


Differentiating Instruction in the Classroom and Curriculum

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What is Differentiation?



What do we already know?



recognize students varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively.

a process to approach teaching and learning for students of differing abilities in the same class.

maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.



ONE SIZE DOES NOT FIT ALL



“Differentiation is making sure that the right students get the right learning tasks at the right time.

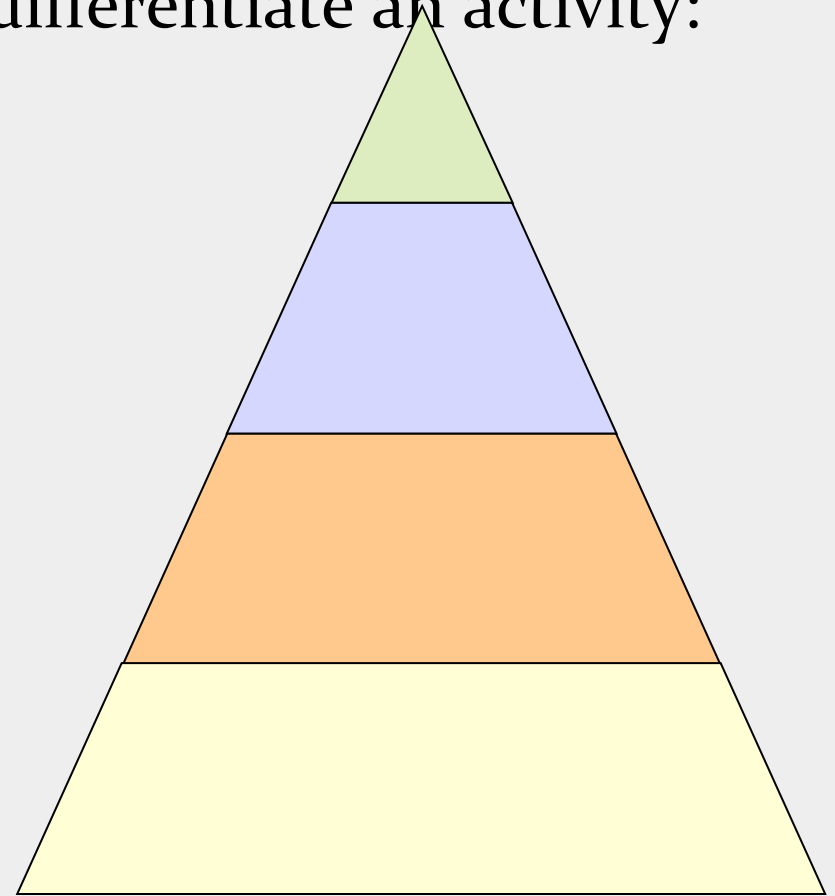
Assessment as Learning: Using Classroom Assessment to Maximize Student Learning

Lorna M. Earl

Corwin Press, Inc. – 2003 – pp. 86-87

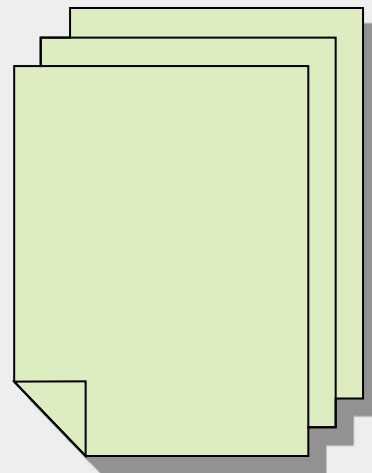
Differentiate It

- There are about six ways to differentiate an activity:
- Process
- Product
- Content
- Readiness
- Interest
- Learning Modality



What Do You Remember?

- What do you remember from your other workshops on the topic about any of the six ways to differentiate. Post your thoughts or ideas about the ways to differentiate (*They do not have to be absolutely correct. We will review the ways*)



Differentiate It

- **Process:** How you teach the content and/or how students experience it. *Read a story vs listen to a story on tape*
- **Product:** What you expect students to produce. *Paragraph, Speech, Graphic Organizer*
- **Content:** Different skills or CPI's

Differentiate It

- **Readiness:** Everyone works on same skill but the complexity and level of support differs
- **Interest:** Students choose from various options
- **Learning Modality:** Auditory, Visual, Hands-on



A Few Questions for You...



Has each of your students at this point mastered what they should know, understand, and be able to do as a result of the year in your classroom?



Have students who could have gone further than those goals had the opportunity & support to do so?

If the answer to either of those questions is, “No,” for any student in your class, does that matter?



If so, what options do you have for making the class work better for those students?

That's Differentiation, Folks!



