

Am I a WRiTE BRAiNER?

(Pre and Post Project Survey for Elementary Grade Levels)

554 N. Larchmont Blvd
 Los Angeles, California 90004
 1.855.WB.BOOKS
 www.writebrainbooks.com

Student Name

Date

Have your students complete this project survey before they begin the WRiTE BRAiN BOOKS program and then again following the presentation at the end of the program.

Have students read each sentence and check the box that applies to them.

	 ALWAYS	 MOST TIMES	 SOMETIMES	 RARELY	 NEVER
I enjoy writing					
I am brave and take risks					
I feel comfortable reading out loud					
I like to use my imagination					
I like working with my classmates					
I am a good speller					
I know how to listen to my classmates ideas					
I enjoy reading					
I am a creative person					
I feel comfortable speaking in front of a group					
I have good ideas					
I understand how to complete a project					
I enjoy learning new things					
I am confident					
I am a good problem solver					
I know how to cooperate					
I like writing by hand sometimes					
I think I'm intelligent					
I think my friends are intelligent					
I like talking to friends about my like					
I like texting more than talking					
I am a kind person					

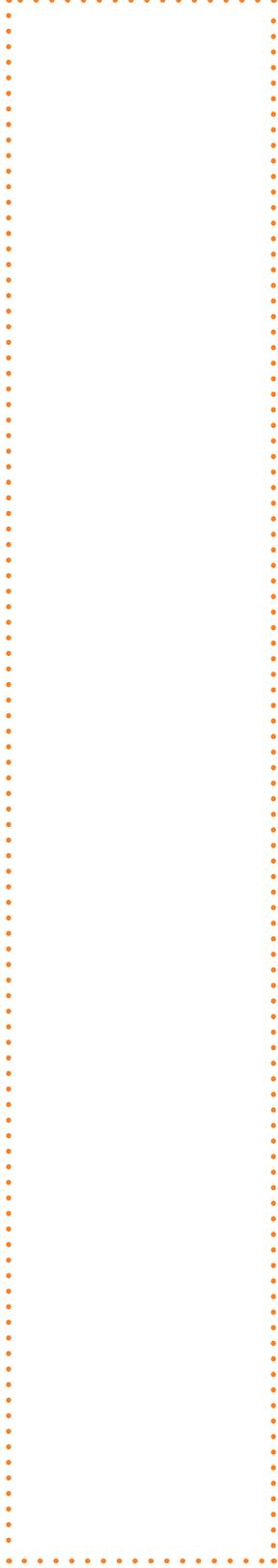
Storyline Planning

Worksheet One

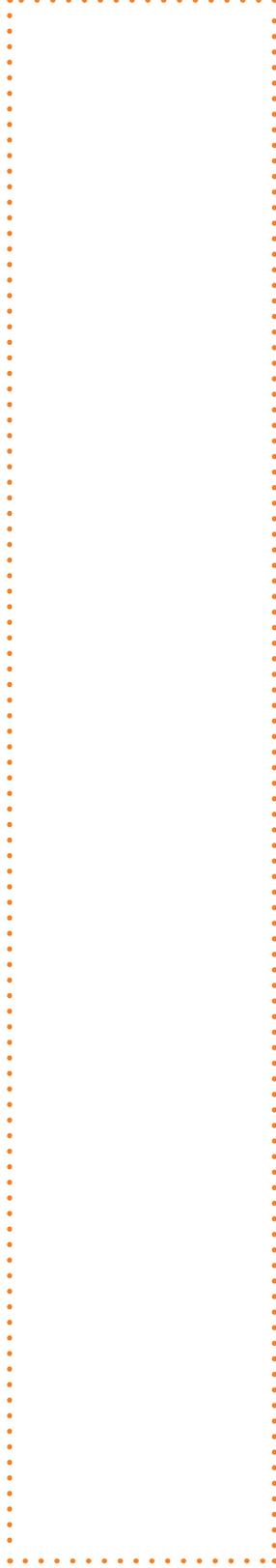
Author's Name

Illustrator's Name

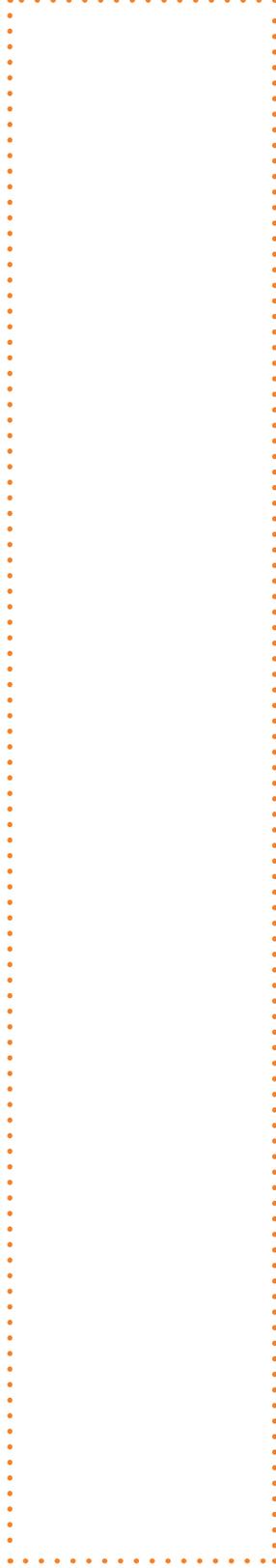
Beginning



Middle



End



Teacher/Facilitator



Character Development & Planning Notes

Worksheet Two

Author's Name

Illustrator's Name

Character Names				
Character Feelings				
Character's Thoughts				
Important Details				

Teacher/Facilitator



Setting Snapshots

Worksheet Four

Author's Name

Illustrator's Name

Page #	Snapshot
