



The Lazy Readers' Book Club www.lazyreaders.com

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Creating Readers for Life

Taking notes can be a real drag on learning. In order to encourage active learning during my presentations, I ask participants to e-mail me for an e-summary. It is my hope that these notes contain the informational gems and tidbits that you found to be most useful during my session. If you require additional materials, please do not hesitate to email me at www.lazyreaders.com. Thank you so much for attending my presentation, and please keep me in mind if your school, district or organization ever needs a great speaker. Remember: *you* make a difference every day. Thank you for choosing to teach! –Danny ☺

Welcome

Welcome

This is the class –
Who wants to learn,
And read more books,
And make a better TOMORROW!

Bienvenidos

¿Quieres aprender? *Sí!*
¿Quieres aventura? *Sí!*
¿Quieres leer? *Sí!*

¿Qué tienen información? *Libros!*
¿Qué tienen fotos bonitos? *Libros!*
¿Qué tienen cuentos? *Libros!*

Let's Get Excited!

2, 4, 6, 8 –
What do we appreciate?
Reading! Reading! YEAH!!!!
Let's have some fun!

Dare to Differentiate: 50 Terrific Teacher Tricks

ENVIRONMENT

1. Create a supportive environment of respect environment (teacher-students, students-to-students).
2. Develop a sense of community.
3. Facilitate an environment where students feel safe to take risks.
4. Promote the development of a broad range of skills and interests, incorporating all senses.
5. Set-up physical classroom for student-centered instruction.
6. Provide purposeful materials and resources.
7. Have high expectations for ALL.

READINESS

8. Allow students to “show what they know” in a variety of ways.
9. Provide students with plenty of time to explore, understand and transfer learning to long-term memory.
10. Permit students time to revisit ideas and concepts in order to connect or extend them.
11. Ensure lessons are developmentally appropriate.
12. Tier activities to provide appropriate level of challenge.
13. Compact curriculum to provide enrichment and challenge.

INTEREST

14. Incorporate creativity.
15. Provide students real choices in what they learn, how they learn and how they demonstrate learning (flexible and varied).
16. Offer real-world challenges that are directly connected to the students’ lives.
17. Offer novel, unique and engaging activities to capture and sustain students’ attention.
18. Use multi-media/technology.

LEARNING PROFILE

19. Focus on students’ learning styles.
20. Emphasize brain-compatible instruction.
21. Recognize and honor cultural diversity.
22. Emphasize student strengths and develop ways to compensate for weaknesses so they do not inhibit what student can do.
23. Permit positive movement (many students learn better on their toes).

Dare to Differentiate: 50 Terrific Teacher Tricks (CONT.)

CONTENT

24. Present the curriculum through interdisciplinary “big ideas” versus disconnected small facts.
25. Plan before, during and after instruction.
26. Negotiate contracts to provide appropriate learning activities for students.
27. Challenge students (i + 1).
28. Create centers.
29. Co-develop standards with students.
30. Clearly state expectations (be specific about requirements).
31. Empower learners! Encourage students to help set and enforce norms.

PROCESS

32. Utilize active, hands-on learning.
33. Allow students to work collaboratively and independently (flexible grouping).
34. Make use of higher level thinking and questioning strategies.
35. Offer students plenty of time for reflection and goal setting.
36. Vary strategies.
37. Consider integrated curriculum, problem-based learning and service learning.
38. Balance teacher-chosen and teacher-directed activities with student-chosen and student-directed activities.
39. Help students understand group’s shared needs for success, to belong, to trust, the future, etc.
40. Monitor student progress constantly.
41. Aim high; scaffold weaknesses.
42. Teach for meaning; not rote.
43. Be flexible (with time, space, materials and groupings)!
44. Teach strategies explicitly so student has “easy way out” of tough spots.
45. Collaborate with parents, resource specialists, etc. It takes a village!

PRODUCT

46. Provide opportunities for projects, creativity, problems and challenges.
47. Focus on student growth.
48. Initiate student-maintained portfolios and assessments with varied and original products.
49. Support students in creating products for real events/audience through public displays and performances.
50. Emphasize quality of thought and expression vs. accuracy.

Eight Principles of a Differentiated Classroom

Principle #1

- The teacher is clear about what matters in the content area.

Principle #2

- The teacher understands, appreciates and builds upon student differences.

Principle #3

- Assessment and instruction are inseparable.

Principle #4

- All students participate in respectful work.

Principle #5

- Students and teachers collaborate in learning.

Principle #6

- The teacher adjusts content, process, and product in response to student readiness, interests, and learning styles.

