**Differentiation Ideas from the GAGC Conference for Regular Education Teachers**

* At the beginning of the school year, create a scavenger hunt in order to introduce the students to the materials and resources within your classroom.
* Three-part Harmony (literature review):
  + What happened in the beginning, middle, and the end?
  + What was the most critical moment and why?
  + How else could the author have ended the story?
* Making Altered Books
  + <http://gomakesomething.com/category/ht/ab/>
  + <http://www.slideshare.net/shelleymhouse/an-altered-books-presentation-by-shelley-m-house>
  + <http://www.rrms.wlwv.k12.or.us/kielingl/Altered_Books/Lesson%20Plan%20with%20Rubric.doc>
* Vocabulary Development
  + <http://www.superkids.com/aweb/tools/words/wod.shtml>
  + <http://www.wordcentral.com/home.html>
  + FRAYER MODEL

Definition (in own words) Draw a picture

Examples (from own life) Non-examples (from own life)

* + USING SENTENCE STEMS TO DESCRIBE A WORD

HOW CAN I DESCRIBE THIS WORD?

It’s kind of like a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

It looks like a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

It’s when you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

It’s where you go to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

It smells like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

You use it when you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* + WRITING YOUR OWN DEFINITION

DEFINITION WORD CHART

Word:

Things I know about the word:

General category this word might belong in:

Examples or other related words:

My definition:

* Schoolwide Enrichment Model-Reading Bookmarks
  + <http://www.gifted.uconn.edu/semr/Bookmarks.pdf>
* iPad Listening Station
  + <http://www.apple.com/education/itunes-u/>
* Introducing the Textbook/Book to Students
  + <http://iteslj.org/Techniques/Issa-Textbook.html>
  + <http://www.scholastic.com/teachers/article/my-favorite-ways-introduce-book>
* Book Report Ideas
  + Sociograms: Students create a visual representation of the relationships among character. The central character in a work is placed at the center of a page and all the other characters are placed around him/her; spatial relationships, size, shape, color, etc. are all used to represent their relationship to one another.
    - Sociogram Instructions:
      * A sociogram is a picture/word representation of the relationships among the characters in the story.
      * 1. Place the central character(s) at the center of the diagram.
      * 2. Write the names of characters near to the main character’s name who are friends/family/closely connected to the main character.
      * 3. Draw important characters with darker or heavier writing than less important characters. So, if a character has a sister, but the sister isn’t in the story very much, the sister’s name would be written near the main character’s name, but in fine writing.
      * 4. Show the direction of a relationship by an arrow, line, and its nature by a brief label
      * 5. Place the characters that support the main character on one side of a dividing line, and antagonistic characters on the other side.
      * 6. Once you have the character’s names on the page where they belong, it’s time to add art!
      * Use color and pictures to show the tone of the story (or the theme).
      * Add pictures to show some qualities of the characters.
      * Label your Sociogram with the title of the story.
  + “Pitch it” – pitch the book to a Hollywood producer for a movie (written or oral)
* Magazines for Your Classroom
  + [www.bestdealmagazines.com](http://www.bestdealmagazines.com)
  + <http://www.monroe.lib.in.us/childrens/booklists/kidsmags.html>
* Professional Read
  + **Made to Stick by Chip and Dan Heath:** Since its release in 2007, Made to Stick has become popular with managers, marketers, teachers, ministers, entrepreneurs, and others who want to make their ideas stick. It's been translated into Arabic, Bulgarian, Croatian, Dutch, and 25 other languages. Made to Stick made the New York Times and Wall Street Journal bestseller lists and was retired from the BusinessWeek list after a 24-month run. It was named to several "best of the year" lists and was selected as one of the best 100 business books of all time. Mark Twain once observed, "A lie can get halfway around the world before the truth can even get its boots on." His observation rings true: Urban legends, conspiracy theories, and bogus public-health scares circulate effortlessly. Meanwhile, people with important ideas-businessmen, educators, politicians, journalists, and others—struggle to make their ideas "stick." Why do some ideas thrive while others die? And how do we improve the chances of worthy ideas? In Made to Stick, accomplished educators and idea collectors Chip and Dan Heath tackle head-on these vexing questions. Inside, the Heath brothers reveal the anatomy of ideas that "stick" and explain sure-fire methods for making ideas stickier, such as violating schemas, using the Velcro Theory of Memory, and creating "curiosity gaps." In this indispensable guide, we discover that "sticky" messages of all kinds—from the infamous "organ theft ring" hoax to a coach's lessons on sportsmanship to a product vision statement from Sony-draw their power from the same six traits. Made to Stick is a book that will transform the way you communicate ideas. It's a fast-paced tour of idea success stories (and failures)—the Nobel Prize-winning scientist who drank a glass of bacteria to prove a point about stomach ulcers; the charities who make use of the Mother Teresa Effect; the elementary-school teacher's simulation that actually prevented prejudice . Provocative, eye-opening, and funny, Made to Stick shows us the principles of successful ideas at work—and how we can apply these rules to making our own messages "stick."
* Ticket Out the Door
  + One-minute Master: write for one minute most significant (useful, meaningful, awful, disturbing, effective, helpful) thing they learned. Trade with a partner and respond (agree/disagree/build).
* Alphabet Center (after semi-colon is for higher-level learners)
  + Magnetic letters to put letters in ABC order/sort by capital and lowercase; use magnetic letters to spell words and then write them
  + Use pasta letters to put letters in ABC order; spell words
  + String alphabet beads in ABC order; spell words
  + Ladle out letters from a pot of “alphabet soup” and write or draw pictures to illustrate words that begin with those letters; write words beginning with those letters and then put in alpha order
  + High level only: create and write alphabetical sentences in which the words are in alpha order (Cats do easy feats.)
  + Have an assortment of books in the center (word/picture books, riddle books, alphabet books with themes, alphabet books in other languages)
* Higher Order Questioning
  + Make cue cards for yourself (or posters) with Bloom’s/Anderson’s/Costa’s or other questioning level stems. You are not married to Bloom’s. There are other higher order thinking models.
* Essential Questions
  + <http://questioning.org/mar05/essential.html>
* Hook
  + RSQC2

