

# Tiered Activities To Alter the Depth of a Lesson

**Subject Area:**

**Grade Level:**

**Topic:**

	<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>Outcome/ Performance Indicators</b>			
<b>Assessment</b>			
<b>Instruction/ Learning Activity</b>			
<b>Resources</b>			
<b>Homework</b>			

**Pre-assessment:**

## Reader's Workshop

### Sight Word Bingo

**Objective:** The students will to be able to recognize sight words that they have learned.

**Procedure:** This activity will be played during Reader's Workshop. There are four different stations.

1. Reading/Phonemic Awareness—Sight Word Bingo
2. Word Play— Stamp Sight Words
3. Writing— Write a sentence using sight words.
4. Computer— Jump Start Kindergarten Program

The students are broken up into 3 guided reading groups. Each group will play the Sight Word Bingo activity with the teacher.

**High:** The students in this group will use a bingo board with sight words we learn throughout the year and other challenging words on it. Once a student finds a sight word on the board they need to use it in a sentence and tell me if that sight word has a digraph and what the digraph is.

**On-level:** The students in this group will use a bingo board with sight words that we learn throughout the year on it. Once a student finds a sight word on their board they need to use it in a sentence.

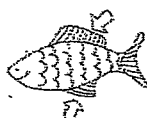
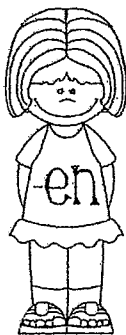
**Low:** The students in this group will use a bingo board that has a free space and a list of easier sight words on it. They will use this board until they master those words and harder words can be added.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Word Family Sort 1

Cut out the pictures and glue them with the matching word family kid.

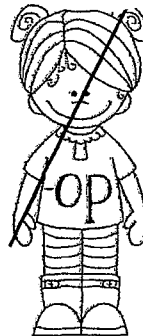
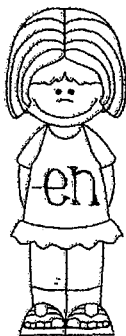


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## Word Family Sort 1

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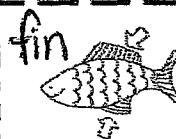
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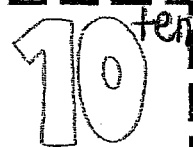
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2<sup>nd</sup> grade

**What:** Suffixes (Tiering the **process**)

**Background:** Each week the students are introduced to a focus skill that goes along with their story from the anthology. The students in my class were introduced to suffixes about 2 weeks prior to this lesson.

**Objective/Content/Why:** The students will understand that a suffix is added to a word to change the meaning of the word. The students will be able to appropriately use words with suffixes to formulate sentences.

**Introduction:**

1. The teacher should quickly review with students the three suffixes; ly, ness and ful.
2. Review with the students that when a suffix is added to a word it then changes the meaning of the word.
  - a. ly- in a way that is
  - b. ness- being
  - c. ful- full of
3. After you do a quick review do a think-aloud demonstration on how to break a common word into three parts: the ROOT/SUFFIX/MEANING.

**Group work/Process:**

4. The students will work in a group, a pair or individually to complete a suffix puzzle, followed by a differentiated worksheet.
5. The students will be grouped into four groups according to ability . One group will have five students and work with the teacher. Another group will have five students and work by themselves. Four students will be working in pairs, while the last four work individually.
6. Each puzzle contains differentiated words. The two groups will have four words that are relatively familiar to them. The partners will have six words which may/may not be familiar. The students who are working individually will have seven words, two of which are more challenging because the -y changes to an -i in the words "beautiful" and "happiness." A few of the words in their puzzle also may not be familiar.
7. The worksheets follow the same format for each group. However, each is adapted to the students' appropriate puzzle.



Subject: English  
Grade Level: Elementary School  
DI Strategy: Tiered Scaffold

### Elementary Main Idea Tiered Assignment Lesson

I used a tiered scaffold during a recent reading comprehension lesson in my co-taught inclusion classroom. The topic was an introduction to main idea for first graders. Since main idea can be a challenging topic for young students to understand, especially students with learning disabilities, I wanted to be sure I developed a lesson that would be appropriately tiered, concrete and differentiated to meet the needs of our diverse group.

The lesson began with a main idea "mystery bag" which had various items related to oral hygiene. The students had to observe the items and guess the main idea. The guided practice portion of the lesson had the students break into small pre-determined groups. I took into account student's current reading levels but also their level of comprehension. The small groups were given a bag with a main idea card in the bag and were asked to create clues or supporting details so that other groups could try to guess the main idea. Students were given the opportunity to write or illustrate depending on writing needs.

I created tiered bags to meet the needs of each specific small group. Students who struggle more with reading comprehension were given a concrete, straightforward main idea (beach, supermarket, etc.). For mid-level students, I provided main ideas that would encourage some more creative thinking and for those students who have strong reading comprehension skills and needed more of a challenge, I came up with more complex main ideas which would require higher level thinking to depict appropriate clues (i.e., how to be a good friend).

The tiered bags allowed the activity to be accessible to all of the students in the class and by allowing students who are struggling writers to draw, it gave them the opportunity to fully demonstrate their understanding. After each small group created their clues, we had the students circulate to different bags and try to guess the main idea given the clues the other students had made.



