Differentiating Instruction For Mixed Ages & Mixed Levels

Language, Literacy and Social-Emotional Development

Goal: To provide workshop participants with supports for designing and delivering instruction that matches the learning needs of children whose developmental levels vary.

Why Differentiate Instruction? (And why did you choose this station?!)

Where am I starting?

What are you already doing to differentiate instruction? This could be a particular kind of activity, a part of the day, an area of the room, or something you do for a particular child.

What other learning opportunities would you like to be differentiating?

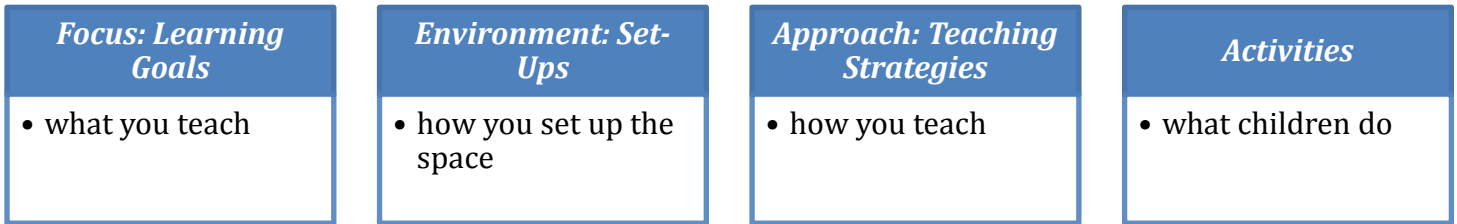|	
Activities	
Parts of the day	
Areas of the room	
Child profiles	

You Can Differentiate the:

Focus: Learning Goals	Environment: Set-Ups	Approach: Teaching Strategies	Activities
• what you teach	• how you set up the space	• how you teach	• what children do

When you differentiate whole-group instruction…

- *The focus* is on an area that benefits all children, with an emphasis on additional skills for some
- *The environment* is set up so that all children can engage in the learning experience in ways that match their developmental level
- *The approach* incorporates multiple ways of presenting information including verbally and with gestures, actions, print, visuals, songs, and/or concrete objects
- *The activity* is flexible so that children participate in ways that match their developmental level

How can I differentiate language, literacy, and social-emotional learning opportunities?

Match the support with the type! (There isn't "one" right answer…)

- Define and study unfamiliar words

- Have jobs that include children in ways that match their levels

- Model how to ask/answer questions

- Give options for dealing with unpleasant feelings

- Give positive feedback focused on what different children are working on

- Read and write a variety of text types

- Use conversations, books, songs, and drama to explain and clarify ideas

- Give children choices in how they participate

- Put print and visuals around the room – and use them as instructional supports!

- Share scripted stories related to children's lives

Focus: Learning Goals

Environment: Set-Ups

Approach: Teaching Strategies

Activities

Format	Focus	Environment	Approach	Activity
Whole group story time *(including children listed below)*	Learning goal for everyone: Relating to a character in a story	Set-ups that helps everyone: • Comfortable space with room each child and clear view of teacher • Book that is big enough for all to see • Book that is accessible to all (length, concepts, language) • Visual: T-P-S steps	Teaching strategies that help everyone: • Connect book to something in children's lives (idea of new sibling and related feelings) • Think aloud as you read (e.g., infer how Peter is feeling and why) • Explain unfamiliar words	Activities in which all can participate: • Children comment, gesture, and ask questions during read-aloud of *Peter's Chair* • Think-Pair-Share (T-P-S)

Supporting Individuals: Additional Learning Goals, Set-Ups, Teaching Strategies, And Scaffolding

Individual Child	Focus: Learning Goal	Environment: Set-Ups	Approach: Teaching Strategies	Activity
Raquel	Interacting with peers; taking turns			
Jack	How to keep body to yourself			
Sara	Language and knowledge development for story comprehension			
Kareem	Write as a way to think deeply about a text			

What do I want to work on right now?

Format	Focus: Learning Goal	Environment: Set-Ups	Approach: Teaching Strategies	Activity
☐ *Whole group* ☐ *Small group* ☐ *Center* ☐ _____ _____	Learning goal for everyone:	Set-ups that helps everyone:	Teaching strategies that help everyone:	Activities in which all can participate:

Supporting Individuals: Additional Learning Goals, Set-Ups, Teaching Strategies, And Scaffolding

Focus, Environment, Approach, Activity	
Child: _____	
Child: _____	