Letter to the teACHER

First off, thank you VERY much for your purchase of these task cards. I hope you find these particular sets to be very helpful in not only engaging your students, but more so to help create a more personalized approach for your students and give you, as the teacher, more specific data to use to further your students' success. Below is some important information you will want to read over before assigning these cards.

•All students start at Card #1. This is different from other task cards sets where students can begin anywhere. You might want to have a few sets of the cards ready so students aren't waiting on others.

•There are two versions of the cards included. The first set of cards has the 'directions' at the bottom of each card. The directions tell the students what card to go to next depending on their answer. If you feel that the students will focus on this section of the card too much – a separate version of the cards has been provided without the directions at the bottom. Instead, when using this version – give each student a copy of the answer key (1/2 page). Tell them to keep it turned upside down until looking to see what card they go to next.

•A recording sheet has been provided. You will want to make sure the students completely understand that they are not going to be completing all 30 of the cards. They will be skipping around. Each student has his/her own path. Let the students know that any questions that are skipped, an X can be placed in that box. This is also written for them in the directions of the recording sheet.

•The questions in the 30 task card set are designed to go in order from least difficult to most difficult. (See more information about the levels and concepts on page 3!)

- •Cards 1 – 5 are introduction to the concept and use of main vocabulary
- •Cards 6 – 10 are DOK Level 1 or "Remembering" level questions
- •Cards 11 – 15 are DOK Level 1 but with a different question type
- •Cards 16 – 20 are DOK Level 2
- •Cards 21 – 25 are DOK Level 2 but with a different question type
- •Cards 26 – 30 are DOK Level 3

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Letter to the teacher

•Knowing the card levels is important. When students turn in their recording sheet to you – it is important to look for where their frustration level occurred to better support them. For example – if a student turns in a recording sheet and has many X's up until card #16, then you know this child's frustration level began at the DOK Level 2 and with that specific question type. Therefore when working with this child in a small group you can skip the basic level of understanding and go right to where this child needs more support.

•Grading the recording sheet is no longer about right or wrong answers. The students, without knowing, did this on his/her own. When you collect the recording sheets, you now need to focus on the number of questions that were answered and where the frustration level occurred (mentioned above). Here is a quick guideline of how the # of questions answered applies to the child's level of understanding:

- •High Students (in this skill) will complete anywhere from 6 – 12 questions
- •Average Students (in this skill) will complete anywhere from 13 – 21 questions
- •Low Students (in this skill) will complete 22 – 30 questions.

So when you are flipping through the recording sheets you can simply look for who answered the most questions and then focus on on where those questions were in accordance to the DOK levels.

Overall, this task card system is designed to help you better give your students a more personalized experience. Students who do not need to spend 20 minutes doing task cards will no longer do so. They will get their 6 – 12 questions complete and then move onto something that will better suit their needs. Students who DO need this review and practice will continue to get it. And YOU as the teacher will gather more appropriate data on frustration levels to better support one on one or in small groups, the needs of your students. If you have any questions about this product, please let me know! You can contact me at adventuresofroom129@gmail.com

I hope you and your students enjoy! Happy Teaching!

~Ciera
Adventures of Room 129

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Levels & Interventions

As mentioned in the 'Letter to the Teacher' – these task cards are differentiated in a way that allows students to skip unnecessary cards because they have already shown mastery at that specific level as well as show the teacher the frustration level once reached. Below is more specific information about each level and interventions that can take place if a student reaches 'frustration level' at this section.

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Cards 1 – 5:

- In this section, students are determining whether a given word is an adverb. This is the basic level of understanding for students. Students need to focus on the questions of 'How?', 'When?' 'Where?' and 'How often?' If students struggle in this section, write out a variety of words on index cards. Have students sort the words based on which question (from above) they answer. Make a separate column for words that do not answer one of the questions (not an adverb). This will help students begin to train their minds for thinking about analyzing adverbs.

Cards 6 – 10:

- In this section, students are identifying which word in the sentence is an adverb. If a student struggles in this section, write out sentences and cut out each word individually. Have students first identify the verb, adjective, or adverb (that the adverb describes). Place that word in front of the student. Then have the student pull each of the other words down, one at a time, and determine whether or not the word can describe the verb/adjective/adverb. Again, use the questions from above (see intervention from cards 1 – 5) to help the student justify that the word they choose is in fact an adverb.

