

# Differentiating Instruction in Your Classroom



*Presented by: Mr. Lew Stonaker*  
*Personalized Professional Development, LLC*

# What Do You Remember?

What do you remember from previous workshops or information from other sources on the topic of differentiation. Write and share your thoughts or ideas about the ways to differentiate *(They do not have to be absolutely correct. We will review the ways)*



# SHHHH/SHARE...

1. Pick a column
2. Write or think silently
3. Be ready to share when time is called

**Write a definition of differentiation you feel clarifies its key intent, elements, and principles.**

**Explain to a new teacher what differentiation is in terms of what a teacher would be doing in the classroom—and why. Your definition should create an image of differentiation in action in a real setting.**

**Develop a metaphor, analogy, or visual symbol that you think represents and clarifies what's important to understand about differentiation.**

# Hollywood's Differentiated Instruction Classrooms





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To differentiate instruction is to **recognize students varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively.** Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to **maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.**



**ONE SIZE DOES NOT FIT ALL**



# Differentiated Instruction

is

a teacher's response to learner's needs

guided by general **principles** of differentiation,  
such as

respectful tasks

ongoing assessment and adjustment

flexible grouping

clear learning goals

appropriate degree of challenge

Teachers can differentiate

**Content**

**Process**

**Product**

**Readiness**

**Interest**

**Learning Profile**

through a range of instructional strategies

Multiple intelligences  
Jigsaw  
Taped materials  
Anchor activities  
Varying organizers  
Varied texts  
Varied supplementary materials  
Literature circles  
Etc.

Tiered lessons  
Tiered centers  
Tiered products  
Learning contracts  
Small group instruction  
Group investigation  
Orbital's  
Independent study  
Etc.

4-MAT  
Varied questioning strategies  
Interest centers  
Interest groups  
Varied homework  
Compacting  
Varied journal prompts  
Complex instruction  
Etc.



<b><i>Low Preparation Differentiation</i></b>	<b><i>High Preparation Differentiation</i></b>
<i>Choice of Books</i>	<i>Tiered Activities</i>
<i>Homework Options</i>	<i>Tiered Products</i>
<i>Use of Reading Buddies</i>	<i>Independent Study</i>
<i>Various Journal Prompts</i>	<i>Multiple Texts</i>
<i>Varied Pacing with anchor options</i>	<i>Multiple Testing Options</i>
<i>Student/Teacher Goal Setting</i>	<i>Alternative Assessments</i>
<i>Work Alone or Together</i>	<i>4-MAT</i>
<i>Flexible Seating</i>	<i>Course Compacting</i>
<i>Varied Computer Programs</i>	<i>RAFTs</i>
<i>Design-A-Day</i>	<i>Varying Organizers</i>
<i>Varied Supplemental Materials</i>	<i>Learning Contracts</i>
<i>Options for Varied Modes of Expression</i>	<i>Tiered Centers</i>
<i>Varied Scaffolding</i>	<i>Interest Centers</i>
<i>Computer Mentors</i>	<i>Stations</i>
<i>Think-Pair-Share by Readiness, Interest, Learning Profiles</i>	<i>Group Investigations</i>
<i>Open-ended Activities</i>	<i>Choice Boards</i>
<i>Explorations by Interest</i>	<i>Think-Tac-Toe</i>
<i>Options for Competition</i>	<i>Simulations</i>
<i>Flexible-Learning Groups by Readiness, Interest, Learning Profile</i>	<i>Students Are Assessed in Multiple Ways</i>

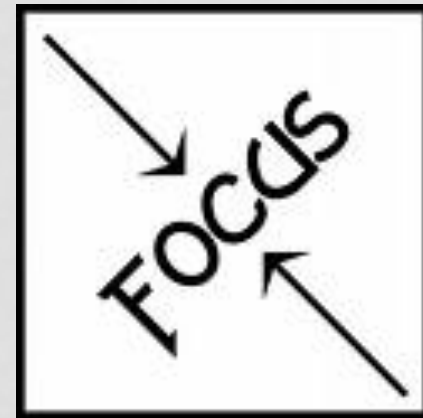
# Instructional Strategies that Support Differentiated Instruction



