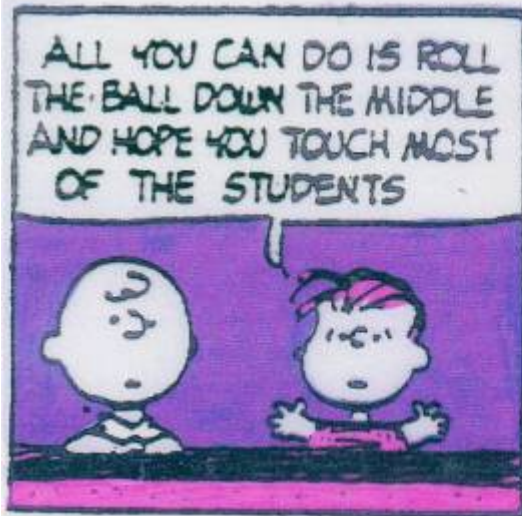
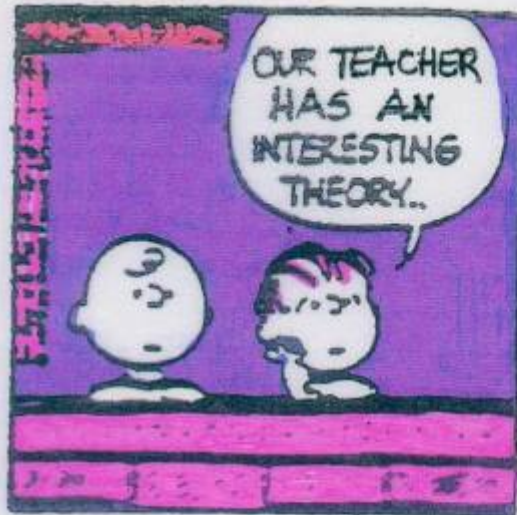


# Low Prep Strategies for Differentiating Instruction



Midwest Regional Association of Middle  
Level Educators Conference  
October 17, 2008





# Differentiation

- It means that you think proactively from the beginning, and the “normal” lesson includes more than one avenue for success.
- It means that you think about the diversity of your learners when you are planning and don't ever again fall into the trap of thinking that “One size fits all.”

Differentiated Classrooms offer  
different approaches to...

**CONTENT:** What students learn

**PROCESS:** How they learn it

**PRODUCT:** How they demonstrate what  
they have learned

# Differentiated tasks are created based upon a student's:

**READINESS** →  
level,

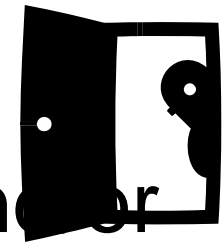
Closely matched to skill



→ but challenging

**INTERESTS** →  
passion

Ignites curiosity and



**LEARNING**

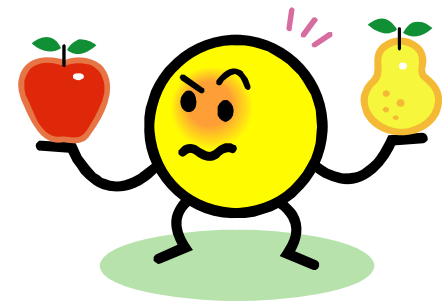
Provides opportunities to



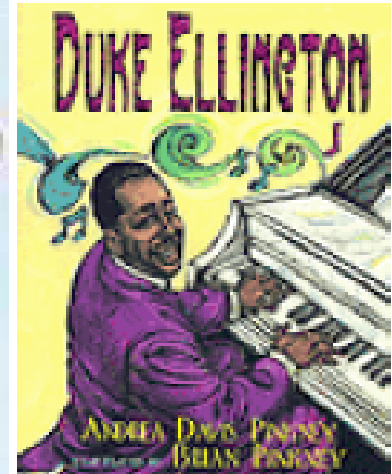
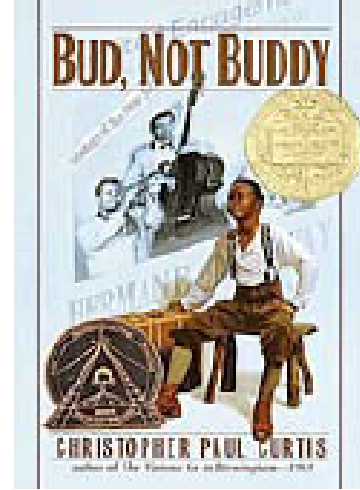
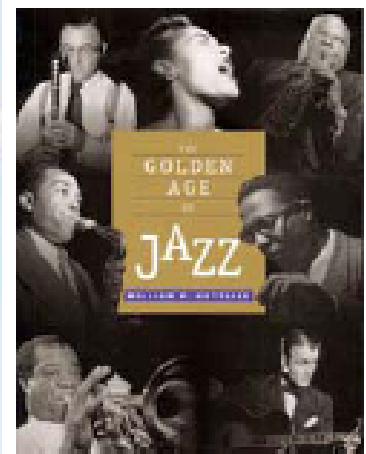
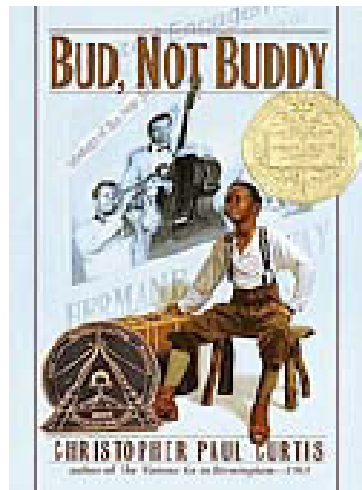
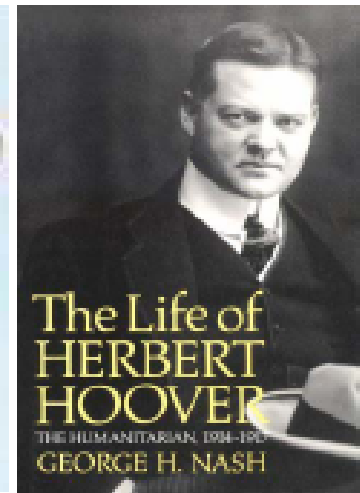
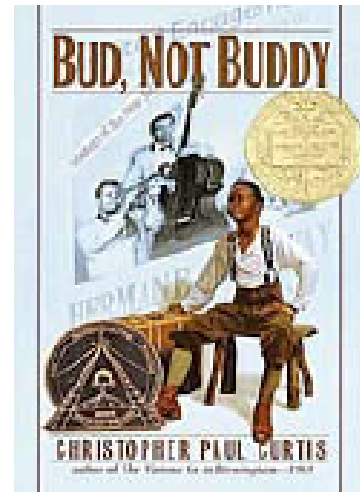
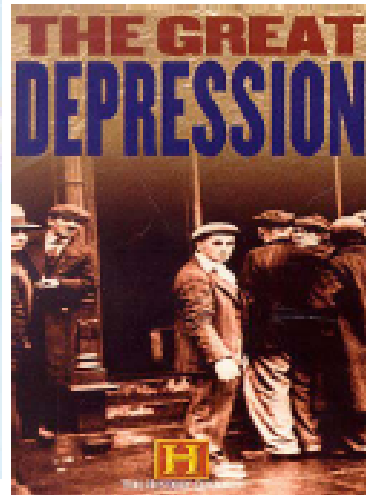
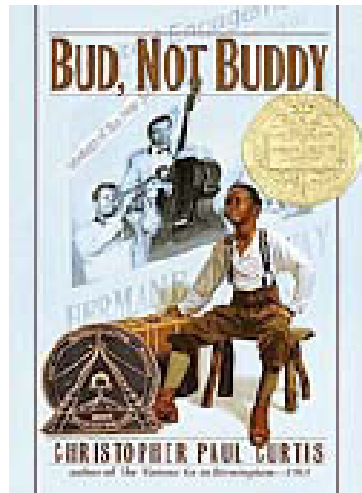
# How?