Levels & Interventions cont.

Cards 11 – 15:

- In this section, students are determining which adverb best completes the sentence. If a student struggles here, have students first eliminate which of the choices are not adverbs. Then from the choices left over, have the students highlight context clues in the sentences that support the adverb they chose. Have students verbalize how the highlighted context clues support the correct answer choice.

Cards 16 – 20:

- In this section, students are determining which comparative or superlative adverb best completes the sentence. If a student struggles in this section, first have him/her determine the number of items that are being compared. Circle these items in the sentence. This will help them know whether to form a comparative or superlative adverb. Most short adverbs add 'er' or 'est' to the adverb. (example: late, later, latest). Most adverbs of two or more syllables use 'more' or 'most' with the adverb (example: more gently, most gently). If students have trouble forming the correct comparative or superlative adverbs, remind them of these rules.

Cards 21 – 25:

- In this section, students are practicing replacing an underlined phrase with the correct relative adverb. Relative adverbs refer to place, time, and reason in a sentence. The three most common relative adverbs are where, when, and why. If a student struggles in this section, give students the following phrases: in which (when), at which (where), and the reason (why). These phrases in sentences can be replaced with the matching relative adverb. Allow students to create sentences using these phrases and then prove that it is correct by replacing the phrase with its matching relative adverb.

Cards 26 – 30:

- In this section, students are writing a sentence using a given adverb category. If a student struggles in this section, create an anchor chart with the different adverb categories at the top. Allow students to generate a list of adverbs that fall into each category and practice using them in sentences.

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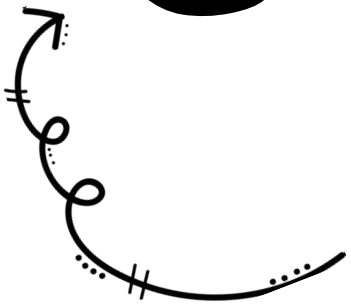
DIFFERENTIATED GRAMMAR TASK CARDS



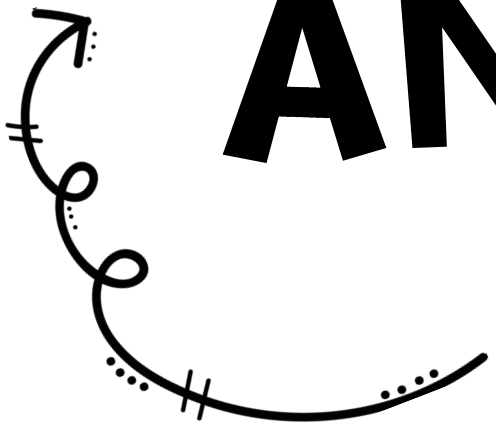
adverbs

Adventures of

ROOM 129

PHOTO CARD ORGANIZER COVER FOR YOUR TASK CARDS!

COLORED CARDS WITH ANSWERS



#1

Is the word below an adverb?

yesterday

a.) yes, it is an adverb

b.) no, it is not an adverb

If you chose 'a', head to card #6. If you chose 'b' head to card #2.

#2

Is the word below an adverb?

twice

a.) yes, it is an adverb

b.) no, it is not an adverb

If you chose 'a', head to card #3. If you chose 'b' head to card #3.

#3

Is the word below an adverb?

quick

a.) yes, it is an adverb

b.) no, it is not an adverb

If you chose 'b', head to card #6. If you chose 'a' head to card #4.

#4

Is the word below an adverb?

outside

a.) yes, it is an adverb

b.) no, it is not an adverb

If you chose 'a', head to card #6. If you chose 'b' head to card #5.

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#5

Is the word below an adverb?

reluctant

a.) yes, it is an adverb

b.) no, it is not an adverb

If you chose 'b', head to card #6. If you chose 'a' head to card #6.

#6

Which word in the sentence is an adverb?

I looked everywhere for the missing puzzle piece.

a.) piece
b.) looked
c.) everywhere
d.) missing

If you chose 'c', head to card #11. If you chose 'a, b, or d' head to card #7.