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# LOW PREP STRATEGIES

- **Varied pacing with anchor activities**
- **Bloom's question ladders**
- **Think Pair Share / Write Pair Share using What and Now What questions choices**
- **Choice**
- **Work alone or pick a partner**
- **Homework checkers**
- **Closure**



# **EXIT OR ENTRANCE** CARDS

USED TO GATHER INFORMATION ON STUDENT  
READINESS LEVELS, INTERESTS, AND/OR  
LEARNING PROFILES





# EXIT OR ENTRANCE CARDS

**3**

Identify three “ah-ha’s” from today’s lesson about plate tectonics

**2**

Pose two new questions you have about plate movement

**1**

Name one thing you will remember forever

# EXIT/ENTRANCE CARDS

“During our mini-lesson, we talked about how an author makes decisions about his/her characters’ behaviors, based upon the plot that he/she is trying to forward. During independent reading today, I asked you to concentrate on the connection between character (s) and plot. For your exit card, write 3-5 sentences describing what you saw the author do with the characters behaviors to forward the plot.”

# FLEXIBLE GROUPING

An effectively differentiated classroom is characterized by the practice of flexible grouping. This means that students work in a variety of arrangements.

Students may work:

- in small groups with students of similar readiness, interest, or learning profile
- in small groups with students of different readiness, interest, or learning profile,
- with a partner of similar readiness, interest, or learning profile
- with a partner of different readiness, interest, or learning profile
- individually
- as a whole class

Grouping assignments may be selected by the teacher, by the student, or randomly. In this way, students have the opportunity to work with a variety of students on a frequent basis.

# THERE'S A RANGE OF FLEXIBLE GROUPINGS:

- Whole class or half class
- Teams
- Small groups led by students
- Partners and triads
- Individual study
- One-on-one mentoring with an adult
- Temporary pull-out groups to teach specific mini-lessons
- Anchor activities to which students return after working in small groups
- Learning centers or learning stations through which students rotate in small groups or individually.

# FLEXIBLE GROUPING: QUESTIONS TO CONSIDER

- Is this the only way to organize students for learning?
- Where in the lesson could I create opportunities for students to work in small groups?
- Would this part of the lesson be more effective as an independent activity?
- Why do I have the whole class involved in the same activity at this point in the lesson?
- Will I be able to meet the needs of all students with this grouping?
- I've been using a lot of *[insert type of grouping here – whole class, small group, or independent work]* lately. Which type of grouping should I add to the mix?



# THE IMPORTANCE OF ANCHORS

- In a high functioning DI environment, students will be moving at a different pace through various tasks.
- How will you assure a continuous flow of learning?
- ANCHOR ACTIVITIES!!!



# ANCHOR ACTIVITIES

What are anchor activities?

- Anchor activities are for when students (or you) are between projects or units
- Anchor activities are useful when a student or group finish early
- Anchor activities are great transitions between activities and events in the curriculum
- Anchor activities allow the teacher to work with different students or groups while the rest are purposefully occupied



# ANCHOR ACTIVITIES

## WHAT DO I DO IF I FINISH EARLY?

- Read – comics, letters, books, encyclopedia, poetry, etc.
- Write – a letter, poetry in your Writer's Notebook, a story, a comic, etc.
- Practice your cursive or calligraphy
- Keyboarding
- Help someone else
- Create math story problems or puzzles
- Work on independent study of your choice
- Play a math or language game
- Find out how to say your spelling words in another language
- Solve a challenge puzzle with write it up
- Practice anything!
- Get a jump on homework
- Use your imagination and creativity to challenge yourself!



# **BLOOM'S QUESTION LADDER**

- **Basic idea:**
  - **Increase the complexity of questions for a topic to provide varied levels of challenges for students.**
- **How to use it:**
  - **Post the ladder on the board/smartboard/handout/ etc. Tell them to climb the ladder and try each problem.**
  - **Can be for independent practice, portion of independent practice, anchor activity, partner activity, trio activity, etc.**

# BLOOM'S QUESTION LADDER

- **Recall:** Tell, label, name, remember
- **Comprehension:** Explain, describe, compare, give another example of this
- **Application:** Solve, write, show, demonstrate
- **Analysis:** Simplify, deconstruct, infer, relates to, break down, draw a conclusion
- **Synthesis:** Use what you know to create something new (e.g. prob and stats students would create a game in which all students have the same chance of winning) (e.g. ELA: use the principles of argumentation and persuasion on a topic not discussed in class.)
- **Evaluation:** Critique



