

DIFFERENTIATION

Differentiating?

Using the same topic or activity with all children in the classroom but with differentiated levels of questioning or activity is a very effective way of engaging all learners. An example of this is given below in 'The Bus Story' where the same story/activity is used for all the class but three levels of questioning are offered. (Adapted from the book Language for Thinking by Stephen Parsons & Anna Branagan - Speechmark©)

The Bus Journey:

Discussion Starters: Tell me about a journey you have made by bus. / How do you get to school?

The Story:

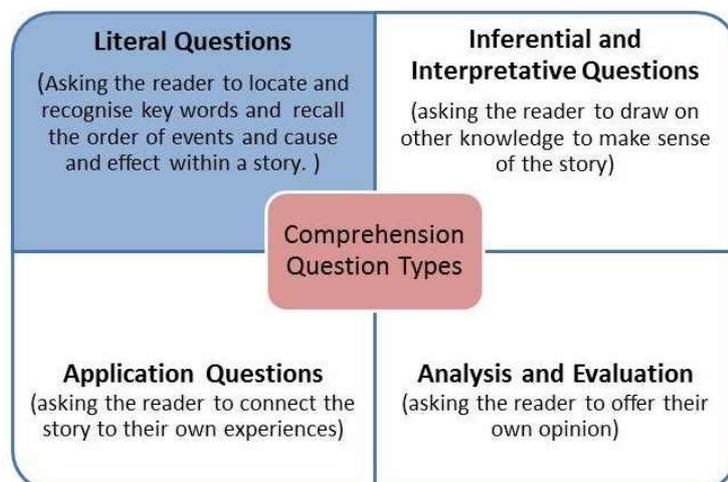
John is going home on the bus. The bus is very full but John gets the last seat. At the next stop an old lady with a walking stick gets on. A young man with a big bag of shopping also gets on.

LEVEL A QUESTIONING	LEVEL B QUESTIONING	LEVEL C QUESTIONING
Where are all the people?	What might happen if the bus goes too fast?	Why do you think there are so many people on the bus?
Who is standing?	Who needs a seat?	Why is it more important for an old lady to have a seat than a young person?
Who is sitting?	Where would John be if he let the old lady sit down? (Tell me)	Why might the old lady say 'No' to having the seat?
Who has a walking stick?	Why does the old lady have a walking stick?	Why might the old lady feel upset if she didn't get a seat?
Who is on the bus?	Tell me about this story using the word ' crowded '.	At the next bus stop there are more people. Why might they not get on the bus?
What is in the man's bag?	Why does the man use a bag?	Why shouldn't the man put too many things in his bag?

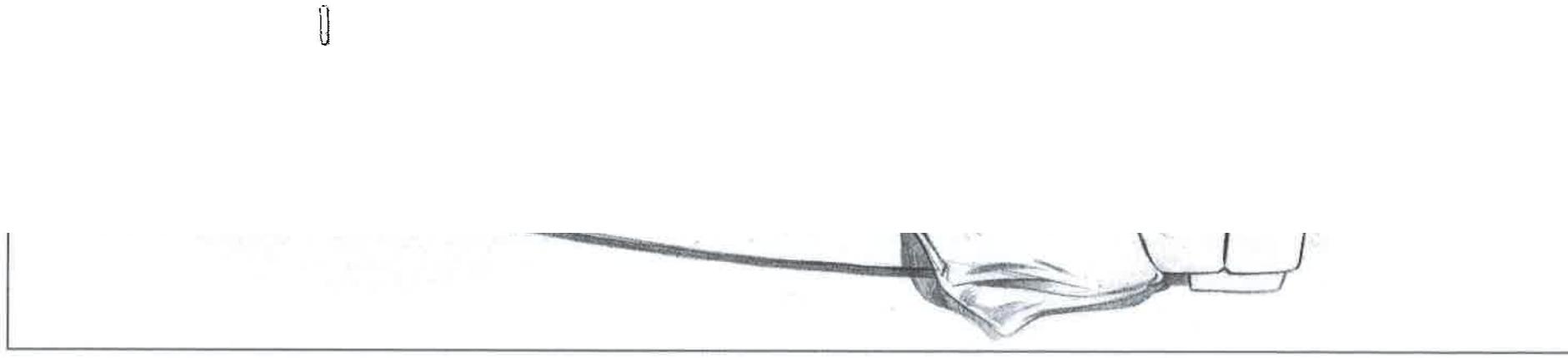
Practical Task:

With play figures act out John giving his seat to the old woman. What might John say when he is offering the seat? What might the old lady say? What might other people on the bus say?