#7

Which word in the sentence is an adverb?

Cara went to bed early because she was tired.

a.) early
b.) tired
c.) because
d.) went

If you chose 'a', head to card #8 If you chose 'b, c, or d' head to card #8.

#8

Which word in the sentence is an adverb?

Our team solved the word problems easily.

a.) solved
b.) our
c.) problems
d.) easily

If you chose 'd', head to card #11. If you chose 'a, b, or c' head to card #9.

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#9

Which word in the sentence is an adverb?

We need to leave soon, or we will be late.

a.) late
b.) need
c.) soon
d.) leave

If you chose 'c', head to card #11. If you chose 'a, b, or d' head to card #10.

#10

Which word in the sentence is an adverb?

Our class walked silently in the hallway.

a.) hallway
b.) silently
c.) walked
d.) class

If you chose 'b', head to card #11. If you chose 'a, c, or d' head to card #11.

#11

Find the adverb that best completes the sentence.

We went to the movies _____ dinner.

a.) delicious
b.) today
c.) after
d.) since

If you chose 'a', 'b', or 'd', head to card #12. If you chose 'c' head to card #16.

#12

Find the adverb that best completes the sentence.

Adam felt ____ hot after his baseball game.

a.) little
b.) very
c.) a lot
d.) sometimes

If you chose 'b', head to card #13. If you chose 'a', 'c', or 'd' head to card #13.

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#13

Find the adverb that best completes the sentence.

Marta is babysitting for the Smiths _____.

a.) tonight
b.) yesterday
c.) usually
d.) never

If you chose 'a', head to card #16. If you chose 'b', 'c', or 'd' head to card #14.

#14

Find the adverb that best completes the sentence.

We _____ go to the pool in the summer.

a.) easily
b.) slowly
c.) rather
d.) often

If you chose 'd', head to card #16. If you chose 'a', 'b', or 'c' head to card #15.

#15

Find the adverb that best completes the sentence.

I laughed when I realized my shirt was on _____.

a.) tightly
b.) backwards
c.) normally
d.) behind

If you chose 'b', head to card #16. If you chose 'a', 'c', or 'd' head to card #16.

#16

Find the adverb that best completes the sentence.

Grandma makes spaghetti _____ than my mom.

a.) best
b.) well
c.) better
d.) gooder

If you chose 'c', head to card #21. If you chose 'a, b, or d' head to card #17.

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#17

Find the adverb that best completes the sentence.

Angela reads _____ than Julio.

a.) more frequently
b.) most frequently
c.) frequently
d.) frequentlier

If you chose 'a', head to card #18. If you chose 'b, c, or d' head to card #18.

#18

Find the adverb that best completes the sentence.

Naomi finished her math test the _____.

a.) quickest
b.) quicker
c.) quickly
d.) quickliest

If you chose 'a', head to card #21. If you chose 'b, c, or d' head to card #19.

#19

Find the adverb that best completes the sentence.

Of all my cousins, Thomas lives the _____ to me.

a.) closely
b.) closer
c.) closest
d.) closeliest

If you chose 'c', head to card #21. If you chose 'a, b, or d' head to card #20.

#20

Find the adverb that best completes the sentence.

Cherries seem to cost _____ every year.

a.) most
b.) more
c.) mostly
d.). mostest

If you chose 'b', head to card #21. If you chose 'a, c, or d' head to card #21.

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#21

Which relative adverb best replaces the underlined group of words?

Do you remember <u>the reason</u> you are mad?

a.) which
b.) where
c.) when
d.) why

If you chose 'd', head to card #26. If you chose 'a, b or c' head to card #22.

#22

Which relative adverb best replaces the underlined group of words?

Can you tell me <u>the exact time</u> we had lunch?

a.) whom
b.) when
c.) where
d.) that

If you chose 'b', head to card #23. If you chose 'a, c, or d' head to card #23.

#23

Which relative adverb best replaces the underlined group of words?

Is there a good bakery <u>in which</u> I can find caramel brownies?

a.) where
b.) that
c.) why
d.) whom

If you chose 'a', head to card #26. If you chose 'b, c, or d' head to card #24.

