

Differentiation Ideas

Louisville Middle School

English Language Arts Department

Differentiation Through Choice

- ▶ **Menu of choices or tic-tac-toe boards for students to demonstrate knowledge (Fausnight and Reinford)**

Name: _____ Date: _____ Period: _____ 2

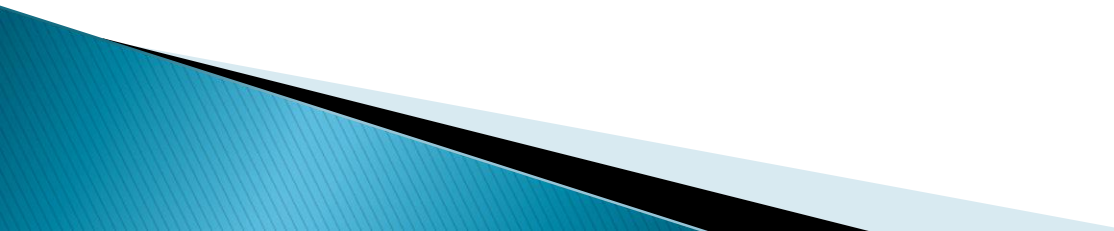
PART III: NOVEL ARTIFACTS

- The last part of your project will contain _____ artifacts related to your character or the novel, *The Outsiders*.
 - From the list below, you will choose _____ ways to show what you know about the character or novel as a whole.
 - Each artifact will be part of your multi-genre project grade and will represent time and quality spent in completion.
 - Each will be fully colored and can be hand created, computer generated, or a combination of the two.
 - Each artifact must be true to the details of Hinton's book. Your artifacts must be free of mistakes in spelling, grammar, punctuation, and capitalization.

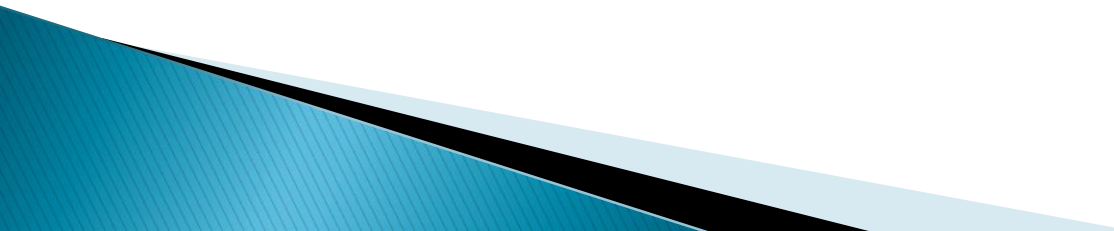
CHOOSE _____ OF THE FOLLOWING:

