



The Well Developed Classroom Blog
Differentiated Instruction: Structured Learning Choice Resources:

* Caution most Learning Choice structures are appropriate for many grades by editing content.

Title	Grade(s)*	Subject	What to notice about this example
Poetry Revision	1	English Language Arts (ELA)	<ul style="list-style-type: none"> - Learning choice fosters independent practice - Reviews previous units - Mirrors how professionals work in the field
Non-Fiction Book Project	1	Science/E LA	<ul style="list-style-type: none"> - Differentiated instruction - Creates variations in finished products
Word Study/Vocabulary	3-12	ALL Subjects	<ul style="list-style-type: none"> - Example of easy ongoing homework assignment - Differentiated by multiple ways of thinking
Vocabulary Practice: Transitions	5	ELA	<ul style="list-style-type: none"> - Differentiated to support different reading levels - Requires students to work in current level and stretch
Social Student Project	7 & 8	Social Studies	<ul style="list-style-type: none"> - Organized to achieve both content objectives and differentiated by learner communication strength - Requirements, grading criteria and self reflection are included
Addition, Subtraction, Multiplication Facts, and Place Value	3	Math	<ul style="list-style-type: none"> - Clear Learning Targets are explicit and used by students - <i>“Create your own problem”</i> enables students to make the next “Learning Choice” board from submissions or use these problems for Do Now or homework - Students have to understand the learning target to create a problem - Problems are scaffolded from calculation, word problem, and then create your own
Clocks, Money, Measurement	3	Math	<ul style="list-style-type: none"> - Review skills from previous units that need practice
Factors, Multiples, and Prime Factorization	6-7	Math	<ul style="list-style-type: none"> - <i>“Find the error”</i>, helps students practice checking work and focuses their attention on common mistakes to avoid
Reading Responses	4	ELA	<ul style="list-style-type: none"> - Range of products with explicit purposes - Grading criteria included in learning choice board - Offer practice on specific learning targets
Reading Responses	6	ELA	
Reading Responses	8	ELA	
Writing Practice in Science	3-5	Science	<ul style="list-style-type: none"> - Use products for choices that have been taught in other courses or units
Science in the News	High School	Science	<ul style="list-style-type: none"> - Opportunity to use and express content knowledge - Focus on perspective and point of view
Sketch Book Learning Tic-Tac-Toe	3-6	Art	<ul style="list-style-type: none"> - Ongoing extension for independent practice - Each choice affords practice on two important outcomes
Self-Reflections	3-8	All	<ul style="list-style-type: none"> - Assessment tool for Learning Choice Boards
Ladder of Feedback form Peer Review	4-12	All	<ul style="list-style-type: none"> - Assessment tool for Learning Choice Boards

The resources in this booklet were developed through professional development workshops in collaboration with Atlas Learning Communities and the New York City Public Schools. Author/Collaborator(s): Talented and Gifted School for Young Scholars, Manhattan: B. Wilkens, T. Donato, H. Blount, J. Ryan, B. Rand, K. Kelley, Y. Acevado, D. Damico, J. Heemsker, and M. Bernstein, Urban Assembly School for Law and Justice, Brooklyn: K. Ferrales, and In Tech Academy, Bronx.

Poetry Revision Choice Board

Ben Wilkens, First Grade, Talented and Gifted Young Scholars (M012)

Purpose: To foster purpose individual revision of poetry.

Directions to Teachers: Use this Learning Choice Editing as a center or as an assignment.

Supports and Extensions: Teachers assign students ways for students to revise their poems. Student can reflect on their writing over time and notice patterns in figurative language and writing techniques that they use often. Students can then select a revise that will both strengthen the piece of writing as well as their portfolio.

Sample Common Core Standards Addressed:

Reading K-5

Responding to Literature – Grade 1

11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.
 - a. Self-select text based upon personal preferences.

Responding to Literature – Grade 4

11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.

Language Standards K-5

Conventions of Standard English – Grade 1

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.
 - c. Use commas in dates and to separate single words in a series.
 - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

5. Conventions of Standard English – Grade 4

6. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Poetry Revision Learning Choice Board

Choose at least two ways to revise your poem.
Your revisions will help your poem communicate
its message more effectively.

