Day One AM
Curriculum: Know, Understand, Do
Principles into Practice

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Clear Learning Goals mean:

What should students KNOW: (often represented in bulleted format)
- Facts
- Dates
- Definitions
- Rules
- People
- Places
- Vocabulary
- Information

Students will be able to DO: (represented with verbs)
- Basic skills
- Communication
- Planning/Organization
- Thinking skills
- Evaluation
- Working collaboratively
- Skills of the discipline: mapping, graphing, collecting data, show p.o.v.

Students will UNDERSTAND that: (best stated as a sentence which includes concept-based thought)
- Essential questions
- Theories
- “Big” ideas
- Important generalizations
- Thesis-like statements
<table>
<thead>
<tr>
<th>Essential Understandings</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Open; arguable</td>
<td>• One right answer</td>
</tr>
<tr>
<td>• Thought-provoking</td>
<td>• Factual</td>
</tr>
<tr>
<td>• Higher order</td>
<td>• Definition</td>
</tr>
<tr>
<td>• Require support</td>
<td>• Prompt recall or the noticing “the” answer</td>
</tr>
<tr>
<td>• Recur, possibly in other subject areas</td>
<td>• Meant to efficiently answered</td>
</tr>
</tbody>
</table>
Juicy Verbs

compose  influence  adopt  unify  
devise  promote  elaborate  designate  
detail  substitute  merchandize  limit  
deconstruct  prove  formulate  structure  
predict  simulate  shadow  illustrate  
propose  tailor  inscribe  refresh  
eliminate  transform  wonder  transfer  
improve  advise  visualize  reflect  
expand  emphasize  access  concentrate  
minimize  convert  immerse  approximate  
connect  ponder  justify  regroup  
portray  design  compete  simulate  
in incorporate  concentrate  disguise  modify  
produce  compartmentalize  personify  anchor  
en energize  integrate  uncover  deviate
Understand

Major Concepts and Subconcepts

These are the written statements of truth, the core to the meaning(s) of the lesson(s) or unit. These are what connect the parts of a subject to the student’s life and to other subjects.

It is through the understanding component of instruction that we teach our students to truly grasp the “point” of the lesson or the experience.

Understandings are purposeful. They focus on the key ideas that require students to understand information and make connections while evaluating the relationships that exist within the understandings.
Discipline-based Concepts

• **Art**-color, shape, line, form, texture, negative space

• **Literature**-perception, heroes and antiheroes, motivation, interactions, voice

• **Mathematics**-number, ration, proportion, probability, quantification

• **Music**-pitch, melody, tempo, harmony, timbre

• **Physical Education**-movement, rules, play, effort, quality, space, strategy

• **Science**-classification, evolution, cycle, matter, order

• **Social Science**- governance, culture, revolution, conflict, and cooperation
Concept Words
Reflect/Reflection
Power
Balance
Pattern
Community
Part/Whole
System
Relate/Relationship
Connect/Connection
Checks/Balances
Costs/Benefits
Evolve/Evolution
Direct/Direction
Segmentation
Structure
Construct/Construction
Light
Movement
Expand/Expansion
Create/Creation
Growth
Measure/Measurement
Equate/Equal/Equation
Transform/Transformation
Completion
Security
Explore/Exploration
Continuum
Independence
Interdependence
Heritage
Colonization
Migration
Organize/Organization
Regions
Encapsulate/Encapsulation
Value
Attitude
Heroes
Culture
Point of View/Perspective
Applications
Action/Reaction
Predict/Prediction
Diversity
Discipline
Timeliness
Implications
Charm
Token
Symbol/Symbolism
Coverage
Revision
Improvement
Attributes
Archetype
Limitation
Excellence
Freedom
Shape
Style
Transportation
Revolution
Construction
Control
Spiral/Circle
Endurance
Give/Take
Infancy/Maturity
Bridge/Link
Scale/Proportion
Justice
Prove/Proof
Unity
Restore/Restoration
Reduce/Reduction
Compromise
Collaborate/Collaboration
Illustrate/Illustration
Stewardship
Respect
Isolate/Isolation
Responsibility
Choice
Design
Fashion
Beauty
Compile/Compilation
Metamorphosis
Conflict
Contrast
Improvement
Change
KUD Sorting Activity

From *Professional Development for Differentiating Instruction: An ASCD Action Tool*

By Cindy Strickland, ASCD
Day One PM
Principles into Practice
Assessment

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Pre-Assessment Questions to Ponder for Planning

1. What are the KUDs? What are the essential knowledge, understanding, and skill that form the core of the unit?
2. What prerequisite knowledge, understanding, and skill should students have in order to succeed with the unit?
3. What common misunderstandings do students often have about the unit’s knowledge, understandings, or skills?
4. What questions can I ask that appropriately sample the unit’s KUDs?
5. What is a reasonable amount of time to provide for the pre-assessment?
6. Should it be administered in one sitting, or across several?
7. How long before the start of a new unit should the pre-assessment be administered? (I need time to review it, reflect on it, and plan for groupings and task with these results.)
8. Are there students who would benefit from differentiating the way the pre-assessment is written, designed, or administered?
Ongoing, Formative Assessments: Design and Use

1. Does the task or unit have clear KUDs reflecting the standards?
2. What are the KUDs being checked on this ongoing assessment?
3. What prerequisite knowledge, understanding, and skill should be checked at this juncture to ensure that students are ready to move ahead?
4. Are there common misunderstandings that should be assessed at this point in the learning cycle?
5. Are there students who would benefit from differentiation in the way the assessment is written, designed, or administered?
6. How will I provide feedback to students on the formative assessment that builds trust, is specific and clear, focused, timely, differentiated and invites follow-up?
7. Based on analysis of meaningful patterns, what does this student or cluster of students needs as the unit continues in order to facilitate maximum growth toward the essential goals of the unit and beyond them, when appropriate?
8. Given what I know of students’ varied approaches to learning, how might I design upcoming lessons and tasks so that students have opportunities to learn in ways that make the learning process more inviting and more successful?
9. How does my evolving knowledge of students’ interests suggest I might help students connect upcoming learning goals with their lives, experiences, strengths, and passions?
10. In what ways does the assessment information help me reflect on and refine my thinking, instructional planning, and instructional practices?
Ongoing assessment & adjustment of instruction

Define: Using informal and formal methods to find out about students’ readiness levels, learning preferences, and interests before beginning instruction, during instruction (both are formative assessments) and after completion of teaching (summative) and then using that information to change how and what will be taught next.

What might that look like in a classroom or school?

