

**Cheryl Morse**  
**Grades 1-3**  
**Discipline: Language Arts**  
**Content: Literacy**  
**Type of Class: Heterogeneous**

**Purpose of Differentiated Learning Center:** I want my students to have a flexible amount of time (within limits), have different learning styles met with a variety of products, be able to work alone, with a buddy, or in a small group, and work at either their independent or instructional levels on a variety of leveled Bloom and Patti Drapeau type of questions.

**Type of Management System:** This differentiated learning center will have 3 levels of tiered questions. I will use class read alouds to model the techniques. I will have an assignment sheet with color coded task cards. There will be 3 colors to match the 3 levels of tiered questions. Should a child have a question I will have them ask someone else. If that doesn't work they may put up a post-it on the center. I will schedule time between my guided reading groups to check on the post-its and people at the center. I will use a trifold poster board with velcro pockets for the directions, task cards, and supplies. As listed above students may be working individually, with a buddy, or in a small group. I am very lucky to have 2 days a week that a volunteer comes in. My centers will be scheduled for those days whenever possible.

**Scheduling Time:** The centers will be used at least 3 times a week. Students will have an assignment sheet with some choice and some required items on it. If a child wants to go through the writing process with a project the time will also be extended into our writing workshop time.

**Assessment Types and Procedures:** I will use a variety of assessment types with this differentiated center. My pre-assessments will include DRA results, notes taken during small group work with tick tack toe boards, a pre-assessment of a variety of Bloom questions over a classroom read aloud, parent conferences, student questionnaires, and my grade book. Assessment during the use of the differentiated learning center will be done by sharing with a small group, the class, or friend (peer assessment). Students will be asked to do a self assessment at times. I will have rubrics available. I will also use my grade book and professional observations.

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**Critical Content**

Books will be used at the child's independent and instructional reading levels.

Themes  
Systems  
Patterns

Maine State  
Learning Results:  
Prek-2  
English Language Arts  
A1, A2, A3, A4  
B1, B2, B3  
E2, E3, F1 (if the writing process is used on a product)

**Themes and Generalizations**

**Systems**

Systems provide order.  
Systems interact.  
Systems may cause positive and/or negative results.  
Systems may react.  
Systems are made up of parts.  
Systems are changed.  
Systems may have parts of equal importance.

**Patterns**

Patterns have order.  
Patterns repeat.  
Patterns allow for prediction.  
Patterns can be found everywhere.  
Patterns help us to understand things.

**Essential Questions**

What are the story elements and how are they a system?  
What patterns do you see in books?  
How are they a pattern?  
How does knowing the pattern help you read?  
How does knowing a story is a system help you with reading?

## Tiered Questions

With Bloom's Taxonomy Level, Products, and Gardner's Multiple Intelligences

1. Level 1 Describe the main character. (comprehension) journal, poem  
**verbal/linguistic**  
  
Level 2 Make a drawing (knowledge), write a description (comprehension), and list the interests of the main character (analysis) on a wanted poster. **visual/spatial, verbal/linguistic**  
  
Level 3 Change the main character. Since systems interact and patterns allow for prediction show how this change affected the story by making an audio tape. **verbal/linguistic**
2. Level 1 Find the setting. (knowledge) Use a product of your choice. **Choice of Gardner's Multiple Intelligences**  
  
Level 2 Decide on a reason that the author may have used that setting. (Evaluation) Product: Diagram, **logical/ mathematical**  
  
Level 3 Knowing that a story is both a system and has a pattern pick a main event in the story. Now transform (change) that event. Show how the story changed. (synthesis) product-choice **Choice of Gardner's Multiple Intelligences**
3. Level 1 Tell the character's feelings about a main event. (knowledge). Use pantomime, role play, or dance. **Bodily/ Kinesthetic**  
  
Level 2 Explain the character's thoughts and feelings about a main event. (comprehension) Do this as a reporter for a newspaper. **Intrapersonal**  
  
