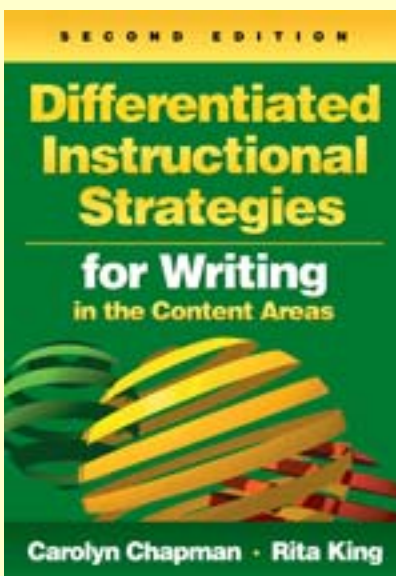


Facilitator Guide ETFO Book Clubs



CLOSE  **the GAP**

*Differentiated Instructional Strategies for
Writing in the Content Areas, Second Edition*
Carolyn Chapman and Rita King

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Introduction to ETFO Book Clubs

The Elementary Teacher's Federation of Ontario is committed to providing professional development for its members in a variety of forms. Teachers are best able to determine what professional development they need to pursue as life-long learners and ETFO Book Clubs are designed for voluntary participation of interested members. As ETFO professional development programs and services continue to evolve to meet the challenging needs of educators and their students, the new season of offerings has been expanded to include book clubs with a focus on classroom management, differentiated instruction, and Kindergarten.

Professional book clubs provide an excellent opportunity for members to reflect on their classroom practice, enhance their professional knowledge, and engage in the professional learning that best meets their needs and the needs of their students. A book club is a staff learning experience that gives educators an opportunity for professional networking, sharing, and reflection through an in-depth examination of ideas, concepts, research, and strategies presented in a professional resource.

The main goals of ETFO Book Clubs are:

- To enhance the professional knowledge of our members.
- To enhance the professional practice of our members.
- To foster leadership at the local level.
- To implement high-yield, research-based instructional strategies.
- To monitor the impact or effects of instructional decisions on students.
- To reflect on current teaching practices.

When professional book club experiences are tied to the real work of teachers, and to authentic issues they are grappling with in their classrooms, teachers have a deeper understanding of their impact on classroom practice and student learning.



Book Club Structure

Professional book clubs provide an excellent opportunity for our members to enhance their professional knowledge and practice. Participants attend four two-hour sessions that focus on specific chapters of the various resources highlighted, consider strategies they can try in their classroom, and reflect on and share their experiences within a community of learners. As a facilitator, you will contribute to building leadership capacity within our locals in the area of professional development.

Roles and Responsibilities

ETFO Book Clubs are offered in partnership between locals and the provincial office. Facilitator guides, such as this one, have been developed by members to support you as you facilitate this book club.

The Role of the Facilitator

A book club facilitator guides a group of participants through an interactive discussion of a selected title. The facilitator

organizes the session and conducts the meetings

Group members can expect the facilitator to use open-ended questions, wait time, and paraphrasing to encourage

participation. The facilitator also emphasizes the importance of keeping the discussion on track, focusing on one topic or task at

a time. The person in this role is not an expert and should

remain neutral allowing group members to share different

perspectives. All group members are valued and encouraged

to participate in their own way.

“The most valuable insight a group can have is that the most effective resources for moving ahead are found within their situation and within themselves.”

R. Bruce Williams

Establishing Group Norms

Any group that meets regularly to work together needs to identify a set of norms or ground rules that will help a group do its work and discourage behaviours that

interfere with a group's effectiveness. Norms govern how the group will interact, share, and learn together.

It is ideal to set norms at the beginning of a group's work together inviting group members to suggest ideal behaviours for groups, eventually refining them into an agreed-upon set of norms. Once established and posted, groups need to continually remind themselves about the norms they have created.

Some topics you may want to raise as starting points for discussion with your group are:

Expectations for behaviour – How will your group relate to one another within (and beyond) the group? Considering norms in TRIBES such as right to pass, attentive listening, and taking turns, may be helpful.

