Differentiated Teaching and Learning

Teacher Tool Kit

To the Teacher

Everyday teachers face the challenge of how to meet the learning needs of a diverse mix of students, often in very large classes. In our English language classes we recognise students ranging from the highly motivated to disinterested; varying in skill acquisition; and in the ways they prefer to learn. Our challenge is to meet the individual learning needs of all our students in order to maximise student learning progress and thus increase student achievement.

The **Teacher Tool Kit** is a support guide to assist teachers to provide quality lessons through differentiated teaching and learning practice, thereby meeting the learning needs of every student in every class.

Changing existing practice requires courage and commitment and it is important that teachers receive appropriate support. SISC+ guidance and peer support from colleagues is vital for teachers as they undertake this journey.

The **Teacher Tool Kit** provides support for teachers to provide differentiated opportunities to meet all students' needs. The tool kit consists of **12 Teacher Inquiry Modules**. There is an approximate sequence, but it is expected that SISC+ and the teacher decide on their readiness for any unit. Teachers may or may not need to work through every inquiry unit. In a 12 month period, it is expected that a teacher could complete all teacher inquiry units.

The **Teacher Tool Kit** consists of:
* 12 teacher inquiry units;
* 8 example lesson plans, and accompanying resources;
* supplementary resources for scaffolding learning.

The Teacher Tool Kit is available in both hard and soft copy. It is expected that the SISC+ make available the resources for a teacher as required.

Content

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1. Building Rapport with Students
2. What Interests Our Students
3. Learning Objectives and Success Criteria
4. Lessons Starter Activities
5. Plenaries
6. Learning in Groups
7. Differentiating the Content
8. Differentiating the Learning Process
9. Differentiating the Learning Product
10. Differentiating the Lesson Plan
11. Giving Feedback to Students
12. Managing a Differentiated Classroom

B. Differentiated Lesson Plans

Teacher Inquiry Modules

1. Building Rapport with Students

Students want their teacher to know them, to like them, and to set high expectations for their learning.

Affective attributes refer to the values, attitudes and behaviours we demonstrate. Students' desire to learn is closely connected to the ways teachers care for, treat and respect the students they teach.

I like Cikgu Faisal because he knows I like football and he always asks me about my games.

I like it when the teacher knows my name and uses it.

I don't like it when there's no work for us or the work is too difficult.

I like it when the teachers smile and are friendly and funny.

I don't like it when the teacher tells me my work is not good and doesn't show me how to improve.

REFLECT

Think back to your school days. Recall a favourite teacher.
What qualities did they demonstrate?

REFLECT

What affective attributes do you model as a teacher?
In what ways could you improve?
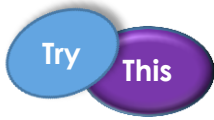
Try This **Observation Tool: Affective Attributes**

- Ask your SISC+ or another teacher to observe you teach and complete this tool.

OR

- You could also use the tool to self-evaluate your own strengths and needs.
- Use the data to consider how you could improve.

Observational Tool: Affective Attributes		
Attributes The teacher:	Always ☺ Occasionally ☺ Rarely ☹	**Comments**
1. knows the students' names and calls them by name		
2. smiles often		
3. demonstrates a friendly demeanour		
4. uses eye contact		
5. relates to students' interests		
6. engages with the students on a 1-1 basis		
7. uses praise		
8. acknowledges students when they make a contribution e.g. answering questions		
9. has high expectations of students		

My Personal Action Plan

Name ……………………………………………   Date…………………………

|	
My goal is to…	
To achieve this I will…	
What I did… (give details of your actions)	
What was successful? (give details and examples)	
What were the challenges? (give details and examples)	
Next, I am going to… (create a new personal action for your next steps)	

2. What Interests our Students?

Students respond positively when learning is meaningful, personalised and relevant.

We know that our students are not the same. They do not learn remember or perform in the same way. Knowing more about your students- what *type of learners* they are, and the ways they prefer to learn-will improve how they learn.
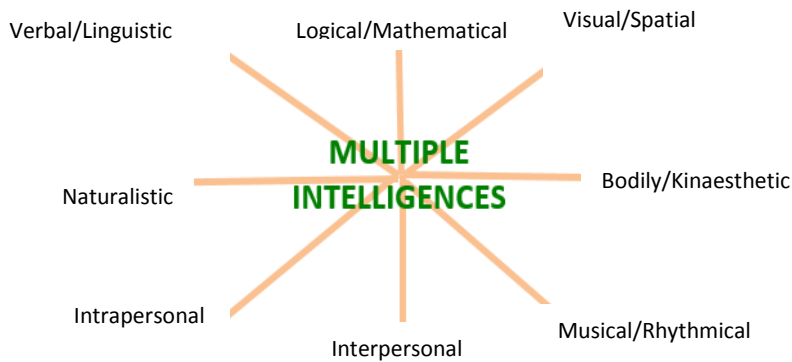
(Gardner, 1993)[1]

> **REFLECT**
>
> The concept of multiple intelligences highlights the many different strengths we have. Which multiple intelligences are your strengths?

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[1] Gardner, *Frames of Mind: The Theory of Multiple Intelligences* (Fontana Press. 1993)

REFLECT

How well do you really know your students? Their interests, how they prefer to learn, etc. Write your comments below.

Try This

Find out more…

- Consider a way you can find out more about your students in one of your classes. You could use the survey tool provided or make up your own. The inquiry could be incorporated into their English lesson, e.g. a story.
- Compile the data in a quick access format.

Try This

Choose a student who is not engaged in English. Refer to the data which you collected on this student. Differentiate your lesson so that this student's learning preferences and/or interests are met.

Try This   **Student Survey Tool**

One way we can get to know our students is to ASK them. Try a student survey to find out more about your students.

	Student Survey
	Complete the sentences to tell your teacher more about you.
1.	I like it in English when….
2.	I don't like it in English when….
3.	My favourite activity at school is….
4.	Outside of school, my favourite activities or hobbies are…
5.	The clubs, organisations and tuition classes I take are….
6.	My favourite sport is….
7.	The sports I play are…
8.	If I could choose between watching television, playing video games or using the computer, I would choose… because….
9.	The person that I consider to be a hero is… because…
10.	Some of the responsibilities I have at home are…
11.	When I am with my friends, we like to…
12.	Something about me that I would like to share with you.

	My Personal Action Plan
Name ………………………………………	**Date**…………………………

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3. Learning Objectives and Success Criteria

If learners are to take more responsibility for their own learning, then they need to know;

> **1. What they are going to learn;**
>
> **2. Why they should learn it in the first place; and**
>
> **3. How they will recognise when they have succeeded."**

An Introduction to Assessment for Learning, Learning Unlimited, (2004)

Identifying what the students need to learn and sharing the objectives with the students is essential. How can students learn effectively if they don't know what it is they are learning?

Writing Learning Objectives: A Simple 3 Step Model

Step 1: Create a stem

> **By the end of the lesson you will be able to:**

Step 2: Add a verb – an **active** verb
> E.g. *use*

Step 3: Determine the actual knowledge/skills/outcome
> E.g. *use negative verbs*

> **By the end of the lesson you will be able to use negative verbs.**

TIP Make sure the learning objective is specific and is a skill not an activity.
~~We are learning to do a crossword.~~

✓We are learning vocabulary related to the novel (by doing a crossword).

Writing Success Criteria: A Simple 3 Step Model

Success Criteria tell a student when they have achieved success. They show the learning and thinking strategies required for success.
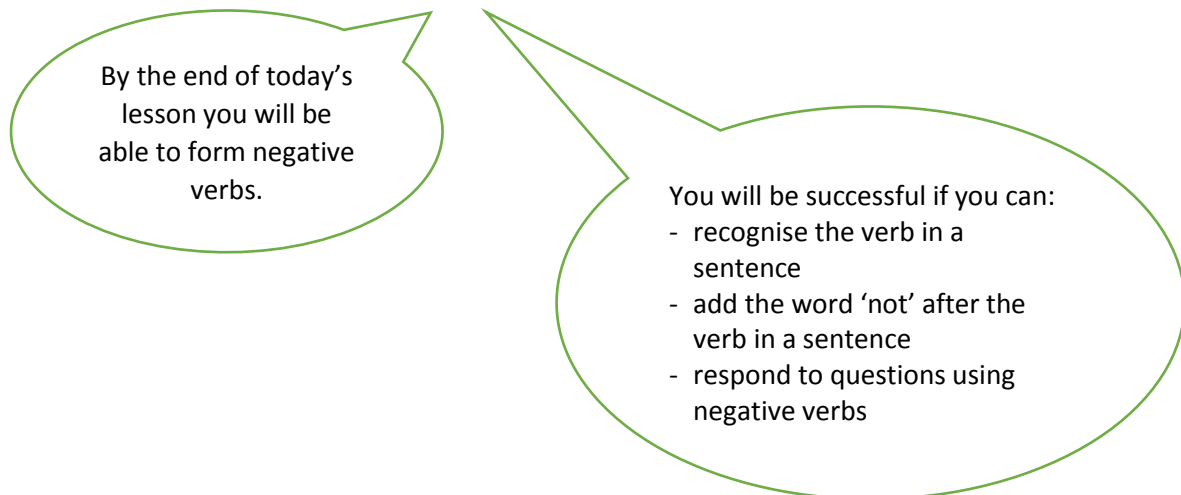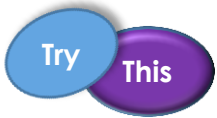
SUCCESS CRITERIA: I can…………………………….

- recognise the verb in a sentence
- add the word 'not' after the verb in a sentence
- respond to questions using negative verbs

Sharing Learning Objectives and Success Criteria

Learning objectives and success criteria are only useful to the students if they are shared. You should:
- use student friendly language;
- display them on the board and share them verbally;
- check the success with the students during and at the end of the lesson.

By the end of today's lesson you will be able to form negative verbs.

You will be successful if you can:
- recognise the verb in a sentence
- add the word 'not' after the verb in a sentence
- respond to questions using negative verbs

Try This

- Consider a lesson you are teaching today. What is the learning objective? Write it below (make sure that it is a skill not an activity).
- Write the success criteria to show the students will know if they are successful.

Learning Objective

By the end of the lesson you will be able to….

Success Criteria

You will be successful if you can…

TIP
Writing good learning objectives and success criteria is not easy. Practice. It will make a difference!
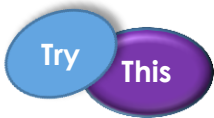
Try This **Learning Objectives and Success Criteria**

Here are some learning objectives and success criteria for your reference. Try completing the blank boxes.

