Robin Fogarty & Associates

Present

Differentiated Instruction: *Learners & Lessons*

at

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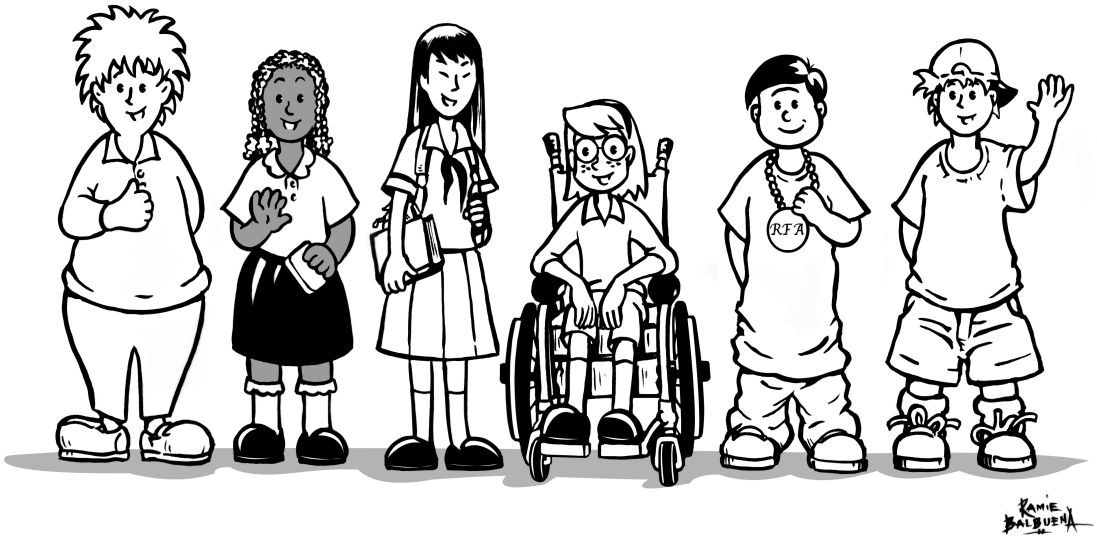

Different Brains! Different Learners!

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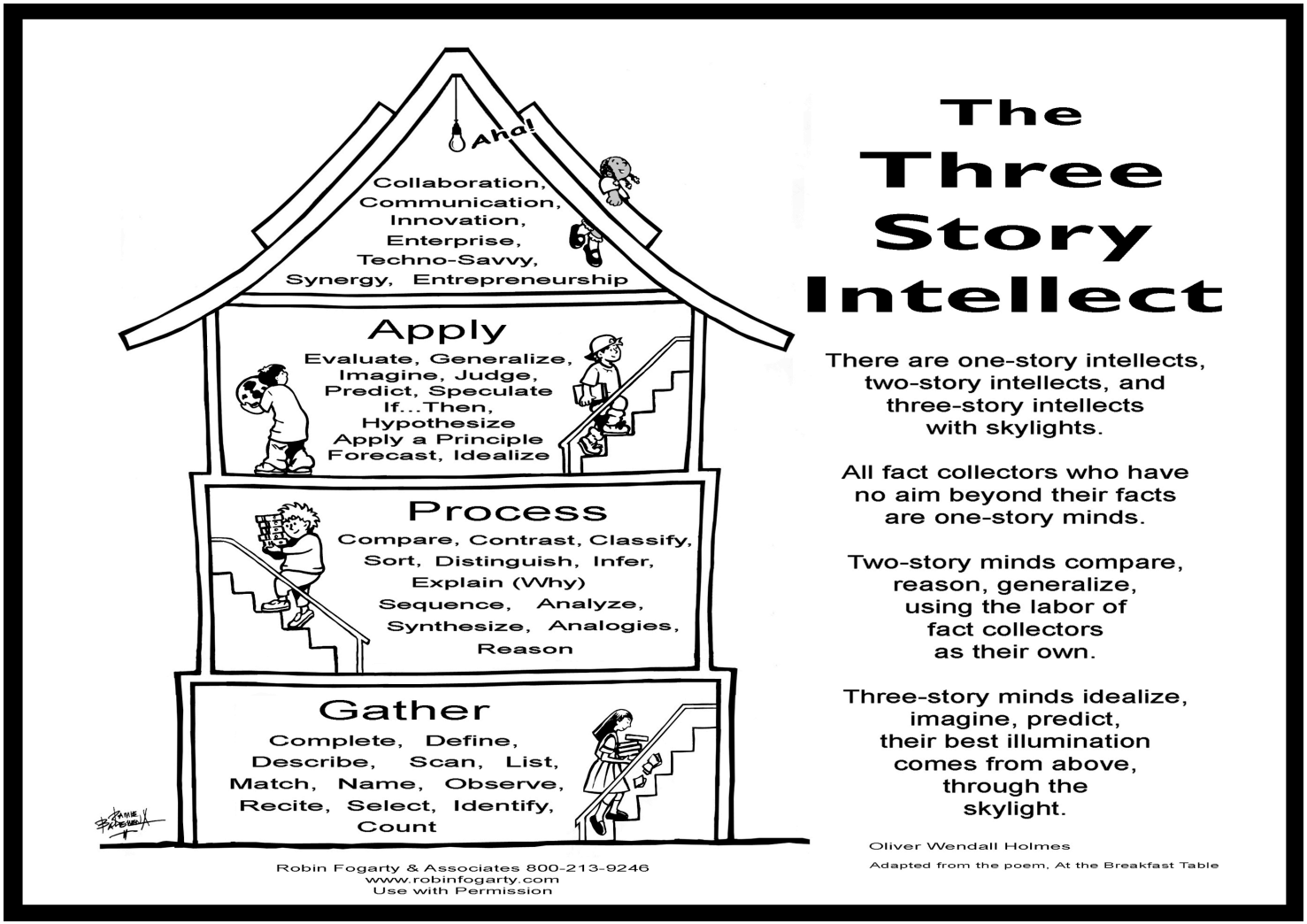

