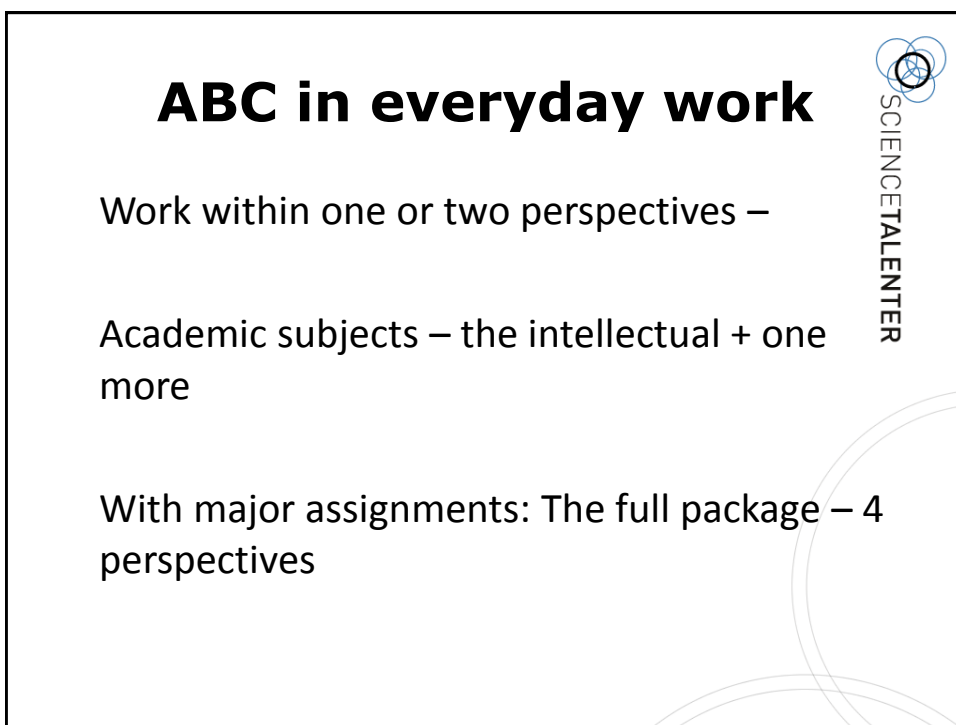


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**Kirsten Baltzer:  
Workshop about ABC differentiaiton**

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**ABC in everyday work**

Work within one or two perspectives –

Academic subjects – the intellectual + one more

With major assignments: The full package – 4 perspectives

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# ABC –A4 version

| The ABC of differentiated teaching and learning  |   | A   | B  | C   |
|--|---|---|--|---|
|  |   | Remembering, comprehension  | Application  | Analysis, synthesis, evaluation   |
| Important: consider which of the perspectives (that would be relevant for thinking of the theme or subject of the teaching | The intellectual/cognitive perspective  | Knowledge described as being able to know, recall and demonstrate various types of knowledge as a basis for action<br><br><i>Competence:</i> Being able to understand information and remember it. Being able to understand the meaning, read facts and predict consequences. Has basic knowledge of the theme/subject/area | Knowledge described as being able to use and apply the knowledge to solve any given problem<br><br><i>Competence:</i> Being able to use and apply the context of the teaching with knowledge or information obtained in others situations and account for the relation between knowledge from different situations | Knowledge described as being able to transfer knowledge and use it to generate new knowledge (requires analysis, synthesis and evaluation skills)<br><br><i>Competence:</i> Being able to independently reorganize knowledge and adapt it to other contexts |
|  | Communication                           | Knowledge described as remarks related to certain situations<br><br><i>Competence:</i> Being able to express themselves on some matters, own emotions, knowledge and impressions from their own perspective   | Knowledge described as being able to express themselves addressed to different target groups or receivers<br><br><i>Competence:</i> Being able to connect and adapt own linguistic expressions to the linguistic expressions of other people in the group  | Knowledge described as discursive reflections or thoughts<br><br><i>Competence:</i> Being able to acknowledge own as well as others positions and connect linguistic expressions and context with the position and expressions of others in the group       |
|  | The methodical and creative perspective | Knowledge described as reproduction (being able to repeat or copy a text)<br><br><i>Competence:</i> Being able to solve an already learned type of assignment using other variables.  | Knowledge described as reconstruction<br><br><i>Competence:</i> Being able to process and adapt changed structural connections and situations<br><br>Being able to use a method in a new way or to choose the most suitable method at any given assignment   | Knowledge described as transformation<br><br><i>Competence:</i> Being able to process unknown types of assignments and problems on their own (identify the type of assignment, give reasons for the choice method and complete the assignment or problem)   |
|  | The personal and social perspective     | Reactive knowledge<br><br><i>Competence:</i> When requested being able to participate in solving of different assignments and problems and acknowledge own contributions to the solutions   | Active knowledge<br><br><i>Competence:</i> Being able to work with assignments and problem on their own initiative   | Constructive knowledge<br><br><i>Competence:</i> Being able to coordinate own contributions with others' contributions in solving assignments and problems  |

