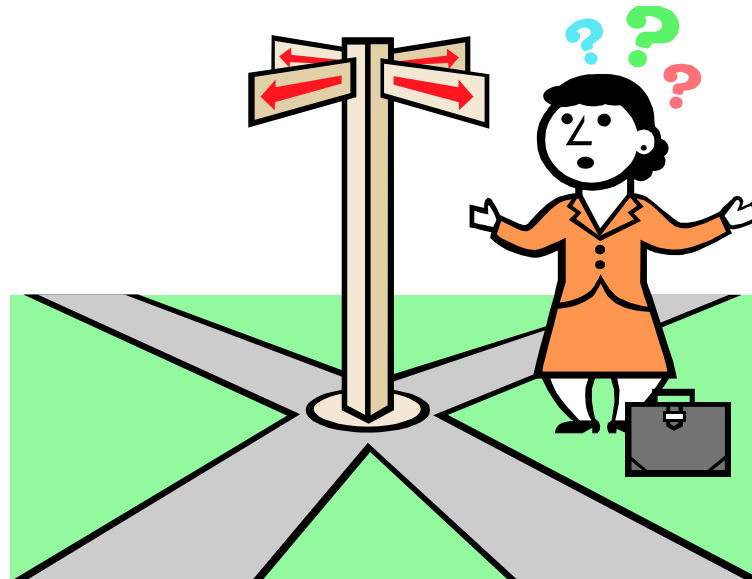
- Highlight two strategies from your notes that you will use intentionally and transparently next week.
- Determine which BIG IDEA you will focus on
 - Intentional and Transparent
 - Growth vs Fixed Mindsets
 - Self Regulation vs. Teacher Regulation



Vary the Pathways to Differentiate for ALL Learners



The standard is not negotiable, but the road to it is.



Why Use Movement?



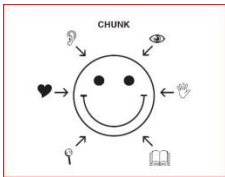
The more parts of the brain involved, the easier and more likely a memory will be retrieved. Physical movement has an inordinate amount of impact on creating and accessing memory. Moving releases acetylcholine, a neurotransmitter that aids in planting and retrieving long term memory. In short...

Movement helps cement memory!

*Sousa, How the Brain Learns 20***

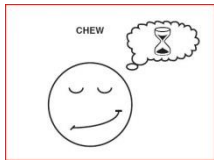
Vary the Pathways!

Help ALL Students Reach the Learning Target



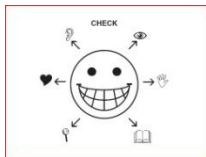
CHUNK - Input

Chunk: how students acquire information



CHEW - Process

Chew: how students make sense of information



CHECK - Output

Check: how students demonstrate their understanding

Remember this...

- For every 10 minutes you teach something new, the brain needs 1 or 2 minutes to **CHEW!**



Think Series of Chunks and Chew Before Checks (Formative or Summative)

Sabrina was teaching a lesson on circle graphs to 5th graders. She spent @ 25 minutes teaching the following:

- What the graphs were and what they represented. (She used a model on the board)
- How the graphs represented fractions
- How they represented decimals
- She then assigned homework, and the students had a small amount of classroom time to get started on that.

Daily Lesson: Chunk, Chew and Check

Chunk 1 Teacher gives students circle graph cut-outs to explore.

Chew 1 Students discuss what they notice with turn and talk partners:
How would a mathematician use these circles?

Chunk 2 Teacher explains how the graphs represent fractions.

Chew 2 Students do a problem from the book with table partners.

Formative Check: *Teacher walks around to observe if students are able to do the work.*

Chunk 3 Teacher explains how % is represented as a circle graph.


Chew 3 Students try a problem on their own and check with partners for inconsistencies or errors.

Check Homework from the book.

Make the Learning Process Transparent

Learning New Information:

1. Chunk (INPUT)
2. Chew (PROCESS)
3. Check (output)



• **CHUNK** ~ "How will I learn this?"




• **CHEW** ~ "How will I use this information?"




• **CHECK** ~ "How will I show everyone what I know?"




CHUNK

How will I make sure
 I get the info?

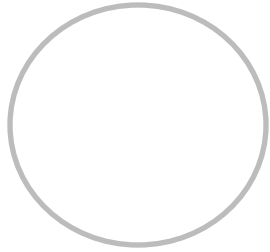
CHEW

How will I make
 sense out of it?

CHECK

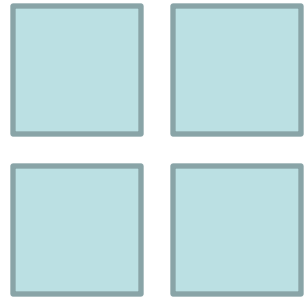
How will I show
 that I got it?

Chunk, Chew and Check



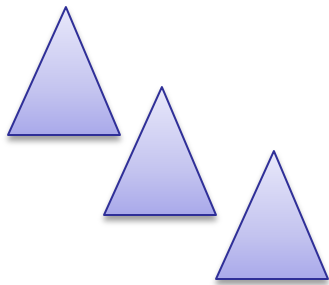
- **Whole Class (Modality)**

- *Everyone does the same thing, you vary the modality*
- *Students are practicing while you model and scaffold responsibility*