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Differentiated Instruction

Research Part I: Lessons

THREE-TIERED LESSON

Concrete Level of Instruction

Hands-on-DOING

Use Lesson Tier I to make the learning close to the real experience. **Concrete**
Let students manipulate something in a visceral experience (The real deal)
Example:
Students play with magnets, touch them and experience the attracting or repelling; field trip to museum (experiential)

Representational Level of Instruction

Visual, Auditory-VIEWING, (HEARING)

Use Lesson Tier II to represent the target skill or concept with drawings, diagrams, visuals. Let students represent the meaning in symbolic ways. **RepresentationI**
Example:
Computer programs that show the concept or skill or provide interaction.

Abstract Level of Instruction

Language - CONSTRUING MEANING

Use Lesson Tier III to involve language in the abstract. Any activity or learning experience that involves language is abstract. Reading, writing, speaking, listening involve sophisticated language skills. **Abstract**
Example:
Writing an essay, report or research paper.

Differentiated Instruction

Research Part II: Learners

Strategies of Diverse Learners

Developing Learner
Identify and Make up Gaps
Direct Instruction
Structured Activities
Concrete Activities Fewer Steps
Close to Experience Simpler Reading Deliberate Pace

Advanced Learner
Skip Practice of Mastered Material
Complex Activity
Open-ended Activity
Abstract Activity
Multifaceted Activity
Advanced Reading
Activity with Depth
Compact Information

English Learner
Cooperative Buddy Translation Partner
Visuals; Graphic Organizers Pictures, Drawings
Hands-on; Bodily Kinesthetic
Auditory Cues; Tapes Videotapes; DVDs
Internet Activities / Self-correcting

Special Needs Learner Individual Education Plan Classroom Aide
Peer Tutor; Cooperative Partner
Specialists, Resource Teachers
Software Feedback Tools Classroom Environment \
Parent Involvement
Facilities Modifications

Getting Started / Moving Along

Lo-Prep Differentiation
Choice of Materials Homework Options Flexible Seating
Jigsaw
Questioning Strategies
Cooperative Learning Product Options Assessment Options

High Prep Differentiation
Stations
Centers
Choice boards Entry points Tiered activities Learning contracts
Simulations Rubrics

FAQ - Differentiation

1. How do you change content when you can't change the standards?
2. How do you change the assignment… keep dignity for the student?
3. How do you assess various assignments for the high school?
4. How do you prepare all students for the test at their level?
5. How do you do all this active engaged learning and keep pace?
6. How do you do cooperative learning in open concept classrooms?
7. How do you write a lesson for every kid?
8. How do you differentiate for 120-150 students in HS setting?
9. How do teachers co-teach effectively with no time to plan together?
10. How do teachers differentiate / address standards at the same time?