<input data-bbox="142 461 235 553" type="checkbox"/> <p style="text-align: center;">Alliteration</p> <p>Add alliteration to your poem. Hear the same letter or sound at the beginning of words close together.</p> <p style="text-align: center;">Example: Creative Class.</p>	<input data-bbox="779 461 871 553" type="checkbox"/> <p style="text-align: center;">Simile</p> <p>Add a simile to your poem. Compare one thing to another with the phrase "...like a ..." or "as ...as a ...".</p> <p style="text-align: center;">Example: as quick as a wink or hot like the sun</p>	<input data-bbox="1360 469 1453 561" type="checkbox"/> <p style="text-align: center;">Another Stanza</p> <p>Add another stanza to your poem.</p>
<input data-bbox="142 868 235 961" type="checkbox"/> <p style="text-align: center;">Adjective</p> <p>Add an adjective to describe a noun in your poem. Examples: huge, fast, prickly, and shiny</p>	<input data-bbox="758 876 850 969" type="checkbox"/> <p style="text-align: center;">Synonym</p> <p>Replace a plain word on your poem with a more interesting and precise synonym. Examples: change "fun" to "amusing", change "good" to "excellent" or change "big" to "gigantic".</p>	<input data-bbox="1371 876 1463 969" type="checkbox"/> <p style="text-align: center;">Rhyme</p> <p>Add a rhyme to your poem. Example: We delight in spring's colorful sight.</p>

Non-Fiction Book Project

Original idea Ben Wilkens, 1st Grade, Talented and Gifted Young Scholars (M012)

Purpose: To provide a sequenced structure for completing a multi-step project. All students will complete the first four squares.

Directions to Teacher: Students will be assigned one visual feature and one text feature based on their ability and students will choose one visual and text feature to add based on their interest. Early finishers can add more features to their book. During a sharing exhibition students can tally how often authors used the different features in their book projects.

Supports and Extensions:

The teacher will assign all students at least one square based on a skill that the student needs to work on. Early finishers can use the chart as an anchor activity to add more features to their book.

Sample Common Core Standards Addressed:

Speaking and Listening Standards – Grade 1

Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

Range of Writing – Grade 1

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

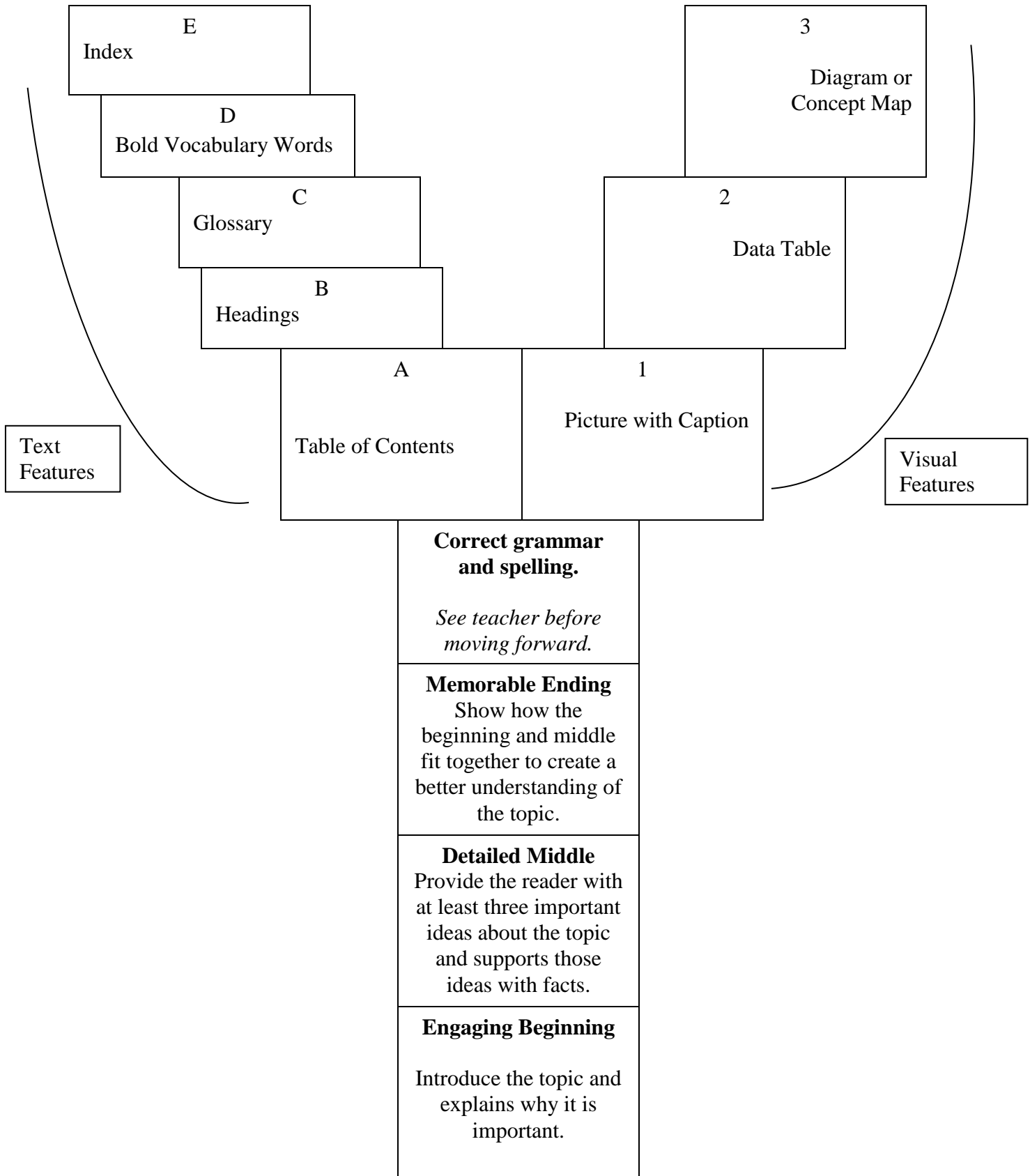
Research to Build and Present Knowledge – Grade 1