Shared leadership – How will members share responsibility for the group? How will decisions be made about what to read, when to meet, and where to meet be made?

Participation and interaction – How will members work together? Considering roles such as recorder, timekeeper, and encourager may ensure that all group members become involved in the discussions.

One strategy that may be helpful when reviewing group norms is 'Round-Robin Reflection'. In this process everyone takes 30 seconds to silently reflect on the extent to which he/she honoured the group's norms and to what extent it enhanced the group's work. The facilitator then chooses someone at random to share their reflections. When this person is finished then another group member paraphrases what they have heard. This process is repeated in round-robin fashion beginning with the person to the right of the first speaker.

Building Inclusion

Grounding is an excellent inclusion activity for introductory meetings. It serves several purposes including:

- establishing a norm for respectful listening;
- bringing people into the here and now;
- allowing people to connect with one another; and
- allowing for expression of hopes and apprehensions.

Directions - Each person in round-robin fashion, speaks to these points:

- name;
- current role;
- school;
- reasons for joining a professional book study; and
- expectations of the book club experience.

Powerful Conversations:

- Focused
- Productive
- Interactive

Needs of Individuals in Groups

Regardless of the nature of the group and its purpose, some basic needs must be met within the group setting for it to be as focused, productive, and interactive as possible. A good facilitator looks for signs of the characteristics listed below to determine whether it provides the kind of satisfaction group members need. Periodically it may be helpful to give group members time to evaluate the extent to which the group is meeting their individual needs.

The following are important needs group members value. As the group evolves, it is about finding the balance between the needs of the group members and the group work that needs to be accomplished.

Feeling a sense of belonging – Group members need a collaborative environment where they feel safe and supported in their presence and their contribution to the group's work.

Commitment to group goals – Group members achieve commitment when they see value in the goals selected, having a part in selecting and refining those goals, and directing the group process.

Sense of progress – It is important to give group members opportunities to reflect on their progress toward goals so that members feel a sense of accomplishment.

Having confidence in the facilitator – A good facilitator establishes a supportive, risk free learning environment emphasizing the importance of professional dialogue. The facilitator organizes the sessions and conducts the meetings. The person in the role of facilitator is not intended to be an expert and should remain neutral, allowing participants to share different perspectives.

Knowing Your Participants

When developing a group's capacity for powerful conversations, Robert Garmston suggests that group members set aside unproductive patterns of listening, talking, and participating.

However, from time-to-time, facilitators may need to confront challenging situations. Late arrivals at meetings, overbearing participants, and conflict among group members can negatively impact on a group. Although there is no "right" way to respond to these problems, here are some possible solutions to common problems faced by facilitators.

Non talker – Honour an individual's right to pass. Each member has the right to choose when and to what extent they will participate in the group discussion; ask open ended questions and learn to be silent.

"We should all try to listen with the same intensity we have when we are talking."

Richard Saul Wurman



Underminer – Focus on the agenda and topics agreed upon by the group. Don't acknowledge or over react; at the end of the session revisit the group norms and their purpose.

Rambler – When the member pauses, refocus attention by restating the relevant points and move on; ask "How does that relate to _____?"

Side talker – Re-direct conversation by asking the person an easy question or to paraphrase what has been stated; create a parking lot (flip chart, sticky notes) to post questions or issues that can be discussed in a later session.

Over talkative – State "We only have a limited amount of time today. We want everyone to have a chance."

Further Reading

Robert Garmston. 'Teacher Talk That Makes a Difference' Educational Leadership, ASCD, April 1998.

Garmston, R. & Wellman, B. 'The Adaptive School: A Sourcebook for Developing Collaborative Groups', Christopher-Gordon Publishers, 1999.

Richardson, J. 'Norms Put the 'Golden Rule' into Practice for Groups', Tools for Schools, NSDC, August-September 1999.

Easton, L.B. 'Powerful Designs for Professional Learning' NSDC, 2004.