- **Choices (learning styles/profile)**

- *After students have experience with activity*
- *Start with 2 choices*



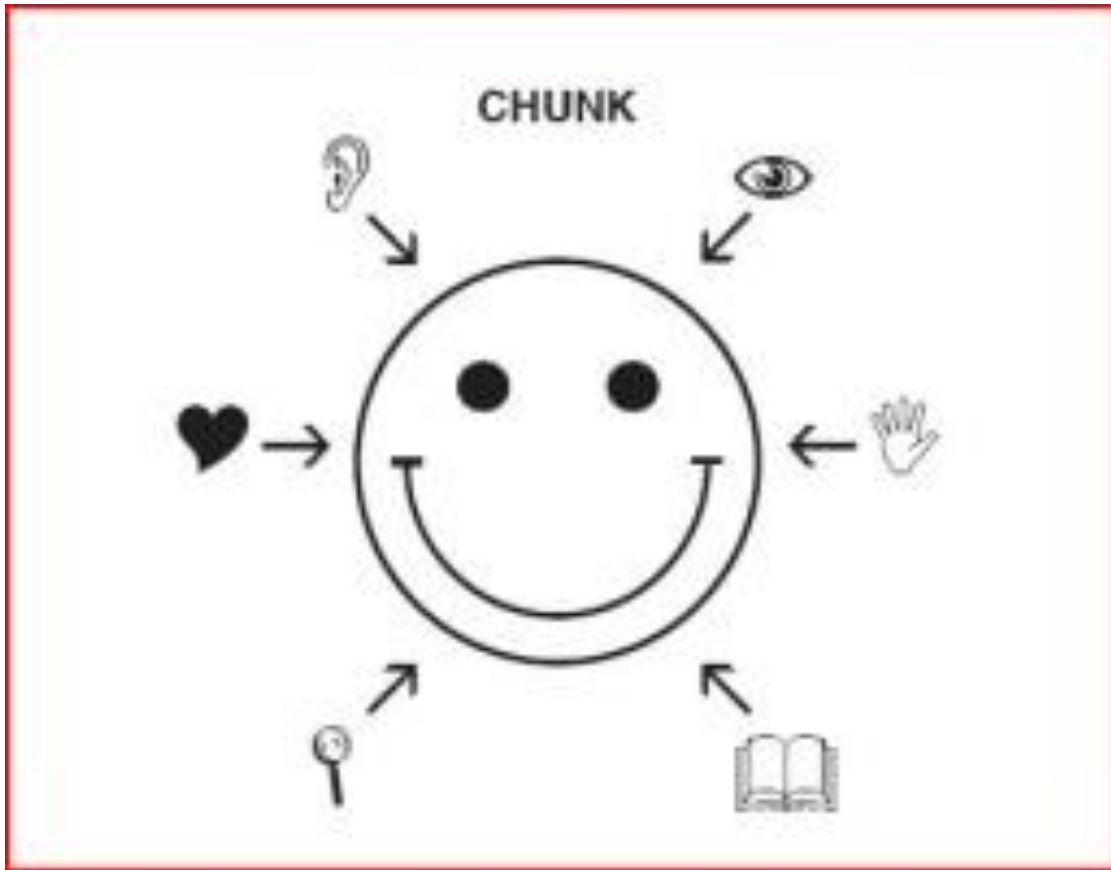
- **Tiered (readiness)**

- *After students have experience with the activity*
- *Start with 2 tiers*

Build a C, C, C Toolkit

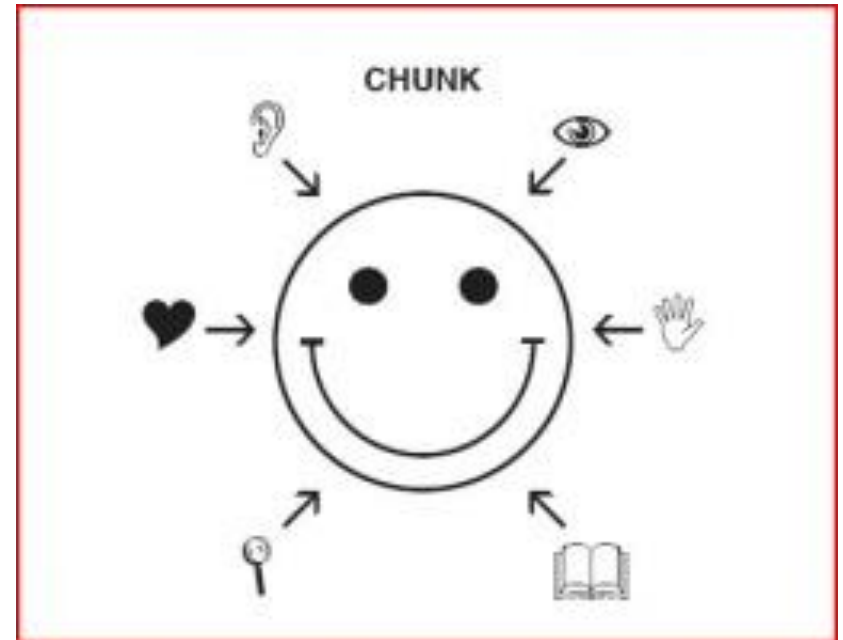


Chunk



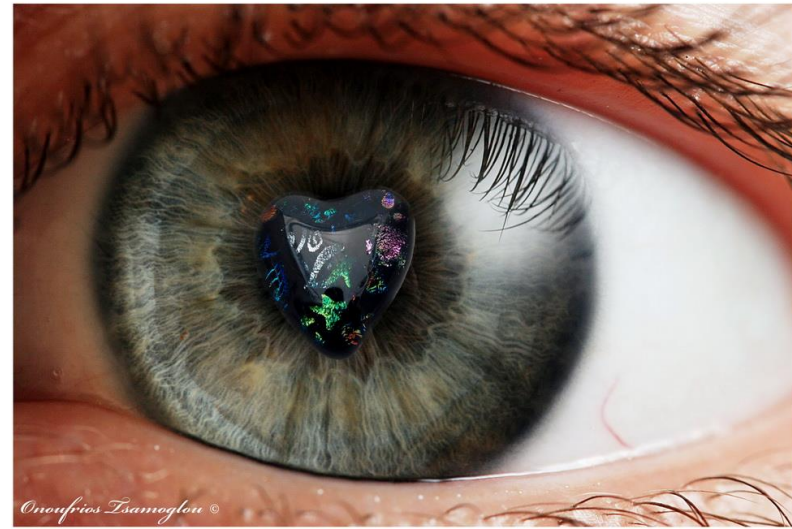
Chunk Tips Pg. 20

- Smaller Chunk, More Time to Chew
- Series of Chunks and Chews before Checks
- Vary the Modalities
- Offer Choice
- Respond to Readiness



Take a Look (Visual Chunk)

- Post a collection of photographs or charts in various locations around the class that are related to the learning target.
- Like an art exhibit, have students walk and study the photos without talking.
- Give them suggestions or a guiding question to focus their observations. Allocate a set amount of time at each exhibit with a timer or using music.
- When all students have observed all exhibits select a Chew activity for processing what they have seen.



Focus Question

What do these pictures tell us about our world, how we connect, the meaning behind the handshakes?















Franck Fife, AFP







Focus Question

What do these pictures tell us about our world, how we connect, the meaning behind the handshakes?







Elizabeth Morales







HONOR ALL LEARNERS

- I think in pictures. Works are like a second language to me. I translate both spoken and written words into full color movies, complete with sound, which runs like a VCR tape in my head. When someone speaks to me, his words are instantly translated into pictures. Language-based thinkers often find this phenomenon difficult to understand.
 - Temple Grandin, PhD



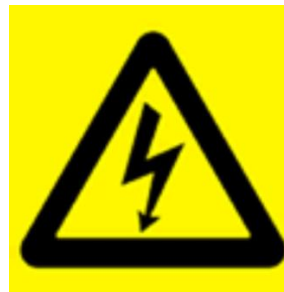


&



How could you enhance the chunk of your lesson with visuals? How could you give choices or respond to varied readiness levels with picture walks?

WALK AND TALK: Movement and Talk helps cement learning



CCC and Technology

A Perfect Match!



