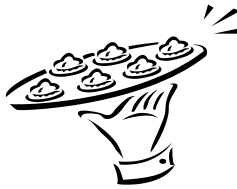


Differentiated Instruction

Resources

Diner Menu – Photosynthesis



Appetizer (Everyone Shares)

- Write the chemical equation for photosynthesis



Entrée (Select One)

- Draw a picture that shows what happens during photosynthesis
- Write two paragraphs about what happens during photosynthesis
- Create a rap that explains what happens during photosynthesis



Side Dishes (Select at Least Two)

- Define respiration, in writing
- Compare photosynthesis to respiration using a Venn Diagram
- Write a journal entry from the point of view of a green plant
- With a partner, create and perform a skit that shows the differences between photosynthesis and respiration



Dessert (Optional)

- Create a test to assess the teacher's knowledge of photosynthesis

THINK-TAC-TOE

Book Report

Draw a picture of the main character	Perform a play that shows the conclusion of a story	Write a song about one of the main events
Write a poem about two main events in the story	Make a poster that shows the order of events in the story	Dress up as your favorite character and perform a speech telling who you are
Create a Venn diagram comparing and contrasting the introduction to the closing	Write two paragraphs about the main character	Write two paragraphs about the setting

Tiered Activity – Writing a Persuasive Essay

4th-6th Grade Classroom

	Beginning	Intermediate	Advanced
Outcome/Objective	Students will determine a topic and will write a five-sentence paragraph with a main idea, three supporting sentences and a concluding sentence.	Students will determine a topic, state a point of view, and write two paragraphs defending that point of view.	Students will determine a topic, state a point of view and write an essay of at least five paragraphs that uses multiple sources to defend that point of view.
Instruction/Activity	<p>Students will receive a model of a five-sentence paragraph and explicit instruction in constructing the paragraph.</p> <p>As a pre-writing activity, students will list their topic and develop a list of at least three things that support their topic.</p>	<p>Students will receive a model of a persuasive essay and a graphic organizer that explains the construction of a persuasive essay. Students will also receive explicit instruction in writing a persuasive essay.</p> <p>As a pre-writing activity, students will use the graphic organizer to plan their writing.</p>	<p>Students will review the graphic organizer for a persuasive essay. Students will be given explicit instruction in locating sources and quotes for their essays.</p> <p>As a pre-writing activity, students will use the graphic organizer to organize their essay. Students will also compile a list of five sources that defend their main point.</p>
Assessment	Students will be able to write a five-sentence paragraph that successfully states and supports a main idea. The paragraph will meet the criteria on the state writing rubric.	Students will be able to state a point of view and successfully defend the idea using two paragraphs that defend the point of view using main ideas and supporting details. The paragraphs will meet the criteria on the state writing rubric.	Students will be able to write a five-paragraph essay that states a point of view, defends the point of view, and uses resources to support the point of view. The essay will meet the criteria on the state writing rubric.

Learning Contract

Name _____

My question or topic is:



To find out about it I will:

I will read:



I will look at and listen to:



I will write:



I will draw:



I will need:



Here's how I will share what I know:



I will finish by this date:



Learning Contract

To demonstrate what I have learned about _____ I want to:

___ write a report

___ make a movie

___ put on a demonstration
diagram

___ create a graphic organizer or

___ set up an experiment

___ other

___ develop a computer presentation

___ build a model

___ design a mural

___ write a song

This will be a good way to demonstrate understanding of this concept
because _____

To do this project, I will need help with

Action

Plan _____

The criteria/rubric which will be used to assess my final product is

My project will be completed by this date _____

Student signature: _____ Date ____/____/____

Teacher signature: _____ Date ____/____/____

Differentiation Strategies

Differentiation Strategy	Primary Use	Description of Strategy	Things to Consider
Tiered Assignments and Products	Readiness	<p>Assignments and products are designed to instruct and assess students on essential skills that are provided at different levels of complexity, abstractness, and open-endedness. The curricular content and objective(s) are the same, but the process and/or product are varied according to the student's level of readiness.</p> <p>For example, students with moderate understanding about a topic are asked to write an article. Students with a more advanced understanding are asked to prepare a debate.</p>	<ul style="list-style-type: none"> • Focus task on a key concept • Use a variety of resource materials at different levels of complexity and associated with different learning modalities • Adjust task by complexity, abstractness, number of steps, concreteness, and independence to ensure challenge and not frustration
Compacting	Readiness	<p>Compacting is the process of eliminating teaching or student practice due to previous mastery of learning objectives. Compacting involves a three step process:</p> <ol style="list-style-type: none"> (1) assess the student to determine his/her level of knowledge on the material to be studied and determine what he/she still needs to master (2) create plans for what the student needs to know, and excuse the student from studying what he/she already knows (3) create plans for freed-up time to be spent in enriched or accelerated study <p>For example, a third grade class is learning to identify the parts of fractions. Diagnostics indicated that two students already know the parts of</p>	<ul style="list-style-type: none"> • Thoroughly pre-assess the learner's knowledge and document findings • Explain the process and its benefits to the student • Create written plans and timelines for study • Allow student choice in enrichment or accelerated study

Differentiation Strategy	Primary Use	Description of Strategy	Things to Consider
		fractions. These students are excused from completing the identifying activities, and are taught to add and subtract fractions.	

