The How To's of Planning Lessons Differentiated by Learning Profile

- Chapter 10
- Pages 60 – 71
- How to Differentiate Instruction in Mixed-Ability Classrooms by Carol Ann Tomlinson

The Categories of Learning-Profile Factors – p. 60

Learning-Style Preferences

- Intelligence Preferences
- Culture-Influenced Preferences
- Gender-Based Preferences
- Combined Preferences

Page 61 - Figure 10.1 - Focus on Learning Profile

Learning-Style Preferences – p. 60

- Refers to environment or personal factors
- Spare versus busy classroom
- Light versus dark classroom
- Oral, visual, movement
- Noisy versus quiet classroom

- **The teacher needs to give the students learning choices by creating a room with different "looks" in various parts of the room.**

Intelligence Preferences – p. 62

- Refers to the sorts of brain-based predispositions we all have for learning

Intelligence Preferences – p. 62

Howard Gardner

Verbal Linguistic

Logical Mathematical

Visual Spatial

Musical Rhythmic

Bodily Kinesthetic

Interpersonal

Intrapersonal

Naturalistic

Robert Sternberg

Analytic (schoolhouse)

Practical (how & why)

Creative (innovations)

Culture-Influenced Preferences – p. 62

The teacher needs to understand the range of learning preferences that exist in any group of people.

- ✓Fixed or rigid
- ✓Whole-to-part (big idea) or part-to-whole (details)
- ✓Contextual & personal or discrete & impersonal
- ✓Group or individual
- ✓Creativity or conformity
- ✓Reflective or impulsive

Gender-Based Preferences – p. 62

- Gender influences how we learn.
- Males may prefer competition while females may prefer collaboration.

Some of the same elements that are influenced by culture can also be influenced by gender.

Combined Preferences – p. 62

- Unique constellations of learning preferences in individuals.
- Create options and choices that make everyone comfortable much of the time.

Guidelines for Learning-Profile Differentiation – p. 63

- Remember that some, but not all, students will share your learning preferences.
- Help students reflect on their own preferences.
- Use both teacher-structured & student-choice avenues to learning-profile differentiation.
- Select a few learning-profile categories for emphasis as you begin.
- Be a student of your students.

Strategies That Support Learning-Profile Differentiation – p. 64

- ⇨ Complex Instruction (high level tasks, collaborative groups)
- ⇨ Entry Points (narrational, quantitative, foundational, aesthetic, experimental)
- ⇨ 4-MAT (mastery of information, understand key ideas, personal involvement, create something new)
- ⇨ Varied Approaches to Organizing Data

☺ See Figure 10.2 on page 65.

Using Learning Profile to Differentiate Content, Process and Product – p.64

- Example: tape record for auditory learners, role-play right after reading, graphic organizers (how parts fit the big picture), overhead projector or flip chart.

Using Learning Profile to Differentiate Content, Process and Product – p. 64

- **Example: Menu for Success.**

Four ways to explore a math concept:

- Ask students to use words & pictures to create directions for solving a problem.
- Multiple versions of the problem to work.
- Solve a real-life dilemma.
- Use manipulatives to demonstrate.

Bringing the Elements Together – p.66

The Flow of Instruction

See Figure 10.4 - page 68.

Check out the before and after.

Figure 10.5 - page 69-70.

This example shows how teachers diagnosed student readiness, interest and learning profile.

Interest Questionnaire - p. 69

What Do You Want to Learn About the Solar System?

These are some of the concepts we will be studying in our unit on the solar system. Help me to see what you want to know. Number your choices from 1 to 7. Make sure that 1 is your favorite and 7 is your least favorite.

_____ planets

_____ moons

_____ Earth

_____ sun

_____ spinoffs from space

_____ space shuttle

_____ astronauts

Diagnosing Student Interest, Readiness and Learning Profile - p.71

- Published tools
- Common sense
- Teacher ingenuity

Teachers can learn a great deal about students by:

- Observing and reflecting on data
- Using simple teacher-made tools

Jazzy Geometry

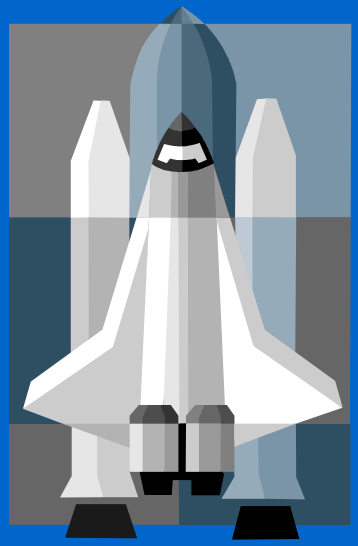
- What does *geometry* mean?
- Can you name 8 different polygons.
- Compare and contrast a rectangle and a trapezoid.
- Draw an example of a quadrilateral with no parallel sides.
- Where in our daily lives do we experience geometry?

Jazzy Geometry

- I like to do math alone ___ or in a group___.
- I like to work at a desk ___ or in the floor___.
- I like instructions to be written ___ or spoken___.
- I like to figure out how to complete an assignment by myself. Yes ___ No ___

The End

Or Is It the Beginning?



DIva Dee and the DI's