



START SMALL...BUT START!

You have selected one lesson that you really know well, like to teach, but realize you need to kick up for some students. In my example for getting you started, all the students use the same *content* (book and characterization analysis) and *product* (large character paper puppet.) One good place to begin is by differentiating the *process* that students use. Let's use compare and contrast as the up-leveled thinking process verb. This is a reading sample, but the same approach works for all subjects and grade levels.

Notice that I have used clear “thinking” verbs to begin all statements for us as teachers. Apply this idea to the directions for your students, also. A list of verbs by “New” Blooms levels is available on page 2. This lesson is a starting place for you, but you may change the material to suit your grade level or subject matter.

1. **Decide** what you want all the students to know, understand and be able to do as a result of the lesson, as well as how they will feel about the learning. Be specific and check your state, district/school standards and indicators on grade level and one or two above level for your differentiated tier.

KNOW (K)	- <i>vocabulary, facts, definitions</i>	- character, physical traits, psychological traits, relationship, other words similar to “trait” – characteristic, feature, attribute, quality
UNDERSTAND (U)	- <i>big concepts, generalizations</i>	- In what way do physical and psychological traits help us know characters, and affect how we feel about them? How do authors show us about characters? Using specific examples from text to support ideas.
BE ABLE TO DO (D)	- <i>process, skills, products</i>	- analyze one character by physical and psychological traits; state examples from the book which provide support for ideas and share what you know by creating a large character paper puppet which has the information on the back.

2. **Determine** what introduction needs to be made for the whole class and what assessment you will use to select the folks who will do the alternate activity. (Remember, assessment can be one question that will tell you the student is ready, observation notes, a previous assignment, etc. – not necessarily a test.)

- **WHOLE GROUP**
- introduce the vocabulary and characters
 - discuss “understand” questions from KUD and complete whole group example
 - individual assignment page completion (you create based on KUD for all) . When they turn this in, or you have small group discussions as your assessment for determining who needs the higher level project (D), introduce character puppet to all.

At this point you have 2 tiers of student needs. You may call them anything you like...basic and tier 1, A and B or be more creative and call them something that relates to the theme or content of your subject...Whales and Dolphins - if you are reading a story that takes place in a seaside community!

- **SMALL GROUP/INDIVIDUAL**
- remember, we are differentiating *process*...content and product remains the same for all.
 - introduce small group's activities and procedures – having a rubric to show what students should do to get their best grade and do their best learning is important. See page 3 for a rubric idea.

BASIC TIER (D)

- This is based on the KUD you set up for all students. *List* 2 characters from the book and *determine* physical and 3 psychological traits for each character. For each trait *relate* specific examples from the book to support your ideas. Show what you learned by creating a large character puppet.

HIGHER TIER (D)

- This activity is based upon raising the level of thinking required from the basic KUD. Instead of just *determining* traits for 2 characters, students at this level will be asked to *connect* the 2 characters and their relationships by *comparing and contrasting* their traits and how those traits affect the characters' interactions.

3. ****WHOLE GROUP**
- Divide the students into small groups, pairs or as a class to share what they have done on their puppets. Based upon what you know about your class, you may decide to mix the groups with some of the students who were higher in the basic group sharing with the next tier. However, do not make your sharing groups too distant in ability and understandings as this is not the strongest learning structure.
 - Final assessment, based upon your rubric, for your records and feedback to the student.

REMEMBERING

(KNOWLEDGE)
recall, factual answers

Remember
List
Recognize
Recount
Restate
State
Demonstrate
Discover
Describe
Explain
Observe
Tell
Recall
Relate
Identify

UNDERSTANDING

(COMPREHENSION)
show understanding

Explain
Describe
Paraphrase
Clarify
Express
Translate
Conclude
Restate
Connect
Group
Summarize
Show
Relate
Demonstrate
Visualize

APPLYING

(APPLICATION)
use info gained in another situation

Classify
Apply
Organize
Summarize
Categorize
Relate
Model
Construct
Collect
Code
Show
Translate
Modify

ANALYZING

(ANALYSIS)
examine in detail, break into parts

Compare/Contrast
Organize
Summarize
Determine
Categorize
Take Apart
Distinguish
Deduce
Isolate
Order
Specify
Classify
Apply
Examine
Investigate
Identify
Differentiate

EVALUATING

(EVALUATION, CRITICAL THINKING)
Justify, judge, use criteria

Judge
Infer
Interpret
Criticize
Decide
Conclude
Verify
Solve
Recommend
Assess
Rate
Prioritize
Estimate
Weigh
Defend
Critique

CREATING

(SYNTHESIS/CREATIVE THINKING)
combine with new situations, ideas

Generate
Hypothesize
Speculate
Alter
Design
Imagine
Adapt
Extend
Predict
Elaborate
Create
Invent
Propose
Formulate
Originate
Forecast

Teachers and students benefit from using “thinking verbs” that help assure a variety of thinking levels are being used in lessons and assignments. All students should experience each level at some points, but, gifted and high ability learners need more experiences at the 3 higher tiers to ensure greater rigor. Use the verb list when planning daily – at first it may seem difficult, but as you practice it becomes second nature.

CHARACTER PAPER PUPPET RUBRIC

Topics	Needs Work 1 ★	Developing 2 ★★	Satisfactory 3 ★★★	Exemplary 4 ★★★★
Showed 2 characters from the book to determine characteristics.				
Determined 3 physical characteristics for each character.				
Determined 3 psychological characteristics for each character.				
Listed 1 example phrase from the book for each characteristic to support the findings and show how the author told us about the characteristics.				
* Compared and contrasted the traits of the 2 characters.				
* Concluded how the traits influence the relationship between the characters.				
Created a colorful, character puppet which showed understanding of the character.				
Generated clear, concise, wording and explanations.				
Applied correct grammar, spelling and punctuation				
Showed legible writing.				

* These areas are ones you would use on the first tier activity. They may be eliminated on the Basic rubric.

**Share the rubric with students prior to starting the project. This is the best way for them to know how to do their best learning and how to achieve their best score....there should be no secrets.

** Simplify the wording as you need to for the grade level.

**The evaluation scale symbols, numbers, etc. are up to you. If you need A BC as grades, put those in each block...you may use smiley faces for little kids, points or whatever fits your grading system and/or purpose for this product. I gave 3 options in the example from which you could choose.