

Tall Tales Grade 3

A Differentiated Lesson Using Sternberg's Intelligences



Know: How is a tall tale defined by both fact and exaggeration?

Understand: An exaggeration starts with a fact and stretches it.
People sometimes exaggerate to make their stories or deeds seem more wonderful or scarier.

Do: Distinguish fact and exaggeration

Johnny Appleseed's	
Facts	Exaggeration

Here's why Johnny exaggerates.

Analytical Task

Listen to or read Johnny Appleseed and complete the organizer as you do.

Practical Task

Think of a time when you or someone you know was sort of like the Johnny Appleseed story and told a tall tale about something that happened. Write and draw both the factual or true version of the story and the tall tale version.

Creative Task – RAFT assignment

Role	Audience	Format	Topic
Someone in our class	Our class	Diary entry	Let me tell you what happened while Johnny A. and I were on the way to school today.

Tomlinson 2000



Energy



Lesson Goals Area of Intelligence	Identify different energy sources	Analyze positive and negative aspects of energy sources	Make a convincing argument for or against an energy source
Analytical	Make a chart to compare and contrast the source, use, and impact of 3 of the following energy forms: mechanical, heat, chemical, electromagnetic, nuclear.	Chart the positive and negative aspects of 3 of the following energy forms: mechanical, heat, chemical, electromagnetic, nuclear.	Select one energy form and convince a teacher-selected audience of the benefit of using that energy source.
	Increased openness, independence	Multi-faceted	Transformation, increased complexity & independence
	Compare and contrast self-selected components of a variety of energy sources. Create a visual organizer for the information.	Evaluate and rate the components of various energy sources and determine an overall score for each.	Given what we know about Three Mile Island and the positive and negative aspects of nuclear energy, prepare a convincing argument for or against the use of nuclear energy.



Energy



Lesson Goals Area of Intelligence	Identify different energy sources	Analyze positive and negative aspects of energy sources	Make a convincing argument for and against an energy source
Practical	Draw a pictorial map of our community and identify the source, use & impact in our city of 3 of the following energy forms: mechanical, heat, chemical, electromagnetic, nuclear.	Create a pamphlet to be distributed in your community describing positive & negative aspects of energy forms used in our city including mechanical, heat, chemical, electromagnetic, nuclear.	Which form of energy that is used in our city creates the most pollution? Write an editorial or design an advertisement showing your proposal to solve this problem.
	Increased independence, multi-faceted	Increased openness, independence	increased complexity, independence, multi-faceted
	Create a map, chart, diagram, or illustration of our community. Identify components of the sources of energy we use in our community.	Make an advice list for consumers in using energy sources wisely: suggest ways to use "clean" energy sources in place of sources with negative impacts.	Which energy source used in our city causes the most problems? Devise a strategy plan of your solution to this problem to present to City Council.



Energy



Lesson Goals Area of Intelligence	Identify different energy sources.	Analyze positive and negative aspects of energy sources.	Make a convincing argument for or against an energy source.
Creative	Draw a picture or other illustration showing the source, use, & impact of 3 of the following energy forms: mechanical, heat, chemical, electromagnetic, nuclear.	Create a pamphlet that describes the positive and negative aspects of 3 of the following energy forms: mechanical, heat, chemical, electromagnetic, nuclear.	Write an explanation or draw a diagram showing how photosynthesis could be used by humans.
	Increased openness, independence	Increased openness, independence	Requires mental leap, transformation
	Find a way to show, depict, or describe the different components of a variety of energy sources.	Create a public service campaign showing the positive and negative aspects of several energy sources.	Some energy sources are used by organisms are "clean" energy forms. Find a way one might be used by humans and convince us it would work.

1. Compacting

A 3-step process that ...

- (1) Assesses what student knows to be studied and what student still needs to master
- (2) Plans next steps learning for what is not known
- (3) Provides a plan for enrichment or acceleration

Most Difficult First

1. The teacher previews the student task and selects the most difficult examples.
2. The examples are marked (*) and students are given the opportunity to **do these items first as a means of demonstrating mastery or understanding**.
3. If students are able to demonstrate mastery, then they are free to select alternate activities for that period of time.



