

Think-Tac-Toe

This is a great activity that allows students to engage in meaningful work while you're involved with other students in a small group.

STEP BY STEP

- Make a copy of the Think-Tac-Toe grid.

Basic	More challenging	Basic
More challenging	More challenging	More challenging
Basic	More challenging	Basic

- Identify nine activities related to learning targets that the class is studying. Make some of the activities more challenging than others. I like to set up the activities so that the more challenging are down the middle and across the middle.
- Write each activity in one of the squares in the Think-Tac-Toe grid.
- Make one copy of the completed grid for each student.
- Explain to the class that each student is to choose three assignments in order to complete a Think-Tac-Toe. Specify how long they have to finish these assignments.

RAFT Assignments

STEP BY STEP

- Using your **LEARNING TARGETS**, analyze the important ideas or information you want students to learn. Consider how writing might enhance student' understanding of a topic.
- Brainstorm possible **roles** students could assume in their writing.
- Next, decide the **audiences** for this communication.
- Using that audience, determine the writing **formats AND topics**.
- Explain RAFT to the students and list the roles, audiences, formats, and topics for writing. Students choose one RAFT (row) to write about.

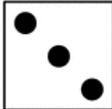
ROLE	AUDIENCE	FORMAT	TOPIC

Cubes or Thinkdots

STEP BY STEP

This activity works especially well for having students with different readiness levels answer questions about a certain topic, story, concept, etc.

- Develop questions for each cube based on what students should know and understand about a topic, story, concept, etc.
- Use the Cube or Thinkdot template and put one question in each “cell” for each Tier (I would recommend starting with just tiers – one for student who are more abstract thinkers and one for students who are more basic thinkers).
- When students do this learning activity, they are paired (students should have similar readiness levels).
- Students take turns tossing a die (for Thinkdots) or tossing the cube. The person who tosses is responsible for answering that question – but can get help from their partner.
- Students record their answers on a response sheet and this is submitted to the teacher.

Profiler

STEP BY STEP

- Select the knowledge, skills, and essential understandings that students can either begin to explore or synthesize and demonstrate mastery of.
- Find learning modes through which students could demonstrate this learning.
- Select jobs/occupations that are associated with the different learning modes.
- Create several product assignment options in which students assume the role of a professional in order to demonstrate the learning outcomes you have targeted.
- Survey students to determine their “professional” preference.
- Assign product assignments accordingly.

*Note: This learning activity is great for group work – put all writers together, all musicians together, all artists together, all builders together, all actors together.

Writer	
Actor	
Singer	
Builder	
Artist	

Show and Tell Board

STEP BY STEP

- ❑ All students work on the same TASK. However, students will show and tell what they know about the task in different ways.
- ❑ The top row of the board signifies how students will SHOW what they know about the task.
- ❑ The bottom row of the board signifies how students will TELL what they know about the task.
- ❑ Students choose one element from the topic row and one element from the bottom row to SHOW and TELL what they know about the task.

Task: Construct a food web with the owl at the highest trophic level. Be sure to include producers (green plants) and decomposers in your food web. Also include the sun. The intermediate organisms should include the prey found in the owl pellets that you dissected in class. Label the role of all organisms and use arrows to show the energy flow between each organism. Finally, explain the flow of energy in the food web.

SHOW	Draw a poster showing a food web with the owl at the highest trophic level. Label the role of all of the organisms (consumer, producer, decomposer). Use arrows to show the energy flow between each organism.	Create a PowerPoint showing a food web with the owl at the highest trophic level. Label the role of all of the organisms (consumer, producer, decomposer). Use arrows to show the energy flow between each organism.	Design a brochure showing a food web with the owl at the highest trophic level. Label the role of all of the organisms (consumer, producer, decomposer). Use arrows to show the energy flow between each organism.
TELL	Explain the energy flow in the food web by writing a descriptive paragraph .	Explain the energy flow in the food web by writing a story .	Explain the energy flow in the food web by writing detailed sentences .

I might choose a “poster” with “detailed sentences.” Someone else might choose a “poster” with a “descriptive paragraph.” Etc.

Trimind

STEP BY STEP

❑ Is a strategy that you can use to differentiate according to Sternberg's three intelligences:

Creative Intelligence

Practical Intelligence

Analytical Intelligence

❑ The idea behind TriMind is that you provide students with assignments, **centered on the same learning targets**, which are designed for their intelligence strengths. This way, students learn the material more efficiently and successfully.

Creative	
Practical	
Analytic	