



## Differentiated Instruction: Supporting the Needs of All Learners

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### Workshop Essential Question:

How can I increase my use of effective differentiated instructional strategies?

**Triarama Name Tent – \*\*\*TWTL page 76**

**Prior Knowledge** – What do you already know about DI?

#### Brief Overview of DI

Carol Ann Tomlinson's work  
Differentiating based on environment, content, process and product  
How learning styles, multiple intelligences, and brain compatible strategies fit in  
Alignment with GCPS Quality-Plus Teaching Strategies

#### Establishing an Environment for Differentiation

Teacher beliefs  
Culturally responsive teaching  
Physical arrangement  
Know each child  
Student inventories and interest surveys  
“Fair isn't always equal” – balancing levels of support and challenge  
Pre-assessments and increased formative assessment  
Flexible grouping & ways to vary group formation

#### Differentiated Content

Differentiating by readiness, interest or learning profile  
Tiering assignments  
Creating your own tiered lesson

**Summarizing/Reviewing Your Learning** - What will you walk away with?

**SEE THESE CODES:** They indicate connections in your books

**\*\*\*DI = *Differentiating Instruction in a Whole-Group Setting* by Betty Hollas**

**\*\*\*TWTL = *Teach the Way They Learn* by Hines & Vincent**

## Overview & Conceptual Basis for Differentiated Instruction

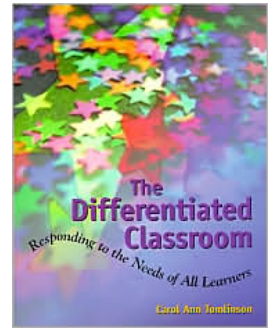
*The Differentiated Classroom: Responding to the Needs of All Learners (1999)*

Carol Ann Tomlinson

### What Is Differentiated Instruction?

Differentiation means tailoring instruction to meet individual needs. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

- Learning environment – the way the classroom works and feels.
- Content – what the student needs to learn or how the student will get access to the information.
- Process – activities in which the student engages in order to make sense of or master the content.
- Products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit.



### Other Theoretical and Research Basis for Workshop

**Effective Teaching Strategies Research** – Robert Marzano – *Classroom Instruction That Works*

**Multiple Intelligences** – Howard Gardner

**Scaffolding** – Lev Vygotsky and Jerome Bruner

**Strategies that Improve Learning and Memory** - Eric Jensen – *Brain Based Learning*

**Collaborative Learning** – Spencer Kagan

### Early Literacy

Jerry Johns & Susan Lenski – *Improving Reading: Strategies and Resources*

Debbie Miller – *Reading with Meaning*

Gail E. Tompkins – *Literacy for the 21<sup>st</sup> Century*

Robert Marzano - *Building Academic Vocabulary: Teacher's Manual*

**See more references on last page of this handout**

## Establishing a Climate or Environment for Differentiation

### Teacher and Student Beliefs and Needs

### Essential Ingredients in Setting the Stage for Differentiated Instruction

Core teacher belief in potential of each student – belief that ALL students can grow  
Perception is everything – there is an unspoken classroom culture

What would a visitor say about your classroom after a full day visit?

What is your belief about motivation?

Do you think motivation is more external or internal?