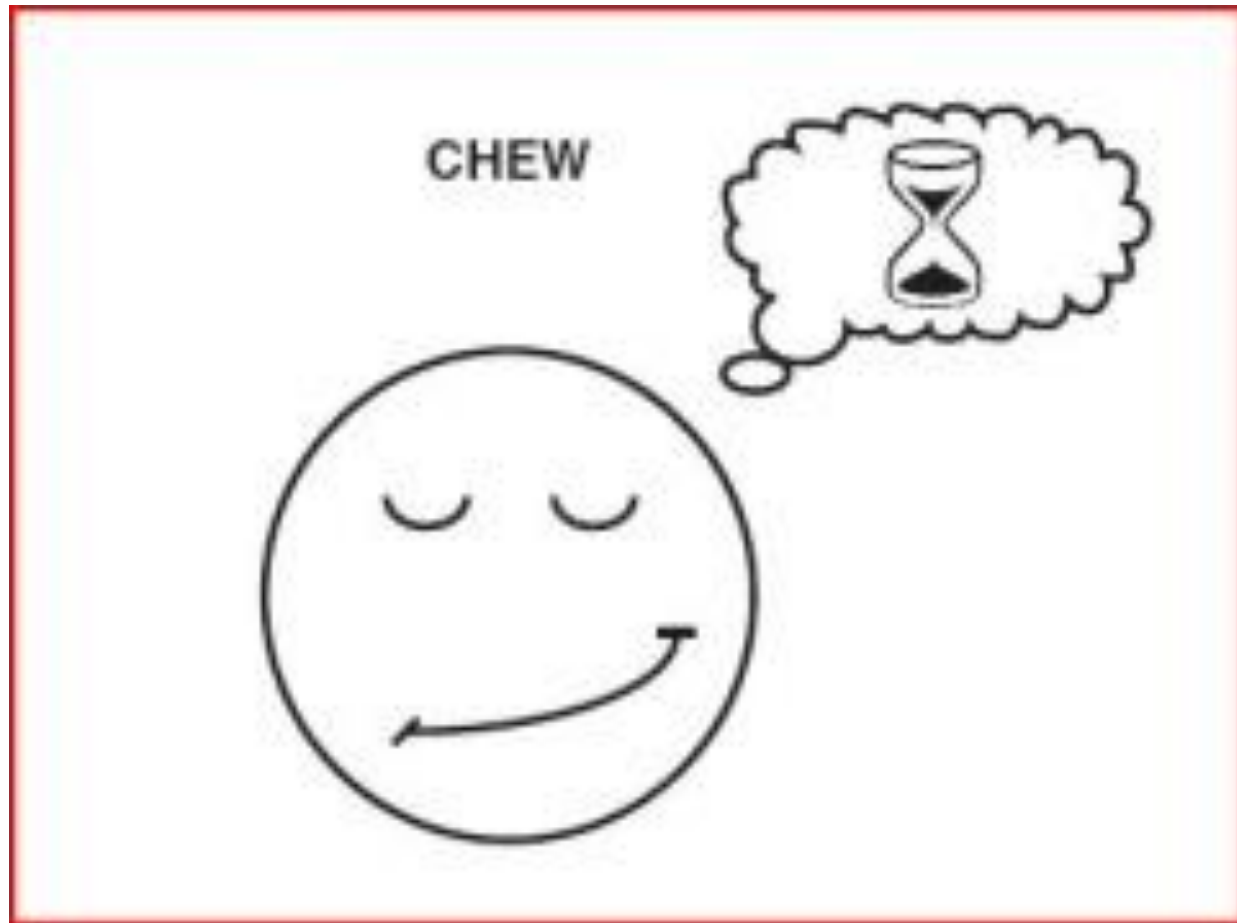
- Great technology can make your CHUNK pop!
- Khan Academy
- United Streaming
- Flipped Classrooms?

Think and Talk About It!



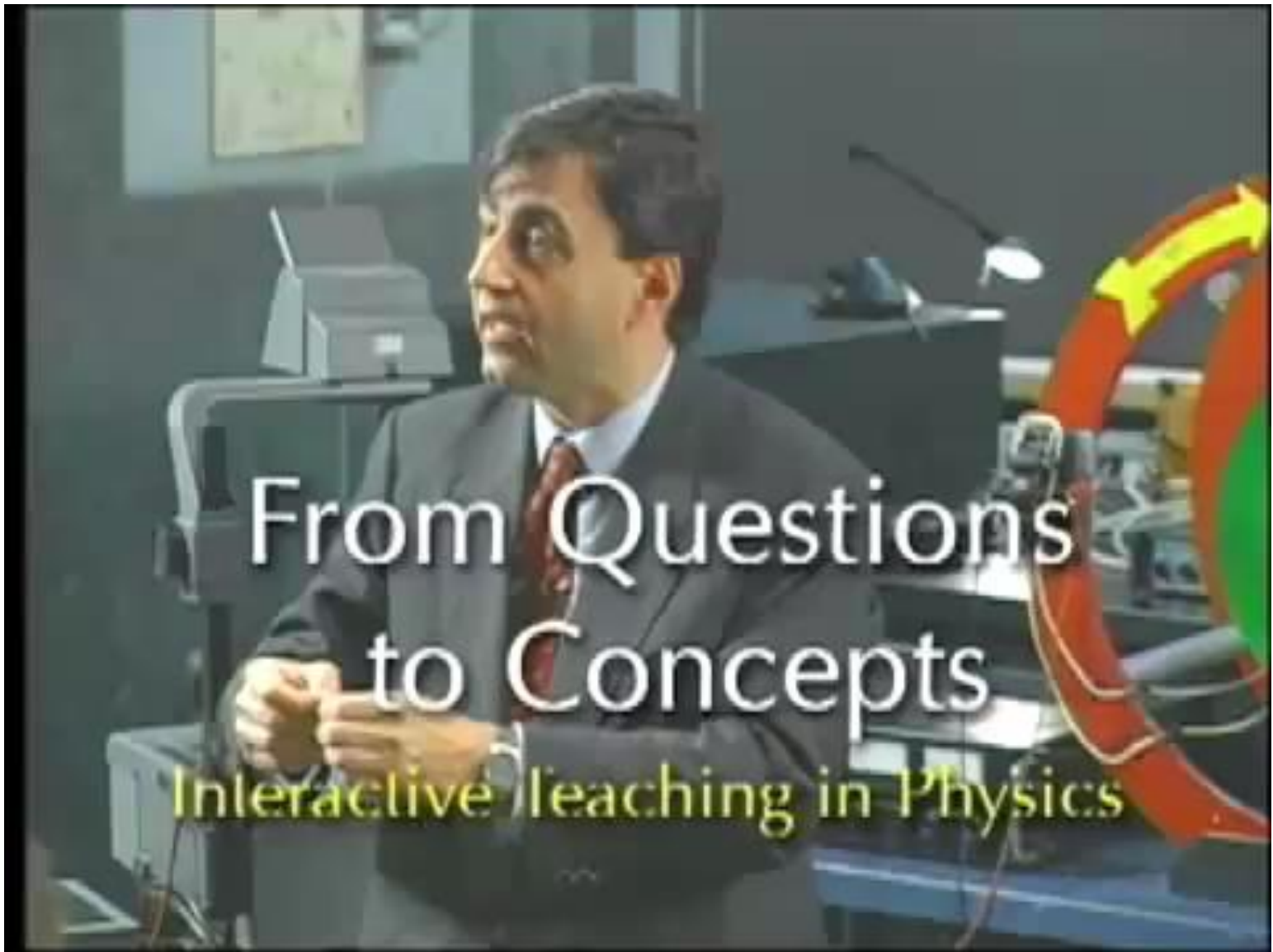
- What action will you take in the CHUNK of your teaching to respond to all learners needs?
 - Vary the modality by bringing in pictures, movement, technology?
 - Smaller chunks, more time to chew?
 - Add choice?
 - Respond to readiness levels?