In two minutes, students **recall** and list in rank order the most important ideas from a previous day's class

In two more minutes, they **summarize** those points in a single sentence

Next, they write one major **question** they want answered

After that, they identify a thread or theme to **connect** this material to the course's major goal

Lastly, they **comment** on how well they feel they learned the information (use smiley/sad faces for younger kids)

* Spelling
  + Tic-Tac-Toe (choose 3 in a row) <http://hosted.merton.k12.wi.us/twoN/Spellingtic-tac-toechoices.doc>
  + individualized spelling list
  + word art
  + illustrated dictionary
  + acrostic poems
* Tagxedo
  + <http://www.tagxedo.com/>
* Triad Summarizing
  + adapted from <http://www.uhseport.net/published/k/sh/kshaw/collection/1/18/upload.c-kshaw-1n18.doc>
  + Students work in a triad and number off 1, 2, or 3. Each round the role will change.

Reading Example:

|  |  |  |  |
| --- | --- | --- | --- |
| ROUND | #1 | #2 | #3 |
| A | read | summarize | give main idea |
| B | choose a significant line | read | summarize |
| C | summarize | ask a question related to text | read |
| D | read | summarize | share a comment |
| E | identify an important point | read | summarize |
| F | summarize | share the most interesting point | read |

Math Example:

|  |  |  |  |
| --- | --- | --- | --- |
| ROUND | #1 | #2 | #3 |
| A | solve the problem | check the answer | solve it a different way |
| B | add five to the answer | solve the problem | check the answer |
| C | check the answer | divide the answer by two | solve the problem |
| D | solve the problem | check the answer | create a new problem that would give the same answer |
| E | identify the hardest part of the problem | solve the problem | check the answer |
| F | check the answer | reverse all the operation signs and solve the problem | solve the problem |