7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Research to Build and Present Knowledge – Grade 4

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Non-Fiction Book Project



Non-Fiction Book Project

Original idea Randi Toll, 1st Grade, P.S. 163

Purpose: To provide a structure for completing centers in a science unit on butterflies. All students will complete the starred activities first. These provide ongoing assessment data for the teacher.

Butterfly Choice Board

Instructions: Complete as many activities as you can! You must complete the starred activities first *

Group of Three	Partner	Independent
Scientific observations of caterpillars and butterflies *	Butterfly Symmetry	Butterfly math Write your own addition or subtraction problem about butterflies
Time for Kids *	Have a debate with your partner. One of you believes butterflies are the best pet and the other believes that dogs are the best pet.	Complete the Life Cycle Puzzle *
Generate questions about the photographs of butterflies in their habitat	Read the <u>Hungry Caterpillar</u> by Eric Carle and make a list of things in the book that are fiction and things that are nonfiction	Write a poem about a butterfly, caterpillar, or the life cycle

Word Study/Vocabulary Learning Choices

Purpose: To invite learners to practice problem solving with language. Through this Learning Choice board students are challenged to look for explore multiple meanings of words through different ways of thinking and use multiple communication methods to express ideas.

Directions:

Use this learning Choice board as an ongoing homework assignment.

Management Tip: Number the squares or choices to facilitate grouping students.

Supports and Extensions:

- All students can use this learning choice board with different sets of assigned words.
- The teacher can assign students one choice (using the numbers) to ensure appropriate challenge for each student. Then students can be group by similar numbers to learn more about different words using a familiar assignment or could be grouped so that each student completes a different task with the same word.
- Grouping: The students can complete all tasks and then group themselves by the number of the task that was most useful to them in learning their words. Knowing the kinds of tasks that helps students learn can then be used to when studying for tests and completing other assignments.

Sample Common Core Standards Addressed:

Language Standards K-5

Vocabulary Acquisition and Use – Grade 3

5. Demonstrate understanding of word relationships and nuances in word meanings.
- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

Vocabulary Acquisition and Use – Grade 6

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., personification) in context.
 - b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Word Study/Vocabulary Learning Choices

Name _____

Words that I am studying _____

Complete two tic-tac-toes to learn your words.

<p>1. If your words were colors then what colors would they be and why?</p>	<p>2. Compare your each of your words to another word using this format. <u>(your word)</u> is like _____ because _____. Repeat this pattern for each word.</p>	<p>3. Find your words in a textbook. Make a list of your word, the page # where it can be found and copy the sentence where the word is used. If you can't find the word in your textbook then try other books, newspapers, magazines, and the Internet.</p>
<p>4. Draw an image or symbol that represents your word.</p>	<p>5. Write the definitions of each of your words.</p>	<p>6. Write a question that the answer would be one of your words. Create a question for each of your words.</p>
<p>7. Explain why this word is important to know. Offer examples of how people can use the word.</p>	<p>8. Find an image that represents each of your words.</p>	<p>9. Create a group of five words that one of your words would fit into. Give the group a title. Create a group of words with a title for each of your words.</p>

Word Bank for Transition Words Found In Independent Reading Used in Writing

Jackie Heemsker, 5th Grade, Talented and Gifted Young Scholars (M012)

Purpose: To guide note taking during independent reading and revisions during writing.

Directions for Supports and Extensions:

The words have been divided into three categories, related to words often found in texts of different reading levels. Students are assigned to notice transition words during their independent reading. Once students have begun to notice transition words then they can share with a partner or in a small group the word quoted from a sentence or paragraph in their book and how the transition strengthened the author's message.

Notice: Groups are expected to find words from two columns. This instructional strategy is intended to offer every student both a familiar task and a challenge. If the teacher only gave the words in the middle column then students reading on a lower reading level (English Language Learners and/or struggling readers) might not be successful in finding the words. At the same time, the third column ensures that students reading advanced books will be able to look for challenging vocabulary. By using three columns in the word bank, the teacher is providing both supports and extensions within one assignment.