Chew Pgs. 21-23



Let's watch and think...

**WILL CHUNKING, CHEWING
AND CHECKING HELP THEM
GET READY FOR COLLEGE?**



From Questions to Concepts

Interactive Teaching in Physics

Stand and Share

Procedure:

1. In your groups discuss:
Why is it important to let kids “chew” on new information? How does more chew time promote grow mindset learners?”
2. When you have at least **1 thing** you can say about the importance of chewing, please stand up

Stand and Share:
Take it Deeper
How would you....

1. Add Modalities?
2. Vary for student readiness?
3. Allow for student choice/interests?

Stand and Share *You could...*

1. Add Modalities

1. Total physical response

2. Jot ideas

3. Show pictures

2. Vary for student readiness

1. Intentional selection of students

2. Use Bloom's increase processing complexity

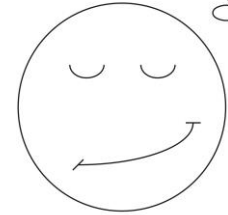
3. Allow for student choice/interests

1. Students share opinions

Hazy-Gazey Eyes Means It's Time To Chew!

BIG IDEA

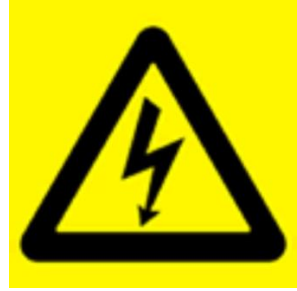




Chew Tips

- Look at your Inspiring Learners Strategies List. How many are chew techniques?
- Note that they mix up the learning modalities
- These are easy and quick, use when Hazy Gazy...
- Some chew techniques need to be taught deeply over time.

Chew with Technology



- Ning – www.ning.com: Set up your own social network for your class.
- Twitter: The Gist of It -- Summarize

twitter



A teacher is one
who makes
himself
progressively
unnecessary.

~Thomas Carruthers



Assumicide

-Kelly Gallagher

- Assuming that someone else has taught students the skills they need to learn effectively in your classroom.
- Assuming that students will transfer skills they learned in someone else's class into your classroom without helping them transfer the skills.



How Many of You Have Students Who Don't Know How to Study






- Who's taught them to study?
- Who's taught them how **THEY** study best?



ILS: Vote On Your Feet

- Stand Up for Your Favorite Learning Style
 - Write It!
 - Talk It!
 - Draw It!
 - Move It!
 - Sing or Tap
 - Make Up Games



<p>Level #1</p>	<p>Huh? I am unfamiliar with this word.</p>	
<p>Level #2</p>	<p>Ummm... I've seen this word, but I can't tell you what it means.</p>	
<p>Level #3</p>	<p>Oh yeah! I know the meaning of the word in context.</p>	
<p>Level #4</p>	<p>Yes! I understand the word, but don't really use it.</p>	
<p>Level #5</p>	<p>Mine! I use the word in my speech and writing.</p>	

Curiosity Killer!



Scaffolds to Studying Using Vocabulary Instruction

- Survey students.
- Have them try vocabulary study techniques using varies learning style. that
 - Use techniques that get at understanding, not merely regurgitation of words
- Students self assess on what works for them.
- Students try out choices in vocabulary stations.
- Students get to choose how they study their words



Now Lock it Into Long Term Memory – Your Way!



- Talk to each other. What do you do to study?
- Does the way you study connect to your learning style?

Are You a Visual Learner?



INTERSENE
LECTING

Dana Birch
1-31-00
15th

SEGMENT
SEGMENT

SEGMENT
SEGMENT



(maby the
Bunnie doesent
go on forever)

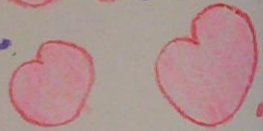
Segment!

Start

End

Core Democracies

Values



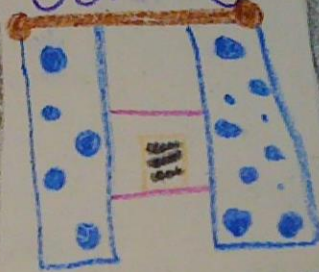
Common Good

Recycling



Equality

Voting



Patriotism
Flag P



Lincoln Boyer

Diversity

One
raise
dese



Learning
Spanish

Popular Sovereignty



Voting
forelected



Truth

I did not
know I could
not do that



Justice
Jail



Do You Need to Talk It?



