

# Modified/ Differentiated Instruction

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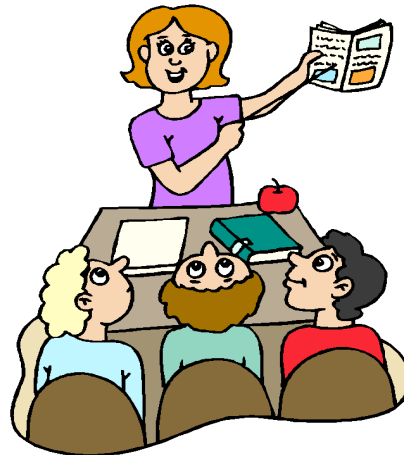
# What is differentiated/modified instruction?

- Differentiated instruction allows one to plan and carry out **varied approaches** to teaching in a **flexible** way.
- Differentiated Instruction makes it possible to maximize learning for **ALL** students.
- A teacher should **proactively** plan a variety of ways to 'get at' and express learning.
- Teachers will still need to **tailor** or **fine tune instructions** for individual learners, but learning options are available based on teachers knowledge of varied needs

***i.e. knowing your students***

- The chances are greater that the learning experiences will provide an appropriate fit for **many learners**.

*i.e. developing a series of strategies/activities and altering them slightly to match individual learners.*





# Curriculum Elements

- **Content-** what students learn. E.g. curriculum content
- **Process-** how students go about making sense of ideas and information. E.g. class activity or task
- **Product-** how students demonstrate what they have learnt. The 'end product'. E.g. Essay, speech, power point presentation, experiment.
- **Learning Environment-** the way the classroom works and feels. E.g. Making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration;

# Response to student differences

- **Readiness-** prior mastery of knowledge, understanding and skills
- **Interest-** the students curiosity and passion
- **Learning profile-** how the student learns and faces challenges

# Content, Process and Product Differentiation

*Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.*

*(Tomlinson & Allan, 2000).*



# Lesson Ideas for differentiated learning



# Jigsaw activity

- A cooperative learning technique.
- Just as in a jigsaw puzzle, each piece--each student's part--is essential for the completion and full understanding of the final product.
- If each student's part is essential, then each student is essential; and that is precisely what makes this strategy so effective.

*Show example*

*Handout*

# 3 tier Questioning/Learning Model

**Subject- Physical Activity and Sport Studies**

Year group- **9**

Topic- **Respiratory system**

Example #1

## Tier 1- Mainstream

Question:

**In one paragraph, list and discuss the structures involved in the breathing process.**

***(hint- begin with the mouth/nose and finish at the alveoli)***

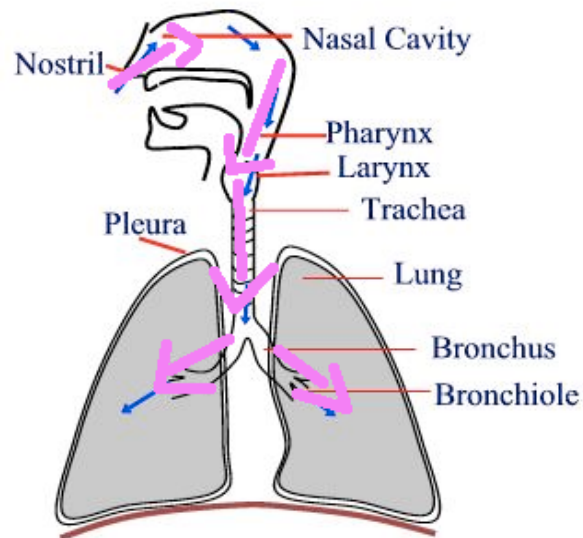
## Tier 2- differentiated

- ▣ Draw a **flow diagram** of the structures that are used in the **breathing process**.
- ▣ **Write ONE** sentence of the **role** each structure plays in the **breathing process**

*(hint- begin with the mouth/nose and finish at the alveoli)*

# Tier 3- differentiated

- Using the **proforma** provided, **place** the correct structures in the **missing boxes** to show the **breathing process**.
- Draw arrows** indicating **direction** of air flow.



