Differentiation Made Simple: Strategies That Change Lessons into Differentiated Ones

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Questions Leading to Appropriate Differentiation

Planning
• What do I want students to know, understand, or to be able to do?

Preassessment
• Who already knows and understands the information and/or can do it? Who needs additional support in order to know, understand, and/or demonstrate the skills?

Differentiation
• What can I do for him, her, or them so they can make continuous progress and extend their learning?
Continuous Progress

- Preassessment
- Formative assessment
- Summative assessment
Assessment is today’s means of modifying tomorrow’s instruction.

-Carol Tomlinson
Preassessment

Readiness
- Skills
- Concepts
- Content knowledge

Learning Profile
- Learning style
- Multiple intelligence
- Work preference
- Product preference

Interests
- Previous experiences
- Levels of interest
Always have a strong reason for grouping students!

Intent is everything
What is it? What is it not?

Differentiation
What is it not?

- Individual lesson plans
- A set of strategies
- Hands-on only
- A list of choices
- Additional assignments
- Not just different
“Differentiation isn’t a fad. Differentiation isn’t a trend. Differentiation isn’t an invitation. Differentiation is meeting the needs of our students. Differentiation is doing what is best for our students. Differentiation is an expectation.”

(Hewitt & Weckstein, 2011, p. 135)
What is it?

“Differentiation is a philosophy – a way of thinking about teaching and learning.”

(Tomlinson & Imbeau, 2010, p. 13)
“Differentiated instruction is a proactively planned, interdependent system marked by a positive community of learners, focused high-quality curriculum, ongoing assessment, flexible instructional arrangements, [and] respectful tasks.”

(Beasley, 2009, slide 2)
The **match** of the curriculum and learning experiences to learners.
Teachers can differentiate…

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
<th>Product</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What do you want the students to know?</td>
<td>• What do you want the students to do cognitively with what they know?</td>
<td>• How can students demonstrate what they’ve learned?</td>
<td>• How do you assess what has been learned?</td>
</tr>
</tbody>
</table>
Venn Diagram
What Is It?

- Differentiation of process
- Varied tiers of complexity
- Equal participation
- Equal time usage
Native Americans

Cherokee
Try letters or boxes!

What if the ovals don’t work for you?
MOM
- Artistic
- Intelligent
- Loving
- Generous
- Selfless
- Caring
- Off-the-wall sense of humor
- Difficult childhood
- Self-sufficient
- At 17
- Doting mother
- Portrait painter
- Spiritual

ME
- Loving childhood
- Love to write
- Dependent on parents
- Serious

What We Share
- Love to dance
- Love to learn
- Love of children
- Caretakers
- Sense of responsibility
- Unusual sense of humor
- Avid readers
MOM
- Artistic
- Sings well
- Difficult childhood
- On own at 17
- Portrait painter
- Loves without questions

ME
- Love to write
- Dependent on parents
- Serious
- Love to travel

DAD
- Jokes/teases
- Business savvy
- Very social
- Strong views/stubborn
- Poor family

What We All Share
- Love of family
- Spirituality
- Love of children
- Avid readers

What We Share
- Love to dance
- Love to learn
- Love of children
- Caretakers
- Sense of responsibility
- Unusual sense of humor

What We Share
- Loving childhood
- Love to dance
- Avid readers
### Box Chart (Two Concepts)

<table>
<thead>
<tr>
<th>TOPIC A</th>
<th>TOPIC B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOPIC A</th>
<th>A and B Similarities</th>
<th>TOPIC B</th>
<th>B and C Similarities</th>
<th>TOPIC C</th>
<th>C and A Similarities</th>
</tr>
</thead>
</table>

Similarities of A, B, and C
Box Chart (Four Concepts)

<table>
<thead>
<tr>
<th>TOPIC A</th>
<th>A and B</th>
<th>TOPIC B</th>
<th>B and C</th>
<th>TOPIC C</th>
<th>C and D</th>
<th>TOPIC D</th>
<th>D and A</th>
</tr>
</thead>
<tbody>
<tr>
<td>A and C</td>
<td>A, B, and C</td>
<td>B, C, and D</td>
<td>B and D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Similarities of A, B, C, and D