Sample Common Core Standards Addressed:

Language Standards Grade 5

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

Language Standards 6-12

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Vary sentence patterns for meaning, reader/listener interest, and style.*

Word Bank for Transition Words Found In Independent Reading Used in Writing

In your reading notice how the author uses transitions. Jot down the page number and a sentence where transition words are used. In your writing, explore using these words to clarify your message.

Group 1 find three words from column, Starting Out, and at least two words from Frequent Use.

Group 2 find three words from column, Frequent Use, and two words from Sophisticated.

Group 3 find two words from column, Frequent Use, and three words from column Sophisticated.

- All groups make note of words that you find to add to our list. Notice how often you see the word used in texts.

Purpose	starting out	frequent use	sophisticated
Signal a Series Helpful when describing a process	also again first next last too after	after that another besides but also finally in addition in the first place lastly plus secondly thirdly	equally important further furthermore initially likewise moreover then too to conclude afterwards to start with
Show a comparison	like also as or	likewise similarly	by comparison as with as though in the like manner
Show Contrast or Change	but if or	although anyhow anyway either even though however instead neither on the other hand otherwise still unless yet	at the same time by contrast despite for all that in any event in contrast in spite of nevertheless nonetheless nor notwithstanding on the contrary
Indicate Place or location	here in into over there under	above across below beside between beyond	among adjacent beneath farther nearby nearer opposite

Learning Choice Board Example Social Studies

Collaborators: Tom Donato & Rhonda Bondie, Talented and Gifted School for Young Scholars

Purpose: To offer ongoing small research projects to practice informative and explanatory writing using research to support ideas.

Directions for Implementing Supports and Extensions:

Learning Choices are carefully placed on the chart to meet a specific content goal and require students to use a particular communication method. This enables teachers to support struggling learners by assigning a task in an area of strength to complete first, such as drawing or speaking and to work in the content area that has the most interest. Then the second learning choice could be assigned specifically to stretch students into areas of challenge. Sometimes teachers assign two choices in an area of difficulty to develop skills or knowledge in this area. Additional choices could be selected by students.

Content Learning Goals/Targets	Places	People	Events
Methods of Communication			
↓ Writing			
↓ Drawing			
↓ Speaking			

Management Tips:

- The product size for each learning choice is carefully chosen by the teacher to match the time and resources available for a particular unit.
- The grading criteria for high quality work are the same for all products. Only one grading rubric or criteria is used.

Common Core Standards Addressed:

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

Grades 6–8 students:

1. Write arguments focused on *discipline-specific content*.
 - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

Learning Choice Board Example Social Studies

	Places	People	Events
Details to include:	<input type="checkbox"/> Physical features <input type="checkbox"/> Why physical features are important <input type="checkbox"/> How place has changed <input type="checkbox"/> Cite references	<input type="checkbox"/> Life <input type="checkbox"/> Work/Legacy <input type="checkbox"/> How person's actions have impacted the world today <input type="checkbox"/> Cite references	<input type="checkbox"/> Known facts, who, what, why, when, where <input type="checkbox"/> Pivotal moment (critical point during this event that leads to an important outcome) <input type="checkbox"/> Clear point of view or perspective <input type="checkbox"/> Cite references
Writing	Create a diary of an explorer or someone who lived at this time period that helps the reader understand the physical features of a place. or Create a poem describing features of a place and why the features are important	Write a biography of an important person.	Write a letter to a friend describing an event as if you were there. Be sure to include enough details so that the reader can imagine what it was to be at the event.
Drawing	Create two maps that show how something changes over time.	Draw a collection of objects that represent a person. Be sure to include a key that explains what each object is and why it is important to understanding the life and accomplishments of this person.	Construct a timeline comparing a chain of events of this time period to a chain of events happening at another place during the same time period or a chain of events happening at another time period. Be sure to include a short explanation drawing our attention to what this comparison tells us.
Speaking	Create a commercial aimed at parents encouraging them to visit a particular place with their family. Be sure to explain why children will be interested in the place and how visiting the place can help children learn history.	Create a campaign commercial encouraging voters to support a candidate or legislation.	Prepare a news brief from a reporter broadcasting live from an event.

<p>High quality work:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completes three assignments for a tic-tac-toe <input type="checkbox"/> Is historically accurate <input type="checkbox"/> Supports claims with facts <input type="checkbox"/> Cites sources <input type="checkbox"/> Makes novel connections <input type="checkbox"/> Includes a reflection sheet for each completed assignment <input type="checkbox"/> Presented well (neat, organized, logical, correct spelling and grammar) 	<p>Reflection Sheet (complete one sheet for each task)</p> <p>On a sheet of paper labeled Reflection Sheet, write a response to the following four prompts:</p> <ol style="list-style-type: none"> 1. I choose <u>(list task that you completed)</u>. 2. I was interested in this topic/task because _____ 3. From the experience of completing this task, I learned _____ 4. Next time I would like to _____
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Addition, Subtraction, Multiplication Facts and Place Value

Helene Blount, 3rd Grade, Talented and Gifted Young Scholars (M012)
Jamilah Ryan, 6th Grade, Talented and Gifted Young Scholars (M012)

Purpose: To provide independent practice and ongoing review/development of computation and problem solving skills.

