

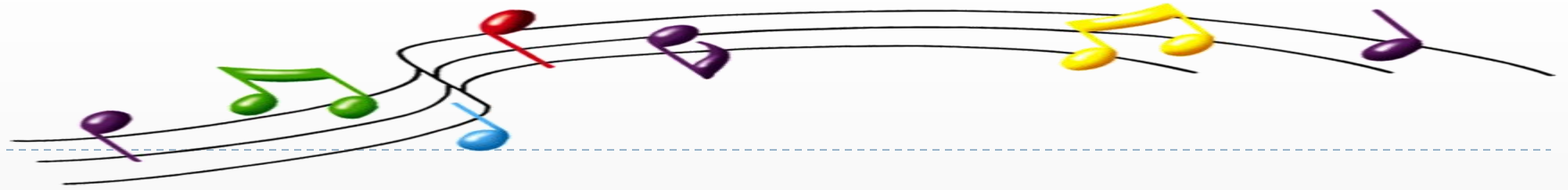


# Lesson Planning for Differentiated Instruction

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Ministry of Education, Youth and Information



Differentiation, differentiation,  
differentiation is the key  
To help all students, help all students  
help all students to achieve

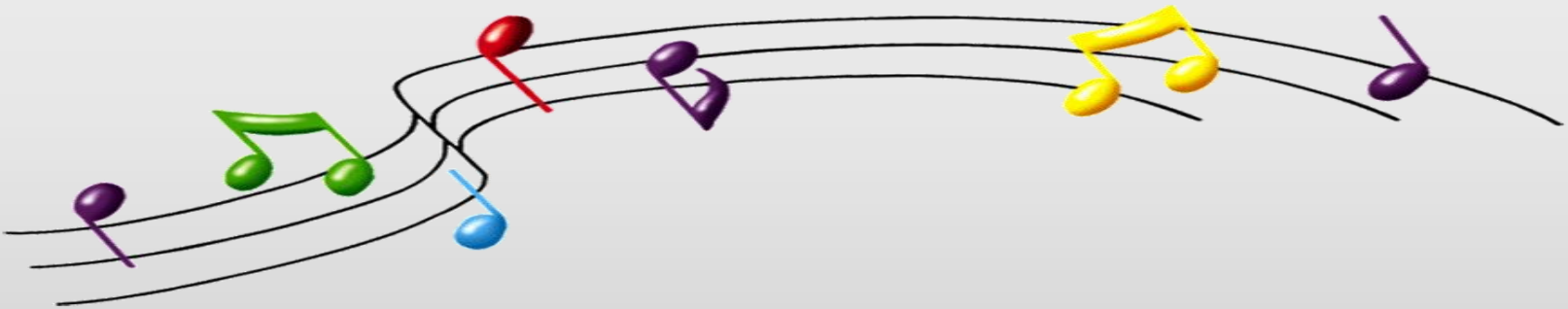
*(Composed by Heather Lyn)*

*Tune of "O My Darling Clementine")*

By the **content** or the **product** or by  
the **process**

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According to the students' **profile**,  
**interest** or **readiness**



# What will I differentiate?

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☐ Content ☐ Product ☐ Process

# How will I differentiate?

Students'

☐ Readiness ☐ Interest ☐ Learning Profile

☐ Environment



# How to Differentiate Instruction

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## ► Step 1:

### Know your students

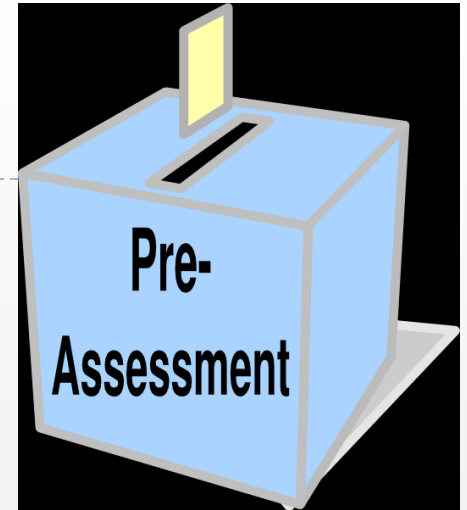
- ✓ Determine the ability level of your students
- ✓ Survey student interests
- ✓ Is behaviour management a problem?



