

Using Differentiated Instruction Strategies to Improve Students' Reading and Writing Skills  
Part 1

---

---

---

---

---

---

---

---

ENERGIZERS

- One of the easiest yet effective ways to incorporate active learning into a class
- Particularly useful at early meetings of a course
- Can create a "safe" classroom over time
- Even a course using traditional lecture could benefit from the use of occasional icebreakers.

---

---

---

---

---

---

---

---

How many years have you worked in the field of education?

1. **Rookie** – This is my first year.
2. **Returning Player** – I came back for a second year.
3. **Seasoned Player** – 3 to 10 years.
4. **Veteran Player** – I've been in education so long that I have lost count of the years.
5. **Retiring Player** – I plan to retire at the end of this season (school year).

*Fingers Under the Chin Strategy*  
Ask a multiple choice question and have students respond by putting the number of fingers under their chin that matches with their answer choice.

---

---

---

---

---

---

---

---





### Think-Pair Share

- Students are given time to think about a topic, turn to their neighbor for a short discussion, and then share the results with the rest of the class.
- Can be used in any size classroom
- Works well with any subject or topic
- Useful in moving traditional lectures to active lectures even in very large classes

---

---

---

---

---

---

---

---

### Discussion Question

### Think-Ink-Pair-Share-Ink-Quad

- Find one person you do not know and be ready to report the following to the large group in 5 minutes:
  - Other person's name
  - Other person's teaching experience
  - Other person's strategies to teach reading and writing

---

---

---

---

---

---

---

---

### Using Cooperative Learning Increases Student Achievement by 27%

- Research shows that organizing students into cooperative groups yields a positive effect on overall learning.

---

---

---

---

---

---

---

---

### Relationship Building Means...

- Educator to student (builds security)
- Student to student (builds affiliation and sense of belonging)
- Educator to educator (collaborative role models for kids)

---

---

---

---

---

---

---

---

### The Brain is a Social Brain

- **The brain develops better in concert with others**
  - When students have to talk to others about information, they retain the information longer and more efficiently!
  - Make use of small groups, discussions, teams, pairings, and question and answer situations.

12

---

---

---

---

---

---

---

---

# Partners

---

---

---

---

---

---

---

---



Small Group – Jig Saw

- Read your assigned section, highlighting the key points.
- Once all group members have read their section, person one begins by teaching the section to the team. You'll have three minutes to provide the highlights
- Continue until each team member has shared their sections of the article.

---

---

---

---

---

---

---

---

Put a picture in the middle of a large sheet of butcher paper. SILENTLY, in pairs, students have a dialog (on the paper) discussing the pictures. After a time limit, they rotate to another picture, read the comments and add their own. The whole activity must be done in complete silence.

---

---

---

---

---

---

---

---

Prepping for Persuasive Writing

Have students find a partner.  
 Allow each pair to mill around the room to find an object that can be held in their hand.  
 Now, give each pair five minutes to build a persuasive sales pitch for their object.  
 Have partners decide who will play the role of a consumer and who will be a salesperson.

---

---

---

---

---

---

---

---

Prepping for Persuasive Writing

Give each salesperson a sales slip that a customer will sign if he or she will buy the object.

Students will stand up and circulate around the room.

Consumers will walk around while waiting to be approached by a salesperson.

Students playing the role of the salesperson will take their object and try to sell it to as many consumers as they can by using verbal communication and body language.

Consumers interested in buying the object must sign the sales slip.

After five minutes, have partners switch roles.

Horizontal lines for writing notes.

Brain Compatible Strategies Comprehension Activity

Index Card Activity

Horizontal lines for writing notes.



Uniqueness of the Brain

Each brain is unique because of the genetic makeup and its experience

Horizontal lines for writing notes.

• Monday

---

• Shopping

---

---

• Men

---

---

• Michael Douglas

---

---

**Each Brain is Unique**

---

- We are products of genetics and experience
- The brain works better when facts and skills are embedded in real experiences

---

---

---

---

---

---

**Research base for DI**

---

- Brain research confirms what experienced teachers have always known:
  - No two child are alike.
  - No two children learn in the same identical way.
  - An enriched environment for one student is not necessarily enriched for another.
  - In the classroom, children should be taught to think for themselves.

---

---

---

- Marion Diamonds, Professor of Neuro-anatomy at Berkeley  
[http://www.ascd.org/cms/objectlib/ascdframeset/index.cfm?publication=http://www.ascd.org/publications/ed\\_lead/199811/darcangelo.html](http://www.ascd.org/cms/objectlib/ascdframeset/index.cfm?publication=http://www.ascd.org/publications/ed_lead/199811/darcangelo.html)

---

---

---

It's certainly going to involve...

- Less large group direct instruction
- Less "read the chapter and answer the questions at the end"
- Less (NO!) Round-Robin reading
- Less teacher-centered learning
- More student-centered learning

---

---

---

---

---

---

---

---

Cues, Questions, and Advance Organizers

- Increases student achievement by 22%
- Cues, questions and advance organizers help students use what they already know about a topic to enhance further learning.
- These tools should be analytical, focus on what is important, are most effective before a learning experience.

---

---

---

---

---

---

---

---

Differentiated Instruction

Regardless of the content, my teacher(s) always pre-test us to determine what we already know prior introducing any new subject area.