<p>DRAW A MAP OF THE SETTING</p> <ul style="list-style-type: none"> ☑ Fully colored. ☑ Include a key/legend. ☑ Must include all of the major settings in S.E. Hinton's novel. 	<p>WRITE A CHAPTER 13 OR ALTERNATIVE ENDING</p> <ul style="list-style-type: none"> ☑ Must be at least 4-5 complete paragraphs and contain no errors in spelling, grammar, punctuation, capitalization. 	<p>WRITE A PLAY</p> <ul style="list-style-type: none"> ☑ Using events of the story, the characters, and/or a spin of the story, write a play containing two acts. ☑ Be creative!
<p>IMPORTANT EVENTS</p> <ul style="list-style-type: none"> ☑ Choose the 10 events you think had the greatest impact on the plot of the novel. Create a three-dimensional timeline for these events. 	<p>NEWSPAPER OBITUARY</p> <ul style="list-style-type: none"> ☑ Several characters die in the story. Write an obituary for one of those characters, including a picture and funeral information. 	<p>ADVERTISEMENT WITH ILLUSTRATION</p> <ul style="list-style-type: none"> ☑ Create an ad selling a product mentioned in the story. (Hot grease, anyone?) ☑ Include an illustration.
<p>POEM WITH ILLUSTRATION</p> <ul style="list-style-type: none"> ☑ A poem is art with words. Write a poem (rhyming, free verse, sonnet, etc.) related to the story. ☑ This must include an illustration. 	<p>A FRIENDLY LETTER AND RESPONSE FROM ONE CHARACTER TO ANOTHER</p> <ul style="list-style-type: none"> ☑ Write a letter from one character to another. ☑ Then, compose that character's response. 	<p>DIARY ENTRY</p> <ul style="list-style-type: none"> ☑ What if Cherry had a diary? What would she say? Who would she talk about? ☑ Must include at least 4 entries of a minimum of 1 paragraph in length.
<p>WANTED POSTER</p> <ul style="list-style-type: none"> ☑ Create a wanted poster for a character in the novel. ☑ This could be from any place in the story and should include a picture, ransom, and who desires the character's capture. 	<p>YOU BE THE PERSON</p> <ul style="list-style-type: none"> ☑ Choose the character in the story that you identify with the most and develop a "you be the person" presentation. You will come to class as that character and discuss your life and relationships with other characters. 	<p>GONE WITH THE WIND</p> <ul style="list-style-type: none"> ☑ The book <i>Gone with the Wind</i> was important to Ponyboy. Create a PowerPoint or Prezi that shares the plot and main characters of Margaret Mitchell's book/1939 film. ☑ You must include your thoughts on why Pony identified so strongly with this story.
<p>EULOGY</p> <ul style="list-style-type: none"> ☑ A eulogy is a speech given at someone's funeral. Write a eulogy for one of the deceased characters given by another. What would that character say about the other? Must be at least 4 paragraphs in length. 	<p>BREAKING NEWS</p> <ul style="list-style-type: none"> ☑ Become a reporter! Choose one of the most important events in the story and film a breaking news segment where you interview the characters involved. 	<p>RECIPE WITH INSTRUCTIONS AND PHOTO</p> <ul style="list-style-type: none"> ☑ Chocolate cake is important to the Curtis family. Research a recipe for chocolate cake that fits the description in the book. ☑ Then, present the recipe with a photo like you would see in a magazine. (You can even try out your recipe and bring it in to class!)

Differentiation Through Choice

- ▶ **Allowing students to choose a certain number of questions to answer in a section on a test or quiz**
 - ▶ **Offering multiple extended response prompts on assessments and allowing students to choose which one to answer**
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Differentiation Through Choice

- ▶ **When working on a skill such as summarizing, I find a variety of articles using different topics. Students may select the article that appeals to them. For example, for Blizzard Bags last year I allowed students to pick from a list of articles to read and then summarize.**
 - ▶ **An extra bonus offered by Newsela because students can select a reading level of difficulty with which they are comfortable (Greenwood).**
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Differentiation Through Choice

- ▶ **Students select a journal or reading response prompt based on the novel they are reading (Fausnight and Reinford).**

Explain three emotions you were feeling as you read. Why did you feel that way?

Which character do you have the most in common with? Explain at least two reasons why.

Choose a character from the story and analyze their personality. What are three words you would use to describe their personality. Explain why.

What was the major problem in the section you just read?

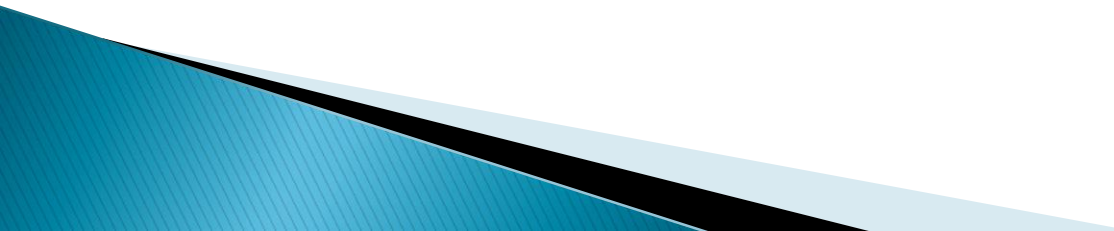
What were you surprised about the most so far?