# Pre - Assessment

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- ▶ A strong pre-assessment is essential
- ▶ Assessments may be formal or informal
  - ▶ e.g. True/False, KWL, graphic organizers, raise hands
- ▶ The assessment identifies the students' knowledge base, prior experiences and interest related to the standard or topic



# How to Differentiate Instruction

## ► Step 2

Have a repertoire of teaching strategies

Example: questioning, discussion, demonstration, jigsaw, lecture, questioning, case study, role play, simulations, games, concept maps etc.  
([olc.spsd.sk.ca](http://olc.spsd.sk.ca))



# How to Differentiate Instruction

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## ► Step 3:

Identify a variety of teaching strategies and instructional activities to be used for the lesson/unit



# How to Differentiate Instruction

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- ▶ Step 4:  
Identify ways  
to assess or  
evaluate  
student  
progress.



# Strategies to Make Differentiation Work

1. Tiered Instruction
2. Choice Board
3. Compacting
4. Cubing
5. Independent Study
6. Learning Contracts

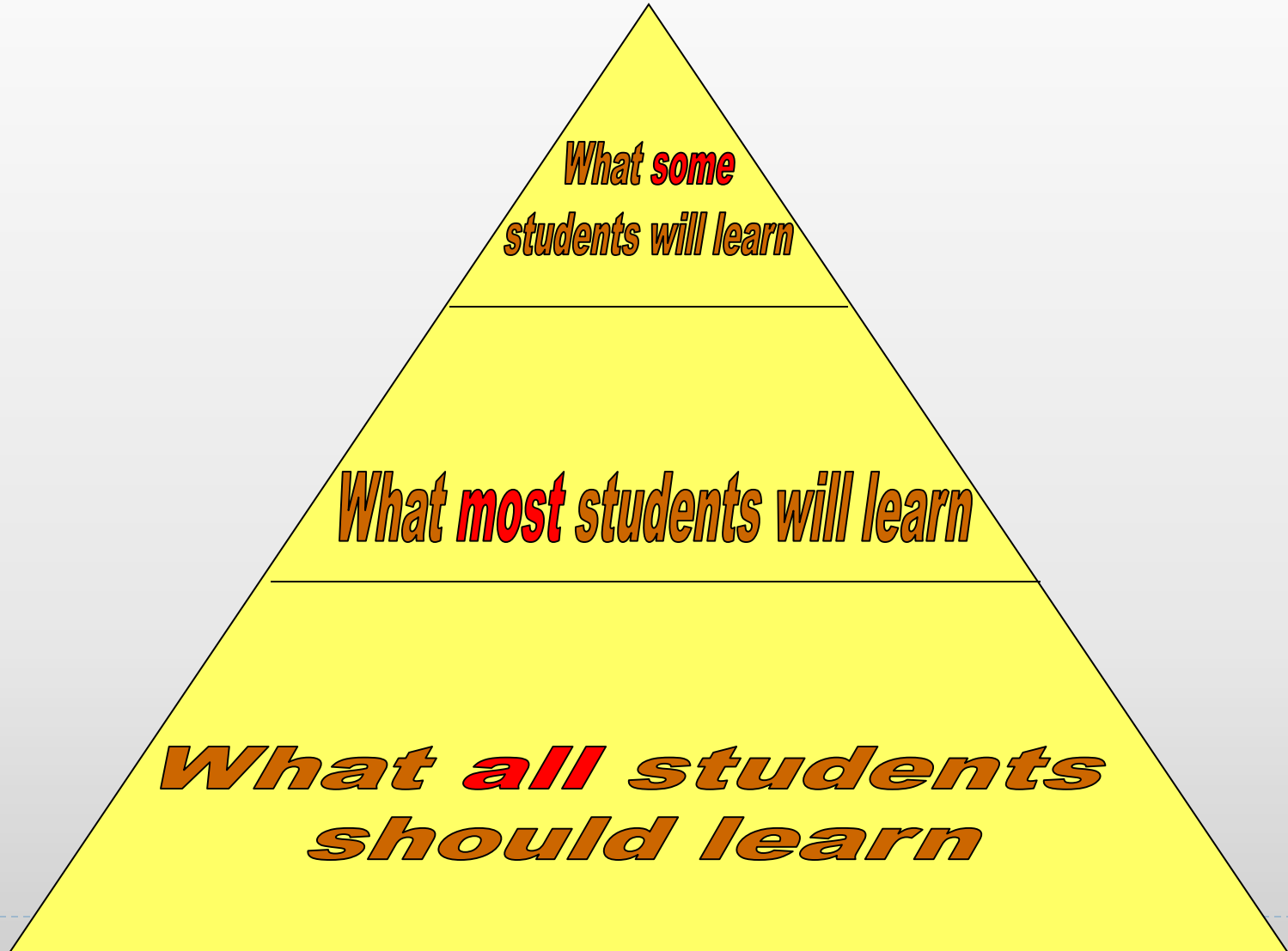


# Tiered Assignments

- ▶ Tiering allows students to work with the same concepts and essential ideas but at different levels of complexity, number of steps, concreteness vs. abstractness, and levels of independence.
- ▶ Tiered assignments are parallel tasks at varied levels of complexity, depth and abstractness with various degrees of scaffolding, support, or direction.
- ▶ Students work on different levels of activities, **all with the same essential understanding or goal** in mind.



# Unit/Lesson Plan Pyramid



# Nine Types of Curriculum Adaptations

## Quantity\*

Adapt the number of items that the learner is expected to learn or complete.

*For example:*

Reduce the number of social studies terms a learner must learn at any one time.

## Time\*

Adapt the time allotted and allowed for learning, task completion, or testing.

*For example:*

Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

## Level of Support\*

Increase the amount of personal assistance with a specific learner.

*For example:*

Assign peer buddies, teaching assistants, peer tutors, or cross age tutors.

## Input\*

Adapt the way instruction is delivered to the learner.

*For example:*

Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups.

## Difficulty

Adapt the skill level, problem type, or the rules on how the learner may approach the work.

*For example:*

Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.

## Output\*

Adapt how the student can respond to instruction.