MoE Learning Outcome	Learning Objective 'By the end of the lesson you will be able to….'	Success Criteria 'I will be successful if I can…'	Why? Students need to know….
2.1 a/c 2.2 a/b/g/j 2.3 g	prepare a set of notes for my argumentative essay	- take notes from website research - identify appropriate quotation with a note of the source - notes include information for both sides of the discussion	how to find the information to understand or to back up a point of view
1.1 a/b/c	say what I eat for breakfast	- know and say the words for breakfast foods - know and say the questions to ask about breakfast foods - know how to create answers using questions as sentence starters	how to answer questions and talk about themselves
Grammar a) 3i	improve a basic description of a classroom using adjectives of size and colour		how to use adjectives to describe to enable them to make clearer explanations
2.3 a/f/i	reorganise paragraphs to structure a narrative story	- explain and follow narrative story structure - identify topic sentences - check paragraph detail for correct sequencing of story events	
2.2 a/b 3.1 c	separate fact from opinion in a media news story	- scan a text for understanding - identify the relevant questions to ask to elicit facts - read the text to answer the 5 'W' and 'How' questions	how to ask questions to separate fact from opinion
Grammar a) 5 – 10iii		- use 'and' correctly to create one compound sentence from two simple sentences - recognise how using 'and' alters the flow of speech and writing - explain why 'and' is not a sentence starter	
2.2 a/b 3.1 c	demonstrate comprehension of a factual text by writing 3 facts about…	- identify the difference between fact and explanation or opinion - select facts from the text which are related to…..	how to ask questions to separate fact from opinion

2.2 d 3.1 a/c/d		▪ list and explain the use of literary devices ▪ Identify the literary devices used in the poem ▪ explain why the poet has used the literary devices ▪ describe the effect of the use of the literary devices on the reader	what strategies poets can use to help create emotions with words for the reader
2.2 b/c/d/i/j 2.3 d	organise and interpret information using a graphic organiser	▪ select a graphic organiser appropriate for the task ▪ identify the essential information from the text ▪ insert information selected into the graphic organiser to demonstrate relationship between the parts of the information	how to organise ideas in different ways/formats
3.1 d		▪ recognise that native speakers use colloquial vocabulary not used in written language ▪ identify colloquial forms from a listening exercise ▪ Alter colloquial vocabulary into written form	how to understand oral vocabulary of native speakers
Grammar a) 5		▪ give a definition of the 5 reporting verbs identified ▪ recognise the correct grammar structure for use of these verbs ▪ use these verbs in writing sentences	how to create accurate sentence structures to communicate more effectively
2.3 f	edit a draft for the purpose of word choice	▪ identify verb/noun/adjective ▪ use a thesaurus to find alternative words ▪ recognise when the word used can be replaced with a better choice and when not	how to create accurate and interesting sentence structures to communicate more effectively
2.2 b/c 3.1 a	retell a story in your own words		
Grammar a) 11v	use question marks to show surprise, doubt or annoyance when speaking or writing	▪ identify positive sentences ▪ add question marks to alter the meaning of a sentence ▪ ask the question using the correct intonation for surprise, doubt or annoyance	how to use punctuation in written text to show emotion and enable clearer communication

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4. Lesson Starter Activities

A strong start to a lesson ensures the ship will be steered in the right direction.

What is a starter activity and when do I use it?

A starter activity is a short activity that comes at the **beginning of the lesson** to capture students' interest, right before the actual key activities begin.

Starter	
STARTER ACTIVITY to engage students	Linking to prior knowledge
Sharing Learning Objectives	Sharing Success Criteria

Main Activities	
Main learning episodes	More than one activity

Plenary	
Students reflect on their learning	Students set their next steps

Why is a starter activity important?

When students enter into a classroom, they want to feel excitement toward their learning. As a teacher, you have the power to engage and empower them in their learning.

Having a pre-cursor activity before the actual lesson begins, not only sets the direction of the lesson, it also establishes the learning context for students, and therefore the success for the remainder of the lesson.

An effective starter activity is important because it:

- gains students' attention;

- encourages recall of prior learning;

- sets the pace and challenge of the lesson;

- motivates with early success;

- creates the expectation that students will think and participate.

TIP

- Ideally, a starter should take no longer than **5 minutes.**
- Remember to vary your activities each time.
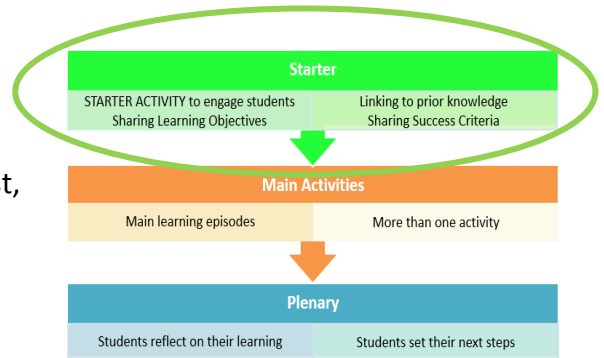
Try This   **Starter Activities**

Choose and try some of these starter activities at the beginning of your lesson.

USES OF….	
Resources: • Item related to key study topic	1. Teacher shows (and allows students to handle) the item. 2. Students list as many uses for the item as they can imagine. 3. Ideas are shared with the class. 4. Discussion can follow.

INFO FOLIO	
Resources: • Timer tool • Object/image/ statement	1. Teacher provides object /image/statement related to the key study topic. 2. Students have 2 minutes to write down as much as they can about the object/image/statement. 3. Teacher asks around the classroom for students to share their responses BUT each student who contributes must give something new. Teacher collates all responses on the board for class to see how much they already know.

DOMINOES	
Resources: • Key ideas or vocabulary on 'domino' cards	1. Teacher distributes 'domino cards' and models how to play. 2. Students lay their domino cards explaining the link to the previous domino. 3. Discussion can follow.

LIST-O-MANIA	
Resources: • Image	1. Teacher displays image related to key study topic. 2. Students have 3 minutes to list as many words of phrases as they can, linked to the item. 3. Teacher asks some students for responses and their explanation of the significance of that word to the key study topic. 4. Discussion can follow.

YOU GOT THAT?	
Resources: • Stimulus materials related to the key study topic • Cards	1. Teacher places various stimulus materials around the room. 2. Students have 4 minutes to move around the room examining the stimulus materials and deciding on 1 question they want answered by the end of the lesson. 3. Teacher collects the student cards. (These can be used during the lesson and/or for the plenary).

OCTAGON	
Resources: • Object/image • Pre-printed sentence starters	1. Teacher asks 8 questions based on 'Gardener's Multiple Intelligences' and the object/image which are related to the key study topic. 2. Students respond to the 8 questions. 3. Discussion can follow.

The 8 intelligences link to:
   1) Numbers
   2) Words
   3) People
   4) Feelings
   5) Nature
   6) Actions
   7) Sounds
   8) Sights
	Suggestions for question starters:
	- How many….
	- What words do you associate with….
	- How are people affected….
	- How do you feel about….
	- How is the environment affected….
	- What do people do….
	- What sounds….
	- What images….

10 WORDS	
Resources: • 10 word cards (per pair/group)	1. Teacher gives each pair/group of students 10 word cards related to the key study topic. 2. Students have 5 minutes to create a graphic organiser demonstrating the link between the words. 3. Discussion can follow.

FOLLOW THAT….	
Resources: • A3 paper folded	1. Teacher writes the first sentence on the A3 paper (send 2 versions around the class in different directions to speed this activity up). 2. Students take turns to read the sentence then add the next sentence. Before they pass the paper on, the paper must be folded so that only the last sentence written is visible.

FIND ME A PARTNER	
Resources: • Matching cards	1. Students have card with half a statement/one the question and the other answer. 2. In silence students mix with each other to find the match to their card. 3. When they find their partner they form a pair and discuss their card contents. 4. Teacher selects some students to explain their card contents. 5. Discussion can follow.

DO I KNOW YOU	
Resources: • Cards	1. Teacher distributes cards with words/ phrases related to key study topic. 2. Students work in groups, placing cards on a table under headings: <table><tr><td>I know you</td><td>I think I've seen you Somehow before</td><td>We've never met</td></tr><tr><td></td><td></td><td></td></tr></table> 3. Teacher circulates to check student prior knowledge of key study topic.

STAND UP SIT DOWN	
Resources:	1. Teacher writes and says a series of statements. 2. Students stand up if they disagree. Student sit down if they agree. 3. Discussion can follow.

RUNNING DICTATION	
Resources: • Cards • Blu-tac	1. Teacher posts words/ definitions or phrases/ explanations separately around the classroom. 2. Student's pairs are given one word/ phrase to start with. 3. Student A moves around the classroom to find the matching definition/ explanation and returns to 'dictate' to student B who records the answer. 4. Students can take turns to be the runner/ writer until the answer to all words/ phrases have been recorded.

PASS THE PARCEL	
Resources: • Item related to key study topic • Wrapping paper • Cards • Music/timer tool	1. Teacher pre-wraps an item (with several layers) related to the key study topic- inserting cards with related clues, questions, or key vocabulary between some wrapping layers. 2. Students 'pass the parcel' until signalled to stop. The student with the parcel responds to the card after they unwrap the parcel and has the opportunity to guess what the item inside might be. The parcel continues being passed until a student guesses what its relevance is to the lesson. 3. Discussion can follow.

TRUE/FALSE - CHOOSE	
Resources: • Cards	1. Teacher writes/ asks questions with TRUE/ FALSE or multiple choice A/B/C/D answer. 2. Students use cards to respond. 3. Discussion can follow.

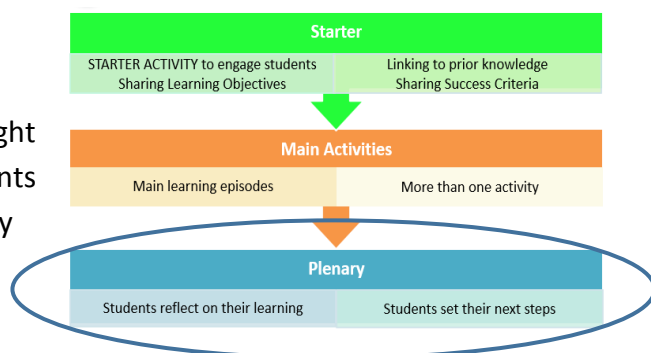| **My Personal Action Plan**	
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5. Plenary Activities

What is a plenary activity and when do I use it?

A plenary activity is a short activity that comes right at the **end of the lesson** after all key components have been taught, to wind up a lesson successfully and effectively.

Starter	
STARTER ACTIVITY to engage students Sharing Learning Objectives	Linking to prior knowledge Sharing Success Criteria

Main Activities	
Main learning episodes	More than one activity

Plenary	
Students reflect on their learning	Students set their next steps

Why is a plenary activity important?

Just as a starter activity ensures a strong start to a lesson, a plenary activity ensures the solid ending to a lesson.

An effective plenary activity is important because it:

- gives students time to check their learning success;
- allows students to leave class with a shared message of success;
- enables the teacher to assess the effectiveness of the learning and the next steps to take.

TIP

- Ideally, a plenary should take no longer than **5 minutes.**
- Plan to fit a plenary activity into your lesson, as it is often forgotten due to time constraints.
- Remember to vary your activities each time

REFLECT

How often do you remember to include a plenary (be honest)!
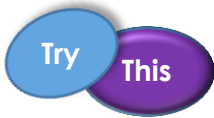
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The 8 intelligences link to: 　9) Numbers 　10) Words 　11) People 　12) Feelings 　13) Nature 　14) Actions 　15) Sounds 　16) Sights	Suggestions for question starters: - How many…. - What words do you associate with…. - How are people affected…. - How do you feel about…. - How is the environment affected…. - What do people do…. - What sounds…. - What images….

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---	---	---
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TRUE/FALSE - CHOOSE	
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6. Learning in Groups

Why we should have students working in groups?

Students:

- are social beings who like to 'do' and talk as opposed to being passive and isolated;
- learn significantly more, remember it longer, and develop better critical-thinking skills;
- enjoy lessons more so they are more likely to attend classes;
- develop social skills;
- improve academic achievement. This is particularly noticeable with low-achieving students;
- are more engaged when working with each other than when working alone.

Different Groupings

- A **table group** refers to the group students are seated in. **Four** is an ideal size. In groups of four, **pair structures** can be utilised.

- A **shoulder partner** refers to the person on either the right or left side of a student.

- A **face partner** refers to pairs facing each other in a table group of four.

- **Mixed Ability Groups:** This should be the default grouping. In a differentiated setting, the less able learn from the more able, and the more able benefit from coaching their peers.

- **Ability Groups:** It is not encouraged to have the students primarily seated in ability groups. It is demotivating for less able learners. During a lesson, when differentiated activities are used, the teacher may need to move students into ability groupings. Again, they need to know how to efficiently move in and out of this setting.

- **Social Groups**: Sometimes, this is a desirable way for students to group, especially if they are completing a task according to interest.

Cooperative Learning

Cooperative learning is a successful teaching strategy where students use a variety of structured learning activities to improve their understanding of a subject.

