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## **Differentiation: Tiered Activities: Grade Level 1**

### Fish/Sea Animals

#### Goals:

Basic: The children tell or write what a habitat is.  
The children name animals that live in the water (both fresh and salt water.)

The children tell or write how fish are different from other animals.

The children pick a water animal to do research on to find out how it lives (food, babies, defense, interesting facts).

Intermediate: The children tell or write how the researched animal affects its environment and how the environment affects it.  
The children prioritize the importance of how the animal and environment affect each other from most to least important. The children tell or write that the researched animal is a carnivore, herbivore, or omnivore.

Advanced: The children tell or write how the researched animal affects other animals and is affected by them and how (if) it affects people and is affected by us.  
The children make a list of reasons to keep their animal from becoming endangered and prioritize the reasons from the most to least important.

#### Pre-assessment Questions:

What is a habitat?  
What does camouflage mean?  
Name as many animals as you can that live in the water.  
How is a fish different from animals that live on land?  
What is the difference between ocean water and lake or river water?  
Is a dolphin a fish?  
Is a shark a fish?  
What is a carnivore, herbivore, and omnivore?  
What does endangered mean?

#### Instruction:

Depending upon the answers to the pre-assessment, I will do whole group instruction on habitats, different kinds of animals, water environments, and defensive mechanisms. Each student will choose a sea animal to research, take notes on cards, and type the report on the computer. The research report includes a description of the animal, its babies, what it eats, where it lives, and what defensive mechanisms it uses.

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A smaller group will discuss what kind of an eater the animals are and how they affect other animals. We will discuss how the environment and man affect the animals and vice versa.

Products:

All the students will research and type a report about a chosen animal. They will also draw a picture of the animal in its habitat.

Alternative activities:

As children finish their reports, they can choose other activities.  
Write a make-believe story about their animal.  
Design their own fish (based on another animal like catfish, dogfish, etc.) and tell why.  
Put fish names in alphabetical order. . . .  
Pick fish that we eat, survey the class as to a favorite, and make a graph.  
Make a water diorama.  
Make a paper or clay model.  
Create a habitat mural.  
Make a poster of an endangered animal. Show or tell why its endangered.  
Interview someone who has a job as a marine biologist, oceanographer at an aquarium, etc.  
Make a food chain for their animal and others in the habitat.

Resources:

Fishy Facts unit in reading series  
Books from the library  
Zoobooks, Big Back Yard, other magazines  
Internet  
Materials children bring from home  
Encyclopedias  
Childcraft

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### **“Treasure in the Snow” Activities**

I. Read carefully pages 68-83, “Treasure in the Snow” from *Wind by the Sea*.

II. Complete workbook page 28.

III. Choose and complete 3 of the following activities:

1. Make a line graph showing how the population in Norway has changed since 1930. Use a computer to generate the graph, if possible.

Use this information:

1930 – 2,814,194

1946 – 3,156,950

1950 – 3,278,546

1960 – 3,591,234

1970 – 3,874,133

1980 – 4,091,132

1990 – (use a current almanac)

Answer these questions:

1. What does the graph show about the population of Norway?
2. Why was there a larger increase in population between 1930 and 1946 than between 1946 and 1950?
3. Why do you think that no census was taken in Norway in 1940?

2. Interview someone who remembers living during World War II. Make an audio or videotape of this interview. Make sure your questions are about life during this war.

3. Research the properties of gold. Make a poster highlighting these properties.

Answer these questions:

1. Why is gold a popular metal for jewelry?
2. What does “18 karats” mean?
3. What is an alloy?

4. The main event in “Treasure in the Snow” is that four children transport gold by sled to help their country. Imagine that you are a newspaper reporter and have just uncovered this story. Write a newspaper article about the event including as many details as possible. Include a “photograph” (illustration). Don’t forget who, what, why, where, when, and how.