Differentiated Instruction

is
a teacher's response to learner's needs

Guided by general principals of differentiation,
such as

Respectful Tasks

Ongoing Assessment and
Adjustment

Clear Learning Goals

Flexible Grouping

Appropriate Degree of
Challenge

Teachers can differentiate

Content

Process

Product

Readiness

Interest

**Learning
Profile**

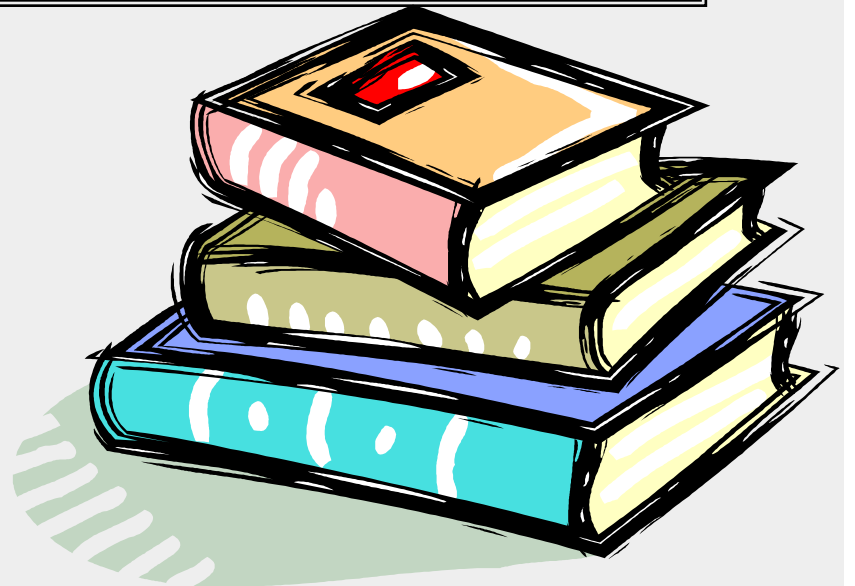
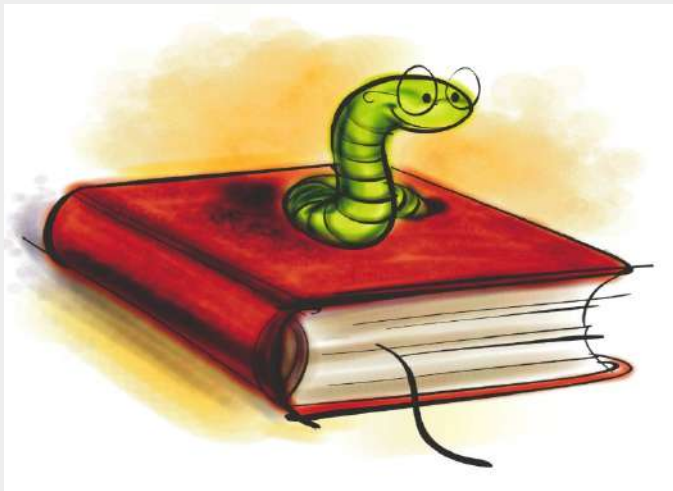
Through a range of instructional strategies

Multiple Intelligences
Jigsaws
Taped Materials
Anchor Activities
Varied Organizers
Varied Texts
Varied Supplemental Materials
Literature Circles
Layered Curriculum

Tiered Lessons
Tiered Centers
Tiered Products
Learning Contracts
Small Group Instruction
Group Investigation
Orbitals
Independent Study
Etc.

4MAT
Varied Questioning Strategies
Interest Centers
Interest Groups
Varied Homework
Compacting
Varied Journal Prompts
Complex Instruction
Etc.

Instructional Strategies that Support Differentiated Instruction



<i>Low Preparation Differentiation</i>	<i>High Preparation Differentiation</i>
<i>Choice of Books</i>	<i>Tiered Activities</i>
<i>Homework Options</i>	<i>Tiered Products</i>
<i>Use of Reading Buddies</i>	<i>Independent Study</i>
<i>Various Journal Prompts</i>	<i>Multiple Texts</i>
<i>Varied Pacing with anchor options</i>	<i>Multiple Testing Options</i>
<i>Student/Teacher Goal Setting</i>	<i>Alternative Assessments</i>
<i>Work Alone or Together</i>	<i>4-MAT</i>
<i>Flexible Seating</i>	<i>Course Compacting</i>
<i>Varied Computer Programs</i>	<i>RAFTs</i>
<i>Design-A-Day</i>	<i>Varying Organizers</i>
<i>Varied Supplemental Materials</i>	<i>Learning Contracts</i>
<i>Options for Varied Modes of Expression</i>	<i>Tiered Centers</i>
<i>Varied Scaffolding</i>	<i>Interest Centers</i>
<i>Computer Mentors</i>	<i>Stations</i>
<i>Think-Pair-Share by Readiness, Interest, Learning Profiles</i>	<i>Group Investigations</i>
<i>Open-ended Activities</i>	<i>Choice Boards</i>
<i>Explorations by Interest</i>	<i>Think-Tac-Toe</i>
<i>Options for Competition</i>	<i>Simulations</i>
<i>Flexible-Learning Groups by Readiness, Interest, Learning Profile</i>	<i>Students Are Assessed in Multiple Ways</i>

High preparation strategies we will focus on today:



Tiered Assignments



RAFT's

(Role, Audience, Format, Topic)

DI Strategy: RAFTS



- Strategy designed to help students focus on writing and reasoning while coming to understand essential concepts
- High interest strategy that encourages differentiated **writing** across the curriculum
- Gives students **choice**, appealing to their **interests** and **learning preference**, and adapting to their **readiness** levels
- Can be used as “hooks” into new units, application within a unit, or extension activities

RAFT



RAFT is an acronym that stands for

Role of the writer. What is the writer's role: reporter, observer, eyewitness?

Audience. Who will be reading this writing: the teacher, other students, a parent, people in the community, an editor?

Format. What is the best way to present this writing: in a letter, an article, a report, a poem?

Topic. Who or what is the subject of this writing: a famous mathematician, a prehistoric cave dweller, a reaction to a specific event?

Feudal System Raft

Role	Audience	Format	Topic
King	The Subjects	Proclamation	Read My Lips, New Taxes

Following the RAFT activity, students will share their research and perspectives in mixed role groups of approximately five. Groups will have a “discussion agenda” to guide their conversation.

-Kathryn Seaman

Feudal System Raft

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Knight	Squire	Job Description Bulleted List	Chivalry, Is it for You?
Lord	King	Contract	Let's Make a Deal
Serf	Animals	Lament Poem	My So Called Life
Monk	Masses	Illuminated Manuscript	Do As I Say, Not As I Do

Following the RAFT activity, students will share their research and perspectives in mixed role groups of approximately five. Groups will have a “discussion agenda” to guide their conversation.

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Social Studies RAFT

Students will

Know:

Names and roles of groups in the feudal class system.

Understand:

Roles in the feudal system were interdependent. A person's role in the feudal system will shape his/her perspective on events.