• Teachers preassess students to determine level of understanding and then group students by readiness for different tasks’ difficulty.
## THINKING ABOUT ON-GOING ASSESSMENT

### STUDENT DATA SOURCES
1. Journal entry
2. Short answer test
3. Open response test
4. Home learning
5. Notebook
6. Oral response
7. Portfolio entry
8. Exhibition
9. Culminating product
10. Question writing
11. Problem solving

### TEACHER DATA MECHANISMS
1. Anecdotal records
2. Observation by checklist
3. Skills checklist
4. Class discussion
5. Small group interaction
6. Teacher – student conference
7. Assessment stations
8. Exit cards
9. Problem posing
10. Performance tasks and rubrics
Directions: Complete the chart to show what you know about ________. Write as much as you can. This is not graded.
Directions: Complete the chart to show what you know about __________. Write as much as you can. This is not graded.

Definition

Key Ideas

Leaders in the field

Experience you have had
Knowledge Rating Chart

1. I’ve never heard of this before
2. I’ve heard of this, but am not sure how it works
3. I know about this and how to use it

_____ Direct object
_____ Direct object pronoun
_____ Indirect object
_____ Indirect object pronoun
_____ Indirect object pronoun
_____ Object of a preposition
_____ Adjective
_____ Interrogative adjective
3-2-1 Card

Name:

• **3 things I learned** from the friction lab...

• **2 questions** I still have about friction...

• **1 thing** way I see friction working in the world around me....
Day Two AM & PM
Extending and Scaffolding
Principles into Practice

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Provide each student with a sheet of “aliens” with varied numbers of arms, legs, eyes, noses, mouths, and ears. **Learning Goals:** Know vocab for body parts; Do – practice simple questions, use number and body parts vocab; Understand: Asking precise questions can refine the parameters of choices.

**Target Group**
Student A selects one of the aliens. Student B asks questions in an attempt to figure out which Alien student A selected. Student A answers the questions in complete sentences. All questions must be “yes” “no” questions having to do with the aliens’ features. Students then switch roles.

**Advanced Group**
Student B also asks questions about why the alien is formed as it is. Student A makes up responses. In the end, the students write a descriptive statement about the structure and function of the alien. Students then switch roles.
Struggling Group

If there are students who cannot succeed with the target activity, the teacher can provide ONE of the following:

1. A list of possible questions in the language
2. A list of helpful vocabulary
3. A brief period of teacher coaching to help students develop a model for the task.

Following this initial activity, students design, describe and name their own alien. These are displayed in the classroom and the whole class engages in a questioning activity to determine who created each alien.

(Ex: Does Will’s alien have long legs?)

Based on a differentiated Spanish I activity developed by Ellin Gallagher, Park City, Utah, from Enhancing Foreign Language Instruction in Your Classroom by Barbara Snyder.
Respectful tasks

Define: Each differentiated task should be **purposeful and meaningful**, should cause a student to feel that they have a contribution to make to the whole class’ work, and adds a role and responsibility that gives value to each level of task.

**What might that look like in a classroom or school?**

- *Teachers carry out specific activities to search for different kinds of talents and interests in students and to help students recognize and exploit their own talents.*
Character Map
*(differentiated by readiness and assigned by the teacher)*

<table>
<thead>
<tr>
<th>Character Name</th>
<th>How the character looks</th>
<th>How the character thinks or acts</th>
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Most important thing to know about the character

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<td>Character Name____________</td>
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<tr>
<td>What the character really MEANS to say or do</td>
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<tr>
<td>What the character would mostly like us to know about him or her</td>
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</table>
Character Map

Character Name

**Clues the author gives us about the character**

_________

_________

_________

_________

**Why the author gives THESE clues**

_________

_________

_________

_________

**The author’s bottom line about this character**

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Compare and Contrast

Features of A

Shared Features

Features of B

Version 1: readiness
Unique Features of A

Shared Features Of ABC

Unique Features of C

Version 2: readiness
COMPARE AND CONTRAST

Version 3: readiness
Graphic Organizer differentiated by Readiness: Basic Level

*Students given this level read and take notes from textbook or “leveled” texts, or they may do research from teacher designated websites.*

- Traditions/Culture:
- Religious Influence
- Political Trends

Causes of Conflict leading to World War II

Sandra Page bookpage@nc.rr.com 2008
Graphic Organizer differentiated by Readiness: Advanced Level

Students given this level will need to read from supplemental texts or original documents, or they may do research from websites.

Causes of Conflict leading to World War II

Military Systems and Weaponry:

Economic Decisions:

Nationalism/Isolationism:

Sandra Page bookpage@nc.rr.com 2008
Readiness Frayer Diagrams for Note-taking or Assessment or Writing: version A

Capital City

Major Historical Events

Important People

State Symbols (flag, bird, flower)

Our State
Readiness Frayer Diagrams for Note-taking or Assessment or Writing: version B

<table>
<thead>
<tr>
<th>Geographical Features</th>
<th>Population Distributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Products and Resources</td>
<td>Major Industries</td>
</tr>
</tbody>
</table>

Our State
Soil Outline

I. Components of Soil
   A. Organisms
      1. living plants and animals
      2. dead plants and animals
   B. Gases
      1. air
      2. pore spaces
   C. Water
      1. carries nutrients
      2. pore spaces
   D. Rocks & Minerals
      1. various sizes
      2. broken into pieces

II. Layers of Soil
   A. Topsoil
      1. organic matter
      2. rich in nutrients – dark color
      3. top layer that we see
   B. Subsoil
      1. layer below topsoil
      2. plants don't grow well
      3. lighter color
   C. Bedrock
      1. solid rock
      2. can be at the surface or many feet below
      3. made up of different rocks in different places

Part to Whole...Whole to Part Modification
Know: biodiversity, organisms, ecosystem, homeostasis

Understand:

• Ecosystems are dynamic
• Ecosystems change over time
• Scientific explanations are based on logical thinking; are subject to the rules of evidence; are open to rational critique
• Events have causes, sometimes simple, sometimes multifaceted*.
• (*this is from the Next Generation Science Standards Cross Cutting Concepts of Compare and Contrast: Mechanism and explanation)

Do:

• Investigate relationships between ecosystem dynamics and human activity using a variety
• Use a variety of sources and provide textual evidence to support claims

Pre-assessment: 2 weeks prior to the unit

Readiness: biodiversity, inquiry

Interest: inventory on ecosystems currently threatened for natural or man-made reasons
Whole Group Lesson:
Focus on key concepts (living systems in nature; change overtime; principles of homeostasis and biodiversity; energy in/energy out)

Hook:

• News clip on Chesapeake Bay problems
• Heterogeneous groups use a Kagan® structure to generate scientific questions they have as a result of the news clip
• In whole group with teacher as facilitator, the class creates a class list of questions with a focus on researchable questions and experimental questions
Overarching questions generated in whole group discussion:

- What evidence exists that support living systems in nature change over time?
- What evidence supports that living systems in nature seek balance (homeostasis)?
Group:
- Examine environmental policies related to preservation of the Chesapeake Bay
- Examine current conditions in the Bay to determine if the current policies are sufficient given present and future conditions and threats to this ecosystem
- Create a list of recommendations for policy revisions, deletions, and additions.
- Prepare your list of recommendations for submission to the Chesapeake Bay Foundation for review.