Three-Tier LESSONS for Diverse LEARNERS

Appropriate for Readers' Theater and/or Cooperative Tear-Share Reading

Doing, Viewing, Construing Meaning

Teachers today need a vast repertoire of teaching, learning strategies to meet the diverse needs of their students. This session is designed for professional collaboration, as teachers learn about the link between LEARNERS and LESSONS. There is no mystery to differentiated instruction.

Different Brains, Different Learners!

The brain science tells the story of how every brain is wired differently and has a entirely unique schema. That vast diversity in student talents and needs dictates a vast repertoire of teaching strategies. 3-Tiered Lessons that design concrete, representational, abstract elements in a lesson provide that multimodal differentiated approach. Students learn as they: Do, View, Construe Meaning.

Concrete, Representational, Abstract.

Practice developing a *concrete*, hands-on facet to the lesson: Have students *do* something. Add a representational element to *display and show* student ideas for viewing-live or digitally. Finally, incorporate the *abstract* element of language skills for students as *construe meaning* with a deeper understanding of the text through speaking and listening strategies as well as reading and writing strategies across the disciplines.

Primary-Grades K, 1, 2

The 3-tiers of the lesson become the beginning of centers as part of small group learning within whole class instruction. Centers or the beginning of centered work, enhance the whole group instructional model with options and choices as the lesson evolve.

Intermediate Grades 3,4,5

The 3-Tier Lessons provides rich, robust lessons over several days, that tap into the talents and needs of the students. As the teachers find various ways to introduce, to practice and to master the learning of a concept of skill, this lesson design serves them well.

Middle / High Grades- 6-10

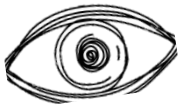
The 3-tier model can be used quite successfully as 3 temporary stations within a lesson, as students rotate through the various stations and assignments. 1) One involves constructing 2) Two is focused on appropriate media or visual organizers and 3) provides comprehensive reading and writing assignments and assessments.

Discussion Questions:

1. Which comes first? Lessons or Learners? Why?
2. Give common examples of Doing and Construing Meaning.
3. Rank frequency of:
   _____ Concrete ___ Representational ___ Abstract lessons
4. Demystify the mystery of differentiated Instruction.

Teacher Key Differentiated Lesson: 3-TierTemplate

Grade:	**Examples:** K-12	**Subject:**	**Examples:** Math Social Studies, Science
Topic:	Concept/Skill	**Standard**	What standards are targeted in this lesson – abbreviations are OK (Power Standards with clue words or word)
Objective:	What you want the students to know at the end of this lesson, the "Take Away"		
Big Idea:	Generalizing the Objective; enduring learning		
Essential Question:	An open-end question, not academic, can be asked and answered multiple times, could apply to many subject areas and many grade levels, sometimes called a Driving Question		

CONCRETE "DO" 	***Examples:*** *Role Play, Simulation, Manipulative, Labs, Field Trips, Models Performance, Constructions, 3-D Printer, CadCam Software*
REPRESENTATIONAL " VIEW" 	**Examples:** *Maps*, *Charts*, *Timeline*, *Pictures*, *Video*, *Computer/Virtual*, *Films*, *Drawing/Illustration*, *Wordle*, *Poll Everywhere*
ABSTRACT "CONSTRUE MEANING" 	**Examples:** *Words, Languages, Reading, Writing, Speaking, Listening, Text, Books, Articles, Blogs, Dragon Dictation, Translation Software, Spritz*

1 – In your own words:
2 – Compare:
3 – Find an example:

Example Differentiated 3-Tier Lesson

Grade:	Middle 6,7,8	**Subject:**	Language Arts
Topic:	Figures of Speech	**Standard**	ELA Literary Elements, devices
Objective:	Literary Devices; Figures of Speech-Paradox, Ambiguity, Irony		
Big Idea:	Contradiction; Things Are Not Always What They Seem		
Essential Question:	Do literary devices distract or enhance the reading?		