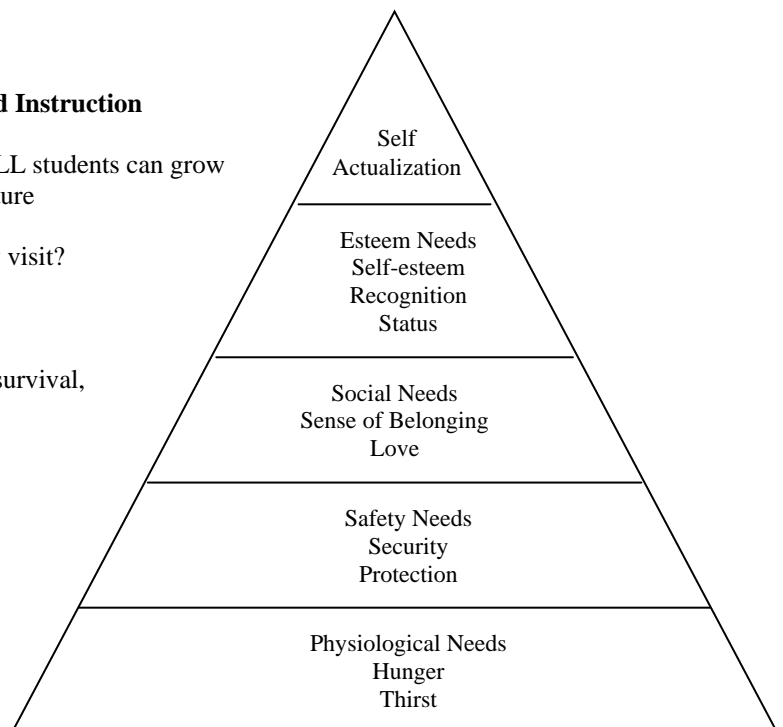
William Glasser's (1988) In addition to the physical need for survival, there are four basic psychological needs that must be satisfied to be emotionally healthy:

- Belonging or connecting
- Power or competence
- Freedom
- Fun

### Maslow's Hierarchy of Needs

#### Management Tip - **Voices in our Room**

- 0 Work Time – No Talking
- 1 Conference – Whispering
- 2 Group Time, Reading Writing – Quiet Voice
- 3 Meeting Time – Medium Voice
- 4 Outside Voice – Loud Voice



## Ways to Build a Culture of Learners and Achievement Seekers

Model a love of learning – develop a spirit of inquiry

Class celebrations & affirmations

Celebrate accomplishments - Cheer success

### Classroom Climate Check



Teacher Self Analysis – How would you rate your climate?

	Consistently	Sometimes	Not Very Often
Teacher creates a physical environment that is well organized and adapted to student needs.			
Teacher establishes a classroom climate of openness, mutual respect, support and inquiry.			
Teacher helps students assume responsibility and self assess their own learning and behaviors.			
Teacher supports individual student’s physical, social, emotional, cognitive, and behavioral development.			
Teacher is able to understand and respect individual student and group differences (e.g. intellectual, cultural, social).			
Teacher creates an environment that encourages students to work both cooperatively and independently.			
Teacher uses a variety of engaging strategies to increase students’ desire and opportunity to learn.			
Teacher seeks to understand and make connections to students’ experiences and backgrounds in designing and implementing lessons and units.			
Teacher uses creative strategies involving movement, music and art to activate thinking and add variety.			
Teacher identifies strategies to link school, home and community to enhance learning connections.			

# GETTING TO KNOW YOUR STUDENTS!

Teachers that take time to know students on a personal level have less discipline problems!

*Classroom Management That Works: Research-Based Strategies for Every Teacher*

by Robert J. Marzano, Jana S. Marzano, Debra J. Pickering

Very Cool - **All About Me Scavenger Hunts – Grades 3-12** - See Tammy Worcester's Web Site

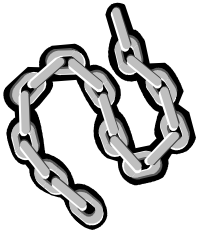
<http://www.tammyworchester.com/Tips/ScavengerHunt.html>

\*\*\*DI Book - **Greet Students the 4-H Way – page 81 & 141**

\*\*\*DI Book – **Student Interest Survey – page 138**

**Use Name Randomizer – Fruit Picker or Typewriter online at [www.classroomtools.net](http://www.classroomtools.net)**

**Read the “Patchwork Quilt” and make a class quilt about each student**



## Linking Our Strengths and Weaknesses

Begin by asking students "Who can do something really well?" and "Who has something they would like to improve?" After a brief discussion about some of the students' talents and areas for improvement, pass out paper strips and ask students to write down they do well on one side and things they'd like to improve on the other. Link the students' strips together to create one long class chain. Have students stand and hold the growing chain as you link the pieces together. Once the entire chain is constructed and linked, lead a discussion about what the chain demonstrates. For example, it might illustrate that...

- Everyone has strengths and weaknesses.
- The students in this class have many DIFFERENT needs and talents.
- Students in this class need to work together and support each other.

