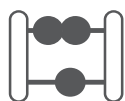




Caulfield Racecourse



# Thinking & Learning Conference

2014



23–26 May

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## Kathy Perez

Friday 23 May

### Teaching to Meet Diverse Needs: One Size Does Not Fit All!

### Session 3



## KATHY PEREZ



Katherine Perez, a professor of education at Saint Mary's College of California, has over three decades of teaching experience from the preschool level through graduate school. A frequent presenter and enthusiastic "teacher cheerleader," she offers guidance to both novice and experienced educators. Perez is an international educational consultant, author, and motivational speaker, specialising in instructional strategies and creative approaches to literacy and professional development. She integrates state-of-the-art methods and research with passion and practical insights from her own classroom experiences.

Perez has taught in many diverse environments, including in Richmond and Oakland, as a general educator, special educator, reading specialist, and curriculum and staff development coordinator. In order to "keep it real," she balances her college courses and her work as a coordinator for the California Beginning Teacher Support and Assessment program by serving as a literacy coach in a San Francisco Bay Area middle school, engaging even the most reluctant learners with brain-friendly techniques.

Perez works with teachers, administrators and parents throughout the United States, Canada, Europe, the Caribbean, New Zealand, and Australia. For the past three years, she has conducted extensive training in Singapore and Hong Kong for the Ministry of Education.

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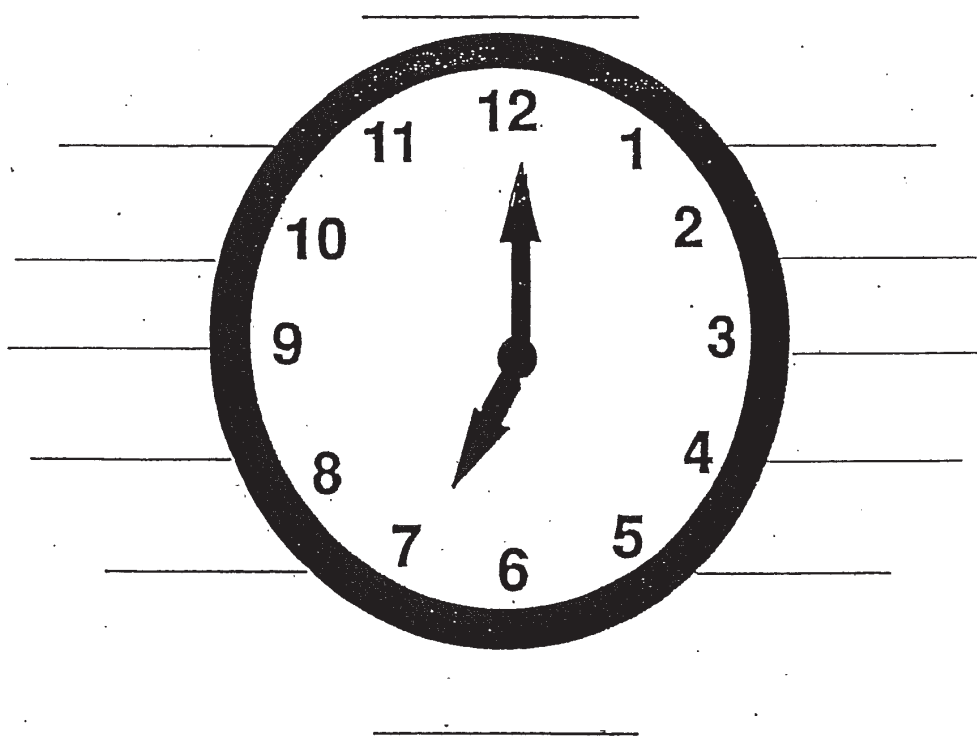
# Teaching to Meet Diverse Needs: *One Size Does Not Fit All!*



**Dr. Kathy Perez**  
**[kperez@stmarys-ca.edu](mailto:kperez@stmarys-ca.edu)**

## Round the Clock Learning Buddies

Make an appointment with 12 different people—one for each hour on the clock. Be sure you both record the appointment on your clocks. Only make the appointment if there is an open slot at that hour on both of your clocks.