CONCRETE "DO" 	***Examples:*** *Role Play, Simulation, Manipulative, Labs, Field Trips, Models Performance, Constructions, 3-D Printer, CadCam Software* 2. Mobius Strips with paradoxical statement "The beginning is the end. The end is the beginning."
REPRESENTATIONAL " VIEW" 	**Examples:** *Maps, Charts, Timeline, Pictures, Video, Computer/Virtual, Films, Drawing/Illustration, Wordle, Poll Everywhere* Show Optical Illusions Old/Young Lady, Vase/Face (Examples of paradox and ambiguity) Tessellations, Picture in a Picture Close up of flower seed pad and whole flower
ABSTRACT "CONSTRUE MEANING" 	**Examples:** *Words, Languages, Reading, Writing, Speaking, Listening, Text, Books, Articles, Blogs, Dragon Dictation, Translation Software, Spritz* Paradoxical statement; paradoxical situation, *"What Do You Call A Couple Of Physicians Sitting On A Bench?"* Ducks, Deer; Old Woman, Young Woman

Explain in Your Own Words: Paradox is confusing. It is one thing and then it isn't, it's another.
Compare with an Analogy: Paradox is like the kaleidoscope. Both keep changing.
Find One Clear Example in the Reading: Book? Chapter? Page? Para? Line? In *Miss Nelson is Missing*
The main character is a paradox because she is nice and she is mean . . . the teacher disguises herself as a witch.

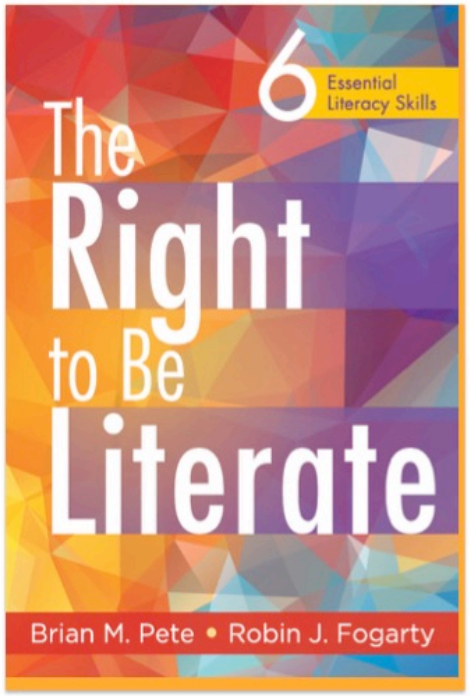
Practice: Differentiated Lesson 3-Tier Template

Grade:		**Subject:**	
Topic:		**Standard**	
Objective:			
Big Idea:			
Essential Question:			

CONCRETE "DO" 	***Examples:*** *Role Play, Simulation, Manipulative, Labs, Field Trips, Models Performance, Constructions, 3-D Printer, CadCam Software*
REPRESENTATIONAL " VIEW" 	**Examples:** *Maps, Charts, Timeline, Pictures, Video, Computer/Virtual, Films, Drawing, /Illustration, Wordle, Poll Everywhere*
ABSTRACT "CONSTRUE MEANING" 	**Examples:** *Words, Languages, Reading, Writing, Speaking, Listening, Text, Books, Articles, Blogs, Dragon Dictation, Translation Software, Spritz*

1 – In your own words:
2 – Compare:
3 – Find an example in your reading/writing:

Celebrating 2017 Teachers' Choice Award!



2017 Teachers Choice Award

Read Fast - *Read Is A Verb*
Write Well - *Write Everyday*
Speak True - *Say What You Mean*
View Often - *Picture It!*
Represent Always - *Show, Don't Tell*
Listen Hard - *Hear What Is Said*

The Right to Be Literate

6 Essential Literacy Skills: 21st Century Learners

Believing that every child has the right to be literate, realized not just in what we say, but by what we do, is the driving force for this professional learning opportunity. If kids can't, don't or won't read, school can become a nightmare not a vision of the future. The literacy game stays the same and at the same time, it has changed. The sameness is in skillfulness in reading, writing, speaking and listening. The difference is in the veil of technology, digital literacy and media literacy that enhance these standby skills. There is an enormous advancement in the mission and the management of how we teach literacy in the "touch screen world". Learn how to integrate six, active, engaging literacy strategies with the rigorous standards adopted by the states. Capture the concept of literacy and learning with these action-word phrases that highlight the Right To Be Literate passage for each and every student.

