



Differentiation Bingo (Anchor Activity)

Rationale and Purpose

This tool provides not only a model of an anchor activity but also a structure for teachers' experimentation with differentiation elements and strategies.

Directions

- Distribute the bingo card.
- Explain that anchor activities are purposeful work related to unit or subject goals that students are taught to turn to if they finish early or are waiting for help from the teacher. Anchor activities should generally be independent work.
- Tell teachers how long they will have to complete their first bingo. Remind them that they should attach evidence of their work to the bingo card.
- Ask teachers:
 - What do you normally ask students to do if they finish something early?
 - How might you use a bingo card or other anchor strategy in your own classroom?
 - Why is it so important that anchor activities respond to student interest, learning profile, and/or readiness?
 - Should anchor activities be graded? Why or why not?

Tips and Differentiation Options

- Change the bingo options according to elements and strategies that your teachers have already been exposed to. This is not the place for new content.
- At a prior session, ask teachers to brainstorm small steps that they could take to improve their comfort and familiarity with classroom practices that support differentiation. Use their suggestions as bingo squares.
- Depending on your time frame and teachers' familiarity with differentiation, you may wish to make this a tic-tac-toe rather than a bingo.
- If you prefer, ask teachers to complete a certain number of squares over the course of a semester or year rather than forcing them to make a bingo. If they do get a bingo, however, it often ensures they balance their work in areas that are both comfortable and less comfortable for them (a key tenet of differentiation).
- If you have time, ask teachers to make a bingo-like card (or other anchor activity) for use in their own classroom.

What to Look For

- Evidence that teachers fulfilled the spirit of the tasks and that they reflected on the impact of the activity.
- Squares that no one chose. This may indicate a need for further instruction or discussion about that strategy.

Differentiation Bingo

Bingo Card

Try to make one bingo between now and the end of the year. Attach evidence of your work and a brief reaction to each experience, and submit it to your staff development leader.

B	I	N	G	O
Provide students with a choice of graphic organizer.	Give students a choice of activities or products that are differentiated for learning profile. Ask them to work in their preferred style or modality.	Read an article or chapter on differentiation. Write a brief reaction to the reading.	Talk to students or parents about why you differentiate or the meaning of "fair."	Provide advanced students with an advanced text or reading assignment.
Teach a minilesson to review or reinforce knowledge, understanding, or skill.	Design and carry out an activity in which students work in a group with others who are unlike them in interests, learning profile, or readiness.	Offer product options for a culminating assessment.	Give students the choice of working alone or with another person.	Ask students to choose an activity or product option that is not in their preferred learning modality. Have them reflect on that experience.
Ask students to self-evaluate their work according to set criteria.	Observe another teacher differentiating, or provide that teacher with feedback on a differentiated task.	FREE: Your choice of activity that supports differentiation.	Teach a minilesson to extend knowledge, understanding, or skill.	Change grouping of students at least once during a class period. Be sure your groupings are purposeful, not random.
Share a differentiated activity at a school or department staff meeting.	Differentiate a homework assignment for interest, learning profile, or readiness.	Design and carry out an activity in which students work in a group with others who are like them in interests, learning profile, or readiness.	Assign classroom or group jobs.	Help students learn about the difference between a functional group and a dysfunctional group.
Design and introduce an anchor activity that is clearly tied to your unit or course goals.	Design and use an exit card for ongoing assessment.	Scaffold your text or a reading assignment to support students who struggle with reading.	Pre-assess for interest, learning profile, or readiness.	Provide audio support for a text or reading assignment.