## Low Prep Differentiation

- Choices of Books
- Explorations by Interest
- Homework Options
- Flexible Seating
- Reading Buddies
- Computer mentors



# Side by Side Reading



**Side by Side Reading**  
**Fiction/Nonfiction**  
***Bud, Not Buddy***

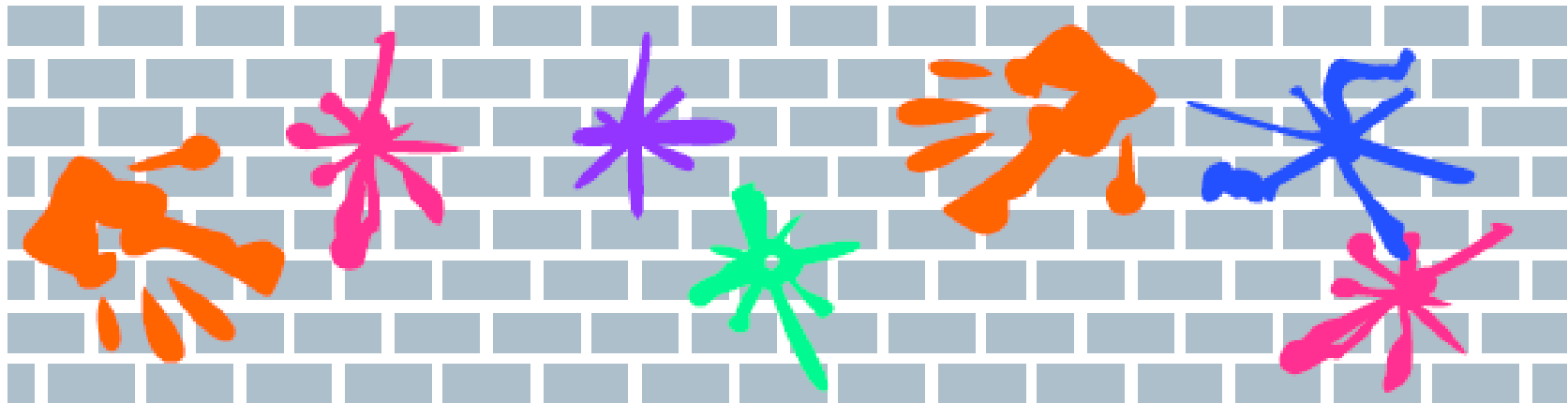
During the month of February, we will be reading *Bud, Not Buddy*. This historical fiction novel, written by Christopher Paul Curtis, is a time-piece set during The Great Depression Era/The Jazz Age. In order to fully grasp the setting and appreciate the plot, we need to familiarize ourselves with the time period. Therefore, you will read a nonfiction book to read "Side by Side" with *Bud, Not Buddy*.

You have a choice of the following topics:

1. The Great Depression (1929-1939)
2. The Jazz Age (impact, significance of the music on Americans)
3. Biographies of Important People
  - Herbert Hoover
  - Franklin Delano Roosevelt
  - J. Edgar Hoover
  - Al Capone
  - John Dillinger
  - Dorothy Dandridge
  - Duke Ellington
  - Count Basie



# Graffiti Wall



- Pre-assessment of background knowledge
- On-going assessment for evidence of learning
- Summarization of key points taught
- Discussion board
- Results of a brainstorming session ( ie. Topics)
- Vocabulary building
- Your Idea Here~!

# Think – Pair - Share

1. **Think** – The teacher provokes students' thinking with a question or prompt or observation. The students should take a few moments just to **THINK** about the question.
2. **Pair** – Using designated partners, nearby neighbors, or a desk mate, students **PAIR** up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing or most unique.
3. **Share** – After students talk in pairs for a few minutes, the teacher calls for pairs to **SHARE** their thinking with the rest of the class. Often, the teacher or a designated helper will record these responses on the board or the overhead.

# Think – Pair - Share

Think about your answer. Write it down, if needed.

Select a Partner.

Listen to or explain answers.

Switch Roles.

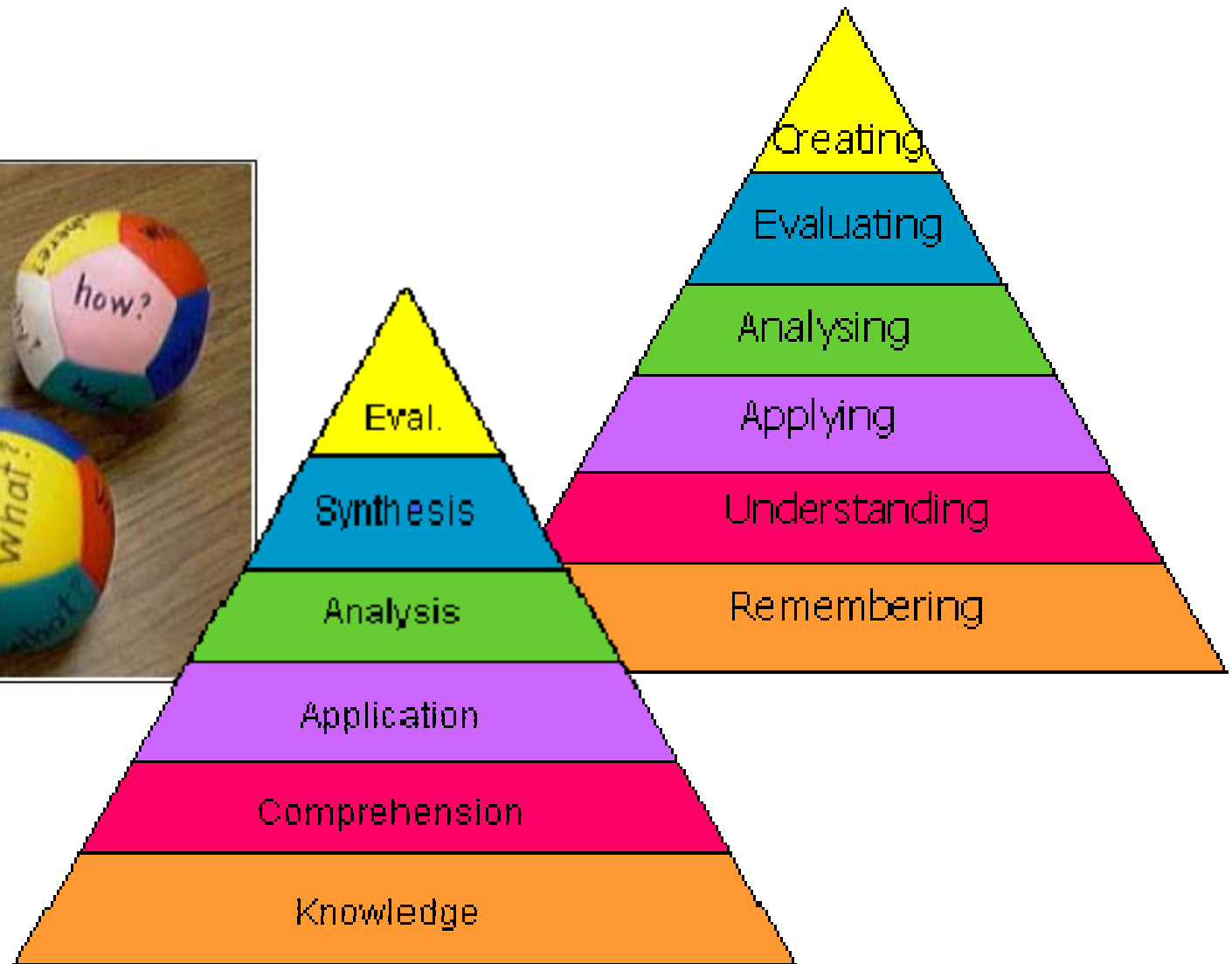
State your answer in class discussion, a written assignment, or a speech.

