

# Differentiation made Easy: Low-prep Potpourri

with Lisa Van Gemert

## Let's Connect!



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A.	<p>Anchoring Activities (do when done, beginning of day, stuck &amp; waiting for help)</p> <ul style="list-style-type: none"> <li>• DEAR time</li> <li>• journal/learning log</li> <li>• vocab development (<a href="http://bit.ly/superkidsvocab">bit.ly/superkidsvocab</a>; <a href="http://wordcentral.com/home.html">wordcentral.com/home.html</a>; <a href="http://merriam-webster.com/word-of-the-day">merriam-webster.com/word-of-the-day</a>)</li> <li>• math problem of day (on board; jar of something to guess)</li> <li>• brain teasers (<a href="http://bit.ly/classbraintease">bit.ly/classbraintease</a>)</li> </ul>
	<p>Altered Books</p> <ul style="list-style-type: none"> <li>• <a href="http://bit.ly/altbookhow">bit.ly/altbookhow</a></li> <li>• <a href="http://bit.ly/altbookhow2">bit.ly/altbookhow2</a></li> <li>• <a href="http://bit.ly/altbookhow3">bit.ly/altbookhow3</a></li> </ul>
B.	<p>Bookmarks - <a href="#">bookmarks-elem</a> or <a href="http://bit.ly/bookmarks-ms">bit.ly/bookmarks-ms</a></p>
D.	<p>Day to be the Teacher: have a student start the class</p> <ul style="list-style-type: none"> <li>• bring in quote and run discussion</li> <li>• recap yesterday's work</li> <li>• introduce new vocabulary</li> <li>• work a homework problem</li> </ul>
E.	<p>Ears: listening stations (music, podcasts, books on tape; <a href="http://bit.ly/itunesued">bit.ly/itunesued</a>; dual language books)</p>
F.	<p>Flexible grouping (flow; jigsaw it [give different pieces to different groups]; collaborative; circle; four corners)</p>
G.	<p>Games (<a href="http://mindware.com">mindware.com</a>; Equate; Boggle; Upwords; 20 questions; <a href="http://bit.ly/mgwinners">bit.ly/mgwinners</a>; <a href="http://mensaforkids.org">mensaforkids.org</a>); really good puzzles (try Cobble Hill Puzzles - <a href="http://cobblehillpuzzles.com">cobblehillpuzzles.com</a>).</p>
I.	<p>Independent Study Project (kid tested, teacher approved) <a href="http://bit.ly/iim-method">bit.ly/iim-method</a></p>

	<p>Introduce: Spend time introducing students to the textbook or material. Create a scavenger hunt, a “tour”, or simply flip randomly through it, commenting, reflecting, and using stories to connect to it.</p>
K.	<p>Kagan chips: <a href="http://kaganonline.com">kaganonline.com</a></p>
L.	<p>Library – read and respond; give list of books (use list at <a href="http://mensaforkids.org">mensaforkids.org</a> for a guide by grade) Have them demonstrate understanding with one of these ideas:</p> <ul style="list-style-type: none"> <li>- 3-Part Harmony written summary: <ul style="list-style-type: none"> <li>What happens in the beginning/middle/end?</li> <li>What is the most critical moment?</li> <li>How else could the author have ended the story?</li> </ul> </li> <li>- book moment with you</li> <li>- book box – various items that represent key objects in the story (not a diorama) – give written or oral explanations</li> <li>- “pitch it” – pitch the book to a Hollywood producer for a movie (written or oral)</li> <li>- annotate a section of the text</li> <li>- <b>Sociograms:</b> Students create a visual representation of the relationships among characters. 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. (See end for example.)</li> </ul>
M.	<p>Magazines: <a href="http://bestdealmagazines.com">bestdealmagazines.com</a> <i>Smithsonian, National Geographic, sports (ESPN, Sports Illustrated for Kids)</i> Find list of magazines for kids at: <a href="http://bit.ly/maglist">bit.ly/maglist</a></p>
	<p>Made to Stick: Use SUCCEs model to make instruction “sticky” - <a href="http://heathbrothers.com/resources">heathbrothers.com/resources</a></p>
O.	<p>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).</p>
P.	<p>Place (a.k.a. centers). Interest center/subject center. Activities and resources. Doesn’t have to be labor intensive. Use library to cycle stuff. Example: Alphabet Center (after semi-colon is for higher-level learners)</p> <ul style="list-style-type: none"> <li>• magnetic letters to put letters in ABC order/sort by capital and lowercase; use magnetic letters to spell words and then write them</li> <li>• use pasta letters to put letters in ABC order; spell words</li> <li>• string alphabet beads in ABC order; spell words</li> </ul>

