

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

What Keeps Students Engaged?

- ☺ **Choice**
(content, process, product, environment)
- ☺ **Relevance**
(personal, in context)
- ☺ **Curiosity**

Overview

- Tic-Tac-Toe choice boards give students the opportunity to participate in multiple tasks that allow them to practice skills they have learned in class or to demonstrate and extend their understanding of concepts.
- Tic-Tac-Toe is an idea that both teachers and students already know how choices work:
 - From the board, students either choose or are assigned three adjacent or diagonal tasks to complete.

Overview

- Tic-Tac-Toe student choice boards can be created for all grade levels and subject areas.

Overview

- Tic-Tac-Toe is one of the easiest ways to organize student choice activities in your classroom.

Overview

- Tic-Tac-Toe boards give the classroom teacher control over some of the choices that students make, but also allow students to feel empowered by their choices.
- With the Tic-Tac-Toe strategy, teachers can give a set of choices that include a variety of types of activities that meet Bloom's level, multiples intelligences, learning styles, and Common Core.

Tic-Tac-Toe Board (based on MI)

Interpersonal Task	Kinesthetic Task	Naturalist Task
Logical Task	Student Choice	Intrapersonal Task
Interpersonal Verbal Task	Musical Task	Verbal Task

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THINK-TAC-TOE
Book Report

Draw a picture of the main character.	Perform a play that shows the conclusion of a story.	Write a song about one of the main events.
Write a poem about two main events in the story.	Make a poster that shows the order of events in the story.	Dress up as your favorite character and perform a speech telling who you are.
Create a Venn diagram comparing and contrasting the introduction to the closing.	Write two paragraphs about the main character.	Write two paragraphs about the setting.

Anchor Activities

LEARNING STATIONS

TWO or MORE LEARNING STATIONS ARE PROVIDED as ANCHOR ACTIVITIES

“Wordology” STATION

Computers for internet research and reference books

Computers with reading software

Writing stations that make include word processing

Creating Product Assignments

- What students must know, understand, be able to do as a result of the study.
- Identify the format of the project.
- Determine expectations for quality (content, process, product).
- Decide on scaffolding (brainstorming, rubrics, time lines, planning/goal setting, storyboarding, critiquing, revising/grading).
- Differentiate based on readiness, student interest, student learning profile.

“Become” one of the Characters.
Comment on the events of the reading from his/her point of view.
Show incidents the way this character sees it. Include the thoughts and feelings of the character that may not be mentioned in the story. Length 3-paragraph essay.

Quote a phrase or a section of the text that impressed you for some reason (beautiful language, interesting thoughts, meaningful to you for some reason). Explain why you chose that section. Also be sure to tell where the quote fits into the context of the story. Length 3-paragraph essay.

Draw a picture of a scene from the reading. Then in a minimum 3-paragraph essay, explain the scene, why you chose it and its significance to the novel as a whole.

Create a dictionary of terms that would help someone reading this book. Make a list of at least 25 particular words (jargon, slang, technical language, specialized terminology, etc) that the author uses in this story. These words must be slightly out of the ordinary; they should have particular significance in the book. Define each word as it is used in the story. Make it look official-include part of speech, pronunciation if possible, and images/pictures! Be Creative!

Write a letter to the author of the book. Tell him/her what you liked and disliked about the story and his/her writing style. Give them specific reasons and examples from the story to support what you say. Be sure that your letter is in the correct format. Your letter should be at least two pages (typed) long.

Create a book jacket description for the story. Pretend you are trying to “hook” readers’ interest in the story by explaining its contents on the back of the book. How would you tell people what the book is about and persuade them to pick it up and read it? Include an image/picture on the front cover.

Create a board game based on the characters, events, or theme of your book. Be sure the game is playable, and that participants must rely on their knowledge of the book in order to succeed!

Become a casting agent. If your book were to be made into a movie, which famous stars would you choose to play the roles of each character? Support your choices with explanations (appearance, experience, similarities, personality, etc.) Explanations should be at least one paragraph in length.

Build a timeline for the major events in the story, focusing on at least ten incidents. Highlight the initial conflicts, climax, resolution of the story in some way. Be sure that the action is accurately placed and that the times between events is indicated neatly.

Draw a map of where your story took place. It should contain areas where significant events happened. Use a key to describe these happenings. Be certain to include a title and label the appropriate areas. Detail, color, and accuracy are points to remember.

Write an obituary for one of the characters in the book. Include an image/picture of the character. It must be at least three paragraphs. Use information gathered from the story as well as your own imagination. Read obituaries in the newspaper or online for examples.

