Jig Saw Activity

What is it?

Here is how it works: The students in a history class, for example, are divided into small
groups of five or six students each. Suppose their task is to learn about World War II. In
one jigsaw group, Sara is responsible for researching Hitler's rise to power in pre-war
Germany. Another member of the group, Steven, is assigned to cover concentration camps;
Pedro is assigned Britain's role in the war; Melody is to research the contribution of the
Soviet Union; Tyrone will handle Japan's entry into the war; Clara will read about the
development of the atom bomb.

Eventually each student will come back to her or his jigsaw group and will try to present a
well-organized report to the group. The situation is specifically structured so that the only
access any member has to the other five assignments is by listening closely to the report of
the person reciting. Thus, if Tyrone doesn't like Pedro, or if he thinks Sara is a nerd and
tunes her out or makes fun of her, he cannot possibly do well on the test that follows.

Our Experiment

Expert Groups

1. Graphic Organizers
2. Learning Centers
3. High-Low Books
4. Tic-Tac-Toe Method

Each group member will be able to explain the method and list three positive
things about the method. Some information on each differentiated tool listed
with your number can be found in your notes packet. For the purpose of saving
trees and not having too large of packets, please share your own knowledge
about these as well. 😊

Share groups

Number 1-4s get together to learn what the experts uncovered. The experts will
explain the method and list the three positive things.

😊
Differentiated Instruction - Interest and Learning Centers

DI Strategies
Adjusting Questions
Anchor Activities Assessment
Bloom's Taxonomy
Centers - Learning/Interest Compacting Cubing
Flexible Grouping Graphic Organizers
Independent Projects
Interest Surveys Learning Contracts
Learning Styles (VAKT)
Links to Other DI Sites
Menus RAFTing Rubrics
Scaffolding Socratic Questioning
Student Choice Student Interest
Think-Pair-Share
Three Areas to Differentiate
Three "R"s of Education Tic-Tac-Toe Tiered Instruction

DI Home

Centers are an important part of the differentiated classroom. Children enjoy going to a special space within a classroom that is designed to facilitate independent learning. This fosters a sense of independence, ownership, and teacher trust. Well designed centers can be effective teaching tools that students can use while the teacher is working with flexible groups of students. There are two types of centers:

Interest centers are designed to motivate students’ exploration of topics in which they have a particular interest. They are usually comprised of objects that students can explore, such as shells, leaves, maps, or projects, and are centered around broad topics. Although primarily content based, application of process skills is necessary for students to work at an interest center successfully. An interest center on origami, for example, would require students to apply the skills of reading and following directions while demonstrating principles of geometry. Centers based on student interests in ecology, government, magnetism, or music, to name a few, can all be structured to provide reinforcement of essential skills.

Sample interest centers: Electricity Center Magnetism Center

Learning Centers are skills based and are focus on mastery or extension of specific understandings or skills. They are usually more teacher constructed and can vary in complexity, ability level, and other ways that meet the needs of the students. Not all students need to complete all parts of every center. By providing a range of activities and assigning students to particular centers, teachers can target specific students to work at centers that will provide growth at their individual levels. The levels of centers each physical location throughout the classroom should not remain constant, thereby allowing each student, regardless of level, to use each center throughout the course of the year. Learning centers can be adjusted to provide students with appropriate levels of work. Creating assignments at different levels that look similar to each other will lessen any stigma that students at either end of the learning continuum may have.

Sample learning centers in action

In general, centers should:

- focus on important learning goals
- contain materials that promote growth of individual students toward those goals
- use materials and activities addressing a wide range of reading levels, learning profiles, and student interests
Hi-Lo Books for Reluctant Readers

By Elizabeth Kennedy, About.com

See More About: reluctant readers reading aloud read alouds

If you have kids or teens who are reluctant readers because they read below grade level and can't find books they can read that interest them, try some of these hi-lo books. The books are at the reader's interest level ("hi" stands for "high interest") but written at a lower reading level ("lo" stands for "low readability") to encourage reading. Kids and teens reading below grade level are more apt to want to read a book if it is not only at their reading level but also at their interest level. These books are also known as high interest / low vocabulary books and high interest / lower reading level books.

1. High Interest (Grades 2-12) / Low Reading Level (Grades 2-3) Books
This annotated reading list from the Monroe County Public Library in Indiana includes the reading level and the interest level, as well as a very brief description, of each book. The reading levels are grades 2-3 and the interest levels range from grades 2 to 12.

2. High Interest (Grades 3-12) / Low Vocabulary (Grades 2-5) Books
The books on this annotated booklist are from the publishers and Imprints Orca Currents, Orca Soundings, New Series Canada, HIP Junior, Deer Lake, Stone Arch and Keystone Books. Unfortunately, it doesn't include the specific publisher for each book listed. The booklist includes hi-lo books at reading levels for grades 2-5, with interest levels ranging from grades 3-12. This reading list for reluctant readers comes from the Okanagan Regional Library in British Columbia, Canada.

