

## **Strategy: Compacting**

**Differentiating by:** Content/ Readiness

### **Overview:**

This allows students to skip content they know or to proceed quickly through content. This strategy targets students' readiness levels and it can be applied to any subject and at any grade level.

### **Steps:**

1. Assess the students' understanding of the concept or skill with a pre-test. Students with a score of 90% or higher will move on to enrichment activities.
2. Prepare instruction of content to the students who scored lower than 90%
3. Prepare a plan for enrichment activities. A choice board is very effective. Gather materials and instruct students on expectations of independent learning.

	<b>Tic</b>	<b>Tac</b>	<b>Toe</b>
<b>Character Traits</b>	<p><b>Bloom's - Evaluation</b></p> <p>If you could assign the main character a different character trait, what would it be?</p>	<p><b>Bloom's - Application</b></p> <p>Based on his/her character traits, explain why the character acted the way he did.</p>	<p><b>Bloom's Comprehension</b></p> <p>What is the most important character trait that describes the main character?</p>
<b>Theme</b>	<p><b>Bloom's • Analyzing</b></p> <p>How did the actions or thoughts of the characters help you determine the theme?</p>	<p><b>Bloom's - Applying</b></p> <p>What do you think the author wants you to learn from this story?</p>	<p><b>Bloom's • Understanding</b></p> <p>What details in the text do not support the theme?</p>
<b>Problem and Solution</b>	<p><b>Bloom's • Understanding</b></p> <p>What is the main problem in this story and how is it solved?</p>	<p><b>Bloom's • Applying</b></p> <p>Pick a problem the main character faced and tell how he could have solved it in a better way?</p>	<p><b>Bloom's - Synthesis</b></p> <p>The main character is hesitant to share his adventure with his family. If you went on an amazing adventure like the main character did, would you be hesitant to share it with your family or friends? Why?</p>

## Strategy: Tic-Tac-Toe

### Differentiating by: Learning Styles and Product

**Overview:** This strategy is used as a method of offering students choices in the kind of products they complete to demonstrate their knowledge of a subject. Students are presented with a nine-cell table of options in the format of a traditional tic-tac-toe board. All options should address key literary elements being learned.

### Steps:

1. Students choose three product options that form a vertical or diagonal line.
2. Assess the students' understanding of the concept or skill.

ij j t.)	Write an essay comparing and contrasting the original Cinderella character to Cinder.	Create a list of at least five interview questions to ask Cinder or Queen Levana about what the reader should learn from their experiences. Record a Flipgrid including the questions and answers.	Create a character autopsy depicting the characters thoughts, feelings, actions, and words.
▪ ▪ ;	Pull a description directly from the novel and draw your visualization of that scene.	Choose your favorite scene and create a detailed Brush Ninja animation.	Choose your favorite scene and describe how the setting affects the plot in one paragraph.
• ;	Show how the author taught a lesson through each conflict by creating a four-square graphic comic.	Create a table that compares and contrasts the theme of Cinder with that of the original Cinderella story.	Complete a Flipgrid PSA as a main character explaining the theme (what have you learned throughout the novel).

Lesson Idea:

BOY Idea- I like the idea of starting with a learning profile survey and then revisiting throughout the year. This could be a great progress checker after an assessment or when the grading period changes. Along with tracking changes in data, we could also adjust our learning profiles so that we are continuing to think through how we learn the best (adult learners and students). Using learner choice as a great way to address differentiation, I foresee using choice with different learner groups.

## **Strategy:** Tic-Tac-Toe

### **Differentiating by:** Product

**Overview:** This strategy is a method of offering students' choices in the type of products they complete to demonstrate their knowledge. The teacher should make sure that all options address the key concept or skill being learned.

### **Steps:**

1. Pick a topic your class is working on.
2. Create a tic-tac-toe nine cell table of options.
3. Students choose three product options that form a horizontal, vertical, or diagonal line.
4. Some choices for the product may include creating a video, writing an essay, create a model of their favorite scene in a book, letter, create a skit, create a play, do a puppet show with characters, write interview questions.
5. Create a student friendly tic-tac-toe menu. For younger students, including pictures, examples in the menu would be very beneficial.
6. The students can complete these with a partner or do their activities independently.
7. Be sure to give plenty of time to complete these parts and let students use their creativity. Give plenty of materials to help them bring their creations to life.
8. Make sure to let them share after they are finished with the class or another class.

Chase Estepp

High Ability Strategy