Level 3 Systems interact. Pick 2 characters with different thoughts and feelings about a major event. Decide how these thoughts and feelings made them act. (evaluation) Do this as a discussion with at least 1 other person but no more than 2 other people. **Interpersonal**
4. Level 1 Identify the problem. (comprehension) Make a drawing to show it. **Visual/ Spatial**

- Level 2 Construct a model to show the problem for the main character.  
(application) **Visual Spatial**
- Level 3 Since systems may have positive and/or negative results use a  
t chart to examine them. (analysis) **Logical/ Mathematical**
5. Level 1 Sequence the steps to the solution. (application) Do this in a timeline  
format or as a comic strip. **Logical/ Mathematical, visual /spatial,  
verbal/linguistic.**
- Level 2 Invent a new solution to the main problem. (synthesis) Do this in a  
timeline format or as a comic strip. **Logical/ Mathematical, visual/  
spatial,verbal/linguistic.**
- Level 3 Since systems may be changed, create a new solution to the story.  
(synthesis) Show that may transform (change) the character. Do this  
in timeline format or as a comic strip. **Logical/ Mathematical, visual/  
spatial, verbal/linguistic.**
6. Level 1 Fill in a graphic organizer of the story elements. (knowledge)  
**Logical/Mathematical**
- Level 2 Construct a graphic organizer to show the story elements.(application)  
**Logical/Mathematical**
- Level 3 Knowing that systems are made up of parts that interact show how  
the story elements make a story by designing a play or skit.  
(synthesis) **Bodily/Kinesthetic**
7. Level 1 Summarize an important event in the story by showing a skit.  
(comprehension) **Bodily/Kinesthetic**
- Level 2 Restate what the most important event is in the story and show it by  
a skit. (comprehension) **Bodily/Kinesthetic**
- Level 3 Since patterns allow for prediction, based on what happened in the  
story predict what will happen next to the main character. Tell why  
you think that. (evaluation) Do this by storytelling. **Verbal/Linguistic**

8. Level 1 Examine the story (analysis) and determine your favorite part. (evaluation) Do this with a drawing. **Visual/Spatial**
- Level 2 Transform(change) one part of the story. Tell why you changed it in a journal entry. (synthesis) **Verbal/Linguistic**
- Level 3 Since patterns can be found everywhere find a pattern in this story. Justify why it is a pattern in a journal entry. (evaluation) **Verbal/Linguistic**
9. Level 1 Compare/contrast this story to another one. (analysis) Use a venn diagram. **Logical/Mathematical**
- Level 2 Produce another story with the same problem but difficult characters by storytelling. (synthesis) Do this with at least 1 other person but no more than 2 other people. **Interpersonal**
- Level 3 Systems may have parts of equal importance. Locate 2 important story elements. Judge if they are of equal importance. (evaluation) Do this in a journal. **Verbal/Linguistic**
10. Level 1 Display the story. Show the story elements. Do this with a diorama. Write about each element. **Visual/Spatial, Verbal/Linguistic**
- Level 2 Classify (group) events as cause/effect (if-then). Use a cause-effect graphic organizer. (analysis) **Logical/Mathematical**
- Level 3 Develop a game board with questions on index cards about the story elements. Try some why, how, and should questions. Make a possible answer sheet to be kept with the game. Tell your reasoning if it could be seen more than 1 way. Play this game with others that have read the book. (synthesis) **Interpersonal and possibly interpersonal (if the game board is created alone.)**

## Assessment Tool to Be Used to Assess Level of Understanding

This assessment will be done with a classroom read aloud book. The different levels of Bloom's taxonomy will be used in the questions.

knowledge

1. Tell the character.
2. Tell the setting.
3. Tell the problem.
4. Tell the solution.

comprehension

5. Retell the story.

application

6. Sequence the story.

analysis

7. Compare and contrast the story to another one or to something that has happened to you.

evaluation

8. Predict what would happen if the story kept going. Tell why you think that.

synthesis

9. Create another story with some of the same story elements. Tell why you kept some elements and why others were changed.

Based on how students did with these and/or similar questions and the assessment types and procedures listed on the cover sheet of this paper they would move through this center.