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## B-20 Managing the Differentiated High School Classroom (Gr. 9-12 • Intro)



### Betty Hollas

Betty is a veteran educator with more than 24 years of exemplary teaching experience. Betty's high energy, humor, and keen insights have made her a very popular presenter at many state, national, and international conferences. She is a former Teacher of the Year and has enthusiastically shared her strategies with fellow educators since 1982.

### Published works:

The following is a list of selected titles and resources authored and co-authored by Betty Hollas:

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#### Teacher Resources

*So Many Hats, So Little Hair: A Principal's Tale*

*Differentiating Textbooks: Strategies to Improve Student Comprehension and Motivation*

*You Know You're a Teacher If...*

*Differentiated Instruction: Different Strategies for Different Learners*

*Fast Flip Facts: Improve Student Behavior*

*Fast Flip Facts: Reducing Student Conflict with the Win-Win Way*

*The More Ways you Teach-The More Students you Reach*

*6 Ways to Teach the 6 Traits of Writing*

*Differentiating Instruction in a Whole-Group Setting (Gr. 3-8)*

*Differentiating Instruction in a Whole-Group Setting (Gr. 7-12)*

*Volunteers are Vital*

*Just One More Thing*

*Hyperactive Students are Never Absent*

*QAR (Question-Answer Relationships): A Simple Taxonomy of Questions*

*The Top 13 Warning Signs That It's Time to Retire*

*Uncommon Leadership in Education: The Power of Emotional Intelligence—CD*

*The 7 Secrets of Motivating & Inspiring Your Team*



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# **ANCHOR ACTIVITIES**

*Meaningful ongoing assignments that students can work on independently so that the teacher can work with small groups of students.*

*Students automatically move to an anchor activity when an assigned task is finished.*

## **REMEMBER:**

I

I

A

C

S

*-Expectations for anchor activities need to be clear.*

*-Tasks need to be taught to students.*

*-Students need to be held accountable for on task behavior and task completion.*

*-Students need feedback on work done.*

## **PLANNING SHEET FOR ANCHOR ACTIVITIES**

**SUBJECT/CONTENT AREA:**

**SKILLS TAUGHT PREVIOUSLY?**

**NAME AND DESCRIPTION OF ANCHOR ACTIVITY:**

**MATERIALS NEEDED:**

**MANAGEMENT ISSUES:** Where will materials be? How much time do you want the activity to take? Will there be checkpoint due dates? What is collected? Where does it go?

**INTRODUCING THE ACTIVITY TO STUDENTS:**

**FEEDBACK:**

-Points

-Rubric

-Checklist

-Random Check

-Percentage of Final Grade

-Portfolio Check

-Teacher/Student Conference

-Peer Review

**ADDITIONAL SUGGESTIONS:**

- Be sure to model the activity for the class including the expectations for finished products
- Make sure students understand the feedback procedures.
- Review procedures for getting help

**SAMPLE GENERIC RUBRIC**

<b>4 Exceeds the requirements, more creativity, deeper understanding</b>
<b>3 Meets all requirements of task, understanding and creativity present</b>
<b>2 Most of the requirements are met, understanding partially developed, some creativity</b>
<b>1 Some requirements met, understanding poorly developed, little or no creativity</b>

## FIFTEEN EXAMPLES OF POSSIBLE ANCHOR ACTIVITIES

- Skills practice on the \_\_\_\_\_.
- \_\_\_\_\_ from supplementary material.
- Completing \_\_\_\_\_ applications.
- Working on final \_\_\_\_\_.
- \_\_\_\_\_ reading.
- \_\_\_\_\_ writing.
- Vocabulary \_\_\_\_\_.
- Learning about \_\_\_\_\_ behind ideas.
- Learning about key \_\_\_\_\_ at work in the world.
- \_\_\_\_\_ studies.
- \_\_\_\_\_ events reading.
- Top \_\_\_\_\_.
- 4 - \_\_\_\_\_ - 8
- RA\_T writing
- \_\_\_\_\_ Tac Toe