**Tape this paper inside a notebook, or to something that you will bring to class each day.**



# Differentiated Learning

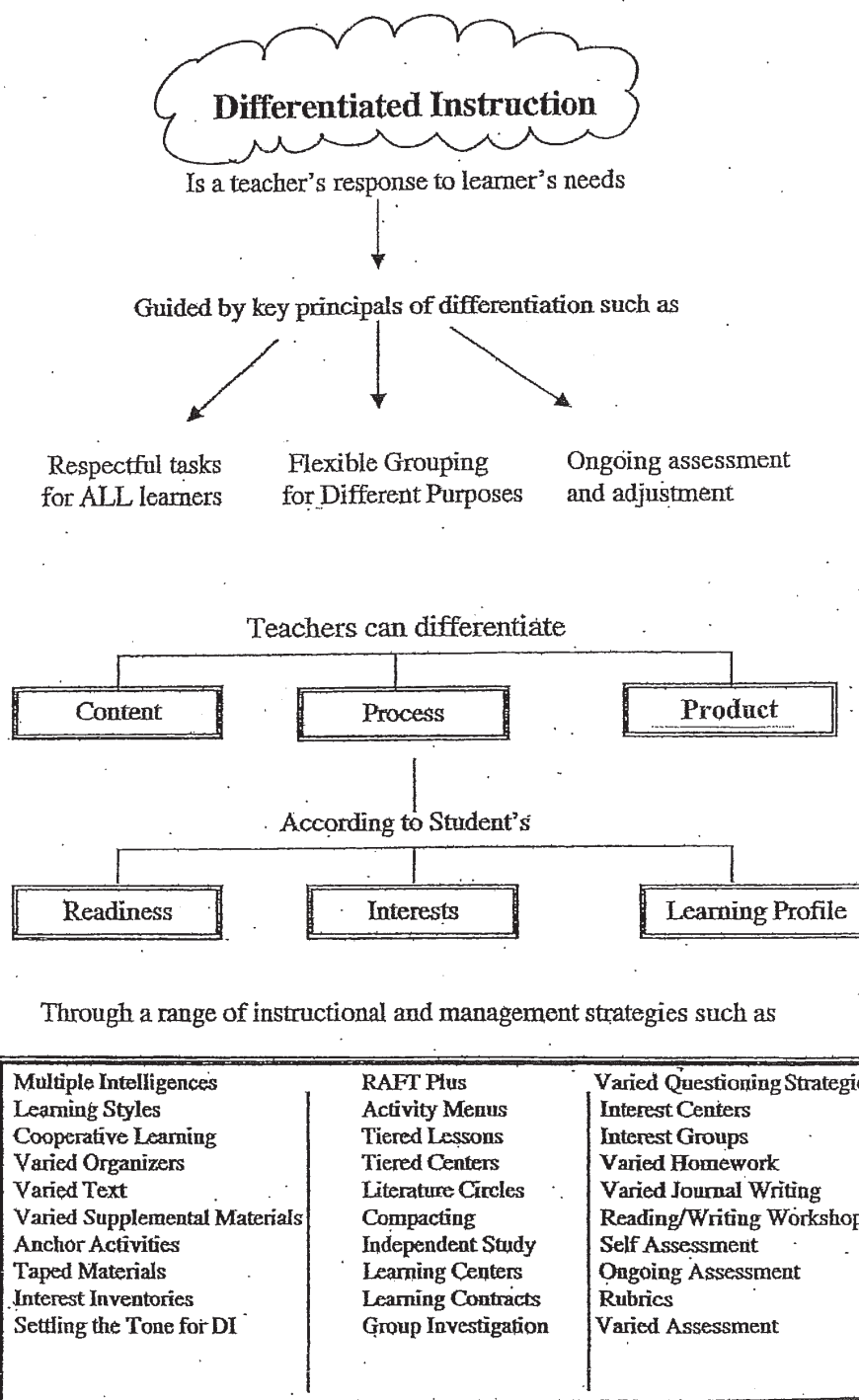
A symbol for it might be...

I need to know...

I think it is...

It's important because...

I reach the needs of my students...



