

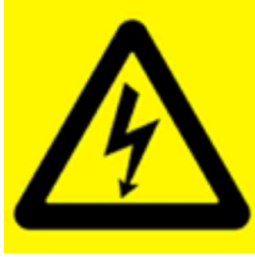
The Power of Choice in the Differentiated Classroom



Presented by Kathleen Kryza

www.kathleenkryza.com

Who Are YOU As a Person?



- Take Out: Italian or Asian?
- Process: Talk it or Write it?
- Creative or Analytical?
- Small details or Big Ideas?
- Nature: Now or Later?
- Habits: TP Over or Under?

Stand and Share gets all students moving
and participating

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Do Schools Kill Creativity?

TED: Sir Ken Robinson



TODAY'S OBJECTIVE

How to we keep creativity alive and still reach our learning goals...





Routines & Procedures

- Sound of Coming
 - Core Groups
 - Clock Partners



Core Groups

You can move to groups by your grade level or type of school

- Groups of 3 to 4
- **CHOOSE** your groups

- Now **CHOOSE** your jobs:
 - Leader
 - Time Keeper
 - Materials Manager
 - Teacher Getter

- Choose a name for your group

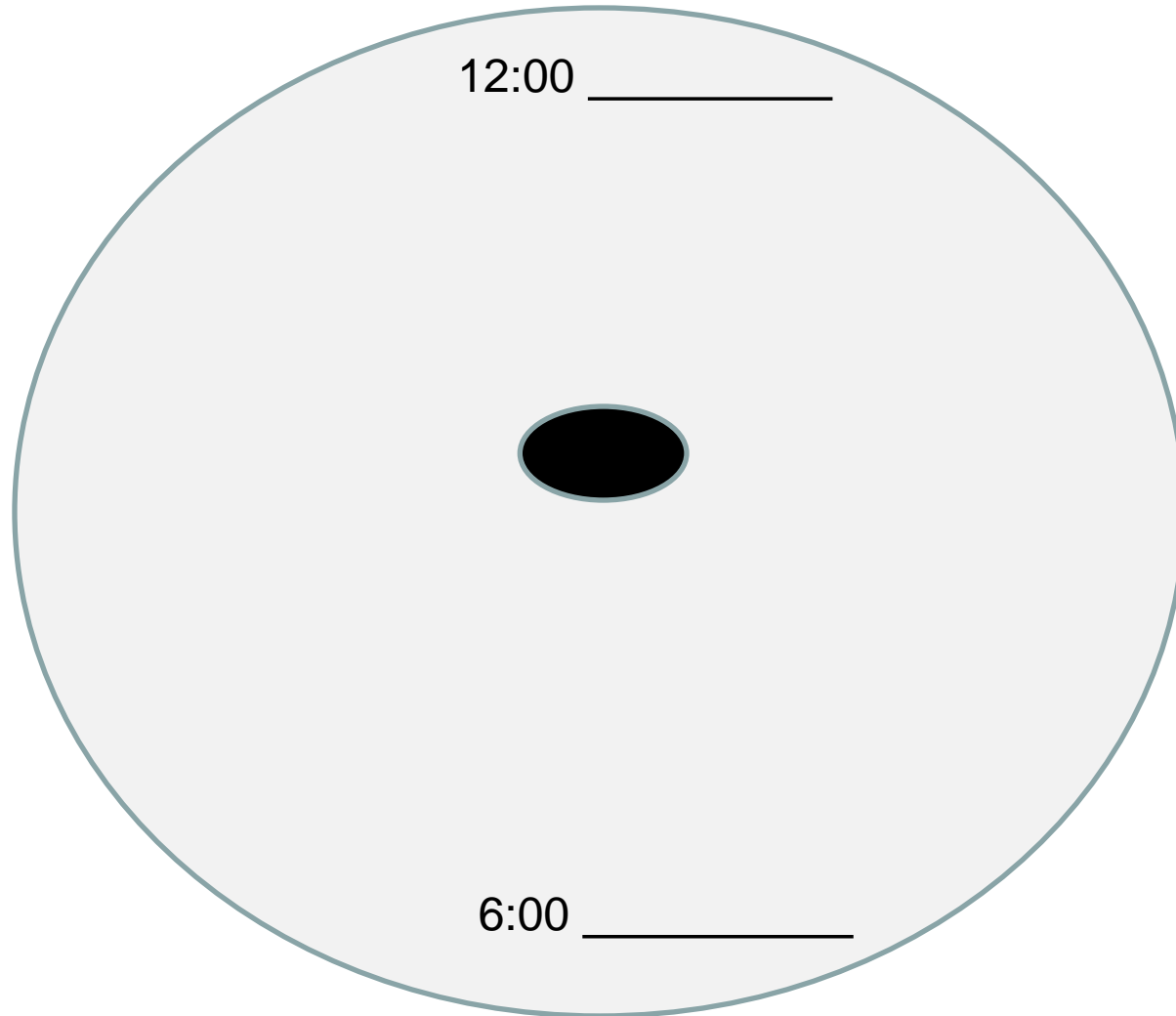


Let's Get to Know Each Other!



- Take 5-6 m&m's. DON'T EAT THEM (yet)!
- Choose Your Favorite Color
- Share the following information based on the colors of m&m's you have.
 - Green = Favorite Movie/Show
 - Yellow = Hobby or Interest
 - Blue = Something crazy you have done or has happened to you.
 - Red = Favorite place to travel
 - Brown = Crowning achievement
 - Orange = Your Choice: Share anything about yourself.

Find Two Clock Partners



**Find a 12
and 6
o'clock
partner.**

Let's practice...



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- Why do you think choice is important in the differentiated classroom?



Choice Reading

- Choose which passage each of you wants to read about choice.
 - Research
 - Non-fiction text
 - Poem
- Summarize for your partners what you learned about the importance of making choices.



Why are choices Important in Classrooms?



- Allows for students to be more actively engaged in their learning process- *giving a choice gives kids a voice*
- Promotes students' more control thus more responsibility, independence and accountability
- Honors ALL types of learners styles
- Highly engaging for students and teachers
- Students must be taught how to make appropriate choices and to follow through on their plans

Where to Offer Choice

- *Time* – Where can your students have control over the order and timing of completing a task, lesson, activity or assessment?
- *Content* – Where can your students have choice what content they take in or how they take in new content. (**Chunk – Topic of Study and/or reading materials**)
- *Task* – Where can your students have control over what task, lesson, activity or assessment they choose to complete? (**Chew and Check**)
- *Technique* – How can your students have control over how they complete their task, lesson, activity or assessment? (**Chew and Check**)
- *Team* – When can your students have control over who they work with to complete their task, lesson, activity or assessment? (Balanced with times when you choose the groups!)
- *Behavior* – Choices on where you sit, classroom consequences, class norms can also empower students to monitor and adjust their behaviors

Management Choices: Grouping for Success



- Note the choices you have had already, from choosing to come to this session, etc.
- Students assign their roles
- Students define what group success looks and sounds like, then they self-assess on their criteria.

Group Name: *The TGIF's*

Leader:

Recorder:

Teacher Getter:

Life Coach:

Group Expectations	Date:	Date:	Date:	Date:	Date:
On Task					
Cooperating					
Share Information					
Doing your job					

Rate your group from 1 – 5 for each group expectation.
(One is the lowest, five is the highest)

What are ways you already offer choices to students?



Easy Ways to Offer Choices

- **World Languages:** Choose a TV commercial and translate it into _____.
- **Social Studies:** Choose the country you want to study
- **L.Arts:** Choose the book you want to read
- **Science:** Choose to write or audio tape your lab report
- **Math:** Choose the problems you want to do from each section



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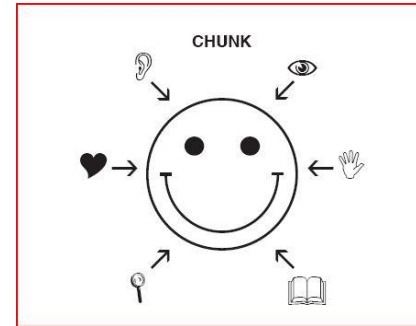


- Meet with your 12:00 Partner. Each share a way you are already offering choice in your classroom.

