



Subject: Math

Grade Level: Elementary School

DI Strategy: Compacting

Elementary Math Compacting Lesson

In our math program, we are required to do one lesson a day, and I found that several of my students went through the lesson very quickly, and I did not feel like they were being challenged. At the same time, other students were really struggling with the lessons. I felt that by compacting the lesson for the stronger students, I could allow them to move ahead at their own pace and provide me the opportunity to focus on the students who needed more instruction and practice.

Before I started the next topic, I decided to create a pre-assessment so that I could see the individual needs of my students prior to the lesson. I created the pre-assessment based on what was expected of the students on the end of module (unit) assessment. Based on the results of this pre-assessment, I created two tiered centers for my students.

I continued teaching the fluency and application problems that are found at the beginning of the lesson to the whole group. However for the concept development part of the lesson, I wanted to be able to do some mini-lessons with the students who needed that additional help. The students who, based on the results of the pre-assessment, did not need those mini-lessons were assigned activities to work on independently or collaboratively.

I created a two-tier system. The first tier was for students who still needed some additional instruction. The second tier was for students who only needed some practice and then were ready to move onto the next topic. In the two tiers, students completed four stations focusing on concept development. Each tier received a color coded Learning Centers Contract which provided the instructions, expectations and which learning centers to complete. Each tier needed to complete four centers:

1. Math Facts
2. Place Value
3. Problem Solving
4. Teacher directed mini lesson

The name of the four stations were the same, but the activities completed at the stations were different based on the needs of the group. The second tier group received work that was a more challenging extension and introduced them to the next concept. We worked on these stations over a two day period.

I found that a result of implementing the compacting strategy, I was able to reduce the number of days spent on this topic and my students performed better on the unit assessment.



Subject: English Language Arts
Grade Level: Middle School
DI Strategy: Compacting

Grammar Compacting Lesson

For this lesson, I chose to incorporate compacting to benefit my students. The focus of this lesson was on grammar - specifically the unit on modifiers. I used a targeted check for understanding that was a pre-assessment on the unit of modifiers. Based on their score on the pre-assessment, the students had three options moving forward. Traditionally with grammar lessons, we reviewed one lesson per day and then had a test at the end of the unit (there are usually 5-10 lessons per unit). For this lesson, I instead wanted to ensure that each student was working at his/her correct level of difficulty. Some students needed to complete the traditional grammar lesson while other students were able to skip the traditional lesson and move onto an enrichment activity. The groupings are listed below.

High level students- students who scored an 85% or higher on the pre-assessment had the option of forgoing the traditional grammar lessons and completing a project on modifiers instead. The grade that the students received on the modifiers project was intended to replace the test grade that they would have taken if they went along with the traditional grammar lessons. The students worked on these alternative projects in class while the other students were learning the traditional lessons. Students were to create a "Mad Libs" story in order to show their knowledge of modifiers. They created one "Mad Libs" story using adjectives and adverbs from our current unit of instruction. Their "Mad Libs" needed to be at least three paragraphs in length. They needed to include the following story elements- a title, characters, setting, plot, and a wide variety of adjectives and adverbs from our current unit.

Mid-level students- students who scored 80-85% on the pre-assessment had the option of completing the traditional grammar lessons on their own. They were allowed to join the class at any time or work ahead of the class if they found the lesson of the day particularly simple for them.

Basic level students- students who scored 79% or lower on the pre-assessment completed the traditional grammar lessons as they normally would have.

At the end of the unit, basic and mid-level students took the unit test which is worth 30 points, and the high-level students submitted their "Mad Libs" project which is worth 30 points as well.