### Clues:

**Independent  
Journal  
Free  
Current**

**Think  
6  
computer  
math**

**extension  
F  
people  
Reading**

**products  
ten  
ideas**

**4-6-8**

<b>CHARACTERS</b>	<b>SETTINGS</b>	<b>EVENTS</b>
<b>1</b>	<b>1</b>	<b>1</b>
<b>2</b>	<b>2</b>	<b>2</b>
<b>3</b>	<b>3</b>	<b>3</b>
<b>4</b>	<b>4</b>	<b>4</b>
	<b>5</b>	<b>5</b>
	<b>6</b>	<b>6</b>
		<b>7</b>
		<b>8</b>

**TELEPHONE WRITING**

<b>CHARACTERS</b>	<b>SETTING</b>	<b>PROBLEM</b>	<b>SOLUTION</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>
<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>
<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>
<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>

# RAFT WRITING ASSIGNMENT

**R=ROLE OF THE WRITER**

**(Who are you?)**

**A=AUDIENCE FOR THE WRITER**

**(To whom are you writing?)**

**F=FORMAT OF THE WRITING**

**(What form will your writing take?)**

**T=TOPIC FOR THE WRITING**

**(What will your writing be about?)**

<b>ROLE</b>	<b>AUDIENCE</b>	<b>FORMAT</b>	<b>TOPIC</b>
<i>The Heart</i>	<i>French Fries</i>	<i>Complaint</i>	<i>The Effects of Fat in the Diet</i>
<i>Fraction</i>	<i>Decimal</i>	<i>Love Letter</i>	<i>Explain Their Relationship</i>
<i>Plant</i>	<i>Rain</i>	<i>Thank You Note</i>	<i>Rain's Role in Growth</i>

### RAFTS CAN BE:

- Be differentiated in a variety of ways: readiness level, learning profile, and/or student interest
- Be created by students
- Be a way to motivate students by giving them choices

### TEACHING RAFT WRITING TO YOUR STUDENTS:

- The first step is your planning. What are the essential questions, important ideas, or information you want students to learn? Think about how writing will enhance your students understanding of the topic. This will help you focus the topic for the writing.
- Explain to students that all writers must think about their role, audience, format, and topic for every written assignment.
- Write RAFT and list with students possible roles, audiences, topics, and formats based on the information you want students to learn.
- Model for students how they might gain a deeper understanding of their role.
- You might choose one of the RAFT assignments and complete it for your students.
- Make available sample formats of RAFT assignments for different topics that are studied.

### RAFT ASSESSMENT AND FEEDBACK RUBRIC

5=Exceptional

4=Effective

3=Developing

2=Emerging

1= Not There

Accuracy: Is the information accurate?

Perspective: Does the author stay in the role?

Focus: Does the author stay with the format?

Conventions: Is the capitalization, agreement, punctuation, and spelling correct?

Benchmark: How does the overall quality of the work compare to past work?

### HOW YOU MIGHT ASSIGN RAFTS:

- Cut the “strips” apart and hand out to students
- Allow students to choose from a menu of possible roles, or possible formats
- Use the cooperative learning structure, Corners, so that students can practice a group RAFT writing assignment.

## READING/WRITING-TAC-TOE

<b>Imagine (Synthesis)</b>  You are the main character. How would you do things differently?	<b>Compare (Comprehension)</b>  Compare this story with another one with the same theme.	<b>Change (Synthesis)</b>  You are the author. Change the setting and sequence of event.
<b>Locate (Knowledge)</b>  Find the page where the author writes about the plot's turning point.	<b>Create (Synthesis)</b>  Come up with a way to share what you have read. Get your idea approved by the teacher.	<b>Describe (Comprehension)</b>  You are the media specialist. Describe the plot and theme to a potential reader.
<b>Respond (Comprehension)</b>  Respond to the author by writing him or her a friendly letter.	<b>Build (Application)</b>  Build a diorama to show the setting and characters.	<b>Critique (Evaluation)</b>  What is your viewpoint of the story?