Objective and Outcomes:

- Learn Strategies that Ensure Students: Read Fast, Write Well
- Practice Strategies that Help Students: Speak True, Listen Hard
- Embrace Digital Literacy for Media Literacy: View Often, Represent Always

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Classic: 7-Step Differentiated Lesson Guide

Grade:	Level	**Subject:**	Disciplines
Topic:	Unit or Lesson	**Standard**	Prime and Secondary Standards
Objective:			
Big Idea:			
Essential Question:			

Hook: Motivates	
Input: Teachers Does	
Interaction: Kids Do	
Product: Evidence	
Assessment: Judgment	
Reflection: Life-long learning	

Teacher Key: 7 Step Classic Differentiated Lesson Guide

Grade:	Level	**Subject:**	Disciplines
Topic:	Unit or Lesson	**Standard**	Prime and Secondary Standards

Objective:	What kids will be able to know and do?
Big Idea:	Universal concept(s); worldly ideas, philosophical under-pinnings, larger perspectives
Essential Question:	Open-ended, universal, unanswerable questions that invokes thinking and inquiry; no one response; provocative

Hook: Motivates	Use surprise, unexpected, thought –provoking, exciting, attention-grabber; get kids interested; invite them to question, query, want to know**.**
Input: What Teacher Does	Change something to make learning accessible to kids...not louder and slower, but using your vast repertoire of instructional strategies.
Interaction: What Kids Do	Get kids involved, invested in the team-work or project; get them to own the learning in a self-directed way.
Product: Evidence of Learning	Encourage and challenge students with challenge and choice and options for providing evidence of learning; project-based, performances or products.
Assessment: Judgment	Use traditional paper and pencil/computer-based; Student Portfolios-electronic, real; web-based class portfolios, performance or product with scoring rubric
Reflection: Life-long Learning	Do metacognitive thinking about what and how and why task students just did-written or oral

Differentiated Lesson: 3-Tier Template

Grade:		**Subject:**	
Topic:		**Standard**	
Objective:			
Big Idea:			
ESSENTIAL QUESTION:			

HOOK *Motivates*	***Basic:*** ***Concrete -*** ***Representational -*** ***Abstract -***
INPUT *What Teachers Does-Information, Content, Context*	***Basic:*** ***Concrete -*** ***Representational -*** ***Abstract -***
INTERACTION *Kids Do-Activity, the Task* *Process*	***Basic:*** ***Concrete -*** ***Representational -*** ***Abstract -***
PRODUCT *Evidence of Learning*	***Basic:*** ***Concrete -*** ***Representational -*** ***Abstract -***
ASSESSEMENT *Judgment - Quality*	***Basic:*** ***Concrete -*** ***Representational -*** ***Abstract -***
REFLECTION *Life-long Learning*	***Basic:*** ***Concrete -*** ***Representational -*** ***Abstract -***

3-Tier Elem Challenge Differentiated Lesson

Grade:	*Kindergarten*	**Subject:**	*Science*
Topic:	*Magnet*	**Standard:**	K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
Objective:	Learn how to find out about new things by doing something and learning words		
Big Idea:	Investigation; Trial and Error		
Essential Question:	How Do We Know What We Know?		
Hook: Motivates	**Basic***: Stick* your *sticky* note up with a picture of much you like science. **Concrete:** Pairs face each other: Hold Hands. Push / Pull (3X). Examples? **Representational:** Draw **Abstract:** Turn &Talk-What is a magnet? Describe.		
Input: Teachers Does	**Basic***:* Science means asking about how and why things work. Vocabulary: *stick, sticky, attract, repel, magnet, force, motion, together, apart* **Concrete:** Pass magnet with objects around that attract **Representational:** Show on number line-How many liked the lesson **Abstract:** Write the words on large word cards.		
Interaction: Kids Do	**Basic***:* Students try an assortment of objects with the magnet and sort the ones that stick and the ones that don't stick **Concrete:** Act our the vocabulary word you draw from pile **Representational:** Draw something that shows a *force* **Abstract:** In new pairs play fish with the vocabulary cards		
Product: Evidence	**Basic***:* Show drawings of what "sticks and what does not stick". Put X on object. Talk in pairs about why some objects stick and some do not stick. **Concrete:** Find 3 other things that stick and put on your paper **Representational:** Draw 2 magnets; show arrows for sticking magnets **Abstract:** Choral read the chart about magnets with me		
Assessment: Judgment	**Basic: Say:** Self-Assess - I did _____ because _____ **Concrete:** Use one hand-*Great*- Five Fingers up, *Good* 4 up, *OK*-3 up **Representational:** On a scale of 1-5, mark how well you did **Abstract:** Give yourself an A B or C for your work today.		
Reflection: Life-long Learning	**Basic:** What was easy to do? What was hard? **Concrete:** one hand up if easy; 2 hands up if hard **Representational:** Smiley if easy; Frown if Hard **Abstract: write:** Easy-Write Yes on screen; No, write hard		

