

CUEcard

Collaboration Unity Equity

for Differentiating Instruction

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Follow these general principles to respond to student needs:

Clear learning goals

- Big ideas
- Standards
- Benchmarks
- Access Points

Ongoing assessment and adjustment

- Pre-Assessment
- Formative
- Summative

*Flexible Grouping

- Linked to assessment data

Positive learning environment

- Cooperation
- Community
- Diversity

Respectful tasks

- Challenging
- Interesting
- Engaging
- Extending

To differentiate:

- **Content:** What is learned
- **Process:** How it's learned
- **Product:** How students show what they learned

According to students':

- Readiness
- Interest
- Learning Profile

Adapted from Carol Ann Tomlinson, University of Virginia



*Flexible grouping

Groups are:

- Short term, fluid
- Varied in arrangement

Groups have:

- Clear directions
- Effective behaviors

Grouping can be:

Pre-selected:

- Readiness
- Interest
- Learning Profile

Random:

- Content
- Prior knowledge
- Socratic seminars

T = Total Group

A = Alone/Individual

P = Pair/Small Group

Any teacher can differentiate instruction • Try one of the strategies on the next page

Low-prep Strategies for Differentiating Instruction

Jigsaw Strategy

- ▶ *In small Home Groups each student reads a different section of text. Students re-arrange into Expert Groups and discuss the same text section. All return to Home Groups to share points from Expert Group discussion.*

PURPOSE

- ▶ Learn and share information
- ▶ Group cooperation
- ▶ Individual accountability
- ▶ Support for struggling readers

Ways to differentiate with Jigsaw:

- Create and color-code groups based on reading levels
- Provide headphones and text on tape
- Conduct vocabulary instruction prior to reading
- Vary note-taking formats (e.g., column notes, word webs, fact-opinion, mind maps)



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Response Card Strategy

- ▶ *All students hold up cards (hand-written or pre-printed) in response to a teacher prompt.*

PURPOSE

- ▶ Full class participation
- ▶ Content review
- ▶ Quick, informal assessment

Ways to differentiate with Response Cards:

- Assign peer buddies for reading and writing
- Vary prompts by readiness
- Let students create prompts
- Form new groups



Exit Card Strategy

- ▶ *Students write responses to a teacher prompt on a card or piece of paper and turn cards in at end of lesson or class.*

PURPOSE

- ▶ Quick, informal assessment
- ▶ On-the-spot grouping decisions

Ways to differentiate with Exit Cards:

- Assign peer buddies
- Use computers
- Vary prompts by group
- Reteach as needed