Write a "Dear Abby" column with questions from three of the characters in the novel asking for advice. Their problems/questions should be in keeping with how they were presented in the book. You must include your solutions/answers as Dear Abby. Each Q and A should be about one typed page.

Make a collage of a major theme from the book. Use clippings from magazines, newspaper, etc. The collage should include at least 10 different clips. On the back of the collage, explain in Three Paragraphs what theme(s) you are representing and what it has to do with you novel.

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Brain Compatible Strategies Crumpled Paper

Have students write something they want to know or have learned and crumple the paper and throw it into the center of a circle. Each student then picks up one and recites what is written. A variation is to have students guess who wrote the particular comment.

Snowball Game

- ⊙ Number a sheet of paper 1-7
- ⊙ **DO NOT** include your name
- ⊙ Answer these questions:
 1. I like country music? Yes or No
 2. I grew up in a home with both biological parents? Yes or No
 3. I am considered short? Yes or No
 4. I like Sushi? Yes or No
 5. It's important to do the right thing in all circumstances? Yes or No
 6. I was the first one in my family to graduate from college? Yes or No
 7. I excel at sports? Yes or No

Reflection

- Which questions relate to your diverse interests?
- Which questions relate to your diverse background?
- Which questions relate to your diverse physical characteristics?

Writing Ideas

Grammar – Using Popular Songs and Musical Groups

Vocabulary

Vocabulary instruction that works best actively involves the student in getting to the word from every possible perspective.

Example

Fear

Emotions/reactions –

terror

horror

fainting

quaking

Example

Fear

People/Animals/Things

Monster Humanoid

Ghost Poltergeist

Bogeyman Dracula

Alien

Example

Fear

Places

Funeral Parlor Graveyard

Haunted House Dark Alley

Unlit Street Cemetery

Exercise

Exhilarant

Emotions/reactions

People/Animals/Things

Places

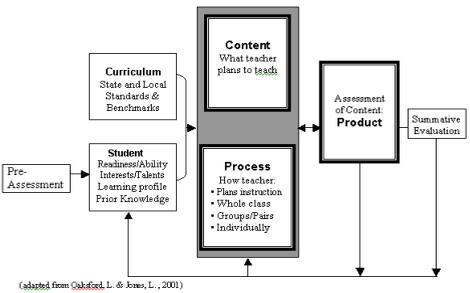
Brain Compatible Strategies Name Holder Activity Sticky Note Activity Gift Bag Activity

What is Differentiated Instruction?

(Based on C Tomlinson, 2000)

Traditional Classroom	Differentiated Classroom
1. Assessment at the end of a unit of study	1. Assessment is ongoing, diagnostics and influences instruction
2. Dominance of whole class instruction	2. Variety of instructional strategies used within a classroom
3. Adapted textbooks are the main instructional resource	3. Multiple types of materials are utilized as resources
4. The teacher is the main problem solver	4. Students are actually engaged in solving problems
5. Quantitative focus to assignments	5. Qualitative focus to assignments

A model of differentiated Instruction



Differentiation by Readiness

PE: Dribbling and Basketball

- ① • Dribble from point A to point B in a straight line with one hand
 - Switch to the other hand and repeat.
 - Use either hand and develop a new floor pattern from A to B (not a straight line)
- ② ZIGZAG –
 - One hand
 - Other hand
 - Increased speed
 - Change pattern to simulate going around opponents
- ③ In and out of pylons as fast as possible
 - Change hand
 - Increase speed
- ④ Dribble with one hand – and a partner playing defense.
 - Increase speed and use other hand
- ⑤ Trade roles
 - Through pylons, alternating hands, & partner playing defense
 - Increase speed
 - Trade roles



Differentiation by Readiness

English - *To Kill a Mockingbird* - Think Dots

LEVEL 1

- 1) Describe the setting of *To Kill a Mockingbird*.
- 2) Explain an example of person vs. person in *To Kill a Mockingbird*.
- 3) From whose point of view is the story told? What clues tell you?
- 4) In a Venn Diagram, compare and contrast one of the characters in *To Kill a Mockingbird* to a character in a different book.
- 5) How do the citizens of Maycomb react to Atticus's decision to defend Tom Robinson? Write about two examples.
- 6) Find three examples of the following in *To Kill a Mockingbird*: similes, metaphors, and idioms. Create a list.