Three Places You Can Offer Choices Your Lesson

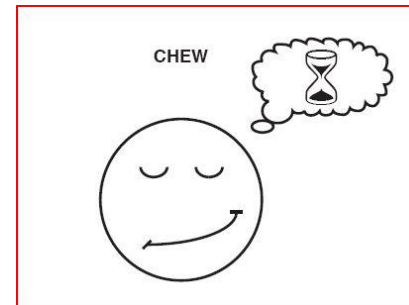
Chunk:

Acquiring or getting new information in



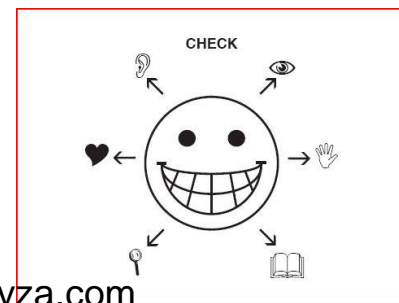
Chew:

*Connect
Make sense
Lock in learning*



Check:

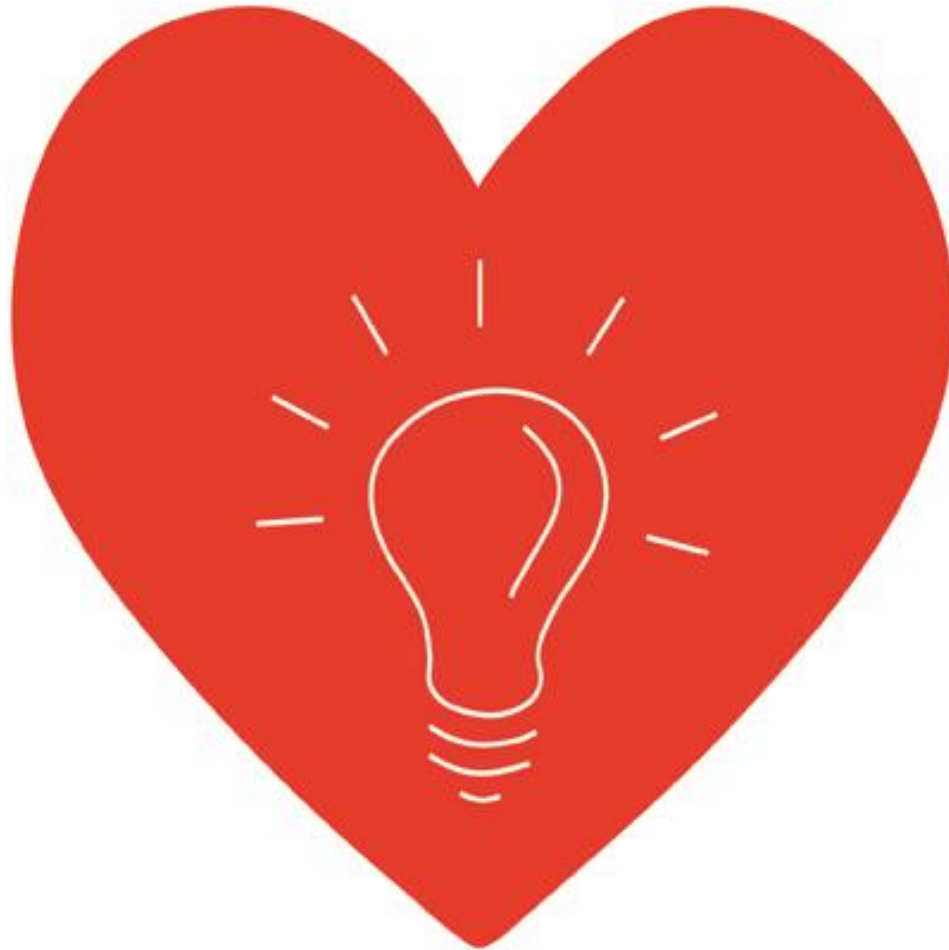
*Output
Showing what you know*



With Your Core Group, CHOOSE either Chunk, Chew or Check and add Some Choices to the following target

Chunk	As a whole class, students read the text book chapter on about types of pollution. HOW COULD YOU OFFER CHOICES HERE?
Chew	As a whole class, students define and write sentences using the key vocabulary in the unit HOW COULD YOU OFFER CHOICES HERE?
Check	All students present a poster as the final project for your unit. HOW COULD YOU OFFER CHOICES HERE? www.kathleenkryza.com

Active Co-Planning: Know Your Students



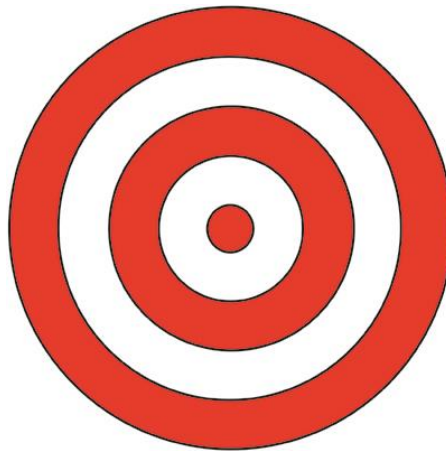
Collecting Data to Differentiate

Information to Gather	How to gather data
Readiness	Assessments (<i>via quiz, quick write, mapping, etc.</i>), grades, test scores, experiential background, kid watching
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

Align Choices to a Clear Learning Target

Ask yourself:

“Will this product/output allow students to show what I want them to understand and know?”



Evolution in My Life

by Megan, White Lake HS

Without evolution things would never change

Things couldn't be explained and we would be stuck on the same old page

Fossils are neat and can be found in many places

Such as in your backyard or museum cases

Fossils are organisms that are preserved before they decay

Most fossils are found where sedimentary rocks lay

Fossils are compressed and hardened so limestone can appear and be bold

Four kinds of fossils do exist: imprint, cast, petrified and mold...

...Ribosomal RNA has basic structure of living thing, even with wings

Different nucleotide base sequences help make phylogenetic things work for all living things

This involves separating the bases and comparing types from different species

Genetic comparisons have been made using proteins and DNA, even on fishies

Without evolution we might have some tails,

Now wouldn't that make it hard on skirt or jean sales?

Creating Quality Choice Designs

*Look at these 2 menus with your core groups members. Which one is rigorous and relevant?

Freak the Mighty Choice Menu #1

Understand: Authors write stories to teach us about life. We can learn about how to live our own life from stories/

Know:

- 10 new vocabulary words from Freak the Mighty
- The theme of the story. (message about life)
- Plot outline

Able to Do:

- Summarize key ideas
- Make personal connections to the text

Now You Get It: Choose one option from the menu below to show what you understand and know about Freak the Mighty. Include something in your project that shows what this story taught you about life.

Freak the Mighty Choice Menu #2

Understand: Authors write stories to teach us about life. We can learn about how to live our own life from stories/

Know:

- 10 new vocabulary words from Freak the Mighty
- The theme of the story. (message about life)
- Plot outline

Able to Do:

- Summarize key ideas
- Make personal connections to the text

Now You Get It: Choose one option from the menu below to show what you understand and know about Freak the Mighty. Include something in your project that shows what this story taught you about life. Try to include at least 3 new vocabulary words in your choice.

Choose one character and write a poem about that character	Draw plans for an ornithopter and/or build an ornithopter.
Illustrate a scene from the book, using paint, markers, colored paper, collage.	Find an actual medical diagnosis for Kevin. Write 2 or 3 paragraphs outlining how you found the diagnosis and why you think the diagnosis you found it correct.
Act out a scene from the book. You may work with one or more partners.	Kevin has his own dictionary of words and terms he has adopted or made up. Create your own dictionary with words and definitions.

Write a rap/poem/song about a character. What did you learn about life from that character?	Create by drawing or building, something that represents what you learned from this story. Explain your art in writing or in speaking.
Create a comic book that has a theme or message similar to the theme in Freak the Mighty.	Make a character analysis chart. Note the main characters, their characteristics, what they learned from the story. Plan to summarize the chart in writing or verbally.
Write and present a skit that recreates the theme from Freak, or is perhaps a future scene from Freak's life that relates to the theme.	Write a reflection comparing yourself to Freak. How are you alike? How are you different? What did you learn about life from Freak that can help you in your life?

Designing *Rigorous* Check Choices



- MY TOPIC: Environment
- MY TARGET Students need to...
 - Understand that...all living things are dependent on the environment to sustain life.
 - Know (facts): Reuse, Reduce, Recycle
 - Be Able to Do (skills): Show how humans can impact the environment in positive ways.