# **BLOOM'S QUESTION LADDER**

- **Why it works:**
  - **Allows students to interact with content at different levels of difficulty. They work to the limits of their content knowledge.**

# THINK / WRITE PAIR SHARE

- **Basic idea:**
  - **Get students to think, tell/teach and/or write, and be held accountable by teacher through a quick share with the class.**



# SO...

- **THINK – PAIR – SHARE**
- **All students involved**
- **Reflect individually first**
- **Share thoughts with someone else**
- **Individual accountability through the sharing aloud process**
- **Quick**

# **THINK / WRITE PAIR SHARE**

- **Characteristics**
- **Ways to get all students engaged in questions and class work**
- **Quick**
- **Can be used on the fly for a lot of teacher questions**

# **THINK / WRITE PAIR SHARE**

- **How it works:**
- **Teacher asks a question to the class**
- **Tells class to tell themselves (and/or write) and be ready to tell a partner**
- **Directs students to quick share with a partner and be ready to share**
- **Teacher does a Whip Around to 4-7 students**

# **THINK / WRITE PAIR SHARE**

- **Why it works:**
- **More students learn more when they are given think time (wait time) and discuss/teach/tell/write about content.**
- **Adds some interactive engagement to the usual rapid fire teacher questioning sessions.**

# THINK / WRITE PAIR SHARE

- **Take it to the next level:**
  - **Be specific about what students should think, pair and share about and make it higher level connected to THEM....**
  - **Now What Questions**





# NOW WHAT PROMPTS

1. This reminds me of.....
2. This part/topic/problem /idea reminds me of....
3. This book reminds me of...(another text/idea/my life...) because....
4. This is like...
5. If that happened to me I would....
6. I can relate to...(part of text) because one time....
7. Something similar happened to me when....
8. How is this different from .....?

# NOW WHAT PROMPTS

- 9. Because I learned this, now I can...
- 10. I can use this when....
- 11. I agree with/understand what I just read because in my own life...
- 12. I don't agree with what I just read because in my own life...
- 13. This is the opposite of....
- 14. How does this relate to my life?
- 15. How would my life be different without...
- 16. Knowing this can help people because.....

# NOW WHAT PROMPTS W/TPS

- **Post your Top 5 prompts in your room. Then, when you tell your students to TPS or TWPS you can assign them numbers or let them choose.**
- **“Write Pair Share about #3.”**



# **-CHOICE-**

## **THE GREAT MOTIVATOR!**

- Requires students to be aware of their own readiness, interests, and learning profiles.
- Students have choices provided by the teacher. (**YOU** are still in charge of crafting challenging opportunities for all students – **NO taking the easy way out!**)
- Use choice across the curriculum: writing topics, content writing prompts, self-selected reading, contract menus, math problems, spelling words, product and assessment options, seating, group arrangement, ETC . .
- Use choice in content, process, and product

**GUARANTEES BUY-IN AND ENTHUSIASM FOR LEARNING!**

# CHOICE

**Basic idea:**



- **More students engage more when they have choices during lessons**

# CHOICE

## **Introductory uses of choice:**

- **Choice of output – how they show you they understand**
- **Choice of activities to complete**
- **Choice of working alone or with a partner**
- **Any other choices you can think of...**

# CHOICE

## How to use it:

- **Identify a time during the lesson (independent practice, etc) in which you can give students a choice of output, activity, or whether to work alone or together.**
- **It can even be part of a NOW WHAT TPS/TWPS in which they choose the question!**



# WORK ALONE OR WITH A PARTNER

## Basic idea:

- Students choose, or the teacher choose strategically, to partner or work solo.



# **WORK ALONE OR WITH A PARTNER**

## **Why it works:**

- **Aspect of choice.**
- **More students engage more often when they have some say in how they work.**

# A DIFFERENTIATED WAY TO CHECK HW

## Homework Checkers



### Background:

This is a process for checking multiple homework assignments simultaneously in a classroom so that the teacher feels free to differentiate homework as necessary to address particular student learning needs.

