

Do It Yourself Differentiated Instruction



Presented By
Adrienne Barry & Beau Walker
North Valleys High School

Sponge



Activity

What is Differentiated Instruction?

\$1.00 Summary

\$.25 per word

Pair it and Share it

- ▶ Tell your neighbor your “dollar summary”.
- ▶ Tell us your neighbor’s awesome idea.

What is Differentiated Instruction?

- ▶ There are four ways to differentiate
 - Differentiating content
 - Pre-test students and adjust pace and teaching style
 - Allow students to work independently at their own pace
 - Differentiating the Process/Activities
 - Varying activities/strategies
 - Allow students to use graphic organizers, maps, diagrams, or charts to display comprehension. (You can even change the graphic organizer to reach differing levels)
 - Differentiating the Product
 - Varying complexity of the product
 - Teacher changes product expectations to match students' learning levels
 - Can also provide students with the ability to choose product
 - Differentiating by Manipulating Environment
 - Uses Multiple Intelligences theory to match environment to students' interests and abilities.

Why D.I.?

- ▶ **Benefits for students:**
 - When student interests are built into instruction, they are more eager and engaged
 - Students take more ownership of their education when given choices
- ▶ **Benefits for teacher/classroom:**
 - Learners who are lost or overwhelmed often become frustrated and shut down
 - Learners who are not challenged or engaged often become bored.
 - Bored or frustrated students often act out
 - D.I. leads to better classroom management and discipline, while cutting down on distractions and interruptions to teaching.

Research relating to D.I.

- ▶ Differentiated Instruction combines theories from many educational psychologists
 - Lev Vygotsky and his Zone of Proximal Development
 - Maria Montessori and individualized instruction
 - Robert Sternberg's learning profile approach
 - Howard Gardner's multiple intelligences
- ▶ **D.I. integrates constructivist learning theories, learning styles, and brain development with research on influencing factors of learner readiness, interest and intelligence preferences toward students' motivation, engagement, and academic growth within schools.**

Project Ideas for DIY DI

Low Level

- Trading Cards
- Crossword Puzzle/Word Search
- Newspaper Article
- Foldable
- 10 Multiple Choice Test Questions

Mid Level

- Magazine Collage Summary
- Wanted Poster
- Pamphlet
- Picture Timeline
- Advertisement/ Propaganda Poster
- Letter Home/ Postcard
- Comic Strip

High Level

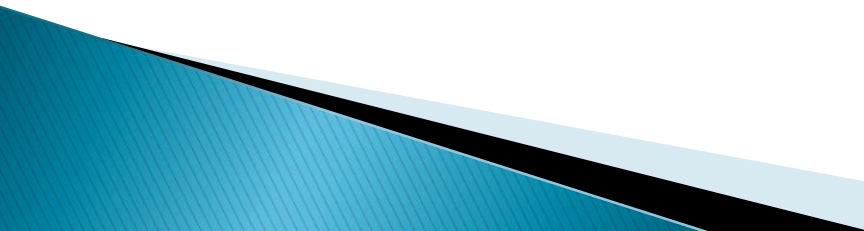
- Mind Maps
- Greeting Card
- Diorama
- Children's Story Book
- Song/Rap
- TV Show Script
- Board Game

Choose ONE activity from EACH row to complete for your assigned topic!

<p>Determine the meaning of vocabulary words for the source by creating a crossword puzzle or word search for 10 words from the chapter.</p> <p>The definition of each word used should be used as a clue regardless of which one you choose to do. (RH 4)</p>	<p>Set out a problem establishing one or multiple point(s) of view by writing a newspaper article describing the important events in your assigned source.</p> <p>Consider how news articles are usually written. The format should be a narrative (you telling a story), exciting to read and should include a picture. (W 3 A)</p>	<p>Determine the main ideas from the source and create your own foldable outlining the main ideas.</p> <p>You must write the main ideas on the front of the foldable and details on the inside.</p> <p>**Think of foldables we have done in class** (RH 2)</p>
<p>Examine the source's use of chronological structure in order to create a picture timeline of 10 important events from the section.</p> <p>You must put the date, BRIEFLY describe the event, and create a picture depicting the event. (RH 5)</p>	<p>Create an advertisement or propaganda poster highlighting an important event or issue posed in your source by using sensory language to convey a vivid picture of events, setting, and/or characters.</p> <p>Poster MUST include: A picture A title Motto/Slogan Color (W 3 D)</p>	<p>Imagine you were a person represented in your section. Write a letter home (or to a loved one) vividly describing your experience.</p> <p>The letter must be at least a page long. (W 3 D)</p>
<p>Produce a children's book to retell the story presented in your section. Remember, children's books must be written in language children would understand, have pictures, and include a moral (or lesson). (W 3 A)</p>	<p>Create a song or rap that clearly explains information from your source. Be sure information is cohesive! You must also make an album cover and include 9 other song titles. **For extra credit you can create and film a music video to your song or rap and bring it next class** (WHST 2 C)</p>	<p>Create a script for a TV show episode that explains the story in your section. The show can be a drama, comedy, or documentary style. The episode must be between 5-10 minutes long. The script should be written in dialogue format. (A conversation between two or more people) **For extra credit you can film and act out the episode. You must bring it next class.** (W 3 B)</p>

Exit Slip

On the sheet of paper that is being passed out, please write one thing that you learned today that you will use in your classroom.



THANK YOU FOR COMING

TO D.I.Y.D.I.!!!