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| **Carousel (Stations) Activity** | **Jigsaw Activity** | **Flow Chart** |
| **Description:** Students worked with a partner and were assigned to start at a particular station. There were 11 stations posted on the walls around the room. Students walked clockwise around the room stopping at each station to work on a particular problem. They worked around the room as if they were on a carousel.  **Planning:**   * Developed 11 real-world problems applying the Pythagorean Theorem * Posted word problems on the walls   **Grouping and Leveling:**   * Grouped students by ability * Assigned students to a particular station at the students’ ability level for motivational reasons * Spread partnerships out to limit behavioral problems   **Scaffolding:**   * Provided students with a starting point - diagrams with measurements * Posted answers so that students could self-check and reflect   *These were both flipped upside down next to the original problem.*  **Accountability:**   * Provided students with atemplate to keep their work and answers on * Students had to hand this template in to keep them individually accountable   **Ideas for Implementation:**  Brainstorming / Review / Applications / etc. | **Description**: A Jigsaw is a cooperate learning activity that has two main parts. During the first part students read and become experts on one reading. When they have completed an in-depth analysis of the source they rotate to the mixed groups and shared what they have learned and try to answer a larger question. The activity ends with a class discussion and summation of the main idea.  **Planning:**   * Creating heterogeneous groupings * Created readings that reflect a diverse mixture of perspectives on first contact between Native Americans and Europeans * Differentiate Readings so that there are 3 levels of readings   **Grouping:**   * Heterogeneous groups have mixture of abilities and behavior   **Ways to Differentiate Readings**   * Level 1 – students received handouts with vocabulary boxes to assist in understanding the readings * Level 2 – Students received sources that were mainly pictorial with limited and simplified wording   **Assessment:**   * Perspectives Chart – all students record the perspectives of Native Americans & Europeans * Class Discussion – review main idea using specific supporting details from readings | **Description:** A flow chart is projected onto the main board. Students are then asked to try the first problem. If they get the problem incorrect, they follow the chart to the left. If they get the problem correct, they follow the chart to the right.  **Planning:**   * Create a flow chart that consists of problems of differentiated skill levels using the same objective.   **Scaffolding**   * There are three different levels of difficulty. The problems on the left are the easiest, and the problems on the right are the hardest. * As you master the easier problems, you gradually move to more difficult problems.   **Purpose:**   * This assignment allows for guided instruction of the entire class while simultaneously reaching all students at their individual ability level. * Students are given multiple paths for successful assignment completion. This instructional strategy increases student engagement by challenging them appropriately.   **Assessment:**  Students are using self-assessment to take accountability and ownership for their learning. |