POSSIBLE CHOICES: Page 6

Write a rap or poem, create a skit or video, create chart or graph demonstrating conclusions made about pollution, create a crossword

Name _____

Date _____

Environmental Choice Menu

Understand that:

- All living things are dependent upon the environment to sustain life.
- Humans must all work to keep their environment clean so that they can sustain life on the planet.

Know

- Reuse, reduce, recycle, sustainable
- Types of pollution
- Ways that humans can preserve the environment

Now You Get It!

Using the notes you have gathered from various sources, choose one of the following ways to share what you KNOW and UNDERSTAND about the type of pollution your group studied.

Environmental Choice Menu

Choose one of the options below to demonstrate the **Understand, Know** and **Do** from the key learning targets about the Environment.

Write a song, rap or poem about pollution	Create a game for others to play to learn about pollution and the environment.	Create a skit or video that is a public service announcement about pollution
Create a children's book to teach children about pollution and caring for our environment	Your Choice: Come up with your own unique way to show what you know. (You must get the okay from your teacher first!)	Use charts and graphs to teach about the data related to pollution. Share your data and conclusions in a written or oral presentation
Design a lab that demonstrates how pollution affects the environment.	Create a news report about pollution	Using a medium of your choice, self-reflect on your own connection to the earth and the environment. Document what you observe, feel and learn about the environment around you.

UNDERSTANDING TIME

Name: _____

1 _____

Draw a picture of your favorite time of the day. Then come to the floor clock and show me what time your favorite part of the day happens at.



2 _____

Draw a scene from your favorite television show. Then show me the time it comes on television either on your math clock or on the floor clock.



3 _____

Make a story about your day and the times that things happen. Act out your story with a friend. Be sure to use hours in your story.



4 _____

Make up a song or a rhythm that tells about time in hours. You can share it with your classmates using the microphone.



Understand: That people created a system of time in order to know when to accomplish tasks and when to meet with others.

Know: Hour

Able to Do: Tell time to the hour

Now You Get It! Choose something from the menu and show what you know about time.

Choice Engages ALL Learners

- We tend to design project that are great for people who learn just like us!
- With your Chat Chums, look at the list of ideas on page 6.
- **SHARE:** Is there a project you do where you could add **CHECK** choices?



Elementary Choice Require Scaffolding



- If students don't know how to do something, they won't try it.
- If students try something that they don't have enough background knowledge with, the failure they experience may prevent them from trying again.
 - ★ Give students a model to follow, teach them different types of products, then let them choose.

Choice at the College and/or Technology Levels

- Final project from one of my professors in my Master's Program
- My Master's Students requested choice
- University of Michigan Engineering Final Project and Wenting.
- Choice is important at ALL Levels



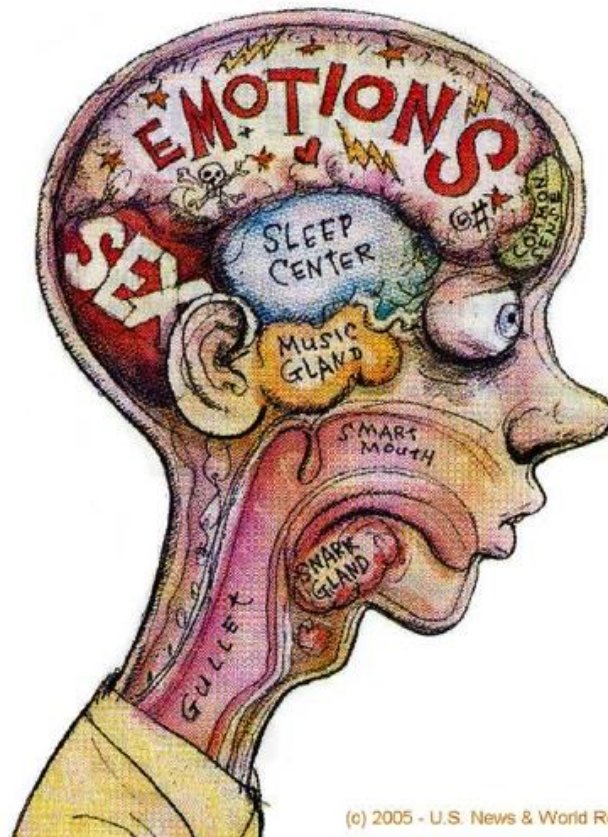
So many projects, how do we grade them all?



Clear and simplified
rubrics that HIT
THE LEARNING
TARGET!

With Choice Comes Responsibility

- The Amygdala of the Brain is not well formed until 26.



(c) 2005 - U.S. News & World Report

Rubric for Environmental Menu Pg. 15

Expectations	Amazing!	Above Average	Average	Awful
UNDERSTAND *Living things depend upon the environment *Humans must all work to sustain the planet 15 Pts	☉ Shows complex understanding of the concepts; ☉ Supports with data from text; ☉Explores related ideas ____ pts	☉ Understands the concepts; ☉ Uses some text references; ☉ Explores ideas beyond facts and details ____ pts	☉ Limited understanding of key concepts; ☉ Limited text reference; ☉ Little depth or elaboration of idea ____ pts	☉ Little understanding of the concept; ☉ No or inaccurate reference to text ____ pts
KNOW *Terms: Reuse, reduce, recycle, sustainable * Types of pollution *Ways to preserve the environment 15 Pts.	☉ Precise facts ☉ In depth and well supported ____ pts	☉ Covers facts effectively ☉ Well developed ____ pts	☉ Valid facts but little depth or elaboration ____ pts	☉ Needs more facts ☉ Needs accurate facts ____ pts
QUALITY WORK <i>(as defined below by your group)</i> 10 Pts.	☉ Met quality work criteria ☉ Unique, fresh or imaginative work ____ pts	☉ Met quality work criteria ☉ Creatively integrates work ____ pts	☉ Met quality work criteria ____ pts	Does not meet quality work criteria ____ pts
GROUP WORK/NOTES 10 Pts.	☉ Encourages others ☉ Collaborates and resolves conflicts ____ pts	☉ Listens well ☉ Helps others ☉ Shares ____ pts	☉ Appropriate effort ☉ Cooperative ____ pts	☉ Inappropriate effort ☉ Not cooperative ____ pts

Type of project: _____ skit _____

Ways We Will Do Quality Work for Our Project:

1. _____ Write a good script _____

2. _____ Have costumes and props _____

3. _____ Practice at least four times _____

Teacher Initials: KK

What we did that was quality work



What we would do differently next time



Understanding Time Rubric

Name: _____

Project Choice: _____

HOW I DID		
Understands that time helps us to organize our life		
Know and is able to tell hour, half hour, half past		
Good Project (Quality Work)		

What I did that I am really proud of doing...

What I could do better next time...

TEACHER COMMENTS:
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Quality Work



Quality Work

Q U A L I T Y	Writing	Presentation	Poster/ Visual	Song/ rap/ poem	Children's book
	Neat writing	<u>NOT Loud</u>	Voice When presenting, talk loud enough	NO bad words	details
	nice writing	<u>Talk regular</u>	Face the class	Use good words	include facts and informati
	stay on topic!! 	<u>Detail</u>	make a good one neat poster	don't talk too loud	illustrations and pictures
organiza ^{tion}	<u>Voice</u>	detail	don't be too quiet	Gives clues to what will happen on the back cover.	

Quality Work

Handwritten notes on a whiteboard titled "Quality Work" focusing on voice and speaking techniques. The notes are organized into several sections:

- Top Section:** "Add good details." "Voice Voice" (written twice). "This is how we do it!!!!!!" (with a drawing of a person shouting).
- Left Side:** "Speak loud and clear" (circled in blue). "Talk happy mad sad" (with a drawing of a person). "Halloween" (with a drawing of a ghost).
- Center:** "Use good details and don't say the same thing over again." "make sure the people can hear you". "Use exclamation marks at the end of an exciting sentence?". "don't use the same word more than at least 3 times". "Use your hands". "Have fun". "action". "don't be so up". "like an action hero". "go". "Expression". "Use good words". "Bad". "Be kind with your words".
- Right Side:** "good voice" (with a drawing of a person speaking). "Use good voice". "Fun". "Feel sad make sure it feels that way". "You make sure you have like when the person in your story screams then you underline it and make it Capitalized". "Do your best voice". "small as best as you can".
- Bottom:** "www.kathleenkryza.com".

