


Helpful Hints to Differentiate

Differentiation can easily be implemented into your lesson. I know this because it is something that I do regularly and it is something that I see regularly in classrooms throughout Murrow community. Many have implemented effective strategies, such as layered curriculum, from the book *Differentiating in the High School Classroom* (Kathie Nunley) that was distributed to the staff a few years ago – **still a good resource!** Look for more helpful suggestions posted on the Murrow website in near future! – ermurrowhs.org

- A. **“Grouping with a Purpose”** – Although we are just a few days into the semester, many of you have already given your baselines/pre-assessments, graded them, and recorded them. Use the data that you have already gathered about your students and use it to strategically place students in groups to better accommodate their needs.
- B. Differentiating by CONTENT, PROCESS, or PRODUCT

CONTENT	PROCESS	PRODUCT
<p style="text-align: center;">Same task, but different sources of CONTENT information</p> <p>Example:</p> <p>Task: What were the economic, social, and political effects of the Great Depression on the people of the United States?</p> <p>Either have students choose from a selection of primary sources or assign individual students, or strategic groupings, a document to examine to complete the task.</p>	<p style="text-align: center;">Same content information, different learning PROCESS</p> <p>Example:</p> <div style="text-align: center;">  </div> <p>Have all students answer these questions based on the photograph given:</p> <p>Knowledge: Describe what you see in the photograph. Include as much detail as possible.</p> <p>Comprehension: Compare and contrast your home to the home you see in the photograph. What is similar and what is different?</p> <p>In addition to the first two questions, strategic groups would receive one of the following questions based on academic readiness level identified from data (baseline data, reading level, etc.).</p> <p>Tier 1: This photograph was taken during the Great Depression, if we could hear the people talking about their life, what would they be saying?</p> <p>Tier 2: This photograph was taken during the Great Depression. From what you see in the photograph, explain how you think this room might be used by the family and why.</p> <p>Tier 3: Assess the Great Depression’s social and economic impact on this family from the evidence in the photograph.</p>	<p style="text-align: center;">Same content information, same analysis process, different PRODUCTS</p> <p>For this form of differentiation, the teacher can assign a product or assessment to individual students or strategic groupings or students can choose different products or assessments to complete.</p>

Hope the helps!