THE COMPACTOR

Student's Name: Annette

<input checked="" type="checkbox"/> Areas of Strength	<input checked="" type="checkbox"/> Documenting Mastery	<input checked="" type="checkbox"/> Alternate Activities
Math– Decimal, Fractions	Score of 85 percent or higher on the pretest	Will work with class on days it is taught concepts she has not mastered Will work on alternate math enrichment activities on other days

2. TIERING

- Tiered experiences
- Tiered tasks
- Tiered products

*In a heterogeneous classroom, a teacher uses varied levels of experiences 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 explore essential ideas.*

(C. A. Tomlinson)

Tiered Lesson Physical Education

→ **SKILL: Dribbling a basketball**

- 1 • Dribble from point A to point B in a straight line with one hand.
• Switch to the other hand and repeat.
• Use either hand and develop a new floor pattern from A to B (not a straight line).



2 Zigzag

- One hand
- Other hand
- Increased speed
- Change pattern to simulate going around opponents

3 In and out of pylons as fast as possible

- Change hand.
- Increase speed.

4 Dribble with one hand, with partner playing defense

- Increase speed and use other hand.
- Trade roles.

5 Through pylons, alternating hands, with partner playing defense

- Increase speed.
- Trade roles.



Judy Roll, Hilton Central Schools, Hilton, NY

The Equalizer

1. Foundational		Transformational
	Information, Ideas, Materials, Applications	
2. Concrete		Abstract
	Representations, Ideas, Applications, Materials	
3. Simple		Complex
	Resources, Research, Issues, Problems, Skills, Goals	
4. Single-Faceted		Multi-Faceted
	Directions, Problems, Application, Solutions, Approaches, Disciplinary Connections	
5. Small Leap		Great Leap
	Application, Insight, Transfer	
6. More Structured		More Open
	Solutions, Decisions, Approaches	
8. Less Independence		Greater Independence
	Planning, Designing, Monitoring	
9. Slow		Quick
	Pace of Study, Pace of Thought	

Subject: Science

Concepts: Density & Buoyancy

Introduction: All students take part in an introductory discussion, read the chapter, and watch a lab activity on floating toys.

Tiered Activity

Activities Common to All Three Groups

- Explore the relationship between density and buoyancy.
- Determine density.
- Conduct an experiment.
- Write a lab report.
- Work at a high level of thinking.
- Share findings with the class.



The Soda Group

Given four cans of different kinds of soda, students determine whether each would float by measuring the density of each can.

They complete a lab procedure form by stating the materials, procedures, and conclusions. In an analysis section, they include an explanation about why the cans floated and sank, and state the relationship between density and buoyancy.

The Brine and Egg Group

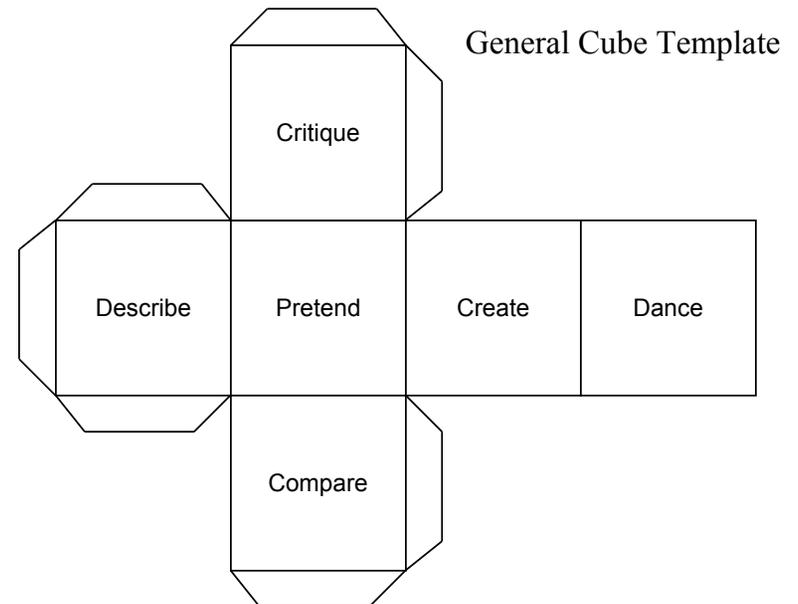
- Students develop a prescribed procedure for measuring salt, heating water, cooling the brine, determining the mass of water, determining the mass of an egg, recording all data in a data table, pouring the egg into the cool mixture, stirring the solution, and observing.
- They answer questions about their procedures and observations, as well as questions about why a person can float in water, whether it is easier to float in freshwater or seawater, why a helium-filled balloon floats in air, and the relationship between density and buoyancy.

