

# Appetizer Focus Questions

1. What are some advantages of using the learning menu strategy for instruction?
2. What might be some challenges to implementing this strategy?
3. How/when might you use this in your class?

Video Clip URL:

<https://www.teachingchannel.org/videos/differentiating-instruction-strategy>

<https://edpuzzle.com/assignments/5698f380d58e706e6e4f2fa0/watch>

# Dessert Station A Digital Resource

<https://www.pinterest.com/ShakeUpLearning/learning-menus/>

or

<http://bit.ly/1TpLX33>

# **Dessert Station B Digital Resource**

[https://daretodifferentiate.  
wikispaces.com/Home](https://daretodifferentiate.wikispaces.com/Home)

or

<http://bit.ly/1P00mxq>



# Menu

## Appetizer

### VIEW

#### Choose One Video Clip to View (Focus Questions):

- [Differentiating with Learning Menus: Differentiate & Maximize Student Engagement](#)
- [Center Workshop Time: Using Learning menus for cross-curricular instruction.](#)

## Main

### READ

#### Choose one Article to Read (3-2-1):

- Levels of Understanding: Learning That Fits All
- “Learning Menus” Empower Students to Tailor Curriculum

## Dessert

### ASSESS

#### Choose one Dessert Substation to Assess:

- Learning Menu Examples using the Plus/Delta Chart.



## Dessert Station Reflection Chart

Use the **Plus/Delta T-Chart** below to reflect on each Learning Menu example/format provided at the Dessert Station. For the Plus side, record what you believe are the positives of using the specific format. On the Delta side, record what would be challenging about using the same format. Be sure to consider the students **YOU** teach.

<b>Format</b>		
<b>RAFT</b>		
<b>Think-Tac-Toe</b>		
<b>Restaurant-Style Menu</b>		
<b>Multiple Intelligences Choice Board</b>		

# **Multiple Intelligences Choice Board Procedures**

A choice board is a graphic organizer that allows students to choose how they will learn a concept. Choice boards can be organized so students need to finish one square before moving to the next, they can be random, or can be organized in a specific way. The level of difficulty of the activities can vary or stay consistent.

Each choice board should revolve around a single concept or learning expectation that you want them to focus on. Each square contains an activity related to the multiple intelligences. Students choose an activity to complete. Almost all activities are completed as individuals with one exception (the intrapersonal square.)

The choice board is attached to a bulletin board in the back of the classroom. There is a folder with detailed instructions for each activity on the bulletin board. These are intended to be independent, additional activities for students to work on once they complete their art projects.

Name \_\_\_\_\_

## Figurative Language Choices Board

**Directions:** Choose two activities from the choices below. Make sure your choices correspond with the two symbols your teacher assigned you.

<p>Perform a 30-second radio advertisement to encourage people to use oxymorons when they talk.</p> 	<p>Perform a one-minute puppet show that teaches about apostrophes.</p> 	<p>Make a WANTED poster using at least two metaphors. Include a picture.</p> 	<p>Write a letter to a friend using at least five different kinds of figurative language in the text.</p> 
<p>Interview an idiom of your choosing and write the transcript of the interview.</p> 	<p>Create at least four newspaper headlines using an oxymoron in each.</p> 	<p>Create a picture dictionary for these terms: <i>idiom, simile, metaphor, paradox, personification, oxymoron, and apostrophe.</i></p> 	<p>Write at least three jokes or puns using one kind of figurative language in each.</p> 
<p>Make a comic strip with three characters using different kinds of figurative language.</p> 	<p>Write a short story about a homework machine. Include one simile, one personification, and one metaphor.</p> 	<p>Make a Venn diagram that compares and contrasts metaphors and similes. Write at least three sentences to summarize the diagram.</p> 	<p>Create a set of six idiom flash cards. Be sure to include the answers on the backs of the cards.</p> 
<p>Write one scene of a play that shows personification for at least three characters.</p> 	<p>Act out four figurative language terms for a friend. Have your friend guess the terms you are acting out.</p> 	<p>Create your own crossword puzzle that includes these terms: <i>idiom, simile, oxymoron, metaphor, personification, paradox, and apostrophe.</i></p> 	<p>Create three mathematics story problems for others to solve using a different figurative language descriptor in each problem.</p> 

# RAFT Activity Procedures

RAFT is a writing strategy that helps students understand their role as a writer and how to effectively communicate their ideas and mission clearly so that the reader can easily understand everything written.

