

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