Group:
- Using several newspaper and journal articles on the Chesapeake Bay ecosystem, research plants and animals. Find evidence to prove that living systems change over time. Organize your findings in a data retrieval chart (provided).
- Meet with the teacher to discuss your findings. Do you have sufficient evidence?
- Use newspaper and journal articles and the video provided to find evidence that living systems in nature seek balance (homeostasis).
- Meet with the teacher to discuss your findings. Do you have sufficient evidence?
- Review your findings and determine what unanswered questions still exist. Create a set of interview questions in preparation for an interview with a naturalist from the Chesapeake Bay Foundation.
Supports that may be helpful to students who would.....

• Struggle with text or comprehension
  • Internet sites
    • [www.chesapeakebay.net](http://www.chesapeakebay.net) (has photos, videos and maps)
    • Recorded/audio versions of the text
    • Graphic organizer that uses headings for important sections of a text to assist with note-taking of important ideas

• Ready for additional challenge
  • Internet sites
    • [www.oceanliteracy.wp2.coexploration.org](http://www.oceanliteracy.wp2.coexploration.org) (also has photos, videos, and 7 principles related to the oceans)
    • Draw conclusions about the scale of this environmental issue and draw comparisons to the Chesapeake Bay problem
Whole group debriefing with teacher as facilitator:

- What scientific research questions should we be asking about ecosystems, biodiversity, and homeostasis?
- Where can we find answers that would constitute sufficient evidence?

Regroup students according to interest inventory data to apply the questions generated in whole group debriefing.

Whole group debriefing: Mini-Socratic Seminar (5 questions)

Individual Evaluation: (1) Selected response (2) Performance task
Partner or Triad Work

Choose from the examples given in the handout by Carol or found earlier in this handout, choose a lesson that you might like to analyze further; or use your own lesson and learning goals. Use that lesson to determine what might be likely types of students you’d encounter in the classroom. List those in the template (slide two ahead) and begin your discussion and problem-solving for how to approach your learning goals and groupings within the instruction.
Template for Reflection and Conversation about SCAFFOLDING
Fill in the top boxes with 3-4 categories of possible students for whom you might want to scaffold this lesson. Here are some possible categories:
-- Student(s) with learning disability(ies)
-- Reluctant readers; readers significantly below grade level
-- Second-language learners
-- Student(s) with content knowledge, but lacking appropriate level of skill
-- Student(s) with physical challenges
-- Student(s) needing frequent check-ins for comprehension or for on-task directions
-- Student(s) who would benefit from checklist, graphic organizer, or step-by-step directions in written/aural formats
-- Student(s) who struggle with writing
-- Other type of learner that you encounter in your school and classroom

Scaffolding may occur before a class session (going over instructions, goal-setting, in advance of others), may occur during class (reading materials provided at appropriate level; meeting with students who benefit from brainstorming responses before beginning work, reference sheets to use for remembering steps, directions, vocabulary, etc.), or may happen after class (homework check-ins via intranet site, differentiated homework, provide answer sheets for homework that allow checking for correct responses and re-working problems that have been missed.)
What are the **learning goals** of the lesson you wish to scaffold? List here. What should students KNOW, be able to DO, and UNDERSTAND?

<table>
<thead>
<tr>
<th>List 3-4 types of students in your school and classroom that would benefit from <strong>SCAFFOLDING</strong>:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How might you provide scaffolding for this student?</th>
<th></th>
</tr>
</thead>
</table>

| Why would scaffolding benefit this learner’s success with this task? |  |
Videos Used:
Chad Prather (from *Differentiation in Action* Video/DVD Series, ASCD, 2008)
Marie DeLuca’s Classroom (from *Differentiating Instruction* Video/DVD, ASCD 1997)

What do you observe that is ...

• Respectful?
• Learning goals?
• Extensions?
• Scaffolding?
Scenario Study

• With partner(s), read the scenario and begin to discuss what students in this classroom might need extended challenges. If you are coaching this teacher, what questions might you ask to help him/her discover the need for extensions and higher challenge/to attend this learner?

• What pre-assessment would have revealed this need?

• If time permits, also discuss what scaffolding might have been welcomed in this lesson to help learning be more successful for strugglers?
Template for Reflection and Conversation about EXTENDING

Fill in the top box with 3-4 categories of possible students for whom you might want to EXTEND this lesson. Here are some possible categories:

- Student(s) who show mastery of skills and content from pre-assessment, or from formative assessments after initial overview & teaching
- Students(s) whose reading is well above grade level
- Gifted student(s) with learning disabilities
- Student(s) with content knowledge, but lacking appropriate level of skill
- Student(s) with skills, but lacking content knowledge
- Student(s) who complete assignments quickly, and accurately
- Learner(s) needing to work more independently
- Other type of learner who you encounter in your school and classroom that may benefit from extending a lesson

Extending a lesson may occur prior to a class period (alternate assignment/independent study, learning contract that details more complex project requiring more time than will be given for most students), may occur during class (reading texts at higher/appropriately challenging levels, fuzzier problems, additional steps or parameters, fewer structural supports which require students to problem-solve logistically), or may occur after class (research with more detail and depth).
What are the **learning goals** of the lesson you wish to extend? List here. What should students KNOW, be able to DO, and UNDERSTAND?

<table>
<thead>
<tr>
<th>List 3-4 types of students in your school and classroom that would benefit from EXTENDING: ⇒</th>
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<tbody>
<tr>
<td>How might you provide EXTENSIONS for this student?</td>
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<tr>
<td>Why would extending benefit this learner’s success with this task?</td>
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</table>
Day Three AM
Instructional Strategies: Sternberg Intelligence Preferences and RAFTs
Principles into Practice

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Sternberg Intelligences
(Tri-Mind)
Examples
Learning Goals:

**Know** - Names of cell parts, functions of cell parts

**Understand** - A cell is a system with interrelated parts

**Do** – Analyze the interrelationships of cell parts/functions

  Present understandings in a clear, useful, interesting and fresh way.

*After whole class study of a cell, students choose one of the following sense-making activities.*
Use a cause/effect chain or some other format you develop to show how each part of a cell affects other parts as well as the whole. Use labels, directional markers, and other symbols as appropriate to ensure that someone who is pretty clueless about how a cell works will be enlightened after they study your work.
Look around you in your world or the broader world for systems that could serve as analogies for the cell.

Select your best analogy (“best” most clearly matched, most explanatory or enlightening).

Devise a way to make the analogy clear and visible to an audience of peers, ensuring that they will develop clearer and richer insights about how a cell works by sharing in your work.