Teaching Learning Succeeding

At the end of the lesson we used a Plickers post-assessment which mirrored a pre-assessment Plickers question that the students had answered at the beginning of the lesson. I think if I hadn't created tiered bags for this main idea activity, the concept would have been lost on some of my students struggling with reading comprehension. In addition, my higher level students who have a clear understanding of main idea may not have been challenged to think deeper. The scaffolding allowed for all students to feel successful.

Subject: Mathematics

Grade: Second

Standard: #9 Problem Solving

Key Concept: Solve problems using strategies, such as guess and check, act out, use objects, draw a picture, or look for patterns.

Generalization: Students use the strategy look for patterns.

#### Background:

This lesson is based on the Lawrence Hall of Science's Great Explorations in Math and Science unit Frog Math: Predict, Ponder, Play (ISBN# 0-912511-79-6). Before beginning this activity, students have read "The Lost Button" story from Frog and Toad Are Friends, by Arnold Lobel. In addition, the teacher may choose to read The Button Box, by Margarette S. Reid.

The teacher begins the lesson by doing whole class instruction involving questioning about "The Lost Button" story and modeling ways to sort buttons. Students assist the teacher in sorting a group of buttons by color. These buttons can be a set of homemade felt buttons or a group of actual buttons. Depending on the abilities of your students, you may choose to model sorting the same set of buttons based on several other attributes.

Students work in pairs using a cup of buttons specifically chosen for their readiness level. Each pair will complete the same basic activities and will share with other pairs in the same tier. This lesson is tiered in content according to readiness.

#### Tier I: Grade Level Learners

Pairs of students use a cup of buttons which are somewhat diverse, e.g. three colors, all two or three holed, all round, and four different textures. All pairs in this tier have identical collections of buttons.

#### Tier II: Advanced Learners

- Pairs of students use a cup of buttons which are diverse as possible in color, shape, size, number of holes including those with no holes, and texture. Pairs need not have the same collections.
- After the whole class instruction and the formation of pairs, each tier will complete the following activities with respect to their cup of buttons:
  - Sort the collection by the color. Then sort the collection by number of holes.
  - Develop a list of attributes for the collection and sort the collection by a third attribute.
  - After each pair has sorted their collection, have them walk around the room and look at the ways that the buttons were sorted by their classmates in the same tier. Students guess the way in which the buttons were sorted, i.e. look for the pattern.

#### Assessment:

Teacher should use a summative assessment noting students' abilities to identify the attributes of buttons and recognize the patterns.

As a follow-up activity, have students list all the members of the class and as many attributes as the whole class can identify. As homework, have each student sort this collection using names only and bring to class the next day. Use several or all of these sorts as a problem(s) of the day for a week.

THIS PAGE + NEXT 2 ARE FROM DE DOE. THIS IS TIERED  
BY READINESS WHICH WE RECOMMEND.



Subject: Language Arts

Grade: Third

Standard: # 6: Writing: Application

Key Concept: Details add support to main points in writing.

Generalization: Writing is clearer and more interesting when the writer supports the major ideas with details, regardless of the form of writing.

#### Background:

This lesson comes fairly early in the year. The idea of adding support to statements in order to strengthen them is the idea to stress here. In this lesson, students write different forms according to their interest. However, all groups work on using details to support main ideas in their writing. As a beginning activity, the teacher will read a short description of an event to the class. This can come from the newspaper, a newsmagazine, a favorite book of readings, or whatever source you choose. Students are then placed in tiers according to interest in forms of writing. Each student will complete an individual product. Group sharing can occur in the tiers and in the whole class after the products are completed. This lesson is tiered by product according to interest.

#### Tier I: Journal Group

This group will retell the incident in their own perspective as if it happened to them. The product they will work on will be in the form of a journal. They will need to use supporting details in order to support the main point they convey in the scenario. They need to write at least three entries in their journal. Sequence of ideas and details they use are the important aspects of their writing.

#### Tier II: Newspaper Group

This group is interested in creating newspaper articles based on the information presented to the class. If the information was taken from a newspaper, they need to think about writing a different type of column. The main idea is to present a main idea and support it with convincing details. Four or five details are necessary to support one main idea in this column.

#### Tier III: Letter Group:

This group is interested in writing letters to someone who would be interested in the information presented in the scenario. A logical first step is to decide who would be interested in the information. Present the main idea and support it with details at least three details that would be interesting and understandable to the person receiving the letter.

Assessment: Students in each group have different writing products to will turn in. Attention to the form they chose is important in the assessment. They need to discuss how each of these products is written before they complete the product. A great culminating activity is to share these individual products with the rest of their group. Then if tiers want to share with each other in a large forum, great!

DE DOE

Subject: Language Arts

Grade: Fifth

Standard: #6 Writing: Application

Key Concept: Information for reports can be taken from multiple sources.

Generalization: Different types of information can add interest to a report. Searching different sources for the information helps broaden the understanding of research possibilities.

Background: Students have been learning how to do the research necessary to compile an interesting report. They have already looked in a variety of places. Today's lesson takes them to areas that fit well with their learning preferences. This lesson is tiered in process according to learning profile.

Tier I: Auditory Learners:

These students will listen to National Public Radio, television news programs, and other audio recordings of speeches (according to their chosen topic) in order to assimilate information for their report. Their goal is to take notes from these sources and write a section of their report that is enriched by listening to these programs.

Tier II: Visual Learners

These students gain the most by reading information. They will read magazine articles, newspaper articles, and book chapters on their topic. They will take notes from their readings in order to assimilate the information necessary for their report. The goal is to gain more information from each source in order to provide depth for their topic.