The Boat Group

- Students first write advice to college students building concrete boats to enter in a boat race.
- They then determine the density of a ball of clay and draw a boat design for a clay boat, noting its dimensions and density.
- They use cylinders of aluminum, brass, and steel, as well as aluminum nails for cargo, and determine the maximum amount of cargo their boat can hold.
- They build and test the boat and its projected load.
- They write a descriptive lab report which includes explanations about why the clay ball sank, and the boat was able to float, the relationship between density and buoyancy, and how freighters made of steel can carry iron ore and other metal cargo.

3. CUBING

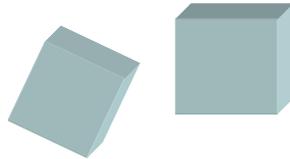
- Cubing gives students who like to **use their hands and move** around a chance to feel like they are “playing” while learning.
- Cubing gives students a chance to look at a concept from a series of different perspectives.
- Cubing is very flexible and **encourages depth and complexity**.
- Cubing allows the teacher to differentiate for readiness in a very un-obvious way. Since all students are working with cubes, students are not aware that their neighbors might be doing something a little different.



Cubing

- Describe it:** Look at the subject closely, using your senses as well as your mind.
- Compare it:** What is it similar to? What is it different from?
- Associate it:** What does it make you think of? What comes to your mind when you think of it? Perhaps people? Places? Things? Feelings? Let your mind go and see what feelings you have for the subject.
- Analyze it:** Tell how it is made? What are its traits and attributes?
- Apply it:** Tell what you can do with it. How can it be used?
- Argue for it or against it:** Take a stand. Use any kind of reasoning you want—logical, silly, or anywhere in between.

- Rearrange it.
- Illustrate it.
- Question it.
- Satirize it.
- Evaluate it.
- Connect it.
- Cartoon it.
- Change it.
- Solve it.



8th Grade Poetry

<p>Setting If your poet were an artist, how would he/she express this poem as a picture? Use markers, pencils, etc., to illustrate your answer.</p>	<p>Rhyme Provide other examples of rhyme or rhythm besides end rhyme used in your poem. How does this add to the sound of the poem? Be prepared to share orally.</p>	<p>Line How would the poet arrange the next lines of this poem if he or she were extending the meaning and theme?</p>
<p>Theme Write a short poem to express the theme of the poem you have chosen. Choose your own style.</p>	<p>Figurative Language Write 2 more similes and metaphors that could be added to the poem.</p>	
<p>Speaker Create another line for this poem that the speaker may have written.</p>		

Beth Atkins & Kay Brimijoin
(1999) Amherst, VA

Think Dots



Describe...	Apply...	Question...
●	●●	●●●
Argue for or against...	Satirize...	
●●●	●●●●	●●●●●

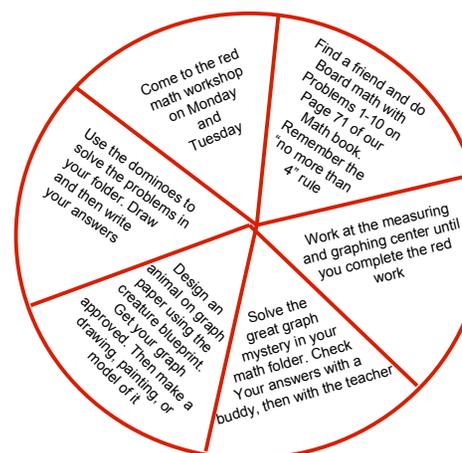
<p>Create an ad for a good that Ancient Greece and Rome did NOT trade with Egypt. Make your ad convincing enough that an Egyptian will want to buy your good.</p>	<p>Illustrate, explain, film, or record these definitions (in your own way):</p> <ul style="list-style-type: none"> • Interdependence • Economic Specialization • Government Services • Taxation or Taxes • Opportunity Cost • Scarcity • Price • Savings • Investments 	<p>Could you live without goods, service, or money? Defend your position.</p>
<p>Research goods and services in Greece, Rome, or Jamestown today. Compare and contrast with goods and services in those places long ago.</p>	<p>Create a map of Europe and Jamestown that illustrates the concept of interdependence between the two. Be sure to include a key of any symbols used.</p>	<p>Pretend you are running for office. Defend raising taxes for a government service of your choice.</p>