In Differentiating Process

When Do I Use It?
A Series of Unfortunate Events

- loyal
- virtuous
- intelligent
- unlucky
- wealthy
- visionary
- problem-solver
- adventuresome
- clever
- stubborn
- loved
- well read

Klaus Baudelaire
A Series of Unfortunate Events

Klaus Baudelaire
- loyal
- virtuous
- unlucky
- wealthy

Problem-solver
- adventurous
- clever

Count Olaf
- lucky
- greedy
- selfish
- ruthless
- master of disguise
Variations: Add Student

Klaus

Student

Count
Olaf
Use Past, Present, and Future

Count Olaf

Young Count Olaf

Elderly Count Olaf
Give Students a Word Bank

- Adventurous
- Caring
- Clever
- Greedy
- Intelligent
- Intuitive
- Inventive
- Loyal
- Problem-solving
- Nurturing
- Ruthless
- Sneaky
- Stubborn
- Unlucky
- Virtuous
Hurricanes
- Has an eye/heart
- Cause major waves (rough)
- Has a wide range of storms
- Hurricanes are named in alphabetical order (Boygirl)
- Hurricanes build up over water
- Winds are stronger than those of tornadoes
- Strength of wind
- Less suction than tornadoes or hurricanes
- Hard to track on doppler radars because they are all water
- Orated on F scale
- Causes high winds
- Tornado's, and doppler radars can be used to track, tornadoes & for hurricanes

Tornadoes
- Destroy homes etc. and blow things away
- Creates when warm air & cold air mix
- Turtles are used to get in deep in zones
- Both take the same shape
-ick things up the main
- Waterspouts

Waterspouts
In-class individual and/or group activities

When Do I Use It?
Types of Rocks

Sedimentary

Igneous
Pair Students Completing One Oval

Sedimentary

Igneous
Sedimentary Igneous

Metamorphic

Metamorphic

Sedimentary

Igneous

Minerals
Out-of-class individual activity

When Do I Use It?
World Religions

- deity
- sacred book (OT and NT)
- rituals
- Jesus as Messiah and Son of God
- Laws: Ten Commandments plus two Love Commandments
- disciples
- Trinity
- proselytize
- places of worship

Christianity
World Religions

Christianity
- Jesus as Messiah and Son of God
- Ten Commandments plus two Love Commandments
- disciples
- Jerusalem
- New Testament
- churches and cathedrals

Islam
- Jesus as Prophet
- Five Pillars
- Mohammed as Prophet
- Sharla-Islamic code is law in some countries
- Mecca
- Koran
- mosque

Christianity
- monotheistic (Allah/God)
- Abraham Lineage
- OT Stories
- Divinely inspired holy books
- proselytize

Islam
World Religions

Christianity
- Jesus as Messiah and Son of God
- Ten Commandments
- plus two Love Commandments
- disciples
- New Testament
- churches and cathedrals

Islam
- Five Pillars
- Mohammed as Prophet
- Religion permeates social mores and influences government
- Mecca
- Koran
- mosque
- proselytize
- Holy Books include Jesus
- majority of world believers

Judaism
- Abraham Lineage
- OT Stories
- Divinely inspired holy books
- denominations
- major populations in Asia
- strict food laws
- Jesus as prophet

- Chosen People
- 617 laws plus Ten Commandments
- scapegoat as “Christ Killers”
- synagogue
- One is offshoot of the other
- Jerusalem is sacred city
World Religions

Islam
- Five Pillars
- Mohammed as Prophet
- Mecca
- emphasis on afterlife
- proselytize
- holy books include Jesus

Hinduism
- religion permeates social mores and influences government
- major populations in Asia
- food laws
- sacred book
- rituals
- prayer
- holy days
- depict animate objects in art

Christianity
- Jesus as Messiah and Son of God
- Ten Commandments plus two Love Commandments

Judaism
- One is offshoot of the other
- Jerusalem is sacred city
- Chosen People
- 617 laws plus Ten Commandments
- scapegoat as “Christ Killers”

Hinduism
- Trinity and Trimurti

Christianity
- Islam
- Israel is homeland

Judaism
How Do I Use the Strategy?