*For example:*

Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.

## Participation\*

Adapt the extent to which a learner is actively involved in the task.

*For example:*

In geography, have a student hold the globe, while others point out locations.

## Alternate Goals

Adapt the goals or outcome expectations while using the same materials.

*For example:*

In social studies, expect a student to be able to locate just the parishes while others learn to locate capitals as well.

## Substitute Curriculum

Provide different instruction and materials to meet a learner's individual goals.

*For example:*

During a language test one student is learning computer skills in the computer lab.

# Select the basis for tiering

Basis for Tiering	What to Consider
Level of challenge	<ul style="list-style-type: none"><li>• What level of thinking should students demonstrate?</li></ul>
Level of complexity	<ul style="list-style-type: none"><li>• Are students able to solve simple/concrete or complex/abstract tasks?</li></ul>
Resources	<ul style="list-style-type: none"><li>• Do students read at different levels?</li><li>• Do some students need less complex texts?</li><li>• Do some students need more complex texts?</li><li>• Do students need different print/electronic resources?</li></ul>
Content	<ul style="list-style-type: none"><li>• What will students learn?</li><li>• Are students able to complete basic or advanced tasks</li></ul>
Process	<ul style="list-style-type: none"><li>• How do students best learn (e.g. most appropriate learning style, multiple intelligence strengths)</li></ul>
Product	<ul style="list-style-type: none"><li>• Which product is most appropriate to demonstrate learning?</li><li>• Does the product match student's learning styles or interest?</li></ul>



# Tier assignments in different ways

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	Tier 1	Tier 2	Tier 3
<b>A</b>	Concrete activity	Somewhat concrete activity	Abstract activity
<b>B</b>	Tactile/Kinesthetic activity	Visual activity	Auditory activity
<b>C</b>	Application level activity	Analysis level activity	Evaluation activity
<b>D</b>	Less complex text required	Complex text required	More complex text required

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# Tiers and Groups

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## ▶ Number of Tiers $\neq$ Number of Groups

- ▶ e.g. For a class with 38 students tiers and groups could be as follows:

**Tier One** - 5 groups with 5 students in each group  
(25 students)

**Tier Two** - 2 groups of 5 students in each group (10 students)

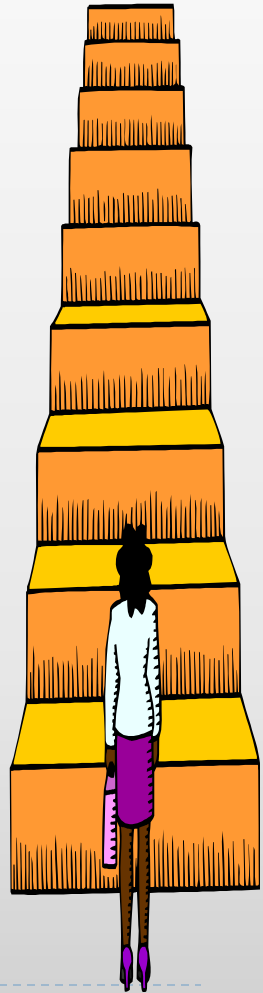
**Tier Three** - 1 group with 3 students.