# Jigsaw Steps

- Assign Topics
- Expert Groups Meet
- Experts Consult
- Experts Create a Teaching Plan
- Experts Return to Teams to Share and Tutor
- Demonstration of Knowledge



# Bloomin' Questions



# Multiple Levels of Questions

Level of Thinking	Question Words	Verbs
Knowledge	What? Where? When? Is? Did? Does?	Tell Label List Name Recall
Comprehension	What can? Where would? When would? What is?	Describe Explain Locate Define
Application	How might? How would? When might? When would?	Show how Relate Illustrate Demonstrate
.....	.....	.....

Analysis	How are ___ alike? How are they different?	Compare Diagram Put in categories Organize
Synthesis	What might happen if...? If _____ what would? What would you change and how?	Invent Change Imagine Suppose
Evaluation	Which _____, do you agree with, and why? Which _____ would you prefer and why? What is your opinion of _____? State your reasons.	Determine Decide Judge Choose Recommend

- Have students write 1-2 questions from each level or 1-2 questions from the first 3 levels and 1-2 questions from the second 3 levels.

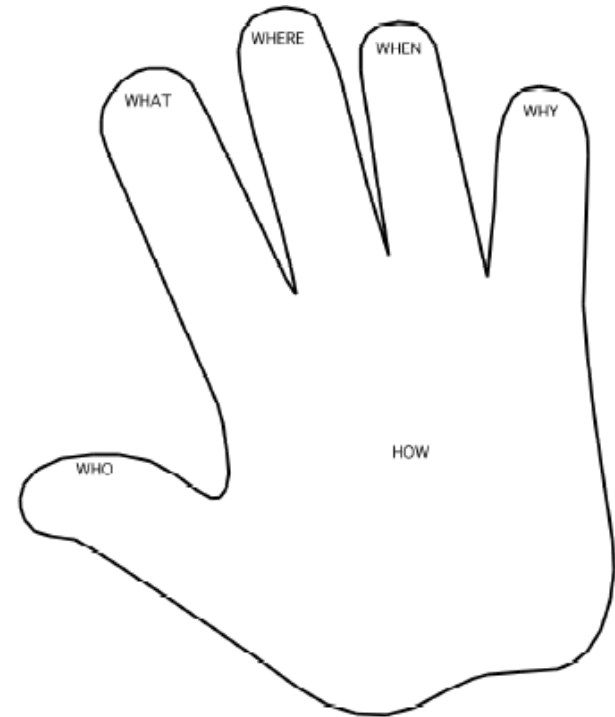
# What are low-prep examples?

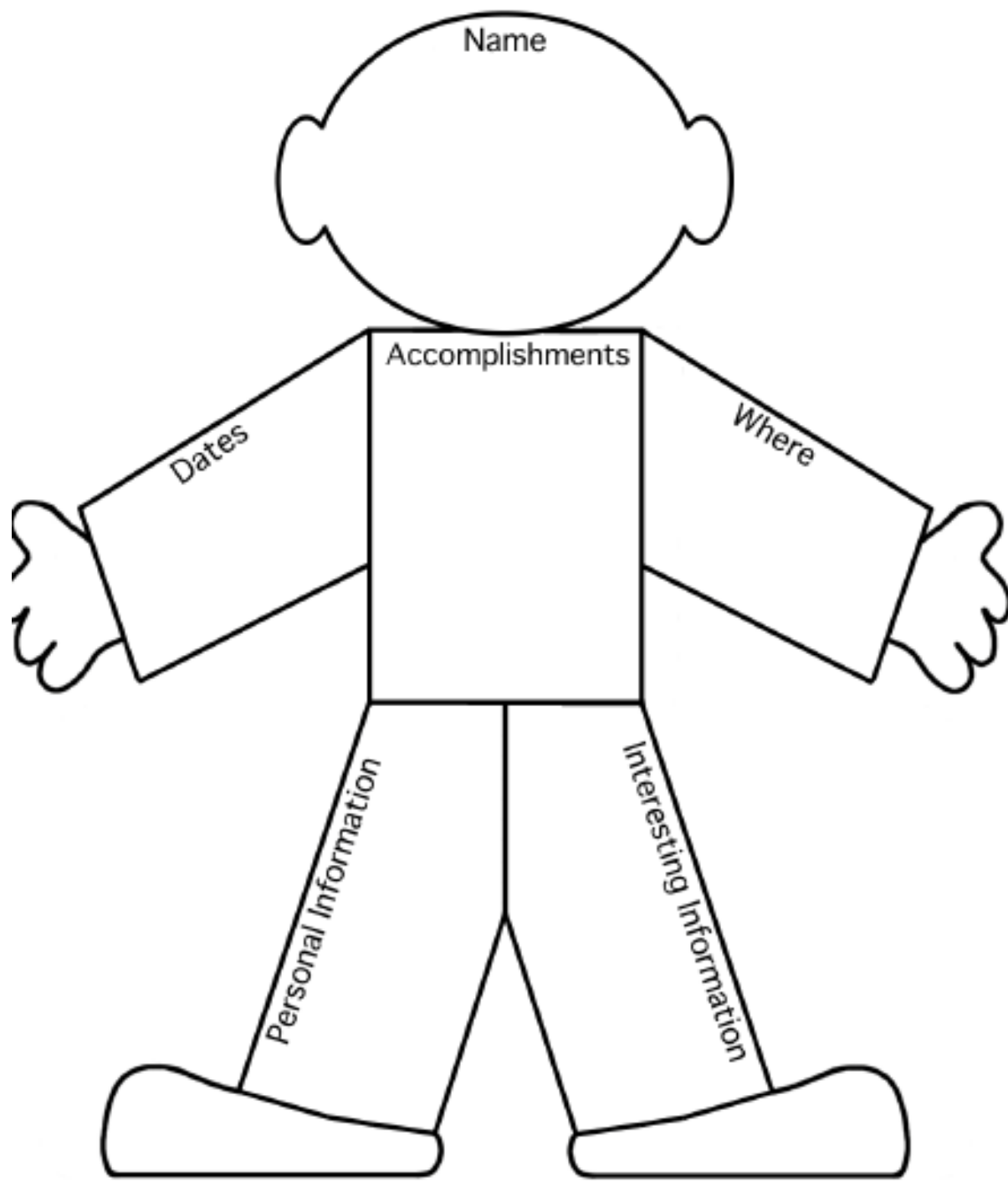
- Select two sets questions from the students' textbook where some questions are common to both sets:
  - Target one set of questions for students who think they need more time to develop the concept;
  - Target the other set for students who think they are ready to apply the concept in new contexts.