Richard G. Weaver & John D. Farrell. 'Managers as Facilitators: A Practical Guide to Getting Work Done in a Changing Workplace', McGraw Hill, 1999.

Bennett J., Dawson R., & Torney. 'Book Study Facilitator's Guide for Teaching Student-Centred Mathematics.' Pearson Education Canada, 2007.

Wisconsin Staff Development Council – www.wi-sdc.org.



Introduction to *Differentiated Instructional Strategies for Writing in the Content Areas*, 2nd Edition

This book club is recommended for all teachers who want to inspire every student as a writer. It will provide teachers with specific, explicit strategies for teaching writing while teaching in the content areas. Book discussions will involve teachers in identifying how to work with the needs of individual students so that each can apply information, demonstrate content mastery, think and write creatively and critically, and solve real-world problems. Teachers will walk away with the tools they need to work with writers of all levels.

This book club will engage teachers in discussing the unique needs and skills of each as they differentiate writing instruction. Teachers will explore how to consider the classroom climate, developmental stages, assessment of writing problems, flexible groupings, instructional strategies and curriculum approaches to their classroom practice. Teachers will discuss strategies for a differentiated approach to writing that will help teachers to support their students in becoming lifelong and confident writers.



Session One: Writing – Infusion and Climate

Readings:

Chapter 1, pages 1-8, and Chapter 2, pages 9-19

General Overview:

The focus for the following session will be to establish how teachers can use writing as a powerful tool in the differentiated classroom in order to motivate students in their belief that as writers they are authors.

Key Learnings/Objectives:

During this session participants will:

1. Reflect on the importance of writing across all content areas.
2. Use differentiated instruction as a means to develop self-directed learners and confident authors.
3. Establish strategies that support a positive writing climate.

Time: 120 Minutes

Materials:

- Line Master 1A (see Support Materials Section) enlarged on chart paper – one per participant
- Participant Journal, e.g. duotangs and paper or spiral-bound notebooks for adding pictures to on a daily basis, digital camera
- Chart paper and markers

Instructional Tasks: 100 Minutes

Task One: Journaling. Introduce the concept of journaling from page 94, provide the individuals in the class with a notebook or duotang to use as a journal and introduce the ideas from the journaling section. Each group member can then

decide what type of a journal they would like to use for the remainder of this book study. As a suggestion the instructor might want to complete a class digital journal – the instructor would take digital pictures daily to be collated into a class journal with comments as a model for participants.

Task Two: Mix and Mingle.

- When the instructor gives the Mix and Mingle signal all class members are to move around the room and share their answers with a partner. Your goal is to share your answer with at least five partners.
- Initially use the strategy for class members to introduce themselves to each other.
- Key Questions – What is your name and where do you teach? Why have you have decided to enroll in this class?
- On the stop signal for Mix and Mingle, each partner will share the name of the person they were just conversing with and one important piece of information they learned about that person with either the entire group or a smaller group depending on the size of the class. Post on chart paper.
- Repeat the same strategy using the following question:
- Key Question – What tools and strategies do you use to infuse writing in the differentiated classroom?
- Repeat the sharing process. Post on chart paper.

Task Three: I read/I think/Therefore in my classroom...

- Each group member is to read Introduction on pages 1-8 and to complete Line Master 1A in the Support Materials Section.
- Demonstrate the use of Line Master 1A, first using examples such as: “*I read* in the differentiated classroom, teachers work with each student’s unique needs.” “*I think* this means we have to be very much aware of each student’s individuality” and “*therefore in my classroom* I might need to consider strategies that will allow me to have insight into this such as Multiple Intelligence surveys.”

- Small group activity - Round Robin – in groups of four, number off one to four. Team members share their thoughts from Line Master 1A in chart format– inform participants that one group member will be asked to share their major points discussed based on a particular number you assign.
- Large group activity – to be recorded on chart paper – name the group member who is to share their major thoughts and rotate through the groups until each group has had an opportunity to share.