4. LEARNING CONTRACT

- Contracts take a number of forms that begin with an agreement between student and teacher.
- The teacher grants certain freedoms and choices about how a student will complete tasks, and the student agrees to use the freedoms appropriately in designing and completing work according to specifications.

The Red Contract

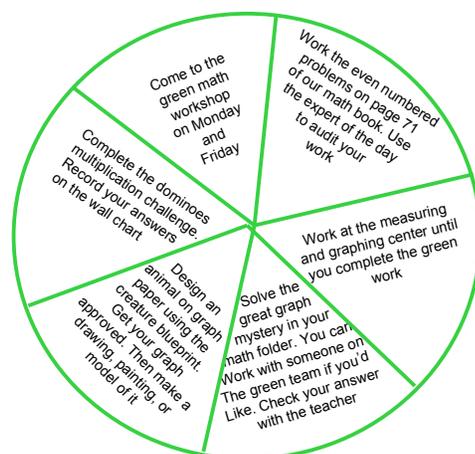
Key Skills: Graphing and Measuring
Key Concepts: Relative Sizes
Note to User: This is a Grade 3 math contract for students below grade level in these skills



Read	Apply	Extend
<i>How big is a foot?</i>	Work with a friend to graph the size of at least 6 things on the list of "10 terrific things." Label each thing with how you know the size.	Make a group story or one of your own that uses measurement and at least one graph. Turn it into a book at the author center

The Green Contract

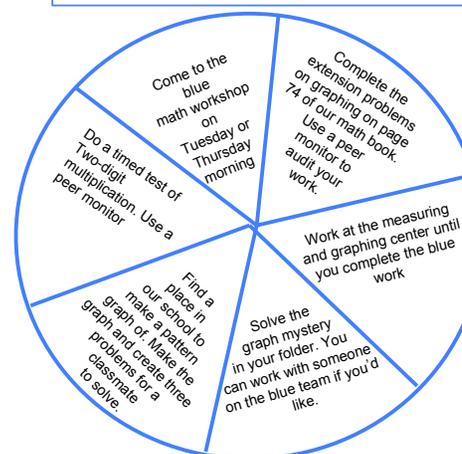
Key Skills: Graphing and Measuring
Key Concepts: Relative Sizes
Note to User: This is a Grade 3 math contract for students at or near grade level in these skills



Read	Apply	Extend
<i>Alexander Who Used to Be Rich Last Sunday or Ten Kids, No Pets</i>	Complete the math madness book that goes with the story you read.	Now, make a math madness book based on your story about kids and pets or money that comes and goes. Directions are at the author center