Management Tips:

- Ask students to create new learning choice boards using the problems submitted by fellow students as extension projects. Require students to use a table with objectives for each column and objectives for each row, so that each problem must meet the objective for both the vertical and the horizontal rows. Challenge students to think very critically about each problem that is selected and why it is a good fit for the objectives. Require students to create an answer sheet so that when other students are using their learning choice board will be able to self-correct their work.
- Offer the learning choice boards made by students as review assignments to support students who are struggling.
- Assign students to do the rows and columns of learning choice boards for extra practice in areas of weakness following a test.
- Use errors from student work for “find the error” column. Invite students to check homework in small groups and record common errors on index cards, and then use the collect problems for learning choice boards.

Sample Common Core Standards Addressed:

Standards for Mathematical Practice K -12

- 1 Make sense of problems and persevere in solving them.
- 4 Model with mathematics.
- 5 Use appropriate tools strategically.
- 6 Attend to precision.

Addition, Subtraction, Multiplication Facts and Place Value

Directions: Complete three squares in a row to make a Tic-Tac-Toe.

	Computation		Word Problem	Create Your Own Problem
Addition with Regrouping	$\begin{array}{r} 469 \\ + 187 \\ \hline \end{array}$	$\begin{array}{r} 1,753 \\ + 5,638 \\ \hline \end{array}$	Kendra was playing a computer game where the players could travel around the world. The first game she traveled 413 miles. The second game she traveled 218 miles. The third game she traveled 674 miles. How many miles did she travel over the course of the three games?	Create a story problem where at least two numbers are added with regrouping in the solution. Write out both your problem and the solution.
	$\begin{array}{r} 878.69 \\ + 692.12 \\ \hline \end{array}$	$\begin{array}{r} 1,817.50 \\ + 1,895.75 \\ \hline \end{array}$		
Subtraction with Regrouping	$\begin{array}{r} 534 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 402 \\ - 3 \\ \hline \end{array}$	Brian wanted a computer for \$475.00 and a printer for \$360.00. In order to buy the computer, Brian worked for three months. In April he earned \$175.00, in May, \$239.00, and in June, \$420.00. Did he earn enough money to purchase the computer? How much more money does he need to earn or how much change would he receive back?	Create a story problem where at least two numbers are subtracted with regrouping in the solution. Write out both your problem and the solution.
	$\begin{array}{r} 360 \\ - 27 \\ \hline \end{array}$	$\begin{array}{r} 748 \\ - 559 \\ \hline \end{array}$		
Multiplication with Regrouping	$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ \times 5 \\ \hline \end{array}$	Jesse spends 45 minutes everyday practicing his keyboarding skills. If he practices everyday for one week then how many minutes did he practice? How many more minutes would he practice if he practices everyday for three weeks?	Create a story problem where at least two numbers are multiplied with regrouping in the solution. Write out both your problem and the solution.
	$\begin{array}{r} 23 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ \times 64 \\ \hline \end{array}$		

Clocks, Money, Measurement Choice Board

Directions: Complete three squares in a row to make a Tic-Tac-Toe. Your projects should complete the task, be neat, and show your math work. Include a written paragraph that explains your answer.

	Clocks	Money	Measurement
Addition with Regrouping	Write down your daily schedule by hours for one week including items at school, things you do at home, and other activities. Create a report showing the total amounts of time you spend at school, eating, sleeping, studying, playing and going other activities.	Use a menu of a sale paper to plan what you would like to buy. Make a wish list of what you would like to order or buy and the prices. The total must be at least \$150.00.	Find the perimeter of a book or piece of furniture. Explain: Why would knowing the perimeter be useful to someone?
Subtraction with Regrouping	Explain to a traveler what time they would have to leave to arrive at a location at a specific time. Show them how long it will take from the start time to the finish time of their trip.	You have \$250.00 to spend on a three day trip. Create a budget for each day listing what you would buy and how much it would cost. List for each day how much money would be left. Explain how much money would be leftover at the end of the trip.	Measure the objects in your backpack or the food from a grocery bag or the things on a shelf in your room. Find the difference between at least two measurements.
Multiplication with Regrouping	Create a workout schedule. Decide how many times per week and for how long each time you will exercise. Explain how much total time each week you will exercise. Divide your targeting different parts of your body. How much time each week are you spending focused on each part?	You are opening a sneaker shop. The shelves in your store can hold 12 sneakers or 6 pairs of sneakers. How many different sizes and types of sneakers will you display? How many shelves will you need to display the pairs of shoes for customers to try on?	Find the area of a room or playground. Explain why would knowing the area be useful to someone?