Principle #7

- Goals of a differentiated classroom are maximum growth/continued success.

Principle #8

- Flexibility is the hallmark of a differentiated classroom.

Book Picks for Differentiating Instruction

Dryden, G., & Vos, J. (1999). *The learning revolution (2nd ed.)*. Rolling Hills Estates, CA: Jalmar Press.

- An invaluable resource, filled with wonderful inspirational quotes, challenging activities (e.g. visual puzzles, word puzzles, etc.) and cool examinations into how the brain retains information (e.g. learning how to count to ten in Japanese).

Gardner, H. (1993). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

- The basis of multiple intelligence theory, this book is an absolute MUST for all teachers in the 21st century. A great example of how to theory put into practice.

Tomlinson, C. A. (1998). *How to differentiate instruction in mixed-ability classrooms (2nd ed.)*. Arlington, VA: Association for Supervision & Curriculum Development.

- There is no differentiated instruction discussion without mention of Carol Ann Tomlinson. Bow to her, as she is the guru.

And just for kicks...

Phillips, K. (2006). *It's all about me: Personality quizzes for you and your friends*. Palo Alto, CA: Klutz.

- Many of the fun interactives that I used in my presentation (e.g. examining your thumbs to look at your level of confidence) come from this fantastic book, one of my favorites from 2006. Keep in mind that the book was written for teenage girls but includes a variety of activities that the handy teacher can adapt for use with boys, parents and colleagues.

Differentiation Songs

The Differentiation Diddy

(to the tune of "Do Wah Diddy Diddy," lyrics by Danny Brassell, © copyright 2007)

There I was just about to teach my class
Singin', "Do what I say. I'm the teacher. Yes, indeed."

Then my students looked at me en mass
Askin', "Do what you say? Are you kiddin'? We can't read."

They looked stressed (looked stressed) -
They looked bored (looked bored) -
They looked stressed. They looked bored...
They were not a happy hoard.

I had kids of all sizes. They were different, every one.
Singin', "do you want to teach a standard or me?"

They asked, "Why is school always work, and no fun?"
Sing this: "That is not the way that school has to be!"

I said, "Yes!" (said "yes") -
You're all right (all right) -
I said, "Yes!" You're all right...
Now our future's lookin' bright.

Our class is now happy, and we learn a lot more.
'Cuz we each are different, and we learn differently.

When others critique us, we just shut-our-door.
And we play. And we sing. And we think critically. YEAH!

Teachin' Has Got You!

(to the beat of "Waddlyacha," lyrics by Danny Brassell, © copyright 2007)

Teachin' has got you. Teachin' has got you.
What do you do? What do you do?
(repeat...and do not forget all the hand movements)

It's the craziest job. There's quite a lot to it.
I don't know how I'm gonna get though it.
I like the job. It's the job I like best.
I love teaching my students at school! *(faster)*

Differentiation Songs (CONT.)

The Newspaper Song

(to the tune of "The Facts of Life," lyrics by Danny Brassell, © copyright 2006)

You take the good. You take the bad. You take them both, and there you have: a newspaper. A newspaper.

There are sections for business reports, entertainment, news and sports. A newspaper. A newspaper.

It has everything! You can buy the car of your dreams! It has classifieds and movie times, stories showing local crimes.

You...you...You can share it with your friends, and learn the facts of life!

Web Resources

1. www.coolquiz.com: you HAVE to go to this site to check all of the wonderful activities designed to stimulate students' various problem-solving skills (using a variety of intelligences).
2. www.mindjet.com: this is the one that allows you to create awesome semantic maps (free subscription for the first 21 days).
3. www.inspiration.com: for grades K-5 it is known as "Kidspiration;" this software enables teachers to develop a number of wonderful graphic organizers to stimulate students' interests in various activities.
4. www.eduplace.com: for those who like the security of "paper-in-hand" worksheets, this site will save you hours you used to spend creating Venn diagrams, K-W-L charts, etc. from scratch.
5. www.internet4classrooms.com/di.htm: a fantastic site database of links to additional great sites for differentiating instruction.
6. www.lazyreaders.com: my FAVORITE website on the Internet (maybe it is because it is my website). Ranked #1 by Google under "book club recommendations," this site will expose you to a wide variety of books for all ages that do not take years to finish. Reading progress builds confidence!
7. drawapig.desktopcreatures.com: for those of you who enjoyed learning about your personality based on your drawing of a pig, check out this site to quiz your students (keep in mind that Danny altered some of the findings to accommodate teachers for this presentation).