Hang the chain in the room as a constant reminder to students of the talents they possess and the benefits that can result from teamwork.

## Student Inventories

Give your older elementary students the learning styles inventory to determine how they learn best. This will be beneficial to both you and your students. Some assessments can be taken online while others will need to be printed and hand scored. Not all of the assessments look at the same traits, so try them out yourself before you give them to students!

**How to Learn by Pat Wyman** <http://www.howtolearn.com/personal.html>

See links to learning styles and multiple intelligence inventories on my web site: [www.teachingwithpurpose.com](http://www.teachingwithpurpose.com) – look under the “Differentiated Instruction” section

## Student Surveys

**Learning Styles Online Survey** - <http://www.learning-styles-online.com/>

**Modalities Questionnaire** - <http://muskingum.edu/~cal/database/general/modquest.html>

**Multiple Intelligence Survey for Students** - <http://www.ldrc.ca/projects/miinventory/mitest.html>

# Sample Math Interest Survey (Purchase complete version on TeachersPayTeachers.com)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Read each sentence below. Do you agree with what it says? Circle yes, no, or sometimes beside each sentence.
  - a. I like math. Yes No Sometimes
  - b. Doing math is a lot of hard work. Yes No Sometimes
  - c. I use math almost every day. Yes No Sometimes
  - d. I am afraid to try new things in math. Yes No Sometimes
  - e. I am willing to work to learn more math. Yes No Sometimes
  - f. Math bores me. Yes No Sometimes
  - g. Math is important to me. Yes No Sometimes
  
2. Circle your favorite subject. Cross out the one you like the least.  
 Reading Math Science
  
3. Circle your favorite subject. Cross out the one you like the least.  
 Math Art Social Studies
  
4. Circle the ones you think are true.
  - I give up trying when math gets too hard.
  - I get help in math when I need it.
  - I help others in math when they need it.

## HOW WELL DO YOU LIKE:

	Very Little	A Little	Sometimes	Most of the time	Very Much
To study mathematics	1	2	3	4	5
To work with numbers in your head as when estimating or mental calculating	1	2	3	4	5
To do written computation (addition, subtraction, multiplication, division)	1	2	3	4	5
To use manipulatives to represent and solve problems	1	2	3	4	5
To make and use charts, tables, and graphs	1	2	3	4	5
To work on problems that require time, thinking, and effort to solve	1	2	3	4	5
To use hand calculators and computers	1	2	3	4	5
To work with others in a group	1	2	3	4	5
To share your ideas with the class	1	2	3	4	5

# CLASSBUILDING ACTIVITY: PEOPLE SEARCH

**Instructions:**

Fill in answers for yourself. Then circulate throughout the class and find another person and ask him/her a question for a match. If you get a yes, sign each other's People Search sheets under the friend column. If you get a no, that person asks you a question looking for a match. Continue alternating asking questions until you find a match, then form new pairs. Try to get all your boxes filled in.



*Adapted from a People Hunt by Laural Robertson.*

Characteristic	Self	Friend
1. Favorite Color		
2. Favorite School Subject		
3. Favorite Ice Cream		
4. Favorite Movie		
5. Favorite TV Show		
6. Dream Car		
7. Dream Vacation		
8. Favorite Music/Singing Group		
9. State Where Born		
10. Eye Color		
11. Favorite Sport		
12. Favorite Food		
13. Favorite Season of the Year		
14. I am an (only, oldest, youngest, middle) child in my family		
15. Favorite Hobby		

Something unique about you.....