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# Guidelines for Tiered Instruction

- ▶ Ensure that group membership is flexible.
- ▶ Plan the number of levels most appropriate for instruction.



# WHAT CAN BE TIERED?

- ▶ **Assignments**
- ▶ **Activities**
- ▶ **Centers & stations**
- ▶ **Learning contracts**
- ▶ **Assessments**
- ▶ **Materials**
- ▶ **Experiments**
- ▶ **Writing prompts**
- ▶ **Homework**



# Choice Boards & Menus

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- ▶ Also called Tic Tac Toe Boards or Learning Menus.
  - ▶ Provides a “menu” of activities-some that all students must do, and some that allow students choices.
  - ▶ Ensures that each learner focuses on knowledge, understanding and skills designated as essential
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# *THINK-TAC-TOE*

## Book Report

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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.

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# Diner Menu – Photosynthesis

- *Appetizer (Everyone Shares)*
- Write the chemical equation for photosynthesis.



## *Entrée (Select One)*

- Draw a picture that shows what happens during photosynthesis.
- Write two paragraphs about what happens during photosynthesis.
- Create a rap that explains what happens during photosynthesis.



## *Side Dishes (Select at Least Two)*

- Define respiration, in writing.
- Compare photosynthesis to respiration using a Venn Diagram.
- Write a journal entry from the point of view of a green plant.
- With a partner, create and perform a skit that shows the differences between photosynthesis and respiration.



## *Dessert (Optional)*

- Create a test to assess the teacher's knowledge of photosynthesis.



# The 5E Model of Instruction



5E Definition	Teacher Behavior	Student Behavior
<b>Engage</b>		
<ul style="list-style-type: none"> <li>• Generate interest</li> <li>• Access prior knowledge</li> <li>• Connect to past knowledge</li> <li>• Set parameters of the focus</li> <li>• Frame the idea</li> </ul>	<ul style="list-style-type: none"> <li>• Motivates</li> <li>• Creates interest</li> <li>• Taps into what students know or think about the topic</li> <li>• Raises questions and encourages responses</li> </ul>	<ul style="list-style-type: none"> <li>• Attentive in listening</li> <li>• Ask questions</li> <li>• Demonstrates interest in the lesson</li> <li>• Responds to questions demonstrating their own entry point of understanding</li> </ul>
<b>Explore</b>		
<ul style="list-style-type: none"> <li>• Experience key concepts</li> <li>• Discover new skills</li> <li>• Probe, inquire, and question experiences</li> <li>• Examine their thinking</li> <li>• Establish relationships and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Acts as a facilitator</li> <li>• Observes and listens to students as they interact</li> <li>• Asks good inquiry-oriented questions</li> <li>• Provides time for students to think and to reflect</li> <li>• Encourages cooperative learning</li> </ul>	<ul style="list-style-type: none"> <li>• Conducts activities, predicts, and forms hypotheses or makes generalizations</li> <li>• Becomes a good listener</li> <li>• Shares ideas and suspends judgment</li> <li>• Records observations and/or generalizations</li> <li>• Discusses tentative alternatives</li> </ul>
<b>Explain</b>		
<ul style="list-style-type: none"> <li>• Connect prior knowledge and background to new discoveries</li> <li>• Communicate new understandings</li> <li>• Connect informal language to formal language</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages students to explain their observations and findings in their own words</li> <li>• Provides definitions, new words, and explanations</li> <li>• Listens and builds upon discussion from students</li> <li>• Asks for clarification and justification</li> <li>• Accepts all reasonable responses</li> </ul>	<ul style="list-style-type: none"> <li>• Explains, listens, defines, and questions</li> <li>• Uses previous observations and findings</li> <li>• Provides reasonable responses to questions</li> <li>• Interacts in a positive, supportive manner</li> </ul>
<b>Extend/Elaborate</b>		
<ul style="list-style-type: none"> <li>• Apply new learning to a new or similar situation</li> <li>• Extend and explain concept being explored</li> <li>• Communicate new understanding with formal language</li> </ul>	<ul style="list-style-type: none"> <li>• Uses previously learned information as a vehicle to enhance additional learning</li> <li>• Encourages students to apply or extend the new concepts and skills</li> <li>• Encourages students to use terms and definitions previously acquired</li> </ul>	<ul style="list-style-type: none"> <li>• Applies new terms and definitions</li> <li>• Uses previous information to probe, ask questions, and make reasonable judgments</li> <li>• Provides reasonable conclusions and solutions</li> <li>• Records observations, explanations, and solutions</li> </ul>
<b>Evaluate</b>		
<ul style="list-style-type: none"> <li>• Assess understanding (Self, peer and teacher evaluation)</li> <li>• Demonstrate understanding of new concept by observation or open-ended response</li> <li>• Apply within problem situation</li> <li>• Show evidence of accomplishment</li> </ul>	<ul style="list-style-type: none"> <li>• Observes student behaviors as they explore and apply new concepts and skills</li> <li>• Assesses students' knowledge and skills</li> <li>• Encourages students to assess their own learning</li> <li>• Asks open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding or knowledge of concepts and skills</li> <li>• Evaluates his/her own progress</li> <li>• Answers open-ended questions</li> <li>• Provides reasonable responses and explanations to events or phenomena</li> </ul>

