



Subject: English Language Arts
Grade Level: Elementary School
DI Strategy: Must Do/Can Do

Elementary Must Do/Can Do Lesson

Must Do/Can Do is a learning strategy that allows me to differentiate instruction for my students and provide opportunities for students to complete activities using many learning styles. The best part of this strategy is that no one is asking, "I'm finished. What do I do now?" This strategy can be easily adapted for any content area or topic being covered in class. This lesson started with direct instruction given to the entire class. Following that instruction, I introduced students to the "Must Do" and "Can Do" lists written on the board. The "Must Do" activities are a list of activities that all students must complete and they must be completed in the order they are listed on the board. On this particular day the "Must Do" list was:

Must Do:

1. Workbook (pages 167, 168, 169)
2. Handwriting practice (page 61)
3. Journal entry: Why is it important to work in cooperative groups?
4. Spelling: Flip book or Crossword

I went over all specific instructions the students needed to be aware of for each of the "Must Do" activities listed above. The "Can Do" activities allow students to have some choice. They may complete these activities in whichever order they want. They may spend all of the remaining time on one "Can Do" activity or switch between activities. On this particular day the "Can Do" list was:

Can Do:

1. Read a book (this is based on their reading level)
2. Listening Center (they will listen to the story of the week)
3. Money Math
4. Learning Bags (phonics, grammar, or math learning activities)
5. Draw (on this day they were asked to make a card to a new student that would be joining our class)
6. Computer

As students complete their activities, they were instructed to place them in the "Inbox" for me to review later, and move onto their next activity. While students were working on their "Must Do" and "Can Do" activities, I was able to pull small groups of students aside to do individualized reading instruction.

The Must Do/Can Do strategy can be differentiated based on the needs of the students. Some higher level students may be instructed not to complete all of the "Must Do" activities if they are skills the student has already mastered. They may also be given additional "Can Do" options that add enrichment. Another way to differentiate this strategy would be to give different groups of students different "Must Do" and "Can Do" lists based on their needs.