Task Four: Small Group DI Activity

Divide the class into groups – from Chapter Two assign one section of the following list to each group:

- Pages 9-10 – *Establishing the Effective Writing Environment*
- Pages 11-14 – *Creating a Safe and Positive Writing Atmosphere and Creating a Physical Environment for Writing*
- Pages 18-19 – *Finding the Write Spot!*
- Page 19 – *Assessing the Physical Writing Climate*

Using Figure 6.13 from pages 149-150, the groups are to review their assigned section and present the information using one of the ideas from the figure such as a song.

Reflection: 10 Minutes

Journal Entry. Add a journal entry that uses the format of *I Read/ I Think/ Therefore in my classroom...* from Line Master 1A in the Support Materials Section.

Homework/Follow-up Task: 10 Minutes

Read Chapters Three and Four and complete a journal reflection using the 3-2-1 strategy as shown below:

3 Interesting Points	2 Connections to my Teaching	1 Question I Still Have

Session Two: Knowing, Diagnosing and Assessing Writers

Readings:

Chapter Three, pages 21-35.

General Overview:

The key to differentiating instruction is developing a deep understanding of the students being taught. This session will enhance participants understanding of the types of writers they will meet in their classrooms, how to determine their needs, and ways to gather data in order to start to differentiate.

Key Learnings/Objectives:

During this session participants will:

1. Think critically about their practice.
2. Through reflection and discussion determine actions.
3. Consider the types of learners they will encounter.
4. Develop a working definition for “Differentiated Instruction.”

Time: 120 minutes

Materials:

- Line Master 2A (see the Support Materials Section)
- Line Master 2B (see the Support Materials Section) an article by Dr. Kathie Nunley “The Forgotten Basic Human Right”
- Line Master 2C (see the Support Materials Section)
- Line Master 2D (see the Support Materials Section)
- Chart paper and markers

Homework Review: 10 Minutes

Share your thoughts around how the 3-2-1 journal activity is a strategy that you might, or might not, use in your classroom? Chapter Two will have been read.

Instructional Tasks: 90 Minutes

Task One: Stages of a Writer

- Think, Pair, Share.
- Think to yourself then share with a partner the following question: “With your knowledge of the stages of a writer (as noted pages on pages 21-25) what considerations would you make as you set up your classroom before the first day of school?”
- For the sharing part of the activity collate the ideas onto chart paper.

Task Two: Writing and the Brain

The instructor will demonstrate a “making connections” lesson around a piece of writing (consider using the “Making Meaningful Connections to Understand Text” (see Line Master 2A in the Support Materials Section). The text you could use for this piece is “The Forgotten Basic Human Right” (see Line Master 2B in the Support Material Section) by Dr. Kathie Nunley.

- Form groups in your class.
- Assign each group a different writing stage (pages 21-25).
- Ask each group to look at the stages through the following question: “With reference to the paragraph on the bottom of page 25 – Writing Stages – A Summary, discuss how making connections is important in a differentiated classroom.”

Task Three: Developing a Definition of Differentiated Instruction

Using the knowledge they have gained from Session One and from today’s reading as a group of three, come up with a definition for what you believe

differentiated instruction means (see Line Master 2C in the Support Material Section for definition).

- After a few minutes have the group form into a larger group of six to compare, discuss, and modify into one answer. Post these answers around the room.

Task Four: Knowing the Authors

- Give nine teachers in your session the writing behaviours mentioned in Chapter Three (Drawing Don, Insecure Inez, Plagiarizing Paul, Procrastinating Polly, Refusing Randy, E.L.L. Ella, Stumped Stan, Wordy Wilma, and Author Authur).
- Assign a traditional writing lesson to the actors (e.g. write about your summer holidays) and have the participants respond accordingly.
- The rest of your class needs to observe the behaviours of the actors and jot down ideas around how to improve the lesson.
- After, in small groups, and using Line Master 2D in the Support Materials Section, have the teachers who observed the lesson will make recommendations around how to improve the lesson so the needs of each child is met.

Reflection: 10 Minutes

Reflect on today's session using a KWL chart.

K – What I Know	W – What I Want to Know	L – What I Learned

Homework/Follow-up Task: 10 Minutes

Read chapter 4. Prepare to share your journal entry next class.