Tier III: Interpersonal Learners

These students will conduct firsthand interviews in order to collect information for their report. They will tape these interviews so that they are sure they accurately took the notes necessary to write their report. Before they go for the interviews, they will have a standard set of interview questions that they have developed. Their goal is to get as many sources as possible that will add to the information necessary in writing their report.

Assessment:

These students are all using different processes to gain the information needed to write their report. They prefer to learn in the way they are searching for their information. The eventual goal is to write the report. Today's lesson is one part of the scheme of information gathering for this report. These students should turn in their notes from the activity. If the teacher can observe any of the activities (even a sample interview), it will help with the assessment of the process (formative assessment) the student is using to complete this task.

DE DOE

Subject: Math

Topic: Introducing the Quarter

The Miniversity that I choose to work on was in math. This is an activity that I have used in my classroom and it has been successful.

During this lesson students are introduced to the quarter. At this point in our math curriculum students have already become familiar and with the penny, nickel and dime. In the beginning of my lesson I would refer to our poster "Story of Money" and review the characteristics of each coin and then have the students look at the quarter and discuss its characteristics.

As a class we would then complete a worksheet to practice our skills of counting our coins, which now include quarters.

Students would then move into their independent practice and complete one of the three individualized worksheets.

Group #1 - This group will have a worksheet with coins and their number value on each coin. Students will then add up the amounts on their worksheet.

Group #2 - This group will have a worksheet with coins and their value only written on the tails side of the coins. This group also has a higher level question at the bottom of the paper.





Group #3 - This group will have a worksheet with coins that they need to add together and then circle if they have enough money to purchase the item on the side of the paper.







Date \_\_\_\_\_




Intro. Review for  
all







# Counting Coins

<b>(P)</b> 1¢ \$0.01 a penny	<b>(N)</b> 5¢ \$0.05 a nickel	<b>(D)</b> 10¢ \$0.10 a dime	<b>(Q)</b> 25¢ \$0.25 a quarter
			

How much money? Use your coins.

1.     \_\_\_\_\_ ¢ or \$ \_\_\_\_\_

2.       \_\_\_\_\_ ¢ or \$ \_\_\_\_\_

3. (Q)(Q)(D)(N)(N)(N)(N) \_\_\_\_\_ ¢ or \$ \_\_\_\_\_

4. (P)(D)(Q)(P)(D)(Q)(Q) \_\_\_\_\_ ¢ or \$ \_\_\_\_\_

5. (Q)(Q)(D)(Q)(Q)(N)(Q) \_\_\_\_\_ ¢ or \$ \_\_\_\_\_

6. Make up your own.

\_\_\_\_\_ ¢ or \$ \_\_\_\_\_

# The Quarter Level I

Name \_\_\_\_\_

1.



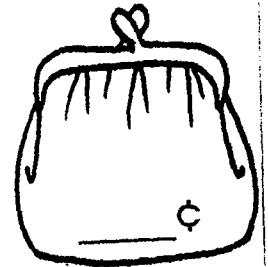
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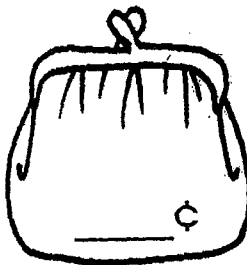
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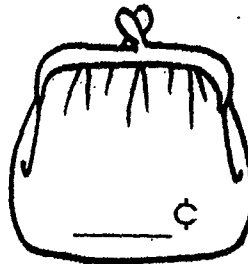
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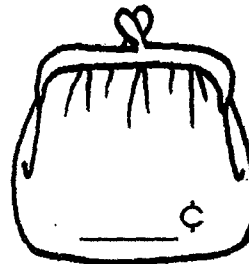
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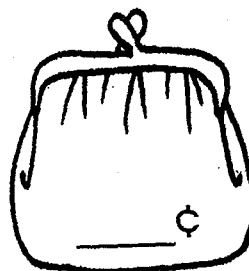
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# The Quarter Level II

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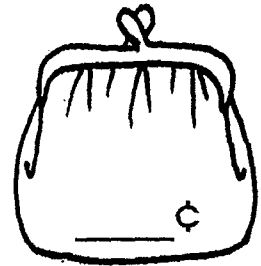
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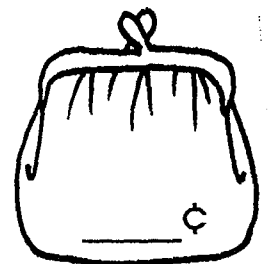
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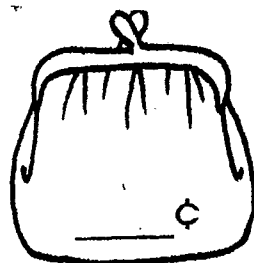
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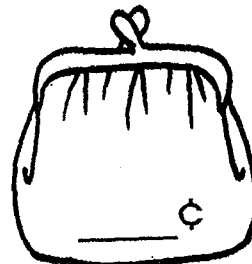
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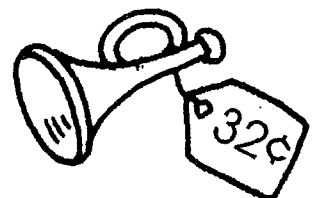
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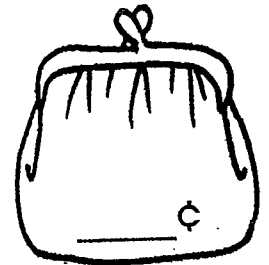
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# The Quarter Level III:

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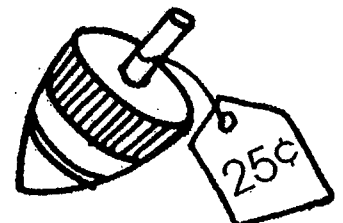
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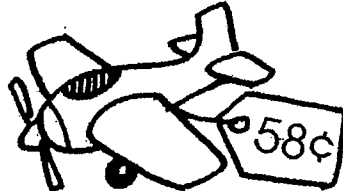


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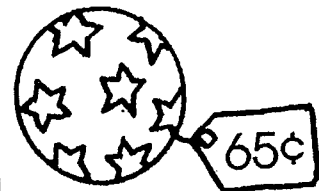


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5.



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yes  
no





Teaching Learning Succeeding

Subject: Math

Grade Level: Elementary School

DI Strategy: Tiered Scaffold

### Elementary Math Stations Tiered Assignment Lesson

As a first grade classroom teacher to a group of diverse learners, differentiation must be built into every lesson. I find that tiering works well during my math block on a relatively routine basis. I try to design my math lessons around the guided math model. For example, we recently did a lesson where students had to add three numbers together to get a sum. Knowing the wide range of my student's abilities, especially with their number sense skills, I went into the lesson knowing I had to be prepared to deliver instruction to the objective at various abilities. After giving a whole group lesson lasting about 10 minutes, I gave a quick formative assessment using the math journal page. It had two questions with three addends for students to solve. Following this formative assessment, I was quickly able to rearrange groups to launch the guided math center rotation.

I make homogeneous groups and grouped the students by skill strengths/areas of growth. Students then rotated to centers, one of which was me providing direct instruction. My lowest group needed to work with manipulatives to build their number sense of joining three groups together. For those students, we pulled three different colored counters and acted out each problem with tangible items. The middle level group of students was having trouble transferring a three number addition number model to a two sentence one. For those students, I used the manipulatives to demonstrate why the number model turned into what it did. For the middle-high group, I used the scaffold model to have them apply three number addition to school store items and we used cut out cards. Finally, my highest group was ready to write word problems to accompany the school store problems. I found this tiered scaffold model in math helped keep math fun, individualized, and engaging.



Teaching Learning Succeeding

Subject: Math

Grade Level: Elementary School

DI Strategy: Tiered Scaffold

### Positive and Negative Numbers Tiered Assignment Lesson

In 5th grade math, we were discussing how to compare negative and positive numbers. This would then lead us into adding and subtracting negative numbers a few days later. It was essential for students to be able to compare integers before they could be expected to move on to adding or subtracting positive and negative numbers. I had students, before lunch, complete an entrance slip. This slip had students plot data on a number line that included both positive and negative numbers. This gave me some initial information about which students had some understanding, a full grasp, or little understanding of both positive and negative numbers. Essentially, it provided me a quick snapshot of which students to watch during the mini-lesson. After lunch, the class returned and we engaged in a mini-lesson about negative and positive numbers, using a number line to compare the numbers (greater than, less than, or equal).

As a result of the entrance slip and information from the gradual release throughout the lesson, I grouped students for the independent part of the lesson. One group worked independently to compare positive and negative numbers without the number line. This included whole numbers and fractions. Another group was working with the assistance of a number line to plot data (numbers) and compare the numbers. Finally, my last group (and smallest group) was working with me for a full reteach of plotting integers on a number line and using it to help compare numbers. My first two groups were able to work independently and "self-check" their work against an answer key. This was then followed up by an exit ticket to make sure that the independence was truly there.

The smaller group that I worked with worked at a much slower pace. I was able to identify that not only was there some hesitation with the actual concept of negative numbers, but there were some errors with computations on a few questions that required regrouping during subtraction (this was with the plotting data on a number line). By the end of the lesson, they were able to use a number line to compare numbers and determine greater than, less than or equal to. One student was even able to progress to ordering a series of 6 numbers (including a fraction). Another student showed progress, but will remain in my reteaching group over the next few days in order to help her build up this skill.

Subject: Science

Grade: Kindergarten

Standard: #3 The Physical Setting

Key Concept: Things that make sound vibrate

Generalization: Different things make different sounds

#### Background:

This is an exploration to introduce a unit on sound. Materials needed for each group in Tier I are a tape of at least 10 different sounds, tape recorder, posterboard, and crayons or markers. Materials for Tape II include a variety of objects that produce sound, posterboard or three different colored mats.

This lesson is tiered in process according to learning style.

#### Tier I: Visual Learners/Auditory Learners

Students will listen to a variety of taped sounds. Students have picture cards of each sound used (fire truck for the sound of a siren; bell for a clanging bell sound, etc.) as well as a piece of posterboard with numbers according to the number of sounds used (e.g. 10 large squares numbered 1-10 for ten sounds). Students listen to the first taped sound and decide what it is. They then find the appropriate card and place it by the number 1 on the posterboard. Students share their findings with other groups doing the same investigation.

#### Tier II: Kinesthetic Learners

Students are given a variety of objects to use in this activity. Include objects that vibrate by plucking, by hitting or striking, and by pulling. Students investigate ways to make each object produce a sound. Students may classify the items on a pre-made grid or on three different colored mats — one for plucking, one for hitting/striking, one for pulling. Students share their findings with the other groups doing the same investigation.