Differentiation by Readiness

English - *To Kill a Mockingbird* - Think Dots (continued)

LEVEL 2

- 1) Describe how the setting of *To Kill a Mockingbird* has influenced the story so far.
- 2) Explain at least three types of conflict with examples in *To Kill a Mockingbird*.
- 3) In what ways would the story be different if told from another character's point of view? Give support for your opinion. "If only _____ had been telling the story, it would have been different..."
- 4) In a Venn Diagram, compare and contrast the Ewells family and the Cunninghams family to a family in another movie.
- 5) In a newspaper article, explain how the local reaction to Atticus's decision to defend Tom Robinson reflects the time period in which the novel takes place. Write the newspaper article as it would have appeared during the setting of the novel.
- 6) What effect do the similes, metaphors, and idioms Harper Lee uses have on a reader's understanding of the novel? Explain your thought in a critic's blurb.

Differentiation by Readiness

English - *To Kill a Mockingbird* - Think Dots (continued)

LEVEL 3

- 1) Describe at least three ways the setting is reflected in the context of *To Kill a Mockingbird*.
- 2) Explain the most significant sources of conflict in *To Kill a Mockingbird*.
- 3) In your opinion, what does the point of view tell you about Harper Lee?
- 4) In a Venn Diagram, compare and contrast Scout as a narrator to another narrator of a movie or story.
- 5) Apply the quote "What is right is not always popular. What is popular is not always right" as an epigraph to a short essay explaining Atticus Finch's decision to defend Tom Robinson.
- 6) What kind of writing style does Harper Lee have? Provide examples to illustrate your point.

Learning Contract #2

To demonstrate what I have learned about _____, I want to

- Write a report
- Put on a demonstration
- Set up an experiment
- Develop a computer presentation
- Build a model
- Design a mural
- Write a song
- Make a movie
- Create a graphic organizer or diagram
- 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 ____/____/____

Diner Menu

Appetizer (Everyone Shares)

•Write a reaction to the story/novel.

Entrée (Select One)

- Draw a picture that highlights the plot of the story/novel.
- Write two paragraphs about what happens regarding the plot.
- Create a rap that explains what happens during the plot.

Side Dishes (Select at Least Two)

- Define these key terms/concepts, in writing.
- Compare and contrast two of the characters personality traits using a Venn Diagram.
- Write a journal entry from the point of view of one of the character.
- With a partner, create and perform a skit that shows the climax of the story/novel.

Dessert (Optional)

Create a test to assess the teacher's knowledge of the story/novel.

3, 2, 1: Write three things you learned today; write 2 connections to your real life; write one question for tomorrow.



Using pictures only, summarize three key points of today's lesson.

Summarize today's lesson with a content Cinquain.

Classroom Practices that Promote Adolescent Learning

Content Enhancements

- **Storytelling**
- **Drawing**
- **Music**
- **Mnemonics**
- **Concept maps; mind mapping**

HOW DO INDIVIDUALS PROCESS INFORMATION?

- SIGHT
- HEARING
- TOUCH
- TASTE
- SMELL

Brain Compatible Strategies

Ribbon Technique
Velcro Technique

Generating Nonlinguistic Representations

- Increases student achievement by 27%
- Research says that knowledge is stored in two forms: linguistic (in ways associated with words) and nonlinguistic (mental pictures or even physical sensations like smell, touch, kinesthetic association or sound)
- The more we can use nonlinguistic representations while learning, the better we can think about and recall our knowledge

Graphic Organizers

- Such as flashcards, flow charts, cycles, matrices, and trees can be used to facilitate critical thinking by helping to organize and prioritize relevant information. They also allow that information to be reformatted to accommodate different learning styles.

Teaching methods

Method	Pros	Cons
Lectures/ presentations	<ul style="list-style-type: none"> allows the trainer to convey information quickly to a large group persuasive 	
Written exercises	<ul style="list-style-type: none"> allows for individualised learning adjustable to different levels 	
Group discussions	<ul style="list-style-type: none"> involves everyone can explore new ideas flexible 	
Case studies	<ul style="list-style-type: none"> realistic and work-related great for problem-solving 	
Role plays	<ul style="list-style-type: none"> provides environment for practice allows for testing ideas 	

Teaching methods

Method	Pros	Cons
Games and simulations	<ul style="list-style-type: none"> high level of involvement and interest memorable and fun 	
Questionnaires	<ul style="list-style-type: none"> self-awareness allows time for reflection 	
Project work with presentation	<ul style="list-style-type: none"> useful for knowledge and skills practice effective for recall of knowledge 	
Videotaped simulations with playback	<ul style="list-style-type: none"> useful for self assessment provides medium for peer feedback 	
Brainstorming	<ul style="list-style-type: none"> energisers and fun great for stimulating ideas 	

Brain Compatible Strategies

Truth – Truth – Lie

Like some of the others on this list you may have used this before. Remember that the bigger your repertoire the more options you have “in the moment.” Have students in groups of three or more. Each comes up with two truths and one lie. These can be personal or content based. This is another way to check for understanding and review content. They try to determine which is the lie.