### Steps:

1. The teacher checks to make sure each student has completed assigned homework.
2. Students who have not completed the assignment work in a designated area of the room to complete the assignment (teacher floats to provide guidance/feedback).
3. Students who completed the HW work in groups of 4 to check all 4 sets for agreement/disagreement.
4. All students mark each answer for agreement/disagreement as well as explanations of why an answer is wrong and how to make it right.
5. Students sign indicating agreement, staple set of 4 together, turn in.
6. Teacher spot checks, "grades" one per set.

# Tiered Assignments



# Tiered Assignments



In a heterogeneous classroom, a teacher uses **varied levels of activities** to ensure that students explore ideas at a level that builds on their prior knowledge and prompts continued growth. Student groups use varied approaches to exploration of essential ideas.

# What Zone Am I In?

## Too Easy

- I get it right away...
- I already know how...
- This is a cinch...
- I'm sure to make an A...
- I'm coasting...
- I feel relaxed...
- I'm bored...
- No big effort necessary...



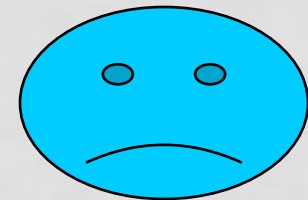
## On Target

- I know some things...
- I have to think...
- I have to work...
- I have to persist...
- I hit some walls...
- I'm on my toes...
- I have to re-group...
- I feel challenged...
- Effort leads to success...



## Too Hard

- I don't know where to start...
- I can't figure it out...
- I'm spinning my wheels...
- I'm missing key skills...
- I feel frustrated...
- I feel angry
- This makes no sense...
- Effort doesn't pay off...

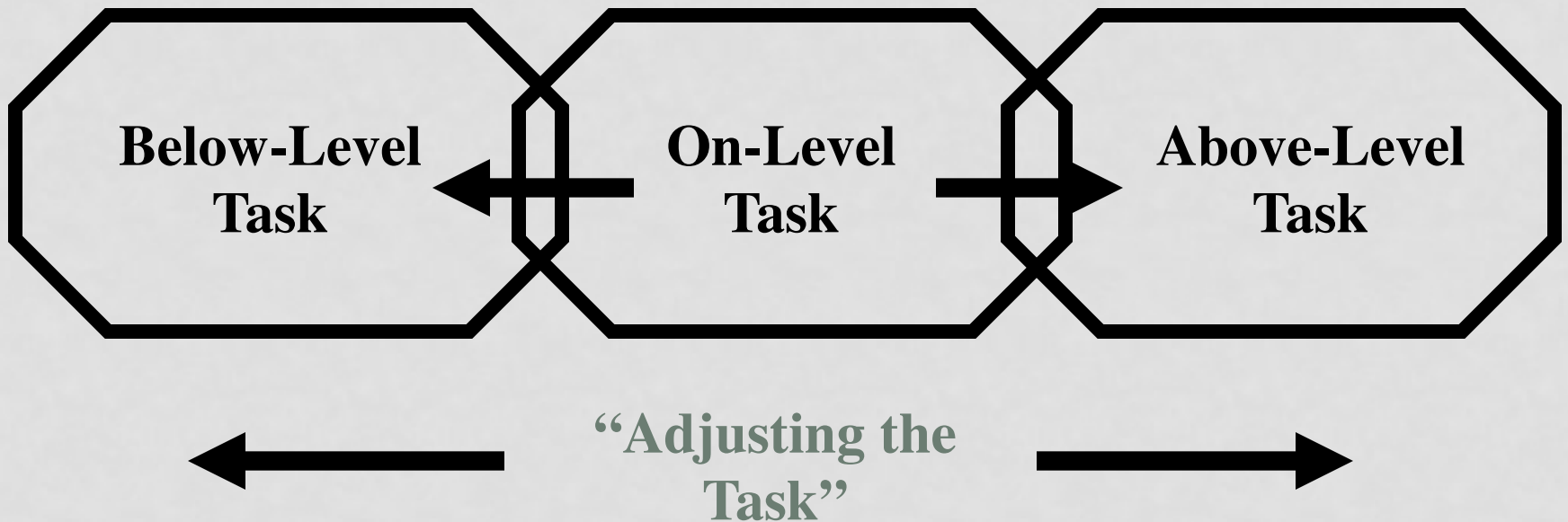


THIS is the place to be...      THIS is the achievement zone...

# Planning Tiered Assignments

Concept to be Understood  
OR  
Skill to be Mastered

Create **on-level task first** then adjust up and down.





