

Projects, Presentations, Performances (Grades 6 & up)

Name: _____

What kinds of school assignments or projects do you like to do? Read the following eight lists. For each list, draw a circle around all the different activities you would enjoy doing to show others what you've learned.

List 1

Writing a character sketch	Writing a biography	Creating a crossword puzzle	Writing a letter to the editor
Debating	Writing a magazine or newspaper article	Writing a journal	Taking part in a mock trial
Writing poetry	Designing a checklist	Writing a summary	Writing an information brief
Making a speech	Writing fiction or nonfiction	Writing a pamphlet or brochure	Creating a newspaper or magazine
Storytelling	Writing a report	Creating a slogan or motto	Writing an epitaph
Writing an essay	Making an audiotape	Writing a conversation or dialogue	Writing a fairy tale, myth, or legend
Writing a research paper			
Writing a story			

List 2

Designing a maze or puzzle	Constructing a chart or graph	Inventing a code	Drawing a caricature
Investigating a problem	Calculating probabilities	Making a storyboard	Doing a critique
Making an outline	Developing a theory	Solving an equation or number problem	Making a flow chart
Designing a matrix	Making a calculation	Doing an evaluation or rating	Designing an opinion poll or survey
Making a diagram	Analyzing trends and patterns	Recording data or information	Designing a computer program, game, or graphic
Creating an analogy	Developing a formula	Doing an analysis	Developing a hypothesis
Constructing a time line	Computing an answer		Formulating plans

List 3

Drawing, sketching, or painting	Making a map	Making a mobile	Constructing a display of a collection
Illustrating	Making a poster	Constructing a model	Creating a board game
Building a prototype	Making a mural	Designing a structure	Designing a pamphlet or brochure
Designing a Web site	Making a collage	Making a diagram	Designing a postcard
Creating a cartoon or comic strip	Making visual aids for a presentation (slides, transparencies, props)	Planning advertising graphics	Designing a greeting card
Making a clay or papier-mâché sculpture	Taking photographs	Making digital camera slides	Designing sets for a play

Continued ➔

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List 4

Role playing	Pantomiming	Performing in a play	Doing a parody or spoof
Dramatizing	Performing a dance or other creative movement	Constructing a model	Developing an invention
Performing a skit	Improvisational acting	Making a videotape	Doing a lab activity or experiment

List 5

Performing music	Performing or writing a rap	Doing a choral reading	Playing a musical instrument
Composing lyrics	Creating a jingle	Writing a song	Writing music
Performing in a musical	Performing rhythms with percussion instruments	Singing in a group, choir, or chorus	Improvising music

List 6

Participating in a group activity	Debating personal thoughts, ideas, perspectives	Paraphrasing ideas of others	Participating in a roundtable discussion
Participating in a discussion	Building consensus within a group	Planning a campaign for a cause or issue	Organizing an event or activity
Conducting an interview	Solving problems with a group	Doing a volunteer project	Helping with conflict resolution
			Peer counseling

List 7

Keeping a personal journal or diary	Summarizing your ideas or beliefs	Developing a personal mission statement	Developing support for a personal opinion
Keeping a personal log or record	Setting personal goals	Making a self-assessment of your work	Presenting your personal viewpoint, perspective, or belief
	Identifying your beliefs about an issue		

List 8

Classifying objects	Participating in a simulation	Investigating how something works	Conducting observations
Making predictions	Constructing a display of objects or artifacts	Designing an exhibit for a zoo or museum	Identifying a problem
Identifying objects based on characteristics	Making comparisons		Solving a problem
Exploring a topic or theme	Planning a walking tour		
Creating a collection			

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Differentiated Instructional Strategies

Strategy	Description of Strategy	Why Appropriate for 2X Students
Flexible Skills Grouping	Students are matched to skills work by virtue of readiness, not with the assumption that all need the same spelling task, computation drill, writing assignment, etc. Movement among groups is common, based on readiness on a given skill and growth in that skill.	<ul style="list-style-type: none"> Exempts students from basic skills work in areas where they demonstrate a high level of performance (100% is not required). Can allow a chance for independent work at the student's own pace.
Compacting	A 3-step process that (1) assesses what a student knows about material to be studied and what the student still needs to master, (2) plans for learning what is not known and excuses student from what is known, and (3) plans for freed-up time to spend in enriched or accelerated study.	<ul style="list-style-type: none"> Eliminates boredom from unnecessary drill and practice. Satisfies student's desire to learn more about a topic than school often allows. Encourages independence.
Most Difficult First	Students can demonstrate mastery of a concept by completing the five most difficult problems with 85% accuracy. Students who can demonstrate mastery do not need to practice anymore.	<ul style="list-style-type: none"> Honors student's mastery of a concept. Eliminates unnecessary drill and practice. Reduces homework load of students who can demonstrate mastery.
Orbital Study	Independent investigations, generally of three to six weeks. They orbit, or revolve, around some facet of the curriculum. Students select their own topics for orbital, and they work with guidance and coaching from the teacher to develop more expertise on the topic and the process of becoming an independent investigator.	<ul style="list-style-type: none"> Allows students to develop expertise on a topic and work with complex ideas. Builds on student interest and enables students to use their preferred learning style. Teachers and students establish criteria for success.
Independent Projects, Group Investigations	Process through which student and teacher identify problems or topics of interest to the student. Both student and teacher plan a method of investigating the problem or topic and identifying the type of product the student will develop. The product should address the problem and demonstrate the student's ability to apply skills and knowledge to the problem or topic.	<ul style="list-style-type: none"> Builds on student interest and encourages independence. Teacher provides guidance and structure to supplement student capacity to plan. Uses preset timelines to zap procrastination and logs to document the process involved. Teachers and students establish criteria for success.
Problem-Based Learning	The student is placed in the active role of solving problems as a professional would.	<ul style="list-style-type: none"> Utilizes varied learning strengths, allows use of a range of resources, and provides a good opportunity for balancing student choice with teacher coaching.
Agendas	A personalized list of tasks that a particular student must complete in a specified time.	<ul style="list-style-type: none"> Teacher moves among individual students, coaching and monitoring their understanding and progress.
Learning Centers, Interest Centers	Centers are flexible enough to address variable learning needs. Interest centers are designed to motivate student exploration of a topic. Learning centers are a collection of activities designed to teach, reinforce, or extend a skill/concept.	<ul style="list-style-type: none"> Materials and activities address a wide range of reading levels, learning profiles, and student interests. Activities vary from simple to complex, concrete to abstract, structured to open-ended.
Choice Boards, Tic-Tac-Toe RAFT	Students make a work selection from a certain row or column. Teachers can target work toward student needs while giving students choice.	<ul style="list-style-type: none"> Well-suited to dealing with readiness, interests, and learning style preferences among students.
Portfolios	A collection of student work that can be a powerful way of reflecting on student growth over time.	<ul style="list-style-type: none"> Portfolios are motivating because of emphasis on student choice and focus on readiness, interests, and learning profile.
Assessment	Assessment is ongoing and diagnostic. It provides the teacher with day-to-day data on students' readiness, interests, and their learning profile. Assessment has more to do with helping students grow than with cataloging their mistakes.	<ul style="list-style-type: none"> Assessment is used to formally record student growth. Varied means of assessment is used so that all students can fully display their skill and understanding.

Adapted from *The Differentiated Classroom: Responding to the Needs of All Learners* by Caron Ann Tomlinson