



Subject: English

Grade Level: Elementary School

DI Strategy: Learning Choices, Tiering

Elementary Tiered Learning Choices Lesson

In my classroom, I used hybrid learning so each day I had a direct group, collaborative group, and independent group for ELA. I decided to provide my collaborative group with a menu of options to complete with their partners at our collaborative station. The menu was set up in the form of a tic tac toe board. The menu was broken into 3 color rows. The activities on the board were all activities that had been worked on in our direct group throughout the year, so I felt comfortable offering them as options for students to complete with the support of their partners. The activities were completed over 3 days during 20 minute rotations.

In order to groups my students for this activity, I gave an exit ticket following the reading of our anchor text. The questions on the exit ticket asked students: "Who was the main character in the story? Tell a few describing words to describe the main character." This was one of our focuses for the story, so I wanted to see which students were able to identify and describe the character. The students were broken into groups based on their abilities to complete the task.

Group one: Could not identify the main character and could not give any describing words

Group two: Could identify the main character but could not describe/use appropriate descriptions for the character

Group three: Was able to complete both tasks

Following the reading of our anchor text and completion of the exit ticket, each group read a text at a different reading level. Students then used this appropriately leveled text to complete the Tic Tac Toe board. The activities on the menu were broken into 3 color groups:

The **green row** had questions that demonstrated lower order thinking skills, but focused (mostly) on the main character of the story.

The **blue row** had questions that were a bit higher on Bloom's taxonomy, asking students to apply knowledge and analyze the text.

The **red row** were the questions that asked students to evaluate or synthesize their texts.

Each group's **expectations** were also individualized to help meet their specific need:

Group one was asked to complete two questions from the green row and they could pick a third activity from any other row.

Group two was told that they had to pick one activity from each row.



Group three had to pick one activity from each row, but also had to make 3 in a row. This was an attempt to get them out of their comfort zone and try an activity they may not pick otherwise.

One additional scaffold that I provided for my Group One students was that I had them come to me for the direct instruction rotation first. This allowed me to discuss the menu options with them first to ensure they understood what each one entailed. They also picked their activities with their partner before they went to the collaborative station for our second rotation.