Name: \_\_\_\_\_

Enriched Notes

Directions: Using your own words, fill in the missing content as you go through the PowerPoint.

## Ratification Process of the US Constitution





### 1. The Debates in the States:

### 2. The Federalist Papers

### 3. Poughkeepsie Convention (June 1788)

Disagreements	
Federalist Arguments	Anti-Federalist Arguments

### 4. Formal Ratification of the Constitution and Launching of the New Government:

Leader	Leadership
 Washington	
 Franklin	
 Hamilton	
 Madison	

## Ratification Process of the US Constitution

### 1. The Debates in the States:

- Debate between the \_\_\_\_\_
- Debate due to \_\_\_\_\_, as in the later Amendments known as the Bill of Rights

### 2. The Federalist Papers

- Written by James Madison, Alexander Hamilton, and John Jay
- Newspaper articles that \_\_\_\_\_
- Won support for the Constitution by the states

### 3. Poughkeepsie Convention (June 1788)





- Purpose: \_\_\_\_\_
- 9 states had already ratified but NY was an important state due to commerce
  - a. \_\_\_\_\_; advocates of adopting the Constitution in 1787-88 and of a more powerful central government during the period 1789-1820.
  - b. \_\_\_\_\_; against the ratification of the Constitution 1787-88 against the extension of federal power
- Final vote was 30-27 to ratify

#### Disagreements

Federalist Arguments	Anti-Federalist Arguments
_____ the Constitution because:	_____ the Constitution because:
<ul style="list-style-type: none"> <li>• It gave _____ authority to _____</li> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> <li>• President had too much power</li> <li>• Afraid future president would not be as good as Washington</li> <li>• _____</li> </ul>

### 4. Formal Ratification of the Constitution and Launching of the New Government:

- Acceptance of 9 states allowed it to be adopted as the new "\_\_\_\_\_".
- The 14<sup>th</sup> and last state to ratify the Constitution was Vermont 1791

Leader	Leadership
 Washington	<ul style="list-style-type: none"> <li>• Unanimously elected President of the Constitutional Convention</li> <li>• Became the _____ of the United States under the U.S. Constitution</li> </ul>
 Franklin	<ul style="list-style-type: none"> <li>• Part of a committee to create _____</li> <li>• Senior delegate to the convention</li> <li>• Urged the delegates to sign and approve the Constitution unanimously</li> </ul>
 Hamilton	<ul style="list-style-type: none"> <li>• _____ NYS and delegates from other states to _____ the _____</li> <li>• Helped write the _____</li> </ul>
 Madison	<ul style="list-style-type: none"> <li>• Took the minutes of the convention</li> <li>• Helped write the _____</li> <li>• Agreed with the Virginia Plan</li> <li>• Influenced the state of Virginia to ratify the Constitution</li> <li>• _____</li> </ul>

# TIERED ASSIGNMENT

Students will work with Shakespeare's *Romeo and Juliet* to understand characterization and how it unlocks understanding of theme and plot.



# Tier I

1. Describe Romeo Montague - How do we meet Romeo (what is he doing)? What type of family are the Montagues? What are Romeo's friends like--Mercutio--Benvolio?
2. Describe the Capulet family - How old is Juliet Capulet? What do we find out about her family?
3. Who is Paris? What role does he play in the story?
4. What is Verona like as it is described in the beginning of the play?
5. Why don't the Capulets and Montagues like each other? What facts do you find out about their hate for each other?

Be ready to describe these details to the rest of the class using textual citations to support your answers.

# Tier II

1. Analyze the feud that takes place in the play between the Capulets and the Montagues. What tone does the feud set for the entire play?
2. Romeo seems to be a lovesick young man while Juliet seems to be more level headed. Using a Venn Diagram, compare and contrast these two young people being sure to show common traits the two share.
3. Analyze Verona as an appropriate setting for tragedy to occur.

Be ready to describe these details to the rest of the class using textual citations to support your answers.

# Tier III

1. How would you stage Act I of *Romeo and Juliet*? What would you emphasize? What text leads you to your choices? Would you choose a modern setting or do you like the traditional Elizabethan setting? What are the positive reasons to support each?
2. Research classic tragic form (according to Aristotle in the *Poetics*). What do you see that works according to classic tragedy in *Romeo and Juliet*?
3. Observe several films of *Romeo and Juliet*. Evaluate the beginning based on how accurately they portray the lines in Shakespeare. Which seems to work best? Advise your teacher as to the most accurate initial cutting (beginning of the play) to show the class. Recommend the video that the class should watch as well.

