

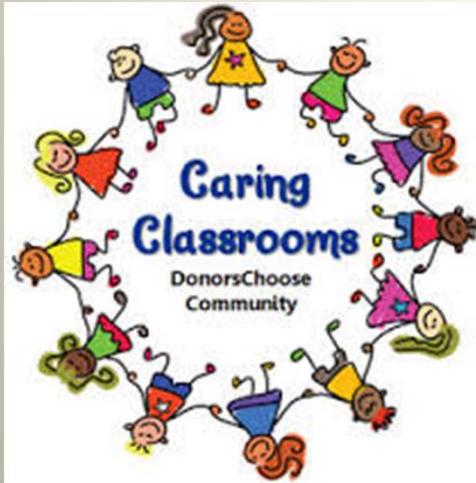
# Making Every Minute Count: Interactive Differentiation

Pre-K thru 2<sup>nd</sup> Grade  
5-8 year olds  
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# FOCUS



- Learning one way to:
  - make learning fun, exciting, interactive and differentiated
  - give students ownership of their classroom
  - help students feel part of a learning community

# OBJECTIVES

- Understand how to use any data source (standardized tests, informal assessments) to place students in groups



- Reflect on how this process could benefit every child that enters a classroom
- Brainstorm how this process or portions of this process could be useful and applicable

“The true aim of every one who aspires to be a teacher should be, not to impart his own opinions, but to kindle minds.”

**F. W. Robertson**



# SHOW IT WORKS

The "Proof"

Pre-Kindergarten Center Demographics:

54% Hispanic

42% African American

4% Other



Head Start/Free and Reduced Lunch: 87%

Ages: 2 ½ years to 5 years old (entering K)

# SHOW IT WORKS

The "Proof"

Pre-Kindergarten Center DATA:

2 ½ to 3 year old room (16 students)

BOY: Social Emotional: 2% at mastery

Cognitive: 5% at mastery

Language: 3.4% at mastery

Physical: 4% at mastery



# SHOW IT WORKS

The “Proof”

Pre-Kindergarten Center DATA:

2 ½ to 3 year old room (16 students)

EOY: Social Emotional: 54% at mastery

(increase of 52%)

Cognitive: 44% at mastery

(increase of 39%)

Language: 50.2% at mastery

(increase 46.8%)

Physical: 56% at mastery

(increase of 52%)



# SHOW IT WORKS

The "Proof"

Elementary School Demographics:

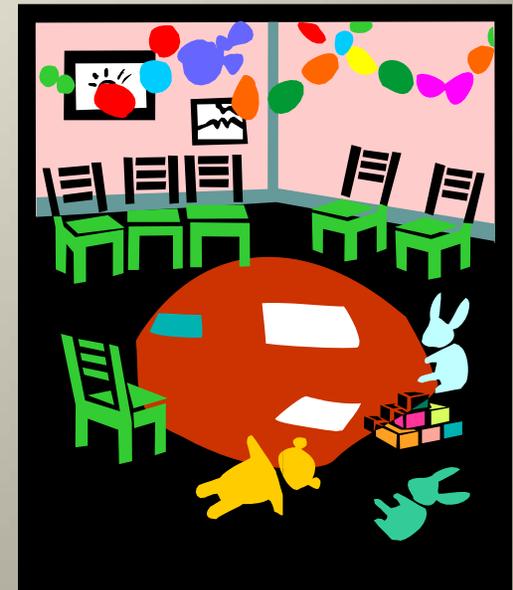
55% Hispanic

40% African American

5% Other

Free and Reduced Lunch: 91%

Grades: Kindergarten to 8<sup>th</sup> Grade



# SHOW IT WORKS

The “Proof”



Background Knowledge:

NWEA or MAP TEST (Standardized Test):

(Our focus today is on reading, although the same results have been proven in all subject areas.)

10-12 RIT points is one years worth of growth

Kindergarten EOY Goal: 165

1<sup>st</sup> EOY Goal: 179

2<sup>nd</sup> EOY Goal: 190

# SHOW IT WORKS

The "Proof"

Elementary School DATA: (Ms. W's Class on NWEA)