- Ask yourself: What concepts do I want everyone to know when they walk out the door?
- Decide the focus
- Hold everyone responsible
- Decide levels and grouping
- Distribute rubrics (number and accuracy)
- Include everyone in discussion
FOUR-ITEM FLOWER VENN

TEMPLATE
SAMPLE: World Religions

Islam
- Five Pillars
- Mohammed as Prophet
- Mecca
- Koran

Hinduism
- Multi paths to Enlightenment
- Stories of virtue exemplifies paths
- Reincarnation
- Polytheism?
- Caste system

Christianity
- New Testament
- Disciples
- Jesus as Messiah/Son of God
- 10 Commandments plus 2 Love Commandments
- Proselytize
- Originates in CE
- Emphasis on afterlife
- Deity
- Sacred book
- Prayer
- Holy days
- Trinity and Trimurti
- Animate objects in art

Judaism
- Chosen People
- 617 Laws plus 10 Commandments
- Scapegoat as "Christ Killers"
- Israel as homeland
- Abraham Lineage
- Christianity came out of Judaism
- Jerusalem is sacred
Create a differentiated lesson using the Venn diagram. Begin with three ovals.

Activity
Quick refresher...

**Old**
- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

**New**
- Remember
- Understand
- Apply
- Analyze
- Evaluate
- Create
Bloom Preassessment

Quick check…
Bloom Preassessment

Write the level of Bloom’s Taxonomy for each learning experience

R – remember     U – understand     AP – apply
AN – analyze     E – evaluate     C – create

1. Create a brochure explaining the president’s duties and the duties of the cabinet.
2. Design and construct a poster defining quadrilaterals. Include at least five examples.
3. Develop an artistic mobile that contains 10 facts about the chemical element of your choice.
4. Dressing as a character in the story, describe yourself and the role you play in the story to the class.
5. Using an online tool, design an avatar that will carefully explain the Pythagorean Theorem. Be sure to include visuals as well.
6. Using an online collage/tag cloud generator, create a collage or tag cloud that details the elements of art.
7. Write song lyrics that delineate the three states of matter and their molecular structure.
8. Create a flowchart that outlines the steps a court case must take in order to reach the federal Supreme Court.
9. Make a labeled diagram of the human heart. Be sure to include all of the vocabulary words from the unit.
10. Write and illustrate a children’s book explaining the parts of speech. Books will be presented to the third grade class.
How can level up/provide challenge?

Dressing as a character in the story, describe yourself and the role you play in the story to the class.

- Dressing as a character in the story, explain why you acted the way you did in a pivotal point in the story.
- Dressing as a character in the story, imagine that you acted the opposite way you did in a pivotal point in the story. Predict how this would have changed the outcome.
- Dressing as a character in the story, analyze the relationship you had with two other characters. Explain why your relationships were the way they were.
Be sure to examine each task through a Bloom’s lens. Don’t be fooled by word choice.
What is a Bloom Chart?

- Same topic, different process (verb), content (basic or complex), and/or product choices
- Learning experiences match what students know and are able to do
- Match encourages continued progress
<table>
<thead>
<tr>
<th></th>
<th>PROCESS</th>
<th>CONTENT</th>
<th>PRODUCT</th>
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</thead>
<tbody>
<tr>
<td>CREATE</td>
<td></td>
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</tr>
<tr>
<td>EVALUATE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANALYZE</td>
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<tr>
<td>APPLY</td>
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<td></td>
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<tr>
<td>UNDERSTAND</td>
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<tr>
<td>REMEMBER</td>
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</tbody>
</table>
Mathematics: Numbers and Operations – Fractions, Grade 3

- Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by a parts of size $1/b$.

- Understand a fraction as a number on the number line; represent fractions on a number line diagram.

- Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
## Fractions

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>CONTENT</th>
<th>PRODUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREATE</td>
<td>Create</td>
<td>Open Product/Your Choice</td>
</tr>
<tr>
<td></td>
<td>Fractions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create examples of an interesting, unusual way to use fractions or to teach someone else about fractions. Select the product to present your ideas.</td>
<td></td>
</tr>
<tr>
<td>EVALUATE</td>
<td>Justify</td>
<td>Persuasive Essay or Debate</td>
</tr>
<tr>
<td></td>
<td>Fractions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Justify learning about fractions in a persuasive essay or debate.</td>
<td></td>
</tr>
<tr>
<td>ANALYZE</td>
<td>Compare</td>
<td>Venn Diagram or Poster</td>
</tr>
<tr>
<td></td>
<td>Fractions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compare fractions and decimals on a Venn diagram or poster.</td>
<td></td>
</tr>
<tr>
<td>APPLY</td>
<td>Organize</td>
<td>Numberline</td>
</tr>
<tr>
<td></td>
<td>Fractions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organize fractions on a numberline.</td>
<td></td>
</tr>
<tr>
<td>UNDERSTAND</td>
<td>Explain</td>
<td>Discussion or Role Play</td>
</tr>
<tr>
<td></td>
<td>Fractions</td>
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<tr>
<td></td>
<td>Explain fractions in a discussion or a role play.</td>
<td></td>
</tr>
<tr>
<td>REMEMBER</td>
<td>Identify</td>
<td>Chart or Pictures</td>
</tr>
<tr>
<td></td>
<td>Fractions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify fractions on a chart or with pictures.</td>
<td></td>
</tr>
</tbody>
</table>

In-class Activity

When Do I Use It?
Science

- NSES K-4 Physical Science Content Standard B: Properties of Objects and Materials; Science as Inquiry
  Content Standard A: Abilities necessary to do scientific inquiry and understandings about scientific inquiry
Lesson Hook

- Read and discuss *Solids, Liquids, and Gases* (Garrett, 2005) with basic level learners to investigate the properties of matter. Read and discuss *What Is the World Made of? All About Solids, Liquids, and Gases* (Zoebfeld & Meisel, 1998) with students who need a higher level of complexity.
<table>
<thead>
<tr>
<th>PROCESS</th>
<th>CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CREATE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create</td>
<td>Properties of Matter</td>
<td>Drawing</td>
</tr>
<tr>
<td></td>
<td>Create a toy that uses at least two states of matter.</td>
<td></td>
</tr>
<tr>
<td>EVALUATE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justify</td>
<td>Properties of Matter</td>
<td>Oral Presentation</td>
</tr>
<tr>
<td></td>
<td>Decide which state of matter would be best for filling a balloon or washing your dog. Tell why.</td>
<td></td>
</tr>
<tr>
<td>ANALYZE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organize</td>
<td>Properties of Matter</td>
<td>Chart</td>
</tr>
<tr>
<td></td>
<td>Classify objects in the classroom into gas, liquid, or solid groups.</td>
<td></td>
</tr>
<tr>
<td>APPLY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show</td>
<td>Properties of Matter</td>
<td>Collage</td>
</tr>
<tr>
<td></td>
<td>Show examples of each state of matter using magazine pictures.</td>
<td></td>
</tr>
<tr>
<td>UNDERSTAND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define</td>
<td>Properties of Matter</td>
<td>Flash Cards</td>
</tr>
<tr>
<td></td>
<td>Explain each of the three states of matter and illustrate each.</td>
<td></td>
</tr>
<tr>
<td>REMEMBER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List</td>
<td>Properties of Matter</td>
<td>Poster</td>
</tr>
<tr>
<td></td>
<td>List the three states of matter and give an example of each.</td>
<td></td>
</tr>
</tbody>
</table>