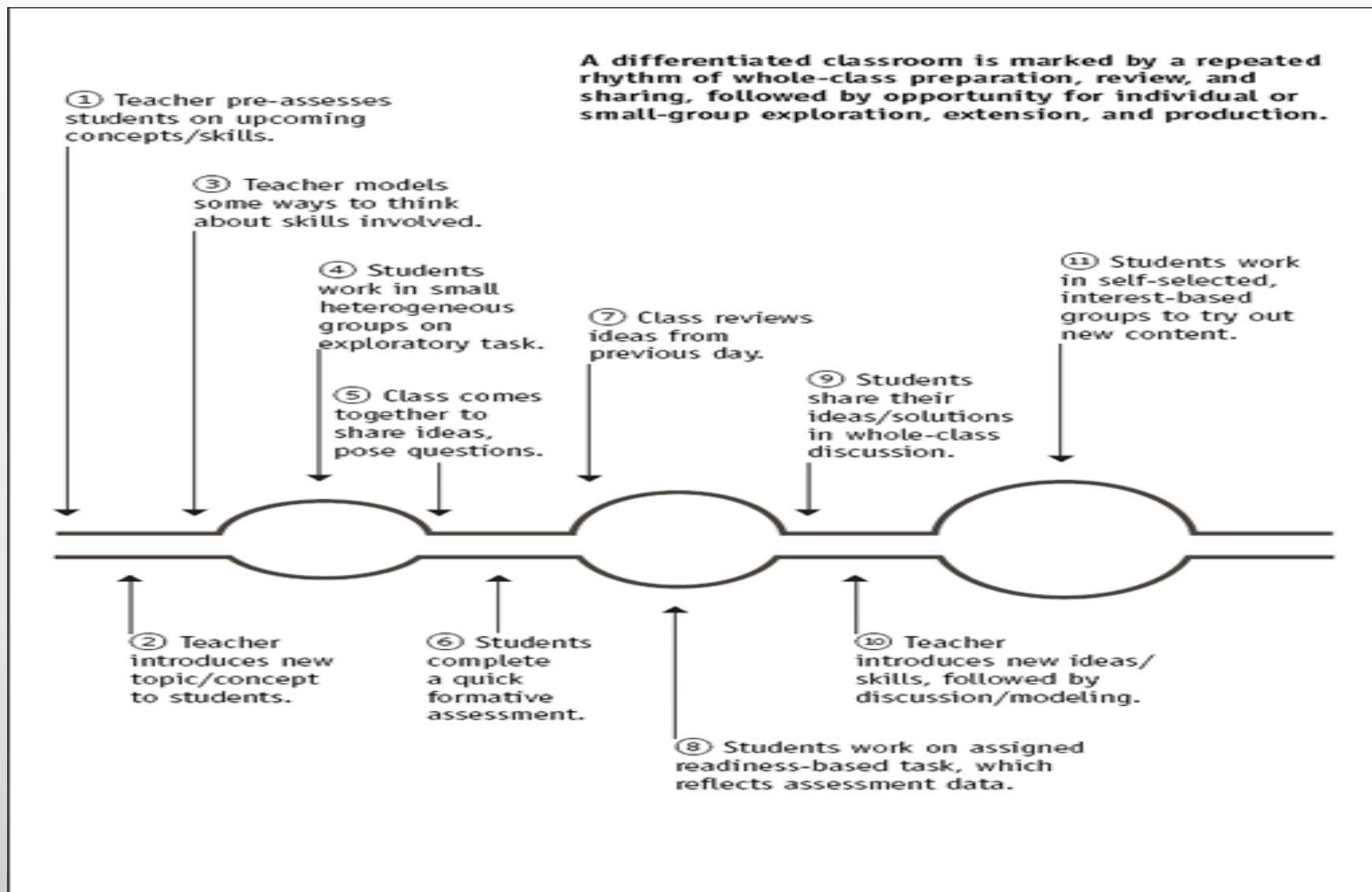
# Inquiry Based Instruction

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- ▶ **Structured** - Students provided with hands-on problem to investigate with procedures and materials
- ▶ **Guided** –students provided with materials and problem to investigate but come up with their own procedure
- ▶ **Open**- similar to guided but they formulate their own problem to investigate



Figure 1.1. The Flow of Instruction in a Differentiated Classroom



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## Sample lesson plans



# Flexible Grouping

## Homogenous/Ability

- Clusters students of similar abilities, level, learning style, or interest.
- Usually based on some type of pre-assessment

## Heterogeneous Groups

- Different abilities, levels or interest
- Good for promoting creative thinking.

## Individualized or Independent Study

- Self paced learning
- Teaches time management and responsibility
- Good for remediation or extensions