# Graphic Organizers

- Laminate posters and post them on the walls for students to refer to
- Put samples of forms in envelopes for students to access





Fill in the first two columns, then observe or read what happened, then fill in the last two columns.



Topic \_\_\_\_\_

Prediction	Why	What Happened	I Learned

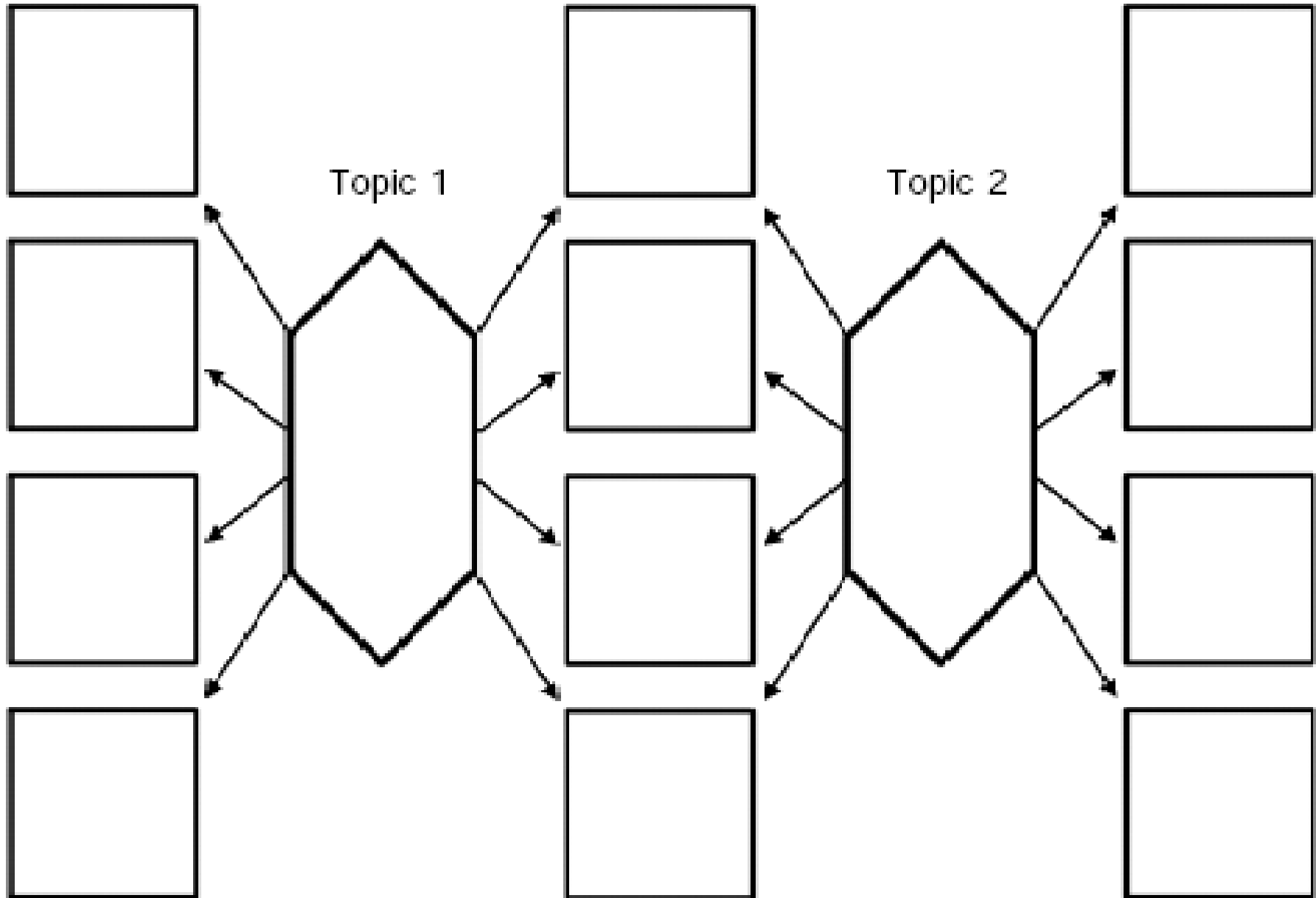
What I read	What it reminded me of



Unique Characteristics

Similar Characteristics

Unique Characteristics



# K W H L

What do I KNOW?	What do I WANT to know?	How will I learn?	What did I LEARN?

# P M I

Plus (+)	Minus (-)	Interesting

# Frayer Model

**Directions:** Complete the chart to show what you know about differentiation. Write as much as you can.

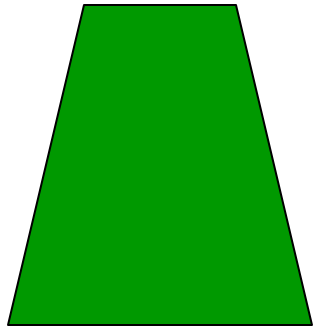
Description	Key Vocabulary
Examples	Non-Examples

**Differentiation**

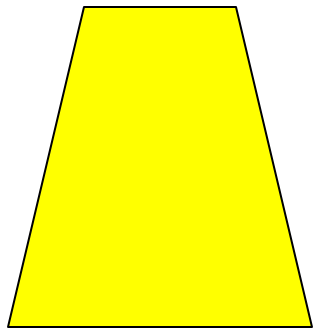
The Frayer Model is a 2x2 grid chart. The central theme, 'Differentiation', is written in white text inside a dark blue oval that overlaps the center of the four quadrants. The quadrants are: top-left (blue) for 'Description', top-right (light green) for 'Key Vocabulary', bottom-left (yellow) for 'Examples', and bottom-right (light orange) for 'Non-Examples'. All text within the quadrants is in blue.



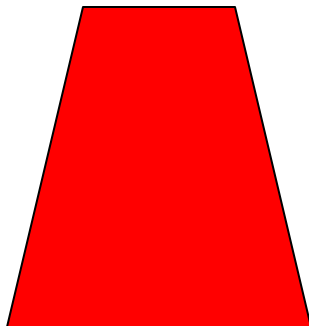
# Colored Cups for Managing Groups



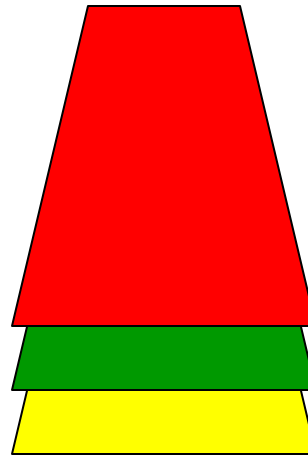
Green =  
we're  
working  
fine!



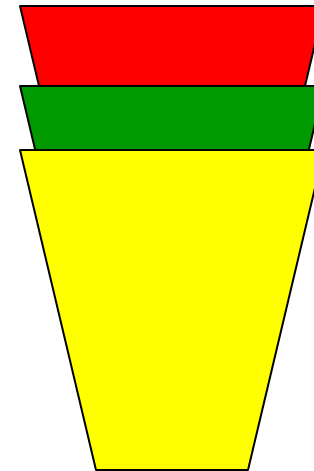
Yellow = we  
need you here,  
but we can  
continue  
working.