Some Ways to Differentiate Content

Here are just a few ideas on how teachers can differentiate content for their students. For more thorough examples, please consult Carol Ann Tomlinson's works. I cannot recommend her writing strongly enough. ☺

- Reading Partners / Reading Buddies
- Choral Reading/Antiphonal Reading
- Flip Books
- Split Journals (Double Entry – Triple Entry)
- Books on Tape
- Highlights on Tape
- Digests/ "Cliff Notes"
- Notetaking Organizers
- Varied Texts
- Varied Supplementary Materials
- Highlighted Texts
- Think-Pair-Share/Preview-Midview-Postview
- Etc.

Some Ways to Differentiate Process

Here are just a few ideas on how teachers can differentiate process for their students. For more thorough examples, please consult Carol Ann Tomlinson's works. I cannot recommend her writing strongly enough. ☺

- Fun & Games
- RAFTs
- Cubing, Think Dots
- Choices (Intelligences)
- Centers
- Tiered lessons
- Contracts

Some Ways to Differentiate Product

Finally, here are just a few ideas on how teachers can differentiate product for their students. For more thorough examples, please consult Carol Ann Tomlinson's works. I cannot recommend her writing strongly enough. 😊

- Choices based on readiness, interest, and learning profile
- Clear expectations
- Timelines
- Agreements
- Product Guides
- Rubrics
- Evaluation

Quotes & Excerpts

Here are some quotes and excerpts I included in this presentation. Please keep in mind that the authors retain full copyright to their materials, so these materials cannot be reprinted without permission from the authors themselves. I have included these excerpts for educational purposes only:

- Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.
 - Carol Ann Tomlinson
- To learn a particular concept, some children need days; some, ten minutes, but the typical lockstep school schedule ignores this fundamental fact.
 - Marilyn Hughes
- When a teacher tries to teach something to the entire class at the same time, chances are, one-third of the kids already know it; one-third will get it; and the remaining third won't. So two-thirds of the children are wasting their time.
 - Lilian Katz
- The biggest mistake of past centuries in teaching has been to treat all children as if they were variants of the same individual and thus to feel justified in teaching them all the same subjects in the same way.
 - Howard Gardner
- Remember jigsaw puzzles: they're much easier when you can see the whole picture first.
 - Gordon Dryden

Quotes & Excerpts (CONT.)

- Learning is most effective when it's fun.
 - Peter Kline
- The art of teaching is developing into the art of teaching children to teach themselves.
 - Helena H. Wallenberg and Michael S. Bogolea
- I keep six honest serving men,
they taught me all I knew:
Their names are What and Why and When
and How and Where and Who.
 - Rudyard Kipling, *The Elephant Child*
- If there were only one truth, you couldn't paint a hundred canvases on the same theme.
 - Pablo Picasso
- All children are born geniuses, and we spend the first six years of their lives degeniusing them.
 - Buckminster Fuller
- DO or DI: Chances are, you're already doing it.
 - Danny Brassell

If I Had My Child to Raise Over Again

by Diane Loomans, "Full Esteem Ahead"

If I had my child to raise all over again,
I'd finger paint more, and point the finger less.
I'd do less correcting, and more connecting.
I'd take my eyes off my watch, and watch with my eyes.
I would care to know less, and know to care more.
I'd take more hikes, and fly more kites.
I'd stop playing serious, and seriously play.
I'd run through more fields, and gaze at more stars.
I'd do more hugging, and less tugging.
I would be firm less often, and affirm much more.
I'd build self-esteem first, and the house later.
I'd teach less about the love of power,
And more about the power of love.

Thinking About Ongoing Assessment

Assessments ain't just tests. When differentiating instruction, you need to consider the students needs. The same can be said when assessing students' mastery of content. A number of product resources can be used to reveal the true "learning profile" of students. Here are some tips...

Student Data Sources

- Journal entry
- Short answer test
- Open response test
- Home learning
- Notebook
- Oral response
- Portfolio entry
- Exhibition
- Culminating product
- Question writing
- Problem solving

Teacher Data Mechanisms

- Anecdotal records
- Observation by checklist
- Skills checklist
- Class discussion
- Small group interaction
- Teacher – student conference
- Assessment stations
- Exit cards
- Problem posing
- Performance tasks and rubrics

Thank You!

I really appreciate you. Thank you for attending my seminar. Please consider me if your school, district or organization ever needs a speaker committed to inspiring the best in people. Thank you for choosing to teach, and remember: you make a difference every day. Good teachers are worth their weight in gold, and I highly value your commitment to educating our nation's youth. All the best in your future endeavors! – Danny ☺