.....

Page #	Snapshot
.....

Page #	Snapshot
.....

Page #	Snapshot
.....

Page #	Snapshot
.....

Teacher/Facilitator

Imagining Leads & Conclusions

Worksheet Five

Author's Name

Illustrator's Name

Lead 1

Handwriting practice area for Lead 1, consisting of a dashed orange border and three horizontal dotted lines.

Lead 2

Handwriting practice area for Lead 2, consisting of a dashed orange border and three horizontal dotted lines.

Conclusion 1

Handwriting practice area for Conclusion 1, consisting of a dashed orange border and three horizontal dotted lines.

Conclusion 2

Handwriting practice area for Conclusion 2, consisting of a dashed orange border and three horizontal dotted lines.

Teacher/Facilitator



Adjective Alley

Appearance Adjectives

adorable
appealing
attractive
beautiful
cheerful
classy
clean
cute
curly
drab
dull
elegant
energetic
fair
fancy
fascinating
filthy
flashy
glamorous
glossy
gorgeous
handsome
healthy
heavenly
homely
long
lovely
magnificent
misty
neat
nice
old-fashioned
plain
perfect
perky
pleasant
precious
quaint
relieved
sickly
smiling
sparkling
spotless
surprised
timid
ugliest
unsightly
wide-eyed
wild
wonderful

Color Adjectives

red
orange

yellow
green
blue
purple
gray
black
white
pink
brown
gold
silver
tan
turquoise
speckled
spotted
striped
brindle
checked
polka-dotted
metallic
translucent
transparent
colorless
drab
pastel

Condition Adjectives

alive
ambitious
amused
better
brave
brilliant
careful
charming
clever
cooperative
cowardly
daring
dead
easy
exciting
famous
fascinating
fine
gifted
helpful
important
inexpensive
intelligent
kind
kindly
lazy
lucky
moody

mushy
naughty
neat
odd
peaceful
petite
powerful
poor
pretty
proud
rich
shy
sincere
talented
tender
tidy
uninterested
vast
young

