

## Using Graphics to Differentiate Curriculum

### Brief Bibliography:

Theresa Monaco is Professor of Curriculum and Instruction and Director of the Center for Gifted and Talented Education at the University of Houston. Her homepage URL is <http://www.uh.edu/~tmonaco>. She has authored:

Monaco, T. (Ed.) 2nd Edition (2002) Biographical Directory of Leaders in Gifted Education. ISBN# 0-89824-434-X Monaco, T. (Ed.) (1999) Gifted Program Evaluation: Ensuring Equity and Excellence. ISBN# 0-88092-240-0

### Co-authors:

Thytran Nguyen, Karen Castrejon, Ashley Kay Valentine, Yonghui Wang, Emily McLaughlin

### Abstract:

The University Of Houston College Of Education (learning and leading) employ exemplary standards to exemplify what it explicates. At the graduate level, master teachers use research to make informed decisions about teaching. Upon completion of this course, class participants will demonstrate the use of research to develop their teaching skills and to identify and solve student learning problems. n graduate programs, the domains and factors of the conceptual framework (cognitive, affective, development, personal/social and attention to individual differences) are "expanded to data- based decision-making skills documented in teaching practice". The Conceptual Framework (domains/factors), National Association for Gifted Children (NAGC), Texas State Board of Education Gifted and Talented (TAGT), and the State Board of Education (SBOE) standards are coded to each objective. See <http://www.tea.state.tx.us/>.

Each class participant was asked to respond to this question: What is your "vision" of an ideal curriculum that includes at least one gifted and talented student in your class. (Select a creative way to respond.) You will prepare a differentiated unit of instruction at the end of the semester. Start planning how you will accommodate the gifted learner in your regular classroom. The common definition of a differentiated unit is accommodating to different learning styles. Technology is one strategy to help students access information and master content standards in various areas of the curriculum. However, technology is only as good as the content, applications, and questions posed. Following are the exemplary products submitted by each author.

# POETRY

Thytran Nguyen

Differentiated Unit of Instruction

4<sup>th</sup> Grade

Spring 2012

I have always had a keenness for children and a desire to make a positive difference in their lives, but I didn't decide what I wanted to do with my passion until my sophomore year in college. ...I began to ask myself, "What makes ME happy?", and the answer to that was helping others and working with children. I combined my two loves and thus changed my major to Interdisciplinary Studies.... Although a lot of work goes on inside and outside of the classroom, I love it, because I am able to make a positive difference in the lives of others.



# Objectives



The student will:

- Identify the different type of poetry (narrative, lyrical, free verse, and humorous) and poetic devices (line break, meter, repetition, rhyme, onomatopoeia, stanza)
- Be able to find and label the types of poetry and poetic devices
- Write examples of narrative, lyrical, free verse, and humorous poems with corresponding poetic devices

# Tasks



- Explore the different types of poetry and poetic devices in poems
- Create a poster of poems and poetic devices
- Categorize poems by poem type
- Develop poems using a variety of poetic devices
- Perform a skit for a scene from a poem



# Differentiated Instruction



# Process



- Provide students with a variety of resources (from internet and books), such as [gigglepoetry.com](http://gigglepoetry.com), [fizzyfizzyfunny.com](http://fizzyfizzyfunny.com), [poetryteacher.com](http://poetryteacher.com), *Love That Dog* by Sharron Creech, *Hate That Cat* by Sharron Creech, *Where the Sidewalk Ends* by Shel Silverstein, *Poetry for Young People: Langston Hughes*, *Poetry for Young People: Emily Dickenson*, etc. to look at, for different types of poetry and poetic devices.

# Process continued...

- Have students work in groups to explore and discuss their findings.
- Allow students to have a variety of ways to express their learning and understanding of the content.
- Have a class discussion of what the different poetic devices are. Show students examples of it, then have students find or come up with examples of their own.

# Product



- Students will construct a poster that categorizes poems into the narrative, lyrical, free verse, or humorous category. With that, they will write down the title and author of the book/poem for each category, poetic devices used in each poem, examples of the poetic devices, and their thoughts and opinions of the poem.

Type of Poetry	Title and Author of Poem	Poetic Devices used	Example of Poetic Devices	Thoughts and Opinions of Poem
Narrative				
Free Verse				
Humorous				
Lyrical				



# Product continued...

- Students will create their own examples of humorous, lyrical, narrative, and free verse poems incorporating and labeling at least one poetic device (line break, meter, repetition, rhyme, onomatopoeia, stanza) for each poem.
- In groups, students will find eggs with poems inside by searching around the classroom. After the search, students will work together to read, discuss, classify, and glue down the different types of poems onto paper that we will put together to form a class booklet.

# Diverse Learning Styles



## **Kinesthetic Learners:**

After identifying and poem type and poetic devices, have students pick out their favorite poem in which they can perform a skit.

## **Auditory Learners:**

Allow students to read poems to one another and discuss the type of poetry as well as poetic devices in the poem.

## **Visual Learners:**

Have students find and share poems and poetic devices (using the document camera) with their peers.



# TEKS

§110.15. English Language Arts and Reading, Grade 4, Beginning with School Year 2009-2010.

(b) Knowledge and skills.

(4) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).

(16) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).

# READY...SET...**SORT!**

Bilingual Kindergarten

Karen Castrejon

Cooperative, patient, responsible and being bilingual are some of my strengths. I am looking forward to working with my assigned teachers and I hope that I learn many skills from them. I consider myself patient and I know that my patience will continue to grow and be tested but I am willing and ready to confront any situation that will come my way. I will continue to be responsible and try my best not to let my teachers down as well as my students.

# TEKS

## **111.12. Mathematics, Kindergarten.**

(b) Knowledge and skills.

(K.8) Geometry and spatial reasoning: The student uses attributes to determine how objects are alike and different. The student is expected to:

(A) describe and identify an object by its attributes using informal language;

(B) compare two objects based on their attributes; and

(C) sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted.

## **112.11. Science, Kindergarten.**

(b) Knowledge and skills.

(10) Organisms and environments: The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:

(A) sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape.

# OBJECTIVES

- ▶ The student will be able to describe and compare objects according to their attributes.
- ▶ The students will be able to sort objects according to their attributes.
- ▶ The student will identify animal coverings and sort manipulatives accordingly.
- ▶ The student will identify characteristics of shapes and sort them.

# THE PURPOSE OF SORTING

- ▶ It is important to sort to keep ourselves organized.
- ▶ If we do not know how to sort, our belongings and our surroundings will all be out of place.

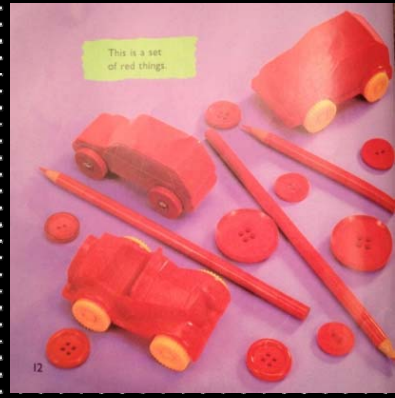
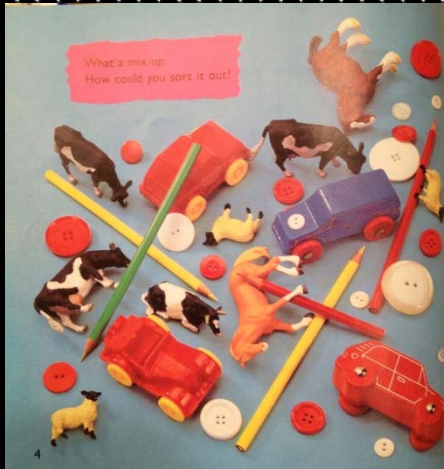
# EFFECTIVE FOCUS

- ▶ Four to five students will be called to come to the front of the room and the teacher will start to classify them according to gender. Then the class will be asked how they are being classified/sorted. Then, the students will be called up again to be classified differently using the colors of their shirts, shorts, pants, skirts, etc.. Each time they will be asked to determine how they are being classified.
- ▶ This opportunity allows the children to be engaged from the beginning of the lesson. It is a great way to gain the attention of all of them and it accommodates for visual, auditory and kinesthetic learners.
- ▶ From the beginning of the unit/lesson, the teacher will be able to assess the different ways that students can sort/classify. We will be able to tell what strategies are being used to do so.



