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## Differentiated Instruction Strategies

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### 1 Create Learning Stations



Provide different types of content by setting up learning stations — divided sections of your classroom through which groups of students rotate.

### 2 Use Task Cards



Task cards allow you to give students a range of content. Answering task cards can also be a small-group activity, adding variety to classes that normally focus on solo or large-group learning.

### 3 Interview Students



While running learning stations or a large-group activity, pull each student aside and ask them questions about their learning and studying styles. That will help you pinpoint the kinds of content that will meet your class's needs.

### 4 Target Different Senses Within Lessons

When applicable, appeal to a range of learning styles by:

- 1- Playing videos
- 2- Using infographics
- 3- Providing audiobooks
- 4- Getting students to act out a scene
- 5- Incorporating charts and illustrations within texts
- 6- Giving both spoken and written directions to tasks...



### 5 Share Your Own Strengths and Weaknesses



Explain — on a personal level — how you study and review lessons. Share tactics that do and don't work for you, encouraging students to try them.

### 6 Use the Think-Pair-Share Strategy



- 1- Ask students to individually think about a given topic or answer a specific question.
- 2- Pair students together to discuss their results and findings.
- 3- Have each pair share their ideas with the rest of the class, and open the floor for further discussion.

### 7 Make Time for Journaling

A journal can be a tool for students to reflect on the lessons you've taught and activities you've run, helping them process new information.



### 9 Run Literature Circles



This helps auditory and participatory learners retain more information. It also encourages students to shape and inform each other's understanding of readings



### 8 Implement Reflection and Goal-Setting Exercises



Have students reflect on important lessons and set goals for further learning at pre-determined points of the year. During these points, ask students to write about their favourite topics, as well as the most interesting concepts and information they've learned. They should also identify skills to improve and topics to explore.

### 10 Offer Different Types of Free Study Time



It benefits students who prefer to learn individually and attends to different learning styles. Examples of free study exercises: provide audiobooks with relevant materials, create a station for challenging group games, maintain a designated quiet space for students to take notes and complete work...

### 11 Group Students with Similar Learning Styles

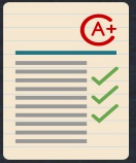


Grouping students based on similar learning style can encourage collaboration through common work and thinking practices.



### 12 Give Different Sets of Reading Comprehension Activities

Consider evaluating reading comprehension through questions and activities that test different aptitudes.



### 13 Assign Open-Ended Projects

Give students a list of projects to find one that lets them effectively demonstrate their knowledge. Include a clear rubric for each type of project, which clearly defines expectations. Doing so will keep it challenging and help students meet specific criteria.

### 14 Encourage Students to Propose Ideas for Their Projects

Encourage students to take their projects from concept to completion by pitching you ideas.

A student must show how the product will meet academic standards, and be open to your revisions. If the pitch doesn't meet your standards, tell the student to refine the idea until it does.



### 15 Analyze Your Differentiated Instruction Strategy on a Regular Basis



Analyze your strategy by reflecting on:

- 1- Content : Are you using diverse materials and teaching methods in class?
- 2- Processes: Are you doing solo, small-group and large-group activities that best allow different learners to absorb your content?
- 3: Products: Are you letting and helping students demonstrate their understanding of content in a variety of ways on tests, projects and assignments?

### 16 "Teach Up"

Teaching at a level that's too easily accessible to each student can harm your differentiated instruction efforts, according to Tomlinson. Instead, she recommends "teaching up." This eliminates the pitfall being stuck on low-level ideas