Additionally, RAFT helps students focus on the audience they will address, the varied formats for writing, and the topic they'll be writing about.

RAFT assignments encourage students to uncover their own voices and formats for presenting their ideas about the content information they are studying.

Students learn to respond to writing prompts that require them to think about various perspectives:

- **Role of the Writer:** Who are you as the writer? A movie star? The President? A plant?
- **Audience:** To whom are you writing? A senator? Yourself? A company?
- **Format:** In what format are you writing? A diary entry? A newspaper? A love letter?
- **Topic:** What are you writing about?

## Sample Foreign Language RAFT Assignment: Foods Unit

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
Cookbook Writer	Cooks	Recipe	Instructions on food preparation
Chef	Customer	Menu	Detailed description of food preparation
Customer	Restaurant Owner	Complaint	Problem with food or poor service
Student Overseas	Parents	Letter	Describing a typical meal you eat with your guest family
Travel Writer	Reader wanting to travel	Recommendation	Good things to eat while in Germany, what to avoid

## Diner Menu—Photosynthesis

### Appetizer (Everyone Shares)



- Write the chemical equation for photosynthesis

### Entrée (Select One)



- Draw a picture that shows what happens during photosynthesis.
- Write two paragraphs about what happens during photosynthesis.
- Create a rap or song that explains what happens during photosynthesis.

### Side Dishes (Select at Least Two)



- Define respiration, in writing.
- Compare photosynthesis to respiration using a Venn diagram.
- Write a journal entry from the point of view of a green plant.
- With a partner, create and perform a skit that shows the differences between photosynthesis and respiration.

### Dessert (Optional)



- Create a test to assess the teacher's knowledge of photosynthesis.

## Restaurant-Style Learning Menu Procedures

- **Learning Menus** are designed to give learners choices of tasks, while still ensuring that each learner focuses on knowledge, understanding, and skills designated as essential.
- Typically, a menu will include
  - a “**main course**,” which students are required to complete in its entirety;
  - “**side dishes**,” from which students must select a designated number of options; and
  - “**desserts**,” which are optional extension or enrichment tasks.

### Steps:

1. Identify the most important element of a lesson or unit.
2. Create a required assignment or project that reflects the minimum understanding you expect all students to achieve.
3. Create negotiables that expand upon the main dish required assignment or project. These negotiables often require students to go beyond the basic levels of Blooms Taxonomy.
4. Create a final optional section that offers students the opportunity for enrichment. The optional section often reflects activities that students can use for extra credit.

# Think-Tac-Toe Procedures

Think-tac-toe is a differentiation tool that offers a collection of activities from which students can choose to do to demonstrate their understanding and skills. It is presented in the form of a nine square grid and students may be expected to complete from one to three in a row.

The activities vary in content, process and product and can be tailored to address different levels of student readiness, interests, and learning styles.

The center square may be left open for the students to select an activity of their own.

In place of lengthy activities, the think-tac-toe board may also be used with shorter, open-ended questions posed at varying levels of Blooms

# Think Tac Toe

- a. analyze symbolism in song
- b. create your own verse

## Ancient Civilization : \_\_\_\_\_

The Geography	The History	Politics Government	Religions	Arts/ Education	Contributions
<input type="checkbox"/> Draw a map of the region of the civilization focusing on its geography and major features.	<input type="checkbox"/> Design a timeline that shows at least 5 major events in the civilization's history.	<input type="checkbox"/> Create a set of trading cards for the major governmental rulers and responsibilities of the civilization.	<input type="checkbox"/> Write 3 Facts and a Fib for the religions and the traditions found in the civilization.	<input type="checkbox"/> Create a flip book with information and examples of music, art, literature, and architecture of the civilization.	<input type="checkbox"/> Create a crossword puzzle with descriptions of at least 15 locations students your age would enjoy visiting in your civilization.
<input type="checkbox"/> Produce a keynote or Imovie that shows and explains the geographical areas and regions of your civilization and their importance.	<input type="checkbox"/> Create a scrapbook in iphoto that details the major history of your civilization.	<input type="checkbox"/> Design a book cover for a new book about the major rulers and political class of your civilization.	<input type="checkbox"/> Design an appropriate greeting card for one of the major religious ceremonies of the ancient civilization.	<input type="checkbox"/> Research the music, songs or dances of the civilization. Write, record on garageband, or perform a song that reflects the style.	<input type="checkbox"/> Design a commercial for imovie that promotes the civilization and the interesting aspects of its history.
<input type="checkbox"/> Design a class lesson on the geography of the civilization. Compare and contrast its different regions.	<input type="checkbox"/> Write and perform a play to reenact the historical event that, in your opinion has the greatest impact on the civilization's present day. For example: The invention of the wheel.	<input type="checkbox"/> Choose a person you feel has had the greatest impact on the political structure of the ancient civilization. Deliver a monologue as that person.	<input type="checkbox"/> Write a story about a young person from the civilization participating in one of his or her religious beliefs of the time.	<input type="checkbox"/> Artists often express thoughts and feelings by painting murals. Create your own mural on paper that reflects your thoughts about living in that civilization.	<input type="checkbox"/> Your civilization is considering renovating its most famous tourist attraction of the time period. Create a news report on the proposed renovations and the public's response.
<b>Free Choice</b>	<b>Free Choice</b>	<b>Free Choice</b>	<b>Free Choice</b>	<b>Free Choice</b>	<b>Free Choice</b>