Differentiate Questioning:



This activity (2-pages) is taken from the book: Language for Thinking by Stephen Parsons & Anna Branagan - Speechmark©



Scenarios 7: Remote control

Discussion starters Have you ever had arguments about which TV programme to watch?
What happened? How do you solve arguments?

Nathan and Katie wanted to watch TV. Nathan wanted to watch cartoons. Katie wanted to watch a programme about animals
Katie was holding the remote control. Nathan grabbed for the remote control. Katie held on to it.

Who is in the story?

How do Nathan and Katie feel?

* How do you know Nathan and Katie feel X?

What's happening?

* What else might happen?

What did Nathan want to watch?

Why shouldn't Nathan and Katie fight over the remote control?

What did Katie want to watch?

What could Nathan and Katie do so they did not need to fight?

What did Nathan do?

If Mum found Nathan and Katie arguing over the TV she might ask them to take turns. Why?

What do you do with a TV remote control?

What's the same about a remote control and a game console?

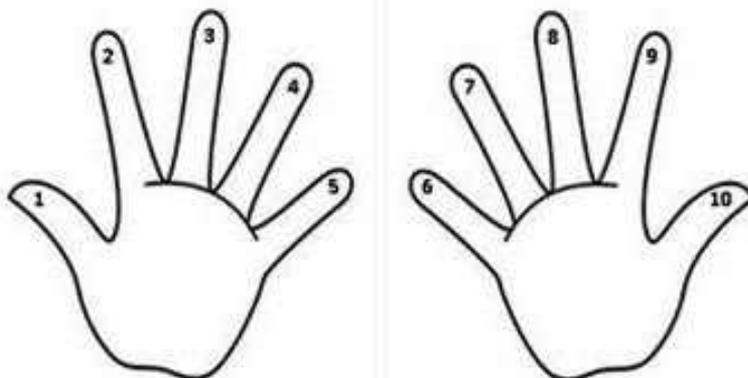
Practical task

With play figures or puppets act out Nathan and Katie fighting and then solving their problem. Use Worksheets 5 or 6 to draw/write about what happened (pages 173–174)

* ask lower-level question first

Counting on Fingers

Counting on fingers is an important skill for children to have. This is a great way for children to learn to add and a concept schools use as part of their early years mathematics programmes.



Start with 1–5 on one hand. Visually model counting 1–5 using your fingers. Teach the child to do the same. Start just rote counting 1–5, then say a number and see if they can hold up that many fingers. Move on to using two hands and counting 1–10.

Use the numeral concept cards (see page 48) and ensure the child can match the numeral to the number of fingers. This will help later when using their fingers for addition.

Tip

- Write numerals on their fingers (but only if they will tolerate, otherwise draw them on your fingers!).

Six Fun Activities for Counting on Fingers

1. 'How old are you?' Teach the child to show their age on their fingers.
2. *Songs:* Songs are a great way to reinforce counting on fingers. There are lots of songs that use counting on fingers as the actions; for example, 'Five Little Ducks', '1, 2, 3, 4, 5 Once I Caught a Fish Alive', 'Five Cheeky Monkeys Jumping on the Bed'.
3. *Art activities:* Do hand prints and then number the fingers. You can either practise writing the numerals or paste the numeral concept cards from page 48.
4. *Games:* A fun game is to roll a die and the child/children have to hold up the number rolled. Start with one die and build up to adding to numbers.
5. Take a photo of the child holding up 1 finger, 2 fingers up to 10. Use to make a book or use the photos for activities.
6. Use the photos from above to make an activity where they match the numeral to the number of fingers in the photo. This can also be used as a memory game.

irc e i e - Gree i s



Greeting peers by giving them an object

Ways to say

Hello
H Oia

Use your words.
say "hello"
or "hi"

Greeting book: ways to say hello



Greeting a peer with an age-appropriate "high five"

Sometimes
We ask

Greeting book: scripted questions to ask when greeting others

Physical Education



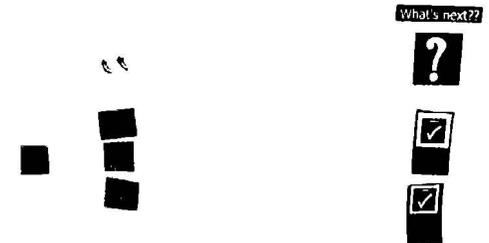
Using a counting flipbook for sit-ups



Jumping jacks, using a visual jig for feet placement

Using a music tape to clarify when sit-ups are finished

Taking balls off the wall ledge and placing into tube for stretching and toe touches (Balls indicate number of repetitions.)