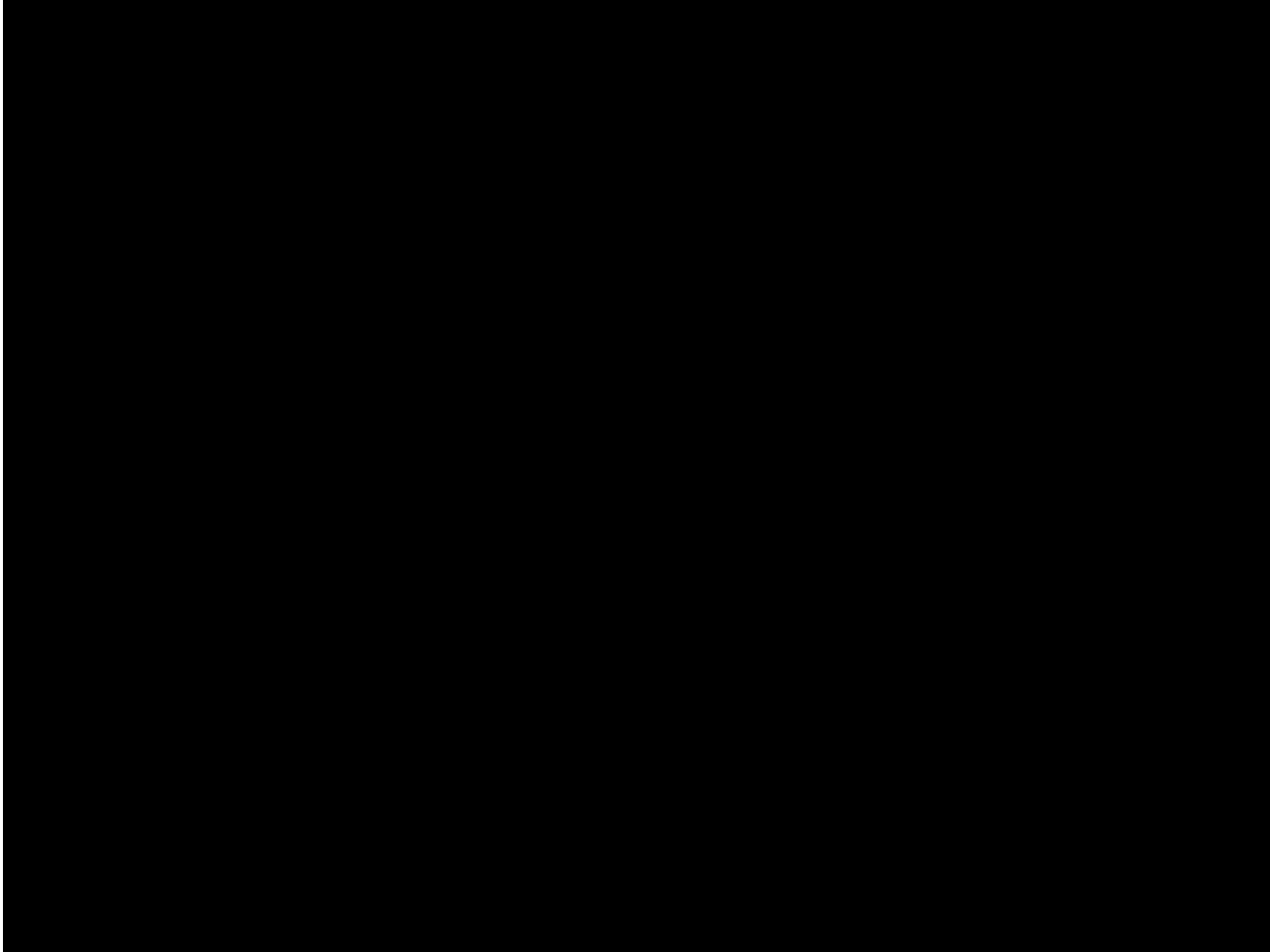
- Study Buddies
- Choral Chanting
- Talking to Self

Do You Need to Move It?

- **Kinesthetic**
 - **Vocabulary Charades**
 - **Matching cards**



Vocabulary Stations: Let's Watch!



STAND AND SHARE

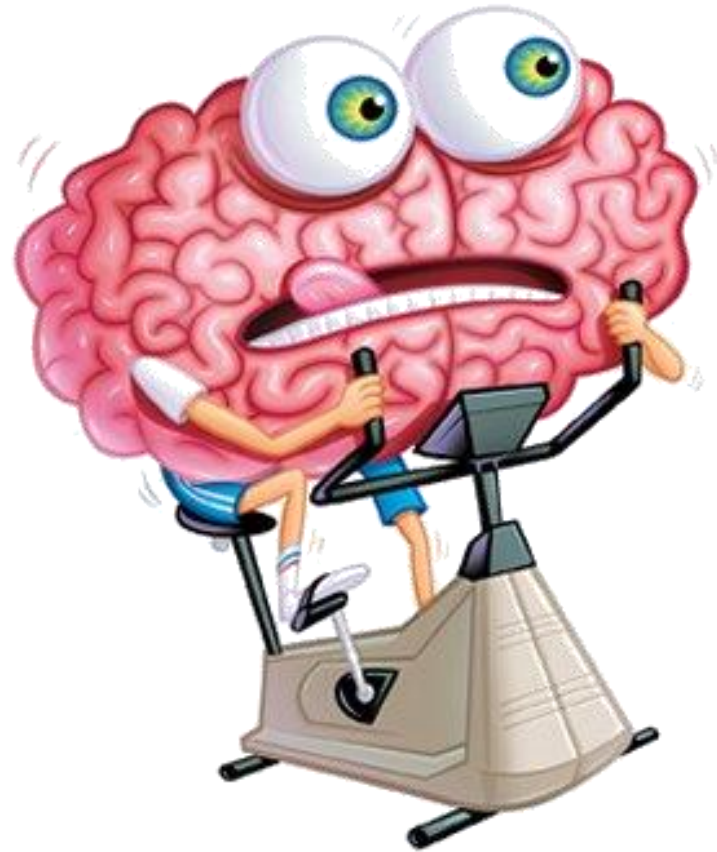
Questions?

Management
Issues?



Be Intentional and Transparent Teach Students How To Grow Their Brains

- *Don't commit
Random Act of
DI*
- *Teach students
how their brains
learn best!*



Early Elementary

- Okay, we are going to practice our _____ smarts now.
- How does your brain feel when we are doing this?
- Can you FEEL it growing?



Name: _____
Hour: _____
Date: _____



Geometry Study Plan

With your group, come up with a way to help you remember these terms using your multiple intelligence strength. (words, pictures, movement, etc.) You could also use your MI strength to help you remember the steps or process for solving the test problems.

Classify

Transversal

Corresponding Angles

Parallel

Perpendicular

Slope

Intercept

My Study Plan: I plan to study for _____ minutes/hours(circle one).

Here is my study plan: (How can using your MI strength help you study for this test?)

BE SPECIFIC ABOUT HOW YOU WILL STUDY AND WHAT EXACTLY WILL BE DONE.

Do NOT use words like study, review, look over. Use action words that will describe your exact activity. What will it look like when you are studying? If you really feel like you do not need to study for this test, you still need to complete this portion because eventually you WILL need to study for a math test. Leaving this section blank is not an option.

Test Results (when you get your test back): _____

What I could do differently and/or what worked for me:

**Study Guides that
ask students to be
transparent about
how they learn**

**Study Partners:
Let them study
with other who
learn like them**

Think and Talk About It!



- What action will you take in the CHEW of your teaching to respond to all learners needs?
 - Vary the modality by teaching kids to chew by drawing, moving, writing?
 - Teaching transparently so students know how they chew best?
 - More time to the chew?