## Didactic approach (3)

ABC-strategy  
and Blooms  
Taxonomy

|  | A  | B  | C   |
|--|--|--|---|
|  |  |  | <b>Evaluation</b><br>Judge<br>Appraise<br>Evaluate<br>Revise<br>Assess<br>Estimate<br>Select<br>Value |
|  |  |  | <b>Synthesis</b><br>Compose<br>Propose<br>Design<br>Formulate<br>Construct<br>Prepare<br>Collect      |
|  |  | <b>Application</b>                                 | Distinguish<br>Analyse<br>Differentiate<br>Appraise<br>Construct<br>Organize<br>Calculate             |
|  | <b>Comprehension</b>   | Interpret<br>Apply<br>Demonstrate<br>Use<br>Employ |   |
| <b>Remembering</b>   | Translate<br>Discuss<br>Describe<br>Recognize<br>Explain<br>Identify |  |   |
| <b>Define</b><br><b>Repeat</b><br><b>Record</b><br><b>List</b> |  |  |   |

## Ex 1: Goldilocks and the Three Bears



A: Remembering – Tell the story

Comprehension – Do the actions of the story as I read it

B: Application – Draw a picture of Goldilocks when she wakes up to see the three bears

C: Analysis: Put the pictures in the same order as the story

Synthesis: Make up a different ending of the story

Evaluation: Was Goldilocks doing the sensible thing when she went into the three bears' house

(Belle Wallace 2006, p2009)

## For the very able: Niels Holgersen



Selma Lagerlöf: Niels Holgersens mærkelige rejse gennem Sverige

Grade 2 in a Danish school: Project for the very able pupils

The same basic content for all grade 2 classes: practice reading and writing, work with narrative structures

## Enrichment for the very able



(A) Read a complicated and comprehensive text  
Tell the story/stories

B: Identify the key problem within the chapter  
relate to the story line

C: How are problems emerging – consequences of Niels  
Holgersens bad behavior/bullying the pixy;  
The pixy changed him into a very little person by magic, who  
had to join the geese at their journey over Sweden

## Enrichment for the very able (2)



C: Synthesis/evaluation  
How solve the problems – to make it possible  
to go back to the parents 'in normal size'?

Discussions about moral and ethics – to  
develop acceptable standards

## Enrichment for the very able (3)



The pupils appreciated the fast pace, the discussions and meeting with peers like themselves

The demand on homework was too much –  
Kids are kids – wanted time to play

Solution: Teachers told some of the chapters  
in the lessons

## Ex 2: Olympic Games Math



The classes know the ABC-model:

A level competence: Everybody has to ..

B level competence: The majority has to ..

C level competence: A few has to ....

e.g. Assignments are marked with A, B or C ...

Activities in work stations are marked A, B, C ...

## OL math (1)

Kære elever i 7.abcd

I de næste uger skal I arbejde med emnet OL. I skal arbejde med en OL-sportsgren, som I selv vælger. Hver elev afleverer et produkt, men I kan fint arbejde sammen undervejs.

## OL math (2)

- Opgaven kan besvares ud fra flere niveauer
- **Niveau A: Basisniveau og basisviden**
  - *Alle skal opfylde kravene.*
- **Niveau B: Det almindelige niveau**
  - *De fleste elever kan nå dette niveau.*
- **Niveau C: Ekspertniveau**
  - *Hvis du virkelig vil vise hvad du kan!*

## OL math (3)

Opgaven skrives på et foldet A3-ark og i løsningen indgår kravene fra A, B og måske C Niveau.

**HUSK: DER SKAL VÆRE UDREGNINGER, HVOR DET ER RELEVANT!!!**

Opgaverne udstilles i klassen, og hver elev får 5 min. til præsentation af sin sportsgren .

## OL math (4)

- **Niveau A: Basisniveau og basisviden**
- En forside med illustration/foto, navn og klasse.
- Beskriv kort, hvad går sporten ud på (spilleregler, strategi osv.).
- Tegn banen/hallen eller andet i et passende målestoksforhold, gerne på milimeterpapir.
- Hvilke redskaber bruges i din sport? Lav en geometrisk beskrivelse af et eller flere redskaber og beregn evt. overfladeareal og rumfang,
- Find arealet af banen/hallen eller et redskab.