	<ul style="list-style-type: none"> <li>• 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</li> <li>• high level only: create and write alphabetical sentences in which the words are in alpha order (Cats do easy feats.)</li> </ul> <p>Have an assortment of books in the center</p> <table border="0"> <tr> <td>word/picture books</td> <td>alphabet books with themes</td> </tr> <tr> <td>riddle books</td> <td>alphabet books in other languages</td> </tr> </table>	word/picture books	alphabet books with themes	riddle books	alphabet books in other languages		
word/picture books	alphabet books with themes						
riddle books	alphabet books in other languages						
Q.	<p>Questions - multiple levels of questions</p> <ul style="list-style-type: none"> <li>• make cue cards for yourself (or posters) with Bloom’s/Anderson’s/Costa’s or other questioning level stems</li> <li>• laminate cards for kids (can put on metal rings; color code by level)</li> <li>• essential questions (<a href="http://bit.ly/esquest">bit.ly/esquest</a>)</li> </ul>						
R.	<p>RSQC2</p> <ul style="list-style-type: none"> <li>• In two minutes, students <b>recall</b> and list in rank order the most important ideas from a previous day's class</li> <li>• In two more minutes, they <b>summarize</b> those points in a single sentence</li> <li>• Next, they write one major <b>question</b> they want answered</li> <li>• After that, they make a <b>comment</b> on what they’ve learned</li> <li>• Lastly, they identify a thread or theme to <b>connect</b> this material to the course's major goal</li> </ul>						
S.	Share - trade with other teachers, rotating books, magazines, and other materials to keep them fresh						
	Summarizing - Triad Summarizing (see below)						
T.	<p>Tic-tac-toe (or shapes (triangle, circle, square) assignment choices</p> <ul style="list-style-type: none"> <li>• blackout</li> <li>• see below for examples</li> </ul>						
	TED <a href="http://ted.com">ted.com</a> (try TED Connections at <a href="http://mensaforkids.org">mensaforkids.org</a> )						
V.	<p>Vocabulary:</p> <table border="0"> <tr> <td colspan="2"><b>FRAYER MODEL</b></td> </tr> <tr> <td>Definition (in own words)</td> <td>Draw a picture</td> </tr> <tr> <td>Examples (from own life)</td> <td>Non-examples (from own life)</td> </tr> </table> <p><b>USING SENTENCE STEMS TO DESCRIBE A WORD</b></p> <p>How Can I Describe This Word?</p> <p>It’s kind of like a _____.</p> <p>It looks like a _____.</p> <p>It’s when you _____.</p> <p>It’s where you go to _____.</p>	<b>FRAYER MODEL</b>		Definition (in own words)	Draw a picture	Examples (from own life)	Non-examples (from own life)
<b>FRAYER MODEL</b>							
Definition (in own words)	Draw a picture						
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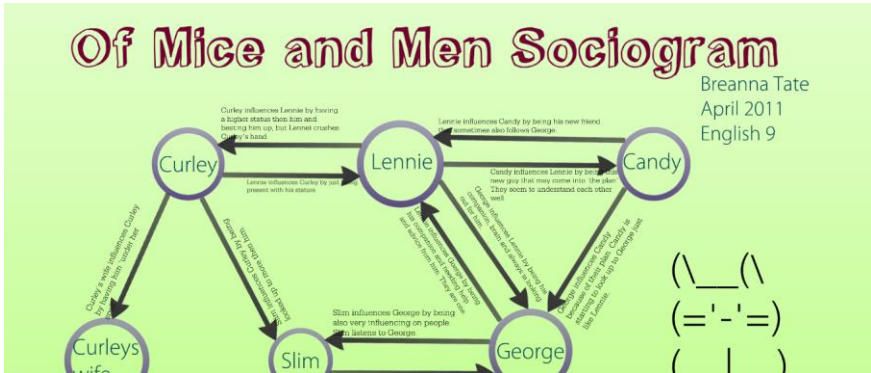
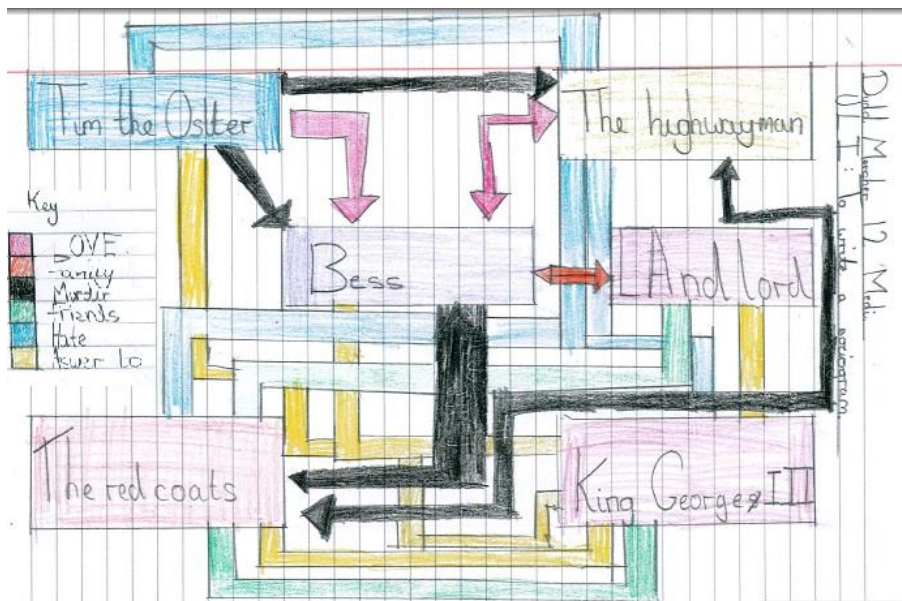
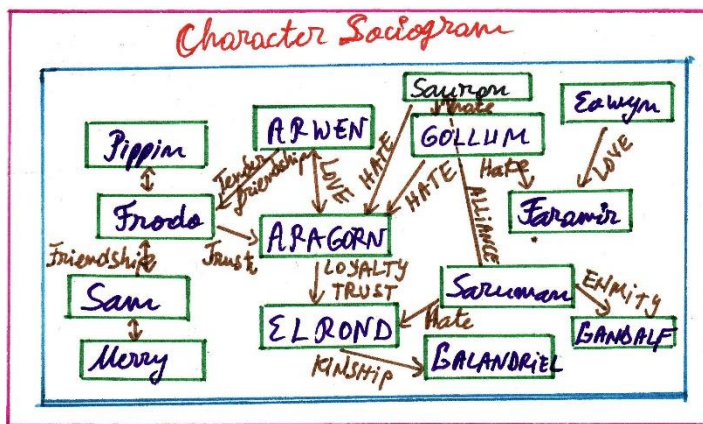
	<p>It smells like _____.</p> <p>You use it when you _____.</p> <p><b>DEFINITION WORD CHART</b></p> <p>Word:</p> <p>Things I know about the word:</p> <p>General category this word might belong in:</p> <p>Examples or other related words:</p> <p>My definition:</p>
W.	<p><b>Writer's Antithesis:</b></p> <p>Students take a passage from the text they are reading and rewrite the passage reversing one or more of the writer's choices: the tone, characterization, writer's voice, point of view, setting, etc.</p>
	<p>Wordle: <a href="http://wordle.net">wordle.net</a></p> <p>ideas for using in class: <a href="http://bit.ly/wordcloudsinclass">bit.ly/wordcloudsinclass</a></p>
Y.	<p>You own the word:</p> <ul style="list-style-type: none"> <li>• individualized spelling list</li> <li>• word art</li> <li>• illustrated dictionary</li> <li>• acrostic poems</li> </ul>

