

Differentiation



Differentiation stems from beliefs about differences among learners, how they learn, learning preferences and individual interests.

Therefore, differentiation is an organized, yet flexible way of proactively adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to achieve his or her maximum growth as a learner.

Anderson (from Wikipe)

Differentiated instruction is not a checklist of strategies but a philosophical approach to teaching all students.

Carol Ann Tomlinson

The starting point

Knowing your students

The biggest mistake in teaching is to treat all children as if they were variants of the same individual and thus to feel justified in teaching them all the same subjects in the same way.

H. Gardner

Differences among students

- Language level
- Learning rate
- Cognitive ability
- Learning style preference
- Ability to and way to communicate
- Motivation attitude effort
- Interests ~ Strengths ~ Talents
- Gender
- Ethnicity Culture Background

Goals of Differentiation

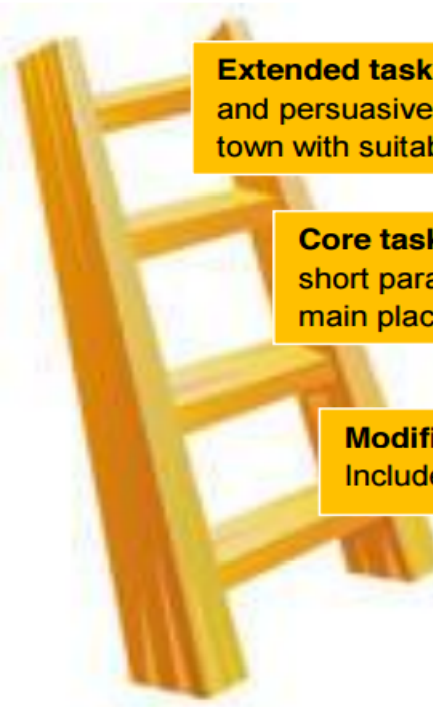
- Academic achievement - in a CLIL context in subject area and in FL
- Challenge level for achieving students
- Support struggling students
- Increase interest in and excitement about learning
- Increase student confidence in own learning ability

In terms of differentiating for ability, Extension Activities

- To learn more about the topic
- To accommodate learners' interests
- To share a personal experience – to personalise the learning
- To learn about a related topic
- To relate to current events
- To relate to historical events
- To transfer or apply new learning (to make connections)
- To investigate career opportunities
- To increase intrinsic motivation for learning

Ways to differentiate learning

- **Content objective:** Explore and investigate important economic activities of people in the locality or in a contrasting part of Ireland (Geography: Fifth and sixth class)



Extended task: Design a brochure to attract tourists to your town using photos and persuasive writing accounts of the main places to visit. Include a map of the town with suitable symbols and a legend.

Core task: Design a brochure for your town using photos and drawings. Write short paragraphs under each picture. Include a map of the town showing 5 main places to visit.

Modified task: Design a brochure for your town using photos and drawings. Include one sentence for each photo/picture. Include a map of the town.

I Am...

I Am Frederick Douglass

I was born a slave in 1818. I lived with my grandparents in Maryland. They were slaves, too. I saw slaves being hurt by their masters. I was cold and hungry a lot of the time. But, I was lucky. I learned to read. A lot of slaves were not allowed to learn to read. I was sent to live with a ship carpenter. It was here that I learned about reading and about ending slavery.

Seven years passed. I was sent back to a farm. My new master was very mean. He whipped me a lot.

I could not stand being a slave any more. I planned an escape. But, someone found out about my plan. So, I was put in jail. After being in jail, I went to a shipyard again. Here, I found a chance to escape. I traveled by train and steamboat to New York City. I changed my name from Frederick Bailey to Frederick Douglass.

I wanted to be smart. So, I read a lot of books. I joined the church. And, I wanted to end slavery. So, I became an abolitionist. An abolitionist is someone who wants to end slavery.

I gave speeches. I told others about how bad slavery was. I made a newspaper called *The North Star*. I wanted a lot of people everywhere to hear about slavery. I wanted everyone to be equal. I didn't want our nation to go to war. But, I wanted slavery to end.



Source: The Library of Congress

I Am Clara Barton

I was born in 1821 in Massachusetts. I became a teacher when I was just 15 years old. I wanted everyone to go to school for free. So, I made a free public school in New Jersey.