Students work in small, usually mixed ability, teams. Each student is responsible for their own learning, and for supporting the learning of others. The teacher becomes a facilitator.

Why should we use it?

Extensive research comparing cooperative learning with traditional classroom methods shows that students who engage in cooperative learning:

- learn significantly more, for a longer period of time, and develop better critical-thinking skills;
- enjoy lessons more so they are more likely to attend classes;
- develop social skills;
- improve academic achievement (this is particularly noticeable with low-achieving students);
- are more engaged when working with each other than when working alone.

Cooperative Learning Structures

Structures are simple, step-by-step teaching tools designed to increase student engagement and cooperation. Activities using these structures are non-competitive.

The structures can be used at all grade levels, with any subject.

Further Research:
http://www.kaganonline.com/free_articles/dr_spencer_kagan/279/Kagan-Structures-for-English-Language-Learners

Try This **Prepare students for group work by forming groups.**

Preparing

Decide on groups of four (mixed ability).

Forming

- Tell students that they will be working in groups and explain the rationale for this.
- Explain the importance of moving efficiently into groups (quietly and in less than 2 minutes).
- Practise until students can move into groups quickly and quietly.

Try This **Cooperative Learning**

Choose a cooperative learning structure to trial in your class.
Plan carefully!

TIP

Practice one cooperative learning structure a few times before you introduce a new one.

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What I did… (give details of your actions)	
What was successful? (give details and examples)	
What were the challenges? (give details and examples)	
Next, I am going to… (create a new personal action for your next steps)	

7. Differentiating the Content

Give 30 students the same content and some will find it too hard, some will find it too easy and a few will find it 'just right!'

Wouldn't our planning be easier if our students were all the same? But wouldn't it be a boring class! We should celebrate our students' differences and find ways to scaffold and/or extend the learning content so that all students are able to achieve, or move beyond, the learning objectives.

Differentiating the content means we adjust it so that it can be accessed by all students.

CONTENT **=** What is being learnt
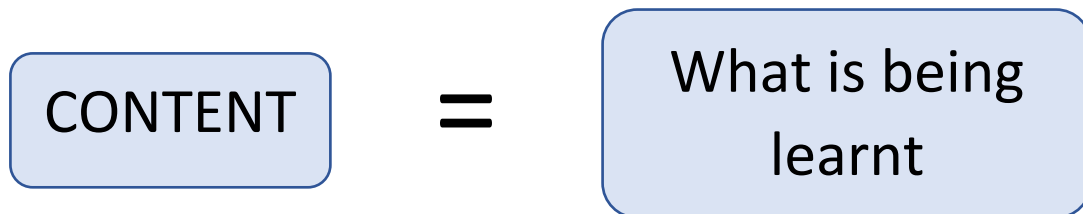
Strategies to Differentiate the Content

✓ **Reduced content***:* Reduce the content taught for less able students, and extend the content for more able students. *This means that in a lesson, students are given less or more content.*

✓ **Simplified content:** Simplify the written text for less able learners and provide more challenging texts for able learners. *This means you may need to use more than one type of text in a lesson, e.g. two different reading comprehension texts.*

✓ **Accessible text:** Make the text more accessible for learners by highlighting key ideas. *This means you can use the same text for all learners, but for the less able, highlight the important ideas in their text in advance of the lesson.*

✓ **Link content to student interests:** Choose content which matches the students' interests. *Students are more willing to read about what interests them. A mathematics genius would prefer to read a complex maths text, but would you?*

✓ **Multiple Intelligences:** Teach content in different ways to meet the needs of students' preferred learning styles, e.g., visual, auditory, kinaesthetic. *This doesn't mean that you need many different types of learning activities in one lesson, but over time you should aim to include multiple intelligences in your lesson plans. This will make your lessons more interesting and engaging.*

✓ **Vocabulary Lists***:* Provide a list of new vocabulary for the less able students. *Translations are helpful.*

✓ **Word Walls:** display words and definitions relevant to the topic on the walls.

✓ **Pictures:** Use pictures to help the less able students understand the content.

✓ **Dictionaries:** Provide dictionaries for all students. Provide different levels of dictionaries for different levels of students.

✓ **Global connections***:* Bring the outside world into the classroom through trips, using multi-media (e.g. video) and the internet.

REFLECT

What are some ways that you already differentiate the content for your students?

How do you differentiate the content for the different levels within your class?

Try This

Choose some of the strategies suggested to meet the differing levels of students in your class.

My Personal Action Plan

Name ………………………………………………………   Date…………………………

My goal is to…	
To achieve this I will…	
What I did… (give details of your actions)	
What was successful? (give details and examples)	
What were the challenges? (give details and examples)	
Next, I am going to… (create a new personal action for your next steps)	

8. Differentiating the Learning Process

There are many different ways our students can learn the content. We need to find the most efficient and effective ways; and for different students this means different approaches.

PROCESS **=** The way the content is learnt

REFLECT
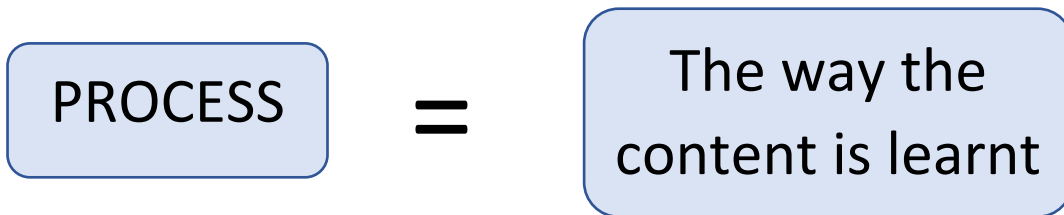
List the different processes you use to teach the content. Highlight the processes you use most often.

Strategies to Differentiate the Learning Process

✓ **Flexible grouping**: Use *flexible grouping* (mixed ability groups, ability groups, interest groups) depending on the task you want the students to do.

- **Mixed ability groups:** students learn from each other in mixed ability groups. The more able learn by teaching the less able, and the less able benefit. They often feel more comfortable asking questions of their peers**.**

- **Ability Groups:** When necessary, place students in ability groupings. This way students can work on different levels of tasks and the teacher can provide extension and support where needed.

- **Interest Groups:** motivation will increase when students can choose a group according to a common interest.

✓ **Tiered activities***:* all learners work with the same important understandings and skills, but at different levels of support, challenge, or complexity. For example, students are given the same content, but three different worksheets, with different levels of scaffolding. They are called tiered activities as typically tasks are differentiated to 3 levels.

✓ **Anchor activities:** These are activities students can do when they have completed their work. They can be projects, additional tasks, games or puzzles. The activities should relate to the learning objective/s. They are often referred to as enrichment activities. There should always be a place in the class where students can get an anchor activity to work on when they have finished their work.

✓ **Time:** Some students are given more time to complete tasks. Other students are given less time and can move on to extension or an anchor activity.

✓ **Translation**: Provide first language translation for students who may need it.

✓ **Instructions:** Write written instructions on the board, as well as giving oral instructions. This will help both visual and auditory learners.

Examples of Tiered Activities

Reading	
Level 1	Students read a text with key ideas highlighted. Questions are adapted for their level.
Level 2	Students read the same text as level 1. There are more advanced questions, but reference where to locate in the text may be given.
Level 3	Same text as for levels 1 and 2. Same questions as for level 2, but no reference support provided.

Writing-a narrative	
Level 1	A sequence of pictures with key words/phrases provided.
Level 2	A sequence of pictures with no key words or phrases.
Level 3	No picture sequence.

Speaking	
Level 1	Sentence starters provided. Key words/phrases given.
Level 2	Key words/phrases provided.
Level 3	No additional support.

Try **This** Choose some of the strategies suggested to meet the differing levels of students in your class.

TIP Give the students a choice about the level they work at.

My Personal Action Plan Name …………………………………………… Date…………………………	
My goal is to…	
To achieve this I will…	
What I did… (give details of your actions)	
What was successful? (give details and examples)	
What were the challenges? (give details and examples)	
Next, I am going to… (create a new personal action for your next steps)	

9. Differentiating the Learning Product

One of the most effective strategies in the differentiated classroom is the use of choice.

Students can demonstrate their learning in a variety of ways; it doesn't always have to be the same kind of assessment. Giving students a **choice** gives a sense of empowerment, and naturally increases their motivation and engagement.

PRODUCT **=** How the learning is demonstrated

REFLECT

What are different ways you get students to demonstrate their learning. Highlight the approaches you use often.

Strategies for Differentiating the Learning Product

Differentiating the Product
- Consider different ways students can demonstrate their learning.

They could:
- ✓ talk about their learning

- ✓ write (creative writing and factual writing)

- ✓ use pictures

- ✓ use mind maps and other graphic organisers

- ✓ use software tools for presentations, such as PowerPoint

- ✓ use drama

- ✓ build models

- ✓ use multi-media tools e.g., You Tube videos

- ✓ make posters

- ✓ use songs

- ✓ write journal prompts

- ✓ create role-plays

- ✓ build word walls and/or vocabulary lists

- ✓ participate in highly structured and interactive games

- Give students a **choice** about how they could demonstrate their learning.

  They could

  - ✓ choose to work as individuals, pairs or groups

  - ✓ select from a MENU or CHOICE BOARD

Try This Choose a different way for students to demonstrate their learning from the strategy list.

Choice Boards

Example 1

CHOICE BOARD Choose one activity to demonstrate your learning. You can work on your own or in a group.		
RESEARCH advantages and disadvantages about the internet and show on a **GRAPHIC ORGANISER.**	**INTERVIEW** a grandparent or older person about life before the internet. Prepare a 2 minute **SPEECH**.	**INTERVIEW** a grandparent or older person about life before the internet. Write a **REPORT**.
Create a **SONG** about the Internet and be ready to present to the class.	Draw a **CARTOON** about the Internet.	Write a **SURVEY** finding out how many hours per day friends use the internet. Present as a **GRAPH** and write a conclusion.

Example 2

Learning Objective: to demonstrate understanding of the key elements of a novel. *Choose one activity from each line.*		
Write a character analysis for the main character in the story.	Complete a graphic organiser for the main character.	Name and draw the main character. Include 5 adjectives to describe the character.
Build a miniature stage setting for the story.	Draw a picture describing three settings in the story.	Write a poem describing the setting in the story.
Use a timeline to describe at least 7 events.	Write a new beginning or ending to the story,	Make a board game about the story. Include the key events

My Personal Action Plan

Name ……………………………………………   Date…………………………

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What were the challenges? (give details and examples)	
Next, I am going to… (create a new personal action for your next steps)	

10. Differentiating the Lesson Plan

Differentiation is the adjustment of teaching and learning experiences to meet the needs of all students in a class.

There are a range of strategies which can be used to support differentiated learning. As a teacher you need to think beyond the strategies and think about what it is that each of your students need to achieve the learning objective of a lesson. Then you plan to differentiate aspects of the lesson, only if it is necessary.

Differentiation is not a strategy; it is a way of thinking.

Knowing your curriculum

+

Knowing your students

+

Using that knowledge to support student learning

=
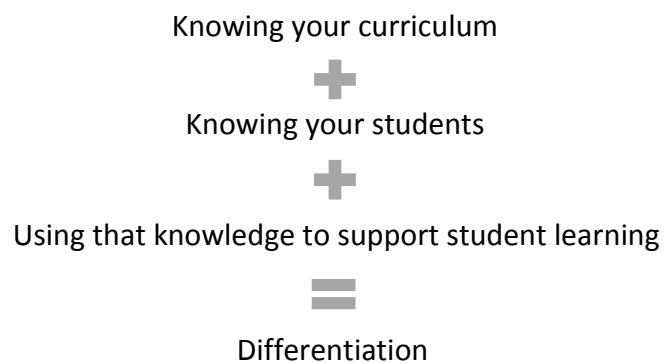
Differentiation

REFLECT

How do you currently differentiate your lesson plans for the different student levels?