Choices on Tests

This is the end of a high school science chapter test created by S. JoStephens. The rest of the test is multiple choice, fill in the blank, and short answer.

5 points each; select 2 of your choice

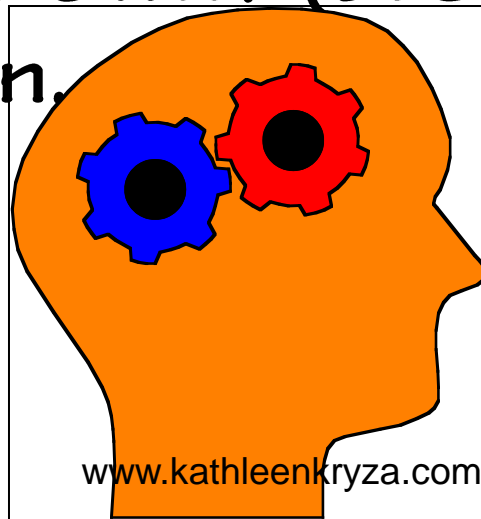
- Create an imaginary organism that will fit in one of the kingdoms EXCEPT animal kingdom. Draw a picture of that organism. Tell what major characteristics it has in order to be placed in the kingdom you chose.
- Write a short letter to an archaeologist describing briefly what you have learned about fossils and geology. Include several questions that you may have developed while studying this chapter that he/she could answer.
- Develop five questions that could appear on. “Who Wants to be a Millionaire”. They should be about topics that were NOT covered on this test but related to this chapter.
- Create a rhyme that you could teach to a middle schooler so that she/he could remember the categories of classification (all seven).
- Think about a walk in the woods. List 7 things you might encounter and describe how you would begin to classify them. Be as specific as possible.

CHOICE BRAIN BREAK

What Do You Need? 2 minutes no talking

1. Wake Up? (stretching, walking, getting a drink, etc.)

2. Calm Down? (breathing, meditation,



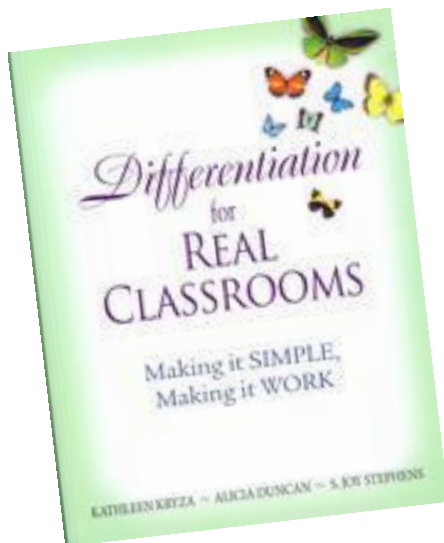
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Dear Jennifer,

This month's theme is **Know Your Students**. If we are going to help all our students reach the same learning targets, we must know who they are as people and as learners. This issue includes some easy suggestions for getting to know your students and to teach them to know themselves.

If we build a community of learners who honor each other, then we create a safe place for all students to learn.

Chunk, Chew and Check
That's How the Brain Learns Best!

Respectful Discipline
This book is a must-have guide that provides teachers with

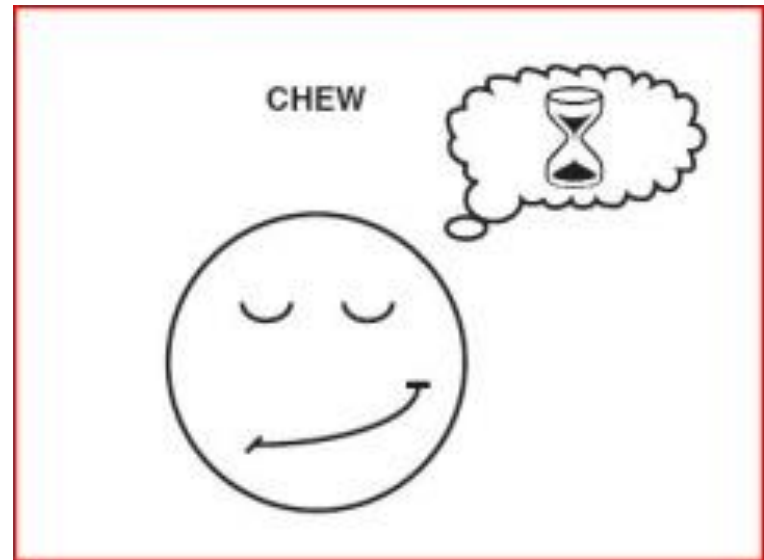
Know Your Students Socially/Emotionally
by Mary Ann Brittingham
Students are goal-oriented and all behavior has a purpose. "This volume seeks to balance and to

Monthly Newslette r.

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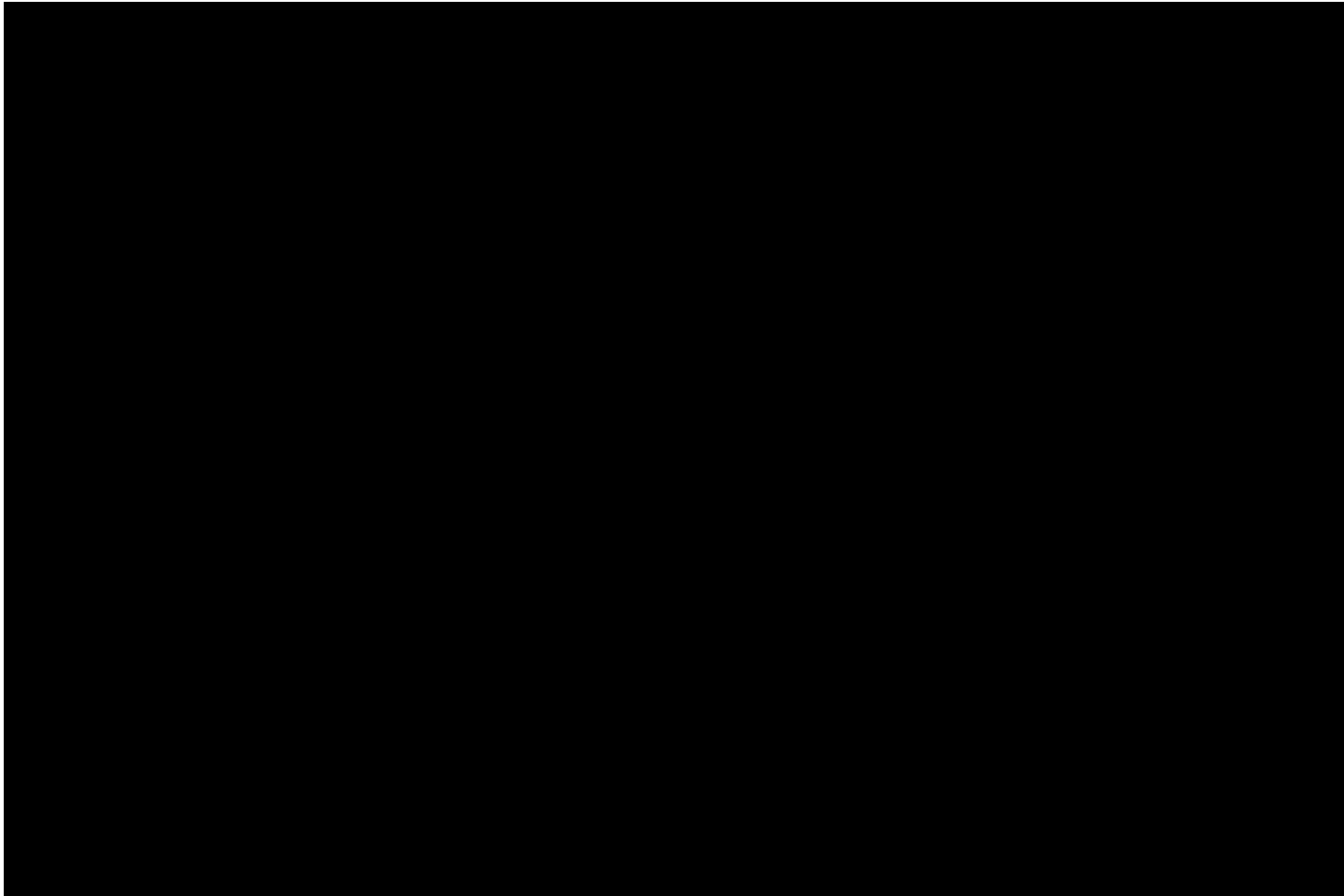
Chew Choices Pgs. 8-11

- Choices on Vocabulary
- Choice on Homework
- Choice on Graphic Organizers



Topic Choices

Get Students Creating!