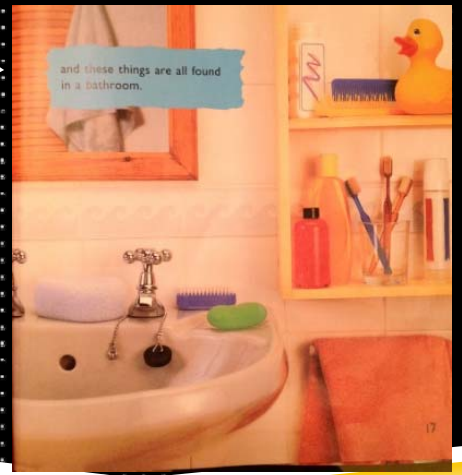
# DIRECT INSTRUCTION

▶ The students will be read a book about *Sorting*. The kinds of sorting will be pointed out to the children in order to help them learn ways to classify.



▶ To avoid this mess,  
we can sort items like this:

▶ While we read, we will discuss how these items have been classified (according to color, according to where they are used, according to shape, etc.)



# GUIDED PRACTICE: DEMONSTRATION OF CENTERS

- ▶ The centers will be explained/modeled to the students.

- ▶ Station 1: classify animals  
(use animal coverings prior knowledge  
feathers, scales, fur)

- ▶ Station 2: Classify shapes  
(color, # of corners, # of edges, etc.)

- ▶ Station 3: classify little people manipulatives

- ▶ Station 4: classify keys.



# INDEPENDENT PRACTICE:

- ▶ The students will work in their stations individually or with a partner.
- ▶ While they work in their centers, students are given the freedom to classify their manipulatives in as many ways as they can think of. They will also be encouraged to draw from their prior knowledge or from examples that were presented in the book.



# EVALUATION/CLOSURE:

- ▶ When the bell rings for the stations to be over, the teacher will walk around to check their work. The students will be allowed to explain their classifications. When possible, the teacher will challenge their thinking by presenting them with another way of sorting the objects in front of them.
- ▶ We will come back together and we will connect our learning to something outside our classroom. (How can you take your sorting knowledge and use it at home? How can you help your family at home sort?)



# DIFFERENTIATION

## ▶ Children with special needs

- Students will visit with the teacher at least twice during our center rotations.
- They will be guided while they classify. If they cannot come up with a way to classify, the teacher will offer suggestions: color, texture, shape, etc.
- The teacher will ask for clarifications regarding the attribute by which they are sorting their manipulatives.

## ▶ On Level/“Regular” Learners

- Students will be encouraged to classify the manipulatives using attributes that we have learned about in other subjects.
- Students will be guided to use: animal coverings, shape characteristics, clothing and gender of the little people manipulatives, etc.
- The teacher will ask for clarifications regarding the attribute by which they are sorting their manipulatives.

# DIFFERENTIATION

## ► Advanced Learners:

- Students will be encouraged to think and write about the places where they would find these manipulatives in the *real world*.
- Example: An octagon can be a stop sign and it can be classified according to its shape or red color.
- Example: Animals can be found at the farm or at the zoo. Other than being classified by their coverings, they can be classified according to what they provide for us (some can be pets, some can be part of the wild life, some can be used for food products, etc.).

# CULMINATING ACTIVITY

- ▶ Students will bring a set of five items from home. Their items are to be classified according to an attribute that the students choose to use.
- ▶ The students will present their items to the class and explain how they have sorted them.

# Differentiated Unit “das Haus” – the House



**Ashley Kay Valentine**

Ashley has successfully completed CUIIN 4363. This process will allow her to apply for the state coordinator in her district.



# Middle School

## **TEKS:**

§114.21. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, High School.

§114.22. Levels I and II - Novice Progress Checkpoint (One Credit Per Level).

(c) Knowledge and skills.

(2) Cultures. The student gains knowledge and understanding of other cultures. The student is expected to:

(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

(4) Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:

(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;

(5) Communities. The student participates in communities at home and around the world by using languages other than English. The student is expected to:

(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate;

# Where People Live 1

**Objective:** Given a video and a power point presentation about different types of houses around the world the learner will demonstrate knowledge of other cultures by drawing and labeling houses, and discussing similarities and differences between different types of houses, building materials, and geographic locations.

## Activities:

1. “Wo wohnst du?” – Where do you live?
  - 1.1 Discuss with class the different types of houses they live in/know about
2. Watch video
  - 2.1 “Schulfilm: Wohnen in Anderen Kulturen”  
[http://www.youtube.com/watch?v=8CFxsMTB\\_to](http://www.youtube.com/watch?v=8CFxsMTB_to)
  - 2.2 Discuss video
3. Present “Wo Menschen Leben” power point
  - 3.1 Students draw pictures of different houses
  - 3.2 Label name, country, and building materials
4. Review different houses from around the world

## Differentiations: Modifications and Accommodations

Guided practice  
Check for understanding  
Repeated modeling

## Areas Of Interaction

- X Approaches To Learning  
Community And Service
- X Human Ingenuity
- X Environments  
Health And Social Education

## Approaches To Learning

- Organizational skills
- Collaborative skills
- X Communication  
Information Literacy  
Reflection  
Problem Solving

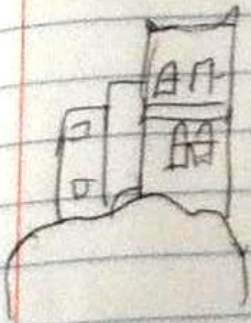
## Wo Menschen Leben



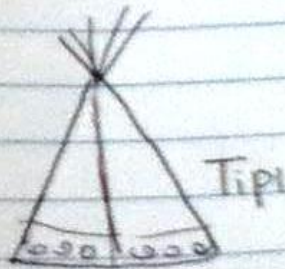
Äthiopien, Afrika  
Stroh  
Anuak



Finnland und Norwegen  
Holz und Lehm  
Samen



Sana'a, Jemen  
Stein und Lehm



Tipi  
Nordamerika  
Büffelhäuten  
Indianer

Students sketch the house and label where it is located, what materials it is made of, and the name of the people that live there.

WO  
MENSCHEN  
LEBEN



Die Anuak leben in Äthiopien. Das ist im Osten von Afrika. Die Familien bauen ihre Häuser um einen zentralen Platz herum. Auf dem Platz kochen sie einen Brei aus Mais.



Die Samen in Finnland und Norwegen sind Nomaden. Ihre Winterhäuser sind aus Holz und Lehm. Die Sommerhäuser sehen aus wie die Tipis der Lakota in Nordamerika.



Dieses Haus in Sana'a im Jemen wurde 1930 gebaut. Es besteht aus Steinen, die aus Lehm und Stroh gemacht wurden.



Die Lahu in Thailand leben in Häusern, auf einer 1000 Meter hohen Ebene. Unter dem Haus leben Kühe, Schweine und Hühner.





In diesem Dorf der Miao werden die Häuser aus Steinen gebaut, weil es in der Nähe viele Steinbrüche gibt.



Die Afar in Eritrea/Afrika nennen ihre Häuser Bulla. Sie sind aus Stroh und können leicht ab- und wieder aufgebaut werden.



Tipis sind die Häuser der Ureinwohner Nordamerikas, die auf der Prärie leben. Sie haben die Form eines Kegels und bestehen aus bemalten Büffelhäuten.



Dieses Dorf in Griechenland liegt auf einem erloschenen Vulkan auf der Insel Santorin.



Die Frauen der Ndebele in Südafrika bemalen ihre Häuser mit bunten geometrischen Mustern. Diese Muster werden von den Müttern an die Töchter weitervererbt.



Im Süden der Philippinen lebten die Menschen früher in Baumhäusern. Hier ist die Luft trockener und kühler. Wenn der Baum größer wurde, mussten die Häuser neu gebaut werden.



In Freudenberg, im Westen von Deutschland stehen diese Fachwerkhäuser. Die Häuser haben eine Struktur aus Holz, die mit Backsteinen gefüllt wurde.



Der Titicacasee in Peru liegt fast 4000 Meter hoch. 2,000 Uros leben dort auf künstlichen Inseln, die auf dem See schwimmen. Die Inseln und auch die Boote und die Häuser der Uros sind aus Schilf gemacht.





In traditionellen Häusern Koreas gab es ein Heizungssystem: Ondol. Die Wärme des Küchenherdes wurde unter das Haus geleitet. Als Brennmaterial verwendete man Stroh und Holz.



Die Fischer auf der Insel Borneo in  
Malaysia leben am Wasser. Als  
Baumaterial nehmen sie das Holz der  
Mangrovenbäume.



Im Süden von Marokko stehen Häuser aus Lehm. Die Berber mixen Lehm und Wasser und formen Ziegeln, die sie in die Sonne trocknen lassen.



Cuebas sind Häuser unter der Erde in  
Andalusien, im Süden von Spanien.  
Sie sind im Sommer kühl und im Winter  
warm.

# Where People Live 2

**Objective:** Given a a power point presentation about different types of houses in Germany the learner will demonstrate knowledge of German culture by drawing and labeling houses, and discussing similarities and differences between different types of houses, building materials, and geographic locations.

