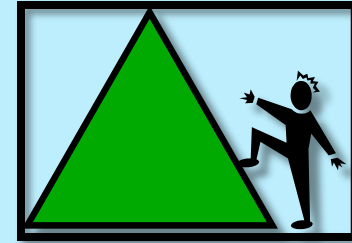


Differentiation Quick Guide

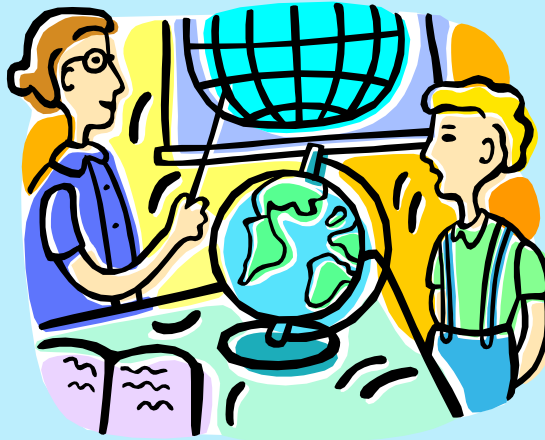
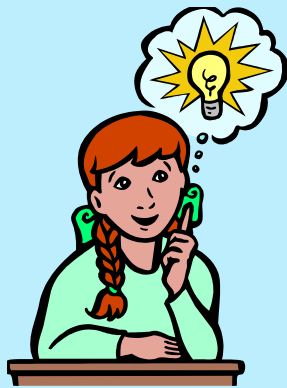
10 Examples for How to Differentiate Learning in Your Classroom



thrivingyoungteachers.com

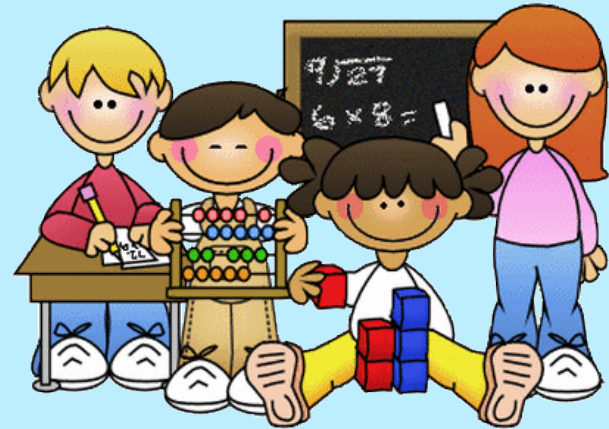
What is differentiation?

Differentiation is a way to maximize student learning by providing multiple options for **taking in information, making sense of ideas, and expressing learning.**



Learners vary in many ways:

- Readiness
- Knowledge and skills
- Rate of learning
- Interests
- Learning styles and preferences



In a differentiated classroom:

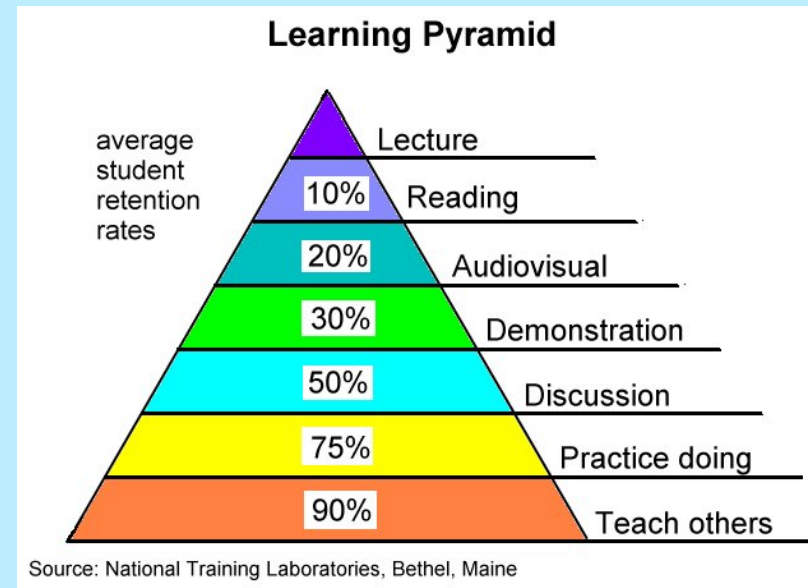
- Learners develop a growth mindset
- Motivation *increases* as tasks are appropriately challenging
- All* students grow and learn at their level

Differentiated classrooms require...

- Establishing a community of learners who respect each other and value their differences
- Understanding that fair does not mean equal, each person gets what he or she needs in order to grow
- Encouraging risk taking and creativity
- Acknowledging that we know different things and learn in different ways
- Rethinking grading-project rubrics often work well

Teaching/Learning Methods that Support Differentiated Instruction:

- Learning stations
- Problem Based Learning
- Orbital Studies-independent investigations around a facet of curriculum
- Compacting curriculum
- Contracting
- Tiered activities
- Inclusion



Example 1: Science



Rock Identification

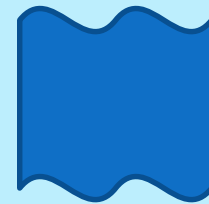
Students are learning about formation of rocks. After discussing the various ways rocks can be formed (volcanic, sedimentary, metamorphic) *students are given boxes of rocks to identify.* Everyone does the same activity, but the boxes are differentiated. Some contain fairly obvious, easy to identify rocks and some contain rocks with more subtle characteristics.

via Carol Ann Tomlinson

Example 2: Perimeter and Area

Whole class instruction: **Students learn formulas for finding perimeter and area.**

Students are given different cutout and laminated shapes and asked to find perimeter and area. Some are given basic shapes, others very complex shapes. Everyone does the same task, differentiation is in the complexity of the shape.