Example of a Differentiated Lesson Plan

Learning Objective
By the end of the lesson, you will be able to write a letter requesting information

> Same overarching objective

> **Content**: Success criteria adjusted for different student levels

Success Criteria
I will be successful if I can
- know and use the correct layout
- Write a letter **(with support)** which includes a subject heading, a statement of purpose, details of request, and a closing paragraph with call for action and date required.
- **Starter**
  What must we include in a formal letter?
  Mini whiteboard. **(Mixed ability groups**

> **Process:** Mixed ability grouping: students learn from each other

> Cooperative structure to involve all students

> **Process:** hands-on resource as motivation

> Prior learning ascertained by observing

Main Activities

Activity 1
Pairs: blank template, and list of terms. Format letter on the correct part of the template: e.g. address of sender/ recipient, date, salutation /greeting, subject heading, introductory paragraph, etc.

> **Content:**
> Basic: support provided
> Int/Advanced: reduced support

Activity 2
Teacher asks questions about an exemplar letter

> **Process/Content:** Exemplar provides model
> Questions graded

> **Product**: Tiered for ability:
> Basic: match letter onto template
> Intermediate: scaffolded template
> Advanced: independent writing

Activity 3
Students write a letter requesting information.

> What are the next steps for students? Differentiate next lesson as required.

Plenary
Students use checklist to decide what further support they need.
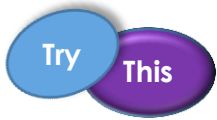
Try This   **Differentiate a Lesson**

- Choose your learning objective for the lesson.
- Write an outline of the lesson.
- Consider how the students can best achieve the learning objective. What activities will you choose?
- At what points in the lesson do you need to differentiate? The content/process/product?
- Differentiate the lesson to meet the needs of all students.

My Personal Action Plan	
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What were the challenges? (give details and examples)	
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11. Giving Feedback to Students

Students should receive constructive feedback about how to improve. Feedback on the work, not the person, is important for both learning and motivation.

Marking students' work takes a lot of teacher time. How helpful is your marking for your students?

If we must mark, why not make it a productive and meaningful exercise? Research has shown that students respond best to written comments about their work rather than marks. This is what we should aim for.

Recipe for Success

Here is a recipe for success for both marking and verbal comments about student work.

IN RELATION TO THE SUCCESS CRITERIA

Celebrate the success
- highlight what was done well

Indicate area(s) for improvement
- indicate where work could be improved

Suggest how to improve
- give a reminder
- provide a scaffold
- give an example

Suggest how to improve
- time given to make improvements

Example

Good job, Efia!
* I like that you have used adjectives in describing the setting.
* The use of some sequence connectors is noticed and you have used them correctly.

My wish is that
☺ I hope you can revise the rules of using past tense so your essay will be better.
e.g: We ~~were~~ packed.

22/0

Ensure that your comments are specific and about the work, not the student. 'Good boy' or 'Well done' is not going to help the student improve.

REFLECT

How do you give oral feedback in class? How do you give written feedback?

What challenges do you face?

Try This

Written Feedback

Include a 'medals and mission' (Wiliam, 1998)[2] card for each student when you mark their work, or write medals and missions into their books. Don't forget to give them time to make the improvement.

MEDALS AND A MISSION
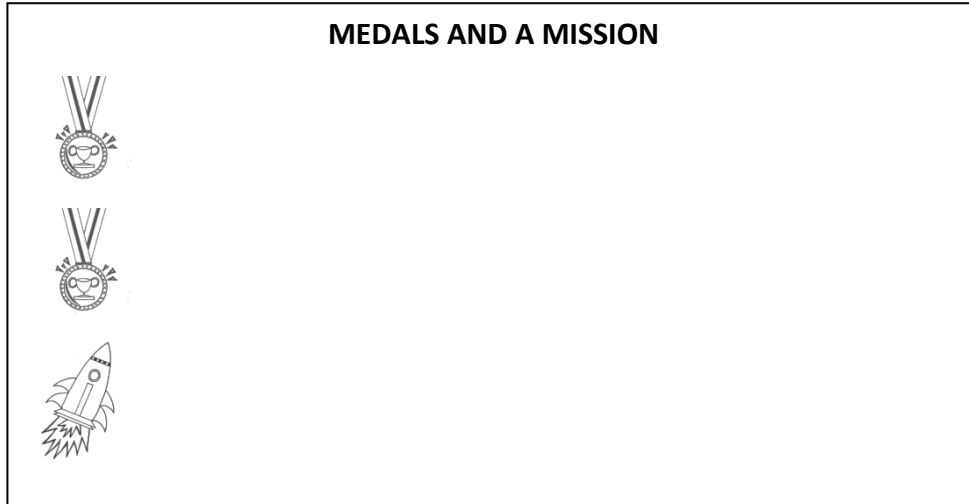
Try This

Oral Feedback

Tell a student what they have done well **before** following up with a suggestion for improvement.

Try This

Assessment for Learning Strategies

Refer to the list of strategies. They will help you identify more about your students' learning and enable you to give effective feedback.

TIP

Remember to differentiate for your different student levels.

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[2] Black and Wiliam, *Assessment and Classroom Learning* (Assessment in Education, 1998)

Assessment for Learning Feedback Strategies

Checklist

Normally related to success criteria, checklists allow for directed self and peer assessment and create an expectation of the students to provide thoughtful answers.

Parking Lot

Students can 'post' questions or statements about their learning. This provides opportunity for the teacher and peers to see learning accomplished.

Mini Whiteboards

Mini whiteboards are used as a formative assessment tool to find out what participants already know and understand. This provides feedback on whether differentiation is needed.

Traffic Light cards/sheets

Students use red, green and orange/amber colours to show how they feel about their level of understanding of an activity/task.

The colours could be on cards to be held up or placed somewhere for prominent display, or they could be coloured in beside a checklist of ….. (e.g. success criteria, categories, descriptors, etc).

- Green means the student feels comfortable/confident with their level of understanding;
- Orange/amber means the student is unsure they understand as well as they should;
- Red means the student is confused or has little understanding of the desired learning.

'Thumbs'

- Similar to traffic lights, students can quickly be asked 'thumbs up', 'thumbs flat/level/horizontal', or 'thumbs down'. No resources are required! This can easily lead on to great feedback/feed forward discussion.

Emoticons

Again similar to traffic lights and thumbs, students can draw emoticons (happy, non-committal or sad faces) to display perceived understanding. This can also be used as quickly visualized feedback to peers (or teacher to student). Emoticons can also be provided/printed on their sheets so they only need to identify (shade, tick, circle, etc) the appropriate one.

Learning Journal

Students keep their own journal to record progress in learning. 'Progress' could be recorded in the form of emoticons, traffic lights, 'thumbs', simple statements or musings of a feedback/feed forward nature.

Medals and Missions

Students write feedback on what has been done well (medals) before focusing on the next learning steps (mission).

Two Stars and a Wish

Two **stars** are given for what has been done well in relation to the learning objective. One **wish** for improvement is suggested.

Self/Peer assessment (with and without rubrics)

Students assess their own work or that of a peer. This could be using checklists for them to give a short written assessment, or rubrics so they just need to identify the correct description of the work.

My Personal Action Plan	
Name ……………………………………	Date………………………
My goal is to…	
To achieve this I will…	
What I did… (give details of your actions)	
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What were the challenges? (give details and examples)	
Next, I am going to… (create a new personal action for your next steps)	

12. Managing a Differentiated Classroom

Classroom management is about creating an environment that supports the successful learning of a broad range of students.

When you differentiate the learning for different levels of students in your class, they may not all be working on the same tasks at the same time. The way your lessons are organised becomes very important to manage this.

Five key areas need to be managed

1. **Managing Groups:** group management needs to be planned for.

2. **Managing Movement:** efficient movement doesn't just happen. It needs to be broken down step by step.

3. **Getting Teacher Attention:** when a teacher is working with one group, students from other groups need to learn strategies for getting teacher attention, besides calling out.

4. **Managing Student Output:** when a teacher is working with other groups, consideration needs to be given about how to keep students on task when they aren't being directly supervised.

5. **Student Self- Management:** students need to learn the skills to manage their time in a differentiated class.

   These five areas are interrelated, but all link to the key message that appropriate behaviour is not inherent but must be taught, especially if a differentiated classroom is going to function effectively.

REFLECT

Consider the **five** key areas.
What do you do well? What could you improve?

Managing Groups and Movement
Have mixed ability groups as base groups. Students can then move to ability or other grouping when required.
Train the students to move quickly and quietly into different groups as required. Practice until they reach the required standard.
Use an agreed signal to get the students' attention.

Getting Teacher Attention
Ask 3 before me: Teach students how to consult three other students or resources (e.g., word wall, front board) before asking the teacher for help.
Request Board: Students write their name and time on the board when they need help. The teacher will refer to the list to provide student support. This enables the teacher to work with other groups, while being aware of student needs.
Expert system: Students take turns to be the *class expert*. They are available to help students when needed. Use a system for posting the 'expert' for a day.
Self-Checking: Answer sheets are provided for students to check their own work when they have finished.

Managing Work Output
Use a clock, timer tool or stop watch so that students can track the time when working independently.
Teach and reinforce group roles, e.g. materials manager, timekeeper, participation checker, so that group monitoring is practiced.
Have agreed contracts for work completion.

Additional Strategies
Provide a *Learning Centre/Class Library* which is relevant to the topic. The students can access this centre during the lesson, or when they have completed their work.
Anchor/ Enhancement Activities: These are relevant activities which students can access when they have completed assigned tasks. They should relate to the skills being learned, and have a high interest value for students.

Strategies for Managing a Differentiated Classroom

Try This | **The Quiet Signal**

1. Teacher raises hand silently;
2. Teacher prompts students to raise their hand by counting to 5 (once mastered by students, this prompt may be removed);
3. Students raise their hand (ideally within 5 seconds of teacher raising their hand);
4. Teacher proceeds teaching only once all students are quiet with their hand raised.

   ✓ The **Quiet Signal** quickly and effectively demands the attention of participants, requiring a whole body response.

   ✓ Response to the **Quiet Signal** needs to be effective within 5 seconds.

   ✓ The **Quiet Signal** is used to get participants' attention without having to raise voices.

   ✓ A **Quiet Signal** can take many different forms but it should be:

   - quick;
   - visual;
   - time-saving;
   - routine.

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Common Issues

- Students are not taught how to use the signal and have not practised using it.
- Use is inconsistent and/or it is overused.
- A common mistake is that teachers use the quiet signal, but keep talking themselves, or don't insist on all pens down, eyes to the front and no talking until permission is given to continue.
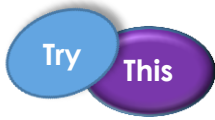
Try **This** **Observation Tool**

Ask a colleague or your SISC+ Guide to observe you managing your differentiated lesson using this observation tool. This will show you what you need to work on.

Managing a Differentiated Classroom	Yes? No? N/A	Comment
Managing Groups and Movement		
Students are grouped appropriately for the activity, i.e. mixed or ability grouping, or by choice.		
Students move efficiently and quietly when required.		
An agreed signal is used to get the students' attention and it is effective.		
Getting Teacher Attention		
There are established strategies used for students to gain teacher attention when she/he working with other students.		
There are established systems in place for students to support each other, instead of being solely reliant on the teachers input.		
Systems are in place for self checking completed work.		
Managing Work Output		
A system is used for students to track time for expected work completion.		
Agreed contracts are in place for work completion and consequences for non completion.		
Self Management		
A learning centre or resource centre is available for students to access materials.		
Relevant/Anchor activities are available for students who have completed their work.		

