

# WELCOME TO TABLE PROCESS!

“Process” refers to how we deliver the content to our students. Each student has a more effective way to retain new information and it is important that teachers provide multiple opportunities for learning.

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**The following text gives suggestions on how to differentiate instruction according to the subject.**

1. In group: choose **one** subject that is relevant for the majority of you.
2. In group: Read the paragraphs and discuss:
  - a. Which strategies are new to you?
  - b. Which strategies are you already using that are not present here?
  - c. What strategies would not work in your classroom? Why?

At the end, individually: choose **ONLY ONE** strategy from the paragraph that you wish to apply in your class. It can be your personal goal to test it with you students.

SOURCE: <https://resilienteducator.com/classroom-resources/examples-of-differentiated-instruction/>

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## **SUBJECT: Writing (Languages) - Differentiated instruction strategies for writing**

1. Hold writing conferences with your students either individually or in small groups. Talk with them throughout the writing process starting with their topic and moving through grammar, composition, and editing.
2. Allow students to choose their writing topics. When the topic is of interest, they will likely put more effort into the assignment and therefore learn more.
3. Keep track of and assess student’s writing progress continually throughout the year. You can do this using a journal or a checklist. This will allow you to give individualized instruction.
4. Hand out graphic organizers to help students outline their writing. Try fill-in-the-blank notes that guide the students through each step of the writing process for those who need additional assistance.
5. For primary grades give out lined paper instead of a journal. You can also give out differing amounts of lines based on ability level. For those who are excelling at writing give them more lines or pages to encourage them to write more. For those that are still in the beginning stages of writing, give them less lines so that they do not feel overwhelmed.

## **SUBJECT: Reading (Languages) - Differentiated instruction strategies for reading**

1. Tiered assignments can be used in reading to allow the students to show what they have learned at a level that suites them. One student might create a visual story board while another student might write a book report.
2. Reading groups can pick a book based on interest or be assigned based on reading level
3. [Erin Lynch \(2020\)](#) suggest that teachers scaffold instruction by giving clear explicit explanations with visuals. Verbally and visually explain the topic. Use anchor charts, drawings, diagrams, and reference guides to foster a clearer understanding. If applicable, provide a video clip for students to watch.
4. Utilize flexible grouping. Students might be in one group for phonics based on their assessed level but choose to be in another group for reading because they are more interested in that book.

## **SUBJECT: Science - Differentiated instruction strategies for science**

1. [Emma McCrea \(2019\)](#) suggests setting up “Help Stations,” where peers assist each other. Those that have more knowledge of the subject will be able to teach those that are struggling as an extension activity and those that are struggling will receive.
2. Set up a “question and answer” session during which learners can ask the teacher or their peers questions, in order to fill in knowledge gaps before attempting the experiment.
3. Create a visual word wall. Use pictures and corresponding labels to help students remember terms.
4. Set up interest centers. When learning about dinosaurs you might have an “excavation” center, a reading center, a dinosaur art project that focuses on their anatomy, and a video center.
5. Provide content learning in various formats such as showing a video about dinosaurs, handing out a worksheet with pictures of dinosaurs and labels, and providing a fill-in-the-blank work sheet with interesting dinosaur facts.

## **SUBJECT: special needs - Differentiated instruction strategies for special needs pupils**

1. Use a multi-sensory approach. Get all five senses involved in your lessons, including taste and smell!
2. Use flexible grouping to create partnerships and teach students how to work collaboratively on tasks. Create partnerships where the students are of equal ability, partnerships where once the student will be challenged by their partner and another time they will be pushing and challenging their partner.
3. Assistive technology is often an important component of differential instruction in special education. Provide the students that need them with screen readers, personal tablets for communication, and voice recognition software.
4. The article [Differentiation & LR Information for SAS Teachers](#) suggests teachers be flexible when giving assessments “Posters, models, performances, and drawings can show what they have learned in a way that reflects their personal strengths”. You can test for knowledge using rubrics instead of multiple-choice questions, or even build a portfolio of student work. You could also have them answer questions orally.
5. Utilize explicit modeling. Whether its notetaking, problem solving in math, or making a sandwich in home living, special needs students often require a step-by-step guide to make connections.

## **SUBJECT: Math - Differentiated instruction strategies for math**

1. Provide students with a choice board. They could have the options to learn about probability by playing a game with a peer, watching a video, reading the textbook, or working out problems on a worksheet.
2. Teach mini lessons to individuals or groups of students who didn’t grasp the concept you were teaching during the large group lesson. This also lends time for compacting activities for those who have mastered the subject.
3. Use manipulatives, especially with students that have more difficulty grasping a concept.
4. Have students that have already mastered the subject matter create notes for students that are still learning.
5. For students that have mastered the lesson being taught, require them to give in-depth, step-by-step explanation of their solution process, while not being rigid about the process with students who are still learning the basics of a concept if they arrive at the correct answer.