## **Activities:**

1. “Wo wohnst du?” – Where do you live?
  - 1.1 Discuss with class the different types of houses they live in/know about
2. Present “Wo Kinder in Deutschland Leben” power point
  - 2.1 Students draw pictures of different houses
  - 2.2 Label name, location, and building materials
3. Review different houses from Germany

## **Differentiations: Modifications and Accommodations**

Guided practice  
Check for understanding  
Repeated modeling

## **Areas Of Interaction**

- X Approaches To Learning
- Community And Service
- X Human Ingenuity
- X Environments
- Health And Social Education

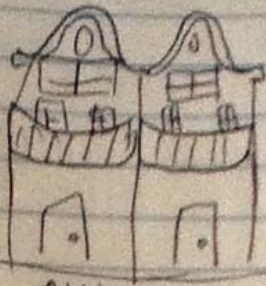
## **Approaches To Learning**

- Organizational skills
- Collaborative skills
- X Communication
- Information Literacy
- Reflection
- Problem Solving

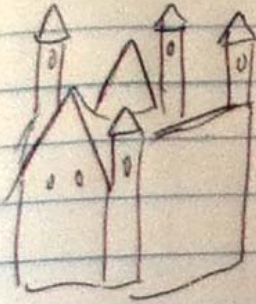
# Wo Kinder in Deutschland Leben



Bauernhof  
Holz und Stein  
Lüneberger Heide



Altbau  
Stein  
Hannover



Burg  
Stein  
Koblenz



Fachwerkhaus  
Holz und Stein  
Goslar

Students sketch the house, label what materials it is made of, and where it is located.

Wo Kinder in  
Deutschland  
leben



Christine lebt auf dem Lande. Ihre Eltern haben einen Bauernhof in der Lüneburger Heide. Das ist in Norddeutschland südlich von Hamburg. Christine hat noch eine Schwester, Irene. Irene ist elf und Christine zwölf Jahre alt. Auf dem Bauernhof gibt es viele Tiere: Hühner, Enten, Gänse und Kühe, aber keine Schweine. Und dann sind da noch drei Pferde. Christines Hobby ist Reiten. Sie reitet jeden Tag auf ihrem Pferd Lukas. Sie muss aber auch Lukas füttern und den Stall ausmisten. Ein Pferd zu haben, macht viel Arbeit.





Hier wohnen Sebastian, sein Bruder Andreas und seine Eltern. So ein Haus nennt man einen Altbau. Das Haus ist schon über hundert Jahre alt, aber es wurde 1996 renoviert und hat jetzt ein modernes Bad und eine moderne Küche. Das Haus steht in Hannover. Sebastian geht in die Klasse 7. Er fährt mit der Straßenbahn in die Schule. Sein Bruder geht noch in den Kindergarten. Nach der Schule trifft sich Sebastian oft mit seinen Freunden zum Fußballspielen. Sebastian lebt gerne in der Stadt.



Das ist das Haus der Familie von Kempenich. So ein Haus nennt man eine Burg. Die Burg Eltz steht auf einem Berg in der Eifel, einem Gebirge im Südwesten von Deutschland. Die Burg ist schon 800 Jahre alt. Albert ist dreizehn Jahre alt und geht in Koblenz aufs Gymnasium. Seine Freunde kommen ihn gerne besuchen und übernachten oft auf der Burg. Albert hat keine Geschwister, aber die Familie züchtet Rottweiler, um die sich Albert kümmern muss. Sein Hobby ist Fechten. Er gehört dem Fechtclub Königsbacher SC Koblenz an und trainiert zweimal pro Woche.



Ein Bungalow ist ein Haus, das nur einen Keller und ein Erdgeschoss hat. Auf dem Bild ist der Bungalow der Familie Meyerhoff aus Bocholt. Bocholt ist eine kleine Stadt im Münsterland. Sie liegt nur 10 km von der niederländischen Grenze entfernt. Matthias geht in die Klasse 7 und lernt außer Englisch auch Niederländisch. Sein Hobby ist Radfahren. Er gehört dem Radsportclub Bocholt 77 an und fährt im Sommer in Deutschland und in den Niederlanden Rennen.



Das ist ein Mehrfamilienhaus. In einer der Wohnungen leben Frau Wagmann und ihre zwei Töchter Martina und Regina. Herr Wagmann ist ausgezogen und wohnt jetzt allein. Er holt Martina und Regina aber am Wochenende oft ab und macht mit ihnen Ausflüge. Am letzten Samstag waren sie im Europapark. Das ist nicht weit, weil die Wagnmanns in Offenburg wohnen, einer Stadt in Baden-Württemberg nahe der Grenze zu Frankreich. Martina und Regina sind Zwillinge und elf Jahre alt. Sie gehen in die Klasse 5. Beide interessieren sich für Musik. Martina spielt Klavier und Regina spielt Cello.



Das Haus, in dem die Familie Weiss wohnt, gehört der Stadt Wetzlar. Es hat neun Sozialwohnungen. Das sind Wohnungen für Menschen, die nicht so viel Geld haben. Herr Weiss ist krank und hat keine Arbeit. Er kümmert sich um den Haushalt, während seine Frau arbeiten geht. Ihre beiden Kinder, Marlene (11) und Rüdiger (12) verdienen auch Geld. Rüdiger trägt vor der Schule Zeitungen aus und Marlene führt am Abend die Hunde von Nachbarn spazieren. Sie sparen das Geld für eine Klassenfahrt nach Dresden.



Dieses Haus steht in Wetzlar, einer kleinen Stadt in Hessen. Hier wohnt die Familie Özdemir. Herr und Frau Özdemir kommen aus der Türkei und leben seit 20 Jahren in Deutschland. Ihre Kinder Hülya (15), Erkin (13) und Bülent (8) sind in Deutschland geboren. Mit ihren Eltern sprechen sie meistens Deutsch, sie können aber auch Türkisch. Alle zwei Jahre fahren sie im Sommer zu ihren Großeltern nach Malatya. So ein Gebäude nennt man Reihenhaus. Herr und Frau Özdemir haben es 2008 gekauft.



In diesem Einfamilienhaus in Westerholt wohnt die Familie Balija. Westerholt liegt im Nordwesten von Deutschland in Ostfriesland nicht weit von Aurich. Dort geht Miroslav in die Schule. Er ist in der Klasse 6 und fährt meistens mit dem Rad nach Aurich (10 km). Nur wenn das Wetter schlecht ist, nimmt er den Bus. Balijas kommen aus Kroatien und leben schon seit 1986 in Deutschland. Sie haben das Haus 1998 gebaut. In dem großen Garten hinter dem Haus bauen sie Obst und Gemüse an. Miro spielt beim SV Westerholt in der Jugendmannschaft Handball. Er ist Torwart.



Familie Lehnert bewohnt ein renoviertes Fachwerkhaus in Goslar. Goslar ist eine kleine Stadt am Harz genau in der Mitte von Deutschland. Sara (16), Diana (13) und Thilo (12) und ihre Eltern sind von Berlin nach Goslar gezogen, weil sie gerne in einer Kleinstadt wohnen wollten. Es gefällt ihnen in Goslar gut, weil man im Harz super wandern kann.





Ulrike Mennerich und Anja Kraft sind ein Paar. Sie haben zwei Kinder adoptiert, Michael (4) und Pia (3) und wohnen in einem ganz neuen Haus in Leipzig. Sie haben eine Neubauwohnung mit Balkon. Ulrike ist Kinderärztin. Anja kümmert sich um die beiden kleinen Kinder, wenn Ulrike arbeitet, und gibt Klavierunterricht. Abends unterrichtet sie manchmal an der Volkshochschule Tanz.



In diesem Haus in Berlin-Dahlem, einer Villa, wohnen Mrs und Mr. Richards und ihre Kinder Nathan (10) und Melanie (11). Mr. Richards arbeitet seit 2011 bei der amerikanischen Botschaft und hat das Haus für drei Jahre gemietet. Nathan und Melanie sprechen schon ganz gut Deutsch. Sie gehen aber auf eine amerikanische Schule. In Berlin gefällt es ihnen sehr gut. Sie sind Mitglieder im Pfadfinderbund Weltenbummler und haben viele deutsche und amerikanische Freunde.



Ganz im Norden von Deutschland an der dänischen Grenze liegt Flensburg. Dort wohnt Gesa Friedrichsen mit ihren Eltern und Großeltern in einem schönen alten Stadthaus (rechts). Gesa hat ein Zimmer oben unter dem Dach. Wenn sie aus dem Fenster schaut, kann sie den Marktplatz mit einem großen Brunnen und dem Rathaus sehen. Gesas Eltern wohnen im ersten Stoch und ihre Großeltern haben eine Wohnung im Erdgeschoss. Oft essen alle zusammen, weil Gesas Oma so gut kochen kann.