Adapted from Carol Ann Tomlinson, *The Differentiated Classroom*, ASCD, 1999



# Differentiation without Guilt

## Four Doable Ways to Address Student Differences

As teachers we are swamped with an incredible array of daily decisions, responsibilities, and tasks. It is often difficult to create time for fine-tuning our curriculum and instruction to help meet the needs of a multitude of diverse learners who enter our classrooms each day.

We should not feel guilty about this. It is an immense challenge, but it is one we can meet -- without guilt.

My approach to differentiating my instruction is to keep it reasonable and utilize strategies that have the greatest impact on student achievement. Differentiation does NOT mean creating individualized learning for all our students. Rather, it means finding opportunities to help all our students succeed in learning what we are teaching. Differentiation means using the following four principles:

- 1• increase the **variety of activities** and to offer **some student choice** to promote buy-in and enthusiasm without it causing yourself nightmares
- 2• incorporate a **variety of learning modes** to address differing student needs instead of over-using the typical “read the assignment and then answer the questions”
- 3• take a solid baseline assignment that we have had success with, or a new one we intend to try, and design **tiered levels** to better accommodate diverse student abilities
- 4• form **temporary, flexible groups** based on various factors, including “readiness,” interest, skill specialties, and random draw.

## WHO IS IN OUR CLASS?



### **Academic Learner:**

Learns quickly

### **Creative Learner:**

Needs time to create

### **Invisible Learner:**

May not have a preferred style or rate of learning  
Needs careful observation

### **Perfectionist Learner:**

Doesn't like to move too quickly-needs time to  
complete work perfectly

### **High Energy Learner:**

Sometimes like to hurry through work and move on

### **Struggling Learner:**

May need work repeated and reviewed in a variety of  
ways

Adapted from Differentiated Instruction Making It Work by Patti Drapeau



### Gardner's Multiple Intelligences

Choose your 4 strongest intelligences.

- Verbal/linguistic \_\_\_\_\_
- Logical/mathematical \_\_\_\_\_
- Visual/spatial \_\_\_\_\_
- Musical/ rhythmic \_\_\_\_\_
- Bodily/kinesthetic \_\_\_\_\_
- Intrapersonal \_\_\_\_\_
- Interpersonal \_\_\_\_\_
- Naturalist \_\_\_\_\_



\*\* You might want to look at the lists of activities to help you make your choices.

### Learning Styles

How we convert information to memory occurs in one of three different ways. VISUAL, AUDITORY AND TACTILE. We can be a combination of these, but one will usually be a strength.



Turn to someone near you and share what your preferred method of learning is. Do you think it influences the way you teach or plan lessons?

Learning styles website

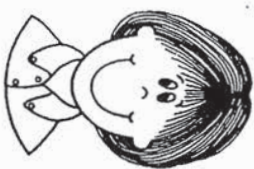
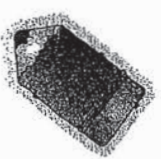
[www.engr.ncsu.edu/learningstyles/ilsweb.html](http://www.engr.ncsu.edu/learningstyles/ilsweb.html)

### Remember:

The content the students need to know is a given. How they learn it, can be manipulated by you, the teacher. Offer students a variety of ways to learn the material and they will!

- Example: Recall and retell a story
- Listen to the story on tape (auditory)
- Retell the story out loud (verbal)
- Draw the sequence of events (visual/spatial)
- Make a diorama of favorite scene (kinesthetic)

**Differentiated Choice Board for Teachers**



Learning Styles	Choice Boards	Compacting	Multiple Intelligences
Flexible Grouping	Interest Groups	Tiered Assignments	Orbital Study
TAPS	Exit Cards	Learning Centers	Cooperative Groups
Alternative Assessments	Leveled Questions (Bloom's)	Cubing (Bloom's)	Create an Agenda for choices

## **Top 10 Questions to ask:**

### **Are we successfully differentiating instruction?**

1. Are we willing to teach in whatever way necessary for students to learn best?
2. Do we have the courage to do what works, not just what's easiest?
3. Do we actively seek to understand our students' knowledge, skills and talents so that we can provide an appropriate match for their learning needs? Do we actually adapt our instruction to respond to their needs?
4. Do we continuously build a large and diverse toolbox of instructional strategies so that we have multiple ways to teach?
5. Do we organize our classrooms to maximize students' learning?
6. Do we keep current on the latest research-based practices about learning and our content specialty areas?
7. Do we take time to reflect on our lessons and our assessments - searching for ways to improve?
8. Are we open to critique and feedback?
9. Do we encourage students to become their own education advocates and give them the tools to do so?
10. Do we regularly close the gap between knowing what to do and really doing it?