Concept: Learning Styles

Understand: We all learn in different ways, therefore need to find ways of studying that work successfully for our learning style

Know: The key vocabulary terms for the unit

Able to Do: Find your learning style strengths

Activity: Choose the best way for you to study your vocabulary



	Act out your vocabulary words
<i>Create a rap, song or poem using your vocabulary words</i>	Your Choice: Come up with your own unique way to study your vocabulary words. (You must get the okay from your teacher first!)
	Work with a study partner to say, hear and coach each other on the vocabulary words

Spelling Choice
Menu Pg. 9

Time Choice and Chew Choice



Three Dimensional Activity Menu

Understand:

1. That mathematicians develop common criteria for defining geometric shapes

Know:

2. Terms: Three-Dimensional figure, face, prism, base, edge, cube, vertex/vertices, pyramid, cylinder, cone, sphere, net
3. We find three-dimensional shapes in our every day world.
4. Length x Width x Height

Do: Be able to identify and create various three-dimensional shapes.

Now You Get it!: Choose one activity from each row to help you to know and understand three-dimensional shapes. You have two days to work on this, so choose what you want to do and when you will do it.

Create a crossword puzzle and answer key using all the vocabulary terms	Draw pictures that represent all the vocabulary terms or create a children's book that teaches about the terms	Do a skit that acts out the different vocabulary terms
Using two of the net patterns available, color, create and form it into a 3D shape. Be able to tell what your shape is and why it's named what it is.	Create and color your own net pattern and put it together	Using a net design, create a 3D model of something that could be seen in the world now or in the future.
Do pages 410-411 Odd Numbers	Do pages 410 – 411 Even Numbers	Create your own math worksheet on 3D and create and answer key to go with it.

Start with a Clear Target

Students choose one item from each row to complete any time over two days

Chew Choices: Homework

STAND AND SHARE

Surface Area Homework Assignment

- Imagine that you have become weightless and can float above your bedroom. Draw a picture of the furniture that you see. Give imaginary dimensions (be sure to use UNITS) and find the area of at least three pieces of furniture.
- Using the graph paper and markers provided on the back table, cut out rectangles of various sizes and color with vibrant patterns. On the back of each rectangle, show how your friend could determine the area of that object. (Hint: remember each square is a centimeter long and wide.)
- Complete the problems on page 256 in Check for Understanding, # 8-18.
- Create a poem describing a beautiful hand woven rug from India and how the weaver could find out the area that it will cover.

Chew TIC TAC TOE

Homework on Tall Tales

<p>Create a "Wanted" poster for one character in the Paul Bunyan tall tales. Be sure to include an accurate description of the character and why they are wanted.</p>	<p>Create a "flip" book of Paul Bunyan tall tale. Must have a title page, all characters, sequence of events, and illustrations with every page.</p>	<p>Create a "comic" strip of Paul Bunyan tall tale. Must include minimum of 5 boxes, and should completely retell the tale.</p>
<p>Use a "Venn" diagram to compare and contrast two different characters from Paul Bunyan tall tale.</p>	<p>Create a "test" for the Paul Bunyan tall tale. It must be 5-10 questions in length and must include a separate answer key.</p>	<p>Choose your favorite children's song and retell the Paul Bunyan tall tale to the tune of that song.</p>
<p>Write "lost and found" ad about an imaginary character missing from the Bunyan tall tale. Must include a complete description, a contact person, and a reward.</p>	<p>Write your own Paul Bunyan tall tale to explain a Michigan landform. This should be at least one page in length and must include an illustration of the main idea.</p> <p>www.kathleenkryza.com</p>	<p>Pretend Paul or Babe is applying for a job. Write a complete resume for him including previous jobs, experiences, talents, education and expected salary.</p>

Folk Tale: The Sand Dunes of Michigan

Caitlyn Cubba #5

Worth: 4 points

This folk tale is about how Paul and Babe the blue Ox formed the sand dunes of Michigan. It all started when Paul and Babe were running across the state of Michigan. Paul and Babe were running when all of a sudden, Paul stopped. “My shoes are full of sand! I must empty them out,” Paul explained to Babe...

...This is how the Sand Dunes of Michigan were formed. Paul and Babe still play there and Paul still has to empty his boots out, and when he does, he makes more and more sand dunes with the sand from his big boots.

Paul Bunyan's Resume

Objective To get a professional job in the logging industry

Education 1890 – 1902 Logging School of Maine

Bachelor's Degree I

Pre-Logging

Small River Logging

Minor in Log Splitting

Master's Degree in Logging

Early Tree Cutting

River Logging

Large Log Splitting

Awards received

Fastest and Largest Logger

Work Experience

1906 – 1912 Maine Logging Company Logger

1906 – 1919 Michigan Logger Camp Master Logger

1920 – 1930 Washington Tree Business Master Tree

Volunteer Experience Volunteered two summers at the Logging Camp for Kids

Hobbies Speed log splitting. Flapjack eating contests.

Summary of Qualifications Expert Logger, Tree Splitter, and Conservationist. Good guy. Complete with Large Blue Ox.

Expected Salary \$1, 000, 000

Paul Bunyan's Song

(Sung to the tune of Row, Row, Row Your Boat)

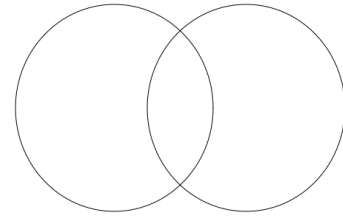
Paul, Paul, Paul Bunyan
The biggest man we know
Logger man extraordinaire
around
With Big Blue Ox in tow

Paul, Paul, Paul Bunyan
Loves his flapjacks too
Cutting trees and splitting wood
friendly smile
We wish we could know you

Paul, Paul, Paul Bunyan
Lost a contest once
Moved up north and walked
For many, many months

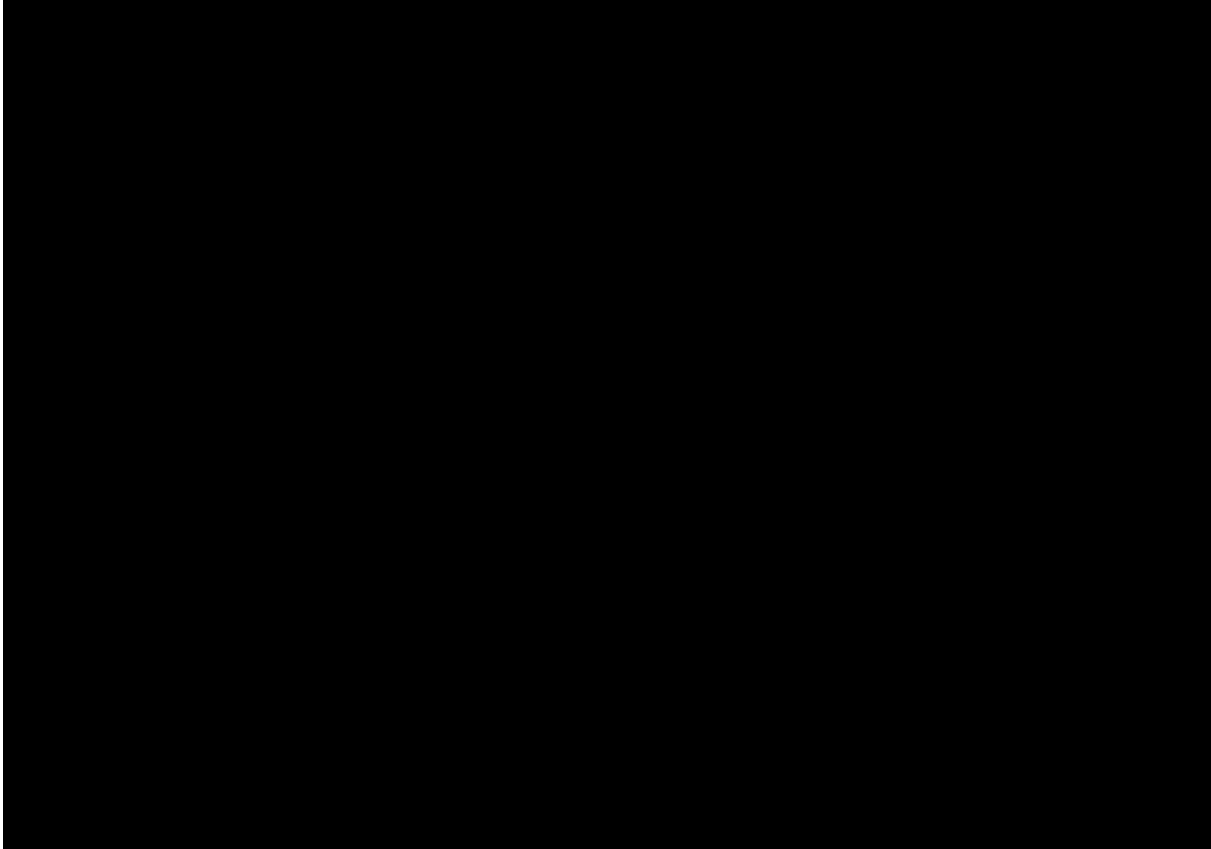
Paul, Paul, Paul Bunyan
So many love you so
They miss your laugh and
Why did you have to go?