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# INDIVIDUAL STUDENT SKILLS CHECKLIST

**Not Applicable (NA)** Skill or behavior has not been introduced.

**Not Yet (N)** Student cannot demonstrate skill or behavior at this time.

**In Progress (P)** Student demonstrates skill or behavior intermittently.

**Consistent (C)** Student can consistently demonstrate skill or behavior with proficiency.

Math Measurement Skills Students will apply standard and metric units for measurement to determine:	NA	N	P	C
<b>Weight (ounce, pound; gram, kilogram, ton)</b>				
<b>Perimeter</b>				
<b>Area (figures that can be divided into rectangular shapes)</b>				
<b>Time (nearest minute)</b>				
<b>Temperature (Fahrenheit and Celsius)</b>				
<b>Angles – by using tools, such as a protractor, angle ruler and other methods</b>				

## *Fair Isn't Always Equal* by Rick Wormeli

### What is differentiation?

Differentiating instruction is doing what's fair for students. It's a collection of best practices strategically employed to maximize students' learning at every turn, including giving them the tools to handle anything that is undifferentiated. It requires us to do different things for different students some, or a lot, of the time. It's whatever works to advance the student if the regular classroom approach doesn't meet students' needs. It's highly effective teaching.

What is fair ... isn't always equal.

Consider this: The Latin root of assessment is "assidere" which means, "to sit beside."

From assessment expert, Doug Reeves: "Too often, educational tests, grades, and report cards are treated by teachers as autopsies when they should be viewed as physicals."

### Differentiating Formative Assessment Strategies

The focus of a differentiated classroom should be the constant search for evidence of understanding and ways to support the needs of learners. You can't customize learning unless you check to see who knows what! Broaden your thinking about the variety of ways to gather information on your students' level of mastery.

**Exit Cards – \*\*\*DI page 87**

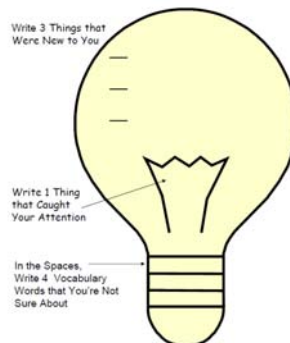
**Three Facts and a Fib – \*\*\*DI page 89**

**Three Minute Buzz & Bright Ideas**

<http://daretodifferentiate.wikispaces.com>

Look under "Ongoing Assessment"

#### Reflecting on Bright Ideas...



#### 3 Minute Buzz

1) Something that Affirms your Thinking	
2) Something that was New to You	
3) Something that You're Unsure About	

## Examples of Classroom Assessment Types

Formative/Informal	<-Overlap ->	Summative/Formal
<b>Anecdotal records</b> <b>Board work</b> <b>Center work</b> <b>Conversations</b> <b>Experiments</b> <b>Foldables</b> <b>Games</b> <b>Graphs/Charts</b> <b>Graphic organizers</b> <b>Homework</b> <b>Independent activities</b> <b>Interviews</b> <b>Journals</b> <b>Labels</b> <b>Lesson summarization</b> <b>Maps</b> <b>Note cards</b> <b>Observation</b> <b>Parent feedback</b> <b>Partner activities</b> <b>Questions</b> <b>Reflections</b> <b>Self or group evaluation</b> <b>Small group discussion</b> <b>Worksheets</b>	<b>Formative and summative overlap depending on the purpose of the evaluation</b>	<b>Benchmark tests</b> <b>Brochures</b> <b>Class work</b> <b>Debates</b> <b>Essays</b> <b>Interviews</b> <b>Logs</b> <b>Mini-Books</b> <b>Performance tasks</b> <b>Portfolios</b> <b>Projects</b> <b>Quizzes</b> <b>Reports</b> <b>Rubrics</b> <b>Short stories</b> <b>Speeches</b> <b>Teacher made tests</b> <b>Textbook tests</b>

### **Differentiated instruction and standardized tests – ‘NOT an oxymoron!’**

The only way students will do well on tests is if they learn the material. Differentiated instruction maximizes what students learn. DI and standardized testing are mutually beneficial...Rick Wormeli

## Differentiated Content

When teachers differentiate content, they can do so in response to students’ readiness, interest, and/or learning profile.

### **READINESS**

Readiness refers to the skill level and background knowledge of the student. Teachers use diagnostic assessments and/or individual skills checklists to determine students’ readiness.

### **INTEREST**

Interest refers to topics that the student may want to explore or that will motivate the student. Teachers can ask students about their outside interests and even include students in the unit-planning process.