## **Top 10 Basic Principles: Differentiation in action**

1. Assessment informs your instruction and diagnosis and action are taken as a result.
2. Assessment and instruction are inseparable.
3. Change the complexity, not difficulty. Structured or open-ended?
4. Use respectful tasks for the learner.
5. Use tiered lessons to scaffold instruction.
6. Compact the curriculum.
7. Organization and planning enable flexibility.
8. Teachers have MORE control in the classroom - not less.
9. Frequently use flexible grouping patterns.
10. Teachers and students collaborate to deliver instruction.

## Ten Strategies to Make Differentiation Work

### 1. Tiered Instruction

Tiered activities are designed to teach the same skill or concept but at varying levels or degrees of challenge. Teachers assign the activities as alternative ways of reaching the same goals, taking into account individual student needs. Tiers may be based on ability level, interest, or learning style.

### 2. Compacting Curriculum

Compacting the curriculum means assessing a student's knowledge and skills, and providing alternative activities for the student who has already mastered curriculum content. This can be achieved by pre-testing basic concepts or using performance assessment methods. Students demonstrating that they do not require instruction move on to tiered problem-solving activities while others receive instruction.

### 3. Anchor Activities

These are activities that students may do at any time when they have completed present assignments or when the teacher is busy with other students. They can also be assigned for a short period at the beginning of each class as students organize themselves for work. These are activities "anchored" in the curriculum. They may relate to specific needs or enrichment opportunities, including problems to solve or journals to write. They may also be part of a long-term project on which a student is working.

Anchor activities provide the teacher with time to offer specific help and small-group instruction to students requiring additional assistance. Unlike traditional seatwork or sponge activities, anchor activities should be relevant to the course of study and meaningful to students. These activities must be worthy of a student's time and appropriate to their learning needs.



#### 4. Problem-Based Learning

Problem-based learning is a curricular approach that develops problem-solving and disciplinary knowledge and skills by asking students to solve open-ended, real world problems: in the community, the school, or the classroom. Students investigate the problem and suggest solutions. In the process, they apply content knowledge and higher level thinking skills. The approach should be interdisciplinary and provides opportunities for teachers from different disciplines or grade levels to collaborate.

#### 5. Multiple Intelligences

The Theory of Multiple Intelligences originated from Harvard psychologist, Howard Gardner. Gardner identified eight forms of human intelligence. (See "Multiple Intelligences" on the following pages.) Initially presented as a psychological profile, teachers have used this framework for lesson planning, instruction, and assessment. It is an ideal format for differentiating instruction to meet the needs of a broad range of learners.

#### 6. Flexible Grouping

As student performance will vary, it is important to permit movement between groups. Students' readiness varies depending on personal talents and interests, so a student may be below grade level in one subject and above grade level in another subject area.

Flexible grouping allows students to be appropriately challenged and avoids labeling a student's readiness as a static state. Students should not be kept in a static group in particular subjects either, as their learning may accelerate from time to time.

#### 7. Cooperative Learning

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of



achievement. Students work through the assignment until all group members successfully understand and complete it. A good cooperative learning lesson addresses specific social skills, group interdependence, and also individual accountability.

### **8. Learning Centers**

Learning Centers, or work stations, may contain either self-selected or compulsory activities. A learning center is not necessarily differentiated unless the activities are varied by complexity, taking into account different student ability and readiness. It is important that students understand what is expected of them at a learning center and are taught how to manage their use of time. The degree of structure that is provided will vary according to student independent work habits.

### **9. Arts-Based Learning**

Arts based learning is a vehicle in which the arts (poetry, music, storytelling, visual arts, dance and drama) are incorporated into other subjects such as reading, writing, math, science, and social studies. Arts-based learning supports a stronger model for engaging individual learning styles and preferences and tapping into students' multiple intelligences. Learners become more actively engaged from an experiential standpoint. Arts based learning also has the ability to increase student self-esteem by encouraging different forms of self-expression.