Be Able to Do:

Research

See events through varied perspectives

Share research & perspectives with peers



Sample RAFT Strips

	Role	Audience	Format	Topic
Language Arts	Semicolon	Middle School	Diary Entry	I Wish You Really Understood Where I Belong
	N.Y. Times	Public	Op Ed piece	How our Language Defines Who We Are
	Huck Finn	Tom Sawyer	Note hidden in a tree knot	A Few Things You Should Know
Science				
History				
Math				

Format based on the work of Doug Buehl cited in Teaching Reading in the Content Areas: If Not Me Then Who?, Billmeyer and Martin, 1998

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Science	Rain Drop	Future Droplets	Advice Column	The Beauty of Cycles
	Lung	Owner	Owner's Guide	To Maximize Product Life
	Rain Forest	John Q. Citizen	Paste Up "Ransom" Note	Before It's Too Late
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History	Reporter	Public	Obituary	Hitler is Dead
	Martin Luther King	TV audience of 2010	Speech	The Dream Revisited
	Thomas Jefferson	Current Residents of Virginia	Full page newspaper ad	If I could Talk to You Now
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	Thomas Jefferson	Current Residents of Virginia	Full page newspaper ad	If I could Talk to You Now
Math	Fractions	Decimals	Petition	To Be Considered A Part of the Family
	A word problem	Students in your class	Set of directions	How to Get to Know Me

Format based on the work of Doug Buehl cited in Teaching Reading in the Content Areas: If Not Me Then Who?, Billmeyer and Martin, 1998

Now, in Elementary...

- Yours might look like these...



My Community Raft

Role	Audience	Format	Topic
Postal Worker	A Friend	Letter	This is what I do for a job
Fireman	Policeman	Picture	How my job is different from yours
You	2 nd Grade Class	List of the things Police do	The job of a policeman

You can customize as you see fit. You can have only two RAFT strips or even one until the students get used to it. You can set the formats to match the readiness of your students. If you have three main levels in your class, make three different formats.

Alphabet Raft

Role	Audience	Format	Topic
A	Friend	Writer the letter and draw an apple	This is me and what I sound like
You	Kindergarten Student	Word	All the words you know that start with B
C	Friend	Picture	What has my sound?

This tries to address the three main readiness levels often found in K classrooms and even some Grade 1 rooms at the first MP of the year.

Punctuation Raft

Role	Audience	Format	Topic
?	1 st grade friend	Sentence	Ask a question to a friend
.	Classmate	Picture	Where do I go?

It is up to you what you do. Make the RAFT to suit your students at each specific time of the year.

Math Raft

Role	Audience	Format	Topic
$4+?=5$	2 nd Grade Class	Wanted Poster	Help me find my lost friend
+	—	Venn Diagram	We are related but different
X	+	Letter	Oh I wish you understood how I could help

Math Raft

Role	Audience	Format	Topic
+	X	Newspaper article	New Relative Found!
X	/	Persuasive Letter	I wish you knew how I could help
/	X	Poem	Oh How I Need to understand you

Math Review

ROLE	AUDIENCE	FORMAT	TOPIC
IN	OUT	IN/OUT DIAGRAM. PUT IN THE ARROWS	WHICH DIRECTION DO I GO?
PARENTHESES ()	$3 \times 2 + 7 = 13$	PICTURE OF WHERE THE PARENTHESES GO AND AN EXPLANATION OF HOW TO FIGURE OUT WHERE TO PUT PARENTHESES	WHO DO I HUG? SHOW AND TELL
x	/	FRIENDLY LETTER	THIS IS HOW WE ARE RELATED.
27	YOU	LIST OF RULES FOR ROUNDING NUMBERS	ROUND ME UP CHUCK!

MUSIC RAFT

Role	Audience	Format	Topic
Eighth Note	Quarter Note	Directions	How you get here from there
Beat	Self	Diary Entry	I wish rhythm knew how we were related
Music Professor	Student	Essay	Note versus Rote. What do you think?

Science RAFT

Role	Audience	Format	Topic
Conductor	Insulator	Persuasive Letter	Why I need to go through
Insulator	Conductor	Friendly Letter	How my job is different from yours
Light Bulb	Switch	Song and Powerpoint	You light up my life? How do you do it?
Simple Circuit	Electric Current	Labeled Diagram	Follow this path to the light!

Physics

Role	Audience	Format	Topic
Mass	Acceleration	Instructions for finding F posted on a social networking site: <i>Including the formula</i>	Think about the possibilities if we get together.
Boxer's Fist	Opponent's Face	Email message	Momentum: I hit your face, you hit the floor – what does it take?
Friend	Firend	Friendly letter that tells the friend the density of his/her brain	Dude – you're dense. I feel like I am talking to a brick wall.

Teacher would have stats/details/ etc for each topic: i.e. mass and volume of the friend's brain...

Novel RAFT: Tuck Everlasting

Role	Audience	Format	Topic
May Tuck	Funeral Attendees	Eulogy	You made the right choice Winnie!
Winnie Foster	Jessie Tuck	Letter	Sorry I couldn't honor your request.
The Man in the Yellow Suit	Investors	Business Proposal	There's lots of money to be made.
The Toad	Winnie	Oral presentation/ Dramatization	As I see it -You have changed!

Generic Book Plot

Role	Audience	Format	Topic
(1) Protagonist	Antagonist	Email	Yo, here's the problem?
(2) Antagonist	Protagonist	Letter	Hey, this is the solution.
(3) Author	Book Publisher	Plot Chart	Here's my idea...
(4) Main Character	You	Story Chart	This is the way my story goes....
(5) You	Friend	Four-block Comic Strip	Let me show and tell you about this book....