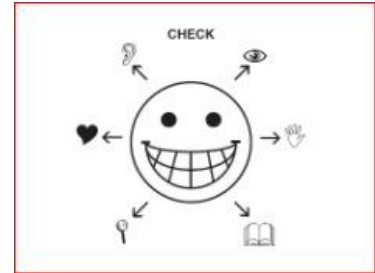
Teaching for Transfer

If we want
learning to
stick, we have
to make it
sticky.

ILS Make Learning Sticky!



Check Tips



- Formative and Summative
- Students Need to Self-assess
- Balance between traditional tests and quizzes and performance-based assessments.

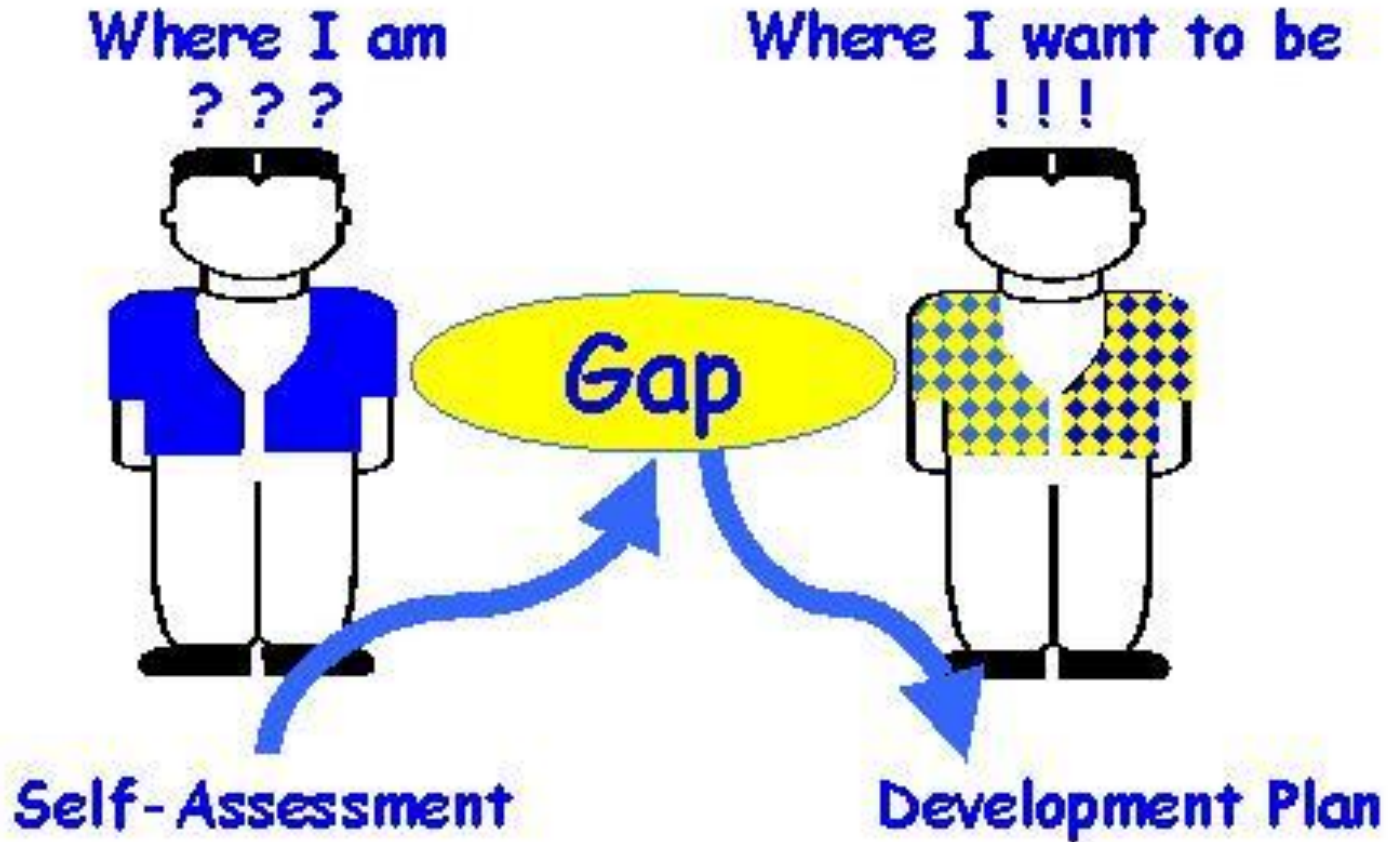
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Three Finger Self-Assessment

How much do you have students involved in self-assessing in your classroom?

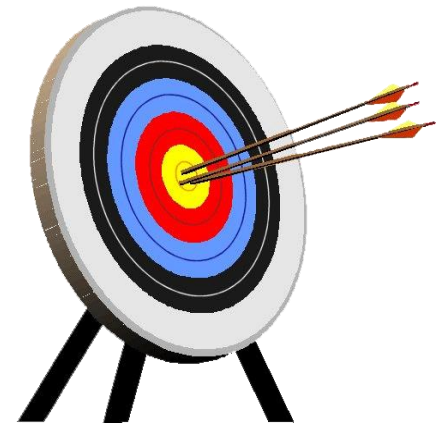
Students as Self-Assessors



Clear Targets

Help students self-assess and own their learning

- Students assessing their own work:
 - With rubrics
 - With exemplars
- Self-assessment of understanding:
 - Traffic lights
 - Red/green discs
 - Colored cups





What are we learning?







We are learning to:

- Explain the water cycle in a variety of ways

We are successful when we can:

- Use our “Smarts” to draw, act, create, read and sing to show how the water cycle works.
- Reflect on how we went at each station by colouring a smiley face on the grid.

Names: _____

Body Smart Create a play to explain to the class how the water cycle works.  How did I go at this station? ☺ ☹ ☹	Picture Smart Look at the water cycle card and create your own poster using chalk and black paper.  How did I go at this station? ☺ ☹ ☹
Word Smart Read the book about the Water Cycle and write down 3 questions to ask a buddy about how the water cycle works.  How did I go at this station? ☺ ☹ ☹	Nature Smart Use the collage equipment to create the water cycle.  How did I go at this station? ☺ ☹ ☹
Maths Smart Use the pictures to “crack the code” and work out the word. Draw a picture to match the word.  How did I go at this station? ☺ ☹ ☹	Music Smart Make up a song about the water cycle to the tune of “The wheels on the bus go round and round”  How did I go at this station? ☺ ☹ ☹

Who is in my group?

Group A	Group B	Group C	Group D	Group E	Group F
George	Aiden	Kamillah	Kate	Eliza	Tavjot
Eloise	Isaac	Aaryan	Belle	Charlotte F	Noah
Fraser	Charlotte E	Johan	Kiran	Jaxon	Cerise
Aaliyah	Mackenzie	Gerardo		Rollie	Jake

Group Roles



Organiser

- Make sure the group understands what to do.
- Make sure the station is tidy for the next group



Reader

- Read the instruction card to my group before we start.