Was there a solution to a problem in this section? If so, what was it?

If you were the author, what changes would you make to the story?

If you were the author of this book, what would happen in the next chapter?

Literature Circles

- ▶ **Students select a novel that interests them. Others with similar interests read the same novel.**
 - ▶ **Students meet daily to discuss reading. Each student is responsible for a different role during group meetings.**
 - ▶ **Literature circles are similar to book clubs.**
(Greenwood, Fausnight, Reinford)
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Jigsaw

- ▶ **Students work with peers to complete one section of a larger topic.**
- ▶ **Students then share what they've learned with the rest of the class.**

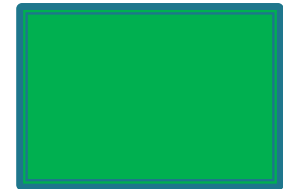
Name	Physical Description	Personality Traits	Social/Environmental Influences
Ponyboy	<i>Long brownish-red greasy hair, greenish-gray eyes; small for 14, good build;</i>	<i>Likes to be alone sometimes; likes walking; smokes; smart but doesn't use his head; loves his brother Soda but afraid of brother Darry; scared of girls - not into girls yet; has seen a lot; quiet type</i>	<i>Doesn't get along with Darry, who yells at him a lot since their parents died 8 months ago</i>
Sodapop			

Name	Physical Description	Personality Traits	Social/Environmental Influences
Darry			
Johnny			

Cards

- ▶ **Students self-assess their learning by displaying colored cards.**
- ▶ **Groups may be formed based on the self-assessments.**
 - **Red: “I have no idea about this!”**
 - **Yellow: “I understand this with some help.”**
 - **Green: “I could teach this!”**

(Fausnight)



Four Corners

- ▶ **Teachers can choose basically anything to label the four signs.**
- ▶ **Students display the sign with which they agree (Reinford).**



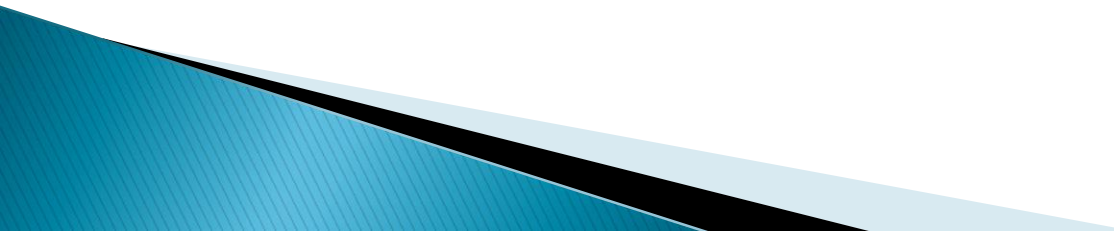
Providing Scaffolding

- ▶ **Recently I asked students to write a paragraph to compare two images of Chief Osceola. In the instructions, I provided a template for the paragraph that students could choose to follow, or they could write the paragraph in their own style as long as they included the necessary information. It was interesting to see who "filled in the blanks" and who went for an individualistic approach (Greenwood).**

Personalized Practice

- ▶ **When students scored poorly on a grammar test, I made an "exit ticket" asking them to identify the skills that led to their demise. During Core +, I provided a series of worksheets and students chose the corresponding sheets to complete practice for their weaker skills (Greenwood).**

Small Group Supports

- ▶ **When doing research, the trade books we use have AR levels. I am careful to place students in groups where the books are within or at least close to their ZPD. A particularly low group may end up being joined by myself or an intervention specialist (Greenwood).**
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Seating Arrangements

- ▶ **Students sit 3 or 4 per table in my room. Sometimes my seating chart will have mixed ability groupings and at other times, I group them by ability. This allows me to know which tables need my supervision and which ones will likely need more critical thinking questions or an extension of the lesson (Greenwood).**