Generic RAFT for Making Reading Connections

ROLE	AUDIENCE	FORMAT	TOPIC
AUTHOR 1	AUTHOR 2	UNFRIENDLY LETTER	HOW YOU STOLE MY IDEA (TEXT TO TEXT)
CHARACTER FROM BOOK	ME	VOICE MAIL (WRITTEN OR ORAL)	WE CAN RELATE (TEXT TO SELF)
MAIN IDEA	REPORTER	Q & A	THIS REMINDS ME OF... (TEXT TO WORLD)

Generic RAFT for Comprehension: Summarizing

STUDENTS WILL BE ABLE TO SUMMARIZE USING WHO, WHAT, WHEN, WHY, WHERE , AND HOW

ROLE	AUDIENCE	FORMAT	TOPIC
BOOK EDITOR	PUBLIC	BOOK REVIEW PARAGRAPH	READ THIS BOOK!
AUTHOR	REPORTER	INTERVIEW	LET ME TELL YOU ABOUT MY WORK
SONG WRITER	MOVIE PRODUCER	SONG	"SUMMARY OF THIS STORY"

RAFT Possibilities

Role	Audience	Format	Topic
Writer	Self	Journal	Issues relevant to the text or time period
Artist	Peer group	Editorial	
Character	Younger students	Brochure/booklet	
Scientist	Government	Interview	
Adventurer	Parents	Video	Topic of personal interest or concern for role or audience
Inventer	Fictional character	Song	
Juror	Committee	Cartoon	
Judge	Jury	Game	
Historian	Judge	Primary documents	Topic related to essential question(s) and KUDs
Reporter	Animals	Critique	
Rebel	Objects	Biographical sketch	
Therapist		Newspaper article	
Journalist		Poem	
Teacher		Paragraph	
		Others??	

Designing a RAFT: Keep Your GOALS in Mind: Set the Objective

KNOW: What do you want students to know?

UNDERSTAND: What do they need to understand

DO: What will they do?



Designing a RAFT

1. Determine what you want students to know, understand, and do (K.U.D.)
2. Analyze the important **concepts** you want students to learn, and think about how writing or drawing can enhance this learning
3. Brainstorm possible **roles** students could be in their writing and a **format** to demonstrate their understanding
4. Decide who the **audience** will be and determine the format and topic
5. Students can all be assigned the same role or you could offer different roles

Social Studies RAFT

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Be Able to Do:

Research

See events through varied perspectives

Share research & perspectives with peers



Feudal System Raft

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Monk	Masses	Illuminated Manuscript	Do As I Say, Not As I Do
Lady	Pages	Song	What I Need from You

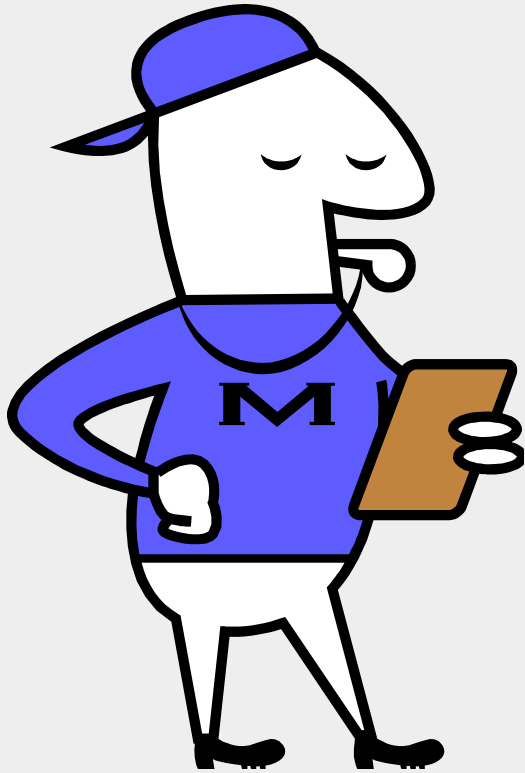
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A RAFT Activity For You

1. Think about a unit in a subject area.
2. Using the RAFT template, create at least three strips on the RAFT.
3. Remember – FIRST: Develop the K.U.D. for the RAFT
4. Keep in mind that your strips topics must relate to the K.U.D.
5. Be prepared to share your RAFTs and comment on your peers' RAFTs.

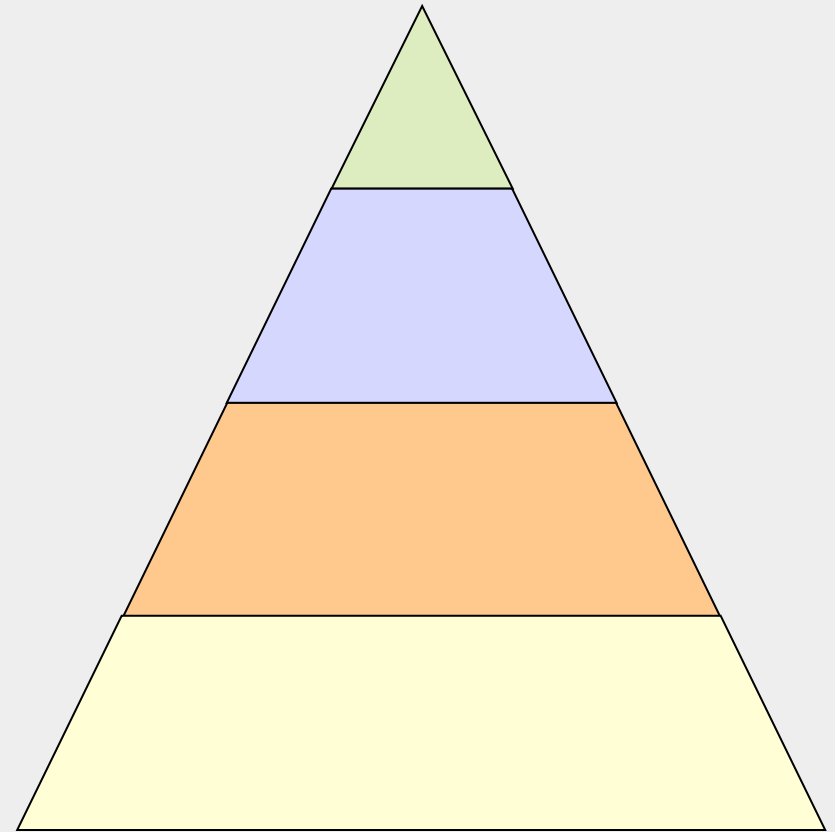
COACH IT UP



- **Does the RAFT:**
- Identify what students should know, understand, and do (K.U.D.)
- Have students analyze the important concepts you want them to learn.
- Provide for various roles students could be in their writing and a format to demonstrate their understanding
- Identify the audience
- Meet or exceeds the NJCCCS

Now Something a little “Different” - Differentiate It

- There are about six ways to differentiate an activity:
- Process
- Product
- Content
- Readiness
- Interest
- Learning Modality



My Community Raft

Role	Audience	Format	Topic
Fireman	A Friend	Letter	This is what I do for a job
Fireman	A Friend	Picture	This is what I do for a job
Fireman	A Friend	List of the things Police do	This is what I do for a job

You can control all other aspects except the one you want to differentiate. Format is the PRODUCT aspect of DI. You would DI this by writing readiness. You could use this same RAFT to DI by interest (Choice). We can change it to DI by CONTENT.