Be sure to emphasize both the individual functions of cell parts and the interrelationships among the parts.
Use unlikely stuff to depict the structure and function of the cell, with emphasis on interrelationships among each of the parts. You should select your materials carefully to reveal something important about the cell, its parts, and their interrelationships. Your ahas should trigger ours.

or

Tell a story that helps us understand a cell as a system with interdependent actors or characters, a plot to carry out, a setting, and even a potential conflict. Use your own imagination and narrative preferences to help us gain insights into this remarkable system.
• Students share their work in a 3 format (2 times)–
  • first triads of students who completed the same option,
  • then triads with each of the 3 categories represented.
• This is then followed by a teacher-led, whole class discussion of cells as systems, then a “Teacher Challenge” in which the teacher asks students to make analogies or other sorts of comparisons between cells, cell parts, or interrelationships and objects, photos, or examples produced by the teacher.
• The teacher administers an end of chapter test that is the same for all.
Sternberg’s Three Intelligences

• We all have some of each of these intelligences, but are usually stronger in one or two areas than in others.
• We should strive to develop as fully each of these intelligences in students...
• ...but also recognize where students’ strengths lie and teach through those intelligences as often as possible, particularly when introducing new ideas.
Analytical

• Bullets
• Lists
• Steps
• Worksheets
• Tables
• Venn Diagrams
• Timelines
• Sequential Items
• Flow Charts
• Compare and Contrast

• Find the error
• Evaluating
• Sorting and Classifying
• Appealing to logic
• Critique and Criticize
• Explaining Difficult Problems to others
• Making Inferences and Deriving Conclusions
• Puns and Subtleties
Practical

• Working your way out of a problem
• Notes to Self (what questions to ask myself, how to make sense of for myself)
• Here is a problem, explain what happened
• Analogies
• Draw real world examples
• Advising and convincing others (Advice columns)
• Hands-on Activities
• Taking things apart and fixing them
• Understanding and Respecting others / Friendships / Resolving Conflicts
• Putting things into Practice
• Adapting to New Situations
Creative

• Figure out a way to explain
• Idiot’s Guide To… (Book for Dummies)
• How to represent
• Make your own interpretation
• Pictures or news bulletins to describe
• Designing new things
• Alternative solutions and methods
• Thinking in pictures and images
• Noticing things other people tend to ignore
• Suppose something was changed… What would happen if?
• Acting and Role playing
• Inventing
Triarchic Intelligence Theory Self-Assessment by Robert Sternberg and Elena Grigorenko, 2000

*Place a check mark by statements that reflect ways that you enjoy learning.*

**I Like:**

**Creative**
- Designing new things
- Coming up with ideas
- Using my imagination
- Playing make-believe and pretend games
- Thinking of alternative solutions
- Noticing things people usually tend to ignore
- Thinking in pictures and images
- Inventing (new recipes, words, games)
- Supposing that things were different
- Thinking about what would have happened if certain aspects of the world were different
- Composing (new songs, melodies)
- Acting and role playing

**Analytical**
- Analyzing characters when I’m reading or listening to a story
- Comparing & contrasting points of view
- Criticizing my own & others’ work
- Thinking clearly & analytically
- Evaluating my & others’ points of view
- Appealing to logic
- Judging my & others’ behavior
- Explaining difficult problems to others
- Solving logical problems
- Making inferences & deriving conclusions
- Sorting & classifying
- Thinking about things

**Practical**
- Taking things apart and fixing them
- Learning through hands on activities
- Making and maintaining friends
- Understanding and respecting others
- Putting into practice things I learned
- Resolving conflicts
- Advising my friends on their problems
- Convincing someone to do something
- Learning by interacting with others
- Applying my knowledge
- Working and being with others
- Adapting to new situations

After completing all three areas and checking any statements that apply to you, go back and select 1-3 statements from the entire list that are strongly representative of how you best learn. Place a star by these statements. The intelligence area with the most checks or with the starred items represent your intelligence preference. You may have one or possibly two dominant ways of learning.
Think of a unit of study important for your classroom. Would a Sternberg task be a good strategy to use with your students? If so, do you want it to address your students’ interests, learning profiles or readiness needs? The headings listed below should help you in your planning.

Content Standards:
- S1
- S2
- S3

Learning Goals: Knows:

Understand that:

Be Able to Do:

Analytical Task Idea:

Creative Task Idea:

Practical Task Idea:

Suggestion to teachers: Note any materials or procedures you recommend for implementing your Sternberg task along with your thinking about how to assess student work. Do you need to design a rubric or a list of quality indicators that is aligned with your learning goals you can share with students in order for them to know how their work would be evaluated? If so, you may want to jot down the categories or elements of quality you would want to include in your evaluation of the task.

- Idea1
- Idea2
- Idea3
Sternberg Triarchic Intelligence Preference (Learning Style Differentiation) Lesson differentiated by Readiness Characterization

Know: character description, character word choice, character behavior, interior monologue, point-of-view

Understand: Fictional characters reflect traits and choices we find in our own lives.

Do: write a narrative, write from a character’s point-of-view, write in first person, analyze motivation, predict character actions

The teacher assesses students prior to lesson to determine learning style preference and also readiness needs in writing and character analysis, and then assigns the task.
Sternberg Triarchic Intelligence: **Practical**

- **Grade level** – Use a lesson that a literary character learned and apply it to your life. Write an explanation of what was learned and how it impacts your own behavior or decision.

- **Advanced level** -- Write a guide entitled “How To Understand Characters in Fiction.” Use the novel we’ve been reading as an example in the guide. Be sure to include: character descriptions, attitudes, language, word choice, actions, decision-making, and beliefs & values.
Sternberg Intelligence Preference: **Analytical**

- **Grade level**— Decide which two traits of the main character in the novel you think are most important. Make a list of your reasons for selecting these two traits. Cite at least three moments from the novel that emphasize each trait.

- **Advanced** -- Select a character from the novel and list three significant traits that describe that character. For each trait, develop a list of advantages and benefits for displaying that trait and disadvantages or risks. Write a summary statement that shows the balance and importance of the “yin/yang”.

Sandra Page bookpage@nc.rr.com 2008
Sternberg Intelligence Preference: Creative

• *Grade Level*—Suppose that a character had made a different decision at the moment of crisis. What would happen instead? Develop a story line in a summary, an outline, a storyboard, or write a different ending.

• *Advanced*—Imagine that the story was told from the point of view of a different character: rewrite a significant moment from that p.o.v., and be sure to use dialog and word choice appropriate for that character.
A Science Example: Migration

• Know: animals’ traits and needs

• Understand: that animals migrate in order to meet their needs.