# Activity #2- Geography question

- Create a **2 and 3 tier differentiated** framework based on this question:

**Topic- Natural Hazards-Social and Economic impacts of floods**

(Note: Class shown a video clip on Queensland floods)

- **You have been asked by the charity you work for to write a 300 word proposal asking for funds to assist people affected by the Queensland floods. You will need to explain the impact of the floods and why the funds are needed.**

(Students doing this activity would need to explain why the funds are needed highlighting the economic and social impacts of floods)



# Geography- Lesson and Assessment ideas



💡 Tip: Ask a question orally, students answer via Socrative. [Learn more](#)

My Room Number

15569

Responses

23/0

**Responses:**

We really don't need to know too much



we need to know what they do and what they look like in order to treat them



We need to know how to be prepared for them.



what they are, how to stop them, and what causes them to happen.



How to prevent them from happening and preserve our life, property and our homes.



We need to know how natural hazards occur and how they can lead to disasters. We also need to know how we can either stop these hazards or how we can otherwise become safe from them.



we need to know how they are formed, what we do in case of an emergency, seeing all the factors involved in the making of one and what types there are



We need to know how they are caused, how to protect ourselves from them, and what we should do if we are ever in one.





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- Introduction
- Natural Hazards in Australia

## Natural Hazards in Australia

Watch Bushfires <http://www.youtube.com/watch?v=mZldT6DIVvU&feature=related>  
[www.socrative.com](http://www.socrative.com) to answer the following questions

1. Why should we find about natural hazards?
2. What do we need to know about natural hazards.
3. In pairs develop research plan for ONE natural hazard in Australia. Choose from Bushfires, floods, earthquakes, drought, cyclones, storms, earthquakes. Copy the table below into your notes and develop a plan of research on your chosen natural hazard. Create a wiki page and insert you research plan. Use the wiki for you presentation. You will have 5 lessons to complete the research.

What do I need to know?	What could I know?	Sources of information e.g. textbook, website, clickview, interviews (at least four different sources)	Presentation method Poster, video clip, newspaper article, poem. (at least three different methods)

# 10GEOGNaturalHazards

## ☆ Lachlan Jerram, Michael Rodgers, Tom Luchese

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### FLOODS

By lachlan jerram

[poster on effects plans and solutions.docx](#)

[impacts floods.pptx](#)

By Michael Rodgers

What do I need to know?	What could I know?	Source of information e.g. textbook, website, clickview, interviews, (at least 4 different sources)	Presentation method:
1. How is it formed: Causes, types, differences of types, why floods happen.	Floods in the world, biggest flood ever,	Textbook, websites	Michael: Newspaper article  (At least 3 different methods)
2. Prepare and prevent			Lachie: Poster
3. People involved			Tom: PowerPoint

- Wiki Home
- Projects
- Pages and Files +
- Members +
- Recent Changes
- Manage Wiki

Search Wiki

- ▼ All Pages
- home
- Christian and Andrew
- Floods Page
- Cyclones
- Cyclones (Nick and Josh)
- Del Gigante and Fisher
- Floods
- FIOoDs (Jeremy, Chris and Jake)
- Floods (Mitchell Staniforth and Lachlan Williams)
- Floods - Mathew Leslie and Ben Clarke
- Floods - Sam Zimbulis & Lachlan Condon
- Lachlan Jerram, Michael

# Modification of Assessment Tasks and Exams

## Some ideas to consider;

- Allow students to express themselves in ways other than written language alone.
- Give product assignments in smaller increments, allowing students to complete one portion at a time
- Prepare timelines for product work so that tasks seem manageable and comfortably structured.

- Increasing the readability of product assignments- e.g. rewording particular words/vocab that students may find difficult to interpret. Simplifying the language of the text.
- Chucking of information on product assignments into dot points to increase the readability fro students.
- Providing templates that guide students through each step of doing research.

- Increasing the font of the script and underline/colour key content and action words.
- Conduct mini workshops on particular product skills such as taking notes in research, conducting interviews, drawing conclusions, editing and so on.
- Providing a variety of literacy activities in product exams for students to complete

# Give it a try!

Using your task, differentiate accordingly to meet the needs of learners in your class

# Wrap up

- The more differentiated a classroom is, the more its students feel successful and motivated, resulting in higher student achievement.
- Teachers need to provide several learning options, or different paths to learning, which help students take in information and make sense of concepts and skills.
- Teachers need to provide appropriate levels of challenge for all students, including those who lag behind, those who are advanced, and those right in the middle.