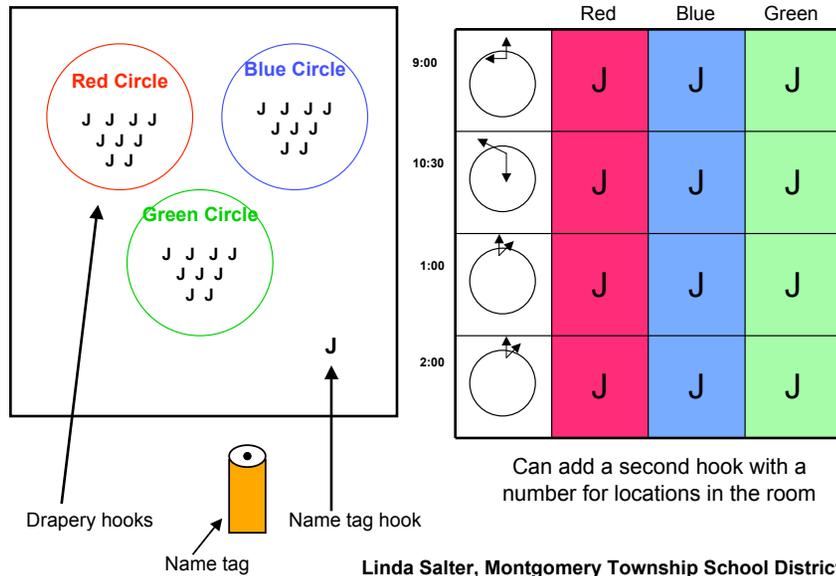
The Blue Contract

Key Skills: Graphing and Measuring
Key Concepts: Relative Sizes
Note to User: This is a Grade 3 math contract for students advanced in these skills



Read	Apply	Extend
<i>Dinosaur Before Dark or Airport Control</i>	Research a kind of dinosaur or airplane. Figure out how big it is. Graph its size on graph paper or on the blacktop outside our room. Label it by name and size.	Make a book in which you combine math and dinosaurs or airplanes, or something else big. It can be a number fact book, a counting book, or a problem book. Instructions are at the author center

Organizing the Classroom



Poetry Contract

Create a rhyming wheel using spelling lists.	Use your rhyming wheel to write like Shel Silverstein.	Write an acrostic poem; include alliteration.
Write a cinquain.	Computer art.	Write about yourself.
Interpret "How to Eat a Poem."	Research a famous person and write a clerihew.	Illustrate a new poem.
Student choice #1	Student choice #2	Student choice #3

Civil War Advanced Level

GEOGRAPHIC	Create a series of five state maps, which include a key, that illustrates <u>major</u> events of the war. ①	Make a relief map of U.S. depicting places of historical and geographical significance before, during, or after the civil war. ②	Create a map which shows the South and its territory at its greatest size as a result of victories in key battles. ③
	ECONOMIC	Create a collage which illustrates the economic conditions of the North and South—rich and poor for both. ④	Generate an alternative economic system which would have enabled the South to have a viable economy without slavery. ⑤
CULTURAL	Imagine a conversation between Adams and Jefferson and turn it into a radio play as they "Look down on" the Civil War. ⑦	Write a poem or compose a song conveying the feelings of a slave who has just freedom. ⑧	Locate two "popular" songs and one slave "song." Write an exhibit card explaining how the songs reflect the lives & times of the 'singers.' Prepare an audio collage to present. ⑨
ETHICS	Prepare Jeff Davis's response to Lincoln when he refused the command of Union forces and assumed presidency of the Confederacy. ⑩	Write a letter (one) from five southern people (thoughtful ones) which comprises their responses to the Gettysburg address. ⑪	Act out a trial: Lincoln is accused of usurping states' rights. Include Magna Carta, Declaration of Independence and Constitution in you're arguments. ⑫

Menu Planner

Menu: _____

All items in the main dish and the specified number of side dishes must be completed by the due date. You may select among the side dishes and may decide to do some of the dessert items as well.

Main Dish (complete all)

- ◆
- ◆
- ◆

Side Dish (select ____)

- ◆
- ◆

Dessert

- ◆

Winning Strategies for Classroom Management

Learning Contract—Menu Planner—**Fantasyland**

Destination: **Fantasyland** Due: 2 weeks

Main Dish: (Complete all)

Select one fairytale.

Read it to yourself.

Read it to one other person _____ (name)

Complete a story map (to show characters; setting; problem; solution).

Find five new, interesting words. Write a sentence for each word.

Side Dish: Learning Centers (Choose 1 or more)

Comparing center: Compare this fairytale to another story you have read. How are they alike? How are they different? Choose your design: trifold, flip book, or mini-book.

Tape Center: Record your favorite part of the fairytale on the recorder.

Art Center: Illustrate the most important event in your fairytale.

Dessert: Optional

Listening post: Listen to a fairytale tape of your choice.