Be ready to describe these details to the rest of the class using textual citations to support your answers.



# RAFT



R	A	F	T

Doug Buehl cited in: Teaching Reading in the Content Areas: If Not Me Then Who Bill Meyer & Martin, 1998



# RAFT



**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 drawing, a pictogram, 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?

# DESIGNING A RAFT

1. Determine what you want students to know, understand, and do (K.U.D.)
2. Analyze the important concepts you want students to learn, and think about how writing or drawing can enhance this learning
3. Brainstorm possible roles students could be in their writing and a format to demonstrate their understanding
4. Decide who the audience will be and determine the format and topic
5. Students can all be assigned the same role or you could offer different roles

# SAMPLE RAFT STRIPS

	Role	Audience	Format	Topic
Language Arts	Semicolon	Middle School	Diary Entry	I Wish You Really Understood Where I Belong
	N.Y. Times	Public	Op Ed piece	How our Language Defines Who We Are
	Huck Finn	Tom Sawyer	Note hidden in a tree knot	A Few Things You Should Know
Science				
History				
Math				

Format based on the work of Doug Buehl cited in Teaching Reading in the Content Areas: If Not Me Then Who?, Billmeyer and Martin, 1998

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	Lung	Owner	Owner's Guide	To Maximize Product Life
	Rain Forest	John Q. Citizen	Paste Up "Ransom" Note	Before It's Too Late
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History	Reporter	Public	Obituary	Hitler is Dead
	Martin Luther King	TV audience of 2010	Speech	The Dream Revisited
	Thomas Jefferson	Current Residents of Virginia	Full page newspaper ad	If I could Talk to You Now
Math				

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Math	Fractions	Decimals	Petition	To Be Considered A Part of the Family
	A word problem	Students in your class	Set of directions	How to Get to Know Me

Format based on the work of Doug Buehl cited in Teaching Reading in the Content Areas: If Not Me Then Who?, Billmeyer and Martin, 1998

# RAFT:

ROLE	AUDIENCE	FORMAT	TOPIC
Discouraged Math Student	Teacher	Note Left on Her Desk	Here's why I can't do math
New Teacher	A Colleague	True Confession	When I see that low level class coming...
A Smart Kid	Himself	Doodles	This class is too hard...
A Kid with David Letterman Genes	Audience of other Kids	Top Ten List	How you can tell who the smart kids (or dumb kids) are in school
Professor	Student Teachers	Chart	Watch out for those subliminal messages about ability

**EQ: How do perceptions of ability affect teaching and learning?**



# **MENUS AND CHOICE BOARDS AND LEARNING CONTRACTS**





# **What Does A Learning Contract Contain?**

- **Non-negotiable Items - These are things that ALL students must do.**
- **Negotiable Items - Tasks chosen by the students based on their interests, abilities, and learning styles. Student choices should be approved by the teacher.**
- **May contain student/parent signature.**

/

## Physical Education Contract

### **Must Do:**

- In groups, students will create a rule book for physical education Class.

### **Options:**

Complete enough of the following activities to total 100 points or more.

#### **Ten (10) Points**

- Create a game and write directions to explain it.
- Produce a collage to demonstrate the variety of sports children can play to stay healthy.
- Demonstrate the proper procedure for daily exercises (example: how do you properly complete toe touches).
- Daily complete and record in your PE Journal 10 minutes of exercise.
- Participate in a group discussion on sportsmanship.
- Create a Rap to explain the rules of basketball to a friend.

#### **Twenty (20) Points**

- Analyze a childhood game and write a paragraph about why children enjoy playing it.
- Daily complete and record in your PE Journal 20 minutes of exercise (this must be separate from the exercise above).
- Create a poster encouraging other students to play your favorite sport.
- Evaluate your personal health habits and complete a plan of improvement.
- Demonstrate the proper serve techniques for Volleyball.
- As a news reporter, report the scores and highlights of a class game.