- 4 - Strongly Agree
- 3 - Agree
- 2 - Disagree
- 1 - Strongly Disagree

---

---

---

---

---

---

---

---

### Differentiated Instruction

**My teacher(s) frequently modify classroom activities based on my outside interests.**

- 4 - Strongly Agree
- 3 - Agree
- 2 - Disagree
- 1 - Strongly Disagree

---

---

---

---

---

---

---

---

### Differentiated Instruction

**I always feel challenged in my classroom(s).**

- 4 - Strongly Agree
- 3 - Agree
- 2 - Disagree
- 1 - Strongly Disagree

---

---

---

---

---

---

---

---

### Differentiated Instruction

**My teacher(s) always give(s) us options for completing any assignment or project .**

- 4 - Strongly Agree
- 3 - Agree
- 2 - Disagree
- 1 - Strongly Disagree

---

---

---

---

---

---

---

---

### Differentiated Instruction

Besides my regular classroom work, I am also assigned a long-term project in class that I work on whenever possible .

- 4 - Strongly Agree
- 3 - Agree
- 2 - Disagree
- 1 - Strongly Disagree

---

---

---

---

---

---

---

---

### Differentiated Instruction

### Differentiation Score Card

- 16 - 20 points = Exceptional Differentiation
- 11 - 15 points = Moderate Differentiation
- 10 - 14 points = Low Differentiation

---

---

---

---

---

---

---

---

Differentiating Instruction...	
is NOT...	IS...
Individualizing instruction for each student	Providing instruction to meet the range of student needs

---

---

---

---

---

---

---

---



### Differentiating Instruction...

is NOT... IS...

Assessing all students' learning in the same way

Using multiple means of assessment

---

---

---

---

---

---

---

---

### Differentiating Instruction...

is NOT... IS...

Limiting learning experiences to the classroom environment

Promoting learning across varied settings: home, school, and community

---

---

---

---

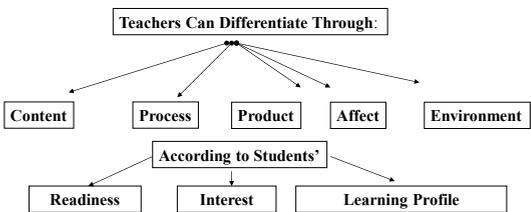
---

---

---

---

### How Can we Differentiate?



Through a range of strategies such as:

- Multiple intelligences... Jigsaw... 4MAT...
- Graphic Organizers... RAFTS... Compacting...
- Tiered Assignments... Leveled texts...
- Complex Instruction... Learning Centers

---

---

---

---

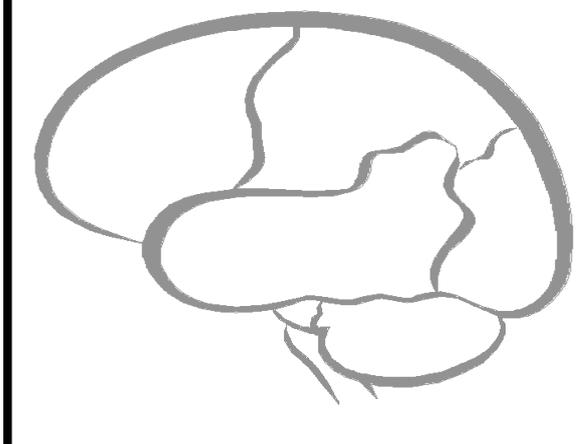
---

---

---

---





---

---

---

---

---

---

---

---



Outdated Western model of learning separates mind, emotions and body at school.  
 This model is NOT supported by recent brain research

---

---

---

---

---

---

---

---

**Emotional Punctuation is "Memory Marker"**

- Event + positive emotions = better memories
- Home and classroom might include these:

verbal affirmations, smiles, physical gestures, head nodding, positive comments, positive music, celebrations, use of name or pre-set celebration rituals

---

---

---

---

---

---

---

---

# Transition Conference

For journaling: Put a quote or insight on the board. Have the students react using "head," "heart," and "foot" method. Head - a thought or idea that comes to mind. Heart - a feeling or emotion expressed or felt. Foot - An action the quote or insight would suggest we take. Use these to initiate class discussions

---

---

---

---

---

---

---

---

According to an English university study the order of letters in a word doesn't matter, the only thing that's important is that the first and last letter of every word is in the correct position. The rest can be jumbled and one is still able to read the text without difficulty.

---

---

---

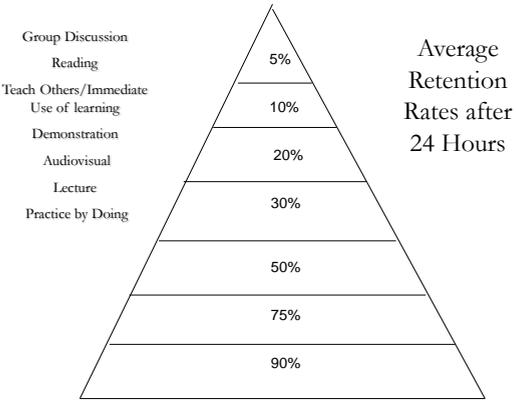
---

---

---

---

---



---

---

---

---

---

---

---

---