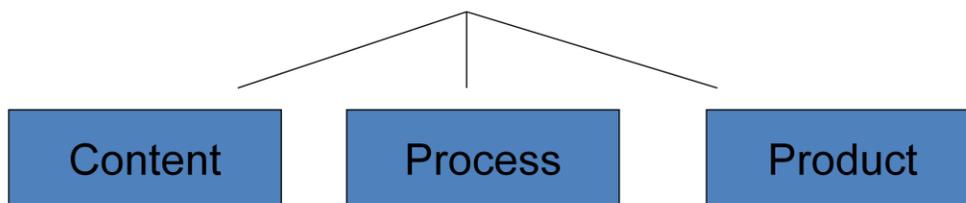
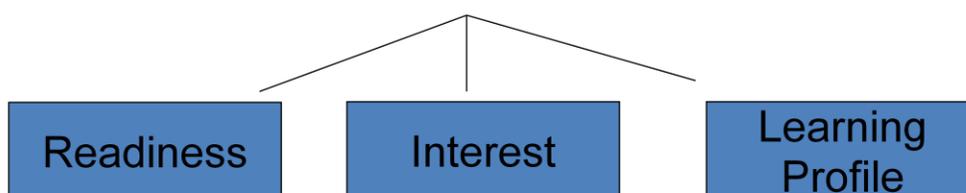


## Differentiated Instruction

# Teachers Can Differentiate



# According to Students'



Adapted from *The Differentiated Classroom: Responding to the Needs of All Learners* (Tomlinson, 1999).

## Differentiation Strategies

All strategies are aligned with instructional goals and objectives.

Types:

- **Tiered Assignments and Products**
- Compacting
- Independent Study
- Interest Centers /Groups
- Flexible Grouping
- Multiple Levels of Questions
- **Learning Contracts**
- **Choice Boards**

## Tiered Activities – Common Accommodations

Beginning	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• Prerequisite skill</li> <li>• Include more structure and guidance</li> <li>• Give clear models</li> <li>• Lower level reading materials</li> <li>• Group work for assistance</li> <li>• Use learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Objective on standard</li> <li>• Usually no accommodations needed</li> <li>• Differentiation still is appreciated</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Acceleration</li> <li>• Enrichment</li> <li>• Higher level skill</li> <li>• Curriculum Compacting</li> </ul>

### Tiered Activities River Examples

	Beginning	Intermediate	Advanced
<b>English and Social Studies</b>	Students will read selected articles about the river and write up a 2-3 page summary answering 10 questions given by the teacher.	Students will locate resources about a river to answer a 10 questions given by the teacher in a 2-3 page narrative.	Students will locate resources about a river to answer a 10 questions given by the teacher. They will also develop 5 additional questions and answer them all in a 2-3 page narrative.
<b>Science</b>	Students will be shown a clay model of a map of a simple coastline with hills and valley in a waterproof container. They have to create their own replica. They have to add water in 1cm increments and record the contour lines on the clay with a pencil. They must answers 5 questions about the impact of water level and the contours of their land masses.	Students will be given a moderately complex contour map of a coastline and told to make a clay replica in a waterproof container. They have to add water in 1cm increments and record the contour lines on the clay with a pencil. They must answers 5 questions about the impact of water level and the contours of their land masses.	Students will be given a moderately complex contour map of a coastline and islands and told to make a clay replica in a waterproof container. They have to add water in 1cm increments and record the contour lines on the clay with a pencil. They must answers 5 questions about the impact of water level and the contours of their land masses. They also need to describe the impact of a hurricane or large storm.
<b>Math</b>	All students are brought to a outside to "river." Students will figure out the distance of points across a river using triangulation. For these students there are 5 problems given and students use a ruler and a protractor on a scale map to measure the distances. Then they used triangulation to figure out the distance.	All students are brought to a outside to "river." Students will figure out the distance of points on across a river using triangulation. For these student there are 5 problems given and students use a measuring tape and a protractor. Then they used triangulation to figure out the distance. One problem includes using a GPS.	All students are brought to a outside to "river." Students will figure out the distance of points on across a river using triangulation. For these students there are 5 problems given and students measuring wheel, GPS, and protractor. Then they used triangulation to figure out the distance. They will also use trigonometry to figure out the same answers.

## **THINK-TAC-TOE: Choice Board**

Objective: Describe three major characteristics about life on the river in the 1850. Choose one item from each row.

Draw a detailed picture of a river man or woman working on the river.	Write a poem or song about a river man or woman's typical day working on the river.	Role play a narrative from the river man's or woman's point of view about a day in his or her life.
Create two maps illustrating the changes in the river from 1850 to now.	Make a poster chart comparing and contrasting the river in 1850 and today.	Create a Venn diagram comparing and contrasting the river in 1850 and today.
How many tons of goods are shipped daily today as compared with 1850? How did you determine this?	How many people are employed today on the river as compared to 1850? How did you determine this?	What would be the equivalent pay today for two jobs that existed on the river in 1850? How did you determine this?

### **Learning Contract**

To demonstrate what I have learned about \_\_\_\_\_, I want to

- |   |   |
|---|---|
| <input type="checkbox"/> Write a report<br><input type="checkbox"/> Put on a demonstration<br><input type="checkbox"/> Set up an experiment<br><input type="checkbox"/> Develop a computer presentation<br><input type="checkbox"/> Build a model | <input type="checkbox"/> Design a mural<br><input type="checkbox"/> Write a song<br><input type="checkbox"/> Make a movie<br><input type="checkbox"/> Create a graphic organizer or diagram<br><input type="checkbox"/> Other _____ |
|---|---|

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

\_\_\_\_\_

To do this project, I will need help with

\_\_\_\_\_

My Action Plan is \_\_\_\_\_

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    /   /