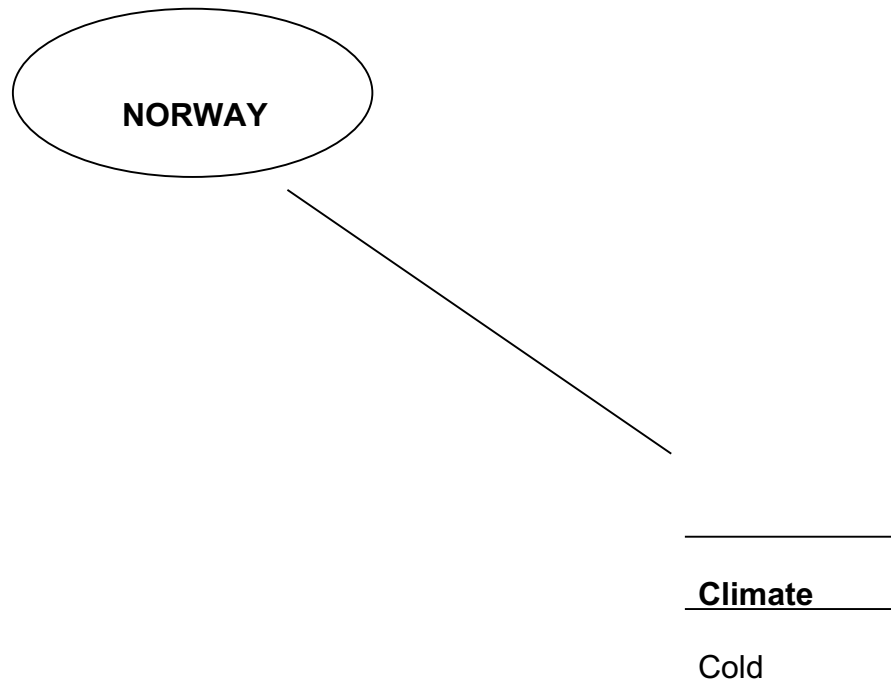
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5. Research Norway. Make a semantic map of information about these categories: natural resources, physical features, major cities, climate, industries, government.

Answer these questions about the story using information about Norway:

1. How might Norway's geographical features help the Norwegians get the gold out of the country?
2. What route do you think the soldiers in the story took to get to the village where the story takes place?
3. Do you think the German army might have taken an overland route to Norway? Why or why not?

EXAMPLE (semantic map)

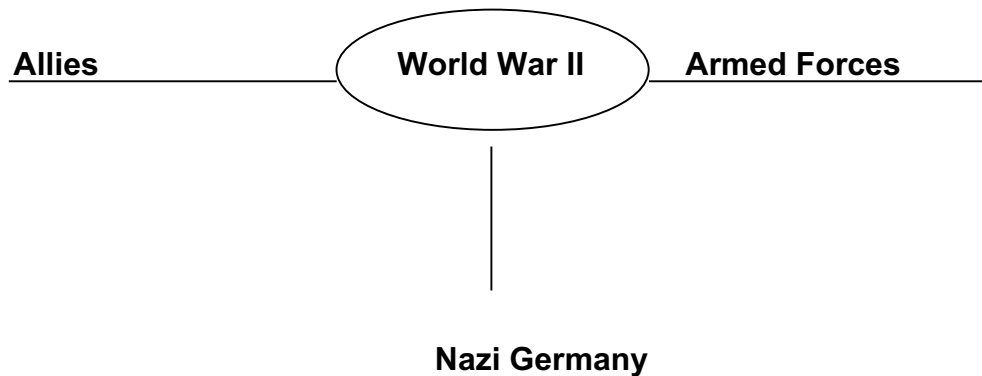


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**“Treasure in the Snow”**  
Basic Lesson

**Objectives:** The student will read and learn the meaning of unfamiliar words.  
The student will demonstrate comprehension of a variety of selections.  
The student will use writing as a tool for learning in all subjects.  
- Summarize what is read.