Figure 5.4. Grade 4: Bloom chart—Properties of Matter. Used with permission by Julia L. Roberts and Tracy Ford Inman, Western Kentucky University.
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<td></td>
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<tr>
<td>CREATE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create</td>
<td>Nutrition</td>
<td>Recipe or Ad</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create your own nutritious recipe or ad to &quot;sell&quot; nutrition to children.</td>
</tr>
<tr>
<td>EVALUATE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EVALUATE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take a stance or Defend</td>
<td>Nutrition</td>
<td>Editorial or Debate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Take a stance against or defend &quot;fast foods&quot; in an editorial or debate.</td>
</tr>
<tr>
<td>ANALYZE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANALYZE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare</td>
<td>Nutrition</td>
<td>Report or Series of Illustrations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compare examples of good and bad nutrition in snacks through a report or series of illustrations.</td>
</tr>
<tr>
<td>APPLY</td>
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</tr>
<tr>
<td>APPLY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan</td>
<td>Nutrition</td>
<td>Weekend of Menus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plan a weekend of menus, using the food pyramid.</td>
</tr>
<tr>
<td>UNDERSTAND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNDERSTAND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain</td>
<td>Nutrition</td>
<td>Skit or Poem</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explain good nutrition to a group of children through a skit or poem.</td>
</tr>
<tr>
<td>REMEMBER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REMEMBER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define</td>
<td>Nutrition</td>
<td>Poster or Rap</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Define the elements of nutrition in the food pyramid with a poster or rap.</td>
</tr>
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</table>
Centers

When Do I Use It?
### Monet and Impressionism

<table>
<thead>
<tr>
<th>CREATE</th>
<th>PROCESS</th>
<th>CONTENT</th>
<th>PRODUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Create</td>
<td>Impressionism/ Monet</td>
<td>Choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create a new style of art that incorporates Monet's Impressionism and moves in a new direction.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EVALUATE</th>
<th>PROCESS</th>
<th>CONTENT</th>
<th>PRODUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Take a Position</td>
<td>Impressionism/ Monet</td>
<td>PowerPoint Presentation or Presentation with Illustrations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Take a position on the rejection of the art of the Impressionists from the salons of Paris, then present it.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANALYZE</th>
<th>PROCESS</th>
<th>CONTENT</th>
<th>PRODUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Compare and Contrast</td>
<td>Impressionism/ Monet</td>
<td>Choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compare and contrast the basic elements of Monet's Impressionism and Seurat's Pointillism in a product of your choice.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPLY</th>
<th>PROCESS</th>
<th>CONTENT</th>
<th>PRODUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Apply</td>
<td>Impressionism/ Monet</td>
<td>Impressionist Painting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apply the elements of Monet's Impressionism in a painting.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNDERSTAND</th>
<th>PROCESS</th>
<th>CONTENT</th>
<th>PRODUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe</td>
<td>Impressionism/ Monet</td>
<td>Short Story or Essay</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe the basic elements of Impressionism (using Monet) in a short story or essay as the example.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REMEMBER</th>
<th>PROCESS</th>
<th>CONTENT</th>
<th>PRODUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Compile</td>
<td>Impressionism/ Monet</td>
<td>Illustrations or Poster</td>
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<tr>
<td></td>
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<td>Compile facts about Monet's Impressionism and present them in a series of illustrations or a poster.</td>
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</tbody>
</table>
Language Arts

- Language Standard 6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Connotation and Denotation

Using an online source that creates cartoons (such as www.gimp.org or http://pixia.en.softonic.com), design a cartoon that relies on connotation for meaning or humor.

Create an imaginary interview with a poet of your choice. Predict what his or her responses would be to questions concerning word choice, connotation, and denotation. Use one or more of the poet’s works in your questions and answers.

Using an online source that blends words and photos (such as www.photopeach.com or http://animoto.com/), develop a slide show that illustrates both the denotation and connotations of words. Be sure to select photos that reflect appropriate emotions.

Make a chart listing multiple words that, by definition, are the same yet differ greatly in connotation (e.g., ask, inquire, interrogate.) Explain the varying meanings of the words.

Make a poster that explains connotation and denotation for second graders. Include multiple examples of words, their definitions, and the emotions or images that are typically produced in the reader.

In a graphic organizer of your choice, explain connotation and denotation using multiple examples.
Word Relationships

- Create an innovative way to teach word relationships or analogies. Write a lesson plan.

- The Scholastic Aptitude Test used to include an analogies section. Write an opinion piece that argues for the reinstatement of this section of the test. Be sure to develop your reasoning.

