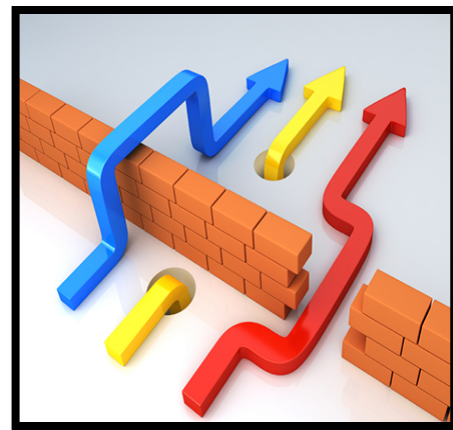


Quick & Easy Strategies for Differentiation

Here are some quick reflection questions that result in effective differentiation with minimal extra effort. If you have five minutes to spare, all you need to do is ask yourself:

- ✓ Can I change any activities to target more kinetic learners (i.e. keep the same content/outcome but do it in a gallery walk instead of at their seats)?
- ✓ Can I post a visual schedule on the board/overhead?
- ✓ Can I build in time to check-in with students I know will struggle?
- ✓ Can I accompany my oral instructions with visual reinforcement?
- ✓ Can I build in natural transitions for students to take a concentration break?
- ✓ Can I define words I'll be using that they might not know?
- ✓ Can I provide more than one way for students to show their understanding (ex. if the activity involves writing the answer, can a student quickly relate the answer orally)?
- ✓ Can I break this down into more explicit skills (i.e. 'by the end of class you will be able to do XYZ. First, we are starting with skill X')?
- ✓ Can I provide a 'reference guide' (ex. formula or essay structure cheat sheet) to students who have difficulty with memory?
- ✓ Can I break down when I expect of students into self-differentiating learning targets (i.e. 'I expect all students to be able to do X, some students to be able to do X & Y, and a few that really get it and want to challenge themselves, to do XY & Z')?
- ✓ Can I build in a quick check for understanding (ex. thumbs up/down/sideways, exit slip, give one/get one, CSI)?
- ✓ For students weak in executive functioning skills (i.e. planning, organizing, time management, impulse control) can I build in time to support them (ex. finish class three minutes early to write in agendas or set reminders on phones)?
- ✓ In a scaffolded activity (i.e. 'I do, now we do, now you do') can I extend the 'we do' part for some students while others are working independently?
- ✓ If I'm assigning homework, can I make sure it's just focusing on one skill? Can I reduce the volume for specific students? Can my schedule accommodate giving students two days to complete it instead of one?



If you have more than just a few minutes, you can also ask yourself:

- ✓ Can I create skeleton notes instead of having students copy down everything?
- ✓ Can I provide options for students based on their self-assessed abilities (ex. a choice of one of three questions to answer, different texts to read)?
- ✓ Can I make an extension activity available that will review (ex. a puzzle, crossword, partner pair/share), preview (ex. for SS: a moral reflection question based on the upcoming lesson) or extend (ex. for MA: use a question from the grade above on the same concept)?
- ✓ Can I be more explicit in teaching specific strategies that will help students be successful at the tasks I am asking them to do (ex. using THIEVES to help them answer questions from a textbook)?