### **LEARNING PROFILE**

The student’s learning profile includes learning style (for example, is the student a visual, auditory, or kinesthetic learner), grouping preferences (for example, does the student work best individually, with a partner, or in a large group), and environmental preferences (for example, does the student need lots of space or a quiet area to work). When a teacher differentiates, all of these factors can be taken into account individually or in combination.

Adapted from Carol Ann Tomlinson (1997)



<b>Differentiation Strategy</b>	<b>Primary Use</b>	<b>Description of Strategy</b>	<b>Things to Consider</b>
<b>Tiered Assignments and Products</b>	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"> <li>• Focus task on a key concept</li> <li>• Use a variety of resource materials at different levels of complexity and associated with different learning modalities</li> <li>• Adjust task by complexity, abstractness, number of steps, concreteness, and independence to ensure challenge and not frustration</li> </ul>
<b>Compacting</b>	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"> <li>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</li> <li>2. create plans for what the student needs to know, and excuse the student from studying what he/she already knows</li> <li>3. create plans for freed-up time to be spent in enriched or accelerated study</li> <li>4. For example, a third grade class is learning to identify the parts of fractions. Diagnostics indicated that two students already know the parts of fractions. These students are excused from completing the identifying activities, and are taught to add and subtract fractions.</li> </ol>	<ul style="list-style-type: none"> <li>• Thoroughly pre-assess the learner's knowledge and document findings</li> <li>• Explain the process and its benefits to the student</li> <li>• Create written plans and timelines for study</li> <li>• Allow student choice in enrichment or accelerated study</li> </ul>

<b>Differentiation Strategy</b>	<b>Primary Use</b>	<b>Description of Strategy</b>	<b>Things to Consider</b>
<b>Interest Centers or Interest Groups</b>	Interest, Readiness	<p>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 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>	<ul style="list-style-type: none"> <li>• Incorporate student interest</li> <li>• Encourage students to help create tasks and define products</li> <li>• Adjust for student readiness</li> <li>• Establish clear criteria for success</li> <li>• Adjust blocks of work time based on student readiness</li> </ul>
<b>Flexible Grouping</b>	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"> <li>• 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</li> <li>• Alternate purposeful assignment of groups with random assignment or student selection</li> <li>• Ensure that all students have been given the skills to work collaboratively</li> <li>• Provide clear guidelines for group functioning that are taught in advance of group work and consistently reinforced</li> </ul>

Charts were adapted from *The Differentiated Classroom: Responding to the Needs of All Learners* (Tomlinson, 1999). [www.uwm.edu/~edyburn/DiffStrategies.doc](http://www.uwm.edu/~edyburn/DiffStrategies.doc)



## Tiered Assignments

Tiering a lesson is one way to differentiate the curriculum for mixed ability classrooms. Students will continue to learn the same objectives and content, but they will process the information and gain understanding at their ability/challenge level. Below are several strategies to tier a lesson or unit. See website below.

### Six Ways to Structure\*:

- By Challenge Level – Bloom’s Taxonomy  
From knowledge, comprehension, and application, to analysis, evaluation, and synthesis (from placing information learned on a chart...to...comparing and contrasting...to using the information learned to create something new)
- By Complexity  
From simple to complex (reporting information on an issue/topic ... to... reporting different points of view on an issue/topic...to... determining a position on an issue and presenting a convincing argument to defend that position)
- By Resources  
Choose materials at various reading levels and complexity of content
- By Outcome  
From basic tasks to advanced tasks (presenting what was learned on a topic studied...to...presentation comparing same topic to today’s similar issues and looking at impact, concerns, changes, etc.)
- By Process  
From basic tasks to advanced tasks (Research consumer information about a product and report findings ... to ... establish criteria for purchasing a product based on information learned about the product...to...interview 3 people who have purchased the product and identify the criteria they used in making a decision when purchasing this product and drawing conclusions)
- By Product  
Ex. Verbal/linguistic; visual/spatial; logical/mathematical; bodily kinesthetic; musical (student products reflect their learning preferences and interests)

\*From: *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12*, Diane Heacox, EdD, Free Spirit Publishing,