- Select 20 words from a newspaper, magazine, or your English text. Incorporate those words into original analogies. Present them in a product of your choice.


- Develop a game wherein players match the appropriate word to fill in the analogy. Be sure to use this format: [word 1] : [word 2] :: [word 3] : [word 4].

- Design a PowerPoint or Prezi (i.e., http://prezi.com) that describes relationships of words (e.g., cause/effect, part/whole, item/category) listing multiple examples for each.
Figures of Speech

In a letter to the Common Core Standards board, argue why or why not figurative language should be included in the standards. Support your argument with passages from prose or literature.

Using an online story creator (such as http://storybird.com), compose a short story incorporating original examples of figurative language. Complement the story with art work.

Find a poem or prose passage from the literature book containing multiple examples of figurative language. Rewrite the piece taking away all figurative language and replacing it with plain language.

Make a collage of figurative language examples that you have found in various print sources.

Create a dictionary of figurative language. Include definitions and examples.

Use an online tool to develop an avatar (e.g., www.xtranormal.com) that will explain figurative language through definitions and examples.
Unit Assessment

When Do I Use It?
## Harper Lee’s *To Kill a Mockingbird*

<table>
<thead>
<tr>
<th>Process</th>
<th>Content</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CREATE</strong></td>
<td>Create</td>
<td>Prejudice and Discrimination</td>
</tr>
<tr>
<td></td>
<td>Create the jury deliberation exemplifying the roles of prejudice and discrimination that resulted in their guilty verdict in a skit.</td>
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</tr>
<tr>
<td><strong>EVALUATE</strong></td>
<td>Advocate</td>
<td>Prejudice and Discrimination</td>
</tr>
<tr>
<td></td>
<td>In a speech, advocate a position on a controversial issue steeped in prejudice and discrimination. Use the novel as support.</td>
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</tr>
<tr>
<td><strong>ANALYZE</strong></td>
<td>Analyze</td>
<td>Prejudice and Discrimination</td>
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<tr>
<td></td>
<td>Analyze the key scenes from the novel that reflect the themes of prejudice and discrimination. Present the analysis in a PowerPoint presentation.</td>
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</tr>
<tr>
<td><strong>APPLY</strong></td>
<td>Relate</td>
<td>Prejudice and Discrimination</td>
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<tr>
<td></td>
<td>Relate the themes of prejudice and discrimination in the novel to modern events by writing a television script for the Oprah show. Interview three people.</td>
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<tr>
<td><strong>UNDERSTAND</strong></td>
<td>Describe</td>
<td>Prejudice and Discrimination</td>
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<tr>
<td></td>
<td>In a song, describe examples of prejudice and discrimination from the novel.</td>
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<tr>
<td><strong>REMEMBER</strong></td>
<td>Illustrate and Label</td>
<td>Prejudice and Discrimination</td>
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<tr>
<td></td>
<td>In a children’s book illustrate and then label examples of prejudice and discrimination from the novel.</td>
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Social Studies

National civics and government standard: How are national and state governments organized, and what do they do?
<table>
<thead>
<tr>
<th>Executive</th>
<th>Legislative</th>
<th>Judicial</th>
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<tbody>
<tr>
<td>Design a multimedia presentation exploring the life and views of a past governor or president.</td>
<td>Create a chart outlining the membership of the legislative branch on either the state or federal level.</td>
<td>Research and compose short biographical sketches of each Supreme Court Justice.</td>
</tr>
<tr>
<td>Create a brochure explaining the president's or governor's duties and duties of their cabinets.</td>
<td>Create ten interview questions for a legislator focusing on duties and issues. Interview a legislator.</td>
<td>Create a flow chart that outlines the steps a court case must take in order to reach the federal Supreme Court.</td>
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<tr>
<td>Draw a timeline highlighting critical events that occurred during a president's term of office and explain their importance.</td>
<td>Explain the process of making a bill into law. Use a product of your choice.</td>
<td>Create a political cartoon concerning a controversial Supreme Court ruling.</td>
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</table>
More Challenging

