

## Instructional Resources-Differentiating Classroom Instruction

From Mary Hernandez – November 2017

### I. Process Strategies-Ways to Differentiate What the *Teacher* Is Doing

Strategy	Website Link	Description
Centers-Student Centered Learning	<a href="https://www.teachervision.com/learning-centers-0">https://www.teachervision.com/learning-centers-0</a>	<ul style="list-style-type: none"><li>• Allows students to make choices based on interests</li><li>• Students can try something new safely</li><li>• Students make social connections with other students with similar interests</li></ul>
Ed Puzzle	<a href="https://sylvaniadigitallearning.org/2016/10/12/edpuzzle-for-bringing-differentiation-individualization-and-engagement-to-any-video/">https://sylvaniadigitallearning.org/2016/10/12/edpuzzle-for-bringing-differentiation-individualization-and-engagement-to-any-video/</a> <a href="https://edpuzzle.com/">https://edpuzzle.com/</a>	<ul style="list-style-type: none"><li>• Select a variety of different videos for student viewing in different languages</li><li>• Modify videos to meet the needs of individual or small groups of students</li><li>• Change the length of videos to meet attention needs</li><li>• Create different questions for different students including multiple choice, matching, or short answer</li></ul>
ebooks	<a href="http://www.openculture.com/freeaudiobooks">http://www.openculture.com/freeaudiobooks</a> <a href="http://www.storynory.com/archives/">http://www.storynory.com/archives/</a>	<ul style="list-style-type: none"><li>• Access challenging literature for all students</li><li>• Allows students to hear different reading styles</li><li>• Decreases limitations when selecting text for students</li></ul>
Four Corners	<a href="http://www.theteachertoolkit.com/index.php/tool/four-corners">http://www.theteachertoolkit.com/index.php/tool/four-corners</a>	<ul style="list-style-type: none"><li>• Encourages student movement</li><li>• Students are making choices</li><li>• Showcases diversity of students within a classroom</li></ul>

Gallery Walk	<a href="https://serc.carleton.edu/introgeo/gallerywalk/what.html">https://serc.carleton.edu/introgeo/gallerywalk/what.html</a>	<ul style="list-style-type: none"> <li>• Allows many students to share and respond to other's thinking without being put on the spot</li> <li>• Use before introducing a new topic to determine students' prior knowledge so they can learn from one another to fill in any gaps in knowledge</li> <li>• Students can express their thinking in many different ways</li> </ul>
Goal Setting	<a href="http://www.oestraining.eq.edu.au/plan4me/goal-setting/">http://www.oestraining.eq.edu.au/plan4me/goal-setting/</a>	<ul style="list-style-type: none"> <li>• Creates ownership for all students and helps students stay motivated towards self-improvement</li> <li>• Promotes success for all students when achieving their individual goals</li> <li>• Teachers can assess a student's perception of their learning</li> </ul>
Graphic Organizers	<a href="https://www.teachervision.com/lesson-planning/graphic-organizer">https://www.teachervision.com/lesson-planning/graphic-organizer</a>	<ul style="list-style-type: none"> <li>• Helps to organize topics cuing the most important information</li> <li>• Assists students with focus</li> <li>• Creates connections between ideas</li> </ul>
Hand Signals		<ul style="list-style-type: none"> <li>• Students are moving</li> <li>• Many students can participate at once</li> <li>• Allows students to signal one solution or idea, but they can also show that they have multiple ideas or solutions</li> <li>• Teachers can create their own signals that fit their classrooms and needs</li> </ul>

Move-It	<a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a>	<ul style="list-style-type: none"> <li>• Having students move can increase focus and attention</li> <li>• Works well for kinesthetic learners</li> <li>• Involving more senses helps to keep information in memory and be able to recall later</li> </ul>
Questioning	<a href="http://www.bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf">http://www.bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf</a>	<ul style="list-style-type: none"> <li>• Quick formative assessment technique</li> <li>• Can be individualized to each student</li> <li>• Increases motivation and interest</li> </ul>
Response Cards	<a href="https://stetsonassociates.com/wp-content/uploads/2016/08/Response-Cards-NEW.pdf">https://stetsonassociates.com/wp-content/uploads/2016/08/Response-Cards-NEW.pdf</a>	<ul style="list-style-type: none"> <li>• Helps all students find the words when they are not sure what to say</li> <li>• Builds confidence and clear choices</li> <li>• Helps all students feel blended as a group</li> </ul>
Scaffolding	<a href="https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber">https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber</a>	<ul style="list-style-type: none"> <li>• You can provide the right amount of support</li> <li>• Helps move all students to the next level</li> <li>• Students practice with support of their peers</li> </ul>
Vocabulary Focus	<a href="http://www.readingrockets.org/article/multisensory-vocabulary-instruction-guidelines-and-activities">http://www.readingrockets.org/article/multisensory-vocabulary-instruction-guidelines-and-activities</a>	<ul style="list-style-type: none"> <li>• Focus on reading and vocabulary whenever and however you can-it helps everyone</li> <li>• Builds skills that will help in every content</li> <li>• Helpful to all ESL students</li> </ul>

## II. Product Strategies-Ways to Differentiate What the *Students* Are Doing

Strategy	Website Link	Description
Cubing	<a href="http://cicobb.typepad.com/strategies/2008/11/cubing-with-mul.html">http://cicobb.typepad.com/strategies/2008/11/cubing-with-mul.html</a>	<ul style="list-style-type: none"> <li>• Encourages multiple points of view from the students</li> <li>• Works well for a variety of readiness levels</li> </ul>

		<ul style="list-style-type: none"> <li>• Designed to use multiple intelligences of students</li> </ul>
Jigsaw	<a href="https://www.jigsaw.org/index.html#steps">https://www.jigsaw.org/index.html#steps</a>	<ul style="list-style-type: none"> <li>• Divide content into smaller parts to limit individual reading</li> <li>• Shared responsibility for knowing and presenting content with others</li> <li>• Students select a role that works with their academic strengths</li> </ul>
RAFT	<a href="http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Transition/EIA-CCSS/ScarpelliD-RAFT_toolbox.pdf">http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Transition/EIA-CCSS/ScarpelliD-RAFT_toolbox.pdf</a>	<ul style="list-style-type: none"> <li>• Engaging for all students</li> <li>• Extra “boost” needed for struggling writers</li> <li>• Helps students generate ideas who might be struggling or needing help with organization</li> </ul>
Tic Tac Toe	<a href="http://www.teachhub.com/differentiated-instruction-activity-menus">http://www.teachhub.com/differentiated-instruction-activity-menus</a>	<ul style="list-style-type: none"> <li>• Encourages and facilitates student choice</li> <li>• Very flexible strategy for teachers to develop and use</li> <li>• Allows students to do more if they would like to do more than the minimum</li> </ul>
Tiered Activity	<a href="http://www.ascd.org/ASCD/pdf/books/stricklandAT2009_planning_a_tiered_activity.pdf">http://www.ascd.org/ASCD/pdf/books/stricklandAT2009_planning_a_tiered_activity.pdf</a>	<ul style="list-style-type: none"> <li>• <i>KUD-Know-Understand-Be Able to Do</i> to meet the students where they currently are at with their skills</li> <li>• Achievement success obtainable for all students</li> <li>• Many resources available for teachers to access and use-“On Target,” Newsla,” and “MTTS Handbook”</li> </ul>

Additional Resources:

<http://www.ascd.org/ascd/pdf/siteascd/video/atworkinthedifferentiatedclassroom.pdf>

<http://www.iceary.org/Conference/Differentiation.Conrad-Curry.pdf>