### **10. Project-Based Learning**

Project-Based Learning is an approach to any subject that allows students to select a subtopic within a specific content area, study that topic in depth, and present or demonstrate their learning to others. It is an excellent way to differentiate instruction by allowing all students to work at their own levels and use their own strengths.

## Multiple Intelligences

**Linguistic Intelligence:** Persuasive, clever with words. Loves reading, telling jokes/stories, and playing word games. Fluid writer, good verbal and auditory memory.



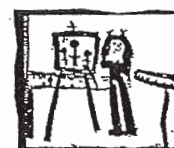
**Logical-Mathematical Intelligence:** Enjoys abstract thinking. Plays strategic games like chess, Stratego, or Risk. Easily calculates math problems, and acquires computer skills. Enjoys testing hypothesis.



**Musical Intelligence:** Gathers meaning from music and uses it to be relaxed and inspired. Can easily hear melodies and rhythm and can compose music. Moves rhythmically to music.



**Spatial-Visual Intelligence:** Can picture things visually, and enjoys creating products using design and layout skills. Uses maps and other graphic information well. Sensitive to the lines of force, composition, and balance in art.



**Bodily-Kinesthetic:** Enjoys activities that involve movement. Can mimic and imitate others well. Good timing and talent in athletics and/or dramatics. Moves a lot. Takes things apart and reassembles them.



**Intrapersonal Intelligence:** Can detect and express complex feelings in self, and cares deeply about own self. Individualistic, enjoys performing tasks and activities alone. Frequently updates and revises self image.



**Interpersonal Intelligence:** Good at reading other people's intentions and desires. Can correctly interpret a social situation. Has many friends and is a leader. Enjoys performing tasks with others. Cares deeply about the welfare of others.



**Naturalistic Intelligence:** Shows expertise in the recognition and classification of plants and rocks. Good at observing, understanding and organizing patterns in the natural environment. Sorting of sports cards, being able to distinguish the sounds of different engines, or analyze the variations in fingerprints are examples of naturalistic intelligence.





### Multiple Intelligences: Ideas for Planning Lessons

**Verbal-Linguistic**

- Write any genre
- Jokes/Riddles
- Learning Logs
- Word games
- Reading
- Speeches/Interviews

**Musical**

- Write or rewrite songs
- Move to music
- Create musical mnemonics
- Musical Learning Games
- Match feelings to rhythms
- Compose

**Logical-Mathematical**

- Solve/Deduce
- Analyze situations
- Ask questions
- Construct Venn Diagrams
- Create or play strategy games
- Graph Chart

**Spatial**

- Perceive
- Draw
- Design
- Graphic Organizers
- Arrange
- Three dimensional

**Interpersonal**

- Debate
- Teach others
- Brainstorm
- Lead discussion
- Create group activity
- Organize event

**Bodily-Kinesthetic**

- Movement games
- Use body language
- Act or mime
- Move while working
- Dance
- Charades

**Intrapersonal**

- Plan own agenda/Set goals
- Observe and note
- Imagine
- Journal
- Reflect
- Create

**Naturalistic**

- Classify
- Make connections
- Categorize
- Make nature connections
- Create from nature
- Notice relationships

# CHOICE

## A WAY TO DIFFERENTIATE FOR STUDENT INTERESTS

- Product choices
- Ways to study vocabulary
- Ways to work: alone or with a partner
- Books to read
- Authors to study
- Order of tasks
- Where to sit
- Writing prompts
- Anchor activities
- Spelling Words
- Roles
- Due Dates
- Learning Goals
- Homework assignments
- Choice of groups
- Questions to answer
- Ways to learn content