Feelings (Bad) Adjectives

afraid
angry
annoying
arrogant
ashamed
bad
bashful
bewildered
bored
clumsy
concerned
creepy
cruel
dangerous
defeated
disgusting
drowsy
embarrassed
envious
evil
fierce
frightening
gross
grumpy
hairy
helpless
hopeless
horrible
hungry
irritating
itchy
jealous
lazy
lethal



Adjective Alley (continued)

loathsome
lonely
mean
mediocre
mysterious
nasty
nervous
obnoxious
panicky
repulsive
rude
scary
selfish
sleepy
sore
spooky
stupid
thoughtless
tired
uncomfortable
unlucky
untidy
upset
uptight
wasteful
wicked
wise
witty
worried
worthless
useless

Feelings (Good) Adjectives

agreeable
angelic
bold
brave
calm
carefree
confident
delightful
eager
encouraging
excited
exuberant
fabulous
faithful
fantastic
fearless
friendly
funny
gentle
gleeful
glorious
grateful
happy

honest
jolly
joyful
joyous
kind
lively
lucky
nice
obedient
polite
popular
proud
quiet
relieved
shy
silly
smart
surprising
sweet
thankful
useful
valuable
victorious
vivacious
witty
worthy
zany
zealous

Shape Adjectives

broad
chubby
chunky
circular
crooked
curved
deep
distorted
flat
high
hollow
low
narrow
oval
pointy
round
shallow
skinny
sleek
square
steep
straight
triangular
warped
wavy
wide

Size Adjectives

big
colossal
enormous
fat
flabby
gigantic
great
heavy
huge
immense
lanky
large
lean
little
mammoth
massive
miniature
monstrous
petite
plump
puny
slender
scrawny
short
skeletal
small
svelte
tall
teeny
teeny-tiny
thin
tiny
trim
underweight
vast
wide
willowy

Sound Adjectives

blaring
cooing
deafening
faint
hissing
hushed
loud
melodic
muffled
mute
muted
noisy
purring
quiet
raspy
rowdy



Adjective Alley (continued)

screaming
screeching
speechless
silent
squeaky
talkative
thundering
thunderous
voiceless
whispering

Time Adjectives

ancient
belated
brief
delayed
early
eternal
everlasting
fast
late
long
modern
old
old-fashioned
overdue
punctual
quick
rapid
short
slow
swift
young

Speed Adjective

brief
bustling
fast
hasty
prompt
rapid
slow
snappy
speedy
swift

Taste/Touch Adjectives

acidic
appetizing
bitter
bland
coarse
comfortable

comfy
cozy
creamy
delectable
delicate
delicious
fleshy
flimsy
fluffy
fresh
furry
glossy
grainy
greasy
irregular
juicy
hot
icy
loose
lumpy
luscious
melted
nutritious
polished
prickly
rainy
rotten
rough
salty
scaly
scratchy
silky
shiny
slippery
smooth
soft
spicy
sticky
strong
sweet
tangy
tart
tasteless
uneven
velvety
watery
weak
wet
wiry
wooden
yummy

Touch Adjectives

boiling
breezy
broken
bumpy
burning
chilly
cold
cool
creepy
crooked
cuddly
curly
damaged
damp
dirty
dry
dusty
filthy
flaky
fluffy
freezing
hot
humid
icy
moist
rough
tropical
sharp
slick
slippery
smooth
snowy
sticky
warm
watery
wet
windy

Quantity Adjectives

abundant
ample
big
broad
empty
few
full
generous
heavy
light
many
numerous
roomy
several
sparse
substantial



6 Strategies for Differentiated Instruction in Project-Based Learning

ORIGINALLY PUBLISHED: FEBRUARY 8, 2012 | UPDATED: JANUARY 8, 2016

[HTTP://WWW.EDUTOPIA.ORG/BLOG/DIFFERENTIATED-INSTRUCTION-STRATEGIES-PBL-ANDREW-MILLER](http://www.edutopia.org/blog/differentiated-instruction-strategies-pbl-andrew-miller)

BY ANDREW MILLER

Project-based learning (PBL) naturally lends itself to differentiated instruction. By design, it is student-centered, student-driven, and gives space for teachers to meet the needs of students in a variety of ways. PBL can allow for effective differentiation in assessment as well as daily management and instruction. PBL experts will tell you this, but I often hear teachers ask for real examples, specifics to help them contextualize what it “looks like” in the classroom. We all need to try out specific ideas and strategies to get our brains working in a different context. Here are some specific differentiation strategies to use during a PBL project.