**Check out the web site below. There are tiered lessons in math, science, and language arts from kindergarten to 12<sup>th</sup> grade. Lessons are leveled by readiness (ability), by interest, and by learning styles. The site is the Tiered Curriculum Project through the Indiana Department of Education.**

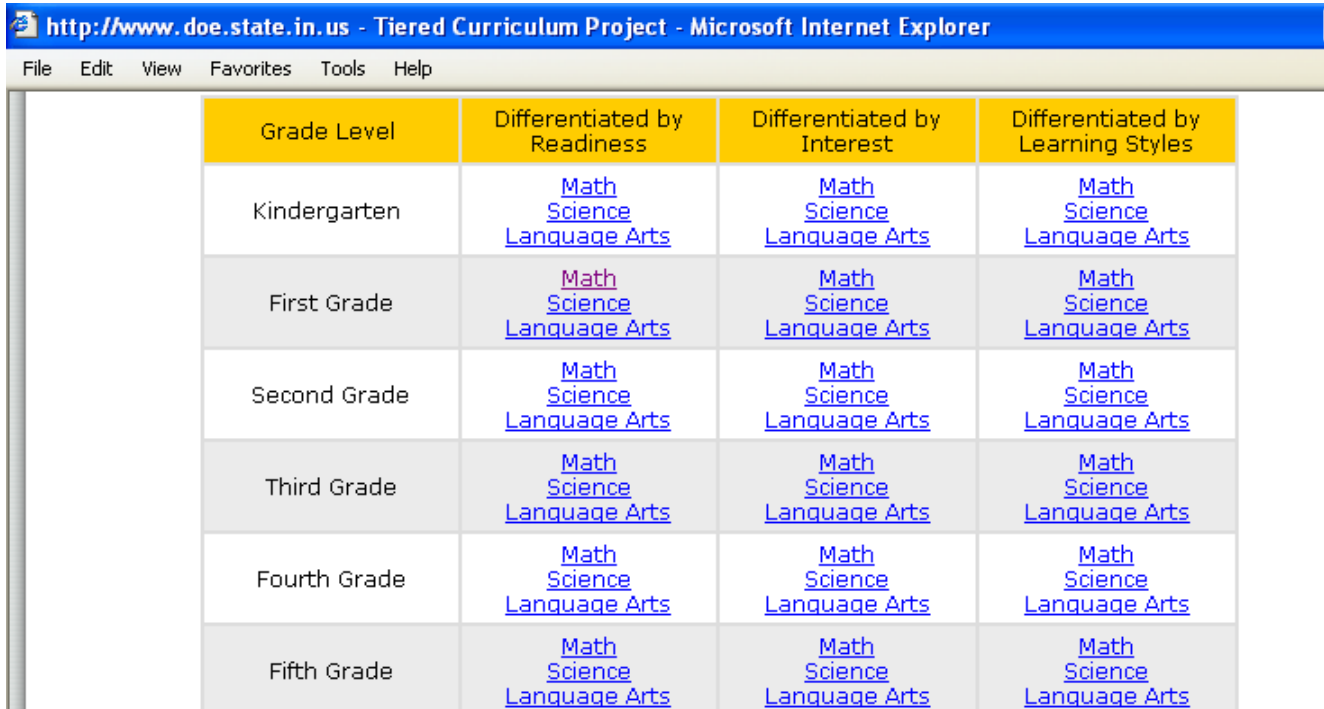
**[http://www.doe.state.in.us/exceptional/gt/tiered\\_curriculum/welcome.html](http://www.doe.state.in.us/exceptional/gt/tiered_curriculum/welcome.html)**

## STEPS TO TIERING

1. Start with your AKS
2. Deliver large group instruction on key lesson skill(s) while modeling the concept(s)
3. Determine readiness/levels/interests
4. Tier (usually three levels) of assignment for deeper understanding and practice

See Indiana State DOE web site with tiered lesson samples:

[http://www.doe.state.in.us/exceptional/gt/tiered\\_curriculum/welcome.html](http://www.doe.state.in.us/exceptional/gt/tiered_curriculum/welcome.html)