**Sociogram Directions:**

The sociogram is designed to get students thinking about the relationships among the characters of a story. (Can be used for elements of a system as well.) To do:

- Place the central character(s) at the center of the diagram
- Let the physical distance between characters reflect the perceived psychological distance between the characters
- Let the size/shape/symbol of a character metaphorically represent each personality, importance, one's power or lack of, etc.
- Show the direction of a relationship by an arrow, line, and its nature by a brief label
- Represent substantiated relationships with a solid line and inferred relationships by a broken line.
- Circle active characters with a solid line: circle significantly absent characters with a broken line.
- Place the characters that support the main character on one side of a dividing line, and antagonistic characters on the other side.
- Illustrate the tone and or theme of a piece by the use of color or visual symbols.
- Explore creative ways to represent a character's motivation.

# Sociogram Examples



## Triad Summarizing

ROUND	#1	#2	#3
A	READ	SUMMARIZE	MAIN IDEA
B	SIGNIFICANT LINE	READ	SUMMARIZE
C	SUMMARIZE	ASK QUESTION RELATED TO TEXT	READ
D	READ	SUMMARIZE	COMMENT
E	IMPORTANT POINT	READ	SUMMARIZE
F	SUMMARIZE	MOST INTERESTING POINT	READ

## Tic-Tac-Toe

Directions: Choose activities in a tic-tac-toe design. When you have completed the activities in a row –horizontally, vertically, or diagonally – you may decide to be finished. You may also decide to keep going and complete more activities.