• Be able to: trace an animal’s migratory path and explain why it follows that pattern

• **Analytical** – Find two animals that share a similar migration pattern. Chart their similarities and differences. Be sure to include information on each animal’s characteristics, habitat(s), adaptations, needs, migratory path, movement time frames, etc., as well as the reasoning behind these facts. Include an explanation as to why you think they share this pattern.

• **Practical** – National Geographic has asked you to research the migratory habits of _________ (your choice). They would like you to share your findings with other scientists AND to offer them recommendations about the best manner of observing in the future. Be sure to include information on the animal’s characteristics, habitat(s), adaptations, needs, migratory path, movement time frames, etc., as well as the reasoning behind these facts. Include a “How To” checklist for future scientists to use in their research pursuits of this animal.

• **Creative** – You have just discovered a new species of ____________. You have been given the honor of naming this new creature and sharing the fruits of your investigation with the scientific world via a journal article or presentation. Be sure to include information on this newly-discovered animal’s characteristics, habitat(s), adaptations, needs, migratory path, movement time frames, etc., as well as the reasoning behind these facts. Include a picture of the animal detailed enough that other scientists will be able to recognize it.

Kristi Doubet 05
Three States of Matter
Grade 2

**KNOW:** Three states of matter: solid, liquid, and gas

**UNDERSTAND:** All matter has both mass and volume.

**DO:** Distinguish one state of matter from the others.
Show how one state of matter changes to the others.

<table>
<thead>
<tr>
<th>Analytical</th>
<th>Creative</th>
<th>Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>•Choose three items from our classroom that are all in different states of matter. Show how each item is in a different state of matter in comparison to the other two items. Use terms like mass and volume to explain your answer.</td>
<td>•Create three imaginative items to demonstrate different states of matter. Make an illustration of each item and explain why each one fits into the state it is in. Use mass and volume in your explanation.</td>
<td>•There are three mysterious objects in a box on a museum shelf. Their states of matter are not yet identified. Your task is to figure out the state of matter for each one. Design a museum exhibit for the three. Use the terms mass and volume in your exhibit signs.</td>
</tr>
<tr>
<td>•Use the idea of water, ice, and vapor to create a chart to show how these three things change from one state to another. Include condensation, evaporation, melting point, and freezing point, expanding and contracting in your chart.</td>
<td>•Make a visually appealing poster to teach other second graders how each state changes into the other states. Be sure the way you teach is original. Show condensation, evaporation, melting point, and freezing point, expanding and contracting in your poster.</td>
<td>•There is a close friend of yours who does not understand how one state of matter changes into another. You want to help your friend out. Write out how you would explain these ideas to your friend using terms: condensation, evaporation, melting point, and freezing point, expanding and contracting. Make your explanation as clear as you can.</td>
</tr>
</tbody>
</table>
Analytical Task

• Experts suggest that an effective plot is: believable, has events that follow a logical and energizing sequence, has compelling characters and has a convincing resolution.

• Select a story that you believe does have an effective plot based on these three criteria as well as others you state. Provide specific support from the story for your positions.

OR

• Select a story you believe has an effective plot in spite of the fact that it does not meet these criteria. Establish the criteria you believe made the story’s plot effective. Make a case, using specific illustrations from the story, that “your” criteria describes an effective plot.
Evaluating Plot

Practical Task

• A local TV station wants to air teen-produced digital videos based on well known works. Select and storyboard your choice for a video. Be sure your storyboards at least have a clear and believable plot structure, a logical sequence of events, compelling characters and a convincing resolution. Note other criteria on which you feel the plot’s effectiveness should also be judged. Make a case that your choice is a winner based on these and other criteria you state.

Creative Task

• Propose an original story you feel has a clear and believable plot structure, a logical sequence of events, compelling characters, and a convincing resolution. You may write it, storyboard it, or make a flow chart of it. Find a way to demonstrate that your story achieves these criteria as well as any others you note as important.
Math with Sternberg Triarchic Intelligences  
Order of Operations (PEMDAS)

**Learning goals—Know:** order of operations in math  
**Do:** demonstrate the order  
**Understand:**  Solving a problem in a logical order helps us better understand it and work with accuracy.

The teacher may want to demonstrate all three ways given below, but then allow students to individually practice the way that fits best with their own individual learning style. This could be a classroom task or a homework assignment.

**Analytical:** In a bulleted or numbered list, give step-by-step instructions for the order of operations.

**Practical:** Use a real problem (teacher may supply this). Work the problem in segments so that you demonstrate each task in the order of operations.

**Creative:** Come up with a song, a beat, a rhyming device or a mnemonic that helps you remember the steps in the order of operations.  
*or*

Make connections from math to music to help show how the order of operations works in both subjects.

Sandra Page 2009 bookpage@nc.rr.com
Understanding Number

**Analytic Task**
Make a number chart that shows all ways you can think of to show 5.

**Practical Task**
Find as many things as you can at school and at home that have something to do with 5. Share what you find with us so we can see and understand what you did.

**Creative Task**
Write and/or recite a riddle poem about 5 that helps us understand the number in many, unusual, and interesting ways.
Learning Style Social Studies Lesson on Landforms based on Sternberg’s Intelligence Preference

**Know:** Geographical terms (isthmus, delta, peninsula, river, island)

**Understand:** Landforms and bodies of water effect human movement and influence the development of cities.

**Do:** Locate and label specific landforms

   Analyze how landforms produce economic advantages that establish settlements.

After students have read and taken notes on the chapter, the teacher reviews with the whole class the basic information on landforms. Then, students are given a choice of three assignments to be done individually or in groups of two or three.
**Practical:** Using these 8 given cities, (or you may choose other cities after approval by teacher), demonstrate how landforms and bodies of water contributed to the development and movement of people to this site over a period of time. You may use overlay transparencies or models to show the areas and growth.

**Creative:** Develop a map of a new world that has at least 8 different types of landforms and/or bodies of water. Using labels, etc., determine how these sites would grow due to economic possibilities of these geographical features, and predict population growth over a period of time.

