

Planning for Differentiated Learning

Unit Title:	Grade Level:	
Unit Designer:	Time Frame:	
School:	School District	
1. STANDARDS: What should students know and be able to do?	Performance Indicators	
Essential Questions:		
2. ASSESS	<ul style="list-style-type: none"> ▪ Quiz, test, ▪ Performance ▪ Products ▪ Presentation ▪ Demonstration ▪ Log, journal, ▪ Checklist ▪ Portfolio ▪ Rubric 	
3. CONTENT: (understandings, concepts, vocabulary, facts)	SKILLS:	
Diversity Honored (Learning Styles, Multiple Intelligences, personal interest etc)		
4. ACTIVATE: Focusing activity to engage the learners	Pre-assessment strategy for prior knowledge	
	<ul style="list-style-type: none"> ▪ Quiz, test ▪ Surveys ▪ K.W.L. ▪ Human Treasure Hunt ▪ Journals ▪ Arm Gauge ▪ Give me 5 ▪ Brainstorm & Categorize ▪ Concept Formation Web ▪ Thumb it ▪ 4 corners ▪ Carousel Brainstorm 	
5. ACQUIRE	Grouping Decisions:	
<ul style="list-style-type: none"> ▪ Lecturette ▪ Presentation ▪ Demonstration ▪ Jigsaw ▪ Video ▪ Field Trip ▪ Questions/Discussions 	<ul style="list-style-type: none"> ▪ Guest Speakers ▪ Text ▪ Simulation ▪ Interview ▪ Research ▪ Webquest ▪ Graphic Representation 	<ul style="list-style-type: none"> ▪ T.A.P.S (total group alone partners small group) ▪ random ▪ constructed ▪ heterogeneous ▪ homogeneous ▪ interest ▪ task
		<ul style="list-style-type: none"> ▪ Projects/Products ▪ Contracts ▪ Compact/Enrichment ▪ Problem Based ▪ Inquiry ▪ Research ▪ Independent study ▪ Demonstration

Adapted by Ann Pike from Gayle H. Gregory and Carolyn Chapman, *Differentiated Instructional Strategies: One Size Doesn't Fit All*. Thousand Oaks, CA: Corwin Press, © 2002.

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6. LESSONS	Whole Class Components	Differentiated Components

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