But Wait: It is still not a differentiated activity yet....

My Community Raft

Role	Audience	Format	Topic
Fireman	A Friend	Letter	This is what I do for a job
Fireman	A Friend	Picture	This is what I do for a job
Fireman	A Friend	List of the things Police do	This is what I do for a job

It becomes differentiated when you have specific students complete specific strips based on the goal of your differentiation. In this case, we differentiated by product. In this case, the product was also differentiated by writing readiness. Let's discuss.

My Community Raft

Role	Audience	Format	Topic
Fireman	Policeman	Letter	This is what I do for a job
Fireman	Postal Worker	Letter	How my job different from yours?

DI by CONTENT (Topic portion of the RAFT). It depends on your objective. The first strip is a little less complex content – the 2nd one is compare and contrast -

Revise Your RAFT

- Take 15 minutes to revise your RAFT. Make sure you differentiate by one of the following_
- Readiness (Topic)
- Product & Readiness (Format)
- Interest (Choice – you will have different R,A,F, & T)
- Be ready to share – What did you DI and why?

RAFTs can...

- Be differentiated in a variety of ways: readiness level, learning profile, and/or student interest
- Be created by the students or Incorporate a blank row for that option
- Be used as introductory “hooks” into a unit of study
- Keep one column consistent while varying the other columns in the RAFT grid



Comprehensive Closure

1. **Tell** yourself the components of a RAFT assignment.
2. **Write** the components of a RAFT assignment and a tip you would give to a new teacher as he/she begins to develop a RAFT.
3. **Share** your tip with a neighbor.
4. Be ready to share out.

Tiered Assignments

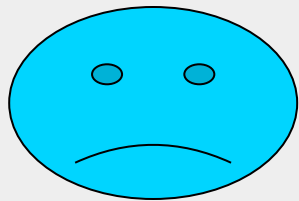
In a heterogeneous classroom, a teacher uses varied levels of activities to ensure that students explore ideas at a **readiness level and complexity** that builds on their prior knowledge.

Tiered assignments related to complexity and prior knowledge

Why TIER?? What Zone Am I In?

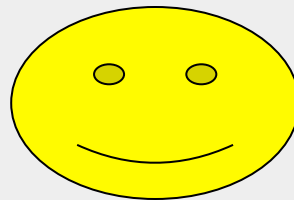
Too Easy

- I get it right away...
- I already know how...
- This is a cinch...
- I'm sure to make an A...
- I'm coasting...
- I feel relaxed...
- I'm bored...
- No big effort necessary...



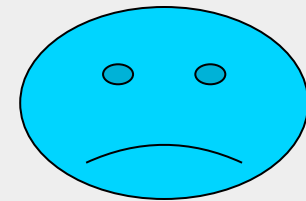
On Target

- I know some things...
- I have to think...
- I have to work...
- I have to persist...
- I hit some walls...
- I'm on my toes...
- I have to re-group...
- I feel challenged...
- Effort leads to success...



Too Hard

- I don't know where to start...
- I can't figure it out...
- I'm spinning my wheels...
- I'm missing key skills...
- I feel frustrated...
- I feel angry
- This makes no sense...
- Effort doesn't pay off...



THIS is the place to be... THIS is the achievement zone...

Tiered Assignments

Rationale for Use

- Allows students to begin learning where they are
- Allows for reinforcement or extension of concepts [*Stretch or Support*]
- Allows for differentiation based on process, product, content, readiness, interest, or learning preference
- Avoids work that is anxiety-production (too hard) or boredom-producing (too easy)
- Can blend assessment and instruction

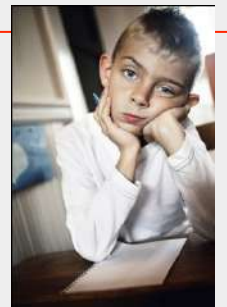
What is Tiered Instruction?

Teachers use tiered activities so that all students focus on essential understandings and skills but *at different levels of complexity*, abstractness, and open-endedness.



By keeping the overall objective of the activity the same, but changing the complexity at varying degrees of difficulty, the teacher maximizes the likelihood that:

- 1) each student comes away with pivotal skills & understandings
- 2) each student is appropriately challenged.