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

Date: \_\_\_\_\_

Sec: \_\_\_\_\_

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**Menu**  
Subject: Music

Main Dish (complete all)

1. Participate in a small group discussion about the origins of music. Chart your findings.
2. Use a graphic organizer to compare and contrast music to another form of artistic expression.

Side Dish (choose two)

1. Create a timeline of music history.
2. Use body language to show reactions to different types of music.
3. Design a musical review game. Create the game board, questions and rules for the game.
4. Role-play important events from musical history. Write a script and video tape the production.

Dessert (optional and can only be completed after the other 2 courses)

1. Design a brochure to invite people to a historical music production.
2. Analyze how the history of music affects lives today. Create a Power Point to depict your findings.

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## Math Think Tac Toe (Middle School)

Define fraction, decimal, and percent. Draw a picture to illustrate each word.	Complete a chart of conversions for fractions, decimals, and percents.	Play the game Request or Request Challenge. (The game is like Go Fish, but you need to match up fractions, decimals, and percents.)
Complete lesson using equivalent fraction, decimal, and percent dominoes.	<b>All Notetaking Guide</b> 5.7 5.8 8.5	Illustrate ways in which fractions, decimals, and percents are used in everyday life. You need two examples for each.
Color equivalent squares to reveal a hidden picture of an endangered species!	Play the game Recall or Recall Challenge. (The game is like Concentration, but you need to match up fractions, decimals, and percents.)	Complete the Hidden Name Puzzle and then create a puzzle of your own.

## Science Think Tac Toe (High School)

<b>Summarize</b> Facts or ideas which are important in determining genetics	<b>Classify</b> Dominant and recessive traits as they relate to Mendel's Pea Plants	<b>Draw</b> Meiosis and mitosis
<b>Predict</b> What a person might look like using the Punnett square	<b>Unit Test</b>	<b>Show</b> A model of a DNA strand with a key
<b>Survey</b> Genetics – hair color, eye color – graph your findings in a chart of your choice (Pie, bar, line, etc.)	<b>Interview</b> A person whose career or hobby deals with genetic/reproduction	<b>Judge</b> 3 websites on genetics and heredity

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- **Format:** In what format are you writing? A diary entry? A newspaper? A love letter?
- **Topic:** What are you writing about?

# English Language Arts RAFT Assignment

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
Semicolon	Middle Schoolers	Diary Entry	I wish you really understood where I belong
N.Y. Times	Public	Op Ed Piece	How Our Language defines who we are
Huck Finn	Tom Sawyer	Note hidden in a tree knot	A few things you should know

## Entrée Questions (3-2-1)

### A. Choose one of the following articles to read:

After reading *Levels of Understanding: Learning That Fits All*

*Learning Menus Empower Students to Tailor Curriculum*

### B. Use the 3-2-1 format to reflect on the article you chose:

- Identify **three** thoughts/new ideas you gained from the article
- Note **two** Ideas you agree with
- Share **one** idea you were familiar with

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Published in Print: March 13, 2014, as 'Playlists' Tailor Curriculum

## 'Learning Menus' Empower Students to Tailor Curriculum

**An Ohio district's 'learning menus' give students choices about how they will learn class material**

By **Benjamin Herold**

When the science department at Darby High School outside Columbus, Ohio, received new iPads two years ago, the devices came with a challenge from the school's principal: Make classroom instruction look different.

