



**Book Talk:**  
**Engage ALL Students Through**  
**Differentiation by Anne M. Beninghof**

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K-8

## Engage ALL Students Through Differentiation

*By Anne M. Deeringhoff*

Includes Lesson Plan Model plus **50** Strategies

# Introduction

- \* The term “differentiation” generates many visions among teachers.
- \* Carol Ann Tomlinson, leader in differentiation, describes teachers who differentiate as though who “strive to do whatever it takes to ensure that struggling and advanced learners, students with varied cultural heritage, and children with different background experiences all grow as much as they possibly can each day, each week, and throughout the year.”

# Why Differentiate?

- \* IDEA
- \* “Presence to Progress”
- \* NCLB 2001
- \* Closing the Achievement Gap
- \* The diversification of classrooms

# What this book provides...

- \* Effective strategies that lend themselves to differentiated instruction.
- \* Every idea has been teacher-tested and rated “practical” by teachers.
- \* Lessons are easily adapted to a variety of teaching situations.

## 2 Principal Facets of Differentiation

- \* Readiness level and learning style should be considered when planning differentiated lessons.
- \* Readiness level refers to a student's entry point when learning a specific piece of content or a particular skill.
- \* Learning style refers to the many conditions under which a student learns best.

# Learning styles

- \* Time of day, perceptual modality, seating preferences, lighting, global versus analytic thinking, etc., all effect how children learn.
- \* The research on perceptual modality (the sense used by a person to receive and comprehend information) provides key information on how this impacts the learning of struggling students.

# Struggling students

- \* Research on students who are low achieving show that these students have seven learning style characteristics in common:
  - Need for frequent movement.
  - Need for materials and instruction with a heavy emphasis on visual, kinesthetic, and tactile input.
  - Poor auditory perception and memory.
  - Preference for receiving instruction later in the day.
  - Preference for variety of seating, grouping, and environment.
  - Need for an informal classroom design.
  - Preference during elementary and middle school years for dim lighting.



- \* Research shows strong implications of the impact of learning style for struggling students, especially the need for tactile and kinesthetic input.
- \* As you are planning a lesson, create opportunities for all perceptual modalities to be addressed.
- \* And remember, ALL students like to have fun while learning!
- \* EAS Lesson Plan

# Strategies for Developing Thinking Skills

- \* Challenge Questions
- \* Task Cards
- \* Sticky-Dot Editing
- \* Ticket Out The Door
- \* Text Retell Cards
- \* Graphic Organizer Puzzles
- \* Boomerang Bookmarks
- \* Group Graffiti

# Strategies for Developing Thinking Skills

- \* 4 by 6 Posters
- \* Sweet Sheets
- \* Participation Punch
- \* Cup Stacking
- \* Brain Bags
- \* Pass The Plate
- \* TP The Room