1. Differentiate Through Teams

We all know that heterogeneous grouping works, but sometimes homogenous grouping can be an effective way to differentiate in a project. Sometimes in a novel- or literature-based PBL project, it might be appropriate to differentiate by grouping into reading level. That way, I can take groups that need intensive work and ensure they are getting the instruction they need. I think teaming should be intentional, and we need to know the “why” of how we structure teams. Are you differentiating for academic ability? Are you differentiating for collaboration skills? Are you



Photo credit: Laurie Sullivan via flickr (CC BY 2.0)

differentiating for social-emotional purposes? Are you differentiating for passions? If you’re a designer or co-designer of a PBL project, teams can be an effective way to differentiate instruction.

2. Reflection and Goal Setting

Reflection is an essential component of PBL. Throughout the project, students should be reflecting on their work and setting goals for further learning. This is a great opportunity for them to set personalized learning goals and for you to target instruction specific to the goals they set. At specific milestones in a project, one teacher that I observed had students reflect on

what they’d learned so far in math and science, and then create goal statements for what they still wanted to learn. The teacher then designed activities to support students in learning not only what they wanted, but also what they needed to know.

3. Mini-Lessons, Centers, and Resources

This is probably one of my favorites. In addition to being a great management strategy to prevent “time sucks” in class, mini-lessons and centers are a great way to differentiate instruction. Perhaps you offer mini-lessons or center work to support your students’ learning,

or maybe you show students a variety of resources from which to learn, including videos, games, and readings. I know a teacher who has a well-oiled PBL machine of a classroom. Students move seamlessly from product work to learning stations, resources, and mini-lessons based on what they know. Students are so in tune with their learning that they are able to truly take ownership of it, and the teacher provides instruction without assumption. Not all students may need the mini-lesson, so you can offer or demand it for the students who will really benefit.

4. Voice and Choice in Products

Another essential component of PBL is student voice and choice, both in terms of what students produce and how they use their time. Specifically to products, you can allow students to show what they know in a variety of ways. From written components to artistic or theatrical, you can differentiate the ways that students are summatively assessed. Their passions actively come into play here. Again, it all depends on the standards that you're assessing, but don't let

standards confine your thinking. Yes, you may have a written component if you're assessing writing, but ask yourself, "How can I allow for voice and choice here?" Embrace possibilities for differentiated student summative products.

5. Differentiate Through Formative Assessments

Formative assessments can look the same for all students. They can also look different. We know that students can show what they've learned in different ways, as mentioned above in terms of products produced as summative assessment. In addition, as you check for understanding along the way, you can formatively assess in different ways when appropriate. Perhaps you are targeting collaboration in the project. You can differentiate a formative assessment of this through a variety of ways. Perhaps it's an oral conference. Perhaps it's a series of written responses. Perhaps it is a graphic organizer or collage. More importantly, these formative assessments allow you to differentiate the type of instruction needed as you "feed forward" in the project.

6. Balance Teamwork and Individual Work

Teamwork and collaboration occur regularly in a PBL project. We want to leverage collaboration as much as content. However, there are times when individual instruction and practice may be needed. You need to differentiate the learning environment because some students learn better on their own, and others learn better in a team. In fact, we all need time to process and think alone just as much as we need time to learn from our peers. Make sure to balance both so that you are supporting a collaborative environment while allowing time to meet students on an individual basis.

As you master the PBL process in your classroom, you will intuitively find ways to differentiate instruction for your students. You will design the project to scaffold content and skills in a variety of ways. You will create formative and summative assessments to allow for student passions and goals, and you will manage the process so that it allows you to meet students where they are and move them forward.