#### Assessment:

The teacher may assess by observation while groups are working on their investigations. A completed grid or poster may be assessed for accuracy. After all groups are finished, the two tiers should share what they learned with each other through a whole group discussion. The teacher should check for errors and misconceptions.

Subject: Science

Grade: First

Standard: #3 The Physical Setting

Key Concept: Magnetism is a force of nature.

Generalization: Magnets can be used to make some things move without being touched.

#### Background:

This is an introductory lesson on magnets. The teacher should use a pre-test to determine group membership. Questions should ascertain whether students know what materials are attracted by magnets, the meaning of "attract" and "repel" with respect to magnets, the concept of poles, and magnetic fields.

Students who do not have an understanding of what a magnet is and what materials are attracted by magnets should be placed in the Basic tier. Those who show an understanding of magnetic attraction should be placed in the Grade Level tier. Students who understand "attract" and "repel," and the concept of magnetic poles should complete the activities in the Advanced tier. This lesson is tiered in content according to readiness

#### Tier I: Basic

What do magnets do? Students are given bar magnets and a variety of objects. Students determine whether or not the magnet can pick up the object. Students record their answers on a prepared chart or table that lists the name of each object down the side and Yes/No across the top. Students should place a check in the appropriate column and write a statement about the types of objects that are attracted by magnets.

#### Tier II: Grade Level

A magnet's power is contained within its magnetic field. For each group you will need a clear plastic container about the size of an index card, although size isn't critical, lid for the container, spoon, two horseshoe magnets and two bar magnets. In advance, prepare a mixture of 2/3 cup clear honey and 1 teaspoon of iron filings. Stir until completely mixed. Have students pour this mixture into the clear plastic container. Tape may be used to anchor the lid to the container to prevent spills.

Students place a set of magnets under or at the sides of the container, observe and record the results. Students repeat with the other set of magnets. Explain to students that the filings are more concentrated at the poles of the magnets. Have students take two bar magnets and hold two North poles together and describe the results. Repeat with two South poles. Repeat with one North and one South pole. Repeat the entire investigation with the horseshoe magnets. See My First Batteries and Magnet Book, ISBN: 1-56458-133-0, for extensions of the two experiments.

#### Tier III: Advanced

Does the size of a magnet affect its strength? Students need a variety of magnets in various sizes and strengths, and a box of paper clips. Students should design a chart that lists the type of magnet, a prediction about the number of paper clips it will pick up, and the actual number picked up. Before beginning, students should hypothesize about the relationship of size and strength of magnets. Upon completing the experiment, they should write a conclusion based on the hypothesis and their data.

#### Assessment:

The teacher may assess through observation while moving through the groups. Completed data sheets from the groups may be checked for accuracy. The teacher should conduct a whole group discussion so students may share results. In addition, teacher should use questioning strategies to lead students to the understanding that in each investigation, magnets made objects move without directly touching them.

SOURCE: DE DOE

# Work & Energy

Choose any one from each row, but no more than two from any one column.

<p><b>"Showcase" Problem - Level I</b></p> <p>Create an annotated solution for a level one problem from your Work &amp; Energy Problem Set. Annotations should explain problem solving strategies, useful tips, and common pitfalls.</p> <p><i>Eligible Problems #1-5</i></p>	<p><b>Create a Study Guide</b></p> <p>Create a study guide for the Work &amp; Energy unit. It should include:</p> <ul style="list-style-type: none"> <li>• a checklist of unit objectives</li> <li>• all vocabulary with definitions in your own words</li> <li>• all standard equations</li> <li>• tips for problem solving</li> <li>• any other information you feel would be useful</li> </ul>	<p><b>Laboratory Activity</b> <b>Determining Power Output</b></p> <p>With a partner, determine your power output jogging up a flight of stairs. Show and explain how you arrived at your answer. Show answers in both Watts and Horsepower</p> <p><i>See Instruction Sheet</i></p>
<p><b>"Showcase" Problem - Level II</b></p> <p>Create an annotated solution of a level two problem from your Work &amp; Energy Problem Set. Annotations should explain problem solving strategies, useful tips, and common pitfalls.</p> <p><i>Eligible Problems #6-12,27</i></p>	<p><b>Conceptual Questions</b></p> <p>Answer any <u>five</u> conceptual questions from Chapter 6: Work and Energy [Giancoli] p.160-161 #1-25</p>	<p><b>Laboratory Activity</b> <b>Video Analysis of a Pendulum</b></p> <p>Using the app <i>Video Physics</i> on the iPad, record and analyze video of a pendulum. Use video analysis to validate graphically that energy is conserved. (Hint: You can add calculated columns in LoggerPro.) Explain any discrepancies.</p>
<p><b>"Showcase" Problem - Level III</b> <b>Using LiveScribe Pen</b></p> <p>Create an annotated solution of a level three problem from your Work &amp; Energy Problem Set using the LiveScribe Pen. Annotations should explain problem solving strategies, useful tips, and common pitfalls.</p> <p><i>Eligible Problems #15,17-19,26,30</i></p>	<p><b>Conceptual Questions</b></p> <p>Answer any <u>ten</u> conceptual questions from Chapter 6: Work and Energy [Giancoli] p.160-161 #1-25</p>	<p><b>Laboratory Activity</b> <b>Oscillating Springs</b></p> <p>Design a procedure that would allow you determine the mass of an unknown object oscillating on a spring given a spring constant.</p>

# Tiered Assignments

Subject: Social Studies Grade: 5

Essential Question/Standard(s): How do maps help find patterns of culture, population, economics, government, etc.?