**Activities:** *Introduction/Preassessment of knowledge*  
- Students will complete a semantic map about World War II.



**Whole Group Instruction**

- Students will identify list of vocabulary words in the selection and define them using context clues and the glossary.
- Students will read the story aloud and discuss various aspects of the story such as inference, details, sequence.
- Students will participate in a discussion about summarizing information.
- Student will participate in a discussion about character traits and characterization.

**Individual Activities/Evaluation**

- Students will complete a worksheet on the usage of vocabulary words.
- Students will complete, using the book, a worksheet on story comprehension, using the cloze method.
- Students will take a vocabulary test.

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### **“Treasure in the Snow”**

#### **Differentiated Lesson – Alternative Activities**

**Participants:** Students identified as “Gifted” will participate in the differentiated lesson of alternative activities.

**Objectives:** The student will demonstrate comprehension of a variety of selections.

- Use context clues of read unfamiliar words.
- Organize information for use in written presentations.
- Draw conclusions and make inferences based on explicit and implied information.

The student will write narratives, descriptions, and explanations.

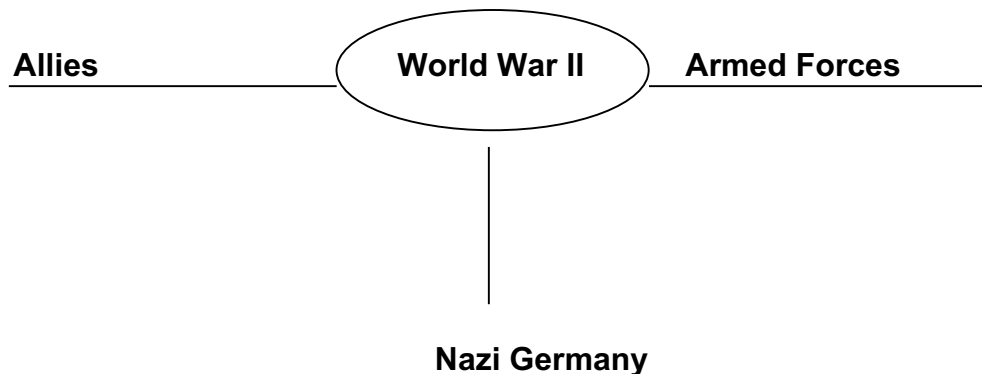
The student will use writing as a tool for learning in all subjects.

- Summarize what is read.

The student will select the best sources for a given purpose.

**Activities:** *Introduction/Preassessment of knowledge*

- Students will complete a semantic map about World War II.



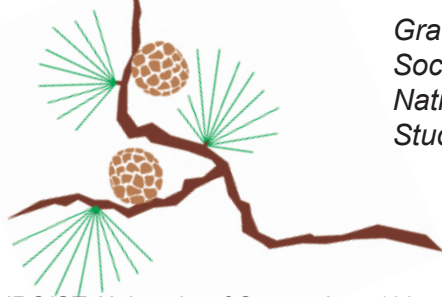
#### ***Whole Group Instruction***

- Students may participate in reading the story aloud and the discussion if desired.

#### ***Individual Activities/Evaluation***

- Students will complete required and chosen activities from list provided.

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NRC/GT, University of Connecticut, 1997



Grade 3  
Social Studies:  
Native-American  
Study

## Branching Out With Open-ended Activities

### Objective/Goal

*Students will conduct an authentic study demonstrating knowledge of these themes as they apply to Native-Americans. (1) Conflict & Discrimination (2) Environment (3) Resources (4) Tradition & Change (5) Diversity.*

### Whole Group Introduction/Instruction/Learning Activities

*(to be provided by the teacher)*

*(to be provided by the teacher)*

*Students were exposed to many, varied literature related to Native-American such as books, poetry, myths, and legends. Each student was encouraged to develop a passion area to guide his/her research. The students were reminded to guide their research using year-long themes of (1) Conflict & Discrimination (2) Environment & Change (3) Resources (4) Tradition & Change (5) Diversity.*

#### Inductive Teaching & Constructivist Learning Activities

*Presented students with various non-fiction and literature resources to help them develop a passion area within the study of Native-Americans. Helped guide student's formation of research questions they would like to answer in their original studies.*

