

THIS PLAN BOOK BELONGS TO

Name _____

School _____

Room Number _____

Address _____

E-mail _____

Phone _____

School Year _____

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Daily Lesson Plan Templates • Information for the Substitute Teacher

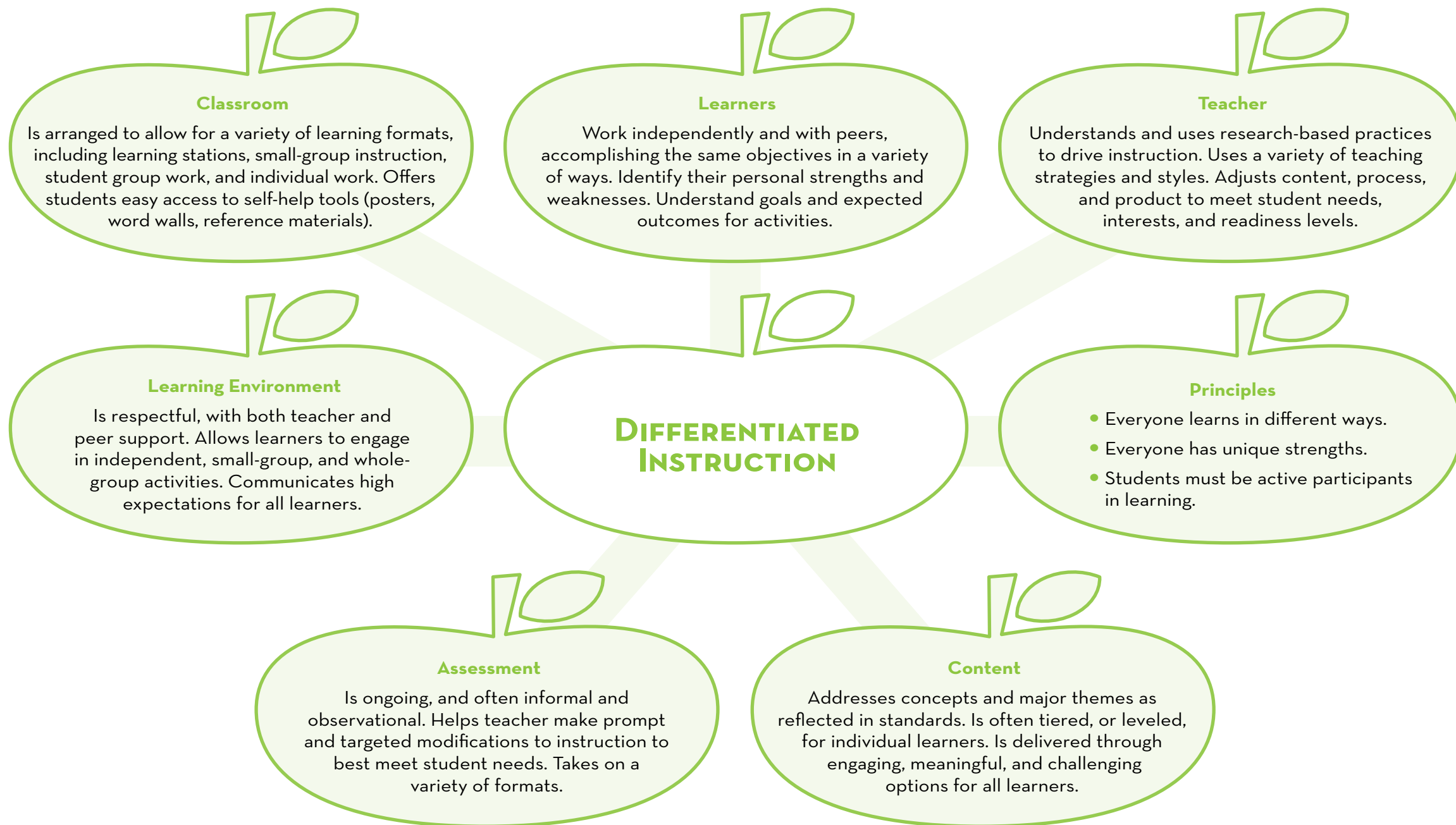
To customize and save the files on the CD, you will need to download Adobe Reader™, version 7.0 or higher.
This download is available free of charge for Mac and PC systems at www.adobe.com/products/acrobat/readstep2.