Grade Level	Differentiated by Readiness	Differentiated by Interest	Differentiated by Learning Styles
Kindergarten	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>
First Grade	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>
Second Grade	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>
Third Grade	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>
Fourth Grade	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>
Fifth Grade	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>	<a href="#">Math</a> <a href="#">Science</a> <a href="#">Language Arts</a>

# Lesson Tiered by Interest

**Language Arts/Writing    Grade: Third Grade**  
**Concept:** Details add support to main points in writing

### **Tier I: Students interested in *Journals***

This group will retell the incident in their own perspective as if it happened to them. The product they will work on will be in the form of a journal. They will need to use supporting details in order to support the main point they convey in the scenario. They need to write at least three entries in their journal. Sequence of ideas and details they use are the important aspects of their writing.

### **Tier II: Students interested in *Newspapers***

This group is interested in creating newspaper articles based on the information presented to the class. If the information was taken from a newspaper, they need to think about writing a different type of column. The main idea is to present a main idea and support it with convincing details. Four or five details are necessary to support one main idea in this column.

### **Tier III: Students interested in *Letters***

This group is interested in writing letters to someone who would be interested in the information presented in the scenario. A logical first step is to decide who would be interested in the information. Present the main idea and support it with details at least three details that would be interesting and understandable to the person receiving the letter.

# Lesson Tiered by Readiness

**Mathematics Grade: Fifth**

**Concept: Real Number Sense**

The teacher prepares sets of “real-number” cards consisting of at least 15 cards. Each card has written on it either a fraction, decimal, mixed number, or whole number. You may make all the sets the same or by varying the number of cards and/or difficulty level of the numbers, you would be tiering also by content.

## **Tier I: *Basic Learners***

Pairs of students are given a set of “real-number” cards and a blank Venn diagram which has three overlapping circles labeled as follows: numbers greater than  $1\frac{1}{2}$ , numbers less than 3.5, and numbers between 0 and 15. Students write each number in the appropriate circle.

## **Tier II: *Grade Level Learners***

Pairs of students are given a set of “real-number” cards and a blank Venn diagram which has three overlapping circles which are not labeled. Students must sort their cards and decide on labels for each of the circles. Then students write each number in the appropriate circle.

## **Tier III: *Advanced Learners***

Pairs of students are given a set of “real-number” cards and a blank number line. Students must sort their cards and decide where to place each on the number line. Students complete the lesson by writing each number on the number line.

# Lesson Tiered by Learning Style

**Science Grade: Fourth**

**Concept: Weather Presentations**

This project idea is for use after students have been studying weather and have made several different working weather instruments. This is the culminating activity. The students are placed in groups according to their preferred style of learning: visual, auditory, and kinesthetic. They will be working together to prepare and deliver a daily weather forecast presentation.

## **Tier I: *Visual Learners***

Students in this tier will prepare the weather maps (can be done on dry erase boards or various other means so a new outline does not have to be done each time) and read the weather instruments. The number of instruments read may depend on the sophistication of the students. If you are going to determine state or national weather, students will need to listen to the morning weather before coming to school and/or have the weather maps from the newspaper or Internet available to them.

## **Tier II: *Auditory Learners***

Students in this tier will be the “weather people,” since they will be doing the actual broadcast. They will work with the material from the Tier I group to make the weather forecast and deliver it orally through the appropriate medium.


## **Tier III: *Kinesthetic Learners***

These students will make sure all equipment is working properly, be responsible for setting up and/or building the equipment and “weather station,” run all technology equipment, and any other technical aspect necessary to the completion of the presentation.

*Applying Differentiation Strategies-Grades 3-5*  
by Wendy Conklin (2007) Shell Education \$79.99

Example of Three Tiers of a Science Lesson on Regions

Name \_\_\_\_\_

**Triangle Group** 

**Directions:** Choose one activity from the list below to complete.


**Ethics**  
How have people changed the environment? When is it necessary for people to change the environment? When is it harmful for people to change the environment? Create a cartoon that shows your answers.

**Over Time**  
Use pictures from magazines and your own drawings to show how changes in land affect weather over time.

**Points of View**  
In what ways do people treat the land differently? How does this show how they value the land? Create a flow chart that explains this relationship.