I have chosen to complete activities # \_\_\_\_\_, # \_\_\_\_\_, and # \_\_\_\_\_.

#5 Create: I will complete the following activity because I chose #5:

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Biome Think-Tac-Toe

<p><b>Compare and Contrast</b></p> <p>Use <i>Inspiration</i> in the Student Aps folder to create a graphic organizer that compares two biomes. If you do not have computer privileges create a Venn diagram on your own paper.</p>	<p><b>Written Document Analysis</b></p> <p>Analyze the provided primary source document using the Document Analysis Worksheet.</p>	<p><b>Read-a-Picture</b></p> <p>Use the provided questions to analyze a provided picture of one of the seven biomes.</p>
<p><b>Kinesthetic Testing Tactics</b></p> <p>Use the provided words to write sentences showing the relationships of the cards. Shuffle the cards and then lay them out in 3 rows of 3. You should write 8 sentences: 3 for the 3 rows going across, 3 for the 3 rows going down, and 2 for the diagonals.</p>	<p><b>A Wrinkle in Time</b></p> <p>Use the <i>Timeliner</i> software in the Student Aps folder to create a timeline of the seasons of one biome.</p>	<p><b>Walk a Mile in my Footsteps</b></p> <p>Create footprints to represent a biome. One footprint must contain written information while the other contains only pictorial representations.</p>
<p><b>Jeopardy using Power Point</b></p> <p>Use a <i>Microsoft PowerPoint</i> template to create a Jeopardy type game that reviews information on the biomes.</p>	<p><b>Create a Brochure</b></p> <p>Go to the website <a href="http://www.mybrochuremaker.com">www.mybrochuremaker.com</a> Create a travel brochure that includes information needed by people considering taking a vacation in one of the biomes.</p>	<p><b>Make Your Case</b></p> <p>Use a <i>Microsoft Word</i> template to create a CD Jewel Case Label related to a selected biome. Include a band name, song titles and production notes that relate to that biome.</p>

# PRODUCT DESCRIPTORS

**Compare and Contrast:** Is the Venn diagram drawn correctly? Are facts correct? Look for things such as temperature, precipitation, and abiotic factors. Did they include extra things such as pictures?

**Written Document Analysis:** Did students answer each question? Were answers written clearly? Did students quote from the text?

**Read-a-Picture:** Did students answer each question? Were answers clearly stated? Were answers short one-word answers or were they complete sentences that showed more thought?

**Kinesthetic Testing Tactics:** Did students show the order of the words at the top of the page? Were sentences factual? Did students use the terminology correctly?

**A Wrinkle in Time:** Did students show all seasons of the chosen biome? Did students demonstrate prior research? Did students include extra items such as pictures, clip art, or sound and video clips?