	My Personal Action Plan
	My Personal Action Plan Name …………………………………………… Date………………………
My goal is to…	
To achieve this I will…	
What I did… (give details of your actions)	
What was successful? (give details and examples)	
What were the challenges? (give details and examples)	
Next, I am going to… (create a new personal action for your next steps)	

Differentiated Lesson Plans

Differentiated Lesson Plan (1): Writing

<table>
<tr><td colspan="5" align="center">Lesson Plan</td></tr>
<tr><td colspan="2">Subject: English</td><td colspan="2">Theme: Social Issues
Topic: Internet</td><td>Skill: Writing</td><td>Class:
Date</td></tr>
</table>

Learning Standard Code: 2.3 vi Writing articles on specific areas	**Moral Value:** Rationality
Learning Objectives: By the end of the lesson you will be able to source main ideas on a topic	**Success Criteria** I will be successful if I can • draw on own knowledge for ideas; • source ideas through reading texts ; • organise ideas into a table; • select main ideas from a bank of ideas.
Key Concepts/ Key Vocabulary: Internet, advantages, disadvantages	**Resources:** Mini white boards, differentiated texts, speaking frame

Lesson Outline		Differentiation
Starter	• Say and write statement on the board: THE INTERNET IS DOWN. What can you **not** do today? • 2 minutes to write ideas on mini whiteboard. • On signal, show their boards. T identifies key ideas from students and asks students to expand.	**Content/Process:** Instructions spoken/written to differentiate for learning preference. **Content:** Question levels directed to students' ability levels.
Main Activities	**Activity 1:** mixed ability groups -4 students per group. Students each write heading **The Internet** and two columns: advantages/ disadvantages. On teacher instruction, write one idea and pass paper to person on left. Continue for 5 minutes. **Activity 2::** students jigsawed into four ability teams to collect ideas and evidence. (*Refer to Resource 1*)-10 minutes in jigsaw group. **Activity 3:** Return to home groups and report on reading. Each member has 2 minutes. Add to the advantages and disadvantages table from Activity 1. Identify a team lead to support less able students in group.	**Activity 1** **Process:** Students support each other in mixed ability teams **Process:** Students read and build on ideas of peers. **Activity 2** **Content:** ability grouping for students to work at level. **Activity 3** **Process:** One lead in each group identified to ensure all have notes recorded.
Plenary	**Think Pair Share**: With partners- **Think**: Choose the most significant advantage and most significant disadvantage from your list and say why. Write on 'mini whiteboard. Pair/Share: 1 minute 30 seconds each to share ideas. Speaking frame on board as choice *'In my opinion the main advantage is…because…'* Students coach partner if required and give praise after contributing.	**Process:** Thinking time is given. **Content:** Speaking frame placed on board for students who need it. Write instructions on board and give orally.
Homework	Give **choice**: • Research internet advantages and disadvantages and write notes. • Talk: to parents/grandparents about life before internet: notes of tape recording. • Make up a song 'I love the internet'-in groups	**Product:** Choice Board for interest

Activity 1

Basic
Students are given sentence strips. Each strip is a simple sentence stating an advantage or disadvantage of the Intenet. Students read and sort into sets.

Intermediate
Students are given key words related to the Internet (advantages and disadvantages). They write as sentences.

Advanced
Students write their own sentences stating the advantages and disadvantages of the Internet.

Homework Activity: Choice Board

The choice board gives students the opportunity to demonstrate their learning according to their learning preference. Students can choose one option.

CHOICE BOARD Choose one activity to demonstrate your learning. You can work on your own or in a group.		
RESEARCH advantages and disadvantages about the internet and show on a **GRAPHIC ORGANISER**.	**INTERVIEW** a grandparent or older person about life before the internet. Prepare a 2 minute **SPEECH**.	**INTERVIEW** a grandparent or older person about life before the internet. Write a **REPORT**.
Create a **SONG** about the Internet and be ready to present to the class.	Draw a **CARTOON** about the Internet.	Write a **SURVEY** finding out how many hours per day they use the internet. Present as a **GRAPH** and write a conclusion.

Differentiated Lesson Plan (2): Literature

Lesson Plan				
Subject: English (Literature)	**Theme:** Social Issues **Topic:** Poem – In the Midst of Hardship		**Skill:** Reading	**Class:** **Date:**
Learning Standard Code: 3.1.ii	**Moral Value:** Courage			
Learning Objectives: By the end of the lesson you will know key vocabulary essential for understanding a poem	**Success Criteria** I will be successful if I can • work out meanings of words and phrases; • create a mini dictionary; • restate words/phrases in a different context; • identify the difference between words and phrases.			
Key Concepts/ Key Vocabulary: Refer to lesson			**Resources:** Poem	
Lesson Outline			**Differentiation**	
Starter	Connect to prior learning: Teacher says a list of words and phrases from the poem. After each one, students call out WORD or PHRASE (a word is single; phrase is more than one word) whether it is a word or phrase.			
Main Activities	**Activity 1** Students work in ability groups. -4 students per group. Explain students are going to learn important vocab/phrases to help them understand a poem. Give instructions/give out resources. Basic: Use definitions and bilingual dictionary to write meanings in first language or draw pictures. Advanced: Use own knowledge, their peers' knowledge and dictionary, plus reference to the poem to work out meanings. Add to mini dictionary.		**Activity 1** **Process:** all have same content, but a different process for learning new words/phrases	
	Activity 2 Basic: **Flashcards** - for learning new words and phrases Advanced: **Choice board** - choice of ways to demonstrate understanding of vocabulary.		**Activity 2** **Process:** different process for learning words **Product:** choice about how to demonstrate learning.	
Plenary	Students move around the room, sharing a new word or phrase with different students.		**Process:** Learn from each other	
Homework	Give students a list of words to learn: Basic – 6 words Advanced – All new words		**Content**	

Poem: In the Midst of Hardship by Latiff Mohidin

Activity 1: Mini Dictionary

<u>Basic</u> Students draw illustrations and or write the meaning in their first language in column 4.

<u>Intermediate/Advanced</u> Delete the content in column 3 (meaning) and students write their own meaning.

NB Students only work on the vocabulary they are unfamiliar with.

In the Midst of Hardship: Mini Dictionary			
Vocabulary	**Part of speech**	**Meaning**	**My meaning or picture**
all the time		always	
approach, approached, approaching	verb	come up to 'He approached me'	
between	preposition	In the middle of two things *The cat is between two dogs*	
bloated	adjective	Full of liquid 'His stomach is bloated.'	
born	adjective	Start of life *He was born on January 10th.*	
brave	adjective	Not afraid. *He was brave because he saved the woman from the fire.*	
brow, brows	noun	The part of your face above your eyes	
buffalo	noun	An animal like a cow	
carcass, carcasses	noun	A dead animal	
chips	noun	(1) Fried potato pieces (2) Pieces of wood off a tree	
cigarette leaves	noun	We use these to make cigarettes	
clothes	noun	The things we wear on our body. *His clothes are jeans and T-shirt*	
complaint	noun	Say you don't like something. *The students made a complaint about the food in the canteen*	
dawn	noun	Very early morning	

		The birds start singing at dawn	
day	noun	The time between daylight and dark.	
despair	adjective	To feel very upset or sad. *He is in despair because his mother is very sick.*	
desperately	adverb	Wanting something very much *I desperately want to pass the exams*	
flood	noun	A lot of water after a lot of rain *The flood came into our house*	
find, found	verb	Found: past tense of find. To come across something that was lost. *I found $100 on the road*	
full of	verb	A lot of *The bucket is full of water*	
hardship	noun	When people don't have much money or things.	
horrendous	adjective	Very bad. *It was a horrendous car accident*	
joke, jokes	noun	A funny story *My friend tells funny jokes*	
kitchen	noun	Where food is cooked. *My mother is cooking in the kitchen.*	
leg, legs	noun	We use these for walking.	
limb, limbs	noun	Our arms and legs are called limbs.	
mark	noun	A line on something *The teacher made a mark on my book*	
midst	noun	In the centre of middle	
night	noun	When it is dark *We sleep at night*	
pass, passed	verb	When time has gone by	
return	verb	Go back	
roll, rolling	verb	Turn over and over	
scratch, scratches	noun	Small cuts on the body	
sigh	noun	Say 'Ahhhhhh' breathe out	
sign	noun	A message *The sign said STOP*	
soaky	adjective	Very wet	
stove	noun	We cook on this.	
tiny	adjective	Very small	

torn	adjective	Clothes which are cut or ripped. *My jeans were torn when I fell off my bike.*	
tree bark	noun	The outside part of the tree	
whole	adjective	All	
without	preposition	Leave something out *I drink tea without sugar*	
wound/wounds	noun	Large cuts on the body	

Activity 2

Basic:

Flash Cards

Use these flashcards for learning the new words. (On the reverse side of the flashcard, write the first language translation of the English word).

Example:

dawn	*[first language]*
torn	
legs	

Advanced

Choice Board

Choose how you can show your understanding of the new words.

LEARNING NEW WORDS		
WRITE as many of the words as you can into a paragraph.	DRAW a picture showing as many of the new words as you can in it.	Make a WORDSEARCH quiz using the new words

Differentiated Lesson Plan (3): Literature

Lesson Plan			
Subject: English (Literature)	**Theme:** Social Issues **Topic:** Poem – In the Midst of Hardship	**Skill:** Reading	**Class:** **Date:**
Learning Standard Code: Learning Standard Code: 3.1iii. Retell the poem in one's own words. ii. find out meanings of words by using dictionaries or contextual clues	**Moral Value:** Bravery		
Learning Objectives: By the end of the lesson you will be able to discuss ideas captured by adjectives/adjectival phrases, and adverbs in stanza 1.	**Success Criteria** I will be successful if I can • talk about the sight images evoked in the first stanza of the poem • state the feelings of the personae in stanza 1		
Key Concepts/ Key Vocabulary: Dawn, soaky clothes torn, limbs marked by scratches, brows, despair, horrendous flood, bloated carcasses, chips of tree barks, albino buffalo		**Resources:** Poem, gap fill	

Lesson Outline		Differentiation
Starter	• Give each group a picture/photograph of a scene from a flood with an accompanying task/questions • Students have 2 minutes to write answers to questions • Students to share responses across groups.	
Main Activities	**Activity 1** **Y chart:** Students seated in groups of 4. They complete a 'sense' chart on what they know about floods – things they see, sounds they hear and what they feel. **Activity 2 – ability based groups** Vocabulary activity 1: Students given the first stanza of the poem. They engage in a choice of activities to develop their understanding of the poem by focusing on words/phrases which evoke their sense of sight. (i.e. drawing, matching pictures to phrases, working on synonym). **Activity 3** **Team Interview** Build new groups where students share learning from previous activity using their products.	**Activity 1** **Process:** Students support each other in mixed ability teams **Activity 2** **Process:** Task varied for different student levels
Plenary	**Think Pair Share**: Students share with partner what they have learned about stanza 1: Students coach partner if required and give praise after contributing.	**Process:** support and coaching
Homework	Students work on paraphrasing stanza I in different ways Basic: gap filling activity Advanced: write a narrative paragraph	**Process and content**

Activity 2

Basic
Students draw pictures of the following (or give illustrations for students to match two words and phrases).

dawn	soaky clothes
stove	limbs marked by scratches
legs full of wounds	on the brows there was not a sign of despair

Advanced
Students use dictionaries to match synonyms to words and phrases.
Depression; forehead; arms; oven; drenched; sunrise; start; water-logged; sunrise; cuts; legs; misery; limbs; cuts; beginning; gashesfire; grazes; injuries; cooker; upset

dawn	soaky clothes	stove	limbs marked by scratches	legs full of wounds	on their brows there was not a sign of despair

Homework

Basic
There was a_____ . The farmers came home at _____ . Their _____ were wet and torn. Their arms and _____ were cut and scratched. They went to the _____ to get warm. But the _____ did not look upset.

Advanced
Write a paragraph to tell the story of the first stanza.