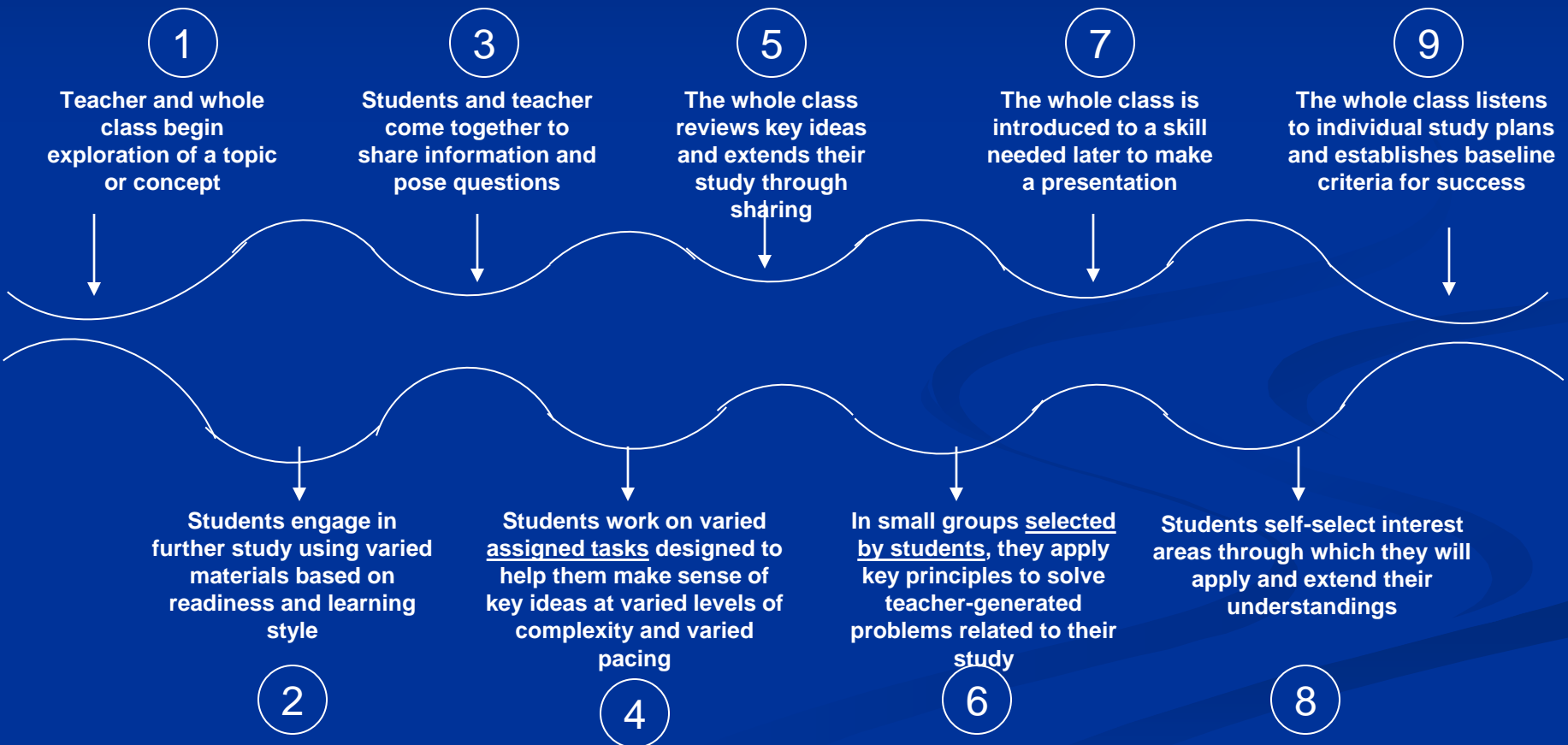
## Whole Class

- Efficient way to present new content
- Use for initial instruction



# FLEXIBLE GROUPING

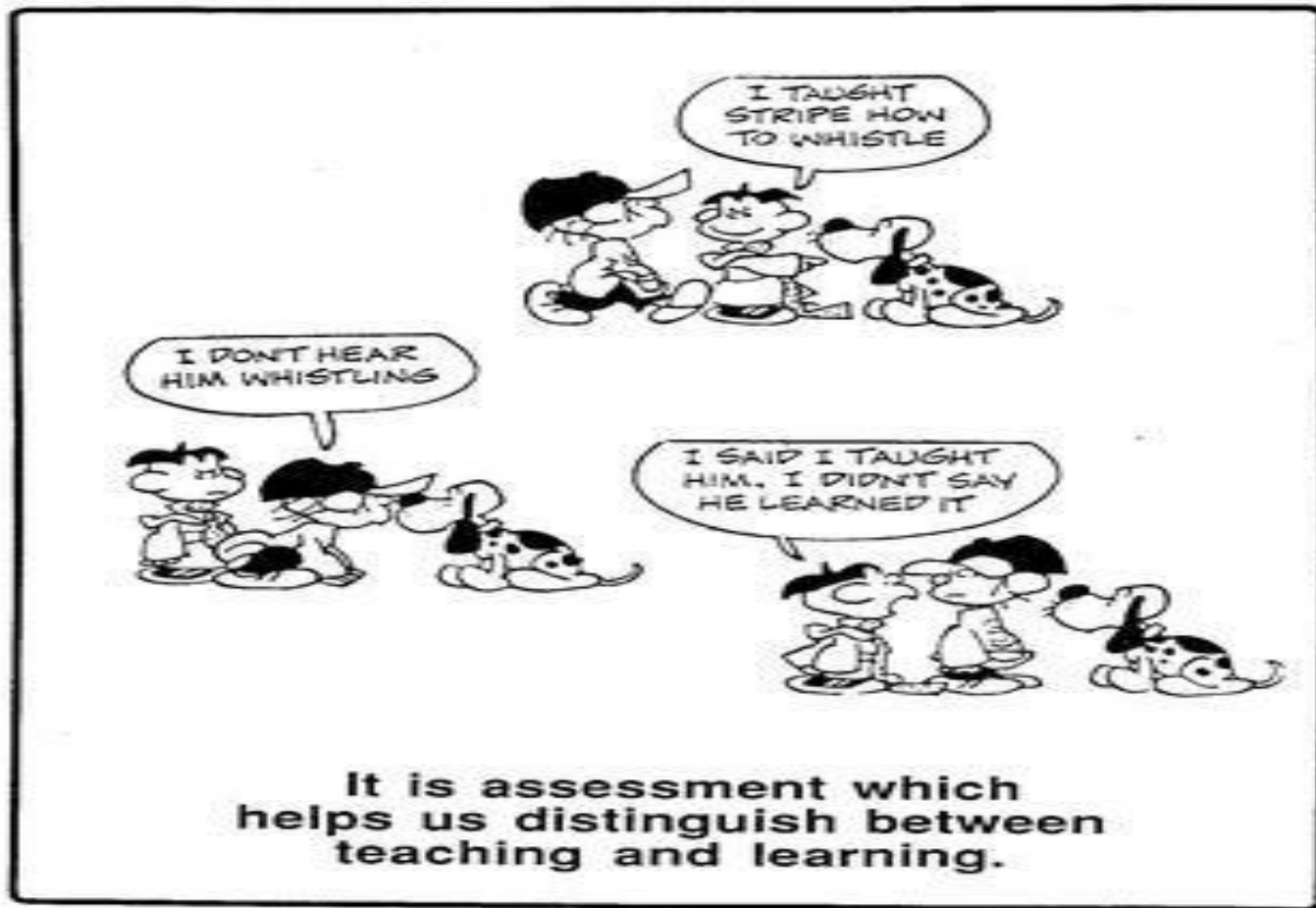
Students are part of many different groups – and also work alone – based on the match of the task to student readiness, interest, or learning style. Teachers may create skills-based or interest-based groups that are heterogeneous or homogeneous in readiness level. Sometimes students select work groups, and sometimes teachers select them. Sometimes student group assignments are purposeful and sometimes random.