Session Three: Writing – Differentiation

Readings:

Chapter Four, pages 37-76.

General Overview:

The focus for the following session will be to establish how teachers can use flexible groupings (TAPS) in the differentiated writing classroom through the writing process in descriptive, expository, persuasive and narrative writing forms.

Key Learnings/Objectives:

During this session participants will:

1. Understand the use of flexible groupings in order to meet diverse learning needs.
2. Be exposed to the descriptive, expository, persuasive and narrative writing forms and suggested teaching guidelines.
3. Explore the six steps of the writing process – prewriting, drafting, revising, editing, final copy and publishing.

Time : 120 Minutes

Materials:

- Line Master 3A in the Support Materials Section – one copy per participant
- Line Master 3B in the Support Materials Section – one copy per participant
- Participant journals
- Chart paper and markers



Instructional Tasks: 100 Minutes

Task One: Journaling. In groups of four, review the journal entries from the day before and from the homework assignment.

Task Two: Taking Action.

- Individually complete Taking Action (see Line Master 3A in the Support Materials Section) based on reading the Flexible Grouping section on pages 72-76.
- In partners share the information on Taking Action (see Line Master 3A in the Support Materials Section).
- The instructor will ask a variety of partners to share information based on a particular attribute, e.g., the person who has traveled the longest distance will share with the group what their partner shared with them.

Task Three: Block Party.

- Complete the Block party activity from pages 41-44.

Task Four: I'm an Author.

- Divide into six groups with each group assigned a verse from "I'm an Author" on pages 45-46 with each group is presenting their verse using either their own suggestions or ideas from the bottom of page 59.

Task Five: The Writing Process.

Number the class members from one to five and get into groups.

- Number ones are Step 1 - *Getting Started: Prewriting*, pages 46-50
- Number twos are Step 2 - *Sloppy Copy: First Draft*, pages 50-56
- Number threes are Step 3 - *Hamming it Up: Revision*, pages 56-64
- Number fours are Step 4 - *Tuning it Up: Editing*, pages 64-69
- Number fives are Step 5 - *Neat Sheet: Final Copy*, page 69 and
Step 6 – Sharing and Celebrating: Publishing, pages 69-72.

- The same number groups get together and complete “It Says – I Say – And So” (see Line Master 3B in the Support Materials Section) for their assigned sections in addition to generating a graphic organizer that represents the information from their assigned section. Groups then share the information.

Reflection: 10 Minutes

- Journal Entry. Use the “It Says – I Say – And So” strategy from the previous task.

Homework/Follow-up Task: 10 Minutes

Read Chapters Five and Six and complete a journal reflection using the sentence stem, “I wonder...”



Session Four: Strategies, Activities and Approaches when Writing in a Differentiated Classroom

Readings:

Chapter 5, pages 77-133 and Chapter 6, pages 135-150.

General Overview:

During this session participants will gain a clear sense of how to differentiate in their classroom by discovering and sharing sound instructional strategies and ideas. Participants will also have a chance to reflect on what they have learned and develop some next steps for their own professional growth.

Key Learnings/Objectives:

During this session participants will:

1. Think critically about their practice.
2. Through reflection and discussion determine actions.
3. Develop a set of effective differentiated strategies/activities to use.

Time: 120 minutes

Materials:

- T-chart (see Line Master 4A in the Support Materials Section)
- Stickies, coloured pens, and blank recipe cards (library cards)
- Chart paper cut into strips

Homework Review: 10 Minutes

Share your sentence stems from your last homework assignment. Place one or two “I wonder” questions on sentence strips. Tape these strips around the room.



Instructional Tasks: 110 Minutes

Task One: Jigsaw.

- Have the participants break into groups of four and ask each group to count off.
- Have all number four participants meet together, as well as the number threes, twos, and ones to form expert groups.
- Provide T-chart (see Line Master 4A in the Support Materials Section).
- Divide Chapter 5 into four equal sections. In their expert groupings have participants read their section and reflect together on the following question: “As a group, pick two instructional strategies/activities that you would use in your classroom and justify your choice by explaining how your choice will allow for differentiation?”
- After about 20 minutes, have the expert group return to their group to share. Each group will leave with eight sound instructional strategies to use in their classrooms with knowledge of how the strategies are linked to differentiation.