# Where People Live 3

**Objective:** Given a picture of a house and new vocabulary the learner will utilize new vocabulary by labeling the corresponding parts of the house.

Given templates for 3-D houses the learner will build mini houses for a city model project by cutting out, folding, and gluing the templates into 3-D shapes.

## **Activities:**

1. Draw house on the board
  - 1.1 Students draw house in notebooks
2. Discuss and label parts of a house
  - 2.1 Say and repeat new vocabulary
3. Create model houses
  - 3.1 Cut out templates
  - 3.2 Fold and glue templates

## **Differentiations: Modifications and Accommodations**

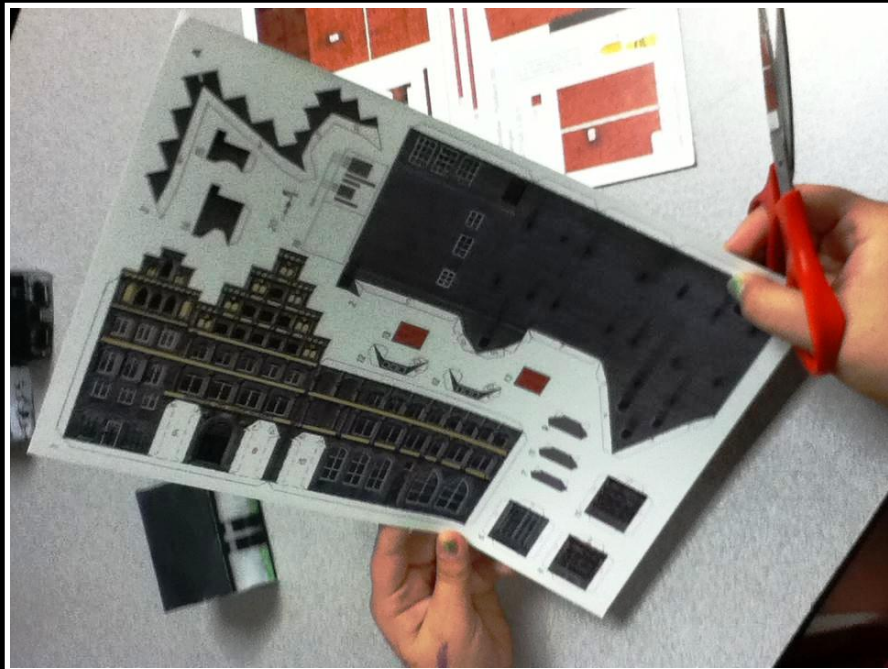
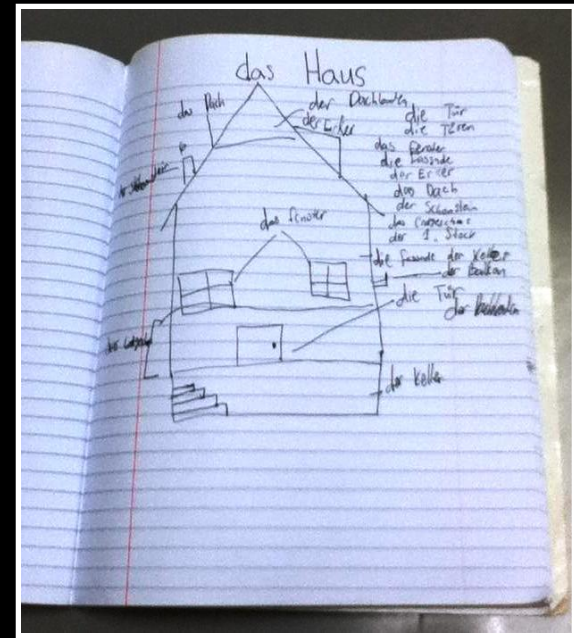
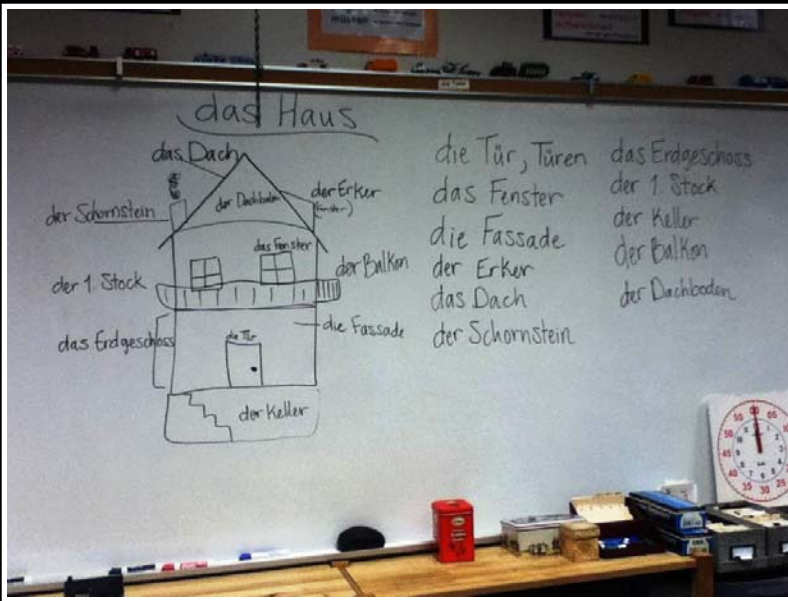
Guided practice  
Check for understanding  
Repeated modeling  
Group and individual work

## **Areas Of Interaction**

- X Approaches To Learning  
Community And Service
- X Human Ingenuity
- X Environments  
Health And Social Education

## **Approaches To Learning**

- Organizational skills
- X Collaborative skills
- X Communication
- X Information Literacy  
Reflection
- X Problem Solving



# High School

## **TEKS:**

§114.21. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, High School.

§114.22. Levels I and II - Novice Progress Checkpoint (One Credit Per Level).

(c) Knowledge and skills.

(2) Cultures. The student gains knowledge and understanding of other cultures. The student is expected to:

(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

(4) Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:

(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;

(5) Communities. The student participates in communities at home and around the world by using languages other than English. The student is expected to:

(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate;

# Haus und Herd 1

**Objective:** Given a picture of a house and new vocabulary the learner will utilize new vocabulary by labeling the corresponding parts of the house.

Given a model house the learner will practice new vocabulary by pointing out and discussing rooms of a house.

## **Activities:**

1. House handout
  - 1.1 Review rooms and parts in English
2. Discuss and label rooms of the house
  - 2.1 Say and repeat new vocabulary
3. Discuss model house
  - 3.1 “Das ist ein...”

## **Differentiations: Modifications and Accommodations**

Guided practice

Check for understanding

Repeated modeling

## **Areas Of Interaction**

X Approaches To Learning

Community And Service

X Human Ingenuity

X Environments

Health And Social Education

## **Approaches To Learning**

Organizational skills

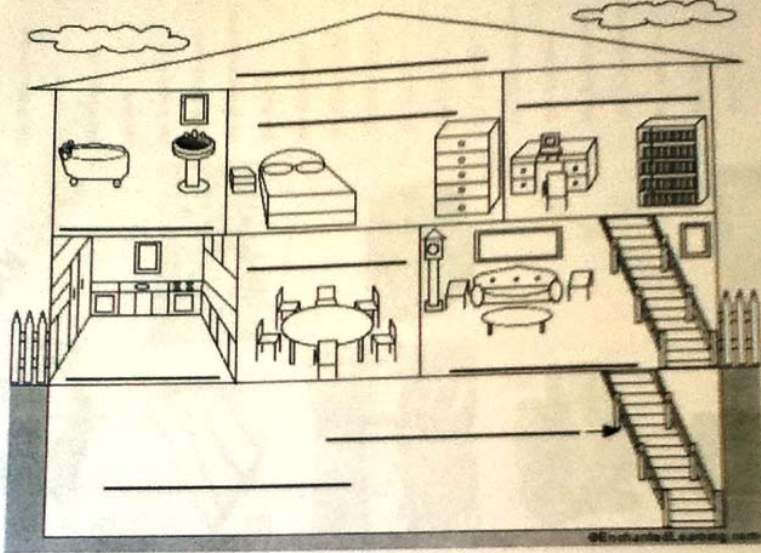
Collaborative skills

X Communication

Information Literacy

Reflection

Problem Solving



Zimmer	Rooms
der Garten	garden
der Keller	cellar/basement
der Wintergarten	
das Zimmer	room
das Badezimmer	bathroom
das Esszimmer	dining room
das Schlafzimmer	bedroom
das Wohnzimmer	living room
das Arbeitszimmer	study
die Küche	kitchen
die Toilette	toilet
die Treppe	stairs

Teacher points to a room and students give the new vocabulary word.

