

From Text Maps to Memory Caps

**100 More
Ways to
Differentiate
Instruction
in K-12
Inclusive
Classrooms**

by

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and

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About the Authors

Paula Kluth, Ph.D., is a former special educator who has served as a general education co-teacher, inclusion facilitator, and instructional coach. Her professional interests include differentiating instruction, active learning, and inclusive schooling.

Dr. Kluth is the author or coauthor of eleven books including: *“You’re Going to Love This Kid!”: Teaching Students with Autism in Inclusive Classrooms, Second Edition*; *“A Land We Can Share”: Teaching Literacy to Students with Autism*; and *“Just Give Him the Whale”: 20 Ways to Use Fascinations, Areas of Expertise, and Strengths to Support Students with Autism*. Paula is also a director of a documentary film titled *“We Thought You’d Never Ask”: Voices of People with Autism*.

Sheila Danaher, M.S.Ed., is a consultant for the Christopher L. & M. Susan Gust Foundation, which is dedicated to supporting all students by creating inclusive school communities. She is a former learning specialist and administrator in the Chicago Public Schools, where she focused on supporting students with autism and differentiating instruction for all students. As a consultant, for the Gust Foundation, Sheila continues her work in the Chicago area by providing teachers with ideas for curricular adaptations, differentiating instruction, and implementing the best strategies for supporting students with disabilities in preschool, elementary, and secondary school settings.

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Stackables



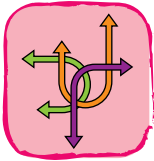
Materials

- Paper, plastic, or Styrofoam cups
- Stickers or pictures
- Markers
- Glue



Description

Stackables are manipulatives that can be used to teach relationships between ideas, concepts, or things. They are designed to teach a sequence, cycle, or hierarchy and can be used in social studies, science, math, and many other subject areas.



Directions

Create your stackables using any product you have available (e.g., Styrofoam, plastic, paper). Simply paste an image and word or phrase on each cup in the series. You may want to use a glue or sealant over the image to make sure that the graphics do not peel or move as students are stacking them.

If possible, create several different cup sets for the classroom so that students can review with different content. For example, you might use several different nesting cup sets created for food chains, with some having a hawk at the top of the food chain and some having a whale. You could also create some variety in geography stackables by using a variety of countries or by featuring different continents. Other ideas include place value, measurement (mile/yard/foot/inch), parts of a cell, and levels of government.



Example

During a study of ecology, a third-grade teacher created several different sets of stackables to teach her students about food chains. Students had to practice using the stackables provided and then create their own versions. The food chain stackables were particularly helpful in assessing the knowledge of a student with learning disabilities who struggled to demonstrate learning on quizzes and tests.



Reference

Kohl, M. (2010). *Art with anything: 52 weeks of fun using everyday stuff*. Lewisville, NC: Gryphon House.



Vendor

Party City

www.partycity.com

Plastic cups of every size and color can be found on this web site.



Web Sites

Differentiation Daily

www.differentiationdaily.com

Paula's blog is filled with easy-to-make learning materials. A new idea is shared every day.

Living Montessori Now

<http://livingmontessorinow.com/2012/09/17/montessori-monday-diy-cosmic-nesting-boxes-map-towers-and-me-on-the-map>

Deb Chitwood's site has many fresh teacher-tested ideas including these stackable geography towers.