Title: _____

Library corner: Find another fairytale to read.

Title: _____

Poetry Matters Book Project



Main Dish: You must complete all of these tasks.

1. Create a cover for your poetry book.
2. Include at least 4 samples of your own poetry.
3. Include poems from at least 3 different authors you think are excellent examples of inner thinking and/or outer thinking (imagery, similes, metaphors). They should be different forms and/or styles.
4. Share at least one poem (your own or another author's) with the class.
6. Create a list of wild, wonderful, and/or interesting words to include in your writing.

Side Dishes



Select at least 2 tasks from the following list.

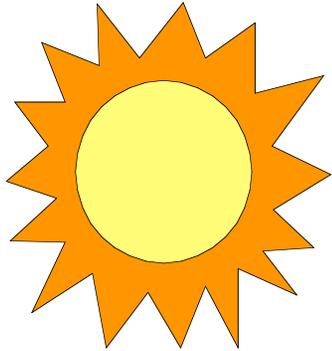
1. Illustrate at least one of the poems in your collection.
2. Use music to accompany a poem while sharing it.
3. Do a dramatic interpretation of a poem.
4. Write, revise, edit, and illustrate at least 2 haiku poems.
5. Write, revise, edit, and illustrate at least 2 cinquain poems.
6. Write, revise, edit, and illustrate an alliterative poem.
7. Write, revise, edit, and illustrate or musically accompany a poem using onomatopoeia.
8. Create a list of poetic phrases from a variety of books. Note what book each one was selected from.

FORMATIVE ASSESSMENT

Exit Cards

- Have students answer one or two key questions on an index card as a class period ends and turn the card in to the teacher at the end of the class period.
- These “exit cards” are not graded.
- They provide a snapshot that allows more targeted instructional planning for the days ahead.

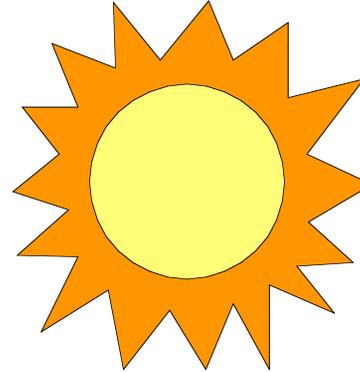
Exit Cards



We have been learning about **The Greenhouse Effect**. Explain or depict your understanding of this important environmental issue.

What questions do you have about this topic?

Exit Cards

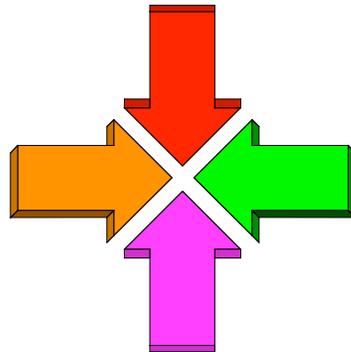


We have begun a study of **author's craft**.

List and identify three examples of figurative language used in the novel **Morning Girl** by Michael Dorris.

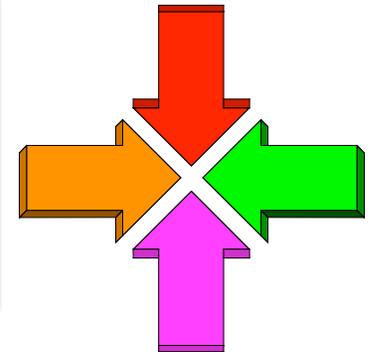
Exit Cards

On your exit card, explain the difference between **prime** and **composite** numbers. You may wish to give some examples of each as part of your explanation.



Exit Cards

On your exit card, explain the difference between **simile** and **metaphor**. Give some examples of each as part of your explanation.



Exit Cards

List

- 3 things you learned today
- 2 things you'd like to learn more about
- 1 question you still have

Squaring Off

Whole Group Assessment

1. Place a card in each corner of the room with one of the following words or phrases, which are effective ways to group according to learner knowledge.

Rarely ever	Sometimes	Often	I have it!
Dirt road	Paved road	Highway	Yellow brick road

2. Tell the students to go to the corner of the room that matches their place in the learning journey.
3. Participants go to the corner that most closely matches their own learning status and discuss what they know about the topic and why they chose to go there.