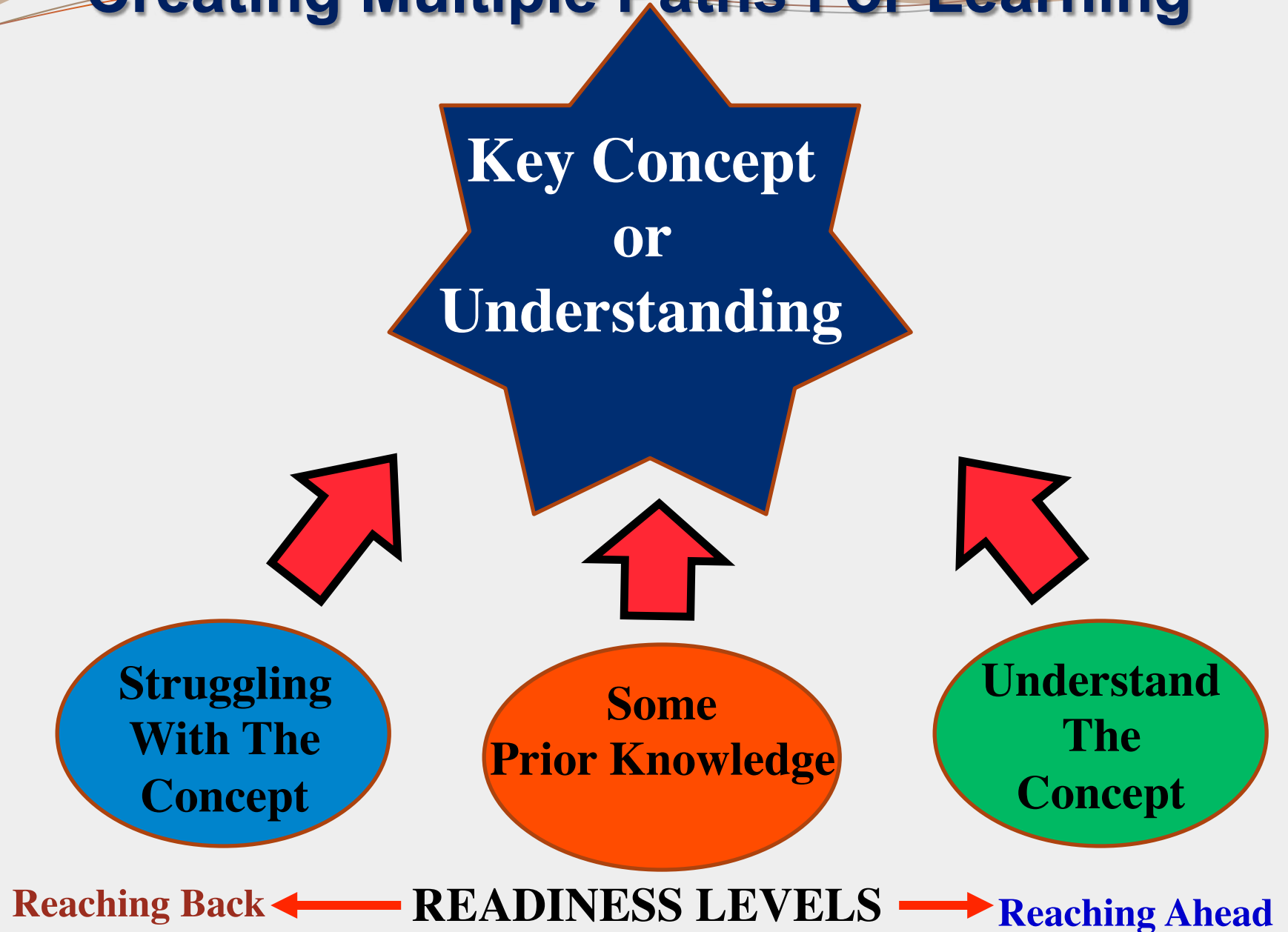


Tiered Assignments

Guidelines for Use

- **Be sure the task is focused on a key concept (Should be worth the time to create the assignment)**
- **Adjust the task by complexity, abstractness, number of steps, concreteness, and independence to ensure appropriate challenge**
- **Be certain there are clear criteria for quality and success**

Creating Multiple Paths For Learning



When Tiering:



Adjust---

- Level of Complexity
- Amount of Structure
- Materials
- Time/Pace
- Number of Steps
- Form of Expression
- Level of Dependence

THE TEACHER'S CHALLENGE



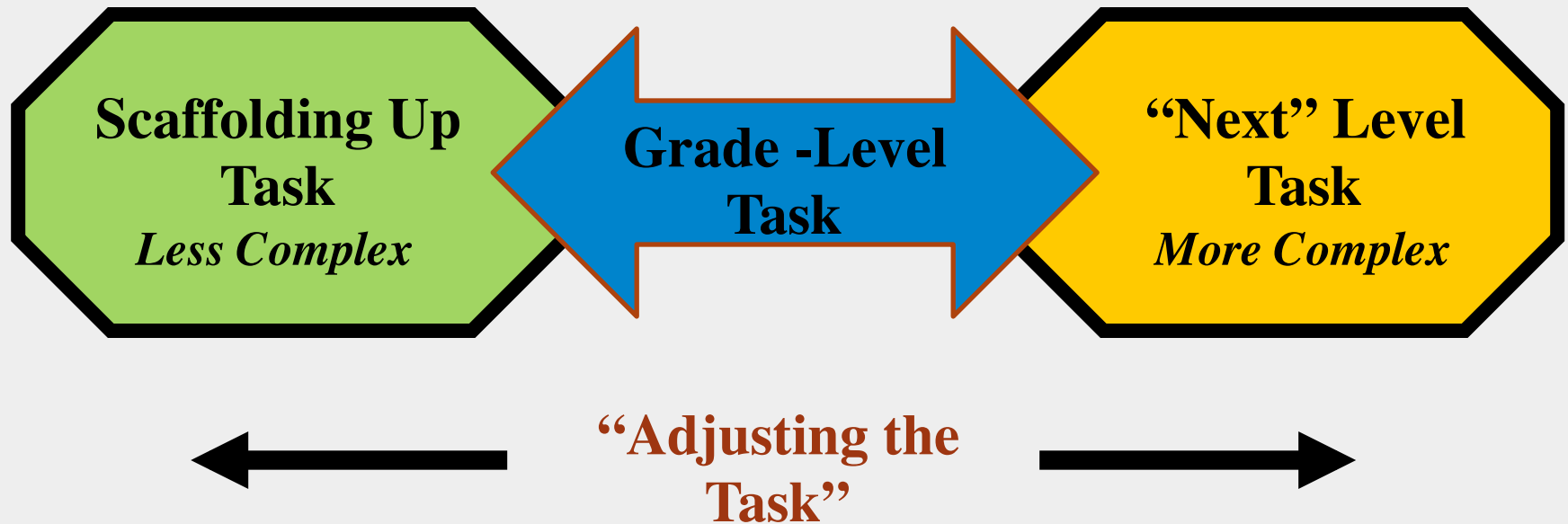
Developing-
“Respectful Activities”

- *Interesting*
- *Engaging*
- *Challenging*

Planning Tiered Assignments

**Concept to be Understood
OR
Skill to be Mastered**

Create **on-level task first** then adjust complexity.



Different Work, Not More or Less Work

ALWAYS COMPLEXITY

Just More Work

Basic task: Read two American short stories set in the 20th century and compare and contrast them on a Venn Diagram.