Example 3: Spanish

Essential understanding: Understand how elements of a culture interrelate and form a distinct personality of the people.

Using a variety of books and materials, students research (alone or in a small group) history, religion, economics, celebrations, geography, education, climate, literature, and art

Students prepare a travel guide, video or present a drama.



Example: Tomlinson, C. A. (2001). *Differentiate Instruction in Mixed-Ability Classrooms*, Alexandria, VA: ASCD.

Example 4: Spelling



- Students take a pretest to determine level from grade 2 to grade 8 level
- All students work on a color coded list of ten words, at their level, each week
- Students write the words, create sentences etc. in order to practice
- Peers give each other spelling tests
- Missed words are added to the next week's list
- When students top out of eighth grade words they move on to studying root words and derivatives

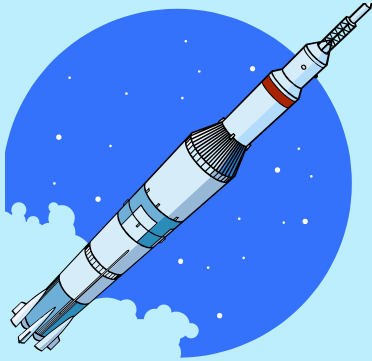
Example 5: Social Studies, LA/Reading

“ Mythology Resident Experts”

- **The whole class** reads several short myths, create a ‘family tree” of mythology, reads and discusses social studies text Egypt and Greece units.
- **Small Groups** practice and perform Reader’s Theater versions of several myths
- **Individuals** become “Resident Experts” by selecting a topic, reading, researching, and prepare a presentation sharing their “expert knowledge” information in various formats such as movies, Prezi or power points, or posters.



Example 6: Science “Inertia”



- Whole class instruction builds key ideas.
- Students complete “exit slips” to show level of understanding.
- Students work on one of two labs, one lab employs a more multifaceted, complex, ambiguous problem than the other.
- Student assessment: describe key principles of inertia.
- Students are again divided into two groups to work on rocketry projects.

Example: Tomlinson, C. A. (2001). *Differentiate Instruction in Mixed-Ability Classrooms*, Alexandria, VA: ASCD.

Example 7: Integrated Language Arts and Contemporary History

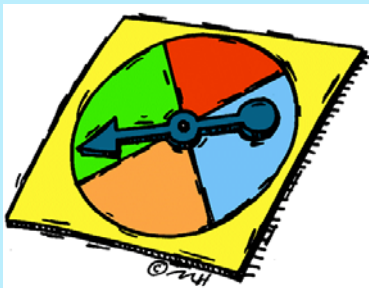
- Teachers and librarians collect novels with settings taking place from 1920's- 1970's and give book talks
- Student choose 1 book to read, complete weekly reading response journals
- Teachers and students use examples from the books they are reading to bring to life topics in the Social Studies curriculum
- Students design varied projects showing how their book fits into the social studies unit



Example 8: Game Boards



- The teacher collects game boards for games such as Chutes and Ladders or Candy Land.
- The teacher replaces the cards in the game with skill based cards such as sight words, math facts etc.
- The teacher creates differentiation by grouping the cards by skill or difficulty. Then, switches out the cards for different groups of students.
- All students play the same game. Some might be playing with addition facts, some might get subtraction facts and some get multiplication facts.



Example 9: Writing Station

- During literacy stations time, students rotate to the writing station.
- The writing station has lists of different things to write, templates, examples of good writing, reference materials, style guides and varied writing materials.
- Students chose writing projects and teachers keep lists of writing skills students have developed, rubrics for completed projects and individual student goal sheets.



Example 10: Middle School

6 week Holocaust Unit

The whole class participates in background building, text reading, map activities, timelines, videos, guest speaker, picture books, and a research report.

Small groups participate in their choice of book from the following and conduct Literature Circles:

- *The Upstairs Room*: Reiss
- *North to Freedom*: Holmes
- *Frederich*: Richter
- *Twenty and Ten*: Pene du Bois
- *The Devil's Arithmetic*: Yolen
- *The Big Lie: A True Story*: Leitner



Example 10: Holocaust Unit Whole Group Classroom Daily Discussion Examples



- What types of discrimination are you seeing in your small group books?
- In your book, what is happening that shows that life is changing?
- What are some survival skills or adaptations people are making?
- How is life in this time and place different from your own?

Example 10: Holocaust Unit Small Group Projects:

Each literature group chooses one project. Each project has a rubric.

- **Act out a scene** from your book as a play. Before presenting, set the scene for the audience.
- **Write a newspaper** based on events from the story.
- **Prepare a TV news broadcast** with events from the story.
- **Research** something from your book that really happened and write a report.
- **Create a poster board display** showing the important incidents in your book.
- **Write a “missing chapter”**, prequel, or sequel.
- **Rewrite story** from another point of view.

Quick hints to differentiate successfully:

- Pick one activity or lesson at a time.
- Think of yourself as a coach or guide rather than the expert who knows everything.
- Help students to make good choices.
- Give explicit directions.
- Discuss expectations.
- Be willing to experiment in order to grow as a teacher and learning leader!

Good luck! Let us know about your
successes @thrivingyoungteachers.com