**Analytical:** Create clues or a set of directions to help us identify and locate at least 8 landforms on the map (given in the textbook, or a map provided by the teacher). Clues/directions should also be based on population and economic growth and changes.
### Social Studies Topic: Civil Rights Era

**Sternberg Intelligence Lrnng Style Response to Discussion & Texts**

<table>
<thead>
<tr>
<th>Analytical</th>
<th>Practical</th>
<th>Creative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the key factors leading to start the Civil</td>
<td>Deliver a series of monologues, diary entries, or interviews, in either</td>
<td>Create a set of artifacts (you may collect real items, but you may also</td>
</tr>
<tr>
<td>Rights Movement of the 1960’s. Identify the major</td>
<td>written, performance, or taped format, from several perspectives of persons</td>
<td>make them up) that convey the Civil Rights Movement of the 1960’s. Include</td>
</tr>
<tr>
<td>people, current events, political climate, and</td>
<td>living during the Civil Rights Movement of the 1960’s. Be thorough and</td>
<td>ads, symbols, news items, laws, music, etc., that convey the issues and</td>
</tr>
<tr>
<td>economic factors that influenced the changes at</td>
<td>cover each person’s perspective on at least 2 areas: laws governing voting,</td>
<td>changes in at least 2 areas: laws governing voting, school desegregation,</td>
</tr>
<tr>
<td>least 2 areas: laws governing voting, school</td>
<td>school desegregation, hiring practices or social behaviors</td>
<td>hiring practices or social behaviors such as water fountains, seating on</td>
</tr>
<tr>
<td>desegregation, hiring practices or social behaviors</td>
<td>hiring practices or social behaviors.</td>
<td>buses, housing, etc..</td>
</tr>
<tr>
<td>such as water fountains, seating on buses, housing,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc..</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sandra W. Page bookpage@nc.rr.com 2008
Thinking About the Sternberg Intelligences

**ANALYTICAL**
Linear – Schoolhouse Smart - Sequential

Show the parts of ________ and how they work.

Explain why ______ works the way it does.

Diagram how __________ affects __________________.

Identify the key parts of ____________________.

Present a step-by-step approach to ________________.

**PRACTICAL**
Streetsmart – Contextual – Focus on Use

Demonstrate how someone uses ________ in their life or work.

Show how we could apply _____ to solve this real life problem ____.

Based on your own experience, explain how _____ can be used.

Here’s a problem at school, _______. Using your knowledge of ______________,
develop a plan to address the problem.

**CREATIVE**
Innovator – Outside the Box – What If - Improver

Find a new way to show ______________.

Use unusual materials to explain ________________.

Use humor to show ____________________.

Explain (show) a new and better way to ______________.

Make connections between _____ and _____ to help us understand __________.

Become a ____ and use your “new” perspectives to help us think about _______.
Planning a RAFT Lesson
Strategy Description:
RAFT is an acronym that stands for
Role of the writer. What is the writer’s role: reporter, observer, eyewitness?
Audience. Who will be reading this writing: the teacher, other students, a parent, people in the community, an editor?
Format. What is the best way to present this writing: in a letter, an article, a report, a poem?
Topic. Who or what is the subject of this writing: a famous mathematician, a prehistoric cave dweller, a reaction to a specific event?
Purpose: an engaging, high level strategy that encourages writing across the curriculum
... a way to encourage students to...
...assume a role
...consider their audience, while
...examine a topic from their chosen perspective, and
...writing in a particular format
All of the above can serve as motivators by giving students choice, appealing to their interests and learning profiles, and adapting to student readiness levels. RAFT tasks can assess student understanding particularly if care has been taken when designing the activity to align with the KUDs of the Unit of Study.
RAFT Template

Think of a unit of study important for your classroom. Would a RAFT task be a good strategy to use with your students? If so, do you want it to address your students’ interests, learning profiles or readiness needs? The headings listed below should help you in your planning.

Content Standards:
S1
S2
S3

Learning Goals:
Knows:

Understand that:

Be Able to Do:

Generate some possible roles, audience, formats and topics that fit your learning goals AND also address your students learning needs. Remember that the tasks work as a strip NOT a mix and match game.

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Directions to students: Note the specific instructions to students about the tasks. For example....For this assignment, you are to explain and show me what you know about forces. You may use any life experiences, notes, lab sheets, or lab books as references.

Brainstorm Ideas: After you select your assignment, you will meet with other students who have selected the same assignment. Your group will brainstorm ideas for 5-7 minutes, and these ideas will help you to complete the assignment.

Write: After the brainstorming period, you will individually write, draw, or illustrate your answer for the assignment. When you have completed your draft copy, you can meet with a partner to review and revise your work. Later, you will also have the opportunity to share your product with students who selected other assignments.

Requirements

- Be sure to use the vocabulary words in your writing that relate to forces, such as force, elastic, stretch, compress, motion and newton.
- All sentences must be complete sentences.
- Everyone must turn in his or her own RAFT assignment. Although you can brainstorm for ideas with classmates, you must complete the assignment independently.

Your ideas:

Suggestion to teachers: Note any materials or procedures you recommend for implementing your RAFT task along with your thinking about how to assess student work. Do you need to design a rubric or a list of quality indicators that is aligned with your learning goals you can share with students in order for them to know how their work would be evaluated? If so, you may want to jot down the categories or elements of quality you would want to include in your evaluation of the task.

- Idea¹
- Idea²
- Idea³
**Possible Formats to use in RAFTs to Differentiate by Learning Modality**

<table>
<thead>
<tr>
<th>Written</th>
<th>Visual</th>
<th>Oral</th>
<th>Kinesthetic</th>
</tr>
</thead>
</table>
| - diary entry  
- bulleted list  
- obituary  
- invitation  
- product guide  
- game rules  
- recipe  
- movie critic  
- FreqAskQues  
- editorial  
- character monologue  
- job application  
- gossip column  
- mag. article | - cartoon/comic  
- crossword puzzle  
- map  
- scale plan or drawing  
- graphic org.  
- concept web  
- illustration  
- print ad  
- photograph  
- PowerPoint  
- ‘how to’ diagram  
- fashion design | - song  
- set of discussion questions  
- conversation  
- monologue  
- sermon  
- radiocast  
- museum guide  
- commercial  
- reader’s theater  
- interview  
- tasting  
- political speech  
- puppet show  
- storytell | - model  
- cheer  
- mime  
- reenactment  
- wax museum  
- demonstration  
- sales pitch with demo elements  
- physical analogies  
- taste tests  
- ‘how to’ video  
- game  
- sew, cook, build  
- design a .... |
In this RAFT, all students will have a Topic that focus on food safety practices (Learning Goal). The Formats are meant to appeal to different learning styles.

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raw chicken pieces</td>
<td>Chefs in training</td>
<td>Dramatic speech</td>
<td>Why foods like me (poultry) require special handling and care of utensils</td>
</tr>
<tr>
<td>Cartoon characters</td>
<td>Saturday morning viewers</td>
<td>Jingle, rap, or chant</td>
<td>The importance of cleanliness and washing hands</td>
</tr>
<tr>
<td>National Restaurant Organization</td>
<td>Restaurant workers</td>
<td>Illustrated Poster or Flow Diagram</td>
<td>Proper care of knives and cutting boards</td>
</tr>
<tr>
<td>Bacteria</td>
<td>Ground beef</td>
<td>Role play or simulation</td>
<td>Dangers of thawing meat out on a counter</td>
</tr>
<tr>
<td>Power Company Consumer Relations Dept.</td>
<td>Homeowners who have lost power for 3+ days due to hurricane or ice storm</td>
<td>Consumer Alert messages for broadcast on TV</td>
<td>What to do with items from the refrigerator and freezer that have come to room temperature</td>
</tr>
<tr>
<td>Mayonnaise in egg salad</td>
<td>Picnickers</td>
<td>Urgent Email</td>
<td>Watch out! I’m going to get you!</td>
</tr>
</tbody>
</table>
Students are reviewing elements from “Insert” Drop Down Menu. This RAFT uses the columns of Role and Audience to review basic elements and vocabulary of this unit. Every Topic deals with food safety practices. This is where the teacher has placed the Learning Goals.