## OL math (5)

- **Niveau B: Det almindelige niveau**
- Find statistikker på internettet over for eksempel medlemstal, indtægter, rekorder eller resultater og lav et diagram. Det kan være et søjlediagram, cirkeldiagram osv. Brug for eksempel [www.dif.dk](http://www.dif.dk).
- Beskriv med egne ord, hvad du vil vise med diagrammerne.

## OL math (6)

- **Niveau C: Ekspertniveau**
- Find noget der er helt specielt ved din sportsgren, og beskriv det matematisk
- Beregn massefylde af et redskab fra sportsgrenen (gram/cm<sup>3</sup>).



## Extending the OL format



Mobil Phone math

Ideas:

My favorite animal ...

Tourist in ....

A Movie ...

## Grade 5 English – Food and eating out

Organisation:

3 classes (about 75 pupils) – divided into 4 groups

Resources: 4 teachers within 10 weeks, 3 lessons per week – (normal allocation 3 teachers)

Grouping: 25 able English pupils selected for the fast pace group, 16-17 pupils in the 'normal' pace groups

Alle groups provided extra resources

## Ex 3: Eating out



Grade 5 English

Themes: Food and eating out

A level: Learn the basic glossary for eating out at a restaurant

B level: Convert the glossary and knowledge into a model visit;  
create a drama with parts/characters, dialogue.

C level: Create a game with characters, within an open  
framework without fixed dialogue

Parts written on cards: Parts at one side; happenings at the  
rear side of the card

## Eating out (2)



C level: competence as a native speaker

Playing the game: Draw a card – play the game

Characters: Guests, waiter, manager etc.

Challenges: A guest complains about getting a  
cold soup, or there is a hair in the soup, the  
waiter spills på gæsten, gæsten klager til  
direktøren etc.

## Eating out (3)



The challenging characters:

To face a problem – and solve it – without advice or preparation

### Grade 5 English : The Food Box and Eating Out

|  | A   | B   | C   |
|--|---|---|---|
| <b>The intellectual/cognitive perspective</b>  | <ul style="list-style-type: none"> <li>- To read texts accommodated to basic grade 5 level</li> <li>- Learn the glossary for the texts</li> </ul> | <ul style="list-style-type: none"> <li>- To read texts above basic level and retell them</li> <li>- Do assignments related to texts</li> <li>- Create games to practice vocabulary</li> </ul>                             | <ul style="list-style-type: none"> <li>- Read a native text about food or eating out – without supplementary resources</li> <li>- Retell the text and create an abstract</li> </ul> |
| <b>Communication</b>                           | <ul style="list-style-type: none"> <li>- Read the retelling texts about food</li> </ul>   | <ul style="list-style-type: none"> <li>- Write the storyboard</li> </ul>  | <ul style="list-style-type: none"> <li>- Take up a part in a drama without fixed dialogue</li> <li>- Create the parts</li> </ul>  |
| <b>The methodical and creative perspective</b> | <ul style="list-style-type: none"> <li>- Create texts about food</li> </ul>   | <ul style="list-style-type: none"> <li>- dramatize eg. eating out situations</li> </ul>   | <ul style="list-style-type: none"> <li>- create dialogues adapted to the different parts/ characters in the drama</li> </ul>  |
| <b>The personal and social perspective</b>     | <ul style="list-style-type: none"> <li>- Being able to work with peers to practice the vocabulary (glossary )</li> </ul>                          | <ul style="list-style-type: none"> <li>- Communicate about casting, practice and provide feedback within the group, coordinate the contributions and support each other in the performance process (for peers)</li> </ul> | <ul style="list-style-type: none"> <li>- Take up a part with preparation – act as a native speaker</li> <li>- Keep up the part – whatever happens in the drama</li> </ul>           |

## Workshop

Prepare your own example – using the ABC model

Differentiated within the mainstream class

or

For a group of able learners

## Useful tools

- Belle Wallace: A curriculum of opportunity: developing potential into performance
- The ABC model
- 6 problem og assignment types (from the TASC concept)
- Open format sheet

Prepare your own idea – collaborate in groups –

Share the idea with us – on a poster/slide show

## Sharing experiences

- Very short presentations (3 minutes per group)
- Experiences
- Plenary dialogue about experiences



## Supplementary strategies

- Enrichment – different types
  - Fast pace and C level assignments
  - Fast pace and supplementary topics
- Acceleration – one or more subjects – mentoring from outside resource person
- Grade skipping in one or more subjects
- Full Grade skipping



# Closing the workshop



Plenary discussion:

The ABC model – and the Icelandic schools –

'A curriculum of opportunity' ??