

Checklist for Planning a Lesson Differentiated by Interest

- Identify the subject and topic of study.

- Identify the KUDos—What the students should know, understand, and be able to do as a result of completing the activity.

- Decide on an activity structure that will allow students to choose a task that interests them (e.g., tic-tac-toe or other choice board, RAFT, WebQuest, learning contract etc.).

- Brainstorm activities that could possibly meet the learning outcomes.

- Eliminate the activities that will not lead the students to know, understand, and be able to do the important learning outcomes.

- Choose the activities that are the most engaging and will lead the students to the same learning outcomes.

- Describe the learning activities in detail. Create student handouts, if appropriate.

- Decide which parts of the activity will be assessed, and how they will be assessed.

- Determine how you will bring closure to the activities, and/or how you will facilitate the sharing of learning.

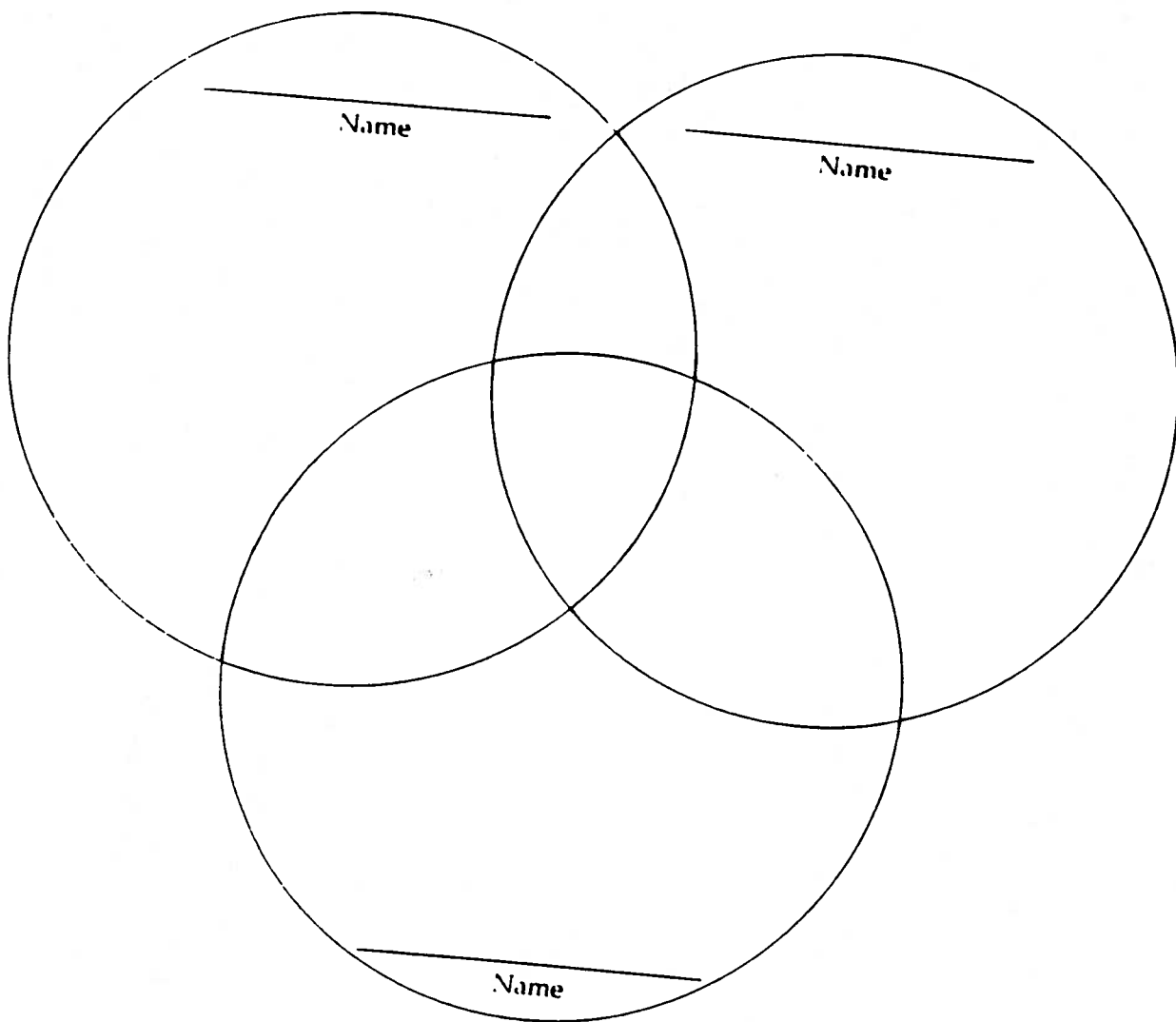
Elementary Student Interest Inventory

Name _____

Date _____

1. What are your hobbies? How much time do you spend on them?
2. What are your favorite TV shows? Why do you like them?
3. Tell about a vacation you would like to take or have taken?
4. How are you smart?
5. What is your favorite activity at school and why?
6. What do you think you might want to do as a career when you are an adult?

Triple Venn Diagram Interest Interviews



Checklist for Creating a Choice Board

- Identify the KUDos-What do you want the students to know, understand, and be able to do?
- Brainstorm a variety of activities.
- Eliminate tasks that will not lead the students to these KUDos.
- Decide on what your choice board will look like. Will you create a tic-tac-toe, a list of choices, or a structure that matches a theme of study?
- How will you have students work through these tasks?
- Will you have one *core* activity that all students must complete to learn a key concept and then complete a vertical, horizontal, or diagonal line of other activities from there?
- Will you have a *free space* or *free choice* somewhere on the board where students can design their own activity?
- Choose the activities from your brainstormed list and place onto the board.
- Decide how the projects will be evaluated.

Checklist for Creating a Learning Contract

This process can be done by the teacher or in cooperation with a student or group of students.

- Identify the KUDos—What do you want the student(s) to know, understand, and be able to do as a result of completing the contract?
- Brainstorm a variety of tasks the student(s) could complete.
- Eliminate the tasks that will not lead the student(s) to what you want them to know, understand, and be able to do.
- Consider how the contract will be differentiated (by interest, readiness, or learning profile).
- Decide on a reasonable timeline to complete the tasks and how many students will be asked to complete it.
- Determine how and the frequency with you will check in with students during their contract work. Make this explicit in the contract.
- Outline how students will ask for help, if needed.
- List the resources that students are able to use, and how they should be cited.
- Determine how the project(s) will be evaluated. Give the rubrics or other evaluation tools to the students and discuss together before they start the assignment.
- Write up contract in a businesslike manner. Be sure to include places for dates and signatures.