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page number</td>
<td>Writer of a document</td>
<td>List of questions</td>
<td>What to consider about how to format me and where I belong</td>
</tr>
<tr>
<td>Text Box</td>
<td>TV audience</td>
<td>Late Night's Top 10 List</td>
<td>What you need to know to use me right.</td>
</tr>
<tr>
<td>Clip art</td>
<td>Student preparing a PowerPoint presentation</td>
<td>Song lyrics</td>
<td>&quot;Find me, Place me, Change Me&quot;</td>
</tr>
<tr>
<td>Column break</td>
<td>Page break</td>
<td>Opinion statement</td>
<td>Why I'm more important than you</td>
</tr>
<tr>
<td>A Caption</td>
<td>Editor</td>
<td>Set of directions</td>
<td>How to clarify what is in a pie chart or diagram</td>
</tr>
<tr>
<td>Auto Text feature</td>
<td>Writers of business letters</td>
<td>Energizer Bunny commercial</td>
<td>The advantages of using Auto Text</td>
</tr>
</tbody>
</table>
Forces

Directions: For this assignment, you are to explain and show me what you know about forces. You may use any life experiences, notes, lab sheets, or lab books as references.

Select an Assignment: Your first job is to decide which RAFT assignment you want to do. When reading the chart, make sure to read it going across by rows.

1. Look at the first column of roles. A role is the person who you are pretending to be. Select a role that interests you.
2. Read the audience that goes along with that role. The audience is whom you are writing to or creating your work for.
3. The format column tells you the way in which you will express your understanding of the topic.
4. Format is the form in which your assignment should be presented.

Brainstorm Ideas: After you select your assignment, you will meet with other students who have selected the same assignment. Your group will brainstorm ideas for 5-7 minutes, and these ideas will help you to complete the assignment.

Write: After the brainstorming period, you will individually write, draw, or illustrate your answer for the assignment. When you have completed your draft copy, you can meet with a partner to review and revise your work. Later, you will also have the opportunity to share your product with students who selected other assignments.

Requirements

- Be sure to use the vocabulary words in your writing that relate to forces, such as force, elastic, stretch, compress, motion, and newton.
- All sentences must be complete sentences.
- Everyone must turn in his or her own RAFT assignment. Although you can brainstorm for ideas with classmates, you must complete the assignment independently.
# Forces

Developed by Bryon Adams, 6th grade teacher, City View Community School, Minneapolis, MN

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bungee Cord</td>
<td>Person in line at a fair or amusement park</td>
<td>Storyboard, comic strip, or diagram with captions</td>
<td>How I give people a jump that never seems to end.</td>
</tr>
<tr>
<td>Sixth grader</td>
<td>Second grader</td>
<td>Science newsletter</td>
<td>Let me introduce you to forces all around you.</td>
</tr>
<tr>
<td>Teenager</td>
<td>Parents and Teachers</td>
<td>Journal entry</td>
<td>If you understood force, you'd understand my life.</td>
</tr>
<tr>
<td>Athlete</td>
<td>Spectators of Fans</td>
<td>Interview with a TV sportscaster</td>
<td>You may not know it, but sports are all about force.</td>
</tr>
<tr>
<td>Shoe Company</td>
<td>Consumer or Customer</td>
<td>Ad or commercial</td>
<td>Extreme Forces: The Magic in your sport shoes.</td>
</tr>
</tbody>
</table>
Grade 6
Social Studies RAFT

Students will

Know:
Names and roles of groups in the feudal class system.

Understand:
Roles in the feudal system were interdependent. A person’s role in the feudal system will shape his/her perspective on events.

Be Able to Do:
Research
See events through varied perspectives
Share research & perspectives with peers
# Feudal System Raft

Following the RAFT activity, students will share their research and perspectives in mixed role groups of approximately five. Groups will have a “discussion agenda” to guide their conversation.

- Kathryn Seaman

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>King</td>
<td>The Subjects</td>
<td>Proclamation</td>
<td>Read My Lips, New Taxes</td>
</tr>
<tr>
<td>Knight</td>
<td>Squire</td>
<td>Job Description</td>
<td>Chivalry, Is it for You?</td>
</tr>
<tr>
<td>Lord</td>
<td>King</td>
<td>Contract</td>
<td>Let’s Make a Deal</td>
</tr>
<tr>
<td>Serf</td>
<td>Animals</td>
<td>Lament Poem</td>
<td>My So Called Life</td>
</tr>
<tr>
<td>Monk</td>
<td>Masses</td>
<td>Illuminated Manuscript</td>
<td>Do As I Say, Not As I Do</td>
</tr>
<tr>
<td>Lady</td>
<td>Pages</td>
<td>Song</td>
<td>ABC, 123</td>
</tr>
</tbody>
</table>
Self Portrait RAFT
High School Art

Students will

Know:
- Characteristics of self portrait
- Appropriate use of artistic materials
- Principles of Design
- Definition of artistic expression

Understand:
- Each artist has a personal style
- Personal style reflects the individual’s culture, time, and personal experiences.
- Use of materials and style are related

Be Able to Do:
- Analyze an artist’s personal style and use of materials
- Create a facsimile of an artist’s personal style and use of materials
# Self Portrait RAFT

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norman Rockwell</td>
<td>Masses</td>
<td>Illustration</td>
<td>What You See is What You Get</td>
</tr>
<tr>
<td>Van Gogh</td>
<td>Self</td>
<td>Oil Painting</td>
<td>Can I Find Myself In Here?</td>
</tr>
<tr>
<td>Andy Warhol</td>
<td>Someone you want to know the true you</td>
<td>Photograph</td>
<td>Now you see Me, Now you Don’t</td>
</tr>
<tr>
<td>Rueben</td>
<td>Self</td>
<td>Oil Painting</td>
<td>Props Make the Person</td>
</tr>
<tr>
<td>Goya</td>
<td>School</td>
<td>Charcoal</td>
<td>On the Side, but Central</td>
</tr>
</tbody>
</table>
### Biology: Cell Structure and Function

Know: Parts of cell & functions of each part  
Understand: Cells contain specialized structures necessary for life.  
Do: Explain function of each structure and relate to the organism as a whole

