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**SEC 300**

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**Differentiation for Individual Needs: Models and Individual Needs**

Examples of Differentiation:

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| **Model** | **Meeting Individual Needs** |
| Direct Instruction | The **flexible grouping** aspect of direct instruction would enable me to allow my students to practice knowledge and skills with groups of peers with either: a. similar interest/skills or b. mixed-achievement skills and insights. I could easily incorporate this in presentations and reenactments to get everyone involved. |
| Concept Development or Attainment | **Data sets** are an excellent way to ensure practice and acquisition of key terms, symbols, themes, characters, etc. for all students. I could easily use these to provide students with a (re)grouping exercise to aid when reading works such as Shakespeare’s *Macbeth* and time limits and practicing can vary. |
| Inquiry | **Interviews** would be a great way for students to demonstrate inquiry by asking questions and finding solutions. This could also introduce journalism and writing in journalistic style. A inquiry project that I could use would be have students interview each other, while their partner adapted the role of a *Macbeth* character. In doing so, students can have personal discovery with some teacher-selected problems, and determine their own differentiation approaches. |
| Cooperative Learning | **Jigsaws** are useful tools for cooperative learning because they not only provide differentiated instruction, they also allow students of different learning types to contribute to group projects. Students will assemble the jigsaw with completion of different tasks (creative, analytical, summary, etc. centered) and then evaluate their peers’ contributions. |
| Optional | **Socratic Seminars** have always been one of my favorite things in English and they serve as useful tools for modeling individual needs. Students can come up with their own discussion questions, providing their own feedback for their peers, and contributing a pre-determined amount of comments, etc. Socratic seminars can also be on a vast amount of topics, such as a specific passage or even a clip from a film relating to the current literary work. |

**Examples of Differentiation within each of the five unit lessons:**

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| **Model Lesson Plan** | **Type of Differentiated Instruction with short description. (Only need 4)** |
| Direct Instruction | Interest Centers/Groups: A differentiation activity that I want to incorporate into my Direct Instruction lesson would be interest centers/groups to wrap-up our study on *Macbeth*. Group options could be: final discussion of Macbeth’s mental instability in Socratic seminar format, create a short graphic presentation of a scene in the play, or write a short modern day interpretation of a scene. This could be later presented to the class as a whole. |
| Concept Development or Attainment | Flexible Grouping: The portion of this lesson in which students must work in groups to silently reenact a scene in *Macbeth* to actively portray the theme of fear is an example of flexible grouping. Randomly assigned groups will be most beneficial because introverted and extroverted people can collaborate for a balance of reason and creativity. All students will have the skills to work collaboratively because they will have to perform in front of the class and everyone will have to take part, utilizing their peers insights and opinions. |
| Inquiry | Multiple Levels of Questions: A slide in the Smartboard presentation asks a series of questions about the Renaissance era, *Macbeth*, and characteristics of tragedies. These questions vary because some are of foreign to the students, such as the introduction of the Renaissance, and some are reviews, such as tragic heroes. There is also the opportunity to collaborate with peers to get the correct answer. |

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| Cooperative Learning | Much like the concept development lesson, this lesson utilizes flexible grouping. The portion of this lesson in which students must work in groups to present textual evidence of their assigned symbol or motif is an example of flexible grouping. Randomly assigned groups will be most beneficial because introverted and extroverted people can collaborate for a balance of reason and creativity. All students will have the skills to work collaboratively because they will have to perform in front of the class and everyone will have to take part, utilizing their peers insights and opinions. |
| Choice (model of your choice) | Tiered Assignments & Products: While flexible grouping is utilized in this cause and effect module, the lesson also offers differentiation through tiered assignments in which each student is accountable for their own work. They might work together with group members to find textual examples for cause and effect, as well as present, but later they must actively listen to other presentations and record the classes’ findings. This is a seemingly easy task but requires active participation and focus from every student. |

1. **Accommodations and Modifications: Strategies for Lee**

* **What are the student’s Strengths and Affinities? Name 3.**

Remembering facts, attention to detail, telling what she knows

* **What are the student’s concerns? Name 3.**

Brainstorming, relating new knowledge to personal experiences, creating new idea

* **What are 3 interventions you can use to help this student in your subject area? Hint: Use the strengths to help overcome the concerns.**

-Giving a list of options for prompts but ultimately having her choose

-Develop positive brainstorming activities by having a basic KWL chart so Lee can organize her information

-Provide Lee with a strategy sheet so she can see step by step processes and plan

* **What is one strategy you would use with the student and why? Please describe it briefly.**

Composition: I have difficulty organizing my idea when I write research paper and essays.

* **POWER**: Plan, Organize, Write, Edit, Revise
* This will give Lee a tangible and way of prewriting and allow her to see what she needs to do to complete the writing assignment. It will also serve as a structured guideline when writing and better for organization.
* **What are the steps to teaching a strategy? List them.**

<http://coe.jmu.edu/LearningToolbox/how.html>

-Secure student commitment to learning strategies,

-Identify specific problems student is having his/her courses.

-Using the Learning Toolbox Questionnaires to Determine Student learning needs.

-Identify courses and student learning needs of most concern and prioritize them.

-Teacher reviews how to implement strategy and discusses strategy with other teachers.

-Introduce the strategy to student using advance by using advance organizers and by building meaningful connections.

-Describe the strategy and model how to use it.

-Teacher provides guided practice.

-Possible parent assistance guidance.

-Instruct students to utilize strategies in other courses.

**Differentiation with the use of Graphic Organizers and Study Guides**

1. **Graphic Organizers:** There are evidenced based organizational accommodations that will help all of your students, but they are especially helpful for students with learning difficulties. These organizational aids include graphic organizers, study guides, and models. Most of you have already used these in one or more of your lessons. Please describe when you have used these techniques in your lessons. If not, where could you put them? You should have two of these organizational aids in your unit.

**Description of Graphic Organizer 1:** In my Multiple Inquiry lesson, in particular during the Smartboard presentation, students are given a graphic organizer to aid while reading William Shakespeare’s *Macbeth.*  Quite often students are distracted and frustrated with the use of outdated or foreign words. This graphic organizer helps readers’ associate old Shakespearean words with their contemporary counterparts. In the left hand column students will give the Shakespearean word and its meaning and in the right hand column students will provide the modern meaning/synonym.

**Description of Graphic Organizer 2:** In my Direct Instruction lesson, student would be concluding their study on *Macbeth*. The final wrap-up includes a few comprehension and text analysis questions, one of which asks students to assess their knowledge of Shakespearean tragedy and the character of tragic heroes. Students are walked through this bubble-chart like organizer with answering who the tragic hero is, what is his/her tragic flaw, who are the antagonists, and what are the catastrophes that lead to their demise.

Also during my Mutiple Inquiry/Smartboard lesson, I asked students to match the characters in the play with their descriptions and defining roles. This can be a pre-reading activity or during the initial. The purpose of this activity, which would fall under the visual/graphical model umbrella, would be to help students learn the main characters in the play and help differentiate between them while reading. It will also help them to define the characters in their own words so they can make personable connections.