Tiered in Content Process x Product  
According to x Readiness Interest Learning style

Note: Students will work in small, flexible groups of 4 assigned by the teacher to complete one of the following:

Higher skills	Draw or sketch large population areas in Pennsylvania. Create a legend with symbols for different sized populations, recreation sites, historic sites, and any other place of interest you feel are important to the state. Put the symbols on the map that show where these areas are located. Be sure that each symbol is also shown in the legend with a description of what it means.
Mid level skills	Locate Pennsylvania precisely on the map and globe by using reference systems such as numbered grids, latitude, longitude, parallels and meridians. Develop instructions locating Pennsylvania so that someone who knows nothing about using maps and globes could easily find it.
Basic level skills	In as many ways as possible list how you can locate Pennsylvania (where it is in the United States, what other states does it touch, what bodies of water is it near, etc.). Come up with an interesting way to show the rest of the class what you have discovered about Pennsylvania's location.

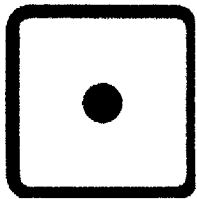
Assessment: Student groups will present their project to the whole class in a 5 minute presentation

Name: \_\_\_\_\_

Level I

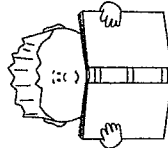
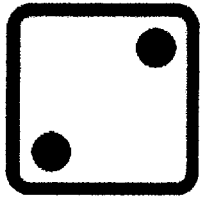


Color the flower  
red.



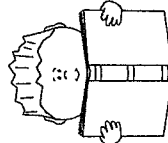
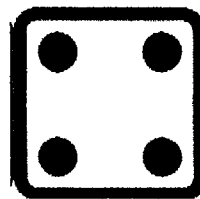
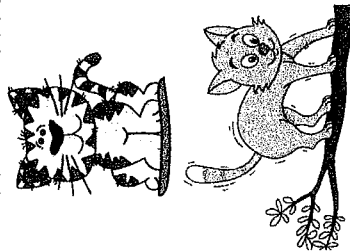
Write your name 3  
times.

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_



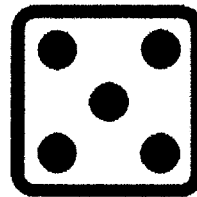
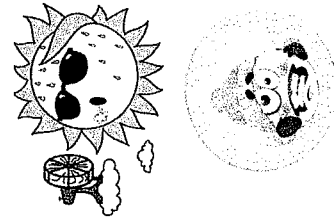
Read the sentence and  
circle the answer.

The cat sits on the mat.



Read the sentence and  
circle the answer.

The sun is hot.



Write the word that  
matches the picture.



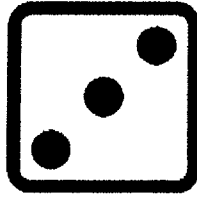
v n



m g



p g



Fill in the missing letters.

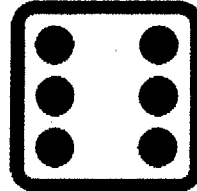
A \_ C D \_ F G

H \_ \_ K L \_

N O \_ Q R

S \_ \_ U \_

W \_ \_ Y \_

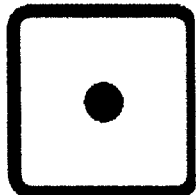
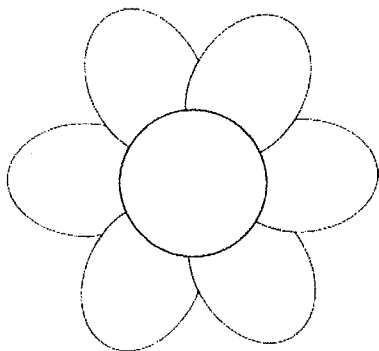


Name: \_\_\_\_\_

Level 2

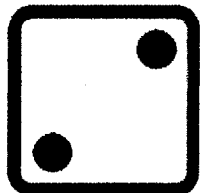


Color the flower  
purple.

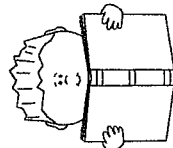
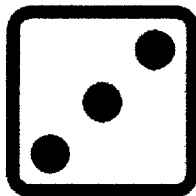


Write your name 3  
times.

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

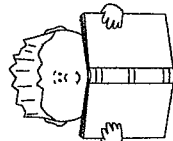
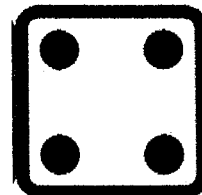


Write the word that  
matches the picture.



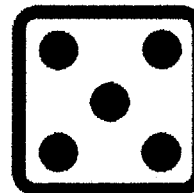
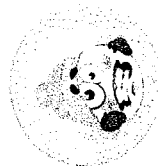
Read the sentence and  
circle the answer.

The cat sits on the mat.



Read the sentence and  
circle the answer.

The sun is hot.



Fill in the missing letters.