A differentiated classroom is marked by a repeated rhythm of whole-class preparation, review, and sharing, followed by opportunity for individual or small-group exploration, sense-making, extension, and production

# Assessment

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# Formative Assessment

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- ▶ Occurs during the actual teaching of the concepts or skills
- ▶ Observe students and take notes of observations
- ▶ Demonstrate learning through a variety of ways e.g. discussion, group work, projects, skits, interviews, performance tasks, poetry
- ▶ Rubrics and checklists



# Assessment

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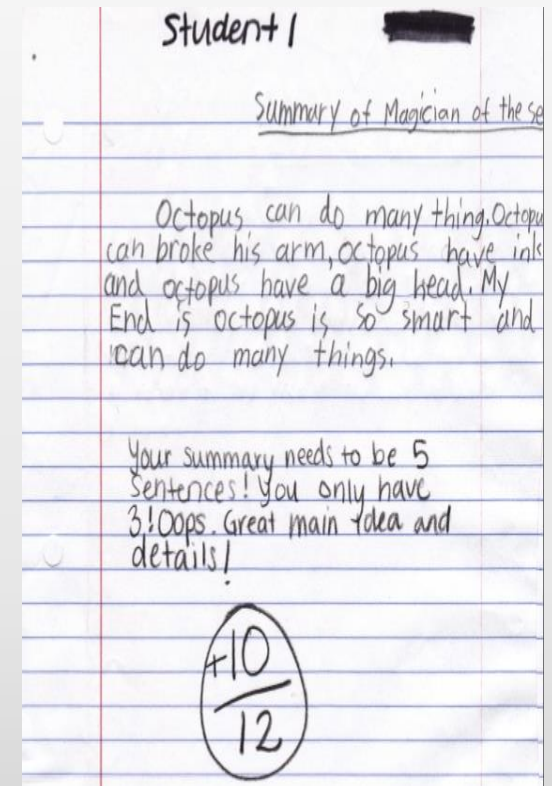


- ▶ Continuing assessment and diagnosis during learning is crucial to find reasons for students not performing to their potential.
- ▶ Strategies are then selected based on the obstacles which are diagnosed through these assessments.

# Descriptive Feedback Assessment

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- ▶ Provides specific guidance for student improvement
- ▶ Focus feedback on learning goals
- ▶ Use simple and understandable language
- ▶ Self- and peer assessments,
  - ▶ use sticky notes,



# Summative Assessment

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- ▶ Given periodically to determine what students' have learnt
- ▶ Used for grading purposes
- ▶ Measures learning in relation to curriculum/standards



# Grade Hibiscus

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- ▶ Use the case of Grade Hibiscus to write a lesson plan for a subject of your choice. Indicate at what point the lesson will be delivered (i.e. where in the series of lesson it falls)
- ▶ Indicate how the lesson is differentiated
- ▶ Indicate which Tier the student with an exceptionality will be placed and state the reason/s for the placement