Factors, Multiples and Prime Factorization Choice Board

<u>Answer</u>	Word Problem	Find the Error	Create
# of days it takes for the moon to make a full revolution (28)	Davis and Luisa both work at Tommy's Pizzeria throughout the week. They earn the same amount of money per day. If Davis made \$252 and Luisa made \$224 this week, how much money do they make per day. Please use <u>prime factorization</u> to show your solution.	Hector is trying to find the prime factorization of 840. He writes the prime factorization of 840 as $2 \cdot 3 \cdot 5 \cdot 23$. Is Hector's answer correct or not? Explain what Hector could have done to check his work. Show the correction he needs to make.	a) Create a word problem with this answer that uses either division or prime factorization to get to the answer. b) Create a word problem that uses the answer in the prime factorization. Show the solution to the word problem.
# of days in a leap year (366)	On Sundays, The A train arrives at the 125 th Street station every 16 minutes. The D train arrives every 21 minutes. How many minutes will elapse before the trains arrive at train station at the same time? It is 12:30 pm now and both trains are at the station, at what time will the trains meet again?	There is a star with four orbiting planets. One planet makes a trip around the star in 7 Earth years, the second planets takes 6 Earth years, the third takes 16 Earth years, and the fourth takes 21 Earth years. How many years, will it take for the planets to return to this position? Deena states that it will take 14,112 years. Explain how Deena found her answer and how she can solve it correctly.	a) Create a word problem with this answer that uses multiplication and/or finding common multiples to get to the answer. Show the solution to the word problem.
# of days in a regular week (7)	Djali has 42 Snickers bars and 63 Three Musketeers bars. If she wants to make Halloween grab bags, what is the greatest amount of grab bags she can make if she must have exactly the same number of Snickers and exactly the same number of Musketeers in each bag? Please <u>diagram</u> your solution.	Neena has 21 smiley-face stickers, 54 glittery stickers and 84 heart stickers. Elaine states that Neena can only divide the stickers evenly among 3 friends. Create a diagram that shows how Elaine solved this problem and explain whether she is correct or not.	a) Create a word problem with this answer that uses division and/or finding common factors to get to the answer. Show the solution to the word problem.

Reading Response Tic-Tac-Toe

Katie Kelley, 4th Grade, Yvonne Acevado, 6th Grade, Dru Damico, Talented and Gifted School for Young Scholars

Purpose: To provide explicit goals for reading response assignments and choose an assignment that is purposeful to the reading assignment.

Management Tips:

- Provide different types of structured paper for different products, such as script paper with two columns, the first column with a line for the character’s name and the second column several lines for what the character says (see below).
- Add Supports and Extensions by placing Word Banks or labels such as Beginning, Middle (problem), and End to guide students in their product. By placing the supports and extensions on the “special project paper” teachers can support students while they are working independently. Usually special “project paper” is kept in file folders on the wall or in a bin and divided into paper with supports and levels of extension to provide more rigor.
- Students are encouraged to practice these reading response assignments many times using different texts and different project paper.

Script Writing Title: _____

Put actions characters take in (parentheses). For example, (shut the door) or (exits).

_____	_____
_____	_____
_____	_____

Comic Strip Title: _____

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Sample Common Core Standards Addressed: Responding to Literature

Grade 4 and 5

11. Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.

Grade 5

a. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.

Grades 6-12

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

Reading Response Tic-Tac-Toe

Complete three in a row to create a Tic-Tac-Toe.

Type of Writing	Inferences based on Text written in a formal essay	Text connections communicated through a graphic novel or comic strip	Creative writing through dialog presented in a script format
Criteria	<ul style="list-style-type: none"> ○ References text ○ Offers interesting interpretation ○ Develops ideas fully with details ○ Challenging vocabulary adds interest ○ <i>Sentence structure is varied or Illustrations communicate a story</i> 		
Text	<p style="text-align: center;"><u>Text to Text</u></p> <p>Describe how today's reading connects to earlier parts of the book.</p>	<p style="text-align: center;"><u>Prediction</u></p> <p>Predict what you think might happen next. Use the examples from the text to support your ideas.</p>	<p style="text-align: center;"><u>New Ending</u></p> <p>Create an alternate ending to the story. Write a conversation between the characters to describe this new ending.</p>
Relationship to you	<p style="text-align: center;"><u>Text to Self</u></p> <p>Explain how today's reading relates to something in your own life (person, place, event, or problem).</p>	<p style="text-align: center;"><u>What I Would Do</u></p> <p>Explain what you would do if you were a character in the book.</p>	<p style="text-align: center;"><u>A Character and Me</u></p> <p>Develop a dialog between yourself and one of the characters from the reading.</p>
Relationship to World	<p style="text-align: center;"><u>Text to World</u></p> <p>Explain how this reading relates to things going on in the world (people, places, events, and problems)</p>	<p style="text-align: center;"><u>Big Idea</u></p> <p>Identify the theme, lesson, or message in this reading. Explain how this theme connects to our world today.</p>	<p style="text-align: center;"><u>Characters Meet</u></p> <p>Think about what might happen if a character from this reading met a character from another story or a person in real life. Write their conversation.</p>