Task Two: Developing Outlines and Rubrics.

- The activity listed below, along with the rubrics listed on pages 103-104 will help teachers work with students to collectively develop a rubric around their current curricular focus.
- Using the steps listed below have the participants try the activity in the context of developing the criteria for a fantastic writer.
- Step One: Brainstorm “What qualities do you hope for in a good writer?” Record all ideas in student’s words on a chart. Teacher contributes ideas.
- Step Two: Sort and Categorize. Ask students to look at the brainstormed list to find any ideas that fit together. Ask questions such as, “Do you see a pattern where certain ideas fit together?” or “I see a number of ideas about...”, “Can you find any ideas that fit under this heading?” or “Is there a big idea or heading that would capture these points?” how the ideas fit together by using different coloured pens to code them. In one colour, circle ideas that are related. You can also use symbols to represent the ‘Big Ideas’ and label the

idea with the appropriate symbol. Talk to students about how similar ideas can fit under different headings. Tell them that by grouping similar ideas together we have a more manageable number to work with.

- **Step Three: Make and Post a T-Chart.** Draw a large T-chart and label the big ideas, or categories, from the brainstormed list. These are the criteria. Transfer these onto the left-hand side of the T-chart. Put the specific ideas from the brainstormed list on the right-hand side of the T-chart, opposite the criteria they fit in. Ask: “Do you see any more ideas or details to understand any of the criteria?” Post the T-chart and ask: “What else could help you remember the criteria?”
- **Step Four: Add, Revise, Refine.** Have students review the criteria periodically. After an assignment or after a new skill, ask students: “Are there any new criteria we need to add, or change?” Make any changes on the chart, and date the changes as a reminder that setting criteria is an ongoing process.
- **Step Five:** Using the above method as a model now have your class develop the criteria to form a rubric for “What counts in a descriptive paragraph?”

Task Three: Reflection

- Looking at the sentence strips around the room ask the participants to see if there are any strips that they can help answer. Have the participants put their responses on a sticky. Share with the group.

Task Four: Save the Last Word For Me activity

- Hand out recipe cards and have each participant write on the front of the card an answer to the following question, “What aspect of your classroom program will you change as a result of this book study?”
- On the back of the card they will answer this question in two ways: 1) how they will make this change and 2) how they will share their changes with colleagues back at school.

- Divide into groups of six (maximum) and have one person read the front of their card. Everyone then responds in a circle to what they have said. When the circle comes back to the first person they then read what they wrote on the back of their card. After this the second person gets to read side one of their card. The circle then responds to them.
- Repeat until everyone has had a chance to read their responses (20 minutes)

Additional Resources/Readings:

- *Setting and Using Criteria* by Kathleen Gregory, Caren Cameron, and Anne Davies. Connections Publishing Courtenay, British Columbia.
ISBN 0-9682160-1-3, page 40
- *Differentiating Instruction in a Whole-Group Setting* by Betty Hollas. Crystal Springs Books, Peterborough NH. ISBN 1-884548-70-9
- *Beyond Monet* by Barrie Bennett and Carol Rolheiser, Bookation Inc., Toronto
ISBN 0-9695388-3-9
- *Think Literacy: Cross-Curricular Approaches: Grades 7-12* by The Ministry of Education. Available for a variety of subject areas.
- *Fulfilling the Promise of the Differentiated Classroom* by Carol Ann Tomlinson. Association for Supervision and Curriculum Development, Alexandria VA
ISBN 0-87120-812-1



Support Materials Section



Session One: Writing – Infusion and Climate
I Read / I Think / Therefore in my Classroom

Line Master 1A

I read	I think
Therefore in my classroom...	