The result has been new student "learning menus" that offer "voice and choice" via the chance to decide among a variety of assignments and activities to meet class requirements, said Mike McDonough, the 16,000-student Hilliard City district's director of secondary education.

"The resounding response from students is that they feel like they have ownership of their learning," Mr. McDonough said.

That's just one example of an emerging trend in educational technology. Sometimes called "curriculum playlists," the idea is pulled from other sectors of society in which content is "unbundled" so that users can reassemble the pieces according to their individual preferences.

It's iTunes meets public school, said John Bailey, the executive director of **Digital Learning Now!**, a digital-learning advocacy group based in Tallahassee, Fla.

"The same way you and I might like most of what's on a [music] album, but might want a couple different songs, the same is true for teachers," Mr. Bailey said. "They want to be able to pull resources from PBS, from publishers, and from other teachers."

As experimentation with learning menus is still new, many questions about academic rigor, developmental appropriateness for different ages, and best practices remain to be answered about this approach, according to educators.

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Sometimes, as at Darby High, teachers are solely responsible for pulling the learning menus together. For a recent science lesson on continental drift, for example, all students were required to complete a guided note-taking activity, answer questions about a video, and complete an exercise about plate tectonics. But they had their choice of assessments and could select whether to do a puzzle activity, a virtual lab, or a custom-made geography challenge in order to complete the lesson requirements.

"Students appreciate that [approach] and find it much better than the traditional drill-and-kill or lecture models," Mr. McDonough said.

Because customizing daily or weekly playlists for dozens of students isn't always possible, software often plays a role, too; some tools make it easier for teachers to curate content, Mr. Bailey said, while others, like **Knewton** or **Read 180**, use algorithms to tailor their offerings to individual students.

"I don't know if there are any platforms where the algorithms overrule a teacher's judgment," Mr. Bailey said, "but having a tool that can get you 70 percent there frees teachers to spend more time on higher-value activities."

### Customizing Content

Karen Cator, a former Apple executive who previously managed the U.S. Department of Education's office of educational technology, said the learning menu or playlist approach is tailor-made for the Internet age.

"We can only leverage all the content online if we can come up with better ways of organizing it," said Ms. Cator, who currently heads the Washington-based nonprofit Digital Promise.

"Curating content playlists helps teachers ensure that there's relevant material for today," she said, citing teachers who pulled together for their students readings, content, activities, and math challenges related to the Winter Olympics.

In Hilliard, 600 middle and high school students have used the learning menus over the past two years, and the practice has started to spread from the science department to other subjects.

Other schools doing similar work include the Summit Public Schools charter network in California and the School of One in New York City, Mr. Bailey said.

The key, he maintained, is making sure the variety of available materials is rich enough to provide differentiated options to students not just based on their skill levels, but on their learning styles and preferences.

"Just the right content in just the right way at just the right time," Mr. Bailey said. "That's the hope."

## TECHNOLOGY COUNTS 2014 Digital Advances Reshaping K-12 Testing

### Executive Summary

**Digital Advances, Common Core  
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# Levels of Understanding: Learning that Fits All

By: Charity Stephens

Have you ever tried on a "one-size-fits-all" article of clothing? If you happen to be of average height and average weight, then perhaps this size worked for you. However, if you happen to be shorter, taller, weigh less, or weigh more than the average person, then the odds are that the one size that supposedly fits all does not work for you!

The same goes for one-size-fits-all lessons or practice. Think about this for a second. Do all of your students earn the same grade? I'm certain they don't! And yet, many teachers assign the same homework or same practice to all students regardless of individual students' level of readiness. Let's say that I create a practice geared toward proficiency -- maybe for students with a B. This practice might be useful for students with B's or C's. Clearly, this practice is too easy for students with an A and too difficult for students with a D. By assigning this "one size fits some" practice, I just ignored the needs of the advanced and struggling students.

By now, teachers start to think, "Wait a minute! I don't have time to create individual practice for all of my students! Who has time for that?" The truth is, no one has time for that! So the question is how do we develop and embrace a framework that supports creating homework or practice to meet the needs of all learners? In order to reach diverse learners, we need diverse teaching strategies. Student voice and choice lie at the foundation of a differentiated classroom. When voice and choice are honored, the one-size-fits-all model transforms into multiple pathways for student growth.