## Learning Contract

To demonstrate what I have learned about \_\_\_\_\_, I want to

- |  |  |
|--|--|
| <input type="checkbox"/> Write a report                  | <input type="checkbox"/> Design a mural                        |
| <input type="checkbox"/> Put on a demonstration          | <input type="checkbox"/> Write a song                          |
| <input type="checkbox"/> Set up an experiment            | <input type="checkbox"/> Make a movie                          |
| <input type="checkbox"/> Develop a computer presentation | <input type="checkbox"/> Create a graphic organizer or diagram |
| <input type="checkbox"/> Build a model                   | <input type="checkbox"/> Other _____                           |

This will be a good way to demonstrate understanding of this concept because

\_\_\_\_\_

To do this project, I will need help with

\_\_\_\_\_

My Action Plan is \_\_\_\_\_

The criteria/rubric which will be used to assess my final product is \_\_\_\_\_

\_\_\_\_\_

My project will be completed by this date \_\_\_\_\_

Student signature: \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Teacher signature: \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

# What Does A Menu Contain?

- **Main Dish - Consists of items that ALL students must complete.**
- **Appetizers, Side Dishes, and Desserts - These are activities that are tiered. Students may choose from a list designed by the teacher. For example, appetizers may be designed at an easier level than side dishes.**

## **Dinner Menu – Probability**

### ***Appetizer (Everyone Shares)***

- Write a definition for probability and give an example of it happening in the real world.



### ***Entrée (Select One)***

- Draw a picture that shows what probability means.
- Write two paragraphs about what probability is.
- Create a rap that explains probability.



### ***Side Dishes (Select at Least Two)***

- Design a game that uses probability.
- Make a lottery/raffle brochure that explains chances of winning.
- Write a journal entry from the point of view of a lottery loser.
- With a partner, create and perform a skit that shows probability in action.

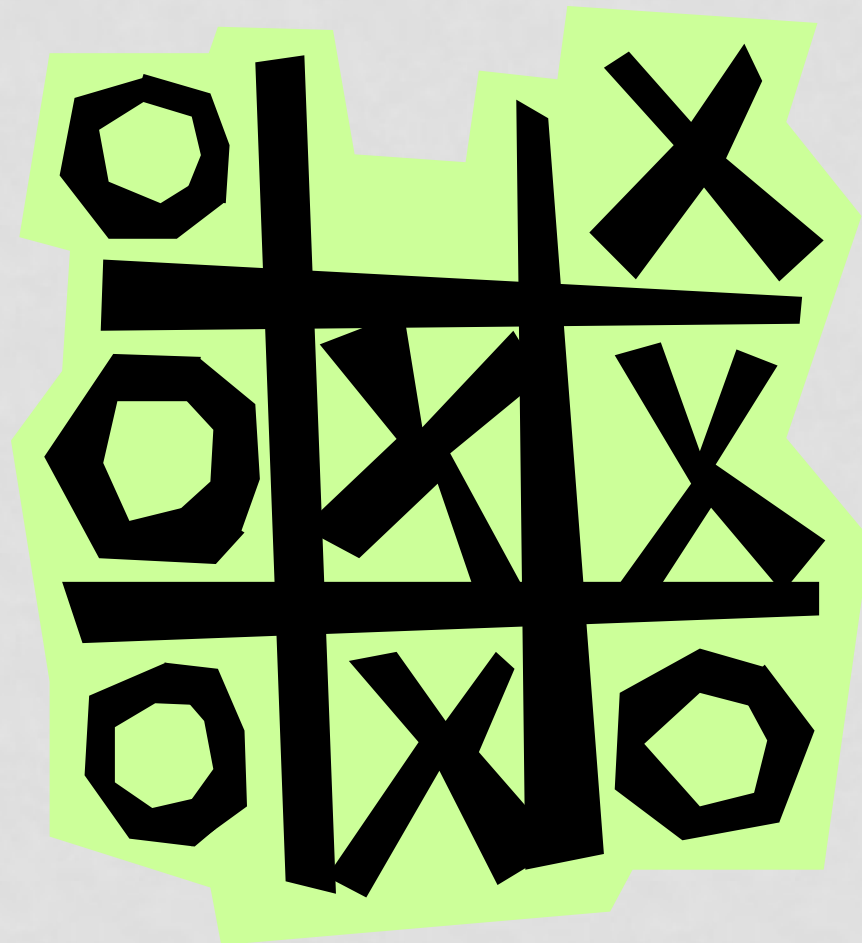


### ***Dessert (Optional)***

- Create a test to assess the teacher's knowledge of probability.