Kindergarten: BOY- 135

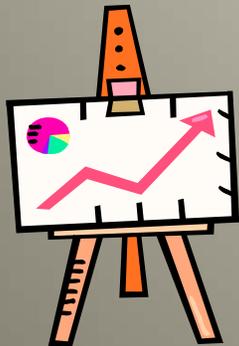
EOY- 169

% Growth: 280%

First Grade: BOY- 160

EOY- 179

% Growth: 190%



# How it works...

## 5 Simple Steps:

1. Scores (Assess and Evaluate)
2. Group
3. Number
4. Grid
5. Map

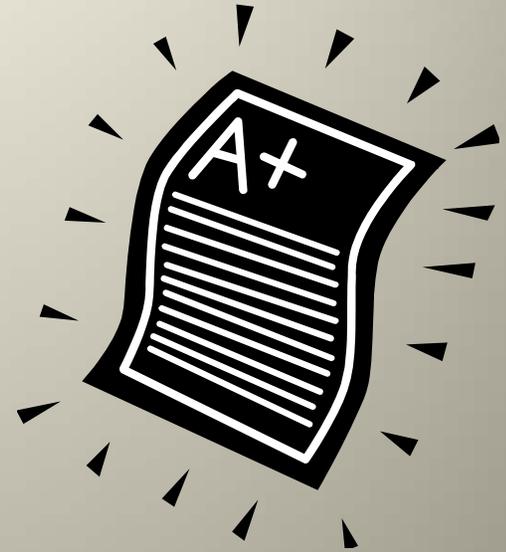


# Step 1: Scores

Test and Evaluate

*Handout 1: Assessment Data*

*\*Pre-K (Readiness Skills)*



Student	Letter Sounds Blue: 80-100 Yellow: 60-79 Red: 0-59	Rhyming Words Blue: 80-100 Yellow: 60-79 Red: 0-59
Analese	90	50
Tyler	95	0
Ryan	10	50
Casey	0	10
Kasee	75	60
Alfredo	80	80
Kenny	80	60
Lisa	90	90
Rachel	100	90
Halle	100	75
Naomi	70	10

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# Step 2: Group

Handout 2: Easy matrix for groups  
(Focus on two major areas)

<b>Letter Sounds</b>			
<b>Rhyming Words</b>			

# Discuss

- How did you group your students?
- Why?
- What outside factors do you need to consider?

# Groupings

<b>Letter Sounds</b> <b>Rhyming Words</b>			
	Alfredo Lisa Rachel		
	Halle Kenny		
	Anales e Tyler	Kasee Naomi	Ryan Casey

## Step 3: Number

Now that you know what students go together in your group, begin the fun part!

1. Give each student a number.
2. Make a grid of all your centers

(Handout 4)

<b>Alex</b>	<b>1</b>
<b>Bret</b>	<b>2</b>
<b>Candice</b>	<b>3</b>
<b>Chloe</b>	<b>4</b>
<b>Esther</b>	<b>5</b>
<b>Samantha</b>	<b>6</b>
<b>Zach</b>	<b>7</b>
<b>Zoe</b>	<b>8</b>

# Handout

Student	Letter Sounds Blue: 80-100 Yellow: 60-79 Red: 0-59	Rhyming Words Blue: 80-100 Yellow: 60-79 Red: 0-59	Student Number
Analese	90	50	1
Tyler	95	0	2
Ryan	10	50	3
Casey	0	10	4
Kasee	75	60	5
Alfredo	80	80	6
Kenny	80	60	7
Lisa	90	90	8
Rachel	100	90	9
Halle	100	75	10
Naomi	70	10	11

# HANDOUT 4 GRID GROUPING

CENTERS/ GROUPS	A	B	C	D	E	F	G
Ms. M (Teacher)							
Computer							
Word Wall/ Letters							
Theme							
Writing							
Reading/Libr ary							
Listening							

## **Step 4: Grid**

1. Place those numbers in the teacher box when they see you.
2. Place the other numbers around the centers.

# GRID GROUPING:

## Filling in the Grid Example

CENTERS/ GROUPS	A	B	C	D	E	F	G
Ms. M	1, 2, 3	14, 4, 5, 6, 17	9, 12, 16, 19, 25	10, 11, 13, 15, 18	20, 21, 22, 23, 24	7, 8	
Computer	14	1					
Word Wall		2	1, 14				
PPA		3	2	1		14	
Theme			3	2, 14	1		
Writing				3	2	1	
Reading/Libr ary					3, 14	2	
Listening						3	

# Step 5: Map/ Center Guide

## Kindergarten Map Example Thomas (*Student 1*)

	A	B	C	D	E
ELA	Ms. Mayfield	Computer	Word Wall	Theme	Writing
Math	Numbers	Shapes	Ms. Mayfield	Colors	Patterns

# Student Ownership

- Mutual Trust, Respect, and Clear Guidelines
- Give each student something to accomplish at each center: Include them in their learning!
- Rate themselves (Reflection) at the end of center time (Class Made Rubric)



# You Make It Work...

In your classroom:

1. Assessments (Formal or Informal)

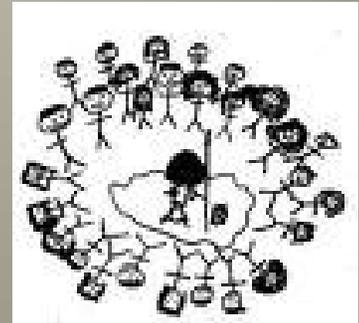
*What do you have now?*



# You Make It Work...

## 2. Group Students

*What would work best in your classroom?*



# You Make It Work...

## 3. Organize

Very clear expectations

*What positive outcomes do you see for your classroom?*





Slowly let the children in your classroom take ownership of their learning and help guide their experience!

# Remember...

“...it is always because of one person that all the changes that matter in the world come about.

So be that one person.”

- *Richard Buckminster Fuller*

# Questions? Reflections?



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