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk Show Host</td>
<td>TV Viewers</td>
<td>Interview</td>
<td>So, what makes you tick?</td>
</tr>
<tr>
<td>Artist</td>
<td>Art Gallery Owner</td>
<td>Exhibit Poster</td>
<td>What’s worth looking for in here?</td>
</tr>
<tr>
<td>Head Coach</td>
<td>Team Members</td>
<td>Starting Lineup</td>
<td>Positions and their role in the game plan</td>
</tr>
<tr>
<td>Principal</td>
<td>Department Heads</td>
<td>List of Duties</td>
<td>This department is going to work!</td>
</tr>
<tr>
<td>Nucleus</td>
<td>Cell</td>
<td>Staff Meeting Top 10 List</td>
<td>What matters most</td>
</tr>
</tbody>
</table>
# RAFT Assignments

## Grade 10 English

**Know:** Voice, Tone, Style

**Understand:**
- Every writer has a voice
- Voice is shaped by life experiences and reflects the writer
- Voice shapes expression
- Voice affects communication
- Voice and style are related

**Be Able to Do:**
- Describe a writer’s voice and style
- Mimic a writer’s voice and style
- Create a piece of writing that reflects a writer’s voice and style

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edgar Allen Poe</td>
<td>10th grade writers</td>
<td>Letter</td>
<td>Here’s how I found my voice</td>
</tr>
<tr>
<td>Garrison Keillor</td>
<td>10th grade writers</td>
<td>E mail</td>
<td>Here’s how I found my voice</td>
</tr>
<tr>
<td>Emily Dickinson</td>
<td>Self</td>
<td>Diary entry</td>
<td>Looking for my voice</td>
</tr>
<tr>
<td>10th grader</td>
<td>English teacher</td>
<td>Formal request</td>
<td>Please help me find my voice</td>
</tr>
<tr>
<td>Teacher</td>
<td>10th graders</td>
<td>Interior monologue</td>
<td>Finding a balance between voice and expectations</td>
</tr>
<tr>
<td>3 authors</td>
<td>The public</td>
<td>Visual symbols/logos annotated</td>
<td>Here’s what represents my voice</td>
</tr>
<tr>
<td>3 authors from different genre</td>
<td>One another</td>
<td>Conversation</td>
<td>What shaped my voice and style</td>
</tr>
</tbody>
</table>
Our Community RAFT (Primary grade)

*Know:* responsibility, role, respect, behavior  
*Do:* Discuss, reflect, respond  
*Understand:* Our classroom community depends on us working together.

<table>
<thead>
<tr>
<th>Role</th>
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<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Me</td>
<td>myself</td>
<td>Talk inside my head</td>
<td>My top 5 ideas about being a good friend</td>
</tr>
<tr>
<td>Classroom gerbil</td>
<td>Mouse outside the window</td>
<td>Conversation after school</td>
<td>Let me tell you what I saw today that makes me happy about the boys and girls who take care of me.</td>
</tr>
<tr>
<td>Raffi</td>
<td>1st graders</td>
<td>Rhyme or song</td>
<td>“Here’s How to Be a Friend”</td>
</tr>
<tr>
<td>Bunny</td>
<td>Other bunnies</td>
<td>Story or cartoon</td>
<td>What we should do to help each other</td>
</tr>
<tr>
<td>Papa Bear</td>
<td>His Bear children</td>
<td>Chart or list</td>
<td>Best Bear Behavior in School</td>
</tr>
<tr>
<td>Our class vocabulary words this week</td>
<td>Our class</td>
<td>Jigsaw puzzle</td>
<td>Together, we make the big picture of a respectful community.</td>
</tr>
</tbody>
</table>
## World Language RAFT

**Know:** vocabulary words – see topic column  
**Do:** Write in complete sentences using present tense

<table>
<thead>
<tr>
<th>Choose a Role or point of view</th>
<th>Appropriate Audience</th>
<th>Choose one of these Formats:</th>
<th>Address this Topic:</th>
</tr>
</thead>
</table>
| • Traveler  
• Young child  
• Sports fan  
• Family  
• Travel agent  
• Celebrity spokesperson  
• Yourself | Decide who would the writer be addressing with this format. Would they write to inform, persuade, or share experiences? | • Brochure  
• TV ad  
• Video voice-over  
• Series of postcards home  
• Narrative – fictional or real  
• Diary entries  
• Other? | Outdoor activities and sports (at least 5) using present tense verb conjugations. Use at least 5 of activity/sports action verbs (to play, run, kick, jump, swim, etc.) |
Know:
Definitions of discrete and continuous random variables
What graphs of discrete and continuous random variables look like

Understand:
Discrete and continuous random variables have distinct, identifiable attributes.

Be Able to Do:
Look at a graph and identify whether it represents discrete or continuous random variables
Interpret a word problem to determine whether it involves discrete or continuous random variables
Draw a probability histogram of discrete and continuous random variables
Directions for the RAFT ACTIVITY

Students will pick one of four RAFT groups located in the four corners of the room, with the understanding that the groups must have equal numbers of participants.

Students will work with their groups for 30 minutes to develop their RAFT assignment. During the last 15 minutes of class, students will meet in groups of 4 that contain a representative of each of the RAFT strips to present their work and see the other formats (2-3 minutes each).

The teacher will move around the class and may select one example of each strip for presentation at the beginning of the next day’s class.
# The RAFT Activity

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Recruiter for continuous RVs</td>
<td>Discrete random variables</td>
<td>Persuasive campaign to join continuous RV</td>
<td>Why it’s worth your while to become a continuous RV</td>
</tr>
<tr>
<td>Recruiter for discrete RVs</td>
<td>Continuous random variables</td>
<td>Persuasive campaign to join discrete RV</td>
<td>Why it’s worth your while to become a discrete RV</td>
</tr>
<tr>
<td>Bounty Hunter</td>
<td>Variable population</td>
<td>Wanted posters for discrete and continuous RV</td>
<td>Here’s what to look for</td>
</tr>
<tr>
<td>Designer</td>
<td>AP Stats Students</td>
<td>A design representing discrete and continuous RV</td>
<td>Here’s the plan</td>
</tr>
</tbody>
</table>

Kathie Emerson, Timberline High School, Boise, ID
Day Three PM
Management Ideas
Principles into Practice

Sandra Page
sandrapage247@gmail.com
Chapel Hill, NC 27516
919/636-1450
Chapter 5: Planning for DI

- Classroom Procedures and Routines
- Classroom Rules to Live By
- Starting and Ending Class
- Assigning Students to Groups

Chapter 6: During Teaching

- Working in Groups
- Getting Help and Helping Students
- Keeping Track and Reminders
- Managing Time
- Calling on Students
- Managing Noise

What you might do with this book back at your school or district?
DVD used:
A Visit to A Differentiated Classroom, ASCD
Viewer’s guide for this program
http://www.ascd.org/video_guides/differentiated01.