# THINK TAC TOE



ADAPTED FROM FULFILLING THE PROMISE OF THE  
DIFFERENTIATED CLASSROOM, CAROL ANN  
TOMLINSON, ASCD 2003

- Think-Tac-Toe plays off the familiar childhood game. It is a simple way to give students alternative ways of exploring and expressing key ideas and using key skills.
- Typically, the Think-Tac-Toe grid has nine cells in it like a Tic-Tac-Toe game. The number of rows and cells can, of course, be adjusted.

<p>Memorize a soliloquy that a character performs in the play that represents their struggle for power in the play. Perform by exaggerating it for the class including props. Write a one-page journal of why you chose that soliloquy.</p>	<p>Take a song in which the lyrics are representative of power to you. Make a slide show, movie or mash up from clips of other versions of Macbeth and put them together to reflect the lyrics of the song.</p>	<p>Create an alternative ending for Macbeth. What if he all of a sudden wanted to be a benevolent leader – how would he act, what would he do? Do you think his subjects would support him? Could he right all his wrongs? Include of this in the ending and make it 2 typed pages double-spaced minimum.</p>
<p>Collect a series of modern day articles that reflect an abuse of power by our state and local government. Do not select random articles; relate them together using one of the supplemental texts you read with <i>Macbeth</i>.</p>	<p>Create a Prezi Presentation chronicling Macbeth's rise and fall. The presentation should include other characters opinions of him and his own thoughts on his journey.</p>	<p>Write an essay comparing Macbeth or a character from Macbeth to a modern day real-life, or fictional powerful person. Length: two pages, typed, double-spaced</p>
<p>Create a large 11x14 poster that advertises the play as a whole. Make the poster a sardonic representation for the play <i>Macbeth</i>.</p>	<p>Create a comic strip that includes at least 3 of the characters in the play (except Macbeth), discussing his leadership. The comic strip must be at least 10 frames long.</p>	<p>Create a 90 second commercial for Macbeth enticing people to come join his army because it will give them many benefits and rewards.</p>



## **Think Tac Toe**

### **The Pythagorean Theorem**

***Directions:*** Complete the activities described in either one vertical or one diagonal row.

<b>Draw a right triangle and label the right angle, legs, and hypotenuse. State the relationship of the sides of a triangle.</b>	<b>Name a career in which one would have to use the Pythagorean Theorem. Give an example of when, where and how it would be used.</b>	<b>Design a teaching tool with a diagram of a proof of the Pythagorean Theorem. Label it for all to understand.</b>
<b>Complete all of the EVEN Practice Problems on p. 266 of your Prentice Hall text.</b>	<b>Complete the Practice Problems found at this site: <a href="http://regentsprep/Regents/math/fpyth/PracPyth.htm">http://regentsprep/Regents/math/fpyth/PracPyth.htm</a></b>	<b>Create four (4) real world problems that would need the use of the Pythagorean Theorem. Show the solutions.</b>
<b>Determine a set of 8 Pythagorean "TRIPLES." Prove them with equations.</b>	<b>Write a descriptive essay about Pythagoras: his life, accomplishments, and failures.</b>	<b>Find another mathematical theorem. State it, diagram its proof, and write a paragraph about why, how and where it works.</b>

# The Voices in my Head...

Potential  
benefits of High  
Prep DI...

Potential  
drawbacks ...



I need more  
help or  
information...

# DARE TO DIFFERENTIATE

[HTTP://DARETODIFFERENTIATE.WIKISPACES.COM](http://daretodifferentiate.wikispaces.com)



# COMPREHENSIVE CLOSURE



# DI NOW WHAT PROMPTS

1. I can do this if I get the following supports.....
2. I am excited about this challenge because .....
3. I can see this really helping me with \_\_\_\_\_ in my classroom because .....
4. I am going to use the following strategy as part of my teacher toolbox.
5. I am most interested in more information regarding .....
6. I am not sure if I can do this in my classroom because .....





**"Mr. Osborne, may I be excused? My brain is full."**



Thank you for your attention. Have a great evening!

*“To give anything less than your best is to sacrifice the gift”*

– Steve Prefontaine