Students label the rooms of the house





Model House

# Haus und Herd 2

**Objective:** Given a handout with pictures of furniture and household objects and new vocabulary the learner will match the appropriate word to its picture.

Given a handout with pictures of furniture and household objects the learner will practice new vocabulary by creating flash cards.

## **Activities:**

### 1. Furniture handout

- 1.1 Review furniture and objects in English
- 1.2 Students match words to pictures
- 1.3 Check for understanding, review words

### 2. Students create flash cards

- 2.1 One side- picture
- 2.2 One side- Vocabulary word

## **Differentiations: Modifications and Accommodations**

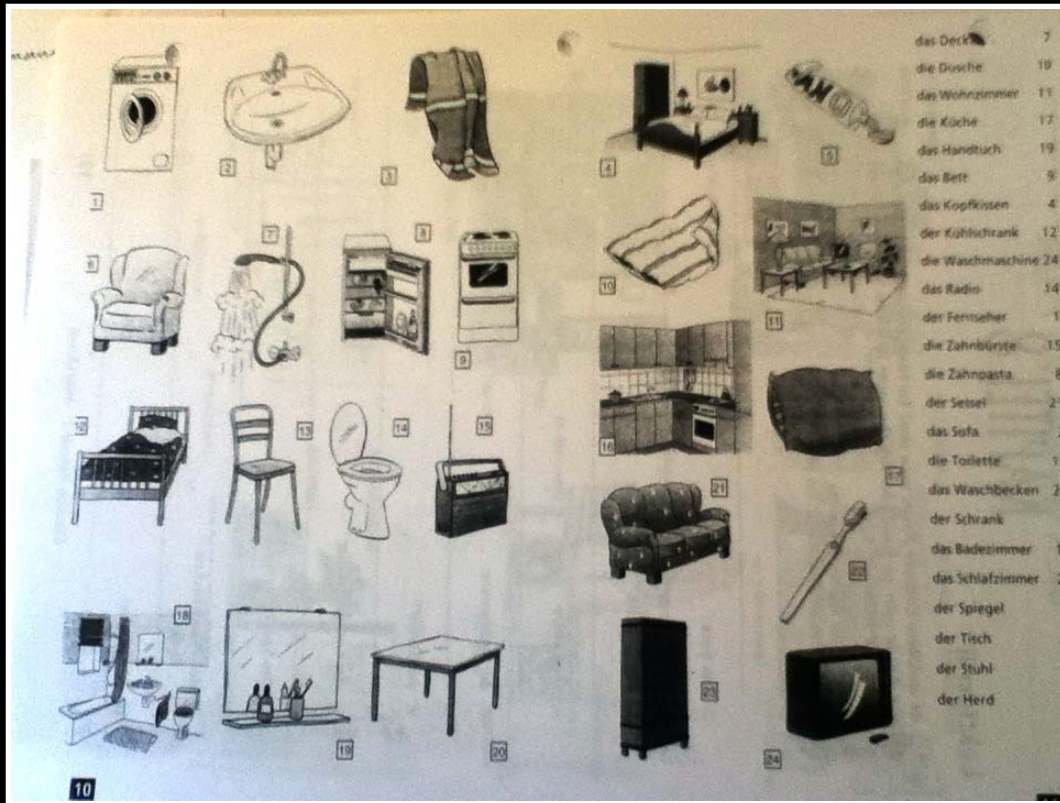
Guided practice  
Check for understanding  
Repeated modeling  
Individual and group work

## **Areas Of Interaction**

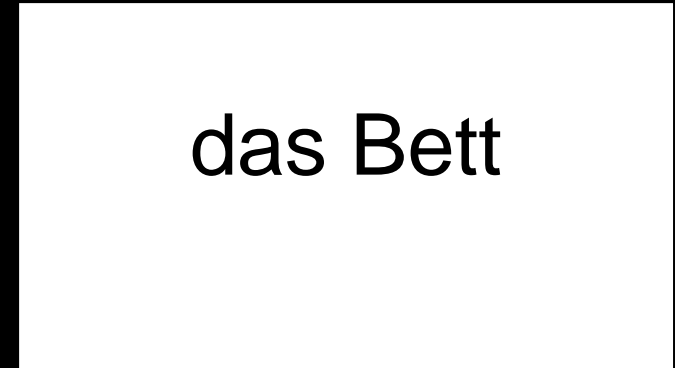
- X Approaches To Learning  
Community And Service  
Human Ingenuity
- X Environments  
Health And Social Education

## **Approaches To Learning**

- Organizational skills
- X Collaborative skills
- X Communication  
Information Literacy  
Reflection
- X Problem Solving



Students match words with pictures



Students create flash cards

# Haus und Herd 3

**Objective:** Given different household objects and rooms of a house the learner will say where things are and where they belong by utilizing prepositions in the dative and accusative cases, creating a preposition chart, and writing sentences describing an object's location and destination.

## Activities:

1. "Alles fuer Haus und Herd" Handout
  - 1.1 Review household objects
  - 1.2 Review rooms of a house
2. Review prepositions of location
  - 2.1 Dative case
  - 2.2 "Das ist..."
3. Review prepositions of destination
  - 3.1 Accusative case
  - 3.2 "Das gehoert..."
4. Create preposition chart with class
5. "Aktivitaeten" Handout- discuss and write
  - 5.1 A. "Wo?" Dative/Location
  - 5.2 B. "Gehoert" Accusative/Destination

## Differentiations: Modifications and Accommodations

Guided practice  
Check for understanding  
Repeated modeling  
Individual and group work

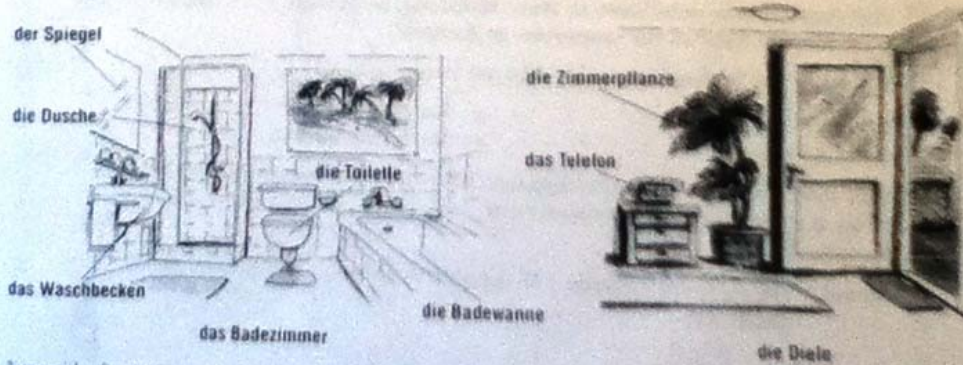
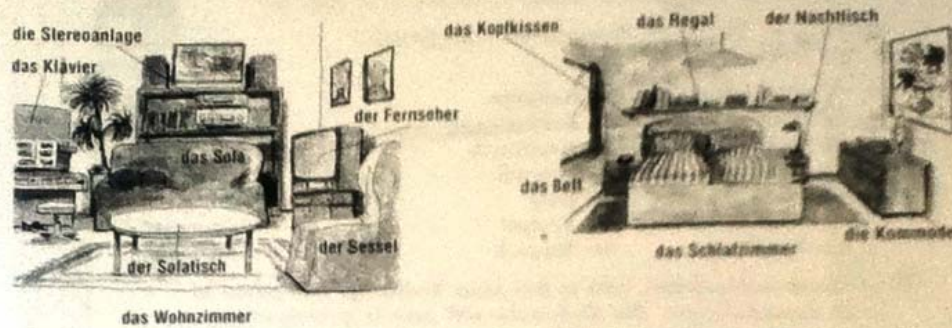
## Areas Of Interaction

- X Approaches To Learning  
Community And Service  
Human Ingenuity
- X Environments  
Health And Social Education

## Approaches To Learning

- Organizational skills
- X Collaborative skills
- X Communication  
Information Literacy  
Reflection  
Problem Solving

# ALLES FÜR HAUS UND HERD\*



\*500se (the figurative meaning is home)

Review household objects and rooms.



Use model house and furniture to discuss where objects are located.

Teacher points to a room or a piece of furniture and students give the appropriate vocabulary word in a complete sentence.



Create a chart for prepositions.



	<u>ist</u> Dative/Location	<u>gehört</u> Accusative/Destination
Bad	<u>im</u>	ins
<u>Kueche</u>	<u>in der</u>	in die
<u>Wohnzimmer</u>	<u>im</u>	ins
<u>Schlafzimmer</u>	<u>im</u>	ins
<u>Arbeitszimmer</u>	<u>im</u>	ins
<u>Balkon</u>	<u>auf dem</u>	auf den
<u>Terasse</u>	<u>auf der</u>	auf die
<u>Dachboden</u>	<u>auf dem</u>	auf den

Create a chart for prepositions.