Red = S.O.S. We  
need you right  
now; we're  
stuck!



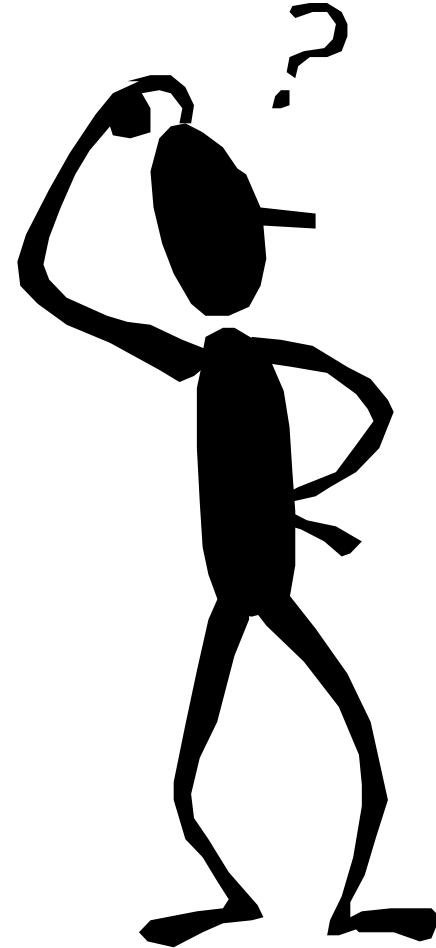
Upside  
down  
during  
task



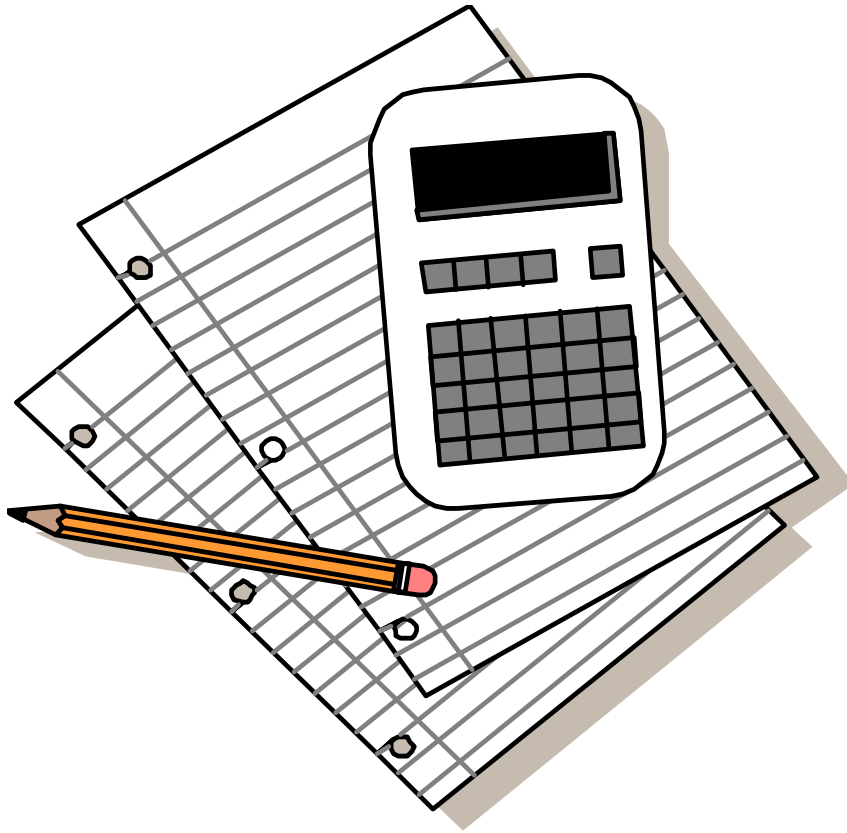
Right side  
up when  
finished

# Ask 3 Before Me

Students consult three other students or resources (e.g., Word Wall, front board) before coming to the teacher.



# Answer Sheets



- Provide answer sheets for students to self-check handouts or textbook questions.
- Choose 1-2 students to be in charge of distributing and collecting them.

# Homework Checkers



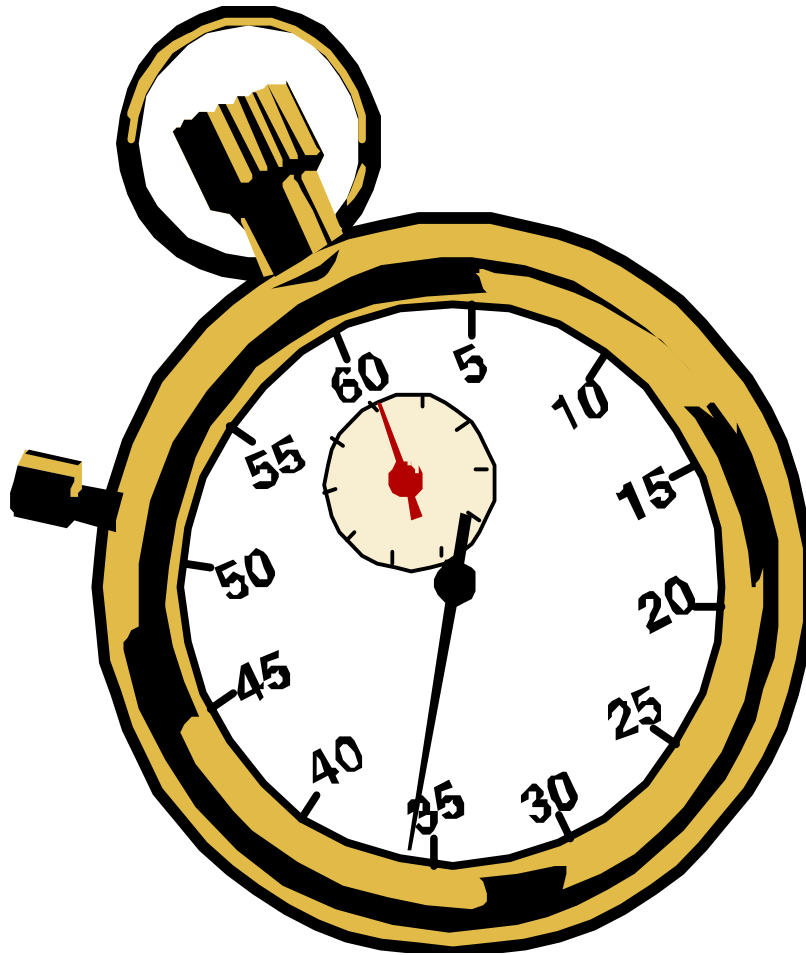
## **Background:**

This is a process for checking multiple homework assignments simultaneously in a classroom so that the teacher feels free to differentiate homework as necessary to address particular student learning needs.

## **Steps:**

1. The teacher checks to make sure each student has completed assigned homework.
2. Students who have not completed the assignment work in a designated area of the room to complete the assignment (teacher floats to provide guidance/feedback).
3. Students who completed the HW work in groups of 4 to check all 4 sets for agreement/disagreement.
4. All students mark each answer for agreement/disagreement as well as explanations of why an answer is wrong and how to make it right.
5. Students sign indicating agreement, staple set of 4 together, turn in.
6. Teacher spot checks, “grades” one per set.