I choose activities # \_\_\_\_\_, # \_\_\_\_\_, # \_\_\_\_\_, # \_\_\_\_\_

Do you have ideas for alternate activities you'd like to do instead? Talk them over with your teacher.

I prefer to do the following alternate activities:

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## Spelling Tic-Tac-Toe

Name \_\_\_\_\_ Date \_\_\_\_\_

- Choose three assignments to complete a tic-tac-toe.
- All three assignments must be finished and turned in by \_\_\_\_\_.

<p><b>Story words-</b> Write a short story using all of your spelling words. *The story must have a plot and characters. *Underline the spelling words used in the story.</p>	<p><b>What's missing-</b> Find a partner to write each spelling word on a piece of paper. When doing so, your partner must leave out a letter in each word. You then have ten seconds to catch each mistake.</p>	<p><b>Ransom words-</b> Spell out your spelling words by cutting out letters from a newspaper or magazine.</p>
<p><b>Create an Activity-</b> Feeling creative? Make up your own spelling activity.</p>	<p><b>BCA order-</b> Write your spelling words in reverse alphabetical order (Z-A).</p>	<p><b>Silly sentences-</b> Use all your spelling words in ten funny sentences.</p>
<p><b>Picture words-</b> Draw a picture using each of your spelling words.</p>	<p><b>Pyramid words-</b> Write your spelling words adding or subtracting one letter at a time. The result will be a pyramid shape for each word.</p>	<p><b>Other handed-</b> If you are right-handed, write a list of your spelling words using your left hand, or vice versa.</p>

## Activities for Tic-Tac-Toe

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>○ add chapter to a book</li> <li>○ advertisements</li> <li>○ anecdotes</li> <li>○ announcements</li> <li>○ audiotape</li> <li>○ autobiographies</li> <li>○ awards</li> <li>○ ballad</li> <li>○ billboards</li> <li>○ brochures</li> </ul> | <ul style="list-style-type: none"> <li>○ book jackets</li> <li>○ booklets</li> <li>○ bulletin board</li> <li>○ bumper stickers</li> <li>○ captions</li> <li>○ cartoon or comic</li> <li>○ case study</li> <li>○ chart or collage</li> <li>○ cereal boxes</li> <li>○ children's book</li> <li>○ commentaries</li> </ul> | <ul style="list-style-type: none"> <li>○ conversations</li> <li>○ data table</li> <li>○ definitions</li> <li>○ demonstrations</li> <li>○ designs</li> <li>○ detective story</li> <li>○ dialogues</li> <li>○ diary entries</li> <li>○ dictionaries</li> <li>○ dioramas or displays</li> <li>○ directions</li> </ul> |
|--|--|--|

- drama scripts
- drawings or illustrations
- editorials or essays
- event chains
- experiments
- explanations
- fables or fairy tales
- fact sheets or books
- family tree
- flag
- flow chart
- folk tales
- friendly letter
- games / puzzles
- game boards
- graffiti
- graph
- group project
- guidebooks
- historical (I was there)
- idea webs
- interviews
- inventions
- invitations
- jokes
- journals
- jump rope jingles
- labels
- legends
- letters
- lexicons
- lies
- lists
- lyrics
- magazine page
- manuals
- maps
- math problems
- memoirs
- memories
- menus
- models
- movie scripts
- murals
- museum projects
- music video
- musical instrument
- mysteries
- myths
- newscasts
- newspaper articles
- obituaries
- opinions
- oral presentations
- oral reports & visuals
- pamphlets
- peer editing
- petition
- persuasive writing
- photo album
- plays
- poems
- position statements
- postcards
- poster
- proposals
- puppet shows
- reader's theatre
- reading journal
- recipe
- reports
- requests
- research report
- responses to literature
- resumes
- retellings
- reviews of books
- rules of etiquette
- scale models
- scenery for play
- science display
- scrapbook
- sculpture
- shadow box
- short story
- signs or sketches
- skits
- songs
- speeches
- story problem
- summaries
- survey
- telegrams
- television scripts
- terrarium
- Thinking Map
- time capsule
- timeline
- tribute
- Venn diagram
- videotape
- weather map
- writing fiction
- writing nonfiction
- wishes
- written debates