## **“Think-Tac-Toe” Choice Menus of Activities**

- In developing a differentiated classroom, providing student choice is an important component to consider.
  - In a co-teaching setting, utilizing choice helps to motivate even the most reluctant learners.
  - Because of choice, students feel more empowered in the classroom.
  - Choice promotes student accountability and responsibility because “one size does not fit all.”
  - Proper procedures and routines are important so that students can be taught how to make appropriate choices, based on their needs, interests and language levels.
  - Students also need to be taught the learning outcomes and how to self-assess their attainment of these goals.
- **What are they?**
- Choice menus take different forms depending on the age and language levels of the students in the co-taught classroom.
  - The “menu” of activities is developed by the teachers to align with the content of the lesson and to provide different products possibilities
  - The activities selected for these choice menus are placed in a grid that resembles a “tic-tac-toe” board or a quadrant activity sheet.
  - The purpose is to extend or reinforce the learning of a concept.
- **How to do it?**
- The graphic design that the teachers select may include 3-9 options depending on the model of choice board used.
  - Students choose their options and record what they are planning to do.
  - Rubrics are a helpful way for the students to self-assess and for the teachers to review their progress.

### **Why is it important?**

- Choice provides opportunities for success for all students.
- Active student engagement is promoted through choice.
- Students are challenged at their appropriate level and their learning styles are validated by the various activities.
- As a tool for differentiation, students’ independence and responsibility in the classroom is reinforced.



## Ideas for Choice Time Anchor Activities

<p style="text-align: center;"><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>• Silent Reading</li> <li>• Journaling</li> <li>• Guinness Book Scavenger Hunt</li> <li>• Brain Quest</li> <li>• Create own Brain Quest questions</li> <li>• Word games and puzzles</li> <li>• Word Wall Bulletin Board</li> </ul>	<p style="text-align: center;"><b>Math</b></p> <ul style="list-style-type: none"> <li>• Create test questions/Story problems</li> <li>• Do "Problems of the Week"</li> <li>• Review activities</li> <li>• Problems Solving Activities</li> <li>• Puzzles and math games</li> <li>• Create math games</li> <li>• Manipulatives</li> </ul>
<p style="text-align: center;"><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• Create vocabulary flash cards</li> <li>• Map activities</li> <li>• Board games</li> <li>• Create brochures guides</li> <li>• Summarize chapters in FUN ways</li> <li>• Historical Fiction</li> <li>• Create a mini-activity menu</li> </ul>	<p style="text-align: center;"><b>Science</b></p> <ul style="list-style-type: none"> <li>• Mini-lab centers</li> <li>• Science "Question of the Week"</li> <li>• Learning log</li> <li>• Read science articles</li> <li>• Create a mini-experiment</li> <li>• Science puzzles and games</li> <li>• Draw vocabulary pictures</li> </ul>
<p style="text-align: center;"><b>Miscellaneous</b></p> <ul style="list-style-type: none"> <li>• Games and puzzles</li> <li>• Reading</li> <li>• Logic Activities</li> <li>• Analogy Activities</li> <li>• Mapping</li> <li>• Graphing</li> <li>• Computer Time</li> </ul>	<p style="text-align: center;"><b>Individual Inquiry</b></p> <ul style="list-style-type: none"> <li>• Computer Search</li> <li>• Novel/Short Story Writing</li> <li>• Research project</li> <li>• Life Plan project</li> <li>• Social action project</li> <li>• Career Planning</li> <li>• Hobby or Passion</li> </ul>





## Cubing Ideas

S.S., English, Science	Mathematics	Kinesthetic, Arts
Describe	Solve	Show
Compare	Order	Demonstrate
Associate	Compare	Do a mime
Analyze	Graph	Build
Apply	Add	Construct
Take a Stand	Factor	Act-Out
Connect	Reduce	Present
Illustrate	Prove	Arrange in a model
Change	Draw	Do a body map
Question	Calculate	Do a sculpture
Cartoon it	Write a word problem	Do a play
Satirize it	Factor	Sing
Evaluate it	Graph	
Pretend	Change	
Make a diagram		
Write a rule		
Tell a story		

Of course, any of those in the one category can be used in another discipline.

## Bloom's Tiered Question Starters

### Knowledge:

What is \_\_\_\_\_? Where is \_\_\_\_\_?  
 How did \_\_\_\_\_ happen?  
 Why did \_\_\_\_\_? When did \_\_\_\_\_?  
 Who/What were the main \_\_\_\_\_?  
 How is \_\_\_\_\_?  
 When did \_\_\_\_\_ happen?  
 How would you explain \_\_\_\_\_?  
 How would you describe \_\_\_\_\_?  
 Who was \_\_\_\_\_?