Choices for Graphic Organizers



- Teachers need to model and scaffold instruction of graphic organizers and explain WHY they work?
- What is MOST important is that students know what kind of thinking they are doing – compare/contrast, word exploration, etc
- Graphic organizers are more powerful if they are students created and BIG and ALIVE!
- Students should be able to choose how they organize their thoughts.
- When you know your students, you can differentiate the complexity of the organizers
- Inspiration is a great and easy-to-use graphic organizer computer program

Let's Watch



**Stand and Share:
How Does giving
choice on graphic
organizers
empower your
students?**

Exponential Growth

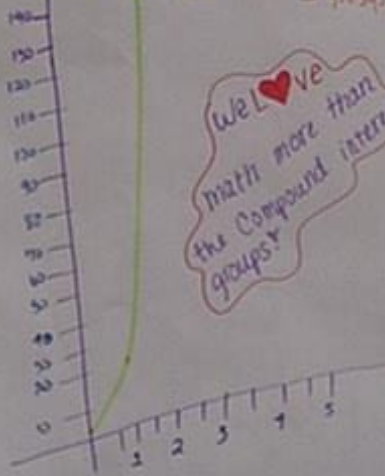
Julia Cassell
Meghan Kelley
Sianna Satch
Glenn Clark

$$y = b \cdot g^x$$

x/y	
0	1
1	2
2	4
3	8

25 rabbits were in an area. They double every year. How many rabbits will there be in 10 years?

Exponential Growth
Original number repeatedly multiplied by a positive number.



We love math more than the Compound interest!

25 rabbits
1 year = 50 rabbits
2 years = 100 rabbits
3 years = 200 rabbits
4 years = 400 rabbits
5 years = 800 rabbits
6 years = 1600 rabbits
7 years = 3200 rabbits
8 years = 6400 rabbits
9 years = 12800 rabbits
10 years = 25600 rabbits



Mon.
Tue.
Wed.
Thurs.
Fri.

By: Anna M...

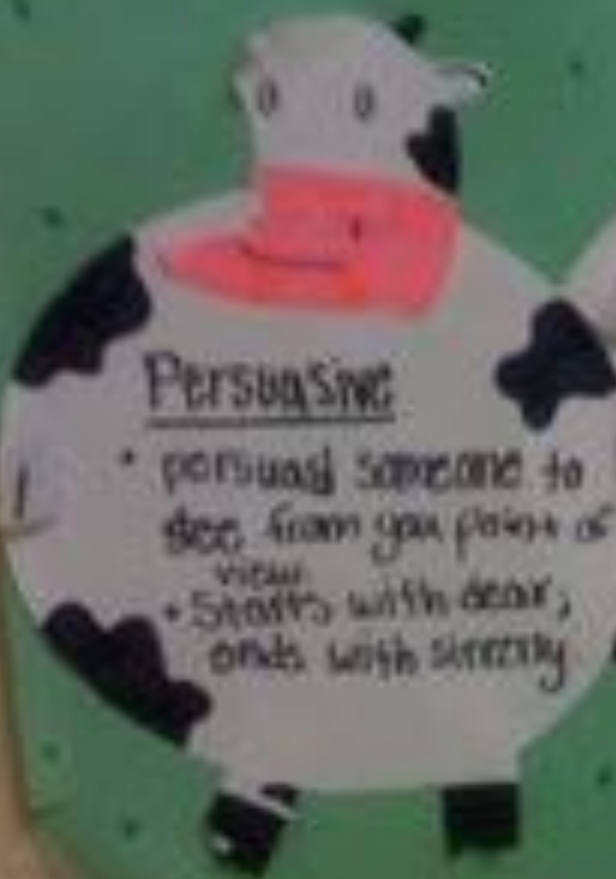


PERSUASIVE
- aims to persuade
reader to do
something or
change their
opinion
- biased
- emotional
- subjective

SUMMARY
- gives a brief
overview of
the text
- objective


EXPOSITORY
- explains
to the reader
- not a story
- facts

**COMING
TO
CONCLUSION**




Persuasive

- persuade someone to do, from your point of view
- Starts with dear, ends with sincerely



Similarities

- they both explain something
- they both state opinions
- they both state facts



Expository

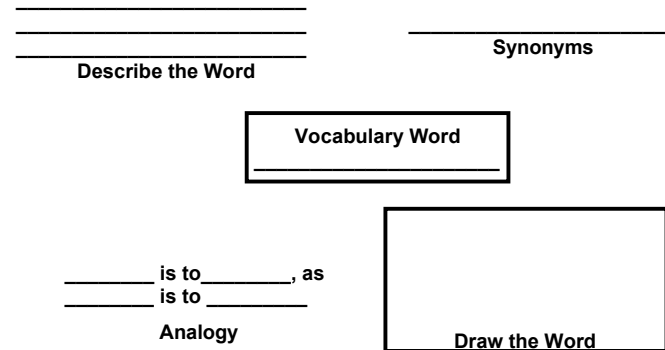
- explaining the object of the essay
- NEVER starts with dear, never ends with sincerely
- last sentence is an opinion

