

**Differentiation:  
Designing Instructional Activities to Meet the Needs of the Students**

Differentiate by:	<u>Content</u>	<u>Process</u>	<u>Product</u>	Environment
<p><b>Differentiate by</b></p> <p style="text-align: center;"><b>CONTENT</b></p> <p><b>Modify the facts and skills that the students are expected to learn</b></p> <p><b>Content for ALL students should be concept-based, relevant and transferable</b></p>	<p><i>Differentiate Content by...</i> <b>READINESS</b></p> <ul style="list-style-type: none"> <li>• Do I have resources and/or books available at varying levels of difficulty?               <ul style="list-style-type: none"> <li>◦ Tool: <u>Lexile Framework</u></li> </ul> </li> <li>• Do my students have a wide range of abilities and background knowledge of the topic or skill?</li> <li>• Do I have assessment data that can help identify the level at which each student should begin working?</li> </ul> <p><i>Differentiate Content by...</i> <b>INTEREST</b></p> <ul style="list-style-type: none"> <li>• Does the topic or concept allow for students to focus on one part of their choosing and still get the big idea?               <ul style="list-style-type: none"> <li>◦ Tool: <u>Interest Inventory (Word)</u></li> </ul> </li> </ul> <p><i>Differentiate Content by...</i> <b>LEARNING PROFILE</b></p> <ul style="list-style-type: none"> <li>• Can the material be provided to suit a variety of modalities (visual, auditory, kinesthetic, sequential, etc.)?               <ul style="list-style-type: none"> <li>◦ Tool: Learning Styles Assessment</li> </ul> </li> </ul>	<p><b>Strategy Ideas:</b></p> <ul style="list-style-type: none"> <li>• <u>Compacting</u></li> <li>• <u>Flexible Grouping</u></li> <li>• <u>Instructional Ladders</u></li> <li>• <u>KWL Charts</u></li> <li>• <u>Literature Circles</u></li> <li>• <u>Scaffolding</u></li> <li>• <u>Varied Questions</u></li> <li>• <u>Varied Texts</u></li>   <li>• <u>Flexible Grouping</u></li> <li>• <u>Jigsaw</u></li> <li>• <u>Orbitals</u></li>   <li>• <u>Flexible Grouping</u></li> <li>• <u>Jigsaw</u></li> <li>• <u>Multiple Intelligence</u> options</li> <li>• Tape Recorded materials</li> <li>• Videos</li> <li>• <u>WebQuests</u></li> </ul>		
<p><b>Differentiate by</b></p> <p style="text-align: center;"><b>PROCESS</b></p> <p><b>Modify the activities the students are doing to use skills and gain information</b></p> <p><b>Process for ALL</b></p>	<p><i>Differentiate Process by...</i> <b>READINESS</b></p> <ul style="list-style-type: none"> <li>• Do I have activities and materials at varying levels of complexity available?</li> </ul> <p><i>Differentiate Process by...</i> <b>INTEREST</b></p> <ul style="list-style-type: none"> <li>• Would it make sense to allow students to choose how they work with the ideas or skills? (experiment, read, research, etc.)</li> </ul>	<p><b>Strategy Ideas:</b></p> <ul style="list-style-type: none"> <li>• <u>Anchor Activities</u></li> <li>• <u>Appointment Clocks</u></li> <li>• <u>Centers/Stations</u></li> <li>• <u>Cubing</u></li>   <li>• Games</li> <li>• <u>Homework Options</u></li> <li>• <u>Learning Contracts</u></li> <li>• <u>Menus/Agendas</u></li> <li>• Simulations</li> <li>• <u>Think-Tac-Toe</u></li> <li>• <u>Tiered Activities</u></li> </ul>		

<p><b>students should be purposeful and focused and should promote higher level thinking</b></p>	<p><i>Differentiate Process by...</i>  <b>LEARNING PROFILE</b></p> <ul style="list-style-type: none"> <li>• Would it be reasonable to provide different activities to accommodate various learning styles?</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Varied Organizers</u></li> <li>• <u>Varied Pacing</u></li> <li>• <u>4-MAT</u></li> <li>• <u>Arrangement Options</u> (working alone, with a partner or in a small group)</li> <li>• <u>Multiple Intelligences</u></li> <li>• <u>Reading Buddies</u></li> </ul>
<p><b>Differentiate by PRODUCT</b></p> <p><b>Modify the method by which the students demonstrate what they learn</b></p> <p><b>Products for ALL students should be focused on - and require the use of - the skills and concepts being taught</b></p>	<p><i>Differentiate Products by...</i>  <b>READINESS</b></p> <ul style="list-style-type: none"> <li>• Can the final product or assessment be provided at varying levels of difficulty or complexity? <ul style="list-style-type: none"> <li>◦ Tool: <u>Rubrics</u></li> </ul> </li> </ul> <p><i>Differentiate Products by...</i>  <b>INTEREST</b></p> <ul style="list-style-type: none"> <li>• Can the students choose a manner of demonstrating what they've learned and still focus on the key ideas and skills? <ul style="list-style-type: none"> <li>◦ Tool: <u>Ways to Show what You Know</u></li> </ul> </li> </ul> <p><i>Differentiate Products by...</i>  <b>LEARNING PROFILE</b></p> <ul style="list-style-type: none"> <li>• Would it be reasonable to provide different assessments to accommodate various learning styles?</li> </ul>	<p><b>Strategy Ideas:</b></p> <ul style="list-style-type: none"> <li>• <u>Alternative Assessments</u></li> <li>• <u>Question Choices</u></li> <li>• <u>Performance Assessments</u></li> <li>• <u>Tiered Rubrics</u></li> <li>• <u>Varied Products</u></li> </ul>
<p><b>Environment</b></p>	<ul style="list-style-type: none"> <li>• Position in room:</li> <li>• Seating at desk:</li> </ul>	<ul style="list-style-type: none"> <li>• consider student's senses - vision, hearing, touch, smell, physical ability</li> <li>• sit at front of room, back of room, away from noise, beside teacher,</li> <li>• change lighting (light on desk, back to window ...)</li> <li>• Cooperative grouping</li> <li>• physically comfortable,</li> </ul>

	<ul style="list-style-type: none"> <li>• General Organization: for easy access to organized materials:</li> </ul>	<ul style="list-style-type: none"> <li>• conducive to working <ul style="list-style-type: none"> <li>○ headphones to quiet outbursts</li> <li>○ sit on mat/chair during group floor activities</li> <li>○ alone or in small group</li> </ul> </li> <li>• provides necessary supports: <ul style="list-style-type: none"> <li>○ wheelchair accessible</li> <li>○ flip up desk</li> <li>○ tilt-top desk</li> <li>○ larger table</li> <li>○ stand at desk</li> <li>○ extra lighting</li> <li>○ feet supported</li> </ul> </li> <li>• drawers beside desk</li> <li>• soup can for pencils</li> <li>• bookends</li> <li>• tie pencil to desk</li> <li>• attach pencil to student with extension key ring</li> <li>• have list of items to complete on desk</li> <li>• have timetable on desk</li> <li>• reduce excess materials on desk</li> <li>• color-code notebooks</li> </ul>
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## References

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[http://www.foridahotteachers.org/differentiation\\_framework.htm](http://www.foridahotteachers.org/differentiation_framework.htm)