3. Hi-Lo Books for Reluctant Readers in the Upper Elementary Grades
The 2009 ASEG School-Age Programs and Services Committee recommends these hi-lo books for reluctant readers in grades 3-6. The annotated list of hi-lo books does not provide specific information about either the reading or the interest levels for each book other than that they are for students in grades 3-6.

4. Shorter Books for Taller Readers Grades 4-5
This briefly annotated list of high interest-low reading level books is from the Multnomah County Library in Oregon. It includes books with reading levels that range from RL 1.5 to RL 3.5.

5. Shorter Books for Taller Readers Grades 5-8
This briefly annotated list of high interest-low reading level books is divided into two categories: Readers in Grades 5 and 6: Reading Levels 2-4 and Readers in Grades 7-8: Reading Levels 3-4. Each individual description includes the book's specific reading level. This reading list comes from the Multnomah County Library in Oregon.

6. Hi/Lo Books for Middle School Students
These three long unannotated booklists come from The Middle Grades Reading Network, which is funded by the Lilly Endowment Inc. and located at the University of Evansville in Indiana. The Network "is dedicated to the promotion of voluntary reading of books, newspapers, and other print materials among young adolescents." The booklists of hi/lo books are for middle school students who read at the third, fourth or fifth grade level.

7. HIP Junior Novels for Grades 4 to 6
<table>
<thead>
<tr>
<th>1. Role Play</th>
<th>2. Alternate Ending</th>
<th>3. Comic Strips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costumes and props realistic for characters</td>
<td>Appropriate for characters and setting</td>
<td>Follows Comic Strip criteria card</td>
</tr>
<tr>
<td>Accurate scene</td>
<td>Ending creative and feasible</td>
<td>Each comic strip has 4 or more panels</td>
</tr>
<tr>
<td>Good voice projection and expression</td>
<td>Correct spelling, punctuation and grammar</td>
<td>Events accurately portrayed</td>
</tr>
<tr>
<td>Has written script</td>
<td>At least two pages</td>
<td>Realistic dialogue</td>
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Possible points =

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<tbody>
<tr>
<td>Follows Poster criteria card</td>
<td>Follows Song criteria card</td>
<td>Picture and paragraph show natural setting</td>
</tr>
<tr>
<td>Includes several details about the book</td>
<td>Lyrics include several important details about book</td>
<td>Has written and visual details of setting(s)</td>
</tr>
<tr>
<td>Uses persuasive language</td>
<td>Performance is clear and musically pleasing</td>
<td>Explains ways the setting affected the story</td>
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</tbody>
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Possible points =

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<tbody>
<tr>
<td>Likes or dislikes clearly stated</td>
<td>Cube is sturdy and has 6 sides</td>
<td>Follows Time Line criteria card</td>
</tr>
<tr>
<td>3 or more reasons given to support point of view</td>
<td>Has needed information and details on each side</td>
<td>Has 10 or more events</td>
</tr>
<tr>
<td>Reasons supported by facts or examples</td>
<td>Accurate for book read</td>
<td>Correct sequencing of events following story in book</td>
</tr>
<tr>
<td>Correct spelling, punctuation and grammar</td>
<td>Neat, legible and visually attractive</td>
<td></td>
</tr>
</tbody>
</table>

Possible points =

Points for activities: #____ = _____ pts., #____ = _____ pts., #____ = _____ pts.

Name ___________________________ Total points _____ Grade ________

© Pieces of Learning
Dear Parent/Guardian:

A warm welcome to new and returning Eastampton families! I am excited to begin my fifth year as your technology teacher. This summer I spent time learning how to create 21st century schools and relaxed at my family's vacation home in Margate, New Jersey. I hope your summer was equally as enjoyable.

One of my goals this school year is to continue to adjust the learning needs of individuals to maximize the possibilities of the students. Differentiated instruction is a teaching approach in which the educational process is adapted according to student interest and readiness. Differentiated instruction also promotes academic choice. When students have choices in their learning, they become highly engaged and productive. They are likely to think more deeply and creatively, work with more persistence, and willingly use a range of academic skills and strategies.

We will continue to use the tic-tac-toe menu in the technology classroom this year. The menu is quite simple to use. Students will choose three projects in a tic-tac-toe design (horizontally, vertically, or diagonally). The projects they choose should be interesting to them, thus supporting their motivation to learn more about a topic. During the school year students will be responsible for completing the three projects. They will work on the projects in class after they have completed their regular assignments. While working at their own pace, the menu allows students to work on projects that expand the technology curriculum. The projects will be graded using a scoring guide.

Please have your child share the menu and his/her project choices with you. Be sure to emphasize the importance of using class time wisely to complete the projects, which will be collected intermittently throughout the school year. Due dates and student instructions will be posted on our class website at www.eastampton.k12.nj.us/tech. Feel free to contact me at (609) 267-9172 Ext. 264 or joejulius@eastampton.k12.nj.us should you have any questions or require additional information. Best wishes for a successful school year.

Sincerely,

Joseph M. De Julius
Technology Teacher