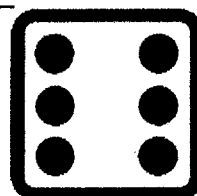
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S \_ \_ U \_

W \_ \_ Y \_



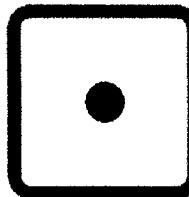
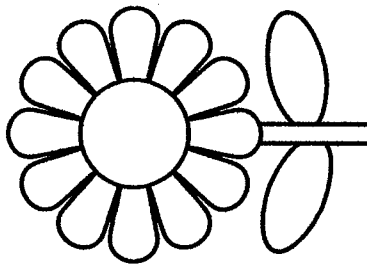


Name: \_\_\_\_\_

Level 3

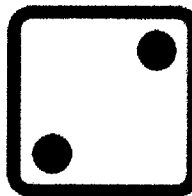


Color the flower  
**purple** and the  
leaves **green**.

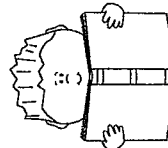
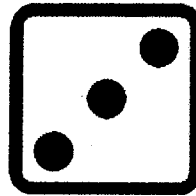


Write your name 3  
times.

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

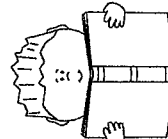
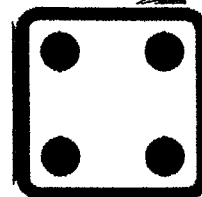
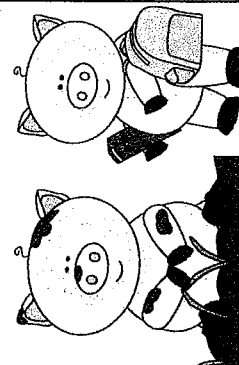


Write the word that  
matches the picture.



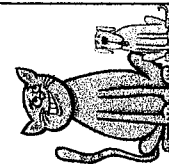
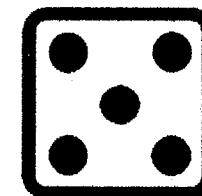
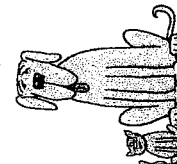
Read the sentence and  
circle the answer:

The pig is pink. He likes  
to play in the mud.



Read the sentence and  
circle the answer:

The dog is big and brown.  
The cat is little and gray.



Fill in the missing letters.

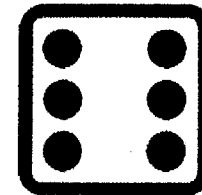
A \_ \_ D \_ F G

H \_ \_ L \_ \_

\_ O \_ \_ R

S \_ \_ \_

W \_ \_ \_



Level 1

DRAW A PICTURE OF YOU



WRITE A SENTENCE THAT TELLS ABOUT YOU



WRITE 5 WORDS THAT YOU CAN READ ON THE WORD WALL



RAINBOW WRITE YOUR FAVORITE WORD ON THE WORD WALL



READ THIS SENTENCE AND DRAW A PICTURE TO DESCRIBE IT:

THE DOG IS BROWN WITH BLACK SPOTS.



Write your first and last name in your best handwriting.



DRAW A PICTURE OF YOU



Tap out the following words



Cat ● ● ●

Sat ● ● ●

Mat ● ● ●

Rat ● ● ●

WRITE 2 WORDS THAT YOU CAN READ ON THE WORD WALL

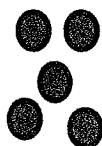


RAINBOW WRITE YOUR FAVORITE WORD ON THE WORD WALL



READ THIS SENTENCE AND DRAW A PICTURE TO DESCRIBE IT:

The cat in the hat.



Write your first and last name in your best handwriting.



Elementary Phys. Ed.

**What:** Tiered Assignment

**Content/Why:** Throw & Catch – Eye/Hand Coordination  
Upper Body Strength – Fitness  
Age range: Kindergarten - Adult

Students will grow in proficiency and confidence with throwing and catching skills. They will work on improving upper body strength.

**How:** Students will first participate in a line up continuum to find their partner. The line will graduate from poor throwing/catching skills and weak upper body strength to superb. To address varying practice needs of the students, there will be 3 tiers described below symbolizing levels of difficulty. Distance, time, size and texture of thrown object, and body position will vary between the tiers.

### **Tier 1**

Students may perform the activity on their hands and knees or in a modified push up position. This group will start the activity with the group but may stop whenever necessary for a “quick, quiet, stay in your spot” break and return to the activity when ready. Partners will be close together (approx. 2 feet). They may need a soft, large, non rolling object to throw/catch (6” bean bag).

### **Tier 2**

Both partners will be in a push up position (only toes and hands touching the floor, flat backs). This group will start the activity with the group but may stop when necessary for a “quick, quiet, stay in your spot” break and will return to the activity when ready. Partners will be medium distance apart (3 feet) and use a 4” bean bag.

### **Tier 3**

Both partners will be in a push up position. This group will complete the activity for a full 60 seconds. Partners will be approx. 5 feet apart. This group may use a small non rolling object (3/4 filled hackie sack)

#### **Rules to Push-Up Toss**

All players are in the ready position = push up position (or modified). Given 60 seconds count how many catches you make.

Round 1 = throw right hand to right hand

Round 2 = throw left hand to left hand

Round 3 = throw right hand to left hand

Round 4 = throw left hand to right hand

### Strategy #3

What: Tiered Assignment

Content/Why: Soccer – Shooting on Goal (5<sup>th</sup> grade)

- Grow in proficiency and confidence with kicking accuracy

How: After a preassessment activity which will focus on kicking accuracy, I will be able to determine student's varied skill level. To address the varying practice needs of the students, there will be 3 tiers described below with each tier including several levels of difficulty.