Advanced Task: Read four American short stories set in the 20th century and compare and contrast them on a chart.

Differentiated Work

Basic task: Read two American short stories set in the 20th century and compare and contrast the plots on a pre-made labeled Venn Diagram with one descriptor already filled in for each contrast.

Advanced Task: Read two American short stories set in the 20th century and determine plot. Create a plot chart for each to demonstrate the similarities and differences.

Tiering Activity

- It's all about complexity related to readiness!
- More complexity- step it up
- Less complexity
- Try to determine how the following example was tiered by readiness through complexity



Subject: Social Studies Grade: Middle School –Constitution

Key Concept: Understanding that for governments to be successful and humane after revolutions there must be an agreement between the people and the government.

Understanding: Constitutions and Bills of Rights help to define roles and responsibilities of governments and people.

Background:

Studied the Am. Revolution and the creation of the Constitution, Articles of Confederation, and Bill of Rights. Must demonstrate understanding and transfer that understanding to a new situation through a project-based exercise.

This lesson is tiered in *content* according to *readiness*.

Tier I: Grade Level Readiness

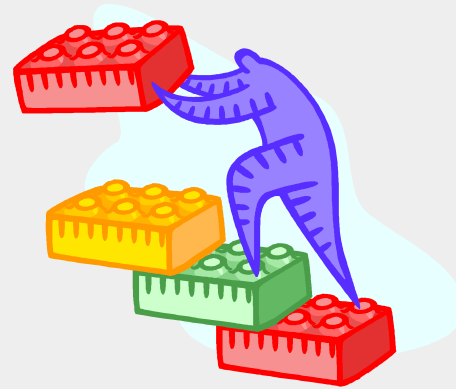
Groups of three are given information about 3 modern day revolutions. Choose one and identify the main issues that drove the revolution. They are given a student version of the Bill of Rights. They must develop a bill of rights (5 rights) for the new government of their choice and explain why they chose the 5 rights. Each group will be given a project starter with one right already chosen and a rationale for that reason as an example. The group must be prepared to present and defend their rights.

Tier II: Advanced Readiness

Students in pairs will research a modern day revolution and identify the main issues. They must develop a bill of rights for the new government of their choice and explain why they chose the five rights and the strengths and weaknesses of their rights. The group must be prepared to present and defend their rights.

Tiering Activity

- It's all about complexity related to readiness!
- More complexity
- Less complexity
- All the students dealt with the SAME objective. This was NOT modified content. It was varied complexity. They all achieve the same mandated objective



In Reality...

- You really only need two levels – depends on when you do the activity
- If it is used as an intro
- or as a mastery

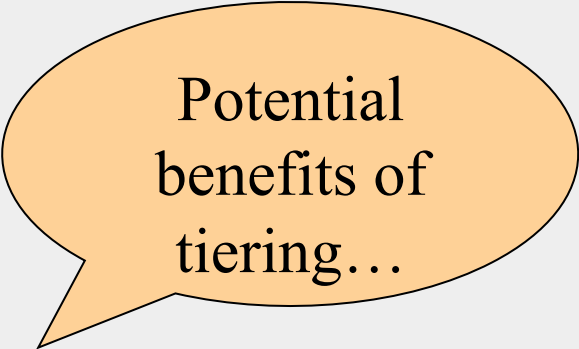
**Struggling
With The
Concept**

Understanding

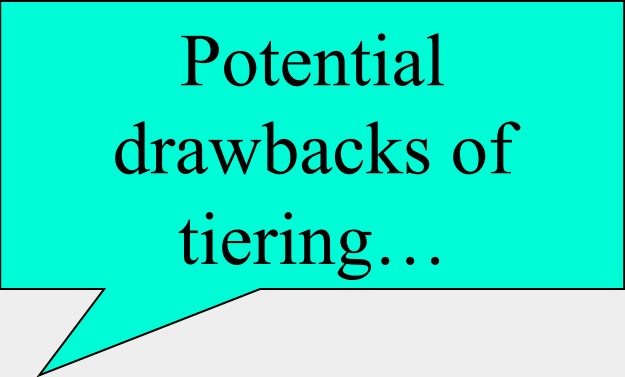
Understanding

**Understand
&
Beyond**

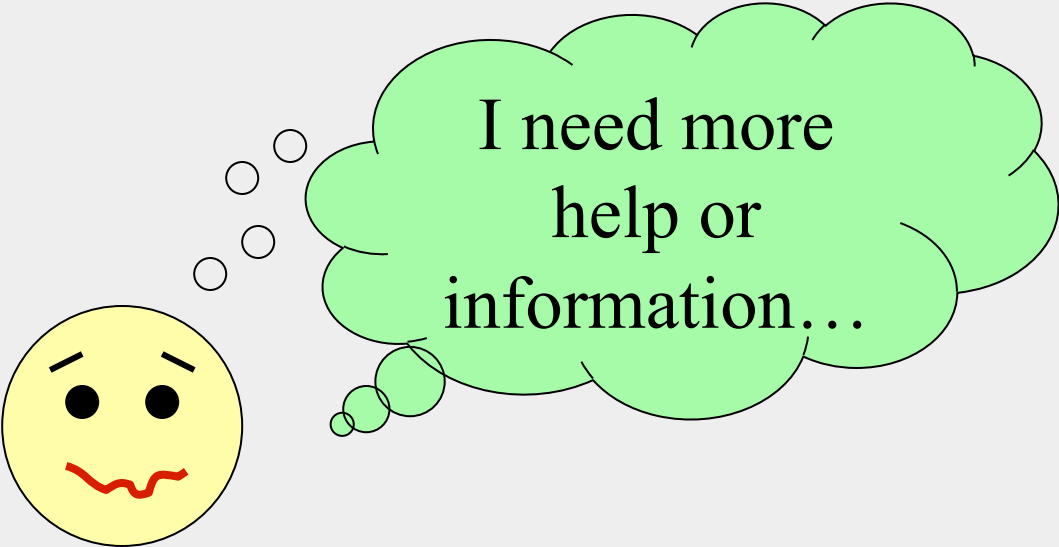
The Voices in my Head...



