Differentiation Instruction

Learning Preference

Starting Point: Who's in the Room?

Cognitive Style

Abstract Sequential "Scientist" -Motivated by curiosity, inquiry, & will go out and research the 'how.'	**Abstract Random** "Stop & smell the roses" -Motivated by emotion & passion, novelty, interest, & wears their heart on their sleeve.
Concrete Sequential "Filing cabinet" -Motivated by pleasing others, feedback, and they're a leader with a plan who assigns tasks to others.	**Concrete Random** "Risk Takers" -Motivated by challenge. "I've got an idea!"

Multiple Intelligences



Differentiate by Learning Preference Tool Kit

Starting Point/pre-assessment sample questions:

These are meant to gauge **students' starting point** and the steps **you will need to take** to get them to the final objective (task analysis).

General

- How do you memorize things? What strategies do you use?
- When you're learning something new, do you tend to…
  - Watch someone else first, then try it on your own.
  - Dive right in and learn by doing it yourself.
  - Neither, I _____
- When you're learning about _____ (insert topic), how do you prefer to learn?
  - Reading
  - Watching clips
  - Listening to someone talk about it
  - Other: _____

Think Dots

What are Think Dots?

Think Dots is an instructional strategy that asks students to consider a concept from a variety of different perspectives. On the board, each activity is associated with a number on a 6-sided dice. When a student rolls the dice, whatever number comes up dictates the activity they must complete.

How is Think Dots Differentiated?

Not all students will roll the same number, or the teacher can indicate which number to start with. Use Bloom's Revised Taxonomy, Multiple Intelligences, or Cognitive Styles to create differentiated learning tasks.

How Does it Work?

In small groups or pairs, each student will take a turn rolling the dice, and then the group or individual will complete the activity. They are allowed to re-roll the dice once if they don't like the activity that came up on the dice. Depending on the size of the assignments, the students will end up rolling the dice 2-4 times each.

Why Was Think Dots Created?

Think Dots was originally created to have students use a variety of thinking skills to consider a single concept. When used in this way, each number on the dice has a different prompt: describe it, compare it, associate it, analyze it, apply it, evaluate it.

What are Some Suggestions for the Dots?

Describe it - Compare it - Associate it - Analyze it - Apply it - Connect it - Illustrate it - Change it - Solve it - Question it - Rearrange it – Act it Out - Evaluate it - Relate it to Something Else - Contrast it - Investigate it - What is the significance of it? - Put it in historical perspective - What are the cause/effects of it - Cartoon it - Tell the parts of it - Argue for/against it.

Choice Board

Choice Board is a differentiation tool that offers collection of activities from which students can choose to do to demonstrate their understanding. It is presented in the form of a nine square grid similar to a Tic-Tac-Toe board and students may be expected to complete "three in a row" or their top 3 (not necessarily in a row). The activities vary in content, process, and product and can be tailored to address different levels of student learning styles. The center square may be left open for the student to select an activity of their own. Choice Board activities may be given to every student in the class, higher ability students for extension activities, or lower students for review and practice. Involvement in this strategy encourages independent learning. Teachers should check in with students periodically and require students to keep a log of their progress.

In place of lengthy activities, the choice board may also be used with shorter, open-ended questions posed at varying levels of Blooms Taxonomy.

Interpersonal Task	Kinesthetic Task	Naturalist Task
Logical Task	Student Choice	Intrapersonal Task
Interpersonal Verbal Task	Musical Task	Verbal Task

EXAMPLE

Math Unit Review

Write clear directions for performing the math computation skills from this unit	Solve two of the five challenge problems	Create a math rap or rhyme that will help someone remember a concept from this unit
Create three-word problems from information learned in this unit	Student Choice Activity (with teacher approval)	Define the unit's vocabulary words with sketches or drawings
Complete the review problems in the text book	Develop a game using skills learned in this unit	Identify four ways the concepts in this unit are used in the real world

Reflection and Feedback

1. How does using student learning preference meet the goals of differentiation? How was your understanding of this question affirmed, challenged, or added to during the training?

2. What strategy did you select to implement in your classroom? Why?

Possible sentence frame for question 2: "I will use _____ for _____. This will help me differentiate using learning preference because _____."