Differentiated Lesson Plan (4): Writing

Lesson Plan				
Subject: English language	**Theme:** Environment **Topic:** Tsunami disaster		**Skill:** Writing	**Class:** **Date**
Learning Standard Code: 2.3(a)	**Moral Value:** Cooperation		**Cross-Curricular Links** Science	
Learning Objectives: By the end of the lesson you will know the essential elements in a written report.	**Success Criteria** I will be successful if I can: • sequence the key elements of a report; • identify topic sentence, supporting details and examples in paragraphs.			
Key Concepts/ Key Vocabulary: Report, introduction, paragraph, opening sentence, topic sentence, supporting details, summary			**Resources:** Burger illustration, tsunami/earthquake image, Worksheet A, B, C and D.	

Lesson Outline		Differentiation
Starter	Introduction: Teacher shows a 'burger' illustration (e.g. bun, lettuce) to students and asks several exploration questions such as "what would happen if you took the bottom part of the bun away?" The students give feedback to the teacher's questions. Explain that the same happens if all components are not present in a report. The burger represents a report.	**Content/Process:** Instructions spoken/written to differentiate for learning preference. **Content:** Question levels directed to students' ability levels.
Main Activities	**Activity 1** Students move to ability groupings (4 students per group). Explain students are going to learn how the essential parts to writing a 'factual report' fit together. Basic: Worksheet A: Students label the burger diagram with the following 5 elements: 1) Introduction 2) First main paragraph3) Second main paragraph 4) Third main paragraph 5) Fourth main paragraph 6) Conclusion Advanced: Also complete *'Extension Activity'*. **Activity 2** Basic: Worksheet B: Pairs have **paragraphs** cut into sentence strips. Pairs sort in sequential order and glue onto template. Advanced: Content of **all paragraphs** cut into sentence strips. Pairs sort paragraphs into sequential order	**Content:** an extension activity for more able students **Process:** scaffolded support differentiated for groups
Plenary	Teacher names an element of the burger and students name the report link by writing the word on their mini whiteboard and hold up. : e.g. top bun = introduction	Teacher able to identify students who need more support.

Activity 1

Write the key elements of a report in the spaces on the burger.
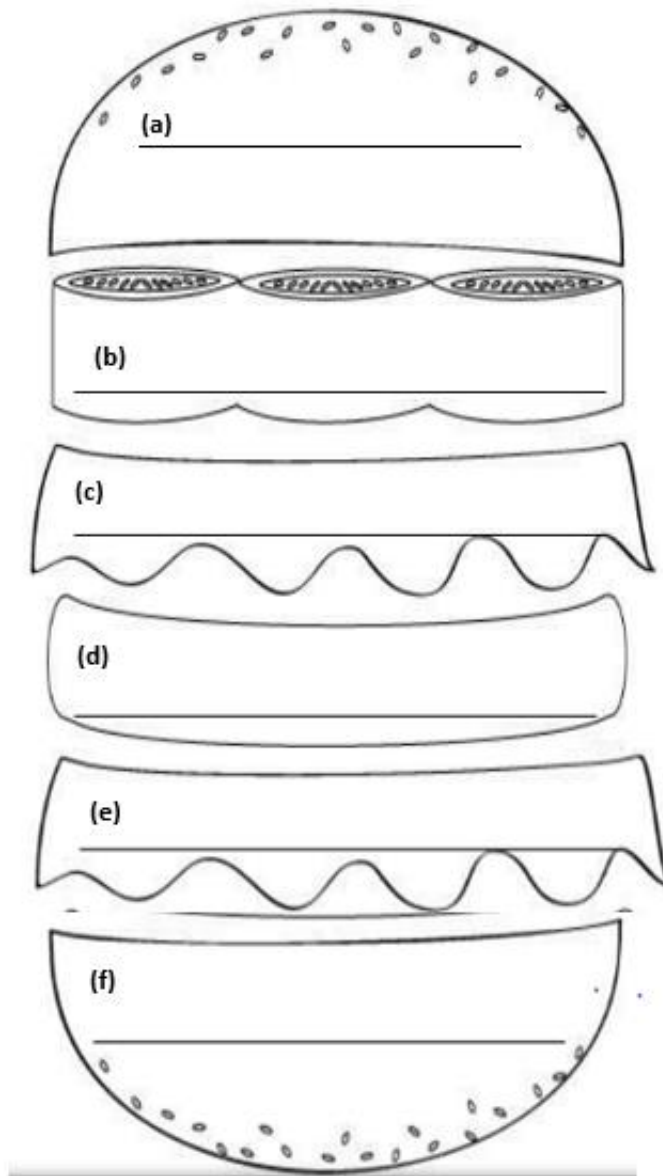
Key elements of a report

Second Main Paragraph

Introduction

Fourth Main Paragraph

Conclusion

First Main Paragraph

Extension Activity:
Sequence these points to make up a paragraph:

- Supporting details
- Summary of ideas
- Topic sentences

Activity 2

Delete the main paragraph sentences to form a blank template. Copy one template per pair of students. Cut sentences into strips. Students glue strips onto template.

Basic Give students cut up paragraph sentences (mixed) in paragraph sets.

Advanced Give students all sentences, mixed up.

In 2011 there was an earthquake in Japan. It was huge and caused a lot of damage. There was a tsunami which killed many people and there was damage to the nuclear power stations in Japan. There are many things to be done in Japan after the earthquake.
The earthquake struck at 2:46 p.m. near Sendai on Honshu Island.
It was magnitude 9.0 which is one of the largest earthquakes ever recorded.
It lasted for 3-5 minutes.
It was so big that it moved Honshu Island two metres.
The earthquake caused a tsunami.
It was one of the largest tsunamis ever recorded.
Some of the waves were 10 metres high.
The tsunami killed more than 20,000 people. Many villages have been destroyed.
The earthquake and tsunami damaged the nuclear power stations in Japan.
Radiation has leaked into the environment.
Some seafood and vegetables from Japan are not safe to eat.
Many peoples' lives and health have been affected by the radiation.
There are many things for Japan to do to recover from the damage.
They need to build new homes and businesses.
They will also need to find new way to get electricity.
It will cost a lot of money to aid the recovery.
The earthquake was a very sad event for Japan. It was even worse because of the tsunami and the nuclear problems.

Topic sentence
Supporting detail
Supporting detail
Summary of ideas

Differentiated Lesson Plan (5): Reading

Lesson Plan			
Subject: English language	**Theme:** Health **Topic:** Blindness	**Skill:** Reading	**Class:** **Date**
Learning Standard Code: 2.2 (a) (b)	**Moral Value:** Helping one another		
Learning Objectives: By the end of the lesson you will be able to: scan a text to find key information	**Success Criteria** I will be successful if I can • predict the storyline from the introduction and conclusion • move the eyes quickly over the page to find key words and phrases • work out important ideas from scanning a text • scan for answers using signpost questions		
Key Concepts/ Key Vocabulary: Dealing with blindness/being sightless, caring for others, facing adversity. Vocabulary, Collaborative learning, AfL , Thinking skills & Differentiation		**Resources:** Reading text (differentiated), cut up intro + conclusion (differentiated); dictionaries	

Lesson Outline		Differentiation
Starter	Teacher gives a clue about an item in the classroom. Students scan the room to find the item. Ask: what does this activity tell us about our reading strategy today? (scanning)	**Content**: Write the item word on the board to provide both visual and aural needs.
Main Activities	**Activity 1: Predicting the story line**: Basic: Simplified version. Sort sentence strips. Predict story events. Advanced: (a) Choose 3 key words/phrases from each paragraph (b) Write a sentence to summarise both introduction and conclusion (c) write a sentence to predict what will happen in the story. **Activity 2: Scanning for details** Teacher explanation about how to run eyes quickly over the text. Students practice. Basic T gives 5 key words/phrases. Students scan and highlight. Advanced: T gives 12 key words. Students scan and highlight. **Activity 3: Signpost questions** Basic: scan for answers using signpost questions (paragraph referenced). Advanced: scan for answers using signpost questions (not paragraph referenced)	**Content:** simplified text with cues **Content**: More able work with more words and phrases **Process:** additional support provided for students who need it.
Plenary	In pairs: one student gives a word or phrase: partner scans to find it. Take turns. Refer to success criteria for lesson success.	

Activity 1

Basic

(a) Sort the sentence strips into sequence to make a paragraph.

(b) Give an oral or written prediction of the story events.

Cut sentences into strips for sorting the introduction.
It had been a year since Jasmine had become blind.
She lost her eyesight after an accident.
She knew she would never get her eyesight back.
She was angry and frustrated. She felt a burden to everyone around her.
Each day was a struggle.

Cut sentences into strips for sorting the conclusion.
Jasmine cried with happiness.
She couldn't see Raj, but she could sense him.
She was lucky because of his love for her.
His gift of love brought light back into her life.

Activity 1

Advanced

a) Choose 3 key words/phrases from each paragraph.

b) Write a sentence to summarise both introduction and conclusion.

c) Write a sentence to predict what will happen in the story.

Introduction

It had been a year since Jasmine, twenty eight, had become blind. Due to an accident, she lost her eyesight and was suddenly thrown into a world of darkness, anger, frustration and self-pity. She felt a burden to everyone around her. She knew she would never get her eyesight back. Getting through each day was a struggle.

Conclusion

Tears of happiness rolled down Jasmine's cheeks. Although she couldn't physically see him, she had always felt Raj's presence. She was so lucky because he had given her a gift more powerful than sight, a gift she didn't need to see to believe - the gift of love that can bring light where there had been darkness.

Activity 2

<u>Basic</u> *Highlight the key words or phrases to match the signpost statements.*

It had been a year since Jasmine had become blind. She lost her eyesight after an accident. She knew she would never get her eyesight back. She was angry and frustrated. She felt a burden to everyone around her. Each day was a struggle.	Jasmine cannot see. Jasmine is not happy.
Jasmine's husband, Raj, was an Air Force officer. He loved Jasmine with all his heart. He wanted to help his wife become confident and independent again.	Jasmine is married. Jasmine's husband wants to help her.
After six months, Jasmine was ready to return to her job. Raj rode the bus to work with her for two whole weeks. He taught her how to adapt to her new environment. He got the bus drivers to help her and give her a seat in the front.	Jasmine has a job. Jasmine has help.
Finally, Jasmine was ready to try the bus trip on her own. Each day she was successful and she was getting her confidence back. She was going to work all by herself! She was feeling independent again.	Jasmine takes the bus by herself. Jasmine is confident.
After one week of taking the bus on her own, the driver said to her, "Lady, I sure envy you." Curious, she asked the driver, "Are you talking to me?" "Yes, ma'am." "Why do you say you envy me?" she questioned. "It must feel so good to be taken care of and protected like you are." the driver answered. Jasmine was puzzled. "What do you mean?" she asked. The driver replied, "You know. Every morning, a man has been standing across the street watching you when you get off the bus. He makes sure you cross the street safely and he watches you until you enter your office building. Then he blows you a kiss, and walks away. You are one lucky lady."	Jasmine has been taking the bus for one week. The bus driver envies Jasmine.
Jasmine cried with happiness. She couldn't see Raj, but she could sense him. She was lucky because of his love for her. His gift of love brought light back into her life.	Jasmine's husband loves her very much.

Activity 2

<u>Advanced</u> *Highlight the key words or phrases based on the signpost questions.*

The Gift of Light
It had been a year since Jasmine, twenty eight, had become blind. Due to an accident, she lost her eyesight and was suddenly thrown into a world of darkness, anger, frustration and self-pity. She felt a burden to everyone around her. She knew she would never get her eyesight back. Getting through each day was a struggle.

Jasmine's husband, Raj, was an Air Force officer and he loved Jasmine with all his heart. When she first lost her sight, he was determined to help his wife gain the confidence she needed to become independent again.