#### Scaffolded or Open- ended Questioning Strategies

*Used the storybook and Disney film "Pocahontas" as a guideline for developing an understanding of the five-year-long social studies themes. Used non-fiction books to aid students in their development of research questions to guide their studies. Included an advanced organizer in the form of a questioning form asking "Questions I have about the book or movie."*

#### Open-Ended Resources and Assignments

*Allowed students choice in product selection, write report on Hyperstudio, dictionary, model, book of facts, diorama, poster or bulletin board, chart or labeled diagram, illustration, poem, mobile, board game, song, demonstration. Gave students rubrics to guide their product completion and presentation process. (1) Conflict & Discrimination (2) Environment & Change (3) Resources (4) Tradition & Change (5) Diversity.*

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# Offering Alternative Activities

To increase the breadth of a lesson

**General Learning Objective:** Students will be able to understand tragedies in history.

NRC/GT, University of Connecticut, 1997

**Varying Goal:** *Understand human decisions and emotions in a moment of history.*

**Learning Activities:**

- Students will decide upon a character who would have been on the ship, Titanic.
- Develop list of decision-making skills (small grps).
- How did the Goodwin family make this decision?

**Resources:**

- A **Night to Remember** and **The Night Lives On** by Walter Lord
- "When the Great Ship Went Down" (Historical documentation)
- Pictures/artifacts
- Internet
- Decision-making articles

**Products:**

Production of the play "when the Great Ship Went Down" to audience (Death of the Goodwin family)



**Varying Goal:** *Understand human decisions and emotions in their personal lives.*

**Learning Activities:**

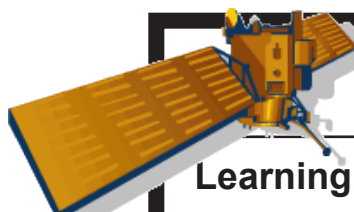
- Form and develop 4 scenarios:
- Wealthy vs. poor
  - Going to college
  - Buying a car
  - Losing a loved one or pet
- Develop list of decisions-making skills

**Resources:**

- Books on counseling/growing up
  - Guest speakers (interview a social worker or counselor)
- How do they help people make decisions?

**Products:**

"Dear Abby" articles  
Write radio show



**Varying Goal:** *Understand human decisions and emotions in the 1840's and 1850's.*

**Learning Activities:**

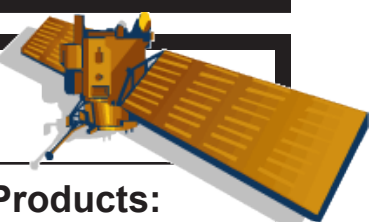
- Read article about Donner family...develop generalizations on family decision-making. Discussion on why families survived and not single people. Role play characters.

**Resources:**

Magazines articles on pioneers in 1840's & 1850's.  
Magazines articles/books on Donner family.

**Products:**

- Donner party
- write a short play about members of family who survived
- write monologue about single man on Donner party.





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## Curriculum Triage and Modification

### World War II

| Curriculum Components | Original   | Description   | Modification   |
|-----------------------|--|---|--|
| Objective             | List the causes and effects of WWII, describe Alabama's role in the war effort, and describe Tuskegee Airmen.              | Not as challenging as it could be and lacks variety.          | List some of Mobile's contributions and difficulties to the war effort in WWII. For example, housing and rationing, military bases, transportation, shipbuilding, and population/race relations. |
| Introduction          | Teacher will ask the question, "Why is there frequently war when one country invades another?"                             | Not as challenging as it could be and lacks variety.          | Teacher puts class in six cooperative groups in which they decide how they are going to present their topics.  |
| Teaching Activity     | Read and discuss pp. 290-297 and use globes and world maps to locate countries involved in WWII.                           |   | Teacher does research on each topic and shares with the group after completing Chapter 14.   |
| Learning Activity     | Instruct students to do activity pp. 82 and 83 and ask what they learned about WWII that could keep us out of future wars. | Could use creative project or activities and other resources. | Students get into groups to plan their strategies and do additional research.  |
| Grouping Practices    | Whole group  |   | Using cooperative groups, give students a chance to reveal their special talents as needed. It also gave them a chance to do a thorough job on their special topic and bring it closer to home.  |
| Resources             | Alabama textbook and world map   |   | Text, world map, globes, Mobile archives, school and public library, computer, parents, camera, and video.   |
| Assessment            | Textbook test  |   | Textbook test and group grade.   |