## Aktivitäten

- (A) Wo? Such mit einem Partner / einer Partnerin diese Möbelstücke und Gegenstände im Haus, das auf Seite 56 zu sehen ist. (VOR: Look for these pieces of furniture and objects in the house on page 56.)



MODELL: A: Wo ist die Badewanne?  
B: Im Badezimmer.

### MÖBELSTÜCKE UND GEGENSTÄNDE

die Badewanne	der Kühlschrank
das Bett	der Nachttisch
die Dusche	der Schrank
der Herd	das Sofa
das Klavier	der Spiegel
das Kopfkissen	der Teppich

### RÄUME

im Badezimmer  
in der Diele  
im Esszimmer  
in der Küche  
im Schlafzimmer  
im Wohnzimmer

- (B) Die Koslowskis ziehen bald in ihre neue Wohnung. Was gehört in jedes Zimmer? (HINT: The Koslowskis will soon be moving into their new apartment. What goes into each room?)

MODELL: Das Bett gehört ins Schlafzimmer

### WAS?

das Bett	das Regal
der Esstisch	der Sessel
der Fernseher	das Sofa
der Herd	der Spiegel
die Koimode	die Stereoanlage
der Kuchentisch	die Stühle
der Kühlschrank	das Telefon
die Lampe	
der Nachttisch	

### WOHIN?

ins Badezimmer  
ins Esszimmer  
ins Kinderzimmer  
ins Schlafzimmer  
ins Wohnzimmer  
in die Küche

Discuss answers orally as a class.

Students write answers in notebooks individually.

# Haus und Herd 4

**Objective:** Given the text “Unser Haus, Unsere Wohnung” and “Mein Lieblingszimmer” the learner will demonstrate reading comprehension by discussing the texts, comparing and contrasting two texts, and answering questions about the texts.

## **Activities:**

1. Read “Unser Haus, Unsere Wohnung”
  - 1.1 Students take turns reading aloud
  - 1.2 Check for understanding, discuss new vocabulary and summarize text
  - 1.3 Guided practice- answer questions about the room described in the text
  - 1.4 Individual practice- Students answer remaining questions about the room described in the text
2. Read “Mein Lieblingszimmer”
  - 2.1 Students take turns reading aloud
  - 2.2 Check for understanding, discuss new vocabulary and summarize text
  - 2.3 Guided practice- answer questions about the rooms described in the text
  - 2.4 Individual practice- Students answer remaining questions about the rooms described in the text.

## **Differentiations: Modifications and Accommodations**

Guided practice  
Check for understanding  
Repeated modeling  
Individual and group work

## **Areas Of Interaction**

- X Approaches To Learning  
Community And Service  
Human Ingenuity
- X Environments  
Health And Social Education

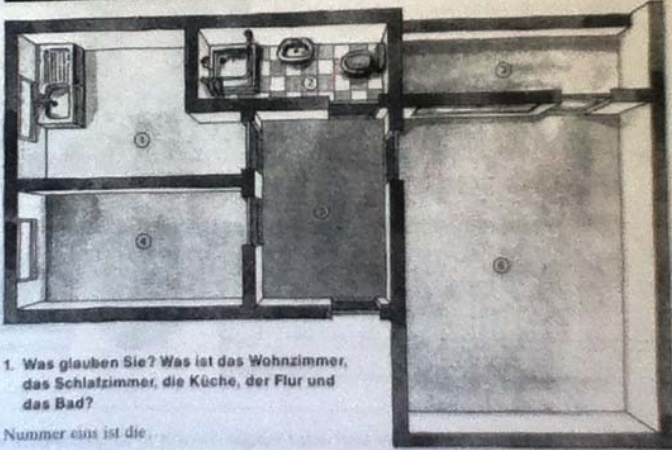
## **Approaches To Learning**

- Organizational skills
- X Collaborative skills
- X Communication
- X Information Literacy
- X Reflection  
Problem Solving

# Unser Haus Unsere Wohnung



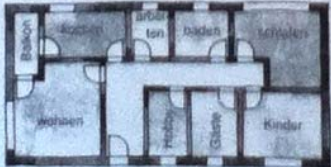
Das ist Michael Wächter (22). Er ist Bankkaufmann von Berlin. Jetzt wohnt er noch bei seinen Eltern. Aber in zwei Wochen zieht er um. Dann hat er selbst eine Wohnung. Die Wohnung hat ein Wohnzimmer, ein Schlafzimmer, ein Bad, eine Küche und einen Flur. Das Schlafzimmer und die Küche sind ziemlich klein. Das Bad ist alt und hat kein Fenster. Aber das Wohnzimmer ist sehr schön und hell. Es hat sogar einen Balkon. Michael Wächter ist zufrieden.



1. Was glauben Sie? Was ist das Wohnzimmer, das Schlafzimmer, die Küche, der Flur und das Bad?

Nummer eins ist die ...

2. Beschreiben Sie die Wohnung.

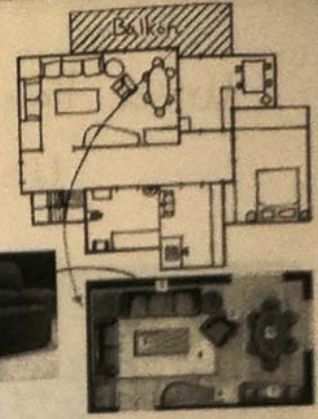


Die Wohnung hat

einen	Hobbyraum.
eine	
eine	Gästezimmer, Arbeitszimmer.

# Mein Lieblingszimmer

Mein Lieblingszimmer ist unser Wohnzimmer. Es ist sehr groß. Links gibt es eine Sitzzecke mit zwei Sofas (1), einem Sessel (2), einem Glästisch (3), einem Teppich (4) und einem Fernsehmöbel (5), in dem auch die Stereoanlage ist. Rechts ist die Essecke mit einem ovalen Tisch für sechs Personen (6) und einer alten Kommode (7). Eigentlich ein ganz normales Wohnzimmer. Warum es dann mein Lieblingszimmer ist? Weil es da ein super Sofa gibt, das bequemste Sofa der Welt, wenn ich fernsehen oder Musik hören will!  
Michele

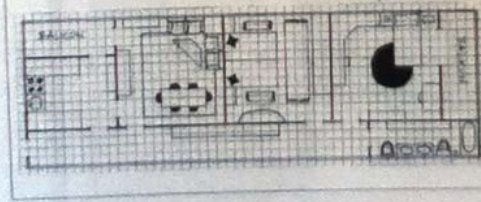


Ich wohne mit meinen Eltern in einem Hochhaus. Unsere Wohnung liegt im 10. Stock und sieht wie alle anderen aus. Wenn man reinkommt, steht man in einem langen Flur und alle Räume sind links, nur das Bad rechts. Zuerst kommt die Küche, dann das Wohnzimmer, danach das Elternzimmer und zum Schluss mein Schlafzimmer. Da bin ich am liebsten, wenn ich zu Hause bin. Es ist groß und hell und es stört mich niemand, wenn meine Freunde zu Besuch kommen oder wenn ich gerade im Internet surfe, eine CD höre oder ganz einfach auf meinem Bett liege und mit offenen Augen träume.  
Simone

der Schrank, das große Regal



der Teppich, das Bett



das kleine Regal

der Schreibtisch

Simone (S) oder Michele (M) – Wer sagt was? Vergleiche mit S. 70 und kreuze an.

- |   |                          |                          |
|---|--------------------------|--------------------------|
| 1. Mein Zimmer ist neben dem Bad.                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Wir haben zwei Balkone.                                | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Unsere Küche ist gleich beim Eingang.                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Wir essen an einem großen ovalen Tisch.                | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Unsere Wohnung hat fünf Räume.                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Wir haben einen sehr langen Flur.                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. In meinem Zimmer gibt es keinen Fernseher.             | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Ich höre meine CDs meistens im Wohnzimmer.             | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Wir wohnen im zehnten Stock.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Ich habe ein Schrankbett, weil mein Zimmer klein ist. | <input type="checkbox"/> | <input type="checkbox"/> |

Students read and answer questions.

# Haus und Herd 5

**Objective:** Given a shoebox, scissors, glue, and other recyclable materials the learner will utilize new vocabulary from the unit by creating a model room and describing the objects inside.

## **Activities:**

1. Present model project
  - 1.1 Explain requirements
  - 1.2 pass out shoeboxes and materials
2. Students begin creating a shoebox house/room
  - 2.1 Students may choose any room of a house
  - 2.2 Project may continue for several days
3. When shoebox model is complete students will present their rooms and describe what is inside.