After six months, Jasmine was ready to return to her job. Raj promised Jasmine that each morning and evening, he would ride the bus with her. For two whole weeks, Raj accompanied Jasmine to and from work each day. He taught her how to rely on her other senses and how to adapt to her new environment. He got the bus drivers to watch out for her and save her a seat in the front.
Finally, Jasmine was ready to try the bus trip on her own. Each day on her own was successful and she was getting her confidence back. She was going to work all by herself! She was feeling independent again.

The driver replied, "You know. Every morning for the past week, a man in a military uniform has been standing across the street watching you when you get off the bus. He makes sure you cross the street safely and he watches you until you enter your office building. Then he blows you a kiss, and walks away. You are one lucky lady."

Tears of happiness rolled down Jasmine's cheeks. Although she couldn't physically see him, she had always felt Raj's presence. She was so lucky because he had given her a gift more powerful than sight, a gift she didn't need to see to believe - the gift of love that can bring light where there had been darkness.

(Extracted and adapted from *www.ezsoftech.com/stories*)

Jasmine cannot see. Jasmine is not happy. Jasmine takes the bus by herself. Jasmine has help. Jasmine's husband loves her very much. The bus driver envies Jasmine.	Jasmine's husband wants to help her. Jasmine has a job. Jasmine is married. Jasmine is confident. Jasmine has been taking the bus for one week. Jasmine has the gift of love.

Differentiated Lesson Plan (6): Literature

Lesson Plan		
Subject: English Language	**Class:**	**Time:**
Theme: Poetry **Topic:** He Had Such Quiet Eyes	**Learning Outcome:** 3.0 – 3.1c	**Moral Values:** Rationality
Context: pre-reading – students have not seen the poem previously	**Key Vocabulary:** Features; attraction Eyes; height; physique; mouth; advice; emotion	**Resources:** • Selection of pictures of well-known persons. • Worksheet 1 – 3 levels • Worksheet 2 – Text Messages • Emotion cards • Worksheet 3 – Emotion Graph
Learning Objective: By the end of the lesson you will be able to recognise that a person may have good looks but may not be a good person.	**Success Criteria:** I will be successful if I can • Identify what features attract me to a person • Explain why those features attract me to a person • Give brief advice to a friend • Listen to a poem and offer an emotional response	

Time	
5 min.	**Starter Activity:** (individual + pair work) Corners – (Cooperative structure) Prior to lesson: Teacher identifies 4 physical features which may attract: eyes/height/mouth/physique 1. Teacher asks, "Why would you be physically attracted to someone?" 2. Students write their corner selection on mini-white board. 3. Students move to their corners. 4. Students form pairs + share explanation of their response using Timed Pair Share (co-operative structure).
15 min.	**Activity 1:** Writing + Speaking & Listening (individual + pair work) 1. Students select a picture of a well-known person they find attractive (physical appearance). 2. Students write a description of the person, explaining the features they find attractive. 3. Students work with shoulder partners to read aloud and share written responses. Activity differentiated by content – 3 different levels of writing support.
10 min.	**Activity 2:** Writing (group work) • Students work in groups to create a text message explaining that they have just met someone they are attracted to and what it is about his/her physical appearance that is attractive. • Students 'send' the message to their groups. Each person in the group responds to the 'text' message. • Teacher then draws class together for discussion, "What would your response contain?" Eliciting the concept of 'advice'.
10 min.	**Activity 3:** Listening (individual work) • Distribute emotion cards • Teacher reads through poem • After reading teacher asks students to indicate their 'feeling' after hearing the poem, using the emotion cards/writing on their mini - whiteboards • Teacher reads poem again. This time students are to indicate their 'feeling' about the poem as it is read. • Distribute blank emotion graph and explain activity. • Teacher reads poem again. • Students indicate their 'feeling' on the emotion graph. Differentiation by product.

5 min.	**Plenary Activity:** (whole class work) <u>LINKS -</u> Teacher creates cards for whiteboard for phrases, - He had such quiet eyes - They were two pools of lies - If only she had been wise - Be sure that nice really means nice Teacher selects 2 students (using a selector tool) to identify the link between the 4 phrases and 2 students to explain the link. Class agree or disagree (using mini whiteboards).

Reflection		
Progress - Learning Objectives	**Follow -up**	**Lesson Improvements**

Lesson Plan Resource (6)

Resource sheet 2

Malaysian Celebrities

Ladies:

1. Emma Maembong	2. Elfira Loy	3. Neelofa

Man:

1. Zizan Razak	2. Zain Saidin	3. Fizo Omar

Resource sheet 3

Physical Attraction

Name:
Date :

Glue your selected image into the box below:

Eyes

Face   Hair

Physique ← Glue your image here → Mouth and teeth
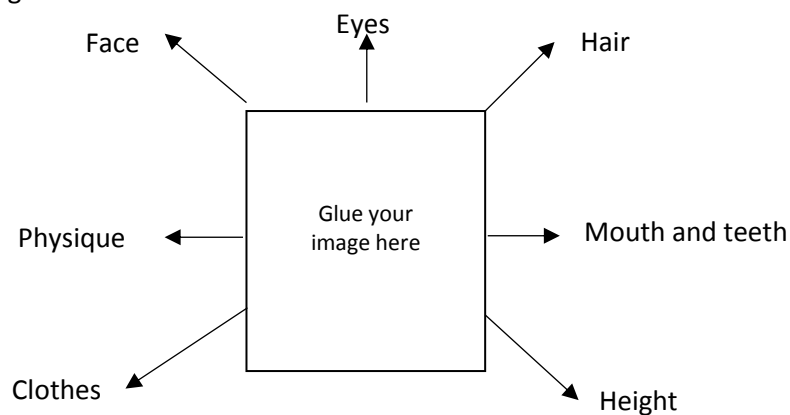
Clothes   Height

Complete the sentences below:
1. He/she has _____ eyes.
2. He/she has got _____hair.
3. He/she has _____face.
4. He/she is _____. (physique)

5. He/she is _____. (height)
6. He/she has _____mouth.
7. He/she has got _____teeth.
8. He/she wears _____clothes.

Physical Attraction (basic)

Glue your selected image into the box below:

Face   Eyes   Hair

Physique | Glue your image here | Mouth and teeth

Clothes   Height
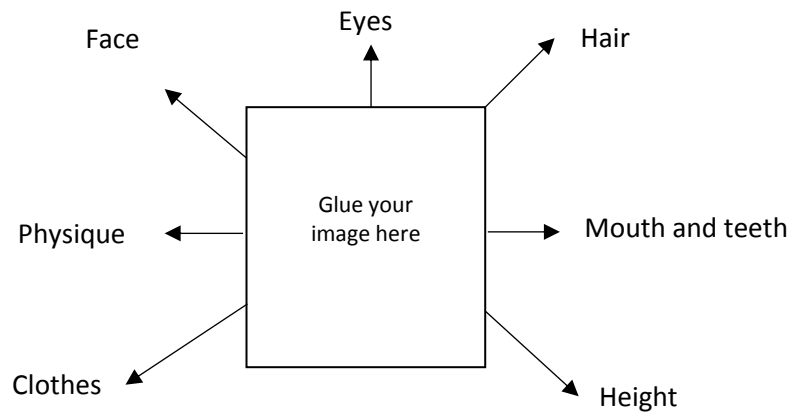
Complete the sentences below:

1. He/she has _____.	5. He/she is _____.
2. He/she has got _____.	6. He/she has _____ and _____.
3. He/she has _____.	7. He/she has got _____.
4. He/she is _____.	8. He/she wears _____.

Physical Attraction (Advanced)

Glue your selected image into the box below:

Face   Eyes   Hair

Physique | Glue your image here | Mouth and teeth

Clothes   Height
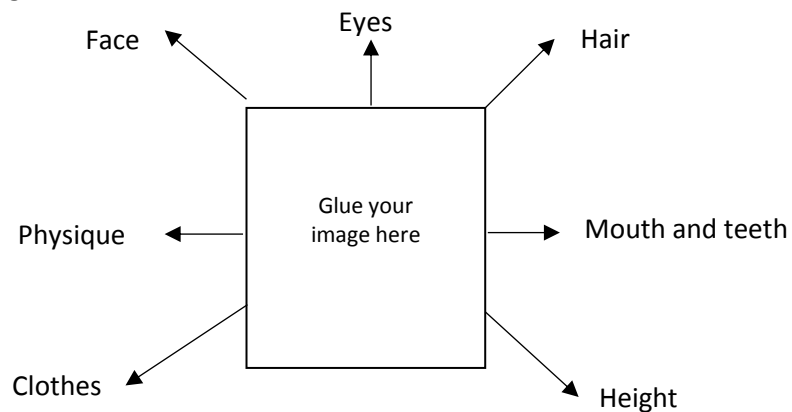
Write sentences to describe the identified physical features. Use simple connectors:

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.

Resource sheet 4

Text Messages

TASK:
Step 1: Create a text message to tell your friends you have just met someone you are attracted to.
Step 2: Tell them why you are attracted to this person.
Step 3: Try to use not more than 120 characters.
Write your message here:

Reply from:

- Friend one   :
- Friend two   :
- Friend three :

Resource sheet 5

Emotion Graph

"He Had Such Quiet Eyes"

Emotion
of reader

Line of

Happy	Sad	Angry	Confused	In love

Differentiated Lesson Plan (7): Language

<table>
<tr><td colspan="3" align="center">Lesson Plan</td></tr>
<tr><td>Subject: English Language</td><td>Class:</td><td>Time:</td></tr>
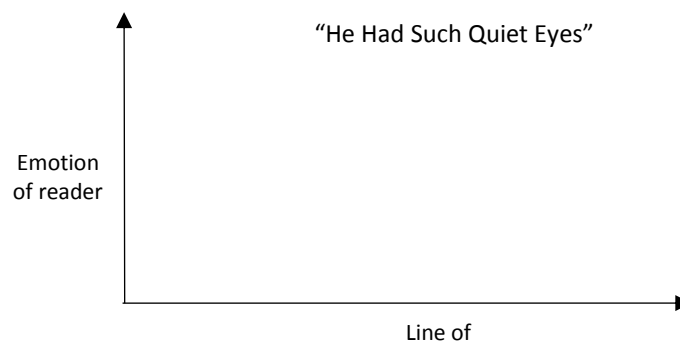<tr><td>Theme: language for informational purposes
Topic: advertising</td><td>Learning Outcome:
2.0 – 2.2 a/b/f</td><td>Moral Values:
Rationality</td></tr>
<tr><td>Context: students will be introduced to the use of language in advertisements this lesson</td><td>Key Vocabulary:
advertisement;
slogan
catchphrase
alliteration
consonance</td><td>Resources:
• Selection of magazines worksheet 1
• Adverts selected by teacher for activity 2 to reflect 3 differentiated levels – worksheet 2</td></tr>
<tr><td>Learning Objective:
By the end of the lesson you will be able to talk about how advertisements use words to persuade us to buy</td><td colspan="2">Success Criteria:
I will be successful if I can
• talk about a personal response to an advertisement
• identify key words advertisers uses to persuade
• explain how the words are used</td></tr>
</table>

<table>
<tr><td>Time
5 min</td><td>Starter Activity: Teacher selects 5 well known advertisements which include slogans. Students match the advertisements and slogans.</td></tr>
<tr><td>10 min</td><td>Activity 1: Reading + Speaking & Listening (individual + pair work)
1. Students choose three advertisements which appeal to them.
2. Students use worksheet 1 to demonstrate personal response to advertisements.
3. Students share response with shoulder partner.</td></tr>
<tr><td>10 min</td><td>Activity 2: Reading (group work)
1. Teacher models how to look at the words used by advertisers.
2. Students use advert selected by teacher, according to student mastery level, to complete their own example - worksheet 2.
(differentiation by content)</td></tr>
<tr><td>10 min

5 min</td><td>Activity 3: Reading + Speaking & Listening (pair work)
1. Students select one of their adverts from activity 1 and complete the table from activity 2.
2. Students prepare a poster transferring the information from worksheet 1 + 2.
3. Students practice to present their posters to another pair.
(differentiation by process)</td></tr>
<tr><td></td><td>Plenary Activity:
Gallery walk: View posters, noting new information and make suggestion</td></tr>
<tr><td colspan="2" align="center">Reflection</td></tr>
<tr><td colspan="2">
<table>
<tr><td align="center">Progress - Learning Objectives</td><td align="center">Follow -up</td><td align="center">Lesson Improvements</td></tr>
<tr><td>

</td><td></td><td></td></tr>
</table>
</td></tr>
</table>

Resource sheet 1

<div align="center">

Advertisements

</div>

Name:
Date :
Class :

What makes you look at this advert?