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## Curriculum Triage and Modification

### Grade 4, Social Studies

| Curriculum Components | Original  | Description  | Modification   |
|-----------------------|---|--|--|
| Objective             | Advantages and disadvantages of immigration to America.   | Could be taught only as factual knowledge.   | Allow students to visualize and experience emotions and struggles of making the decision to emigrate.  |
| Introduction          | Students read a story about a family coming to American and discuss advantages/ disadvantages of such a move. | Not as engaging as it could be.  | Place students into groups of 5 or 6 and pose two questions: (1) Why did people come to this country? (2) Why would they be worried? Groups shared their ideas with the class.   |
| Teaching Activity     | Display vocabulary words on an overhead projector.  | No context for words. Not engaging.  | Introduce and discuss vocabulary as words occur in the story.  |
| Learning Activity     | Students read a story about coming to American and discuss advantages and disadvantages.                      | Students don't have much background information with which to make a list of advantages and disadvantages. | Assign students a writing activity: Pretend you are a Polish father. Write a letter to your parents explaining your reasons for leaving Poland. Also explain your concerns about such a move. Assign letter-writing activity. Remind students to use RAFTS technique [Role, Audience, Format, Topic, Strong (verbs, adjectives, adverbs)]. |
| Grouping Practices    | Large groups, individual work   | Lacks variety  | Large group in addition to partners and small groups (5 or 6)  |
| Resources             | Textbooks   | Lacks variety and interest   | Internet sites, including Statue of Liberty, Ellis Island, etc. Additional resources   |

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## Curriculum Triage and Modification

### Short Stories

| Curriculum Components | Original  | Description   | Modification   |
|-----------------------|---|---|--|
| Objective             | To understand the elements of a short story and create original short story setting, character, plot. | Could be taught only as factual knowledge.                      | Explain setting, character, & plot and be able to discuss and compare. Students will be able to create an original short story with definable elements.  |
| Introduction          | Students read in text and give explanations of elements from sample writings.                         | Not as motivating as it could be.                               | Ask students to recall a family story passed down and write down parts of the story. These could then be shared to find the elements common to each.   |
| Teaching Activity     | Student record definitions of terms with discussion.  | Doesn't teach how to find or create elements-only defines them. | Explain that every detail in a short story is important and all elements must work together to communicate writer's main idea. Discuss specific elements after reading a variety of short stories in small groups, whole class, and individually. Group and individual & teacher presentations may be used.        |
| Learning Activity     | Students read stories and respond to recall questions.  | Only one practice activity and not too motivating.              | Ask students to do several different readings by a variety of authors to search for elements and use as models for original story. In groups, students write different endings for stories they read or change setting of familiar story, etc. A video could be viewed for similar activities; i.e., writing plot. |
| Grouping Practices    | Large groups, individual work   | Lacks variety   | Large group in addition to partners and small groups.  |
| Resources             | Textbooks   | Lacks variety and interest                                      | Short stories by Poe, O'Henry, Paulsen, etc. Videos, tall tales, fables, original stories by previous students.  |
| Products              | An essay explaining the elements of a short story.  | Lacks variety, not enough practice, lacks depth                 | Students will write a short story with strong setting, characters, and plot.   |
| Assessment            | Evaluate story.   | Lacks breadth & application                                     | Use pre & posttest that asks students to: (1) define elements, (2) explain purpose, (3) evaluate others' and own writing. Measure gains.   |