#24

Which relative adverb best replaces the underlined group of words?

Tell me <u>the reason</u> your homework is late.

a.) that
b.) why
c.) where
d.) what

If you chose 'b', head to card #26. If you chose 'a, c, or d' head to card #25.

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#25

Which relative adverb best replaces the underlined group of words?

This is the school <u>at which</u> I started Kindergarten.

a.) whom
b.) why
c.) where
d.) that

If you chose 'c', head to card #26. If you chose 'a, b, or c' head to card #26.

#26

Write a sentence for the adverb category listed below.

how often

If you received a check, you are done! If you didn't receive a check, head to card #27.

#27

Write a sentence for the adverb category listed below.

where

If you received a check, head to card #28! If you didn't receive a check, head to card #28.

#28

Write a sentence for the adverb category listed below.

when

If you received a check, you are done! If you didn't receive a check, head to card #29.

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#29

Write a sentence for the adverb category listed below.

how

If you received a check, head to card #30! If you didn't receive a check, head to card #30.

#30

Write a sentence for the adverb category listed below.

when

If you received a check, you are done! If you didn't receive a check, you are done!

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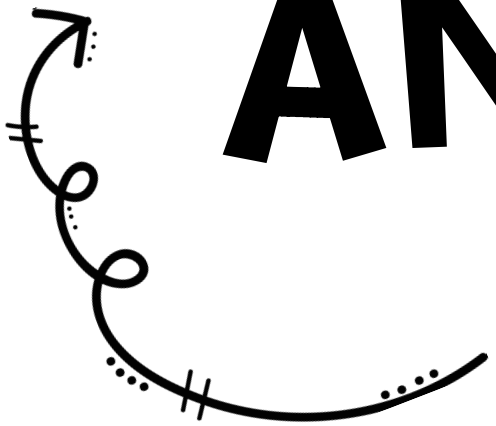
BLACK AND WHITE WITH ANSWERS



#1

Is the word below an adverb?

yesterday

a.) yes, it is an adverb

b.) no, it is not an adverb

If you chose 'a', head to card #6. If you chose 'b' head to card #2.

#2

Is the word below an adverb?

twice

a.) yes, it is an adverb

b.) no, it is not an adverb

If you chose 'a', head to card #3. If you chose 'b' head to card #3.

#3

Is the word below an adverb?

quick

a.) yes, it is an adverb

b.) no, it is not an adverb

If you chose 'b', head to card #6. If you chose 'a' head to card #4.

#4

Is the word below an adverb?

outside

a.) yes, it is an adverb

b.) no, it is not an adverb

If you chose 'a', head to card #6. If you chose 'b' head to card #5.

Adventures of ROOM 129

#5

Is the word below an adverb?

reluctant

a.) yes, it is an adverb

b.) no, it is not an adverb

If you chose 'b', head to card #6. If you chose 'a' head to card #6.

#6

Which word in the sentence is an adverb?

I looked everywhere for the missing puzzle piece.

a.) piece
b.) looked
c.) everywhere
d.) missing

If you chose 'c', head to card #11. If you chose 'a, b, or d' head to card #7.

#7

Which word in the sentence is an adverb?

Cara went to bed early because she was tired.

a.) early
b.) tired
c.) because
d.) went

If you chose 'a', head to card #8 If you chose 'b, c, or d' head to card #8.

#8

Which word in the sentence is an adverb?

Our team solved the word problems easily.

a.) solved
b.) our
c.) problems
d.) easily

If you chose 'd', head to card #11. If you chose 'a, b, or c' head to card #9.

Adventures of ROOM 129

COLORED CARDS WITHOUT ANSWERS

#1

Is the word below an adverb?

yesterday

a.) yes, it is an adverb

b.) no, it is not an adverb

#2

Is the word below an adverb?

twice

a.) yes, it is an adverb

b.) no, it is not an adverb

#3

Is the word below an adverb?

quick

a.) yes, it is an adverb

b.) no, it is not an adverb

#4

Is the word below an adverb?

outside

a.) yes, it is an adverb

b.) no, it is not an adverb

Adventures of ROOM 129

#5

Is the word below an adverb?

reluctant

a.) yes, it is an adverb

b.) no, it is not an adverb

#6

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BLACK AND WHITE WITHOUT ANSWERS

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yesterday

a.) yes, it is an adverb

b.) no, it is not an adverb

#2

Is the word below an adverb?

