

Differentiation Frayer Chart

by the Intermediate Working Group 2010-2011

<p><u>IS</u></p> <ul style="list-style-type: none">- a method of teaching (approach)- teaching to individual needs- multiple instructional strategies and assessment- range of expectations, but still clear and high- student choice - engaging, collaborative, creative- allowing multiple ways of showing learning- not limiting- uses MI, learning styles, interests, etc. to know your students and inform your teaching- based on the individual child- offering individual support when needed- all encompassing / cross-curricular- student driven/led- when kids are aware they work to their own potential- enrichment / challenge- variation in pace, timelines- structured and organized	<p><u>IS NOT</u></p> <ul style="list-style-type: none">- expecting all students to be able to do, understand the same things- fixed end point- an individual program for every student in a class- being told what to do all the time with no choice- forced- making kids feel different/stand out- special needs education- punitive- lack of routine- putting individual needs ahead of group / majority needs
<p><u>EXAMPLES</u></p> <ul style="list-style-type: none">- open-ended questions- guided reading, lit circles, info circles, Reading Power- centres- purposeful groupings; heterogeneous, flexible- projects that can be done at the level of the student while still pushing them- reading at own level- choice- teaching from a concept rather than a set program- backward design- inquiry- science fair, heritage fair projects- project presentation choices- recording students' oral responses for assessments- use of visuals, music, movement, etc.	<p><u>NON-EXAMPLES</u></p> <ul style="list-style-type: none">- standard worksheets- whole class novel study and worksheets without support- using only one textbook / resource all year- time-filler assignments- pull-out learning time- single learning style focus- same timeline / pacing for everyone