**Interdisciplinary**  
Create a web to show how land regions, weather, plants, and animals are all related to one another.

Name \_\_\_\_\_

**Circle Group** 

**Directions:** Choose one activity from the list below to complete.


**Language of the Discipline**  
What are some things we can expect to see as we study regions? For example, we might see rivers and rain forests. Create a one-sided brochure that tells kids all about regions.

**Details**  
Describe how a region looks. What animals can you find in each region? What plants will you see growing in each region? You work for the TV Travel Network. Prepare your description script for a travel show.

**Patterns**  
Choose three regions. What do these regions have in common? Create a web or a chart to show how they are similar.

**Rules**  
What are some facts that apply to all oceans? Deserts? Mountains? Create a list of rules for each of these.

Name \_\_\_\_\_

**Square Group** 

**Directions:** Choose one activity from the list below to complete.

**Patterns**  
Choose three regions. What do these regions have in common? Create a web or a chart to show how they are similar.

**Trends**  
Describe how one region affects the animals and plants that live there. Share this information from the perspective of the plants and animals. You can write or tape record your answers.

**Unanswered Questions**  
What will happen to this region in the future? Will it look different? Use magazine pictures or your own drawings to show before and after pictures.

**Big Ideas**  
Explain the relationship between the land, its location, and its environment. Let people represent land, location, and environment in a cartoon and show how they are related.

## Differentiating a Writing Lesson with Wordless Books

**Devise a tiered activity which will let students use your wordless book. Below are just some starter ideas:** Students select a wordless picture book to read and develop an original story line. Using the interactive Story Map tool, students begin to write their story line by identifying the setting, main character, conflict, and resolution.

### Story Map 2

Write notes in each section.

Setting:  
Where:  
When:

Major Characters:  
Minor Characters:

Plot/Problem:

Event 1:

Event 2:

Event 3:

Outcome:

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Story Map  
[http://www.eduplace.com/graphicorganizer/pdf/storymap2\\_eng.pdf](http://www.eduplace.com/graphicorganizer/pdf/storymap2_eng.pdf)

Once students complete the Story Map, each map should be used as a guide to further develop their story. Stories should incorporate elements of writing that include, but are not limited to:

- Use of dialogue
- Setting development
- Character descriptions
- Sequencing of events
- Story development

#### Other Strategies:

- practice sequencing
- develop background knowledge
- develop vocabulary – have students use highlighter tape to find specific words they need to look up
- reinforce the elements of a story such as plot, theme, characterization, setting....
- connect to a subject area through literature or pictures

Character Trading Cards for the characters in the stories they have written. These can have multiple applications - for example, students can exchange them and write their own original stories incorporating each other's characters or they can use them as a tool to help them revise their stories. (Trading Card Templates - [http://www.weeklyreader.com/wys/graphicPDF/trading\\_character.pdf](http://www.weeklyreader.com/wys/graphicPDF/trading_character.pdf))

#### Important points to include in your plan:

- a. How it links to skills for the grade level you choose.
- b. How you will model and scaffold strategies you want student's to gain.
- c. How you can differentiate your wordless book activities to meet the needs of **your** learners.

## Creating Your Own Tiered Lesson

Grade Level:

Subject:

Skill/AKS:

Essential Question:

Activating Strategy:

Large Group Instruction:

Differentiating Practice through Tiering:

**Tier 1 – Basic Learners**

**Tier 2 – On Grade Level Learners**

**Tier 3 – Above Grade Level Learners**

Summarizing:

Assessment:



**Differentiated Instruction References Grades 3-5**  
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**Special Tools**

Big sand timer and Sound F/X Box - [www.trainerswarehouse.com](http://www.trainerswarehouse.com)  
Timer Tools Software - [www.kaganonline.com](http://www.kaganonline.com)  
Wrist bands – [wristbandexpress.com](http://wristbandexpress.com)  
Student name randomizer – [www.classtools.net](http://www.classtools.net)  
Word maker – [Wordle.net](http://Wordle.net)

**Web Sites** – see links to various DI sites through my web site: [www.teachingwithpurpose.com](http://www.teachingwithpurpose.com)