Session Two: Knowing, Diagnosing and Assessing Writers Making Meaningful Connections to Understand Text

Line Master 2A

Day One:

- Ask, "What do good readers do while they are reading?" Make sure you guide the conversation to make connections.
- Ask, "What are connections?"
- Ask, "Why do readers make connections?" Make sure students realize that it is to help the reader understand the text they are reading.
- Review/discuss the different types of connections. Text-to-self ("I remember when my mother ... that is like what ... did in the book..."); Text-to-text ("The girl in the book we read yesterday acted just like ... this part reminds me of ... "); and Text-to-world (I heard that there are people in other countries who ... just like in the book...").
- Introduce learning objective, "Today and tomorrow we are going to study the connections we make to learn about meaningful connections."
- Preview the book. As you read the book aloud, record students' connections to be used later. Accept all connections.

Day Two:

- Say, "Today as we reread the story, we will stop and discuss the connections we made yesterday. We will decide if the connection was meaningful - did it help us better understand the story - or if it was just a connections - the same thing happening in the text. If it was meaningful we will give it a "one" rating. If it was just a connection, we will give it a "two" rating."
- Reread and pause to discuss and rate connections.
- If the students are not in agreement, then have the student who gave the connection clarify what they meant.
- After reviewing all of the connections, ask, "Why did we learn about meaningful connections?"
- Conclude by summing up what makes a connection meaningful and why we make connections.

This lesson is adapted from
Reading with Meaning: Teaching Comprehension in the Primary Grades by Debbie Miller.



Session Two: Knowing, Diagnosing and Assessing Writers
Choice - The Forgotten Basic Human Right
by Dr. Kathie F. Nunley

Line Master 2B

My son came home from school yesterday with a small Styrofoam cup, with a lid, and a worm. The worm, presumably, was inside the cup. Honestly, I didn't verify it.

He spent the entire time of our drive home regaling me with the story of the worm. A man had come to their school that afternoon and gave them a wonderful informative lesson on worms and passed out pet worms. To a 6 year old, this is just about as good as a school day gets.

"So," I said, "all your classmates took home worms today?"

"No, not everyone," said my son, "Some students didn't take worms."

"Oh," I said, thinking about the age group "you mean some of the kids thought the worms were too icky to take home?"

"No". He said nonchalantly, "Some of the kids didn't choose to do that work."

For parents whose children attend a student-centered school, like my son's Montessori school, statements like these are an everyday event. But this statement struck a chord with me yesterday in the car, with my son, and his worm, Fred.

Not all students are so lucky in their education. Not all children get to go to a school where the afternoon presentation is viewed as an option. Where some children who may find working the geography puzzle more appealing than worms can live out their desire without reprimand. Not all children have this opportunity to develop responsibility, creativity and a positive view of learning.

Choice: It's a basic human need. Not only is it a basic human need, it is a basic human right. Because with choice comes a sense of control: a sense that I have some input in my life and in what I do and in what happens to me. And because of that, I must also take responsibility for myself and my state in life. If I'm not learning, if this is not helping me meet my goals, I have the power to change my behavior and my course. The absence of this right is slavery.

I don't believe very many people (myself included) would advocate total freedom of choice for children and their education. Obviously they don't always have the ability to make good decisions and their long term planning skills are less than mature. But I do believe we need to look for more ways to add it into any traditional "teacher-centered" classroom.

In a strictly teacher-centered classroom the teacher makes all decisions -from where the students sit to what they learn, when they eat and even when they can go to the bathroom. Imagine a child spending 7 hours a day in an environment where all decisions are made by others. Now imagine this happening for 12 years, at which time we turn this person loose in society and wonder why he or she can't make good decisions, has no self control and doesn't want to take responsibility for their actions.

The most immediate benefit to running student-centered classrooms is in the reduction of management problems. People want some control. If you don't give it to them, they will take it. This power struggle for control leads to 99% of classroom management problems. The easiest way to lessen the power struggle is to allow the students to feel they have some control somewhere.