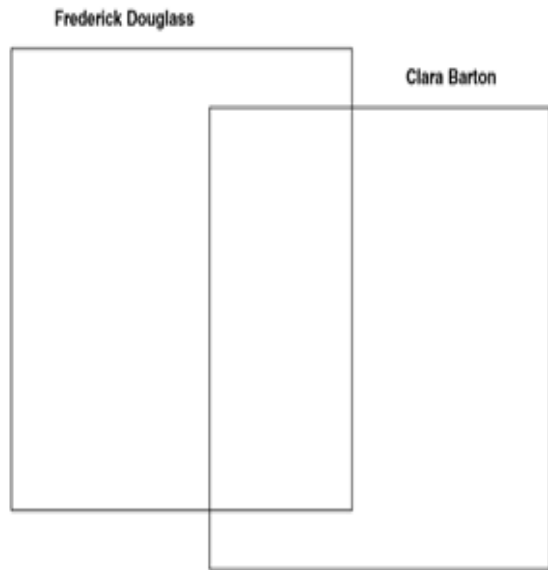
I moved to Washington, D.C. I wanted to help the soldiers who fought in the Civil War. I wanted them to have the supplies they needed when they got hurt. So, I gathered supplies for them. I became a nurse for the soldiers. I traveled to places where I could help them. I also formed a program to help find soldiers who were missing. I wanted to help all I could.

Later, I created the American Red Cross. I wanted to make sure that everyone would have help when they needed it.

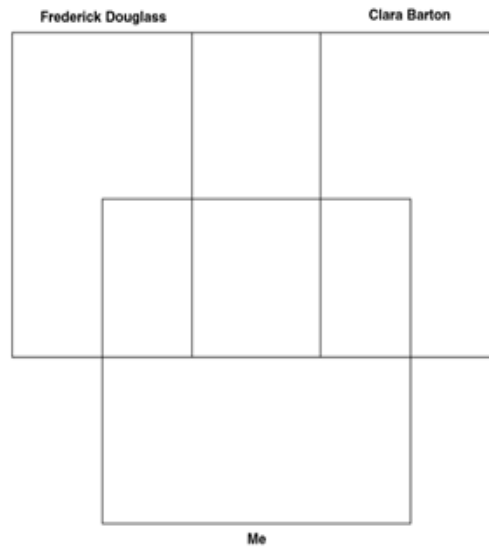


Source: The Library of Congress

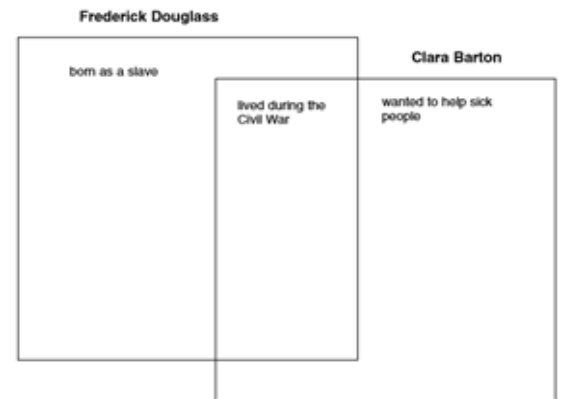
Directions: Compare and contrast Clara Barton and Frederick Douglass in the squares below.



Directions: Compare and contrast Clara Barton, Frederick Douglass, and yourself in the squares below.



Directions: Compare and contrast Clara Barton and Frederick Douglass in the squares below. Some information has been completed for you.



Inventors and Inventions Menu of Options

Directions: Choose activities from the list to show what you have learned. Each activity has a number value. You need to earn at least 25 points total.

Projects are due: _____

Project Choices

Worth 20 points each

- ▶ Design a book cover for this inventor's biography.
- ▶ Write a letter to this inventor. Tell the inventor what you like about his or her inventions.

Worth 15 points each

- ▶ Create a WANTED poster. Include the inventor's picture, name, and a description. List what he is wanted for, when he was last seen, and a reward.
- ▶ Make a comic strip about your inventor. Create at least four scenes. Include speech bubbles, too.

Worth 10 points each

- ▶ Draw a time line. Include at least 10 important events about your inventor.
- ▶ Design an award to give to your inventor.

Worth 5 points each

- ▶ Make a paper chain with at least seven links. On each link, write a fact about the inventor.
- ▶ Make a door hanger about this inventor. Include at least one invention on it.