Here are a few steps to offer multiple pathways for student success.

The Framework: Tiering for Levels of Understanding

A good lesson design includes learning objectives that are visible to students. However, learning objectives alone will not guide students in terms of how they'll need to perform. There are a few tools that can help you tier learning objectives and activities for levels of understanding: [Depth of Knowledge chart](#) (PDF), [Depth of Knowledge Question Stems](#) (PDF), [Bloom's Taxonomy](#), or [Hess' Cognitive Rigor Matrix](#) (PDF). Here's an example that I created for my Spanish students:

<b>Advanced</b> 96%+	<ul style="list-style-type: none"> <li>Communicates authentically (<i>unique language creation without copying structure/syntax of model</i>) using new and old vocabulary.</li> <li>Analyzes and synthesizes forms of communication beyond the unit.</li> </ul>
<b>Mastery</b> 90-95%	<ul style="list-style-type: none"> <li>Communicates main ideas in new and unpredictable situations.</li> <li>Analyzes and synthesizes unit specific communication.</li> <li>Creates complete Spanish sentences/responses using unit specific knowledge/skills without support.</li> </ul>
<b>Proficient</b> 80-89%	<ul style="list-style-type: none"> <li>Applies vocabulary and grammar in new and unpredictable situations</li> <li>Applies vocabulary in isolation. <ul style="list-style-type: none"> <li>Given Spanish or English phrases/sentences: can produce isolated Spanish responses without support.</li> <li>Given English/picture: create Spanish, fills in the blank of a Spanish sentence (with an English word bank).</li> </ul> </li> <li>Applies grammar knowledge/skills in isolation to communicate an idea without support</li> </ul>
<b>Basic</b> 70-79%	<ul style="list-style-type: none"> <li>Recalls vocabulary in isolation. <ul style="list-style-type: none"> <li>Given Spanish phrases/sentences: can recall English meaning, identify words that do not belong, or determine if Spanish statements are true or false.</li> <li>Given Spanish word: recalls English meaning with no support.</li> </ul> </li> <li>Recalls and/or identifies accurate use of grammar skills/rules</li> </ul>
<b>Below Basic</b>	<ul style="list-style-type: none"> <li>Recalls minimal vocabulary.</li> </ul>

[Image credit: Charity Stephens \(Click image to enlarge.\)](#)

It's important to reveal these levels of understanding to students. Too often, students want to know how many points they need to get the next letter grade. These clearly-defined levels of understanding shift the focus from point chasing to knowledge seeking. Without gaining understanding, student learning plateaus or plummets.

The Practice: Tiering Practice for Levels of Understanding

Once you determine what students will need to do for each level of understanding, it's time to create practice that mirrors these levels. This can be accomplished through a variety of strategies, but regardless the method, it is imperative to honor student voice and choice.

*Labeling Levels of Understanding*

This is one of the simplest ways to tier practice. Levels of understanding can be labeled by clearly identifying ability levels as part of the heading for each section of practice. Students can choose where they need to start based on their own levels of understanding. Some may start with the Basic practice and work through Proficient. Others may start with Proficient and work their way through Advanced. This means that, while all students receive the same paper or practice, they simply choose where to start and end.

### *Learning Menus*

Learning menus offer students voice and choice in how they learn while providing them with purposeful practice. This SlideShare, [Multiple Pathways to Student Engagement](#), offers examples of how to create Think Tac Toe menus as well as additional learning menu styles aligned to levels of understanding.

### *Anchor Activities*

These are practice activities available to students once their work is complete and extra time remains. You can create anchor activities at a designated station in your classroom where students can go for extra practice. In order to foster self-reflection, consider having students identify why they chose the practice they chose. Want to go digital? Consider creating digital playlists with hyperlinks for students to navigate their practice. Sites such as [Symbaloo](#) or [EdShelf](#) are great platforms for anchor activities.

### The Assessments: Tiering for Formative and Summative Assessments

Assessments can be tiered for levels of understanding as well. [Formative assessments](#) should build from basic to advanced levels of understanding in order to guide instruction and practice. [Summative assessments](#) should embrace all levels of understanding so that both the teacher and student have a clear picture of student learning at the end of a unit of instruction.

These are just a few of many strategies to support diverse learners. The bottom line is that "one size" only fits some students. It is the responsibility of diverse teachers to offer diverse strategies in order to support diverse learners in the classroom.