DIFFERENTIATED INSTRUCTION

AN OVERVIEW

“Not every child has an equal talent or an equal ability or an equal motivation, but children have the equal right to develop their talent, their ability, and their motivation.” —John F. Kennedy








Customize and print lesson-planning checklists for learning modalities and multiple intelligences!

ELEMENTS OF DIFFERENTIATION

MODALITIES OF LEARNING

A modality of learning is a sensory channel through which a learner gathers and processes information. All modalities are important for learning, but over time most learners show an affinity for one modality more than the others.

 ENGAGING VISUAL LEARNERS	 ENGAGING AUDITORY LEARNERS	 ENGAGING KINESTHETIC AND TACTILE LEARNERS
<ul style="list-style-type: none"> • Use highlighting tape in text • Draw attention to posters and peripherals in room • Show filmstrips or videotapes • Use graphic organizers • Use pointers during whole-group instruction • Point out details in illustrations • Use expressive gestures and body language • Display word walls <p>Visual learners do very well with, and all learners benefit from</p> <p>Puzzles • Drawing • Tracing over sheet protectors • Writing • Estimating amounts, weights • Big books • Viewing a video or a filmstrip • Presentations using PowerPoint™ or other graphics-based digital media • Visual sequencing • Memory matching games • Marking answers in text with highlighting tape</p>	<ul style="list-style-type: none"> • Read aloud often • Make a listening center available <ul style="list-style-type: none"> • Put directions on tape • Record passages or chapters so students can listen and read along • Use music to teach skills • Vary the pitch and tone of your voice • Encourage peer discussions • Ask for retellings • Use Readers Theater <p>Auditory learners do very well with, and all learners benefit from</p> <p>Books on tape • Story retelling with puppets • Using whisper phones • Teacher-led small-group instruction • Recording an oral retelling • Headphones (with wires cut off) to eliminate distractions • Acting out character roles</p>	<ul style="list-style-type: none"> • Use role-playing • Provide props for retelling • Supply clay and other simple building materials for making models • Slide skill sheets into page protectors and let students complete the exercises with a water-based pen that can be erased when they're finished • Allow a “walk-and-talk” format for peer discussion • Incorporate energizing movement regularly <p>Kinesthetic and tactile learners do very well with, and all learners benefit from</p> <p>Working with clay and other malleable materials • Using pointers during independent reading • Acting out a story • Using number and letter stamps • Learning sign language • Dice or card games • Experiments • Floor puzzles</p>

MULTIPLE INTELLIGENCES: *DIFFERENT WAYS WE ARE “SMART”*

In addition to the three modalities of learning, multiple intelligences (Gardner, 2000)—or ways we can demonstrate and build intelligence—also play an important role in differentiation. Learn to identify and offer students opportunities to use these learning strengths:

- Verbal-Linguistic (page 63) • Logical-Mathematical (page 65) • Musical (page 67)
- Interpersonal (page 69) • Intrapersonal (page 71) • Bodily-Kinesthetic (page 73)
- Visual-Spatial (page 75) • Naturalistic (page 77)



Customize and print a lesson-planning form geared to Bloom's Taxonomy.

ELEMENTS OF DIFFERENTIATION

BLOOM'S TAXONOMY

Understanding Bloom's Taxonomy (Bloom, 1956) will help you focus on moving all students toward higher levels of thinking, processing, and questioning. Initial instruction should focus on knowledge and comprehension. As students become competent with basic skills, our goal is to move students to more complex tasks (those that require thinking at higher levels), instead of simply more difficult tasks (those that require more time, skills, or knowledge).

LEVELS OF THINKING	PROCESSING SKILLS	ASSESSMENTS/PRODUCTS
Knowledge (I know.)	I remember. I know. I recall. I define.	Make a list, label a picture, fill in the blanks, match, write an article, recite, do a timeline.
Comprehension (I understand.)	I reword or retell. I summarize. I explain. I paraphrase.	Cut out or draw pictures to illustrate a concept, role-play, retell, give examples, write a summary as a news report.
Application (I use what I know.)	I research. I demonstrate how. I solve a problem. I perform.	Construct a model or diorama, write headlines, teach a lesson, design a brochure, give a demonstration.
Analysis (I break down information.)	I compare and contrast. I note relationships. I reason that I categorize.	Write a commercial, design a questionnaire, make a compare/contrast chart, create a flowchart.
Evaluation (I form and support opinions.)	I justify. I recommend. I predict. I critique.	Write a rubric, conduct a debate, compose persuasive arguments, give recommendations.
Synthesis (I use knowledge and skills to create something new.)	I plan. I infer. I propose. I invent.	Design a structure, create an invention, draw a cartoon, devise an experiment, write a song, poem, or story.

Note: The order of levels of thinking listed above reflects a revision that places Synthesis at a higher level than Evaluation. Another model by Krathwohl (2002) renames the levels as active verbs and sets the first three in a hierarchy from lowest to highest: *remember*, *understand*, and *apply*. The three higher-order levels are grouped together: *analyze*, *evaluate*, and *create*.



THE YEAR AT A GLANCE

AUGUST	SEPTEMBER	OCTOBER
NOVEMBER	DECEMBER	JANUARY
FEBRUARY	MARCH	APRIL
MAY	JUNE	JULY



For lists of monthly themes and observances, check out online resources such as www.holidays.net and www.web-holidays.com.



THE WEEK AT A GLANCE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

THE WEEK OF ▶



KEY QUESTIONS TO GUIDE YOUR PLANNING

- What needs to be learned?
- What do students already know?
- How will you reach all learners?
- How will you assess students' learning?



KEEP IN MIND

MODALITIES OF LEARNING

- Auditory
- Visual
- Kinesthetic
- Tactile

MULTIPLE INTELLIGENCES

- Verbal-Linguistic
- Logical-Mathematical
- Visual-Spatial
- Musical
- Bodily-Kinesthetic
- Interpersonal
- Intrapersonal
- Naturalistic

HIERARCHY OF LEARNING

- Knowing
- Comprehending
- Applying
- Analyzing
- Evaluating
- Synthesizing

TIME ▶			
M			
T			
W			
TH			
F			

WHAT THE EXPERTS SAY



YOUR STUDENTS MAY NOT LEARN LIKE YOU

Judith Dodge, author of *Differentiation in Action* (2005), reminds us that instruction should be about the learner, not about the teacher:

We must first recognize that the way we learned the information we plan to teach is not necessarily the way our students will learn it. The challenge is to stretch beyond our own comfort zone in teaching style and provide choice and options for students who do not learn the same way we do. Gayle Gregory and Carolyn Chapman (2002) use a powerful metaphor of “baiting” the hook with what the fish likes, not what the fisherman likes, suggesting that teachers seek teaching and learning strategies that appeal to their students, not necessarily to themselves. Ultimately, the way we teach must extend beyond our own preferences and beyond the way we remember being taught (p. 12).

This week, carefully assess your own learning style and personal strengths. Your teaching style most likely reflects the way you learn and will also suit some of your learners. However, many will have learning preferences different from yours. Make a conscious attempt to vary your style to include other modalities and intelligences.

CUSTOMIZE!



Keep a digital file of your daily lesson plans that you can edit and save for future use. See the templates available on the companion CD as well as ideas for using the forms on page 13.