# Timer on Overhead

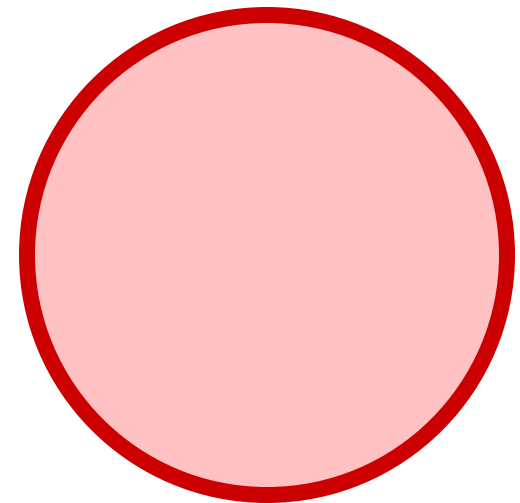
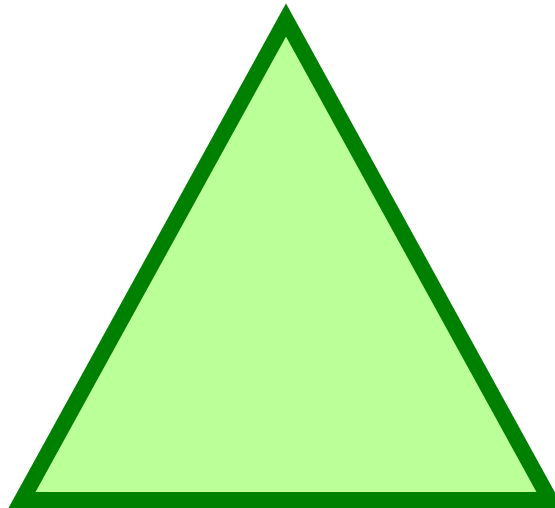
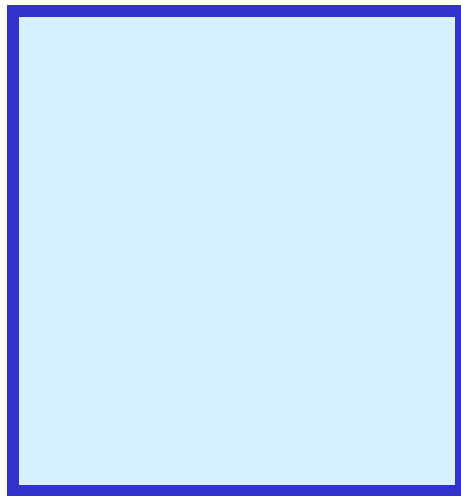


- Helps keep everyone on task.
- Gives time limit for teacher-led group and group working independently.
- Guides students to prioritize their work.

# FRIENDSHIPS Shape Up!

## Reading Contract

Choose an activity from each shape group. Cut out your three choices and glue them Below. You are responsible for finishing these activities by \_\_\_\_\_. Have fun!



This contract belongs to \_\_\_\_\_

Make a poster advertising yourself as a good friend. Use words and pictures to help make people want to be your friend. Make sure your name is an important part of the poster

Make a two sided circle-rama. Use it to tell people what makes you a good friend. Use pictures and words and make sure your name is an important part of the display

Make a mobile that shows what makes you a good friend. Use pictures and words to hang on your mobile. Write your name on the top of the mobile in beautiful letters.

Get with a friend and make a puppet show about a problem and the solution in your book

Get with a friend and act out a problem and its solution from your book

Meet with me and tell me about a problem and its solution from the story. Then tell me about a problem you have had and how you solved it

Draw a picture of a problem in the story. Then use words to tell about the problem and how the characters solved their problem

Write a letter to one of the characters in your book. Tell them about a problem you have. Then have them write back with a solution to your problem.

Think about another problem one of the characters in your book might have. Write a new story for the book about the problem and tell how it was solved.

# A Planet Show & Tell

Sixth Grade  
Top Row: Show Me  
Bottom Row: Tell Me

An example of differentiated summative assessment  
Select one from the top row and one from the bottom row.

Use a computer to make a drawing showing how the Earth's structure was formed.	Paint a picture showing how the Earth's structure was formed.	Construct a model that shows how the Earth's structure was formed.	Create a book or a puppet show that shows how the Earth's structure was formed.
Make labels for the Earth's structures and attach to your creation. Be ready to explain orally.	Write sentences that identify and explain each part of your drawing or model and show how each part works.	Write a paragraph that explains how the earth's structure was formed.	Write a poem that explains how the earth's structure was formed (plate tectonics, volcanoes, earthquakes).




# Kagen Chips

- Learning Chips are a terrific way to get students interacting over the learning topic!
- 12 different sets of chips with different topics (shown here are the Discussion and Thinking Chips)



<http://www.kaganonline.com/Catalog/index.html>



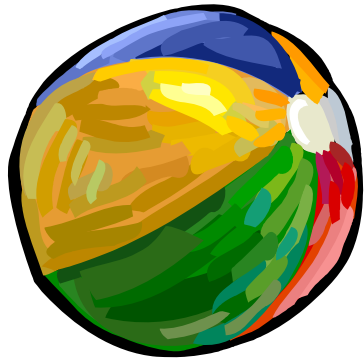
"Assessment should always have more to do with helping students grow than with cataloging their mistakes."

Carol Tomlinson

# Minute Paper

- In one minute, students identify the most significant (useful, meaningful, disturbing, etc.) things they learned during a particular session.





# Pass the Ball

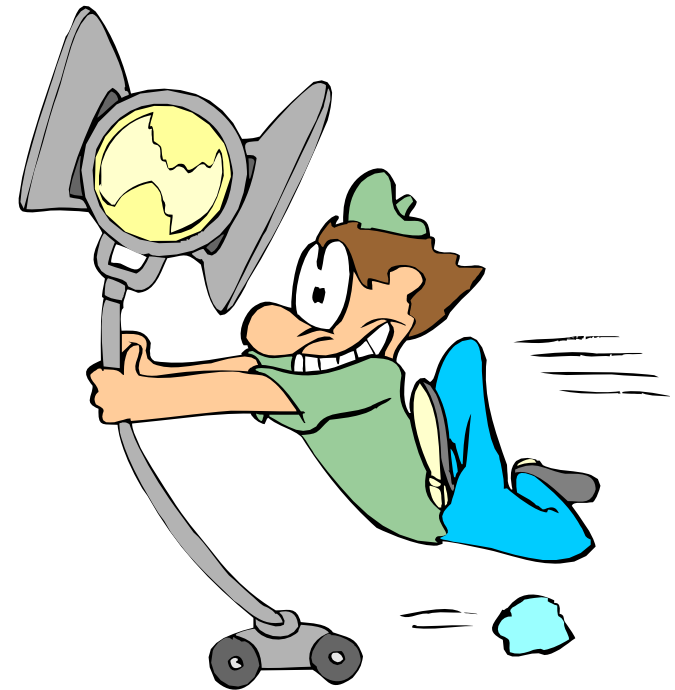
- The teacher asks a question and then throws a ball to the student who is to answer the question. If the student answers the question correctly, he/she gets to shoot a basket. If the student answers incorrectly, he/she needs to pass the ball to a teammate for assistance.

# RSQC2

- In two minutes, students ***recall*** and list in rank order the most important ideas from a previous day's class;
- In two more minutes, they ***summarize*** those points in a single sentence,
- then write one major ***question*** they want answered,
- then identify a thread or theme to ***connect*** this material to the course's major goal.