### Comprehension:

How would you compare/contrast \_\_\_\_\_?  
 What facts or ideas show \_\_\_\_\_?  
 What is the main idea of \_\_\_\_\_?  
 Which statements support \_\_\_\_\_?  
 What is meant \_\_\_\_\_?  
 Can you explain what is happening \_\_\_\_\_?

### Application:

How would you solve \_\_\_\_\_?  
 How would you organize \_\_\_\_\_?  
 What approach would you use to \_\_\_\_\_?  
 What would result if \_\_\_\_\_?  
 What facts would you select to show \_\_\_\_\_?

### Analysis:

How is \_\_\_\_\_ related to \_\_\_\_\_?  
 Why do you think \_\_\_\_\_?  
 What is the theme \_\_\_\_\_?  
 What inference can you make \_\_\_\_\_?  
 What conclusions can you draw \_\_\_\_\_?  
 How would you classify \_\_\_\_\_?  
 How would you categorize \_\_\_\_\_?

### Analysis (continued):

Can you identify the parts \_\_\_\_\_?  
 What evidence can you find \_\_\_\_\_?  
 What is the functions of \_\_\_\_\_?  
 What ideas justify \_\_\_\_\_?  
 Can you make a distinction between \_\_\_\_\_?

### Synthesis:

What would happen if \_\_\_\_\_?  
 How would you adapt \_\_\_\_\_ to create a different \_\_\_\_\_?  
 How would you change the plot/plan? Why?  
 What could be done to minimize/maximize \_\_\_\_\_?  
 How would you test \_\_\_\_\_?  
 Can you formulate a theory for \_\_\_\_\_?

### Evaluation:

Do you agree with the actions \_\_\_\_\_?  
 Do you agree with the outcome \_\_\_\_\_?  
 What is the opinion of \_\_\_\_\_?  
 How would you prove/disprove \_\_\_\_\_?  
 Would it be better if \_\_\_\_\_?  
 Why did \_\_\_\_\_ choose \_\_\_\_\_?  
 How would you rate \_\_\_\_\_?  
 What would you cite to defend the actions of \_\_\_\_\_?  
 What choice would you have made \_\_\_\_\_?  
 How would you prioritize \_\_\_\_\_?  
 How would you justify \_\_\_\_\_?  
 Why was it better that \_\_\_\_\_?

\*Adapted from Linda Barton's Quick Flip Questions,



### Product List for Independent Study

Advertisement	Editorial	Museum exhibit	Satire
Advice column	Elegy	Myth	Scale drawing
Anecdote	E-Mail	Narrative poem	Scavenger hunt
Award	Epistle	Newscast	Schedule
Ballad	Epilogue	Newspaper article	Scrapbook
Bibliography	Epitaph	Nursery rhyme	Script
Billboard	Experiment	Obituary	Sculpture
Biography	Fable	Ode	Silhouette
Blueprint	Fact file	Painting	Silk screening
Board game	Fairy tale	Pamphlet	Singing telegram
Book jacket	Fax	Panel discussion	Slide/tap presentation
Book review	Flip book	Pantomime	Skit
Bulletin board	Folk tale	Paper folding	Slogan
Bumper sticker	Family tree	Parable	Song
Business card (with logo)	Finger painting	Parody	Sonnet
Card game	Glossary Graph	Photographs	Speech (formal and informal)
Cardboard relief	Greeting card	Picture dictionary	Spoof
Cartoon	Horoscope	Pinata	Stencil
CD-ROM entry	Illustrated story	Postcard	Storyboard
Celebrity card	Index	Political cartoon	Survey
Chalk talk	Indictment	Poster	Syllabus
Character sketch	Interview	Promotional brochure	Tableau vivant
Chart	Invitation	Prototype	Tall tale
Choral reading	Journal	Proverb	Taped recording
Classified ad	Jump rope rhyme	Puppet show	Terrarium
Collage	Legend	Puzzle	Textbook
Comic strip	Lesson	Quiz	Timeline
Commemorative stamp	Letter	Questionnaire	Transcript
Conversation	Limerick	Radio serial episode	Transparency
Costume	Logic puzzle	Readers' theater	Travelogues
Critique	Lyrics	Recipe	Tribute
Crossword puzzle	Magazine article	Reference file	TV program
Dance	Map	Relief map	Video game
Debate	Maxim	Requiem	Videotaped production
Demonstration	Melodrama	Resume	Vignette
Diagram	Memo	Review	Vita
Diary	Memoir	Rhymed couplet	Vocabulary list
Diorama	Menu	Role playing	Want ad
Directory	Mobile	Rubbing	Wanted poster
Display	Model	Sales pitch	Will
Drama	Monologue	Sandwich board	Window display
Dramatic set design	Montage		Wordless book
	Motto		
	Mural		



