

# Begin Slowly - Just Begin!

## Lo-Prep Differentiation

Choices of books  
Homework options  
Use of reading buddies  
Varied journal prompts  
Orbitals  
Varied pacing w/anchor options  
Student-teacher goal setting  
Work alone/together  
Whole to part and part to whole explanations  
Flexible seating  
Varied computer programs  
Design-A-Day  
Varied supplementary materials  
Options for varied modes of expression  
Varying scaffolding on same organizer  
Let's Make a Deal projects  
Computer mentors  
Think-Pair-Share by readiness, interest, learning profile  
Use of collaboration, independence, and cooperation  
Open-ended activities  
Mini workshops to re-teach or extend skills  
Jigsaw  
Negotiated Criteria  
Explorations by interest  
Games to practice mastery of information and skill  
Multiple levels of questions

## Hi-Prep Differentiation

Tiered activities/labs  
Tiered products  
Independent studies  
Multiple texts  
Alternative assessments  
Learning contracts  
4-MAT  
Multiple Intelligence options  
Compacting  
Spelling by readiness  
Entry Points  
Varying organizers  
Lectures coupled with graphic organizers  
Community mentorships  
Interest groups  
Tiered centers  
Interest centers  
Personal agendas  
Literature Circles  
Stations  
Complex Instruction  
Group Investigation  
Tape recorded materials  
Teams, Games and Tournaments  
Choice Boards  
Think-Tac-Toe  
Simulations  
Problem-Based Learning  
Graduated rubrics



Adapted from Carol Ann Tomlinson, *How to Differentiate Instruction in Mixed-Ability Classrooms*, 2nd Edition; Alexandria, VA, 2001.

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## Begin Slowly Just Begin Reflection Log

<p>What am I doing now?</p>	<p>What might I like to try?</p>
<p>What might I like to modify?</p>	<p>What Lesson am I working on or planning that can be differentiated?</p>

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