# Whip Around

- Teacher poses question.
- Students write response.
- Students read written responses rapidly, in specified order.
- Teacher takes notes.
- Develop closure/clarification/summary.



# Quartet Quiz

- Teacher poses question.
- Students write/prepare response.
- Students meet in quads and check answers.
- Summarizer reports, “We know, We wonder”
- Teacher records on board.
- Closure/Clarification/Next steps



# Squaring Off

## Whole Group Assessment

1. Place a card in each corner of the room with one of the following words or phrases that are effective ways to group according to learner knowledge.

Rarely ever

Sometimes

Often

I have it!

Dirt road

Paved road

Highway

Yellow brick road

2. Tell the students to go to the corner of the room that matches their place in the learning journey.
3. Participants go to the corner that most closely matches their own learning status and discuss what they know about the topic and why they chose to go there.



# Yes/No Cards

YES

NO

- Using a 4x6 index card the student writes **YES** on one side and **NO** on the other.
  - When a question is asked the students hold up **YES** or **NO**.
1. Ask the students if they know the following vocabulary words and what they mean.
  2. Call out a word. If a student is holding a **YES** they may be called on to give the correct answer.
  3. Remind them that if they don't know the words it is OK because they will be learning them.
  4. You can do the same thing with conceptual ideas, etc.



Gregory, G.H. & Chapman, C. (2001). Differentiated Instructional Strategies: One Size Doesn't Fit All. Thousand Oaks CA: Corwin Press.

# Fist of Five

Show the number of fingers on a scale, with 1 being lowest and 5 the highest.

Ask, How well do you feel you know this information?

5. I know it so well I could explain it to anyone.
4. I can do it alone.
3. I need some help.
2. I could use more practice.
1. I am only beginning.



Gregory, G.H. & Chapman, C. (2001). Differentiated Instructional Strategies: One Size Doesn't Fit All. Thousand Oaks CA: Corwin Press.

# Thumb It!



- Have students respond with the position of their thumb to get an assessment of what their current understanding of a topic being studied.
- Where I am now in my understanding of \_\_\_\_\_?

**Up**

I know a lot

**Sideways**

I know some

**Down**

I know very little

Gregory, G.H. & Chapman, C. (2001). Differentiated Instructional Strategies: One Size Doesn't Fit All. Thousand Oaks CA: Corwin Press.

# Weather Reports



Sunny skies—it's clear to me!

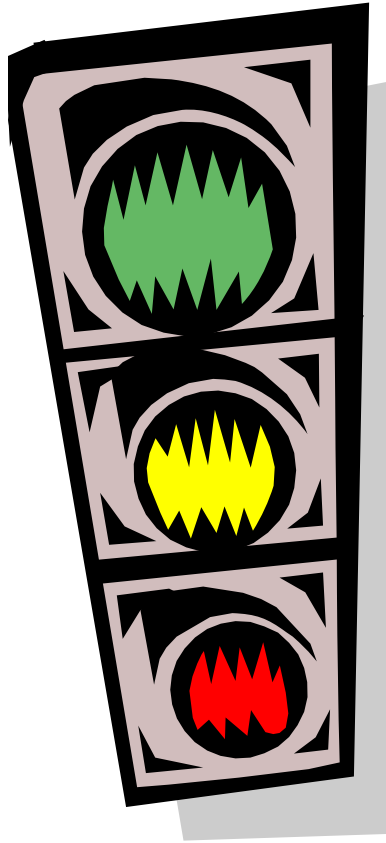


Low clouds—I understand some, but not all.



Fog/Smog—I'm lost!

# Colored Cards

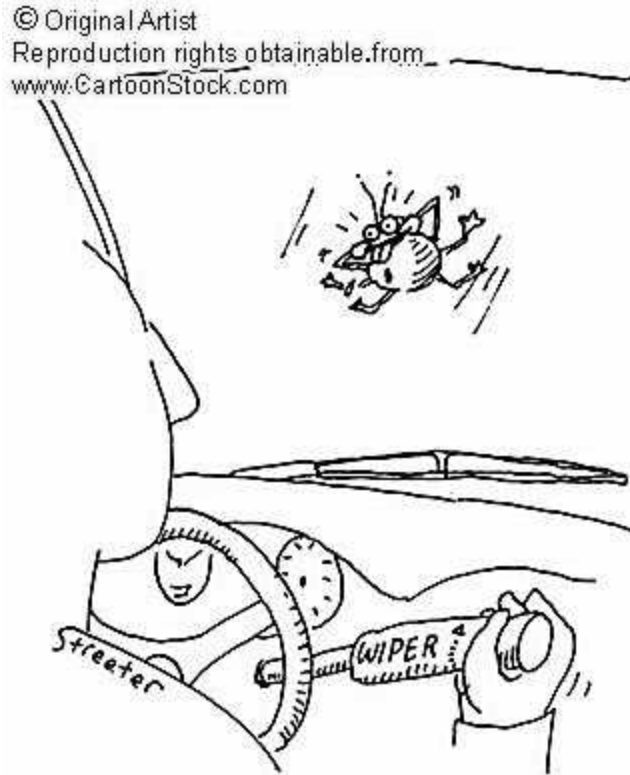


Green Light – I'm ready to go!

Yellow Light – Slow Down!

Red Light – Stop! I need your help.

# Windshield Check

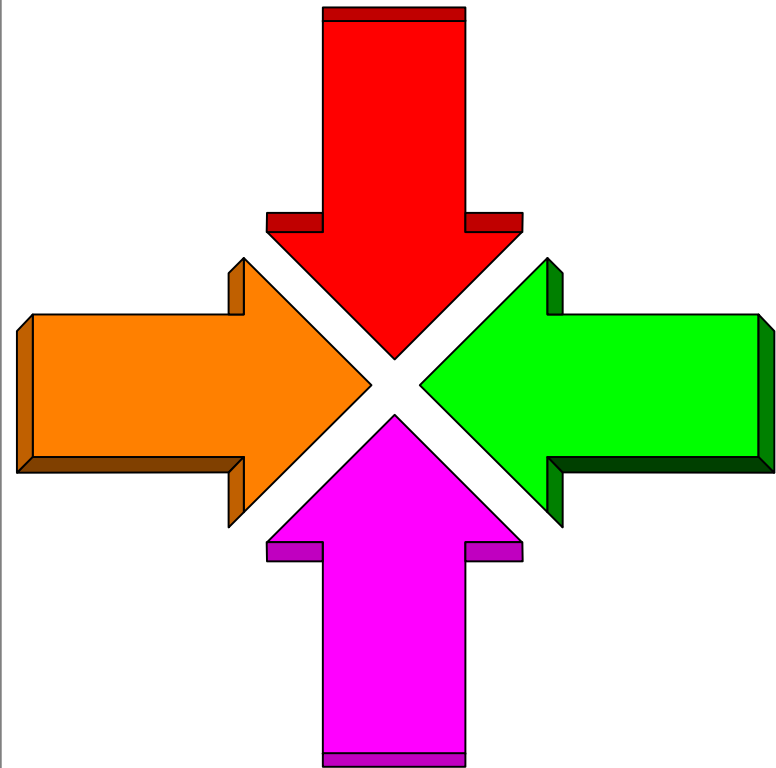


- Clear – “I GET it!”
- Bugs – “I get it for the most part, but I still have a few questions.”
- Mud – “I still don’t get it!”