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b.) tired
c.) because
d.) went

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Which word in the sentence is an adverb?

Our team solved the word problems easily.

a.) solved
b.) our
c.) problems
d.) easily

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Answer Key

Follow the directions below specifically to know where to go after each card, depending on your answer.

#1 – A go to card #6 B go to card #2
#2 - All answers, A – B, go to card #3
#3 – B go to card #6 A go to card #4
#4 – A go to card #6 B go to card #5
#5 – All answers, A – B, go to card #6
#6 – C go to card #11 A, B, D go to card #7
#7 – All answers, A – D, go to card #8
#8 – D go to card #11 A, B, C go to card #9
#9 – C go to card #11 A, B, D go to card #10
#10 – All answers, A – D, go to card #11
#11 – A, B, or D go to card #12 C go to card #16
#12 – All answers, A - D, go to card #13
#13 – A go to card #16 B, C, D go to card #14
#14 – D go to card #16 A, B, C go to card #15
#15 – All answers, A - D, go to card #16
#16 – C go to card #21 A, B, D go to card #17
#17 – All answers A – D go to card #18
#18 – A go to card #21 B, C, D go to card #19
#19 – C go to card #21 A, B, D go to card #20
#20 – All answers A – D go to card #21
#21 – A, B, or C go to card #22 D go to card #26
#22 – All answers A – D go to card #23
#23 – A go to card #26 B, C or D go to card #24
#24 – A, C or D go to card #25 B go to card #26
#25 – All answers A – D go to card #26
#26 – Check mark – you are done! No check, go to card #27
#27 – Both check or no check, go to card #28
#28 – Check mark – you are done! No check, to go card #29
#29 – Both check or no check, to go card #30
#30 – All answers are complete!

Answer Key

Follow the directions below specifically to know where to go after each card, depending on your answer.

#1 – A go to card #6 B go to card #2
#2 - All answers, A – B, go to card #3
#3 – B go to card #6 A go to card #4
#4 – A go to card #6 B go to card #5
#5 – All answers, A – B, go to card #6
#6 – C go to card #11 A, B, D go to card #7
#7 – All answers, A – D, go to card #8
#8 – D go to card #11 A, B, C go to card #9
#9 – C go to card #11 A, B, D go to card #10
#10 – All answers, A – D, go to card #11
#11 – A, B, or D go to card #12 C go to card #16
#12 – All answers, A - D, go to card #13
#13 – A go to card #16 B, C, D go to card #14
#14 – D go to card #16 A, B, C go to card #15
#15 – All answers, A - D, go to card #16
#16 – C go to card #21 A, B, D go to card #17
#17 – All answers A – D go to card #18
#18 – A go to card #21 B, C, D go to card #19
#19 – C go to card #21 A, B, D go to card #20
#20 – All answers A – D go to card #21
#21 – A, B, or C go to card #22 D go to card #26
#22 – All answers A – D go to card #23
#23 – A go to card #26 B, C or D go to card #24
#24 – A, C or D go to card #25 B go to card #26
#25 – All answers A – D go to card #26
#26 – Check mark – you are done! No check, go to card #27
#27 – Both check or no check, go to card #28
#28 – Check mark – you are done! No check, to go card #29
#29 – Both check or no check, to go card #30
#30 – All answers are complete!

Adventures of ROOM 129

RECORDING SHEET

Name: _____ Date: _____ Topic: _____

Directions: Record your answers to the task cards below. Make sure to start at card #1 and pay attention to the directions at the bottom of the card OR the answer key your teacher has provided to see what card you get to go to next! Any cards you skip, place an X in that box below.

#1	#2	#3	#4	#5
#6	#7	#8	#9	#10
#11	#12	#13	#14	#15
#16	#17	#18	#19	#20
#21	#22	#23	#24	#25
#26	#27	#28	#29	#30

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