<table>
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<th>Legislative</th>
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<tbody>
<tr>
<td>Create a series of political cartoons highlighting major issues under the current president’s or governor’s tenure.</td>
<td>Develop a campaign platform for the ideal legislative candidate. Present it in a multimedia format.</td>
<td>Observe a court proceeding and record your impressions as either a journalist covering the case or the court illustrator.</td>
</tr>
<tr>
<td>Role playing either the president or the governor, describe your duties and some of the main issues you’ve faced.</td>
<td>In a monologue with your local legislator listening, argue whether a particular bill should be passed.</td>
<td>Prepare and present the opening argument for a case of your choice.</td>
</tr>
<tr>
<td>Analyze the campaign platforms for two main candidates in a presidential or gubernatorial campaign. Present the findings in a product of your choice.</td>
<td>Write a script for a mock Senate Congressional hearing.</td>
<td>Read the decision of a controversial court case. Write an opinion piece either agreeing or disagreeing with the outcome.</td>
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Optional Learning Experiences

When Do I Use It?
CREATE
Based on your understanding of social insects, create a social insect that would fit into an ecological niche of your choice. Select a product that will allow you to explain about your new insect and why it fits into the specific environment.

EVALUATE
Using criteria that you establish, judge which social insect is best suited for survival along side human habitation. Share your point of view in a scientific paper or an editorial.

ANALYZE
Compare and contrast two or three examples of social insects. Show your evidence with a Venn diagram (see Chapter 5 for models) or an essay with illustrations.

APPLY
Identify three examples of social insects and show how each fits the concept of social insect. Your product can be a exhibit with explanations or a photo essay.

REMEMBER/UNDERSTAND
Identify the concept of social insects in terms of physical structure and behaviors. Produce a poster or a skit to demonstrate what you have learned.
CREATE:
Create burial customs that include art and artifacts for another culture. You may select the product that will let you express your ideas.

EVALUATE:
Defend your judgment in response to the following statement in a debate or an editorial: burial sites are sacred and should remain untouched.

ANALYZE:
Compare and contrast the burial at Xian with the burial of another ruler in a different culture producing a Venn diagram or essay.

APPLY:
Apply what you know about the burial customs of emperors in China that led to the burial site at Xian in an illustrated essay or a model with explanation.

REMEMBER/UNDERSTAND:
Describe the warriors of Xian and their story in a dialogue or an illustrated story.

生日快乐
How Do I Use The Strategy?

- Ask yourself: What is it that I want everyone to know, understand, or be able to do when they walk out the door?
- Create tasks
- Assign options
- Distribute rubrics
Create a Bloom Chart. Consider how you will use it to differentiate in your classroom.

Activity
# Learning Process Verbs

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<th>Create</th>
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<tr>
<td>predict</td>
<td>hypothesize</td>
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<tr>
<td>design</td>
<td>construct</td>
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<tr>
<td>create</td>
<td>compose</td>
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<tr>
<th>Evaluate</th>
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<td>interpret</td>
<td>judge</td>
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<td>justify</td>
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<td>verify</td>
<td>conclude</td>
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<td>compare</td>
<td>contrast</td>
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<td>take apart</td>
<td>specify</td>
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<td>dissect</td>
<td>deduce</td>
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<td>determine</td>
<td>differentiate</td>
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<td>distinguish</td>
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<td>organize</td>
<td>group</td>
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<td>collect</td>
<td>apply</td>
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<td>order</td>
<td>classify</td>
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<td>model</td>
<td>use</td>
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<td>construct</td>
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<th>Understand</th>
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<td>explain</td>
<td>translate</td>
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<tr>
<td>restate</td>
<td>connect</td>
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<td>conclude</td>
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<tr>
<td>summarize</td>
<td>describe</td>
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<td>show</td>
<td>paraphrase</td>
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<td>list</td>
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<td>recognize</td>
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<tr>
<td>tell</td>
<td>recall</td>
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</table>
Product List

Dr. Julia Roberts and Ms. Tracy Inman
The Center for Gifted Studies
Western Kentucky University
gifted@wku.edu
The goal is continuous progress for all students
Questions?