Choice: Graphic Organizers

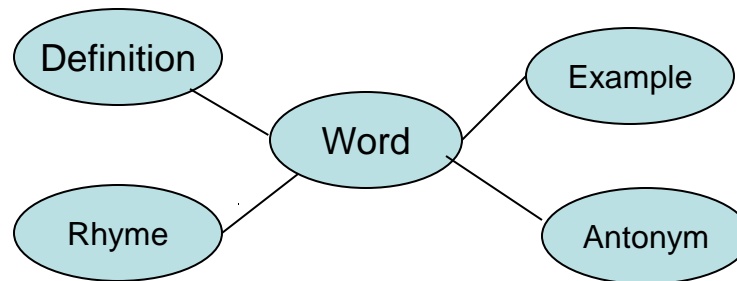
Vocabulary Word

Definition	Information
Examples	Non-Examples

Vocabulary Map



Vocabulary Map

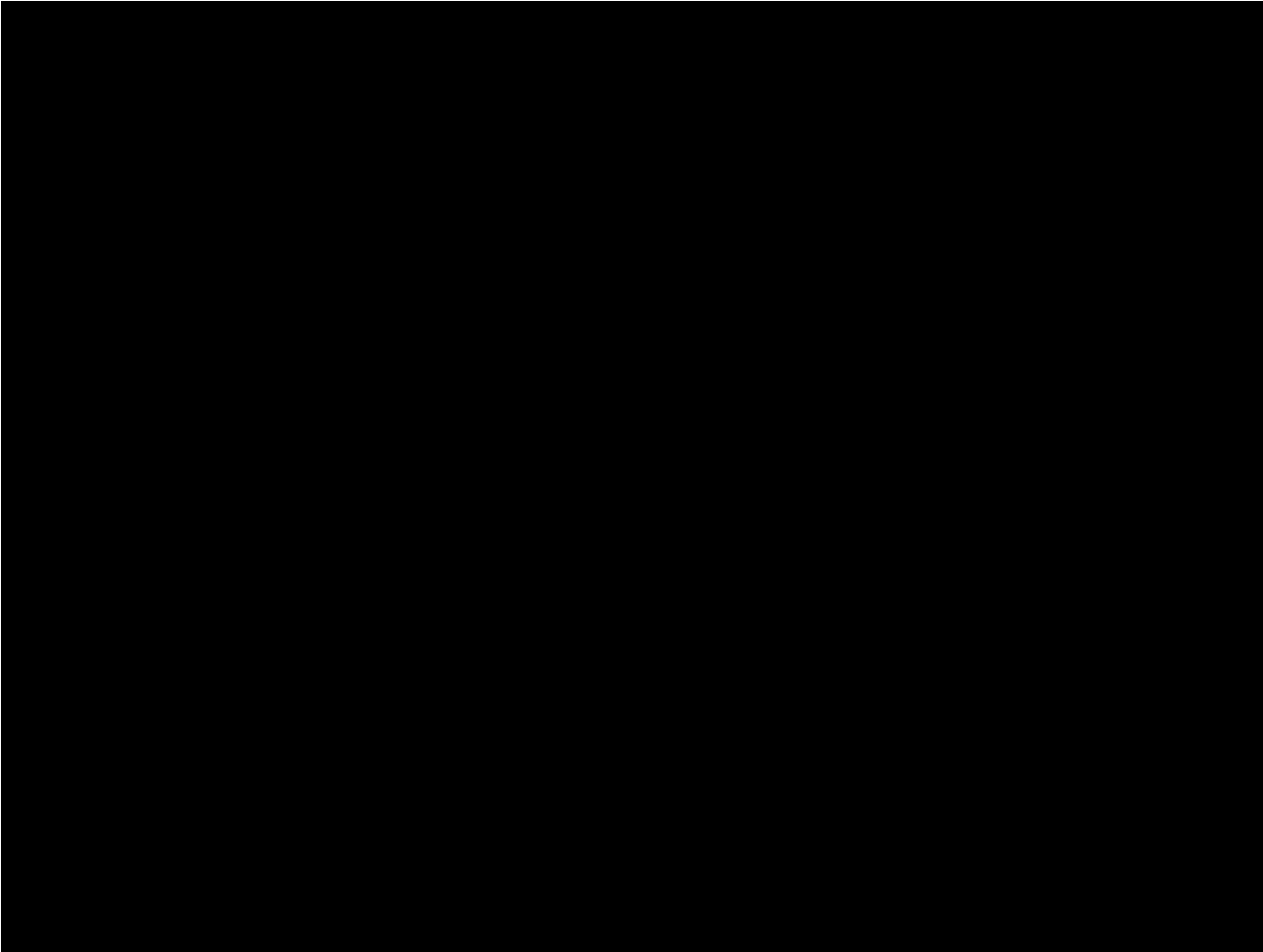


Plan It!

- On the Blank Paper
- How could you offer **CHEW** choice in your co-taught classroom?
 - Choice Topic
 - Time Choice
 - Spelling or Vocabulary
 - Tic Tac Toe
 - Graphic Organizers
 - Homework
 - Other?



Chunk Choices

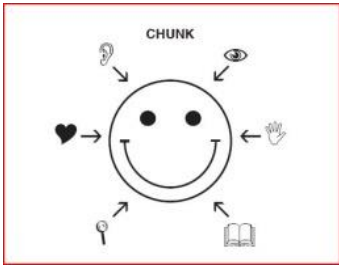




&



- Meet with your 6:00 Partner.
- What are some other ways teachers could offer CHUNK choices as they teach new content?



Chunk Choice: Expert Groups

Air Pollution

Noise Pollution

Water Pollution

Land Pollution

Students are given a content specific interest inventory. Then placed in groups to become experts in their area of choice.

Expert Groups: Choice Chunk

Students become 'experts' on a topic. The topic can be from a set of choices given by the teacher, (For example, choose one of Newton's Law of Motion or Choose Your Story). The student then share or present their information to the rest of the class.

Pg.7



Science – Newton’s Laws of Motion

Rank order these categories (1 = top choice) to show what you are most interested in studying during our unit on Newton’s Laws of Motion?

___ Car racing

___ Theme parks

___ Machines

___ Architecture

___ Musical instruments

___ Sports (pole vault, football)

Choice Designs Teacher Tips

- Align to clear targets
- Student interests, input, process or output preferences
- Alone or groups
- Grade by project type
- Start with fewer choices
- Short or long term assignments
- Consider offering a “your choice”

The Conceptual Age

We are moving from an economy and a society built on the logical, linear, computer-like capabilities of the Information Age to an economy and a society built on the inventive, empathetic, big-picture capabilities of what's rising in it's place, the Conceptual Age.

-- *Daniel Pink, "A Whole New Mind: Why Right Brainers Will Rule the Future, 2006.*



Six Ways of Assessing for Understanding

- Explanation
 - Supporting with facts and data
- Interpretation
 - Offering apt translations
- Application
 - Effectively using and adapting what we know to other contexts
- Perspective
 - Seeing and hearing points of view through critical eyes and ears
- Empathy
 - Finding value in what others might perceive
- Self-knowledge
 - Awareness of what shapes and impedes your own thinking

R.A.F.T. Plus

(adapted from R.A.F.T.)

R = Role (Can be animate or inanimate)

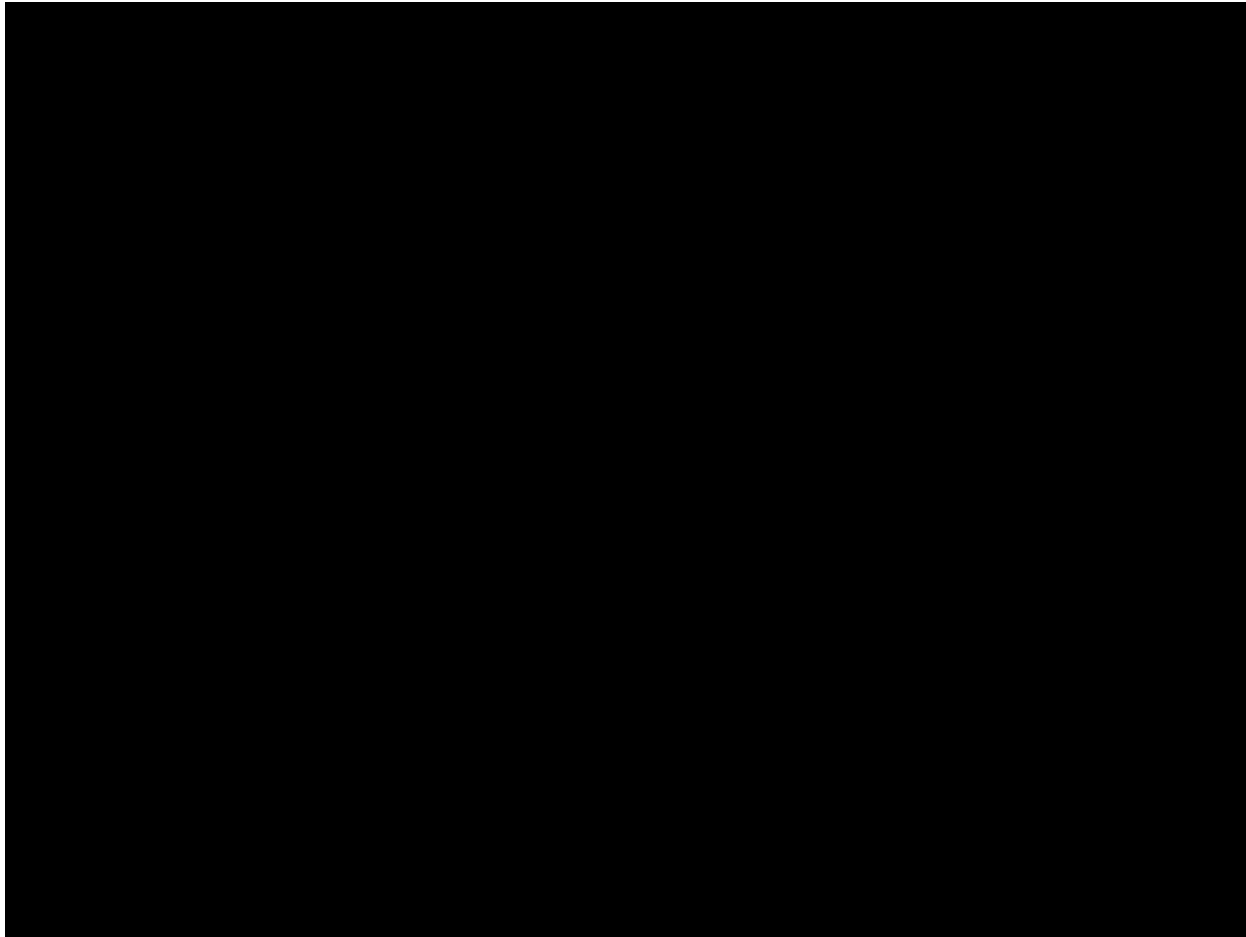
A = Audience (someone or something affected by or connected to the role)

F = Format (Choices based on learning styles or multiple intelligences)

T = Task/learning outcome (The understand, know and do of your objective~`



RAFT PLUS ROCKS!