Differentiation Strategy	Primary Use	Description of Strategy	Things to Consider
Independent Study	Interest	<p>The student and teacher identify topics of interest to the student. Together they plan a method of investigating the topic and decide upon the outcome of the independent study. The result of the project will be based on the needs of the student and the curricular content. Guided by the teacher, the student completes his or her own research on the topic and develops a product to share with classmates.</p> <p>For example, in a unit on ocean life, a student indicates that she wants to learn more about sharks. With the teacher's guidance she develops research questions, collects information, and presents an oral report to the class about the feeding patterns of great white sharks.</p>	<ul style="list-style-type: none"> • Base the project on student interest • Provide guidance and structure to ensure high standards of investigation and product • Use timelines to help student stay on track and prevent procrastination • Use process logs or expert journals to document the process • Establish clear criteria for success
Interest Centers or Interest Groups	Interest, Readiness	Interest centers (usually used with younger students) and interest groups (usually used with older learners) are set up so that learning experiences are directed toward a specific learner interest. They allow students to choose a topic and can be motivating to students. If they are used as enrichment, they can allow the study of	<ul style="list-style-type: none"> • Incorporate student interest • Encourage students to help create tasks and define products • Adjust for student readiness • Establish clear criteria for success • Adjust blocks of work time based on

Differentiation Strategy	Primary Use	Description of Strategy	Things to Consider
		<p>topics beyond the general curriculum. Groups address student readiness when they are differentiated by level of complexity and independence required.</p> <p>For example, in a unit about the Civil War, students can choose to work in groups on one of four topics: free labor vs. slave labor, a biography of Robert E. Lee, women's role in Reconstruction, or how trade was impacted.</p>	student readiness

Differentiation Strategy	Primary Use	Description of Strategy	Things to Consider
Flexible Grouping	Interest, Readiness, Learning Profile	<p>Students work as part of many different groups depending on the task and/or content. Sometimes students are placed in groups based on readiness, other times based on interest and/or learning profile. Groups can either be assigned by the teacher or chosen by the students. Students can be assigned purposefully to a group or assigned randomly. This strategy allows students to work with a wide variety of peers and keeps them from being labeled as advanced or struggling.</p> <p>For example, in a reading class, the teacher may assign groups based on readiness for phonics instruction, but allow students to choose their own groups for book reports, based on the book topic.</p>	<ul style="list-style-type: none"> • Ensure that all students have the opportunity to work with other students who are similar and dissimilar from themselves in terms of interest, readiness, and learning profile • Alternate purposeful assignment of groups with random assignment or student selection • Ensure that all students have been given the skills to work collaboratively • Provide clear guidelines for group functioning that are taught in advance of group work and consistently reinforced
Multiple Levels of Questions	Readiness, Learning	Teachers adjust the types of questions and the ways in	<ul style="list-style-type: none"> • Use wait time before taking student

Differentiation Strategy	Primary Use	Description of Strategy	Things to Consider
	Profiles	<p>which they are presented based on what is needed to advance problem-solving skills and responses. This strategy ensures that all students will be accountable for information and thinking at a high level and that all students will be challenged. Finally, all students benefit from this strategy because all can learn from a wide range of questions and responses.</p> <p>For example, the teacher prepares a list of questions about a topic that the whole class is studying. During a discussion, the teacher asks initial questions to specific students, based on readiness. All students are encouraged to ask and answer follow-up questions.</p>	<p>answers</p> <ul style="list-style-type: none"> • Adjust the complexity, abstractness, type of response necessary, and connections required between topics based on readiness and learning profile • Encourage students to build upon their own answers and the answers of other students • If appropriate, give students a chance to talk to partners or write down their answers before responding
Learning Contracts	Readiness, Learning Profiles	<p>Learning contracts begin with an agreement between the teacher and the student. The teacher specifies the necessary skills expected to be learned by the student and required components of the assignment, while the student identifies methods for completing the tasks. This strategy allows students to work at an appropriate pace and can target learning styles. Further, it helps students work independently, learn planning skills, and eliminate unnecessary skill practice.</p> <p>For example, a student completes a learning contract for a science project. He indicates that he will research the topic of mitosis, create a</p>	<ul style="list-style-type: none"> • Match skills to the readiness of the learner • Allow student choice in the way in which material is accessed and products are developed • Provide the contract in writing, with a clear timeline and expectations • Include both skill- and content-based learning in the contract

