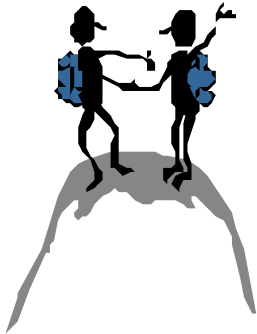


Engaging all learners in February!



**Leyton Schnellert
February 28, 2011
Nanaimo**

Six Formative Strategies

1. Intentions
2. Criteria
3. Descriptive feedback
4. Questions
5. Self and peer assessment
6. Ownership

Nicole's Grade 9
Social Studies

Following the
presentation...

- **Day 1: cleaned up the webs**
The students wanted to clean up the Post-It webs they created with Leyton, so each group took a category and added and moved the notes to the location they deemed appropriate.

Next, they created good copies of the category they were responsible for.

- **Days 2 & 3: Where is France?**

Soon I realized that we, as a class, didn't know where France was.

We worked on Atlas skills and mapping skills, and the students created maps of France.

This took 2 classes, because some students who rushed needed to re-do.

- **Days 4 & 5: Images of the Revolution**

I copied 7 pictures and placed them on the tables in a carousel format. The students wandered around in groups of three and came up with questions.

I put the images on the overhead and they shared the questions they came up with.

Example of a picture and the questions they came up with

- Where did the heads go?
- Is this the machine that killed the people in the other picture?
- How long ago was this used?
- Why is the blade on an angle?
- Why did they use this?
- How and who made this?
- Why was it made of metal and wood? Why not just one type of material?
- What crimes did people commit to be killed with this?



- Why do people have their hands up?
- Why is one guy standing on something and no one else is?
- Is the guy in the window going to jump?
- Why are they cheering outside the window?
- Why are only a couple people sitting?
- What are they doing?
- Where are they?
- Are they fighting?
- How many people were there?



Days 6 & 7: Word Sort and Defining

- I provided the students (in groups of 3) with a variety of words that they sorted into 3 categories. I was hoping they would come up with 1st Estate, 2nd Estate and 3rd Estate.
- In their groups they wrote their categories, as well as their headings, on the board.
- Once they had their categories on the board, they confirmed their understanding of the word definitions.

French Revolution Word Sort

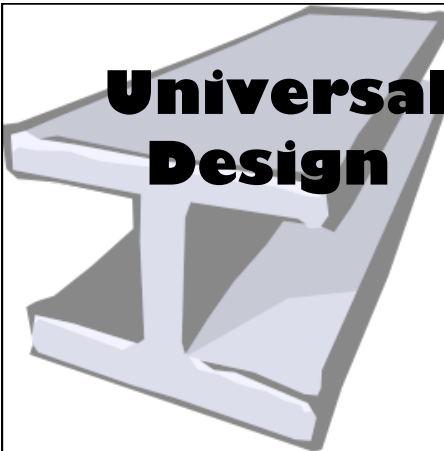
Peasants	Entrepreneurs	Clergy	Sans-culottes	Bourgeoisie
Ruler	National Assembly	The Directory	Merchants	Aristocrats
National Guard	Napoleon	Monarchs	Philosophes	Citizen
Privileged class	Nobles	Middle class	Radicals	First Consul

Day 8: 3-Way T-Chart


- Once we established that we were talking about the 3 Estates during the French Revolution, the students created a 3-Way T-Chart comparing the 3 Estates
- Once we had the headings organized, the groups re-worked their categories

Writing in Role

- The students were put into groups and were responsible for writing a story in role about one of the Estates.
- We discussed how to create a plot graph with: characters (students in the class), setting (France, 1789), rising action, climax, and conclusion.



Universal Design



Universal Design originated in the field of architecture.

Historically, architects have designed buildings to be accessible for the majority of people, but not for all people.

Stairs are the access most of us have to buildings.

For some people, though, stairs are a barrier to access:
 people in wheelchairs, people on roller blades, mothers using baby strollers

The Challenge of Learners with Diverse Needs

Retrofit the curriculum? **or** **Redesign** the curriculum?

