

LITERACY MENU

GENERAL STUDIES

Flexible instructional models offer students the opportunity to engage in exploration, inquiry, and self-assessment while discovering meaningful connections in their learning. Choose a personalized pathway to develop your understanding of flexible instructional models.

I CAN statements



CREATING A CULTURE OF FEEDBACK

Outcome: I provide student-centered feedback that supports students in owning their learning.

Mild, Medium, Spicy



GROWTH THROUGH DIFFERENTIATION

Outcome: I use differentiation strategies to accelerate student growth.

Choice Boards



DIFFERENTIATION WITH GROUPING

Outcome: I design differentiated learning experiences by using strategic student grouping.

Contact Smadar Goldstein at BetterLesson for more information:
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1 MAIN DISH: LEARN

Choose a mild, medium or spicy activity.
Work with a teacher, a partner, or individually.



Submit a 3 sentence summary of the text you just read. BONUS; Add an icon or picture!

Mild 

Medium 

Sequence 3 images that describe the main ideas of the text and explain why you selected these.



Submit 3 key phrases that demonstrate the main characters' feelings



Spicy 

2 SIDE DISH: EVALUATE

Choose a mild, medium or spicy activity.
Work with a teacher, a partner, or individually.

In a paragraph, recording or graph, compare and contrast 2 actions of the protagonist (hero/heroine) and antagonist (villain) and why they acted that way.



Mild



Medium



Illustrate a timeline of 3 major events in the story and explain why you chose them.



Dramatically read or record a climactic scene with a partner or parent (if at home). Submit an index card explaining what you learned and why you chose that scene.




Spicy



3 DESSERT CREATE

Choose a mild, medium or spicy activity.
Work with a teacher, a partner, or individually.




Which two of the protagonist's (hero/ine's) characteristics do you see exemplified in you/your family/your community and how? Why did you choose those 2?



Which 2 scenes would you like to relive? Why?

Submit in a paragraph or in an image storyboard.

Mild



What does this story remind you of? Why?

Medium

Spicy

TIPS FOR IMPLEMENTATION:

1

Divide the class into 3; ask each group to select one element from each of the main dish, side dish or dessert. Jigsaw students the next day to share their work and explain.

**2**

Reflect: Use the 3-2-1 Strategy! In a closing circle or exit ticket, ask what they enjoyed about this activity and what they would do differently next time.

**3**

Roll a die! Students complete the activity of the indicated number. Create even/odd number teams.

**4**

Allow group work if everyone commits to protocols.



I CAN

Note to teachers: Select 'I CAN' statements from each of the skills, content and values section. On which of these statements will your students focus this week? What evidence will students share to demonstrate their progress?



SKILLS

1. I can comprehend the literal meaning of words.
2. I can identify 3 words that are new to me and that I do not understand.
3. I can identify 3 words or phrases that I think are crucial to the message of the text and explain why they are important
4. I can explain key words and phrases using written, illustrated or oral explanations.
5. I can identify similar verbs or nouns.
6. I can divide the text into section, and identify a theme or title of each section.

I CAN

Note to teachers: Select 'I CAN' statements from each of the skills, content and values section. On which of these statements will your students focus this week? What evidence will students share to demonstrate their progress?



CONTENT

7. I can comprehend the main meaning of the text.
8. I can analyze the text and share my thoughts with a partner.
9. I can accurately dramatize a passage.
10. I can share my opinion about a key concept in the text.
11. I can ask a question that sparks my curiosity.
12. I can identify similarities and differences in comparable texts.
13. I can make connections between characters or events in the story or in comparable stories.
14. I can share the main idea of the text with a new learner.



I CAN

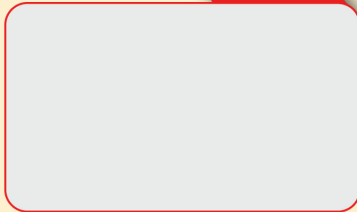
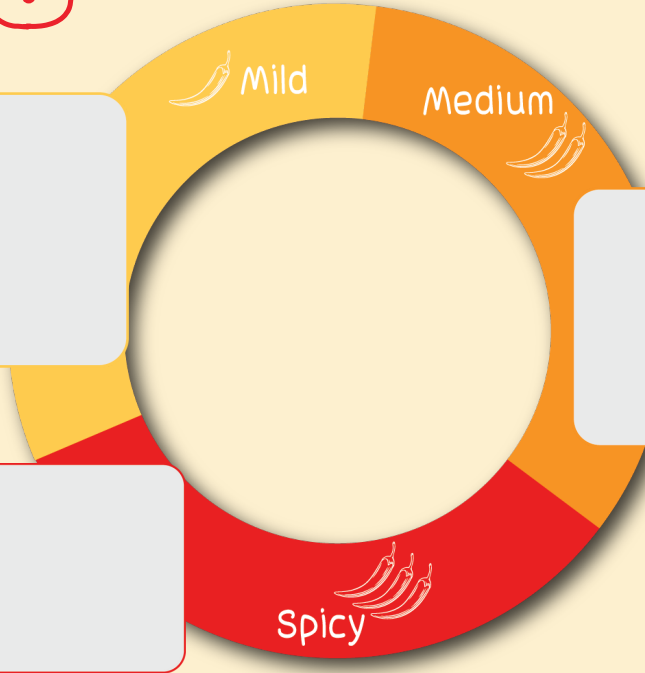
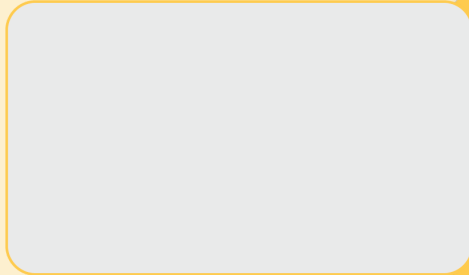
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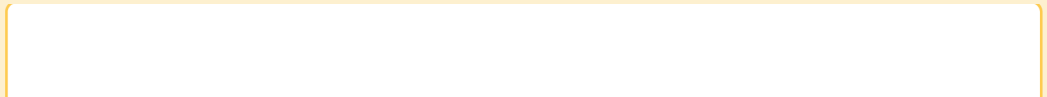
VALUES

15. I can identify the values of this text through oral, written or illustrated feedback.
16. I can experience the values from this text and reflect on that experience orally or with written or illustrated text.
17. I can recreate the values learned from this text for others; in my class, family, or community.
18. I can find meaning in the text and reflect on it to others in my class, family, community or in a global context through oral, written or illustrated feedback.

V MENU



I CAN



I CAN