## Differentiated Instruction Management Strategies and Tips

- Take time at the beginning of the year to do the following:
  - Set the classroom tone for differentiating
  - Gather student data and create Learning Profile Cards
  - Establish routines for
    - moving to Anchor Activities
    - collecting papers
    - discussing with learning partners
    - moving into groups
    - sharing ideas
- Create three sided table tents labeled, Hard at Work, HELP!, and Finished. (Be sure to check the finished work to see if it is quality work before allowing students to move to anchor activities.)
- Chunk and Chew: Do whole group instruction in small chunks (20 minutes or less) and then let students “chew” or process what they learned in appropriate small group or individual activities.
- Ways to process learning...
  - Walk and talk (walk 5 giant steps and share)
  - Make a Date Clock Partners
  - Mapping/KWL's
  - Find someone who... (Pick a trait ie: shoe size, birth day)
  - Four Corners (Move to corners by traits, interests or readiness)
  - Timed-Pair-Share
  - Rally Robin – groups of 4, go out and learn from other groups, come back and share with your group
- The more responsibility students have for their own learning process, the more they will manage themselves.
- Appoint Classroom Managers /Resident Experts: See three before me!
- ALWAYS monitor groups by floating and asking questions. Help students troubleshoot. Refrain from giving solutions.



## Designing a Differentiated Lesson

- Select a unit you want to differentiate
- Determine your learning outcomes  
(*Know Your Target!*)
- Choose how you want to differentiate  
(*Content, Process, Product*)
  - Activity Menu
  - Tiered Lesson/Challenge
  - RAFT Plus
  - Centers
  - Contracts
  - Compacting
- Sketch out a draft that offers choices for levels of learning.  
(*Readiness, Interest, Learning Styles*)
- Determine how you will present information to students  
(*Whole group, small group, teach to different learning styles*)
- Develop an Appropriate Assessment
  - Before, During and After Assessments
  - Rubric for student self assessment and teacher assessment
  - Performance-based assessment
  - Test or quiz
- Reflect on what you would do differently next time.



## **List of Citations**

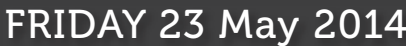
### ***Dynamic Differentiated Instruction!***

Compiled by: Dr. Kathy Perez

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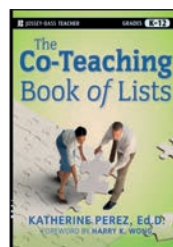
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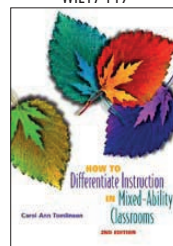


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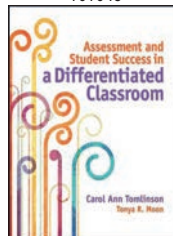
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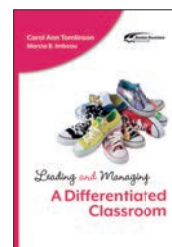
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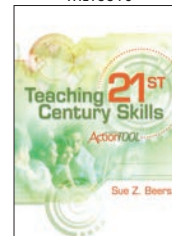
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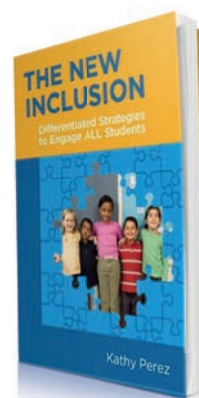
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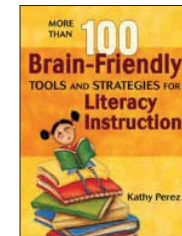
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