Write your response in the boxes below:

Advert	Product	Use of image	Use of colour	Use of words
1				
2				
3				

<div align="center">

Adverts and Words

</div>

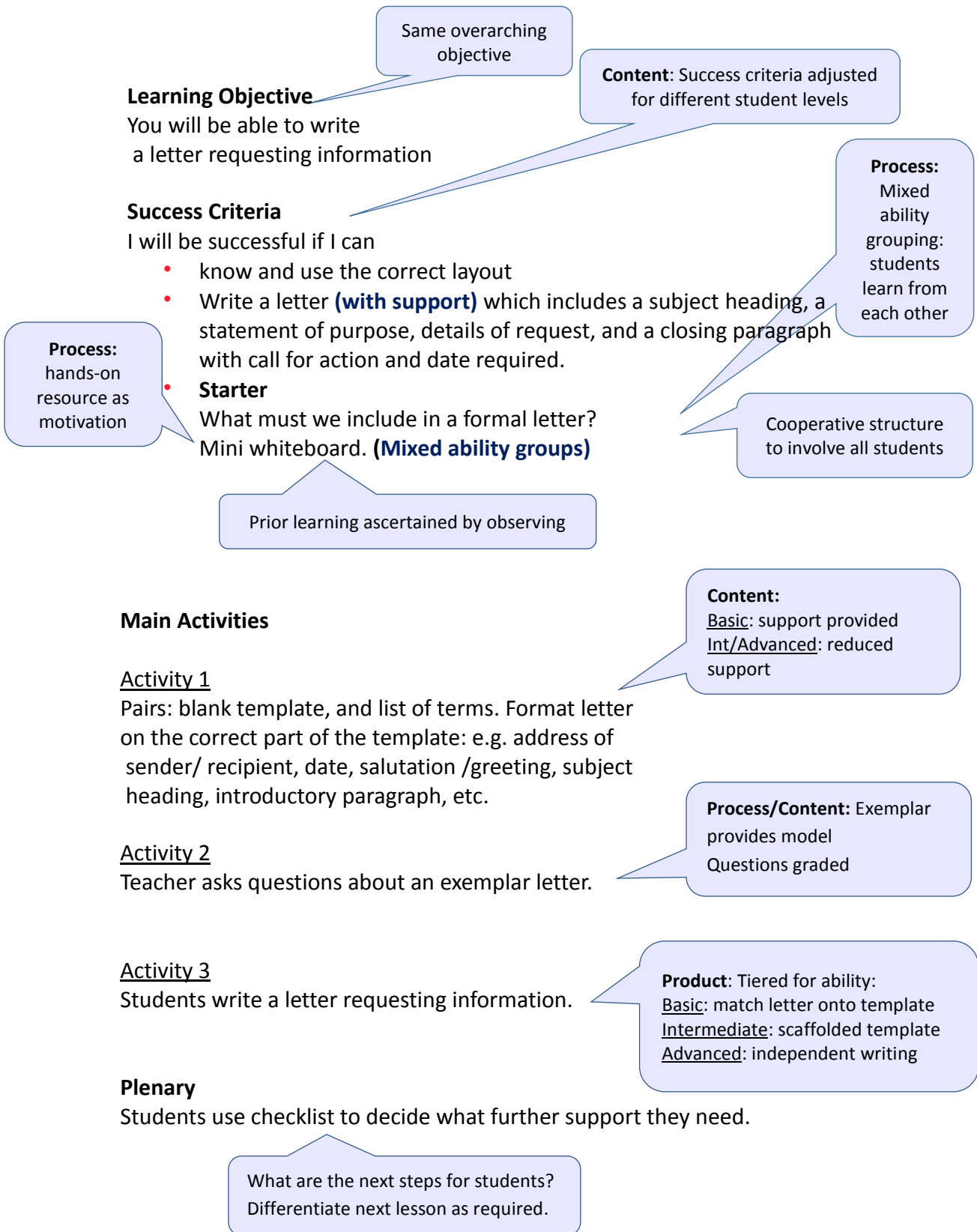| Name: |
| :--- |
| Date : |
| Class : |

How are words used in this advert?

Write your response in the boxes below:

Advert	Product	Word size (%)	Keywords	Use of slogans/ catch phrases
1				
2				
3				

Differentiated Lesson Plan (8): Writing

> Same overarching objective

Learning Objective
You will be able to write
a letter requesting information

> **Content**: Success criteria adjusted for different student levels

> **Process:** Mixed ability grouping: students learn from each other

Success Criteria
I will be successful if I can

- know and use the correct layout
- Write a letter **(with support)** which includes a subject heading, a statement of purpose, details of request, and a closing paragraph with call for action and date required.
- **Starter**

> **Process:** hands-on resource as motivation

What must we include in a formal letter?
Mini whiteboard. **(Mixed ability groups)**

> Cooperative structure to involve all students

> Prior learning ascertained by observing

Main Activities

> **Content:**
> Basic: support provided
> Int/Advanced: reduced support

Activity 1
Pairs: blank template, and list of terms. Format letter on the correct part of the template: e.g. address of sender/ recipient, date, salutation /greeting, subject heading, introductory paragraph, etc.

> **Process/Content:** Exemplar provides model
> Questions graded

Activity 2
Teacher asks questions about an exemplar letter.

Activity 3
Students write a letter requesting information.

> **Product**: Tiered for ability:
> Basic: match letter onto template
> Intermediate: scaffolded template
> Advanced: independent writing

Plenary
Students use checklist to decide what further support they need.

> What are the next steps for students?
> Differentiate next lesson as required.

Lesson Plan Resource (8)

Activity 1:

Basic
Cut out the key words and phrases and paste them on the correct place on the letter.

Sender's name	Receiver's Address	Sender's Address	Date
Body of letter	Subject Heading	Receiver's Title/Name	Salutation

---

The Multi-Cultural Language Society,
Sekolah Menegah Dato'Ibrahim,
Jalan Segar,
56000 Kuala Lumpur

_____

The Chairman,
Parent-Teacher Association,
1 Jalan Ampang,
56000 Kuala Lumpur   9 April, 2014

Dear Sir/Madam,

Invitation to Officiate at the Cultural Food Festival

The Multi-cultural Language Society of Sek. Men. Dato' Ibrahim is organising a one-day Cultural Food Festival on Sunday, 9 August 2014, from 9.00 a.m to 4.00 p.m.

The objective of the Cultural Food Festival is for both students and the community to try different food and cultures and to raise awareness of the different cultures in Kuala Lumpur.

We plan to have an eating competition, a game contest and special chefs to host a cooking demonstration.

We would be honoured for you to attend and officiate the opening of the festival.

On behalf of the Multi-Cultural Language Society, I look forward to your reply.

Yours faithfully,

Daniel Goh

Activity 1:

<u>Advanced</u>
Place the key words and phrases on the correct position on the letter template.

Layout:

Sender's Name	Sender's Signature	Receiver's Address	
Receiver's name/title	Date	Sender's address	Salutation

Content:

Closing phrase	Subject heading	Statement of purpose	Details of Request

Activity 2

The teacher asks oral questions (at whole class level) to highlight the different elements of a letter.   The questions are directed to the students according to their level.

Sample Questions

Basic

1. Who wrote the letter?
2. Who is the letter to?
3. What date was the letter written?
4. What is the subject heading?
5. What is the closing phrase?

Advanced

1. What facts are included in the opening paragraph?
2. What are the two main purposes of the festival?
3. What two details have been included?
4. What punctuation is important?

The Multi-Cultural Language Society,
Sekolah Menengah Dato'Ibrahim,
Jalan Segar,
56000 Kuala Lumpur

_____

The Chairman,
Parent-Teacher Association,
1 Jalan Ampang
56000 Kuala Lumpur   9 April, 2014

Dear Sir/Madam,

Invitation to Officiate at the Cultural Food Festival

The Multi-cultural Language Society of Sek. Men. Dato' Ibrahim is organising a one-day Cultural Food Festival on Sunday, 9 August 2014, from 9.00 a.m to 4.00 p.m.

The objective of the Cultural Food Festival is for both students and the community to try different food and cultures and to raise awareness of the different cultures in Kuala Lumpur.

We plan to have an eating competition, a game contest and special chefs to host a cooking demonstration.

We would be honoured for you to attend and officiate the opening of the festival.

On behalf of the Multi-Cultural Language Society, I look forward to your reply.

Yours faithfully,

Daniel Goh

Activity 3: Task

As the President of the Science Club, create a letter to request information for an upcoming event to visit the National Science Centre. Use the necessary prompts in the box below.

National Science Centre,
Kementerian Sains, Teknologi
dan Inovasi,
Persiaran Bukit Kiara,
50662, Bukit Kiara, Kuala Lumpur

Tel : +603-2089 3400
Fax : +603-2089 3401
Email : psn[at]psn.gov.my

Event's date: 1st July, 2014
Time of visit: 10.00 am – 1.00 pm

Points to consider:
*   Purpose of visit
*   Details of request on information such as student's discount, lunch, transport and facilities provided.

The Science Club,
Sek. Men. Dato' Ibrahim,
Jalan Segar,
56000, Kuala Lumpur

Differentiated Materials

Basic   : Place the letter in sequence onto a template.

Intermediate   : Letter template with sentence starters provided.

Advanced   : No supporting resources.

Basic: Cut the letter strips and paste onto the template.

The objective of this visit is to look at aspects of science, technology and innovation as well as to enjoy learning about science.
Dear Sir/Madam,
As the President of the Science Club, I would like to know if we can get student's discount for the admission fee. Can you tell me if lunch is included with the admission fee?
Yours faithfully,   Alisa Ahmad
National Science Centre,
Science Club visit to the National Science Centre on 1st July, 2014
2nd May, 2014
Sek. Men. Dato' Ibrahim,   Jalan Segar,   56000, Kuala Lumpur
The Science Club of Sek. Men. Dato' Ibrahim is planning for a half-day visit to the National Science Centre on the 1st of July, 2014, from 9.00 am to 1.00 pm.
The Science Club,
Kementerian Sains,   Teknologi dan Inovasi,   Persiaran Bukit Kiara,   50662, Bukit Kiara, Kuala Lumpur
Looking forward for a favourable reply from you.   Thank you.

Activity 3:

<u>Intermediate</u>

_____

_____   _____

_____

_____

The Science Club of Sek. Men. Dato' Ibrahim is planning _____
_____.

The purpose of this visit is to_____
_____
_____

As the President of the Science Club, I would like to know if_____
_____
_____.

Lastly, _____
_____.

We would be very pleased if you could write to us before end of this month so that we can make the necessary arrangements.
_____.
_____

_____,

Alisa Ahmad

References

Gardner, H., 1993. *Frames of Mind: The Theory of Multiple Intelligences.* s.l.:Fontana Press.

Kagan, D. S. K. &. M., 2009. *Kagan Cooperative Learning.* s.l.:Kagan Publishing.

Black and Wiliam, *Assessment and Classroom Learning* (Assessment in Education, 1998)