Teacher Getter

- I go and ask Miss O'Neill for help if someone in my group has a problem.
- I make sure the group is working

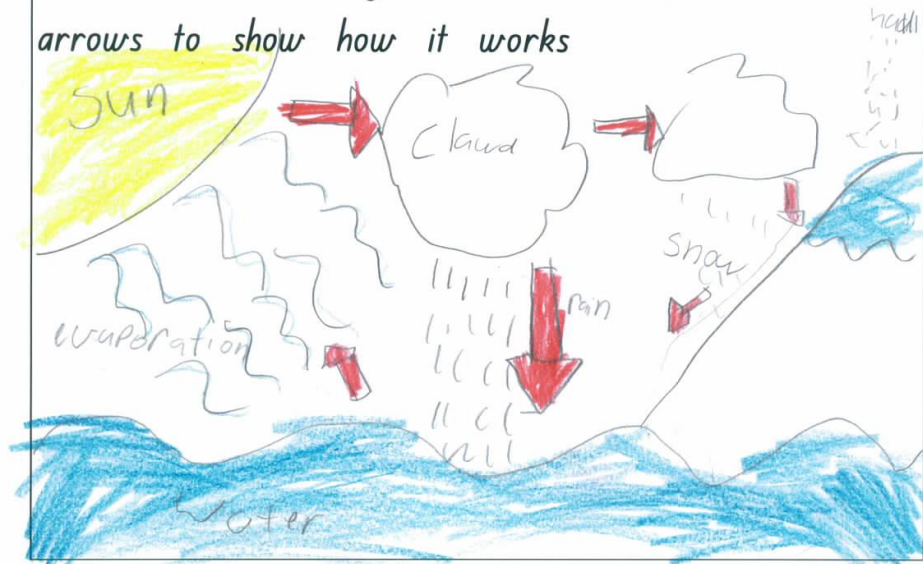


Time Keeper

- I keep an eye on the timer
- I tell my group when we have 2 mins left so they are ready to stop

Exit Card Name: *Beke* Date: *20.3.2*

Draw the water cycle and add the words and arrows to show how it works



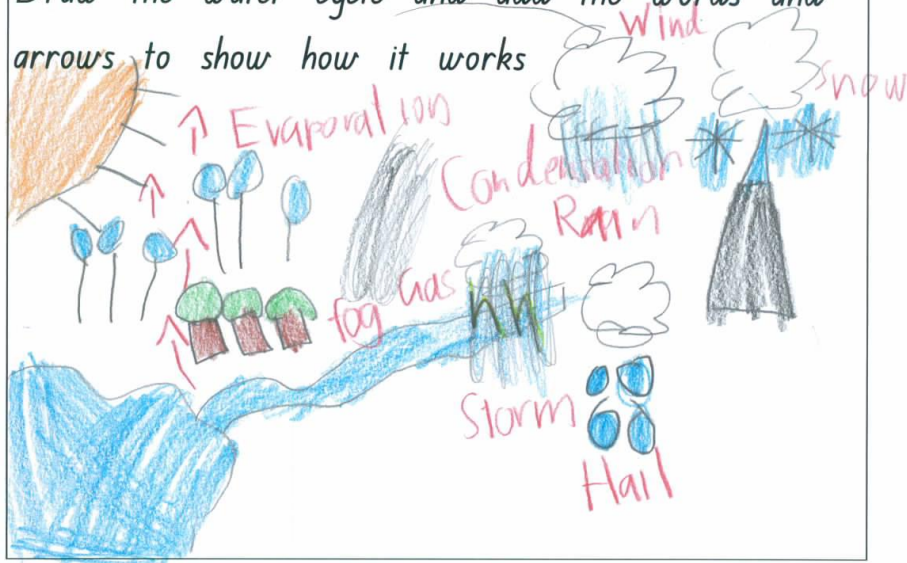
Which "smart" helped me remember the water cycle the best?

<p>Body Smart</p>	<p>Music Smart</p>
<p>Word Smart</p>	<p>Maths Smart</p>
<p>Nature Smart</p>	<p>Picture Smart</p>

because all that I make
I ^{remember} remember alot it
of the things
that I ^{sing} sings to.

Exit Card Name: George Date: 20.3.12

Draw the water cycle and add the words and arrows to show how it works



Which "smart" helped me remember the water cycle the best?

<p>Body Smart</p>	<p>Music Smart</p>
<p>Word Smart</p>	<p>Maths Smart</p>
<p>Nature Smart</p>	<p>Picture Smart</p>

"Reading the book told me alot."



We must constantly remind ourselves that the ultimate purpose of evaluation is to have students become self evaluating. If students graduate from our schools still dependent upon others to tell them when they are adequate, then we've missed the whole point of what education is about.

-- Costa and Kallick, 1992

Sample Exit Card



I worked hard and did my very best at my job today.



I did okay at doing my job today.

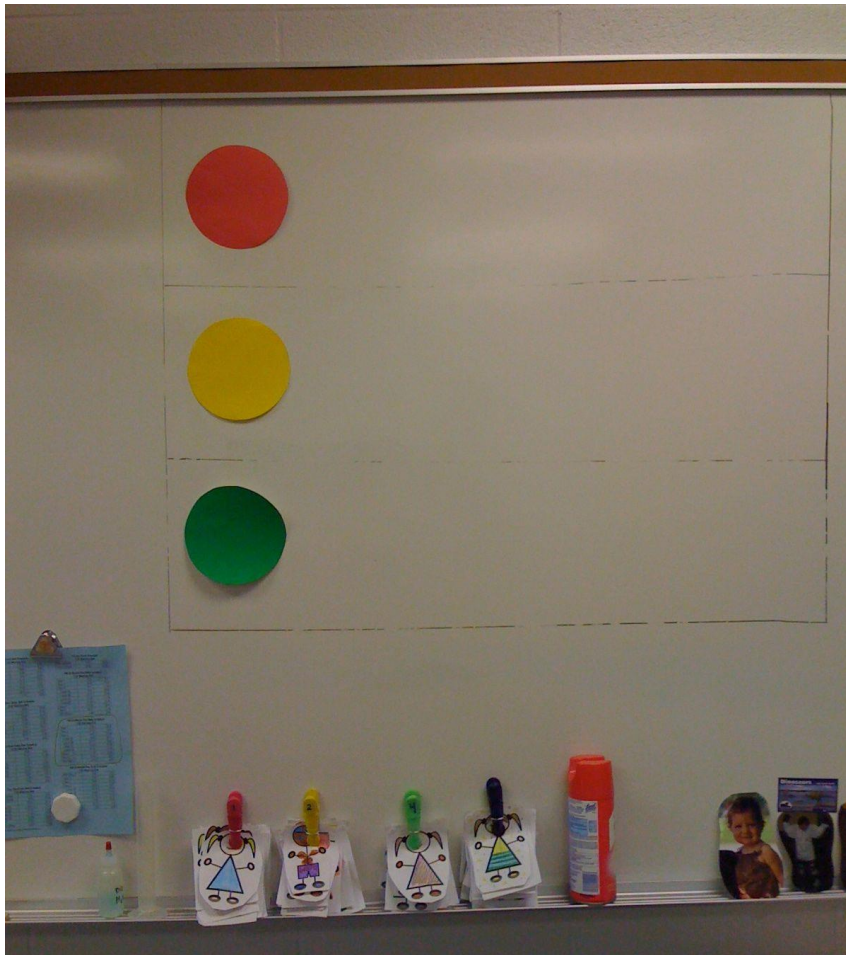


I did not do my job today because...
(explain your choices today)