## **Differentiations: Modifications and Accommodations**

Guided practice  
Check for understanding  
Repeated modeling  
Individual and group work

## **Areas Of Interaction**

- X Approaches To Learning  
Community And Service
- X Human Ingenuity
- X Environments  
Health And Social Education

## **Approaches To Learning**

- X Organizational skills
- X Collaborative skills
- X Communication  
Information Literacy  
Reflection
- X Problem Solving



Students create a shoebox house or room.



# Area of Two-Dimensional Surfaces

Differentiated Unit

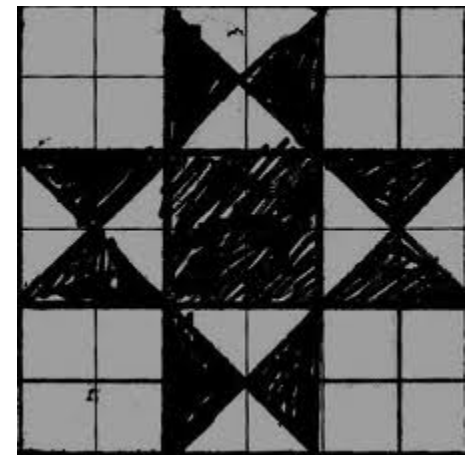
Yonghui Wang

It is my firm belief that education is to educate, motivate, and inspire students to become lifelong learners and have more successful lives. An effective teacher should employ various strategies to meet students' needs. Moreover, teaching and learning are an ongoing process and have no final product. As a future educator, I will employ diverse strategies to improve teaching and thus benefit students learning. I will also request other professional colleagues' feedback to improve my teaching skills.

# Objectives

The students will be able to:

- ▶ Define the perimeter and the area.
- ▶ determine the area of two-dimensional surfaces
- ▶ Solve problems using area.



# TEKS

## §111.15. Mathematics, Grade 3.

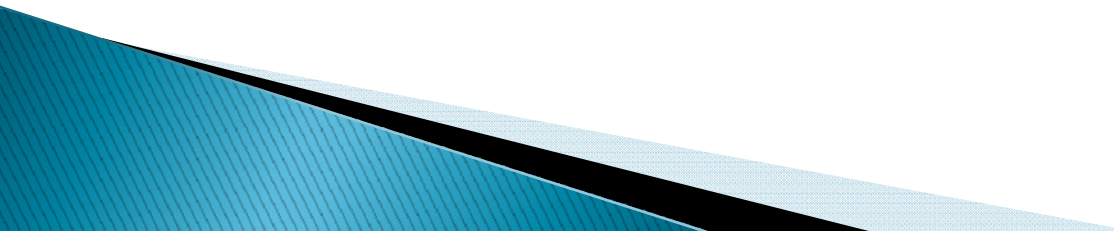
### (b) Knowledge and skills.

- ▶ (3.11) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass.
- ▶ (C) use concrete and pictorial models of square units to determine the area of two-dimensional surfaces;



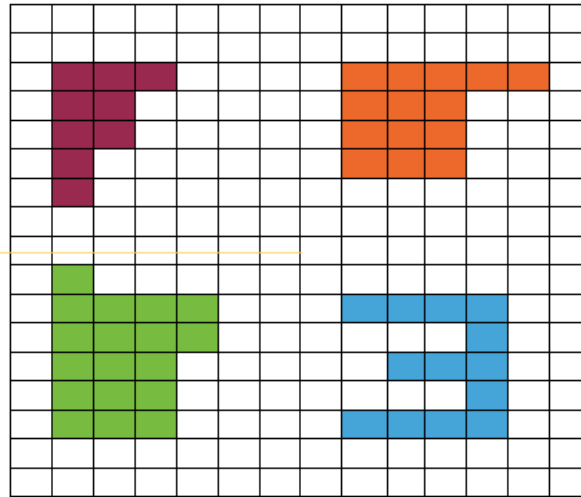
# Concept Statement

Area is commonly used by people involving measurement, construction, and art. It is important for students to develop area measuring skills so that they can make their lives better.



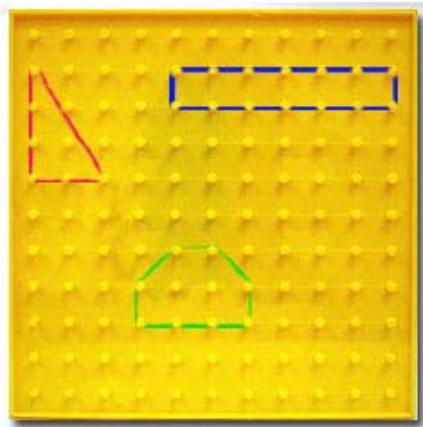
# Pre-assessments to learn students prior knowledge

## **PERIMETER & AREA**



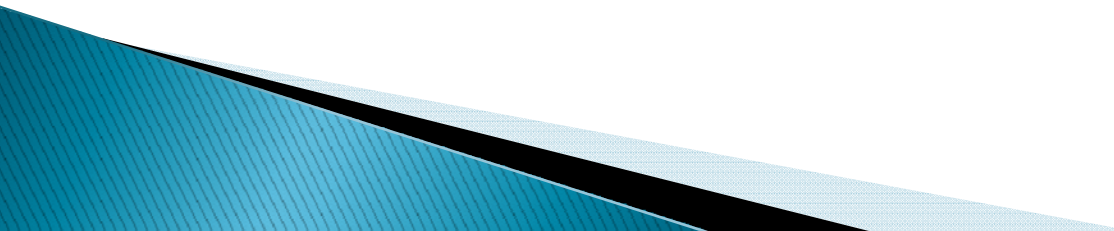
Students should be able to understand area as well as perimeter on them. In the engagement activity, I will assess students prior knowledge by introducing the topic using authentic examples. Students should be able to find the area of a polygon drawn on a grid.

# Introduction

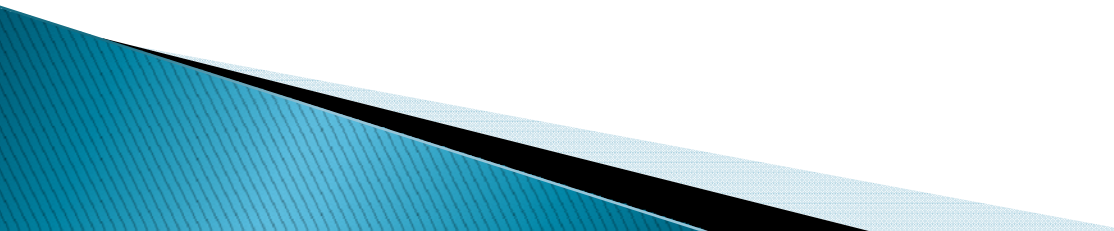


As the students enter the classroom, they will be seated in pairs. Each group of students use a rubber band to outline a polygon on a geoboard and count the number of square units enclosed by the rubber band to find the area of the polygon.

# Ask scaffolding questions so that students can form their own knowledge on the topic:

- ▶ What is the area of your shape? How do you know?
  - ▶ How did you keep track of your counting?
  - ▶ How did you count a square that isn't full? Why?
  - ▶ Can you draw your shape on grid paper?
- 

# Tasks

- ▶ Define perimeter and area.
  - ▶ Simplify and compare areas of different shapes.
  - ▶ Solve problems using area.
- 

# Process

- ▶ Provide opportunities for students to develop concept of area through authentic examples
- ▶ Encourage students to come up with their own area.
- ▶ Provide meaningful problems at various levels for students to be involved with.

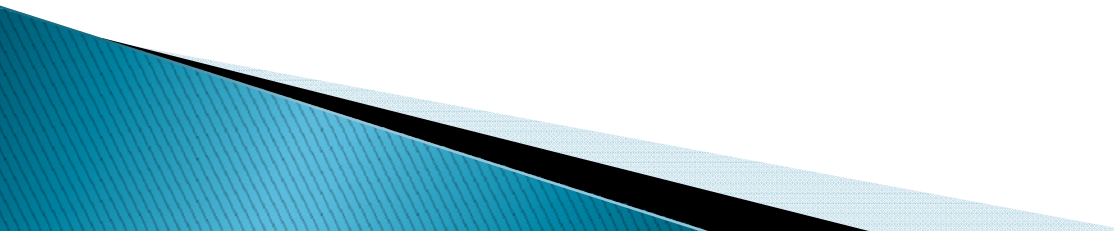


# Product

- ▶ Students will select problems from various topics that use area. Examples of topics would be carpeting, tiling, and hallway decorations.
- ▶ Students will present their final products using different forms.