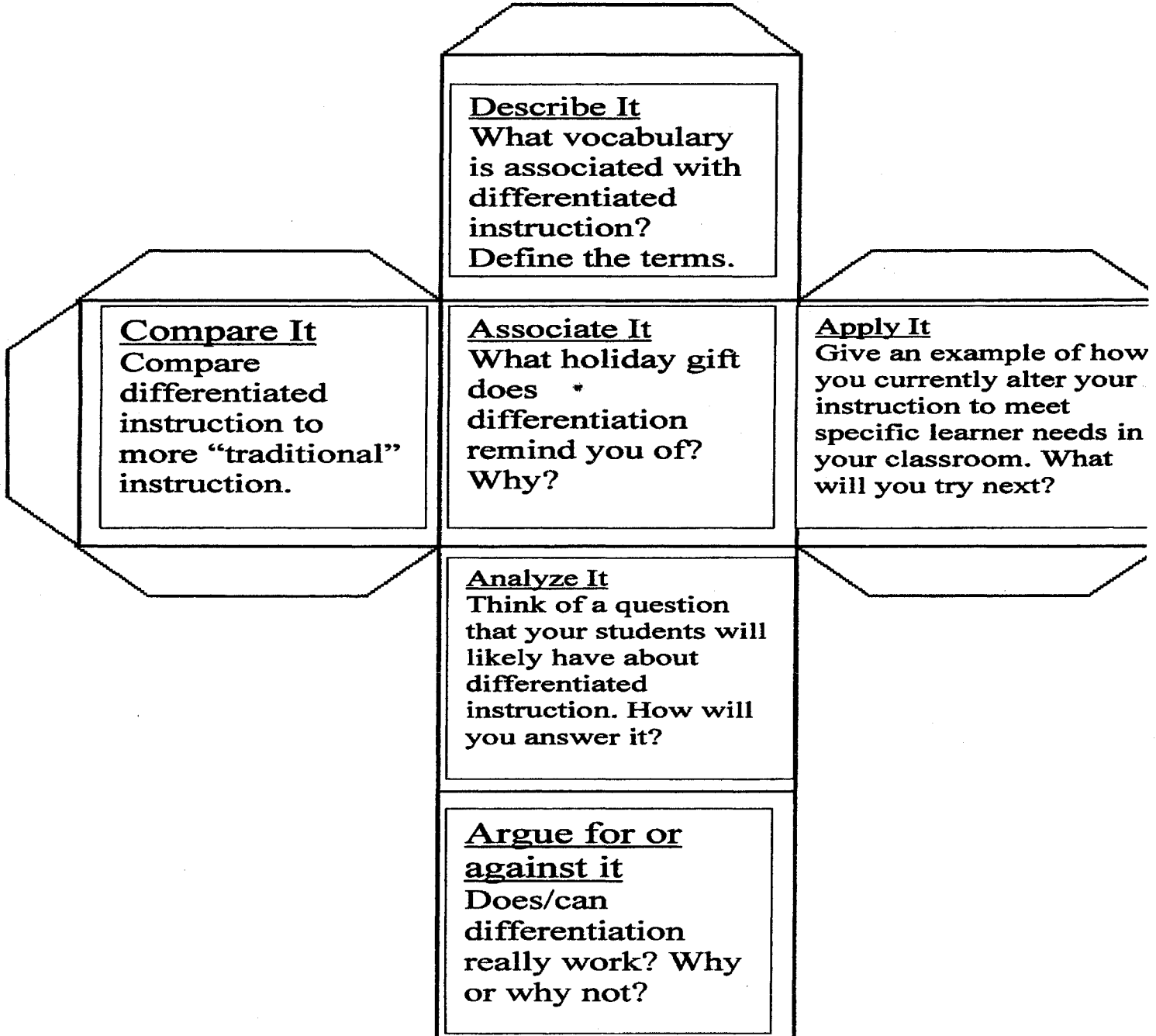
**Walk a Mile in my Footsteps:** Did students complete both the information and pictorial feet? Was information correct? How much information was provided? What amount of effort did students put into the drawings for their biomes?

**Jeopardy using Power Point:** Did students use the provided template? Did students include the correct amount of categories and questions for each? Were questions and answers correctly typed?

**Create a Brochure:** Did the brochure include relevant information for the chosen biome (temperature, wildlife, rainfall, etc.)? Did brochure contain pictures? Did brochure actually make it to my e-mail account?

**Make Your Case:** Was band name appropriate for chosen biome? Did song titles provide information about chosen biome? Did students design the cover for their album?

# CUBING



**LIST OF RELATED CITATIONS**  
**“MANAGING THE CLASSROOM USING ANCHOR ACTIVITIES”**  
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**BETTY HOLLAS**

**Billmeyer, Rachel, and Mary Lee Barton. (1998). *Teaching Reading in the Content Areas*. Aurora, CA: McREL**

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**Santa, C. M., and D. Alvermann. (1991). *Science Learning, Processes, and Applications*. Newark, DE: International Reading Association.**

**Forsten, C., Grant J., & Hollas, B. (2002). *Differentiated Instruction: Different Strategies for Different Learners*. Peterborough, NH: Crystal Springs Books.**

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