Name: _____

“Think-Tac-Toe”

Select and complete activities from the choice board in a tic-tac-toe design. When you complete the activities in a row you may decide to be finished. Or you may decide to keep going and complete more activities.

<p>Can you design and draw a building using only squares? What about using only triangles? Circles? Try it!</p>	<p>Use a Venn Diagram to compare and contrast two monuments of your choice.</p>	<p>Design and draw an original monument celebrating a person, place, or event of your choice.</p>
<p>Is there one monument that means more to you than the others? In your writer’s notebook, write about it and how it makes you feel.</p>	<p>Pretend you and a friend are visiting the Washington Monument. What would you say to each other? Write a skit about your conversation. Act it out using puppets.</p>	<p>Select your favorite person who designed a monument. Draw a picture of him or her next to the monument he or she designed. Write why this person is your favorite.</p>
<p>Design a building using a rectangle, square, triangle and circle in KidPix. You may use more than one of any shape. Name your building. Print your design.</p>	<p>Using the shapes template on your computer desktop, draw something you spy in your classroom that is a circle, square, rectangle or triangle. Write the name of the object, if you can.</p>	<p>Play the Patterns game in Logic Blocks.</p>



Name _____

Story Elements Choices Board

Directions: Circle two activities to complete from the choices board below. Be sure to match the shape(s) assigned to you by your teacher.

<p>Find a painting that you really like. Study the setting and characters. Imagine a conflict and a resolution in the painting. Write a story about it using all of the story elements.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Write a story on sentence strips. Use all of the story elements. Mix up the order of the story and challenge a friend to put the story in order.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Choose a picture book that you enjoy. Write a sequel to that book. Be sure to think of a new conflict and resolution for the characters.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Write a comic strip. Use all of the story elements. Illustrate and color your final product. It should have five or six frames.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Research an insect. Think about its habitat and predators. Then, write a story about a day in the life of your bug. Include all of the story elements. Make sure that your story is based on facts.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Write a short skit using all of the story elements. Include a description of the setting, and make sure that the dialogue includes a conflict and resolution. Invite some friends to perform the skit with you for the class.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Pick a favorite book character. Imagine you are interviewing the character from the story. Write the questions that you would ask and the answers that you imagine the character would give.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Create a slide show presentation that explains each story element and gives an example of each. The presentation should be at least four slides long.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Pick a chapter book you have recently read. On an index card, explain the setting, main characters, conflict, and resolution for this book.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Pick a fairy tale that you enjoy. Pretend that the ending did not work out correctly and there was no resolution. Retell the fairy tale and explain how this affects the story.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Read two versions of the same fairy tale. Which one do you like best? Write a paragraph telling why you like it better.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Pick a fairy tale that you enjoy. Change the setting to a modern-day place and rewrite it. Make adjustments to the fairy tale, as needed.</p> <p style="text-align: right;"><input type="checkbox"/></p>

Triangle Group Cards

Write a letter to an editor using at least five different kinds of figurative language in the text.



Interview an idiom of your choosing and write the transcript.



Create three story problems for others to solve using figurative language descriptors.



Write at least three jokes or puns using figurative language in each.





 <p>Prepare to describe the weather in spring, summer, autumn and winter. Then describe it to a partner.</p>	 <p>Make a poster illustrating the four seasons and then present it.</p>	 <p>Write a story about a summer or winter holiday which was changed because of the weather.</p>
 <p>Make a crossword with at least 10 weather words.</p>	 <p>Design a crossword with at least 12 weather words and a secret word.</p>	 <p>Make a matching activity with weather symbols and the accessories you need in that weather.</p>
 <p>Prepare and present a weather map with the weather forecast for Poland for tomorrow.</p>	 <p>Watch the weather forecast in the video and draw pictures or symbols for the different weather you hear.</p>	 <p>Watch the weather forecast and retell the weather for that day.</p>
 <p>Show different types of weather to your group and they guess which weather you are acting.</p>	 <p>Create a mind map about the weather using adjectives, verbs and nouns and present it to the class.</p>	 <p>Analyse the article about how the weather has changed and prepare a timeline to show the changes.</p>



Your task

In groups

Prepare TWO differentiated tasks:

1. About something you have seen / learnt about here in Ireland
2. About your subject area which you will be able to use with a group of your students