



Course Follow-up Activities

Differentiated Instruction

Activity 1:

List as many different aspects involved in Differentiating Instruction as you can think of. Give attention to underlying concepts, categories, ideas, terminology, practices, and procedures. Begin a portfolio collection of different approaches and teaching techniques that can be used to differentiate your own instruction, both for lower and higher performing students.

Question 1:

What, in your opinion, is “Differentiated Instruction?” What is the difference between teaching lessons and teaching students? Give as much definition as possible.

Question 2:

What is the role of the “teacher” in the Differentiated classroom?

Question 3:

How does the teacher gather correct and useful information about the individual student’s learning profile (learning styles, aptitudes, interests, preferences, etc . . .)? What steps will you take to create a Differentiated classroom?

Question 4:

Describe at least one specific aspect of Differentiated Instruction that is being practiced in your classroom right now. How did you make the decision to use this technique? Is it effective? How do you know? How are the students being assessed? Be specific.

Activity 2:

Review the materials given in the presentation referring to the different aspects of Differentiated Instruction.

Question 5:

What is the significance of student readiness, interest, and learning profile in planning for effective Differentiated Instruction? How will you make the appropriate accommodations and modifications?

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Question 6:

What are some considerations to keep in mind when differentiating content, process, or product? (1) Content – what students learn; (2) Process – how students make sense of information; and (3) Product – how students demonstrate what they know.

Question 7:

List 3 or more characteristics of an effective learning community for diverse learners.

Activity 3:

Review the Phonics Scope & Sequence provided as a handout, giving attention to the specific grade-level skills to be taught in each grade. Choose one specific skill to focus on and plan from.

Question 8:

The classroom teacher must plan for the diverse needs of the students. Look through the list of student differences provided and design a specific lesson employing two or more different instructional methods and emphases that address the student's learning needs: learning styles, skill levels, and rates, learning difficulties, language proficiency, background experiences and knowledge, interests, motivation, ability to attend, social and emotional development, various intelligences, levels of abstraction, physical needs, etc . . .

Question 9:

Choose one skill within the Phonics Scope & Sequence and describe how you could teach it to a diverse group of students, providing specific activities for both low and high performing students.

Question 10:

Identify ways that you would incorporate multiple levels of learning and skill-building – listed within the Phonics Scope & Sequence – for multiple learners within one specific guided lesson. Provide the lesson and activities.