Gregory, G. H. & Chapman, C. (2001). *Differentiated Instructional Strategies: One Size Doesn't Fit All*. Thousand Oaks CA: Corwin Press.

Yes/No Cards

YES

NO

- Using a 4x6 index card the student writes **YES** on one side and **NO** on the other.
 - When a question is asked, the students hold up **YES** or **NO**.
1. Ask the students if they know the following vocabulary words and what they mean.
 2. Call out a word. If a student is holding a **YES**, they may be called on to give the correct answer.
 3. Remind them that if they don't know the words, it is OK because they will be learning them.
 4. You can do the same thing with conceptual ideas, etc.

Gregory, G. H. & Chapman, C. (2001). *Differentiated Instructional Strategies: One Size Doesn't Fit All*. Thousand Oaks, CA: Corwin Press.

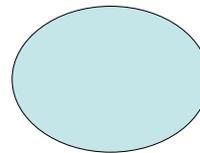
Thumb It!



- Have students respond with the position of their thumb to get an assessment of their current understanding of a topic being studied.
- Where I am now in my understanding of _____?

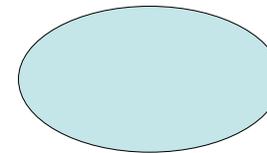
Up

I know a lot



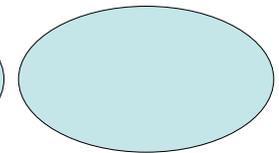
Sideways

I know some



Down

I know very little



Gregory, G. H. & Chapman, C. (2001). *Differentiated Instructional Strategies: One Size Doesn't Fit All*. Thousand Oaks CA: Corwin Press.

Fist of Five



Show the number of fingers on a scale, with 1 being lowest and 5 the highest.

Ask: How well do you feel you know this information?

5. I know it so well I could explain it to anyone.
4. I can do it alone.
3. I need some help.
2. I could use more practice.
1. I am only beginning.



Gregory, G. H. & Chapman, C. (2001). *Differentiated Instructional Strategies: One Size Doesn't Fit All*. Thousand Oaks CA: Corwin Press.

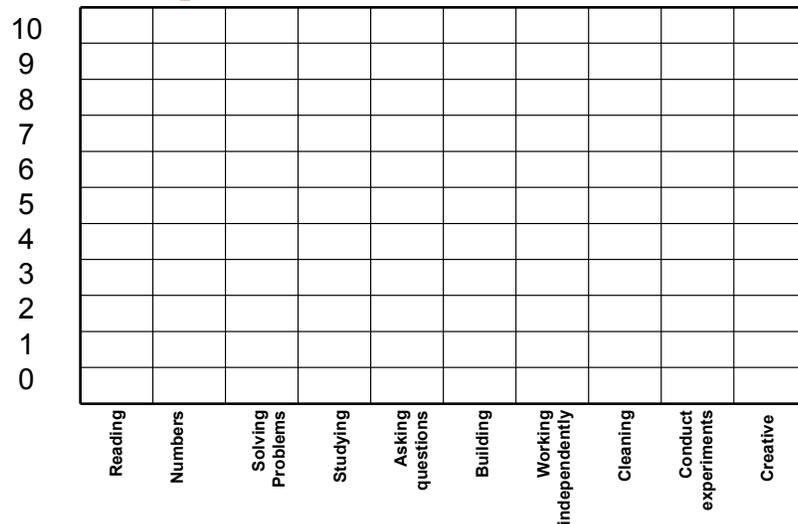
"I" GRAPH

I am excellent at this										
I am very good at this										
I am fairly good at this										
I can do this if I work hard										
I am not very good at this but I want to be/learn										
I really don't like this										
	1	2	3	4	5	6	7	8	9	10

1. Color the first bar to show how good you think you are in **reading**.
2. Color the second bar to show how good you think you are in **writing**.
3. Color the third bar to show how good you think you are in **math**.
4. Color the fourth bar to show how good you think you are in **science**.
5. Color the fifth bar to show how good you think you are in **history/social studies**.
6. Color the sixth bar to show how good you think you are in **acting**.
7. Color the seventh bar to show how good you think you are in **sports**.
8. Color the eighth bar to show how good you think you are in **singing**.
9. Color the ninth bar to show how good you think you are in **art**.
10. Color the tenth bar to show how good you think you are in **dancing**.