R = Decimal Point

A= Whole Numbers

F= School House Rock or Rap

T= Explain what happens to the number when you move left or right

Power to the Dots, They Mean A Lot!

Hey there whole number, can you dig,

I can make you small or big

I may just be a little dot,

But when I move things change A LOT

When I move to the right, you start to grow,

By ones, tens, hundreds, don't you know

Then I move to the left, and you start to shrink,

Tenths, hundredths, thousandths,

Cool, don't you think?

So power to the dots, we may be small,

But we make our POINT, decimal and all!

R = Reporter

A= Readers

F= News Article

T= Explain Frosty from a Scientific Point of View

F.P. Daily EXCLUSIVE!

There's No Such Thing As A Living Snowman; or Is There?

Story by: Corey

Last week. Christmas Eve. With the temperature well below 32 degrees Fahrenheit, water particles in the air began to vibrate slowly as they moved closer together. The water particles turned to solid ice crystals as they accumulated in the atmosphere and eventually fell to the ground. In simpler terms, there was a large snowfall.

That very same day, a group of about nine to twelve children could be seen playing in the schoolyard. A schoolteacher, who chooses to remain anonymous, reported that she saw the children outside building what appeared to be a very large snowman with a corn cob pipe, a button nose, two eyes made out of coal, and a broomstick. When a black, silk, stovetop hat was placed on his head, reported the teacher, he began to dance around. Apparently, the snowman had come to life. He stopped though, after a few moments, for the temperature had risen slightly over 32 degrees Fahrenheit. The particles making up the snowman, whom we will call Frosty, began to vibrate slightly faster as they moved a tiny bit apart. Frosty had begun to melt. The final thing the teacher reported to us was how Frosty, broomstick raised, led the children out of the schoolyard and into town.

Dear Pet Owners,

Hi, My name is Mitten and I am a cat. I am in the animal shelter because no one took care of me. Ever since I first came here, I have been very scared because I don't know very many animals.

I am also scared of dying. That's what will happen to me if no one takes me home. I get very lonely and sad because I have nobody to cuddle with. I feel sick and dirty because there aren't enough people here to keep all of us clean. When people walk by my cage, I get very excited because I think they are going to take me home. But, they pass me by and forget about me and I feel very disappointed. I don't like living in the shelter.

You can keep your animals out of the shelter. You should keep your pets inside or put a collar with identification on them so they don't get lost or stolen. Take care of your pets by giving them food, shelter, warmth, medical care, and love. If you can't take care of more than one animal then get your pet spayed or neutered.

An animal shelter is a horrible place to live. Take care of your pets so they don't end up like me.

www.kathleenkryza.com

Yours Truly, Mitten

R = Pet

A = Potential
Pet Owner

F = Letter to
the Editor

T = How to
take good
care of us

RAFT Examples

Understand:

- Each writer has a voice.
- Voice is shaped by life experiences and reflects the writer.
- Voice shapes expression and affects communication
- Voice and style are related.

Know:

- Voice
- Tone
- Style

Be Able to Do:

- Describe a writer's voice and style.
- Mimic a writer's voice and style.
- Create a piece of writing that reflects a writer's voice and style

Role	Audience	Format	Topic
Edgar Allan Poe	10 th grade writers	letter	Here's How I Found My Voice
Garrison Keillor	10 th grade writers	e-mail	Here's How I Found My Voice
Emily Dickinson	Self	diary entry	Looking for My voice
10 th Grader	English teacher	formal request	Please Help Me Find My Voice
Teacher	10 th graders	Interior monologue	Finding a Balance Between Voice and Expectations
3 authors	the public	visual symbols/logos annotated	Here's what Represents My Voice
3 authors from different genre	one another	conversation	What shaped My Voice and Style

Let's Plan: RAFT Plus



CONCEPT (Overarching Theme): Interaction

UNDERSTAND (Key principles)

THAT All living systems are dependent upon their environment to sustain life

THAT Humans must all work to keep their environment clean so that they can live on the planet

KNOW (Facts)

* Vocabulary: Reuse, Reduce, Recycle, Sustainable

* Types of pollution (air, water, earth, noise)

* Ways that humans can help preserve the environment (Reuse, recycle, renew, etc.)

ABLE TO DO (Skills)

* Gather data from the text, various articles, video and internet sources, etc.

* Determine important from interesting information

* Work in discussion groups

NOW I GET IT

R Piece of Garbage

A Humans

F Skit, comic book, chart or graph, advertisement

T Let me live; reduce, reuse or recycle me

Your Choice!



- You have _____ minutes. Create and design the following choice RAFT

NOW I GET IT

R Student

A Teachers

F Skit, Song/Rap/Poem (NOT an acrostic), Comic Book or Cartoon, Graphic Organizer, YOUR CHOICE

T You've got to give us choice! Here's why...

What teachers are saying...

I am SOOOOOO pleased!! This 8th grade class is mainly made up of kids who are not high achievers, (there are some), social, don't care to participate much. Okay keep that in mind. I gave them the choice project on acceptance....They didn't sound at all excited about it as I would question them about how they were doing on it at home. I honestly expected only a handful of kids to come though, and those kids, half heartedly.

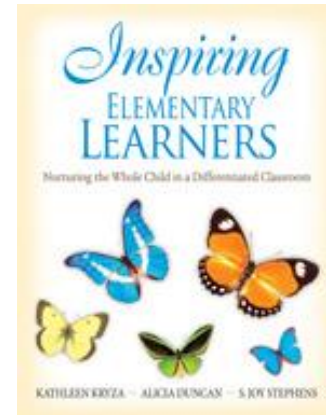
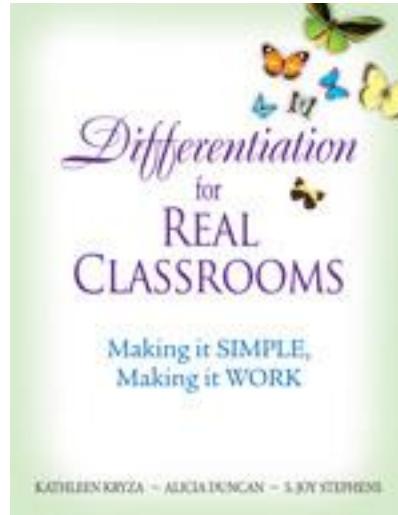
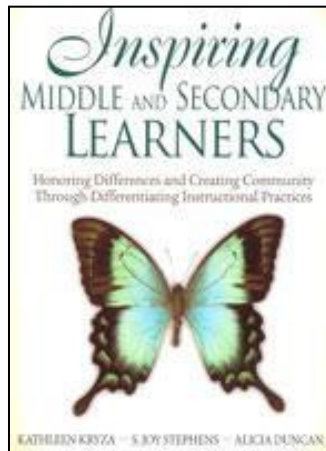
What teachers are saying...

No, I was WRONG! Yesterday was the due date and we finished up today. Kyle wrote his own rap song and did it for us. It was great! Two students wrote their own songs and sang them to us! I have graphs on the ethnic composition of the US. Matt did a research paper on Hitler and drew a picture. Julie and Tamara wrote and acted out a skit at home and videotaped it. I just wanted to share my joy over these kids!

-- Sue Schmidlin, Highland Middle School

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

THANK YOU TEACHERS, FOR INSPIRING ME!!



Create an Inspiring Classroom