# Differentiation by Readiness

- ▶ The pre-assessments will help me find out what the students already know and what they do not know yet.
  - ▶ Geoboard activities will be implemented first , next will be grid paper, then abstract generalization, at last they will reach problem-solving problems.
  - ▶ Problems will vary in the different levels of difficulty.
- 



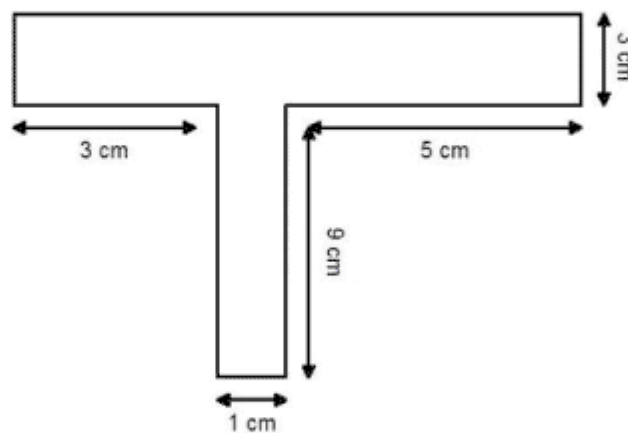
# Differentiation by Learning Profile

- ▶ An outline of notes will be presented on the big chart paper by the whole group instruction.
  - ▶ Also in addition to the notes, manipulative will be utilized in some of the activities.
  - ▶ Area learning games will be provided on computer for auditory learning.
- 

# Differentiation for Academic Students

## Unit 8: Find the perimeter of a polygon.

Find the perimeter of the polygon.



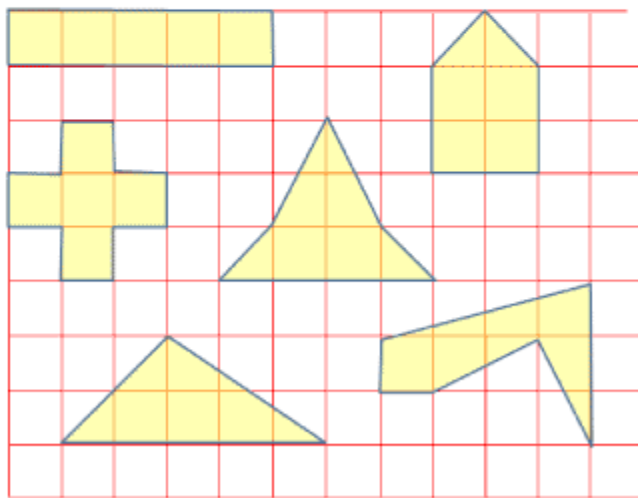
Number Model: \_\_\_\_\_

Perimeter = \_\_\_\_\_ cm

<http://everydaymath.concordnhschools.net/modules/cms/pages.phtml?pageid=264574&SID>

# Differentiation for Students Preferring Concrete learning

## Unit 8: Find the area of a polygon drawn on a grid.



Each of these polygons has the same area.

What is the area of each of these polygons?

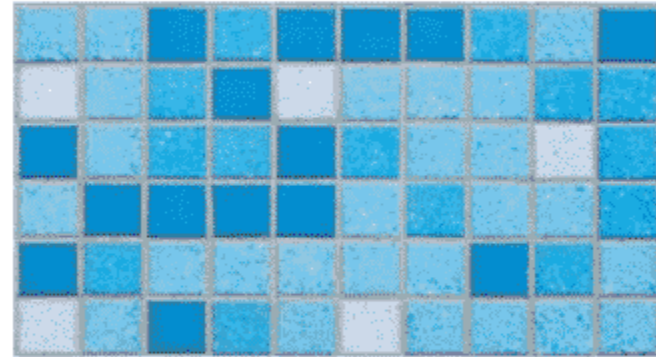
\_\_\_\_\_ square centimeters

1 cm

# Differentiation for Advanced Students

## Unit 8: Solve number stories involving area.

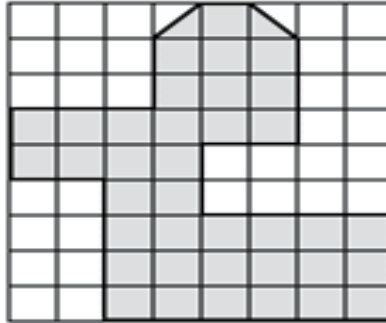
Helena bought these tiles on sale. Each of the tiles measures 1 square centimeter. The wall space she wants to cover is 11 centimeters by 6 centimeters. Does she have enough tiles to cover the entire space?




Explain the strategy you used to solve the problem.

# Assessment Example

- 1 Jerome is making a design. The shaded design is shown below.



(  = 1 square foot)

What is the area of Jerome's design?  
Mark your answer.

- 72 square feet
- 39 square feet
- 38 square feet
- 34 square feet

**At third grade, finding area is limited to counting square units and half-square units.**

<http://www.utdanacenter.org/mathtoolkit/instruction/activities/3.php>

# Closing

- ▶ Students should see how area is used in our daily lives. Giving them the opportunity to work these problems with concrete samples and real life examples, they will develop area measuring skills so that they can make their lives better.

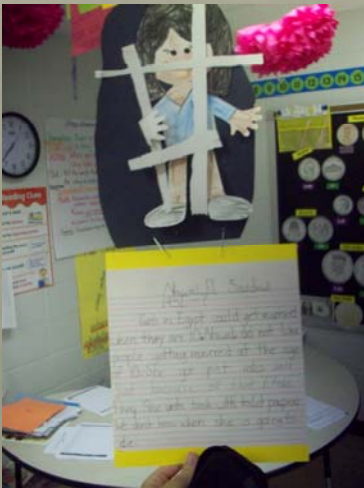
# WOMEN'S HISTORY

Differentiated Unit

2<sup>nd</sup> Grade

Emily McLaughlin

Overall, my experiences in childcare and substitute teaching have prepared me for what I want to do with my life. It has confirmed my beliefs that educating and caring about children is the most important part of life and I could not be happier with the decision I have made to become a teacher.



# TEKS

- **§113.13. Social Studies, Grade 2, Beginning with School Year 2011-2012.**
- (4) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:
  - identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation;
- (13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:
  - identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojour Truth who have exemplified good citizenship;



# TEKS CONTINUED

- **§113.13. Social Studies, Grade 2, Beginning with School Year 2011-2012.**
  - (19) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
    - (A) express ideas orally based on knowledge and experiences; and
    - (B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.

# OBJECTIVES

- The students will compare and contrast historical women who have contributed to our society.
- Students will also determine how each historical figure has impacted our lives today.
- Students will work with a partner to create a presentation about different historical women's figures to share with the class.

# TASKS

- Come up with a theme to “mystery boxes” with group.
- Play “WHO AM I?” game after viewing teacher made PowerPoint → Correctly guess which woman is represented by their “mystery box”.
- Create a paper doll resembling a woman discussed in the PowerPoint.
- Write a short paragraph about the contributions of a woman discussed in the PowerPoint.
- Present information about a historical woman to class.

# RATIONALE

- It is important for students to learn about others who have exemplified good citizenship so that they have good role models to look up to.
- Students all need to be able to see the contributions that different races and genders have made to our society.
- This will encourage students to contribute to society even through the hard times they face.

# PROCESS

- Students will be placed in groups of five. Each group will be given a mystery box filled with items. Students will work with their group members to determine what their items have in common. Groups will share their thoughts with the class.
- The teacher will go over a PowerPoint about different historical figures. She will ask questions throughout the slideshow and will engage the students in a discussion about the different ways that these historical figures were good citizens.

# PROCESS CONTINUED

- The teacher will ask the students if they correctly guessed the “theme” of their mystery box. Students will play the “Who Am I?” game at the end of the PowerPoint. If the student thinks that the theme of their box was the person who is being described in the question, they will stand up.
- Students will be paired up and assigned a historical figure from the PowerPoint. Each group will decorate a paper doll to look like their assigned historical figure. They will also use books, PowerPoints, and internet research to write a short paragraph about their assigned historical figure.
- The students will be assessed based on their participation in group activities as well as the product of their doll and paragraph. The finished products will be used later in the week to create a timeline of women’s history.
- Students will choose a way to present their information to the class.

# PRODUCT

- Paragraph about assigned woman
  - Students will work in pairs to create a paragraph about heir assigned woman.
  - Paragraph should include:
    - Date Birth and Death
    - 2 contributions that the woman made to society
    - Why the students believe the woman is important in history (impact the woman made in the world)
- Paper Doll
  - Students (working in pairs) will be given a paper doll to decorate and dress. Paper doll should look like the historical woman that each pair is assigned.

# PRESENTATION OPTIONS: DIFFERENTIATED FOR DIFFERENT LEARNING STYLES

- **Visual Learners**
  - Students can create a poster or PowerPoint to present the information learned about their assigned woman.
- **Auditory Learners**
  - Students may create a song, rap, or poem to show to present the information learned about their assigned woman.
- **Kinesthetic Learners**
  - Students may create a short skit/play that shows the contributions and importance of their assigned woman.