Celebrating differences in a differentiated classroom.

Graph Me . . .



Rate Your Knowledge

Use the following descriptions to rate your understanding of the terms below:

1. **I've never heard** of this term.
2. **I know something about** the term, but don't know how to apply it to mathematics.
3. **I understand the meaning** of the term and can apply it to mathematical problems on my own.

Mean _____ Line of Best Fit _____

Median _____ Correlation _____

Weighted Average _____ Range _____

Normal Distribution _____

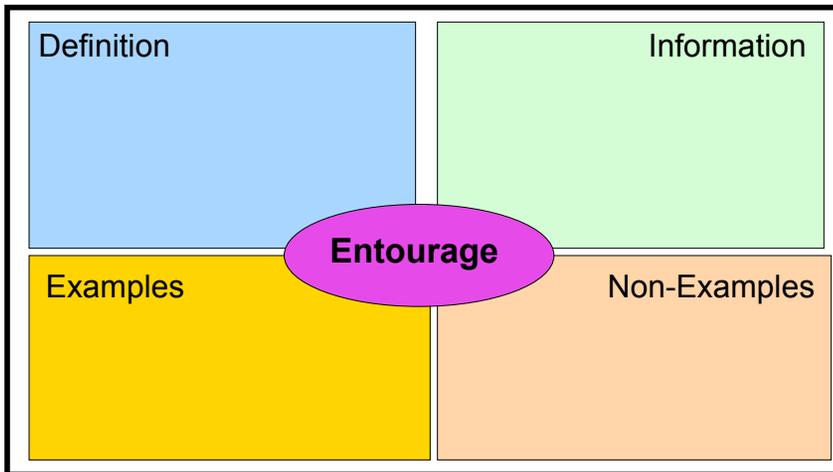
Bimodal Distribution _____

Skewed Distribution _____

Flat Distribution _____

(Adapted from *Teaching Reading in Mathematics*, Barton & Jordan, McRel, 2001)

Directions: Complete the chart to show what you know about **communities**. Write as much as you can.



A student who UNDERSTANDS something can ...

- Explain it clearly, giving examples and apply it.
- Compare and contrast it with other concepts..
- Transfer it to unfamiliar settings.
- Create analogies, models, metaphors, symbols, or pictures of the concept.
- Pose and answer “what-if” questions that alter variables in a problematic situation.
- Generate questions and hypotheses that lead to new knowledge and further inquiries.

Adapted from Barell, J. (1995) *Teaching for Thoughtfulness: Classroom Strategies to Enhance Intellectual Development*

Produce Options

The Good Life...

Making Choices About Tobacco Use

- Use key facts from class and research.
- Make a complete case.
- Provide defensible evidence for the case.
- Weigh varied viewpoints.
- Be appropriate/useful for the target audience.
- Give evidence of revision and quality in content and presentation.
- Be thought-provoking rather than predictable.

Visual	Oral
<p>Create a Story boards™ using few or no words to make the point</p> <p>Create a parody comparing smoking and non-smoking heroes/heroines</p>	<p>Prepare a Radio-spot (public information with music timed, lead-in)</p> <p>Stage an interview with teen who smokes, tobacco farmer, tobacco CEO, person with emphysema</p>
Written	Kinesthetic
<p>Create a Brochure for pediatrician’s office, with patients 9 to 16 as target audience—with graphics</p> <p>Research and write editorial that compares the relative costs and benefits of tobacco to N.C.—submit for publication</p>	<p>Pantomime a struggle of “will” regarding smoking—including a decision using rationale</p> <p>Act out printed skit on pressures to smoke and reasons not to smoke</p>

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.
- Practice ACT or SAT cards.
- Solve a challenge puzzle with **write it up**.
- Get a jump on homework.
- Use your imagination and creativity to challenge yourself!

