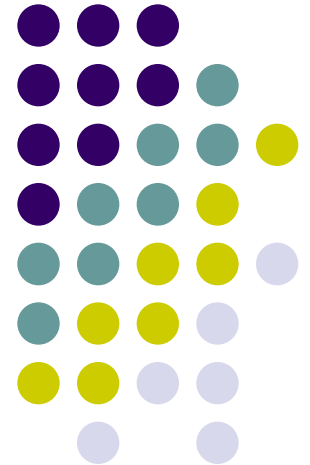




Differentiation

Strategies for When Content is
New to Students



A thought to ponder...



"The biggest mistake of the past centuries of teaching is to treat all students as if they were variations of the same individual and thus to feel justified in teaching the same subject in the same way".

Howard Gardner

Differentiating New Content



Tiered Lessons

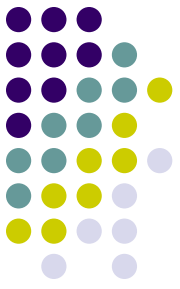
- Students are working towards mastery of same standards; however, multiple tasks have been developed at varying degrees of depth and complexity to challenge all students.
- Tiers can be differentiated based on challenge level, complexity, resources made available, expected outcomes, and final products.

Differentiating New Content



Study Guides

- Students are given unit study guide with standards to be learned in the unit along with dates of formative assessment checkpoints.
- Students are allowed to be excused from regular instructional work and complete extension tasks as long as they demonstrate mastery of the material (above 85%) on the formative assessment checks.



Differentiating New Content

Study Guides (continued)

Winebrenner and Brulles recommend the opportunity to use the study guide be open to all students who demonstrate the following characteristics (2008, p. 126):

- Can read successfully independently and remember most of what has been read
- Desire a faster pace of learning
- Enjoys learning about topics that extend the parameters of a particular unit of study
- Presently maintains an average of a B or higher in this particular subject

Differentiating New Content



Study Guides (continued)

- The teacher should announce these desired characteristics to the class in calm, matter-of-fact way being sure to let students know that it is okay if this method is not the best for their learning styles and needs.

Differentiating New Content



Choice Boards

- Choice boards are made based on similar topics, but but are differentiated based on process and products.
- Choice Boards promote student empowerment and increase motivation to learn because students have a voice in how they demonstrate understanding.



Differentiating New Content

Menu's

- Similar to choice boards, but use a menu format
- Menu's can be arranged to increase in level of depth and complexity. Appetizer prompts might stem from knowledge and comprehension questions; entrée prompts could be developed based on application and analysis questions; finally, dessert prompts could stem from synthesis and evaluation questions.

Riley, T. (2009). Teaching gifted and talented students in regular classrooms. In Karnes, Frances, A. & Bean, Suzanne, M. (Eds.), *Methods and materials for teaching the gifted* (631-672). Waco, TX.

Final Thoughts...



"All too often we are giving our young people cut flowers when we should be teaching them how to grow plants. We are stuffing their heads with the products of earlier innovation rather than teaching them to innovate. We think of the mind as a storehouse to be filled when we should be thinking of it as an instrument to be used"

Howard Gardner

Final Thoughts...



When you allow your students to participate in the learning process through differentiation, you are teaching them how to grow plants, rather than giving them cut flowers.

Remember to take differentiation in small steps and be patient with yourself and your students.

Nothing great ever comes easily!