Differentiation Strategy	Primary Use	Description of Strategy	Things to Consider
		visual model to share with the class, and write a report. The learning contract indicates the dates by which each step of the project will be completed.	
Choice Boards	Readiness, Interest, Learning Profiles	<p>Choice boards are organizers that contain a variety of activities. Students can choose one or several activities to complete as they learn a skill or develop a product. Choice boards can be organized so that students are required to choose options that focus on several different skills.</p> <p>For example, after students read <i>Romeo and Juliet</i>, students are given a choice board that contains a list of possible products for each of the following learning styles: visual, auditory, kinesthetic, and tactile. Students must complete two products from the board, and must choose these products from two different learning styles.</p>	<ul style="list-style-type: none"> • Include choices that reflect a range of interests and learning styles • Guide students in the choice of activities so that they are challenged, but not frustrated • Provide clear instruction in the use of choice boards

Learning Profile Preassessment

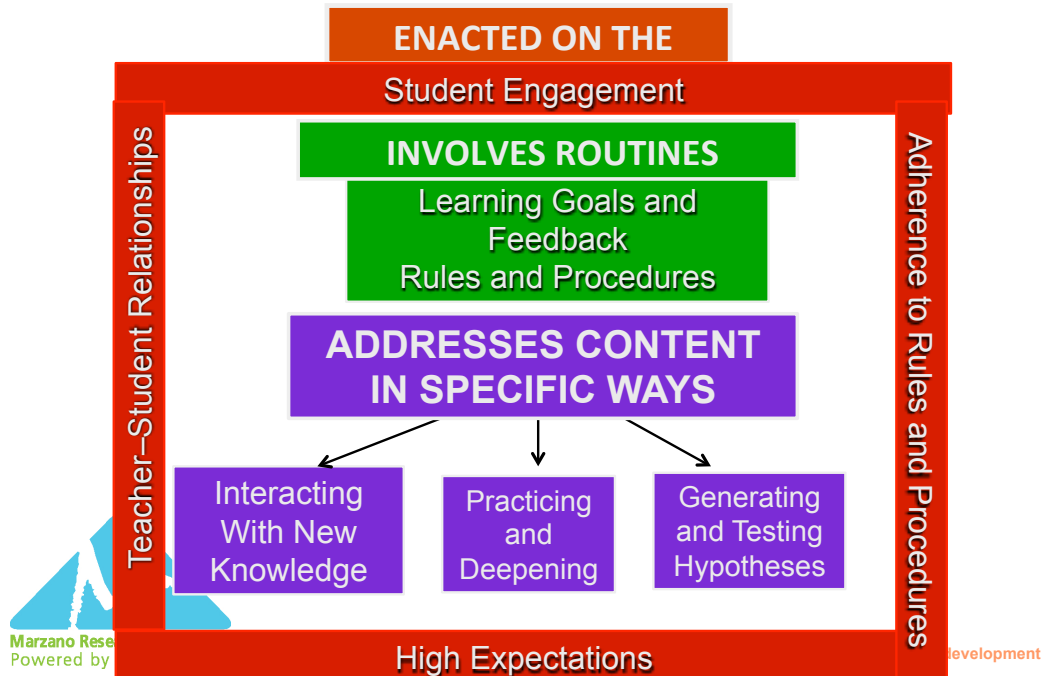
Name:

Directions: Take a few minutes to write me a letter or an email that will help me understand how you think you learn best. You can draw pictures too if you would like to, and write about them instead of the letter or email. You can also say your answers on the audio-recorder if you would like that better.

Here are some things you could write or draw about or say. But it's okay if you have other things in mind. Remember, what I want to know is what to do to help you learn well.

1. Tell about a time when you learned something really well. It might be swimming or skating or drawing or reading or math or something else. What help you learn then?
2. What are the top three things in a classroom that you like because they help you learn?
3. Do you like reading best, or do you like it best when the teacher (or someone else) reads to you? Do you like to draw what you know, or would you rather write about it? Do you like to work along or with a partner? Do you like to be told just how to do something, or do you like making some choices yourself?
4. Tell about a time when something made it really hard for you to learn. That might have been a time at home or at school or somewhere else.
5. What else do you want me to know about what helps you learn?

The Art and Science of Teaching



Student Engagement Questions:

How do I feel?

Am I interested?

Is this important?

Can I do this?