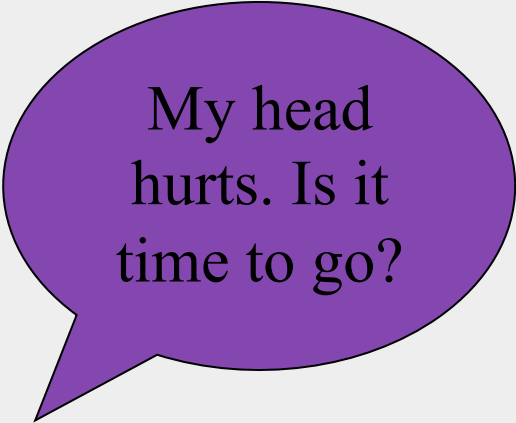
Potential
benefits of
tiering...



Potential
drawbacks of
tiering...



I need more
help or
information...



My head
hurts. Is it
time to go?

Tiered Addition

Subject: Mathematics –addition

Key concepts – addition is related to “counting up”

Background- 1st lesson in the Grade 1 unit on adding to 10

- **Tier I – Scaffold Level**

Students given manipulatives and a sheet of paper with an example of how to add two numbers that = 10 or less

Tier II – Students given manipulatives and a sheet of paper with five problems

(Both tiers deal with exact same content – this is not about modifying content (although it could be). This is about having students all deal with the same objective with varied complexities)

SAMPLES OF TIERED INSTRUCTION

Subject: Mathematics **Grade:** Seventh **4.1.7.A.4** **Topic:** Real-Number Sense

Key Concept: Students develop a sense about numbers which allows them to manipulate them appropriately in any given form or structure.

Generalization: Students compare and order numbers of all types.

Background: A few activities have been completed which emphasize number-sense and in particular, the reasonableness of values in situations. The teacher prepares sets of “real-number” cards consisting of at least 15 cards. Each card has either a fraction, decimal, mixed number, integer, or whole number. *You may make all the sets the same or by varying the number of cards and/or difficulty level of the numbers, you would be tiering also by content.*

This lesson is tiered in *product* according to *readiness*.

Tier I: *Less Readiness(CPI Meets Standards for Grade Level)*

Pairs of students are given a set of “real-number” cards consisting of fractions, decimals and whole numbers and a **blank Venn diagram** which has three overlapping circles labeled as follows: numbers greater than $1\frac{1}{2}$, numbers less than 3.5, and numbers between 0 and 15.

Students write each number in the appropriate circle.

Tier II: *Grade Level Readiness*

Pairs of students are given a set of “real-number” cards and a **blank number line**. Students must sort their cards and decide where to place each on the number line. Students complete the lesson by writing each number on the number line.

Tier III: *Advanced Level Readiness*

Pairs of students are given a set of “real-number” cards and a blank Venn diagram which has three overlapping circles which are not labeled. Students must sort their cards and decide on labels for each of the circles. Then students write each number in the appropriate circle.

Assessment: Grade the products for correctness and any other criteria you have identified on rubric.

Tiered Reading

- **Subject: Language Arts**
- **Understanding: Identify words with the short a sound**
- **Background: 3rd lesson on the topic**

TIER 1: *Scaffold*: Teacher reads and shows various words. Students raise hands when they hear a word that has short a (*teacher is part of the tier in this one*)

TIER 2: *On level*: students given stack of word cards. Separate words with short a from other words in the stack

TIER 3: “*Next*” level: students read groups of sentences and make a list of words with short a sound

Tiered Math

- **Subject: Math**
- **Understanding: multi-step problems**
- **Background: 1st lesson on the topic**

TIER 1: *Scaffold:* Students are given a set of multi-step problems (2,3 etc) , as set of directions, and an example problem solved

TIER 2: *On level:* Students given a set of multi-step problems with a set of directions

TIER 3: *“Next” level:* students given set of multi-step problems

Tiered Science

- **Subject: Science**
- **Understanding: life cycle of butterfly**
- **Background: last lesson on the topic**

TIER 1: *On level:* Students given a flow chart and asked to complete with the life cycle of a butterfly

TIER 2: *“Next” level:* students told to draw and label the life cycle of a butterfly

(This can be use with any “cycle” topic)

Tiered Art

- **Subject: Grade 4 Art**
- **Understanding: How to draw a realistic figure focusing on the details of proportion**
- **Background: mid-lesson on the topic**

TIER 1: *Scaffold:* Students draw stick figures drawn from mannequin models – in proportion

TIER 2: *on level:* students draw sausage/bubble style shapes for limbs and body in proportion

Tier 3 : *“Next” level* model realistic characteristics from live models

Tiered Math

- **Subject: Grade 1 Math - Money**
- **Understanding: Coin values**
- **Background: 1st – 2nd lesson on the topic**

TIER 1: *Scaffold:* Play “money trade up” game with dice and coins. A money “trade up” table/picture provided with two examples (trade 2 nickels for a dime)

TIER 2: *on level:* Play “money trade up” game with dice and coins. No examples, etc provided

Tier 3 : Give students a list of items and costs and have them show at least two different coin combos for each

In Reality

- **The important thing to understand is that the Tiered Activity is flexible and you can use it to meet the needs of various types of learners: Scaffolding, Mastery, Enrichment Challenge**
- **It can be written into the curriculum to save you time or provide you with ideas for other activities**

Let's Try It – Be ready to share

- **Subject**
- **Key Understanding (Objective)**
- **Background**
- **Make two tiers: Decide if you are going to scaffold (tier 1) to grade level (tier 2) or tier from grade level (tier 1) to the “next” level (tier 2)**
- **Beginning of unit – maybe start at scaffold – middle or end of lesson, tier up to “next level”**
- **Remember – change the level of complexity – support (do in groups of 4-5)**

Tiered Lesson Design Rubric

- Tiered Levels meet the objective of the lesson and the NJCCCS



- Are all levels:

- Interesting



- Engaging



- Challenging



- Paced Properly for all readiness



- Respectful Activities