Imagine as an adult if you were living in a world where all decisions were made by entities outside yourself. What if someone told you what subject you would teach, where you would teach it, what grade level, what text book, which pages you would cover on which days, what assignments you would give students, how you were to grade them, which projects you could assign, when you could use the faculty bathroom or worse yet, who you needed to ask to get permission to use the bathroom.

No doubt some of you look at that list and find some or many items that are in fact, controlled for you. Maybe you are assigned a school or a text. Maybe you do give department designed tests. Maybe you are told when you can leave your classroom. But I'll bet none of us have ALL those things assigned.

My point here is that we can live with some things being "mandated". My district can mandate the curriculum I teach. They can tell me what text to use, when I have to turn in grades, what days we have school, when to show up and when to attend faculty meeting. But they don't dictate everything. I can teach the curriculum in the order I see fit. I can use the text and supplement it as I see fit. I can create my own projects, assignments and lectures. There is choice somewhere.

Students are no different. Students don't mind you telling them what they have to learn and when it is due and how it is to be graded and what days and times they need to be at school. But could they also have a little freedom within that structure to be the most creative learner they can be?

Look for small areas where choice could easily be added. Could they have some choice in the order in which they complete assignments, the seat they sit in for certain things, the problem sets to work?

Choice is a wonderful thing. Suddenly the student is in control. And with that comes responsibility, creativity and feelings of self-worth. When you offer choices you may find students doing what you would have had them do anyway, but now you have their interest and attention because THEY decided to do it.



Fred the worm slept in his Styrofoam cup in my son's bookcase last night.

"He likes the dark" I was told.

"Did you ask him if he likes the dark?" I asked. "Maybe he's not one of those worms that likes the dark. Did you ever think of that? Why don't you give him a choice about where to sleep?"

"Mom, he's just a worm".

Kathie F. Nunley is an educational psychologist, author, researcher and speaker living in southern New Hampshire. Developer of the Layered Curriculum® method of instruction, Dr. Nunley has authored several books and articles on teaching in mixed-ability classrooms and other problems facing today's teachers. Full references and additional teaching and parental tips are available at: <http://Brains.org>



Session Two: Knowing, Diagnosing and Assessing Writers
Definition of Differentiated Instruction:

Line Master 2C

To differentiate instruction is to recognize students varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively.

Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.

Tracey Hall, Ph.D., NCAC, CAST Universal Design for Learning,
http://www.cast.org/publications/ncac/ncac_diffinstruc.html



Session Two: Knowing, Diagnosing and Assessing Writers

Line Master 2D

Student Reaction	Lesson Recommendations

Session Three: Writing – Differentiation Taking Action

Line Master 3A

Examples of TAPS are:

(T) Total group –

(A) Alone –

(P) Partner –

(S) Small Groups –

In my classroom, this might look like, sound like and feel like...

Session Three: Writing – Differentiation
It Says – I Say – And So...

Line Master 3B

Text – It Says	Inferences from the Text – I Say
And so...	

Session Four: Strategies, Activities and Approaches When
Writing in a Differentiated Classroom
Strategies and Activities

Line Master 4A

List the strategy/activity here. Note how the activity allows for differentiation.

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ETFO Book Club Evaluation Form

Differentiated Instructional Strategies for Writing in the Content Areas

Line Master 4B

1. My overall impression of the ETFO Book Club is:	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>
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Please explain your answer:

2. Outline the most useful feature(s) of the program and why?

3. What three things from the ETFO Book Club had the most impact on you?

- a. _____
- b. _____
- c. _____

4. How do you think your learning from the ETFO Book Club will impact your work?	To a Great Extent <input type="checkbox"/>	Somewhat <input type="checkbox"/>	Very Little <input type="checkbox"/>	Not All <input type="checkbox"/>
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Please explain your answer:

5. What one thing would you change or add to the program to enhance its effectiveness and applicability in your work?

6. The ETFO Book Club model was appropriate for the type of learning I expected:	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
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Please explain your answer:

7. Attending the ETFO Book Club changed my understanding of ETFO as a professional organization:	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
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Please explain your answer:

8. Can you suggest ways this ETFO Book Club could be more environmentally friendly?

Overall comments:
