Differentiated Instruction

Teaching/Learning Examples

** Marzano's Categories of Instructional Strategies (See Resources, below)

*Differentiated Instruction Structure

### DIFFERENTIATED INSTRUCTION DETAILS

**Knowledge of Students**

- Differentiation based on student:
  - Readiness
  - Interests
  - Preferences:
    - Styles
    - Intelligences
    - Other (e.g., environment, gender, culture)

**Need to Know**

- Students' intelligence preferences to support them, as needed, in their Learning Centre selection

**How to Find Out**

- Provide opportunities for students to explore their Multiple Intelligences preferences through the use of inventories and focused discussion; see Materials and Resources section below for suggested resources. Have students regularly reflect on their strengths and preferred ways of learning and relate these to intelligence preferences.

**Differentiated Instruction Response**

- Learning materials (content)
- Ways of learning (process)
- Ways of demonstrating learning (product)
- Learning environment

### CURRICULUM CONNECTIONS

**Choices Into Action Area of Learning: Student Development**

- Learning skills, preferences and strategies
- Setting goals and monitoring progress

**Choices Into Action Area of Learning: Knowledge and Skills** (Grades 7 and 8):

- Demonstrate their understanding of, and apply learning skills and strategies to, their own learning
- Explain their progress in meeting long- and short-term goals related to education plans and improving their school work

**Learning Goals:**

- Understand and use goal setting and action planning processes
- Build upon the ideas of others when working in a group

### ASSESSMENT AND EVALUATION

**Assessment/Success Criteria**

**Thinking**

- Develops a goal that is personally relevant

**Communication**

- Uses correct terminology for goal setting and action planning
- Communicates goals and plans clearly

**Application**

- Sets goals that incorporate the elements of SMART goal setting
- Plans for goal achievement using a process such as SCORE
- Builds upon the ideas of others when working in a group

**Assessment Tool:**

- Anecdotal Comments

### PRIOR LEARNING

**Prior to this lesson, students will have:**

- Some experience with setting goals
- Knowledge of some common obstacles to achieving a goal and how to overcome them
- An understanding of what makes an effective goal (SMART)

### MATERIALS AND RESOURCES

**Materials:**

- Pictures for Aesthetic Entry Point group
- Appendix A: Guggenheim Game—one per student
- Appendix B: SCORE Action Planning Chart—one per student
- Appendix C: Case Study: Free The Children—one per student
- Appendix D: SMART Goal Chart—one per student
- Appendices E1-E5: Entry Points—enlarge single copy of each
- Appendix F (pp. 1 & 2): Entry Point Task Cards—one per group
- Appendix G: Foundational Entry Points—Quotations—one for the Foundational Entry Point group
- Appendix H: Logical Quantitative Entry Points—SCORE Organizer—one for the Logical Quantitative Entry Point group
- Appendix I: Learning Contract—one per student

**Internet Resources:**

- For Guggenheim Game: See Section 1, Grades 7-12, pp. 30-34
- Multiple Intelligences resources and inventories (www.jobsetc.gc.ca/toolbox/quizzes/mi_quiz.do)

**Resources:**

Differentiated Instruction Teaching and Learning Examples 2009

**Teaching/Learning Sequence: Grade 8 Guidance and Career Education: Pathways—Goal Setting and Action Planning**

### MINDS ON
- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

**Pairs → Fact or Fiction Quiz**
Read aloud a series of statements that relate to goal setting, planning, and secondary and post-secondary pathways. After each statement, students consult with a partner to decide whether the statement is fact or fiction. Pairs share their opinions. Facilitate a brief discussion after providing the answer. Sample statements include:
- In order to graduate from an Ontario high school, students must earn four credits in mathematics (fiction)
- Those with written goals accomplish 50 to 100 times more than those who don’t have written goals (fact)
- Ontario students must graduate from high school in four years (fiction)
- Statistics indicate that you will probably change occupations five to seven times in your career (fact)
- Most Grade 8 students in our class have set goals to help make a successful transition to secondary school (fact/fiction, depending on class)

Summarize by making connections to the importance of goal setting and action planning as valuable decision making tools.

**Small Groups (Four to Six) → Guggenheim Game**
Distribute Guggenheim Game (Appendix A). Review with students and have them form groups based on their preference for one of the following: songs, movies, famous people, or creating slogans.

**Pairs → Think-Pair-Share (Action Planning)**

**Students:**
- Individually think of a goal that they or others have set that they have not met and think about the factors that might have prevented them/ others from reaching the goal
- Share these factors with a partner, and share one or two with the class

Work with the class to summarize a short list of factors that may prevent or inhibit goal achievement. For each item on the list, have students think of an action that could resolve the problem. Relate these to the actions in the SCORE Action Planning Chart (Appendix B).

### Whole Class/Small Groups → Case Study

*Read through the Case Study: Free The Children (Appendix C) with the class. As a class, develop a SMART goal for Jan. See SMART Goal Chart (Appendix D).*

**Students,** in groups of four:
- Use the SCORE Action Planning Chart (Appendix B) to develop a plan of action for Jan
- Share with another group of four, provide feedback to each other, refine their action plan, then share with the class

**Circulate and provide feedback as required.**

### CONSIDERATIONS AND CONNECTION

**Consolidation and Connection**
- Helping students demonstrate what they have learned
- Providing opportunities for consolidation and reflection

**Individuals → Self-Reflection**
Students use the format of their choice (i.e., journal, entry, discussion, Mind Map) to reflect on whether or not they felt they were in the Entry Point group that was best for their way of learning.

**Whole Class → Brainstorm**
Work with the class to brainstorm and then refine a number of goals that will help them make a successful transition to secondary school. Classify the list under the headings Personal, Social or Academic.

**Individuals → Learning Contract**
Distribute and explain the Learning Contract (Appendix I).

**Students:**
- Set a short-term or long-term goal that will help them prepare for a successful transition to Grade 9/secondary school and develop an action plan to achieve the goal that provides a way to track their progress
- Share their goal and plan as selected on their Learning Contract

**Monitor student work on their contracts, provide assistance and feedback as required and arrange for “sharing” options as selected by students (e.g., conferences, presentations, interviews).**