

Differentiated Instruction: Classroom Snapshots

Note: The following snapshots assume only one adult is present. If two adults are present, the challenges of providing differentiation are eased somewhat.

1. Based on classroom assessment, the teacher decides that several of his students would benefit from pre-teaching related to the vocabulary and concepts to be introduced in an upcoming anchor text. He decides to meet with those students for a few minutes during the free exploration period for the three days preceding the introduction of the new book.
2. During recess, the teacher gathers four leaves/twigs/pebbles and calls together a couple of students who are struggling with one-to-one correspondence. She spends a few minutes checking their conceptual understanding of one-to-one correspondence. She decides they understand the concept, but need more practice. She then provides additional opportunities for counting and recounting the items, then asks each of them to find five more for her.
3. The teacher has identified four students who have strong blending skills and decode confidently. They are ready to read more challenging decodable text. To build fluency, the teacher calls them from their center assignments and reads with them for a few minutes several times a week.
4. An embedded assessment focusing on an instructional dialogue about subtraction reveals serious misunderstandings. During center time, teacher calls the students together for additional instruction to clarify misconceptions about subtraction and build conceptual understanding.
5. Several students are struggling with oral blending. The teacher decides to work with them during a few minutes of their exploration time. To engage the students, she carefully selects engaging words related to their interests for blending practice and then sends them back to continue their independent exploration.