A movement/exercise chart for two students to use simultaneously (Yellow cards represent repetitions.)

sic - Vis a C es



or each verse of the

Visual board for music: song cards for to-do list and name cards for turn taking are both arranged top to bottom.

Five Little Monkeys Sitting in a Tree
puppets and silk tree used to act out the rhyme

Old MacDonald Had a Farm: student chooses stuffed animal for class to sing about and places in barn when finished.

Patterns in Print

Materials: Cardboard covered with construction paper, apples with different patterns glued to board, matching apples glued to clothespins

Steps: Children squeeze clothespins onto their matching patterned apples.

Tips: A preliminary skill to recognizing words is to match visual patterns. Words and even letters are created of patterns. Teaching students to attend to details in printed matter will lead to better word recognition.

Alphabet - Matching

Materials: Cardboard covered with construction paper, lowercase letters written on board and on clothespins, pictures of interest to child or related to book for vocabulary practice

Steps: Clip each clothespin to its matching letter.

Tips: This activity is a next level to the previous task of matching patterns.

Literacy

Letters and Words

Writing - Letter Template

Dear Mom and Dad,
 I had fun at school today
 I played in centers with _____
 My chore was _____
 For snack I ate _____
 For lunch I ate _____
 I like school!
 Love,

Materials: Bin with vocabulary words + pictures on index cards, student's picture and name, template for writing a letter

Steps: Each day students complete a letter that is placed in the home/school communication journal. They are given a writing template with blanks to fill in. Students that are able to fill in the blanks independently do so; others, not yet at this level of writing words, look through the index cards for a clue about what should be written in the blank. Then, they copy those words to complete the sentences.

Tips: Thinking about the goal of this task may help with the setup and design. For example, if the goal is to compose a letter, having cues to aid in selecting words needed for sentence completion reduces the difficulty of selecting. Students, thus, write more freely. By having the task organized for the students, they are able to focus on the end result. When students complete such templates daily, they usually begin to memorize the parts incorporated into a letter. These strategies will help students feel comfortable with writing tasks.

Writing - Theme Templates

Triggy had fun deciding what to eat while he was in the cafeteria. He discovered that a cafeteria gives you many food and drink choices. If you could choose your favorite food to eat in the cafeteria, what would it be? Tell me all about your favorite food.

The food I like to eat is _____.

My favorite food is _____.

It looks so _____ that I like it. _____ is my favorite food. _____ is my favorite drink. _____ is my favorite _____.

My Favorite Food
 By _____



Materials: Sheet with paragraph about Triggy and question about students' favorite foods, starter sentences about the theme; more advanced task: sheet with title of topic and lines for student's name and written sentences

Steps: After talking with students about their cafeteria experiences and their favorite foods, teacher asks them either to fill in the blanks to complete the sentences or write their own sentences about the topic.

Tips: Repetitively using templates with partial sentences that represent beginning, middle, and ending ideas about a topic creates a script for students. If they have practiced this template format with a variety of topics, they have this script in mind when asked to write their ideas independently. Once students understand how to use a specific type of writing template, have them use this format across subject areas.

Numeracy

Data Collection

More Than One - Objects

Materials: 3 bins, clear containers with lids, pretend foods, labels

Steps: Students remove a container from the box on the left, look at the set in the container, and decide if the amount represents "one" or "more than one." Teacher assists students in saying the words as needed and encourages them to use alternate wording, such as "more than one" or "just one."

Tips: Students with special needs often are hindered in their ability to complete mathematical activities because of limitations in receptive and expressive language skills, as well as the conceptual development to describe attributes. Describing "more than one" and "one" requires the development of categorization skills. When teaching students new concepts, it is best to begin working with objects in the environment. Once students apply necessary language skills to define the quality of objects (i.e., length, weight), they then will be able to apply the concept to quantity (i.e., one, more than one, many).

More Than One - Pictures

Materials: 3 trays, cards with theme-based pictures, labels

Steps: Students remove one card from the tray on the left. They determine if the quantity of items on the card equals one or more than one and place the card in the corresponding tray.

Tips: Once students successfully determine if sets of objects amount to one or more than one, next, assess whether they can apply this knowledge to pictured sets. Never assume that children understand a concept before having them practice with a variety of materials and in a variety of ways.