Reading Response Tic – Tac-Toe

Complete three in a row to create a Tic –Tac-Toe

Complete three assignments for tic-tac-toe. Include a reference sheet for each completed assignment.

- References text
- Completes three assignments for tic-tac-toe
- Offers interesting interpretation
- Develops ideas fully with details and evidence from the text
- Uses challenging and complex vocabulary
- Includes a reflection sheet for each completed assignment

	Write a short story	Magazine article	Diary, journal or letter
Summarize and connect	Chose a character from the story and write a summary of what has happened to this character. Be sure to include the lessons the character has learned.	Choose a theme from the book and create a magazine article informing the reader about the theme.	Write a letter in the voice of the author to a publisher requesting them to publish the book. Include a brief summary of the book, who the target audience is, and why people would want to read the book.
Point of view	Outline the plot of the story thus far. Identify the point of view. Decide on a new point of view, change the plot to show the events from this new perspective. Create a new outline of the plot with changes to the point of view.	Create a character expose for a gossip magazine on one of the characters from the story. Use facts from the text to build the story.	Identify the problem and solution in the story. Think about what this problem and solution might look like with different characters, location, or time period. Create either a journal or letter as a new character explaining the problem
Words and pictures	Identify the problem and solution from the story. Create a comic strip or graphic novel showing a new solution to the stories problem.	Research the author of your book and compare your author to another author of the same genre. Create a brief magazine article to highlight these two authors for other children to read with recommendations and illustrations.	Create a story board of a day in the life of one of the characters from your book. Include at least two events that did not happen in the book but could possible happen.

Reading Response Tic-Tac-Toe

Complete three in a row to create a Tic-Tac-Toe.

Type of Writing Criteria	Factual <ul style="list-style-type: none"> ○ Provides detailed information to audience on the topic ○ Cites sources ○ Justifies claims with specific cited evidence 	Expository <ul style="list-style-type: none"> ○ Presented in formal essay ○ References text ○ Offers interesting interpretation ○ Develops ideas fully with details ○ Challenging vocabulary adds interest ○ Sentence structure is varied 	Creative <ul style="list-style-type: none"> ○ Illustrations further the plot ○ Words add information and details to the illustrations ○ Project is neat and easy to read ○ Clearly connects to the text
Story Elements	Create a newspaper article reporting on the events, people, and/or influential popular culture movements of the time period when the text takes place.	Create a thesis statement about the main character. Use text references to support your thesis.	Using the author's setting, create your own story.
Author Style	Write a biography of the author. Explain how the author's life is connected to the works that he/she has written.	Identify examples of how the author uses language and unique sentence structure to communicate. Explain how these examples show the unique style of this author and contribute to high quality writing.	Using a theme from the text, create a story that could take place today.
Genre	Write a report centered on one or more of the following ideas: <ul style="list-style-type: none"> ○ Start of this books genre ○ Other authors who write in this genre ○ Characteristics of this genre ○ Sub-genres ○ Changes over time in genre 	Identify criteria for writing in this genre. Using specific examples from the book, explain how this book belongs to this genre.	Using the criteria for this genre as a guide, create a story written in this genre. Include a rationale that explains why this comic strip or graphic novel belongs in this genre.

Writing Practice in Science Example: Erosion & Science in the News Learning Choices

M. Bernstein, Talented and Gifted School for Young Scholars
R. Bondie with K. Ferrales, Urban Assembly School for Law and Justice

Purpose: To increase opportunities for independent writing in science.

Management Tips:

- Introduce the learning choices after students have completed a similar assignment either in a different unit or in a different class, such as ELA or Social Studies. This way, the expectations for each learning choice are established prior to using the learning choice board. It would take too much time to teach students how to complete each choice all at once.
- There are many advantages to reusing assignments in student choice boards. Students enjoy doing an assignment a second time, when they can focus on the content and not the procedure of the assignment. Students also see relationships among courses and teacher expectations when common assessments/tasks/assignments are used across subject areas.

Sample Common Core Standards Addressed:

Writing

K-5 Anchor Standards

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing Grade 10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Key Ideas Grade 11 * News paper article

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Craft and Structure Grade 11

Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Writing Practice in Science Example: Erosion

Directions: Complete three tasks in a row for a Tic-Tac-Toe.