The Goal...

~~“fix” the child~~ → **“fix” the curriculum**

↓ goals ↓ assessments ↓ methods ↓ materials

so that it can meet diverse learner needs.

3

Guiding Principles:

1

Multiple means of **engagement**

- to tap into learners' interests, offer appropriate challenges, and increase motivation.

2

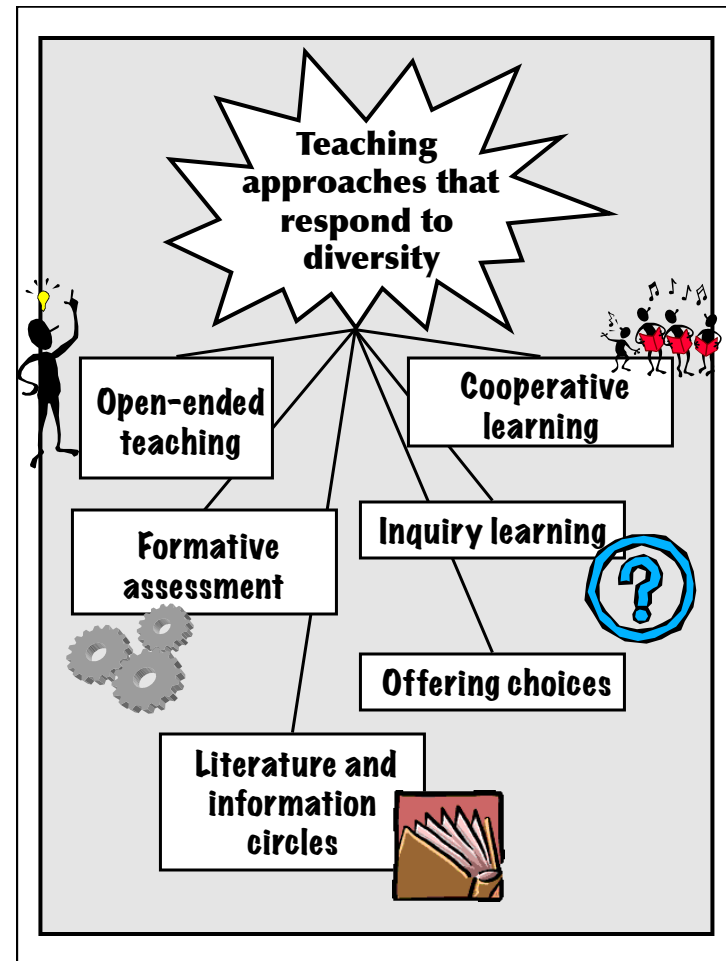
Multiple means of **representation**


- to give learners various ways of acquiring information and knowledge

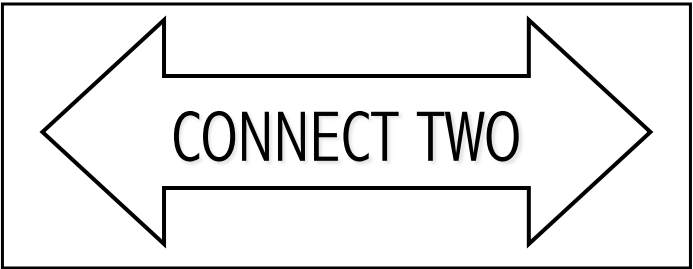
3

Multiple means of **expression**

- to provide learners alternatives for demonstrating what they know



Strategic Teaching in the Content Areas		
PLANNING	MODEL/GUIDE WITH STUDENTS	GUIDE INTEGRATION & ORGANIZATION OF MEANING AS A WHOLE
<ul style="list-style-type: none"> ➤ Determine essential concepts ➤ Select appropriate text(s) ➤ Activate appropriate background ➤ Provide background when needed ➤ Focus interest and set purpose ➤ Discuss nature of task <p>Model/ Guide with Students:</p> <ul style="list-style-type: none"> ➤ Previewing content ➤ Previewing text organization 	<ul style="list-style-type: none"> ➤ CHECKING PREDICTIONS ➤ COMPARE INFORMATION WITH PRIOR KNOWLEDGE ➤ ASKING CLARIFICATION QUESTION'S ➤ SUMMARIZING SEGMENTS OF TEXT ➤ IDENTIFYING CONTRADICTIONS AND GAPS IN KNOWLEDGE ➤ SELF-CORRECTING ➤ ASKING QUESTIONS ABOUT THE CONTENT 	<ul style="list-style-type: none"> ➤ Use of organizational patterns for restructuring information ➤ Ask students to represent concept(s) in another mode ➤ Assess achievement of purpose ➤ Correct misconceptions ➤ Provide opportunities to apply new information ➤ Provide transitions to new learning ➤ Provide opportunities for questions and extension
3-2-1 Anticipation Guide What's In? What's Out? Predicting Vocabulary/ PReP Rating Vocabulary Placemat Placemat Four Words Think of a Time KWL	Marking/Coding Text Power Notes Cornell Notes Skinny/ 3 Column Notes Placemat Magnet Strategy Mind Map Possible Sentences Think Alouds	Exit Slip Connect Two Pair Analysis Two Column Journal Ideagram/ Visual Cluster Collaborative Summary Frayer Model Critical Timeline Concept Map KWL+
 <h1 style="margin: 0;">EXAMPLES</h1>		



CONNECT TWO

CHALLENGES

OLYMPICS

SHOCK WAVES

TITLE

CHICAGO BULLS

HIGH SCHOOL

GOLD MEDAL

INSTRUCTIONS:

YOU ARE GOING TO WRITE SENTENCES ABOUT THE PASSAGE YOU JUST READ. EACH SENTENCE SHOULD CONNECT TWO OF THE WORDS LISTED HERE. USE THE TWO WORDS IN A SENTENCE TO SHOW HOW THE AUTHOR USED THEM IN THE TEXT. KEEP CHOOSING PAIRS OF WORDS AND WRITING SENTENCES UNTIL YOU HAVE USED EACH WORD AT LEAST ONCE.

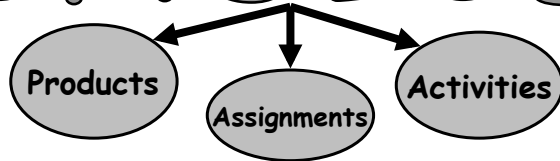
CHAMPIONSHIP

BASEBALL

FAILURE

RETIREMENT

Giving Students CHOICE



-How can you demonstrate your understanding of the learning outcomes?

-Choose from these different formats for your _____.

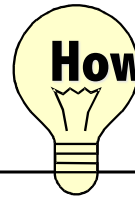
- Choose 5 of the 10 questions about _____.

Math Activity in Sequence

Whole Class	Differentiation
	Students work in pairs or individually (their choice) on the assigned problem
Partners share and class discusses the various ways they solved the problem and the tools they used.	
	Students select from 2 or more tasks to work on
	The teacher meets with the Groups to discuss tasks and plans.

How students integrate & apply what they learn **PRODUCT**

- Incorporate key concepts and relevant skills into the product design
- Encourage student choice as part of the product design
- Products should involve students in relevant and valued activities
- Teach students the skills necessary to successfully complete the product
- Use multiple criteria to assess the product
- At various points encourage students to evaluate and reflect on their learning



How Scientists Classify Living Things?



Name: _____

Connect

Discuss with your partner. What do scientists do to examine the similarities and differences between organisms?

Process

looking at page 28 in your textbook. Use the Magnet Strategy to identify the main ideas and details. Provide an example for each.

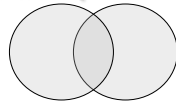
	example	Sentence Summary
		
		



How Scientists Classify Living Things?

Name: _____

On the back of this organizer you will find a Venn Diagram. Complete the diagram to show similarities between plant and animal cells.



What ways have you learned that biologists use to classify living things?

**Transform/
Personalize**

You will be choosing and studying an organism as part of an inquiry project. How might you use what we've learned so far to do research and present information to others?