# Exit Cards

On your Exit Card---

Explain the difference between **prime** and **composite** numbers. You may wish to give some examples of each as part of your explanation.



# Exit Card—Social Studies

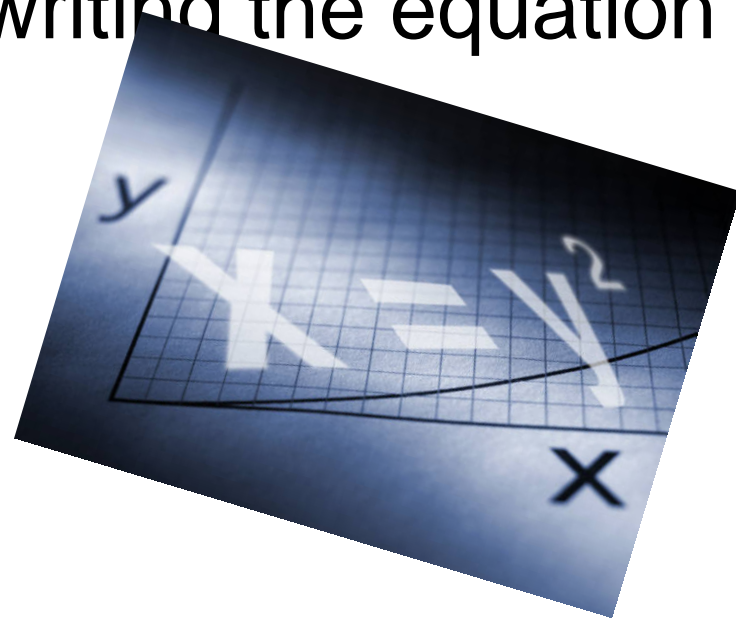
- What would you do if something or someone invaded your neighborhood? What would you do if something or someone invaded the neighborhood 20 minutes away?
- Why did I use the following words to introduce WWII—desperate, neighborhood, assist, defeat?





# Exit Card—Algebra

- Draw a graph and label the “x” and “y” axes. Then, graph a line with the endpoints  $(3,5)$   $(7,2)$ . Graph a line with the endpoints  $(-3, -5)$   $(7, 2)$
- Provide two ways of writing the equation for a line.



# Exit Card—Literature

- In thinking about “psychological metabolism,” why is this a good term to describe what we have been discussing today?
- In thinking about the Myers Briggs personality scales, what characters from *The Outsiders* match which trait?



# 3-2-1 Exit Card

- 3 things you learned
- 2 ways the information relates to you personally
- 1 question



# Ticket out the Door



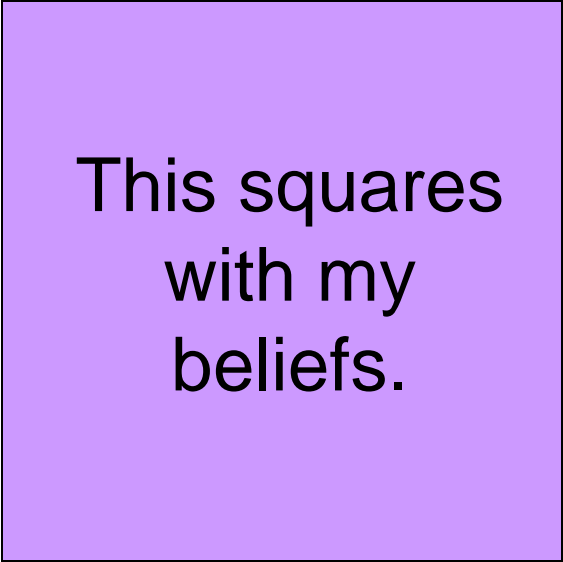
We have begun a study of **author's craft**.

List and identify three examples of figurative language used in the novel ***Morning Girl*** by Michael Dorris.

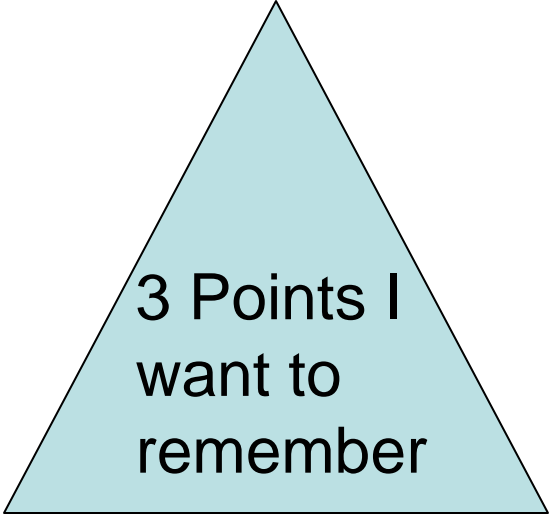
# Entry Card-Science

- In pictures and words, show me a lunar and solar eclipse.
- In thinking about eclipses, who are the key players?
- Why is the word POSITION so important?




A purple square with a black border.


This squares  
with my  
beliefs.

A light blue triangle with a black border.

3 Points I  
want to  
remember

A yellow circle with a black border.

Here's  
what's going  
round.

A bright green shape with a wavy top and bottom edge and a black border.

This makes me  
wiggle in my seat.

What strategies  
can you share  
about  
differentiating  
instruction to  
maximize  
student  
learning?



## Begin Slowly – Just Begin!

### Low-Prep Differentiation

Choices of books  
Homework options  
Use of reading buddies  
Varied journal Prompts  
Orbitals  
Varied pacing with anchor options  
Student-teaching goal setting  
Work alone / together  
Whole-to-part and part-to-whole explorations  
Flexible seating  
Varied computer programs  
Design-A-Day  
Varied Supplementary materials  
Options for varied modes of expression  
Varying scaffolding on same organizer  
Let's Make a Deal projects  
Computer mentors  
Think-Pair-Share by readiness, interest, learning profile  
Use of collaboration, independence, and cooperation  
Open-ended activities  
Mini-workshops to reteach or extend skills  
Jigsaw  
Negotiated Criteria  
Explorations by interests  
Games to practice mastery of information  
Multiple levels of questions



### High-Prep Differentiation

Tiered activities and labs  
Tiered products  
Independent studies  
Multiple texts  
Alternative assessments  
Learning contracts  
4-MAT  
Multiple-intelligence options  
Compacting  
Spelling by readiness  
Entry Points  
Varying organizers  
Lectures coupled with graphic organizers  
Community mentorships  
Interest groups  
Tiered centers  
Interest centers  
Personal agendas  
Literature Circles  
Stations  
Complex Instruction  
Group Investigation  
Tape-recorded materials  
Teams, Games, and Tournaments  
Choice Boards  
Think-Tac-Toe  
Simulations  
Problem-Based Learning  
Graduated Rubrics  
Flexible reading formats  
Student-centered writing formats





– Step back and reflect ... “Our goal is neither to mourn what we have done nor to rest on our victories, but to look at the reasons we have to show up again tomorrow at the classroom door, ready to join our students – ALL of our students – in learning.”

– Carol Ann Tomlinson, 1999

# Contact Information



## Education Service Agency, Region 2

Pat Bruinsma

Pat Hubert

Melissa Goodwin

Cate Sommervold

Marge Hauser

Lori Stoltenburg

Vickie Venhuizen

367-7680

[esa2@edec.org](mailto:esa2@edec.org)