Elementary Self Assessment Chart



Secondary Self-Assessment



Check: Make it Doable

When kids are showing what they know, ask yourself

- How Can I...
 - Vary the Modalities
 - Offer choice
 - Respond to readiness



Formative Assessment Exit Cards

Exit Card

On a scale of 1 (low) to 5 (high) how well do you understand how to read the % from a circle graph?

Formative Self-Assessment Exit Cards

Self Assessment (**Modalities**)

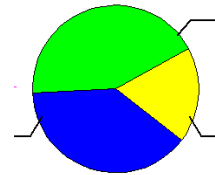
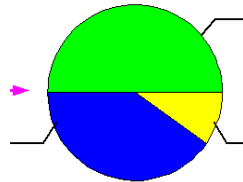
Create a movement that represents circle graphs.

On a scale of 1 (low) to 5 (high) how well do you understand how to read the % from a circle graph?

Formative Self-Assessment Exit Cards

Exit Card (**Choice**)

Select one of the problems below to solve



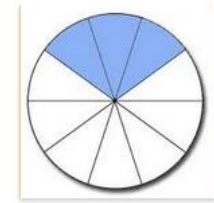
On a scale of 1 (low) to 5 (high) how well do you understand how to read the % from a circle graph?

Formative Self-Assessment Exit Cards

Exit Card (**Readiness**)

1. What is a circle graph?

2. Explain what % this circle graph represents.



1. Create your own circle graph and explain what % it represents

2. On a scale of 1 (low) to 5 (high) how well do you understand how to read the % from a circle graph?

You Try It!

- What action will you take to involve students in **CHECKING** through self-assessment?





“Can You Hear Us” Rap



I'm super cool J.T.
I'm Special Ed., you see
School's not the place for me
Not where I wanna be

It's school I really hate
I just can't concentrate
They say remediate
Please differentiate

“Can You Hear Us?” Rap



My name is Cindy Lou
I have a high IQ
Not learnin' nothing new
Too nice to tell you

I'm smart that is my fate
My teachers think that's great
No challenge or debate
C'mon differentiate

“Can You Hear Us?” Rap



Hi, I am Flower Child
My ideas are really wild
They're not the teacher's style
Haven't passed a class for awhile

If I could just create
School it would satiate
My goals would then relate
Like, differentiate

“Can You Hear Us?” Rap



We kids have changed of late
Bring on a cool update
Our minds you'll stimulate
If you differentiate

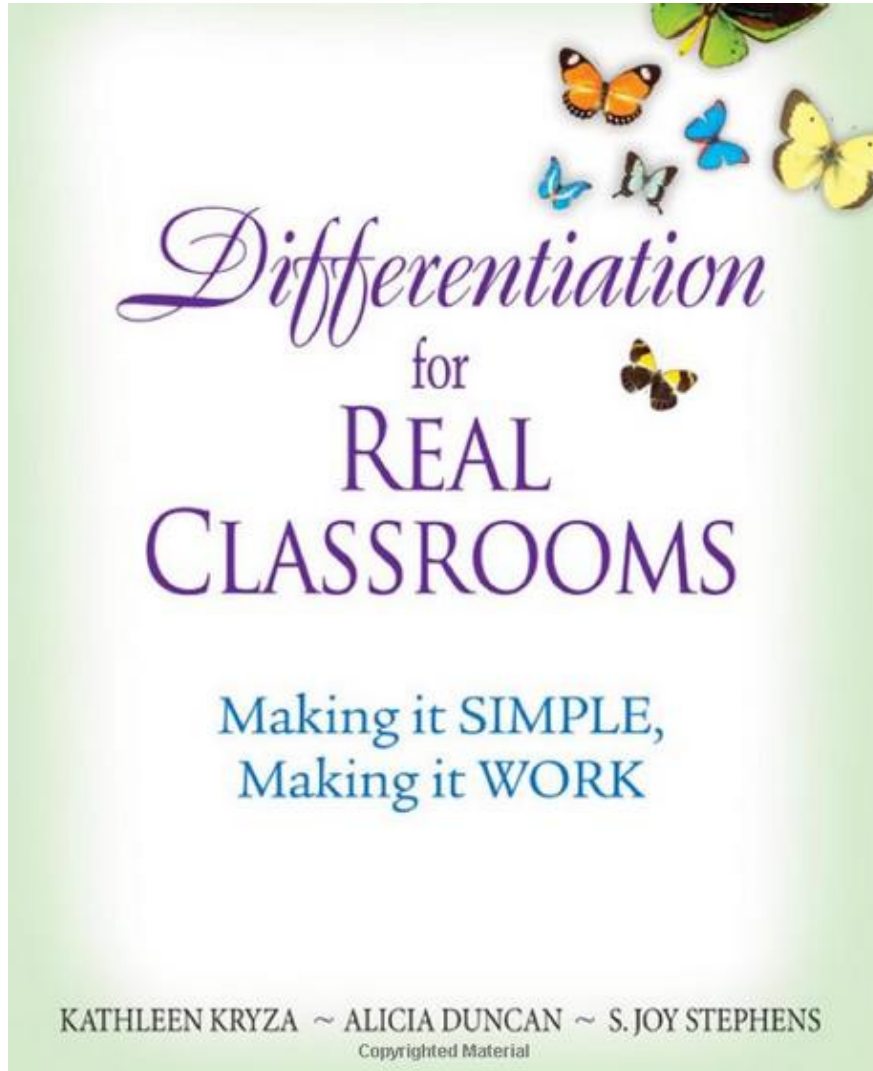
Yeah differentiate...
Now don't you hesitate...
Don't wait til it's too late
Bring it on teachers -- differentiate
-Kathleen Kryza



Inspire or
Motivate:

Let Your Heroes
Journey
Begin...

Make Differentiation Doable



www.inspiringlearners.com