



# **Differentiation Strategy Explained: Cubing / Bloom's Taxonomy Verbs**

**ODE Javits Project: I-GET-GTEd**




# Differentiation Strategy: Cubing/ Bloom's Taxonomy Verbs

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- Cubing is a differentiation tool based on readiness.
- Cubing maintains the same goals of thinking processes and content interaction but asks students to enter the task at a complexity level that is a best fit.
- Cubes are traditionally used with content that is not brand new to students so they will need some prior knowledge to help them complete the tasks.





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- Students will be grouped based on what you know about their strengths and weaknesses for a particular content or skill focus.
- Students do not have to be physically sitting next to one another in this group as the cubes will serve as their assignment guide and where they sit is irrelevant.



# Differentiation Strategy: Cubing/ Bloom's Taxonomy Verbs

- Try the activity outlined on the next few slides.  
When you are comfortable creating and using Cubes you can include more readiness levels.
- If you have determined three readiness groups for this particular content you will develop three cubes of activities – each copied on a different color so you can distribute to specific students wherever they sit in your room and immediately observe group assignment.
  - For each color cube, you will have six learning experiences that ask students to think and produce an outcome that demonstrates learning specific to their level.





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For example students may be working with the concept of systems with the thinking task of comparing systems.

- **The not-yet-ready group might need to use a graphic organizer to help support their thinking process.**
- **The ready-to-go-further students may be asked to project their thinking to a futuristic idea rather than a concrete comparison.**
- **All students are thinking in the same manner about the content but the tasks are altered to meet their needs.**



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## KEY POINT:

Think about making these changes qualitatively instead of quantitatively.

This means not changing the number of responses but rather the *level of difficulty* in the task that meets their needs.





# Cubing / Bloom's Taxonomy Verbs

## Try it!

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### Activity:

Using a Cube Net sheet, the Bloom's Taxonomy Verbs Handout, the Bloom's Taxonomy Verbs Planner and your selected content area, you will develop a cube to meet the needs of one learning group within your classroom. You will then have the skills to create more cubes for other groups, which can be identified by color and used simultaneously.

# Cubing / Bloom's Taxonomy Verbs

## Try it!

1. Consider the needs of the selected learning group. Using Bloom's Taxonomy Verbs, Planner and the outcome goals for this learning experience choose six verbs that tell students the thinking actions they are to use. (Ohio Academic Content Standards use these verbs.)
2. Create tasks that ask students to use each of the thinking skills. Each side of the cube contains one of the six task descriptions. These straightforward directions should contain a taxonomy verb, content and outcome goal for the tasks. Tasks will differ in complexity and abstractness based on student readiness.



# Cubing / Bloom's Taxonomy Verbs

Try it!

3. Place one task on each side of the cube net sheet, copy the completed cube on color paper or cardstock for each student at that level to use.
4. Cut out and make each cube.
5. Students may complete any or all of the activities in any format you determine. Provide any materials students need to complete these tasks - graphics, computer, paper, or drawing supplies as needed.

# Cubing/Bloom's Taxonomy Verbs

## Try it!

Use the cubes with students and reflect on the process. After using these with students, think about the following:

- In what ways does this strategy support my students?
- What would I do differently next time?
- What was the student reaction to this type of learning?
- How do I feel about this process? What went well? What do I want to change?





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### *Reminder*

#### **KEY POINT:**

**Think about making these changes qualitatively instead of quantitatively.**

**This means not changing the number of responses but rather the *level of difficulty* in the *task* that meets their needs.**



# Cubing/Bloom's Taxonomy Verbs

## Discussion

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- What areas in your teaching can benefit from the use of Cubing?
- How can using Cubing assist you in reaching the needs of all learners in your classroom?
- Discuss how you might use information about student readiness, interests and learning preferences to create Cubing activities.
- Discuss specific ways you might use Cubing in your classroom.





# Cubing

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- Consider inviting your coordinator of gifted services, principal, curriculum coordinator or other administrator to observe your students using Cubing.
- Your observer can use the Observation Form found on the User Guide page of the Teacher Module.



## Further information about Cubing available through:

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- Tomlinson, C. (2001). *How to differentiate instruction in mixed ability classrooms*. ASCD: Alexandria, VA.
- [http://curry.edschool.virginia.edu/files/nagc\\_cubing\\_think\\_dots.pdf](http://curry.edschool.virginia.edu/files/nagc_cubing_think_dots.pdf)