#### **Tier 1**

- Shoot at a regulation goal from a close distance but vary angles of shot. Once they are comfortable with their dominant foot, they can try with their non dominant foot. At this point, they can use either foot and choose a comfortable yet challenging distance to shoot.

#### **Tier 2**

- Dribble towards the goal and shoot from a variety of distances and angles. Once they are comfortable, they will practice the same activity shooting with their non dominant foot. At this point, they will dribble around cones to simulate going around defensive players and then shoot. You may need to have these students shoot the ball before getting too close to the net (put a line in the grass).

#### **Tier 3**

- Students dribble through cones and shoots at goal, while partner plays defense. Once comfortable, then add shooter must kick ball into specific areas of net ie. Top right corner, bottom left corner. Trade roles often so each person shoots on goal and plays defense.

# Question Starters and Classroom Activities

## Differentiated According to Bloom's Taxonomy

Question Starters	Potential Activities
<b>Level 1: Knowledge (Recall)</b>	
9. What is the definition for ...? 10. What happened after ...? 11. Recall the facts. 12. What were the characteristics of ...? 13. Which is true or false? 14. How many ...? 15. Who was the ...? 16. Tell in your own words.	8. Describe the ... 9. Make a time line of events 10. Make a facts chart 11. Write a list of ...steps in...facts about 12. List all the people in the story 13. Make a chart showing 14. Recite a poem
<b>Level 2: Comprehension</b>	
9. Why are these ideas similar? 10. In your own words retell the story of... 11. What do you think could happen? 12. How are these ideas different? 13. Explain what happened after? 14. What are some examples? 15. Can you provide a definition of ...? 16. Who was the key character?	9. Cut out/draw pictures to show event. 10. Illustrate the main idea. 11. Make a cartoon strip showing a sequence of events. 12. Write and perform a play based on... 13. Compare this ___ with ___ 14. Construct a model of ... 15. Write a news report. 16. Prepare a flow chart to show...
<b>Level 3: Application (applying without understanding is NOT effective)</b>	
8. What is another instance of ...? 9. Demonstrate the way to ... 10. Which one is most like ...? 11. What questions would you ask? 12. Which factors would you change? 13. Could this have happened in ...? 14. How would you organize these ideas?	7. Construct a model to demonstrate using it. 8. Make a display to illustrate one event. 9. Make a collection about ... 10. Design a relief map to include relevant information about an event. 11. Scan a collection of photographs to illustrate ... 12. Create a mural to depict ...

## Differentiated According to Bloom's Taxonomy

Question Starters	Potential Activities
<b>Level 4: Analysis</b>	
<ul style="list-style-type: none"> <li>8. What are the component parts of ...?</li> <li>9. What steps are important in the process of ...?</li> <li>10. If ... then ...</li> <li>11. What other conclusions can you reach about ... that have been mentioned?</li> <li>12. The difference between the fact and the hypothesis is...</li> <li>13. The solution would be to ...</li> <li>14. What is the relationship between ... and ...?</li> </ul>	<ul style="list-style-type: none"> <li>8. Design a questionnaire about ...</li> <li>9. Conduct an investigation to produce ...</li> <li>10. Make a flow chart to show ...</li> <li>11. Construct a graph to show ...</li> <li>12. Put on a play about ...</li> <li>13. Review ... in terms of identified criteria.</li> <li>14. Prepare a report about the area of study.</li> </ul>
<b>Level 5: Synthesis</b>	
<ul style="list-style-type: none"> <li>8. Can you design a ...?</li> <li>9. Why not compose a song about ...?</li> <li>10. Why don't you devise your own way to ...?</li> <li>11. Can you create new and unusual uses for ...?</li> <li>12. Can you develop a proposal for ...?</li> <li>13. How would you deal with ...?</li> <li>14. Invent a scheme that would...</li> </ul>	<ul style="list-style-type: none"> <li>9. Create a model that shows your new ideas.</li> <li>10. Devise an original plan to experiment for ...</li> <li>11. Finish the incomplete ...</li> <li>12. Make a hypothesis about ...</li> <li>13. Change ... so that it will ...</li> <li>14. Propose a method to ...</li> <li>15. Prescribe a way to ...</li> <li>16. Give the book a new title.</li> </ul>
<b>Level 6: Evaluation</b>	
<ul style="list-style-type: none"> <li>9. In your opinion ...</li> <li>10. Appraise the chances of ...</li> <li>11. Grade or rank the ...</li> <li>12. What do you think should be the outcome?</li> <li>13. What solution do you favor and why?</li> <li>14. Which systems are best? Worst?</li> <li>15. Rate the relative value of these ideas to ...</li> <li>16. Which is the better bargain?</li> </ul>	<ul style="list-style-type: none"> <li>7. Prepare a list of criteria you would use to judge a ... Indicate priority ratings you would give.</li> <li>8. Conduct a debate about an issue.</li> <li>9. Prepare an annotated bibliography ...</li> <li>10. Form a discussion panel on ...</li> <li>11. Prepare a case to present your opinions about ...</li> <li>12. List some common assumptions about ...Rationalize your reactions.</li> </ul>



Name \_\_\_\_\_

Date \_\_\_\_\_

Word Family Sort 1

Write your own words for each word family.

-ap	-en	-in	-op	-ug