Middle Level Challenge Example-3-Tier Differentiated

Grade:	Middle	**Subject:**	Biology-Human Body Systems
Topic:	Skeletal System	**Standard**	Biology – The Human Body
Objective:	Knowledge of Human Body Skeletal System		
Big Idea:	Systems, Connections, Structures		
ESSENTIAL QUESTION:	How does the skeletal system work and what do we do when it doesn't.		

Hook:	**Basic:** Teach Song **Concrete:** Memory Pegs **Representational:** Picture of Human Skeleton **Abstract:** Song- DRY BONES "Them bone's connected to the____
Input:	**Basic:** Text, Chapter, Section **Concrete:** Skeleton Model from Lab on Display **Representational:** Diagram of Human Skeleton in Science book; Video **Abstract:** Text? Chapter? Section? Selections from Tex
Interaction:	**Basic:** Do attribute web of skeletal system **Concrete:** Build Model of Skeleton with movable joints **Representational:** Complete an attribute web on the skeletal system **Abstract**: Write about Skeletal System using words from attribute web.
Product:	**Basic:** Created jointed skeleton of human body **Concrete**: Movable Model to display on BB **Representational**: Science video about human body systems **Abstract:** Create a "jointed" skeleton of the human body
Assessment:	**Basic:** Select 3 criteria for a scoring rubric **Concrete:** Identify parts of skeleton system and determine most fragile. **Representational:** Venn Diagram C/C Skeletal System / School System **Abstract:** Select 3 Criteria for the Scoring Rubric on the skeleton assignment
Reflection:	**Basic:** Rate final product on a scale of 1-10 **Concrete**: Use clay or silly putty to make an accurate model for kindergarten **Representational:** Self-assessment of work in unit- A, B, C, D Justify **Abstract**: Rate Skeleton-final product /process, on a scale of 1-10. Why?

At-a-Glance: Differentiated Lesson Guide

Grade:	11th	**Subject:**	Consumer Math
Topic:	Mental Math Estimation	**Standard**	Target Standard: Mental Math/Estimation
Objective:	Mental Math Skills/Computational Estimation by Rounding Off		
Big Idea:	Estimate, guesstimate provide insight to the final picture		
ESSENTIAL QUESTION:	Estimation: the Good, the Bad, the Ugly		

Hook: *Motivates*	**Basic Lesson:** Use *"Quick and Dirty" estimation exercises* **Concrete -** Guess weight of suitcase for 50 lbs (? kg) airline limit **Representational -** create excel sheet of estimated / actual costs **Abstract -** Write about virtues of mental math
Input: *Teachers Does*	**Basic Lesson:** estimating strategies-round off, tens, visualize **Concrete -** Estimate cost of 3 flower deliveries **Representational -** use graph estimated weight gain/loss for week **Abstract -** Weekly Shopping List with total estimated
Interaction: *Kids Do*	B**asic Lesson:** Timed Relay Teams on Estimation Questions **Concrete -** Find the heaviest backpack using estimation skills **Representational -** https://www.**youtube**.com/watch?v=Z7pKRrdBY90 Jun 20, 2016 - Uploaded by Joseph Case High School Media Channel Sequel to "Mental Math" Written, Shot, and Edited at Joseph Case High School (In 7 Days!) JCHS MEDIA **Abstract** Write jingle or song about the power of estimation
Product: *Evidence*	**Basic Lesson:** Estimate payments for motorbike over 3 years, including down payment, **Concrete -** provide a fair booth for estimating weight **Representational -** Do scale drawing and estimate **Abstract:** paragraph extolling the virtues of estimation
Assessment: *Judgment*	**Basic Lesson:** End of chapter test-P/S with estimation **Concrete -** Role Play Estimation Exercise that went bad **Representational -** Do a comic depicting estimating height of tree **Abstract -** Critique pros/cons of mental math
Reflection: *Life-long Learning*	**Basic Lesson:** Write a reflection on mental math **Concrete -** Human graph on Estimation **Representational -** With Google map estimate commute **Abstract -** 2s Write 2 scenarios estimation scenarios-