Criteria: All tasks must be complete, use accurate information on erosion, meet writing goals criteria identified in the Writing Rubric, and use specific details.

Perspective	Flowing Water	Earth Materials	Traveler
Teacher and Students	Create a three-part picture timeline showing how erosion takes place over time to help students understand how erosion happens. Include a description under the picture that describes how and why erosion is taking place.	Locate a place where there is beautiful evidence of erosion. Create a postcard from that beautiful place to encourage school groups to visit (for example, the Grand Canyon). Create an assignment that the art teacher would use to help students notice the beauty in the erosion, explain how the beauty is created, and make a work of art that communicates similar type of beauty.	Write a persuasive letter encouraging the teacher to take a field trip with the students to see erosion in their community. Describe all of the places where erosion can be seen and signs of erosion students be able to find.
Traveler	Create a song about erosion.	Create a traveler guide including a map and explanation of the erosion that he/she might see on a trip to a specific place.	Write a journal entry of a traveler describing where he/she has hiked, the erosion that was seen there, and a guess as to why the erosion is occurring.
Science Museum	Write an article for the museum's newsletter reporting on how erosion is changing the environment or a community.	Bring in or make an artifact that should be included in the Science Museum's exhibition on erosion. Include an item entry card describing what the item is, the age, and why the object is important to the process of erosion.	Create a photo-journalism magazine article showing erosion in the city. Make sure that the pictures help us understand how erosion takes place and why erosion is important.

Science in the News Learning Choices

Find an interesting article at: New York Times Science <http://www.nytimes.com/pages/science/>

Complete one assignment for each article that you read.

<p>Draw an image or symbol that represents the information in your article. Give your image a title and explain how the image relates to the information in the article in a short paragraph.</p>	<p>Find a graph, table, chart or diagram on the New York Times Science page. Translate the visual information into an article. In your article, include the information that is presented visually and draw attention for the reader to important information that is missing.</p>	<p>Translate the information from your article into a graphic form. Make a table, graph, chart, or diagram. Write a short paragraph explaining what your graphic represents.</p>
<p>Write five questions that this article could answer. Identify one quote from the article for each question that might be used to answer your questions.</p>	<p>Identify an assumption that this article makes. Design an experiment to test the validity of the assumption. Define a hypothesis and write the procedures for the experiment.</p>	<p>Compare facts from your article with facts from a topic that we have studied in class using a table of a Venn diagram. Write a short explanation of your comparison.</p>
<p>Write a letter to the editor explaining why this article is important for the people living in your community to read. Offer examples of how people (your family, friends, school community, and businesses) can use the information.</p>	<p>Rewrite this article for the Kids Page of the news paper. Make sure to capture the interest of a younger audience and present the information so that a 4th grader would be able to understand.</p>	<p>Name at least four different people who would find this article important and explain why they would care using information from the article to justify the opinion.</p>

Additional Examples

Art: Sketch Book, B. Rand

Self Reflection

Peer Feedback Form

Sketch Book Learning Tic-Tac-Toe

Complete three in a row to create a Tic-Tac-Toe.

	Pattern	Color	Line
From life	Draw something from real life that uses a specific geometric pattern to add interest and details to the drawing.	Draw something from real life using warm colors.	Create a blind contour drawing of an object that you are looking at.
Imagination	Draw something from your imagination that combines at least two patterns to express emotion or movement.	Free Draw	Draw something from your imagination that uses organic lines to express emotion or movement.
From another work of art	Replicate another work of art that uses organic lines. Explain why the artist used organic lines.	Replicate another work of art that uses cool colors.	Replicate another work of art that uses geometric lines to communicate an idea. Identify where geometric lines are used and what the lines communicate.

Name _____

Class _____

Self-Reflection

I choose (list assignment that you completed) _____

I was interested in this topic/assignment because ...

From the experience of completing this assignment, I learned ...

Next time, I work on an assignment like this I would like to ...

Ladder of Feedback Form for Peer Review

Name _____

Date _____

Lesson Title _____

Offering Feedback Name _____

1. Clarifying Questions


Purpose: Gather missing information, Understand unclear information


What were you working on in this assignment?
 (Complete this question before giving this form to person who will offer feedback to you. Make sure that the feedback person also has the criteria for the assignment).

Other questions from person offering feedback:

2. Value statements

Purpose: Express appreciation, Identify strengths, Offer honest compliments

I see ... 	Criteria/Goals

3. Concerns  Purpose: Make problems visible by articulating: "Have you considered..." "What I wonder about is..." "Perhaps you have thought about this, but..."	4. Suggestions Purpose: Offer ways to solve the identified problems, List of possible solution generating ideas (not mandates)

- Consider feedback and decide to make at least two revisions. To receive full credit two revisions must be made and noted on the submitted assignment.